

Professions, occupations and training pathways in Germany

Vocational education and training in Germany

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1. Occupational fields in Germany

 Agriculture, nature, environment	 Business, administration
 Production, manufacturing	 Transport, logistics
 Construction, architecture, surveying	 Services
 Metal working, engineering	 Health
 Electrical	 Social, pedagogy
 IT, computers	 Social sciences, humanities
 Natural sciences	 Art, culture, design
 Technology, fields of technology	 Media





2. The German Qualifications Framework (DQR)

An instrument for the alignment of qualifications in the German education system

Orientation and transparency of qualifications and competencies

Eight reference levels which correspond to the European Qualifications Framework (EQF)

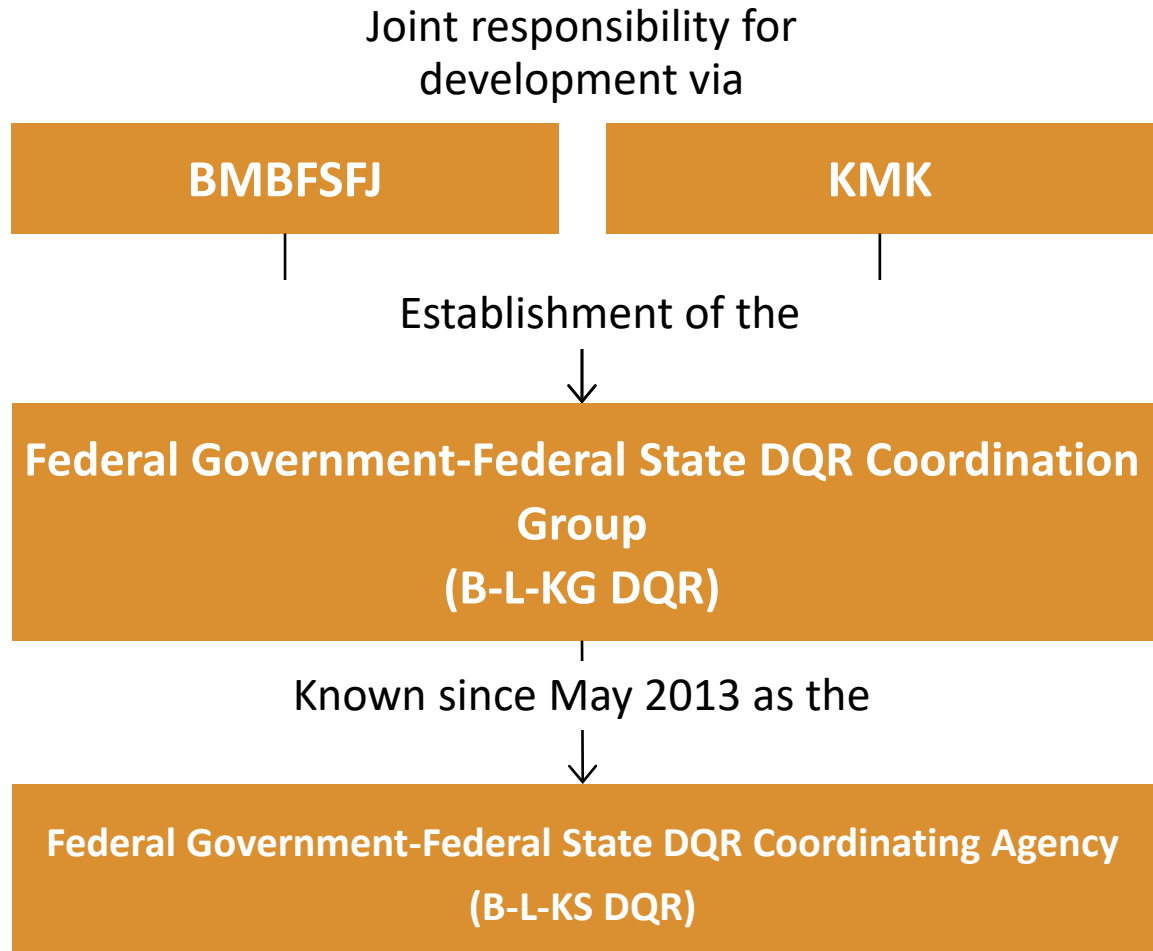
Creates international comparability

Ensures greater occupational mobility in Europe



2. The German Qualifications Framework (DQR)

DQR stakeholders: overview



Further stakeholders

Institutes of higher education and VET institutions

Social partners and trade and industry associations

Experts from academic research and practice

- ▶ Decisions are discussed in the **German Qualifications Framework Working Group (AK DQR)**
- ▶ Over 100 experts involved in working groups



