



Germany

Quality Assurance in Higher VET

Presented on the example of the Master Craftsperson
Qualification / *German Meister*

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Quality Assurance in Higher Vocational Education and Training





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Master Craftsperson Qualification

The 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 (see Annex I for details),
- 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

- 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.

The presentation of the quality assurance (QA) mechanism follows the **lifecycle of the qualification**, i.e. from the needs analysis to the review of the qualification. In order to structure the information provided the four phases of the **European Quality Assurance Reference Framework (EQARF)**¹ were taken:

Phase 1: planning

Phase 2: implementation

Phase 3: evaluation

Phase 4: review

¹) The EQARF is a reference instrument to help Member States and VET providers to promote and monitor continuous improvement of their VET systems and/or VET provision based on common European references (cf. <http://www.eqavet.eu/gns/policy-context/european-quality-assurance-reference-framework.aspx>).



1. PLANNING

Needs analysis

<p>1. Labour market information: <i>Do you collect data at this stage of the qualification development process? If so which data? How do you collect data? Who is in charge of collecting data? Are stakeholders involved? What are the roles of companies and of business organisations?</i></p>	<p>Future skill needs are identified with several qualitative and quantitative methods by research institutes. In charge for the identification of future qualification demand in the field of the Meister qualification is e.g. the "Forschungsinstitut für Berufsbildung im Handwerk (FBH)" at the Cologne University (www.fbh.uni-koeln.de). The FBH is collecting relevant data from companies and professional associations of skilled crafts, which have the function of employer's organizations.</p> <p>The relevant stakeholders, especially the professional associations of skilled crafts, are not only involved in this process, they often initiate respective research projects.</p>
<p>2. Justification: <i>Is it necessary to justify the introduction of a new programme/qualification or update an existing one? Who is in charge of the justification/motivation report? Are stakeholders involved?</i></p>	<p>The professional associations of skilled crafts are regularly monitoring the demand for new qualification profiles as well as the relevance of existing ones within their sectors. If the development of a new qualification profile or an update of an existing one is necessary, this is firstly negotiated with the German Confederation of Skilled Crafts / Zentralverband des Deutschen Handwerks, (acronym ZDH, www.zdh.de), which is the national umbrella of the German skilled crafts sector. In a second step the relevant trade union is involved. After the agreement of the social partners the introduction of a new qualification or the update of an existing one is formally applied at the Federal Ministry of Economics and Energy (BMWi), which is the competent ministry for the German Master craftsperson qualification.</p>
<p>3. Piloting / pre-testing: <i>Is there a pilot stage before the qualification is "formally" introduced? If so, who is involved in this phase? How is the qualification tested/piloted/evaluated? What does this pilot phase involve? What consequences does this have?</i></p>	<p>No, not in the field of the Master craftsperson qualification. However in initial vocational education and training (IVET) it is possible that a qualification / training programme is officially introduced only for a certain period of time (e.g. five years). This time is considered as an evaluation period, after which a final decision is made concerning the formal introduction.</p>





