

Training Need and Demand Assessment for sustainability in the textile manufacturing

Promotion of Sustainability in the Textile and Garment Industry in Asia-FABRIC

Training Need and Demand Assessment for sustainability in the textile manufacturing



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**on behalf of giz FABRIC and adelphi consult GmbH
Berlin**

Training Need and Demand Assessment

- i. Introduction / Questionnaires for Demand assessment**
- ii. Example 1: for Training Need and Demand Assessment**
- iii. Evaluations / TNA / Teaching Formats (Presence / Blended / Online)**
- iv. Training Subjects – Preferences by Industry**
- v. Regional Studies / Ranking Studies**
- vi. Example 2: Training Need Assessment and Demand Survey**

Intro: Training Need and Demand Assessment

It is essential to assess the training needs and demand of the industry for new topics and/or qualified professional human resources.

Planning, as always, plays a vital role in a management process. A sound basis for curriculum planning and development is Training Needs Assessments (TNAs) and market or demand-site studies.

With the results of the training and the demand assessment, the work of the curriculum commission can be enriched and can be directed towards a more demand-driven design.

and not driven by the interests of an internal circle of professors (as it often happens).

Technische Fachhochschule Berlin
Fernstudieninstitut Seite 1 von 2

QUESTIONNAIRE FOR DEMAND ASSESSMENT
*MASTER OF SCIENCE IN MEDICAL
INFORMATICS*

Name: _____
Aktueller Fachbereich: _____
Institution: _____
Wann haben Sie Ihr Studium beendet: _____

1) Gliederung / Aufbau des Studiums

1	2	3	4	5
	10			1

sehr geringen ... nicht

2) Aktualität des Lehrstoffes

1	2	3	4	5
4	7			

sehr hoch ... sehr

3) Wie schätzen Sie die Praxisrelevanz des in diesem Studium vermittelten Wissens ein?

1	2	3	4	5
1	7	3		

sehr hoch ... sehr

4) Wieviel des vermittelten Wissens konnten Sie selbst schon bei Ihrer Arbeit anwenden?

1	2	3	4	5
3	5	1	2	

höchster Anteil ... geringen Anteil

5) Sehen Sie in Ihrem direkten Arbeitsumfeld Möglichkeiten, das Erlernte umzusetzen?

1	2	3	4	5
6	3		2	

sehr Möglichkeiten ... wenig Möglichkeiten

— In welchem Bereich?
→ Informationsmanagement, Gesundheitsökonomie, Organisationsstruktur, Programmierung, Statistik, KIS, PM, DRG, Systemdesign

— mit welcher(n) Methode(n)?
→ Programmierung, PM, KIS, Bildverarbeitung, Statistik, Modellierung

Marktstudie
zum Studiengang
„erneuerbare Energien“



01.12.2008 - 31.03.2009

Nadine Schönfeld
Mike Pias

Intro: Training Need and Demand Assessment

Before a new curriculum or a new study program is set up, the training needs and the demand for new topics and/or qualified professional staff (engineers) have to be assessed.

Here are examples of how the training need and demand were assessed by the Institute of Distance Education of the University of Applied Sciences in Berlin.

With this training and the demand assessment, the work of the curriculum commission was enriched and, based on the data, the importance and credits were given to the different subjects.



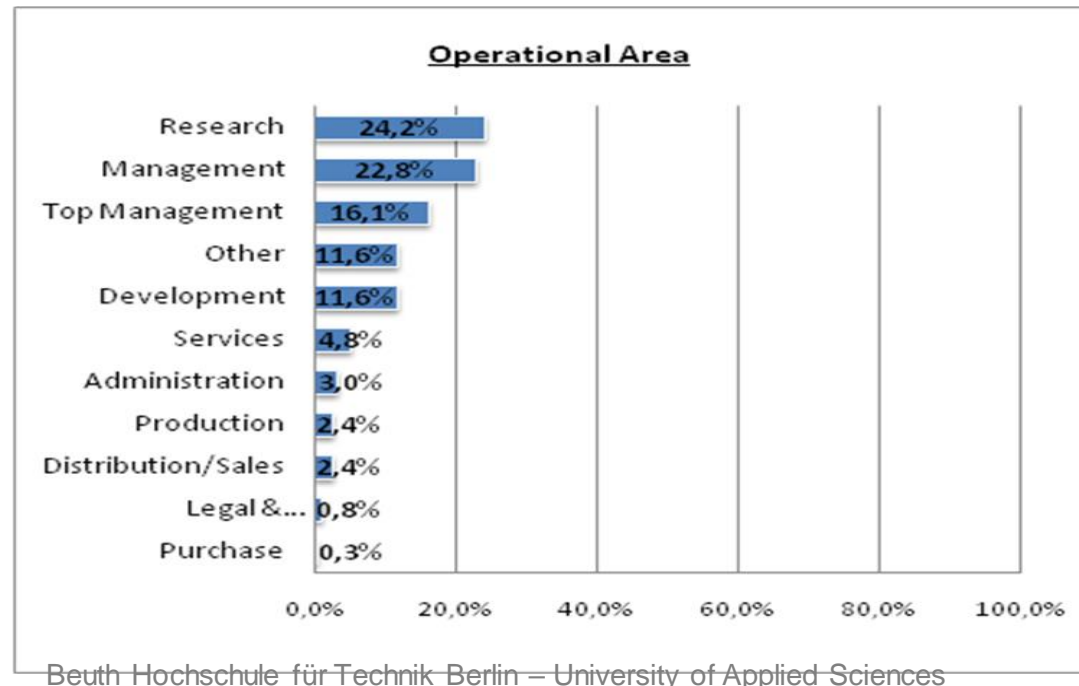
Example 1: Training Need and Demand Assessment

Training Need Assessment (TNA)

- The especially designed international questionnaire was sent to selected professionals working in field emerging into renewable energies and energy efficiency. 383 persons responded to the questionnaire. The distribution was 203 persons from Asia, 86 from South America, 43 from Africa and 31 from Central America. Out of them 296 were male and 77 female with ten persons not mentioning their sex.
- The survey participants who responded were working in different organisations and held different positions in their working environment.

Example 1: Training Need and Demand Assessment

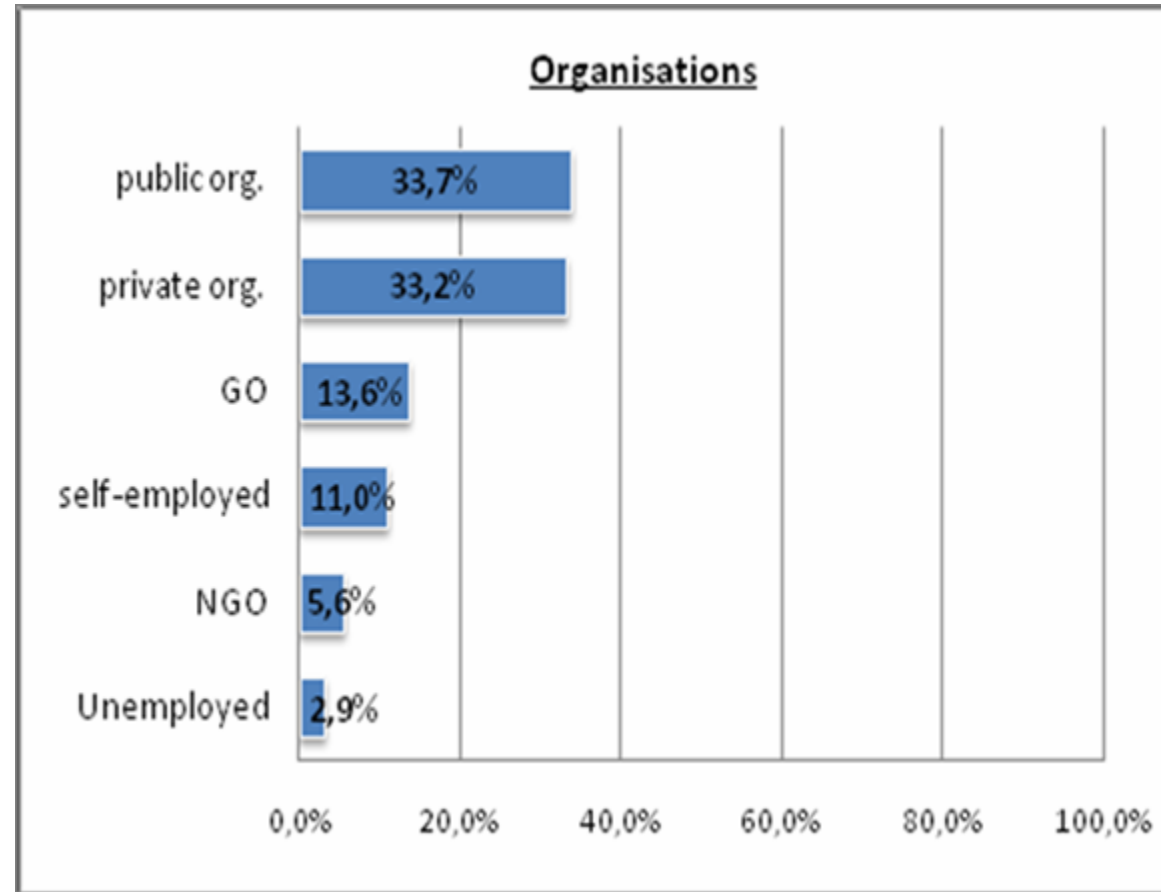
- Training Need Assessment (TNA)
- selected professionals working in field emerging into renewable energies and energy efficiency
- 383 persons responded to the questionnaire.



