

Apprenticeship

Dual Vocational Education and Training in Austria
Modern Training with a Future



IMPRINT

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Preface

A modern vocational education and training (VET) system is characterised by the combination of practice-oriented training with the teaching of both well-founded subject-related theoretical know-how and key skills. Apprenticeship training meets all these requirements by combining the benefits of the two places of learning - enterprise and school - in an ideal manner. Practical training is provided at the enterprise, which is the best place for teaching concrete content; complementary subject-related theoretical education is provided through part-time vocational schooling.

The wide acceptance of this training curriculum proves that young people are aware of the benefits of apprenticeship training. Approximately 40% of every age-group opt for dual training. Almost 40,000 enterprises train skilled workers, who contribute actively towards safeguarding and strengthening their competitiveness.

As a modern VET system should respond to changed conditions in the business sphere and in the world of work quickly and flexibly, it is vital to continually further develop apprenticeship training. Therefore, the Federal Ministry of Science, Research and Economy cooperates with other institutions involved in apprenticeship training and committed companies on a permanent basis to modernise dual training. Much has already been achieved in this connection.

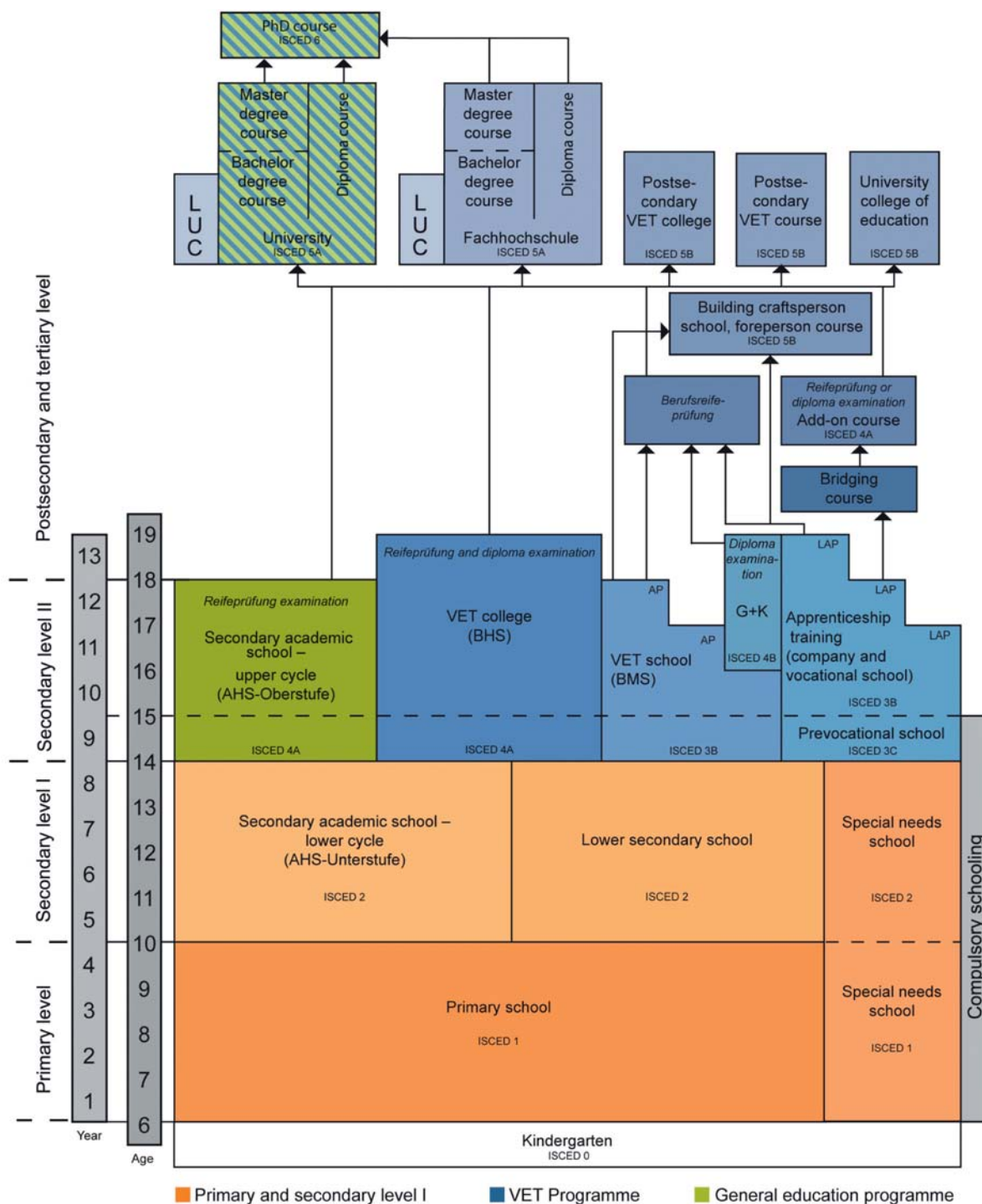
Thanks to modularisation it is possible to design apprenticeship training in an even more flexible form, thus further increasing its attractiveness. Major measures to further develop apprenticeship training were taken in 2008 with the quality-oriented restructuring of subsidisation for apprenticeship posts and free access to "Berufsreifeprüfung" (or "Berufsmatura") for apprentices as early as during the apprenticeship period. The annually held "day of apprenticeship" aims to contribute to enhancing the apprenticeship's image and raising the youths' awareness of the wide range of apprenticeship occupations. The reason for awarding the annual state prize "Best training companies - Fit for future" is to distinguish Austrian training companies for their outstanding activities in the field of apprenticeship training and set a clear signal for quality in apprenticeship.

This brochure provides a comprehensive overview of apprenticeship training in Austria as well as of the large number of innovations regarding quality assurance.

A handwritten signature in black ink, appearing to read "Reinhold Mitterlehner". The signature is fluid and cursive, written over a light grey background.

Dr. Reinhold Mitterlehner
Federal Minister of Science,
Research and Economy

1 The Austrian education system



Abbreviations:

AP = Abschlussprüfung (leave-exam)

G+K = Allgemeine Gesundheits- und Krankenpflegeschule (school for general healthcare and nursing)
 ISCED = Internationale Standardklassifikation im Bildungswesen (International Standard Classification of Education)

LAP = Lehrabschlussprüfung (apprenticeship-leave examination)

LUC = Lehrgang universitären Charakters (university CVET programme)

Source: ibw

2 Vocational education and training in the dual system

After completing their compulsory schooling period, about 40% of young people in Austria are trained in a legally recognised apprenticeship trade, acquiring a **full professional qualification** in this way. No specific school qualification is required for access to an apprenticeship. **Training in an apprenticeship trade is open to all young people** who have completed their nine years of compulsory schooling.

Apart from apprenticeship training, initial vocational education and training (IVET) can be acquired also in **full-time schools**, examples of which include VET schools (e.g. schools of engineering, arts and crafts; business schools; schools of management and services industries), VET colleges (e.g. colleges of engineering, arts and crafts; colleges of business administration; colleges of management and services industries; colleges of tourism) as well as healthcare schools.

Dual training in an apprenticeship trade:

Training in the company and at part-time vocational school

There are significant differences between **dual training in an apprenticeship trade** and vocational education and training (VET) in full-time schools:

- In the apprenticeship training system, the **two places of learning** are the **training enterprise** and **part-time vocational school**.
- The apprentice is in a **training relationship** with his or her training enterprise and a **student** at a part-time vocational school at the same time.
- The **enterprise-based part of dual vocational training** makes up the **major part** of the apprenticeship period.
- The apprenticeship-leave exam (LAP) is taken in front of **professional experts**. The main focus in the LAP is on the **practical skills and abilities** required for the occupation.

Apprenticeship training - The dual training system	
Company-based training 80% of the apprenticeship period Provision of job-specific knowledge and skills	Education at part-time vocational school 20% of the apprenticeship period Provision of basic subject-related theory and extension of general education

3 Apprenticeships

Currently (as of July 2009) there are **242 apprenticeship trades** in the Austrian apprenticeship system. They are set up as individual, group, special-focus or modular apprenticeships and regulated by federal legislation.

All apprenticeship trades are laid down in the **list of apprenticeship trades**, which also specifies the apprenticeship periods and relationships to other apprenticeship trades including credits awarded for already completed apprenticeship periods. The currently established apprenticeships are listed in the Annex.

The legal bases for dual training are laid down in the **Vocational Training Act** (Berufsausbildungsgesetz, BAG). For each individual apprenticeship trade, the Minister of Economy issues a **training regulation**, which is **binding for the training provided in the training companies**.

Training regulations stipulate the **occupational profile** specific to the respective apprenticeship trade. In a catalogue broken down by apprenticeship years, the occupational profile covers the minimum occupational **basic skills, knowledge and skills** that must be taught in the course of **company-based training**. For newly regulated apprenticeship trades, not only occupational profiles but also **activity descriptions** are formulated, which lay down, in the form of a short list, the occupational requirements the trained apprentice is able to meet.

The combination of activity description and occupational profile ensures that curriculum provisions of the trade-specific vocational school are closely adhered to.

In many trades, the occupational profile is supplemented by supportive training material and manuals.

Note: An example of a training regulation can be found in the Annex.

Apprenticeships in Austria

a total of 242 apprenticeships	
4	modular apprenticeships
10	with 4 years
60	with 3 ½ years
148	with 3 years
1	with 2 ½ years
19	with 2 years

as of July 2009

source: Federal Ministry of Science, Research and Economy, list of apprenticeship occupations

Two- to four-year apprenticeship periods

Depending on the apprenticeship trade chosen, the period of training is between two and four years. If the training enterprise gives its consent, the apprenticeship period can be reduced by a year for people who have already completed **job-specific training periods in related apprenticeships** or have acquired **relevant school qualifications**.

Credits may also be obtained for relevant training periods completed abroad.

Qualifications reducing the apprenticeship period:

- completion of a secondary academic school (AHS)
- completion of a VET college (BHS)
- completion of a VET school (BMS) of at least three years' duration
- completion of another apprenticeship programme and relevant apprenticeship-leave examination

4 Enterprise-based training

4.1 Why companies train apprentices

Nearly all young people in Austria complete an education or training pathway after compulsory schooling, about 40% of them opt for an apprenticeship training programme. Approximately **40,000 enterprises** are open to these young people as training sites. These figures demonstrate the high esteem which the VET system enjoys in Austria and at the same time give evidence to the fact that **the training of the future skilled workforce makes sense also in economic terms and reduces the risk of unemployment for young people.**

Enterprises provide training on **a voluntary basis** and **at their own expense**, not least because they are convinced that training is **the best way to cover their needs for a skilled workforce**. Therefore apprenticeship training constitutes a major investment in the future, because the apprentices of today are the qualified skilled workers of tomorrow.

