
Draft – State as of 20 September 2012 3:00 pm

Report of the Working Group 'Vocational Qualification'

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1 Abbreviations

TER 2VQVS	Training and Examination Regulations of 2-year Partially Qualifying Vocational Schools
WG VQ	Working Group 'Vocational Qualification'
TER VQVS VQ	Training and Examination Regulations of Partially Qualifying Vocational Schools – Vocational Qualification
TP	Training Preparation
Dual TP	Dualised Training Preparation
VTEI	Vocational Training in External Institutions (of the Hamburg Employment Agency)
ALSAFI	Administration for Labour, Social Affairs, Family and Integration
VS	Vocational School
VQVS	Partially Qualifying Vocational School
VQ	Vocational Qualification
ASVT	Authority for Schools and Vocational Training
PvTM	Pre-vocational Training Measures (of the Hamburg Employment Agency)
EQ	Entry Qualification
HTM	Hamburg Training Model
HTP	Hamburg Training Programme
HIVE	Hamburg Institute for Vocational Education
Q&WSL	Qualification and Work for School Leavers

2 Working Group 'Vocational Qualification'

2.1 Tasks of the Working Group 'Vocational Qualification'

The work assignment of the Working Group for Vocational Qualification (WG VQ) represents the HIVE on the basis of the printed matter 19/8472 'Measures for the Implementation of Vocational Education in Hamburg,' since the HIVE was committed with the decision in the citizenry from February 2011 on the implementation of the printed matter.

The mission of the Working Group consists of the development of proposals for the demand-oriented provision of VQ places and further development of the VQ together with the recommendations for the provision to school-age students who are disadvantaged on the market, without dual vocational course place in Hamburg. In summary, this means:

- verification of the demand-oriented provision of VQ places for the school year 2013/14 in connection with
- examination of the 'Framework Concept of the Hamburg Training Model,'
- if necessary, adaptation of the concept and changing the TER VQVS VQ, as well as
- establishing alternative offers and approaches.

The WG VQ has an 'advisory' function for the decision making at the HIVE and the ASVT, and makes recommendations.

2.2 Members of the Working Group 'Vocational Qualification'

Leadership:

- J. E. Radder

Management Board:

- Mr. Rominger

School supervisory for vocational schools:

- N. N. due to SEPL, etc. currently not to be occupied; the school supervisory (HI 1) shall be informed regularly on the progress of works.

Chamber of Commerce:

- Mr. Grams
- Ms Martens (representation)

Hamburg Chamber of Crafts:

- Mr. Thieß
- Mr. Seeger / Motor Vehicle Guild and HVAC Guild

Vocational schools:

- Mr. Linke, G 01
- Ms Aug, G 11
- Mr. Heinbockel, H 07

Office for Continuing Education in the Office for Schools and Vocational Education:

- Ms Rinkleff

Hamburg Employment Agency:

- Ms Rumberg

Administration for Labour, Social Affairs, Family and Integration:

- Ms Heitmann
- Mr. Heinze

2.3 Workshops and Topics

Arranged date	Venue	Topics / Contents
Monday, 21 May 2012 9:00 am to 10:30 am	Hamburger Str. 131, R. 1017	<ul style="list-style-type: none"> - Task / mission of the WGVQ, - Introduction to the HTM with the professional qualification - First entry into fields of view and the friction area regarding the plans for 2013/14
Monday, 11 June 2012 9:00 am to 10:30 am	Hamburger Str. 131, R. 1017	<ul style="list-style-type: none"> - Number of applications for VQ offers - Data (statistics) on school leavers and unserved young people - Alternatives for the VQ
Wednesday, 20 June 2012 9:00 am to 10:30 am	Hamburger Str. 131, R. 1017	<ul style="list-style-type: none"> - VQ professions, fitting of the VQ professions – framework concept
Wednesday, 15 August 2012 9:00 am to 10:30 am	Hamburger Str. 131, R. 1003	<ul style="list-style-type: none"> - Presentation of the draft of the interim report - VQ job offers and vacant training places in enterprises
Monday, 27 August 2012 9:00 am to 10:30 am	Hamburger Str. 131, R. 1017	<ul style="list-style-type: none"> - State of the approved participants for 2012/13 - Discussion, consultation, processing of the interim report
Monday, 10 September 2012 9:00 am to 10:30 am	Hamburger Str. 131, R. 1017	<ul style="list-style-type: none"> - Discussion, consultation, processing of the interim report

3 Baseline Situation and Problematic Areas

3.1 Legitimation and Framework Concept of Vocational Qualification

Printed matter 19/8472 'Measures for the Implementation of the Vocational Education Reform in Hamburg' enumerates the conceptual settlements for the VQ in the HTM in Section 2.1.4. The starting point of these settlements is the 'Framework Concept of the Hamburg Training Model' dated 28 May 2010, to which the former Board of Directors of the ASVT agreed on 1 June 2010, in connection with an application for testing (piloting) the VQ in the school year.

