

THE AUSTRIAN APPROACH: FOSTERING QUALITY OF COMPANY TRAINING IN APPRENTICESHIP

ERI SEE Regional Meeting
“Exploring Quality in Practical Learning”
March 2023

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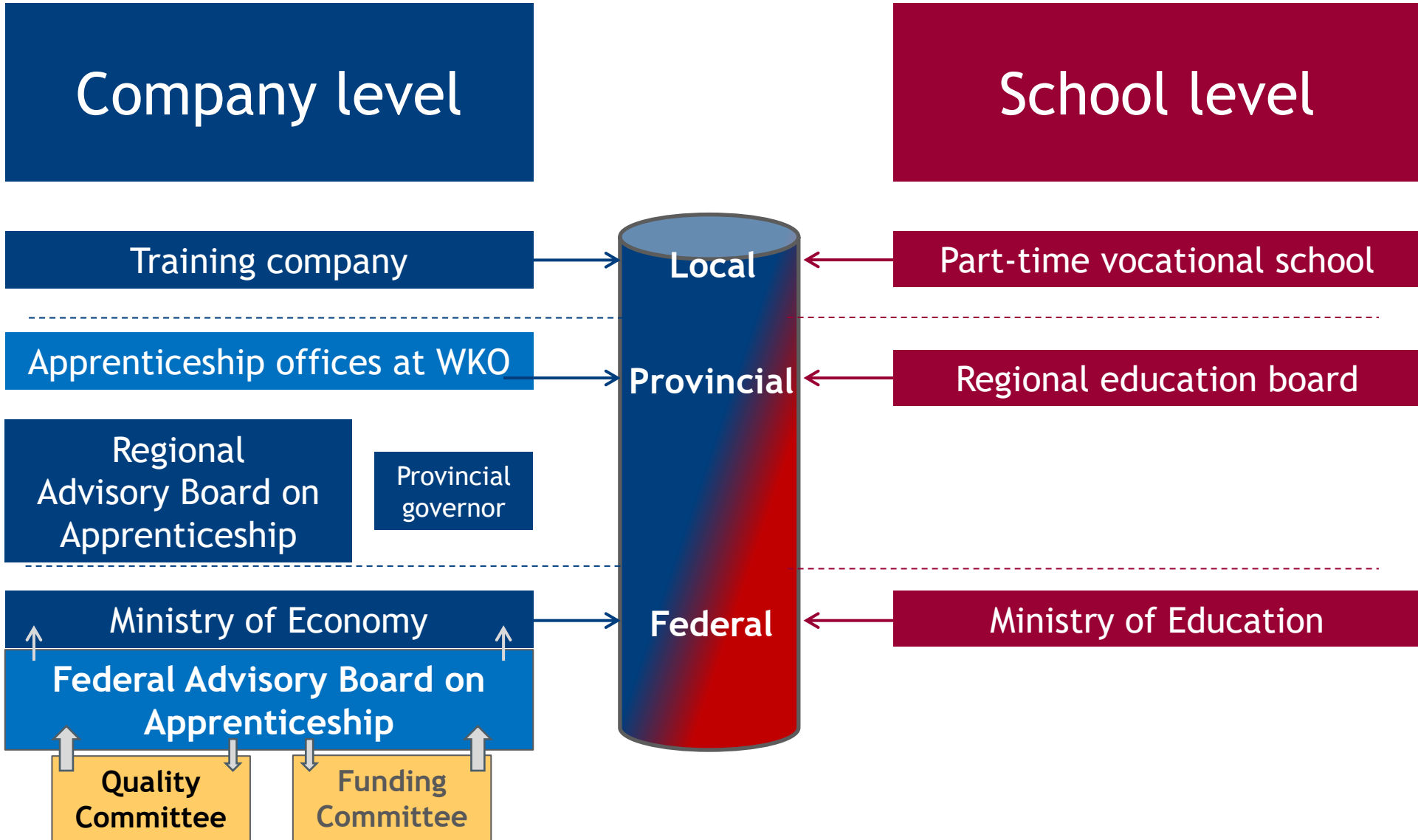
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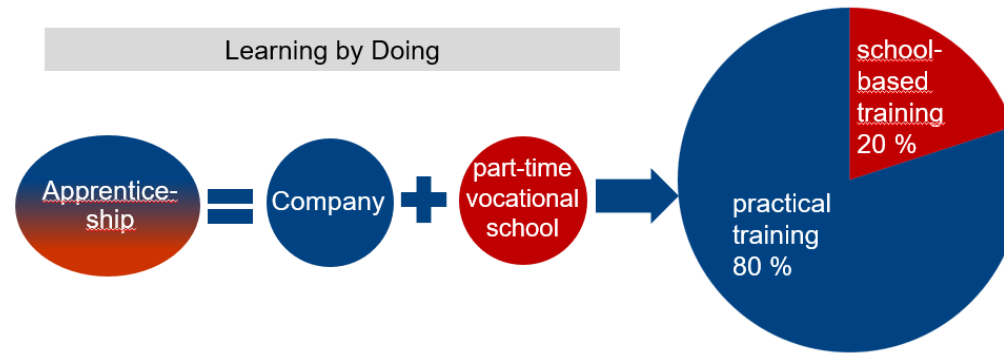
QUALITY ASSURANCE IN AUSTRIA'S DUAL APRENTICESHIP SYSTEM

Legal framework

- The "Vocational Training Act" as a "quality assurance act"
 - > regulates the principles of QA like responsibilities, accreditation of training companies, accreditation of instructors, final examinations
- competence based training regulations (ministry of economy based on the proposal of the advisory board)

