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WP2: Best Practice Kit

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Introduction

Best Practice Kit

A Best Practice Kit is a methodology we want to use as a step-by-step process to tackle challenges, recording at each stage what works and what doesn't, sharing the results and then repeating the successful formula for the Master school Model in the regions of Posavje, Zagreb and Zagreb County and Bačka. Project partners have identified Germany as the good practice example based on numerous CEDEFOP and other institutions' studies and analysis. Moreover, the German model was and is still model for the development of secondary VET education in Slovenia, Croatia and Serbia.

Best Practice Kit is designed as a desk research which includes policy documents, studies, evaluation reports, academic studies, brochures, curriculum plans, description of learning outcomes, relevant statistics on job entry and learning pathways. It contains necessary information for a comparison and repeatability of efficient German Master school Model. The objective is not for the project partners to adopt the German Master school Model in its entirety. After all, experience shows that Germany's VET system is suitable as a model but not as a blueprint. Any country wishing to import a foreign system of vocational training must take existing framework conditions into consideration and implement the VET in line with the country's own educational, social and economic objectives.

In Best Practice Kit, the German VET system has been broken down into a few components that can be viewed individually. Who can open Master craftsman school? How is Master craftsman school financed? How is the Master craftsman exam conducted? What are the group sizes? What is the duration of Master exam preparations at Master craftsman school? How can theory and practical training be combined in a meaningful way?

Best Practice Kit is the summary of these issues which provides professional insight and supports the exchange of ideas on the international level.



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1. GENERAL ACADEMIC EDUCATION

The German school system encompasses different types of schools. In addition, the system is not the same in each of the country's federal states. School attendance is compulsory in Germany: As a rule, children must attend school through the ninth form; in some states however they can leave school only after completing the tenth form. Initial in-company vocational training is usually the next step following compulsory education. Although a school-leaving certificate is not a formal requirement for admission to in-company vocational training, the chances of being taken on by an enterprise are very small without one. Every employer should be familiar with the main types of schools so that he can assess the extent to which youths can satisfy the requirements of the training he provides.

Depending upon their maturity, children in Germany begin **primary school** (Grundschule) at five to seven years of age. Primary school comprises four forms as a rule. Children and their parents must then decide on a secondary school:

- **Lower secondary school** (Hauptschule) where pupils in the 5th to 9th form receive a basic education. Lower secondary schools in some German states have a 10th form as well. Youths with a lower secondary school leaving certificate have the foundation necessary for undergoing vocational training in occupations that are more practical in nature.

- Pupils who attend an **intermediate secondary school** (Realschule) have an additional year of schooling, namely, through the 10th form. Youths who have completed intermediate secondary school have earned qualification to attend a specialized upper secondary school or to start vocational training.

Lower secondary schools and intermediate secondary schools have been merged in all of Germany's eastern states and, in recent years, in a number of the country's western states as well. Their designations vary greatly (common school, secondary school, regional school, middle school, district school, normal school).



- Pupils at an **upper secondary school** (Gymnasium) can attend school through the 13th form. During the last three years they can choose subjects in specific combinations. Upper secondary schools offer two different types of school leaving certificates:

Pupils who complete 12 years of schooling earn qualification to attend a university of applied sciences where they can pursue a usually vocationally-oriented degree. The upper secondary school leaving certificate, also known as university entrance qualification, is the qualification a pupil earns upon completing 13 years of schooling. It entitles holders to study at any university in Germany. Many pupils who have an upper secondary school leaving certificate (initially) forego university studies and apply for in-company vocational training. Almost all of Germany's states are currently shortening the duration of upper secondary school by one year. Once this has been accomplished, pupils can earn qualification to attend a university of applied sciences upon completion of the 11th form and university entrance qualification after the 12th form.

- Many states also have **comprehensive schools** (Gesamtschule) where pupils can earn a school leaving certificate for lower secondary school, intermediate secondary school or upper secondary school. This functions on a course-based system. Depending on their marks, pupils can learn the basics of a subject or opt for more extensive knowledge. In other words, pupils take those courses that match their academic performance.

Employers should bear in mind that the prior academic knowledge a young person is required to have when starting in-company vocational training depends on the occupation to be learned. For example, a lower secondary school leaving certificate is a good prerequisite for occupations that place fewer theoretical demands on trainees. Young people with an upper secondary school leaving certificate usually aspire to occupations that involve more theory during training. The vocational guidance advisors at Germany's Employment Agencies and the training advisors at the competent bodies (usually the local Chamber of Industry and Commerce or Chamber of Skilled Crafts) can offer companies good advice when selecting applicants.



2. VOCATIONAL EDUCATION AND TRAINING - DUAL VOCATIONAL TRAINING SYSTEM –

The term “dual system” describes the special approach taken by vocational training in Germany. This system consists of firms and part-time vocational schools which together train young people. Although “firms” and “part-time vocational schools” are physically and legally separate areas of the education system, they work together when providing initial vocational training.

As a rule, tasks to be assumed by the firm and the part-time vocational school are assigned so that the firm teaches practical know-how and the school teaches theory. In reality however, firms also teach theory to go with actual occupational practice and part-time vocational schools often supplement extended technical knowledge with practice-oriented exercises. It is therefore important that they work together for the benefit of their trainees – so that they supplement rather than repeat one another.

One example of this type of collaboration: A trainee learns how to replace cylinder-head gaskets on Ford and VW cars at his company’s repair shop. He learns general theory about cylinder-head gaskets at part-time vocational school so that he can work on other makes of cars as well in the future. This is important because employees are expected to work and think on a cross-occupational basis in day-to-day work life.

By the same token, trainees should be able to apply the theory they have learned to practical situations. In other words, it is not enough to have seen a drawing of a cylinder-head gasket. A trainee also has to be able to mount the gasket. He should be able to apply what he has learned to other similar tasks (practical application).

Vocational education and training takes place:

- in enterprises,
- in the public sector; in other words, at administrative authorities and in government offices,



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- in the offices of members of the liberal professions such as doctors, solicitors and architects,
- at education providers and in schools, such as master craftsman schools and full-time vocational schools.

There are three important areas in vocational education and training: **Initial vocational training, Continuing and advanced vocational training and Retraining.**

2.1. Initial vocational training

Most youths start a vocational training programme after finishing their schooling. Initial vocational training is the gateway to working life for young people. In Germany, in-company vocational training is organized in the “dual” vocational training system. Dual here means that the training takes place at two different places: an enterprise and a part-time vocational school. Young people in Germany have a choice between some 350 recognized occupations for which they can undergo training and sit a final exam, thus ensuring themselves a good start to their occupational life.

Four objectives should be accomplished upon completing this type of vocational training:

- The trainee has acquired a comprehensive basic education. In other words, the trainee knows all the fundamentals of the chosen occupation.
- The trainee has a good command of the technical knowledge and skills that are needed in order to practise the particular occupation.
- The trainee is prepared to hold a qualified job.
- The trainee acquired occupational experience during his training.

Upon completion of his training, a trainee sits an examination at the competent body (usually the Chamber of Industry and Commerce or Chamber of Skilled Crafts). This qualification allows him to apply for work in his occupation anywhere. He is then free to choose where he works. Based on the fact that the individual has completed formal vocational training, an employer knows that that applicant has learned his occupation and will normally have the specialized knowledge and skills needed for it.



2.1.1. In-house initial vocational training

A company that provides in-house initial vocational training must satisfy certain requirements regarding the suitability of the training premises. Suitable training premises are necessary in order to be able to provide qualified in-company vocational training that complies with the provisions of the Vocational Training Act. It must be possible to teach skills and knowledge that belong to the particular recognized occupation during the practical in-company phase. This is the case when the company has the requisite equipment – for example, equipment and machines or an assortment of goods corresponding to the occupation. Each recognized occupation has a minimum requirement for equipment and furnishings that must be available for training purposes: In other words, rooms, machines, equipment and tools. Trainees should be able to learn in their training company everything that they will need for their future working life. It is important that trainees are able to work with up-to-date technical equipment and aids. It does not however have to be state-of-the-art technology.

For example: It is no longer in keeping with the times to train clerical workers without a computer. However, it does not have to be the very latest PC.

Each trainee must have a workplace of his own and the number of trainees must be reasonably proportionate to the number of skilled workers employed by the company. The competent body can define what is “reasonable” when it ascertains the suitability of the training premises.

Further, a training company must have a sufficient number of qualified personnel if the success of the training it provides is to be ensured.

The competent body – in other words, the chamber that is responsible for the particular company (as a rule, the local Chamber of Industry and Commerce or Chamber of Skilled Crafts) – determines whether a firm is qualified to provide in-company vocational training.

When a training company is not able to teach a few segments of the required content set forth in the particular training regulations, it can nonetheless provide in-house vocational training – with the help of an inter-company vocational training centre or in collaboration with other companies (see Collaborative training).



2.1.2. Inter-company vocational training

Particularly in the case of technical occupations which are also taught in smaller enterprises, such as in the skilled crafts and trades, the company providing the training often does not have all the equipment and machines necessary for learning everything required for the occupation. But trainees are supposed to learn all aspects of their occupation. For this reason, inter-company vocational training is frequently used, particularly in the skilled crafts and trades.

Inter-company vocational training centres provide those parts of a trainee's training that his company cannot. In addition, trainees become acquainted with the latest technical developments in their field at such facilities. Inter-company vocational training also serves a pedagogical function as a "third learning environment" where practical and theoretical competence is systematically taught. The duration of inter-company vocational training depends on what the training company is not able to teach its trainee. The enterprises, chambers, guilds and the German government bear the cost of inter-company vocational training.

2.1.3. Collaborative training

Collaborative training means that a company provides vocational training together with another firm or with an education provider. This option is particularly interesting for companies that are unable to teach all the content that is prescribed by the training regulations.

The following models can be used to ensure that the vocational training provided is complete:

- Often, one company is the primary provider of in-house vocational training and the second company only takes charge of the learning content that the first is unable to provide. For example, a restaurant is able to instruct a trainee cook in everything except the subject "large-scale events". The trainee therefore switches to a hotel restaurant for



training in this area. In this case, the restaurant signs a training contract with the trainee and appends a written agreement with the hotel to it.

- Good experience has been gathered with collaborative training models in which several firms work together with an education provider. The education provider coordinates the vocational training and can also sign the training contract itself. The trainee then spends a stipulated amount of time in the firm, at the part-time vocational school and, for certain segments of his training, at the education provider as well.

- Another option is a training association which appoints a lead enterprise for the training. Frequently, the association is also the training employer, signs the training contracts and teaches training content. The lead enterprise takes on the trainees for several companies for a stipulated period of time.

Thus, a variety of possibilities exist for sharing out vocational training. Generally speaking, all of the participating companies record in a contract which companies are responsible for the individual parts of the training. The competent bodies – in other words, the Chambers of Industry and Commerce and Chambers of Skilled Crafts – help mediate collaborative training ventures of this type.

2.1.4. Part-time vocational school

In Germany's dual vocational training system, part-time vocational schools are the partners to the firms providing in-company training. Trainees learn the theoretical knowledge required for their occupation at part-time vocational school. These schools can also provide practical training that supplements in-company vocational training. For example, a trainee can be shown how machines work in a training workshop at school. In addition, part-time vocational schools provide general education by teaching subjects such as German, politics, religion and physical education. English is also taught for some occupations.

Part-time vocational schools are regular public schools that offer just part-time instruction. The provisions on who is required to attend part-time vocational school vary from state to state. In North Rhine-Westphalia for example, individuals who start in-company vocational training before they turn 21 are required to attend such a school until they complete their



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training. Individuals who start their training after they turn 21 are entitled to attend part-time vocational school. The company providing the vocational training is required to register its trainees at a part-time vocational school, give them time off for school and see to it that they attend class.

Structure of instruction time at part-time vocational school: As a rule, trainees attend part-time vocational school an average of one or two days a week. Some part-time vocational schools offer a block of instruction that lasts several weeks and encompasses the entire period of schooling to be completed at part-time vocational school. During the period of instruction at part-time vocational school, they must do their homework outside their daily training and classroom hours.

When a part-time vocational school has enough trainees learning the same occupation it puts them together into a specialized class. If this is not possible, schools try to put trainees learning similar recognized occupations together in one class. Trainees with entirely different occupations are placed in the same class only when there is no other choice. In cases involving less common occupations, classes are created at state or even national level and the trainees have to travel to another city for block instruction. Classes can also be set up specifically for large enterprises that have a large number of trainees at a single location.

2.2. Continuing and advanced vocational training

Continuing and advanced vocational training are an option for acquiring more knowledge in one's occupation and/or advancing one's career. Continuing and advanced vocational training build on initial vocational training. This type of training refreshes and supplements existing skills and knowledge and adds new knowledge. For example, the individual learns about new technical developments such as welding, a new programming language or specialized areas in his occupation. Continuing vocational training enables the individual to advance in his career and perform his work better. Some continuing vocational training



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programmes offer the possibility of earning master-level qualification or qualification as an intermediate-level commercial clerk so that the individual can advance in his occupation. Continuing vocational training programmes can be conducted on a part-time basis in tandem with one's work or on an all-day basis. Detailed information is available at local Employment Agencies or the competent body.

2.3. Retraining

Retraining is used when a worker is no longer able or no longer wants to practise his original occupation and learns a new one. Retraining prepares participants for changing their occupation. This can become necessary when, for example, the work one has learned is to be performed by machines in the wake of technological advances or when an individual is no longer able to practise their occupation for health reasons. Retraining is usually offered as a full-time measure that lasts one year or two years and often includes a period of practical training lasting several months.

Retraining can also however be conducted on an in-house basis at an enterprise, just like initial vocational training. Retraining is also available to adults who have no formal vocational qualification but would like to remedy this situation. Information regarding retraining can be obtained from one's local Employment Agency.

Advanced education: Lastly, individuals who have successfully completed vocational training can continue their education at a university or university of applied sciences. Information regarding admission requirements is available from the respective university or Employment Agency.



2.4. Chamber of skilled Crafts

The skilled crafts organisation is divided into two pillars: the chambers of skilled crafts and the national confederations of skilled crafts.

The crafts enterprises in an individual region are organized in Chambers of Skilled Crafts. Germany has 55 Chambers of Skilled Crafts. These bodies are public corporations. They maintain a Register of Qualified Craftspeople in which all member enterprises are registered. These chambers are self-regulatory entities in trade and industry and, in this capacity, they represent the interests of the skilled crafts and trades vis-à-vis the political sector and government offices. The Chambers of Skilled Crafts offer their 966,600 members throughout Germany a broad range of services which range from technical, commercial and legal advice all the way to advisory services in the area of vocational education and training. The Chambers of Skilled Crafts are also responsible for supervising the craft guilds, which are voluntary regional associations of craft enterprises. The craft guilds in the respective urban or rural districts are joined together in district craftsmen's guilds.

At national level, the Chambers of Skilled Crafts are members of the German Confederation of Skilled Crafts which has its offices in Berlin. In addition to these regional chambers, the Confederation's members include 42 national associations in the skilled crafts and trades and other crafts and trades institutions in Germany.

One of the "tasks of public authority" – in other words, tasks assigned by the state – of the Chambers of Skilled Crafts is to foster, regulate and supervise vocational training. Germany's Chambers of Skilled Crafts oversee some 122 occupations that require completion of formal vocational training. Employers who want to provide in-company vocational training contact the training advisors at the relevant Chamber of Skilled Crafts. These training advisors come to the individual companies and help them with all matters involving initial vocational training (see Competent body). Guilds also work in the skilled crafts and trades to foster vocational training.



2.5. Competent Body

When a company wants to provide in-house vocational training, it contacts the “competent body”. Competent bodies are usually the local Chamber of Industry and Commerce or Chamber of Skilled Crafts. Other competent bodies include law societies, medical boards and chambers of agriculture. Employers make an appointment with the training advisor at the competent body and receive information about vocational training in one-on-one meetings.

Enterprises belonging to certain occupational groups in a region are organized in a Chamber of Industry and Commerce or Chamber of Skilled Crafts. The Chamber of Industry and Commerce is usually the competent body for overseeing vocational training that is conducted by enterprises in the wholesale and retail field or by industrial companies. In the case of craft businesses, the competent body is the Chamber of Skilled Crafts. Depending on the occupation, the chamber that is in charge of overseeing the traineeship can, in certain cases, be a different one than the chamber the training company belongs to.

