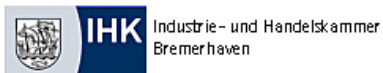


QEK: An online-tool for the analysis of QUALITY, BENEFIT and COSTS of dual apprenticeship (QBC)

[Developed within the Initiative „Innovative Apprenticeship 2010“]



Tool for Enterprises

...web-based application

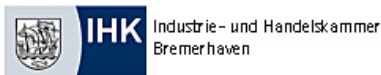
...analyses and conclusions without need to rely on external consultants

...benchmarking

Research Instrument

... investigating QBC of VET according to regions, branches, size etc.

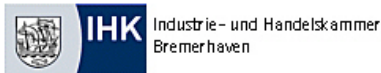
www.itb.uni-bremen.de/qek-tool (please send an email to aseela@uni-bremen.de if you want to test the tool)

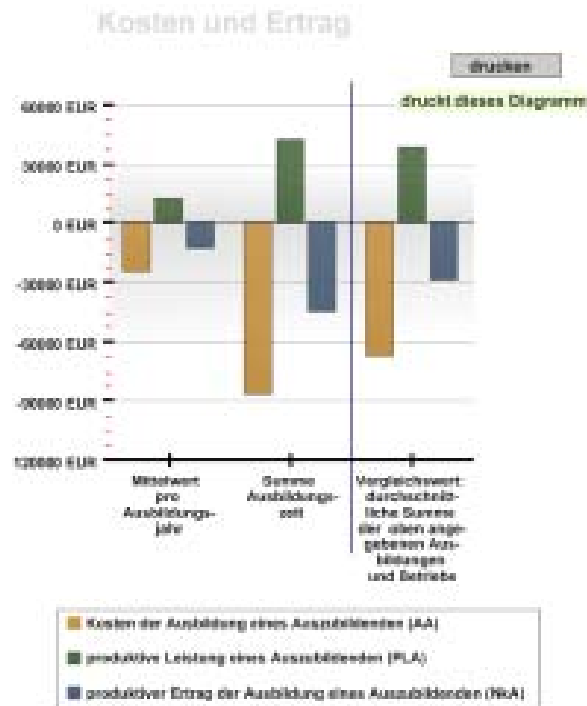


How it works (user dimension):

„Hard facts“: all costs concerning apprenticeship, such as

- Apprentices' pay
- Payment for instructors (distinguished between full- and part time instructors and the time they are occupied with training)
- Governmental subsidies
- Costs for machinery and equipment etc.
- Examination fees ...



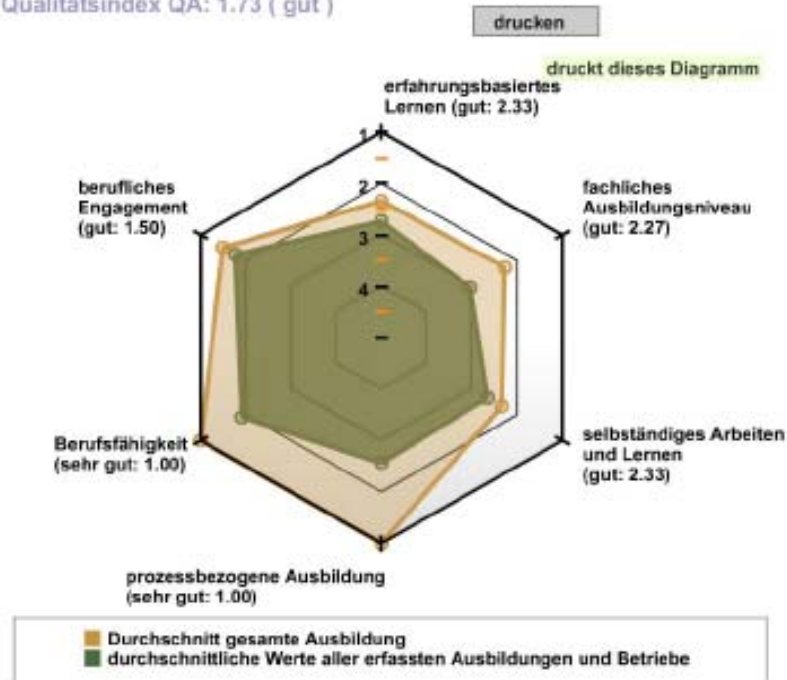


Example: costs and benefits

Estimations:

- Productivity of apprentices compared with the achievement of skilled employees
- All information concerning quality

Qualitätsdiagramm
Qualitätsindex QA: 1.73 (gut)



What do we mean by „quality“:

- Experienced based learning
- Level of work tasks
- Self-dependency in working and learning
- Training in business processes
- Professional competence
- Professional commitment