2. IMPLEMENTATION

2.1 Design of new and updating of existing curricula and trainings regulations

<p>2.1.1 Legal basis / competent authority: <i>Who is responsible for the design of the curriculum/training regulation? What exactly is legally regulated (examination areas, KSC standards, etc.)?</i></p>	<p>There are two national acts, which form the statutory framework for the German Master craftsperson qualification and examination on a superior level in Germany:</p> <ul style="list-style-type: none"> – <i>Skilled Crafts Act</i> (Handwerksordnung, HwO) regulates the relevant aspects concerning the Master craftsperson qualification. It also contains a list of those occupations, in which a Meister qualification can be achieved. Annex A of HwO covers all occupations (41) in which the Meister qualification is an obligatory requirement to start and run a skilled craft business. Occupations specified in Annexes B 1 (53 admission-free crafts) and B 2 (57 crafts-similar trades) can be exercised on a self-employed basis without proof of qualification and without further restriction. – The <i>Regulation about the rules and procedures for the Meister Examination</i> (Meisterpruefungsverfahrensverordnung) lays down concrete rules of procedure such as responsibility, partiality, resignation, deceptive acts, examination structure, assessment system etc. <p>In addition to these two national acts an individual <i>Master craftsperson examination regulation</i> (Meisterpruefungsverordnung) is provided for each occupation (see Annex I). These regulations provide a national qualification standard.</p> <p>The social partners, that is, the professional associations of the skilled crafts and the trade unions, are in charge of the development of the content of the master craftsperson examination regulations. The regulations are finally issued by the Federal Ministry of Economics and Energy (BMWi) in accordance with the Federal Ministry of Education and Research (BMBF).</p> <p>The competent authority and awarding body for the Master craftsperson qualification are the Chambers of Skilled Crafts. All together there are 53 chambers which are by law the competent authorities for the initial and further vocational education and training in skilled crafts in their districts. The chambers</p> <ul style="list-style-type: none"> – register training contracts within dual apprenticeship training (IVET), – advise companies in apprenticeship training, – monitor and supervise apprenticeship training in the companies, – are legally in charge of the examination in IVET and Master craftsperson qualification, – are important VET-providers (inter-company training for apprentices, train the trainers, continuing vocational education and training) at regional level.
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	<p>Furthermore the chambers are offering a broad range of services for companies concerning VET such as training placement service, orientation and career guidance, conflict management between trainer and apprentice, transnational mobility of apprentices etc.</p>
<p>2.1.2 Standards for the process of designing of curricular and training regulations: <i>Are there standard procedures for the development of qualifications? Are there templates to be used?</i></p>	<p>The development of Master craftsperson examination regulations is a structured process (see Annex II), in which the relevant stakeholders are involved (see 2.1.4). For the development of the Master craftsperson examination regulations it is obligatory to use specific templates ("Strukturentwürfe") to ensure a standardized structure and display of those regulations. These templates are developed, regularly updated and evaluated by the German Confederation of Skilled Crafts (ZDH), the German Trade Union Confederation (DGB) and the Ministry of Economics and Energy (BMWi).</p>
<p>2.1.3 Review and update of curricula: <i>Are curricula regularly assessed and reviewed?</i></p>	<p>Yes. Meister examination regulations and curricula are regularly reviewed by the relevant professional association of skilled crafts, by using the feedback of examination board members, companies as well as the outcomes of needs analysis (see 1.1). The results are discussed by the VET committees of the professional associations.</p>
<p>2.1.4 Involvement of key stakeholders: <i>Are stakeholders (social partners, companies, sector organisations, pedagogical experts, VET providers, etc.) involved in the design of new / in the update of existing curricula/training regulations? Note: If you refer to stakeholder involvement in each criterion, there is no need to have a separate criterion for this.</i></p>	<p>The development of Master craftsperson examination regulations is a structured process (see Annex II), in which professional experts, nominated by the social partners are directly involved. Those experts are representatives from the businesses, who have a profound expertise in the training and the assessment of learners. During the development process the expert group gets scientific support by the FBH institute.</p> <p>Furthermore the Chambers of Skilled Crafts, which are the competent institutions for the Meister qualification and which are thus in charge of the Meister examination, are consulted during the development process. Other stakeholders are consulted as well, such as business organisations which have certain links to the qualification.</p> <p>The regulations are finally issued by the Federal Ministry of Economics and Energy (BMWi) in agreement with the Federal Ministry of Education and Research (BMBF).</p> <p>ZDH is coordinating the whole process on behalf of the employer's side. The main tasks are:</p> <ul style="list-style-type: none"> – advice and guidance for the professional association of skilled crafts and it's experts through the whole development process, – coordination and negotiation with other relevant stakeholders, especially unions, federal ministries, chambers, other professional organisations and institutions, businesses etc., – dissemination. <p>After the regulation is finished the process of curriculum design starts (see 2.1.6).</p>