The chambers offer businesses advice and information on a wide range of subjects such as questions involving foreign trade or tax law. In their individual region, the chambers take positions on issues that are important for businesses, such as issues involving corporate taxation, traffic planning and industry siting.

One so-called sovereign task – in other words, a task that has been assigned by the state – is to assist, regulate and supervise vocational education and training. In their capacity as “competent bodies”, the chambers assume the following responsibilities in the area of vocational training:

- Determine whether a company can provide in-house vocational training (see also Trainer aptitude and suitability of the training company),
- Register training contracts,
- Monitor and foster vocational training,
- Conduct examinations.



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The chambers (or, in the case of the skilled crafts, the craft guilds) also have an arbitration board that can be called in when a dispute arises between the partners in the traineeship – in other words, between the training company and the trainee.

Most enterprises fall under the Chambers of Industry and Commerce or the Chambers of Skilled Crafts. Germany's Chambers of Industry and Commerce oversee approximately 270 training occupations and the Chambers of Skilled Crafts are responsible for some 122 skilled trades. In the skilled trades, the guilds foster and support vocational training. Occupations such as legal assistant and medical assistant are overseen by specialized chambers such as law societies and medical boards.

Companies, that are considering whether they could provide in-house vocational training, contact a training advisor at the competent body. These experts visit the respective company and inform it about vocational training. They examine whether the company is qualified to provide vocational training and whether a trainer works there. They are the points of contact for these companies and for trainees in all matters involving vocational training.

2.6. ¹ Education centres

“Das Handwerk” (Skilled crafts and trades) has more than 500 educational centres nationwide. The service spectrum of these education centres is diverse and includes:

- advisory services on careers and further education
- education to become a craftsman
- more than 320 continuing education courses on energy efficiency and renewable energies
- the development of focused further education.

¹ <http://www.karriereportal-handwerk.de/artikel/karriereberatung-5020,0,12.html>



2.7. Vocational Training Act

The Vocational Training Act provides the foundation for in-company vocational training. It entitles enterprises to conduct vocational training on their own responsibility. In other words: to hire and train trainees. This federal law lays down the requirements and conditions for vocational training that is provided on an in-company basis. The Vocational Training Act applies to firms in trade and industry, the public sector, to training in the liberal professions and in the skilled crafts and trades unless otherwise provided for in the Trade and Crafts Code.

Vocational training in the skilled crafts and trades generally falls under the Trade and Crafts Code. The provisions of this law are very similar to the provisions of the Vocational Training Act. All areas of vocational training that are under the direction of a training company are regulated by the Vocational Training Act.

Instruction provided at part-time vocational schools is governed by the school legislation of the respective state. In order to avoid a situation in which these different laws lead to inconsistency in the training provided, legislation is coordinated by the federal and state governments in various bodies.

The most important provisions in the Vocational Training Act concern:

- The content of the training contract,
- Requirements regarding the suitability of the firm providing in-house vocational training and of the trainers,
- The firm's obligation to pay trainees,
- The rights and duties of firms providing in-house vocational training and of the persons receiving training,
- The necessity of having training regulations for vocational training that is provided according to plan,
- The process of conducting examinations,
- The trainee's right to a certificate from the company providing his training upon completion of his training,



- The competent body's (chamber's) organization and monitoring of in-company vocational training.

Each recognized occupation has its own set of training regulations that detail the content of the vocational training for that particular occupation (see Training regulations).

2.7.1. Training regulations

Germany has some 350 occupations that require completion of formal vocational training and are state-recognized nationwide. Each of these occupations has its own training regulations which stipulate in binding terms what has to be learned for the particular occupation. These regulations give trainers an overview of the content they have to teach their trainees during the course of their vocational training. Employers can obtain training regulations from the responsible chamber.

Training regulations are intended to ensure that all trainees receive competent training that covers comparable content – regardless of where they undergo their training. Therefore, when a trainee later applies for a job – regardless of where – the prospective employer will know exactly what the applicant learned during his training. Training regulations provide a general structure for recognized occupations. During training, each trainee is supposed to learn as much of the technical fundamentals of the targeted occupation as possible, then acquire relevant specialized knowledge and gather his first occupational experience.

Training regulations contain the following in particular:

- The correct designation of the recognized occupation,
- Duration of the training (two, three or three and one-half years),
- Skills and knowledge – in other words, everything that a trainee should learn as a minimum (training occupation profile),
- General syllabus and timetable for the training (general training plan) and
- Basic requirements that the examination must satisfy.



The general training plan provides the foundation for the in-company initial vocational training plan which training employers are required to draw up for their trainees and which they submit to the relevant body together with the individual trainee's training contract.

The requirements that training regulations prescribe for learning content are minimum requirements. In their own interest, enterprises can teach their trainees more – such as company-specific know-how or special skills. And because it is not always possible to plan for three years in advance, firms that provide in-company vocational training may change their training plan for operational reasons in the course of a vocational training programme.

2.7.2. Training contract

The training employer and the future trainee sign a contract before training begins. This in-company vocational training contract is a fixed-term contract. The training contract ends when the training ends.

Training contracts contain:

- The precise designation of the recognized occupation,
- The name and address of the company and the trainee and the name of the trainer,
- The date on which training will begin,
- The duration of the training,
- The number of hours the trainee will regularly work,
- The duration of the probation period,
- The amount of holiday leave the trainee is entitled to, and
- The training allowance (in other words, the amount the trainee will earn per month).

The amount of the training allowance must be reasonable. The most important guideline here is the collective agreement that applies to the particular occupation and region. So-called pay scale lists are available from the chambers' training advisors. In addition, employers' associations and trade unions can provide information about collective agreements. Training allowances must be raised at the start of each new training year.



Besides the training contract, the training employer must draw up an in-company training plan. This plan outlines what the trainee has to learn and the period of time in which the trainee should learn it. This allows the owner of the firm and the trainer to plan when they can incorporate the individual learning steps into the company's operations.

The company providing the training then forwards the training plan together with the training contract to the competent body, usually the Chamber of Industry and Commerce or the Chamber of Skilled Crafts. This body looks after the training and ensures that the requirements are fulfilled. It also conducts the examinations.

2.7.3. Trainee

A trainee is a person who learns a recognized occupation that requires completion of formal vocational training. It was common practice in the past to call youths who are in the process of undergoing training "apprentices". This term is also still in use in the skilled crafts and trades. As a rule, pupils apply for a training place during their last year in secondary school. These applicants are therefore generally between 16 and 19 years of age. Some youths need longer to reach a decision or develop the abilities required for in-company vocational training. For this reason, there are always a number of young people in their early 20s who apply for a training place. Every youth should be given a chance. So although school-leaving certificates and marks are an important basis for making a decision, employers should also personally see for themselves whether an applicant has the necessary motivation and abilities.

Trainees are expected to play an active role in their own training. This means they should strive to acquire all the skills and knowledge that are needed for their training. Trainees do not however have to perform any tasks that do not serve the purpose of their training or exceed their physical abilities. For example, it is permissible that trainee office clerks operate a photocopier but they shouldn't spend the entire day making photocopies.

As learners, trainees also have a number of obligations and rules they must observe. These include:

- Following the instructions of the training employer and trainer in so far as the instructions were issued in connection with the trainee's vocational training,



- Attending class at part-time vocational school and the courses held at inter-company vocational training centres,
- Maintaining a record book which contains details about what the individual has learned and accomplished,
- Not talking about trade or business secrets with others – because the competition never sleeps.

2.7.4. Training company ⇨ training employer

The owner of a firm decides whether his company will provide in-house initial vocational training, the occupations he will provide training in and how many youths his firm will take on for in-house initial vocational training. He signs a training contract with each trainee and ensures that the initial vocational training is conducted in accordance with government regulations and legislation. The contracting party can also be a legal entity such as a limited liability company.

The party who signs the contract with the trainee is called the **“training employer”**. The owner of the firm can assign the task of training to an employee – a trainer – who is qualified to provide training. In small firms, the training employer and the trainer are usually the same person: the owner himself.

When providing training, training employers must observe a number of duties and rules. The most important of these are:

- They must ensure that their trainees achieve their training goals within the specified period of initial vocational training. In other words, they must ensure that their trainees acquire the vocational skills needed to pass the required examinations.
- They may assign trainees only those tasks and work that belong to the particular initial vocational training programme. For example, it is not allowed to deploy trainees as general cleaning personnel. However, trainees must take care of their tools and keep their workplace clean.



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- They must provide at no cost tools, materials and specialized literature as well as all other equipment and materials needed for the training.
- They must ensure that trainees are not put at moral or physical risk.
- They must give trainees time off to attend class at part-time vocational school.
- They must provide their trainees record books and assist them in keeping them up to date. They must initial the record books on a regular basis and thus confirm that the individual learning steps have been carried out.



2.7.5. Period of training

Initial vocational training programmes in the dual vocational training system last two, three or three and one-half years. Most programmes last three years. The duration of the training is stipulated in the training regulations for the particular occupation.

The duration set forth in the training regulations can be shortened in the training contract at the time it is signed. For example, the duration of training for school-leavers with qualification to enter a university of applied sciences or with university entrance qualification may be shortened by 12 months. Training may be shortened by six months when the trainee has earned qualification to attend a specialized upper secondary school or an intermediate secondary school leaving certificate.

When an applicant has successfully completed a Basic Vocational Training Year or a one-year fulltime vocational school, the contracting parties can agree to have a year's credit for this prior training applied to the individual's in-company vocational training. The training advisor at the competent body (usually the Chamber of Industry and Commerce or Chamber of Skilled Crafts) can provide details.

Each in-company vocational training programme starts with a probation period that lasts at least one month and a maximum of four months. During this time, the persons responsible at the firm are to closely examine whether the individual trainee is a good match for the company. And the trainee should also consider one more time whether he has made the right decision. Once the probation period is over, a company can terminate a training contract only on serious grounds.

When a trainee performs particularly well in his company and at vocational school, the chamber can admit him to the final examination ahead of the scheduled date and thus shorten the duration of his training (even further). Before a decision can be made, the trainee's company and part-time vocational school must submit their views in this connection.

On the other hand, training can also be extended – when, for example, the trainee was frequently ill or did not pass the final examination. In the event that a trainee must repeat the final examination, he can apply for this at the competent body. His training then



continues until the next examination date. The training company is required to continue providing training for a maximum of one year.

There is also the option of undergoing initial vocational training on a part-time basis. **Part-time initial vocational training** represents an opportunity – particularly for young mothers, fathers and care-givers – to undergo vocational training and still fulfil one's family responsibilities. Trainees who undergo part-time initial vocational training have to work at least 25 hours a week. The trainee and the training company have to agree on when these hours are to be worked. The trainee and the trainer have to submit a joint application to the relevant body. Part-time initial vocational training does not invariably lead to a longer overall duration of the individual's training.

2.7.6. Costs and benefits of in-house vocational training

Dual vocational training is a cost-effective instrument for ensuring a reservoir of young skilled labor. The fundamental rule here is: The more practical and task-oriented the training is, the greater the direct benefits will be to the enterprise and the trainee.

Just a simple comparison of costs and benefits shows that vocational training is a worthwhile investment in the future: According to a representative study conducted by the Federal Institute for Vocational Education and Training in 2007, the gross costs for a training place averaged € 16,149 per year in Germany's western states (€ 12,133 in the eastern states). This figure contains all costs, such as the training allowance, statutory and collectively-agreed social benefits, voluntary benefits, the costs for the trainer and the training place, and examination fees. At € 10,001 (€ 7,620 in the eastern states), personnel costs for the trainee – which are paid in the form of the training allowance – account for the largest portion of the gross costs. The level of the training allowance varies from occupation to occupation and is frequently set by collective wage agreements. Calculating all training occupations together, the average monthly training allowance in 2008 was € 657 in Germany's western states and € 567 in the eastern states.



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At € 3,880 (€ 2,557 in the eastern states), the net costs for vocational training are considerably less. This difference is due to the fact that trainees also perform productive work. During their training, trainees generate an average of € 12,269 a year in revenue in the western states (€ 9,576 in the eastern states). In many cases, smaller enterprises notice the financial benefits even faster because trainees are integrated into their operations to a high degree right from the first day of training. In such cases, providing in-house vocational training pays off quite quickly for the training firm.

There are additional economic advantages that training companies can add into their calculations. To start with, there are the costs that are avoided as a result of providing vocational training in one's own company. These include the costs that would be incurred to recruit, familiarize and train external skilled workers. According to the Federal Institute for Vocational Education and Training, hiring a skilled worker costs an average of € 4,214. This figure includes the costs for advertisements, job interviews, familiarization, continuing training and the like. Smaller enterprises can particularly benefit from providing training at their own premises: Larger companies can put up with higher costs arising from less than optimal recruitment decisions and fluctuation. Smaller enterprises on the other hand have to be particularly careful when selecting suitable employees. When the choice is a good one, the trainee often develops an above-average degree of loyalty to the company that trained him and grows into an employee who strongly identifies with his company. The fact that vocational training programmes last several years gives employers time to make a reliable assessment of the trainee's abilities and strengths and to make long-term plans for the individual's employment in the company.

On top of this, there are a number of benefits that cannot be directly measured in financial terms. Companies can gear the training they provide to their own needs. In the process, knowledge and important know-how can be preserved in the respective company. In addition, companies that provide in-house vocational training enjoy high standing among their customers, suppliers, banks and the public. They are attractive not only as providers of vocational training but also as employers.

Lastly, mention should also be made of the benefits to the economy. Only the joint commitment of all enterprises that are capable of providing vocational training will ensure that Germany has a sufficient number of qualified skilled workers. When a growing number of enterprises withdraws from vocational training, the demand for skilled labour will increase while the number of qualified workers on the labour market shrinks. A tighter



supply consequently leads to higher personnel costs – which all companies will notice when hiring new employees.

2.7.7. Learning venues

During the course of their vocational training, trainees become acquainted in their company and at their part-time vocational school with a variety of learning venues where they learn how to perform the particular tasks that have been assigned them.

The most important place for learning is the trainee's workplace at the company providing his training. It is here that he experiences the reality of day-to-day operations. However, trainees cannot practise all learning steps directly at their workplace. For example, they should have the opportunity to learn how to conduct a conversation with a customer, perform difficult calculations or installation work without distractions or the extreme pressure of an emergency situation. Special rooms or learning corners in the vicinity of their workplace where trainees can practice in peace and without disturbing ongoing work processes are suited for this. It is important for the trainee's motivation that a task is not just practised but that the results are also evaluated.

Many larger companies have their own learning or training workshops. Such companies also have learning offices or classrooms that are equipped with computers, flipcharts and other media. Some companies have “practice enterprises” – small firms that are part of the training company. Here, trainees offer products and services to their own company or other firms.

Learning venues used in vocational training can also be inter-company vocational training centres, the rooms where assistance is provided parallel to the individual's vocational training, or other premises when the training company provides training in collaboration with other firms.



2.7.8. Examination

During their training, trainees must sit an interim examination as provided for in the training regulations. The interim examination is held by the competent body (chamber) which also invites trainees to the examination. The training company and the part-time vocational school ascertain the individual trainee's level of knowledge and understanding using the interim examination. The results should be taken into account for the training that is yet to come.

The **final examination** comes at the end of the vocational training. It is also conducted by the competent body. Those trainees who have

- completed their period of training,
- sat the interim examination and
- kept their record book up to date may sit the final examination.

The company providing the in-house vocational training automatically receives an application form from the competent body. The training company and the trainee must sign the form and return it.

The final examination usually consists of a written, a practical and/or an oral section. The examination is intended to determine whether the candidate has the necessary skills and knowledge and also whether he knows the content of the instruction he received at the part-time vocational school well enough so that he can actually practise the occupation he has learned. When the trainee passes the exam, the chamber issues him a certificate (called a journeyman's certificate in the skilled crafts and trades). Should he not pass the exam, he may sit it two more times. The period of training is then extended upon application from the trainee until the next exam date, but only a year at the most.

When a trainee's performance is very good during his training, he may sit the final exam ahead of schedule. A corresponding application must be submitted to the competent body (see Training period).

