



TourBO meets Europe

Report of „Betriebswirtschaftliche Fachschule – Schwerpunkt Tourismuswirtschaft“ Esens, branch of the professional training schools of the district Wittmund (Niedersachsen/Germany) to Work Package 8:

“Models of modular learning units and certification proposals of non formal and informally acquired subservices“

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1. Introduction to the work package

The Tourism Schools Salzburg-Klessheim (Austria), in the further TS Klessheim mentioned, as well as the Business College – Tourism Management of the professional training schools of the district Wittmund at the location Esens (Germany) as network partners of the tourist education offensive TourBO, in the further TS Esens mentioned, participated in Leonardo-da-Vinci transfer of innovation-project „TourBO meets Europe “(LdV-TOI-DE/10/LLP-LdV/TOI/147328) in the period of October 2010 until September 2012. Measure gifts for the co-operation at this project were to take up European developments within the range of the vocational training to check for the organization of the own education work and develop thesis of experiences and authority as wave as use in terms of a future oriented modern and European aligned vocational training into own house.

In accordance with the agreements between all project partners the TS Esens an alignment and the the own school offered further training to "State-certified Business Manager- Tourism Management" with the comparable further training at the College of Tourism & Leisure Management of the Tourism Schools Salzburg-Klessheim would drive through. Besides the intention existed of reaching by means of the formation of suitable learning sections and learning units a certification from furnished subservices to. Here were both theoretical learning units and the acquired authority to be included in the context of the operational work experiences.

Supplementing for this should be checked, which qualifications from pre-aged education levels, already these, as well as own vocational experiences on the respective further training to be taken into account to be able. Likewise a possible, also partial charge from the TS Esens and TS Klessheim acquired qualifications should be considered on comparable further educations as well as on a following study at a university. This would provide on the one hand for more transparency between the individual educational backgrounds, in addition, education levels. On the other hand the participants of the respective further training could achieve thereby their education goal desired faster.

2. Comparison of tourist further training courses

2.1 Analysis of the basic conditions of the tourist further training courses

The direct comparison of the further training courses formed a starting point for further views, in particular the identification of the certifiable and creditable knowledge and abilities to the TS Esens and TS Klessheim. For this the basic conditions were analyzed, which mark the respective further educations, among other things:

- School form,
- Range and duration of the further training,
- legal bases,
- Conditions for permission,
- Concept of the further training as well as training aims desired,
- future fields of activity,
- Further training contents,
- Kind and range of the final examinations,
- Conclusion and/or job title,
- Classification in NQR level.

In the further process of the investigation we supplemented the comparison with the basic conditions of the advanced training „Certified Tourism Business Administrator“, which is offered as further training of the Chambers of Commerce in Germany by different training carriers, also in the region East Frisia by VHS Papenburg gGmbH, in further IHK further training mentioned. The confrontations are detailed in the appendix A-1 „Analysis of the basic conditions of the tourist further training courses“.

A basis for a direct comparison of the further educations specified above the goals of the appropriate educational provisions are that the participants have an entrance into the middle to higher leadership level of enterprises and for a vocational independence in the tourism economy too qualify as well as the future fields of activity of the graduates. In principle all three further training courses have thereby a quite comparable essential structure. They will be regularly by federal and provincial laws with defaults for organization, for arrangement and for the conclusion of the further training. Over school-autonomous curriculum regulations have the TS Esens and TS Klessheim individual adjustments of further training contents can be made beyond that with. This increased the free space of the schools with the organization of the education work, makes however at the same time a comparability more difficult between the schools already on national level and in consequence also on European level.

All three further educations are offered as a rule with duration by two years. While the TS Esens and TS Klessheim reproaches their further training in principle as full-time-school offer to the extent of approx. TS Klessheim has an offer of 2400 lessons (theory) plus practical training periods, the IHK further training runs as extra occupational offer (evening classes) with an extent from 550 lessons (theory). The TS Esens conceived her educational background in the context of an authorized school attempt in such a way that the obligating lessons are offered blocked in three terms, in each case in the winter. In the summer months however are the participants of the further training in practical courses. Thus a total extent of the further training of three years results to the TS Esens.

Contents as well as the range of the authority which can be obtained yield with all three further educations partially substantially from each other off (see also section 2.2). On the one hand this is to be attributed to the fact that already different conditions for permission require a different entrance level of the participants. While the TS Klessheim apart from a final professional training already plans the general university-level graduation (Matura) as condition for permission, this is not necessary with the TS Esens as well as with the IHK further training. During the IHK further training requires a one year's professional experience in a teaching profession of the tourism economy plays an important role for the permission, while this is acquired with the TS Esens in the context of the further training in practical courses (see also section 2.3). A condition for all further educations is in each case a final professional training relevant for the field of activity.