Organisational background
of the survey participants

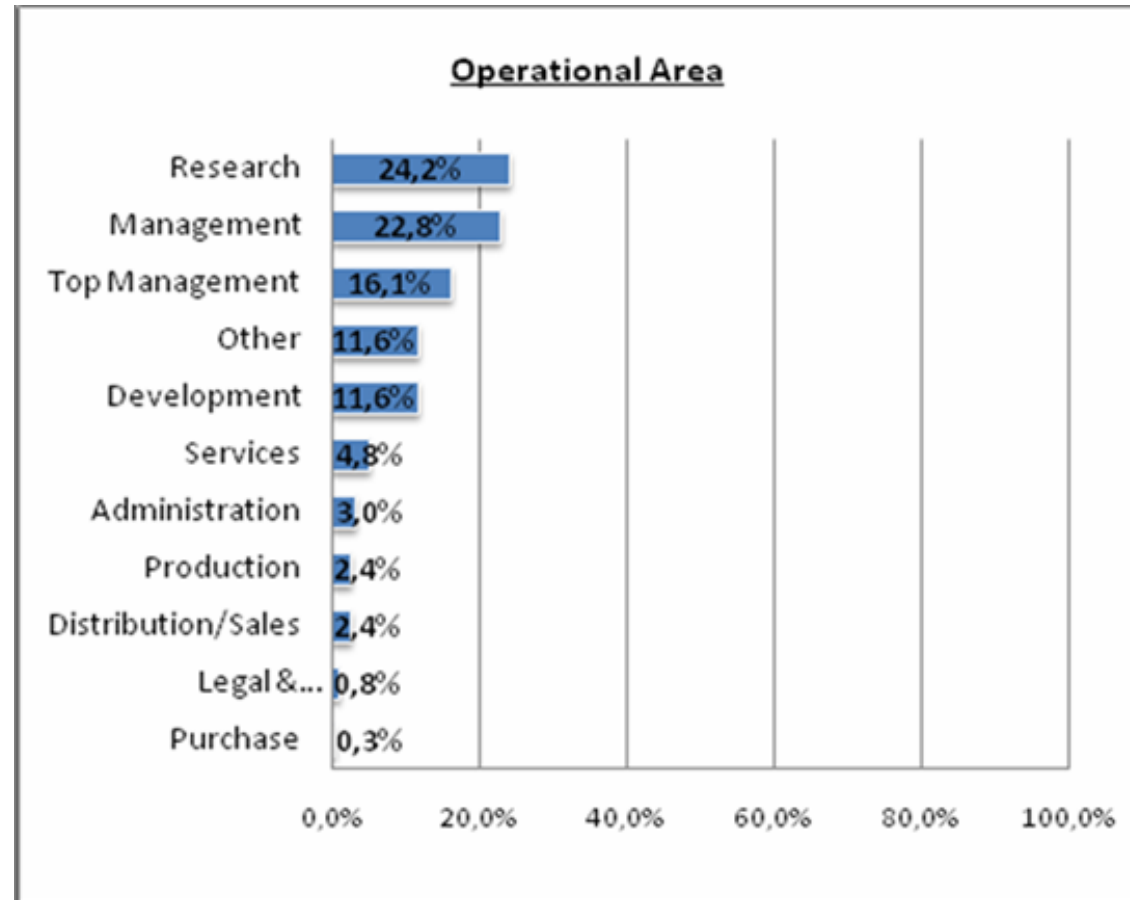
Training Need and Demand Assessment Example

Organisations of the survey participants



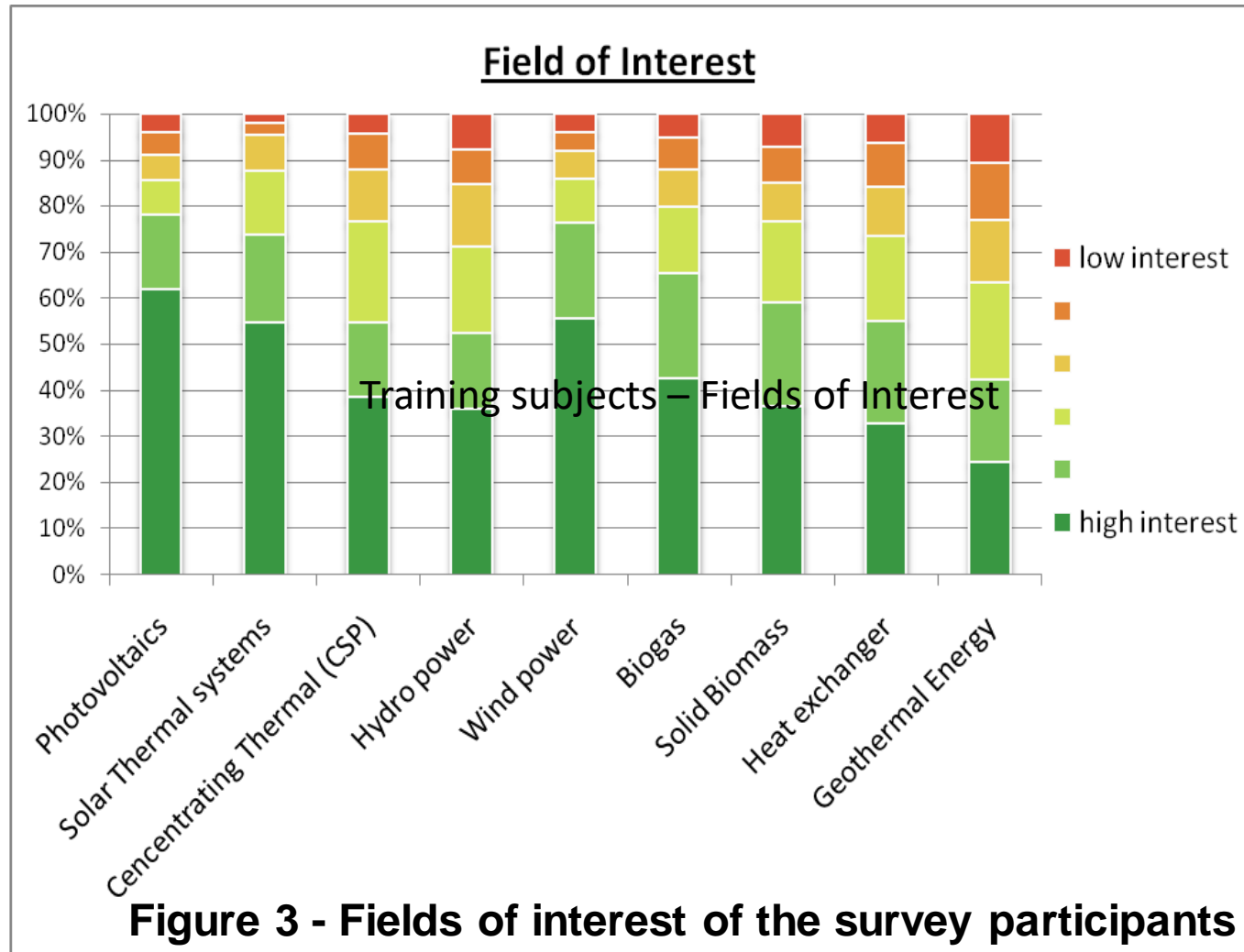
Training Need and Demand Assessment Example