After completing training and gaining their first professional experience, the master craftsman exam is the next goal!



As a master craftsman, you can take on management tasks in the field of craft business, become self-employed and develop new career prospects. You can train your own apprentices and develop high-performing and motivated junior staff.

2.8. Trainer

Trainers are responsible for planning training content and schedules and for conducting in-company vocational training programmes. Only those persons who have the requisite personal and professional qualifications may provide vocational training. This means specifically that:

- Every individual is normally assumed to have the requisite personal qualification unless they are shown to lack it. Consequently, it is not allowed for a trainer to have come into conflict with the law as a result of certain offences or to have violated the Vocational Training Act or related provisions.

- Trainers must be professionally qualified as well. They must have a good command of the occupational skills that they want to teach to young people. It is normally assumed that a trainer who has earned corresponding recognized vocational qualification or a degree from a university or university of applied sciences is professionally qualified. Furthermore, an individual can be deemed to be professionally qualified even when he has no recognized vocational qualification. As a rule, the individual in such cases has to prove he has at least six years of relevant occupational experience.

- In addition, a trainer must understand something about planning and conducting vocational training and dealing with young people. This area is called educational qualification for vocational training. A trainer can earn this qualification at a trainer seminar and, after passing an exam, receive a corresponding certificate from the Chamber of Industry and Commerce or Chamber of Skilled Crafts (see Trainer seminar).

A special rule applies to all those people who want to provide vocational training for a skilled craft or trade that is listed in Annex A of the Trade and Crafts Code: In general, they must have earned qualification as a **master craftsman**. The trainer aptitude exam is part of the **master craftsman examination**. Consequently, a master craftsman in a



skilled craft or trade may provide vocational training without having to sit any further examination (see *Skilled crafts and trades/Master craftsman examination*).

Large companies often employ full-time trainers who only have to tend to the vocational training provided in their firm. They look after larger groups of trainees. In smaller enterprises, employees have training duties in addition to their primary job. These employees are called part-time trainers. Regardless of their professional duties, trainers are always a reference person for trainees. In other words, a trainer is the point of contact for a trainee's technical questions and for problems big and small. In this regard, trainers can be said to be experts for teaching and upbringing.

Much of the training content is taught by other specialists in the particular company. These persons are called deputy trainers. They too must have the requisite knowledge and expertise and know how to teach things to young people. Even though many people may share responsibility for providing vocational training, the trainer has the overall responsibility.

There is a competent body for every in-company vocational training programme. For most recognized occupations, this is the relevant Chamber of Industry and Commerce or Chamber of Skilled Crafts. These bodies see to it that only those persons provide instruction who are properly qualified – in other words, have earned the above-mentioned qualifications (see also Chamber of Industry and Commerce and Chamber of Skilled Crafts).

2.8.1. Ordinance on Trainer Aptitude (AEVO)

Following a six-year suspension of the Ordinance on Trainer Aptitude, the requirement that trainers pass a trainer aptitude examination was reinstated on 1 August 2009. The trainer aptitude examination assesses the most important skills and competences for trainers. The required competences are outlined in four areas of activity which follow the structure of their training:

1. Assess vocational training requirements and plan training,
2. Prepare training and participate in trainee recruitment,



3. Conduct training and

4. Conclude training.

The reinstatement of the requirement to provide proof that one has passed the trainer aptitude test obligates trainers to sit an examination conducted by a competent body. The trainer aptitude examination must include assignments from day-to-day practice in all areas of activity. The examination comprises a written and a practical test. The practical test consists of either a presentation or the practical demonstration of a training situation. Further, the individual is also examined in a technical discussion. Trainers who pass the examination receive a certificate.

Under the new ordinance, all those individuals who worked as a trainer during the years that the AEVO was suspended will remain exempt in the future as well from the requirement to submit a certificate confirming that they have passed an examination that was conducted pursuant to the AEVO.

Two criteria apply here: The competent body had been informed of the fact that these individuals were working as trainers and these individuals had been registered as trainers with that body.

Trainer seminars (also known as “training for trainers”) are offered to teach the most important skills and competences that trainers need and to prepare them for the trainer aptitude examination. The content of the trainer seminars and the examinations are detailed in a “framework plan” that is appended to the AEVO.

2.8.2. Personal and professional qualifications of the training employer and the trainer

Only persons who have the necessary personal and professional qualifications may instruct trainees. As a rule, the individual concerned is automatically assumed to have the necessary personal qualifications. Persons who have been previously convicted for certain offences or who have been guilty of repeated or serious contraventions of the Vocational Training Act are deemed not to have the necessary personal qualifications. Professional qualifications are understood first and foremost as vocational qualifications.



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Professional qualifications can however also be teaching qualifications. In order to be deemed “professionally qualified” in their occupation, trainers must meet the following requirements in particular:

- The individual must have completed formal vocational training (dual vocational training, master craftsman school, German state-approved school, university or the like) in a corresponding or related area of specialization, and have
- Adequate practical experience in the recognized occupation (the recommended amount being at least twice the duration of the particular vocational training programme; in other words, approximately six years) plus,
- As a rule, an examination certificate that is issued pursuant to the Ordinance on Trainer Aptitude.

When they can bring evidence of relevant vocational experience, individuals can be recognized as being qualified even if they have not completed formal vocational training (see Skilled crafts and trades/ Master craftsman examination for more information on the skilled crafts and trades field).

In the event that the proprietor of the firm (the training employer) does not have the relevant qualifications, he can task an employee who is qualified to provide instruction to be a trainer.

Trainers must also have a good understanding of vocational teaching theory for dealing with youths. Qualification means most importantly the ability to plan vocational training, teach the content of the occupation in a way that is pedagogically appropriate, and conduct and supervise all vocational training in one’s company. The chambers and other responsible bodies offer trainer seminars for this. These seminars efficiently prepare individuals for their work as trainers (see Trainer seminar).

There is no official regulation concerning instructors in **Master craftsman** study programs. Due to the multitude of different skills and competences that are taught in the context of Master craftsman studies, there is also no single instructor profile. However instructors, trainers or tutors involved in these study programs have a comprehensive expertise on the latest developments in technology and science. Furthermore they are especially experienced in student-oriented adult education. The qualifications of the



trainers will be reviewed by the chambers of skilled craft, the professional organizations and/or the training center. To foster standardisation in continuing vocational training (CVET) ZDH in cooperation with 19 chambers of skilled crafts and the Ministry of Economics and Energy (BMWİ) has established a toolbox for the implementation of a quality-oriented support concept for the study / course development within the pilot-project innoQua (www.innoquahandwerk.de). The innoQua-toolbox also provides guidelines for the selection and employment of instructors.²

2.8.3. Trainer seminar

In trainer seminars, trainers learn everything they need to know in order to conduct vocational training in their own company. The content of trainer seminars is based on the four areas of activity that are outlined in greater detail in the framework plan set forth in the Ordinance on Trainer Aptitude.

Trainer seminars are conducted by the local Chamber of Industry and Commerce, Chamber of Skilled Crafts and other bodies. The instruction schedule varies from region to region. A trainer seminar generally encompasses 115 hours of instruction. Seminars are offered as all-day, weekend and evening courses.

Trainer seminars prepare participants for the trainer aptitude examination which is held at the Chamber of Industry and Commerce or Chamber of Skilled Crafts. Trainers who pass the examination have earned a recognized continuing training qualification and are issued a corresponding certificate.

² http://www.qa-hivet.net/wp-content/uploads/2016/07/DE_National-QA-report_final.pdf



2.8.4. Trainer aptitude and suitability of the training company

The nationally applicable Vocational Training Act stipulates the requirements that must be met as proof of a company's suitability to provide in-house vocational training.

In this connection, it differentiates between

- the training employer's (or the trainer's) personal and professional qualifications and
- the suitability of the training premises.

These are usually ascertained by the vocational training advisors at the competent chambers (see Chamber of Industry and Commerce, Chamber of Skilled Crafts and Competent body).



3. GERMAN NQF (DQR)

Germany has created an eight-level NQF for lifelong learning based on learning outcomes (Deutsche Qualifikationsrahmen für lebenslanges Lernen (DQR)). Level descriptors describe competences required to obtain a qualification. The DQR differentiates between two categories of competence: professional, subdivided into knowledge and skills and personal, including social competence, and autonomy. The framework was formally launched in May 2013 by the joint resolution of the standing Conference of the Ministers for Education and Cultural Affairs, the Federal Ministry of Education and research, the conference of Ministers for Economics of the Länder and the Federal Ministry of Economics and technology. Currently the DQR does not comprise all formal qualifications. It includes the main VET and higher education qualifications. Qualifications from general education are not yet included in the framework and consequently not linked to the EQF. Deciding on which levels they will be included has been postponed and will be reviewed after a five-year period. Discussions are under way on assigning remaining qualifications from regulated further training into the DQR; an expert group has started to examine the potential to allocate qualifications from non-formal learning to the DQR. The DQR is operational; key documents and responsibilities for implementation have been agreed among key stakeholders. The main body in charge of implementation is a coordination point for the DQR, set up in a joint initiative of the federal government and the Länder. A joint resolution with a complete list of allocated qualifications has been adopted and a new database launched in mid-2014. implementation is supported by the DQR manual which describes responsibilities, procedures, standards and methods of qualification allocation, and will be continuously updated. The DQR is a non-regulatory framework and its integration into policies of different education sectors is an evolutionary process. The DQR was linked to the EQF in 2012. As of January 2014, EQF and NQF levels are starting to feature on VET certificates and on higher education diploma supplements. For instance, **German master craftsperson certificates** show the corresponding NQF and EQF level. Like the bachelor degree, they are related to dGr/EQF level 6.



NQF levels	Qualifications	EQF levels
8	Doctoral studies	8
7	Master, strategic IT professional (certified) (*) <i>Strategischer IT Professional (Geprüfter)</i>	7
6	Bachelor, commercial specialist (certified) (<i>Fachkaufmann (Geprüfter)</i>), business management specialist (certified) (<i>Fachwirt (Geprüfter)</i>), master craftsman (certified), (<i>Meister (Geprüfter)</i>), operative IT professional (certified)* (<i>Operativer IT Professional (Geprüfter)</i>), Fachschule (State-certified...), Fachschule ((<i>Staatlich Geprüfter...</i>))	6
5	IT specialist (certified) (<i>IT-Spezialist (Zertifizierter)</i>), service technician (certified)* (<i>Service-techniker (Geprüfter)</i>)	5
4	Dual VET (three-year and three-and-a-half-year training courses), full-time vocational school (assistant occupations) (<i>Berufsfachschule</i>), full vocational qualification (full-time vocational school) (<i>Berufsfachschule</i>)	4
3	Dual VET (two-year training courses), full-time vocational school (general education school leaving certificate obtained on completion of grade 10 at <i>Realschule</i> or, under certain circumstances, at other lower secondary school types) (<i>Berufsfachschule</i>) (<i>Mittlerer Schulabschluss</i>)	3
2	Vocational training preparation (<i>Berufsausbildungsvorbereitung</i>), employment agency measures (<i>Maßnahmen der Arbeitsagentur</i>), year of pre-vocational training (<i>Berufsvorbereitungsjahr</i>), introductory training for young people (<i>Einstiegsqualifizierung</i>), full-time vocational school (<i>Berufsfachschule</i>), basic vocational training, (<i>Berufliche Grundbildung</i>)	2
1	Vocational training preparation (<i>Berufsausbildungsvorbereitung</i>), employment agency measures (vocational preparation schemes) (<i>Maßnahmen der Arbeitsagentur</i>) (<i>Berufsvorbereitende Bildungsmaßnahmen</i>), year of pre-vocational training (<i>Berufsvorbereitungsjahr</i>)	1

NB: (*) The DQR working group agreed that additional further vocational training qualifications should be allocated in accordance with the procedures described in the DQR manual.

Source: BMBF et al., 2013.



4. MASTER CRAFTSPERSON QUALIFICATION

³The qualification group “Master craftsperson qualification” in a nutshell:

Qualification awarding body	Chambers of Skilled Crafts
Legal basis	Skilled Crafts Act
NQF-level / EQF-level	6
ISCED-2011	5-6
Qualification focus	Specialist training for holders of a VET qualification in skilled crafts (apprenticeship), acquisition of entrepreneurial and in-company trainer competences
Entitlements	Setting up a company, train apprentices, entry requirement for universities

The "Meister" is the most prestigious qualification within the German skilled crafts sector. Unlike in many other countries, a skilled craft company is not defined by the number of employees or by turnover, but by belonging to one of the skilled craft trades as laid out in the Skilled Crafts Act ("Handwerksordnung"). The "Meister" qualification has a high relevance for the labour market as it is providing entrepreneurial know-how in combination with technical skills on an advanced professional level. As an entry requirement candidates must have successfully completed a regular apprenticeship training programme. In order to become a "Meister", candidates usually undertake a study programme for one to two years prior to taking the Master craftsperson certificate ("Meisterbrief").

The Meister:

- can be achieved in about 90 different professions
- is a requirement to start and run a business in 41 professions,
- is classified to level 6 of the German National Qualifications Framework (DQR), which corresponds to level 6 of the European Qualifications Framework (EQF),

The Meister qualification enables to:

³ http://www.qa-hivet.net/wp-content/uploads/2016/07/DE_National-QA-report_final.pdf



- set up and manage a skilled craft business,
- demonstrate advanced or "masterly" knowledge, skills and competence in a skilled craft profession,
- plan, organize, coordinate and evaluate work-, production- and business-processes,
- carry out company-specific accounting, budgeting and controlling,
- recruit, lead and motivate staff as well as train apprentices.

⁴Firms that want to provide in-company vocational training for an occupation in the skilled crafts or trades must bear in mind that the Trade and Crafts contains special provisions that regulate self-employment and the authorization to provide in-company vocational training. These special provisions primarily concern the 41 occupations (skilled crafts and trades that are subject to licensing) listed in Annex A of the Trade and Crafts Code.

The **Master Craftsman Certificate** is an important seal of quality and therefore also a marketing tool for any company.

The German Master Craftsman examination is known in many countries and German master craftsmen and women are in demand worldwide as experts. Within the EU, the master craftsman qualification, under the EU Vocational Qualifications Directive, has been given due consideration. As a rule, German craftsmen can therefore work across the EU without any problems. In addition, Germany has concluded special equal opportunity agreements with a number of countries (France and Austria), whereby the Master Craftsman examinations are mutually recognized in both countries.

Within the framework of the German Qualifications Framework, the Master Craftsman qualification is classified at level 6 of the overall eight-level framework. The Master Craftsman qualification is therefore **at the same level as a bachelor's degree from a university**.

As a Master Craftsman, you can become a certified business administrator according to the craft code and therefore become a business professional. Anyone who has a Master Craftsman degree can also start any subject at a university or college without aptitude tests or probationary periods. In some degree programmes, there are also billing options.

⁴ https://www.bmbf.de/pub/Jobstarter_Fachglossar_englisch.pdf



4.1. List of trades where a licence and possession of a master craftsman qualification is required (List A): ⁵

1. Bricklayer and concreter
2. Stove and air heating mechanic
3. Carpenter
4. Roofer
5. Road builder
6. Thermal and acoustic insulation fitter
7. Well sinker
8. Stonemason
9. Plasterer
10. Painter and lacquerer
11. Scaffolder
12. Chimney sweep
13. Metal worker
14. Surgical instrument maker
15. Coachbuilder
16. Precision engineer
17. Motorbike and bicycle mechanic
18. Refrigeration mechanic
19. Communication technician
20. Automotive mechatronics technician
21. Mechanic for agricultural and construction machinery
22. Gunsmith
23. Plumber
24. Installer and heating fitter
25. Electrical technician

⁵ Federal Law Gazette, BGBl., I 2003, 2945



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26. Electrical machine engineer
27. Joiner
28. Boat builder
29. Rope maker
30. Baker
31. Pastry cook
32. Butcher
33. Dispensing optician
34. Hearing aid acoustician
35. Orthopaedic technician
36. Orthopaedic shoemaker
37. Dental technician
38. Hairdresser
39. Glazier
40. Glass blower and glass apparatus maker
41. Mechanic for tyres and vulcanisation

Self-employment in these occupations requires a master craftsman's certificate or equivalent qualification in the particular occupation. As a rule, only persons who hold a master craftsman's certificate may provide vocational training in these branches of the skilled crafts and trades because the training leading up to the master craftsman's examination also prepares the individual for providing vocational training.