The target group of the HTM and therefore also the VQ are particularly school-age young people from Hamburg with acquired training maturity, who failed to be granted apprenticeships in a company despite multiple applications; unoccupied VQ places can also be filled with suitable candidates up to 20 years of age. The objective of the VQ is that the participants enter in a vocational training relationship during the current school year but no later than the

end of the school year. Those who do not succeed shall be offered a subsidised training programme.

The testing of the VQ took place in 2010/11 in the State Vocational School for Steel and Engineering (G01) for the profession of metal worker, as well as in the State Vocational School for Gastronomy and Nutrition (G11) for professions in the catering and hotel industry. The TER VQVS VQ were adopted in the summer of 2011. The TER VQVS VQ designate, inter alia, the aim and the structure of the VQ, the procedure and the criteria for the selection of the professions to be offered, as well as the eligibility criteria for the applicants for the VQ.

On the basis of printed matter 19/8472, the TER VQVS VQ and the experience from the testing of the VQ in the school year 2010/11, the VQ was implemented for the school year 2011/12 in seven vocational schools with six professions and professional areas. For the school year 2012/13, the VQ was launched in 17 vocational schools with a total of 23 professions, and another profession (caregiver in W01) shall be initiated in February 2013 (see Appendix 1).

3.2 Selection of VQ Professions

The regulations¹ are formulated in the TER VQVS VQ for the identification and the selection of professions appropriate for the VQ. When selecting professions suitable for the VQ, it is necessary to consider the prescribed inter-company apprentice operating instructions in the construction professions since the mediation and instruction contents must also be ensured in the VQ.

The selection of the vocational training offered through the VQ is made by the ASVT (no later than the end of December of the calendar year preceding the commencement of training) every year anew. The selection takes place after consultation with the ALSAFI, the Hamburg Employment Agency, the competent authorities (e.g. the Hamburg Chamber of Crafts, the Hamburg Chamber of Commerce) and the State Committee on Vocational Training.

A total of 109 professions was considered and evaluated for the selection of the VQ professions for the school years 2011/12 and 2012/13, for which training courses are offered in Hamburg and for which the VQ target groups come into question in the broadest sense.

3.3 Data and Forecasts

The following data have been compiled within the framework of the works of the WG VQ:

- Applications, approvals, vacant training places as of June 2012; joining VQ participants as of 22 August 2012, vacant training places as of early September 2012 (Appendix 1)
- Transition of VQ participants of VQ 2011/12 in dual vocational training (Appendix 2)
- Number of students in the first year of the six specialties of two-year partially qualifying vocational schools (Appendix 3)
- Calculation of the teaching staff requirement for 2013/14 depending on the number of VQ places (Appendix 4)

The forecast figures concerning the number of students of the relevant courses are considered in the further discussion.

¹The detailed criteria for the selection of professions are listed in Section 4.1.

3.4 Statistics for the School Year 2011/12

In the school year 2011/12, over 100 participants were included in the VQ. From the total of 106 VQ participants, 73 (68.9 per cent) made a transition into unsubsidised vocational training in a business enterprise, eight other graduates entered into subsidised vocational training. Thus, 81 of all the participants (76.4 per cent) completed the VQ successfully and concluded a vocational training contract.

In relation to the 81 successful graduates, the 73 persons who made a transition into unsubsidised vocational education in a company constituted a ratio of 90.1 per cent. 66 persons out of this number 66 (81.4 per cent) continued their education in the chosen VQ profession. The remaining 9.9 per cent of the persons continued their education after the training transition in a subsidised and supported vocational education in their selected VQ profession.

Out of the 81 successful graduates, 27 (33.3 per cent) achieved a recognition of training hours – typically half a year – within the framework of the company training. Eight further participants with the inclusion in supported training, went to the second year of training. Hence, the recognition of training hours was implemented in the case of 35 graduates (43.2 per cent). The seven remaining participants concluded a training contract with a company in another profession (see Appendix 2).

3.5 Statistics for the School Year 2012/13

380 VQ places in 23 professions were offered for the school year 2012/13 beginning in August². Until the beginning of the summer holidays in 2012, 439 applications were submitted, which corresponded to 655 training places in the offered VQ professions in the economy (as of June 2012).

At the beginning of the school year 2012/13, 172 approvals were issued by the schools. Some of the places were rejected or not accepted due to the acceptance from the industry or attending secondary schools by the participants. At the end of the summer holidays and also the beginning of the school year, the competent schools accepted new applications for VQ places, conducted interviews and approved suitable candidates so that as of 23 August 2012, 171 participants joined the programme and started their education in the VQ (see Appendix 1)³.

