Systematic monitoring of skill requirements for the design of vocational training

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Introduction

Duration of the project: January 2022 until December 2024

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Key questions of the presentation:

- Why do we run the project, with which aim?

- How can this help to identify changes in VET?

- What is the significance of the project for the design of training regulations?

Agenda

1. Motivation and Intention

2. Methodology

3. Reasons for adjustment

4. Identifcation of indicators – next steps

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Agenda

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Motivation and Intention

Early identification in skills research means:

- Identification of ongoing changes

- Analyses of the effects on work

Focus in the project:

- Identification of those effects, which lead to an adaptation in curriculae

- Development of measurable indicators as a basis for systematic occupational monitoring

Motivation and Intention

Main Questions:

1. Which factors lead to a need of adaptation and can be used as indicators?

2. How can these indicators be measured?

3. At what intervals should these indicators be monitored?

Aim:

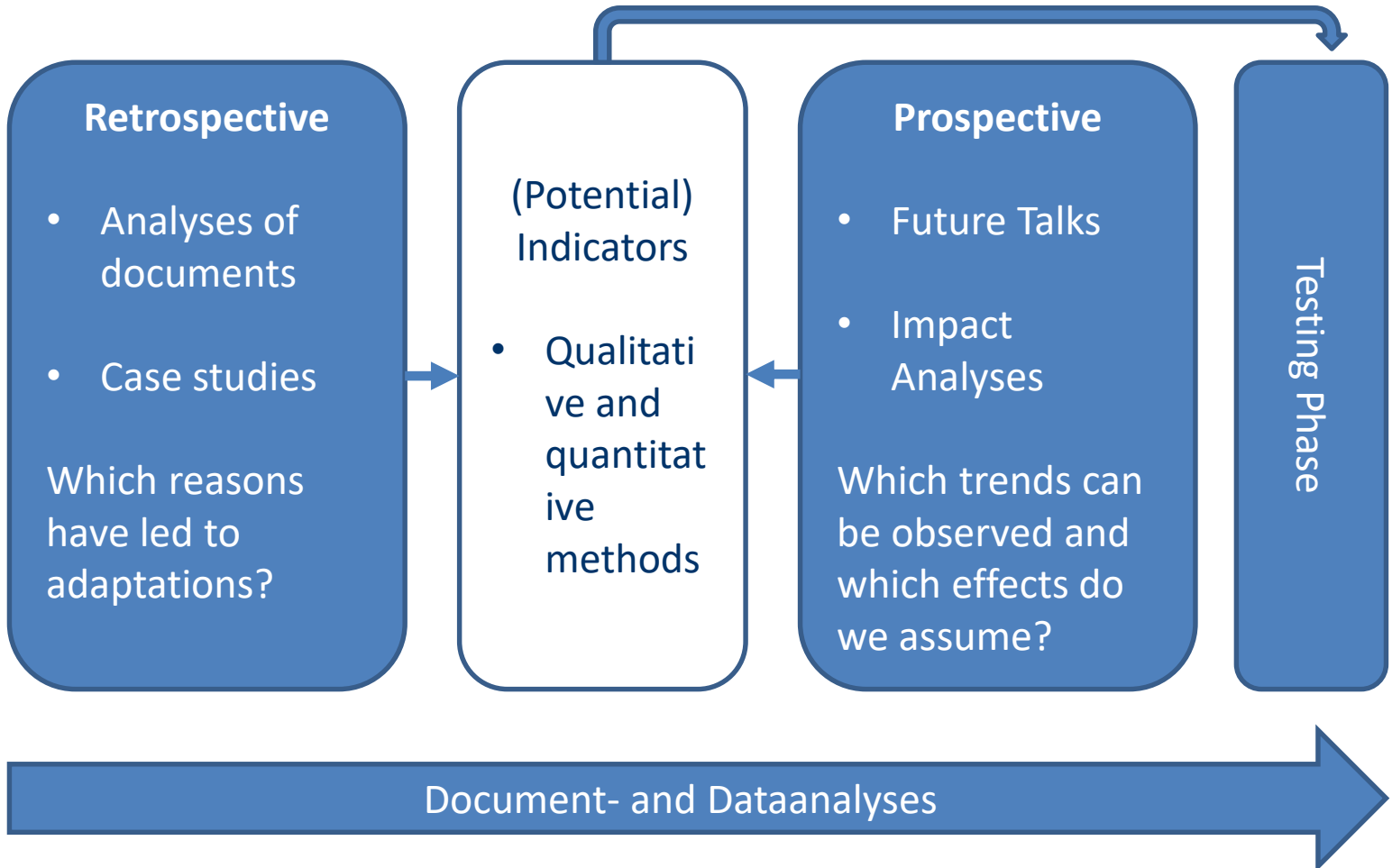Preparing of job-specific information „on demand"