In certain cases it is possible for individuals to provide vocational training although they do not hold a master craftsman's certificate: Employers may, for example, appoint trainers who have the necessary personal and professional qualifications (see in this connection Trainer aptitude and suitability of the training company). Individuals who fulfil the requirements for registration in the Register of Qualified Craftspeople because they have earned a comparable type of qualification or who have been granted authorization to practice a particular occupation or granted a special permit may provide vocational training when they can prove they have passed the trainer aptitude examination.



4.2. List of trades where a a master craftsman qualification is voluntary (List B1):

1. Tile, Slab and Mosaic Layer
2. Cast Stone and Terrazzo Maker
3. Screed Layer
4. Vessel and Equipment Constructor
5. Clockmaker
6. Engraver
7. Metal Former
8. Galvaniser
9. Metal and Bell Founder
10. Cutting Tool Mechanic
11. Gold- and Silversmith
12. Parquet Layer
13. Shutter and Sunshade Protections Technicians
14. Model Builder
15. Wood turner (Ivory carver)
16. Wood Carver
17. Cooper
18. Basket Maker and Wicker Worker
19. Costume Tailor
20. Sticker, Weber, Textile Designer
21. Milliner
22. no longer applicable
23. Sailmaker
24. Furrier
25. Shoemaker
26. Saddler
27. Interior Decorator



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28. Miller
29. Brewer and Maltster
30. Wine Cellar person
31. Textile Cleaner
32. Wax Chantler
33. Building Cleaner
34. Glass Finisher
35. Precision Optician
36. Glass and China Painter
37. Precious Stone Engraver and Cutter
38. Photographer
39. Bookbinder
40. Drucker Printer
41. Screen Printer
42. Flexographer
43. Ceramist
44. Organ and Harmonium Maker
45. Piano and Harpsichord Maker
46. Reed and Organ Musical Maker
47. Violin Maker
48. Bow Maker
49. Metal Wind Instrument Maker
50. Wooden Wind Instrument Maker
51. Plucked Instrument Maker
52. Gilder
53. Sign and Illuminated Advertisement Maker

In addition to the 41 skilled crafts and trades that are subject to licensing, there are also 53 occupations in the skilled crafts and trades that are not subject to licensing. These 53 occupations are listed in Annex B1 of the Trade and Crafts Code. The master craftsman's examination is voluntary in these trades. It has not been mandatory for these 53 occupations since the Trade and Crafts Code was amended in 2003. Firms based on skilled crafts and trades that are not subject to licensing may provide in-company vocational training when they fulfil the same requirements that apply to other business establishments. The relevant Chamber of Skilled Crafts can provide details on the criteria



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for the professional qualifications for trainers (see also in this connection Trainer aptitude and suitability of the training company).

4.3. “Craft-like trades”

There are only a few state-recognized training programmes for the 57 “craft-like trades” that are listed in Annex B2 of the Trade and Crafts Code. Examples include the training programmes for the occupations alteration tailor, floor layer and ice cream maker. These are occupations in which a master craftsman’s certificate is not required for self-employment and for which there is usually no master craftsman’s examination. As in the case of trades that are not subject to licensing, authorization to provide in-company vocational training for a craft-like trade exists in principle when the individual has earned professional qualification at journeyman level in that trade. For these companies as well, it is a good idea to seek advice from the training advisors at the relevant Chamber of Skilled Crafts.



4.4. Craft Trade Regulation Law (*Handwerksordnung* or *HwO*)

The basic provisions for the Master Craftsman's examination can be found in the trade and crafts code (HWO): §§ 45 - 51 for both the approved and license-free trades in subjects such as auditing, exemptions, the composition of selection boards, admission procedures and equal opportunity procedures.

The examination requirements for the craft-specific parts I and II are uniformly determined nationwide by the statutory directives of the Federal Ministry of Economics. See also Master Crafts Examination Regulations.

The examination requirements of the craft-specific parts III and IV are also laid down in a state directive, the General Master Examination Ordinance (AMVO).

The examination procedure for the Master Craftsman examination, i.e. the "rules of the game" for examiners and those taking the exam, are laid down in the directive for admissions and general examination procedures (MPrüfVerfVO).

§ 50 HWO

(1) The costs incurred by accepting the Master Craftsman's examination will be borne by the Chamber of Crafts. Admission and general examination procedures are regulated by the Master Examination Regulations Board issued by the Chamber of Commerce with the approval of the highest national authority.

(2) The Federal Ministry for Economic Affairs and Energy is authorized to issue the regulations regarding the admissions and general examination procedures referred to in paragraph 1 item 2 of the Ordinance, with the consent of the Federal Council. In particular, the Ordinance may regulate the admission to the examination, the grading system, the issuing of the certificates, the consequences of non-compliance with the examination regulations and the re-examination procedure.



4.5. Requirements for the title of Craftsman

In order to be able to register for the Master Craftsman examination, a successful **journeyman examination** is required. If artisans are aiming to be a master craftsman in the same profession, then they can, in principle, directly link the training as a master craftsman to the education. If you want to become a **non-specialist master craftsman**, you need three to four years of professional experience. This depends on how long the actual professional education lasts.

With a special permit and sufficient work experience, people who have not completed professional education can apply for the Master Craftsman examination. However, many master craftsman committees require that they first take the journeyman's examination as an external candidate.

4.6. Who can open the Master craftsman school

There are around 3000 Master Craftsman schools in Germany.

⁶ Master craftsman's schools and courses can prepare journeymen for the Master Craftsman exam. Attending a master craftsman's school or master craftsman's course is not mandatory in order to take a Master Craftsman exam. However, attendance or participation is recommended, because relevant components of the examination are taught. Preparation can take place both on a part-time and full-time basis. Financial support is also available with the master BAFöG for example.

⁷ The term '**master craftsman school**', in Germany, designates all further education institutions which prepare participants for the advanced training to be a master craftsman. The courses are further education courses offered by private further education institutions or professional bodies, or more rarely so- called technical schools.

⁶ <http://www.karriereportal-handwerk.de/artikel/karriereziel-meister-in-werden-5020,3,27.html>

⁷ [https://de.wikipedia.org/wiki/Meisterschule_\(Deutschland\)](https://de.wikipedia.org/wiki/Meisterschule_(Deutschland))



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A **professional body (chamber)** is a corporation, which is usually organized under public law and, in Germany, mostly under state law and performs tasks of professional self-government. The term 'professional body' is rare. In contrast, the terms 'entity', 'chamber' or 'association' are more common.

Technical colleges or **specialist academies** in Germany are institutions of further professional education offering courses of study with strong practical relevance. The aim of further professional education offered by technical colleges is to enable skilled workers with professional experience to take on managerial tasks in enterprises, companies, administrations and institutions and/or to independently carry out responsible activities.

Technical colleges are considered to be post-secondary education institutions; internationally, they are included in the tertiary education sector, provided that the course has at least 2,400 teaching hours. They require initial professional training and/or work experience and on this basis they manage a state professional qualification according to state or federal legislation. The International Standard Classification of Education (ISCED) classifies colleges at Level 5B. As part of the education harmonisation process in the European Union, the technical qualification has been graded at level 6 according to DQR / EQF.

Specialist schools qualify an individual to assume extended professional responsibility and leadership activities: Completion of the course at the technical school enables a person to become self-employed and is recognized, for example, as a prerequisite for entry into the role of master craftsman. At least two years of professional education allow the additional acquisition of a nationally recognized higher education entrance qualification. At technical schools and technical colleges there are also undergraduate courses that are equivalent to professional education at professional schools.

Technical schools are usually founded by guilds. Guilds, like chambers, have the status of a public corporation.

It also needs to be said that individuals can also open master craftsman schools. There is no monopoly on running a master craftsman's school or offering a master craftsman's exam preparation course. The examination always takes place at the responsible master craftsman examination committee room of the Chamber of Crafts.



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In 75.6% of cases, the Chambers of Crafts selected and offered places for exam preparation. About one fifth opted for offers from a state school (22.2%) or a district craftsman's association/guild (17.3%).

4.7. Group sizes

Depending on the provider of the master exam preparation courses, 8 to max. 40 participants per course are possible. This depends on the calculation of the concrete provider of the master exam preparation course and also which of the four master exam parts is taught.

There are Master schools which organise courses for a larger number of participants.

“Die Meisterschule der Landesfachschole des Kfz-Gewerbes Hessen“ organises courses for Automotive Mechatronics Technicians with approx. 65 participants in full time, day time school (two times a year) and courses for 35 participants in night school (every two years).

4.8. Duration of Master exam preparations at Master craftsman school

The continuing vocational training for a qualification of Master craftsman at specialized school differs from the pure preparatory courses, since not only the Master Examination Regulations (MPO) is given priority, but also the curriculum. Specialized schools thus serve the purpose of in-depth and comprehensive professional development and promote general education. They are followed by vocational training and, as a rule, sufficient practical employment of several years. Master craftsman schools are either night school that the individual attends while continuing to work during the day or full-time, day-time school.



Depending on the concrete craft occupation, the preparation courses in full-time Master craftsman school last between 3 and 24 months; part time up to 48 months. They cover training parts I to IV of the MPO.

4.8.1. Duration examples:

- ⁸Master Exam Preparation for the **Hairdressers** in Landesfachschule des Friseurhandwerks Frankfurt in full time (day course) lasts **5 months**. Additionally to the course, they have 3 weeks practice (necessary media are included) .The course (s) take place all day from Monday to Friday in the time from 8.30 am to approx. 5.00 pm, as well as possibly Saturday morning from 8.30 am to approx. 1.30 pm. Evening courses last **11 months**. Classes usually take place on Mondays and Tuesdays from 6:00 pm to 10:00 pm, and on Wednesdays and Thursdays from 7:30 pm to 10:00 pm.

⁹Hairdressers in Handwerkskammer Rhein Hessen attend Master Craftsman school in full time from 08:30 am - 4:30 pm from Tuesday to Saturday during **3 months**. In part time, preparations for Part I and Part II last **8 months** /2 days a week.

- ¹⁰Master exam preparations for **Electrical Technician** (Part I-360 hours and Part II-790 hours) in full time last **9 months** and in the part time last **28 months**. Part III and Part IV last additionally (240+100 hours).
- ¹¹**Automotive Mechatronics Technicians** in Akademie des Handwerks Brandenburg attend the Master craftsman school (Part I-240 hours and Part II-660 hours) in full time **7 months**, and in part time **21 months**. Part III and Part IV last additionally (240+80 hours).

Master exam preparations for Automotive Mechatronics Technicians in Landesfachschule des KFZ-Gewerbes Hessen last in full time **8 months** (Part 1-

⁸ <https://fs-ffm.de/meisterkurse.html>

⁹ <https://hwk.de/weiterbildung/weiterbildungsangebot/?L=0>

¹⁰ <http://www.meisterschule-handwerk.de/elektrotechniker-meisterschule/>

¹¹ <http://www.meisterschule-handwerk.de/krafftfahrzeugtechniker-meisterschule/>

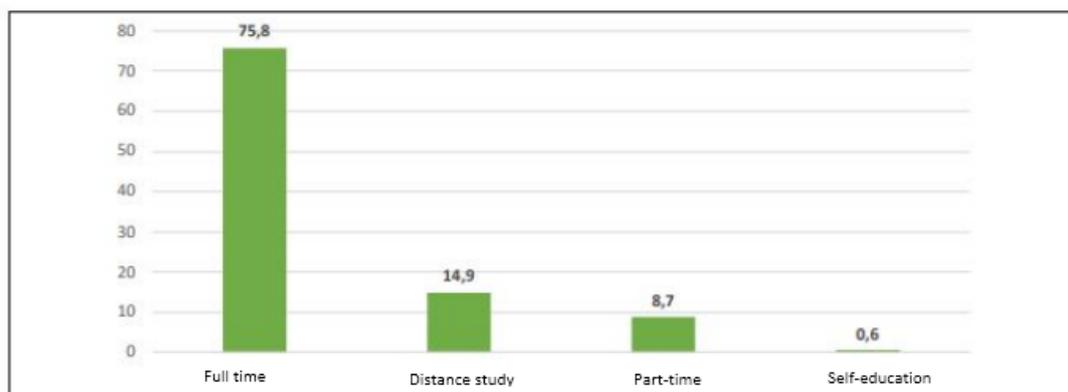


355 hours, Part II-470 hours, Part III-245 hours, Part IV-100 hours), and in the part time **20 months**.

Preparations (Part I and II) in Handwerkskammer Rhein Hessen for Automotive Mechatronics Technicians in part time last 1 ¼ year (Fridays 3 pm - 9.30 pm, Saturdays 8 am - 2.30 pm)

¹²**Part III and Part IV in full time** in 6 1/2 Weeks from Monday to Saturday 08:30 am -3:00 pm. The Part time preparations last **10 months** and are organised on Mondays and Wednesdays from 5:30-8:30 pm or Saturdays from 07:30 am-1:30 pm.

4.8.2. ¹³ Full-time and part-time preparations-Statistics



As shown in Figure 13, 75.8% of respondents decided to go for full-time exam preparation, with a total of 23.6% working part-time or were not able to attend on-site. A small number (six people) passed the Master Craftsman's exam without attending a preparatory course. These are graduates from the field of body and vehicle construction, automotive technicians, masons and construction workers, metal workers and dental technicians. On the other hand, part-time offers have been frequently taken up by electrical engineers, automotive technicians and metal workers in particular

¹² <https://hwk.de/weiterbildung/weiterbildungsangebot/?L=0>

¹³ <http://www.fbh.uni-koeln.de/sites/default/files/pdf/Absolventenstudie2017.pdf>



4.9. Financing master craftsman classes

Master craftsman classes are financed primarily by the course fees for the master craftsman exam preparation course. If the Master Craftsman examination takes place on the premises at master craftsman schools, the responsible chamber of crafts will also be charged for the use of the room during the examination.

The fees for the preparatory course are proposed by the Board of the General Assembly and they vote on the amount of fees to be set. All costs, such as the cost of premises, staff costs, administrative costs etc. are borne by these fees.

Furthermore, many master craftsman schools have very good contacts in the craft industry. The craft industry is keen to ensure that the master craftsman schools are always state-of-the-art institutions. As a result, the industry usually provides or sponsors machines or products.

Provided that the chambers are the bearers of the master craftsman schools, federal and state funds can be applied for the construction of master craftsman schools/education centres.

To make it easier to calculate the master craftsman's exam preparation course fees, it is important to be aware of the general conditions and also about the cost structure. This will then be compared to the planned revenue. The break-even point must be calculated mathematically. Therefore, depending on the region and cost structure, the course fees for a master craftsman's exam preparation course may differ by up to several hundred euros.

- Sample budget in Attachment 1



5. QUALITY CONTROL

The route to all master craftsman schools in Germany is open to all journeyman and apprentices. For this reason, the master craftsman schools endeavor to have their teachers participate regularly in further education events. Most of these take place in the craft industry. Furthermore, there is also a chamber board that ensures constant exchange between teachers. Likewise, guilds or umbrella organizations offer training and further education opportunities.

The responsible audit committee will determine during the audit whether the requirements for preparing for the audit have been met. As a result, there is also indirect quality control on the execution of the master exam preparation course as well as for quality control for teachers and lecturers.

Master craftsman schools are free to introduce a quality management system. However, as a rule, feedback sheets are only given to graduates at the end of a master craftsman's exam preparation course for completion.

The master craftsman schools are constantly trying to improve teaching by accepting criticism. Evaluation is anonymous and serves for future course design.

- Evaluation examples in Attachment 2



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6. MASTER CRAFTSMAN'S DUTIES

Master craftsmanship, dual-training and self-administration of the craft have a proven track record in Germany. Only well-trained craftsmen and craftswomen ensure the long-term high standards of craftsmanship and the innovative capabilities of the craft.