With view of the occupation titles which can be obtained it is to be emphasized that there is no uniform use of terms. Also the level stage allocation following the EQF at least at present still deviates from the comparable descriptions of authority. After a successful conclusion at the college for tourism to the TS Klessheim one receives the title „Merchandiser Tourism“, with a level stage allocation NQR 5 (Austria). In the binary professional training system in Germany this title is already acquired as the first occupation-qualifying conclusion after a three-year professional training, presumably with a classification in the NQR 4 (Germany). However the conclusion to the TS Esens as "State-certified Business Manager- Tourism Management" is to presumably take place just like the conclusion of the IHK further training „Certified Tourism Business Administrator“ in level stage

NQR 6¹. In this context Germany draws one tendency for the demarcation of the technical schools of the past term, there it from a first occupation-preparing qualification in the Technical High School (prospective NQR 3) up to the further training (presumably NQR 6) is enough. Over a positioning as a college or an academy the reference is to then be given toward an academic further training. In some Federal states is this step straight in the examination.

2.2 Comparison of curriculum contents

The existing curricula of the further educations which can be regarded show at first sight from their structure a good basis for the education of comparable learning units. In the case of the closer investigation of curriculum systematics as well as curriculum contents meanwhile a something else resulted picture. A direct confrontation of the structure and the temporal ranges as well as the description of further training contents is in appendix A-2 „Analysis of curriculum contents“ and in appendix A-3 “Comparison of the training extent”.

A strong contentwise and temporal agreement of the learning areas and learning systematics is with the two tourism schools TS Esens and TS Klessheim. In particular in the thematic emphasis „management economics and political economy“, „business accountancy/controlling“, „law “as well as „economical informatics or information and office management “are not to be registered considerable deviations in both curricula.

Differences are clearly particularly within the range of the general-forming and communicative bases as well as partly in the arrangement of the tourist emphasis offers. In such a way the TS Esens contrary to the TS Klessheim also the subjects „mathematics/natural sciences“ and „politics “, done against it without the subject „religion“. This circumstance is to be due particularly to the different conditions for permission (see section 2.1). To the TS Esens the baccaureate (Matura) is only acquired in the course of the further training, while it is to be already proven with the TS Klessheim with the entrance into the further training by the participants.

During the switching of communicative authority differences show up with the adjustment of the subject „German/communication“. Here an emphasis of the TS Esens is so far with written communication, while the TS Klessheim here particularly considers the oral communication, and the direct customer contact. Significant deviations are to be recognized in the dimension of the foreign language authority. The TS Klessheim stands out with the promotion of foreign language and intercultural authority clearly against the TS Esens. While the switching of the first foreign language is still identical „English “with both further educations, the clear international adjustment of the further training shows up to the TS Klessheim with a temporal extent of 560 lessons for the acquisition of further foreign languages („French “and „Italian or Spanish “). An appropriate offer with the TS Esens is not present within this range.

With basic tourist further training contents large agreements between the central subject “tourism economy“ of the TS Esens and the offer field „tourism, marketing and travel agency“, plus the seminar show up „tourism and destination geography“ of the TS Klessheim. Here both the basis qualifications of the tourism, marketing and the tourism geography are covered. While to the TS Esens a rather general economical adjustment („employee guidance/occupation and work

¹ following DQR Büro (Hrsg.): „Expertenvotum zur zweiten Erarbeitungsphase des Deutschen Qualifikationsrahmens“, hier insbesondere AG Handel, Berlin 2010 („Expert vote for the second development phase of the German qualification framework “, here in particular AG trade, Berlin 2010)

pedagogy“, „personal and training natures“) is recognizable beyond that, the TS Klessheim orients itself with the switching of comparable contents in the learning area „tourism organizations“ very strongly at the vocational field-specific characteristics of the tourism. Both tourism schools use their own school-autonomous organization clearance in order to obtain resuming and deepening tourism contents. Here the emphasis health tourism/spa, measurement and exhibition nature, event management/meetings as well as sport tourism with a total extent of 120 lessons in the focus of the TS Esens, while the TS Klessheim offers the emphasis city tourism, fair organization and event management to the extent of 240 lessons. Over the organization of real projects in the context of the tourist main topic of the further training both tourism schools attach besides importance on practice and action-oriented knowledge and authority switching.

A direct comparison of the tourism schools with the IHK further training to „Certified Tourism Business Administrator“ fails meanwhile more with difficulty. However the temporal range of this further training deviates with a total extent from 550 lessons already very clearly from approx. 2400 lessons of the two tourism schools. Also in contents some differences become visible.

Within the general-forming range the IHK further training offers, there it is not on obtaining the baccalaureate (Matura) aims at, no training offers. However there are also no offers for the promotion of the foreign language and intercultural authority in the core curriculum. An international adjustment, also with view of in a region to caring for guest groups is completely missing thereby.

Within the action ranges „business management and development“ as well as „economical evaluation and control of business processes“ obtain the IHK further training bases of management economics and political economy and of business accountancy, which illustrate about 1/3 or 1/6 of the lesson extent as well as contents of the tourism schools.

Also the IHK further training have not an own offer within the range to “economical informatics” and “office management“. These authorities which can be obtained are also not taken up within the individual action ranges. Likewise no own training offer exists to the topic “law“. Legal bases are treated however as a component of the “achievement production in the tourism“.

