

**ITE-VET**  
2016–2018



Co-funded by the  
Erasmus+ Programme  
of the European Union



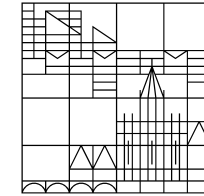
# Teacher Training for VET at a Glance

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

This publication [communication] reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

**Initial Workshop November 2016 – ERASMUS+-project**  
*Improving Teacher Education for Applied Learning*

Universität  
Konstanz

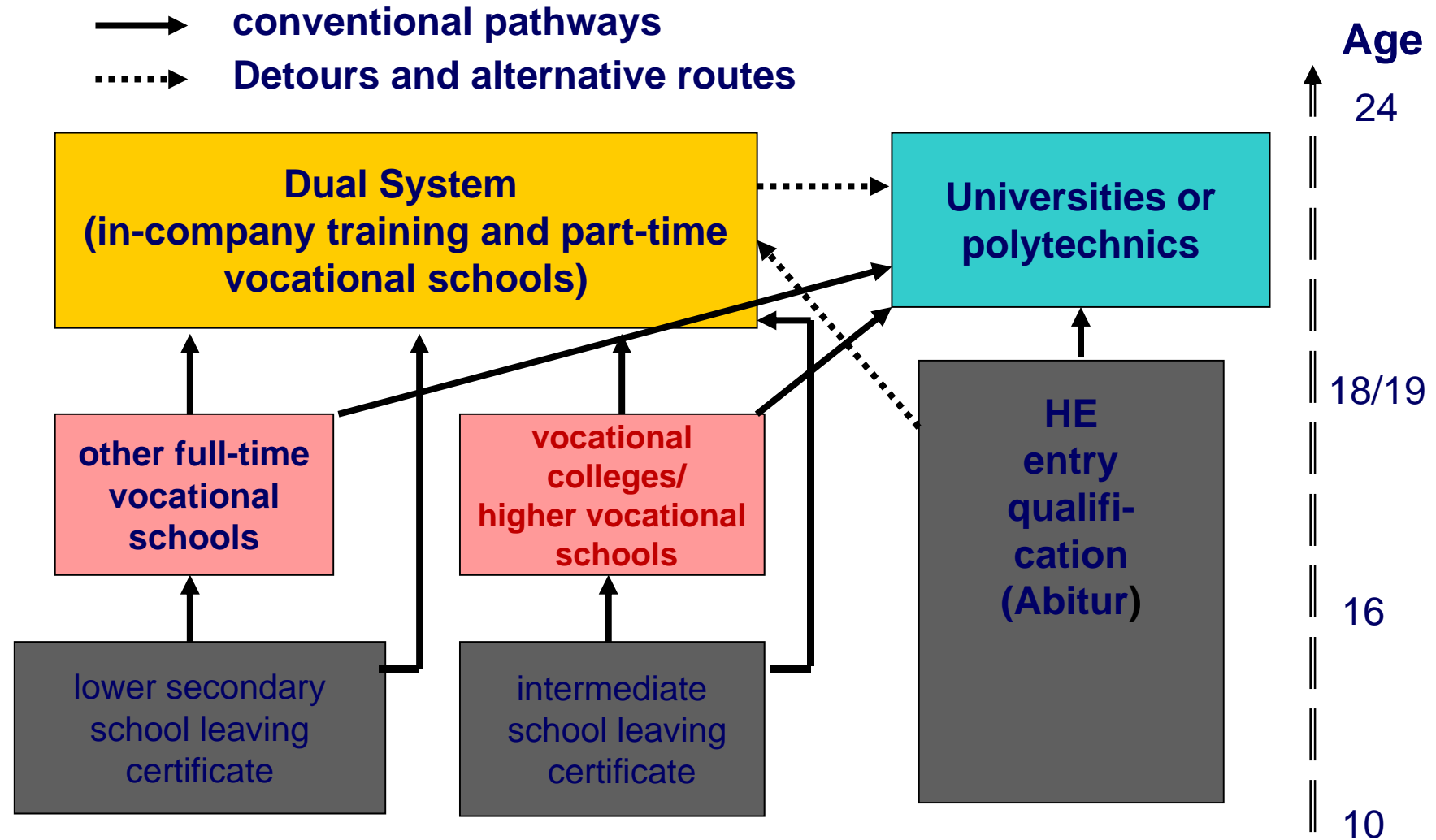


# Teacher Training for VET at a Glance



Chair of Business and Economics Education I  
Department of Economics  
University of Konstanz

# Germany's Education and VET system



## Statistical facts - VET beginners in Germany

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

Some comparative figures	Germany	Baden-Württemberg
	<b>Apprentices in the dual system (2015)</b>	<b>1 337 004</b>
<b>Students at secondary full-time vocational schools (w/o part-time vocational schools) (2014)</b>	<b>1 061 953</b>	<b>213 685</b>

Sources: Destatis (2015): Bildung und Kultur - Berufliche Bildung. Fachserie 11 Reihe 3;  
Destatis (2015). Bildung und Kultur – Berufliche Schulen. Schuljahr 2014/2015. Fachserie 11 Reihe 2.