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Methodology

Retrospective

- Analyses of documents

- Case studies

Which reasons have led to adaptations?

(Potential) Indicators

- Qualitative and quantitative methods

Prospective

- Future Talks

- Impact Analyses

Which trends can be observed and which effects do we assume?

Testing Phase

Document- and Dataanalyses

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Reasons for adjustment – document analyses

Protocol of application discussion

- Very long
- With a lot of information exceeding reasons for adjustment

Project application

- Reasons are mentioned
- Kind of summary of the application discussions

directive

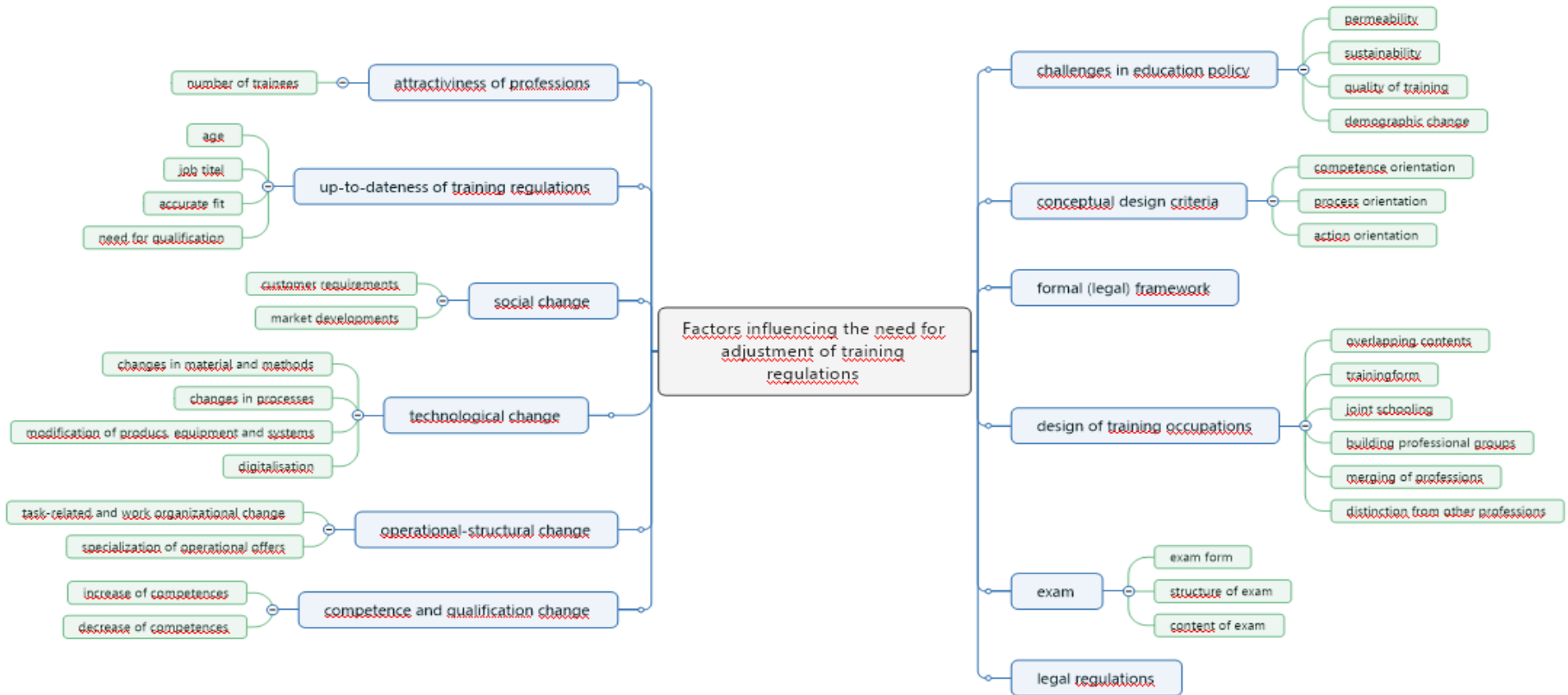- Formal character
- Very few content

Quelle: eigene Darstellung

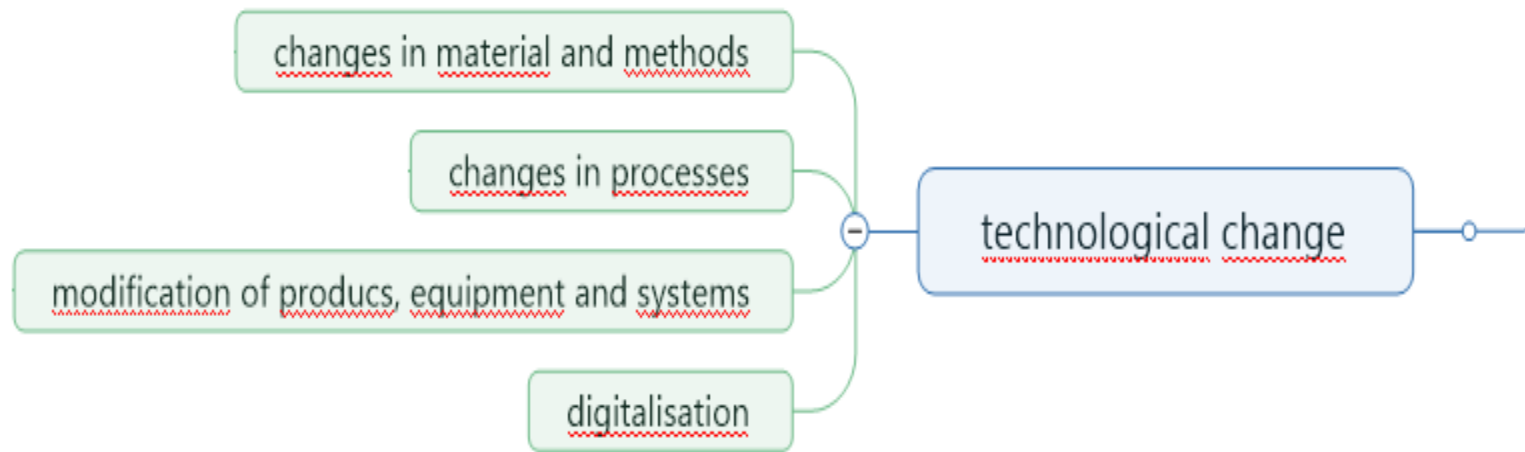**Reasons for adjustment**

Database:

- Period: 2010-2021

- Applications of 141 regulatory processes
  - 136 adjustments
  - 5 creation of new professions