The vocational field-specific action ranges “achievement production in the tourism” and „organization of the marketing process“ covers themselves to extent and contents in for instance with the offer of the tourism schools in the learning areas “tourism economy“ (TS Esens) and „tourism, marketing and travel agency“ (TS Klessheim). A tourism-geographical authority switching does not take place meanwhile. Likewise a resuming recess of individual market segments and service providers is missing, as it is made by the optional learning offers of the TS Esens or the key course elements of the TS Klessheim.

The training offer of the IHK further training rounded off by the action range „personnel management and development“, to which in the oral examinations as special emphasis is seen, as well as by the action range „quality and project management“. Both ranges take temporally about 1/3 of the comparable training offers of the tourism schools.

The IHK further training presupposes finally in its basic concept of an extra occupational course system with evening and weekend seminars a strong participation of the participants over learning, i.e. over its own preparation and recess of learning contents, even organized. A strong practice orientation during the authority switching is guaranteed by the whereabouts and the manipulation in the enterprise during the further training (see also for this section 2.3).

2.3 Comparison of the practice phases

The three further training courses pursue very different concepts regarding the acquisition of practical abilities and talents. Concerning the kind and the extent in the context of the further training to completing practical courses the three further training courses present themselves as follows:

TS Esens

- 3 practice phases with one duration of 5 to 6 months (in each case summer semesters) to the extent of altogether 2400 hours
- There are obligatory guidelines for the execution of a practical course.
- After the conclusion of the practical course trainees provide a written practical course report over the performed practical course, which is evaluated.
- The practical course enterprise provides obligating only one hourly proof over the performed practical training period.

TS Klessheim:

- Operating practical course during the theory phases to the extent of altogether 160 hours +
- Obligation practical course with one duration of 12 weeks before entering the 3rd term to the extent of altogether 480 hours
- There are structured defaults for the trainees for the practical course which can be carried out as well as learning agreements between the trainees and the practical course enterprise.
- After the conclusion of the practical course a self and a foreign evaluation take place over the performed practical course, in both they use the context of the project developed that stage model for output-oriented authority collection in the practical course (STOOKD P) and the evaluation platform of the Austrian Federal Ministry for instruction, art and culture (BMUKK). www.qibb.at

IHK further training

- As condition for permission exists an at least one year's professional experience, which can amount to depending upon educational background also up to 5 years.
- The further training takes place extra occupational, i.e. during a regular professional activity in the industry, by means of one period from two years.
- Train further-accompanying no proof is made by the kind and the range of the performed activities.

From the direct comparison of the three further educations only the range of the practical manipulation can be derived in the first instant, which exhibits substantial differences. The actual value, thus the actual authority increase for the further training desired shows itself from it not compellingly. A direct comparability is not ensured thereby. This predominantly lies at are missing so far or to small defaults for a proof of the authority actually acquired over the practical manipulation.

It becomes clear already here that the necessity for a structured default exists for the practical courses which can be accomplished. These should practical-prove the authority conditions before the practical course to show, requirements in the sense of learning agreements to the practical course to formulate and in the end the respective practical course the authority increase to prove. A detailed description of this procedure can you see in the project part of the TS Klessheim.

2.4 Kind, range and contents of the final examinations

A special view will have to be thrown on the kind, the range and contents of the final examinations, since they essentially measure and appreciate momentarily the success in learning of the respective further training. So seen they serve the authority statement so far as a substantial instrument.

In accordance with § 4 of the supplementing and deviating regulations for the professional training school (plant 8 too § 33 of the regulation on professional training schools Lower Saxony – BBS VO/Stand: February 2012) consists the final examination to the TS Esens of four examination work to the extent of in each case three time hours. The instructors, who informed the test specimen according to plan, conceive the examination work as well as judge the furnished achievements (§ 10 BBS VO). The final note in the appropriate subjects forms thereby from a preliminary mark from the regularly in the last school year furnished achievements (60%) and the written examination (40%). An oral examination is not obligating intended. It is to be only accomplished, if you for clarifying the final censorship is necessary (§ 12 BBS VO).² Beyond that a pupil evaluation is made in the individual subjects, those in the school-leaving certificate to be proven by written proofs, which finally to 60 – 70% the respective specialized note determine as well as over an evaluation of the verbal cooperation, which with 40 – 30% the respective rest of the specialized note affect. A detailed authority statement, accordingly subdivided after three descriptors knowledge, skills and competences does not take place. Aggravatingly it shows up in the school legislation that the appointment of the notes considers for the end of one school year excluding in the respective school year the furnished achievements (§ 22 BBS VO). Therefore form the results of the third theory block to the TS Esens a substantial basis for the performance assessment for the conclusion of the further training, without appreciating the results and thus the authority increase of the first two theory blocks sufficiently.