Professional Background

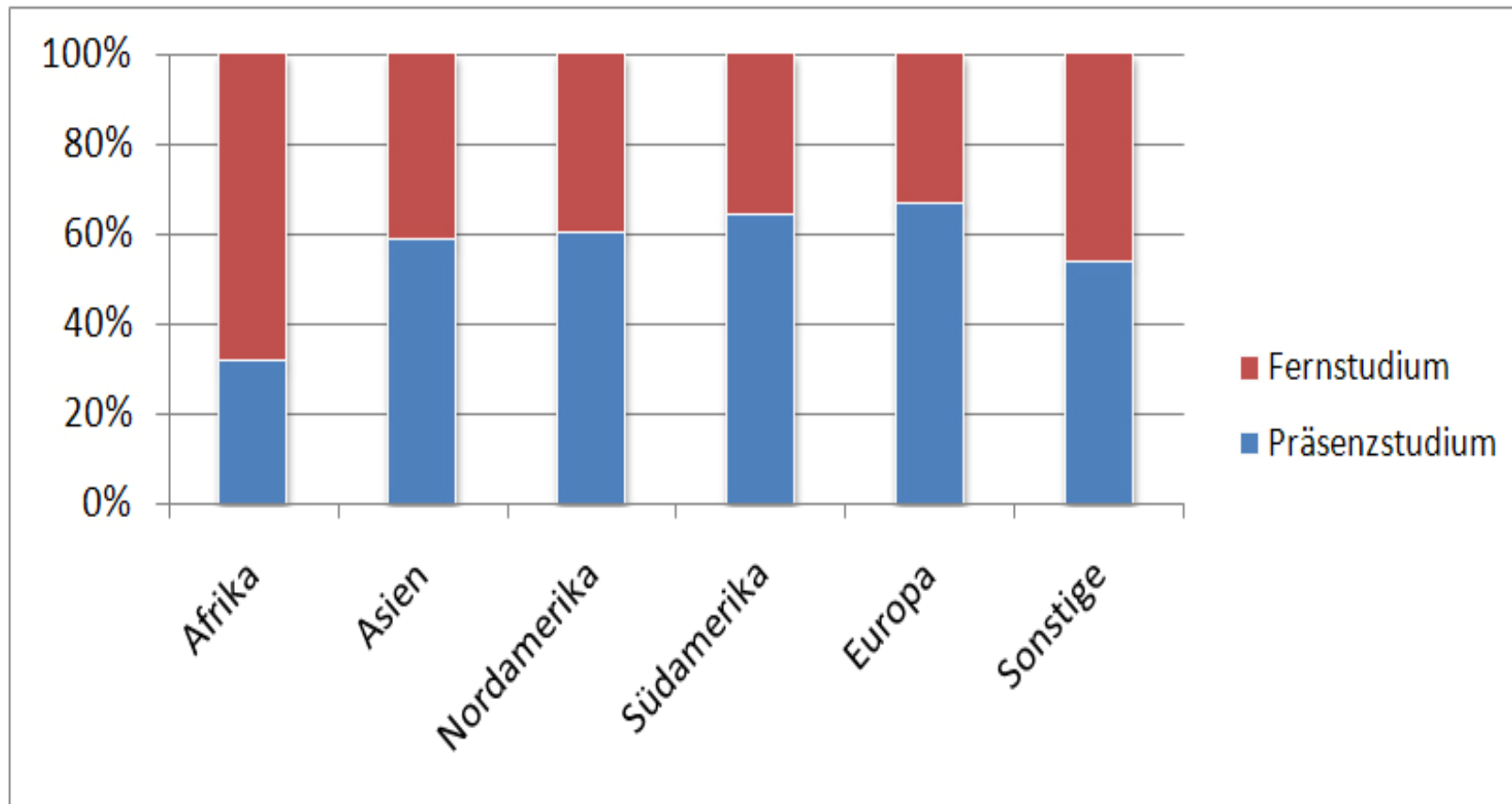


Training Need Assessment (TNA)