The Federal Government and the German Federal Parliament are stringently committed to the master craftsmanship requirement (application 18/3317 of 25.11.2014 (PDF, 1MB), application 18/5217 of 17.06.2015). For this reason, the Federal Government is committed to preserving master craftsmanship at European and international level, for example in the context of the European Commission's Transparency Initiative for evaluating the regulations governing professional access in the Member States.

The Federal Ministry for Economic Affairs and Energy is also constructively supporting the further negotiations on the planned EU service package, because the aim of strengthening the EU internal market for services must not be in conflict with the maintenance of the justified requirements (for example on health or consumer protection) of the Member States. The Federal Minister of Economics, Brigitte Zypries, comments: "Germany has structures that make us successful. With this I mean the self-administration of the economy, dual professional training, the master craftsman's duties and social partnership. We will not ruin those advantages. "



6.1. The Ordinance for the master craftsman examination

¹⁴ In 2009, the Federal Ministry of Justice (BMJ) suggested restricting the regulatory content of the master craftsman examination regulations to substantive legal requirements or extending the authorization basis by changing the craft code (HwO) to include trade-specific procedural regulations. Under the auspices of the Federal Ministry of Economics and Technology (BMWi), representatives of the German Confederation of German Crafts (ZDH), the German Federation of Trade Unions (DGB) and the BMJ as well as representatives of the Research Institute for Professional Training in Crafts at the University of Cologne (July 2009) FBH), who worked in an advisory capacity, agreed to change the authorization basis of the HwO. With the amendment of the HwO, amendments to the General Master Examination Regulation (AMVO) and the Master Examination Procedure Ordinance (MPVerfVO) were necessary to ensure a consistent legal basis (see Figure 1).

As a core activity, the Research Institute for Professional Training in Crafts at the University of Cologne (FBH) focuses on hands-on research in the craft trades and subsequent consultancy. Furthermore, activities in the area of basic tasks include, for example, advice and support in master craftsman examination procedures and the preparation of ad-hoc statements on current professional training issues in the craft trades.

Work and study texts are created within the framework of FBH projects. They present research results, the state of the literature or case studies taken from practice. Work and study texts arise partly in connection with the study achievements of students and doctoral candidates of the University of Cologne.

¹⁴ <http://www.fbh.uni-koeln.de/sites/default/files/A16-Umsetzungsempfehlungen-2012-03-01.pdf>

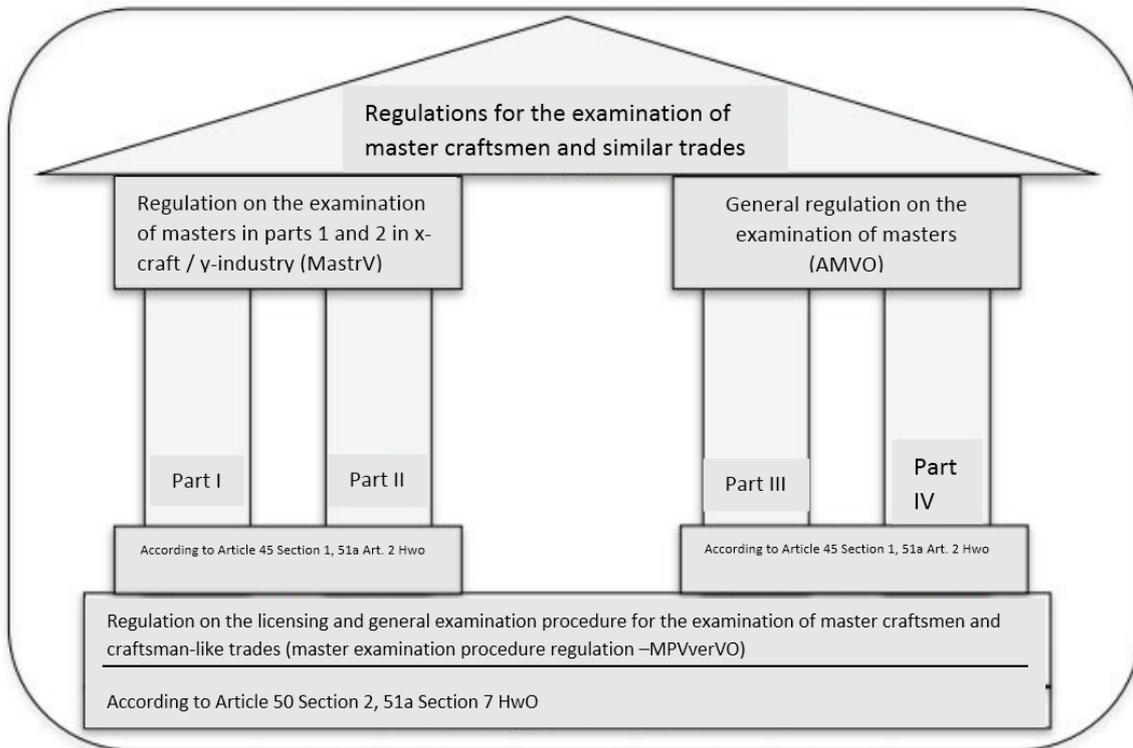


Figure 1: Legal basis for the master examination

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6.2.Regulation

The revision of the legal framework for master craftsmanship currently provides the opportunity to take a closer look and explain the examination requirements as well as the general and craft-specific procedural regulations in the Master Craftsman examination. From a professional pedagogical perspective, the competence or master craftsman's profile underlying the Master Craftsman examination should be given special focus, because the demands placed on master craftsmen in practice not only change professionally against the background of technical and technological developments but also in the field of craftsmanship for individual trades and occupations. For some years, it has become increasingly important for craftsmen to be able to work or act in a management-oriented manner. In addition to basic technical qualifications, market understanding, customer orientation, business administration, commercial and legal issues, occupational and pedagogical knowledge and, last but not least, open-mindedness to new developments in the craft industry all play a key role in this comprehensive understanding of practical skills.

¹⁵ <http://www.fbh.uni-koeln.de/sites/default/files/A16-Umsetzungsempfehlungen-2012-03-01.pdfv>



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In the performance of their leadership tasks, master craftsmen act primarily as problem-solvers and decision-makers. These requirements characterize the statutory ordinances for parts I to IV of the master craftsman's examination. Thus, by consistently focusing on the principle of competence or action orientation, the intention is to map the requirements of comprehensive and holistic action.

The orientation of the regulation on action-oriented terminology and concepts should focus on examining and promoting a comprehensive mastery of practice oriented to the requirements of the practice.

In particular, the ability to operate independently is targeted. In particular, the action orientation is expressed in the examination tasks and requirements. These no longer exclusively require the reproduction of technical knowledge, but require the solution of representative technical, business management and pedagogical practical problems of manual company management in the sense of technical occupational requirement profiles (see SCHAUMANN 2003b, p.45)



6.3. ¹⁶The Master Craftsman's examination procedure regulation

The "Ordinance on the Approval and Examination Procedure for the Master Craftsman's Examination in the Crafts" on December 17th, 2001, which was amended by Article 1 of the Ordinance on October 26th, 2011 (Federal Law Gazette I p. 2145), regulates important questions regarding the Master Craftsman examination procedure, such as the consequences of resignation and non-participation in the examination, deception, the handling of exemption requests, the performance of different examination tasks as well as the documentation requirements of the examination board.

The Ordinance on the Admission and General Examination Procedures for the Master Craftsman's Examination in Technical and Craft Related Trades (The Master Craftsman's Examination Procedure Regulations - MPVerfVO): This regulates the formal requirements and the general procedure for taking the Master Craftsman's examination and applies nationwide - regardless of where the exam is held

A person who is admitted for a Master Craftsman examination in a craft that is subject to authorisation, has:

- a journeyman's examination in the crafts that has been subject to authorisation in which he wants to take the Master's examination, or in a related trade requiring certification, or
- a corresponding final examination in a recognized training occupation or
- a certificate of equivalent standard to a journeyman's exam in a licensed or related craft
- passed another master craftsman exam.

Anyone who has passed another apprenticeship and final exam must have been practising the craft in which he wishes to pass the test for several years.

For a Master Craftsman examination in a craft that is not subject to authorisation, it is permissible to admit those who have passed a journeyman's examination or a final

¹⁶ <https://www.zdh.de/fachbereiche/bildung/weiterbildung/weiterbildungspruefungen/die-meisterpruefung-im-handwerk/?L=0>



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examination in a recognized training occupation (no professional qualification is required for admission to Part III).

On application The Chamber of Crafts can make exemptions in exceptional cases from the usual admission requirements.

The Master Examination Regulations for individual trades and craft-oriented trades: They each contain the craft or trade-specific examination requirements and procedures for specialist practices (Part I) and specialist theory (Part II); they are regularly adapted to current requirements. In the Master Craftsman exams, it is no longer only technical skills that are required but also practice-oriented and problem-solving skills.

The Ordinance on the Master Examination in Parts III and IV in the Crafts and Craft Related Industries (General Master Craftsman Examination Ordinance - AMVO): This regulates the business, commercial and legal requirements (Part III) as well as the professional and work-educational requirements (Part IV). The regulations apply in general to all master craftsman exams, this applies to master craftsman examinations both in licensed and license-free crafts as well as in trades with technical aspects.

In preparing the Master Craftsman Examination Regulations, the Research Institute for Professional Training in Crafts at the University of Cologne, in cooperation with the Federal Ministry for Economic Affairs and Energy, has clarified alterations to the ordinances and their consequences for the master craftsman and craft trades (recommendations for examination committees and experts in reorganization procedures).

The recommendations are available as a pdf file at www.fbh.uni-koeln.de.



6.4. ¹⁷ The master craftsman qualification is a quality characteristic in leadership skills in the trades

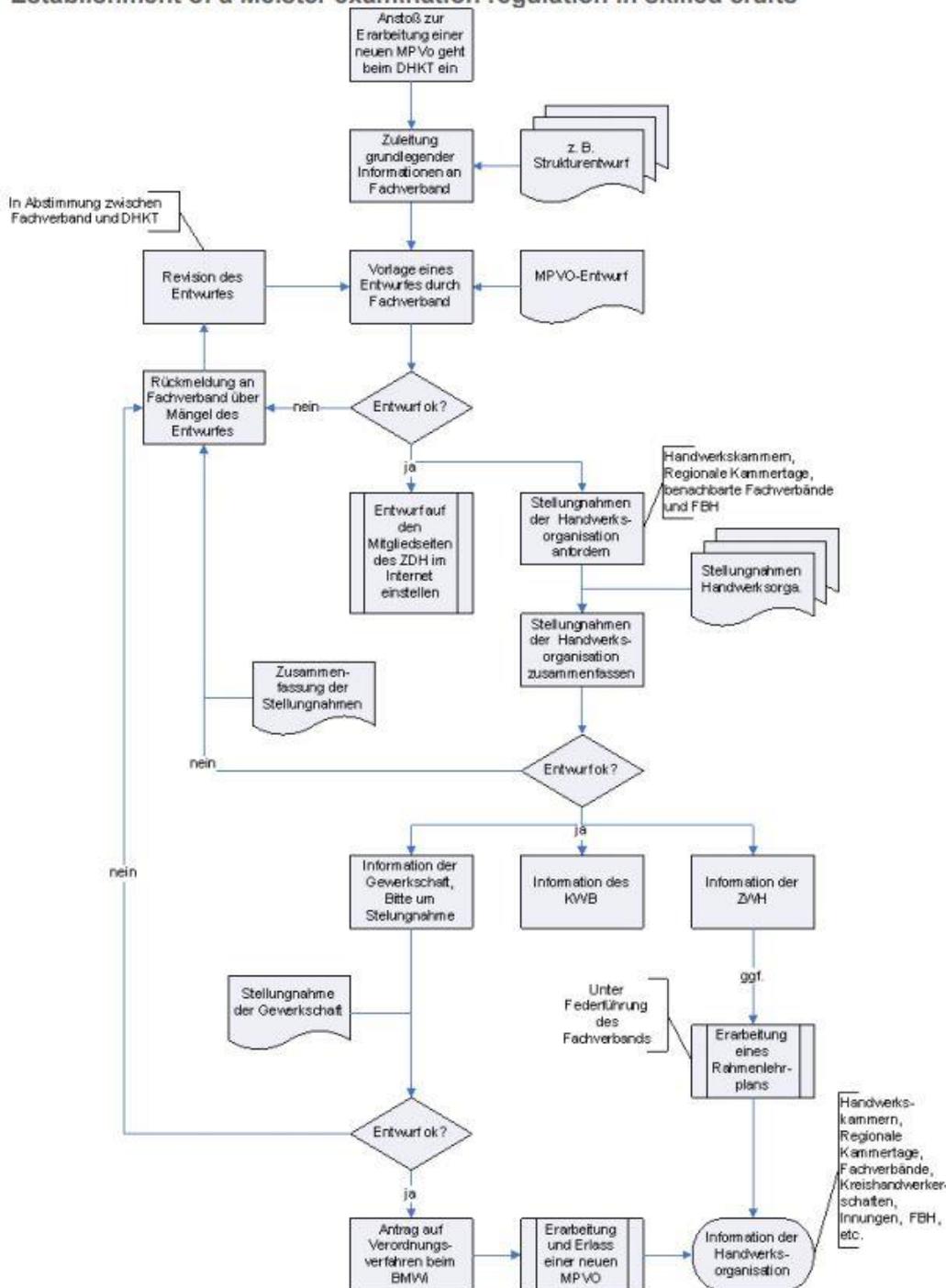
Hardly any other qualification prepares a tradesman for the step into self-employment as well as the Master Craftsman Certificate does. The modern Master Craftsman examination regulations form the basis of this, which the Federal Ministry for Economic Affairs and Energy is working on, together with their social partners.

The social partners (craft chambers as well as state or federal associations of the respective occupational groups) regularly inform the Federal Ministry for Economic Affairs and Energy about any changes in the area of innovation and make proposals regarding the extension or renewal of occupational profiles or, in this case, the master craftsman examination regulations. This occurs depending on the need and rate of innovation in respective occupational groups (about every 10 years). The Federal Ministry for Economic Affairs and Energy adopts trade association proposals and advises them regarding all the relevant institutions, chambers and industries, and works out the Master Craftsman Examination Regulations together with their social partners.

¹⁷ <https://www.zdh.de/fachbereiche/bildung/weiterbildung/meisterqualifikation/die-meisterqualifikation-im-handwerk/>



Establishment of a Meister examination regulation in skilled crafts



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The amendments and reorganization of federally regulated continuing education and training, which took place on August 1st, 2017 and were assigned according to the procedure described in the Joint Decision, are included in this submission to the German Qualification Framework (DQR). The statutory ordinances pursuant to § 45 (1) and § 51a (2) HwO on the

¹⁸ http://www.qa-hivet.net/wp-content/uploads/2016/07/DE_National-QA-report_final.pdf



requirements for the Master Craftsman examination in a trade in Annexes A and B to the Crafts and Trade Code. In addition to the listed statutory ordinances, there are currently "professional provisions for the Master Craftsman's examination regulation" for the currently unregulated craft professions, which according to § 122 HwO are transitional until the issue of master craftsman examination requirements under § 45 HwO. To the Ordinance on the Admission and General Examination Procedures for the Master Examination in the Crafts and Craft Related Industries (Master Craftsman Procedure Regulation - MPVerfVO) on December 17th 2001 (BGBl. I p. 4154), as amended by Article 1 of the Ordinance of 26 October 2011 (BGBl. I p. 2145), last amended by Article 106 in the legislation of 29 March 2017 (BGBl. I p. 626), it is further noted, as well as (3) the Ordinance on the Master Craftsman Examination in Parts III and IV in crafts and technical-oriented trades (General Master Craftsman Examination Ordinance - AMVO) on October 26th, 2011 (BGBl. I p. 2149).

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The list of regulations can be found in the appendix "Master Craftsman, Regulations".

Those who want to take on managerial responsibilities and want to earn a higher income need the Master qualification:

- The Master's qualification provides the necessary entrepreneurial skills to successfully run a company as a self-employed person or manager. Master Craftsman businesses are therefore much less likely to go into bankruptcy than other companies. Those starting up a business with a Master's Certificate also obtain the necessary bank loans as opposed to those who are unqualified.
- Master craftsmen tend to be flexible and have learned to adapt to new working conditions. This helps protect against unemployment.
- Master craftsmen have a head-start in expertise and skills. This proves itself in the market and when dealing with customers. If you are familiar with the market, you can recognise and utilise interesting niches and tap into it yourself.
- Master craftsmen can train their own apprentices and create motivated junior employees. As a competent contact person you enjoy greater esteem within the company and therefore have higher authority.
- As a master tradesman, you can become a certified business administrator according to the craft code (HwO) and thus become a business professional.
- In all federal states master craftsmen also have the right to study at a university.