² As on 1 February 2013, an additional profession of a caregiver is planned as the 24th profession with 24 places.

³ According to the Cost and Structure Programme (CSP), an IT specialist application was implemented to support the planning and implementation of the personnel organisation for all state schools, with 174 participants who started their training in the VQ as of 20 August 2012.

4 Thematic Fields and Problematic Areas

Various thematic fields in which it was possible to identify problems are considered within the WG VQ. The breakdown into thematic fields along with the problem areas is further addressed in Section 5 'Recommended action' in order to ensure clear correspondence between the thematic fields in Section 4 and the recommended actions in Section 5.

4.1 Suitability and Selection of Professions for VQ

The VQ professions must be adequate to the VQ target group, thus corresponding to the target group 'market-disadvantaged students' with the first general education degree or with the middle education degree. Professions for which the high school degree is mostly a prerequisite for entry on the part of the companies, are considered only conditionally for the VQ. The selection of the professions is based on the provisions of the TER VQVS VQ.

Digression: Selection criteria for the VQ professions¹:

The provisions of § 2 section 2 of the TER VQVS VQ include six criteria for the selection of potential VQ professions which match the skills and qualifications of the target group and are in demand in the labour market:

- 1. There is a demand for trained professionals in a given profession on the part of the industry. The transition into work is secured with great probability or at least easy to achieve.*
- 2. It is about a profession for which a demand for skilled workers is expected in the future.*
- 3. The transition into work-based training is considered positive. This applies both during and after the VQ, as well as in the subsequent supported vocational training.*
- 4. The profession is suitable for young people with training maturity, as well as with differentiated degree levels (less talented young people with the first general education degree or the middle-school degree).*
- 5. The companies located in Hamburg are able to offer enough places for the work-based training phases during the VQ and during the supported vocational training within the HTM.*
- 6. There is a demand on the part of young people for dual training places in the offered profession.*

This results in a limited number of suitable professions and thus a substantial limitation on the maximum number of VQ places.

Another limiting factor exists in connection with the ratio mentioned in Section 4.2 amounting to 25 per cent of subsidised training places to unsubsidised training places. On the basis of this ratio, the possible VQ professions were exhausted for 2012/13, since a VQ learning group of at least 15 participants was applied. Expanding the appropriate VQ professions is only

¹See the Framework Concept of the Hamburg Training Model dated 24 June 2010, Page 3f

possible if small numbers of VQ participants are admitted; it is no longer assumed that a learning group should consist of 16 students.

At this point it is necessary to mention that the full definitions of the following training place programmes

- VTEI, HTP and JBH for the disadvantaged on the one hand as well as
- HTM with VQ for the market-disadvantaged on the other hand

is not always possible to stick to during the selection of the professions. This results in a greater need for coordination between the Hamburg Employment Agency, the Office for Continuing Education of the ASVT, the competent authorities (Chambers), the ALSAFI, and the HIVE.

4.2 Limitation on the Number of Places for the VQ Professions

It is stated in the TER VQVS VQ that the participants must complete corporate learning and education stages.

Digression: Limitation on the number of places for individual VQ professions:

The criteria in accordance with § 3 of the TER VQVS VQ for the admission of candidates to the VQ allows the schools to select the suitable participants. Since the corporate learning and training places (formally: internships) are required for the education in order to be able to cover the training contents in accordance with the respective training plan, a limitation of the VQ places is provided for each profession and each professional area. The place number limitation for the individual VQ professions must be decided annually through a regulation. Since the selection of the VQ professions must be conducted each year, this regulation must also be updated annually. Effecting the required resolution in the deputation of the ASVT requires a lead time of over two months.

A limitation on the number of places for the offered VQ professions is also included implicitly in the criteria for the selection of the VQ professions. Furthermore, the rate of the publicly subsidised training places (typically provider-based training, but also the VQ is to be classified here) to the unsubsidised training places (training contracts with companies) of 25 per cent is not exceeded but rather exceeded. The scope of the individual profession-related training offers for 2012/13 was adjusted accordingly to the HTP, VTEI, and VQ programmes.

Both the providers of the HTP, the VTEI, and also the VQ require places for the corporate learning and training phases. However, the number of the training companies with such places is limited in the case of particular professions. With an increasing supply and the increasing number of VQ places, the VQ is in competition with other subsidised training programmes (HTP, VTEI). Thus, they also got caught in a conflict of interest with the providers of these training programmes.

The place number limitation for the VQ is also required in the event that a large number of suitable candidates exists for one VQ profession, for whom the school would have to express approval but it is unable to provide company placements, since the necessary cooperation partners are not available (companies) for this purpose.

On the basis of these conditions, a place number limitation for the VQ is defined in the 'Regulation on the Admission Numbers for Schools with Admission Restrictions.'

