

Methods of competence assessment	(1) Principles and objectives			
	Target group?	"Target time" (regarding the educational/vocational career)?	Specific purpose?	Integration of the assessment into larger projects/processes?
DiaTrain	(disadvantaged) youth: - in general education - who take part in programmes for vocational integration - in vocational schools - who are unemployed	transition period from school to work	vocational orientation; training of personal, social and methodic competences; diagnosis of key competences and resources	Yes
KomPass	- youth and adults - migrants - persons with a migration background	no specific time	Preparation for / planning of vocational (re-)orientation and further training	Yes

<p>MELBA / IDA</p>	<p>- initially beginning with disabled youths - by now youth and adults in general</p>	<p>no specific time</p>	<p>assessment and documentation of vocational key competences and comparison to requirements</p>	<p>No</p>
<p>HAMET 2</p>	<p>- initially beginning with learning-disabled youths - by now youths in transition from school to vocational training</p>	<p>transition period from school to work</p>	<p>vocational orientation; educational diagnostics in the context of vocational preparation; fitness assessment in the context of medical rehabilitation</p>	<p>No</p>

<p>START</p>	<p>youths in transition from school to work</p>	<p>transition period from school to work</p>	<p>promotion planning; personnel selection; profiling</p>	<p>No</p>
<p>PROFIL-AC</p>	<p>persons with special needs of promotion at the transition from school to work.</p>	<p>transition period from school to work</p>	<p>assessment of key competences of vocational relevance; orientation at vocational decision processes; promotion of self-reflection about own competences</p> <p>used in measurements of vocational preparation by</p>	<p>Not necessarily</p>

TASTE	girls at the end of school time	transition period from school to work	assessment of potential for vocational orientation; support of the vocational choice behaviour of girls in the fields of crafts and information technology	No
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<p>P.E.A.Ce</p>	<p>-youths in transition from school to work -(long term) unemployed during vocational reorientatiomn</p>	<p>transition period from school to work or vocational reorientation in times of unemployment</p>	<p>- assessment and documentation of individual strenghts, abilities - self dependent participation in the vocational decision process - reflection and realistic development of self-perception used as a help for the vocational decision process and the planning of measurements of qualification and promotion</p>	<p>P.E.A.Ce is a module of KomPass, covering the assessment of practical skills</p>
<p>EXPLORIX</p>	<p>adults and youths from 15 years</p>	<p>not specified</p>	<p>- supply of information and decision support for vocational decision and career planning - tool for vocational and career planning for career advisors and self-exploration</p>	<p>Not necessarily</p>
<p>Q-PASS</p>	<p>has been substituted by KomPass</p>			

Profil-PASS für junge Menschen	youths between 13 and 18 years of age	transition period from school to work (but in a wider understanding)	- accompaniment of personal development and help with the identification and display of it - use in the context vocational orientation	No
BET	BET is used for assessment of vocational aptitude but doesn't seem to fit into the field of			

<p>Kompetenzbilanz für MigrantInnen</p>	<ul style="list-style-type: none"> - migrants without regard to their current residence permit status - at the beginning only adults, later also youths 	<p>no specific target time, depends on the respective project in which it is used</p>	<ul style="list-style-type: none"> - assessment of the whole biographically acquired knowledge and competences of migrants (especially for those competences, with can not be documented or for which documentation is not commonly accepted) - used in general and vocational education; personnel work; language and orientation courses; social group work; individual consulting; in self-organised groups and initiatives 	<p>Not necessarily</p>
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What competences (personal competences, social/communicative competences, activity competences, subject/methods competences)?	Subject-orientation (biographical experiences) or demand-orientation (vocational development)?	Procedures of self-assessment or procedures of assessment by others?	Testing-related methods or activity-related methods?
<p>personal competences, activity competences, social and communicative competences</p> <p>Subject- and method competences are less weighted</p>	<p>Both: demand-orientation, e.g. exercises „pizza delivery“, „mobile contract“, „bridge building“</p> <p>subject-orientation, e.g. biographical interview, creativity training</p>	<p>self-assessment and assessment by others seems to have equal weight in the whole DiaTrain process</p> <p>For the assessment centre part there is a larger weight on assessment by others</p>	<p>activity-related methods have a larger weight</p>
<p>all competences (personal, activity, social- and communicative, subject- and method competences) are equally weighted</p>	<p>Both: demand-orientation, e.g. skill-related exercises and tests</p> <p>subject-orientation, e.g. reconstruction of educational biography and work experience)</p>	<p>assessment by others is more strongly weighted</p>	<p>methods are equally weighted</p>