Test execution at the tourism schools Klessheim depends on the legal requirements of the test regulation over concluding examinations at professional training schools³ and the school teaching law (SchUG) as basic law. § 34 of the SchUG reads:

- (1) Concluding examinations consist of
 1. a main examination or
 2. a preliminary test and a main examination (this is valid for tourism schools).
- (2) Preliminary tests consist of verbal, written, graphic and/or practical examinations or of a specialist area work.
- (3) Main examinations consist of
 1. an examination, which covers written, graphic and/or practical work, and
 2. an oral examination.

The preliminary test at tourism schools enclosure into four semester colleges and into five-year training courses in each case practical examinations in the extent of 5 hours in kitchen organization and service management with integrated discussions, whereby standardized ranges are evaluated and seized in a schema of points and criteria. In same standardized form at the college of the field tourism organization, which stands for the training in Esens next, is accomplished the examination

² Verordnung über berufsbildende Schulen Niedersachsen (BBS-VO) vom 10. Juni 2009 (Nds. GVBl. S. 242, SVBl. S. 206), geändert durch Art. 1 der Verordnung vom 5. Oktober 2011 (Nds. GVBl. S. 336, SVBl. S. 419)

³ vgl. http://www.hum.at/images/Unterrichtsqualitaet/Abschließende_Pruefungen/HandreichungHUMHLFS_AbschIPR_12_Zwischenversion_Feb_2012.pdf

over the ranges tourism marketing and organization theory. Thus a high degree at comparability is obtained. The weighting of the criteria was specified school-internally, just as the standardized evaluation of the project presentations of the diploma theses. 40% of the evaluation of the presentation of the practice project (e.g. production of a fair concept for a professional partner) and 60% of the answer of two questions from the professional environment of the article are assigned.

The test procedure of the IHK further training proves as likewise very complex. It considers all informed action ranges and consists of a written part as well as oral examination. In the written part two one on the other coordinated are to work on federally uniform valid setting of tasks on the basis of an operational description of situation. Entire machining time amounts to at least 600 minutes, however maximally 630 minutes. Both partial results flow weightily into the written examination result. In the verbal part a 10-minute presentation takes place, which is to prove that a complex problem definition of operational practice seizes can be represented, judged and solved. It shows a third of the evaluation of the oral examination. Besides a 20-minute discussion is led, in which on the basis of the presentation it is to be proven that even within further action ranges of the tourism economy knowledge be used and solutions can be suggested. The total result of the examination results from the arithmetic means of the written and oral examination (§ 3 + § 6 of the regulation over the examination to the appreciative advanced training conclusion "Certified Tourism Business Administrator")⁴.

From the comparison it becomes clear that there are so far very different basic conditions and approaches, in order to check the authority conditions of the participants of a further training. Thus however a direct comparison is made more difficult by actually acquired authority, since the past examinations from the structure and extent supply also different results of measurement. From this it becomes evident that there is quite a need for authority-oriented test structures in the European context, which permit a comprehensive authority measurement and which actually these qualifications on the comparable level desired represent.

2.5 Recapitulatory remarks on the comparison of the further educations

From the analysis of the goals, the basic conditions, the temporal extent and the content as well as the test structures of the three regarded further educations an approach for a comparability results. It shows up nevertheless that there are very different viewpoints, which make a direct confrontation more difficult. Thus also identifying of common and comparable learning result units becomes more difficult and more complex.

A special challenge represents so for example the level stage allocation of the regarded further educations. Here so far still another transnational problem reveals itself. Although a strong agreement of level stage systematics exists in the context of the European formulations of authority after EQF between Austria and Germany, is not given an accordance of the level stage allocation of the regarded further educations. While the further training to the TS Klessheim is to be added to the level NQR 5, the experts endorse an allocation of the further training to the TS Esens as well as the IHK further training to the level NQR 6 (see for this also section 2.1 as well as in detail the project report of the Unternehmensberatung Heffeter „development of credit point systematics against the

⁴ Verordnung über die Prüfung zum anerkannten Fortbildungsabschluss Geprüfter Tourismusfachwirt/Geprüfte Tourismusfachwirtin vom 9. Februar 2012; Bundesgesetzblatt Jahrgang 2012 Teil I Nr. 11, ausgegeben zu Bonn am 1. März 2012

background ECVET and EQF“). However in particular the two tourism schools (TS Klessheim and TS Esens) in your requirement and due to the formulated goals for the graduates move clearly on a comparable level stage. Only the practical wealth of experience of the participants of the further training yields with the conditions for permission and during the further training from each other off (see section 2.3). To what extent a genuine authority increase in this practice time actually took place and which authority conditions were reached, can become estimated so far however only assumed and on the basis the temporal extent. A material authority measurement takes not place in this connection and supplies thereby no proof for a necessary higher authority level.