4.3 Approvals of Candidates for VQ

The admission requirements for the acceptance in the VQ in accordance with § 3 section 2 of the TER VQVS VQ is a training maturity as well as a decision on the selection of a profession. Other definitions state that students are suitable for a training profession 'if they have the characteristics which are the requirements for the respectively required performance and correspond with the desired occupational motivation of a given student.' (§ 3 Section 3 of the TER VQVS VQ)

The members of the WG VQ agree that only a part of the applicants meet the acceptance criteria for the respective VQ profession, since the school leavers and particularly the graduates of general-education schools are not sufficiently oriented professionally or have not made their career choice. They often want to continue to attend school and obtain a higher quality degree. They are supported in part by their guardians and teachers from the releasing school.

Furthermore, it should be assumed that the assessment of the training maturity between the releasing schools and partly also the VQ schools on the one hand and the companies on the other hand is not consistent, i.e. it is perceived differently.

During a closer examination of the VQ applicants, it was possible to recognise three groups, namely students or young adults who are suitable

- for the respective VQ profession or
- for the subsidised training,

or for whom

- a training preparation or a vocational preparation (of the Hamburg Employment Agency) is required.

This description results in a limited specific target group for the VQ. In the school years 2011/12 and 2012/13 it was revealed that there was no corresponding number of suitable candidates for the offered VQ places.

4.4 Status of the Rejected VQ Applicants

The feedback from the VQ schools on the results of the application process (not published for an application interview or testing, rejection with an explanatory note, admission to the VQ) result in a necessity to develop and implement a coordinated process which ensures consultations and support for the rejected applicants. In this way, the young people should be admitted to a transition into a conducive and continuative measure. The objective must be to place the rejected VQ applicants in a matching offer or an apprenticeship relationship. Therefore, the rejected VQ applicants who failed to receive a training place in the industry and in the VQ, and exhibit the need for support, are offered subsidised professional training within the HTP or JBH programme, possibly also the VTEI of the Hamburg Employment Agency. Also the VQ could be an option here.

In the consulting and application period in summer 2012, the consulting sequence and the flow of information was not adjusted optimally between the VQ schools and the vocational guidance of the Hamburg Employment Agency. So the information from the VQ schools about the results of the application process was partly received very late.

The Youth Employment Agency made a decision in May 2012 with the printed matter 20/4195. An agreement on the cooperation within the framework of the Youth Employment Agency between the Federal Employment Agency represented by the Hamburg Employment Agency, the Free and Hanseatic City of Hamburg represented by the ASVT and the ALSAFI, as well as

the county offices and the job centre team. arbeit.hamburg regulate the responsibilities and tasks. It is necessary to coordinate the future path of the rejected candidates, taking into consideration the distribution of tasks and responsibilities.

4.5 Unoccupied Training Places in Enterprises

A comparison of the offered VQ professions with the vacant training places in the companies two months before the beginning of the training period 2012/13 revealed a significant phenomenon: It resulted from the data of the Hamburg Chamber of Crafts² and the Hamburg Chamber of Commerce³ that at the beginning of the training period in August or September 2012, there was a large number of training places in Hamburg which were vacant until June 2012. The vacant training places were distributed across almost all industries and almost all professions.

The situation in the training market calmed at the beginning of the eligibility period 2012/13: Significantly fewer vacant training places were found in companies in August 2012. The goal-oriented figures concerning vacant training places in the area of the Hamburg Chamber of Commerce and the Hamburg Chamber of Crafts were collected in mid-September 2012 during the additional placement action.

The selected VQ professions should be compared annually with the number of the vacant training places in the industry.

4.6 Career Guidance and Matching

It results from the findings of Section 4.3 'Approval of Candidates for the VQ' for the WG VQ that the career guidance in the releasing schools, especially in many schools of general education, does not show the desired effect yet. A clear indication of the lack of professional guidance and the often not sufficiently informed career choice is visible in the ratio of the number of VQ applications to the number of the VQ approvals. A survey conducted among the schools in June 2012 revealed that 439 applications were submitted for the VQ but only 172 approvals could be issued (see Appendix 1)

Therefore, the WG VQ concludes that the career and study orientation is to be strengthened, since many young people from schools of general education, from the TP or leavers after the trial six months of the VQVS have no sufficient professional orientation and thus no meaningful career choice.

A clearer path to a dual vocational training, and thus to a career choice, is required within the framework of professional orientation as a goal-oriented alternative to secondary school education. It should be emphasised here that it is possible to obtain the entitlements resulting from the first general school degree with the vocational school completion certificate in connection with the vocational degree, and that it is possible to obtain the middle-school degree with the completion of vocational school.

