

Dossier evaluation

Name of the aspirant Aspir_2
 Requested action fields 1, 2 and 8
 Expert [REDACTED]
 Co-Expert [REDACTED]
 Date of the exploration talk 28.08.2015

Evidence documents

Expert assessment

Overview on training and further education

Take into consideration: Credibility, compliance, relevance

Period	18/9/2000 until 29/9/2000	No. 1, 2 and 3	Formal completion
Title of the acquired qualification Study / Major / focus	Occupational health and safety		Relevant in terms of QM - (But that is demanded in AF 6 in terms of educational processes)
Name and type of organization providing education and training	Occupational Health and Safety 1, 2, 3 Berufsgenossenschaft Metall, Dusseldorf		Relevant for all three fields of activity (1, 2 and 8), as the candidate conducted training and advised in the company.
Level in national or international classification, if known			

Evidence documents

Expert assessment

Period	1/5/1988 until 24/11/1990	No. 4 and 5	Formal completion
Title of the acquired qualification Study / Major / focus	Acquisition of the title "Industry Master - specialization metal" Master title, entitlement to training		Relevant for all three fields of activity (1, 2 and 8)
Name and type of organization providing education and training	Practical examinations in professional theory, economic and legal knowledge, vocational and pedagogical knowledge		Classification in GQF: Stage 6
Level in national or international classification, if known			
Evidence of practical experience in the action field of the work place tutor			Take into consideration: Credibility, compliance, relevance
Organization	Verein für Europäische Sozialarbeit, Bildung und Erziehung (hereinafter abbreviated VESBE)	No. 6 and 7	Qualifying certificate of employment signed by Gudrun Knorrn, Head of Education Issue date: 4/20/2015
Function	instructor		
Experience with regards to the action field	All requested fields of action		Particularly appreciated is the great expertise and the ability to customize the learning process to the needs of the participants
Period	Since 8/15/2014		

Evidence documents

Expert assessment

Organization	██████████, St. Augustin	No. 8, 9 and 10	Qualifying job reference, signed by ██████████, function unclear Issue date: 30/6/2013 Particularly appreciated the autonomous administration of a cost budget, quality control, the leadership of a larger team and the advice given to the management board
Function	Head of department, foreman, specialist for occupational safety		
Experience with regards to the action field	Fields of action: 2 and 8		
Period	1/8/1978 until 30/06/2013		

Further relevant evidence documents of my action competence

Take into consideration: Credibility, compliance, relevance

Type of proof document	None.		
Title			
Relevant for action field number			

Statement of the expert to present documents

- Aspir 2 proves all further training as well as all professional activities he has mentioned in the dossier

Action fields of the work place tutor

Action- and competence field 1: accompanying learning

<p>Accompany learners in their learning <i>individually</i> in the space of real work- and business processes as well as methodical and didactical planning, designing and implementing as well as evaluation of processes of individual learning and the <i>learning in groups</i> in due consideration of newest methods, media and technology.</p>	
<p>Concrete and verifiable findings <i>Text parts in italic are quotes from the self-assessment.</i></p>	
<p>I. Accompany learners in their learning individually in the space of real work- and business processes</p>	
<p>From the evidence documents Aspir_2 completed a master exam. In this field, the vocational and pedagogical part is relevant.</p> <p>The first of the existing certificates mentioned that he led his employees responsibly and with <i>commitment and empathy</i>. He also supported their qualification.</p>	<p>Findings / lessons learned from the exploration conversation For a long time Aspir_2 has accompanied difficult teenagers. However, in the industry there was never enough time to take care of them, as the goals were different and performance is a priority. Of course, there it was also important that the trainees passed the exams.</p> <p>He describes how he assessed a teenager who wanted to be a metalworker differently. He had observed that he was very skilled and rather met more fine motor requirements. He gave him an appropriate internship, and now this teenager works as a precision mechanic.</p>
<p>From the self-assessment (actions, resources, described situations) Aspir_2 has ticked off all the boxes under <i>accompanying learners in their learning individually in the space of real work ...and under resources all the analytical skills and attitudes and values</i>.</p> <p>Practiced as a metalworking foreman and occupational health and safety specialist in the [REDACTED].</p> <p>He ticked off the highest degree of independence.</p> <p>Aspir_2 has accompanied trainees for many years. In the descriptions of the situation, there are several years of apprenticeship mentioned. Here, the self-elaboration of tasks is his concern, but he also uses the 4-step method, if necessary: "If someone does not achieve the learning goals I start the following measures: In an interview, using the 4-step-method, I explain the topic content again to the trainees and also instruct again practically."</p>	
<p>Incomprehensible / incomplete ... Aspir_2 informs that technical terms are alien to him and he was not well versed in the pedagogical terminology.</p>	

