



COMPENDIUM

Quality of In-Company Vocational Education and Training

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Federal Institute for
Vocational Education
and Training

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Note on the regulatory policy framework of the present compendium

The present compendium has been developed within the German dual system and therefore refers to the regulatory policy framework of the Vocational Training Act (Berufsbildungsgesetz – BBiG). However, the reflections on the topic of “quality” provide fruitful insights for enterprises in different system constellations as well. You can find more information about the regulatory policy framework in Germany in the BIBB publication “Training regulations and how they come about”.



“**This brochure** provides information on a unique procedure for the development of training regulations. The arrangements form the basis for initial training in the dual system, in which many young people in Germany begin their vocational qualification.

This procedure has the great advantage that its results are fully accepted by training practice. It involves those affected – employers’ organisations for the enterprises and trade unions for workers – in all important decisions about the content, objectives, duration and requirements of training.

How does this procedure operate? Experts from training practice develop the outlines of the new training regulations together with the Federal Institute for Vocational Education and Training (BIBB) and harmonise them with the draft framework curricula in consultation with experts from the vocational schools. Employers and trade unions promote the new training regulations in the enterprises and the Federal Government gives them the force of law.”

The document is available in English as an open access publication using the following link: www.bibb.de/veroeffentlichungen/en/publication/show/id/7324.

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Preface

Nothing is so good that it can't be improved. This applies to vocational education and training as well. The dual system of vocational education and training is rightly regarded in Europe as a model for success in enabling young people to get a good start in employment and ensuring that the economy has the skilled manpower it needs. But companies are increasingly having trouble finding suitable applicants; at the same time, more and more young people are opting for a university education. The high rate of innovation in the course of technological and structural change is placing greater technical requirements on the skills that need to be acquired in vocational education and training and developed for the rest of one's life. So we need innovative solutions in order to make vocational education and training still better and more attractive.

Quality has always been a topic and requirement in vocational education and training. For that reason we have a sophisticated set of rules in which standards, structures and procedures are specified for the purpose of ensuring good and reliable dual education and training. It is a long way, however, from regulatory instruments on paper to training practice in the company. Quality cannot be produced at the touch of a button but must be developed and ensured over and over again. That is an enormous task for all those involved; the companies, the training personnel and last but not least the trainees themselves. It is not enough to be good, you have to stay good and demonstrate it to the satisfaction of outsiders.

With that in mind, recommendations for action have been developed in the BIBB pilot project programme "Quality development and quality assurance in in-company initial vocational education and training" with which small and medium-sized enterprises in particular can systematically and consistently tackle questions of quality. The recommendations for action are based on the results of ten projects that were funded as pilot projects by the BMBF. Pilot projects have the special advantage that they bring together scientific know-how and company experience; as a result, we have proposals that have a sound basis in specialist knowledge and are proven in practice and are as practicable as they are effective. The recommendations include, for example, procedures for arriving at agreement in the companies on common quality objectives as well as instruments for reviewing and adjusting these objectives on a regular basis. Both methods for giving the trainees

feedback on the progress of training and concepts for networking and supporting one another regionally are presented.

Good training is still the best argument for vocational education. The companies bear a great responsibility for this. Those who ensure and develop quality in vocational education and training are doing important work for the future. I wish you every success in that endeavour.

A handwritten signature in blue ink, appearing to read 'F. H. Esser', with a stylized flourish at the end.

Prof. Dr. Friedrich Hubert Esser

President of the Federal Institute for Vocational Education and Training

Introduction to the “Compendium: Quality of In-company Vocational Education and Training”

The present compendium is the result of the pilot project programme for “Quality development and quality assurance in in-company initial vocational education and training”. This programme was carried out nationwide from 2010 to 2013 under the oversight of the Federal Institute for Vocational Education and Training (BIBB) with funds from the Federal Ministry of Education and Research (BMBF) with ten pilot projects in the fields of crafts, industry and services. In conjunction with training practice in small and medium-sized enterprises, pathways to improvement of the quality of dual vocational education and training were designed and analysed. Scientific oversight for the pilot projects was provided by the Research Institute for Vocational Education and Training (f-bb) in cooperation with the Institute for Vocational Education and General Education at the Karlsruhe Institute for Technology (KIT). Transfer of the findings from the pilot programme is supported by the German Reference Point for Quality Assurance in Vocational Education and Training (DEQA-VET) and the foraus.de platform, both of which are domiciled in the BIBB.

The selected concepts, procedures and instruments that are available in the compendium as tested aids to action and reflection for differentiated educational practice are linked with statutory objectives of training, the didactic and methodological concept and the guiding idea of development-oriented vocational education and training. Their application in wider contexts requires their renewed translation into in-company vocational training processes in consultation with those involved.

As many inquiries received by the projects and the BIBB show, launching quality development and quality assurance and sticking to it afterwards is a complex task. It is recommended therefore that in addition to helping people to help themselves, existing support structures and counselling services should perhaps be used to introduce quality improvement processes, to oversee them and to keep them steadily moving forward.

Quality development and quality assurance start with internal in-company exchange, participation and feedback for (self-)reflection and evaluation.

The trainees have to be involved as well so that they will be enabled to take an active and responsible part in shaping their vocational education and training. The training personnel have a key role in implementing and handling the concepts, methods and instruments. Often there is a need for qualification of those who are daily confronted with and have to deal with the multiple challenges and themes of vocational education and training particularly in small and medium-sized enterprises (SMEs). This is especially true for the part-time training staff, so that they can better understand what it is all about and so that they too may receive practicable working aids. It is no coincidence that communication problems in education and training turn out to be a central innovation point.

The opening of thinking demands close scrutiny when analysing situations. This applies particularly to the downside of in-company vocational education and training. The whole system can be brought to mind if it is perceived from different perspectives and those involved are consulted. The goal is to realign the quality of vocational education and training so that it is equal to the challenges posed by reality. It is necessary therefore not just to study past experiences carefully but also to open up future opportunities for optimisation and to introduce the corresponding changes; to keep sight of both what has come and what is coming.

The process of transferring such aids to reflection and action to one's own environment is a process of learning and evolving in small stages, and it can hardly fail to yield practical returns. The individual methods and instruments can be combined in many ways and supplement one another. The approaches promote appreciation of the dual system of vocational education and training in the company and further development of training culture through communication and process orientation.

Dr. Dorothea Schemme

Programme management, BIBB

Overview

The present compendium can support you in introducing, (further) developing and accompanying quality approaches to training in the company. It is intended primarily for people in charge of training in companies and for trainees. Educational staff at schools, inter-company educational establishments and institutions in the field of vocational training can also benefit from the approaches to improving quality provided by the compendium.

The compendium is intended to motivate you to make quality of training a subject of discussion in your company. It encourages you to perceive quality improvement as a shared responsibility. By providing examples, it shows how quality improvement can be implemented in practice.

The following quality fields can be targeted:

- ▶ Negotiating quality objectives: Where do we want to go?
- ▶ Developing quality awareness
- ▶ Using the legal framework
- ▶ Improving cooperation among learning venues
- ▶ Qualifying teaching personnel
- ▶ Assisting in the transition to initial vocational education and training
- ▶ Improving the quality of learning
- ▶ Securing learning outcomes


















The compendium is based on results developed and tested from 2010 to 2013 in the context of the BIBB pilot project programme *Quality development and quality assurance in in-company initial vocational education and training*. For more information on the programme please visit www.bibb.de/qualitaet.

Surveying the status quo – The Quality Check

Not all quality fields are of equal importance in the companies. Please use the Quality Check (Table 1) – perhaps together with your colleagues – to reflect on your training practice and determine strengths and possible needs for action. Then decide at which points you would like to make improvements.

Use a scale of green (Everything's fine!) to red (Action needs to be taken here!) for your assessment.

Table 1: Quality Check

	Everything's fine!	Action needs to be taken here!
Negotiating quality objectives – Developing quality awareness		
Values and objectives of training are jointly agreed on in the company.		
We check the quality of training regularly.		
Consequences for improving training are derived from the results of these checks.		
Using the legal framework		
There is a company training plan that extends over the whole period of training.		
The training plan is derived from the training regulation and the general training plan.		
The training plan and the formal training report are regularly discussed with the trainees.		
Improving cooperation among learning venues		
The company maintains regular contact with the vocational school (and network partners if applicable).		
We check on the collaboration between the learning venue partners regularly.		
There are binding agreements on the form the collaboration takes (e.g. work meetings, joint learning tasks).		

	Everything's fine!	Action needs to be taken here!
Qualifying teaching personnel		
The trainers are technically competent and impart the training contents comprehensibly.		
Skilled workers providing training are aware of methods for imparting content comprehensibly.		
Opportunities for (further) qualification of trainers and skilled workers providing training are offered.		
Assisting in the transition in initial vocational education and training		
The company uses recruitment and selection procedures to find a sufficient number of young people who match the requirement profile.		
In the period between the selection of applicants and the start of training, the company stays in contact with the young people.		
The start of training is accompanied (e.g. by introductory folders).		
Improving the quality of learning		
The methods of training and the pedagogical approach are adapted to the profiles and needs of the trainees.		
The trainees are integrated into real work and business processes.		
The trainees perform only training-related activities and no tasks that are not related to their training.		
The course of training is transparent to the trainees.		
There are trainers or skilled workers providing training who accompany the trainees in their learning processes and are available as contact persons.		
Securing learning outcomes		
At the end of a learning phase, for example, feedback talks are held in which the trainees can give and receive feedback regarding their training.		
Learning goals are agreed on and evaluated at regular intervals.		
The trainees obtain information about the examination requirements in good time.		

The fields that are now marked yellow or red indicate at which points the quality of training in your company may be improved. Information on the individual quality fields, working aids, application advice and practical experiences can be found in the subsequent chapters.

The *Quality Check* is based on the quality framework developed in the context of the scientific accompaniment of the pilot project programme *Quality*.

You will find another extensive quality check at the project web pages of the Innovation Transfer and Research Institute (itf) in Schwerin and the Schwerin district association of craftspeople under www.ausbildungsmeister.itf-schwerin.de/login.php. The online-based *QUALI Check* provided there can support you in assessing the training quality in your company at different points in time using seven quality fields. Your results can be saved at any time and new assessments will be added to them. In this way you can also detect what has already been improved since your last assessment and where there is still potential. Registration is free of charge and takes only a few minutes.

Other checklists, in particular for small and medium-sized enterprises, are provided by the Grundig Academy for Business and Technology in Nuremberg at the project page www.berufsbildung-qualitaet.de and by the Confederation of German Trade Unions (DGB) at www.wir-gestalten-berufsbildung.de.

A *Working aid for company-internal assurance and further development of the quality of training processes in the training for nursing care of senior citizens* is offered by the Institute for Gerontology Research (IGF) at the project website www.quesap.net.

Negotiating quality objectives: Where do we want to go?

Why develop quality?