<p>personal competences social competences activity competences subject/methods competences</p>	<p>demand orientation, MELBA aims at the documentation of vocational key qualifications IDA is an instrument for the diagnosis of compliance of vocational demands and individual abilities.</p>	<p>assessment by others through observation</p>	<p>only activity related methods</p>
<p>personal competences, activity competences, social/communicative competences, subject/methods competences activity competences seem to be strongly weighted social/communicative competences are under special regard in module 3</p>	<p>demand orientation: the foundation is laid by a survey in companies to determine the specific requirements for vocations with a simple level of qualification</p>	<p>assessment by others through observation of working tasks and group trainings self-assessment through standardized questionnaires. assessment by others seems to be more strongly weighted</p>	<p>activity related methods have a larger weight although module 4 consists of a pc-bases test</p>

<p>personal competences social competences activity competences subject/methods competences</p>	<p>demand orientation: vocational specific assessment centre; foundation is a survey determining the requirements for the respective vocational field according to Flanagans CIT (Critical Incident Technique)</p>	<p>assessment by others through observation of working tasks self-assessment through standardized questionnaires. assessment by others seems to be more strongly weighted</p>	<p>only activity related methods</p>
<p>personal competences social competences activity competences subject/methods competences</p>	<p>combination of demand orientation and subject orientation</p>	<p>assessment by others through observation of individual and group working tasks self-assessment through standardized questionnaires. both types of assessment seem to be equally weighted</p>	<p>activity-related methods and testing-related methods</p>

<p>personal competences, activity competences, social/communicative competences, subject/methods competences</p> <p>subject/methods competences seem to be strongly weighted</p>	<p>demand orientation: requirements were developed with help of experts from practice and theory of the respective vocational field</p>	<p>assessment by others through observation</p> <p>self-assessment through standardised questionnaires</p>	<p>only activity related methods</p>
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<p>personal competences social competences activity competences subject/methods competences</p>	<p>combination of demand orientation and subject orientation</p>	<p>assessment by others through observation</p> <p>self-assessment with standardised questionnaires</p> <p>self-assessment plays an important role</p>	<p>activity-related methods have larger weight, but basic school knowledge is measured in form of a test</p>
<p>can not be specified</p>	<p>only subject orientation</p>	<p>only self- assessment</p>	<p>only testing- related method with a questionnaire</p>

not specified	only subject-orientation towards the competences acquired during the lifecourse	<ul style="list-style-type: none"> - Profil-Pass is a tool for self-assessment which is also open for assessment by others - the main weight lies on self-assessment -assessment by others can be additional in form of references 	only (self)testing-related methods
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methods of competence assessment, because ist has a strong link to specific vocations.

<p>personal competences, activity competences, social/communicative competences, subject/methods competences</p>	<p>subject-orientation</p>	<p>Kompetenzbilanz für Migranten is a tool for (guided) self-assessment.</p> <p>Assessment by others can be additional in form of references of any kind.</p>	<p>only (self)testing-related methods</p>
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(2) Procedures and methods

Individual assessment or group-based procedures?	One-time assessment or continual / repeated assessment?	Specific instruments?
individual assessment and group-based procedures are equally weighted	One-time assessment	Contains seven proceeding for modular use with 40 different tasks and exercises '- social training with different exercises - biographical interview - creativity training - activity education - assessment center - learning training - „Zukunftswerkstatt“
individual assessment and group-based procedures are equally weighted	One-time assessment	especially for those with migrant background: - language competence assessment - one-on-one interview - group-based exercises - testing instruments

not specified	One-time assessment	IDA contains 14 standardized work samplings with vocational related tasks.
individual and group-based assessment take place in different modules	One-time assessment	Module 1 contains 26 practical tasks, module 3 contains practical group tasks, module 4 contains PC-based simulations of operations with errors to be detected by the participants

not specified	One-time assessment	Youths can choose 3 out of 17 vocational fields for 3 days of specific assessment each. The fulfilment of tasks ist recorded in standardized observation.
activity-related methods contain both individual and group-based assessment	One-time assessment	based on the youths' wishes and the questions of the Agentur für Arbeit a combination of diagnostic modules (working tasks) will be determined. observations are made with standardized sheets.

