
HANS ANAND PANT, PETRA STANAT

Quality assurance through skills-oriented education standards in the general school system

The Standing Conference of the Ministers of Education and Cultural Affairs (Kultusministerkonferenz – KMK) adopted the first agreements on educational standards for the intermediate school leaving certificate at the end of 2003. The background for this educational policy reform measure was the surprisingly poor performance of students in Germany in international school performance comparisons. The goal of the reform process that followed was to supplement the input and process orientation of general school education quality monitoring that had dominated up to then with greater emphasis on output control. The article examines the skills concept that is the basis for the education standards and outlines the extent to which they can contribute to assuring and enhancing the quality of school education in practice. It concludes by addressing the requirements for the implementation of skills-oriented curriculum planning.

HANS-JÜRGEN BRACKMANN

Universities in competition – quality development as an essential element of accreditation

The Bologna Declaration of 1999 created a new European area of higher education with the goal of ensuring the transparency and comparability of the courses of study offered through a quality assurance system. The article describes the German accreditation system and presents the rules and regulations of the accreditation council. It deals with the extent to which the system of accreditation of courses of study in Germany is likely to contribute to quality assurance and especially quality development in the university sphere and thus to take up the competition principle of the Bologna process.

MATTHIAS BECKER, GEORG SPÖTTL

Training of vocational school teachers – requirements, concepts and standards

The training of vocational school teachers varies widely from one higher education establishment to the next. Although basic conditions have been laid down by the Standing Conference of the Ministers of Education and Cultural Affairs, each establishment has its own profile and consequently it is hard to compare individual courses of study and to assign credit for vocational skills in the case of a change of campus despite the Bologna process. There is much to be said for compiling universal standards for the training of teaching staff so that the scientific quality of the courses of study can be assured and the attractiveness of training for the profession of vocational school teacher can be increased. Approaches to and concepts for this are presented in the article. Consistency in the way vocational specialisations are organised is the decisive prerequisite for this.

RAINER BRÖTZ, HENRIK SCHWARZ

Standards in vocational education and training through research and practice dialogue

Standards in German vocational education and training are a product of general legal and political specifications and continuous dialogue between researchers, policy-makers and practitioners, who all make a contribution to ensuring and developing the quality of vocational education and training. The article deals with the constitutive elements of the vocational education and training system, examines the levels of standard-setting and describes the problem of finding a balance between standardisation and flexibility. It outlines the role of ordinance-related vocational research in this context.

KARIN BÜCHTER, CARMEN HAHN

**Manageability of general training plans in day-to-day training
The example of the structuring board in the painting and varnishing trade**

Among the classical tools for assuring training quality are the mandatory regulatory instruments setting substantive and temporal standards for initial training. In the training practice of small enterprises in particular, the use of training plans comes up against order-related limits. The structuring board is presented in the article as an instrument for assuring the quality of training processes that takes the standards of traditional regulatory instruments into account while at the same time providing opportunities for company interchange regarding training processes and quality improvement requirements.

THOMAS GRUBER, HELENA SABBAGH

European standards for quality assurance in vocational education and training and their implementation at the national level

Comparability, transparency and mobility – this triad stands for one decade of extensive developments that were launched as part of the systematic efforts towards establishing a European education area. The establishment of a European quality assurance reference framework for initial and continuing vocational education and training is an important milestone in this process. The article enumerates the goals of the European process of quality assurance in vocational education and shows what relevance the European standards developed have for quality assurance in the German context. It also refers to the opportunities now open to Germany for having a say in the European discourse. The role of the German Reference Point for Quality Assurance in Vocational Education and Training is dealt with against that background.

IRMGARD FRANK

Implementation of the German Qualifications Framework – development of quality in vocational education and training demanded at all levels

The decision to develop and implement a German Qualifications Framework (GQF) has increased the importance of questions of quality development in vocational education and training. One of the key requirements in quality development is to ensure that the graduates of the various training programmes at all levels do indeed dispose of the skills described in the curricula for those programmes. The focus here is on output orientation, that is, what a person can do after completing a training programme. The article takes up aspects of quality development in the areas important for vocational education and training on the basis of the quality principles formulated in the European Qualifications Framework and describes current practice. It then outlines steps to be taken to develop a systemic quality development model for vocational education and training.

SANDRA BOHLINGER

A map of the qualifications frameworks and a short history of their global evolution

A German Qualifications Framework (GQF) relating to the European Qualifications Framework (EQF) adopted in 2008 was drafted in Germany and adopted at the beginning of 2012 by the top representatives of the Federal and Länder governments and the social partners. BWP has already taken up various questions that are of interest in the course of implementation of the GQF. This article is concerned with another aspect, i. e. with the global emergence of qualifications frameworks and the question of how and on the basis of what motives qualifications frameworks were developed. It turns out that they developed world-wide as a response to a fundamental need for reforms in job markets and education systems. The problems, obstacles and construction forms of qualifications frameworks in other countries offer a wealth of experience that the European countries can fall back on in developing their national qualifications frameworks.

JULIA SCHÖRGER, ANDREAS RAUSCH, JÖRG NEUBAUER

Onboarding of trainees – What measures make it easier to start training?

The commencement of training poses a major challenge for trainees, and premature cancellation of a training contract is usually experienced as a personal failure. Against the background of the looming shortage of skilled manpower and in view of the high costs of the cancellation of a training contract, companies providing training try to support the commencement phase by means of so-called onboarding measures. The article presents the results of interviews with trainees and training officers in five enterprises on the challenges faced and the onboarding measures offered and their evaluation.

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