

Institut für Wirtschaftspädagogik



Universität St.Gallen



Quality of school based vocational assessments - Aspects from a German perspective

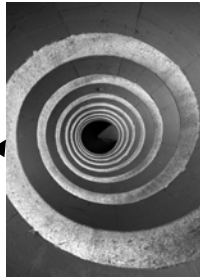
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Agenda: Quality of school based vocational assessment – Aspects from the German perspective

- *starting point*: three different approaches in initial vocational training for school based vocational assessment in Germany
- *problematic aspects*: three aspects to discuss in regard to quality of school based vocational assessments
- *quality assurance and quality development measures*

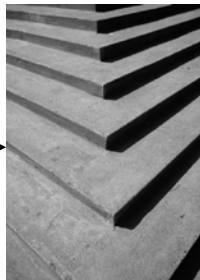
Three different approaches of school based vocational assessments in Germany

School based vocational assessment



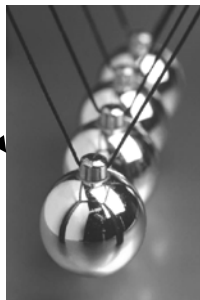
within the dual system

1. school based vocational assessments **without** formal relevance for the final examination / qualification
school based vocational assessments is seen as preparations for the external final examination
2. decentralized (each school develops own assessments)
3. emphasis on curricular validity and on fit to final vocational examination



in fully school based vocational trainings

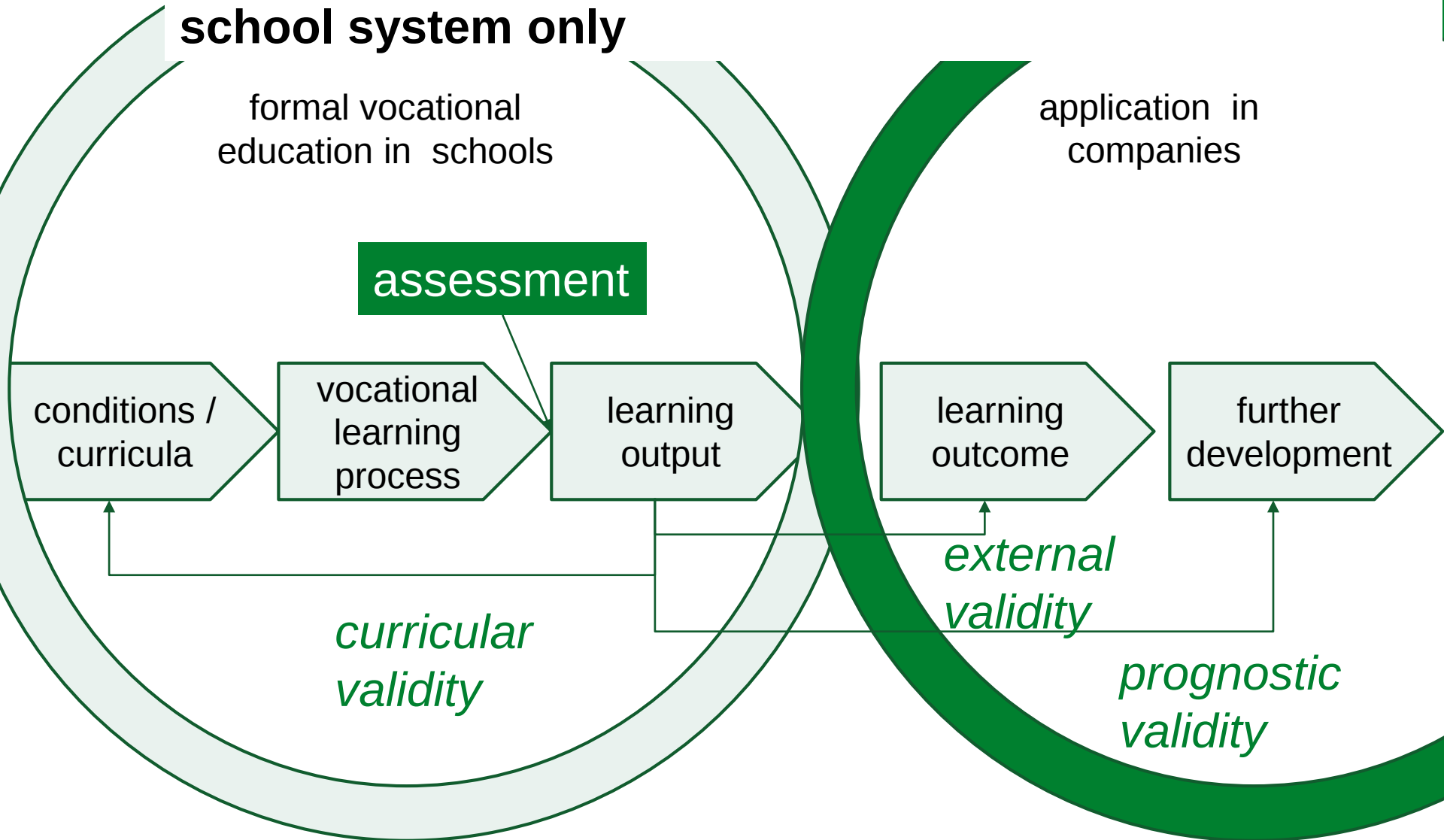
1. school based vocational assessment determines the final qualification
2. decentralized (each school develops own assessments)
3. emphasis on curricular validity and on fit to next level educational programs