Upon termination of the training and the subsequent period of employment in the training enterprise, the latter is not obliged to continue the employment relationship with the skilled worker, and the qualified apprentice is not obliged to remain in the company. Thus investment in apprenticeship training is always closely associated with the possibility that the training enterprise loses the young persons it has trained to other enterprises, including those not providing any apprenticeship training themselves.

The training enterprise itself may also employ skilled workers who were trained in another enterprise. This **fluctuation** is a significant feature of a **liberal VET system** and demonstrates that training provided to secure a skilled workforce for the future must not be seen from the point of view of one specific enterprise only but, more generally, as being in the interest of, and representing an investment for, all sectors of the Austrian economy.

4.2 Specific features of enterprise-based training

Enterprise-based training is characterised by the following features:

- Vocational training is held under **real-life working conditions**. The apprentice acquires the required knowledge and skills as stipulated in the occupational profile for the respective apprenticeship trade on state-of-the-art machinery and equipment. **Immediately upon completion of the training, he or she is able to take up a qualified professional activity as a skilled worker.**
- Most of the training can be provided through **productive activities**; this reduces costs and increases the apprentice's motivation to learn.
- For smaller enterprises which are not able to offer the entire gamut and variety of training content required for an apprenticeship trade, there exists the possibility of offering **complementary practical training by forming a training alliance**, which enables them to safeguard the provision of a full vocational training. In some sectors of industry, **supra-company training centres** (e.g. the so-called "training construction sites") have been established.

Enterprise-based training

- learning **in practice for practice**
- learning **through productive work using state of-the-art technologies**
- learning in **training alliance**
- taking up a **qualified post** immediately after the training

4.3 Suitability of training enterprise

Companies that want to train apprentices are obliged, **before recruiting them**, to **submit an application for determination of suitability for apprenticeship training (request for declaration) to the respective competent apprenticeship office of the Federal Economic Chamber**. Local competence rests with the apprenticeship office of the province where the training company has its seat. The apprenticeship office is obliged by law to examine in collaboration with the Chamber of Labour whether the company meets the prerequisites for apprenticeship training. If that is the case, the company will be issued a so-called "declaration", certifying that the company is entitled to recruit apprentices.

Prerequisites for apprenticeship training

Fulfilment of legal conditions

The company must be entitled pursuant to the **Trade, Commerce and Industry Regulation Act** to carry out the activities in which the apprentice is to be trained. But apprentices cannot only be trained by trade and craft enterprises, but also by **members of the liberal professions**, such as pharmacists, architects, lawyers, civil engineers, etc., and by **associations, administrative offices** and **other legal entities**.

Fulfilment of corporate conditions

The company needs to be equipped and managed in a way that it is in a position to impart to the apprentice the knowledge and skills included in the occupational profile. Those enterprises that cannot fully impart this knowledge and these skills have the possibility to train apprentices within the framework of a training alliance.

The **company size** is **not decisive** for apprenticeship training. Every entrepreneur - also a **one-person company** - can train apprentices if it is guaranteed that they are assisted appropriately.

In addition, a sufficient number of professionally and pedagogically qualified **trainers** must be available in the company.

4.4 IVET trainers

Frequently, the authorised apprenticeship trainer (e.g. the company owner) at the same time acts as the apprentices' trainer. He or she may, however, entrust another competent employee with this task. The success of company-based apprenticeship training is mainly determined by the trainer's professional competence and pedagogical (teaching) skills.

The work of the IVET trainer not only requires certain **previous professional qualifications** but also proof of **knowledge and skills related to vocational pedagogy and law**.

Candidates have to take the **IVET trainer examination**, which is one module of the master craftsman examination, to assess their knowledge and skills. The IVET trainer examination is waived upon successful completion of a forty-hour **IVET trainer course**. Some qualifications or exams (e.g. successful completion of a foreperson course) are treated as equivalent to the IVET trainer examination or IVET trainer course.

The majority of trainers **train their apprentices on a part-time basis alongside their regular work**. But there are also **full-time trainers and full-time training supervisors** in many large enterprises.

Trainer qualification

- subject-specific know-how
- vocational pedagogical know-how
- legal know-how

4.5 Training alliance

Within the framework of a **training alliance** also those companies can train apprentices where the knowledge and skills laid down for the apprenticeship occupation cannot be fully imparted.

In this case the Vocational Training Act (Berufsausbildungsgesetz, BAG) provides for a **compulsory training alliance**: It is permissible to provide training if complementary training measures are conducted in another company or educational institution (e. g. WIFI, bfi) that are suited for this purpose. It must, however, be possible to train the **knowledge and skills vital** for the apprenticeship occupation **mainly at the actual training company**.

In the apprenticeship contract (or one of its appendixes), agreement on the training content that will be imparted outside the actual training company as well as "alliance partners" (suited companies or institutions) is reached.

But it is also possible to enter into training alliances on a **voluntary** basis, if training companies aim to impart special qualifications to apprentices - possibly going beyond the occupational profile (e. g. special-purpose computer programmes, foreign language skills, soft skills, etc.).

In some provinces **institutionalised training alliances** have been set up (such as the Upper Austrian Corporate Training Alliance - FAV OÖ), which provide information and support to companies about possible partner enterprises and educational institutions and take on coordination of different training alliance measures.

Forms of training alliances

Compulsory training alliance

in case enterprises cannot teach the entire occupational profile of an apprenticeship

Voluntary training alliance

provision of additional knowledge and skills that go beyond the occupational profile

Organisational options

- mutual exchange of apprentices between two companies or more
- unilateral sending of apprentices to another or several other companies or to their training workshop (usually against payment)
- attendance of courses or programmes at training institutions against a fee

5 Education at part-time vocational school

The focus of education at part-time vocational school is on **occupation-oriented specialist instruction** (with about 65%); **general subjects** make up some 35% of the schooling period. Specialist instruction also includes **practical training in workshops and/or laboratories**.

Part-time vocational schools are established for individual apprenticeship occupations. The apprentice is obliged to attend vocational school. He or she is summoned to attend part-time vocational school **depending on where the training enterprise is located** in the respective province. Classes are grouped according to the individual apprenticeship trades or in some cases according to groups of related apprenticeship trades.

The following **organisation forms** of teaching at part-time vocational schools exist:

- **all year round**, i.e. at least on one full school-day or two half school-days a week
- **by block**, i.e. for at least eight weeks continuously
- **seasonally**, i.e. in block form at a particular time of year

The variety of organisation forms is due to consultation between the business sphere and those responsible for school instruction and takes account of the individual economic and regional sectors' needs.

Depending on the subjects they teach, **subject teachers** at part-time vocational schools boast the following qualifications:

a (subject-specific) certificate of secondary education (and VET diploma) plus at least three years of business practice or a subject-specific master craftsperson qualification, at least three years of practice, or an equivalent relevant qualification as well as general university entrance qualifications. Regular students who have less than 120 ECTS credits are obliged to provide evidence of general university entrance qualifications (e.g. Reifeprüfung, Berufsreifeprüfung or the higher education entrance examination). They acquire their pedagogical qualifications at **university colleges of education** in the form of a three-year bachelor study programme, with the first and second as well as the fifth and sixth semesters attended on a part-time basis, the third and fourth semesters completed as full-time study courses. Graduates are awarded the academic degree Bachelor of Education (BEd).

Part-time vocational school

- **subject-related theoretical training** supplementing enterprise-based training
- deepening and complementing **general education**
- **occupation-related foreign language instruction**
- supplementary **subject-related practical training**

6 Ways towards an apprenticeship post

It is not always easy for young people to select the suitable trade from among approximately 250 apprenticeship trades and find the appropriate apprenticeship post. Different services and initiatives have been set up to support them:

- In principle, placement into training vacancies in the dual system is conducted through the careers guidance of the **Public Employment Service Austria (AMS)**. However, not all enterprises register vacant training places with the AMS.
- Additional help in finding apprenticeship posts as well as general information on apprenticeship training are provided by the **Apprenticeship Offices of the regional economic chambers**, which also act as vocational training authorities of the first instance. Their addresses are listed on the back cover page.
- Jointly with the **Austrian Federal Economic Chamber**, the AMS has set up an **online apprenticeship exchange** (www.ams.at/lehrstellen), which enables young people to search for potential training enterprises efficiently.
- The **Educational Counselling and Careers Guidance Offices of the economic chambers** support young people by providing a variety of offers. With the **career guidance tool BIC** (www.bic.at), the economic chambers have established a state-of-the-art communication forum that supports the young people's decision-making process and provides comprehensive information when looking for a suitable occupation.

7 Apprenticeship contract

The apprenticeship contract is entered into between the authorised apprenticeship trainer and the apprentice and forms the basis of vocational training in the dual system. It must be concluded **in writing**. In case of underage apprentices, the apprenticeship contract must also be signed by his or her legal representative. Standardised forms can be obtained from the Apprenticeship Offices of the economic chambers in the individual federal provinces.

Recording of the apprenticeship contract

The apprenticeship contract must be submitted as fast as possible, at least within three weeks after the beginning of the training, to the Apprenticeship Office for recording purposes. The **Apprenticeship Office will then examine the data of the apprenticeship contract and the training enterprises' suitability**. In addition, it awards credits for occupation-specific training periods. The recording of the apprenticeship contract is a prerequisite for the apprentice's later admittance to the apprenticeship-leave exam.

The apprenticeship contract must include the following details:

- the name of the apprenticeship in which training is conducted
- the apprenticeship period
- the beginning and end of training
- details regarding the people authorised to train apprentices and, if applicable, the trainer
- related to the apprentice
- note concerning compulsory attendance of part-time vocational school
- periods of training held within the framework of a training alliance with other companies or educational institutions
- amount of the apprenticeship remuneration
- day on which the apprenticeship contract is concluded

8 Financing of apprenticeship training

The respective training enterprise, i.e. the economy, bears the costs of company-based training, whereas the costs of school-based education (part-time vocational school) are financed by public funds. **This means that by far the greatest part of costs of vocational training is borne by enterprises.**

The **apprenticeship remuneration** constitutes the major part of the costs for apprenticeship training. Its amount is laid down for each individual apprenticeship occupation in collective bargaining agreements. Where no collective bargaining agreements exist, it is necessary to agree on the apprenticeship remuneration in the apprenticeship contract individually. The remuneration increases with every apprenticeship year until, in the final year, it totals an approximate average of 80% of the corresponding skilled worker's wage.

