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Quality Development Roadmap for Training in the Financial Services Sector –
QUADRO

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Chapter 1 Country scorecard - Germany

Introduction

This country scorecard gives an insight into the quality assurance of vocational education and training (VET) in the banking sector in Germany. The VET in the banking sector in Germany is divided into an academic and a non-academic way.

The non-academic VET comprises the education and training as a

- Banking Clerk (CCI) / Bankkaufmann/-frau IHK
- Certified Banking Specialist / Bankfachwirt
- Consultant for Financial Services / Fachberater für Finanzdienstleistungen
- Business Administrator for Finance and Insurance / Fachwirt für Finanzen und Versicherungen
- Banking Business Administrator / Bankbetriebswirt.

The academic vocational training and education takes place as undergraduate studies, graduating with a bachelor's degree in Business Administration / Banking and studying further graduating with a master's degree. Both types of educational programs can be organized in a dual approach, with practical education provided by companies and theoretical education provided by universities or colleges.

There are other academic areas of specialization offered in Germany (especially in Finance) which will not be considered in this report, because their reference to Banking themes sometimes is not clear.

The following explanations to quality assurance of vocational education and training in the banking sector in Germany include the two-tiered structure (academic / non-academic).

Assessment, validation and recognition of the learning outcomes in the financial services sector CS 1

1. Who is responsible for assessment, validation and recognition of the learning outcomes in the financial services sector?

In Germany the Conference of the Ministers of Education and Cultural Affairs / Kultusministerkonferenz (KMK) is responsible to make decisions about the framework curriculum and about curricular standards. They are the basis for the VET providers to undertake further structuring and organization.

The federal organized Chambers of Commerce and Industry take the responsibility for the non-academic VET. Their committees are staffed with representatives from regional companies, from politics and from administration. Despite of the federal structure, the framework curriculums are uniform throughout Germany.

This uniformity is not existing for the academic VET. Here the universities take the responsibility to define the learning outcomes in coordination with the standards formulated by the Conference of the Ministers of Education and Cultural Affairs / Kultusministerkonferenz (KMK), the accreditation agency und eventually with the cooperating banks if the study is organized in a dual education system.

Another important aspect of quality assurance is required by law. The Banking Act (KWG) committed in § 25a, the boards of banks to provide a proper and safe business operations system. This claim is substantiated by the Minimum Requirements for Risk Management (MaRisk): Acting on behalf of the directors, staff members must have an appropriate qualification in every field of their activity. In addition, since November 2012, following the Securities Trading Act (WpHG), an obligatory proof of qualification for staff active in investment advisory is explicitly required, which is monitored by the Agency for Banki Supervision (BaFin). This requirement is boosting further training of banking staff and thus contributes to quality and recognition of learning outcomes in the financial services sector.

II. How are stakeholders involved in the decision making process in your country?

The decisions regarding framework settings are solely made by the Ministers of Education and Cultural Affairs of the Länder. Nevertheless the banking associations provide professional advice to the Ministers.

The configuration of framework standards in the non-academic banking education takes place on different levels in the Chambers of Commerce and Industry. Therefore it is possible for the representatives of banks, politics and administration to contribute to the decision-making processes in committees, task forces and the plenary meetings of the CCI.

An involvement of stakeholders from companies in the configuration of the academic education and training is usually only possible in dual organized study systems. By use of a dual committee structure (dual committee, expert committee, examining board) in which representatives from cooperating companies and members of the university work together, the company representatives can influence the decisions.

Accreditation of VET providers CS 2

I. Who is responsible for the accreditation of VET providers?

The German Accreditation Council (Akkreditierungsrat) is the foundation being responsible for the accreditation of university courses in Germany. The German Accreditation Council regularizes and organizes the German accreditation system. The realization of accreditations is accomplished by accreditation agencies approved by the German Accreditation Council. Specific banking courses are mostly accredited by agencies such as AQAS, FIBAA and ZEvA.

II. Are professional bodies (banking associations, professional organizations such as auditors, accountants, managers, internal auditors, etc.) involved in accreditation of training providers in the financial services sector?

Professional bodies in the meaning of banking experts or experts in specific professional issues are part of referee teams or accreditation commissions together with academic experts from universities.