¹⁹ https://www.dqr.de/media/content/Liste%20der%20zugeordneten%20Qualifikationen_01082017.pdf



7. CURRICULUM FRAMEWORK FOR THE PREPARATION OF MASTER CRAFTSMAN EXAM

The Master qualification builds on professional training. The advanced training is modular and based on the four parts of the Master Craftsman examination. Application-related competences are taught in the areas of specialist practice (part I), technical engineering (part II), business administration and law (part III) as well as professional and work education (part IV).

The content of the preparation courses for parts I and II of the Master Craftsman examination are based on the requirements of the respective trade-specific Master Craftsman examination parts. These are specified in the Master Craftsman's Examination Regulations for the individual trades.

For parts III and IV, the examination requirements are also laid down in a statutory ordinance. For both parts there are official training recommendations:

1. Curriculum framework for Part III
2. Curriculum framework for Part IV



accounting, which has been reduced to 32 hours, all content in the new curriculum will be retained with the same, or slightly increased, number of hours.

The intention of reducing the scope of the bookkeeping element is based on the fact that it is sufficient for the later independence of craftsmen to only have a basic understanding since these activities often take place in cooperation with the tax adviser.

7.1.1. Summary notes for lecturers

The area of activity 1 should be taught first as the content in the other two areas of activity is built upon it. Ideally, you can also follow the order to teach the areas of activity, 2 and 3, to obtain the logical business life cycle.

- Learning situations are to be prepared in such a way that the competences formulated in the syllabus can be acquired. It is necessary to weigh up the breadth and depth of the learning content.
- The starting point of the learning process should be complex, realistic and typical of a professional practice, with the help of which the master craftsman students practice both planning, execution and control of professional activities.
- Master craftsman students should be given the opportunity to learn on the basis of their own performance or mentally reproduced occupational activities.
- A separation of learning situations according to individual subject-systematic learning content should be avoided by teaching different forms of disciplines.
- If complete work and business processes cannot be trained, students should at least be made aware of the classification of the respective learning content in the larger context of action, for example about the terms of upstream and downstream action steps. This helps Master Craftsman graduates better coordinate the individual skills they've acquired and to put them into practice.

The source and following link to the curriculum framework for the preparation of Part III of the Master Craftsman exam:

https://www.zdh.de/fileadmin/user_upload/themen/Bildung/Pruefungswesen/MP_Rahmenlehrplan_Teil_III_2011.pdf



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http://www.lfimuennen.de/lfi/moe/cms/main/ASSETS/bwl_pdfs/LFI_bwl_Rahmenlehrplan.pdf

<https://www.zdh.de/fachbereiche/bildung/weiterbildung/weiterbildungspruefungen/meisterpruefungsverordnungen.html>



7.2. Curriculum framework for the preparation of Part IV of the Master Craftsman exam

²¹ Part IV: Areas of activity with learning situations and hourly recommendations

1. Checking training requirements and planning training	2. Preparing training and hiring trainees	3. Carry out training	4. Finish training
<ol style="list-style-type: none"> 1. Present and justify the advantages and benefits of in-company training. 2. In-company training conditions on the basis of legal. The aim is to plan, prepare and make decisions on collective bargaining agreements and operational framework conditions. 3. Show structures of the VET system and its interfaces. 4. Select training professions MC and select the company. 5. Examine the company's suitability for the training in the intended training occupations, in particular taking into account training within the group. In-house and extra-company training. 6. Examine and evaluate the possibilities of the use of vocational training preparatory measures. 7. Coordinate the internal distribution of tasks for training, taking into account the functions and qualifications of those involved in the training. <p style="text-align: center;">25 hours</p>	<ol style="list-style-type: none"> 1. Draw up a company training plan based on the training regulations, which is oriented in particular to typical work and business processes. 2. Present and establish opportunities for the participation and co-determination of company interest groups in vocational education and training. 3. Determine the need for cooperation and coordinate the content and organization with cooperation partners, in particular the vocational school. 4. Apply criteria and procedures for the selection of trainees, also taking into account their diversity. 5. Prepare and conclude a vocational training contract and arrange for its registration with Steele. 6. Check possibilities, whether parts of the vocational training can be carried out abroad. <p style="text-align: center;">23 hours</p>	<ol style="list-style-type: none"> 1. Create learning conditions and motivating learning culture. Giving and receiving feedback. 2. Organize, design and evaluate the trial period. 3. Develop and design in-company learning and work tasks from the company training plan and the typical work and business processes. 4. Select training methods and media according to target groups and use them according to the specific situation. 5. Support trainees in case of learning difficulties through individual design of training and learning advice. Use training-supporting and examine possibilities for extending the training period. 6. For trainees, check and propose additional training offers, in particular additional qualifications: possibilities for shortening the training period and early admission to the final or journeyman's examination. 7. Demand social and personal development of trainees: Identify problems and conflicts in good time and work towards loadings. 8. Learning and working in a team. 9. Determine and evaluate the performance of trainees. Evaluate performance assessments, drills and test results. Driving in the assessment language, drawing a fictitious conclusion to the further course of training. 10. Intercultural competences in the company. <p style="text-align: center;">52 hours</p>	<ol style="list-style-type: none"> 1. Prepare trainees for the final or journeyman's prize taking into account the examination dates and lead the training to a successful conclusion. 2. Ensure that the trainees register for examinations with the responsible Steele and inform them of any special features relevant to assessments. 3. Produce written testimonies based on performance appraisals. 4. Trainees Information and advice on company development paths and professional training opportunities. <p style="text-align: center;">15 hours</p>

²¹https://www.zdh.de/fileadmin/user_upload/themen/Bildung/Pruefungswesen/MP_Rahmenplan_Teil_IV_2010.pdf



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Area of activity 1: Check education requirements and the education plan (time recommendation approx. 25 hours)

Learning situation	Competences	Learning content
1. The advantages and benefits of in-company training, and justify. 3 h	Aims and tasks of vocational training, in particular the importance of vocational education and training Competence to act, for industry and company in the first place. Describe the advantages and benefits of education for young people, business and society. Benefits of the training also under consideration of the costs of their own operations.	1. Advantages and benefits of in-company training 1.1 Aims and tasks of vocational training 1.2 Importance of training for young people, Economy and society 1.3 Benefits and costs of training for the company
2. In-company training requirements for the basis of legal, contractual and operational. Planning basic conditions and prepare decisions on this and meet. 4 h	Training needs on the basis of the development of the company and the operational Determining framework conditions. The importance of training in the context of personnel development. Legal and collective bargaining framework conditions for training decisions.	2. In-company training requirements and General conditions of the training 2.1 Personnel planning and training requirements 2.2 Legal framework of the training in particular the Vocational Training Act, Crafts Code, Youth Employment Protection Act
3. Structures of the vocational training system and its interfaces. 5 h	Integration of the vocational training system into the Describe the structure of the education system. requirements for the education system for vocational education and training. Describe the dual system of vocational education and training in terms of structure, responsibilities, areas of responsibility and control.	3. Structures and interfaces of the vocational training system 3.1 Classification of the VET system in the German education system 3.2 Basic requirements for the education system: in particular equal opportunities, Permeability, transparency, equivalence 3.3 The dual system of vocational education and training: structure, Responsibilities, areas of responsibility, control
4. Training occupations for the company and justify your selection. 5 h	Describe the emergence of state-approved training occupations. Observe and present the structure and binding nature of training regulations. Describe the functions and objectives of training regulations. Identify training occupations for the company	4. Selection of training occupations 4.1 Origin and list of state-approved training professions 4.2 Structure, functions, goals of training regulations



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	on the basis of training regulations and make use of opportunities for flexibility.	4.3 Training opportunities in the company
5. Suitability of the company for providing vocational training in the desired areas examine training occupations, in particular taking into account training within the group, inter-company and extra-company training. 4 h	Clarify personal and professional suitability for hiring and training and present possibilities for removing obstacles to training. Examine the suitability of the training centre for carrying out the training and, if necessary, present the necessary measures for establishing the suitability. Identify the need for out-of-school training and identify appropriate opportunities. Describe the possibilities of chambers and guilds to support companies in training matters. Explain the tasks of the competent authority for monitoring aptitude, overview the consequences of violations and know the reasons for withdrawal of the training authorisation.	5. Suitability for training 5.1 Personal and professional aptitude according to BBiG and HwO, Obstacles to training 5.2 Eligibility criteria of the training centre 5.3 External training and integrated training 5.4 Tasks of the craft organisations (chamber, guild) to support the training 5.5 Administrative offences and withdrawal of the training authorisation
6. Examine and evaluate the possibilities of using vocational training preparatory measures. 2 h	Present target group-specific vocational preparation measures for training planning and justify selection. Assessing the importance of vocational preparation measures for the recruitment of young talent and indicating funding opportunities. Clarify possibilities of the operational implementation of vocational preparation measures.	6. Vocational preparation measures 6.1 Target groups, prerequisites and legal requirements Basics for vocational preparation measures 6.2 Importance of vocational preparation measures and funding opportunities 6.3 Structuring the content of pre-vocational Measures (qualification modules)
7. Internal distribution of tasks for training under Consideration of the functions and qualifications of the Coordinate the training of participants. 2 h	Determine the tasks and areas of responsibility of those involved in the training. Present the trainer's function and tasks in the field of tension between different expectations. Clarify the tasks of participating specialists and coordinate their integration into the training.	7. tasks and areas of responsibility of the employees of the Education Contributors 7.1 Distinction: Trainer, trainer, training officer 7.2 Role and tasks of the trainer 7.3 Function, tasks and requirements of the Participating training officer



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Area of activity 2: preparation for training and hiring trainees (time recommendation approx. 23 hours)

Learning situation	Competences	Learning content
<p>1. Draw up a company training plan based on training regulations that is oriented in particular to typical work and business processes. 5 h</p>	<p>Justify the significance, aim and content of an in-company training plan for orderly training. To highlight the contents of the training regulations relevant for training planning. Establish a relationship between the factual and time structure in the training framework plan and the company's work and business processes. Create a company training plan taking into account specific company requirements and individual learning prerequisites; observe the time and organisational framework conditions of the different learning locations. Monitor the implementation of training plans and adjust plans if necessary.</p>	<p>1. Company training plan 1.1 Legal basis, planning requirements and Limits of training planning 1.2 Training regulations as the basis of the in-company training plan 1.3 Significance of typical work and leisure activities business processes and individual Learning requirements for the achievement of the educational targets 1.4 Criteria for the creation and adaptation of a in-company training plan</p>
<p>2. Present and justify opportunities for the participation and co-determination of company interest groups in vocational education and training 3 h</p>	<p>Describe ways of representing company interests in vocational education and training. Participation opportunities of the youth and trainee representatives in the field of Vocational training.</p>	<p>2. Co-determination rights in vocational education and training 2.1 Company co-determination rights representation of interests 2.2 Opportunities for participation of the youth and apprentice representation</p>
<p>3. Identify the need for cooperation and coordinate the content and organisation with cooperation partners, especially at vocational school. 4 h</p>	<p>Describe the benefits of cooperation networks, in particular vocational schools, inter-company training centres, consultants in chambers and guilds and employment agencies. Clarify possibilities of cooperation with the cooperation partners involved in the training.</p>	<p>3. Cooperation partners in training 3.1 Network of key cooperation partners in the training 3.2 Possibilities of cooperation between learning locations</p>
<p>4. Apply criteria and procedures for the selection of trainees, also taking into account their diversity. 4 h</p>	<p>Present and evaluate opportunities for attracting prospective trainees. Highlight the requirements of the training occupation and the prerequisites for aptitude as selection criteria. Apply suitable procedures for the selection of applicants taking into account different groups of applicants and observe legal regulations. Show training applicants the career prospects associated with the</p>	<p>4. Planning and implementation of recruitment procedures 4.1 Ways to recruit prospective apprentices 4.2 Criteria for the selection of applicants 4.3 Procedure for the selection of applicants 4.4 Career and career opportunities</p>



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	training.	
5. Prepare and conclude a vocational training contract and arrange for it to be registered with the competent authority. 4 h	Present essential contents of a training contract; conclude a training contract. rights and obligations of the trainer and the trainee under the contract. Explain the requirements for the entry of the training contract in the apprentice role; apply for entry in the training register. Register trainees at vocational school. Describe the possibilities and limits of termination, in particular the termination of a training relationship.	5. Conclusion of the training contract 5.1 Legal basis and contents of the training contract 5.2 Rights and duties of the instructor and the trainees 5.3 Registration in the apprentice role 5.4 Registration with the vocational school 5.5 Legal possibilities of termination as well as the Termination of apprenticeships
6. Examine whether parts of the vocational training can be carried out abroad. 3 h	Consider the advantages and possible risks of training periods abroad for trainees and the company. Use legal bases for the decision making for the execution of training parts abroad. forms of vocational training in other European countries when planning your stay abroad. Provide advice and support for the implementation of stays abroad. Documentation of stays abroad	6. Training parts abroad 6.1 Advantages, potential risks and legal risks Basis for training parts abroad 6.2 Vocational training in other European countries nations 6.3 Advisory and support services for the realization of training parts abroad 6.4 Understand the documentation of stays abroad.

Area of activity 3: conducting training (recommended time approx. 52 hours)

Learning situation	Competences	Learning content
1. Creating conditions conducive to learning and motivating learning culture, giving and receiving feedback. 10 h	Consider individual requirements of the trainees for the design of learning processes. Support the development of a learning culture of self-directed learning and reflect on the role of the trainer as a learning guide. Encourage learning by observing basic didactic principles. Support learning processes by agreeing on objectives, strengthening	1. Learning requirements, learning promotion and learning culture 1.1 Learning, learning competence, learning culture of the self-directed learning 1.2 The trainer as learning guide 1.3 Didactical principles of learning promotion



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	motivation and securing transfer. Promoting learning through the teaching of learning and working techniques as well as through suitable framework conditions. Identify learning outcomes and show the trainee his or her competence development through appropriate feedback and receive feedback.	1.4 Phases and funding possibilities of the learning process, Agree learning goals, Strengthen motivation, Ensuring learning success 1.5 Learning and working techniques, general conditions 1.6 Feedback options
2. Organise, design and evaluate the trial period. 4 h	Determine the content and organisational structure of the probationary period and observe legal principles. Select learning tasks to determine the trainee's aptitude and inclination for the probationary period. Plan to introduce the trainee to the company. Evaluate the trainee's development during the probationary period, feedback with the trainee, and evaluate the performance and results of the probationary period.	2. Design of the probationary period 2.1 Introduction of the trainee to the company 2.2 Meaning, design and evaluation of the probation
3. Develop and design in-company learning and work tasks from the in-company training plan and the work and business processes typical of the profession. 5 h	Emphasize the importance of learning in order and business processes. Analyse the training plan as well as work and business processes and use them to design suitable learning and work tasks. Involving trainees in work tasks, taking into account individual requirements.	3. Training in typical job and job-related business procedures 3.1 Methodological concept of the order and business process oriented training 3.2 Selection of suitable work tasks and involvement of trainees 3.3 Design of learning and work assignments
4. Select training methods and media according to target groups and use them in specific situations. 8 h	Present essential training methods and their possible uses. Describe criteria for the selection of methods; justify method selection. Planning and evaluating teaching conversations and work instruction. Methodical design of training content target group-oriented planning, implementation and evaluation. Describe the function of training media and means and select them according to the method. Evaluate the use of e-learning for training.	4. Training methods and media 4.1 Overview of training methods and criteria for method selection 4.2 Planning and implementation of teaching conversations and work instructions 4.3 Presentation of a training situation 4.4 Functions and selection of training media 4.5 E-Learning in training
5. Support trainees with learning difficulties through individualised training and learning	Identify typical learning difficulties in training and identify possible causes, check learning requirements. Providing	5. Learning difficulties and learning aids 5.1 Appearances and causes of learning difficulties and