In the course of their training, apprentices will, however, also contribute to the training companies' economic productivity through their productive work. Their share in productive work increases with every apprenticeship year.

The costs of apprenticeship training reduce the enterprise's taxable profits. This means that **the State co-finances, albeit indirectly, a part of the costs of the enterprise-based part of dual vocational training.**

In addition, no **contributions to sickness insurance** need to be paid for by the employer and the apprentice during the first two apprenticeship years. Nevertheless, apprentices are fully insured. The **contributions to accident insurance** are waived for the entire training period while insurance coverage remains intact.

In addition, a large number of **subsidisation options** exist for apprenticeship training (see next page).

The costs of **equipping part-time vocational schools** with machinery, equipment and teaching material are borne by the **federal provinces**, whereas the **Federal Government** and the respective **province** share costs for the **teaching staff equally.**

9 Subsidisation options

Due to the quality-oriented restructuring of the subsidisation of apprenticeship posts, which came into force in June 2008, a series of **subsidisation** options are available for training companies. These subsidies and grants are managed by apprenticeship offices of the economic chambers.

Basic subsidisation

The training company can apply for basic subsidisation at the end of every apprenticeship year. The amounts of subsidies are:

- for the 1st apprenticeship year: three gross apprenticeship remunerations pursuant to the respective collective agreement
- for the 2nd apprenticeship year: two gross apprenticeship remunerations pursuant to the respective collective agreement
- for the 3rd and 4th apprenticeship years: one gross apprenticeship remuneration pursuant to the respective collective agreement each
- for half apprenticeship years: half of one gross apprenticeship remuneration pursuant to the respective collective agreement
- In case of credits awarded for apprenticeship periods and in case of reductions of apprenticeship periods, the basic subsidy will be calculated on a pro-rated basis.

New apprenticeship posts - Blum-Bonus II

Replacing the previously effective Blum-Bonus, new apprenticeship posts will in the following cases be subsidised with a bonus of EUR 2,000 each:

- the first ten apprenticeship posts in startup enterprises within five years after their date of establishment
- the first ten apprenticeship posts in companies where apprentices are trained for the first time, within one year from the beginning of the first apprenticeship training relationship
- the first ten apprenticeship posts in companies that are again recruiting apprentices following a break of at least three years after termination of the last apprenticeship relationship, within one year after the beginning of the first apprenticeship relationship (after the break)

Promoting quality in apprenticeship training

- evidence of qualification after half of the apprenticeship period
- inter- and supra-company training measures (training alliance measures, job-specific additional qualification for apprentices)
- CET for trainers
- excellent or good performance in apprenticeship-leave exams
- measures for apprentices with learning difficulties (e. g. tutoring courses at compulsory school level in German, mathematics, modern foreign language)
- equal access by young women and young men to different apprenticeships (eligibility for subsidisation covers: accompanying job coaching for apprentices and projects focusing on the placement of young women in apprenticeships with a share of women of up to 30%)

Additional information about the subsidisation of apprenticeship training can be found at www.lehrefoerdern.at (in German)

AMS subsidies

The AMS subsidises the training of

- young women in occupations with a low share of women
- youths disadvantaged on the labour market
- participants in integrative IVET schemes, and
- adults (over the age of 19) whose employment problem due to lacking qualifications can be solved by an apprenticeship (these also include holders of the certificate of secondary education from secondary academic school).

More information in German can be found at www.ams.at → Service für Unternehmen → Förderungen

10 Competences

The success and further development of the dual system are ensured by the partnership of many institutions and establishments at various levels.

Federal level

Federal Ministry of Science, Research and Economy (BMWFW)

The enterprise-based part of apprenticeship training is within the sphere of competence of the Ministry of Economy. The legal bases for dual training are laid down in the **Vocational Training Act** (BAG). The **regulations for the individual apprenticeship occupations** are issued by the Ministry of Economy on the basis of expert opinions submitted by the Federal Advisory Board on Apprenticeship.

Federal Advisory Board on Apprenticeship (BBAB)

The Federal Advisory Board on Apprenticeship is set up by the Ministry of Economy upon the proposal of the social partners (Austrian Federal Economic Chamber, Federal Chamber of Labour). Part-time vocational school teachers are co-opted as advisory members. The Federal Advisory Board on Apprenticeship submits expert opinions to the Ministry of Economy, e.g. on the restructuring of apprenticeship trades.

Federal Ministry for Education, the Arts and Culture (BMUKK)

Provisions concerning the organisation of part-time vocational schools and the cornerstones for the **framework curricula** are laid down in the Federal **School Organisation Act**. The Ministry of Education issues framework curricula for part-time vocational schools for **each apprenticeship trade**. In addition, it bears 50% of the **costs for teaching staff** of part-time vocational schools.

Provincial level

Apprenticeship Offices

The Apprenticeship Offices of the regional **economic chambers** act as apprenticeship authorities of the first instance. They examine (jointly with representatives of the regional chambers of labour) the **training enterprises' suitability** to provide apprenticeship training in subject-specific and staff-related respects; in addition they are responsible for examining and recording apprenticeship contracts. In principle it is their task to provide wide-ranging **counselling** to apprentices and training enterprises in all matters concerning apprenticeship. In this work they are supported by Offices for the Protection of Apprentices and Minors of the regional **chambers of labour**. The heads of apprenticeship offices appoint the **chairpersons of the final apprenticeship examination boards** on the basis of a proposal to be obtained from the Regional Advisory Board on Apprenticeship. Also the **apprenticeship-leave exams and subsidisation schemes for training companies** are managed by apprenticeship offices.

Federal provinces

The federal provinces are responsible for the **construction and equipment of vocational schools**. In addition, they bear 50% of the **costs for teaching staff** of part-time vocational schools.

Provincial governors

At the regional level, provincial governors assisted by the respective provincial government offices are responsible for apprenticeship training and act as **apprenticeship authority of the second instance**. They decide on appeals in apprenticeship training matters, such as the withdrawal of the authorisation as a training enterprise, and on cancellations of illegally registered apprenticeship training contracts. Provincial governors appoint the members of their respective regional advisory board on apprenticeship.

Regional Advisory Boards on Apprenticeship

In every province, one **Regional Advisory Board on Apprenticeship** with representatives of the social partners has been established with the aim of providing counselling services in all issues related to VET. It is responsible for submitting expert opinions, proposals and suggestions related to the apprenticeship training system in its province. On its proposal, chairpersons of apprenticeship-leave examination boards are appointed.

Regional school inspectors

Regional school inspectors are responsible for school inspection and fulfilment of all the tasks within their sphere of responsibility as well as for implementation of the federal framework curricula in the form of regional curricula.

Local level

Training enterprises

Authorised apprenticeship trainers are responsible for the provision of apprenticeship training. It is in their enterprise that the respective apprentice is trained to become a skilled worker. In this work they are assisted by **IVET trainers**. In various sectors of industry, **apprenticeship counsellors** are appointed to provide subject-specific counselling to training enterprises. Working in close cooperation with regional advisory boards on apprenticeship, their two prime tasks are to advise the authorised apprenticeship trainers in the appropriate design of the individual enterprise-based training programme and, in particular, to promote cooperation between training enterprises and part-time vocational schools.

Part-time vocational school

Part-time vocational schools form **an integral part of the economic life** of their respective location. **Direct contact** with training enterprises in the region is a key prerequisite to ensure they optimally fulfil their educational task.

Note: The Annex provides an overview of the institutions involved in dual training, as well as of their responsibilities and competences.

11 Requirements on modern occupational profiles

The knowledge and skills required for an apprenticeship trade are specified in training regulations as a result of **labour market requirements**. In this respect, the **ability to exercise an occupation** is in the foreground: Training in an apprenticeship aims to qualify graduates to take up their chosen occupation immediately upon termination of training. Training regulations thus lay down the minimum requirements on the training content to be imparted in the training enterprise. At the same time, a **consistent training level** for the individual apprenticeship trade is ensured.

When specifying and wording the concrete training content, i.e. the individual elements of the occupational profile, it must always be considered that **qualification and skills requirements are subject to regular changes**. Therefore, the individual items of the occupational profile are **not** laid down **statically**, but rather formulated **dynamically**, so that training can be adjusted easily to new developments.

Training regulations place much emphasis on the provision of **key skills**: independence, individual responsibility, teamwork, etc. are promoted significantly by enterprise-based training. Environmentally friendly and quality-oriented work forms an integral part of every modern training regulation. When creating training regulations, **European integration** is also taken increasingly into account. This aims to increase the Austrian skilled workforce's willingness to be mobile and at the same time strengthen the Austrian enterprises' competitiveness.

12 New regulation of trades

The **continuous modernisation** of training regulations is of great importance to ensure that requirements on modern occupational profiles are met.

The initiative for a new regulation is generally taken by the **social partners**. But **international developments** and educational programmes also play a key role in this respect.

In any case, professional and practical requirements of the sector are always in the foreground. The content of training regulations is prepared by the **Federal Advisory Board on Apprenticeship** or the **Ministry of the Economy**. In this work they are supported by the Institute for Research on Qualifications and Training of the Austrian Economy (ibw). Work is based on **surveys and research projects**.

The survey on the following page provides an overview of procedures connected with the introduction of a new apprenticeship trade.

Introducing a new apprenticeship trade

<p>1. Preparation</p>	<ul style="list-style-type: none"> □ Identification of vocational and specialist prerequisites (e.g. due to the emergence of a new occupational field or changes in requirements in an existing occupational field) to design a new or adapt an existing apprenticeship trade, on the initiative of the Ministry of the Economy, the social partners or company representatives □ Clarification of the basic framework by the Ministry of Economy and the social partners □ Consideration of European and international developments as well as solutions introduced in other countries
<p>2. Elaboration of the training regulation and framework curriculum</p>	<ul style="list-style-type: none"> □ Preparation of draft training regulations □ Expert discussions in the Federal Advisory Board on Apprenticeship □ Submission of expert opinions of the Federal Advisory Board on Apprenticeship to the Ministry of Economy □ Establishment of an expert group from the part-time vocational school area and the social partners under the leadership of the Education Ministry to develop a framework curriculum in compliance with the training regulation □ Preparation of drafts for nationwide review
<p>3. Issuing of regulations</p>	<ul style="list-style-type: none"> □ Involvement of all stakeholders in a consultation and review process □ Evaluation of opinions and comments □ Issuing of apprenticeship training regulations by the Ministry of Economy and of framework curricula for part-time vocational schools by the Education Ministry
<p>4. Follow-up measures</p>	<ul style="list-style-type: none"> □ Elaboration of supportive manuals and additional material by the companies' professional organisation, partly supported by the employees' representation or VET institutes to support training companies □ Provision of information to training enterprises by apprenticeship offices □ Training of trainers in enterprises and of teachers in part-time vocational schools □ Training of examiners of apprenticeship-leave examinations □ Continuous evaluation

13 Modularisation of apprenticeship training

The amendment to the Vocational Training Act (BAG) in January 2006 created the possibility of modularising apprenticeships. It aims to increase the attractiveness of apprenticeship training.