Quality is a multi-faceted term. *The* quality does not exist. The ideas about what characterises “good training” can differ between the people involved in training at a company, just as they can differ between representatives of different levels of the vocational education and training system. This also applies to the reasons seen by the individuals for developing quality.

But it pays off to create a common understanding of quality. If competent trainers are available, if trainees have the opportunity to participate independently in shaping their training and if all people involved in training continuously exchange their views and deliberate, it will result in optimum conditions for the trainees to make a successful transition to working life – and, last but not least, it will also contribute to reducing the number of training dropouts. High-quality training is to everybody’s advantage.

But **quality development** takes willingness and time. First, it’s necessary to start talking about quality. This initial step must be stimulated and accompanied – equally by and with everybody involved in vocational education and training.



What does good quality mean in training?

The *Quality Check* presented at the beginning provides indications of what high-quality training can and should be like. However, you must not forget this: What quality in vocational education and training means in concrete terms is a matter of negotiation between the people involved. Only in this way can the concept of quality be brought to life. Whether training is successful and what good training consists of is jointly defined by everyone in the company – from management to the trainees. The following questions can make the topic more easily accessible:

Guiding questions

- ▶ Are there objectives and criteria for successful training in your company, such as the promotion of autonomous action or of special talents? What are they and which of these could you agree on?
- ▶ In what manner do different people take part in developing these objectives and criteria? Are trainees and trainers involved in this?
- ▶ What skills and experience does the company possess?
- ▶ If you think of your daily work – how do you implement these objectives and criteria?

To develop quality objectives and criteria in training, you can make use of quality models and quality guidelines. They are the common thread running through training that serves as orientation for teaching and learning, cooperation and selection of methods. Often it takes no more than a working day to develop a model. If it is made visible to the outside, it can also contribute to promoting training in your company.

Phases of model development

1. Preparation and planning: The suitability of the model of successful training for your enterprise is clarified and persons responsible for model development are appointed. The general conditions and resources available for model development are specified.
2. Kick-off to model development: The employees are notified and invited to participate. A working group for model development is launched.
3. Developing the draft model: The working group develops ideas and formulates the draft.
4. Adoption and publication: The employees are consulted about the draft model. The model is presented both in the company and externally.

Information and working aids for developing a quality model along these phases are provided by k.o.s GmbH and ABB Training Center GmbH & Co. KG at the page www.foraus.de/html/4078.php and at www.ausbildungsqualitaet-berlin.de/Instrumente_und_Arbeitshilfen.html. Another guideline is provided by GAB Munich and can be found at www.foraus.de/html/3657.php

Note: Quality models are not only suitable for companies wanting to increase the quality and attractiveness of vocational training. Collaborative training institutions, vocational schools, chambers, guilds and other organisations involved in vocational education and training can also profit from the development of a quality model of good training.

Shaping quality as a process

The demands and expectations with regard to the quality of vocational education and training are changing, among other things due to the upheavals in the world of work and education. This also means that quality standards and development processes need to be readjusted time and again.

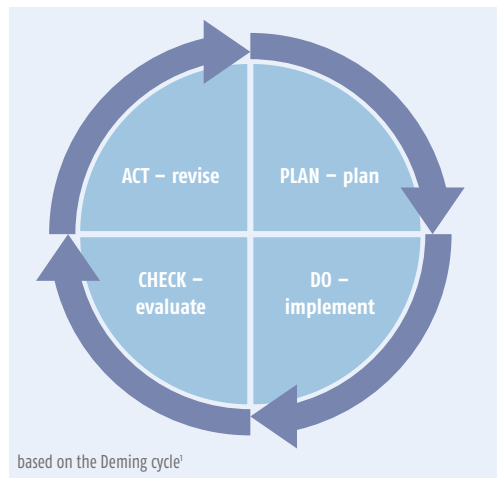
To achieve this it can be helpful to distinguish between quality fields. They describe the thematic areas in which improvements are aspired to. Such areas could be the pedagogical qualification of the teaching staff or the organisation of the training process. Please consult the results of the *Quality Check* to identify the quality fields that are relevant to your company.

More information on quality development on the basis of a comprehensive quality concept with delineated quality fields is provided by k.o.s GmbH at www.ausbildungsqualitaet-berlin.de.

A quality loop is launched for each quality field. The **quality loop** enables you to deal with problems systematically, to plan measures and to find solutions.



Figure 1: Quality loop



1 Deming, W. E. (1982): Out of the Crisis. Massachusetts Institute of Technology, Cambridge

The work on a quality field can be described as a sequence of four steps:

- ▶ Plan – You identify needs for action: What should be improved? How can it be improved?
- ▶ Do – You put the improvements into practice.
- ▶ Check – You evaluate and assess what has been achieved: How successful have the measures been? Is there potential for improvement? Are there better solutions?
- ▶ Act – You carry out the necessary adjustments and take measures to secure what has been achieved.

A quality circle is a process that facilitates productive discussions about questions coming up in the context of such a quality loop. The participants come from different fields of vocational education and training. The introduction of quality circles in the company creates time and space for communication about problems of training quality and possible solutions. At the same time, a quality circle is a procedure suitable for raising awareness of quality issues – and for developing such quality awareness among all parties involved in vocational education and training. You will find more information on this topic in the following section.

Developing quality awareness

Recognizing needs for action

Only those who take a close look at in-company training and develop quality awareness will be able and ready to initiate development processes in this field. The key is to get everyone involved with vocational training to participate. Trainers, skilled workers providing training, journeypersons, trainees, managers, works councils, vocational school teachers – they all participate in vocational education and training in some way. Their quality awareness is decisive when it comes to assuring and (further) developing quality in in-company training.

Guiding questions

- ▶ Do you regularly evaluate your training according to defined criteria?
- ▶ How do you draw conclusions for improving training?
- ▶ How do you take account of the different expectations of the participants when evaluating and improving training?

Quality circles: Creating a common quality awareness

The persons involved in training use a solution-based approach to discussing training issues by meeting regularly in quality circles. Together they strengthen their awareness of quality in training and initiate processes of change. Among the participants are, apart from the stakeholders in the company, in particular representatives of vocational schools, chambers and, if applicable, other learning venues such as collaborative training providers



Table 2: Checklist for implementing quality circles

	applies
The discussion group is intended to be permanent.	<input type="checkbox"/>
The group is of manageable size (approximately three to ten participants, possibly from a common area of responsibility).	<input type="checkbox"/>
Participation is voluntary.	<input type="checkbox"/>
Meetings are held at regular intervals (for example monthly, quarterly or biannually).	<input type="checkbox"/>
Quality circles can be initiated by all hierarchical levels (general management, department heads). (Experience has shown them to be usually a working-level initiative.)	<input type="checkbox"/>
The moderator is usually a staff member, but sometimes it can be somebody from a different field.	<input type="checkbox"/>
The quality circle is supported by experts from the enterprise or by external counsellors if such support is requested.	<input type="checkbox"/>
Source: www.qhoch3.net	

Possible steps to initiate quality circles are shown in Table 3:

Table 3: Steps to initiate a quality circle

1st step: Defining the problem and the objective
The problem to be solved and the objective resulting from it are defined.
2nd step: Specifying the setting
Working groups are formed in which staff members possessing a common ground of experience and/or a common interest in solutions meet at regular intervals. Participation is voluntary. Duration of work, meeting intervals and moderators are specified.
3rd step: Describing the present state
All participants share their experience with the topic of the quality circle and explain what advantages and disadvantages exist from their point of view.
4th step: Developing the desired state
Subsequently, opinions about what the desired state should look like are collected. Possible solutions are sought and assessed. A decision is made about which of the solutions is to be implemented.
5th step: Determining the course of action
On this basis it is now determined how the quality circle should proceed. This includes reaching an agreement about methods, responsibilities and work priorities.

6th step: Documenting, disseminating and presenting the results

The group summarises the results in a suitable form. This allows the group to present the result of its work to the management or the moderator. All persons at the company or school who are affected are informed about the result and/or its implementation. Solutions that have been developed are put into practice, if possible, by the group itself. If that is not feasible, corresponding suggestions are forwarded to management.

7th step: Evaluating feedback, initiating improvements

Suggested solutions are reflected on by all participants. This process is made more efficient by bundling all the feedback. A person in charge of doing this can be appointed. Once the practical phase is completed, a decision is made about what should be changed on the basis of the experience gathered.

Source: www.qhoch3.net

Further information and suggestions for planning, implementing and evaluating quality circles as well as examples of application can be found in the online collection of tools provided by the Business and Industry Further Training Academy (Fortbildungsakademie der Wirtschaft gGmbH – FAW) in Zwickau at www.qhoch3.net.

Training circles: Trainees fulfil self-appointed tasks

Young people often have hidden potential that can be unfolded and made visible if their self-efficacy and individual responsibility – in all areas of life – is strengthened. In the context of vocational education and training, this can contribute to improving the quality of the training process and to higher levels of learning success.

Guiding questions

- ▶ Which measures do you take to encourage your trainees?
- ▶ Do you involve your trainees in the development of ideas for improving training?
- ▶ How do you deal with suggestions made by your trainees for improving training quality?

Training circles help to increase the participation of the trainees. These workshops take place regularly and are completely managed by the trainees. That applies not only to planning and execution but also to the evaluation of the results. The trainees work on “their” topics and involve, for example, skilled workers providing training, persons in charge of training and voca-

tional school teachers as required. At the start of the process, the persons in charge of training assume the role of moderators and support the training circle by providing advice as learning assistants. The moderation duties are gradually handed over to the trainees.

If you want to implement a training circle, you can perform the following steps:

Table 4: Steps to implement a quality circle

1. Finding a thematic introduction
For example, the moderator can share experiences from his or her own vocational training with the trainees. This serves to introduce the topic and at the same time to bridge the emotional gap.
2. Clarifying the process
An agreement about the timeframe and organisational framework of the workshop is reached.
3. Establishing rules
The participants make agreements on the objectives and working procedures of the training circle as well as on dealing with the work results. What do we want to accomplish? How do we want to interact with each other? What are we going to do with the results? These are the questions the participants should agree on.
4. Introducing the trainees
The participants get to know each other, for example using brief profiles.
5. Development phase 1
The participants reflect at the emotional level on their own vocational training. They focus on their individual perception of training.
6. Development phase 2
The participants define relevant thematic areas and agree on a list of priorities.
7. Development phase 3
The participants analyse "their" problem, define "smart objectives" and draft an activity plan. Objectives are SMART if they are specific, measurable, attainable, realistic and time-phased.
8. Reflecting and providing feedback
The participants reflect on the day and provide each other with brief feedback.
Source: www.qhoch3.net

“Although most things, or even almost all things, are regulated somehow and somewhere, everybody still works differently. I find that impressive. I guess one has to find one’s own way in most areas. As a trainee too.” (A trainee’s answer to the question “What has influenced me the most in my training so far?” during the course of a training circle in the Grassroots pilot project. You can find further information here: www.gab-muenchen.de)

Many companies have already developed a quality model for in-company vocational training or are in the process of developing such a quality model. (The section “Negotiating quality objectives” starting on page 15 includes additional information of the topic of quality models.) Training circles can contribute to bringing the core statements, guiding principles and criteria formulated in the quality model to life and putting them into practice. The hand-out *Training Circles – Planning, Implementing and Evaluating* illustrates the preparation, design and completion of training circles step by step and using examples. It is available online at www.foraus.de/html/3873.php. You can consult the GAB Munich for further information.