In addition, the WG VQ determined an insufficient matching between the adolescents and young adults from the releasing schools on the one hand, and the various pre-vocational activities and places of subsidised and unsubsidised professional training on the other hand. Therefore, the objective should be to achieve effective matching of applicants with the open

²Source: Online Apprenticeship Exchange of the Hamburg Chamber of Crafts, state as of 26 June 2012

³Source: Online Apprenticeship Exchange of the Hamburg Chamber of Commerce, state as of 28 June 2012

training places, together with the Youth Employment Agency, as well as the other actors in vocational training in summer 2013.

4.7 Closing of 2-year Partially Qualifying Vocational Schools

It is politically desirable that the training and examination regulations of the 2-year partially qualifying vocational schools (TER 2VQVS) should be repealed. As a consequence of this, no more students shall be admitted to the VQVS starting from August 2013 and in the following years. The TER 2VQVS must be repealed by the end of January 2013, or better by December 2012.

The proposed repeal of the TER 2VQVS results in the requirement to provide 1,100 VQ places by August 2012. This number appears to be unobtainable against the background of the considerations and results within the said thematic areas.

Nevertheless, the representation of a largely secured assessment of the students and young adults who are to be provided with guidance, as well as the demand of the school places and training opportunities is required. Then the repeal of the TER 2VQVS results in a group of school-age young people who require guidance, for whom a matching offer is required.

This group of about 1,000 young people who require guidance (see Appendix 3) is not fully congruent with the VQ target group. The WG VQ currently assumes that the maximum of 1/3 of the 'young people without guidance' anticipated for 2013/14 shall meet the entry requirements of the offered VQ occupations. Thus, the number of 650 – 700 young people without guidance should be expected in August 2013. They have to be included in the dual TP, production schools or other supporting measures (e.g. the PvTM, the EQ). It is necessary to expect about 600 additional school-age young people in the TP.

In the school year 2012/13 only 170 places out of almost 400 offered VQ places could be filled. It must be assumed that for the school year 2013/14 the number of suitable VQ candidates should amount in addition to the maximum of 330. Therefore, the amount of max. 500 VQ places is derived for August 2013. The WG VQ assumes a demand of 450 VQ places. Thus, the previously assumed number of 1,100 VQ places does not appear to be necessary.

A more detailed analysis of the students in the first year of the VQVS and in the VQ (school year 2012/13, state as of September 2012) should be prepared on the basis of the excerpt from the WinSchool data (age, female / male, the last attended school, if possible with the latest grade level).

Limiting factor: no leavers after the 9th class

5 Recommendations for Action

5.1 Selection of VQ Professions

Recommendations for Action:

1. The previous selection process for the VQ professions to be offered in accordance with the provisions of the TER VQVS VQ and the associated criteria shall be complied with in principle. It will still be necessary to select only those professions for which the transition into a supported training or possibly into an alternative education model, such as the 'guided training' is ensured.
2. In exceptional cases, occupations which do not meet all the criteria (for example baker), are allowed after consultation with the respective participating partners (chambers, guild, vocational schools).
3. A learning group of 16 participants is henceforth not to be considered as a prerequisite. Rather, it should be possible to authorise professions with a significantly smaller number of places (e.g. three to five participants) as VQ professions.
4. Only the recognised professions within the meaning of § 5 of the German Vocational Training Act (BBiG) can be considered as VQ professions. Professions with reduced requirements or professions under § 42 of the German Trade and Crafts Code (HwO) or § 66 of the German Vocational Training Act (BBiG) shall not be offered as VQ professions in the future.

Notes:

To 1.

The Hamburg Training Model should offer or open a continuation of vocational training in the second year in a supported training to the successful graduates of the VQ who reach no transition into the in-company training. It is not possible in the case of such professions as legal professional employee and medical professional employee, since there is no support for those professions which can demonstrate the statutory training entitlement. The model of guided training should be incorporated in these professions.

To 2.: - None -

To 3.:

- The adaptation of the learning group size and place number limitation requires a change in the relevant regulations (see Section 5.2).
- The effort for the coordination of the VQ professions and the necessary qualifications on and with the competent vocational schools increases.
- The organisational effort for the competent vocational schools is hardly smaller than that of a learning group of 16 to 24 participants.
- Even with a small number of the VQ places, the information on the VQ professions must be made transparent for the potentially interested parties. It is a challenge for the information and counselling centres.

To 4.:

- Professions with reduced requirements or professions under § 42 of the German Trade and Crafts Code (HwO) or § 66 of the German Vocational Training Act (BBiG) are not intended for market-disadvantaged young people or young adults.

5.2 Limitations on the Number of Places for VQ Professions

Recommended action:

1. The limitation on the number of places is to be further specified in the 'Regulation on the number of approvals for schools with a limited number of approvals.' A possible scenario is the division of the professions into groups according to the number of places (e.g. 4 – 8 – 16 – 24 – 40).

Notes:

The implementation must be coordinated with the Legal Department.

