



Lifelong
Learning
Programme



**Forschungsinstitut
Betriebliche Bildung**

**Research Institute for
Vocational Education and
Training**

Summary

TrainCom

Developing a multilingual internet based learning program to arrange competence oriented learning and teaching processes

TrainCom partners



Forschungsinstitut Betriebliche Bildung (f-bb)



öibf – Österreichisches Institut für Bildungsforschung
(Vienna, Austria)



bfz o.p.s. (Cheb, Czech Republic)



Fundación Tripartita para la Formación en el Empleo
(Madrid, Spain)



Coleg Cambria (Yale, UK)



ECAP Consulenze srl (Zurich, Schweiz / Como, Italy)



AUDI AG



Brose Fahrzeugteile GmbH & Co. KG



TrainCom introduction

- Initial situation (in Germany)
 - We have: vocational competence „berufliche Handlungskompetenz“ as the goal of vocational training
 - We have not: competence-based description of units of learning outcomes and related competence assessment
- In other countries the situation is different
- The basic idea of TrainCom: combining the two elements
- Core question of TrainCom: What guidance and support needs training staff?



TrainCom core questions

- Which teaching/learning arrangements are suitable to promote competence orientation?
- How can the role of teachers and trainers as a coach and adviser be characterized?
- What can competence assessment procedures look like and which requirements (qualitative standards) do they have to fulfill?
- How can teachers and trainers be supported during the arrangement of competence oriented training? How does an internet based learning program have to be designed?

preparations



**Competence-based
description of units of
learning outcomes**

taking into account
common standards

**Competence assessment
(in step with training)**

taking into account
common standards

Credit

taking into account
consensual credit transfer
models

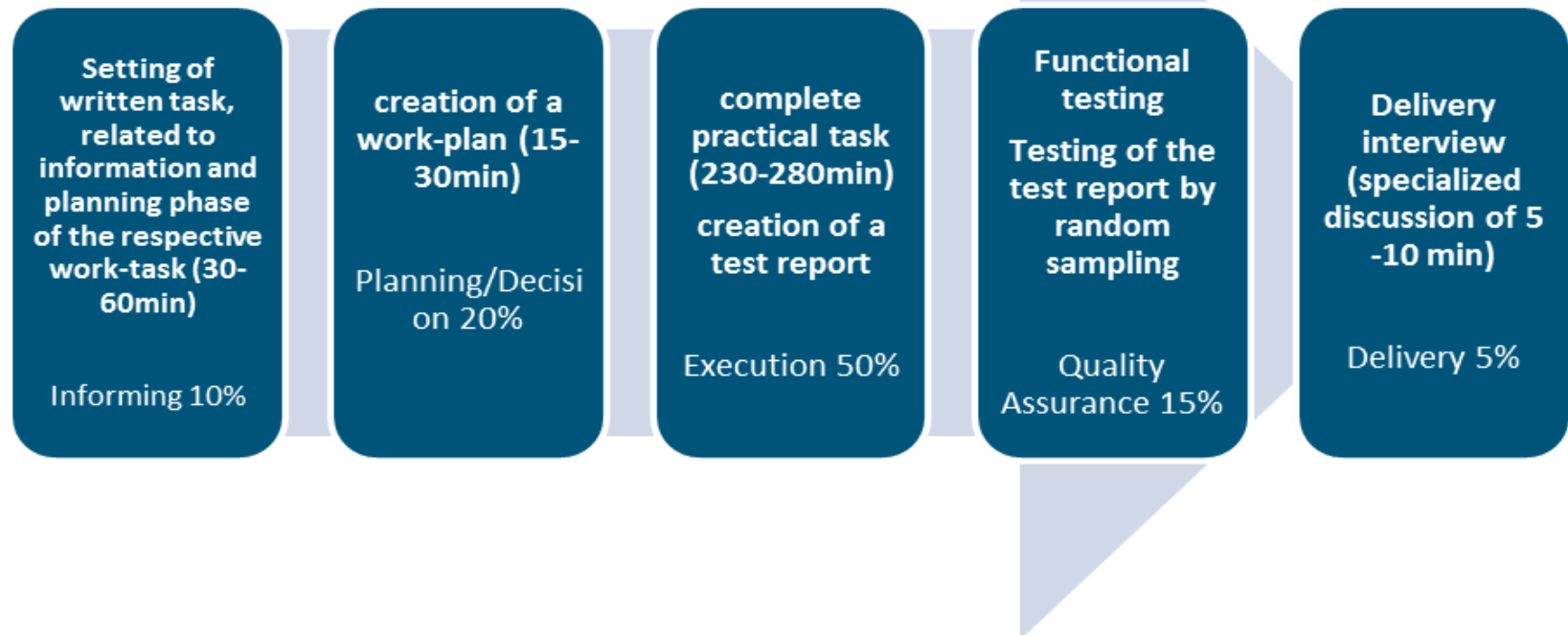
Competence assessment procedure

- goal: „berufliche Handlungsfähigkeit“ – occupational proficiency, vocational competence (employability skills, occupational competence)
- ability to plan, carry out and supervise work independently
- model of complete action: informing, planning, performing/execution, quality assurance and control, deliver to “clients”
- elements of competence assessment: written examination, work plan, functional test and test protocol, quality evaluation, handling over conversation

Competence assessment (model)



**Competence Assessment of one
Unit of Learning Outcomes**





TrainCom: Main products

- **Multilingual internet based learning program** that enables trainers and teachers in VET to arrange competence oriented learning and teaching processes
- **Quality standards** for competence oriented learning and teaching processes
- **User manual:** Guideline for utilization and practical application



TrainCom: Work packages

- **WP 1: explaining the results of EDGE, marketing**
- **WP 2: definition of quality indicators**
- **WP 3: Peer Review**
- **WP 4: development of a tutorial**
- **WP 5: evaluation und modification of the wbt**
- **WP 6-8: projekt-management, evaluation (ECAP), reporting**



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