Curricula setting CS 3

I. Is the curriculum based on professional standards and/or frameworks, if any?

Curricula in banking educational programs are based on the framework curricula and standards defined by the Conference of the Ministers of Education and Cultural Affairs.

II. Is curriculum based on National Qualification Framework? (if yes, how?)

The current framework curricula for the education as a Banking Clerk (CCI) are based on a resolution by the Conference of the Ministers of Education and Cultural Affairs passed in 1997. An update was not proceeded. Therefore the framework curriculum is not explicitly orientated on the German qualification framework (Deutscher Qualifikationsrahmen). It still has listed some aspects like the differentiation into varying levels of competence.

The curricula in academic banking VET are not uniform nationwide. From this point of view it is possible that some curricula are already based on the German Qualification Framework while others are not.

III. Is a credits system (ECTS, ECVET or other) in place?

A credit system is mainly installed in academic banking courses. Awarding credit points is inherently here. No credit system is applied in education and training programs of the Chamber of Commerce and Industry.

A recognition of professional training, knowledge and experience in academic credits is increasingly politically desired and explicitly made possible, for example, in the Berlin University Law. Currently study programs are developed with recognition of prior professional experience, and this is expected for educational programs in banking / financial services as well.

IV. What is the proportion of theory and practice in your training curriculum?

The banking education and the bachelor programs are mostly organized in a dual system, which means trainees and students are learning in a vocational business school or in the university as well as in finance companies. The temporal allocation between theoretical and practical learning is approximately rated 1:1.

Training of teachers/trainers CS 4

I. Which formal qualification(s) is needed for being employed as a “teacher / trainer”?

The Chambers of Commerce and Industry impose the requirements for their trainers in the non-academic VET. These requirements are: A completed vocational education in a specialist field or a relevant final degree and a several year’s experience as a professional. Furthermore a company employing trainees needs to have at least one employee who has passed the trainer aptitude examination regarding AEVO (Ausbildereignungsverordnung / regulation of trainer aptitude).

For the academic courses the standards of the Higher Education Acts in every federal state of Germany apply. In the Berlin Higher Education Act for instance, it is regulated that lecturers assessing students need to have at least the same or a higher education than the examination they are going to assess (§ 32 (2) BerlHG).

II. What kind of institutions are in charge of education and training accreditation of teachers/trainers?

For the education of teachers at trade schools and vocational schools are the universities in charge.

The Chambers of Commerce and Industry are offering vocational education and training for lecturers in terms of didactical and professional training.

For university lecturers are centers in every federal state installed which are responsible for didactical training. (e.g. Berliner Zentrum für Hochschullehre (BZHL), Netzwerk Hochschuldidaktische Weiterbildung Nordrhein-Westfalen (hdw nrw)).

III. Is education and training of teachers/trainers based on standards or frameworks?

The lecturers in bank-specific education programs are usually teachers from trade or vocational schools, professors of banking administration or professional experts. Standards in the education of lecturers are mostly to be found in the teacher training (university degree) for trade and vocational schools and the train-the-trainer program of the Chambers of Commerce and Industry. The university course to become a trade or vocational school teacher is a study for a teachers training certificate type 5. There exists a framework agreement for this education, decided by the Conference of the Ministers of Education and Cultural Affairs in 1995, updated in 2012. Besides the structure and length of the education it also regulates the extent of the professional and pedagogical parts.

The VET of the professional experts is regulated in the standards for the company support for the train-the-trainer program of the Chamber of Commerce and Industry. These VET activities are established in a framework curriculum. The Federal Institute for Vocational Training decides, what kind of content in professional and pedagogical knowledge needs to be taught to the trainers in their training program.

IV. What is the proportion of "technical" or "pedagogical" subjects in the education programs for teachers/trainers?

The workload to calculate the professional and pedagogical share of the trainer program can only be measured by taken the framework curriculum for teachers at trade or vocational schools into account. There are 90 credits given for didactical and pedagogical content and 180 credits for professional knowledge. This corresponds to a ratio of 1:2.

Conclusion

The VET in banking is divided into two different ways – the academic and the non-academic education. For both ways are a clear framework standard and supervising authorities existing. Non-academic banking education is regulated in a more formal way. Despite of the federal structure (Chamber of Commerce and Industry) the framework curricula and examination regulations are standardized nationwide. There is no such strict regulation of content in the academic banking VET. Nevertheless even these courses are bound to quality promoting criteria such as EU-normated structure standards (credit system) and requirements of accreditation agencies. The structure of lecturers and their qualification requirements are orientated at the relevant course of education.