In modular apprenticeships, training comprises **three modules**:

Basic module

The basic module aims to impart the knowledge and skills required for carrying out **basic activities** of the modular apprenticeship. The basic module has a minimum duration of **two years**. In justified exceptional cases it can also be only one year long.

Main module

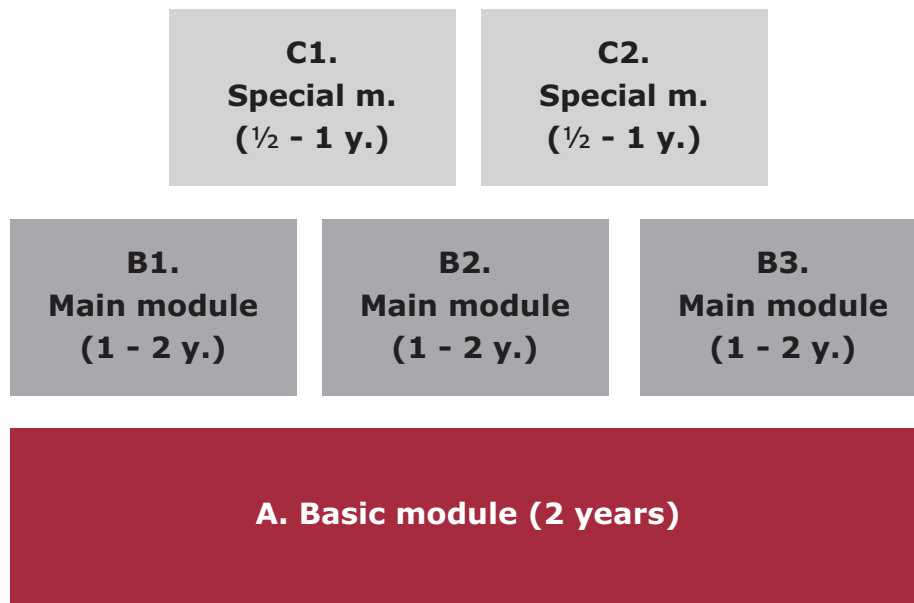
The main module comprises the knowledge and skills required for **exercising the chosen specialisation** (e. g. ventilation technology in the modular apprenticeship "Installations and Building Technology"). It has a minimum duration of **one year**. The combined duration of basic and main module must be at least **three years**. Should the basic module - as mentioned above - only take one year in justified exceptional cases, the main module must therefore have a minimum duration of two years.

Special module

The special module aims to impart the **knowledge and skills** for special services, products or their production. It covers a training period of **half a year or a full year**.

Within this system it is possible to combine different modules: Every apprentice in a modular scheme is **obliged to complete the basic module and select a main module**. In addition, the apprentice **can** be trained in another **main module and one or several special modules**. It must be noted that the overall training period must not exceed the **total apprenticeship period of four years**. The combination of modules must be selected as early as when concluding the apprenticeship contract - hence at the beginning of the apprenticeship period. Although it is possible to change between the modules, this will lead to a change in the apprenticeship contract.

The modular structure



Benefits of modularisation

The option of combining different modules in case of modular apprenticeships offers the benefit for companies and apprentices that training can be designed **more flexibly**.

But it is not only in the training design that there is increased flexibility. In the **introduction of new training content** wider scope for action is also created by this modular system. Rather than modernising an entire apprenticeship or adapting it to urgent skills requirements of the economy, modular apprenticeships also allow individual modules to be exchanged or updated. This makes quicker responses to changing sectoral requirements possible.

Thanks to modularisation it is furthermore no longer absolutely necessary to newly introduce an entire apprenticeship occupation. Rather it is possible to **add** new training content to existing systems in the form of **modules**. This has the advantage that the number of individual apprenticeships does not rise continually, which leads to enhanced **transparency of the apprenticeship occupation landscape**.

But the benefits of modularisation will be used not only in the new introduction and modernisation of apprenticeships. Existing individual apprenticeship occupations can also be combined in a modular system if contents overlap. This can lead to a useful **reduction of the number of apprenticeships** (while maintaining training diversity), which in turn **improves clarity**.

14 Apprenticeship and Matura

Berufsmatura: Apprenticeship diploma plus certificate of secondary education

Thanks to the introduction of the Berufsmatura certificate, which provides general access to higher education for skilled workers and graduates of three- to four-year full-time VET schools, apprenticeship training also forms a good basis for the tertiary education sector. Since autumn 2008 all Austrian apprentices have had the possibility to complete the Berufsmatura exam **free of charge** and **parallel to apprenticeship training**.

In legal documents, the Berufsmatura is termed Berufsreifeprüfung (BRP). It provides general access to higher education; in Austria it thus entitles holders to attendance of universities, Fachhochschulen (universities of applied sciences), university colleges of education, postsecondary VET courses, as well as other programmes at postsecondary level that presuppose the certificate of secondary education.

Within the framework of the Berufsreifeprüfung exam, the following **four partial exams** must be taken:

- German
- mathematics
- modern foreign language
- specialist area exam (corresponding to the apprentice's occupational area).

Three partial exams (German, mathematics and foreign language) **can already be taken during apprenticeship training**. The **last partial exam** can only be taken **after the apprenticeship-leave exam by people over the age of 19**. Merely in case of four-year apprenticeships is it also possible to take the partial exam on the specialist area within the framework of the apprenticeship-leave exam.

To be able to complete the Berufsmatura exam free of charge, at least **one partial exam** must be taken **during apprenticeship** and the others up to **five years after completion of apprenticeship** at the latest.

In every federal province a coordinating office has been set up that is responsible for registration to and organisation of the preparation courses. Access to preparation courses is possible in all apprenticeships **from the first year onwards**. **Preparation courses** can be attended **outside working hours**. With the training company's consent, however, courses can also be **attended during working hours**. With the apprentice's consent, the apprenticeship period can be prolonged by a maximum of 18 months for that purpose. But prolongation of the apprenticeship period is not mandatory.

Note: It is still possible to start with Berufsmatura exams **after** training. In this case, however, completion of the Berufsmatura is connected with costs. But also a variety of grants are available.

Apprenticeship after completion of upper secondary education

Apprenticeship training is also an interesting option for holders of the certificate of secondary education (Matura) that has been acquired at a secondary academic school. With the training company's consent it is possible to reduce the apprenticeship period for Matura holders by one year. In this way, **graduates of a secondary academic school** in particular are provided easier entry into the world of work.

15 Integrative initial vocational training

With the integrative (inclusive) IVET scheme (IBA in German), the legislator has created a flexible model for **people at a disadvantage on the labour market** on the basis of comprehensive preparatory work by the social partners. The aim is to enable acquisition of a vocational qualification and integration into working life for these people.

Integrative IVET is open to the following groups of people:

- people with special educational needs at the end of compulsory schooling who were, at least in part, taught according to the curriculum of a special needs school;
- people who did not acquire any qualification at lower secondary level or obtained a negative assessment in the final exam;
- people with disabilities within the meaning of the Act on the employment of people with disabilities (Behinderteneinstellungsgesetz) and the respective regional Act on people with disabilities (Landesbehindertengesetz);
- people of whom it must be assumed, within the framework of a careers guidance measure or due to an unsuccessful placement attempt in an apprenticeship post, that it will, in the foreseeable future, not be possible to find any apprenticeship vacancy for them for reasons exclusively related to the individuals themselves.

There exist two possibilities of integrative IVET: In case of a **prolongation of the apprenticeship period** the statutory apprenticeship period is usually prolonged by one year, in exceptional cases by up to two years. In case of an **acquisition of a partial qualification** only a part of an apprenticeship occupation or of several occupations is taught.

Integrative IVET is facilitated and supported by **vocational training assistance**.

Integrative IVET options		
	Prolonged apprenticeship period	Acquisition of a partial qualification
Training	Teaching of the entire occupational profile of an apprenticeship	Teaching of some elements of the occupational profile from one (or several) apprenticeship occupation(s) as agreed in the training contract
Duration	The regular apprenticeship period is prolonged by one, in exceptional cases by two years	Between one and three years
Attendance of part-time vocational school	Compulsory attendance of part-time vocational school	Depending on the specified training objectives people are entitled or obliged to attend part-time vocational school
Final examination	Regular apprenticeship-leave exam	Individual final exam possible

16 Access to the apprenticeship-leave exam

The **apprenticeship-leave exam** aims to establish whether the candidate has acquired the skills and competences required for the respective apprenticeship trade and is able to carry out the activities particular to the trade himself or herself in an appropriate manner.

The apprenticeship-leave exam consists of a **practical** and a **theoretical examination**. The theoretical exam is waived under certain conditions, e.g. if the exam candidate can prove successful completion of part-time vocational school.

The following people may be admitted to the apprenticeship-leave exam:

- apprentices (in their learned or a related apprenticeship trade) and
- people who have completed the stipulated apprenticeship period with credits being awarded for school-based education or who are not obliged to complete any apprenticeship period after having completed such an education.

However, the Vocational Training Act also opens **access to the apprenticeship-leave exam** to persons who have **not completed any formal training** (dual training or school) and thus provides them with the possibility of acquiring a formal professional qualification. In concrete terms, they must meet the following **conditions**:

- They must be over 18 years of age and
- furnish evidence that they have acquired the knowledge and skills required for the respective apprenticeship trade, e.g. by exercising a relevant semi-skilled or other practical activity of appropriate length or by attending a relevant course event.
- Also completion of at least half of the period stipulated for the respective apprenticeship trade is accepted as evidence if there is no other possibility of entering into an apprenticeship contract for the remaining apprenticeship period.

17 Facts & figures

For the end of 2008, the apprenticeship statistics of the Austrian Federal Economic Chamber (WKÖ) show a total of 131,880 apprentices, i.e. the total number of apprentices increased by 1.6% as compared to 2007.

