Teacher Training for VET at a Glance

The following report is a result of the ITE-VET project which is part of the Erasmus+ Programme of the European Union.

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Teacher Training for VET at a Glance

Chair of Business and Economics Education I
Department of Economics
University of Konstanz
Germany‘s Education and VET system

- convential pathways
- Detours and alternative routes

- Dual System
  (in-company training and part-time vocational schools)

- other full-time vocational schools

- vocational colleges/
  higher vocational schools

- lower secondary
  school leaving certificate

- intermediate
  school leaving certificate

- HE entry qualification
  (Abitur)

- Universities or polytechnics

Age
24
18/19
16
10
### Statistical facts - VET beginners in Germany

<table>
<thead>
<tr>
<th>Subsystem</th>
<th>N (entrants) (2014)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Dual system</strong></td>
<td>513,125</td>
</tr>
<tr>
<td><strong>Full-time VET total</strong></td>
<td>655,226</td>
</tr>
<tr>
<td>Full-time VET as training in a state-recognised occupation based on vocational training law</td>
<td>4,883</td>
</tr>
<tr>
<td>Full-time VET as training in a school-based occupation according to federal state law</td>
<td>14,614</td>
</tr>
<tr>
<td>Full-time VET leading to hybrid qualifications (HQ)</td>
<td>24,121</td>
</tr>
<tr>
<td>Full-time VET as training in health, social and educational occupations</td>
<td>175,976</td>
</tr>
<tr>
<td>Higher Vocational Schools (leading into Higher Education)</td>
<td>71,762</td>
</tr>
<tr>
<td>Higher Education</td>
<td>504,882</td>
</tr>
</tbody>
</table>

Sources: BMBF 2015; Statistisches Bundesamt 2015
### Some comparative figures

<table>
<thead>
<tr>
<th></th>
<th>Germany</th>
<th>Baden-Württemberg</th>
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<tbody>
<tr>
<td>Apprentices in the dual system (2015)</td>
<td>1 337 004</td>
<td>189 981</td>
</tr>
<tr>
<td>Students at secondary full-time vocational schools (w/o part-time vocational schools) (2014)</td>
<td>1 061 953</td>
<td>213 685</td>
</tr>
</tbody>
</table>

Some statistical facts – The Dual System

- 26.2% (!) of apprentices (2014) have a higher education entitlement
- Highest shares of these “premium apprentices” are reported in “industry and commerce” (some 32%) and in the public sector (some 50%)
- In banking, more than 70% of apprentices hold such a qualification
- Craft sector mostly recruits school leavers with a lower secondary school qualification (some 46%)
- Apprentices in commercial occupations = some 30% of all apprentices
- Number of training occupations = 328 (2016)
- Number of commercial training occupations = 50
- “Transition system” still a reality (some 250,000 p.a. entering)
Some structural facts – German VET in full-time schools

- Full-time VET is not purely school-based but can include work placements
- Full-time VET is not homogeneous since federal states differ in terms of length of courses and denominations
- There are 4 sub-systems of full-time VET:
  - Courses leading to an educational qualification (e.g. the intermediate school qualification or Abitur – mostly Berufsfachschule and Higher Vocational School)
  - Courses leading to an occupational qualification according to the Vocational Training Act or the Craft Regulation Act (i.e. outside the dual system)
  - Courses leading to an occupational qualification according to federal state law (e.g. in child care or physiotherapy)
  - Courses leading to a nationally recognized qualification in the health sector (hospital nurses, nurses for the elderly)
Where do our future teachers work?

- Vocational part-time schools (commercial type)
- Higher vocational schools leading to Abitur
- Vocational full-time schools (lower and middle levels)
- Specialised further training schools in the commercial sector
- Vocational preparation and foundations courses

Full-time teaching hours = 25 lessons per week

Qualification requirements:
- University degree (Master of Business Education)
- Proof of practical work experience in companies and school-based internships during their university course
- Teacher Training course ending with state examination after 18 months
Essential pillars of the Business and Economics Education Programme (Wirtschaftspädagogik)

Specific combination of scientific and application-oriented courses:

- Teacher training course (school-based/seminars)
- University course leading to Master or State examination