Whereas in the non-academic courses the profession qualification and expertise of a lecturer is on focus, the academic field requires the qualification of the ability to work scientifically (in the way of having an academic degree).

Chapter 2 Quality assurance practice in organizations

Introduction

The interviewed institutes are offering education and training in the financial sector. Three of the five institutes are private sector companies with a sectoral alignment (savings bank / private bank / cooperative banks), one institute is a private sector organization without sectoral restriction and the last institute is a public university with a wide range of banking education and training. The university as well as the education institute of the savings bank and the non-sectoral institute are offering academic and non-academic training and education. The education institute belonging to the private bank offers internal non-academic education and training.

Questionnaires were answered / interviews were made with the following institutes:

- Commerzbank AG, Talent Management (institute 1)
- Management-Akademie der Sparkassen-Finanzgruppe (institute 2)
- Berlin School of Economics and Law, Faculty of Company-Linked Programs, Banking Studies (institute 3)
- GOING PUBLIC!, Akademie für Finanzberatung AG (institute 4)
- Akademie Deutscher Genossenschaften (institute 5)

The total number of employees per institute is listed in the table below:

	Commerzbank AG, Talent Management	Management-Akademie Sparkassen-Finanzgruppe	Berlin School of Economics and Law, Banking Studies	GOING PUBLIC! Akademie für Finanzberatung AG	Akademie Deutscher Genossenschaften
female	17.500	15	20	13	68
male	18.000	25	20	13	151

The answers to the question “What was the estimated percentage of turnover (revenue) invested in training of trainers and teachers?” varied a lot. Two institutes are investing 1,5% in training activities, one institute 1% and another one invests even 25% of the revenue.

The training of trainers can be organized with internally applied methods or relying on external providers. The surveyed institutes use different ways:

- Only product trainings are conducted internally, all other trainings are held by external providers
- Through an external provider: Berlin Center of academic trainings
- Internal methods and an obligation to participate in these events regularly;
- Both ways are used (internal and external)
- No training of trainers

The main areas for further training are

in pedagogical issues:

- Teaching methods (2x)
- Learning methods
- Intentional use of informal learning

In professional content:

- Sales

One institute stated, that no training in professional content is offered and another one informed, that the training of trainers takes place on the job.

The number of participants per institute over last three years is shown in the table below:

	Commerzbank AG, Talent Management	Management-Akademie Sparkassen-Finanzgruppe	Berlin School of Economics and Law, Banking Studies	GOING PUBLIC! Akademie für Finanzberatung AG	Akademie Deutscher Genossenschaften
2011	-/-	11.000	90	2.000	19.139
2012	-/-	12.000	90	2.000	18.411
2013	-/-	12.500	90	4.000	19.000

The Commerzbank left out a few questions as the organization of the training department is structured that way: “VET is organized in projects. The single departments have employees who are responsible for VET and are acting as coordinators with the HR department to set up trainings.” Therefore some information were not available.

The next table shows the total turnover of each institute (if information is available):

Commerzbank AG, Talent Management	Management-Akademie Sparkassen-Finanzgruppe	Berlin School of Economics and Law, Banking Studies	GOING PUBLIC! Akademie für Finanzberatung AG	Akademie Deutscher Genossenschaften
Total turnover for the whole Commerzbank: 600 Billion Euro	Approximately 1 Million Euro	-/-	< 5 Mio. EUR	32 Mio. €

The institutes indicated the following fields in which training occurs:

	Commerzbank AG, Talent Management	Management-Akademie Sparkassen-Finanzgruppe	Berlin School of Economics and Law, Banking Studies	GOING PUBLIC! Akademie für Finanzberatung AG	Akademie Deutscher Genossenschaften
Languages	yes	yes	yes	no	no
Sales and Marketing	yes	yes	yes	yes	yes
Banking	yes	yes	yes	yes	yes
Insurance	yes	no	(yes)	yes	yes
Personal Skills / Development	yes	yes	yes	yes	yes
ICT	yes	no	yes	yes	no
Engineering, manufacturing	no	no	no	no	no
Environmental protection / health and safety	no	no	no	no	no
Others	Executive trainings	Management and Leadership	Economics	yes	yes

The answers show, that sales and marketing as well as banking and personal skills training are offered by all five institutes. Engineering and manufacturing as well as environmental protection/health and safety trainings are not offered at all.