The number of apprenticeship beginners (independent of the apprenticeship year) was 40,517 in late 2008 and hence decreased vis-à-vis the previous year by 1.6% (41,180). The number of apprentices in the first apprenticeship year was 40,265, which was a decrease compared to last year by 2.2% (41,176). This is already an indicator of the expected trend reversal regarding apprentices' figures, with the number of youths declining from now on.

The majority of apprentices are trained in the crafts, trades and services. The second largest training section is commerce, followed by industry and the tourism and leisure industry section. In all sectors, new and modernised occupational profiles ensure that the **attractiveness of apprenticeship training** for young people is enhanced and the **companies' willingness to train** young skilled workers is maintained.

Apprentices in Austria

Year of entry	Total number of apprentices
1970	137 445
1980	194 089
1990	145 516
2000	126 600
2001	123 762
2002	120 486
2003	119 040
2004	119 071
2005	122 378
2006	125 961
2007	129 823
2008	131 880

as of the 31st December 2008

Source: Federal Economic Chamber, apprenticeship statistics, ibw

Training companies and apprentices in Austria

Section	Training enterprises absolute	Training enterprises in percent	Apprentices absolute	Apprentices in percent
Crafts, trades and services	21 808	55.1	61 859	46.9
Industry	1 568	4.0	17 141	13.0
Commerce	6 079	15.3	19 913	15.1
Banks and insurance	255	0.6	1 144	0.9
Transport	466	1.2	2 488	1.9
Tourism and leisure industry	4 855	12.3	14 495	11.0
Information and consulting	1 831	4.6	3 161	2.4
Non-chamber	2 661	6.7	8 032	6.1
Non-chamber §§ 29 and 30*	83	0.2	3 647	2.7
Total	39 606	100.0	131 880	100.0

as of the 31st December 2008

Source: Austrian Federal Economic Chamber (WKÖ), Apprenticeship Statistics 2008

* periods completed in establishments pursuant to the Juvenile Court Act (Jugendgerichtsgesetz) and in homes for the care and upbringing of young persons at risk (Fürsorgeerziehungsheimen) pursuant to the Juvenile Welfare Act (Jugendwohlfahrtsgesetz) as well as in independent IVET establishments.

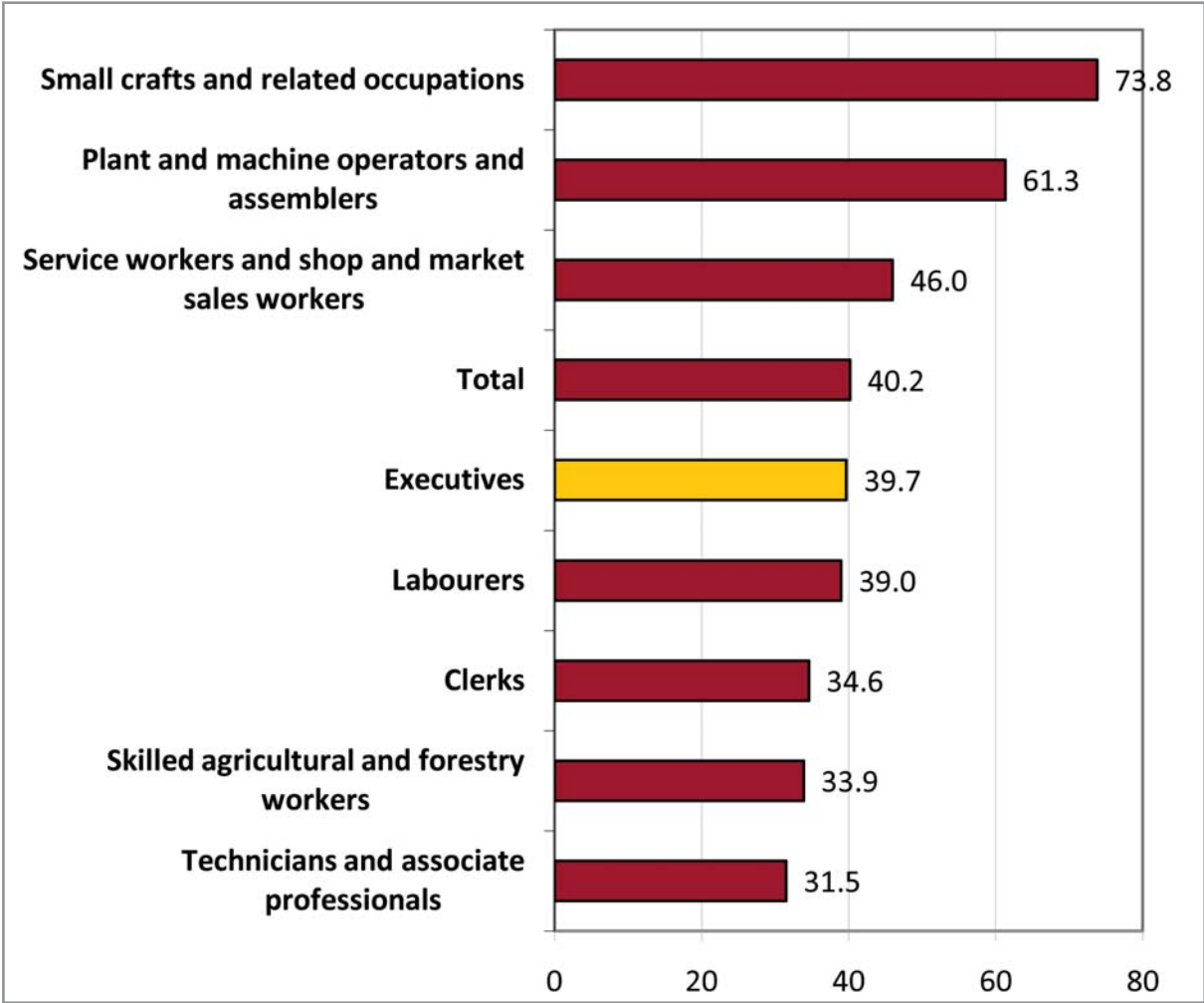
Formal qualification structure of the workforce

Apprenticeship training is highly valued as a VET path: according to the 2007 microcensus, **40% of the Austrian workforce** boast an apprenticeship diploma as their highest educational attainment. Among men their share is 49%, among women 29%.

Occupational status

The apprenticeship graduates' occupational status and professional activities show that they are the **skilled workers' potential** of the Austrian economy. The **highest** share of apprenticeship graduates can be identified in the **occupational group of the small crafts and related occupations (ca. 74%)**. Among **executives, some 40%** boast an apprenticeship diploma. The occupational group of technicians and associate professionals reveals a proportion of apprenticeship graduates of almost one third.

Share of apprenticeship graduates by occupational groups (in percent)

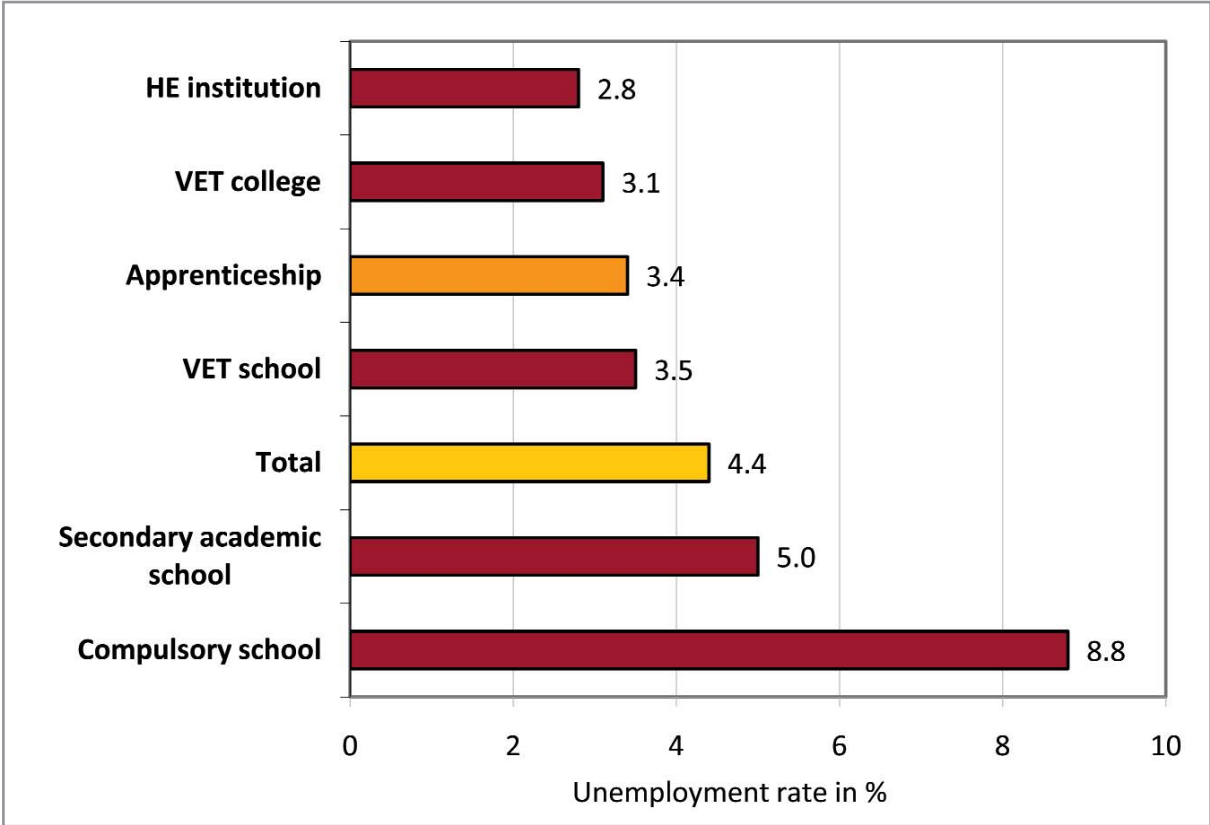


Source: Statistics Austria, labour force survey, microcensus results

Success on the labour market

The apprenticeship graduates' unemployment rate was at 3.4% in 2007 and thus clearly below the average of 4.4%, as well as below the unemployment rate of graduates of secondary academic schools and VET schools.