Using the legal framework

Legal provisions for vocational education and training



Anyone who provides or wants to provide vocational education and training in Germany has to observe the legal provisions – in particular, those laid down in the **Vocational Training Act (BBiG)**, the Protection of Young People in Employment Act (JArbSchG) and, if applicable, the Crafts and Trades Regulation Code (HwO).



The minimum requirements regarding the contents of in-company vocational training are stipulated in the **training regulations**. They contain the designation of the training occupation, the duration of training, the occupational profile, the **general training plan** and the examination requirements.



Education at the part-time vocational school is regulated by the **framework curriculum** adopted by the Conference of Ministers of Education and Cultural Affairs.



Each company must hold the training regulations for the occupations it provides training for. The company creates the conditions for teaching the trainees the skills and knowledge laid down in the training regulation.

Guiding questions

- ▶ Are the most important legal provisions (e.g. BBiG, HwO) and the training regulations available at the company?
- ▶ Does the company have the facilities necessary for imparting the knowledge and skills required for the occupation?
- ▶ Have personally and professionally apt trainers been assigned as people responsible for vocational training?
- ▶ Is the number of skilled professionals in the company reasonably proportionate to the number of trainees?



The BBiG regulates the key prerequisites of a training relationship, such as what requirements must be met with regard to the **aptitude of vocational training venues** and the professional and personal aptitude of the trainers.

The following services can help you create the prerequisites for vocational training in your company:

Training alliances and supplementary qualifications

If a company is unable to impart all the skills and knowledge laid down in the training regulation on its own, additional services provided outside the training venue can be used. Depending on the needs of the company, such forms of cooperation can be organised in different ways, ranging from contracted training provided by other companies or education providers to the formation of vocational training associations. The decision about which parts of vocational training need to be supplemented by inter-company forms of training is made by the competent authority in the context of the eligibility assessment.

It may occur that trainees require additional occupational or occupation-transcending skills to be able to pursue the training occupation in the company. Such skills could be IT skills or special technical knowledge. They can be acquired by way of supplementary qualifications already during vocational education and training. A selection of supplementary qualifications is provided by the **www.ausbildungplus.de** database.

Professional and personal aptitude

The Vocational Training Act differentiates between trainers and persons providing training. The trainees are employed by the persons providing training. Eligible to train are only those who possess “personal and professional aptitude”.

- ▶ **Personally apt** trainers make sure that the young people are not endangered and their character development is promoted.
- ▶ Trainers are **professionally apt** if they have the required occupational skills and the professional and pedagogical knowledge. This is the case when they are at least 24 years old and have completed a corresponding course of vocational training or possess sufficient professional experience. The professional and pedagogical knowledge must be verified pursuant to the **Trainer Aptitude Regulation (AEVO)**.



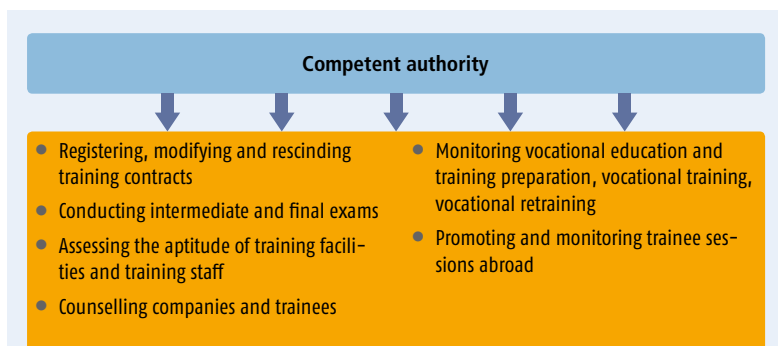
The competent chambers are in charge of ensuring the personal and professional aptitude of the training staff.

Contacts related to vocational education and training

Questions related to vocational education and training and its quality are answered by the training counsellors of the competent authorities. These are the chambers (chambers of industry and commerce, chambers of crafts and trades, chambers of agriculture and others) and the competent bodies of the public service. In the crafts, the guilds are integrated into training support as well. There the apprentice supervisors, among others, are the contact persons for trainees when it comes to their rights and duties but also regarding problems at school or in the occupation.

The competent authorities support trainees and persons providing training, for example, in arranging training placements. They are also responsible for assessing the eligibility of the companies and holding examinations in their region. Further duties of the competent authorities are:

Figure 2: Duties of a competent authority in the execution and supervision of vocational education and training



Source: www.bibb.de/veroeffentlichungen/de/publication/download/id/2061



A list of competent authorities is available in the annual Index of **Recognized Training Occupations** published by the Federal Institute for Vocational Education and Training (BIBB): www.bibb.de/dokumente/pdf/verzeichnis_anerk_ausbildungsberufe_2013.pdf.

Alternatively you can use the following link to search for competent bodies: www2.bibb.de/tools/aab/aabzs_start.php

Developing quality in compliance with legal provisions

Within the legal framework, the company providing training is responsible for the concrete organisation of vocational education and training. Its structure in terms of time and content is regulated in the general training plan.

Sometimes the elementary prerequisites for observing and implementing the general training plan are lacking in practice, as the following statement shows: *“Yes, yes. I guess that we probably somehow stick to it. But of course we don't post it [the general training plan] on the notice board or anything. Actually I don't know exactly what it contains, to be honest. No.”* (Interview statement of a managing director, Company N, from the ML-QuES pilot project. You can find further information at: www.ml-ques.de)

The following guiding questions can help you in reflecting upon the framework conditions for vocational training in your company:

Guiding questions

- ▶ How and by whom is the general training plan being translated into a **company training plan**?
- ▶ Which departments of your company should trainees go through? What is imparted there?
- ▶ Which supplementary qualifications are required, if any?
- ▶ Is the training plan regularly discussed with the trainees?



One instrument that can aid in implementing the general training plan in the company is a Structuring Board on which the stipulated content of the general training plan as well as the corresponding skills and knowledge to be acquired by the trainees are described in detail (Fig. 3). The advantage of such boards is that they can be used for planning and controlling the in-company vocational training of one or several trainees. Apart from that, even small enterprises can integrate them into the company practice with minimum effort.

Figure 3: Excerpt from a Structuring Board developed in the context of the painter and varnisher trade

1. Basic vocational education First year of training	Skills and knowledge to be imparted	Explanations, important points	Company-internal remarks	Realisation					Trainees				
				B	Üba	BS	A	Fa	A	B	C	D	
5 Customer orientation	a) Carrying out work in a customer-oriented manner LF 1-4	General rules of cooperation											
		Punctuality, honesty											
		Well-groomed appearance											
		Social manners											
		Service focus											
		Cleanliness at the workplace											
		Behaviour at the workplace											
	b) Accepting and forwarding customers' wishes and objections LF 2	Attentiveness											
		Reliability											
		Responsibilities											
		Accountability											
	c) Conducting talks in a customer-oriented manner LF 2	General rules of communication											
		Service focus											
	d) Informing customers about care instructions	Advice on value retention											
		Auxiliary service											
6 Dealing with information and communication technology	a) Solving work-related tasks using information and communication systems LF 1-4	Systems and their networking, e.g. personal, PC, internet, E-mail, fax, print media, photography and video											
		Assignment-related use											
	b) Storing data LF 1	Observing legal provisions and company guidelines											
		Storage conditions of data carriers											
	c) Observing data protection regulations LF 1	Legal provisions and company guidelines											
		Protection of personal data											
		Protection of copyright											

Legend: B: company providing training ÜBa: inter-company training centre BS: vocational school A: trainee F: other company in charge of certain fields of training
Source: www.foraus.de/html/3727.php

You can find the complete hand-out at www.foraus.de/html/3727.php. Further information is provided by the Helmut Schmidt University Hamburg and the Hamburg Painters and Varnishers Guild.

A Structuring Board can fulfil several functions:

- ▶ It makes the organisation of training transparent by showing the trainees clearly which training content has been completed and which content is still on the agenda.
- ▶ It provides incentives for talking with the trainees about their current learning progress and future learning objectives.
- ▶ It strengthens the self-perception of the trainees by facilitating a comparison between self-appraisal and appraisal by others regarding training content.

- ▶ It helps in verifying the report book (formal training report) against the training content and in giving the trainees a perspective of their future fields of work.
- ▶ Journeypersons have easier access to information about training content if the Structuring Board is displayed prominently in the company, making training content transparent to everyone.

"The board is a guideline for the trainees. Apprentices can see at a glance which content they haven't learned yet, and they can actively seek help if they feel the need to catch up. Inevitably this leads to intensive consultations with the trainers."
 (Report of a managing director about his experience with the Structuring Board, from the ML-QuES pilot project. You can find further information here: www.ml-ques.de)

You should keep the following points in mind when developing and implementing a Structuring Board:

- ▶ The board should be integrated regularly into the organisation of training. This recommendation applies to planning the training for the trainees. Apart from that, the board should be made a regular topic during talks with individual trainees and all other people involved in vocational training. For example, it could be integrated into the meetings for discussing the report book.
- ▶ The Structuring Board should reflect the training content specified in the general training plan as well as clear definitions of the skills and capabilities to be acquired. It should also allow self-appraisal of the trainees as well as appraisal by others.
- ▶ It should be openly displayed, writable and generally accessible. It can be displayed in the company in the form of a laminated poster.

A hand-out with further information, suggestions and advice for developing and using a Structuring Board is available from the Helmut Schmidt University Hamburg and the Hamburg Painters and Varnishers Guild and can be downloaded at www.foraus.de/html/3727.php

Further working aid:

Process-oriented training planning in the company is a guide which aids companies in creating a company training plan. The business sector "tools manufacturing" is used exemplarily to explain how the content of work and learning can be described. You can find the hand-out at www.foraus.de/html/4892.php and also at www.ausbildungsqualitaet-berlin.de/Instrumente_und_Arbeitshilfen.html. Further information is provided by k.o.s GmbH and by the ABB Training Center GmbH & Co. KG, Berlin.

The formal training report in in-company vocational training



Trainees are required to keep a **formal training report** which they have to present in order to be admitted to the final examination (§ 43 paragraph 1 number 2 BBiG; § 36 paragraph 1 number 2 HwO). The formal training report (known as the “report book”) describes the progress of vocational education and training in terms of time schedule and contents and provides incentives for trainers and trainees to discuss the progress of training regularly.