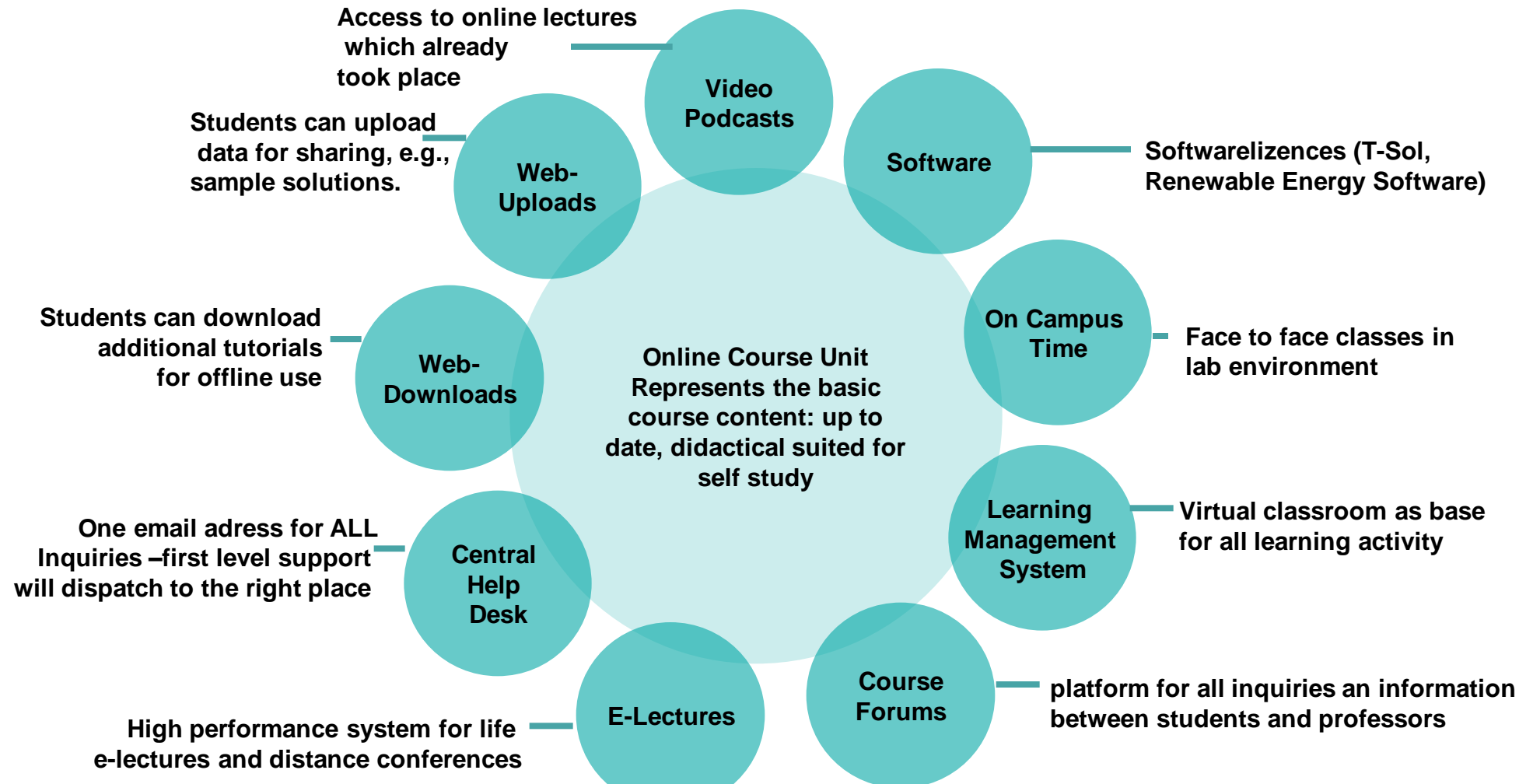
Training subjects – Fields of Interest



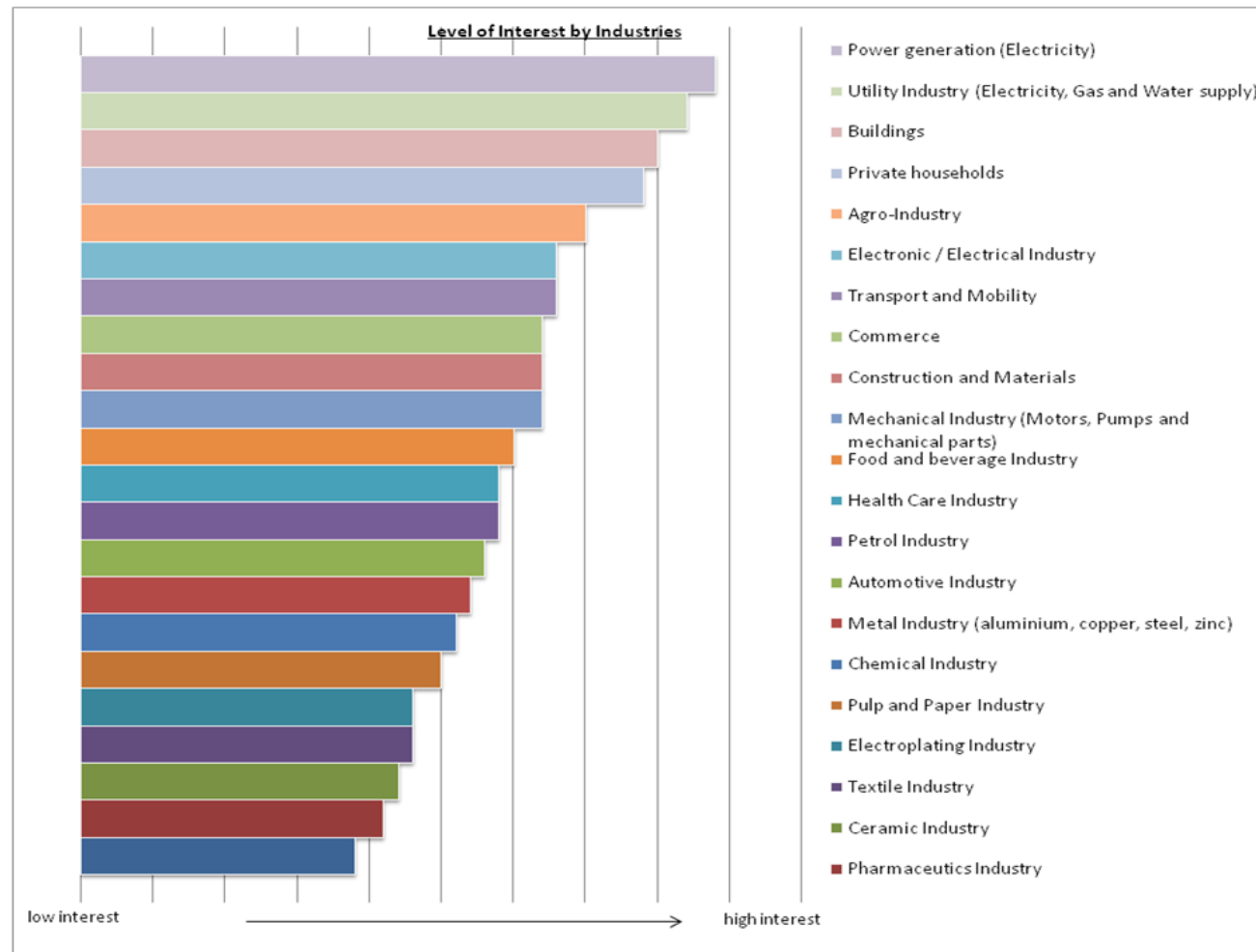
Presence or Blended Learning Formate



Online Courses - Blended Learning Concept



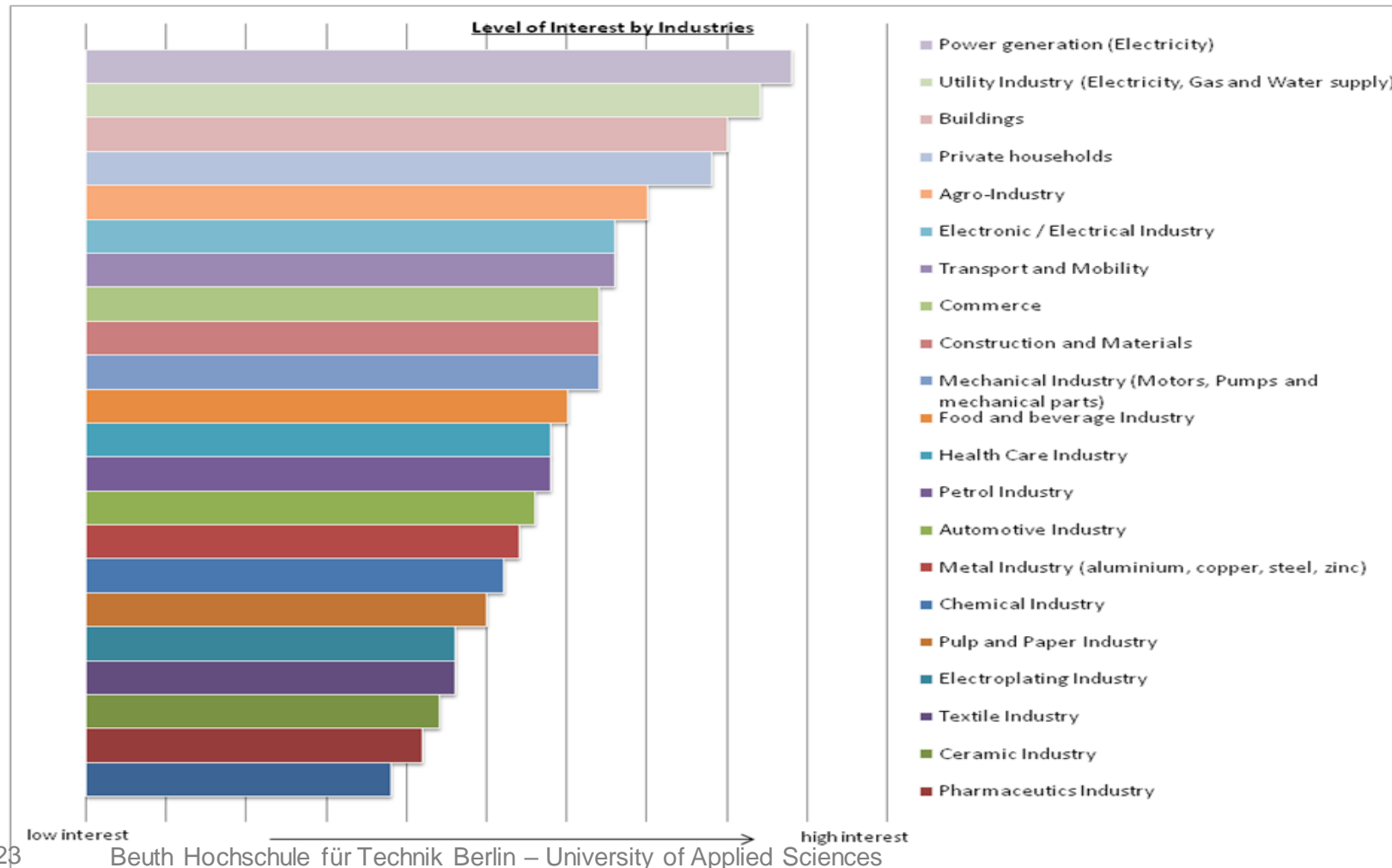
Training subjects – Industrial Sectors



20-09-2023

Beuth Hochschule für Technik Berlin – University of Applied Sciences
Preference of industrial sectors by the survey participants

Training subjects – Industrial Sectors



Regional Distribution

Who is doing what and in which region, area, and city?

- important/strong "competitor,,
- Weak Competitor

University, either public or private

Tuition fees (yes/no)

- Technical Expertise
- Management Expertise
- Study Formats

9 Anhang

9.1 Visualisierung der Wettbewerberbeschreibung

Legende der Google-Pins:

- sehr wichtiger Wettbewerber
- wichtiger Wettbewerber
- schwacher Wettbewerber
- kein Wettbewerber
- Fernstudieninstitut Berlin

„Allgemeine Wettbewerber“ des Fernstudieninstituts Berlin



Quelle: <http://maps.google.de/maps?hl=de&tab=wl>

Ranking Studies over the whole Country / Region

- Ranking of Universities with respect to the planned study programme / curriculum
- Bachelor / Master or Postgraduate Diploma or Certificate Course
- Presence / blended Learning or Online Learning Formats

Die „Allgemeinen Wettbewerber“ wurden durch die Eingabe des Suchbegriffs "Fernstudium" bei Google ermittelt. Die anschließende Kategorisierung erfolgt anhand von Vergleichen des Angebots und des Bekanntheitsgrads.

Bei der konkreten Wettbewerberbeschreibung für die drei Masterstudiengänge wurde zusätzlich zu der gängigen Recherche mit Google auch mit der Suchmaschine für Studiengänge (www.studieren.de) gearbeitet, um eine möglichst hohe Vergleichbarkeit der Angebote zu erzielen.

Eine Erläuterung zu den analysierten Wettbewerbern wurde aufgrund der Angebotskomplexität nur bei den „Allgemeinen Wettbewerbern“ vorgenommen. Ein eindeutiger Überblick über die momentane Wettbewerbersituation für die drei Master-Studiengänge wird durch eine Visualisierung mit Google erstellt. Im Anhang befinden sich die Visualisierungen der Wettbewerberbeschreibungen.