The results of the survey will be summarized and expounded in the following chapters. Thereby the differences between the interviewed institutes will be especially exposed.

Importance of quality assurance B1

Quality assurance plays an important role in all of the five institutes. Four out of five institutes even „strongly agree“ to the statement: „Quality assurance is important for my organization.“ One institute chose the answer „agree“

Internal quality assurance systems B2

The significance of quality assurance may also be deduced from the fact that four out of five interviewed institutes use quality assurance systems. One institute stated, that they have no standard quality assurance system like ISO or the EQFM model implemented.

Interviews by questionnaire were named as a quality assurance system by two institutes. They are used for instance to analyze the quality of teaching and the satisfaction of alumni. (Please refer to the following documents for more detailed information: Appendix 1 Absolventenstudie, Appendix 2 Unternehmen, Appendix 3 Lectures, Appendix 4 Ausbildungsende, Appendix 5 Quality Plan)

Differences between privat companies and the public university occurred. Whilst in bankinternal education and training institutes the assessment of activities by cost-benefit calculation (through income statement and excel sheets) is a central point, the university works with recommendation instruments like handouts and guidelines.

The private sector organization without sectoral restriction named two quality assurance instruments:

- LQW (Lernerorientierte Qualitätstestierung in der Weiterbildung)
It is the most common quality assurance system for VET providers in Germany and Austria. LQW puts the learner in the focus because in this system the learners are defined as the producers of education.

- AZWV (Anerkennungs- und Zulassungsverordnung Weiterbildung (AZWV))
It is a regulation for VET providers to ensure the accreditation of professional VET activities which are publically financed by the German Employment Agency (Arbeitsamt).

Additionally the accreditation for academic education and training is a major quality assurance system.

Role of EQAVET B3

The knowledge about the European Quality Assurance in Vocational Education and Training (EQAVET) in the interviewed institutes is very different. The highest level of awareness is reached in the public university. They chose the statement „agree“ to the sentence „I am familiar with the European Quality Assurance in Vocational Education and Training (EQAVET).“

The private institutes are hardly or not familiar with EQAVET. They chose answers like „neutral“ (1x), „disagree“ (2x) and the non-sectoral private company even answered with the term „strongly disagree“.

PDCA – cycle B4

The backup of the steps in the quality improvement process - Plan-Do-Check-Act (PDCA-cycle) are proceeded partially very different in the interviewed institutes. The steps with highest attention in the quality improvement are „Do“ and „Check“. Here the answers were quite homogenous, saying that these steps backup the process „strong“ or even „very strong“. Only one institute rated „neutral“.

The process step „Act“ is considered by most institutes as rather „strong“. The answers for „Plan“ and the importance of this step to be backed up with relevant quality assurance activities in the process of quality improvement have a great variety. Answers given extend from „weak“ to „neutral“ and „strong“.

In detail the PDCA steps were rated as follows by the institutes of the German sample:

PDCA step	Institute 1	Institute 2	Institute 3	Institute 4	Institute 5
Plan	strong	neutral	strong	weak	strong
Do	strong	very strong	strong	strong	strong
Check	neutral	very strong	strong	very strong	strong
Act	strong	neutral	strong	strong	strong

Conclusion

The backup of quality in banking education and training plays an important role in all of the five interviewed institutes. Although knowledge and experience with the EQAVET framework are rather limited, all institutes are using the PDCA-cycle in order to assess and to improve the quality of their services. Nevertheless it is in parts applied differently. The differences in practising quality assurance are based on the institute being publically or private owned and on different training and education programs (academic / non-academic).

It is also interesting to see the ratings of the different steps. Most often the Do-step and the Check-step are seen as the strongest parts of internal quality management, which corresponds to findings in other sectors. Planning and Change (Act) are rated less strongly. It comes as a surprise that planning is seen as the weakest point; this is a seldom-heard response. It is also interesting to see, that the very institution, which has a vision & mission-statement in place is rating the planning-step as its weakest: The given answer might not just express this fact but also might be an indication of a certain sensitiveness in this institute for planning activities that are in line with its vision and mission.

