

## **RAHMENLEHRPLAN**

for the training occupation

### **Industrial clerk**

(Resolution of the Conference of Ministers of Education and Cultural Affairs of  
14.06.2002)

## **Part I: Preliminary remarks**

This framework curriculum for vocational instruction at vocational schools has been adopted by the Standing Conference of the Ministers and Senators of Education and Cultural Affairs of the Länder (KMK).

The framework curriculum is coordinated with the corresponding federal training regulations (issued by the Federal Ministry of Economics and Technology or the competent ministry in agreement with the Federal Ministry of Education and Research). The coordination procedure is regulated by the "Gemeinsame Ergebnisprotokoll vom 30.05.1972". The framework curriculum is basically based on the Hauptschulabschluss and describes minimum requirements.

In the case of assigned occupations, the framework curriculum is divided into basic training covering a wide range of occupational fields and specialized training building on this.

Based on the training regulations and the framework curriculum, which regulate the objectives and content of vocational training, the final qualification in a recognized training occupation and - in conjunction with instruction in other subjects - the vocational school certificate are imparted. This creates the essential prerequisites for qualified employment and for entry into school and vocational further and continuing education programs.

The framework curriculum does not contain any methodological specifications for teaching. Independent and responsible thinking and acting as the overarching goal of education is preferably taught in those forms of teaching in which it is part of the overall methodological concept. In principle, any methodical approach can contribute to the achievement of this goal; methods that directly promote the competence to act are particularly suitable and should therefore be given appropriate consideration in the design of the lessons.

The Länder adopt the framework curriculum directly or implement it in their own curricula. In the second case, they ensure that the result of the subject and time coordination with the respective training regulation taken into account in the framework curriculum is maintained.

## **Part II: Educational mission of the vocational school**

The vocational school and the training companies fulfill a joint educational mission in dual vocational training.

The vocational school is an independent place of learning. It works as an equal partner with the other parties involved in vocational training. It has the task of teaching the students vocational and general learning content with special consideration of the requirements of vocational training.

The vocational school aims to provide basic and specialized vocational education and to expand the general education acquired beforehand. In this way, it aims to enable students to fulfill their tasks in the workplace and to help shape the world of work and society in a socially and ecologically responsible manner. It follows the regulations of the school laws of the federal states that apply to this type of school. Vocational instruction in particular is also based on the vocational regulations issued for each individual state-recognized occupation:

- Framework curriculum of the Standing Conference of the Ministers and Senators of Education and Cultural Affairs of the Länder (KMK)
- Federal training regulations for in-company training.

According to the framework agreement on vocational school (KMK resolution of 15.03.1991), the aim of vocational school is,

- "to provide a vocational skill that combines professional competence with general skills of a human and social nature.
- Develop professional flexibility to cope with changing demands in the world of work and society, also in view of the growing together of Europe
- To inspire a willingness to engage in professional development and continuing education;

to promote the ability and willingness to act responsibly in shaping individual lives and in public life."

To achieve these goals, the vocational school must

- align teaching with a pedagogy that is specific to their tasks and emphasizes hands-on orientation;
- impart cross-occupational and cross-field qualifications, taking into account necessary occupational specialization;
- Ensure a differentiated and flexible educational offer to meet different abilities and talents as well as the respective requirements of the working world and society;
- provide comprehensive support and assistance to disabled and disadvantaged persons within the scope of its possibilities;

- point out the environmental hazards and accident risks associated with work and private life and show ways of avoiding or reducing them.

In addition, the vocational school should, in general instruction and as far as possible in the context of job-related instruction, address core problems of our time such as.

- Work and unemployment
- Peaceful coexistence of people, peoples and cultures in a world with preservation of cultural identity
- Preservation of the natural basis of life, as well as
- Ensuring human rights.

The goals listed are aimed at the development of action competence. This is understood here as the willingness and ability of the individual to behave appropriately, thoughtfully and in an individually and socially responsible manner in social, professional and private situations.

