

FELIX BREMSER, ANNA C. HÖVER, MANUEL SCHANDOCK

**Graduate surplus and skilled-worker shortage: trends in the vocational qualification structure**

Graduate numbers in Germany are still very low by international comparison, according to the OECD, which advises an increase in this segment. The article outlines the potential impact of a one-sided increase in the graduate ratio upon trends in the qualification structure of the German population.

SANDRA BOHLINGER

**The International Standard Classification of Education**

The article sets out to understand the basis of the International Standard Classification of Education and the comparative scales and values that are used to assign a qualification to a particular level. The conclusions show that ambiguities mainly arise where the assignment of a qualification to a particular level is justified by valency in the sense of rigour and complexity of content.

IRMGARD FRANK, GÜNTER WALDEN

**Duration of initial vocational training – a mandatory three-year limit?**

The German Ministry of Economics and Technology has decided that occupations for which initial vocational training takes three and a half years will now only be introduced as pilot regulations with a maximum of five years' validity. To examine whether there are conspicuous differences between training occupations with three-year and three-and-a-half year apprenticeships, BIBB carried out analyses of the 2010 vocational education and training statistics for a research paper, which this article introduces.

JORG-GÜNTHER GRUNWALD

**Issues affecting the systematic structuring of occupational groups**

A recommendation of the Innovation Circle on Continuing Education and Training from the year 2007 envisages a considerably more streamlined structure to be achieved by combining individual occupations to bring about a considerable increase in occupational groups. This article sets out the possible benefits for companies, apprentices and schools, whilst drawing attention to possible obstacles and misgivings that might arise in conjunction with the creation of formal occupational groups.

STEFAN EKERT, LISA ROTTHOWE, BERND WEITERER

**Training modules – competence- and outcome-orientation in VET provision within the transition system**

Competence-oriented training modules aim to increase the quality of transition programmes and to make learning outcomes transparent. With reference to initial findings from piloting the JOBSTARTER CONNECT programme, the article shows how training modules can successfully be implemented within existing measures and what effects can be observed.

BERNADETTE DILGER, PETER F. E. SLOANE

**Competence orientation in part-time vocational schools Occupational competence in the versions of KMK Guidelines on a field-of-learning approach to curriculum development**

With reference to guidelines from the Standing Conference of the Ministers of Education and Cultural Affairs of the Länder (KMK) the article demonstrates how the understanding of competences has changed since 1996 and what motivated that change. It clearly emerges that the current Guideline of 2011 simultaneously addresses three different competence approaches.

THILO LANG, MICHAEL DAMBACHER

**Units of learning ensure compatibility Results of the "Eurolevel" project in Baden-Württemberg to foster permeability**

The article puts forward a proposal for the competence-oriented description of learning units in order to ensure the compatibility of training courses across regulatory instruments. In this context, the article presents findings of the "Eurolevel" project in Baden-Württemberg on the transfer of credit for competencies acquired in full-time school-based programmes towards a programme of initial vocational training within the dual system.

GERHARD SYBEN

**Integrating initial with advanced VET rather than transferring credit: making the case for Higher Vocational Education and Training**

To improve the permeability of the vocational education and training (VET) system, one possibility under discussion is the integration of initial vocational training with advanced vocational training. On the basis of findings from the ECVET-D-Bau project, the upgrading training programme to qualify as a certified construction-industry foremen serves to illustrate the logic of a solution that goes beyond interlocking but separate qualifications. A conceptual design is developed for a training programme that integrates initial and advanced vocational training.

VOLKER BORN

**The occupational career model in the skilled crafts Perspectives for continuing development of a structural model**

This article describes the challenges and design approaches for the continuing development of the structural model of vocational education and training (VET) in the skilled crafts. Against the backdrop of key VET policy challenges, the discussion focuses on examples from three significant fields of activity and considers some preliminary design approaches.

IRMGARD FRANK

**All set for the design of competence-oriented regulatory instruments? Consequences of the National Qualifications Framework on regulatory design**

The pivotal characteristic of the German Qualifications Framework (DQR) is its orientation towards learning outcomes. Systematic implementation of this learning-outcome orientation has major implications on the design of state-recognised initial and advanced vocational training regulations. The article introduces guidelines for drawing up competence-oriented regulatory instruments on the basis of current findings from research and development work at BIBB.

ROBERT W. JAHN, KATHRIN BRÜNNER

**Media coverage of the theme of "training maturity"**

Public awareness of educational and social-policy themes is influenced by reporting in the mass media, among other factors. This article empirically explores the visibility of the theme of "training maturity" in media coverage. It becomes apparent that the intensity of reporting reaches a peak at certain times, in certain market situations, and when newsworthy events have education-policy implications.

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