<p>2.1.5 Link to the labour market: <i>How is the curriculum linked to labour market needs? How is it guaranteed that the curriculum complies with labour market and company needs?</i></p>	<p>The involvement of representatives from the businesses in the process of the development of Master craftsperson examination regulations and design of curricula ensures a high relevance for the companies' needs. In addition the involvement of labour representatives (nominated by the union) guarantees that also the special demands of employees and apprentices are respected. This means that regulations and curricula provide a high relevance for the labour market and enjoy a broad acceptance within society.</p>
<p>2.1.6 Application of learning outcome concept: <i>Are LOs used in curricula/training regulations? How are they defined? Which domains of learning are used? Who is involved in the definition and what role do they have? Who is involved in the design of curricula/training regulations? How is the cooperation coordinated?</i></p>	<p>For many years the outcome-oriented concept of "<i>Handlungsorientierung</i>" (action-oriented tuition) had been used for Master craftsperson examination regulations as well as training curricula. In 2014 this concept was modified by the concept of "competence-orientation" which takes into account the descriptors of the German NQF.</p> <p>The process of curricula design starts when the development on the Master craftsperson examination regulation is completed. It is coordinated by the Central Agency for Continuing Vocational Education and Training in the Skilled Crafts (www.zwh.de), a nationwide service provider for all educational institutions and training providers in skilled crafts. ZWH is supported by the chambers of skilled crafts, the regional associations and the German Confederation of Skilled Crafts (ZDH).</p> <p>Curricula are developed by professional experts nominated by the professional organisations and / or the chambers of skilled crafts.</p>
<p>2.1.7 Information in curricula and training regulations: <i>What information is provided in curricula/training regulations (e.g. title, duration, entry requirements, learning contents, costs, etc.)?</i></p>	<p>A Master craftsperson examination regulation requires a national qualification standard and contains the following information:</p> <ul style="list-style-type: none"> – title – entry requirements – occupational profile – examination structure, including examination areas and instruments (see 2.3.5), duration of the examination and assessment criteria – repetition in case of failure – date of formal introduction <p>The Meister qualification comprises the following four sections:</p> <ul style="list-style-type: none"> – Section I advanced professional practice – Section II advanced professional theory – Section III business administration and legal regulations – Section IV teaching and training skills (entitles to train apprentices) <p>Example: Master craftsperson qualification in hairdressing (master hairdresser)</p> <p>Section I Styling and Techniques (professional practice)</p> <ul style="list-style-type: none"> – Assessment of hair, scalp and skin – Hair and scalp care