A further problem of the comparability results from the modularity of the teaching and learning contents in the further educations with independent authority statements and performance assessments, which is missing so far, how they are already usual for example with the Bachelor's degree study with course systematics. Appropriate systematics can be illustrated with the regarded further educations in addition, not so easily, since comparable learning contents are offered curriculum-referred in very different time periods and successions. Besides an evaluation takes place from furnished achievements after very different measure gifts. Like that for example a marking of modules or areas of competence is in the close context of the so far valid land and Federal law to the TS Esens not at all possible. At the IHK further training however only a central final examination takes place, without evaluating the separately action ranges, which can be seen quite modular (see also section 2.4).

To what extent a possibility exists nevertheless to promote authority increases by the further educations purposefully to measure, to document as well as certify, are described in detail in the project part of the TS Klessheim. Here results from non-formal learning processes in connection with informal learning processes and own operational work experiences of the participants are regarded and evaluated, as well as led together in a so-called authority matrix.

2.6 Development of an authority matrix to the TS Klessheim

In the result of the comparison of the further training courses at the tourism schools Klessheim a standardized collection of the documentation bases for the practice phases which can be completed was developed in form of an authority matrix. The objective of this authority matrix results out:

- a- the so far only insufficiently measurable and certifiable authority or authority increases due to the missing modularity, specified before, and a missing accountability from authority to the past learning units with consideration of the three descriptors,
- b- of the learning result orientation of practical courses with an appropriate proof,
- c- the feedbacks from practice (over expert interviews).

From the expert interviews in particular the following connecting factors for the development of the authority matrix can be derived (see in detail for this chapter 4 in the project report of the Unternehmensberatung Heffeter):

- The enterprises desire a description of the authority attained so far in the theory phases. They are to be developed ready over learning agreements and a suitable system of evaluation (self and foreign evaluation) authority of the trainees aimed further.
- It is recommended to lead a day or a week work book in which activities and acquired authority are documented. A proof of auxiliary qualifications becomes possible.

- The practical course report as well as experiences and realizations from the practical course are to be presented and discussed in the context of the lessons (in the entire class) in the following school year.
- Material situations in the enterprises deviate from the school/learning situation (theory).
- Different entrance qualifications are to be considered.
- Individual educational channels require for individual examinations and tests.

From the presentation of the draft of the authority matrix in international groups of experts (e.g. EUHOFA) from Franz Heffeter (TS Klessheim) resulted besides the following references to the general procedure in the case of the collection and development of authority:

- The matrix is simple in each case to keep clear and practicable.
- An authority raster is to be provided before beginning of practical course. From it learning agreements between enterprise and trainee (in coordination with the school) are to be derived. The respective learning progress is to be documented, to measure and to evaluate (self and foreign evaluation) as well as to certify.
- The examiners taken part in the learning process are to be prepared accordingly and enabled.

A detailed description to the structure and for the handling of the authority matrix is in the project part of the TS Klessheim „stage model for output-oriented authority documentation in instruction as well as in the practical course STOOKD – “.

3. Examination of the acknowledgment and charge of achievements and authority

Bases for an acknowledgment and for charge of achievements and authority in the framework and as result of a further training form on the one hand comparable learning contents in an agreeing level stage, on the other hand an appropriate verification over actual being present of the respective authority with the persons concerned. But a suitable, from all participants accepted testing method and an appropriate certification of the achievements taken part in the charge process must be present, for example over credit point systematics. A detailed description of the background and the procedure you can find in the project report of the Unternehmensberatung Heffeter „development of credit point systematics against the background ECVET and EQF“.

With the comparison of the further educations (see chapter 2) became clear that there are some differences both to the extent and in the organization of the learning processes and during the verification of an appropriate authority acquisition. Before this background reference to individual charge possibilities from view of the TS Esens is to be taken in the following report.

3.1 Acknowledgment of achievements for an entrance into the further training

In a first step are to check the conditions of an acknowledgment of certified subservices (learning units) for an entrance into the further training to the TS Esens due to qualifications from preceding education levels, for example from the visit of the “school providing vocational education – emphasis tourism” or from an occupation conclusion as „merchandiser for tourism and spare time acts”.

The education profile of a one year's school providing vocational education - emphasis tourism (NQR 3), which is to be put for this at the basis, looks prospective as follows.⁵ As condition for entrance for this educational background a secondary conclusion 1 (Realschulabschluss) must be present. The training goal is appropriate for the spare time in the switching of the course contents of the first practical training year from the tourism range and the passenger traffic as well as in the extension of the general education. After successful visit of the educational background the extended secondary conclusion 1 cannot be achieved, the visit of the upper stage of the High School or the specialized High School as resuming school permitted, however the visit of the technical school and/or the college with a certain grade point average. In the context of a following binary specialized professional training, for example to/to the merchant/woman for tourism and spare time, an allowance is in the long run possible for the professional training by the training enterprises.

With the training as “merchandiser for tourism and spare time acts” around a country widely recognized 3-year teaching profession, regular after vocational training law⁶, which is presumably assigned to the level stage NQR 4 (see for this section 2.1). In accordance with § 3 of the regulation on the professional training to the “merchandiser for tourism and spare time acts”⁷ the objective of this professional training consists of obtaining talents and knowledge in such a way that the training as the practice of a qualified vocational activity are enabled, in particular independent planning, would drive through and controlling includes. Accordingly “merchandiser for tourism and spare time acts” can advise customers and inform about tourist achievements and offers as well as organize meetings and convert sales and marketing concepts for the promotion of the regional tourism. As a function of the grade point average and the successful placing of the merchant apprentice's final examination the secondary conclusion 1 or the extended secondary conclusion 1 can be achieved with the occupation school report.

