

Basic questions on the professionalization background and on the identification of standards have to be answered in order to model and assess competence profiles at university level. The speech focuses on three points: First of all, examples from the field of developmental psychology and educational psychology will be adapted to the need of teachers, so that a resource model can be created that meets the scale and quality of competence profiles. The difference between competence and knowledge will be a main focus. Second, it will be demonstrated how the Delphi method can identify vital competences. Such methods should be used across universities. Third, I would like to discuss the question if the advocacy approach for measuring competencies can be implemented in this context as well. This approach is based on the assumption that the individual situation defines the competence profiles, which therefore should be defined from the bottom-up. Their selection must above all justify the modeling, assessment and use. Finally the Fribourg profession model for trainees shall be put in context with the approach of performance-oriented assessment.