	<ul style="list-style-type: none"> - Trade-related biology, chemistry and physics - Cutting techniques for women - Cutting techniques for men - Hairstyling techniques, such as waving, permanent waving, colouring, blow-drying, up-do etc. - Hair extension - Nurturing cosmetics - Decorative cosmetics and make-up - Manicure and nail-design <p>Section II Salon-Management (professional theory)</p> <ul style="list-style-type: none"> - Client counselling - Merchandising and sales management - Pricing - Vocationally specific marketing - Vocationally specific cost accounting - Vocationally specific quality management - Ecological and environmental aspects <p>Section III Economics and legal regulations (Standard for all professions)</p> <ol style="list-style-type: none"> 1. Accounting and Controlling <ul style="list-style-type: none"> - Double-entry accounting - Balancing - Operational accounting - Controlling - Budgeting 2. Economic principals <ul style="list-style-type: none"> - Business organisation - Corporate planning - Entrepreneurship - Human resources management - Financing - Marketing 3. Legal aspects and taxes <ul style="list-style-type: none"> - Business and company law - Trade law - Competition law - Labour law - Social and private insurance - Types of taxes <p>Section IV Teaching and training skills (Standard for all professions)</p> <ul style="list-style-type: none"> - Formal regulations and legislation of IVET - Planning of apprenticeship training
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	<ul style="list-style-type: none"> - Recruiting of apprentices - Training at the work place - Process of worked-based learning - Teaching of teams
2.1.8 Pathways, progression and bridges (permeability): <i>What does this certificate entitle its holder to do (on the labour market and within the education system)?</i>	<p>In 41 occupations the "Meister" is a precondition to start and run a skilled craft business. The Master craftsperson qualification also entitles to train apprentices.</p> <p>The "Meister" is also an entry requirement for certain advanced training programmes such as restauration, design and business administration.</p> <p>For several years the Master craftsperson qualification is an entry requirement for university studies. Holders of a Meister degree have open access to all types of studies.</p>
2.1.9 Entrepreneurial attitude and skills: <i>Do they play a role in the curriculum? In what way are they imparted?</i>	<p>Entrepreneurial skills are an essential part of the Master craftsperson qualification. It is especially imparted within section II and III (see 2.1.7).</p>
2.1.10 Companies as learning sites: <i>What is the share of practical learning (work-based, work-place learning)? How is it organised? How are practical learning phases quality assured? How are they assessed? How are they linked to the theoretical tuition?</i>	<p>"Meister" training takes place at specialized training centres of the chambers or professional associations of skilled crafts or vocational schools. However, before starting the training candidates must have successfully completed a dual apprenticeship training (see 2.1.11) during which approximately 70% of the training takes place in the company. The quality of the in-company training is controlled by qualified trainers and the chambers of skilled crafts as competent institutions for VET.</p>
2.1.11 Entry requirements: <i>Who is accepted to the programme/qualifications? What criteria do learners have to fulfil (e.g. age, pre-qualification, etc.)? Is prior learning recognised?</i>	<p>The general entry requirement is a successfully completed apprenticeship training programme. Those programmes last, depending on the occupation between 2 and 3.5 years and provide a national qualification standard.</p> <p>Dual apprenticeship training is a training scheme, which combines company-based and school-based learning. Apprentices-to-be conclude a training contract with a company providing the practical training. The relevant theoretical knowledge is acquired at part-time public vocational schools. Apprentices spend approximately 70% of the learning time in the company.</p> <p>Main goal of dual VET is the acquisition of the relevant knowledge, skills and competence in order to practise the particular occupation chosen by the apprentice. Dual VET is provided in a wide range of approximately 340 state-recognized occupations, among them 130 in skilled crafts. Every occupation is based on a national training regulation (Ausbildungsordnung) that defines the content and the duration of the training as well as basic parameters of the examination. Examination leads to a chamber certificate having a high reputation on the labour market.</p> <p>Apprenticeship profiles with a training period of two years are classi-</p>



	<p>fied to level 3 of the NQF and EQF. The majority of apprenticeship profiles has a training period of 3 or 3.5 years and is classified to level 4 of the NQF and EQF.</p> <p>The competent institutions of the dual apprenticeship training are the chambers of skilled crafts. They monitor and supervise apprenticeship training in the companies and are legally in charge of the examination.</p> <p>Apprenticeship training can be regarded as the "official" pathway to Master craftsperson training. However the recognition of prior learning is possible for people who have not passed apprenticeship training. There is no official age limit.</p>
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2.2 Implementation of tuition

<p>2.2.1 Teachers and trainers: <i>Who can teach in the programme leading to the qualification in question? Which qualifications are they required to have? Is there obligatory in-service training for these teachers?</i></p>	<p>There is no official regulation concerning instructors in Master craftsperson study programs. Due to the multitude of different skills and competences that are taught in the context of Master craftsperson 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.</p> <p>To foster standardisation in continuing vocational training (CVET) ZDH in cooperation with 19 chambers of skilled crafts and the Ministry of Economics and Energy (BMW) has established a toolbox for the implementation of a quality-oriented support concept for the study / course development within the pilot-project innoQua (www.innoqua-handwerk.de). The innoQua-toolbox also provides guidelines for the selection and employment of instructors.</p>
<p>2.2.2 Equipment and tools: <i>Is there special equipment required for the tuition?</i></p>	<p>There are no standardized requirements yet. The training providers are responsible for the equipment of classrooms, training workshops and laboratories.</p> <p>The innoQua-toolbox (www.innoqua-handwerk.de) for the implementation of a quality-oriented support concept for the course development in CVET (see 2.2.1) also provides guidelines for the equipment and tools.</p>
<p>2.2.3 Teaching and training materials: <i>Who compiles these materials? Who guarantees that the contents are relevant and up-to-date?</i></p>	<p>Actually there are no standardized requirements yet. The staffs of the training provider are in charge of the teaching and training materials, which of course have to be in line with the training curriculum. Moreover, they are responsible for the study programmes as well as the instructors.</p>