In October 2012, the BIBB Board adopted a recommendation for keeping the formal training report that formulates minimum requirements. You can access the document at: www.bibb.de/dokumente/pdf/HA_156.pdf

What significance has the formal training report in your company? Please consider the following questions:

Guiding questions

- ▶ Is the formal training report regularly kept and discussed with the trainees?
- ▶ Are the activities documented in it matched with the contents defined in the general training plan?
- ▶ How can you use the formal training report as a didactic instrument, e.g. to discuss the learning progress and to determine learning objectives?
- ▶ How can trainees be encouraged to communicate their self-assessment? Do you compare your own assessment with the self-assessment of your trainees?

Quality development in vocational education and training can also be fostered by broadening the application of already existing quality assurance instruments. The formal training report, for example, can be used to facilitate more intensive communication between trainees and trainers, to establish more transparency and to improve the quality of the entire training process.

You can broaden the application of the formal training report in a number of ways:

- ▶ You match the actual content of training with the content defined in the general training plan or the company training plan. To accomplish this, the activities of the trainees are assigned to the respective reference numbers in the general training plan or its sub-items.
- ▶ The trainees and the trainers evaluate the activities that have been performed using a points-based system in order to verify the learning progress and compare the self-perception with the perception of others.

Significant discrepancies between the trainees' assessments and the trainers' assessments should be addressed in a conversation.

- ▶ In the formal training report, trainees document not only the “What?” – a listing of the tasks accomplished – but also their learning progress and learning potential. *What can I do better now? What have I learned? Where have I been able to leverage my strengths? What do I still need to improve?* They assess the development of their technical and methodological competence, their self-competence and their social skills. After each training phase, trainees and trainers meet up for reflection and feedback.
- ▶ The formal training report is used to formulate and evaluate target agreements. Whether the targets have been reached will be jointly assessed after each training phase. This is followed by new target agreements.

In this way, trainees can actively participate in the entire process of training. They are thereby stimulated to work autonomously at an early stage. Extended functions of the formal training report have been developed by the IHK Bodensee-Oberschwaben in the pilot project *Integrated Formal Training Report*.

Note:

The new guidelines for keeping the Integrated Formal Training Report developed by the IHK Bodensee-Oberschwaben entered into force on 1 September 2013 in the Lake Constance-Upper Swabia region. The Integrated Formal Training Report fulfils the following functions:

- ▶ Documentation of the activities performed in the company (weekly)
- ▶ Evaluation of the current state of teaching all learning content according to the general training plan (weekly)
- ▶ Learning progress evaluation (weekly)
- ▶ Documentation of and reflection on the learning content at vocational school (weekly)
- ▶ Reflection on the development of technical and methodological competence as well as selfcompetence and social skills (after each training phase)
- ▶ Feedback regarding technical and methodological competence as well as self-competence and social skills (after each training phase)
- ▶ Formulating a statement of objectives (after or before each training phase), evaluating the achievement of the objectives (after each training phase)

Figure 4: Excerpt from a filled-out exemplary Integrated Formal Training Report

Name: Marlene Lerner Department/Division: Administration	Formal Training Report for the week from Nov. 1, 2010	No. 10 to Nov. 5, 2010 Degree of target attainment (0-100)	
Activities in the company (assignment of the activity to the sub-items of the general training plan) Cost accounting: ▶ Assigning invoices to accounts with the „Varial“ software ▶ Cash remittance of assigned invoices ▶ Finding and entering SQE numbers for paid invoices, stamping them as „paid“ and dating them Personnel administration: ▶ Checking vacation requests and sickness certificates for October ▶ Entering absences in the „AVERO“ software and correcting absence times ▶ Checking claims for travel expenses ▶ Creating Excel spreadsheet of employees' spare-time jobs ▶ Entering Christmas holidays and New Year's Eve in „AVERO“ as days off for all employees	No. 5.2a, c, d 6.2b +d	Self-assessment by trainee 80 90	Assessment by trainer 60 90
Topic of the week and relation to the learning objective (instruction, tuition talks, in-company classes) Checking invoices: Each invoice is recorded with the „Varial“ accounting software and stamped with a date of payment. The invoice is then checked for mathematical and factual correctness and assigned a nominal account, a cost centre and a cost unit by the responsible accounting clerks. After that, the invoices are returned to administration. Here the invoices which have already been recorded are looked up in the invoice receipt book. After final checking the invoices are then remitted.	5.2c	80	60
Vocational school (topics and priorities of the instruction) <u>Office practice:</u> stress management at the workplace <u>Text processing:</u> importance and correct notation of special characters (? % \$...) <u>General economics (AWL):</u> purchase contracts – rights and obligations of vendor and purchaser <u>Special economics (SWL):</u> balance sheet accounting – financial reporting and accounting records <u>Data processing:</u> creating database tables in Access <u>English:</u> business letters in English <u>Social studies:</u> society today and 50 years ago <u>German:</u> verbal and non-verbal communication			
Date: 08.11.2010 Marlene Lerner _____ Signature of trainee	Date: 08.11.2010 Sabine Bilder _____ Signature of trainer	Date: _____ _____ Signature of statutory representative	

After each training phase (according to the training plan)

Technical and methodological competence (What can I do better now? What have I learned?)

After a bit of practice I can now better differentiate between the various processes in the field of personnel administration and therefore make fewer mistakes. I'm also better at using the respective computer programs. As far as my working speed is concerned, I still have to improve and learn to work faster.

Self-competence and social skills (Where was I able to correctly assess my strengths, where do I still need to improve?)

I get along very well with all my colleagues and I am glad to help my fellow trainees when they have questions. In the event of disputes among the trainees I often mediate between both parties. I assumed a leading role in preparing our trainee barbecue and organised the beverages.

External assessment (How does the trainer assess the performance of the trainee? Where are potentials, where are fields requiring development?)

The trainee needs to learn to handle sensitive personnel data (e.g. spare-time jobs, absence times) with more confidentiality. There is definite progress in the field of accounting – efforts for due diligence are clearly discernible. Ms. Lerner is very friendly, courteous and popular among the staff. She should, however, sometimes better concentrate on her work and not let herself be distracted as easily.

Evaluating the achievement of the objectives in the current training phase (objectives regarding company and school performance, technical and methodological competence, self-competence and social skills)

- ▶ The trainee works more diligently, as agreed, and is striving to improve further.
- ▶ The minus hours on the comp time account have already been markedly reduced.
- ▶ In English still grade 4
- ▶ Ms. Lerner still lets herself be easily distracted from her tasks in the company.

Objectives for the next training phase (objectives regarding company and school performance, technical and methodological competence, self-competence and social skills)

- ▶ Increasing the working speed
- ▶ Compensating for her minus hours on the comp time account until the end of February
- ▶ Achieving at least grade 3 in English until mid-year
- ▶ Confidential handling of sensitive personnel data
- ▶ Stronger focus on the tasks in the company – don't get distracted!

Date: 30.11.2010

Marlene Lerner

Signature of trainee

Date: 30.11.2010

Sabine Bilder

Signature of trainer

Date: _____

Signature of statutory representative

Source: www.foraus.de/html/4143.php

Further information and advice for developing and using an Integrated Formal Training Report and a document template are available from the IHK Bodensee-Oberschwaben and can be downloaded at www.foraus.de/html/4143.php

Further working aids:

The *Working aid for strengthening communication in the company using the formal training report* is a recommendation for companies to systematise the communication about vocational education and training. The working aid supports the planning of regular talks about vocational training. It is available from the Helmut Schmidt University Hamburg and the Hamburg Painters and Varnishers Guild and can be downloaded at www.foraus.de/html/3871.php

The *Working aid for creating a vocational training concept in the training for nursing care of senior citizens* supports small and medium-sized enterprises in the development of a company-specific training concept. It designates possible structuring items and contents of a training concept for nursing care facilities. The working aid is available from the Institute for Gerontology Research (IGF) and can be downloaded at www.foraus.de/html/3744.php or at www.quesap.net

Two *Working aids for creating individual and company training plans* describe how a systematic design of teaching/learning arrangements can be embedded in the company and adapted under consideration of the individual learning needs. They include forms and practical examples. The working aids are available from the Institute for Gerontology Research (IGF) and can be downloaded at www.foraus.de/html/3744.php or at www.quesap.net

Improving cooperation among learning venues

Cooperation among learning venues: a matter of individuals?

It is provided by statutory law that there are different learning venues of vocational education and training (§ 2 paragraph 1 BBiG) which cooperate in its execution. Apart from company and vocational school, the two main pillars of the **dual system of vocational education and training**, training service providers can also be involved in vocational training. Well-organised **cooperation among learning venues** can contribute to creating links between theoretical and practical learning and keeping track of the learning success and possible difficulties of the trainees. Such a coordinated approach makes it easier for everybody involved in vocational training to contribute to successful training. In practice, however, the cooperation among learning venues often depends on the initiative of individuals.



Please consider the following questions first:

Guiding questions

- ▶ Who are the learning venue partners of your company and which tasks do they assume?
- ▶ Are there agreements in your company on how the cooperation among learning venues is to be organised?
- ▶ Is the cooperation among learning venues regularly evaluated and improved?

What can be done?

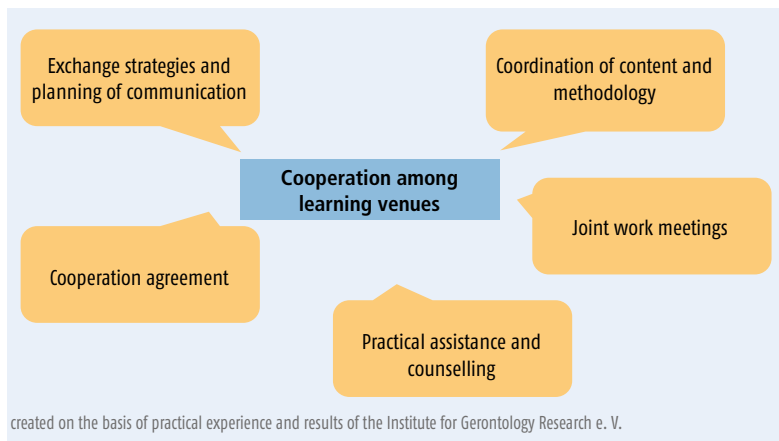
- ▶ Setting priorities for learning venue cooperation
- ▶ Determining the current state of learning venue cooperation and preparing decisions
- ▶ Planning and implementing measures

Setting priorities

Depending on the industry sector, the conditions in the company and the organisation of vocational training, different topics can be of relevance to the

cooperation among learning venues. The following components can help in finding out which areas are important for assessing and evaluating the cooperation among learning venues:

Figure 5: Possible thematic areas of learning venue cooperation



Different emphases are possible as well, if the situation so requires. In any case, one thing is important: It will only be possible to identify common fields of action if the participants are ready to develop a shared view of training objectives and successful learning venue cooperation.

