



Brief summary of key points

Within the German educational system, dual programmes of higher education study represent an existing training format that combines academic study with phases of company practice and thus parallelises and interrelates theoretical and practical learning. Not least because of ongoing quantitative expansion of dual programmes of higher education study and of numbers of students, dual study is also gaining in significance within the scope of VET policy debate. The focus is particularly on issues relating to the structuring and quality of the company-based learning venue. In formal terms, quality assurance of the company as a learning venue for dual programmes of higher education study takes place via accreditation both within the integrative training format and via the respective training regulations. However, there has thus far been a lack of a relevant empirical basis to permit secure statements regarding the structuring of the company-based learning venue and associated quality aspects within dual programmes of higher education study and in respect of integrative training programmes in particular.

In order to obtain findings on how the company-based learning venue is structured in dual courses of higher education study and on whether traditional dual VET changes if parallel provision of dual courses of study are introduced, the aim within the scope of the project is to look at the didactic structuring of the company as a learning venue for dual students in technical occupations¹ and to relate this to classical dual training. The primary objective is to produce a description of the didactic structuring of training under the auspices of academic education.

The project will pursue an inductive logical approach and will use empirical methodology. The research process will be conducted in a phenomenon or problem-led manner on the basis of the leading research issues with the primary goal of achieving a description of didactic training under the auspices of academic education. A further objective is to make a contribution towards the formation of hypotheses and theories regarding the influence exerted by the hybridisation of vocational and academic training on the structures of imparting learning at the venue of the company. Various theories, concepts and models will be addressed for this purpose, primarily from the fields of VET research and teaching/learning research (including theories of company-based learning, didactics of vocational education and training, training quality).

In methodological terms, the research project has been designed as a case study. Project work will initially involve investigation of the the status of research and comprehensive literature research. This will serve as the basis for specification of the research issues. The subsequent aim is to adopt a criteria-led approach to forming cases relating to dual programmes of higher education study that integrate training and practice and that can be aligned to a dual training occupation in the technical manufacturing sector. The plan is to conduct qualitative interviews relating to these cases with dual students and with training staff from the same respective company. In addition to the interviews, a documentary analysis will be carried out for the purpose of explication.

¹ A list of technical training occupations in the dual system can be found at https://www.bibb.de/dokumente/pdf/a21_dazubi_berufsliste-t_2011.pdf.