	<p>The innoQua-toolbox (www.innoqua-handwerk.de) for the implementation of a quality-oriented support concept for the course development in CVET (see 2.2.1) also provides guidelines teaching and training materials.</p>
<p>2.2.4 Pedagogy: <i>Which teaching methods are used? How much practical training (in companies, but also in laboratories, workshops, etc.) is foreseen?</i></p>	<p>As the "Meister" is a vocational qualification the practical training plays a significant role. The proportion of practical learning however varies between the four sections of Master craftsman qualification (see 2.1.7).</p> <p>Basic pedagogic principle is the "Handlungsorientierung" (action-oriented tuition), which is characterized by a proximity to real-life work and business processes.</p>
<p>2.2.5 Learners' support: <i>Are career guidance and/or individualised and target-group oriented counselling services offered? What support service for potential drop-outs is foreseen?</i></p>	<p>Chambers of skilled crafts provide a wide range of practical and professional information and service concerning initial and continuing vocational training for companies, in-company-trainers and learners which is free of charge. One element of growing significance is career guidance which is provided by specialized training advisers.</p> <p>The dropout rate in Meister examination is below 5 %. Thus drop-outs are not a major challenge. Nevertheless chambers and training centres offer support for potential drop-outs during the training period.</p>

2.3 Assessment for certification

<p>2.3.1 Examiners: <i>Who is involved in the exam (single examiners/group of examiners)? What qualifications/which (professional) background are examiners required to have? Are they allowed to teach as well? How are they selected? How is their work assessed/ monitored?</i></p>	<p>The members of the examination board are appointed for the duration of five years upon the proposal of the chamber of skilled crafts by the regional administration. The board comprises five members – one chairperson, two assessors and two specialists:</p> <ul style="list-style-type: none"> – The chairperson should not represent the occupation for which the examination board is competent, to ensure s/he is as impartial as possible. – The two assessors are professional experts in the occupation for which the board is competent: one employers' representative and one employee's representative. – In addition one specialist is present for the examination in commerce and business (Part III) and for the examination section on vocational and work pedagogy (Part IV). These specialists need not be members of the crafts. <p>Members of the examination board must be over the age of 24 years. Tuition is separated from assessment to guarantee a high degree of objectiveness for the candidates. Therefore members of examination boards usually are not involved in the Master craftsman study programmes though teachers might be assigned as specialists.</p>
<p>2.3.2 Entry requirement: <i>Who has access to the exam? Do candidates have to fulfil certain requirements (e.g. age, pre-qualification, etc.)? Is prior learning recognised?</i></p>	<p>In order to become a Master craftsman, candidates formally apply at the chamber of skilled crafts to get access to the examination. Together with the application sheet candidates have to provide several documents, such as the certificate of apprenticeship and further certificates such as job reference, continuing training etc.</p>



	<p>Candidates usually undertake a full- or part-time study programme lasting between one to two years at specialized training centres of the chambers or professional associations of skilled crafts which has to be documented within the application. However there is not a formal obligation to visit a Master craftsperson study programme.</p> <p>The formal application is checked by the examination board. The board is also in charge of the recognition of prior learning for the application process. There is no official age limit.</p>
<p>2.3.3 Standards (KSC): <i>Who defines the standards? How are they linked to the LOs? How are they linked to the labour market? Are assessment criteria based on LOs and to what extent are they used in the assessment process?</i></p>	<p>The examination standards are outcome-oriented and defined within the Master craftsperson examination regulation which provides a national qualification standard.</p>
<p>2.3.4 Transparency of processes, assessment instruments, evaluation criteria: <i>Is it necessary to make this information public?</i></p>	<p>General evaluation criteria are determined within the "Regulation about common requirements at Meister Examination" (see 2.1.1) and the Master craftsperson examination regulations, which are both documents of public access. Minor criteria are determined by the examination board to ensure flexibility.</p>
<p>2.3.5 Appropriateness of assessment procedures: <i>Which/How many assessment methods/ instruments are used? Do they correspond to real work-life situations?</i></p>	<p>The "Meister"-examination is generally determined by a standardised set of assessment instruments. Those instruments are particularly designed to correspond as far as possible to real-life work and business processes:</p> <ol style="list-style-type: none"> 1. Meister-examination-project: A "Meister examination project" is regarded as the core of the examination. It corresponds to a complex customer order and reflects real work-life situations. The order-related customer requirements are specified by the examination board. Suggestions made by the candidate about the project content will be considered. On this basis, the candidate establishes an implementation concept, which has to be approved by the examination board. Then the project is implemented and documented by the candidate. The board assess the planning, implementation and documentation of the project. 2. Expert interview: On the basis of the outcomes of the "Meister examination project" an interview is held. 3. Situation-based assignment: The situation-based assignment is job-oriented and complements the evidence of the examination. Therefore its content must not overlap with the "Meister examination project". 4. Further written and oral examinations