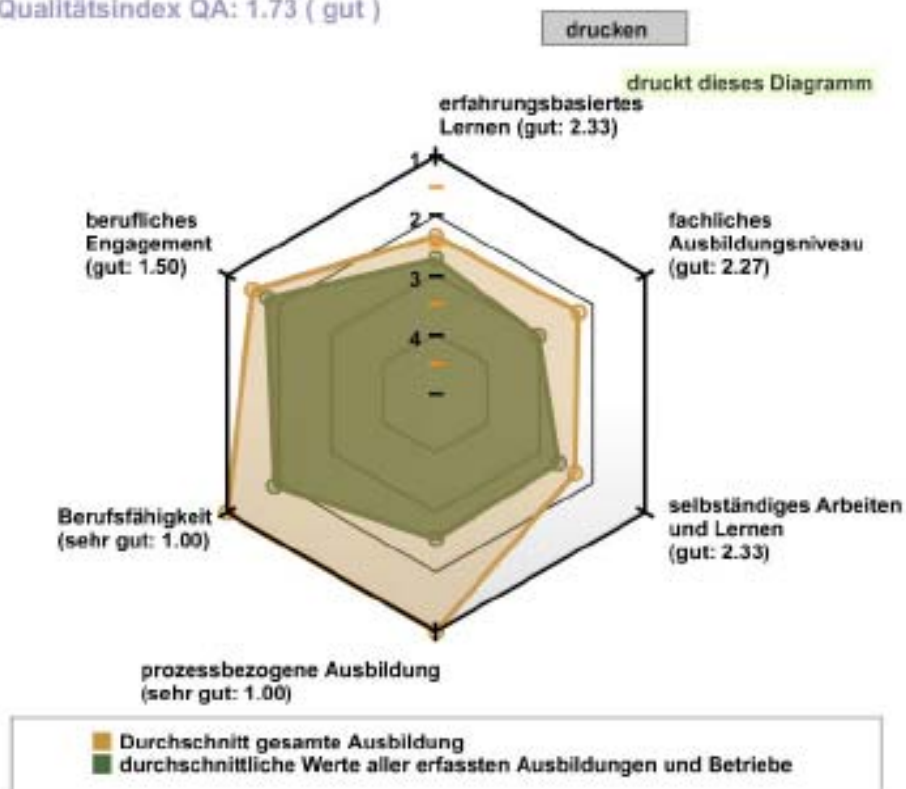
Example for whole apprenticeship, reference value

Example with good cost/benefit relation and high quality

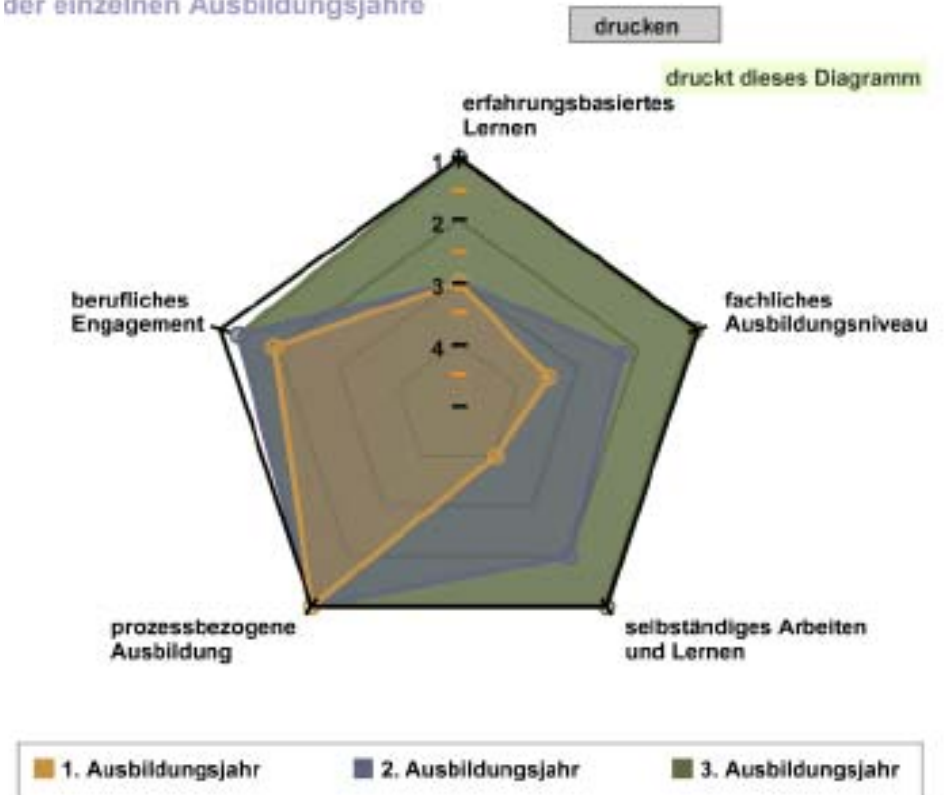


Example with good cost/benefit relation and high quality

Qualitätsdiagramm
Qualitätsindex QA: 1.73 (gut)