<p>no explicitly mentioned group assessment but the working field craft is to be a diagnosis of the ability for teamwork as well</p>	<p>One-time assessment</p>	<ul style="list-style-type: none">- one field of work is tested on four each of four days- following a previous self-assessment, each participant will be posed an one-hour working task on one of three levels of knowledge- participants are under systematic observation while working on the assessment tasks-they are informend about the relevant criteria for assessment-after the tasks the participant will provide a self assessment using the same criteria as the observers
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<p>systematic observation takes place in individual and group tasks</p>	<p>One-time assessment</p>	<ul style="list-style-type: none"> - In an extensive introduction the participant's data get surveyed and the difficulty for the following tasks is determined. - the following fulfilment of at least 5 different individual and group working tasks serves the finding of vocational competences through accompanied self-evaluation by the participants through systematic observation - participants are actively involved in the assessment of competences - they choose the level of difficulty for the tasks and conduct a self-evaluation of their performance, motivation, concentration and endurance during the respective task. - youths' self-evaluations get compared to those of the observers in daily feedback interviews - the results of the feedback
<p>only individual assessment</p>	<p>One-time assessment</p>	<p>Execution consists of four steps to compare personal vocational wishes, preferences, self-assessed competences, sympathies and abilities to vocational perspectives</p>

<p>among the procedures aiming at the self-exploration of competences can be group-based ones as well, but they only serve to promote the youths' self-reflexion</p>		<p>the ProfilPass for youths is structured into three segments:</p> <ul style="list-style-type: none">- "my life": self-reflection of the youths own life and activities- "my strengths": assessment of the frequency of activities in free-time, school and education and household and conclusions about the possessed abilities- "my goals": identification of interests and preferences
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<p>individual assessment, but not necessarily bound to it</p>	<p>One-time assessment</p>	<p>Kompetenzbilanz für Migranten is separated into four parts:</p> <ul style="list-style-type: none"> - description of curriculum and and social situations during biography (including places of informal learning) - identification of competence which have been acquired during the described situations - documentation of competences in many different ways (including fotos, articles etc.) - making identified competences useable in Germny
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Measured competences in detail?	Availability? (free?)	Use of electronic devices / other material required / special site required?	Duration of the assessment process?
<p>key competences:</p> <ul style="list-style-type: none"> - learning ability - work-planning ability - problem-solving ability - communication ability - teamwork ability - self-confidence - motivation <p>further: mental, physical and external ressources</p>	<p>DiaTrain assessments are carried out by external providers</p>	<ul style="list-style-type: none"> - locations for group. training and craft room - kitchen - PC - manual with all proceedeing - volume with materials 	<ul style="list-style-type: none"> - 10 days (extra days for preparation and follow-up) - single modules can be combined differently
<ul style="list-style-type: none"> - work-planning ability - creativity - confidence - willingness to perform/ motivation - teamwork ability - language, spelling and math skills - basic knowledge on economic issues - general education - media / presentation competences 	<p>GFBM carries out competence assessment on demand GFBM offers KomPass- training on demand</p>	<ul style="list-style-type: none"> - language competence assessment (Texteasy 5.0) - to check media competences, Word, Excel and the internet are used 	<ul style="list-style-type: none"> - 5 to 10 days - single modules can be combined differently