Unemployment by formal educational attainment (in percent)



Source: Statistics Austria, 2007 labour force survey, microcensus results

18 The most popular apprenticeship trades

In Austria there exists a wide spectrum of apprenticeship occupations that ranges from trades that are rich in tradition to modern high-tech occupations. As regards the young people's career choice, however, it can be noted that the diverse options are only used to a limited extent. As shown by the apprenticeship statistics of the Austrian Federal Economic Chamber (WKÖ), **more than two thirds of all female apprentices** and **almost half of all male apprentices** are trained in **ten apprenticeships** respectively.

To extend the youths' career choice spectrum, a variety of initiatives and activities have therefore been launched (e. g. Girls' Day, Boys' Day, mut! - Girls and technology, etc.). For female apprenticeship applicants, in particular, campaigns have been launched for a long time to encouraging them to take up apprenticeship occupations which are not so well known or that are non-traditional for women.

Career guidance measures offered in the seventh, eighth and ninth grades are also of vital importance in this connection. To encourage changes in the young people's career choice, however, it is necessary to take appropriate measures already at an earlier age.

The ten most popular apprenticeship trades among young women

Apprenticeship trade	Number	Total share of female apprentices in %
1. Retail trade services total ¹⁾	10 730	24.0
2. Office assistant	5 585	12.5
3. Hairdresser and wigmaker (stylist)	5 388	12.0
4. Restaurant specialist	2 219	5.0
5. Cook	1 830	4.1
6. Gastronomy expert ²⁾	1 657	3.7
7. Hotel- and restaurant-trade commercial assistant	1 320	2.9
8. Pharmaceutical trade assistance	1 039	2.3
9. Administrative assistant	899	2.0
10. Florist	828	1.8
“Top ten” total	31 495	70.3
Total	44 784	100.0

The ten most popular apprenticeship trades among young men

Apprenticeship trade	Number	Total share of male apprentices in %
1. Motor vehicle engineering	6 536	7.5
2. Electrical installations engineering	4 859	5.6
3. Machine engineering technology	4 628	5.3
4. Retail trade services total ¹⁾	4 440	5.1
5. Cook	3 753	4.3
6. Joinery	3 562	4.1
7. Bricklayer	3 138	3.6
8. Metal industry specialising in metal treatment engineering	2 963	3.4
9. Plumbing and air-conditioning technician specialising in gas and water fitting/heating fitting	2 353	2.7
10. Painter	2 021	2.3
“Top ten” total	38 253	43.9
Total	87 096	100.0

¹⁾ includes apprentices in retail trade services with different specialisations and retail trader (former professional title)

²⁾ includes cook and restaurant specialist

as of the 31st December 2008

Source: Austrian Federal Economic Chamber, apprenticeship statistics

19 Awards for training companies

State prize "State-honoured training company"

The Minister of Economy awards the prize "State-honoured training company" to training enterprises for special achievements in apprenticeship training, pursuant to § 30a of the Vocational Training Act (BAG).

Criteria for the awarding of the state prize include: success in apprenticeship-leave exams and in provincial and national competitions; dedicated involvement in the field of career guidance; cooperation ventures entered into by the training company; and its in-house and external CET programmes for apprentices and trainers.

Applications for this award must be submitted to the regional advisory board on apprenticeship that is set up at the apprenticeship office of the respective province.

A list of all training enterprises that have been conferred a state award can be found at

www.ausbilder.at/staatlichausgezeichneterlehrbetrieb (in German)

State prize "Best training enterprises - Fit for future"

The state prize "Best training enterprises - Fit for future" is conferred once a year by the Ministry of Economy in the categories small, medium-sized and large enterprises.

The objectives of the state prize are to improve quality, innovation and sustainability in apprenticeship training. Specifically the state prize aims to

- set a clear signal for quality in apprenticeship,
- acknowledge the excellent work of the Austrian economy in the field of youth training,
- contribute towards gaining new enterprises for apprenticeship training,
- raise awareness among parents and youths of the good training provided in Austria's companies and the wide spectrum of apprenticeship occupations.

More detailed information about the state award can be found at

www.ibw.at/fitforfuture (in German)

20 Apprenticeship training in a European context

To remain competitive in the international economy requires skilled workers with the best qualifications. In the European Union (EU) it has been recognised that apprenticeship training makes a key contribution in this respect. Today, apprenticeship training is seen as an important tool to provide young people with a good starting position for their later professional career.

The political goals pursued by the Ministry of Economy in this connection are the following:

- **to secure the value of the apprenticeship training system;**
- to **ensure mobility** and transparency as well as the **recognition of qualifications** acquired by Austrian citizens abroad; this goal is intended to be achieved, in particular, by appropriately classifying apprenticeship-leave certificates in the National Qualifications Framework (NQF) and the European Qualifications Framework (EQF);
- to participate in the **European-wide exchange** of apprentices, young qualified workers and trainers;
- to additionally promote mobility by implementing the Commission recommendation on a credit transfer system for VET (ECVET);
- to **intensify research on vocational education, training and qualifications**, especially directed towards appropriate and future-oriented occupational profiles;
- to **promote close cooperation** between the various **regions in Europe** with the aim of providing sufficient **training vacancies** and an adequate **training infrastructure**;
- to **include the European dimension** in initial vocational education and training, thereby fostering the ability to communicate and understand different ways of life.

21 Bilateral cooperation

D

Austria and the **Federal Republic of Germany** have signed an agreement on cooperation in the field of VET and the **mutual recognition of occupational certificates and qualifications**. On the basis of this agreement, as many as approx. 270 Austrian VET qualifications (apprenticeship-leave exams and school-based certificates) and some 350 German final certificates and apprenticeship diplomas have to date been mutually recognised. Equivalence of 26 Austrian master craftsperson examinations with as many German qualifications has been achieved.

H

Austria has concluded an agreement with **Hungary** on cooperation in VET and the **mutual recognition of occupational certificates and qualifications**. So far, equivalence of 23 Austrian final apprenticeship examinations and 23 Hungarian skilled workers' exams has been achieved. Due to the restructuring of the Hungarian VET system in the year 2006, an agreement on equivalence of another 33 occupations in Austria and Hungary has been concluded. But the procedure required for official and legally binding equivalence between Austria and Hungary is still ongoing (July 2009).

I

A regulation between the Autonomous **Province of Bolzano** and Austria on the mutual recognition of apprenticeship-leave examinations is in force. So far, equivalence of 77 Austrian apprenticeship-leave exams with 77 exams of the Province of Bolzano could be achieved.

22 Challenges of the future

It is the common objective of all institutions involved in apprenticeship training to preserve it as an attractive pathway of vocational training and to develop it continuously.

Much has been achieved in recent years in this respect:

- Since 1997 more than two thirds of all apprenticeships have been either **modernised** or **newly created** (including occupations with the highest apprenticeship figures).
- With **integrative / inclusive IVET**, the legislator has created a modern and flexible IVET scheme for young people with special needs. Increasing apprenticeship figures in this field are proof of this training scheme's success. The number of integrative apprentices has risen from 1,940 in 2005 to 3,920 in 2008. An evaluation of the integrative IVET scheme has revealed that three quarters of all companies where it is provided are very or rather satisfied.
- With **modularisation**, the dual apprenticeship training system has been expanded by a flexible and needs-oriented model in keeping with international educational policy developments.
- **Free-of-charge access to Berufsreifeprüfung (Berufsmatura)** represents a major educational policy milestone to enhance the apprenticeship's attractiveness and increase permeability in the Austrian education system. The training combination "Apprenticeship and Matura" opens up new perspectives both for youths and the economy.
- The **restructuring of the subsidisation of apprenticeship posts** brings about substantial cost reductions for businesses and is thus a clear signal of appreciation for the training companies.

Major challenges must still be overcome:

□ Further development of the dual system

Due to the changing economic and social policy structures, the continuous further development and modernisation of apprenticeship training represents a major educational policy objective. In the future, the apprenticeship system could also become an interesting option for new occupational fields, e.g. in the social sphere. It may be necessary to adjust the apprenticeship system to changing IVET requirements and to improve networking between the VET partners (enterprises and schools).

□ Creation of a National Qualifications Framework (NQF)

On the basis of an EU recommendation, a national qualifications framework is to be created in Austria by 2010. If possible, all education and training qualifications are to be referenced to eight levels. Connecting the Austrian NQF with the European Qualifications Framework (EQF) will enhance understanding of the significance of Austrian qualifications in an international comparison. This will be a great opportunity for the Austrian apprenticeship system, as this type of VET programmes is not practised in many countries. It also signals the apprenticeship system's equivalence with school-based VET programmes.

□ Enhanced vocational counselling and career guidance

A wide range of initial vocational training pathways is open to young Austrian people. Frequently, however, they know very little about these options. It is therefore important to strengthen career guidance in the seventh, eighth and ninth grade and also set appropriate measures already in earlier grades. In this connection, the acquisition of basic economic skills is highly important.

Appendix

1 Excerpt from a training regulation: Apprenticeship "Installations and building technology"*

§ 1. (1) The apprenticeship "Installations and building technology" has been set up as a modular apprenticeship.

(2) Apart from the basic module "Installations and building technology", which is compulsory for all apprentices, one of the following main module shall be trained:

1. Gas and sanitary technology (H1)
2. Heating technology (H2)
3. Ventilation technology (H3)

(3) Another main module or one of the following special modules can be selected, taking into account § 1 para. 4, with the aim of acquiring more in-depth know-how and specialist training:

1. Bathroom design (S1)
2. Ecoenergy technology (S2)
3. Control systems and feedback control technology (S3)
4. Technical building installations planning (S4)

(4) The following combinations of main and special module shall be possible:

Main modules	can be combined with						
	H1	H2	H3	S1	S2	S3	S4
H1		x	x	x	X	x	x
Duration		4 years	4 years	4 years	4 years	4 years	4 years
H2	x		x		X	x	x
Duration	4 years		4 years		4 years	4 years	4 years
H3	x	x			X	x	x
Duration	4 years	4 years			4 years	4 years	4 years

(5) In the first two apprenticeship years, the basic module "Installations and building technology" must be taught. The training duration in the basic module and the selected main module is three years. If apprentices register for another main module or a special module, the apprenticeship period is four years. Training in the modular apprenticeship "Installations and building technology" lasts for a maximum of four years.

(6) The terms used in this Regulation include both the feminine and masculine genders. In the apprenticeship contract, apprenticeship certificate, indenture and the apprenticeship leave certificate, the apprenticeship occupation shall be designated in the form corresponding to the apprentice's gender ("Installations- und Gebäudetechniker" or "Installations- und Gebäudetechnikerin").

* 63rd Ordinance of the Federal Minister of Economics and Labour on vocational training in the apprenticeship trade "Installations and building technology" (Installations and building technology training regulation), issued on 19th February 2008.

