Lifelong Learning Programme

TrainCom

f-bb Forschungsinstitut Betriebliche Bildung

Forschungsinstitut Betriebliche Bildung

Research Institute for Vocational Education and Training

Summary

TrainCom

Developing a multilingual internet based learning program to arrange competence oriented learning and teaching processes

TrainCom introduction

- Initial situation (in Germany)
  - We have: vocational competence „berufliche Handlungskompetenz" as the goal of vocational training
  - We have not: competence-based description of units of learning outcomes and related competence assessment
- In other countries the situation is different
- The basic idea of TrainCom: combining the two elements
- Core question of TrainCom: What guidance and support needs training staff?

TrainCom core questions

- Which teaching/learning arrangements are suitable to promote competence orientation?
- How can the role of teachers and trainers as a coach and adviser be characterized?
- What can competence assessment procedures look like and which requirements (qualitative standards) do they have to fulfill?
- How can teachers and trainers be supported during the arrangement of competence oriented training? How does an internet based learning program have to be designed?

preparations

Competence Assessment of learning outcome-oriented Learning Units

Partners:

Audi
Vorsprung durch Technik

BMW GROUP

brose
Technik für Automobile

BOSCH

DAIMLER

preparations

Competence-based description of units of learning outcomes

taking into account common standards

Competence assessment (in step with training)

taking into account common standards

Credit

taking into account consensual credit transfer models

Units of learning outcomes (model)

Name of the Unit:	**<name of the work process>**		
Reference to the qualification:	**<name of the qualification>**		
Area of work tasks: < context of the task>		EQF-level: 4	DQR-level: 4
Description of the Unit: < brief overview of the steps, required to fulfill the task>			

Knowledge	Skills	Competence
He/she is able to: • < describe knowledge that refers to skills and competencies with active vocabulary like describe, explain etc.>	He/she is able to: • < describe functions/part of the work process with active vocabulary and result, if necessary use adverbial determinations>	He/she is able to: • < describe social and personal competence considering responsibility, quality of self-organization etc.>

Additional information: <describe the reference to syllabi or general training plans of the basic vocational education the work placement should fit in>
Developed by: <author, organisation>

Competence assessment procedere

- goal: „berufliche Handlungsfähigkeit" – occupational proficiency, vocational competence (employability skills, occupational competence)
- ability to plan, carry out and supervise work independently
- model of complete action: informing, planning, performing/execution, quality assurance and control, deliver to "clients"
- elements of competence assessment: written examination, work plan, functional test and test protocol, quality evaluation, handling over conversation

Competence assessment (model)

EDGE

Competence Assessment of one Unit of Learning Outcomes

Setting of written task, related to information and planning phase of the respective work-task (30-60min)

Informing 10%

creation of a work-plan (15-30min)

Planning/Decision 20%

complete practical task (230-280min)

creation of a test report

Execution 50%

Functional testing

Testing of the test report by random sampling

Quality Assurance 15%

Delivery interview (specialized discussion of 5 -10 min)

Delivery 5%

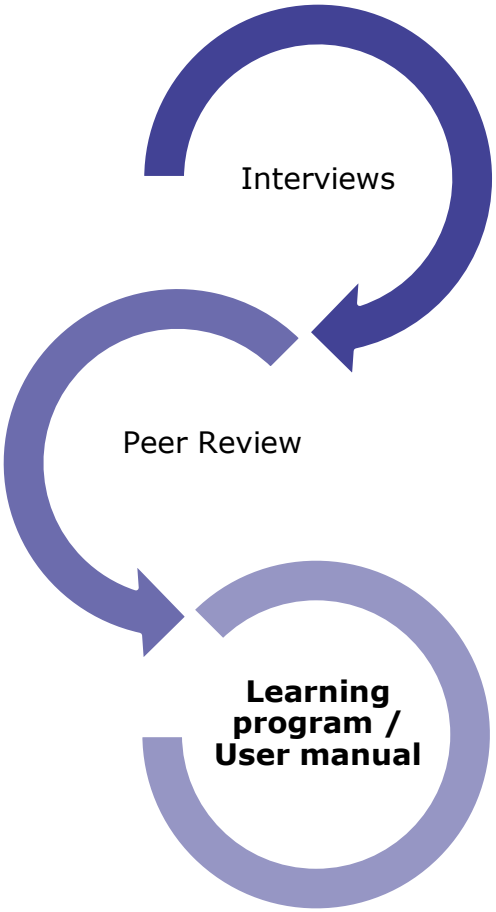
Back to TrainCom

- What guidance and support needs training staff? How can teachers and trainers be supported during the arrangement of competence oriented training?
- How does an internet based learning program have to be designed?
- What are your expectations?

