
WOLF-DIETRICH GREINERT

Employability and vocationalism – two competing models in employment training?

Beschäftigungsfähigkeit und Beruflichkeit – zwei konkurrierende Modelle der Erwerbsqualifizierung?

Berufsbildung in Wissenschaft und Praxis – BWP 37 (2008) 4, p. 9

Training for workers which takes place below the academic level is being accorded an increasing degree of significance at an international level from an economic and social policy point of view. In Germany, this form of training has traditionally been viewed as “vocational training” or “vocational instruction” and has been pursued along these lines. The contrast with Anglo-Saxon practice and conceptuality makes it clear that employment training based on the principle of the regulated occupation represents only one of several possibilities. The contrast between the principle of the regulated occupation and employability serves as the basis for an analysis and critical evaluation of the theoretical and training policy implications.

IRMGARD FRANK, JORG-GÜNTHER GRUNWALD

Training modules – a contribution to the further development of dual vocational training

Ausbildungsbausteine – ein Beitrag zur Weiterentwicklung der dualen Berufsausbildung

Berufsbildung in Wissenschaft und Praxis – BWP 37 (2008) 4, p. 13

In the summer of 2007, the Federal Ministry of Education and Research (BMBF) commissioned BIBB to develop competence based training modules for 14 existing training occupations, a task undertaken in conjunction with in-company and school-based training experts. The present paper portrays the educational policy initiatives forming the background to this pilot project, taking the description of existing approaches towards modular structures in present training regulations as a basis for explaining the concept for the development of training modules and using an example to illustrate them.

KATHRIN HENSGE, BARBARA LORIG, DANIEL SCHREIBER

A model for the structuring of competence based training regulations

Ein Modell zur Gestaltung kompetenzbasierter Ausbildungsordnungen

Berufsbildung in Wissenschaft und Praxis – BWP 37 (2008) 4, p. 18

Competence orientation is a central element of the modernisation of the system of vocational education and training. In order to deliver competence orientation within the curricula, an instrument is required which can be used to establish competences on a firm basis within the regulatory framework in a specified and systematic manner.

The BIBB research project “Competence standards in vocational education and training” takes theoretical means of access relevant to VET as a basis for the development of a competence model which the present paper portrays.

RAINER BRÖTZ, FRANZ SCHAPFEL-KAISER, HENRIK SCHWARZ

Occupational families contributing to the strengthening of the principle of the regulated occupation

Berufsfamilien als Beitrag zur Stärkung des Berufsprinzips

Berufsbildung in Wissenschaft und Praxis – BWP 37 (2008) 4, p. 23

The present paper investigates the issue of how occupational families featuring joint core competences can contribute to strengthening the principle of the regulated occupation. Experiences gained from the regulation of commercial occupations in the service sector form the basis for the presentation of initial ideas for a systematic alignment of occupations which enable the derivation of new impetuses for regulatory work and training practice.

ERIK HEB, GEORG SPÖTTL

Core occupations as a key component of European vocational training

Kernberufe als Baustein einer europäischen Berufsbildung

Berufsbildung in Wissenschaft und Praxis – BWP 37 (2008) 4, p. 27

The concept of European core occupations formed an object of discussion as early as the beginning of the 1990's and has once again become a matter for debate within the context of the proposals for a European Qualifications Framework (EQF) and for a European Credit Transfer System for Vocational Education and Training (ECVET). Core occupations may be able to deliver a significant impact on a VET dialogue between the social partners and policy-makers which is structured along European lines. The present paper exami-

nes whether the establishment of European core occupations represents an opportunity of enriching European vocational training debate by adding a modern concept of vocationalism into the mix.

HUGO BARMETTLER

Cooperation, permeability and transparency – the main features of the Swiss vocational education and training reform

Zusammenarbeit, Durchlässigkeit und Transparenz – Grundzüge der schweizerischen Berufsbildungsreform

Berufsbildung in Wissenschaft und Praxis – BWP 37 (2008) 4, p. 31

A new Vocational Training Act which regulates all areas of training outside the higher education sector has been in force in Switzerland since 2004. The new law fosters and challenges thinking within system based correlations. The present paper describes measures and instruments which are acting as a vehicle for the strengthening of the integrative effect of the vocational education and training system for all young people whilst also enabling support to be offered to particularly able trainees.

ECKART SEVERING

Permeability within the training system – no annexation without certificate?

Durchlässigkeit im Bildungssystem – kein Anschluss ohne Abschluss?

Berufsbildung in Wissenschaft und Praxis – BWP 37 (2008) 4, p. 35

The efficiency and quality of the dual system of vocational education and training is demonstrated by its interfaces to upstream and downstream education areas as well as by what happens within the system itself. The sectors which prepare for the world of work set up a particular competition. When it comes to the recruitment of qualified employees employers have due to the occupationalisation of many degree programmes alternatives towards the dual training system. The present paper pictures how this could in the medium term put the dual training system under pressure.

KERSTIN MUCKE, REGINA BUHR

Delivering flexibilisation via accreditation – including in the field of vocational training

Possible solutions from the ANCOM initiative

Flexibilisierung durch Anrechnung – auch in der beruflichen Bildung Lösungsansätze aus ANKOM

Berufsbildung in Wissenschaft und Praxis – BWP 37 (2008) 4, p. 39

European developments aim to achieve a greater degree of cooperation in the higher education sector and in the area of vocational training. As part of this process, transparency in respect of various qualifications and certificates represent prerequisites for the assurance of mobility and flexibility within the training and employment system. Within the scope of the Federal Ministry of Education and Research (BMBF) initiative “Accreditation of vocational competences to higher education programmes” (ANCOM), initial approaches have been developed which use a learning outcomes based procedure both to foster permeability between vocational training and higher education and to facilitate flexible transitions and connections within vocational training itself.

HANS BORCH, GERT ZINKE

Standardised initial and advanced vocational training

Vocational education and training in production technology

Aus- und Fortbildung aus einem Guss

Berufsbildung in der Produktionstechnologie

Berufsbildung in Wissenschaft und Praxis – BWP 37 (2008) 4, p. 43

The present paper describes the way in which the training regulations for the occupation of production technologist and the training regulations for the advanced occupation of process manager in production technology have been interlinked. This example shows how the pressure to innovate can arise within an area of trade and industry which, on the face of things, is traditional in nature, and also demonstrates that this innovation pressure can no longer be accommodated within existing training occupations alone. This demands solutions which link initial and continuing training together, enabling the occupational concept to be lent a further accentuation in the light of the extent of the systematic and occupational design focus on lifelong learning.