Qualitätsdiagramme
der einzelnen Ausbildungsjahre

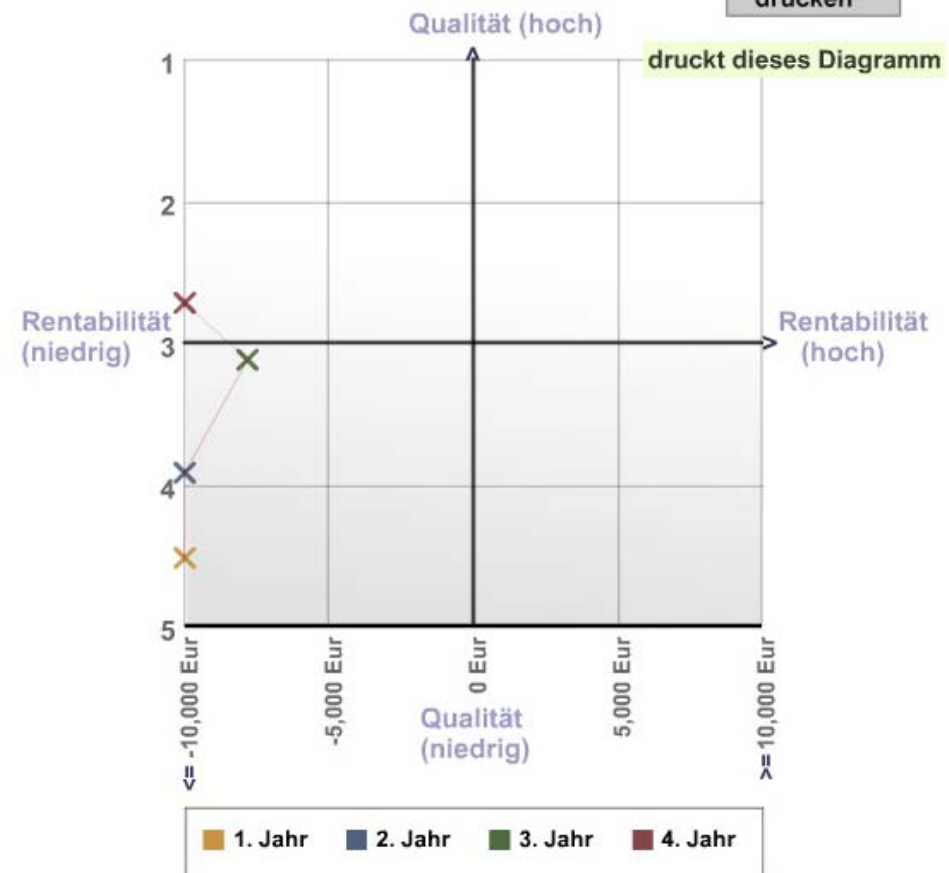


Example with low cost/benefit relation and low quality

Qualitäts / Rentabilitäts - Matrix

einzelne Ausbildungsjahre

drucken



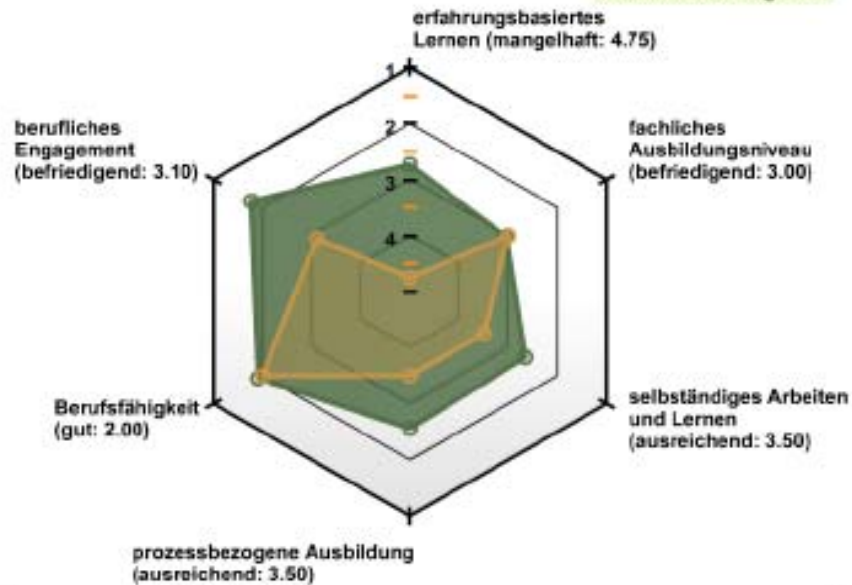
Example with low cost/benefit relation and low quality

Qualitätsdiagramm

Qualitätsindex QA: 3.30 (befriedigend)

drucken

druckt dieses Diagramm

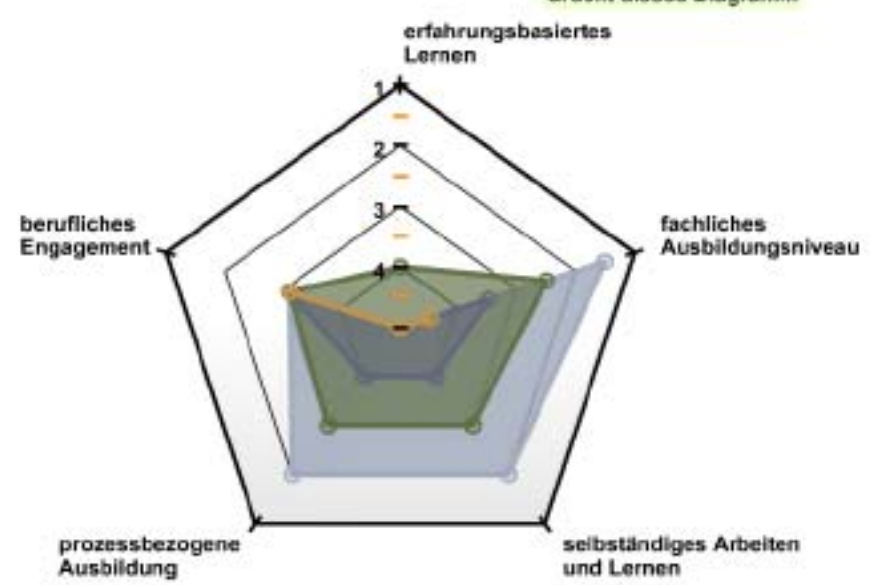


■ Durchschnitt gesamte Ausbildung
■ durchschnittliche Werte aller erfassten Ausbildungen und Betriebe