II. Design individual learning processes and learning processes in groups	
<p>Concrete and verifiable findings</p> <p><i>Text parts in italic are quotes from the self-assessment</i></p>	
<p>From the evidence documents</p> <p>Aspir_2 has qualified as specialist for occupational safety, for which he was responsible in his work place. The second certificates describes that he is responsible for the implementation of both practical and theoretical professional training of socially disadvantaged young people and that it manages to make the learning process match to the participants and according to their respective individual skills.</p>	<p>Findings / lessons learned from the exploration conversation</p> <p>Aspir_2 lets the young people do their research independently and combines these individual works with theoretical input. He wants to promote self-dependence; the learning through mistakes is an important way for him. In case of not meeting the targets, he uses the 4-step-method to explain and demonstrate, before the youngsters can practice independently. He frequently conducts group work and ensures the respecting of the rules. Support of socially disadvantaged young people provides for him is a new educational challenge, but he feels up to it. In addition, he describes what is important to him in dealing with them. Currently he even takes care of teenagers from the open prison, with whom he gets along well but because they are accustomed to adhere to rules. He has also conducted training in occupational safety many years.</p>
<p>From the self-assessment (actions, resources, described situations)</p> <p>Aspir_2 has ticked off all the boxes under <i>accompanying learners in their learning individually in the space of real work ...and under resources all the analytical skills and attitudes and values.</i></p> <p>Practiced as a metalworking foreman and occupational health and safety specialist in the [REDACTED].</p> <p>He ticked off the highest degree of independence.</p> <p>In the self-assessment, Aspir_2 describes that he has conducted security briefings with up to 40 employees annually. Here he divides the participants, e.g. <i>in training on crane safety "into small groups of 4-5 employees", "in order to reach each individual better" and because "learning through other works [better]"</i>. It is evident that he plans and thinks his training through concerning methodology and didactics in advance.</p> <p>From the statement for the learning of a group of trainees in real work for customers (description of the situation): (Keywords) <i>Make the training according to training framework plan more interesting and increase motivation. Promote group work and communicate with each other through team meetings and agreements with other departments. Resolve conflicts within the team. Independent organization, define and set goals -own ones and group goals- clearly and elaborate a target-performance comparison as well as joint goals to reach the targets in the group.</i></p>	
<p>Incomprehensible / incomplete ...</p> <p>For Aspir_2. The vocational education terms are unfamiliar, but he can justify his action entirely.</p>	

Summary of opinion of experts (overall picture, plausibility...)

Aspir_2 attitude towards learners is supportive and encouraging. Personal experiences, of which he gave a short report, have enabled him to develop empathy for difficult teenagers.

Overall, concerning this field of action we have seen that Aspir_2 has a very professional approach to the learner and we can confirm that Aspir_2 has the necessary competences in this field of action.

Application of the expert

fulfilled

not fulfilled

Action and competence field 2: Test learners, assess employees and aspirants

To test learners with regards to defined learning objectives, taking into account the applicable examination law and relevant quality criteria. To test employees and (educational) aspirants to the agreed criteria, using appropriate assessment tools and procedures and to recognize their potential.

Concrete and verifiable findings

Text parts in italic are quotes from the self-assessment

I. Test learners

From the evidence documents

Aspir_2 has completed a master exam. In this field, the vocational and pedagogical part is relevant. He has accompanied trainees for many years. The situational descriptions mention several years of apprenticeship.

He has a qualification to become a specialist for occupational safety, for which he was then responsible at his work place.

From the self-assessment (actions, resources, described situations)

Aspir_2 has ticked off the boxes *all attitudes and values* under *resources*.

Practiced as a metalworking foreman and occupational health and safety specialist in the [REDACTED].

He ticked off the highest degree of independence.

Aspir_2 describes:

Preparation for the theoretical and practical final exam part 2 of 4 for trainees as industrial mechanic in compliance with the "Regulation of Industry and Commerce (IHK/CoC)".

He carried out and evaluated the simulation of the test situation with the trainees in all steps.

Evaluating the test result in compliance with the IHK-Regulation:

Practical test in compliance with the IHK/CoC weighting: 20% planning, 40% implementation and control, 40% observation and accompanying technical discussion; Theoretical examination in compliance with the IHK/CoC weighting:

40% task and functional analysis, 40% manufacturing, 20% economic and social studies

Findings / lessons learned from the exploration conversation

Aspir_2 reports in detail the exam simulations that he has created over a long period for the preparation of the trainees. IHK materials were used. The assessment and the corresponding feedback took both the individual and the social reference norm into account. If required, the trainees got training for weak points.

Incomprehensible / incomplete ...

