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Accreditation of the training concept

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GD Bildung und Kultur
Programm für lebenslanges Lernen

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Introduction

The term accreditation (Latin *accrere*, *credence*) is used to describe the fact that a recognized body certifies that another institution has a special (useful) quality. In higher education, accreditation is one of the tools for quality assurance. At the heart of the procedure lies the assessment of the quality of e.g. a study course by experts (independent lecturers and students from other universities as well as practitioners).

In the present case, the training concept was accredited or reaccredited through its integration as a module or course into different curricula at the Swiss Federal Institute for Vocational Training (EHB) in Zollikofen (Switzerland), as well as through its inclusion as a part of various modules in degree programmes at the University of the German Federal Employment Agency (HdBA) in Mannheim (Germany).

The path of integrating the training concept into different curricula was chosen because it allows different groups which are in charge of vocational training (vocational teachers, in-house and external trainers and instructors) and counselling professionals (guidance counsellors and career counsellors, case managers as well as professionals of employment agencies) to come during their studies into contact with the topics of identifying and counselling of students at risk of dropping out from dual and educational occupations and to develop their professional competences in terms of diagnosis, counselling and prevention of young people at risk of dropping out.

As regards the Praelab project this approach has the distinct advantage that the training concept could be accredited or reaccredited. Furthermore, the integration of the training concept into various curricula, guarantees its dissemination and sustainability in the long term.

Through the accreditation and recognition by the BBT in Switzerland and ZevA in Germany of the training concept for the "detection and prevention of dropout amongst young people" for professionals in charge of vocational training as well as guidance professionals, the first quality assurance processes have been completed successfully. The partner countries Austria, Italy, Poland and Luxembourg can thus refer to that accreditation and recognition of the concept, and if need be, a country-specific certification can be requested from the relevant ministries.

Accreditation procedur at the EHB

The Swiss Federal Institute for Vocational Training (EHB) in Zollikofen (Switzerland) had submitted two demands for accredited to the Federal Office for Professional Education and Technology (BBT) in Bern (Switzerland). Accreditation was granted for the following courses in which the training concept was included as "Module 5 : to detect, to evaluate and to promote skills":

1. **20 ECTS course**, „Hauptberufliche Tätigkeit in der betrieblichen Ausbildung“

Certificate: Eidgenössisches Zertifikat

Accreditation: on 22 Dezember 2009, the BBT has accredited this EHB study course.

2. **60 ECTS course**, „Hauptberuflicher Unterricht an Berufsfachschulen in Berufskunde“

Diploma: Eidgenössisches Diplom

Accreditation: on 29 November 2010, the BBT has accredited this EHB study course.

You will find details on the contents of the modules of these two study courses on:

<http://www.ehb-schweiz.ch/de/ausbildung/zertifikatsausbildungen/Seiten/hauptberuflicheerufsbildnerinnen.aspx>

<http://www.ehb-schweiz.ch/de/ausbildung/diplomstudiengaenge/Seiten/berufskundlicherunterrichtanberufsfachschulen.aspx>

(Re)Accreditation procedure at the HdBA

As part of a programme of (re)accreditation which the university of the Federal Employment Agency (HdBA) in Mannheim (Germany) had submitted to the Central Evaluation and Accreditation Agency (ZEvA) in Hannover (Germany), accreditation was granted to the following study courses which included the training concept in the modules „3.07 Berufs- und Arbeitswissenschaften I: Analyse von Berufen und Berufsanforderungen“, „3.08 Berufs- und Arbeitswissenschaften I: Informationsmanagement in der beruflichen Beratung“ and „C-BBF-1: Berufsberatung/-orientierung“:

1. **180 ECTS Bachelor-study course** for „Beschäftigungsorientierte Beratung und Fallmanagement“
Diploma: Bachelor of Arts (B.A.)
Date of the (Re-)Accreditation: 5 Juli 2011
2. **180 ECTS Bachelor-study course** for „Arbeitsmarktmanagement“
Diploma: Bachelor of Arts (B.A.)
Date of the (Re-)Accreditation: 5 Juli 2011

You will find details on the contents of the modules of these two study courses on:

<http://www.hdba.de/fileadmin/redaktion/downloads/Modulkatalog.pdf>

Information on the accreditation procedure can be found on:

<http://www.zeva.org/de/programmakkreditierung/akkreditierte-studiengaenge/detail/2954/>

<http://www.zeva.org/de/programmakkreditierung/akkreditierte-studiengaenge/detail/2952/>

Description of the current training concept „Detection and prevention of dropout among young people” for professionals in charge of vocational training and counsellors