<p>2.3.6 Competent institution: <i>Who is in charge of the assessment? What rights does this institution have?</i></p>	<p>Formally in charge of the assessment are the examination boards. Competent institutions for the Master craftsperson qualification are the chambers of skilled crafts. The rights of the competent institutions are defined in the Skilled Crafts Act (§§ 45 – 51). The main rights are:</p> <ul style="list-style-type: none"> – proposing candidates for the Master craftsperson examination board to the regional administration who formally appoints the board, – implementation and management of examination boards, awarding "Meister certificates".
<p>2.3.7 Complaint management: <i>Is it possible to view the assessment results? What can learners do if they do not agree with the assessment?</i></p>	<p>Complaint management:</p> <ul style="list-style-type: none"> – First step: complaint to examination board. – Second step: taking legal action.

3. EVALUATION

Monitoring process

<p>1. Internal evaluation: <i>Statistical data on drop-outs and failure/success rates in the exam, satisfaction rate of individuals and employers with programme, the examination and the acquired skills/competences; results of complaint management. Are the results of internal evaluation measure made public?</i></p>	<p>Statistical data (all statistical data is published on www.zdh-statistik.de):</p> <ul style="list-style-type: none"> – number of successful Master craftsperson examinations, – number of dropouts (below 5%) – occupation – gender – state and chamber district <p>Internal monitoring: The Chamber as competent institution carries out an internal monitoring of the outcomes of the Meister-examination. The results are discussed within the VET-committee of the chamber, which consists of representatives of the employers, the employees and the vocational schools.</p> <p>Participants feedback: Used by several chambers of skilled crafts. At the moment the FBH-institute is piloting a participant feedback survey together with the chamber of skilled crafts Ulm.</p>
<p>2. External evaluation: <i>Information on occupation obtained by individuals after completion of training, according to type of training and individual criteria (transition), type of employment. Are the results of external evaluation measure made public?</i></p>	<p>There is no specific external evaluation on the Master craftsperson examinations, however the chambers of skilled crafts are supervised by public authorities. Those supervisory authorities differ from federal state to state.</p> <p>The training centres of the chambers or associations of skilled crafts providing Meister studies usually use different quality management systems such as ISO 9001, AZAV (accreditation of the national public employment services for training providers) etc.</p>



4. REVIEW

Conclusions

The results of the monitoring process are discussed on several levels within the skilled crafts organisations:

- Local level (chamber-district):
VET-committees of the chambers of skilled crafts and the guilds (local associations of skilled crafts).
- Regional level (federal state):
VET-boards of the 16 regional organizations of the chambers and associations of skilled crafts.
VET-committees of the federal states (regional authorities, competent institutions, social partners)
- National level:
VET-committees and sub-committees of the Confederation of Skilled Crafts (ZDH), in which all 53 chambers and 41 associations of skilled crafts are represented.
National VET-Boards (federal authorities, federal states, social partners)

Based on the results of the monitoring process conclusions are drawn and potential action is identified, such as the need of new qualification profiles or the update of existing ones, the modification of assessment structures or procedures, the development of tailored workshops for instructors, trainers or members of the examination boards etc.