Top 10-Ranking „Allgemeine Wettbewerber“

	Wettbewerber	Fernstudium	Studienangebot	Abschluss
1.	FernUniversität Hagen	x	Breites Spektrum	Diplom / Bachelor / Master
2.	Institut für Lernsysteme (ILS)	x	Breites Spektrum	interne, staatl. Abschlüsse
3.	Studiengemeinschaft Darmstadt (SGD)	x	Breites Spektrum	Zertifikate, IHK-Abschlüsse etc.
4.	AKAD	x	BWL, Ingenieurwissenschaften, Finanzmanagement	Diplom / Bachelor / Master
5.	Fachhochschule Nordhessen	x	Breites Spektrum	Diplom / Bachelor / Master
6.	Akademie für Fernstudien	x	Breites Spektrum	Zertifikat
7.	Allfinanz Akademie	x	Management, Finanzmanagement	Master
8.	Europäische Fernhochschule Hamburg	x	Europäische BWL, Wirtschaftsrecht	Diplom / Bachelor / Master
9.	Fernakademie Klett	x	BWL, Wirtschaftsrecht, Intern. Management	Diplom / Bachelor
10.	Wilhelm-Büchner-Hochschule	x	Informatik, Mechatronik, Elektrotechnik	Diplom / Bachelor

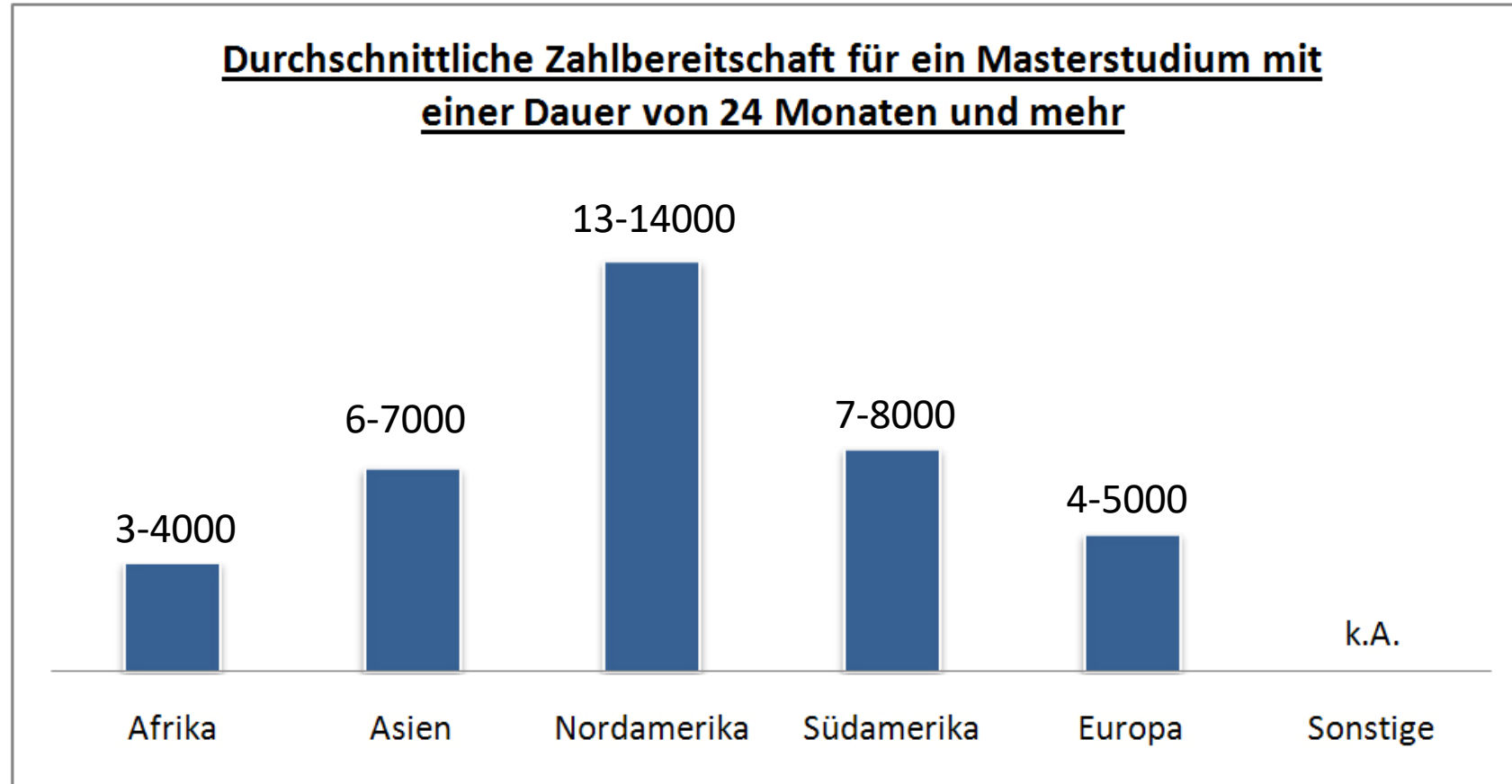
Top 10-Ranking Wettbewerber „Industrial Engineering“

	Wettbewerber	Fernstudium	Präsenzstudium	Abschluss
1.	Fachhochschule Kiel	x		Master
2.	Fachhochschule Lübeck	x		Master
3.	Virtuelle Hochschule Bayern	x		Master
4.	Fachhochschule Regensburg		x	Master
5.	Fachhochschule Trier		x	Master
6.	Hochschule Ulm		x	Master
7.	Rheinische Fachhochschule Köln		x	Master
8.	Universität Stuttgart		x	Zertifikat
9.	REFA Nordwest e.V.		x	Urkunde
10.	Fachhochschule Bremen		x	Diplom

Top 10-Ranking Wettbewerber „Computational Engineering“

	Wettbewerber	Fernstudium	Präsenzstudium	Abschluss
1.	Fachhochschule Landshut		x	Master
2.	Friedrich-Alexander-Universität-Erlangen-Nürnberg		x	Master
3.	Leibniz Universität Hannover		x	Master
4.	Ruhr Universität Bochum		x	Master
5.	Technische Universität Darmstadt		x	Master
6.	Technische Universität Dresden		x	Master
7.	Universität Rostock		x	Master
8.	Hochschule Furtwangen		x	Bachelor
9.	Rheinisch-Westfälische Technische Hochschule Aachen		x	Bachelor
10.	Steinbeis – Transferzentrum Stuhr		x	Zertifikat

Tuition fees for Study Programmes



Example 2: Training Need Assessment and Demand Survey

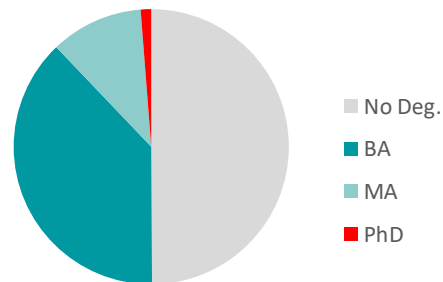
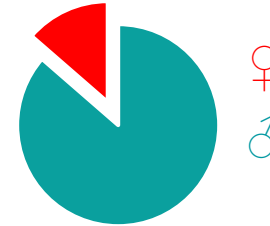
- **General purpose of the survey**

What are the market needs for a Master Graduate in the field of RE/EE?

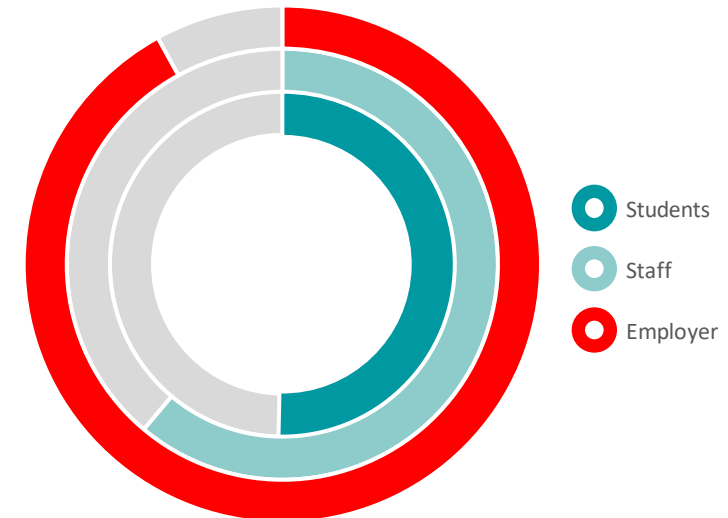
- Perspectives of different status groups
 - Students.
 - University staff.
 - Employers.
- Technical Expertise
- Management Expertise
- Study Formats