Target groups	Teachers, trainers, counsellors, case managers, employment agency professionals
Modules	To detect and analyze transferable competences and dropout risks and to plan, implement and evaluate counselling sessions
Objectives and competences	<p>Participants should be able to:</p> <ul style="list-style-type: none"> • describe the importance of early detection / promotion / prevention of dropout among young people • assess the importance of transferable skills in basic vocational training • describe the diagnostic tool smK72 + and use it with adolescents • to analyze and interpret competency profiles on transferable skills as well as tables on dropout risks and reasons • plan, implement and evaluate counselling sessions using real data of young people • describe and use the Critical Incidents CIT approach • make differentiated analyzes and descriptions on the information needs of young people • obtain vocational and career-specific information and present it in way adapted to the addressee • compare national and international education, training, further training and study programmes • analyze and reflect occupations and employment opportunities in terms of optimal use to the individual <p>apply chosen methods of qualitative social research and evaluation</p>
Contents of the study course	<p>The science of vocational counselling:</p> <ul style="list-style-type: none"> • Concepts and models of competence, dropout rates, reasons for dropout, promotion and prevention • Diagnosis, test criteria, data analysis • In-depth exercises in counselling and information management • Communication and conflict resolution strategies • Occupational biographies, career paths • Project work

<p>ECTS-Credits (work load)</p>	<p>5 (125) 25 presence on 3 days 75 hours of learning, development and implementation 25 hours report based qualification process (optional)</p>
<p>Recommended literature / references</p>	<p>Balzer, L., Ertelt, B.J., Frey, A. (2012). Erfassung und Prävention von Ausbildungsabbrüchen – die praktische Umsetzung im EU-Projekt PraeLab. In: Baumeler, C., Ertelt, B.J., Frey, A. (Hrsg.). Diagnostik und Prävention von Abbrüchen in der Berufsbildung. Landau: Verlag Empirische Pädagogik (im Druck).</p> <p>Ertelt, B.J., Schulz, W.E. (2011). Handbuch Beratungskompetenz (3. Aufl.). Leonberg: Rosenberger.</p> <p>Ertelt, B.J., Frey, A. (2012). Theorien der beruflichen Entwicklung und Beratung in ihrer Bedeutung für die Abbruchsprävention. In: Baumeler, C., Ertelt, B.J., Frey, A. (Hrsg.), a.a.O.</p> <p>Ertelt, B.J. (2003). Prävention von Ausbildungsabbrüchen durch Berufsberatung. In: Informationen für die Beratungs- und Vermittlungsdienste der Bundesagentur für Arbeit (ibv), 25/2003, S. 63–67.</p> <p>Frey, A., Ertelt, B.J., Balzer, L. (2012). Erfassung und Prävention von Ausbildungsabbrüchen in der beruflichen Grundbildung in Europa: Aktueller Stand und Perspektiven. In: Baumeler, C., Ertelt, B.J., Frey, A. (Hrsg.), a.a.O.</p> <p>Grassi, A. (2010). Früherfassung und pädagogische Diagnostik. In: Wolfensberger, R. (Hrsg.), FIB-Handbuch – Individuelle Begleitung in der zweijährigen Grundbildung (S. 50-62).</p> <p>Rübner, M. (2012). Beratung von Auszubildenden mit erhöhtem Abbruchrisiko – Konzeptionelle Überlegungen zur Ausgestaltung des Beratungsprozesses. In: Baumeler, C., Ertelt, B.J., Frey, A. (Hrsg.), a.a.O.</p> <p>Power-Point-presentations: Balzer, L., Ertelt, B.J., Frey, A. (2011). Schulungsmaßnahme zur Erhebung und Prävention von Ausbildungsabbrüchen. Ertelt, B.J. (2011). Berufswahl- und -entwicklungstheorien (Objekttheorien). Ertelt, B.J. (2011). Ausgewählte Beratungsansätze (operative Theorien). Frey, A. (2011). Lehrabbruch: Gründe, Dynamik, Folgen und Prävention. Frey, A. (2010). Diagnose von Kompetenzen in der beruflichen Grundbildung.</p>
<p>Teaching and learning methods</p>	<ul style="list-style-type: none"> Lectures, exercises, project work, group work, self-directed learning
<p>Didactic methods</p>	<p>The training days are meant to promote the critical examination of scientific and practical issues (competences, dropout, data collection, interpretation and evaluation, counselling, promotion, prevention).The alternation of attendance periods and internships should support the transfer of theory into practice.</p>

Qualification pro-
cess

- report (25 hours)