Qualitätsdiagramme der einzelnen Ausbildungsjahre

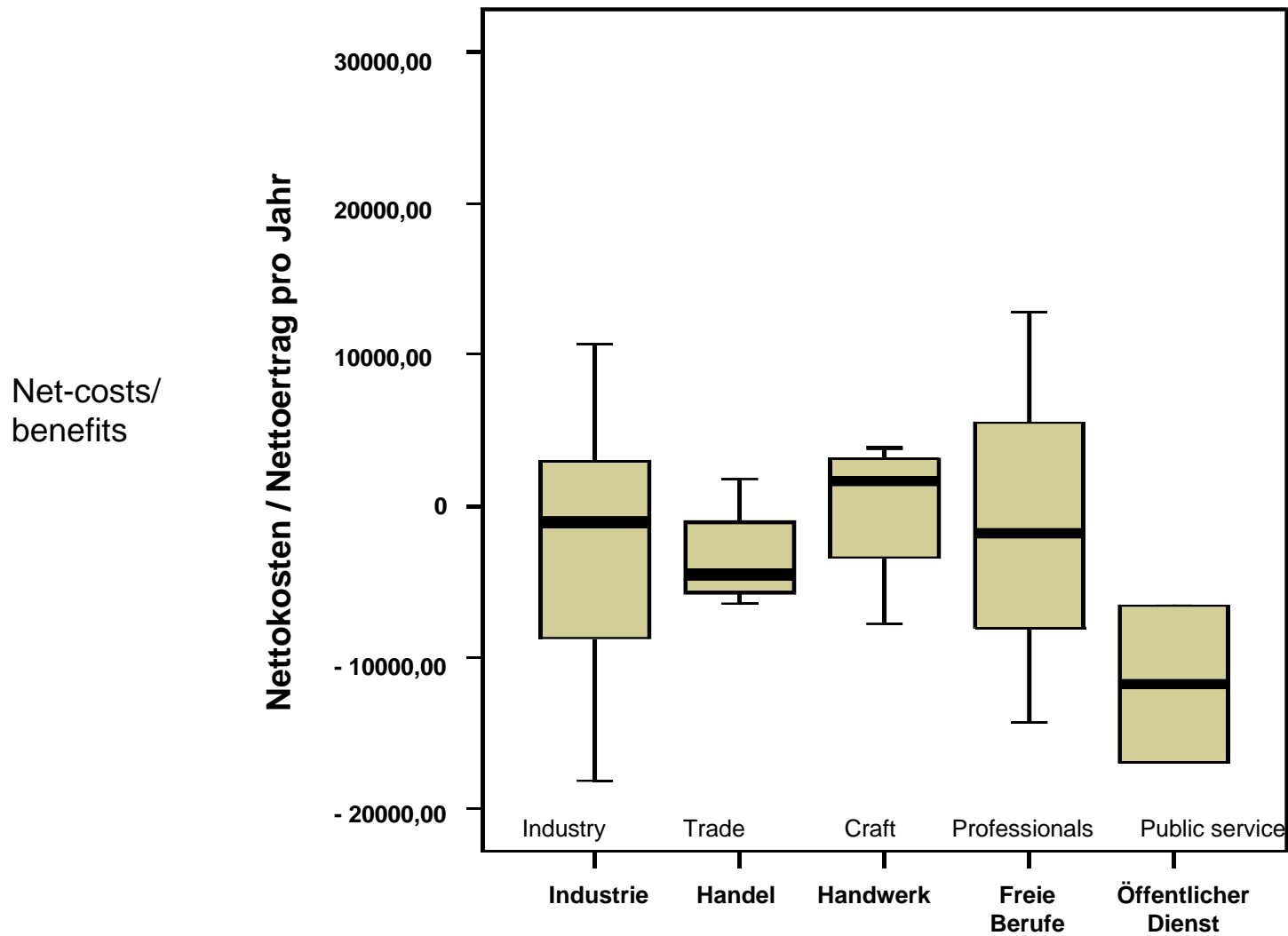
drucken

druckt dieses Diagramm