A charge of achievements and authority from the visit specified of both educational backgrounds with the entrance into the further training at the professional training school or in the college will be in principle not possible, since the level stage reached in each case and with it the authority level are not comparable. Besides the secondary conclusion 1 as well as occupation graduation represent in each case a substantial condition for permission for the visit of the professional training school or a college. On these qualifications is to be developed then during the authority switching in the context of the further training.

3.2 Acknowledgment of achievements from comparable educational backgrounds

An acknowledgment and a charge of achievements, which were acquired in the context of the further training in comparable educational backgrounds national bzw.im European foreign country, seem quite meaningful. Due to the variety of the individual further educations as well as its systematics and concentration, in particular to the possibility of school-autonomous regulations however a standardized charge proves as extremely complex.

⁵ Source: Berufsbildende Schule Norden (Deutschland), <http://www.bbsnorden.de/schule/schulformen/BFS/bfmt.html>, eingesehen am 29.8.2012

⁶ Berufsbildungsgesetz (BBiG) vom 23. März 2005 (BGBl. I S. 931), das zuletzt durch Artikel 24 des Gesetzes vom 20. Dezember 2011 (BGBl. I S. 2854) geändert worden ist.

⁷ Verordnung über die Berufsausbildung zum Kaufmann für Tourismus und Freizeit/zur Kauffrau für Tourismus und Freizeit vom 18. März 2005 (BGBl. I S. 794)

In principle a charge would be conceivable over the formation of modular comparable learning units and associated credit point systematics. However here result serious problems from two points of view, which would lead with the present conditions of the developments in the education infrastructure to a disproportionate expenditure of a standardized charge.

On the one hand a development takes place from learning units at the educational facilities so far with consideration of the state-specific legislation as well as under use of school-autonomous organization clearance. Here importance is attached to the fact that learning contents are arranged like that in the structure of the respective further training, that they are both learn systematic logical and expiration-organizational realizable. Thus the problem results that learning contents are obtained at different times during the further training and embedded in very different learning situations (see also for this section 2.1 in connection with appendix A-2 and A-3). Obtained achievements as well as an appropriate evaluation of the authority are so temporal and with regard to content assigned also different learning and action ranges with different priority. A modular charge would be in this case not possible, since in the end an educational background comparable authority conditions are reached, intermediate conditions (thus subservices) however are not directly comparable.

On the other hand the assignment of possible points of credit (EC) for modularized subservices under the conditions specified above does not prove as (still) realizable. If one follows the so far usual approach of the workload based point assignment for a first orientation in accordance with timetable and expenditure of time for the acquisition of authority, then for example following picture results.

It will be assigned in the learning area „business accountancy/controlling“ 12 EC at the TS Esens, at the TS Klessheim 16 EC as well as in the IHK further training 4 EC. Within the action range „personnel management and – development“ are in the IHK further training again 3 EC, at TS Esens integrates over the two learning areas „employee guidance/occupation and work pedagogy“, „personal and training natures“ 8 EC are assigned, while to the TS Klessheim the topic mentioned does not regard separately, is mediated application orientated in the learning area „tourism organizations “(18 EC) (see appendix A-2 and A-3).

Now it would be necessary to be assigned in order to ensure a comparability and thus an acknowledgment to differentiate the learning areas in such a way that particulars would be authority individual EC also which can be acquired in each case. Over this form of the single point evaluation then also the authority with an acknowledgment and charge let themselves assign to different learning areas (modules). The expenditure for such a standardization appears, due before specified to the various, partially school-autonomous arrangements of the curricula as disproportionate. The transmission problem is intensified besides by the authority measurement of informal learning processes in the practice phases of the further training, which is missing so far (see also for this project report of the TS Klessheim).

In the result it can be stated that both an acknowledgment and a charge of authority can be made further only by an individual case examination. For this individual agreements between the training and the taking up facility will be necessary. A standardization of curriculum contents on European level is not possible due to country-specific and school-autonomous regulations at least in the medium term, possibly even on a long-term basis.

So seen from practical view an agreement, which a standardized, knew overall acknowledgment of subservices plans between involved schools are not closed in the TourBO project. Nevertheless the

TS Esens and the TS Klessheim in each case affirmed its readiness over an appropriate individual case examination interested participants to make possible a change for different further training. Besides in co-operation of the two tourism schools a model was developed, which plans in the future an acknowledgment and a charge of authority from the practical manipulation in an enterprise with consideration of learning contents obtained before during a further training (see project report of the TS Klessheim).