<ul style="list-style-type: none"> - assertiveness - leadership ability - interpersonal skills - ability to criticize - tolerance to critique - capacity for teamwork - labour organization - perception - attention - concentration - compliance - problem solving - reorganisation - imagination - endurance - critical control - tolerance to failure - willingness to keep order - timeliness - carefulness 		<ul style="list-style-type: none"> - MELBA manual - IDA diagnosis bag - profile values 	<p>20 to 30 minutes of editing time</p>
<p>"vocational basics":</p> <ul style="list-style-type: none"> - routine and tempo - use and steering of tools (simple and complex) - cognition and symmetry - understanding and realisation of instructions - precision of measurements - task related factors - ability to criticize and to receive critique - attitude and interest - impetus - perceptivity - cogitation - ability to concentrate - self-employment - flexibility - accuracy - aptitude - durability - working tempo - ability to criticize and to receive critique <p>- willingness to learn</p> <p>- motivationability</p> <p>- learning compliance</p> <p>social competences:</p> <ul style="list-style-type: none"> - cooperation with colleagues - cooperation with supervisors <p>- attention for operations</p>		<ul style="list-style-type: none"> - work shop for practical tasks (containing a sewing machine and a bench vice) - PC - testing bag (manual, testing material, testing tools) 	<p>one day for module 1; altogether two days</p>

<p>20 (professional) individual competences out of the MELBA competences, amongst others:</p> <ul style="list-style-type: none"> - perception - imagination - attention - concentration - tolerance to failure - problem solving - critical control - capacity for teamwork - labour organization - self-employment <p>and social competences:</p> <ul style="list-style-type: none"> - cooperation and problem solving - cooperation and decision - decision and conflict resolution - tolerance to critique - teamwork 	<p>IMBSE offers trainings for personal and material</p>	<ul style="list-style-type: none"> - appropriate wok shops - assesment centre folder (contains: plans of procedure, lists of material, work instructions, qustionaries for self-assessment, profiles of observation, profiles of ability, transfer sheets, CD-ROM with materials) 	<p>3 days per vocational field</p>
<p>method competences:</p> <ul style="list-style-type: none"> - goal orientation - plannig skills - problem solving - result orientation <p>cultural competences:</p> <ul style="list-style-type: none"> - handling of speech - handling of scripture - use of media <p>professional competences:</p> <ul style="list-style-type: none"> - staying power - carefulness - sense of order - registration of shape and figurine - working tempo - action-oriented self-assessment <p>social competences:</p> <ul style="list-style-type: none"> - interpersonal skills - ability to communicate - capacity for teamwork - ability to give and take critique - ability to handle conflict - assertiveness - empathy <p>personal / self-competences:</p> <ul style="list-style-type: none"> - self-assessment - organisational skills - self-control 		<ul style="list-style-type: none"> - one big room and smaller group rooms - some PC-workplaces - manual with CD-ROM 	<p>2 days</p>

<p>working field craft:</p> <ul style="list-style-type: none"> - cooperation in a team (cognition and use of different skills) - ability to communicate - information search and information management - handling of technical disturbances <p>working field technics</p> <ul style="list-style-type: none"> - handling of different materials - patience and endurance in the processing of materials - reading and understanding of engineering drawings, planned approach - marking, cutting, measuring, fitting and remeasuring <p>working field information technology:</p> <ul style="list-style-type: none"> - assembly of prefabricated parts - error search: target-performance comparison - recognise something in an engineering drawing and converse <p>dealing with minority/foreignness</p> <ul style="list-style-type: none"> - proving ability first, being accepted afterwards - bearing and overcoming doubts about the own professional knowledge - being able to inigrate into a new group 		<p>CD with complete product Taste for girls</p>	<p>5 days</p>
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<ul style="list-style-type: none"> - willingness to learn/willingness to perform - working methods/ learning and working techniques - work organisation - ability to solve problems/creativity - carefulness/exactness - ability to work under pressure/tolerance to frustration - willingness to cooperate/ability to work in team - ability to communicate - conflict handling skills - change of perspective/tolerance to ambiguity 	<p>Gesellschaft für berufsbildende Maßnahmen e.V. (GFBM e.V.)</p>	<ul style="list-style-type: none"> - working materials (wood, tools, paper, pens, test sheets, task sheets etc.) - overhead projector - video camera - player - flipchart - GFBM-bag (own target audience specific tests and exercises. materials for observation and evaluation) 	<p>1 to 2 weeks (depending on the number of modules)</p>
<p>'vocational personality traits'</p> <ul style="list-style-type: none"> - interests - preferences - skills <p>not specified</p>	<p>Online at www.explorix.de</p>	<p>EXPLORIX consists of:</p> <ul style="list-style-type: none"> - 1 workbook (questionnaire) with 4 sections concerning: <ul style="list-style-type: none"> - interests in activities, - self-assessment of skills, - sympathies for vocation and functions - self-assessment of characteristics and skills - a register of vocations - a manual with advices for interpretation 	<p>one hour</p>