(7) All main modules and special modules that are to be trained or have been completed shall be identified in the apprenticeship contract, apprenticeship certificate, indenture and the apprenticeship leave certificate by adding a relevant note next to the designation of the apprenticeship occupation.

The training regulation includes the activity description and occupational profile for all main and special modules. In the following, examples of the activity description and occupational profile of one main module and one special module each are given:

Activity description

§ 2. (1) Following vocational training in the training enterprise and at part-time vocational school, apprentices trained in the basic module "Installations and building technology" and in the main module "Gas and sanitary technology" are able to carry out the following activities:

1. installation of pipes and pipe joints from different materials including pipe protection and pipe insulation,
2. implementation of function tests, pressure and leak testing, and measurement of media and pressures,
3. assembly, mounting and testing of gas appliances, waste water installations, water supply installations, hot water installations and sanitary installations,
4. maintenance and servicing of gas appliances, waste water installations, water supply installations, hot water installations and sanitary installations,
5. searching and eliminating malfunctions and defects on gas appliances, waste water installations, water supply installations, hot water installations and sanitary installations,
6. provision of advisory services to customers on basic technical issues.

(4) Following vocational training in the training enterprise and at part-time vocational school, apprentices trained in the special module "Bathroom design" are able to carry out the following activities:

1. production of sketches for bathroom design and production of drawings by using computer-aided drawing programmes,
2. provision of advisory services to customers regarding the designing of bathrooms taking into account colours, proportions, contrasts and health-related aspects,
3. planning, cost calculation, implementation, documentation and settling of accounts regarding bathroom design projects.

Occupational profile

§ 3. (1) For the acquisition of the competences within the meaning of the activity description, the apprentice shall, by the end of the basic module, be trained in the following knowledge and skills:

Item	Basic module "Installations and building technology"
1.	The training company
1.1	Knowledge of the training company's and its partners' service portfolios
1.2	Knowledge of workflows at the training company and of the training company's organisation
1.3	Fundamental knowledge about the legal framework of corporate service provision and other legal regulations of relevance for the company
1.4	Knowledge about corporate risks as well as their reduction and prevention
1.5	Knowledge and application of the principles of corporate quality management
1.6	Functional application, maintenance and servicing of operating equipment and auxiliary materials
1.7	Behaviour according to occupation- and company-relevant safety, environmental protection and hygiene standards
2.	Apprenticeship training
2.1	Knowledge of the apprentice's and training company's obligations resulting from the apprenticeship contract (sections 9 and 10 of the Vocational Training Act)
2.2	Knowledge about the training content and training objective
2.3	Basic knowledge of labour-law related regulations that must be displayed
3.	Interdisciplinary training: In the teaching of relevant knowledge and skills, promotion of the following interdisciplinary competences and skills of the apprentice shall be considered:
3.1	Methodical skills, e.g.: development of solution strategies; independent procurement, selection and structuring of information; decision-making, etc.
3.2	Social skills, e.g.: work in teams; fair expression of criticism; factual submission of arguments; consideration and respect, etc.
3.3	Personal skills, e.g.: self-confidence; willingness to take part in CET measures; expression of needs and interests, etc.
3.4	Attitude towards work, e.g.: care, reliability, responsibility, punctuality, commitment, service- and customer-orientation, etc.
4.	Subject training
4.1	Knowledge of relevant technical regulations
4.2	Reading and production of simple pipe, assembly diagrams and dimension sketches
4.3	Reading of pipe and assembly plans
4.4	Knowledge of materials and auxiliary materials, their properties, applications, possibilities of handling
4.5	Basic skills in the processing of metals and plastics (such as: measuring, sawing, cutting, drilling and countersinking, cutting of threads, hammering, riveting, simple embossing, crimping)

4.6	Application of joining techniques for different materials, such as welding, soldering, pin and socket connections, bolted connections and adhesive joints, taking into account the risks and by applying accident prevention measures
4.7	Cold bending and cold straightening as well as hot bending and hot straightening of pipes
4.8	Installation of pipes and pipe joints, branchings and fittings by using relevant materials
4.9	Knowledge of protective measures against inner and outer destruction of pipes and equipment
4.10	Knowledge of sound protection and insulation of cold and hot water systems and drainage systems
4.11	Installation of pipe protection and pipe insulations as well as their testing
4.12	Knowledge about the elongation of pipelines and measures required when laying pipes
4.13	Implementation of leak tests and pressure tests
4.14	Implementation of function tests and measurement of media and pressures
4.15	Knowledge about the structure and mode of action of fittings
4.16	Knowledge about the properties and use of different fuel gases
4.17	Knowledge about the functions and installation options of devices used in energy and building technology
4.18	Knowledge and application of the major measurement, testing, security and regulating systems
4.19	Knowledge about the prefabrication of pipelines
4.20	Basic knowledge about electrical engineering, electronic engineering and electrical measurement technology
4.21	Knowledge about the dangers of electricity
4.22	Composition of technical reports
4.23	Fundamental knowledge about alternative forms of energy
4.24	Knowledge about initial medical treatment (first aid) in company-specific occupational accidents
4.25	Fundamental knowledge about the sector-specific IT and knowledge and application of company-specific EDP (hardware and software)
4.26	Knowledge and application of English technical terms and expressions

(2) For the acquisition of the competences within the meaning of the activity description, the apprentice shall, by the end of the chosen main module, be trained in the following knowledge and skills:

Item	Main module “Gas and sanitary technology”
1.	Talks with superiors, colleagues, customers and suppliers, taking into account subject-specific expressions and terms
2.	Application of joining techniques such as autogenous welding in a restricted position (pursuant to OENORM M 7807), arc welding and plastics welding
3.	Application of separation techniques
4.	Knowledge of hydraulics
5.	Knowledge of the dimensioning of water and gas pipes for supply and disposal
6.	Knowledge of fluid mechanics and pipe network calculation
7.	Knowledge of installations for water extraction and methods of water treatment
8.	Installation of devices for water treatment
9.	Knowledge of house water supply installations and installations to prepare and distribute of hot water
10.	Fundamental knowledge of solar and heating pump systems to prepare hot water
11.	Installation of pipelines for supplying water and gas as well as the disposal of waste water and waste gas, including the assembly of relevant shut-off devices and extraction installations according to relevant specialist standards
12.	Knowledge of the functions and installation options of gas, water and hot water appliances
13.	Installation, fitting, connection and operation of water supply installations, hot water and sanitary installations, waste water installations and gas appliances
14.	Servicing and maintenance of water supply installations, hot water and sanitary installations, waste water installations and gas appliances; detection, assessment and repair of faults and defects
15.	Knowledge and application of subject-specific measurement and safety installations
16.	Knowledge of occupation-specific hygiene regulations
17.	Knowledge of the preparation and composition of testing and project documentation
18.	Knowledge of chimneys and flue gas systems as well as their installation

(3) For the acquisition of the competences within the meaning of the activity description, the apprentice shall, by the end of the chosen special module, be trained in the following knowledge and skills:

Item	Special module "Bathroom Design"
1.	Customer-oriented behaviour and customer-oriented communication (e.g. ability to hold sales and consulting talks also on the telephone, complaint management)
2.	Production of simple and perspective sketches
3.	Knowledge of occupation-specific EDP and application of company-specific EDP and various information technologies (e.g. Internet, databases)
4.	Computer-assisted production of drafts and views by using drawing software
5.	Knowledge of chromatics and provision of colour consultancy
6.	Consideration of the impact of proportions and contrasts in bathroom design
7.	Consideration of health aspects in bathroom design
8.	Planning and designing of bathrooms, taking into account requirement profiles oriented towards target groups (such as wellness, feng shui, etc.)
9.	Fundamental knowledge of project management and project execution as well as building site coordination
10.	Project costing (such as working hours, material)
11.	Preparation of accounting documents (job record, measure-up)
12.	Preparation of testing and project documentation

2 Institutions involved in apprenticeship training and their responsibilities

Federal level

Federal Ministry of Science, Research and Economy

- Vocational Training Act
- List of apprenticeship trades
- Training and examination regulations for apprenticeship trades
- Supreme supervisory authority of company-based apprenticeship training

Federal Ministry for Education, the Arts and Culture

- Various legislation on school education
- Framework curricula for part-time vocational schools
- Coverage of costs for teaching staff of part-time vocational schools to the amount of 50

Federal Advisory Board on Apprenticeship

- Representatives of the social partners
- Elaboration of expert opinions for the Ministry of Economy (e.g. on the new regulation of an apprenticeship and various issues connected with VET)

Provincial level

Apprenticeship offices

- Have been set up at the regional economic chambers
- Vocational training authority of the first instance
- Examination of suitability of training enterprises (facilities, staff)
- Examination and recording of registered apprenticeship contracts
- Counselling for training enterprises
- Counselling for apprentices
- Appointment of chairpersons of apprenticeship-leave examination boards
- Implementation of apprenticeship-leave exams and subsidies

Regional school inspectors

- Implementation of national framework curricula
- Pedagogical and subject-specific supervision
- Management, planning and coordination
- Organisational and HR development, quality assurance, counselling and conflict management with collaboration of part-time vocational school inspectors in some provinces

Federal provinces

- Construction, equipment and maintenance of part-time vocational schools
- Coverage of costs for teaching staff of part-time vocational schools to the amount of 50%

Provincial Advisory Board on Apprenticeship

- Representatives of the social partners
- Advisory body on IVET issues at the provincial level

Local level

Training enterprises

- Provision of full vocational training to young people
- Designing of training on the basis of the training regulation

IVET trainers

- Provision of comprehensive trade-specific and personality-related training to young people

Provincial governors

- Vocational training authority of the second instance; they decide about appeals in VET issues and cancellations of illegally registered apprenticeship training contracts

Part-time vocational schools

- Provision of general, trade-specific theoretical instruction and supplementary practical training

Apprentices

- The future skilled workforce for the Austrian economy
- Safeguard their individual position in the economy and in society through the acquisition of full vocational training

3 List of apprenticeship trades: Apprenticeship trades and apprenticeship periods

(as of July 2009)