5.3 Approval of Candidates to VQ

Recommended actions:

1. It is necessary to observe the eligibility criteria.
2. The candidates approved for the VQ by the competent vocational schools are to be reported to the Youth Employment Agency.

Notes:

Detailed information about the data transfer to the Youth Employment Agency as well as the rejected candidates can be found in section 5.4.

5.4 Status of the Rejected VQ Candidates

Recommended actions:

1. It is necessary to organise immediate consultations for the rejected candidates.
 - 1.a The order of consultations and the flow of information between the VQ schools (with the result and an assessment / recommendation from the VQ application process) and the Youth Employment Agency must be coordinated.
 - 1.b All unsuccessful applicants shall receive a 'feedback form' from the respective VQ school, which can be used for (professional) guidance at the Youth Employment Agency. This includes the reason for the rejection and recommendations of the school in terms of the required support / measure.
 - 1.c The data of the rejected applicants (name, first name, date of birth, result of the application) should be notified to the Youth Employment Agency. In order to enable the transfer of such data to the Youth Employment Agency, a consent should be obtained from the candidates by the schools at the beginning of the application process to comply with the data protection regulations.

1.d During the consultation process, the rejected applicants are to be offered an appropriate measure of vocational and training preparation or supported vocational training.

Notes:

To 1.:

- The Youth Employment Agency shall be an organisational unit and act as a representative for professional advice of the Hamburg Employment Agency, the network location, etc.
- The data protection regulations are to be clarified in advance.
- The draft of such a feedback form can be found in Appendix 5.
- The following measures are to be applied during consultations with the rejected applicants:
 - a The following vocational and training offers are provided for students and young adults who have not achieved the readiness for training:
 - TP in conjunction with the Q&WSL and the EQ for school-age youth
 - EQ for young adults with fulfilled compulsory education
 - preparatory educational measures of the Hamburg Employment Agency for persons with fulfilled compulsory education
 - b The rejected VQ applicants who have not received training in the economy and in the VQ, but have special needs, are offered subsidised vocational training within the HTP or the JBH programme, possibly also the VTEI of the Hamburg Employment Agency.

5.5 Unoccupied Training Places in Enterprises

Recommended actions:

1. Both the releasing schools as well as the VQ schools provide information on the vacant training places in the companies located in Hamburg in time for the VQ application process.
2. The information brochures for the TP schools on the various offers of pre-vocational and vocational training are to be provided to VQ schools in time for the commencement of the application process.
3. The VQ schools ask the candidates to apply for free training places available at various enterprises.
4. It is necessary to prepare a comparison of the unfilled training places in the industry and the offered VQ places in each school year, at the time of the subsequent placement action in September. The results of this comparison are to be included in the selection of the VQ professions for the subsequent funding period.

Notes:

To 1., 2. and 3.: - None -

To 4.:

An earlier collection of this information does not appear reasonable, since significant dynamics prevail in the training market in the period from June to September. Educational statistics are compiled by the Chambers in November. The collected data and the results of the comparison are to be used for the selection of the VQ professions in the subsequent school year.

5.6 Career Guidance and Matching

Recommended actions:

1. It is necessary to strengthen vocational orientation at the district schools in cooperation with the vocational schools and vocational guidance of the Hamburg Employment Agency.
2. It is necessary to lead to an early and clear career selection decision and the dual system of vocational training within the framework of the career and study orientation, if the path of a student into the secondary school attendance is not unambiguous. It should be emphasised here that it is possible to obtain the permissions of the first general school degree or the middle general school degree along with the vocational qualification.
3. The matching between the graduates of sec. I and VQ applicants on the one hand and the available vocational training places in companies on the other hand, must be improved. The following procedure must be followed:
 - The competent contact partners for career guidance in the district schools should promote the process of a sound career choice.
 - All VQ participants and applicants should register as training placement seekers at the vocational consulting department of the Hamburg Employment Agency.
 - Additional placement campaigns of the Hamburg Employment Agency in cooperation with the Chamber of Trade and the Chamber of Commerce should continue to be used intensively for consultations of training placement seekers. All young people with the training desire and the training maturity should join.
 - The consultations within the framework of the Youth Employment Agency and their results should be aimed at a viable career choice on the part of adolescents and young adults.
4. If necessary, the offers of work and training preparation are also supposed to be used.

Notes:

To 1. to 4.:

- The implementation of these recommendations for career guidance in the district schools falls largely within the competence of the Office for Education in the ASVT.
- A positive development is generally assumed in the case of career and study orientation, particularly in the district schools. The effect of the measures and procedures introduced so far in this schooling form is not yet fully exploited.
- The counselling sessions or the target clarification talks within the framework of the career guidance should form an approach for better orientation. The target clarification

talks on the one hand, and the counselling sessions on the other hand, must direct young people in sec. 1 and their guardians towards a conscious decision of their future educational path as early as possible.