Quality models and quality circles involving both learning venues can help in reaching an agreement about objectives and criteria. Further information on this topic is available in the sections "Negotiating quality objectives" starting on page 15 and "Developing quality awareness" starting on page 19.

Determining the state of learning venue cooperation

To start with, the current state of learning venue cooperation needs to be determined and measures for improving individual components must be planned and implemented.

Based on the above components, a working aid was developed that supports the assessment and evaluation of learning venue cooperation. It is shown below in excerpted form (cf. Table 5). The recommendations in the sixth column provide hints as to how cooperation can succeed in the relevant field of action.

Table 5: Excerpt from the working aid on learning venue cooperation (the field of nursing care of senior citizens is used as an example)

	State of implementation	Priority	Responsible	With whom?	Recommendations	Measures	Until when?	Done
1. Cooperation agreement								
A cooperation agreement between the training provider and the school(s) for nursing care of senior citizens was concluded.					The agreement includes legal provisions of the AltPFG and the AltPfIAPfV as well as state-specific provisions, agreed goals.			<input type="checkbox"/>
2. Communication								
Contact persons are named and contactable as agreed.					It is established what information should be given when and to whom.			<input type="checkbox"/>
Information relevant to vocational training will be passed on in the agreed manner.								<input type="checkbox"/>
3. Practical assistance/counselling								
Visits of the nursing care school teachers to the company are coordinated between all participants.					All persons responsible for vocational training are informed about the time of the visit and can be involved if necessary.			<input type="checkbox"/>
The visit is also used in the sense of practical counselling.								<input type="checkbox"/>

Source: www.quesap.net

Further information, suggestions for development and implementation and a working document are available from the Institute for Gerontology Research (IGF) and can be downloaded at www.foraus.de/html/5075.php or at www.quesap.net. There you will also find a working document on planning and organising cooperation with other vocational training venues.

Planning and implementing measures

Jointly determine measures, priorities and responsibilities. Remember to update the working document regularly. The state of implementation of each component should be assessed and evaluated.

Example of a measure for working on the component “coordination of content and methodology”: the Cooperative Exploration Assignment

Starting situation:

Company A realises that coordination of content and methodology between the learning venues does not work as well as it should. Training-related topics are only rarely prepared together. Trainees complain that the learning and working tasks at school are not coordinated with those in the company.

Measure:

Various measures are jointly agreed on in order to solve the problem. Among other things, company A decides to formulate working assignments together with the school. The working and learning assignments – so-called Cooperative Explorations – are autonomously fulfilled by the trainees. The Exploration Assignment includes the following steps:

1. The school or another learning venue formulates and explains the assignment. Work assignments are often based on current events that concern the trainees personally, e.g. a difficult situation or a new working environment.
2. The company supports the trainees by accompanying the execution of the Exploration Assignment and the processing of its results and by providing information and contacts.
3. The outcome of the assignment is summarised jointly after completion. Experiences of the training personnel at school and in the company are discussed with the trainees. Successes and opportunities for improvement are pointed out.

An Exploration Assignment might look something like this (excerpt):

Figure 6: Excerpt from an Exploration Assignment

Surname, first name:	Max Mustermann
Venue of exploration:	Oxigonal GmbH, Musterstraße 27, Zwickau
Exploration period:	01.10.2013–30.11.2013

1. Please describe your Exploration Assignment briefly!

My task is to determine the cost incurring to my company during the production of a typical product of my training company. The product I am examining is the DN6-X2 safety valve for cryogenic application.

2. What are the goals of the exploration? What do you expect from the exploration?

My goal is to find out which raw materials, work materials and auxiliary materials and which machinery and tools are required for producing the DN6-X2 safety valve and what the costs incurred during production are ...

Source: www.foraus.de/html/5181.php

Further information for planning and executing a Cooperative Exploration Assignment can be found in the online collection of tools provided by the Business and Industry Further Training Academy (Fortbildungsakademie der Wirtschaft gGmbH – FAW) in Zwickau at www.qhoch3.net and at www.foraus.de/html/5181.php

Additional working aids for intensifying cooperation among learning venues are available at www.foraus.de/html/3832.php and www.qhoch3.net. They deal with the following topics:

- ▶ Cooperation agreement: Useful information for regulating responsibilities and obligations in learning venue cooperation
- ▶ Communication plan: Template for planning work meetings involving all learning venues
- ▶ Overview of trainees' grades: Collection of overviews of grades in different forms which can be supplemented individually

Joint quality circles (p. 19) and the Integrated Formal Training Report (p. 30) can also be used for achieving closer cooperation and coordination between learning venues.

Qualifying trainers and teachers

The training personnel is in direct contact with the trainees and continuously supervises them. For that reason trainers have a special role in vocational education and training. They have a decisive influence on the quality of training.

This chapter will supply you with information about the tasks of the teaching and training staff, about qualification measures offered to them and about support instruments.

Guiding questions

- ▶ Which procedure is followed in selecting trainers in the company?
- ▶ Which obligations of the trainers result from current challenges in vocational education and training?
- ▶ Which opportunities for further and continuing education of the training staff already exist in your company?

Tasks of the trainers

The task of the trainers in the company is to plan, execute and reflect on teaching/learning processes, to accompany the learners, to determine both their own and company-wide qualification needs and to develop qualification opportunities customised to the target groups. Cooperation with the staff in human resources development and work organisation is also among the tasks of the training personnel.

Changing general conditions confront the trainers with particular challenges. For example, they are increasingly faced with lower-performance youths, need to prove their proficiency in dealing with heterogeneous groups and must be able to attend to individual problems such as imminent discontinuation of training, loss of motivation or insufficient integration into the company. They have to be able and willing to take the interests and wishes of their trainees into account.

Training tasks are often assumed by part-time trainers who frequently have no background in educational theory. These trainers often feel insufficiently

prepared for their demanding task. They require further training opportunities which take their limited time resources into account. Mentoring programmes can prove useful as well.

Developing vocational training competence

The legal foundation is the **Trainer Aptitude Regulation (AEVO)** which requires that the professional and pedagogical skills, knowledge and capabilities be acquired which are necessary “for independent planning, performing and monitoring of vocational education and training” (§ 2 AEVO). The competent chambers are in charge of ensuring the personal and professional aptitude of the training staff.



Various professional qualification measures leading to the acquisition of trainer aptitude are available, among them in particular the Training of Trainers (Ausbildung der Ausbilder – AdA) and as advanced options the Certified Initial and Continuing Training Educationist and the Certified Vocational Educationist.

Trainers should continuously develop and improve their vocational-pedagogic and social competence.

What can be done?

- ▶ Developing the capability of trainers to accompany learning processes through longer-term further training programmes
- ▶ Providing suitable instruments, qualification concepts and procedures for improving training quality and (further) qualifying the teaching staff
- ▶ Offering opportunities for exchanging experiences

The following questions can help trainers in considering the fields in which a further qualification would be useful:

In which fields do you want to take further education?

- ▶ Do you know how to support the young people in their transition to vocational education and training?
- ▶ Are you familiar with the requirements which the future skilled professionals you are training will have to meet now and in the foreseeable future?
- ▶ Do you know how to design occupational tasks in a manner conducive to learning?
- ▶ Can you recognise capabilities and support needs of your trainees and cater to them?
- ▶ Can you apply and impart moderation techniques and rules of communication?
- ▶ Can you convince your trainees of the benefits of teamwork and teach them the instruments and procedures pertaining to it?
- ▶ Are you aware of the challenges and potentialities of group dynamics, and do you have strategies for action in this field?
- ▶ Which methods of imparting knowledge do you know and master?
- ▶ Can you teach your trainees to work in a customer-oriented manner?
- ▶ Do you have strategies for cooperation with other learning venues?
- ▶ Do you find the planning of vocational education and training easy?
- ▶ Do you use target agreements or feedback systems?

On a topic identified as important, for example, a workshop can be attended or organised within the company. Among others, those offered by the chambers can be attended.

As an example of a service offered to support training staff, let us introduce here the *Series of guides on the professionalisation of teaching personnel*, developed and tested by the University of Erfurt:

Guide “Learning in the company as a social process“

These are materials for independent study with which trainers can improve their qualifications on the following topics:

- ▶ Guide to young people’s transition to vocational education and training
- ▶ Guide to skills development
- ▶ Guide to action orientation: structuring work in the company to promote learning
- ▶ Guide to developing the personal and social skills of training personnel
- ▶ Guide to developing quality in in-company vocational education and training

www.profunt.eu and www.foraus.de/html/5523.php

Since the continuing education and training of the training staff serves to improve the quality of training, the way what has been learned is transferred into practice is of particular importance. An educational counselling and mentoring concept has been developed for that purpose in the vocational pedagogy and continuing vocational education subject field of the Faculty of Education at the University of Erfurt.

Educational counselling and mentoring concept

The continuing education and training participants are given systematic support in transferring workshop content to company training practice. The need for support is noted and taken up by the mentors. On-site sessions on the subject take place as well.

Note: Mentoring concepts are one way of improving the qualifications of trainers. In addition to that, trainers are enabled to act as mentors for their trainees themselves. You can obtain further information on the overall concept from the vocational pedagogy and continuing vocational education subject field of the Faculty of Education at the University of Erfurt and at www.profunt.eu.

Further support opportunities for trainers

The establishment of quality circles and trainers’ meetings also helps training personnel improve their skills. The meetings can be arranged near the workplace and integrated into the work process. They offer trainers the opportunity to get to know new tools, to discuss experiences they have had in

their practical work, and to consider their contribution to improving training quality.

You will find further information on the planning, conducting and evaluating of quality circles in the section "Developing quality awareness" starting on page 19.

The Peer Consulting procedure can be helpful as well.

Peer (Case) Consulting for in-company training situations

This is a group consultation structured according to clear rules. Specific practice situations (difficult training situations, conflicts or problems) are discussed and considered jointly in a solution-oriented manner.

The advantage of Peer (Case) Consulting is that the person who presents the problem receives counselling from other knowledgeable persons, whereby the solution strategies developed are understood to be offers or options for action. By describing the situation and listening to knowledgeable peers asking questions, a process of reflection is stimulated. The action strategies previously pursued are questioned – with the consequence that the possibilities of action are expanded. The expectation is that the different perceptions of the problem will complement one another and that the experience of other trainers can be taken up and used in one's own work.

This and other information on Peer (Case) Consulting can be obtained from the University of Erfurt and downloaded at www.profunt.eu and www.foraus.de/html/4498.php

The Cooperative Case Processing procedure can also be helpful. For this procedure, real action and learning problems are brought forward and dealt with by the trainers themselves and not brought in from outside. You can obtain further information on Peer Case Processing from the Grundig Academy for Business and Technology in Nuremberg and at www.berufsbildung-qualitaet.de.