2. The German Qualifications Framework (DQR)

DQR stakeholders

Federal Government-Federal State DQR Coordinating Agency (B-L-KS DQR)

Function

- ▶ National coordinating body for the implementation of the European Qualifications Framework (EQF) in Germany

Establishment

- ▶ Joint resolution adopted by the Federal Government and the federal states (1 May 2013)

Tasks

- ▶ Support for implementation of the DQR
- ▶ Scrutiny of alignment of qualifications for the purpose of ensuring consistency
- ▶ Management of the Index of Aligned Qualifications
- ▶ Information on current developments

Members

- ▶ Federal Ministry for Education, Family Affairs, Senior Citizens, Women and Youth (BMBFSFJ)
- ▶ Federal Ministry for Economic Affairs and Energy (BMWE)
- ▶ Standing Conference of the Ministers of Education and Cultural Affairs (KMK)
- ▶ Conference of the Ministers of Economic Affairs (WMK)



2. The German Qualifications Framework (DQR)

DQR stakeholders

German Qualifications Framework Working Group (AK DQR)

Central platform

Involvement of all relevant stakeholders from

- ▶ General education
- ▶ Higher education
- ▶ Initial and continuing vocational education and training
- ▶ Social partners and trade and industry associations
- ▶ Academic research and practice

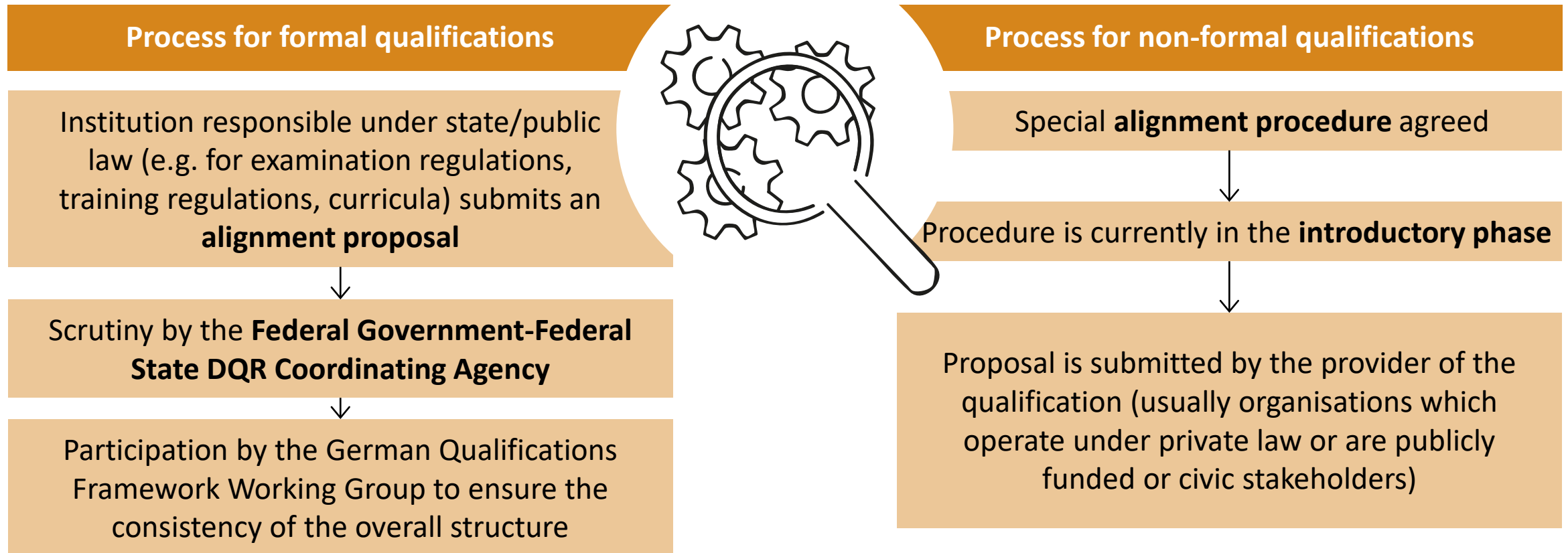
Tasks

- ▶ Preparation of all important decisions relating to development and implementation of the DQR
- ▶ Collaboration on the basis of the consensus principle