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guidance, use training support aids and examine possibilities for extending the training period. 3 h	individual assistance in case of learning difficulties and initiating support measures. Identify the need for assistance during training (abH) and organise measures. Examine the possibility of extending the training period.	related learning aids and support measures 5.2 Assistance during training (abH) 5.3 Extension of the training period
6. Examine and propose additional training offers for trainees, in particular additional qualifications; examine possibilities of shortening the training period and early admission to the final or journeyman's examination. 3 h	Identify special requirements and talents of trainees and promote them by offering them suitable opportunities, e.g. additional qualifications. Possibilities of shortening the the duration of the training and early admission to the final examination/journeyman's examination for these trainees and to organise the remaining training period.	6. Promotion of high-performing trainees 6.1 Support for high-performing trainees 6.2 Shortening the duration of training and premature termination of training Admission to the final examination/journeyman's examination
7. Promoting social and personal development of trainees; identifying problems and conflicts in good time and work towards solutions. 8 h	Development tasks for young people in the describe training, development-typical Behaviour of trainees and relevant Environmental influences in the design of training must be taken into account. Importance of the company for socialisation Describe the trainee. Communication processes during training communication skills of the Supporting trainees. Striking behavior and typical Conflict situations in training in good time identify, analyse and develop strategies for constructive conflict management. Intercultural causes of conflicts and avoid them. Common causes of impending reflect on drop-outs from training and take measures to avoid them. dispute resolution during training.	7.Youth development and conflict management 7.1 Developmental tasks in adolescence and development-typical behaviour of the trainee as well as environmental influences 7.2 Socialization of the trainee in the company 7.3 Communication in training 7.4 Behavioural abnormalities and conflict situations in the training 7.5 Conflict Prevention and Strategies for constructive handling of conflicts 7.6 Avoiding intercultural conflicts 7.7 Training abortions: Causes and Approaches to avoid 7.8 Conciliation procedure for apprenticeship disputes
8. Learning and working in a team. 2 h	Form teams based on selected criteria. Encourage teamwork.	8. Learning and working in a team 8.1 Criteria for the formation of teams 8.2 Teamwork
9. Determine and evaluate the performance of trainees, Evaluate third-party performance assessments and examination results, conduct assessment interviews, draw conclusions for the further course of training.	Suitable forms of success control for Determination and evaluation of performance in the Select the training and provide basic Requirements for monitoring the success of training note. Perform success checks and from this draw conclusions for further training. Behaviour of the trainees regularly on the	9. Determine training success 9.1 Forms and functions of performance reviews in the training 9.2 Basic requirements for performance reviews 9.3 Performance of internal performance reviews 9.4 Evaluation sheet and assessment interview



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6 h	basis of suitable criteria and to this end Conduct appraisal interviews. Evaluate the results of external performance reviews. Evidence of formal qualifications for control and promotion as well as for comparison with the Use the training plan.	9.5 Evaluation of external performance reviews 9.6 Evidence of formal qualifications/report booklet
10. Promoting intercultural skills in the company. 3 h	Openly encounter other cultures and take up culturally determined differences in a positive way (intercultural learning). Specific support for trainees with a migration background.	10 Intercultural competencies 10.1 Fundamental cultural differences and intercultural competencies 10.2 Specific support for trainees with migrant background

Area of activity 4: complete training (recommended time approx. 15 hours)

Learning situation	Competences	Learning content
1. The trainees in the final or journeyman's examination under consideration for the exam dates. The preparation and training leads to a successful conclusion. 4 h	The training regulations highlight the essential requirements of the interim and final / journeyman's examination and convey the specifics of an examination situation. Description of the meaning of the course for the final exam. Suitable aids for exam preparation and for avoiding examination failures and the provision of the required testing equipment.	1. Preparation for the final / trade test 1.1 Examination requirements and examination procedures 1.2 Prolonged final / journeyman's examination 1.3 Specific aids and techniques for exam preparation 1.4 Avoiding and reducing exam anxiety



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<p>2. Ensure that the trainees register for examinations with the competent authority and take note of any special features.</p>	<p>Legal requirements for registering trainees for the examinations and take note of any exemptions; Going through the registration process; Legal conditions for early admittance to the examination. Provide details of the trainees which are relevant to the examination to the responsible body. If they fail the exam, take into account any legal requirements to re-take the examination or supplementary examination and extension of the training period.</p>	<p>2. Registration for the exam 2.1 Application, exemption and admission to the exam 2.2 Exam-relevant information regarding the trainees 2.3 A re-test</p>
<p>3. Creating written testimonials on the basis of performance appraisals 5 h</p>	<p>Supplementary examination and extension of the training period. Observation of legal and operational requirements as well as emphasizing the significance of employment legislation regarding certificates for the trainee. There are different types of certificates. Creating certificates by taking into account previous performance assessments and the observation of legal consequences.</p>	<p>3. Creating certificates 3.1 Importance, types and content of certificates 3.2 Formulation of certificates 3.3 Legal consequences in respect of certificates</p>
<p>4. Apprentices inform and advise on the various paths of inter-company development and further training opportunities. 3 h</p>	<p>The value of vocational education and training. Professional and occupational promotion and Training opportunities, in particular for the Master Craftsman examination. Highlighting the funding opportunities for further vocational education and the possibilities offered in a skills-based programme.</p>	<p>4. Promotion and training opportunities 4.1 Professional progress and further education opportunities, Master Craftsman examination 4.2 Financial support for professional training</p>

The source as well as the link to the curriculum framework for the preparation for Part IV of the Master Craftsman exam can also be reached on the following link:

http://www.fbh.uni-koeln.de/sites/default/files/Rahmenplan_Teil%20IV_2010.pdf



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²²As a rule, a Master Craftsman examination project is to be carried out in the practical part of a Master Craftsman examination. The Master Craftsman exam project consists of the planning, execution and verification of a typical, demanding professional product, service or business process. The Master Craftsman examination project will be supplemented by expert discussion.

In the three other parts of the examination, written elements are required in the first instance, and in Part IV a presentation or the practical implementation of a training situation and a technical discussion is also required.

Curriculum framework for part I and II of the Master Craftsman exam / boat builder:
http://www.fbh.uni-koeln.de/sites/default/files/2016-11-25RLP_Bootsbauer_1.pdf

²² <http://www.karriereportal-handwerk.de/artikel/karriereziel-meister-in-werden-5020,3,27.html>



8. ²³THE MASTER CRAFTSMAN EXAMINATION BOARD

The creation and naming of the master examination committees is regulated by law in the Vocational Training Act § 40. Likewise, in the crafts code under § 47 the extract on the establishment and activity of master craftsman examination committees can be found.

A Master Craftsman Examination Board consists of at least five people: One person presides. The chairman does not need to work in a licensed trade; he does not need to belong to the craft requiring certification, for which the master craftsman examination committee is established. At least three people are experts on the subject matter in each craft and usually have their own master craftsman qualification. On the committee, two independent entrepreneurs or operating managers as well as one or more journeymen should be represented among the expert assessors. In addition, at least one member of the examination board must have special expertise in the areas of Part III (Business Administration and Law) and Part IV (Vocational and Labour Education).

For the examination to be accepted in financial management, as well as in the commercial, legal and professional educational expertise an assessor has to be appointed, who is particularly knowledgeable in these examination areas and does not need to belong to the craft in question.

The Examination Board members need to be at least 24 years of age.

Its members are appointed by the competent body (regional council) for a maximum of five years. The members of the selection boards may be removed on reasonable grounds after hearing an appeal from the parties concerned.

The Audit Committee elects one member to the Chair and another to replace the Chairmanship. The chairman and the committee member should not be members of the same membership group. The examination board has a quorum if two thirds of the members, at least three, participate. He resolves any issues by a majority of the votes cast. In case of a tie, the vote of the presiding member is decisive.

Decisions regarding the grades for the assessment of individual examinations, the examination as a whole as well as on the passing and the non-existence of the final examination are decided by the examination board. In order to prepare for the decision pursuant to paragraph 1, the Chair may appoint at least two members to evaluate any individual examination that is not required to be undertaken orally. The commissioners should not belong to the same membership group. The commissioned members document the essential processes and record the facts that are significant for the assessment.

²³ <https://www.zdh.de/fachbereiche/bildung/weiterbildung/weiterbildungspruefungen/die-meisterpruefung-im-handwerk/?L=0>



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Relatives of the applicants should not participate in the admission and examination process. Relatives are considered to be: 1. Fiancé(e), 2. spouse, 3. life partners, 4. relatives and direct-line relatives, 5. siblings, 6. children of siblings, 7. spouses of siblings and brothers or sisters of spouses, 8. Parents' siblings, 9. People who are linked to a domestic community such as a parent and child by a long-term care relationship (foster parents and foster children). Relatives are those listed in sentence 2, even if in the cases numbers 2, 3, 4 and 7, the relationship-based marriage or civil partnership no longer exists; 2. in case numbers 4 to 8, the kinship or sisterhood is extinguished by adoption as a child; 3. in the case of number 9, the domestic community ceases to exist, provided that the people continue to be related, such as a parent and child.

If an audit committee member considers himself excluded or if there are doubts as to whether the requirements are met, this must be notified to the responsible body during the audit. The decision on exclusion from the participation shall be taken by the competent body during the examination of the examination board. In the latter case, the member concerned should not participate. Excluded people should not be present during the consultation and resolution process.

The management of the examination board is in agreement with the examination board at the responsible office (The Chamber of Crafts). Invitations (preparation, implementation, follow-up), recording and the implementation of decisions are governed by the agreement with the chairman of the examination board. The regular members are to be invited in good time to the meetings of the examination board. Alternate members are appropriately briefed. If a member cannot attend a meeting, he should immediately inform the competent body. For a member who is unable to attend, a substitute member should be invited who belongs to the same group. The meeting is led by the person holding the meeting and the chairman. Section 23 (1) remains unaffected.

Without prejudice to existing information requirements, in particular the Vocational Education Committee, the members of the Selection Board and other people involved in the examination must respect the secrecy with regard to third parties throughout all examination procedures.

Examination dates:

The competent authority (Chamber of Crafts) determines the dates of the examination as required. If possible, the dates should be coordinated with the relevant further education institutions (master craftsman schools). The competent body shall announce the dates of the examination including the registration deadlines in a suitable manner at least one month before the expiry of the registration period. If the application deadline is exceeded, the competent authority may refuse to accept the application. If standard supra-regional tasks are used for examination areas in the written form, appropriate supra-regional agreed examination days are to be used. The examination board can also create its own tasks.

Fees:

The candidate must pay the examination fee to the competent body (Chamber of Crafts) upon request. The amount of the examination fee is determined according to the fee schedule of the competent authority.

Activity on the examination board is voluntary. In the case of money expenses and time consumption, compensation is not granted by another party, reasonable compensation is to



be paid, the amount of which shall be determined by the competent authority (Chamber of Crafts) with the approval of the Chairman (The Chamber of Crafts).

There are very large differences between individual chambers with regard to the amount of the respective expense allowances.

8.1. An overview of the development of past master craftsman examination procedures in 2016

	Master Craftsman exam procedure	Change in the previous year	
		absolut	in %
A total of	21.266	-614	-2,8%
- including in appendix A	20.246	-610	-2,9%
- including in appendix B1	951	-25	-2,6%
- including in appendix B2	69	21	43,8%
A total of	21.266	-614	-2,8%

➤ **Master craftsman examinations (Detailed evaluation of occupational groups) in Attachment 3**

➤ **Billing sheet sample in Attachment 4**

➤ **An overview of the master craftsman examination committees active in Germany in the Attachment 5 "Übersicht_Meisterprüfungsausschüsse_09_2013.xlsx"**



9. COSTS FOR FOR A MASTER CRAFTSMAN

These vary from trade to trade: cheaper advanced training for the master as the butchers and hairdressers cost around 4,000 euros. Experts, such as the electrician-master cost around 9,000 euros. Depending on where the nearest master school is located, there are additional travel or accommodation costs. The examination fees charged by the Chambers of Crafts total around 750 euros. Financially, the master usually pays off after four to five years.

9.1. Government support

Vocational advanced training is often associated with great effort and high costs where evening lessons and weekend seminars are attended over months or years, culminating in examinations requiring intensive preparation. In addition, employers have to agree and allow employees to take time off. Often businesses financially support advanced training programmes. However, they hedge their investment by way of contracts and repayment clauses. Employees leaving their company during or shortly after advanced training have to pay back costs.

Alternatively, the German federal qualification initiative provides support by way of the **Advanced Further Training Assistance Act (AFBG - Aufstiegsfortbildungsförderungsgesetz)**, also called **master BAföG**. The act ensures individual rights to funding advanced training such as master craftsman programmes and comparable courses.

Funding under the Upgrading Training Assistance Act – or AFBG for short – represents a statutory payment to support people undergoing training. Funding under the AFBG can be claimed by anyone who satisfies the statutory requirements.



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The AFBG addresses people taking part in measures leading to advanced vocational qualifications. Typical upgrading training measures are measures which lead to Meister and Fachwirt qualifications as well as courses at colleges of early childhood education or specialized technical colleges. Over 700 equivalent further training measures are eligible for funding under the AFBG.

Participants receive a contribution towards the cost of training irrespective of their income and assets. Participants in full-time measures also receive an additional means-tested payment to cover living expenses.

Funding is partly in the form of a grant and partly in the form of a low-interest loan from the KfW Development Bank.

Approximately 162,000 people received funding under the AFBG in 2016. This means that since its introduction in 1996 the AFBG has provided funding of around 8 billion euros to enable approximately 2 million people to undergo upgrading training and become senior management staff, entrepreneurs and instructors for the skilled labour of tomorrow.

What does the AFBG fund?

Funding is provided for full and part-time upgrading training measures offered by public and private providers which prepare participants for public upgrading training examinations under the Vocational Training Act (Berufsbildungsgesetz) and the Crafts Code (Handwerksordnung) or for equivalent qualifications under federal or Länder law.

The professional qualification in question must be above the level of a skilled worker or journeyman examination or a vocational school-leaving certificate. This means that the successful completion of an initial training course is often the precondition for admission to the further training examination and funding under the AFBG.

New: In the case of measures beginning after 1 August 2016 and if the relevant public examination regulations so permit, funding under the AFBG can also be granted to participants in upgrading training who have previous qualifications other than having completed initial training (e.g. student drop outs or people with upper secondary leaving certificates and work experience). This is often the case with school-based further training in social professions (e.g. state-recognized early childhood teachers).

What are the minimum preconditions for eligibility for funding?



1. A measure which is eligible for funding under the AFBG must prepare participants for a specific public examination in accordance with the Vocational Training Act (*Berufsbildungsgesetz*), the Crafts Code (*Handwerksordnung*) or equivalent qualifications under federal and *Länder* law.
2. The measure, i.e. the course or school-based training, must comprise **at least 400 class hours** (minimum duration). Funding is provided for attendance in classes. Pure self-learning is not eligible for funding under the AFBG.
3. Further demands regarding full-time measures:
 1. As a rule, full-time measures consist of a **minimum of 25 class hours per week on four working days** (frequency of full-time upgrading training). With effect from 1 August 2016, block holiday weeks are now deducted for full-time school-based measures lasting at least two years. Such measures are considered to have achieved the stipulated frequency of full-time upgrading training if this frequency is observed in 70 percent of the remaining weeks. This means that in future funding under the AFBG will take adequate account of external practical training which is often part of school-based training in the social professions.
 2. Full-time further training must **not last longer than three years** (maximum time frame for full-time training).
4. Further demands regarding part-time measures:
 1. Part-time measures must consist of an average of **18 class hours per month** (frequency of part-time upgrading training).
 2. Part-time measures must not last longer than four years (maximum time frame for part-time training).
5. **Distance training courses** can be funded as part-time measures provided they satisfy the preconditions of the AFBG for funding and also meet the demands of the Distance Learning Protection Act (*Fernunterrichtsschutzgesetz*).
6. **Multi-media-supported courses** are also eligible for funding if they are supplemented by periods of compulsory attendance or comparable, binding media-supported communication periods of at least 400 hours and if they involve regular progress reviews.
7. Only courses offered by **certified providers** with a corresponding quality assurance system are eligible for funding.
8. Since 1 August 2016, funding can also be provided for measures which **link initial training with upgrading training** provided that these measures are structured and recognized by the responsible examination body. The order of the examinations (initial training before further training) must be observed. However, trainees are not entitled to



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funding for living expenses under the AFBG during initial training as the employer is generally legally obliged to pay a training allowance.