The overall ratings that have been given for the last step of the PDCA-cycle (Act) are above the general findings circulated within the EQAVET network, where the final step of the PDCA-cycle is considered to be the weakest one. This might be seen as another expression, that in general quality management and continuous quality improvement are a matter of concern in VET for the banking and financial services sector in Germany.

Chapter 3 Relevant EQAVET Indicators implemented for the financial services sector

Introduction

The EQAVET includes 10 different indicators that are relevant for the quality of the process of training (input, process, output, outcome). Following is shown to what extent the relevant indicators are applied by the surveyed institutions in Germany already.

Relevance of quality assurance systems for VET providers (1a vs B1,B2)

All companies surveyed use instruments of quality assurance and see quality control as important or very important to their institution. Quality assurance is accompanied in all five organizations interviewed by a person responsible for quality assurance. Instruments which are mainly used to ensure the quality are evaluations and cost-benefit analyzes. An explicit alignment of internal quality assurance systems in the context of the EQAVET is not done yet.

Investment in training of teachers and trainers (2a vs A3)

The surveyed institutions invest to varying degrees in the training of their teachers and coaches. Three organizations use about 1.5% of their turnover for the training of their coaches. One institution is most outstanding because it invests on average 25% of turnover in the training of teachers.

Participation rate in VET programmes (3 vs A8)

The requirements of the finance specific labor market will be covered by the topics offered by the educational training and help to promote an adequate working ability of the participants. In addition to the fields of languages, sales, banking, insurance and personnel there are still areas of knowledge such as leadership training and economics and are offered by some of the respondents.

Utilisation of acquired skills at the workplace (6b vs B5 II)

The satisfaction with the acquired knowledge and skills in the practice sessions is ascertained in four of the five institutions surveyed. For most of the participants, a survey is carried out after completion of the training program. The time intervals of the survey are different and vary from directly after finishing the training until up to 6 months after completion of training. In one institution a second survey is carried out after 5 years, in which participants are asked about the possibilities of the application of acquired skills and knowledge. A survey of employers about the success of the training (application of learned skills) is performed in one facility only. (Please refer to the following document for more detailed information: Appendix 2 Unternehmen)

Mechanisms to identify training needs in the labour market (9a vs B6)

The generation of new training topics and the survey requirements are changing in all institutions surveyed and are considered very important and tracked through different approaches. A special importance is seen in regular professional exchanges with representatives of the banks. This approach to information retrieval is used by three of the five experts. In addition to the experts, the respondents perceived the participants as an important information source. Two organizations use this method in order to generate new occupational requirements of the participants. The training department of a private bank uses mainly collaborations with universities in order to identify trends of banking science. In addition to the personal interaction with experts in science, in associations or with employers, analysis of literature and newspapers to explore new topics of continuing education is another approach.

Schemes used to promote better access to VET (10a vs B7)

The improvement of participants access channels are important in three of the five institutions involved. One institution conducts special analysis to ascertain specific requirements and the missing competences of subscribers to carry out demand-orientated training. Other institutions offer to their subscribers, when professional knowledge is lacking, private lessons - especially in specialized tutoring - and in collaboration with a university certificate focused courses for interdisciplinary topics, to promote access to training in banks.

Conclusion

The indicators of EQAVET are - despite the lack of knowledge of the European Qualifications Framework - already partially implemented in the surveyed institutions. Especially the indicator 9, gaining new training topics, is very important in the organizations. Some training institutions react on the varying entry levels of the participants and offer appropriate training to compensate for the lack. The subsequent application of the skills acquired in training is generally collected by interviewing the participants. The survey of employers regarding the success of the training programs plays a somewhat subordinate role. In total, there is a good, though not explicitly so named implementation of EQAVET indicators in the surveyed institutions.

Chapter 4 Quality assurance criteria for selected VET programs

Introduction

The surveyed institutions expect the quality to be of great importance. What are the criteria to play in the development of the quality assurance systems play a special role and how the criteria in the various institutions will apply, as shown below.

Input Factors contributing to Quality of VET C1.1-C1.12

For the quality of education different criteria play a role and how they are applied will be analyzed in more detail in the surveyed organizations.