Assisting in the transition in initial vocational education and training

The transition from school to vocational education and training is a hurdle that not all young people find it easy to take. Demographic developments are already making themselves felt in the training market. Companies can smooth the path to successful training through a good selection of applicants and appropriate structuring of the start of training.

Selection of applicants

Companies that provide training can remain competitive if they succeed in filling training vacancies with suitable applicants and ensuring their long-term loyalty to the enterprise. But what are “suitable applicants”? Clear criteria need to be defined. It is important to keep a close eye on both the top performers and the weaker young people. These young people are needed as well. It often turns out that they are precisely the ones who develop positively in the course of vocational education and training.

Guiding questions

- ▶ How do you recruit applicants?
- ▶ How do you choose the personnel or the future trainees?
- ▶ How can the applicant be kept loyal to the company from the signing of the training contract to the start of training?

There is a working aid available for companies that want to optimise training marketing and applicant selection.

Training marketing handout

You will receive hints and advice on the following topics:

- ▶ **Training marketing – in general:** What is training marketing? What are its aims? What advantages are connected with it?
- ▶ **Recruiting trainees:** What pathways are there to recruiting applicants? How can the training market be analysed? How can the attractiveness of the training place be heightened?
- ▶ **Personnel selection:** How are candidate interviews prepared and carried out?
- ▶ **Loyalty of applicants:** How can future trainees be kept loyal to the enterprise in the period between the signing of the training contract and the beginning of training?
- ▶ **Examples and templates**

You can obtain more detailed information on the training marketing handout from the Schwerin district association of craftspeople at www.kreishandwerker-schaft-schwerin.de/ausbildungsmeister as well as at www.foraus.de/html/5437.php.

Structuring the start of training and the trial period

Once the trainee has been found, the entry into training has to be made easier for him or her. Entry into the world of work represents a new phase in the life of young people. In the initial stage in particular they need support in becoming rapidly acclimatised to the new situation. It all starts with the early provision of the most important information about the company. In the first days in particular, trainees worry about whether their choice of training occupation and training company was the right one. If they feel welcome from the beginning that can help prevent dropouts. A welcome folder at the beginning of training can help facilitate entry into the world of work.

Possible content of a welcome folder:

- ▶ Information about the enterprise
- ▶ History of the company
- ▶ Product range
- ▶ Market position
- ▶ Company guidelines
- ▶ Social benefits and bonus systems
- ▶ Possibilities of support, for example in finding housing
- ▶ Contact persons with contact data
- ▶ Opportunities for initial and continuing education and training
- ▶ Opportunities of advancement
- ▶ Company rules

Source: STARTER KIT "Gute Ausbildung – von Anfang an ..." (Good training – from the start ...), see box for detailed information

The following working documents will help you structure the start of training and the trial period:

- ▶ The *Introductory folder for trainees* contains handouts for enterprises and materials for trainees to facilitate the commencement of training. The working aid is available online at www.foraus.de/html/3831.php. You can also obtain information from the Business and Industry Further Training Academy (Fortbildungsakademie der Wirtschaft gGmbH – FAW) in Zwickau.
- ▶ The STARTER KIT "Gute Ausbildung – von Anfang an ..." (Good training – from the start ...) provides checklists for a successful training start, suggestions for designing a welcome folder and tips for successful communication at the start of training. You can obtain more detailed information from the Innovation Transfer and Research Institute (itf) Schwerin e. V. and from the Schwerin district association of craftspeople as well as at www.foraus.de/html/4149.php

Improving the quality of learning

The development of quality in vocational education and training hinges on the teaching and learning process. The participants in that process are the training personnel and the trainees. The companies are in a position to exert a direct influence. Even small changes affecting the planning and execution of vocational training processes or leading to the establishment of reflection phases can bring about perceptible improvements.

Shaping the training process

High-quality training starts with advance planning and structuring – for each individual trainee. The training is subdivided into training phases, and redeployment plans are worked out. On that basis a target-performance comparison can be carried out continuously during the training process. Trainers and trainees know when which training subjects “come up”.

The *Integrated Formal Training Report* and the *Structuring Board* are working documents that help in planning and structuring vocational education and training. You will find detailed information on that subject in the section “Using the legal framework” starting on page 24.

Think about the following questions, possibly together with your colleagues:

Guiding questions

- ▶ Does your company have a (general) training plan and in-company redeployment plans?
- ▶ Are they matched to one another, up to date, known to all and easily accessible?
- ▶ Are learning opportunities recognised and utilised in everyday work? Are trainees perceived as learners?
- ▶ Do the trainees always have a clear idea of the next steps and the content of their training?

In order to structure learning in the training process, the *docket for training content* can be used, for example.

Docket for training content

The goal is to structure learning on the job by means of unambiguous resource planning and clear instructions. The specific list of activities and possibly the associated steps give the trainees guidance for their daily and weekly routines. The skilled workers providing training receive clear instructions as to what activities the trainees are to be used for. The docket is given to both the trainee and the skilled worker providing training.

Example:

Table 6: Excerpt from a docket for training content

Name of trainee	Max Müller	
Time period	1 December to 15 December	
Deployment site(s)	A: Construction site housing block A, Hamburg B: Private apartment, Elbchaussee xy	
Assignment	A: Interior work 2nd floor	
Steps		carried out
Paint kitchen	Mask windows	✓
	Cover floor	✓
	Mix paint, etc.	✓
Paint hallway
Assignment	B: Paint window, upper floor	
Steps		carried out
Sand	Sand manually	✓
Mask	...	
Paint	First coat	
	Intermediate coat	
	Final coat	

Source: own visualisation based on www.foraus.de/html/4382.php

This and other information on this instrument is available from the Helmut Schmidt University Hamburg and the Hamburg Painters and Varnishers Guild and can be downloaded at www.foraus.de/html/4382.php

A six-step learning process monitoring procedure helps trainers to control the training process in a more focused manner. You can obtain more information on the goals and procedures at www.ml-ques.de and at www.foraus.de/html/5382.php.

Creating a climate conducive to learning

A company climate conducive to learning is a prerequisite for successful vocational training processes. What this means is an atmosphere characterised by mutual respect and the observance of rules, by openness and trust.



This includes that trainees and trainers have to steer the training process through dialogue and in partnership. They talk about their opinions, needs and wishes, discuss learning outcomes and jointly evaluate their cooperation at regular intervals. In an environment conducive to learning, mistakes are tolerated and possibilities of correction and improvement are sought collectively. The trainees have the feeling that they are taken seriously. They need not be afraid to formulate their views and to express criticism. An environment conducive to learning leads not only to an improvement in the training process and outcome but often to greater motivation and loyalty to the company as well.

"Some technical matters and various processes can be standardised, but nonetheless everyone does the actual work somewhat differently, that is, in his own style. In the same way, to a certain extent every trainer develops his own typical manner of training. (...) And in the same way every trainee has his own style of working and has his own quite individual way of learning (...). The point is for trainers and trainees to bring together their different ways, to adapt to one another and to come together with their different manners." (Statement by a skilled worker providing training in the Grassroots pilot project. You can obtain further information here: www.gab-muenchen.de)

The *cheat sheet for trainers and trainees* shows how the training process can be steered in dialogue:

Cheat sheet for trainers and trainees

The guide helps trainers and trainees to steer vocational training jointly in dialogue. The cheat sheet can be used anywhere, be it in the office or on the construction site.

Advice and guidance are given on the following three process steps:

- ▶ **Agreeing jointly on a task:** How can the next task be selected jointly and how can learning objectives be agreed upon?
- ▶ **Conducting performance reviews, assessing jointly:** How can the interim status of the work done be jointly reviewed and the further procedure agreed upon?
- ▶ **Conducting an evaluation session once the task is completed:** How can the final session be prepared and organised?

You can consult the GAB Munich for further information: www.gab-muenchen.de and at www.foraus.de/html/5274.php

Content and methods

The crucial task of the training personnel is to decide on the content of training and methods of teaching it – with an eye to the learning level and learning needs of the trainees. They make sure that the learning and working tasks that are offered are realistic and typical for the given occupation.

Think about the following points, possibly together with your colleagues. To what extent do these statements apply to your company?

Guiding ideas

- ▶ Various methods and media are used in vocational training (for example, setting examples and copying, tuition talks, practical instruction, simulations, self-learning programmes and project work).
- ▶ Tasks and instructions are explained in detail and understandably.
- ▶ Trainees have the opportunity to ask questions.
- ▶ Care is taken to ensure that neither too much nor too little is asked of the trainees.
- ▶ The tasks are coordinated with either the general training plan or the company training plan.
- ▶ Trainees mostly perform genuine work duties and tasks and not activities unrelated to their training.
- ▶ Trainees perform tasks not just because they “have to” but because they see the purpose of it and can establish a link to their training occupation.

The working document *Development of learning situations as a practical training method* helps to make work tasks realistic and typical for the target occupation. It shows how everyday job situations can be reprocessed for practical training work. The aid is available from the Institute for Gerontology Research (IGF) and can be downloaded at www.foraus.de/html/4080.php or at www.quesap.net

Promoting autonomy and personal responsibility

In the modern world of work, the ability to work independently is of elementary importance. Trainees already have to be prepared for this during training. They have to learn to plan and carry out assignments autonomously and to assess the results of their work.

Trainers can promote the autonomy of trainees by making them more involved in the way the training is designed. One way of achieving this is by having the learning objectives formulated in common, having joint discussions held concerning the learning objectives and outcomes of completed training phases and having the coming training phases planned jointly (see the sections “Agreeing on learning objectives and documenting” starting on page 53 and “Securing learning outcomes” starting on page 55). In that way the trainees are taken seriously, assume (co)responsibility for their training and obtain opportunities to influence it. At the same time the trainers have to be aware of the danger of possibly demanding too much and take countermeasures if necessary.

The autonomy and personal responsibility of the trainees can be promoted with the help of the *Integrated Formal Training Report*, the *Structuring Board* and a *Cooperative Exploration Assignment*. You will find hints and advice on using these instruments in the sections "Using the legal framework" (from page 24) and "Improving cooperation among learning venues" (from page 35).

Agreeing on learning objectives and documenting

The learning objectives should be formulated jointly by trainers and trainees. The planning and actual course of activities in the company should be documented and discussed on a regular basis. Either of these can be used as a basis for regular exchange between trainer and trainee.

Example formulation of a learning objective in the Integrated Formal Training Report for the next phase in the training of a management assistant for retail services

Objectives for the next training phase (objectives regarding company and school performance, technical and methodological competence, self-competence and social skills)

- ▶ Company performance objectives: working independently at the cash desk
- ▶ School performance objectives: to get at least a 3.0 in the Goods and Sales course
- ▶ Technical competence: acquire detailed knowledge in the dairy products sector so as to improve customer service
- ▶ Methodological competence: ask for clarification immediately if instructions are not clear
- ▶ Self-competence and social skills: keep working on being friendly and obliging to customers, greater deployment at the cash desk provides such an opportunity

Source: www.foraus.de/html/4143.php

Target-setting talks can expose the strengths and weaknesses of trainees. Once a training phase is over the jointly formulated objectives are assessed. This is followed by agreeing on learning objectives for the following training phase.

