

Berlin IVET Quality in Training Networks (“BAQ” – *Berliner AusbildungsQualität in der Verbundausbildung*)

The project aims to develop and optimise instruments and procedures supporting the quality assurance and development of IVET processes in network structures. It develops and tests a quality concept for the shaping, continuous review and optimisation of the company-based IVET process. On this basis, a qualification concept emerges for skilled staff with instructor responsibilities.

The quality concept is oriented to quality management systems applied in business and industry and in vocational education, with particular emphasis on the conception of “successful learning” from the learner-oriented quality model LQW (*Lernerorientierte Qualitätstestierung in der Weiterbildung*): a model of successful in-company IVET is developed which focuses on the successful training process from the perspective of the apprentices. Reference is made to the statutory requirements of the German Vocational Training Act (BBiG, *Berufsbildungsgesetz*) and to European initiatives such as the European Qualifications Framework (EQF) and the European Quality Assurance Reference Framework (EQARF).

The pilot project is being implemented in collaboration with the ABB Training Center GmbH & Co. KG, in the context of in-company IVET for the occupations of “Industrial Mechanic”, “Milling Machine Operator” and “Mechatronics Fitter” taking place in three Berlin companies (ALSTOM Power Service GmbH, G-Elit Präzisionswerkzeug GmbH and KST Kraftwerks- & Spezialteile GmbH). The project’s advisory body includes representatives from trade unionism, regional politics, chambers, stakeholder groups, the Federal Institute for Vocational Education and Training (BiBB) and academic research.

Procedure:

In Phase 1 a situation analysis is carried out, which identifies theoretical and practical approaches to the description of IVET quality. On this basis, during Phase 2 a common model and a definition of successful IVET is developed in collaboration with the companies. Taking output and outcome as the starting points, areas of relevance to quality are identified. The aim is the development of a quality concept that encompasses the didactic-methodological design of the learning process as well as questions of learning-mentoring, cooperation between learning venues, the available resources, formative and summative evaluation, and the competences required of the skilled staff responsible for instructing apprentices. On this basis, a qualification concept for IVET instructors will be produced, along with a mentoring and support concept: there are leaflets on the introduction of the quality concept, and a target-actual comparison provides a reference basis for the design of company-specific quality development measures.

In Phase 3 these measures are put into practice. Qualification is provided to skilled staff with instructor responsibilities in the participating companies.

Phase 4 of the project comprises evaluation and impact analysis in the firms. A manual is being produced with recommendations for the qualification of the skilled staff who act as instructors.

Expected outcomes:

Central products and impacts of the pilot project are:

- a practice-based approach to the development of quality in the participating companies,
- the anchoring of quality awareness and quality practices in the companies,
- reinforcement of professional practice and reflection skills among the apprentices,
- intensification of cooperation with the responsible vocational education centres,
- consolidation of cooperative structures between the companies in the training network.

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