TrainCom: Main products

- **Multilingual internet based learning program** that enables trainers and teachers in VET to arrange competence oriented learning and teaching processes
- **Quality standards** for competence oriented learning and teaching processes
- **User manual:** Guideline for utilization and practical application

TrainCom: our way



Work package 2

Work package 3

Work package 4

TrainCom: Work packages

- **WP 1: explaining the results of EDGE, marketing**
- **WP 2: definition of quality indicators**
- **WP 3: Peer Review**
- **WP 4: development of a tutorial**
- **WP 5: evaluation und modification of the wbt**
- **WP 6-8: projekt-management, evaluation (ECAP), reporting**

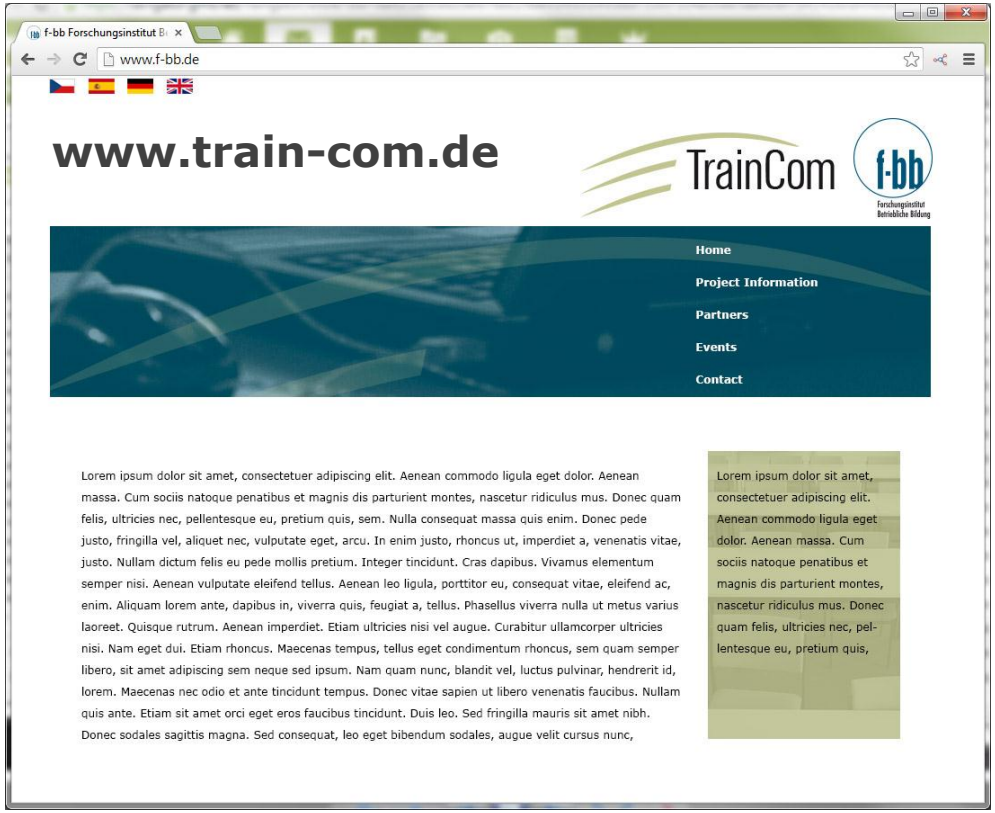
WP 1: transferable products of EDGE / project Marketing

- **Implementation of learning outcome-orientation in VET**
  - structuring the education
  - describing units of learning outcomes
  - assessing and documenting learning outcomes

  Summary: 30/11/2013
- **Website/Flyer: 31th January resp. 31th March 2014**

WP 1: transferable products of EDGE / project Marketing

homepage



logo

TrainCom

WP 2: Quality indicators

- **Derivation of universal criteria:**
  - How can the training be structured?
  - How are units of learning outcomes described?
  - How can learning outcomes be assessed and documented?
- **Realization of two interviews in partner countries:** Adaption of the quality indicators
- **Presentation of the proposal: 28/02/2014**

Details of Work Package 2 will be presented by öibf.

Interviews

Interviews to review and adapt the quality criteria

- Realization of two interviews in partner countries
- Who should be interviewed? Institutions and staff of vocational training in the automotive sector
  - Training staff in companies
  - Teachers at (vocational) schools
- The interviews can also serve to prepare the peer reviews. The interviewed persons (trainers, teachers) and institutions (companies, schools) can play an important role later in the peer review.
- The questionnaire we are currently preparing. A first draft we will send you in January.

WP 3: Peer Review

- **Country reports referring to the status of learning orientation** until 31/03/2014 (draft version)
- **Description of the Review-phase: proceeding, tasks of the partners** (macro-structure: Kick-off-Meeting; final version until 28/02/2014)
- **Realisation of the Peer-Reviews: March – May 2014**
- **Preparation of the country-review-reports: continuously**
- **Preparation of the summary review-report** until 30/06/2014
- **Synthesis of the country reports** until 30/09/2014

Details of Work Package 3 will be discussed tomorrow.

Country reports (1)

Describing the status quo of learning orientation (country reports)

- Description of two typical training courses in the automotive sector (Industrial Manufacturing / Mechanical Engineering) in Germany, UK, Spain, Czech Republic, Austria and Italy
- Exampel: Description of two apprenticeships with a different level of complexity
  - Motor vehicle mechatronics technician – automobile (3,5-year course) "Craft – Motor Mechanics" or „Motor Vehicle Practice" (EQF-Level 4)
  - Skilled metal worker specialising in installation technology or Machine and plant operator (2-year course) (EQF-Level 3)

Country report (2)

Country report part I: "description of training courses"

- Legal Framework and involved institutions
- Duration of the training
- Location of the training
- Learning contents and destinations (curricula)
- Examinations and competence assessment
- Educational staff
- Classification in the NQR (Level …)

Country report (3)

Country report part II: "reflect the status quo"

- Is the European idea (units of learning outcomes and related competence assessment) implemented in the countries?
- If yes: How are units of learning outcomes designed?
- How are units of learning outcomes assessed and documented?
- What conditions must be met in the countries, so that the European idea can be implemented? Are there approaches to implementation?

- Please send us a draft version of the report by the end of March.

TrainCom

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