"Two phases"
Main structure of the programme

Bachelor (BSc)
Business and Economics
6 Sem.
180 ECTS

Internship in companies and schools

Master (MSc)
Business and Economics Education
4 Sem.
120 ECTS

Track B:
Business and Economics Education + optional Compulsory Elective Subject

Track C:
Professional Learning and Human Resources Management

Track I:
Pedagogy plus Business and Economics

Track II:
Pedagogy plus Compulsory Elective Subject

Add-on:
Chamber Examination for Instructor Qualification

Subjects:
Chemistry, Physics, Computer Sciences, Mathematics, History, Political Science, Sports, Div. Linguistic Sciences
### Module Structure for the Master programme

#### Four Semesters (120 ECTS)

<table>
<thead>
<tr>
<th>Business and Economics Education (43 ECTS)</th>
<th>Master Thesis (20 ECTS)</th>
<th>Business and Economics (57 ECTS – Track I) (10 ECTS – Track II)</th>
<th>Compulsory Elective Subject (Track II) (47 ECTS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compulsory subjects:</td>
<td></td>
<td>Compulsory subjects:</td>
<td>Module structure depending on the chosen subject</td>
</tr>
<tr>
<td>• Vocational Education and Training Theory (10 ECTS)</td>
<td></td>
<td>• Accounting and Controlling (5 ECTS)</td>
<td></td>
</tr>
<tr>
<td>• Didactics und Educational Psychology (10 ECTS)</td>
<td></td>
<td>• Elective course(s) in Business or Economics</td>
<td></td>
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<tr>
<td>• Extension in Educational Studies (13 ECTS)</td>
<td></td>
<td>(52 ECTS – Track I / 5 ECTS – Track II)</td>
<td></td>
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<tr>
<td>• Teaching Practice at Vocational Schools (10 ECTS)</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Subject areas:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Business and Economics Education</td>
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<td></td>
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<tr>
<td>• Business and Economics</td>
<td></td>
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<tr>
<td>• The Compulsory Elective Subject (e.g. English Studies)</td>
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</table>
Application oriented courses dealing with teaching and teaching preparation, including methods of teaching and learning

Introduction to Teaching Practice at Vocational Schools

Didactics of Teaching Business and Economics I

Didactics of Teaching Business and Economics II
**Introduction into Teaching Practice at Vocational Schools**

**Preparation and theoretical Input**

**Students hold their first lesson in a public vocational (commercial) school**

**Evaluation process**

- Course assessment:
  - Preparation of one lesson
  - Performance of this lesson in a vocational school
  - Preparation of a learning journal
Application oriented courses dealing with teaching and teaching preparation, including methods of teaching and learning

- Introduction to Teaching Practice at Vocational Schools
- Didactics of Teaching Business and Economics I
- Didactics of Teaching Business and Economics II
1. Ablauf

Connecting didactical theory and practical teaching

Practical feasibility of theoretical aspects

Presentation of one prepared lesson under consideration of certain theoretical aspects

• Course assessment:
  - Preparation of one lesson (draft paper – short version)
  - Seminar paper
Application oriented courses dealing with teaching and teaching preparation, including methods of teaching and learning

- Introduction to Teaching Practice at Vocational Schools
- Didactics of Teaching Business and Economics I
- Didactics of Teaching Business and Economics II
Gaining deeper knowledge in Didactics of Economics and Business Administration and in Teaching Methods

Application works close to the curriculum in business schools

Presentation of one prepared lesson under consideration of certain theoretical aspects

• Course assessment:
  – Preparation of one lesson (draft paper – extended version)
  – Seminar paper
Internship requirements for entrance to Preparatory Service

During University Studies

- Bachelor Course
  - At least 6 weeks
- Master Course
  - Recommended 36 weeks

1st module
- 4 weeks
  - Supervision: University (Chair of Business and Economics Education 1)

2nd module
- 3 weeks
  - Supervision: Seminars for School Pedagogy

3rd module
- 3 weeks

Prior to the studies (optional):
- Apprenticeship
- Studies
- Internship
- Professional Experience

Preparatory Service
- 18 months in the federal state of Baden-Württemberg

Internship Requirements:
- 42 weeks work placements
- 10 weeks school internships

Supervision:
- Seminars for School Pedagogy

Commercial work placements

School internships

36 weeks transferable

Recommended 36 weeks
Thanks for your attention!
Any questions or comments?