2. The German Qualifications Framework (DQR)

Alignment procedures



2. The German Qualifications Framework (DQR)

DQR descriptors

Level	Knowledge	Skills	Social competence	Autonomy
1	General basic knowledge	Carry out simple tasks in accordance with instructions	Basic cooperation in familiar situations	Primarily under supervision
2	Basic professional knowledge in one area	Apply simple rules, initial problem solving	Working in manageable groups	Operating independently in some cases, with support
3	Broad fundamental professional knowledge	Solve routine tasks, apply methods	Collaboration and networking with others	Autonomous action in familiar situations
4	Extended and more detailed professional knowledge	Process tasks methodically, solve known problems	Coordination of work processes, team communication	Operate independently and responsibly in stable contexts
5	Integrated professional knowledge, interfaces with other areas	Process complex tasks, transfer skills	Instruct and advise others	Responsibility for own learning and work processes
6	In-depth professional expertise or broad scientific knowledge	Analyse complex problems, develop solution strategies	Responsibility in teams, project management	High degree of independence and responsibility
7	Highly specialised interdisciplinary knowledge	Research and development, design new procedures	Technical leadership, coordination of complex discussions	Independent responsibility for complex projects
8	Completely specialised research-based knowledge at the highest level	Innovation, development of new theories and methods	Leadership role in scientific and professional communities	Highest degree of autonomy, responsibility for further development of knowledge and practice





2. The German Qualifications Framework (DQR)

Systematisation by degree of complexity and type of task

DQR 1-2	DQR 3	DQR 4
No training – unskilled tasks	Dual (= company-based) training occupation (2 years)	Dual (= company-based) training occupation (3–3.5 years)
e.g. harvest worker, kitchen assistant/assistant cook, relief waiter, electrician’s assistant*	e.g. specialist in the hospitality services industry, warehouse operator, construction finishing worker, sales assistant for retail services, skilled metal worker*	e.g. farmer, cook, warehouse logistics operator, mechatronics engineer for refrigeration technology, plant mechanic
		or: (full-time) school-based training occupation
		e.g. agricultural technical assistant, food technical assistant, hotel management assistant, technical commercial assistant in buildings services, mechatronics assistant – specialising in maintenance and service*

* The occupations within the same occupational field stated here do not necessarily build upon one another. They represent occupations at the different reference levels in the respective occupational field which are cited as examples.



2. The German Qualifications Framework (DQR)

Systematisation by degree of complexity and type of task

DQR 5	DQR 6	
Specialised higher qualification	Upgrading training leading to a qualification at master craftsman level	or: Upgrading technical training
e.g. certified professional specialist – IT specialist, service technician, dietary cook, service technician for wind turbine engineering, interior design consultant (Chamber of Industry and Commerce, IHK)	e.g. Bachelor Professional, master craftsman qualification in agriculture, master chef, master craftsman qualification in restaurant management, master craftsman qualification in electrical engineering	e.g. Bachelor Professional, agricultural engineering technician, food technology technician, building systems engineering technician
	or: Upgrading commercial training	or: Academic course of study leading to a Bachelor's degree at a university of applied sciences/institute of higher education
	e.g. Bachelor Professional in Agricultural Accountancy, Bachelor Professional of Business, Bachelor Professional of Management for Industry, Bachelor Professional in Publishing, Bachelor Professional of Accounting	

* The occupations within the same occupational field stated here do not necessarily build upon one another. They represent occupations at the different reference levels in the respective occupational field which are cited as examples.