3.3 Acknowledgment of achievements from specialist modular further training offers

In the following section is to be entered shortly thereafter, like an acknowledgment and a charge of a specialist, modular developed further training, as is possible for example to the Recreation Assistant (RCA) for the own further training. A detailed description to the qualification concept is in the project report of LEB Bad Zwischenahn. Besides the project report of the management consultation Unternehmensberatung Heffeter is concerned generally with the topic „TourBO model RCA - perspectives of classification“.

In principle a difficulty of a comparison already results from the classification of the further training. While RCA is designed for level NQR 4, it concerns with the two further educations at the tourism schools the stages NQR 5 or 6.

Nevertheless show up thematic overlaps of the modules of the RCA qualification concept with the further training to the TS Esens, at least in the range of the switching of tourism-specific bases. By the output-oriented formulation of the authority in connection with the practical phases with the qualification to RCA, which can be obtained, an acknowledgment could be quite possible in this part.

6 of the 7 modules of the qualification to RCA can be illustrated with the content of TS Esens completely, even exactly as in more detail with the TS Klessheim still many than with RCA. However the module 6 „programming“ can covered only with approximately 30 50% of contents. Parts of the cultural and nature interpretation, the practice of guest guidance as well as elements from the ranges animation, play and movement are missing.

Nevertheless an acknowledgment and a charge of the authority to regard have to be differentiated. Since the range of the qualification to RCA is very closely limited in the individual modules, a serious difference to the further educations becomes visible to the TS Esens and the TS Klessheim. While the total extent of RCA with scarcely under 200 lessons compared with approx. 1000 lessons for tourism-specific learning contents with the tourism schools all right clear is, a view of individual modules of RCA shows the actual difficulty of an acknowledgment and a charge. Thus with RCA tourist basic conditions in the module 1 (bases of the tourism, right, sustainability) are scheduled with 20 lessons. To the TS Esens comparable contents in the central subject tourism (tourism economy) with 60 hours alone in the first further training year as well as in the subject law/law in tourism with more than 100 training lessons are obtained and deepened accordingly (see also appendix A-2 and A-3).

If one follows a rough bill by means of workload-based the approach to the assignment of points of credit, then a charge would plan to have to assign only points of partial credit. For example are to be assigned for the subsection “management economics of tourism” of the central subject “tourism economy” to the TS Esens in the 1st further training year 3 EC. In the case of an acknowledgment of the module 1 of RCA maximally 0,5 EC could be brought to the charge. Aggravatingly it is added then

however that a temporal addition of these 0,5 points of credit will not be possible in the curriculum of the TS Esens.

Conceivable would however be in the reverse case to make possible due to the range of the obtained authority a permission of the participants of the further training to the TS Esens for RCA examination so that these can acquire a practical auxiliary qualification. For this only the allocation of the module 6 is necessary. Ideally should be in principle recommended to the prospective customer to visit this module 6 since it is for an active preparation of the practical test part (examination) of special importance.

3.4 Charge for a study at a university

In the following is to be stated, how a charge of the own further training to the TS Esens at the beginning of a university Bachelor's degree study could function. A detailed description for the acceptance and translation of ECVET systematics into the academic ECTS system is in the report of the management consultation Unternehmensberatung Heffeter. Such can play a not insignificant role for many universities as competition factor to draw interest of the future students.

Nevertheless the acknowledgment of qualifications is limited mostly to the access authorization to a university and not to a general acknowledgment of subservices themselves. Thus the Act concerning universities of Lower Saxony (NHG)⁸ sees already various possibilities of the study for vocationally qualified ones forwards. The most common federal and national-legally regulated advanced training, like for example the IHK further training, receives a general study authorization. Likewise may study, who completed vocational training after a three-year professional experience in a specialized way. In the active life acquired authority is taken into account with equivalence on a higher education⁹.

The arrangement of this recommendation is incumbent on the universities themselves. Several inquiries for the acknowledgment and charge of achievements from the further training to the TS Esens run at present with different universities. However due to the reservation for the status of an academic education as well as the individual testing method to this request, there is only one concretely usable feedback, which is to be described in the following.

Due to the classification of the further training to the TS Esens on Bachelor's degree level (NQR 6) in principle the possibility apart from the acknowledgment of authority consists to speak in the context of the procedure of admission also about a charge of achievements and authority to larger extent on a Bachelor's degree study. The Stenden University of Applied Sciences in Leeuwarden (Netherlands) submitted for this a charge proposal for its course of studies „Bachelor of Business Administration (BBA) - International Tourism Management “with one study duration of four years, which by the university and the TS Esens in a contract signs shortly.