Annex 1

Professions in which the Meister is compulsory to run a business

1. Augentoptiker	(ophthalmic) optician
2. Boots- und Schiffbauer	boat- and shipbuilder
3. Brunnenbauer	well builder
4. Baecker	baker
5. Buechsenmacher	gunsmith
6. Chirurgiemechaniker	surgery mechanic
7. Dachdecker	roofer
8. Elektrotechniker	electronics technician
9. Elektromaschinenbauer	electric machine builder
10. Feinwerkmechaniker	precision mechanics
11. Fleischer	butcher
12. Frisoer	hairdresser
13. Geruestbauer	scaffolder
14. Glaser	glazier
15. Glasblaeser	glassblower
16. Hörgeräteakustiker	hearing aid audiologist
17. Informationstechniker	information electronics technician
18. Installateur und Heizungsbauer	installer and heating fitter
19. Karosserie- und Fahrzeugbauer	motor vehicle body construction mechanic
20. Klempner	plumber
21. Konditor	confectioner
22. Kraftfahrzeugstechniker	motor vehicle technician
23. Kaelteanlagenbauer	refrigeration mechanic
24. Landmaschinenmechaniker	agricultural machine repairman
25. Maler und Lackierer	painter and varnisher
26. Maurer und Betonbauer	bricklayer
27. Metallbauer	metal engineer
28. Ofen- und Luftheizungsbauer	oven and air heating builder
29. Orthopaedieschumacher	orthopedic shoemaker
30. Orthopaedietechniker	orthopedic technician
31. Schornsteinfeger	chimney sweep
32. Seiler	ropemaker
33. Steinmetzen und Steinbildhauer	stonemason
34. Straßenbauer	road builder
35. Stuckateur	plasterer
36. Tischler	joiner
37. Vulkaniseur und Reifenmechaniker	tyre mechanic
38. Waerme-/Kaelte-/Schallschutzisolierer	thermal and acoustic insulation fitter
39. Zahntechniker	dental technician
40. Zimmerer	carpenter
41. Zweiradmechaniker	motorbike and bicycle mechanic



Professions in which the Meister is not compulsory to run a business

1. Apparatebauer	apparatus mechanic
2. Bestatter	undertaker
3. Betonstein- und Terrazzohersteller	precast concrete block manufacturer
4. Bogenmacher	bow maker
5. Brauer und Mälzer	brewer and malsterer
6. Buchbinder	bookbinder
7. Buchdrucker	printer
8. (Damen- und Herren)Schneider	(custom) tailor
9. Drechsler	woodturner
10. Edelsteinschleifer	jewel polisher
11. Estrichleger	screed layer
12. Flexograph	flexographer
13. Feinoptiker	precision optician
14. Galvaniseur	galvanizer
15. Gebäudereiniger	industrial cleaner
16. Geigenbauer	violin maker
17. Gold- und Silberschmied	gold- and silversmith
18. Glasmacher	glazer
19. Graveure	engraver
20. Holzbildhauer	wood sculptor
21. Instrumentenmechaniker	instrument mechanic
22. Keramiker	ceramist
23. Korbmacher	basket maker
24. Kosmetiker	beautician
25. Boettcher	cooper
26. Kuerschner	furrier
27. Metallgießer	metal moulder
28. Modellbauer	model-maker
29. Modist	milliner
30. Mueller	miller
31. Parkettleger	parquet layer
32. Raumausstatter	interior decorator
33. Rollladenbauer	roll top mechanic
34. Sattler	saddler
35. Schneidwerkzeugmechaniker	cutting tool mechanic
36. Schilder- und Lichtreklamehersteller	Sign and luminous advertisement producer
37. Schuhmacher	shoemaker
38. Segelmacher	sail-maker
39. Siebdrucker	screen printer
40. Sticker	embroider
41. Textilreiniger	textile chastener
42. Uhrmacher	watchmaker
43. Vergolder	gilder
44. Weber	weaver
45. Weinkuefer	cellarman



Annex 2

Establishment of a Meister examination regulation in skilled crafts