## Some statistical facts – The Dual System

- o 26.2 % (!) of apprentices (2014) have a higher education entitlement
- o Highest shares of these “premium apprentices” are reported in “industry and commerce” (some 32 %) and in the public sector (some 50 %)
- o In banking, more than 70 % of apprentices hold such a qualification
- o Craft sector mostly recruits school leavers with a lower secondary school qualification (some 46%)
- o Apprentices in commercial occupations = some 30 % of all apprentices
- o Number of training occupations = 328 (2016)
- o Number of commercial training occupations = 50
- o “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

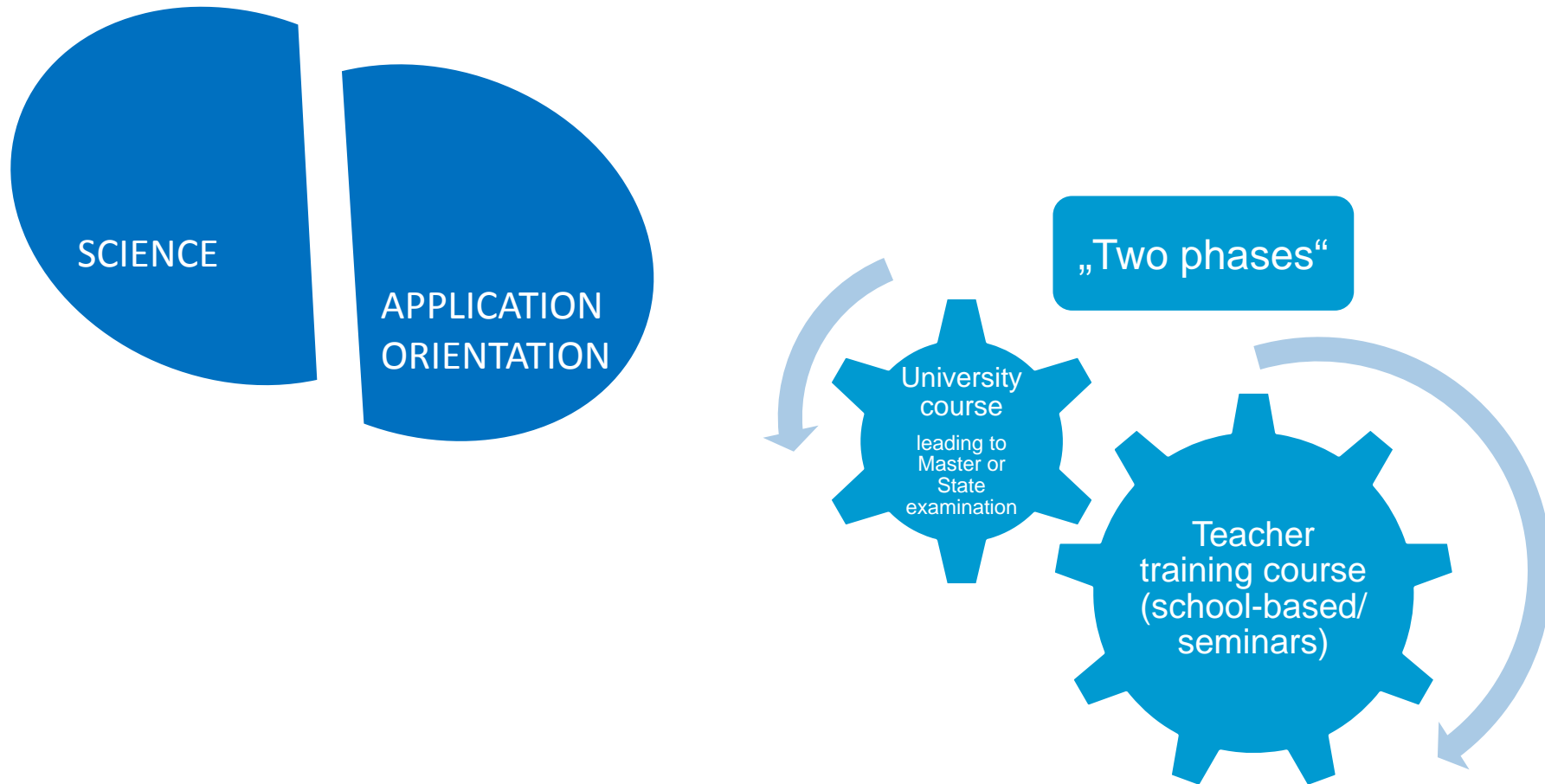