II. Assess employees and aspirants	
<p>Concrete and verifiable findings</p> <p><i>Text parts in italic are quotes from the self-assessment</i></p>	
<p>From the evidence documents</p> <p>Aspir_2 has completed a master exam. In this field, the vocational and pedagogical part is relevant. The first of the existing certificates mentioned that he led the employees for whom he has been responsible with commitment and empathy. He also supported their qualification.</p>	<p>Findings / lessons learned from the exploration conversation</p> <p>Aspir_2 describes that in the past he often assessed employees at the end of the probationary period or temporary employees before their takeover. For that purpose, evaluation sheets from human resources were adjusted for the respective work. Previously, the people were observed at work and interviews performed before it came to an assessment. The aspirant was involved in job interviews.</p> <p>A good preparation with defined expectations are important to him. The expectations should be communicated. For the interviews, a good atmosphere must be created.</p> <p>When selecting trainees he was in close contact with those responsible for the decision and attached great importance to certain conditions for the young people.</p> <p>In the current job, Aspir_2 is oriented towards support plans. These includes the grades from the remedial teaching and his assessment of the practical skills of young people.</p>
<p>From the self-assessment (actions, resources, described situations)</p> <p>Aspir_2 has ticked off the boxes <i>all attitudes and values</i> under <i>resources</i>.</p> <p>Practiced as a metalworking foreman and occupational health and safety specialist in the [REDACTED].</p> <p>He ticked off the highest degree of independence.</p> <p>His criteria for assessing were:</p> <ul style="list-style-type: none"> • If the employee up to this task? • Information regarding the achievements and the attitude of the employee. 	
<p>Incomprehensible / incomplete ...</p> <p>Aspir_2 claimed to have actually always assessed and evaluated only those he knew. He never performed interviews autonomously, but could play a part in them.</p>	

Summary of opinion of experts (overall picture, plausibility...)

Aspir_2 has diverse experience with exam preparations of young people and exam simulations, in which he used well-known assessment criteria. Even though he did not select candidates autonomously, yet he has been involved in many decisions especially at the end of the probationary period.

Overall, we have seen in this field of action that Aspir_2 has a professional approach with regard to exam preparation and assessment. We can confirm that Aspir_2 has the necessary competences for this field of action.

Application of the expert

fulfilled

not fulfilled

Action and competence field 8: advise those responsible for vocational training

Advise those responsible for training and personnel development in strategic and operational issues of training and human resource development.	
Concrete and verifiable findings <i>Text parts in italic are quotes from the self-assessment</i>	
<i>I. Advise those responsible for vocational training</i>	
<p>From the evidence documents Aspir_2 has a qualification as specialist for occupational safety, for which he was then responsible at his working place.</p>	<p>Findings / lessons learned from the exploration conversation</p> <p>Aspir_2 reported that he, as a master, advised the management, if foreman should take more responsibility or if they needed specific training on occupational safety.</p> <p>When introducing new technologies, he advised on occupational safety issues. Here also a consideration of the cost-benefit ratio was required. He advises young people concerning work placements and could advise if there difficulties with the young people would arise.</p> <p>In doing so, he would like to recourse to private experiences.</p>
<p>From the self-assessment (actions, resources, described situations) Aspir_2 has ticked off all the actions of the requirement profile of the activity and has ticked under <i>resources g all analytical skills and all attitudes and values.</i></p> <p>Practiced as a metalworking foreman and occupational health and safety specialist in the [REDACTED].</p> <p>He ticked off the highest degree of independence.</p> <p>In the first place, he advised managers in terms of work safety.</p>	
<p>Incomprehensible / incomplete ... The aspirant has mainly advised concerning occupational safety, but not in terms of strategic and operational questions in education and training and human resource development.</p> <p>It was also not clear whether he created advising / consulting concepts.</p>	

Summary of opinion of experts (overall picture, plausibility...)

Aspir 2 has extensive experience in connection with his activities as a specialist for occupational safety. However, in the context of vocational training he has not created concepts or advised managers.

Application of the expert

- fulfilled
- not fulfilled

Justification:

The knowledge of Aspir_2 do not seem sufficient to create consulting concepts for vocational training and to advise those responsible for training and personnel development in strategic and operational issues of training and human resource development.

Summary of recommendations at the attention of the aspirant

Thanks to the existing practical experience with trainees, it could be interesting and enriching for Aspir_2 to supplement the theoretical background through training or self-study. The conditions for the extension of his competence in related fields of content are good, as long as there is interest.

Overall comment at the attention of the IHK (Chamber of Commerce and Industry)

Given the well visible action ability of Aspir_2, we can advocate the grant of actions fields 1 and 2. The field of action 8 is not granted, based on the evidence available here.

Should Aspir_2 want to take the exam to become a certified work place tutor later, we recommend waiving those parts of the exam, which only focus on the areas of action 1 and 2.

Alfter, 25/9/2015

Berlin, 28/9/2015

1st expert

2nd expert

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Signature

Signature