- The registration of the VQ candidates as training placement seekers is a prerequisite for the invitation to additional placement campaigns. To this end it is necessary to provide much better coordination between the Hamburg Employment Agency and the schools.

5.7 Closing of 2-year Partially Qualifying Vocational Schools

Recommended actions:

1. The offer of VQ places should be increased to 450 places. This number should also include professions for which no group of 16 or more participants is intended or created. (see Recommended action 3 in Section 5.1 as well as Recommended action to Section 5.2)
2. The TP measure is to be increased by about 600 places for a period of one to two years.

Notes:

To 1.:

The WG VQ perceives 450 VQ places for 2013/14 as sufficient. The achievement of 500 VQ places would be ambitious.

To 2.:

This Recommended action results in a changed teaching staff requirement. The teaching staff requirement for 2013/14 was calculated on the basis of the existing budget forecast and the assumption that the unserved young people will enter Dual TP (see Appendix 4):

- Assumption 1:

If 400 (instead of 1,100) male or female students are included in VQ annually, the Dualised TP must be increased by 700 places. This results in an additional demand of 21.5 teachers.

- Assumption 2:

If 500 (instead of 1,100) male or female students are included in VQ annually, the Dualised TP must be increased by 700 places. This results in an additional demand of 18.5 teachers.

- Assumption 3:

If 600 (instead of 1,100) male or female students are included in VQ annually, the Dualised TP must be increased by 500 places. This results in an additional demand of 15.4 teachers.

- In the case of a change in the budget forecast from 1,100 to 1,000 students, the teaching staff demand is reduced by three teaching jobs in all the three assumptions.

6 Appendices

6.1 Appendix 1: VQ Applications and Approvals for the School Year 2012/13

VQ Applications and Approvals for the School Year 2012/13

(with vacant training places, state as of 28 June 2012, and actually acceding participants, state as of 22 August 2012)

School	Profession(s) at this school	Max. number of places	Current total number of applications	Number of approvals	Vacant training places HwK (as of 26 June)	Vacant training places HK (as of 26 June)	Number of the acceding participants
G1	Metal builder, construction mechanic, industrial mechanic	24	35	17	4	9	15
G2	Plant mechanic for sanitary, heating and air conditioning technology	20	21	11	41		10
G3	Baker; salesperson in food craft, specialising in: bakery, confectionery	20	9	6	0	43	6
G7	Expert for warehouse logistics, specialist warehouse worker	24	35	19		40	17
G9	Motor vehicle mechatronics technician, specialising in: technology of utility vehicles: passenger cars	20	32	24	3	28	19
G10	Electronics technician specialising in energy and construction technology	24	16	8	33		9
G11	Expert for system gastronomy, chef, hotel specialist, restaurant specialist	24	43	14		148	22
G16	Specialist for event equipment	20	10	5		5	5
G18	IT specialist, specialising in system integration	20	8	2		57	5
H7	Office clerk	32	33	4	68	4	8
H10			15	2			5
H11	Clerk in retail trade	40	68	25		73	23
H14	Clerk for forwarding and logistics	24	8	5		31	5
H17	Clerk for office communication	20	24	2		68	0
H19	Legal professional	20	4	2			3
W1	Health and care assistant	24	24	12			9
W4	Medicinal professional	24	54	14			10
Total		380	439	172	149	506	171

Included. Persons who received an approval for a training place in a company after the application. Moreover, further applications for places in the professional qualification were submitted at the end of the school year.

Completed. The registration numbers in brackets – e.g. (5) are preliminary, because they include the approvals for the applicants who have prospective training place in a company

6.2 Appendix 2: Transition of VQ Participants 2011/12 into Dual Vocational Training

School	VQ participants on the date of the federal survey in Sept 2011	Further data collection in the VQ	VQ participants in the first 6 months	Transitions in the dual PT in a company in the VQ profession in the first 3 mths	Leaves & discontinuations in the first 6 mths / by the end of 2011	Leaves before the end of the trial 6 months on 31 Jan 2012	Transitions in VT in a company on 1 February			VQ participants on the date of the federal survey in Feb 2011 / 2.6 mths	Leaves at the beginning of the summer 6 mths, early or at the end without degree	Transitions in dual VT in a company on 1 August / 1 September				Transitions in subsidised VT on 1 Sept 2012 to the profession with recognition
							In the respective profession with recognition of training time	In the respective profession without recognition of training time	In another profession without recognition of training time			In the respective profession with recognition of training time	In the respective profession without recognition of training time	In another profession with recognition of training time	In another profession without recognition of training time	
A	B	C	D	E	F	G	H	I	J	K	M	N	O	P	Q	R
G01	18		18		1					17	3	1	12			1
G02	16	1	17	2				1		14	2	3	3		2	4
G07	17	1	18		2	2	8			13	3	3				
G10	9		9		1		1	1		6		4	1		1	
G11	25		25		6	3	3	4	1	8			8			
H07	11		11		1					10		2	2		3	3
H10	8		108				2			6	1		5			
Total	104	2	106	2	11	5	14	6	1	74	9	13	31		6	8

* Starting training also in another Federal Land

To G01: The G01 approved two additional students after the first six months. The students were accepted by the companies to the learning and training phase and transition was made in August 2012 in the dual vocational training.