Who is eligible for funding?

The AFBG provides funding for people taking part in measures that are eligible for funding and which lead to **further training qualifications as master craftspersons**, industrial supervisors, early childhood teachers, technicians, commercial specialists, certified business specialists or in one of over 700 comparable professions.

There is no age limit for funding under the AFBG.

In order to qualify for funding, participants must fulfil the conditions of the respective further training regulations for admission to the examination or admission to the intended course at a trade and technical school (previous qualifications).

In addition to German citizens, non-Germans are also eligible for funding under the AFBG if they have assured prospects of remaining in Germany. Here the AFBG imposes the same demands as the Federal Training Assistance Act (BaföG). Certain residence permits entitle the individual to begin upgrading training funded under the AFBG immediately; others call for a certain minimum period of residence in Germany. Section 8 AFBG contains concrete provisions.

Participants in training measures who have already received funding under the AFBG in the past are generally not eligible for renewed funding. However, there are a number of exceptions to this rule. For example, a participant who has already received AFBG funding for a qualification may receive renewed funding if this qualification is a precondition for admission to the examination for which he or she is seeking renewed funding.



9.2. How is funding provided?

9.2.1. Funding for course and examination fees as well as for a *Meister* examination project

Irrespective of their income and assets, participants receive a sum equivalent to the level of actual fees up to a **maximum of 15,000 euros** (10,226 up to 31 July 2016) in order to cover **course and examination fees**.

Participants receive **40 percent** of the funding (30.5 percent up to 31 July 2016) in the form of a non-repayable **grant**. Participants receive an offer from the KfW Development Bank for a low-interest bank loan for the remaining share of 60 percent (69.5 percent up to 31 July 2016). Participants are not obliged to take advantage of this offer.

In addition, with effect from 1 August 2016, upon passing the examination participants may apply to have 40 percent (25 percent up to 31 July 2016) of the loan to cover course and examination fees which is not yet due for repayment waived.

Funding of up to **half of the necessary costs** and **up to a maximum of 2,000 euros** (1,534 euros up to 31 July 2016) can be granted towards the **cost of materials for the *Meister* examination project**. Here too, **40 percent** of the funding is provided in the form of a **grant**. The KfW Development Bank offers a low-interest bank loan to cover the remaining 60 percent of the funding (funding for the *Meister* examination project was in the form of a loan without a grant up to 31 July 2016).



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Course and Examination Fees

Up to	15.000 €
Percentage as a grant	40 %
Percentage of loan waived for passing examination	40 %
Percentage of loan waived for founding a company up to	66 %

Cost of Materials for a Meister Examination Project

Up to half of the costs, up to a maximum of	2.000 €
Percentage as a grant	40 %

9.2.2. Special support for single parents

Single parents with children under ten years of age or with children with disabilities living in their household are entitled to a lump sum childcare supplement of **130 euros** irrespective of their income and assets. They receive this payment **entirely in the form of a grant** during the measure. This funding is provided irrespective of whether the training takes place on a full-time or part-time basis.

9.2.3. Funding of additional living expenses during full-time measures

People taking part in full-time measures can also receive a contribution towards the cost of living in addition to funding to cover training costs. This payment to cover living expenses **depends on the individual's income and assets** as well as on the income of his or her spouse or life partner.

Here too, funding consists of a grant and an offer of a low-interest loan from the KfW Development Bank.



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The maximum payment for single persons is 768 euros (697 euros up to 31 July 2016). The payment comprises an allowance to cover basic needs, accommodation, a supplementary payment and possible additional contributions towards health and long-term care insurance.

The maximum monthly payment is increased by 235 euros (215 euros up to 31 July 2016) for married participants or participants in a registered partnership who are not permanently living apart.

The maximum monthly payment is increased by 235 euros (210 euros up to 31 July 2016) for each child for whom the participant is entitled to claim child benefit.

After deduction of a lump sum of 103 euros, participants receive **50 percent** of the payment to cover living expenses, including the supplementary payment for married people or people living in a registered partnership, **in the form of a grant** (44 percent up to 31 July 2016 without the supplementary payment). They receive 55 percent of the supplementary payment per child in the form of a grant (50 percent up to 31 July 2016). The KfW Development Bank offers a low-interest bank loan to cover the remainder of the funding.

Contribution towards living expenses for participants

Up to **768 €¹**

Of which in the form of a grant, up to **333 €**

Supplementary payment per child

Up to **235 €**

Of which in the form of a grant **55 %**

Supplementary payment for participants married or living in a registered partnership

Up to **235 €**

Of which in the form of a grant **50 %**

Childcare allowance for single parents

Lump sum **130 €**

Of which in the form of a grant **100 %**

¹ A lump sum of 103 euros is deducted before the amount of the grant is calculated. 50 percent of the remaining sum is provided in the form of the grant.



Sample calculation for payment of living expenses

	 Single parent	 Single parent, one child	 Married, one child	 Married, two children
Grant (max.)	333 €	462 €	579 €	709 €
Loan (max.)	435 €	541 €	659 €	764 €
Total (max.)	768 € ²	1,003 €	1,238 €	1,473 €

The **allowance for income from other sources** amounts to 290 euros (255 euros up to 31 July 2016). The additional consideration of income-related expenses and a flat-rate deduction of compulsory social security contributions mean that participants are entitled to earn up to 450 euros from a “mini-job” **without this affecting their entitlement to AFBG payments**.

This allowable deduction is increased by 570 euros (535 euros up to 31 July 2016) for people who are married or in a registered partnership and are not permanently living apart. It rises by 520 euros per child (485 euros up to 31 July 2016).

A married or registered partner has an additional own allowance of 1,145 euros before his or her income is offset against AFBG funding.

Financial assets of up to **45,000 euros are not offset**. This allowable deduction is increased by 2,100 euros for people who are married or living in a registered partnership and are not permanently living apart. It also increases by 2,100 euros per child.

The assets of a spouse or registered partner are not taken into account. This also applies for appropriate self-used property and a car.

Important: Success pays off especially for people receiving loans!

1. Upon presentation of the examination certificate, anyone who has **passed** the further training examination can apply for **40 percent** of the part of the loan for course and



examination fees which is not yet due for repayment (25 percent up to 31 July 2016) to be **waived**.

2. Anyone who additionally **establishes** or takes over a **company** within three years of completing the course and employs staff can apply to have **up to 66 percent** of the part of the loan for course and examination fees which is not yet due for repayment waived.

9.3. What must recipients do in return for funding?

Participants are obliged to **take part in the training measure on a regular basis**. Sitting or passing examinations are not preconditions for retaining funding. Keeping track of regular attendance ensures that the tax money spent on funding is employed purposefully. Funding to cover living expenses is provided under the AFBG for full-time measures because for time reasons it is not possible for participants to regularly pursue a gainful occupation to secure their livelihood. In the case of part-time measures, keeping track of regular attendance ensures that state funding has not been provided in vain because the participant has failed to attend classes.

Nevertheless, funding must only be repaid if the participant has failed to attend more than 30 percent of the classes.

Anyone who fails to attend even this minimum number of classes must normally repay the funding received.

The same applies to participants in **distance learning and media-supported measures who must participate in regular performance assessment measures**.

A **form** must be used to prove regular attendance. This is to be filled in by the provider of training and presented by the participant to the responsible funding office on two occasions (six months after the beginning and at the end of the measure). This means that the number of occasions on which proof of attendance has to be presented, including for measures involving several phases, has been reduced by an average of 50 percent with effect from 1 August 2016.



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The Ministry of Education supports young qualified professionals under 25 years with **continuing education scholarships**. For up to three years, they provide graduates with funding for continuing education programmes in their discipline or across disciplines. Graduates with a final grade of 1.9 or better are eligible to apply. Qualification criteria are also met if graduates successfully participate in supraregional skills competitions or are highly recommended by employers. Each year, up to 6 000 scholarships of up to EUR 2 000 per person and year are granted. Personal contribution is 10% per programme. Continuing education scholarships are organised nationwide by the foundation vocational training programme for highly **talented (SBB - Stiftung Begabtenförderung berufliche Bildung)**.

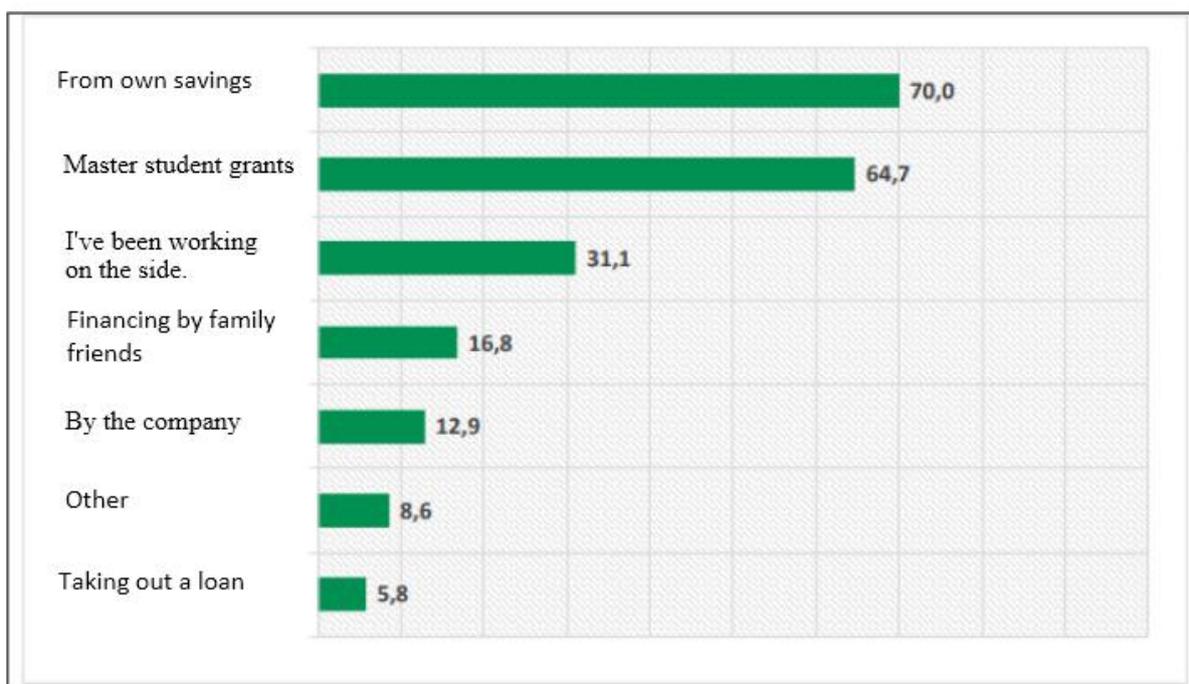
The Federal State of North Rhine-Westphalia offers education cheques for employees, people returning to work and entrepreneurs starting a new business. Half of all private expenses for occupational advanced training may be subsidised, capped at a maximum of EUR 2 000 per education cheque. All forms of continuing education are subsidised that serve a purpose of ongoing occupational qualification and maintaining one's employability.

In addition, the Ministry for Education has introduced the education bonus programme (*Bildungsprämie*). All employed or self-employed persons, whose taxable annual income does not exceed EUR 20 000 (EUR 40 000 in the event of joint assessment), may receive a bonus voucher of up to EUR 500. However, this bonus must be match-funded out of one's own pocket. Vouchers may be used towards training courses, examinations and certificates.²⁴

²⁴ Bundesministerium für Bildung und Forschung / The Federal Ministry of Education and Research



²⁵Master craftsman preparation funding-statistics:



In most cases, graduates finance any costs incurred for the preparation and the Master Craftsman examination with their own savings or with the Master Craftsman BAföG (see Figure 14). In 31.1% of cases (311 people), graduates work in parallel with the preparation for the Master Craftsman examination, although based on the data, no further detailed statements can be made about the scope.

²⁵ <http://www.fbh.uni-koeln.de/sites/default/files/pdf/Absolventenstudie2017.pdf>



10. INSURANCE FOR THE MASTER CRAFTSMAN STUDENT²⁶

Participants who are preparing for the Master Craftsman examination on a part-time basis continue to receive health insurance as was the case before the start of the master craftsman's preparatory course or master craftsman school. In other words, as long as part-time employment continues during school attendance and the contributory or holiday wages are paid, then unrestricted claims from the statutory health insurance can still be made.

In the case of voluntary health insurance, compulsory health insurance may be required as a result of the reduction in working hours and falling below the compulsory insurance limit. If there is other voluntary insurance, for example, due to a self-employment, a reduction of the contribution amount due to a lower total contributory income may be still considered for the time period of the master craftsman preparation course.

Participants who had been insured without contributing to statutory health insurance before attending the courses or the school due to family insurance cover usually continue to remain family-insured during their school attendance.

If the health insurance has existed prior to the start of the master craftsman's education due to an insurance contract in private health insurance, this insurance relationship is not affected by the master craftsman's education. Only in cases in which none or only minor income is earned during the training of becoming a master craftsmen, can the non-contributory health insurance coverage based on family insurance be considered (if the other conditions are met).

For participants preparing for their master craftsman examination in full-time education, the total monthly income of the participant taking further training cannot exceed € 335 (that includes their spouses or for parents under 25 years of age or unmarried master craftsman students that do not contribute to the family insurance). It should be noted that the benefits that the participants receive after the student loan, or according to the German Federal Training Assistance Act (Meister-Bafög), are not included in the limit of € 335. These do not count as income in any exemption from the regulations regarding payment.

²⁶ <http://www.khs-nordschwaben.de/Sozialabsicherung.pdf>



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Insofar as the prerequisites for a non-contributory family insurance are not met and only minor part-time employment is undertaken during the master craftsman training, or no wage claims (due to the reduction of overtime hours) or holiday wages are received, the participant continuing education has the option of voluntary continued insurance with his former health insurance.

A prerequisite for the voluntary continued insurance is that at least a 12 months insurance in the statutory health insurance has been maintained. Voluntary continued insurance is also permissible, provided that there have been at least 24 calendar months' of insured periods within the last 5 years and the application for voluntary continued insurance is made within 3 months after the end of the insurance on the basis of a personal insurable employment or family insurance.

10.1. Pension Insurance

The time period of the master craftsman's preparation in full-time education can be counted in the statutory pension insurance under certain conditions as a technical school education. A prerequisite for the charges is a minimum duration of 600 lessons, or 6 months.

If, during the time of the master craftsman's preparation - in some cases - a benefit is granted in terms of unemployment insurance, the time of the master craftsman preparation is charged as any other benefit (usually as a contribution period).

As training for the master craftsman's preparation course is completed part-time, in the evenings or at weekends, there is no possibility of offsetting these periods of training in the statutory pension insurance, since in these cases, an insurance-related employment relationship can, and will, continue to be exercised and be valid.

10.2. Accident insurance

The participants in master craftsman preparatory courses, or the students of master craftsman schools, are insured by the respective measures as other trainees with statutory accident insurance. The insurance cover extends - as far as no other protection is paramount - also to taking the master craftsman examination.



10.3. Unemployment insurance

The time spent completing the master craftsman preparation course with unemployment insurance is not a contribution period and also none of this time is deemed to be a contribution period (such as for child-care allowance). During a master craftsman preparatory course, there is usually no entitlement to unemployment benefits, as during this time the student is not available for employment under normal conditions. The receipt of unemployment benefit is being considered, as far as the master craftsman preparation course is completed as part-time education.

10.4. Care insurance

In long-term care insurance, the protection is based on the health insurance protection of the student for the time of the master craftsman preparation course. That is, as far as the health insurance protection is guaranteed by a non-contributory family insurance, this extends to the field of long-term care insurance. If a voluntary insurance for the time of training is given, in parallel to a compulsory insurance in the social care insurance is inevitable. If the health insurance protection is provided by a private insurance, the student is obliged to conclude an insurance contract with a private long-term care insurance.



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