Participants and sample

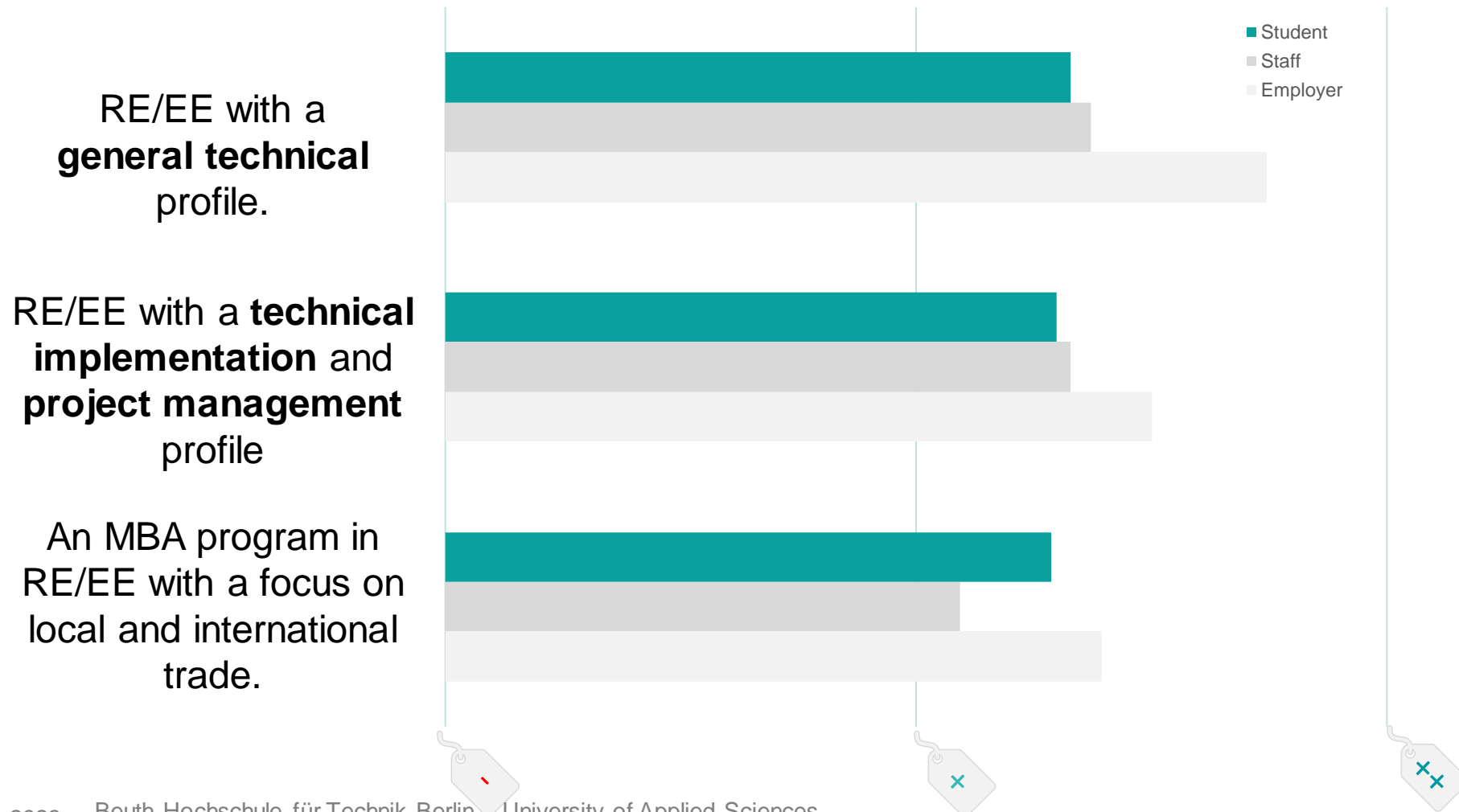
- **573 participants** took part in the survey.
 - 440 students
 - 83 university employees
 - 50 employers
- We sampled different
 - Universities and Provinces.
 - Levels of education.
 - Levels of technical expertise.