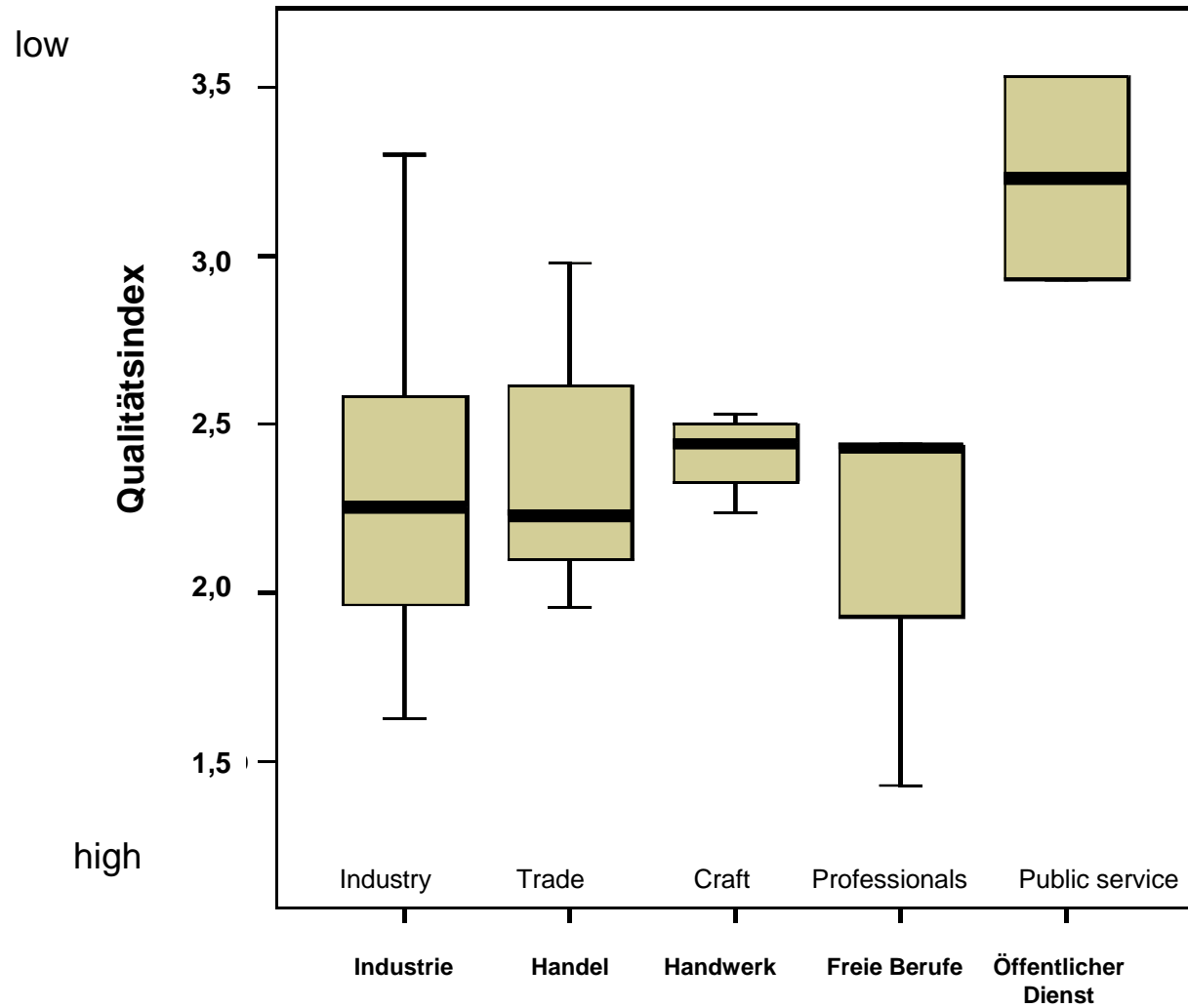


■ 1. Ausbildungsjahr ■ 2. Ausbildungsjahr ■ 3. Ausbildungsjahr
■ 4. Ausbildungsjahr