The internationalization plays a main role in four of the five facilities and is being implemented to varying degrees. For an international private bank, the internationalization is of greatest importance. This can be seen from the fact that there are both foreign-language modules, Erasmus exchange programs for students and staff as well as international cooperation. The region-specific orientation of saving banks helps that the orientation of the saving banks-oriented training facility which is far less international. Thus, although foreign language modules are offered and participated in international research projects and collaborations, promoting European mobility for students and staff with the Erasmus is not. Accordingly, the program portfolio of private cooperative education provider also plays a somewhat subordinate role in internationalization and mainly refers to international research projects and collaborations. The public university is established conditionally better in terms of the requirements of the Bologna process and the financial incentives of public universities in the internationalization process. So besides Erasmus projects for students all the options listed on the internationalization are implemented. The lack of Erasmus exchange students is due to the specifics of the course (dual degree) and the lack of need for the internationalization by the banking partners. At a facility, where internationalization is irrelevant, only nationally specific training is offered.

The proportion of work place / practice-oriented training is very different in the surveyed organizations and covers a range from 15% - 95%. The largest share of practical training is achieved by the internal training facility of the private bank.

The coordination of theory and practice takes place in all facilities through lectures and practical case studies. Moreover, often the instruments committees with company representatives and university essays will be used to ensure a theory-practice transfer. Practice exams play a subordinate role. Other instruments of the practice facilities project tasks and additional practical training was provided.

An EQF is a description to enhance the comparability of certificates and diplomas in the EU and will ensure only made in one of the five institutions. This corresponds with the result that three of the five experts interviewed are familiar with the EQAVET.

All education providers offer not only standardized, also customized, continuing education programs in their portfolio.

The credit calculation is done in three facilities. Per 30 h workload one credit is awarded. Two private schools with more non-academic learning opportunities have made no response.

The average ratio of trainers to the number of participants is different from facility to facility and is around 10 to 30 students per coach. The number of attending participants lies in the private sector bodies lower than in the public university.

In three institutions, the share of internal coaches is over 50%. In two of the facilities it is worked exclusively with internal trainers.

The professional qualifications are for academic training a college degree, for no academic training programs, the coaches have to have a professional degree, which is possibly a higher grade in comparison of the participants taught. Trainers need a professional experience with at least 5 years. The educational qualifications play a minor role. Only in one facility an explicit educational qualification (train the trainer) is required.

Quality Assurance of the Teaching and Learning Process C1.13-C1.15

The proportion of deployed multimedia instruments differs between and partly within the educational institutions themselves. The percentage of multimedia use is between 3% and 100%. Two main facilities (bank internal training facility and the cooperative-oriented training organization) use only a very small percentage of 3-10% multimedia equipment.

The scope and methodology for the support of the coaches are different in the facilities. There are facilities with a very strong learning support (mentoring, job shadowing, team teaching, supervision) and one facility with no tutoring. Traineeship is the tool to support the teachers, which is used the most.

Target agreements (Management by Objectives) as a method of motivation enhancement is used in only at one of the respondent facility. Otherwise, except in the savings bank-oriented organization, various instruments to enhance motivation are applied. In addition to the above mentioned options in one facility the instrument "learning community" is used to increase motivation.

Quality Assurance concerning the Output of your VET programs C1.16-C1.17

Certificate of participation and written tests are the most commonly used forms of assessment and evaluation of participants.

The evaluation of teaching is done individually as a rule for the training facility at each faculty, after each module. An evaluation plan will be used at three of the surveyed organizations. An additional evaluation is available on request in two organizations.

Quality Assurance concerning the Outcome of your VET programs C1.18-C1.24

In all facilities, there is a person responsible for quality management. Usually used for quality management are 10-20h per month. One educational institution provides even a full time position for quality management.

Upon completion of the training usually surveys and interviews will be conducted with the participants. But also interviews with employers play a role for three of the five

institutions involved. (Please refer to the following documents for more detailed information: Appendix 2 Unternehmen, Appendix 3 Lectures)

Leaver surveys amongst graduates are carried out by two of the training providers. The time interval between completion and survey is 24 or 60 months. (Please refer to the following documents for more detailed information: Appendix 1 Absolventenstudie, Appendix 4 Ausbildungsende)

At most institutions, banks and financial institutions give feedback to educational providers on the quality and usefulness of the graduations in practice. Deficits in the process of training are corrected in any facility using standardized procedures. In three additional facilities individual measures are implemented.