not specified	testing material is available for individuals but systematic consultation is to be carried out by external providers	- ProfilPASS folder	depends on the organisation of the process
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<p>vocational competences</p> <p>key competences</p> <p>individual resources:</p> <ul style="list-style-type: none"> - self-organisation/self-management - sense of responsibility - coping with stress - ability to communicate - ability to work in a team - intercultural competence - flexibility - mobility - ability to organise - pedagogic competence - creativity 	<p>free</p>	<p>none</p>	<p>7 to 9hours for a completed Kompetenzbilanz in several sessions (longer if a translator is needed)</p>
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(3) Organisational aspects

Costs?	Personnel needs (number of persons, time, skills)?	Documentation?	Modes of quality assurance (evaluation/certification)?
<p>about 2000-3500 Euro for the training as a DiaTrainer</p>	<ul style="list-style-type: none"> - Trainer-participant ratio: 2 / 8 - Plus 2-3 extra people to prepare the training and follow up - pedagogic education - Necessary to carry out DiaTrain: completed training as a DiaTrainer 	<ul style="list-style-type: none"> - Report and recommendations for the institution in charge of the assessed person - Certificate for the participant - Observation sheets, video and sound records 	<ul style="list-style-type: none"> - A license is necessary to use DiaTrain - The implementation process of DiaTrain is currently evaluated
<p>about 2000-4000 Euro per training (GFBM rather understands itself as a provider of competence assessments as such)</p>	<p>Preconditions to take part in the KomPass training:</p> <ol style="list-style-type: none"> 1. completed training for observation 2. completed training for Assessment Centers 	<ul style="list-style-type: none"> - Recommendations for the institution in charge of the assessed person - Certificate for the participant 	<ul style="list-style-type: none"> - GFBM is a certified provider of programmes for disadvantaged youth - KomPass is not certified or evaluated

<p>acquisition costs: MELBA manual including module MELBA SL (abilities and requirements) 148 Euro</p> <p>training: four day seminar including MELBA manual, IDA diagnosis bag and all working materials 1.490 Euro</p>	<p>obligatory training for personnel</p>	<p>- profile of abilities with values from the work samples</p> <p>- optional comparison of profiles (abilities and requirements)</p>	<p>- system of certification for operators</p> <p>- statistical check of validity and reliability of item specific values and profile value distribution</p> <p>- published research report</p>
<p>material: module 1: 785,40 Euro module 2-4: 714 Euro</p> <p>training: 452 Euro per person</p>	<p>module 3 requires two or three observers per participant (which work in groups of three). The minimum of required observers per working group therefore is six.</p> <p>pedagogues with special focus on work and work shops, master craftsmen, pedagogues with technical experiences, psychologists</p> <p>obligatory training (five days)</p>	<p>- one hour talk with every participant about the results</p> <p>- profile of abilities with the results of the tasks and the work habits in general</p> <p>- profile of social competences containing the summarized results of the observations</p>	<p>- an evaluation took place between 2002 and 2005, but no results were published. It has been reported that hamet 2 fulfills acknowledged quality criteria</p>