Transitions into the dual vocational training in relation to the total number of participants (106 equals to 100%):

Transitions into the dual vocational training in total:	81	or	76.4%
Transition into the dual vocational training: unsubsidised vocational training:	73		or 68.9%

Percentages of transitions in relation to the total number of successful graduates (81 participants equals to 100%):

Transitions into unsubsidised vocational training in companies:	73	or	90.1%
Transition into subsidised /provider vocational training:	8	or	9.9%

Transitions in the dual VT in VQ profession with recognition of training times (total):	35	or	43.2%
of which with transition into unsubsidised VT in companies:	27	or	33.3%

Transitions into dual VT without recognition of training times (total):	46	or	56.8%
Transitions into dual VT in VQ professions without recognition of training times:	39	or	48.1%
Transitions into dual VT in other profession without recognition of training times:	7	or	8.6%

6.3 Appendix 3: Students in the Discontinued Specialties of the VQVS, state as of 20 August 2012

Partially Qualifying Vocational School	Number of attending students
VS 2-year Higher School of Commerce	
1 st year of training	485
Partially Qualifying Vocational School specialising in Electronics and IT	
1 st year of training	89
Partially Qualifying Vocational School specialising in Gastronomy and Nutrition	
1 st year of training	78
Partially Qualifying Vocational School specialising in Health	
1 st year of training	176
Partially Qualifying Vocational School specialising in Media Technology and Media Shaping	
1 st year of training	139
Partially Qualifying Vocational School specialising in Metal and Automation Technology	
1 st year of training	48
Partially Qualifying Vocational School specialising in Economy and Administration	
1 st year of training	472
VQ VS vocational qualification	
1 st year of training	174
VQ VS – 1 year with HHS and without VQ	1,487
VQ VS – 1 year without HHS and without VQ	1,002

6.4 Appendix 4: Calculation of the Teaching Staff Demand

Calculation of the Teaching Staff Demand

No official statistics!

				Si 2013/14					
				Budget forecast		Assumption 1		Assumption 2	
Demand basis > 2012/13				SuS	LuL	LuL	LuL	SuS	LuL
Compulsory hours:		34.5		IST	KSP	IST	KSP	KSP	KSP
Base state	Basic freq.	Factor		All AJ	All AJ	All AJ	All AJ	All AJ	All AJ
VQ	24	16	1.6	1,100	76.5	400	27.8	600	41.7
Dual TP	30	13	15	2,200	222.7	2,920	293.0	2,720	272.9
Deviation from budget						0	21.5	0	15.4

Budget forecast

VQ attendants	20
TO attendants	60

Is it necessary to create another distribution due to the small number of students?

6.5 Appendix 5: Feedback Form for the VQ Candidates

Name of the Applicant:	Training occupation / school:
Date of Birth:	Date of the interview:

Feedback for the VQ Applicant on Application and Job Interview.

(To be submitted to the Vocational Guidance Department of the Employment Agency.)

From the point of view of the school, there was no training maturity at the time of the interview and the admission process in your case. Therefore, you are not approved for vocational qualification in your desired profession.

The following points should / must be improved for your next application:

Application / Application documents	
Submit complete and meaningful application documents.	<input type="checkbox"/>
Take a job interview or an aptitude test.	<input type="checkbox"/>
	<input type="checkbox"/>

Person	
Pay attention to your appearance (external appearance, manners, etc.).	<input type="checkbox"/>
Improve your independence.	<input type="checkbox"/>
Take your own initiative.	<input type="checkbox"/>
Show your willingness to perform.	<input type="checkbox"/>
Work on your teamwork skills / social competence.	<input type="checkbox"/>
Expand / deepen your general knowledge / your basic knowledge of: - mathematics, - language and communication / German - English	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

Training occupation / Selection of training occupation	
Sharpen your goal orientation.	<input type="checkbox"/>
Show interest in the desired profession.	<input type="checkbox"/>
Examine your career choice.	<input type="checkbox"/>
Get clarification on your selected occupation.	<input type="checkbox"/>
Strengthen your willingness to work and learn at the company.	<input type="checkbox"/>

Other Recommendations	
	<input type="checkbox"/>
	<input type="checkbox"/>

Further recommendation from the school: (other profession, possible measure)