GOVERNANCE: DISTRIBUTION OF COMPETENCES





APPRENTICESHIP TRAINING

Company training governed by Social Partners and run by employers
(as administrators and training providers)

part-time vocational schools governed by MoE

=> **Part-time Vocational Schools: Quality assurance by MoE (like in school-based IVET)**

=> **Training Companies: Quality assurance by Social Partners (mainly Chamber of Commerce)**

Administration of apprenticeship training: local Apprenticeship Offices
of Economic Chamber ("Lehrlingsstellen")

-> they stay in close contact with training companies, YET there is NO continuous external
control / check of the quality of training companies

DUAL VET IS LEARNING ALONGSIDE THE REAL WORKING PROCESS

- ... day to day working environment
- ... under real working conditions and
- ... by integrating apprentices in the production process

=> by “qualified” person/s

- tutor/instructor/mentor/in-company trainer is an experienced & skilled worker
- => needs some pedagogical competence (basics + experience sharing)

=> in a “designed setting”

- although alongside work process, WBL is “designed”
- => “translate” curricula into a company’s training plan

=> supported by tools/instruments

- like training guidelines, learning materials etc.
- => provided by applied research and/or “apprenticeship offices”

=> in collaboration with VET-schools

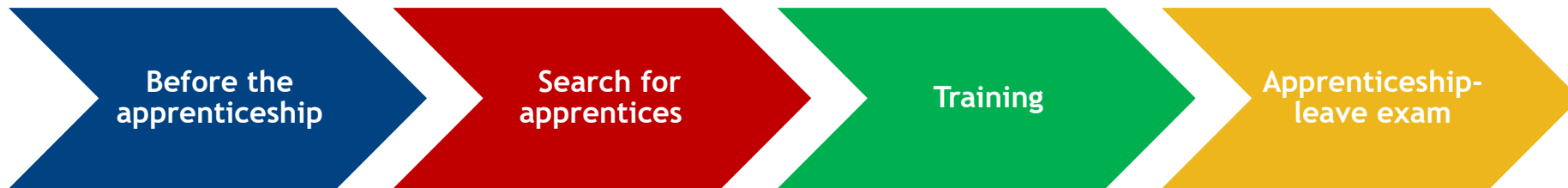
sharing information about learning progress & its assessment

...whereas practical learning at school is a simulation of the real world of work (e.g. in school laboratories and workshops) by teachers and theoretical learning at school is by subjects and in a classroom-setting

5 DIMENSIONS OF QUALITY IN COMPANY TRAINING

- **Self-interest of companies:**
“only those should train that are interested in a skilled work force”
- **Trust:** quality of company training is in the self-interest of companies!
No external control of company training / potential limits of self-regulation due to conflict of interest
- **Obligatory procedures “at beginning and end“:**
training company accreditation & trainer competences & final appr. exam (FAE)
- **Supplementary voluntary instruments “in-between“:** supporting tools, local apprenticeship offices, clearing of FAE, means-tested incentives ...
- **“Systemic“ dimensions:** updating of occupations / training profiles, company-based training curriculum, learning outcome-oriented description of competences acquired by apprentices by the end of their training

BEFORE THE APPRENTICESHIP UP TO THE APPRENTICESHIP-LEAVE EXAM



- Complete development of new apprenticeships
- Update of existing apprenticeships
- Marketing of occupations
- Career guidance

- Recruitment tools
- Aids for the selection process

- Training aids
- Web platforms: Quality in apprenticeship
- www.ausbilder.at
- Training guidelines
- State prize Fit for Future - best training companies

- Further development
- Examiner quality
- Creation and quality assurance of examples for exams
- Preparation material

TASKS AND COMPETENCES OF THE APPRENTICESHIP OFFICES CONTRIBUTING TO THE QUALITY ASSURANCE PROCESS

- Accreditation of training companies - on the basis of social partnership:
- Examination/approval and recording apprenticeship contracts
- Counselling and coaching for training companies and apprentices in all matters concerning apprenticeship
- Organizing and implementing the final apprenticeship exams including the appointment of the chairpersons for the exams
- Settlement of subsidies, especially financial incentives for training companies
- Vocational training authority of the first instance

DIRECT PUBLIC SUBSIDIES

| Basic subsidisation | 1. appr. year | 2. appr. year | 3. appr. year | 4. appr. year |
|---|--|-----------------------|----------------------|------------------------|
| | 3 appr. remunerations | 2 appr. remunerations | 1 appr. remuneration | 1/2 appr. remuneration |
| Quality-oriented subsidisation | <ul style="list-style-type: none"> ▪ Coaching of apprentices and companies ▪ Training alliance measures ▪ Preparation courses for the final apprenticeship exam (FAE) ▪ FAE taken with excellent or good results ▪ Repeated admission to the FAE free of charge ▪ Bonus for companies employing apprentices from supra-company institutions ▪ Work placements of apprentices ▪ People over the age of 18 years with qualification deficits ▪ Equal access of young women/men to different apprenticeships ▪ Participants in inclusive/integrative IVET programmes ▪ Measures for apprentices with learning difficulties ▪ Continuing training measures for IVET trainers | | | |
| Subsidies of the PES (Public Employment Service) | <ul style="list-style-type: none"> ▪ Young women in occupations with a low share of women ▪ Youths who are disadvantaged on the labour market ▪ Participants in inclusive/integrative IVET schemes ▪ People who are 18 years old at the beginning of the apprenticeship and whose difficulties of employment due to lack of qualifications can be solved by means of an apprenticeship | | | |

Thanks a lot for your attention!

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