<p>acquisition costs: per vocational field one assessment centre folder between 25 to 35 Euro.</p> <p>personnel costs: 220 Euro for a 3 day observaton training per Person plus process guidance for 610 Euro per day.</p>	<p>basic pedagogic or psychologc education, obligatory three day training for observers, the required number of personnel depends on the size of groups (max. 9) as well as on the number of chosen vocational fields.</p> <p>each vocational field requires one instructor. Each 3 youths require one observer.</p>	<p>- feedback interview with the youth after every task</p> <p>- after all finished assessments a written recommendation for promotion in form of an expertise</p> <p>or</p> <p>a certificate of participation for the youth is issued.</p>	<p>- an evaluation was made by an institute of the Free University of Amsterdam between 2002 and 2005. The evaluaiton aimend solely at statistical specific values (validity, reliability). The results are reported in parts at the website.</p>
<p>not specified</p>	<p>- maximal group size of youths ist 12</p> <p>- for a group of this size 6 observers are needed</p> <p>- basic pedagogic education</p> <p>- 2,5 days training for operators</p>	<p>- youths receive an individual profile of competences and a competence report. both are issued in a personal feedback interview.</p> <p>- the feedback interview will also deal with the congruence of self- assesment and assesment by others as well as the congurence of requirements in The vocational field with the personal competences and the need of promotion</p>	<p>evaluation by Bleck/Enggruber (2007), FH Düsseldorf http://fhdd.opus.hbz-nrw.de/volltexte/3008/473/pdf/Abschlussbericht_FH_D_-_Zielgruppen-_und_Wirkungsanalyse_vo_n_BvB_des_CJD_-_Oktober_2007.pdf</p> <p>http://www.kibb.de/cps/rde/xbcr/SID-3C5594CA-76895FCA/kibb/Abschlussbericht_FH_D_-_Zielgruppen-_und_Wirkungsanalyse_vo_n_BvB_des_CJD_-_Oktober_2007.pdf</p>

acquisition:
operators get
Taste for girls
(CD and AC-
product) for free

training:
7.700 Euro for
groups of 10-15
persons

- pedagogic education
- obligatory training by
Life e.V.

-each participant
receives a detailed
certificate as a result of
all observations and
talks about her
competences

not specified

<p>on enquiry</p>	<ul style="list-style-type: none"> - maximal group size of youths is 18 - for each group 2 to 3 observers are needed - training of observers - internal schooling of personnel (phases of theory and accompanied practice) 	<ul style="list-style-type: none"> - certificate for participants, including the results of the modules, a comprehension of the overall impression during the measurement and the resulting recommendations 	<p>on the basis of standards of the Arbeitskreis Assessment-Center e.V.</p>
<p>online version for 11,20 Euro</p>	<ul style="list-style-type: none"> - test can be carried out self-reliant - requirements for the self-testing person: <ul style="list-style-type: none"> - at least 15 years of age - good knowledge of german - 'higher school requirements' 	<ul style="list-style-type: none"> - report of results (13 to 16 pages) - instruction for resonable handling of the vocational register - interactive checklist regarding the personal vocational choice situation 	<p>scientifically testet (reliability, validity, normal values), published on website</p>

<p>ProfilPASS: 18,95 Euro for the necessary material for a self-administered test.</p>	<p>2 or 3 days of training for ProfilPASS consulting qualification (this qualification is also pre-condition if the only goal is the assessment and display of competences)</p>	<p>two types of ProfilPASS possible: '- one version contains a validation of the process of self-exploration and a selection of the identified competences - the other version only validates that a process of self-exploration took place but contains no further information about identified competences</p>	<p>- system of standards for development-oriented qualitative proceedings of competence assessment - ProfilPASS was developed, tested and evaluated in the context of a joint project for promoting lifelong learning.</p>
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<p>not specified</p>	<p>a consultant should complete a one day training with theoretic input and an introduction to the use of the instrument; trainings can be received at "Tür an Tür"</p>	<ul style="list-style-type: none"> - Kompetenzbilanz - additional portfolio summarizing the competences and including: profile of competences; curriculum vitae; sociogram; biography of learned languages; check of competences; implementation plan - formal and informal proofs of competences 	<p>evaluation by: http://www.fluequal-kompetenzbilanz.de/was-ist-die-kompetenzbilanz/Kompetenzbilanzevaluation.pdf</p>
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Website

<http://www.weiterbildung.inbas.com/dia-train/index.html>

<http://www.gfbm.de/aktivitaeten.php?id=62>

<http://www.melba.de/melba/ida.html>

<http://www.amet2.de>

www.imbse.de

www.profil-ac.de

[www.taste-
for-girls.de](http://www.taste-for-girls.de)

<http://www.gfbm.de/aktivitaeten.php?id=62>

www.exporix.de

<http://www.prolifpass-fuer-junge-menschen.de/>

<http://www.assessment-info.de/assessment/seiten/datenbank/vollanzeige/vollanzeige-de.asp?vid=438>

http://www.essential-sepa.de/material/Produkte/material/P_G1_Kompetenzbilanz.pdf