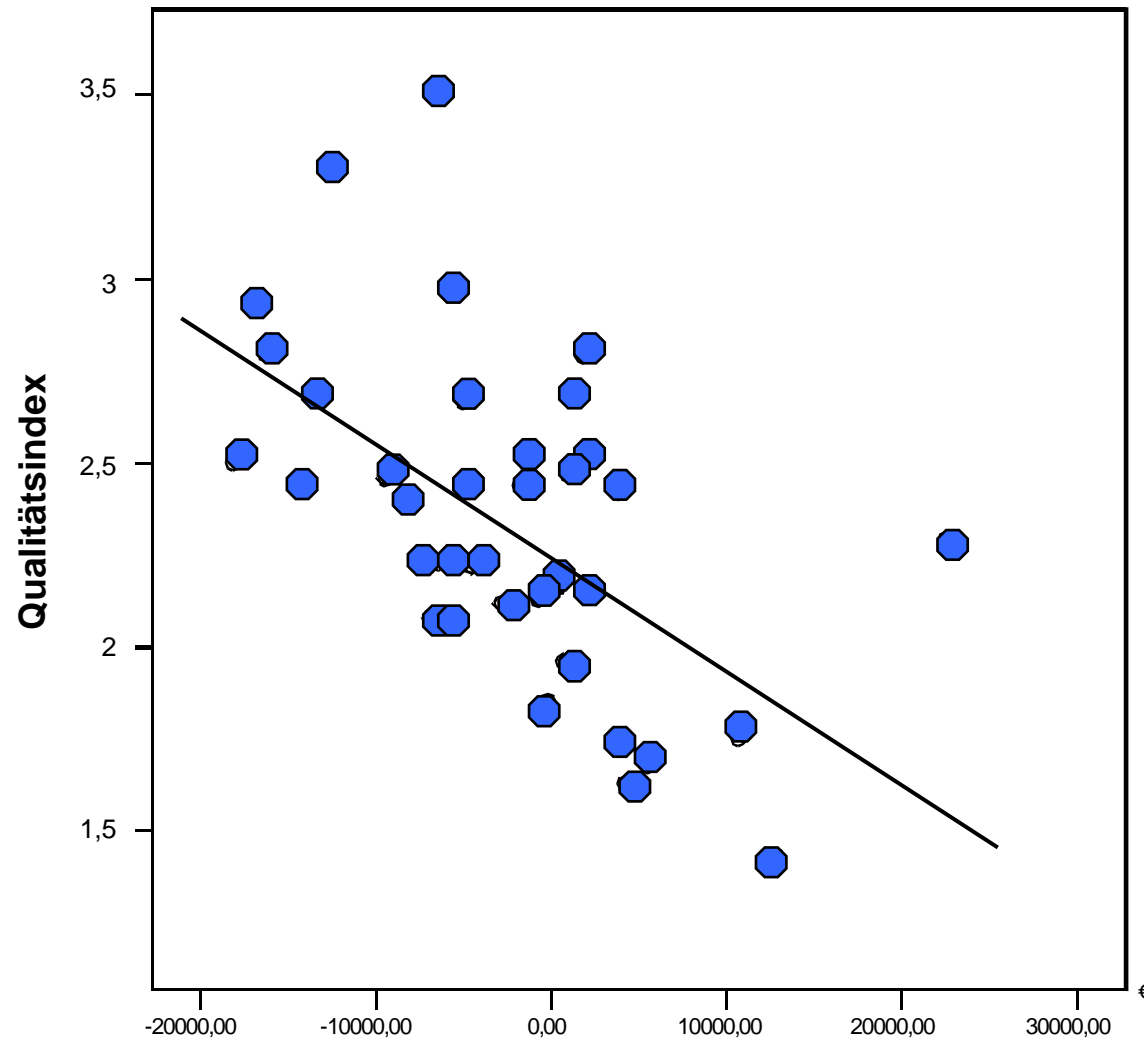
Cost/benefits per apprentice per year (per branche)