⁸ Niedersächsisches Hochschulgesetz (NHG) in der Fassung vom 26. Februar 2007 (Nds. GVBl. 2007, 69) letzte berücksichtigte Änderung vom 20.06.2012 (Nds. GVBl. S. 186)

⁹ Quelle: Niedersächsisches Ministerium für Wissenschaft und Kultur, http://www.mwk.niedersachsen.de/portal/live.php?navigation_id=6284&article_id=19107&psmand=19, eingesehen am 29.8.2012

This proposal plans a charge of the further training to the TS Esens on the Bachelor's degree study specified above as follows:

- 1st academic year: 54 EC of 60 EC
- 2nd academic year: 60 EC of 60 EC
- 3rd academic year: 0 EC of 60 EC
- 4th academic year: 42 EC of 60 EC
- **Study entirely: 156 EC of 240 EC**

Altogether can be taken into account thus 156 EC from the regarded further training to the TS Esens on a study to the University Stenden (240 EC). The 42 EC for the 4th academic year are allotted thereby to practice times which can be completed.

A charge is not made however by the acceptance assigning EC to the TS Esens from a standardized procedure, which transfers complete modules of the further training to the study. This would be also so not possible due to the different arrangement of the curricula and courses (study modules) at both educational facilities. Rather a comparison of individual curriculum contents took place and in the respective courses to acquiring authority, which was then added to the respective study modules to the Stenden University. Only after it adequately EC-points let themselves assign.

The remaining to acquiring authority to an extent of 84 EC are now in a modular study plan in such a way scheduled the fact that in a first supplementing academic year (corresponds to the 3rd academic year of the regular study) over 4 training modules 60 EC can be acquired. The remaining EC is allotted then to two auxiliary courses as well as writing the diploma thesis, which are to be obtained in a further supplementing study half-year.

Altogether thereby the study can be shortened by the charge mentioned effectively around approx. 2,5 years. This procedure offers thus an incentive for graduates of the TS Esens for acquiring over an optimized auxiliary study the Bachelor of Business Administration (BBA). At present the TS Esens is in negotiation with further universities, in order to agree upon the acknowledgment and charge procedure in comparable way.

4. Use and advancement of the project results for the own education work

Due to the different arrangement of the two further educations to the TS Esens and the TS Klessheim it was unfortunately not possible in the context of the TourBO project to win participants who were ready in each case to complete a learning section in that different further training. This would have entailed more time for the test people inevitably, and as actually does not intend less time for a regular further training in the comparable education level without an additional authority gain to need. Nevertheless was used the opportunity over the involved tourism schools to bring the collected experiences into a further international project.

Thus up-to-date becomes in a Leonardo-da-Vinci partnership project with the title "Responsible and Sustainable Tourism in European regions" (2011-1-FI1-LEO04-06136 2) with the tourism schools Salzburg Bramberg (Austria), IES Isidoro Macabich Ibiza (Spain) and Esens (Germany), which worked on the development of a common learning module. Here are the past problems of comparability, of assessment and of chargeability are taken up directly by authority. It concerns in the learning module to develop over a coordinated training program authority of the pupils for analyzing, recognizing, shapes and examining of a sustainable tourism development in a tourism region. Besides

intercultural authority are to be promoted actively. The learning module will be so developed that on the basis of an output-oriented formulation of authority, each participant acquires comparable authority, all the same in which country it the module completed. Likewise the assessment of the authority as well as the assignment of points of credits (EC) is checked. With everyone the partner are involved with 4 to 5 teachers in the development process actively. Besides tested in each case 5 to 10 pupils from 3 nations in two international workshops the first phases of the learning module.

There was a further impulse for the professional training to the merchant/woman in the retail trade (project for „German-Dutch change in the vocational education (BAND)“ together with the Noorderpoort College Groningen (Netherlands) and the professional training schools 1 in Leer (Germany)). Due to the collected experiences a specifying of the practical course exchange became lively. Over a level regulation before the practical course with the participants now a learning agreement is met and an appropriate task of project for the practical course is defined. The results of the practical course are presented by the trainees then bilateral, in a common public meeting. Besides a feedback in the sense of a self and a foreign evaluation takes place by the training and the enterprises. A goal is it to use an authority matrix following the model STOOKD in the future likewise for the authority development of the training. This is not only to serve as instrument for the proof of obtained authority as well as to ensure comparability and thus a chargeability the schools involved with authority between.

Altogether results obtained from the European Union-project „TourBO meets Europe“ flow into the current education work in different ranges to the TS Esens and its carrier school, the BBS Wittmund.

So far suggestions were given to use the EQR classification and ECVET discussion during the further school development. Thus an authority-oriented output-referred formulation of instructional contents and learning situations, which are compiled at present in different teams of different educational backgrounds, will find a consideration. Besides is intended to check a transmission of the authority matrix STOOKD for the purposeful authority development in practice phases during the training for the educational backgrounds Technical High School and specialized high school economy.

As the further project result for our school we can note that over intensive landspreading co-operation with the advancement of education a variety of impulses was given. These concern on the one hand a modern adjustment up-to-date of the part-time vocational school on the market requirements of the European education and job market. On the other hand they promote the mobility of young training. Importantly also the realization that it does not concern here a one-way street, is over which young people our region abandoned. It exists to notice rather also an incentive for foreign young people in our region an attractive educational provision.

Here thanks are valid to all, which supported this project both idealistically and financially and our school the opportunity gave to participate in the arrangement of the European education work.