- Development of the categories from the material

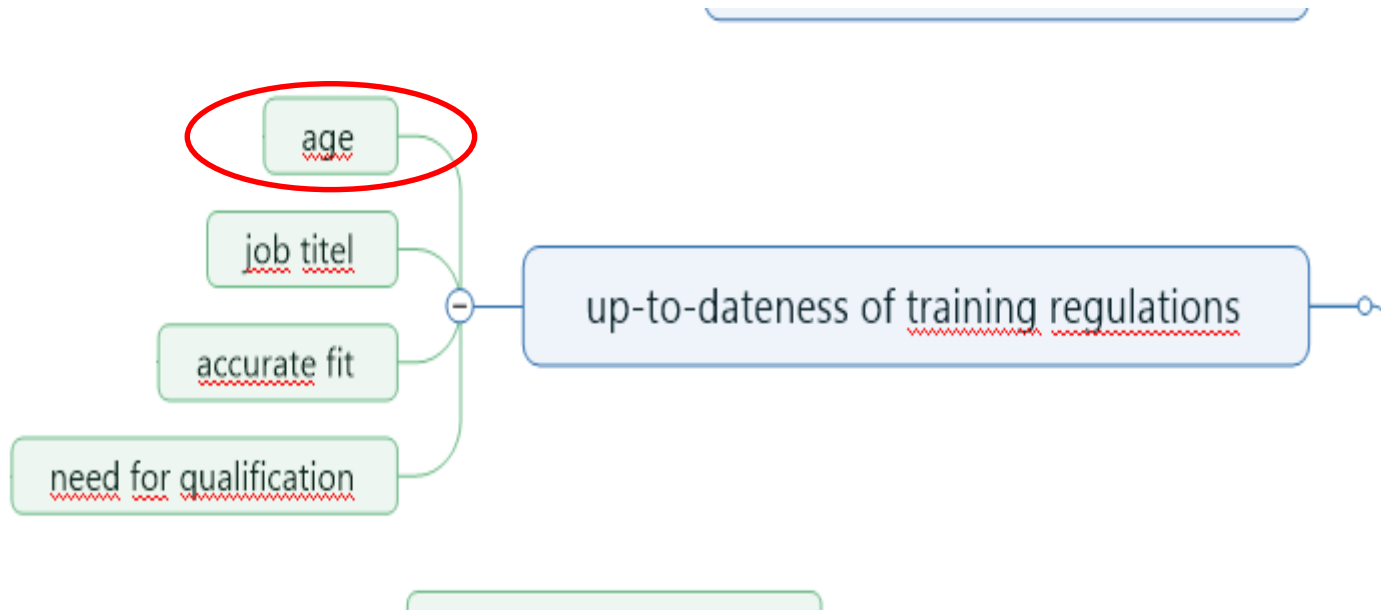- Assignment of the text passages

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Reasons for adjustment

Factors influencing the need for adjustment of training regulations

- attractiviness of professions
  - number of trainees
- up-to-dateness of training regulations
  - age
  - job titel
  - accurate fit
  - need for qualification
- social change
  - customer requirements
  - market developments
- technological change
  - changes in material and methods
  - changes in processes
  - modification of produrs, equipment and systems
  - digitalisation
- operational-structural change
  - task-related and work organizational change
  - specialization of operational offers
- competence and qualification change
  - increase of competences
  - decrease of competences

- challenges in education policy
  - permeability
  - sustainability
  - quality of training
  - demographic change
- conceptual design criteria
  - competence orientation
  - process orientation
  - action orientation
- formal (legal) framework
- design of training occupations
  - overlapping contents
  - trainingform
  - joint schooling
  - building professional groups
  - merging of professions
  - distinction from other professions
- exam
  - exam form
  - structure of exam
  - content of exam
- legal regulations

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Reasons for adjustment

Reasons for adjustment

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Reasons for adjustment

Step-by-step procedure for determining relevance

Is „age" an indicator for adjustment?

- Calculation of validity: Example Optometrist: average (2022-2011; 2011-1997; 1997-1976; 1976-1969; 1969-1934) = 18 Jahre.

- Mean value of the currently valid training regulations: 16 Years

- But: There are huge differences between the ages of training regulations.

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Reasons for adjustment

„Age" is often called as a reason for adjustment in documents:

- But there is no significant difference in the average validity of those regulations mentioned in the code „age" and those which are not mentioned.

- Age alone is not an indicator for adjustment

Observations and analyses of interrelations and the effects are necessary!

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Identifcation of indicators

Assumptions:

- Not every reason is an indicator for adjustment.

- The relevance of the (single) reasons for adjustment increases when they occur in relation to other reasons.

- The relevance of an identified indicator differ from occupation to occupation

Identifcation of indicators

Next steps:

- We need to find a way to measure/operationalize the codes,

- we need to identify the relevance of the single reasons,

- We need to identify relevant interrelations.

Questions?

Recommendations?

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