2. The German Qualifications Framework (DQR)

Systematisation by degree of complexity and type of task

DQR 7		DQR 8
Advanced upgrading training	or: Academic course of study leading to a Master's degree at a university of applied sciences/institute of higher education	Doctorate at an institute of higher education
e.g. Master Professional in Technical Business Management, Master Professional in Commercial Business Management, Master Professional of Vocational Training*	e.g. Master of Science (MSc.) in Agriculture*	e.g. Doctor of Agricultural Sciences (Dr. agr.), Doctor of Economics (Dr. oec.), Doctor of Nutritional Science (Dr. oec. troph.), Doctor of Engineering (Dr. Ing.)*

* The occupations within the same occupational field stated here do not necessarily build upon one another. They represent occupations at the different reference levels in the respective occupational field which are cited as examples.





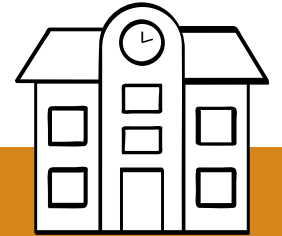
3. Two types of initial training



Dual training

- ▶ 70% company – 30% vocational school
- ▶ Training allowance
- ▶ Governed by federal laws
- ▶ 324 occupations*, including approximately:
 - ▶ 130 craft trade occupations
 - ▶ 250 industrial and technical occupations (some of which are identical to craft trade occupations)
 - ▶ 50 commercial occupations

* Overlaps in some cases



School-based training

- ▶ Large proportions of company-based practical phases in some cases
- ▶ Training allowance paid in the healthcare sector/otherwise no allowance or fees payable
- ▶ Governed by laws of the federal states
- ▶ Approx. 70 occupations in the areas of:
 - ▶ Technology
 - ▶ Foreign languages
 - ▶ Design
 - ▶ Commercial occupations
 - ▶ Healthcare, social sector, body care



4. Company-based training in the dual system

Craft trade occupations

130 occupations which predominantly lie within the areas of responsibility of the chambers of crafts and trades, the guilds and the district craft trade associations in the following areas:

- ▶ Wood-working sector
- ▶ Construction and finishing trades
- ▶ Electrical and metal-working sectors
- ▶ Clothing, textiles and leather



- ▶ Glass, paper, ceramics and allied trades
- ▶ Chemical and cleaning sector
- ▶ Healthcare and body care
- ▶ Food

Access: no formal restrictions

- ▶ Company providing training decides what prior school learning applicants will require

- ▶ Around **25%** of all trainees enter training in a craft trades occupation





4. Company-based training in the dual system

Industrial and technical occupations

Around 250 occupations (some of which are identical to craft trade occupations) in which training takes place at industrial or other major companies.

For example:

- ▶ Plant mechanic
- ▶ Biological laboratory technician
- ▶ Chemical technician
- ▶ Electronics technician for industrial engineering



- ▶ Skilled metal worker
- ▶ Machine and plant operator
- ▶ Mechatronics fitter
- ▶ Production technologist
- ▶ Materials tester

Access: no formal restrictions

- ▶ Company providing training decides what prior school learning applicants will require

- ▶ Around **60%** of all trainees enter training in an industrial and technical occupation

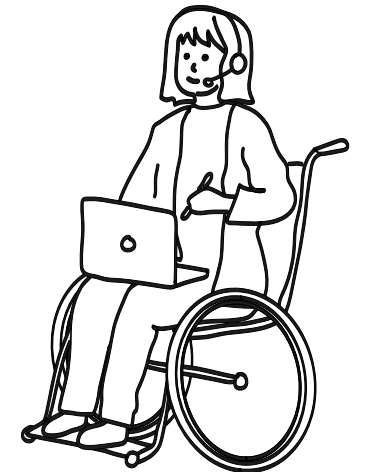


4. Company-based training in the dual system

Commercial occupations

50 occupations (depending on how these are counted) or more. For example in the following areas:

- ▶ Trade (retail, wholesale and foreign trade, industry)
- ▶ Office and administration
- ▶ Finance, controlling and law (banks, insurance companies, legal system)
- ▶ Health management
- ▶ Logistics and transport (forwarding and logistics services)
- ▶ Real estate
- ▶ Hotels and restaurants
- ▶ Leisure and tourism



Access: no formal restrictions

- ▶ Company providing training decides what prior school learning applicants will require
- ▶ An intermediate or higher secondary school leaving certificate is frequently demanded.