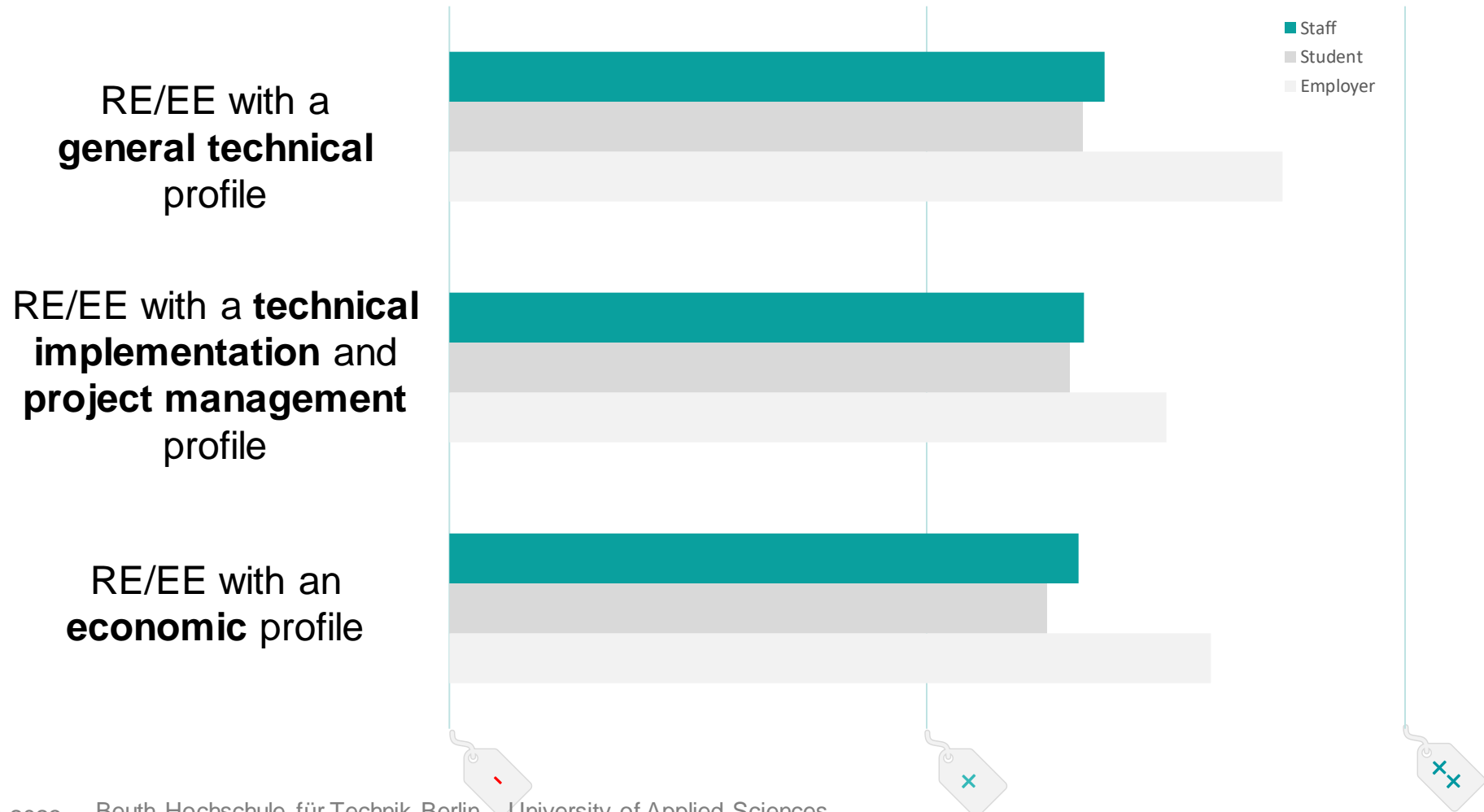
Expert Knowledge in RE



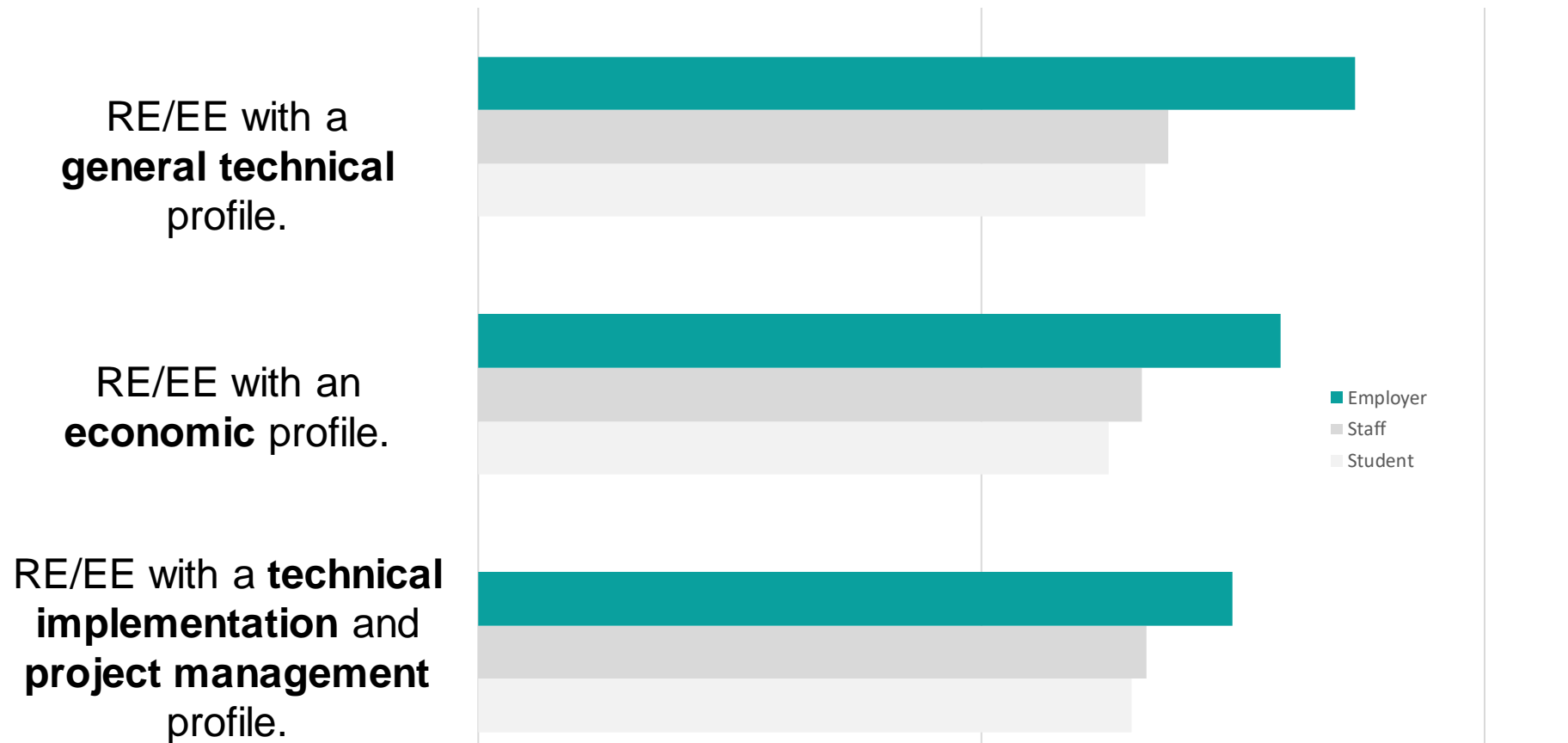
Top 3 Programs in RE/EE– Student View



Top 3 Programs in RE/EE– Staff View



Top 3 Programs in RE/EE– Employer View



Program Focus

All status groups agree on two favorite programs.

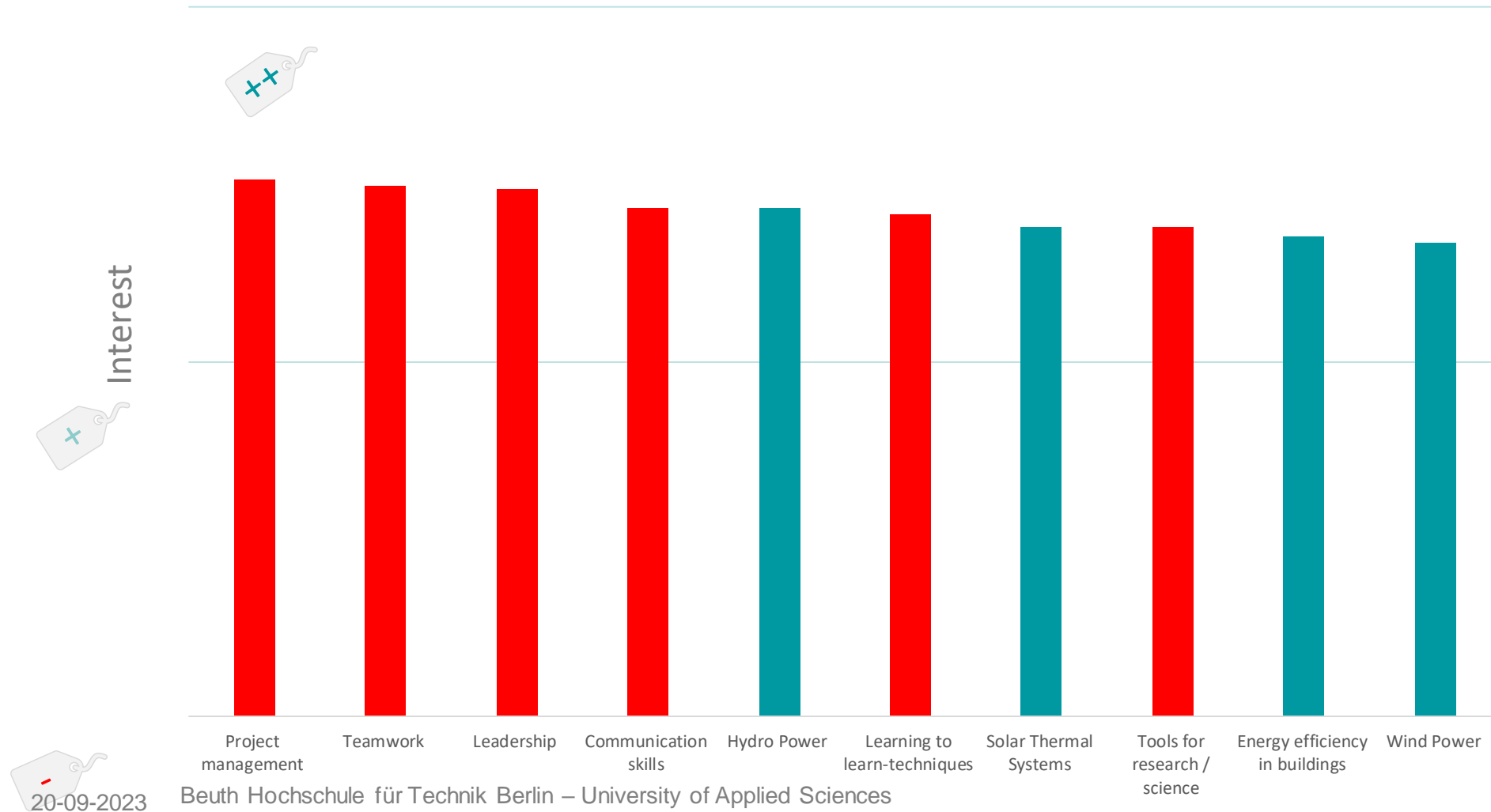


- An RE/EE postgraduate program with a...
 - Technical engineering
 - and a Project Management Profile