Quality per branche

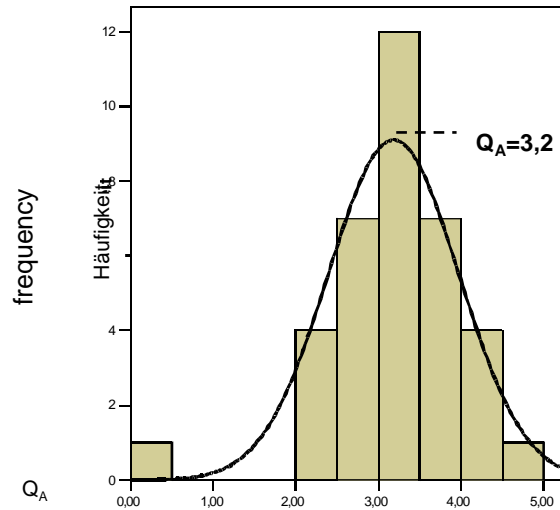


Coherence of cost/benefits and quality

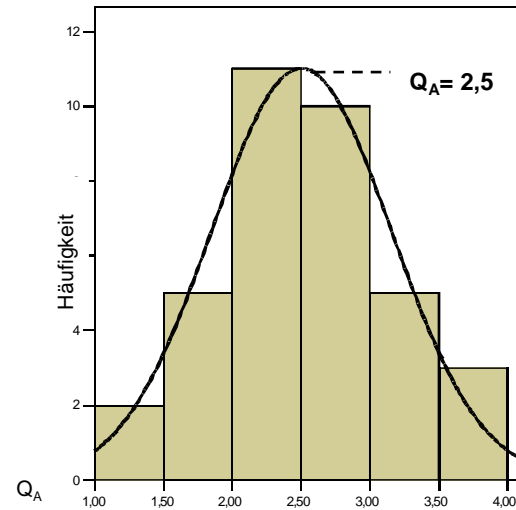


Qualityindexes (Q_A) total and per year of training

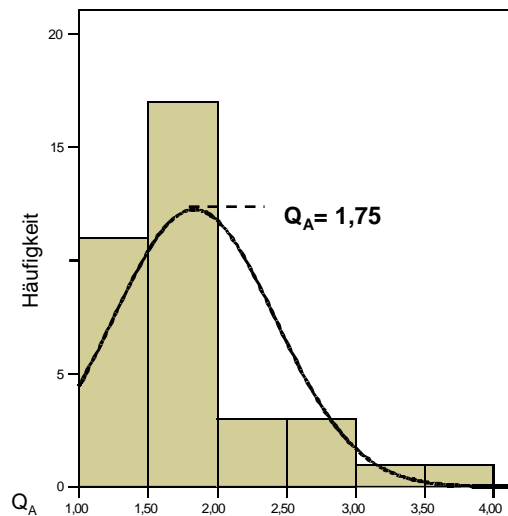
1 . year



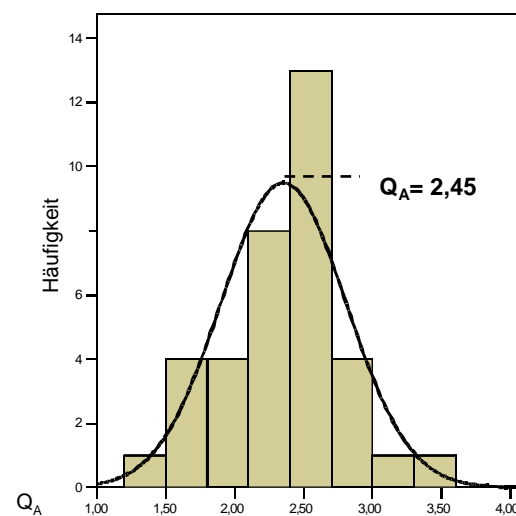
2 . year



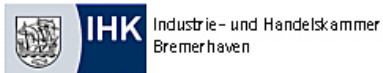
3 . year



total

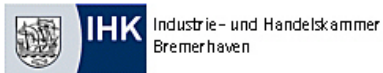


The “subjective side of apprenticeships”: the example of professional identity and commitment



Research Interest

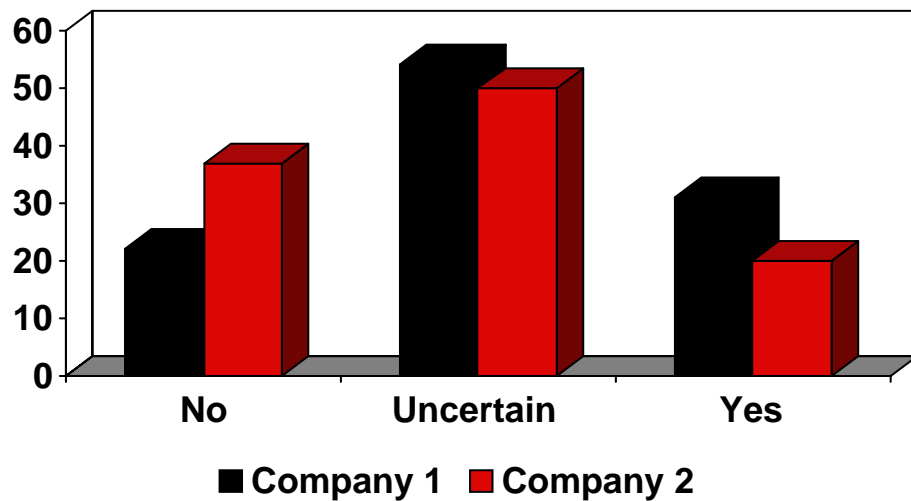
- Motivations of Apprentices in Companies and School
- Occupational, Organisational and ‚General Commitment‘ in Relation to Each Other and the Development of Occupational Identity



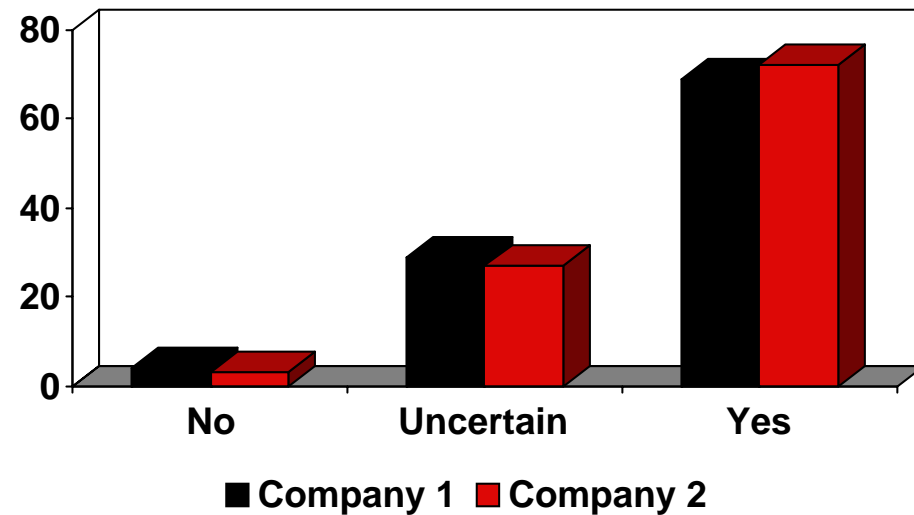
- Apprentices stay sometimes longer in order to complete their work
- Apprentices pay a lot of attention on quality concerning their work
- Apprentices are personally involved in their work
- Most of the apprentices' interests are focused on the professional work.