5. School-based training

Specialist healthcare professions

The following areas can be differentiated:

- ▶ regulated professions → may only be exercised by persons with a state-recognised training qualification

- ▶ Areas:

- ▶ Nursing, emergency medical services and midwifery
- ▶ Technical medical assistant occupations
- ▶ Physical and language therapy



- ▶ Further areas:

- ▶ Commercial occupations/healthcare management
- ▶ Craft trade occupations in the healthcare sector

Duration of training: usually three years

Access: usually an intermediate secondary school leaving certificate

Alongside the classical nursing professions, this category also includes the fields of speech therapy, occupational therapy and physiotherapy and the occupations of paramedic, podiatrist and dietary assistant.



5. School-based training

Further occupations:

Around 50 occupations with a large practical component, e.g. in the following areas:

- ▶ Technical media assistant
- ▶ Pharmaceutical, chemical or technical biological assistant
- ▶ Information technology assistant
- ▶ Technical ship's operations assistant
- ▶ Commercial management assistant
- ▶ European management assistant
- ▶ European secretary
- ▶ Hotel management clerk
- ▶ Nursing assistant occupations
- ▶ Social assistant
- ▶ Creative occupations (e.g. ceramics maker, designer)
- ▶ Occupations in the field of sport (e.g. performing artist, dancer, gymnastics teacher)

Duration of training: one to three years (depending on whether training takes place on a full-time or part-time basis).

Access: **predominantly an intermediate secondary school leaving certificate**





5. School-based training

Higher VET pathways

Certified Professional Specialist [DQR 5]

- ▶ Period of learning 400 hours
- ▶ Mainly in the IT sector

Bachelor Professional [DQR 6]

- ▶ Admission after achievement of DQR 4
- ▶ Period of learning at least 1,200 hours
- ▶ **Master craftsman qualification crafts and trades sector**
 - ▶ 1–3.5 years
 - ▶ Full-time or in-service
- ▶ **Technician**
 - ▶ Varying duration
 - ▶ Full-time or in-service
- ▶ **Bachelor Professional qualifications**
 - ▶ Varying duration
 - ▶ Full-time or in-service

Master Professional [DQR 7]

- ▶ Admission after achievement of DQR 6
- ▶ Period of learning at least 1600 hours



6. Opportunities for continuing training and career advancement

Transition to the academic branch of education

Transition from VET to academic education WITHOUT a higher education entrance qualification

- ▶ Access via upgrading training
 - ▶ e.g. master craftsman qualification in the craft trades (Bachelor Professional) or a comparable advanced qualification pursuant to the Vocational Training Act (BBiG) or the Crafts and Trades Regulation Code (HwO) or in the field of the healthcare professions governed by federal state law
 - ▶ General access to higher education
- ▶ Access on the basis of professionally relevant vocational education and training and occupational activity
 - ▶ At least two years of VET followed by at least three years of practical experience in the occupation in which training has taken place or in a professionally relevant occupation
 - ▶ Consultation meeting, admission examination or trial period of study may be necessary
 - ▶ Access to a course of higher education study of professional relevance to the vocational qualification/occupational activity



6. Opportunities for continuing training and career advancement

Other continuing training pathways

School/vocational qualifications via the second chance route

- ▶ e.g. Training for higher level tasks
- ▶ On an in-service basis at evening schools, full-time or at colleges or with training providers



Retraining

- ▶ Training for task other than the task previously trained for and practised
- ▶ For health or labour market-related reasons
- ▶ Duration of training usually reduced by a third because of the prior vocational learning



Further information

This presentation, further presentations and information on German vocational education and training and international VET cooperation are all available on our website at:

www.govet.international/en

Sources

- ▶ BIBB Data Report ([link](#))
- ▶ VET Report BMBFSFJ ([link](#))
- ▶ KMK ([link](#))
- ▶ BMFTR Data Portal ([link](#))
- ▶ Destatis statistics on VET ([link](#))



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