

FRITZ BÖHLE

# Can higher education learn from vocational education and training?

The combination of institutionalised learning and practical "doing" opens up new fields of learning and new learning venues

## Kann die höhere Bildung von der beruflichen Bildung lernen?

Die Verbindung von institutionalisiertem Lernen und praktischem Tun eröffnet neue Lernfelder und -orte

Berufsbildung in Wissenschaft und Praxis – BWP 39 (2010) 2, p. 6

In the mid-1970s, the sociologist BURKART LUTZ advocated that initial vocational education and training should become the "centrepiece of the entire education system". Yet this was no facile defence of the existing practice of vocational education and training, but an affirmation of the principle of learning known as action-, task- and project-oriented, whereby education is not only focused on "knowing what" but also on "knowing how". The article takes up this appeal for vocational education and training and develops it with special regard to the education taking place in higher education institutions.

JOHANNES KOCH, EGON MEERTEN

# Delivering career-oriented continuing education on bachelor's degree programmes

A structural approach to optimising the permeability between vocational education and training and higher education

## Berufsorientierte Weiterbildung in Bachelorstudiengängen realisieren

Ein struktureller Ansatz zur Optimierung der Durchlässigkeit zwischen Berufsbildung und Hochschule

Berufsbildung in Wissenschaft und Praxis – BWP 39 (2010) 2, p. 10

Education and training policy aims to improve permeability between the two education systems with procedures for accrediting prior vocational learning and transferring credit towards higher education degree programmes. However, the results so far show that under the proposed procedures very little of the content of initial vocational training courses can be translated into credit towards degree programmes. This article sketches out an alternative suggestion, which is to establish bachelor's degree programmes based on vocational competencies and experience as an academic continuing education route for qualified skilled workers. Such an approach is seen as an opportunity to link up vocational and higher education, systematically and cumulatively, and hence to create permeable occupational career paths.

CHRISTIAN HOLLMANN, JÖRG SCHMIDT, DIRK WERNER

# Are bachelor's degrees crowding out initial and advanced occupational qualifications?

Findings from recent studies

## Verdrängt der Bachelor duale Aus- und Fortbildungsberufe?

Ergebnisse aktueller Studien

Berufsbildung in Wissenschaft und Praxis – BWP 39 (2010) 2, p. 18

The introduction of bachelor's and master's degrees fundamentally changed the landscape of German higher education. With the option of obtaining an initial professional qualification after six semesters of subject-based study, the bachelor's degree programme is moving towards the same time-frame as the dual-system apprenticeship and provides an alternative for companies looking to recruit newly-qualified staff. The article analyses whether bachelor's degrees are actually viewed as an alternative to initial vocational training in terms of their function and objectives, or whether they are perceived as vocational upgrading training, and what the resulting implications are for the vocational education system.

PHILIPP GONON, UTE HIPACH-SCHNEIDER, TANJA WEIGEL

# Bachelor's degree versus apprenticeship?

A false dichotomy from the viewpoint of personnel managers in Swiss companies

## Bachelor contra Berufsausbildung?

Eine falsche Alternative aus Sicht der Personalverantwortlichen in Schweizer Unternehmen

Berufsbildung in Wissenschaft und Praxis – BWP 39 (2010) 2, p. 23

In the course of the Bologna Process, the tertiary sector of education has expanded and become more orientated to the employability of university graduates. This article explores the extent to which this leaves newly-qualified dual-system apprentices at a disadvantage in the labour market. The findings from the project "Recruitment at the intermediate qualification level" indicate that, from the viewpoint of recruitment managers, bachelor's degrees may be in greater demand in future but will not lessen the role of vocational education and training.

VEIT ECHTERHOFF

# Synergy effects from apprenticeships and bachelor's degree programmes

The Young Potential Programme at ThyssenKrupp Steel Europe AG

## Synergieeffekte aus Berufsausbildung und Bachelorstudiengängen

Das Young Potential Programm der ThyssenKrupp Steel Europe AG

Berufsbildung in Wissenschaft und Praxis – BWP 39 (2010) 2, p. 27

Ever-increasing requirements upon skilled workers and a certain scepticism as to whether singular bachelor's degrees are capable of ensuring the employability of future graduates prompted ThyssenKrupp Steel Europe AG to devise its Young Potential Programme. Launched in 2007, the programme is part of a long-term human resources development strategy and consists of bachelor's degree courses enriched by a parallel programme of seminars, workshops and informal learning arrangements. The article outlines the objectives and design of the programme. It gives an account of the background conditions that led to the setting up of the programme as well as initial assessments of the implementation.

ULRICH HOFFMANN, MARGRET SCHERMUTZKI, KATJA WINCKELMANN-SCHLIEPER

# Competence-based integration of practical occupational learning and academic learning

The Process Engineering degree programme at Aachen University of Applied Sciences

## Kompetenzbasierte Verzahnung von berufpraktischem und wissenschaftlichem Lernen

Der Studiengang Prozesstechnik der FH Aachen

Berufsbildung in Wissenschaft und Praxis – BWP 39 (2010) 2, p. 32

Amid rapid change in society and new requirements in the labour market, the role of academic continuing vocational education and training is gaining importance. Courses in this category are in high demand, both from companies and from employees. Higher education institutions are called upon to respond to this and point out options for lifelong learning by recognising learning acquired in non-academic contexts for the purposes of degree qualifications, and creating ways of building on this learning in order to gain an academic degree. This article introduces a degree programme which enables working people to gain credit for their prior vocational learning, which may count for up to 50 percent of the requirements of the study programme.

VOLKER GEHMLICH

# Qualifications frameworks in the Copenhagen and Bologna Process

Opportunities for more permeability between vocational and higher education

## Qualifikationsrahmen im Kopenhagen- und Bologna-Prozess

Chancen für mehr Durchlässigkeit zwischen Berufs- und Hochschulbildung

Berufsbildung in Wissenschaft und Praxis – BWP 39 (2010) 2, p. 39

A core problem of many education systems is the lack of options for obtaining qualifications via different routes which qualify not only for recognition but also for learning credit towards subsequent qualifications on different pathways. In BWP 6/2004 an idea was sketched out for a "common currency in the form of a credit transfer system" in Europe, which could help to bridge the divide between the two processes – Bologna and Copenhagen – and hence between the different kinds of learning and the different learning venues. The article investigates whether the original hopes have been fulfilled, and the extent to which the submitted draft of a comprehensive German Qualifications Framework (GQF) can promote permeability between vocational and higher education.

KATHRIN HENSCH, BARBARA LORIG, DANIEL SCHREIBER

# Competence-based design of training occupations

A proposed concept for updating and modernising occupational profiles

## Ausbildungsberufe kompetenzbasiert gestalten

Ein Konzeptvorschlag für die Neuordnung und Modernisierung von Berufen

Berufsbildung in Wissenschaft und Praxis – BWP 39 (2010) 2, p. 47

Realigning the dual system with competence-based criteria offers the advantage of being compatible with the developing common European Education and Employment Area. It also contributes to ensuring that initial vocational training is placed appropriately within the German and the European Qualifications Frameworks.

The article presents a concept for designing competence-based training regulations, pointing out where it would entail changes to current regulatory instruments and procedures and describing the next steps to be taken.