### **Qualification requirements:**

- 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

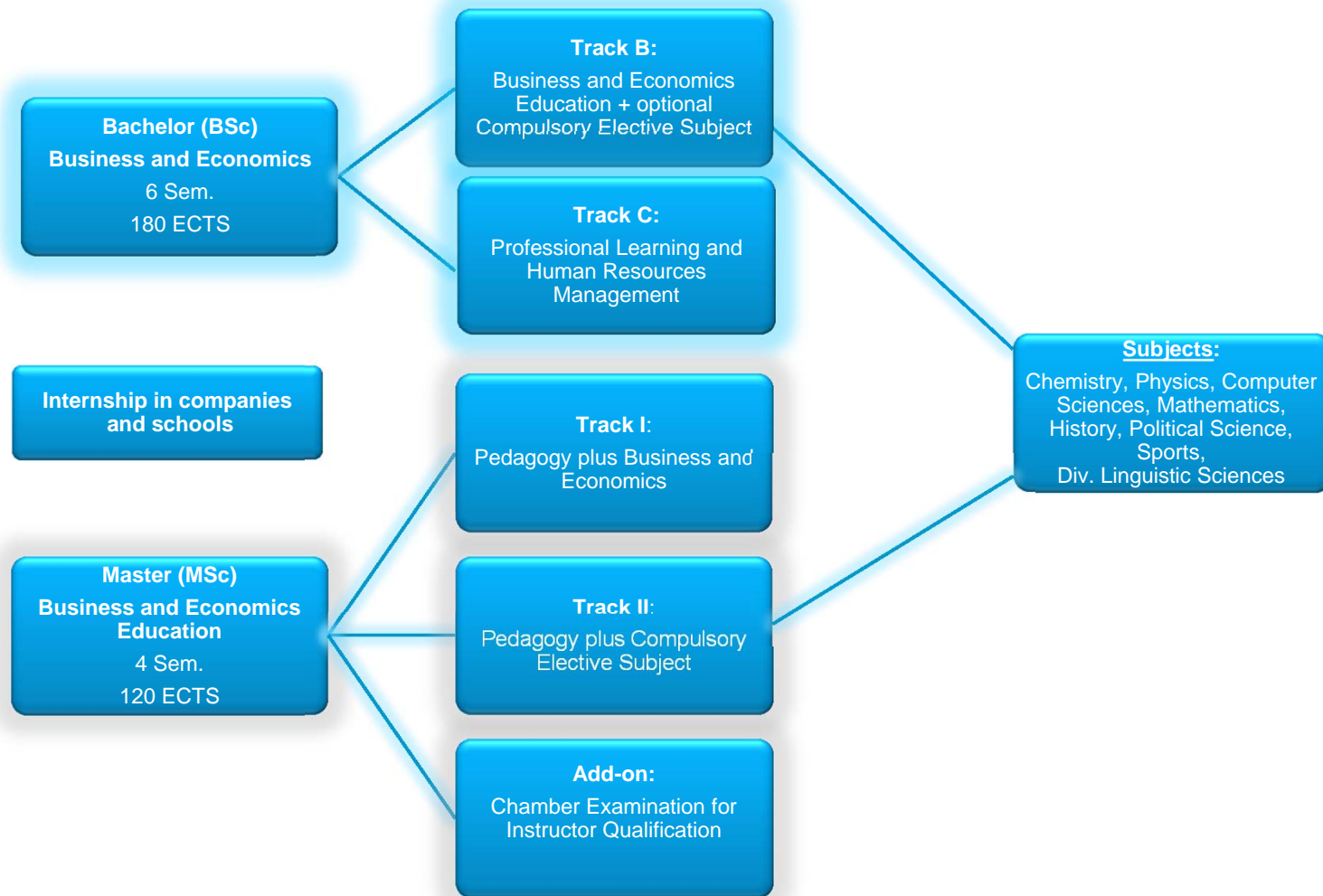


# Essential pillars of the Business and Economics Education Programme (Wirtschaftspädagogik)

Specific combination of scientific and application-oriented courses:



# Main structure of the programme



# Module Structure for the Master programme

Four Semesters (120 ECTS)

## Business and Economics Education (43 ECTS)

Compulsory subjects:

- Vocational Education and Training Theory (10 ECTS)
- Didactics und Educational Psychology (10 ECTS)
- Extension in Educational Studies (13 ECTS)
- Teaching Practice at Vocational Schools (10 ECTS)