Conclusion

In educational institutions, quality assurance plays an important role for the design and various quality criteria are applied. In the design of individual criteria there are deviations depending on service portfolio and type of ownership. Examples of the discrepancies are the staffing with internal and external lecturers, using credit-points, and the number of trainees per trainer.

Chapter 5 Use of Quality Assurance Instruments

Introduction

Since there are other instruments for quality assurance it was to find out which tools are known to the experts of banking institutions and which instruments the facilities apply. The aim was to investigate which instruments are known as examples of good and bad practice in organizations, whereby to derive best practice tools.

Use of quality assurance instruments D1-D4

The listed quality assurance instruments are mostly known by the interviewed experts. Only the instruments “Staff appraisal Interviews” and the “Research and screening of emerging trends and demands in the labor market” are unknown to one expert as quality assurance instruments. Most instruments are used in the institutes. An exception is made by the “Officially declared mission statement”. Although all experts know this instrument, it is only used in three institutes.

Two experts commented on the question regarding their experience with the listed instruments. In one private sectoral company the instruments were used by the trial-and-error method. Instruments, which showed good results, were continued to be used afterwards. Especially the focus on the results of the use of some instruments was intensified as some activities turned out to be too expensive. Also other experts pointed out the effort which needs to be expended with certain instruments. Particularly the instruments “Staff appraisal Interviews” and “Improvement plans” were named as instruments which cause a lot of effort.

Examples of good practice (supplementary tools)

The experts named instruments like evaluation plans, cost control, feedback systems and partnership contracts with cooperating banks / financial services institutions as examples of good practice.

Evaluation plans and feedback systems give the quality assurance process a certain structure and continuity. Once they are implemented they are easy to handle instruments and not cost effective.

Cost control is a very interesting aspect as it gives information about how much money is spent on certain quality assurance instruments and might measure the effects. Partnership contracts ensure that the institutes get to know the special needs for education and training in the banking sector and can closely work together with the banks as their customers.

The following documents were provided by the surveyed institutes as examples for good practice:

- Appendix 1 Absolventenstudie,
- Appendix 2 Unternehmen,
- Appendix 3 Lectures,
- Appendix 4 Ausbildungsende,
- Appendix 5 Quality Plan,
- Appendix 6 Mission Statement Going Public.

Conclusion

It is obvious, that a great knowledge about the quality assurance instruments exists in the institutes. Despite of the great knowledge not all instruments are applicable. The reason for that is too much administrative and financial effort in relation to a small result. Examples for best-practice quality assurance instruments are: evaluation plans, cost control, feedback systems and partnership contracts with cooperating banks / financial services institutions.

Chapter 6 Summary

The banking-specific vocational education and training in Germany is on a high standard of quality assurance, although it is not consistently adapted to the requirements and indicators of EQAVET. The basis of this high quality standard is a strongly standardized and monitored non-academic banking vocational education and in universities the already implemented quality requirements of the Bologna process.

The interviews with the education institutes showed, that quality assurance is partly differentiated implemented. The reasons for that are the different target groups and the therefore different product portfolios of the training and education providers. Also the sectoral orientation of the providers and the ownership of the institute (public/private) play an important role.

Despite of the different organization of quality assurance, it may be assumed, that VET in the banking sector in Germany takes place on a high level of standardized and provider orientated quality assurance activities. A stronger implementation of the EQAVET indicators needs to happen, although this might rather lead to standardization and a better assessment of quality assurance and to a limited extend to a quality improvement of VET in banking.

Although the EQAVET framework is not widely known, all institutes are making rather strong use of the PDCA-cycle for quality assurance. Nevertheless, as stated by the institutes, there is room for improvement in certain steps of the cycle. Given this situation, the institutes are rather interested in the results of the QUADRO-projects, in concrete instruments and tools supporting their efforts for better quality.

Appendices

Appendix 1	Questionnaire for Graduates
Appendix 2	Questionnaire for Companies
Appendix 3	Questionnaire: Feedback to Lectures
Appendix 4	Questionnaire for Students / end of the study program
Appendix 5	Quality Plan
Appendix 6	Vision & Mission Statement