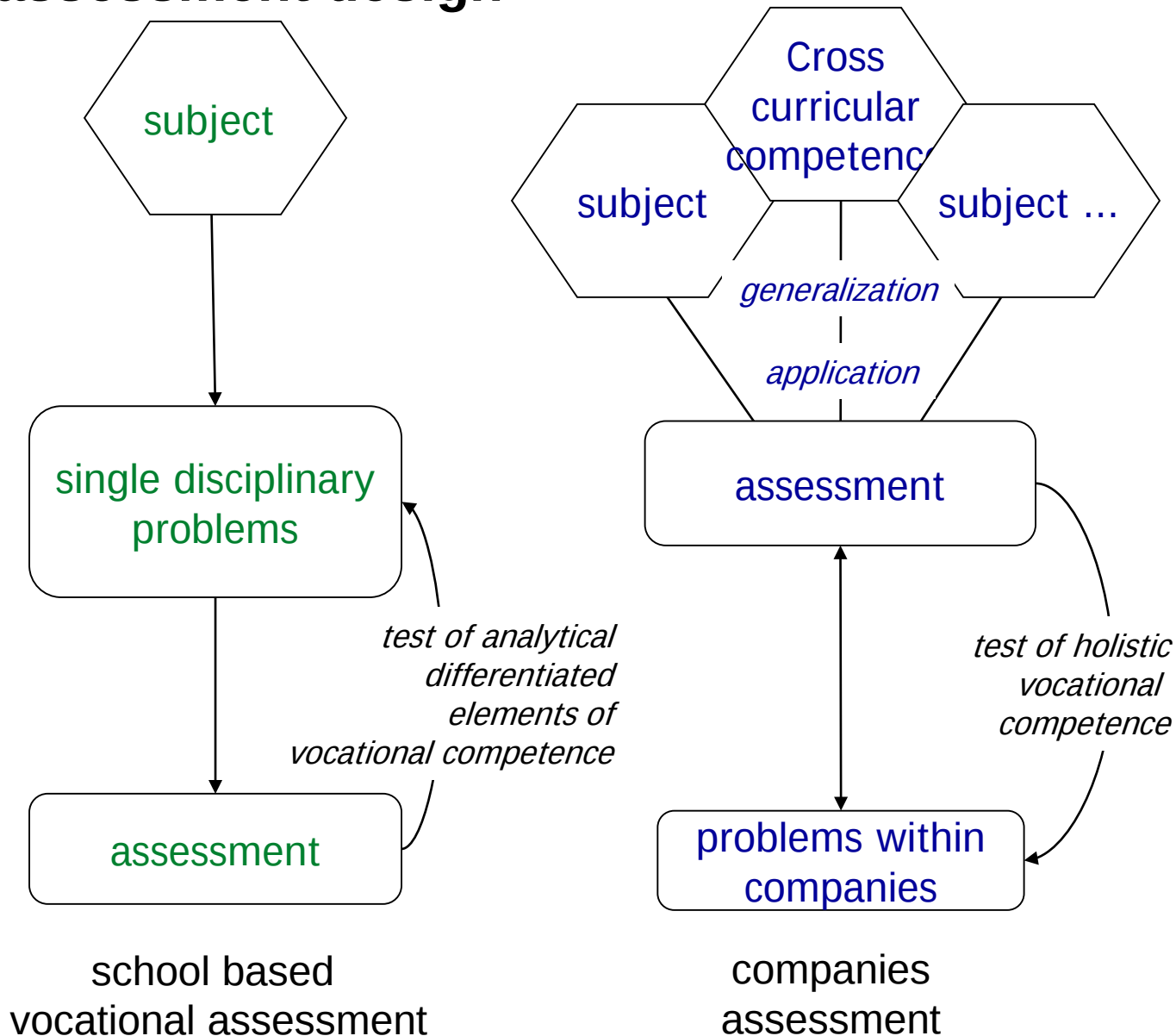
in double degrees VET with university entrance qualification

1. joint degree with vocational and general education
2. centralized (in most of the Laender in Germany)
3. emphasis on curricular validity and orientation on subject standards

**problematic aspect I: emphasis on curricular validity
is in need of curricula with strong links to vocational
practice; curricula are developed prior within the
school system only**



problematic aspect II: different approaches to assessment design



problematic aspect III: different reference points

school based
assessment designs

- emphasis on oral and written assessment formats
- More reference to subjects than to work processes
- Single discipline perspective, since teachers develop the assessment designs in the decentralized forms

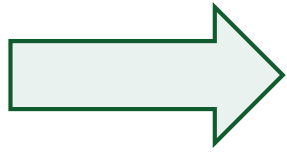
school based
conditions

- legal coverage is an important aspect and determines assessment design especially in the centralized forms
- test economy aspects are important
- limitations in context conditions e.g. tools used, software programs

VET-Teacher
education

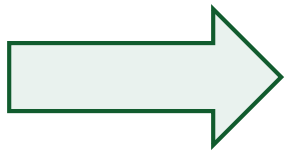
- minimum of one year practical experience within companies is a weak link to vocational practice
- training in assessment design is not sufficient in the teacher education

Quality assurance and quality development measures



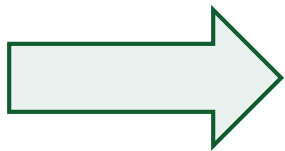
school based
assessment designs

- strengthening the link from learning goals to assessment,
- trend to interdisciplinary assessments
- strengthening the orientation on work processes



school based conditions

- improving competence orientation in the fully school based VET training curricula
- implementation of training companies in fully school based VET training and assessments within the training companies
- partially collaborative VET assessments between schools and companies



VET-Teacher education

- relevance of assessment design as important point of teacher profession is improved
- implementing standards of (VET) teacher education, and assessment design is part of it



Thank you for your attention and
I hope you have a fruitful discussion

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