## Master Thesis (20 ECTS)

Subject areas:

- Business and Economics Education
- Business and Economics
- The Compulsory Elective Subject (e.g. English Studies)

## Business and Economics (57 ECTS – Track I) (10 ECTS – Track II)

Compulsory subjects:

- Accounting and Controlling (5 ECTS)
- Elective course(s) in Business or Economics (52 ECTS – Track I / 5 ECTS – Track II)

## Compulsory Elective Subject (Track II) (47 ECTS)

Module structure depending on the chosen subject

**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

# Didactics of Teaching Business and Economics I

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



## Didactics of Teaching Business and Economics II

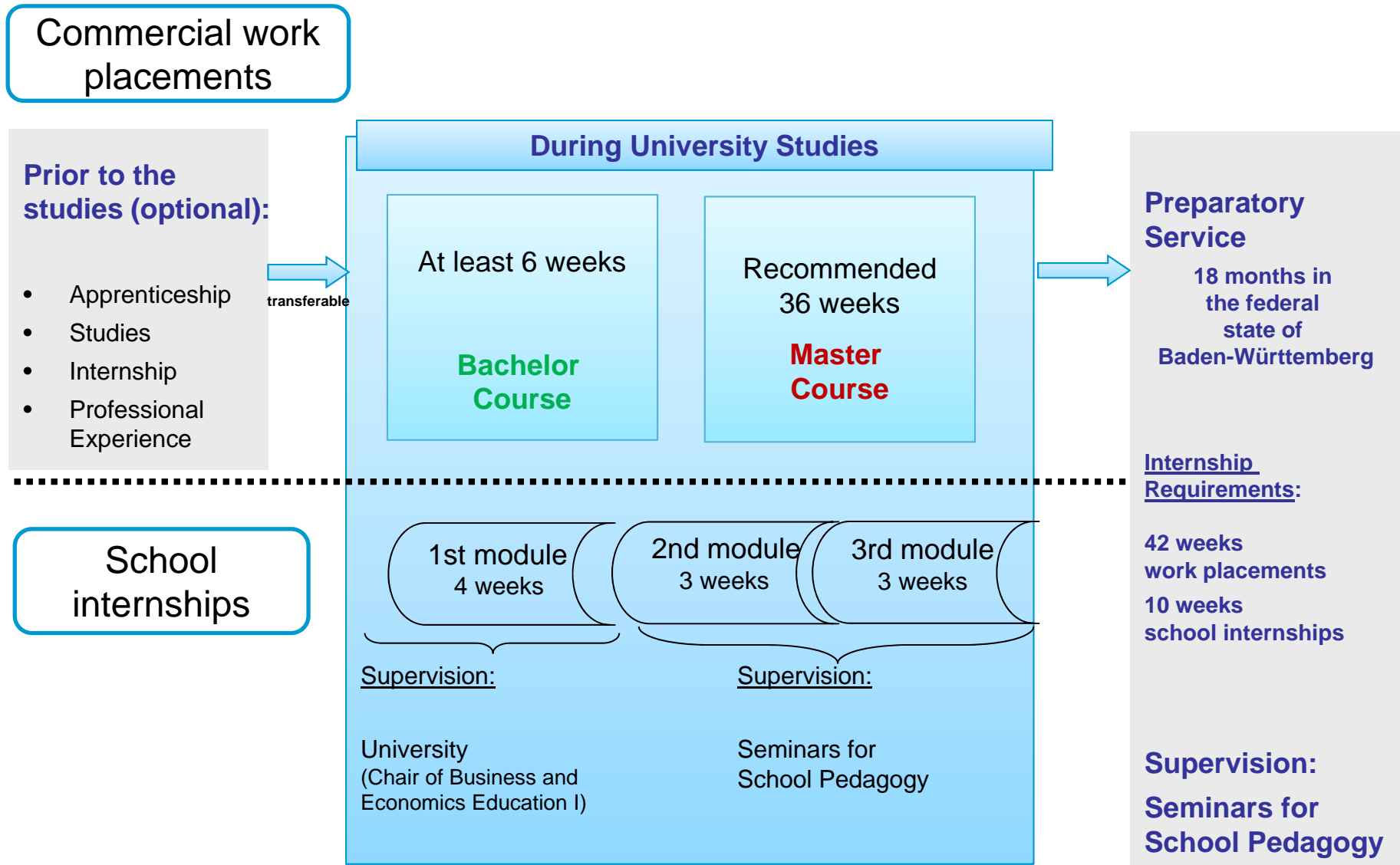
Gaining deeper knowledge in Didactics of Economics and Business Administration and in Teaching Methods

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



**Thanks for your attention!**  
**Any questions or comments?**