Work Ethics and Professional Commitment in Two Suisse Companies (Jaeger 1989)

Work Ethics

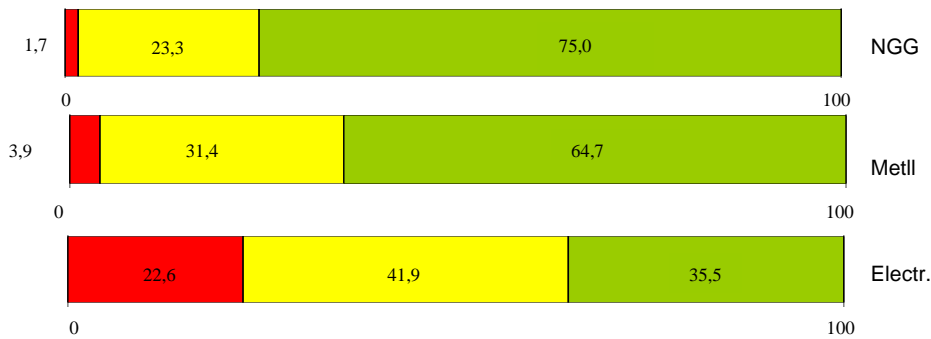


Occupational Commitment

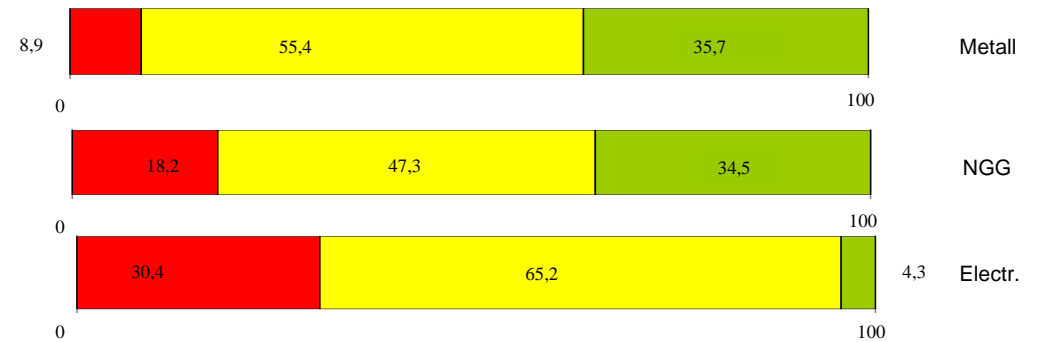


Commitment of Apprentices

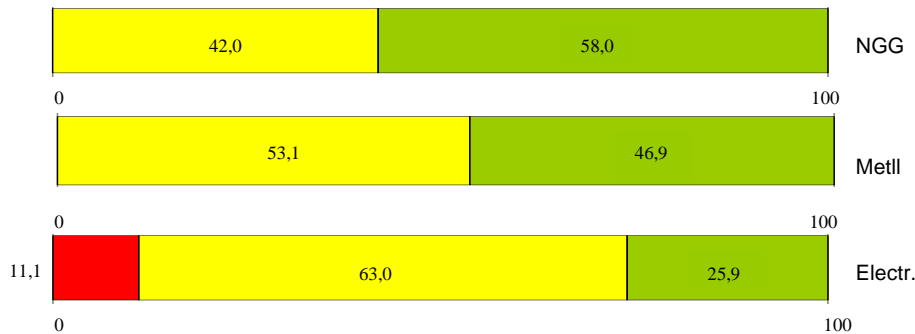
Work Ethics



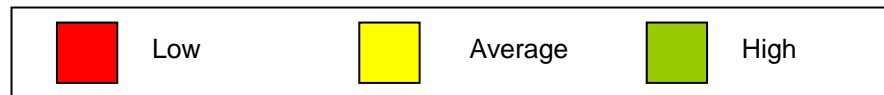
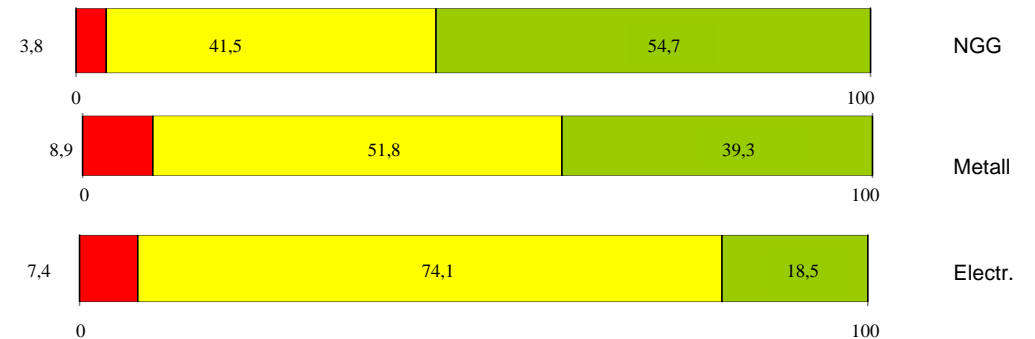
Organisational Commitment



Occupational Commitment



Occupational Identity



Further Results

- Occupational Commitment is not Directly Related to Commitment at School (only via Work Ethics)
- Strong Correlation with Occupations, not Branches or Size of Company



Contactdetails:



Anne Seela, Institute of Technology and Education (University of Bremen), +49-421-218 7765, aseela@uni-bremen.de

Lars Heinemann, Institute of Technology and Education (University of Bremen), +49-421-218 9072, lheine@uni-bremen.de