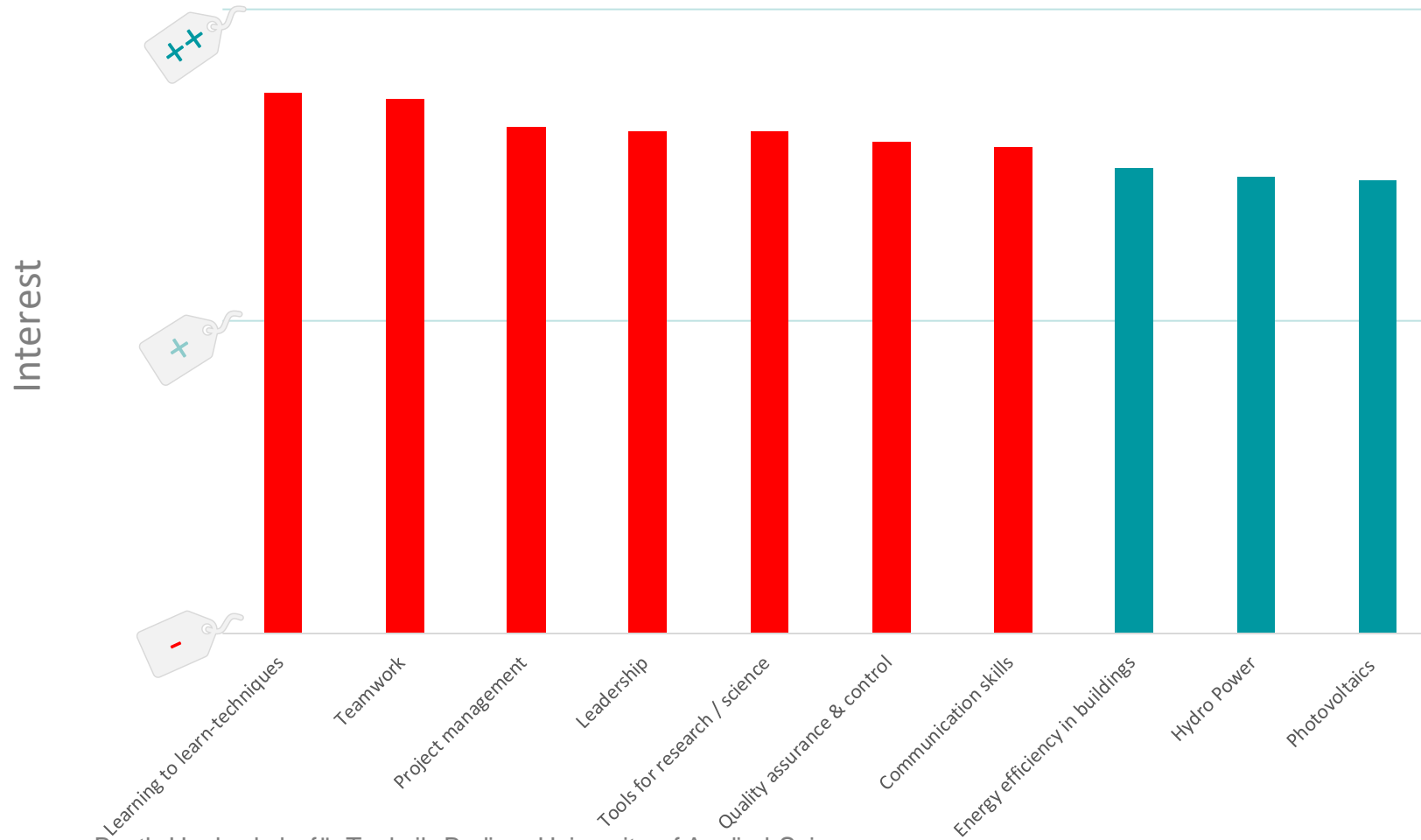


- And a **RE/EE postgraduate program** with a...
 - Focus on (green) business and finance
 - Management profile
 - Including legal and political RE/EE aspects (framework, support mechanisms)

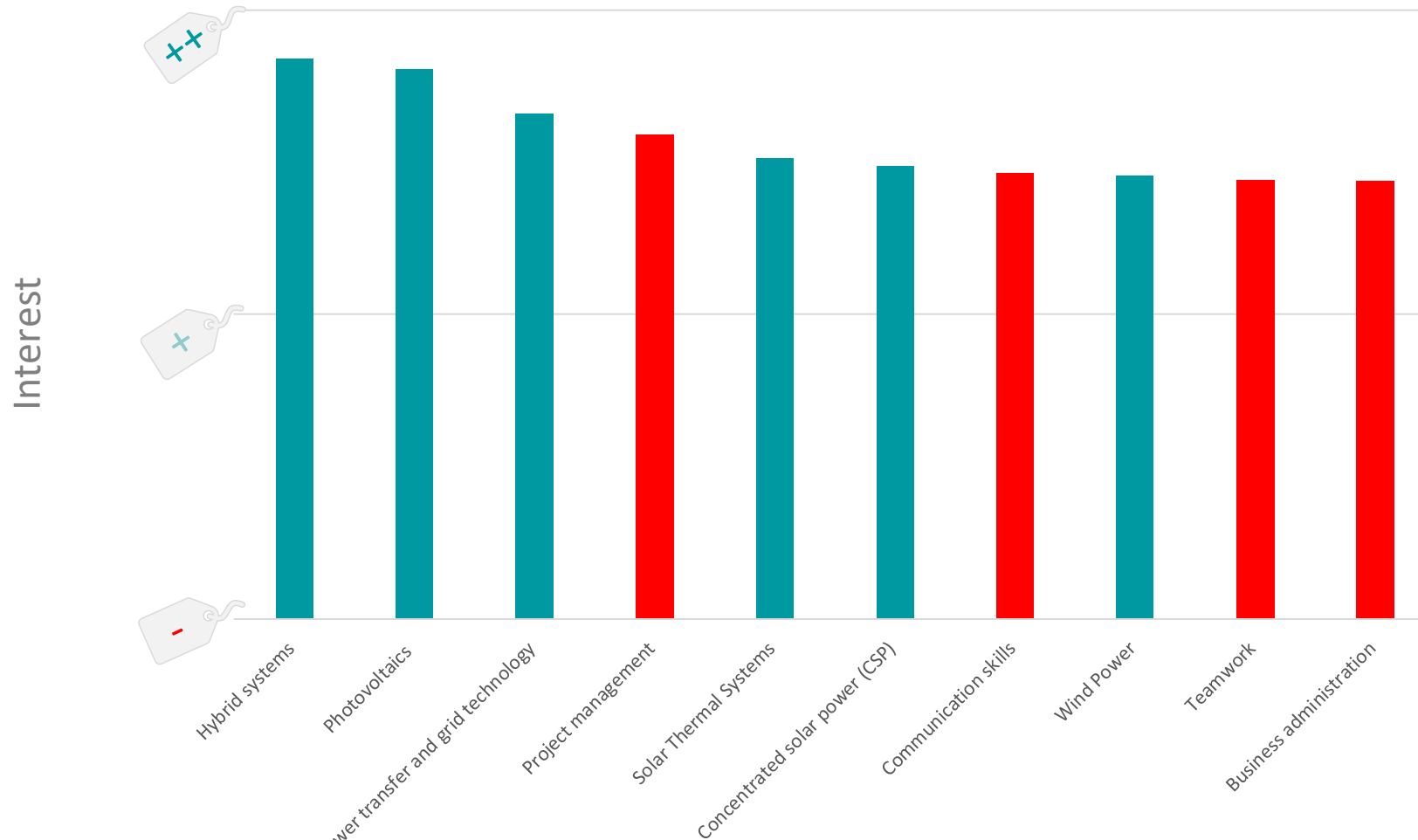
Skills needed for a RE/EE Master – Student View



Skills needed for a RE/EE Master – Staff View



Skills needed for a RE/EE Master – Employer View



Two RE / EE Competence Clusters



Technical and engineering skills
for RE/EE infrastructure
installation

RE/EE



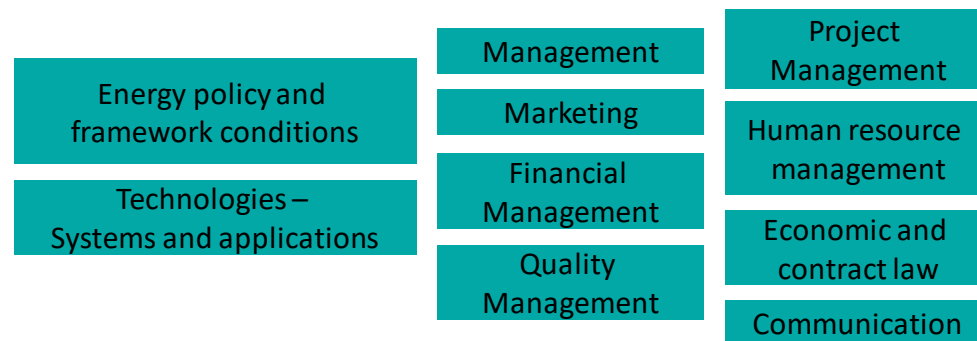
Master



Framework, finance and
business skills for the
management of RE/EE

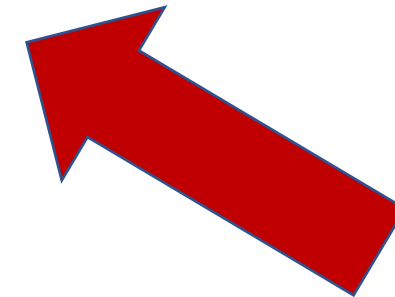
Master of Business Administration Renewable Energies

- cooperation with the department of business administration and social sciences.
- It is designed for participants with a bachelor's degree and at least one year of relevant work experience.
- delivering the skills and knowledge necessary for successful future business leaders in the field of renewable energy and energy efficiency.
- Start of the MBA Renewable Energy: October 2011.



Results

- Demand oriented training through the results of training need survey (TNA)
- Worldwide high demand in renewable energy and energy efficiency training
- Online based training units as efficient engineering education worldwide
- Training programme as success story for modern engineering education
- Training programme continues expanding on up to 200 countries
- Master Study Program



**Training needs
and demands
were
assessed!**

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