Apprenticeship trade	Duration in years
Administration assistant	3
Agricultural machinery technician	3 ½
Aircraft technician specialising in aircraft with piston engines	3 ½
Aircraft technician specialising in aircraft with turbine engines.....	3 ½
Aircraft technician specialising in helicopters	3 ½
Animal keeper	3
Archives, library and information assistant	3
Baker.....	3
Banking assistant	3
Beauty culturist.....	2
Boat builder	3
Book and media trade services specialising in book and music retail trade	3
Book and media trade services specialising in book and press wholesale trade ..	3
Book and media trade services specialising in publishing house.....	3
Bookbinder	3
Bookkeeping	3
Brass instruments manufacturing.....	3
Brewing and beverage technology.....	3
Bricklayer	3
Cable car expert.....	3
Cake and pastry baker	3
Candy and comfits maker	2
Cap maker.....	2
Cardboards producer.....	3
Carpentry	3
Cartographer	3
Cartwright	3
Cemetery and decorative plant gardener.....	3
Ceramic modeller.....	3
Ceramics-painter	2
Ceramist specialising in architectural ceramics	3
Ceramist specialising in industrial ceramics	3
Ceramist specialising in utility ceramics	3
Chemical laboratory engineering	3 ½
Chemical processes engineering.....	3 ½
Chimney sweeper	3
Cleaner of monuments, façades and buildings.....	2 ½
Clothing producer	2
Cloth-pattern printer.....	3
Communications technician specialising in audio- and video-electronics.....	3 ½
Communications technician specialising in communications electronics.....	3 ½

Apprenticeship trade	Duration in years
Communications technician specialising in electronic data processing and tele-communications	3½
Complex machinery electrician	4
Concave-glass finisher specialising in engraving	3
Concave-glass finisher specialising in glass-painting	3
Concave-glass finisher specialising in precision cutting	3
Concrete production engineering	3
Construction draftsman	3
Construction of wells and foundations	3
Construction plants and equipment engineering	3 ½
Cook	3
Cooper	3
Coppersmith	3
Corporate service provision	3
Crystal grinding	3
Cutler	3
Dairy products technician	3
Dental medicine assistance	3
Dental technician	4
Designer of textile printing	3
Distiller	3
Druggist	3
EDP equipment trader	3
EDP system engineering	3 ½
Electrical industrial engineering	3 ½
Electrical industrial engineering specialising in steering systems engineering	4
Electrical installations engineering	3 ½
Electrical installations engineering specialising in steering systems and bus engineering	4
Electrical machinery engineering	3 ½
Electrical plant engineering	3 ½
Electronic engineering specialising in electronics	3 ½
Electronic engineering specialising in microengineering	3 ½
Embroidery designer	2
Engineering draftsman / engineering draftswoman	3 ½
Event technology	3 ½
Financial services trader	3
Fitness coaching	3
Floor layer	3
Florist	3
Food technology	3 ½
Footwear maker and finisher	3
Forwarding logistics	3
Forwarding trader	3

Apprenticeship trade	Duration in years
Foundation garments maker.....	3
Foundry mechanic	3
Fruit and vegetable preservator	2
Furrier	3
Garden and park design specialising in greenkeeping.....	3
Garden and park design specialising in landscape gardening.....	3
Garden centre trader.....	3
Gastronomy expert.....	4
Gem cutter	3
Gilder and garnisher	3
Gingerbread-baker and wax-chandler	2
Glass manufacturing	3
Glass-blower and glass instruments maker.....	3
Glazier	3
Glover.....	3
Gold- and silversmith and jeweller.....	3 ½
Gold-, silver- and pearl-embroiderer	3
Ground building specialist	3
Gunsmith	3
Hairdresser and wigmaker – stylist.....	3
Harmonica and concertina manufacturer	3
Hat maker	2
Hearing-aid technician.....	3
High precision optics	3 ½
Hotel- and restaurant-trade commercial assistant	3
Industrial machine embroiderer	2
Industry office assistant	3
Information technology specialising in informatics	3 ½
Information technology specialising in technology	3 ½
Inland waterways and shipping.....	3
Installations and building technology (modular apprenticeship)	3 or 4
Insulations fitter.....	3
Insurance trader.....	3
Joinery	3
Joinery engineering specialising in planning.....	4
Joinery engineering specialising in production.....	4
Knitwear producer	3
Lace-maker	3
Lacquerer	3
Lawyer office assistance	3
Leather garments tailor	3
Leatherware-maker and purse-maker.....	3
Light plane builder	3
Lingerie producer.....	3

Apprenticeship trade	Duration in years
embroiderer.....	2
Machine engineering technology	3 ½
Machine production engineering	3 ½
Machine tool mechanics.....	4
Machine turner and milling cutter.....	3
Machinery mechanic.....	4
Machining operator	3 ½
Maker of formwork for concrete	3
Masseur	2
Materials technology (modular apprenticeship)	3 or 3 ½
Meat processing	3
Meat sales	3
Mechatronics	3 ½
Media expert specialising in advertising industry and market communication.....	3 ½
Media expert specialising in design	3 ½
Media expert specialising in media technology	3 ½
Metal design specialising in belt-making.....	3
Metal design specialising in engraving	3
Metal design specialising in metal spinning	3
Metal industry specialising in forging	3 ½
Metal industry specialising in metal engineering	3 ½
Metal industry specialising in metal treatment engineering	3 ½
Metal industry specialising in sheet metal engineering.....	3 ½
Metal industry specialising in steel engineering	3 ½
Metal industry specialising in vehicle construction engineering	3 ½
Metal treatment.....	3
Milliner	2
Mobility service	3
Motor vehicle driver specialising in goods transport	3
Motor vehicle driver specialising in passenger transport	3
Motor vehicle engineering (modular apprenticeship).....	3 ½ or 4
Moulder and founder (metal and iron)	3
Office assistant.....	3
Optician.....	3 ½
Organ manufacturing.....	3 ½
Orthopaedic shoemaker	3 ½
Orthopaedic technology specialising in orthoses	3 ½
Orthopaedic technology specialising in prostheses	3 ½
Orthopaedic technology specialising in rehabilitation	3 ½
Packaging mechanic	3 ½
Painter	3
Paper technician	3 ½
Paper-hanger and decorator.....	3
Pattern builder	3

Apprenticeship trade	Duration in years
Paver	3
Pedicurist	2
Pest control specialist.....	3
Pewter caster	2
Pharmaceutical trade assistance	3
Photo and multimedia trader	3
Photographer	3 ½
Physical laboratory assistant.....	3 ½
Piano and harpsichord manufacturing	3 ½
Pipeline fitter	3
Plastics moulding.....	3
Plastics technology	4
Plate and tile setter.....	3
Plumbing and air-conditioning technician specialising in environmentally friendly installations ⁴	3
Plumbing and air-conditioning technician specialising in heating fitting ⁴	3
Plumbing and air-conditioning technician specialising in ventilation systems ⁴	3
Porcelain modeller	3
Porcelain painter.....	3
Power engineering	3 ½
Precision tool grinding	3
Preparator of footwear uppers	2
Preparator of furs	2
Print preparation technology.....	3 ½
Printing technology specialising in digital printing	3 ½
Printing technology specialising in screen printing	3 ½
Printing technology specialising in sheet flat-bed printing	3 ½
Process engineering for grain processing specialising in animal feeds manufactu- ring	3
Process engineering for grain processing specialising in baking aids manufactu- ring	3
Process engineering for grain processing specialising in milling	3
Production technician	3 ½
Purchaser	3
Ready-mixed concrete technology	3
Real estate agency assistant	3
Refrigeration installations technology	3 ½
Reprocessing and recycling specialist specialising in waste	3
Reprocessing and recycling specialist specialising in waste water.....	3
Reproduction graphics.....	3
Restaurant specialist	3
Retail trade services specialising in clocks, watches and jewellery.....	3
Retail trade services specialising in construction material	3
Retail trade services specialising in electric and electronic goods	3

Apprenticeship trade	Duration in years
Retail trade services specialising in food products.....	3
Retail trade services specialising in footwear	3
Retail trade services specialising in general services	3
Retail trade services specialising in interior design.....	3
Retail trade services specialising in ironware and hardware.....	3
Retail trade services specialising in meat	3
Retail trade services specialising in motorised vehicles and spare parts	3
Retail trade services specialising in perfumery	3
Retail trade services specialising in sports articles	3
Retail trade services specialising in telecommunications	3
Retail trade services specialising in textiles.....	3
Road servicing specialist	3
Roofer.....	3
Rubber-stamps maker and flexographer.....	2
Saddler and harness-maker	3
Sculpture.....	3
Shipbuilder	3
Shoemaker	3
Sign and luminous advertisement maker.....	3
Ski manufacturer.....	3
Solar insulation technology	3
Sports administration	3
Staff supply and recruitment service	3
Steel industry fitter.....	3
Steering systems technician	3 ½
Stonemason.....	3
Store logistics	3
Stove fitter	3
String instruments manufacturing specialising in bow making.....	3
String instruments manufacturing specialising in bowed instruments	3
String instruments manufacturing specialising in plucking instruments.....	3
Stucco plasterer and interior walling specialist	3
Surface engineering specialising in electroplating	3 ½
Surface engineering specialising in enamelling	3 ½
Surface engineering specialising in hot-dip galvanising	3 ½
Surface engineering specialising in mechanical surface engineering	3 ½
Surface engineering specialising in powder coating	3 ½
Surgical instruments maker.....	3 ½
Surveyor assistant	3 ½
System gastronomy expert	3
System-built housing construction	3
Tailor, ladies' clothing	3
Tailor, men's clothing.....	3
Tanning	3

Apprenticeship trade	Duration in years
Taxidermist	3
Technical designer specialising in electrical installations engineering	4
Technical designer specialising in installations and building technology	4
Technical designer specialising in machine engineering technology	4
Technical designer specialising in machine tool construction engineering	4
Technical designer specialising in metal engineering	4
Technical designer specialising in steel engineering	4
Textile chemistry.....	3 ½
Textile cleaner.....	3
Textile engineering specialising in knitting technology	3 ½
Textile engineering specialising in weaving technology	3 ½
Textile mechanics.....	3 ½
Textile pattern designer	2
Timber technology (modular apprenticeship)	3, 3 ½ or 4
Tin smith	3
Tool manufacturing technology	3 ½
Travel agency assistant.....	3
Turner.....	3
Upholsterer.....	3
Vehicle body manufacturing.....	3 ½
Vehicle upholsterer (vehicle saddler)	3
Vulcanisation	3
Watchmaker and clockmaker	3 ½
Weapons and ammunition trader	3
Weapons mechanic	3
Weaver	3
Weighing-machines manufacturer	3
Welder	3
Wholesale trader	3
Wood turner.....	3
Woodwind instruments manufacturer.....	3

4 Contact points in the apprenticeship training system

For more detailed information please do not hesitate to contact:

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T: 01 711 00-5321 or -5327
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