In that way trainers acquire an overview of the performance of the trainees. But the trainees also get a feeling of where they stand, what their strengths are and where they can get even better.

What do the trainers get out of it?

- ▶ Overview of the state of in-company vocational education and training
- ▶ Overview of the performance of individual trainees
- ▶ Overview of the strengths and difficulties of the trainees
- ▶ Promotion of relations of trust between trainer and trainee through intensified communication

What do the trainees get out of it?

- ▶ Overview of the state of their training
- ▶ Overview of their own strengths and difficulties
- ▶ Opportunities to express their own views and wishes
- ▶ Opportunities to influence the further course of training

A working aid from the Business and Industry Further Training Academy (Fortbildungsakademie der Wirtschaft gGmbH – FAW) shows how target-setting talks can be organised:

Target-setting talk

The working document provides hints and advice on these points:

- ▶ **Preparing the talk**
- ▶ **Course of the talk**
- ▶ **Setting the targets**
- ▶ **Assessing the talk**

You will find a detailed explanation and a proposal for the design of a discussion form at www.qhoch3.net

The *Integrated Formal Training Report* (p. 32) also shows how learning progress can be documented and learning objectives can be agreed on.

Securing learning outcomes

Good training is often equated with good training outcomes, not least because performance in training has a strong influence on how successful young people are in commencing their careers directly. Regular reflection and feedback meetings between trainers and trainees can contribute substantially to this and support learning. The examination also has to be well prepared.

Reciprocal feedback

Regular feedback at agreed intervals should be an integral part of the training process. That is because possible weaknesses and problems can be uncovered and dealt with in a focused manner even during training. Trainers and trainees should discuss the activities and outcomes of the latest training phase and formulate goals for the future.

Guiding questions

- ▶ Can trainees comment on the progress and content of their training on a regular basis? Can they input their wishes and raise issues?
- ▶ How do you take the self-appraisal of trainees into account?
- ▶ What tools do you use for discussions with the trainees?

What can be done?

- ▶ Create occasions for discussions – regularly!
- ▶ Combine self-appraisal and appraisal by others!
- ▶ Use the discussions for further planning of training!

In order that feedback discussions may take place, the training should be transparent to all concerned. This means that both the learning itself and the discussion of it should be documented. One possibility is the traffic light panel.

Discussions in the course of training: the traffic light panel

The *traffic light panel* makes it possible for trainers and trainees to have a discussion on the training outcomes achieved on the basis of a straightforward system.

Individual aspects of training content are selected and presented in tabular form. Trainees and trainers then give their assessments, independently of one another, of the progress the trainees have made and symbolise it with red, amber or green labels.

- ▶ A red label means “still plenty of room for improvement”,
- ▶ an amber label means “not bad”,
- ▶ a green label means “OK”.

Since those involved make their assessments – possibly on the conduct of the trainees as well – independently of one another, different perspectives will come to light. The assessments are discussed in a feedback discussion.

Figure 7: Example of a traffic light panel

Traffic light panel			
Trainee: Max Mustermann	first year of training	Trainer: Maxi Musterfrau	Date: 17.11.2011
Skills up to 1 December 2011	Other remarks	Assessment by trainee	Assessment by trainer
Keeping the report book		■	■
Motivation/personal initiative		■	■
Manners of the trainee		■	■
Communication		■	■
etc.			
Work processes up to 1 December 2011	Other remarks	Assessment by trainee	Assessment by trainer
Treatment of surfaces			
Applying the first coats and puttying, smoothing and filling		■	■
Mixing and remixing colour tones with watersoluble substances		■	■
Designing, drawing and pasting scripts and colour illustrations		■	■
Drawing and painting simple letters and scripts		■	■
Drawing lines and borders		■	■
etc.			
Legend: ■ 0 ■			

You will find this and other information, practical advice and a template at www.foraus.de/html/3872.php. Further information is provided by the Helmut Schmidt University Hamburg and the Hamburg Painters and Varnishers Guild.

Further working aid:

The learning and working content for each trainee at the learning venues company (and network partners) and vocational school is documented in the training index card for trainees. Assessment meetings between trainees and those responsible for their training are held at the end of each training phase. You will find a detailed description at www.foraus.de/html/3697.php and also at www.ausbildungsqualitaetberlin.de/Instrumente_und_Arbeitshilfen.html. Further information is provided by k.o.s GmbH and by the ABB Training Center GmbH & Co. KG, Berlin.

Coping with examinations

At the end of their training at the latest, trainees have to show that they have acquired the skills needed for their occupation – that they are fit for their job. The subject-specific content is stipulated in the training regulations. As a general rule, the company providing training registers the candidate for the examination. The local chamber is responsible for conducting the examination.

The Vocational Training Act (BIBiG) and the Crafts and Trades Regulation Code (HwO) are the basis for the examinations. The details are governed by training regulations and examination regulations.

You will find the DIHK's model examination regulation at www.ausbildernetz.de: Organisation of examinations → examinations and the end of training → examinations: Who and what matters?

The completion of training is a challenge to trainees and trainers in equal measure. Preparation for the examinations should begin early in vocational training. Ideally, in-company training itself is preparation for the examinations. So try to take the following into account at an early stage:

- ▶ Document the progress of training: in the report book, in the minutes of discussions and in working documents.
- ▶ Use feedback discussions to address difficulties and problems in training early and to take countermeasures if necessary.
- ▶ Plan the further course of training so that strengths can be reinforced and weaknesses can be worked on as well.
- ▶ Apply for assistance during training if failure in the examination appears likely. Information is available on the website of the employment agency at www.arbeitsagentur.de (Unternehmen – Finanzielle Hilfen – Ausbildung).
- ▶ If necessary, ask the chambers about preparatory courses for examinations.

Begin focused preparations three months before the examination: The formalities have to be arranged and trainees have to be made fit for the examination. The following checklist can help trainers structure this final spurt and not forget anything:

Table 7: Excerpt from the “Fit for the examination” workbook for structured examination preparations in the crafts

Topic
I start individual examination preparations for my apprentice at least 90 days before the examination date.
I draw up a rough schedule for the purpose (see “Schedule for examination preparation”).
All formalities for the examination (registration, fees paid, tools and equipment ordered etc.) have been taken care of.
I have read the examination requirements in the training regulation.
The apprentice knows about the content and conduct of the examination.
The apprentice has drawn up a study plan of their own (see template “Study plan”).
The apprentice has fixed practice hours and a workplace in the company.
The apprentice will complete a sample by ____.
I go through old examination tasks and questions with the apprentice.

We will practice for the oral examination/subject discussion on _____. I assign tasks with time limits for that purpose and have the apprentice explain the assignment to me.

If there are difficulties I arrange for tutoring or for a preparatory course.

I conduct the examination nerves test with my apprentice (see template "Self-test examination nerves"). I discuss ways of dealing with exam nerves with my apprentice.

The apprentice is given ____ days free for learning before the examination.

At least 3 months before the examination date I spoke with the apprentice about his or her prospects when the training is completed.

All employees know when the examination will take place and keep their fingers crossed. The new journeyman is congratulated on his or her first day of work. The work contract is presented.

You can obtain this and other information, the working document *Fit for the examination* and the comprehensive *Guideline for quality development in vocational education and training in craft enterprises*, which contains this document, from the Central Agency for Continuing Vocational Education and Training in the Skilled Crafts (ZWH) in Düsseldorf or from the Hanover Chamber of Crafts and Trades. You can also obtain the templates and schedules mentioned in the checklist there.

Further information pertaining to the examination can be obtained at www.ausbildernetz.de → Prüfungswesen or from the relevant Chamber.



Aptitude of trainers and suitability of training enterprises

Staatlich anerkannt ist ein Ausbildungsberuf, für den eine AusbildungsordnungThe prerequisites for suitability as a training enterprise are stipulated by the federally binding Vocational Training Act (BBiG). It differentiates between

- ▶ the personal and professional aptitude of the trainers and
- ▶ the suitability of the training institution.

Aptitude and suitability are generally determined by the training counselors of the competent chambers (see also: Chamber of Industry and Commerce, Chamber of Crafts or Competent Body). (Federal Ministry of Education and Research)

Company training plan

The company training plan is intended to implement the training contents named in the general training plan in a manner adapted to the conditions in the company. For this purpose, the company needs to assign concrete activities and objectives of its in-company training process to these training contents. The company training plan is a component of the training contract and must be handed to the trainee at the start of training at the latest. (Federal Ministry of Education and Research)

Cooperation between learning venues

Due to the different responsibilities and obligations of the respective learning venues, it is important that their tasks are coordinated. All participants in vocational education and training have the task of contributing to the achievement of the common training objective. Unnecessary travel times and overlaps, for example, can be avoided if the parties involved align the times and content of their respective training measures. (Federal Employment Agency)

2 You will find the precise bibliographic references as of 13 September 2013 in the box later in the text.

Dual training (in a recognized training occupation)

Trainees may acquire a recognized vocational qualification either in a company or, in some occupations, at a full-time vocational school or in another vocational education and training establishment (extra-company vocational training). In-company vocational training is called dual training if enterprises and state vocational schools cooperate in leading the trainees to a vocational certificate. At the end of their apprenticeships, trainees have to take examinations following federally uniform standards. In these examinations, which are passed before boards of examiners from the competent chambers, trainees prove they have acquired vocational proficiency. The Vocational Training Act (BBiG) and the Crafts and Trades Regulation Code (HwO) are the legal basis of vocational education and training. (Federal Employment Agency)

Formal training report (report book)

Trainees must keep a report book. The report book is a professional confirmation of the training they received – that is how it is prescribed in the training regulation. A report book that is regularly kept up-to-date is a prerequisite for admission to the final examination. (Federal Ministry of Education and Research)

Framework curriculum

Within the dual system of vocational education and training, the Conference of Ministers of Education and Cultural Affairs adopts the framework curriculum for the occupation-related courses at the part-time vocational school. The framework curriculum is coordinated with the respective training regulation adopted by the federal government. The combination of framework curriculum and training regulation forms the basis of training in the dual system. (Conference of Ministers of Education and Cultural Affairs)

General training plan

The general training plan as a component of the training regulation regulates the general structure of training in terms of content and timeframe. The general training plan is the basis of the company training plan which the trainers must work out for their trainees and submit to the competent body together with the training contract. (Federal Ministry of Education and Research)

Quality assurance and development

Measures ensuring that general and vocational education and training (educational content, curricula, evaluation and validation of learning outcomes etc.) corresponds to the quality requirements of the stakeholders involved. (Cedefop)

Quality loop (quality cycle, PDCA cycle, Deming cycle)

Loop according to Deming for the creation of continuous improvement processes. This is approached by following four partial steps:

Plan – planning phase; Do – execution phase; Check – assessment phase; Act – action, adaptation and correction phase. (Deming, W.E. (1982): Out of the Crisis. Massachusetts Institute of Technology, Cambridge)

Recognized training occupation

A training occupation is government-recognized if a corresponding training regulation has been adopted which ensures that in-company vocational education and training is carried out nationwide in an orderly and uniform way. The Vocational Training Act (BBiG) and the Crafts and Trades Regulation Code (HwO) are the legal basis of vocational education and training. (Federal Employment Agency)

Trainer Aptitude Regulation (AEVO)

The AEVO, valid (again) since 1 August 2009, provides for an examination of professional and pedagogical knowledge and knowledge of the relevant regulations. (Federal Employment Agency)

Training regulation

The training regulation of the respective occupation is the basis of orderly and uniform vocational education and training. The training regulation includes the designation of the training occupation, the duration of training, the occupational profile, the general training plan and the examination requirements. (Federal Ministry of Education and Research)

Vocational Training Act (BBiG)

Most legal stipulations for vocational education and training are included in the BBiG. It contains, among other items, regulations pertaining to the conclusion of training contracts and the special rights and duties of trainers and trainees as well as to the trial period and the termination of the training relationship. (Federal Employment Agency)

Here you can find sources, information and additional glossaries:

- ▶ Vocational Training Act: www.gesetze-im-internet.de/bbig_2005
- ▶ Federal Employment Agency – Home page – Unternehmen – Ausbildung: www.arbeitsagentur.de
- ▶ Federal Institute for Vocational Education and Training – A to Z: www.bibb.de/de/27392.htm
- ▶ Federal Institute for Vocational Education and Training – Good Practice Center: www.goodpractice.de/glossar.php
- ▶ Federal Ministry of Education and Research (2010) – Specialized glossary: In-company vocational training: www.jobstarter.de/de/99.php
- ▶ Cedefop (2011) – Glossary: Quality in education and training: www.cedefop.europa.eu/EN/Files/4106_en.pdf
- ▶ Checklist “Quality of continuing vocational training” (2012): www.bibb.de/checkliste
- ▶ Conference of Ministers of Education and Cultural Affairs: www.kmk.org/bildungschule/berufliche-bildung.html



Contact

- ▶ **Federal Institute for Vocational Education and Training
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E-mail: schemme@bibb.de
www.bibb.de/qualitaet
www.bibb.de/modellversuche

Scientific accompaniment of the programme “Quality”

- ▶ Research Institute for Vocational Education and Training
(Forschungsinstitut Betriebliche Bildung – f-bb)
Wichmannstraße 6, 10787 Berlin
Susanne Kretschmer
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E-mail: kretschmer.susanne@f-bb.de
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- ▶ Karlsruhe Institute of Technology (Karlsruher Institut für Technologie – KIT)
Institute for Vocational Education and General Education
(Institut für Berufspädagogik und Allgemeine Pädagogik – IBP)
Department of Vocational Education and Training
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Phone: 0721 608-43690
E-mail: m.fischer@kit.edu
www.kit.edu

Pilot projects from the BIBB programme “Quality”

Quality of shared training in Berlin (BAQ)

- ▶ k.o.s GmbH
Rungestraße 18, 10179 Berlin
Christel Weber
Phone: 030 288 75 65 17
E-mail: c.weber@kos-qualitaet.de
www.ausbildungsqualitaet-berlin.de

Development, testing and transfer of an integrated learning-oriented quality management system for vocational education and training in SMEs (Q:LAB)

- ▶ Grundig Academy for Business and Technology
Non-profit foundation e. V.
Beuthener Straße 45, 90471 Nürnberg
Werner Böhner
Phone: 0911 40905-500
E-mail: boehner@grundig-akademie.de
www.berufsbildung-qualitaet.de

Integrated Formal Training Report

- ▶ IHK Bodensee-Oberschwaben
Lindenstraße 2, 88250 Weingarten
Markus Brunnbauer
Phone: 0751 409-117
E-mail: brunnbauer@weingarten.ihk.de
www.weingarten.ihk.de

Grassroots quality development and assurance – Developing, testing and disseminating training process integrated quality development and assurance in in-company initial vocational education and training (Graswurzel-QES)

- ▶ GAB Munich – Association for Research and Development in Vocational Training and Occupations
Lindenwurmstraße 41-43, 80337 München
Nicolas Schrode
Phone: 089 2441791-24
E-mail: nico.schrode@gab-muenchen.de
www.gab-muenchen.de

Masterful training in the skilled crafts in Western Mecklenburg with quality and in the network for the future (AusbildungsMEISTER)

- ▶ Innovation Transfer and Research Institute Schwerin e.V.
Gutenbergstraße 1, 19061 Schwerin
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Phone: 0385 488378-11
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www.itf-schwerin.de
www.kreishandwerkerschaft-schwerin.de/ausbildungsmeister

Professionalisation of training stakeholders in Thuringia (ProfUnt)

- ▶ University of Erfurt
Fachgebiet Berufspädagogik und berufliche Weiterbildung
Nordhäuser Straße 63, 99089 Erfurt
Prof. Dr. Manfred Eckert
Phone: 0361 737-2071
E-mail: manfred.eckert@uni-erfurt.de
www.profunt.eu

Quality development in training for nursing care of senior citizens (QUESAP)

- ▶ Institute for Gerontology Research e. V. (IGF)
Ligsalzstraße 3, 80339 München
Tina Knoch
Phone: 089 7262-6757
E-mail: knoch@igfberlin.de
www.quesap.net

Quality development in initial vocational education and training in craft enterprises – Development instruments and qualification concepts (Ausbildungsqualität Handwerk)

- ▶ Central Agency for Continuing Vocational Education and Training in the Skilled Crafts (Zentralstelle für die Weiterbildung im Handwerk)
Sternwartstraße 27-29, 40223 Düsseldorf
Dr. Beate Kramer
Phone: 0211 302009-12
E-mail: bkramer@zwh.de
www.zwh.de

Quality development and assurance in the training process in SMEs of the painter and varnisher trade in Hamburg (ML-QuES)

- ▶ Helmut Schmidt University
Hostenhofweg 85, 22043 Hamburg
Prof. Dr. Karin Büchter
Phone: 040 6541-2828
E-mail: buechter@hsu-hh.de
www.ml-ques.de

Quality circle for developing a common quality awareness and for drafting quality standards in cooperation between all VET stakeholders (Q³)

- ▶ Fortbildungsakademie der Wirtschaft (FAW) gemeinnützige Gesellschaft mbH
Academy Chemnitz – Training center Zwickau
Audistraße 9, 08058 Zwickau
Jens Geigner
Phone: 0375 332-2230
E-mail: jens.geigner@faw.de
www.qhoch3.net



Further sources of information

- ▶ **Ausbildernetz (Trainer Network):** www.ausbildernetz.de
- ▶ **Vocational Training Act:** www.gesetze-im-internet.de/bbig_2005
- ▶ **Federal Employment Agency:** www.arbeitsagentur.de (Home page → Unternehmen → Ausbildung)
- ▶ **Bundesverband Deutscher Berufsausbilder e.V. (Federal Association of German Vocational Trainers, BDBA):** www.bdba.de
- ▶ **Federal Institute for Vocational Education and Training:** www.bibb.de
 - ▶ Federal Institute for Vocational Education and Training – A to Z: www.bibb.de/de/27392.htm
 - ▶ Federal Institute for Vocational Education and Training – Good Practice Center: www.good-practice.de/glossar.php
 - ▶ Internet portal on training opportunities with supplementary qualifications and dual courses of study as well as information related to vocational education and training: www.ausbildungplus.de
 - ▶ Forum for trainers: www.foraus.de
- ▶ **Federal Ministry of Education and Research:** www.bmbf.de
 - ▶ Specialized glossary: In-company vocational training: www.jobstarter.de/de/99.php
 - ▶ Internet portal on the topic of training: www.bmbf.de/de/544.php
 - ▶ DGB Internet portal for information about developments and decisions in the field of initial and continuing vocational education and training: www.wir-gestalten-berufsbildung.de
- ▶ **European Centre for the Development of Vocational Training (Cedefop):** www.cedefop.europa.eu/de
 - ▶ Glossary: Quality in education and training: Quality in education and training: www.cedefop.europa.eu/EN/Files/4106_en.pdf
- ▶ **Checklist “Quality of continuing vocational training“:** www.bibb.de/checkliste
- ▶ **German Education Server:** www.bildungsserver.de
 - ▶ Dossier on the topic of quality assurance: <http://www.bildungsserver.de/Qualitaetssicherung-in-der-Berufsbildung-5914.html>
- ▶ **Federation of German Trade Unions (Deutscher Gewerkschaftsbund – DGB):** www.dgb.de

- ▶ **German Reference Point for Quality Assurance in Vocational Education and Training:** www.deqa-vet.de
 - ▶ DEQA-VET on the pilot project funding priority "Quality":
www.deqa-vet.de/de/Modellversuche-Foerderschwerpunkt-Qualitaet-1053.php
 - ▶ Selected results of the pilot project funding priority "Quality":
www.deqa-vet.de/de/Instrumente-der-Modellversuche-4160.php
- ▶ **Association of German Chambers of Industry and Commerce (Deutscher Industrie- und Handelskammertag – DIHK):** www.dihk.de
- ▶ **German Adult Education Association (Deutscher Volkshochschulverband – DVV):** www.die-bonn.de
- ▶ **German Education Index: Literature database:** www.dvv-vhs.de
- ▶ **German Education Index: Literature database:**
www.fachportal-paedagogik.de/fis_bildung/index.html
- ▶ **IG Metall:** www.igmetall.de/jupo-ausbildungsqualitaet-2956.htm
(Jugend → Ausbildungsqualität)
- ▶ **IHK NRW**
 - ▶ Checklist on quality of in-company vocational training:
www.essen.ihk24.de → Ausbildung
- ▶ **Communication and Information System for Vocational Education and Training:** www.kibb.de (Search term: Qualität)
- ▶ **Conference of the Ministers of Education and Cultural Affairs (Kultusministerkonferenz – KMK):** www.kmk.org
- ▶ **Coordinating Association of German Industry for Vocational Education (Kuratorium der Deutschen Wirtschaft für Berufsbildung – KWB):**
www.kwb-berufsbildung.de (Home page → Aktuelles → Ausbildung)
- ▶ **Vocational Education and Training Literature Database:** www.lddb.de
(Search term: Qualität)
- ▶ **Project database of the Innovation Portal:**
www.bildungsserver.de/innovationsportal/blk.html (Search term: Qualität)
- ▶ **Competent bodies:** www.bibb.de/de/berufeinfo.php/competent_bodies/
- ▶ **German Confederation of Skilled Crafts (Zentralverband des Deutschen Handwerks):** www.zdh.de

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