**Action competence** unfolds in the dimensions of professional competence, personal competence and social competence.

**Professional competence** refers to the willingness and ability to solve tasks and problems in a goal-oriented, appropriate, methodical and independent manner on the basis of professional knowledge and skills and to assess the result.

**Personal competence** refers to the willingness and ability to clarify, think through and assess development opportunities, requirements and restrictions in family, work and public life as an individual personality, to develop one's own talents and to draw up and develop life plans. It includes personal qualities such as independence, critical faculties, self-confidence, reliability, sense of responsibility and duty. It also includes, in particular, the development of well thought-out values and self-determined commitment to values.

**Social competence** refers to the willingness and ability to live and shape social relationships, to grasp and understand attentions and tensions, and to engage and communicate with others rationally and responsibly. This includes in particular the development of social responsibility and solidarity.

**Methodological and learning competence** grow out of a balanced development of these three dimensions.

Competence refers to learning success in relation to the individual learner and his or her ability to act independently in private, professional and social situations. Qualification, on the other hand, is understood as learning success in relation to its value, i.e. from the point of view of demand in private, professional and social situations (cf. Deutscher Bildungsrat, Empfehlungen der Bildungs-kommission zur Neuordnung der Sekundarstufe II).

### **Part III: Didactic principles**

The objective of vocational training requires that teaching be based on a pedagogy tailored to the tasks of the vocational school, which emphasizes action orientation and enables young people to independently plan, carry out and evaluate work tasks within the framework of their occupation.

Learning in the vocational school basically takes place in relation to concrete professional action as well as in various mental operations, including mental comprehension of the actions of others. This learning is primarily linked to the reflection on the execution of the action (the action plan, the process, the results). With this grateful penetration of vocational work, the prerequisites are created for learning in and from work. This means for the framework curriculum that the description of the objectives and the selection of the contents are job-related.

On the basis of learning theory and didactic findings, the following points of orientation are mentioned in a pragmatic approach for the design of action-oriented lessons:

- Didactic reference points are situations that are significant for professional practice (learning for action).
- The starting point for learning is action, preferably performed by the student or mentally reproduced (learning by doing).
- Actions must be planned, carried out, checked, corrected if necessary and finally evaluated by the learners as independently as possible.
- Actions should promote a holistic grasp of professional reality, e.g. include technical, safety, economic, legal, environmental, social aspects.
- Actions must be integrated into learners' experiences and reflected upon in terms of their social impact .
- Actions should also include social processes, e.g., of declaring interests or managing conflicts.

Activity-based teaching is a didactic concept that interlinks subject and activity system structures. It can be realized through different teaching methods.

The instruction offered by the vocational school is aimed at young people and adults who differ in terms of previous education, cultural background and experience from the training companies. Vocational schools can only fulfill their educational mandate if they take these differences into account and support students - including disadvantaged or particularly disabled students - according to their individual potential.

#### **Part IV: Job-related preliminary remarks**

This framework curriculum for vocational training as an industrial clerk is coordinated with the Ordinance on Vocational Training for Industrial Clerks of July 23, 2002 (BGBl. I p. 2764).

According to the Berufsgrundbildungsjahr-Anrechnungs-Verordnung of the Federal Ministry of Economics and Technology, the training occupation is assigned to the occupational field of business and administration, focus A: sales management and customer consulting.

With regard to the 1st year of training, the framework curriculum is in line with the occupation-related technical-theoretical area of the framework curriculum for the school-based basic vocational training year. If the training in the 1st year takes place in a school-based basic vocational training year, the framework curriculum for the occupation-related learning area in the basic vocational training year applies.

The framework curriculum for the training occupation industrial clerk (KMK resolution of June 9, 1995) is repealed by the present framework curriculum.

The industrial clerk works in companies of different industries and sizes, which increasingly not only manufacture products, but also offer supplementary and independent services, sometimes in extensive projects. Industrial clerks have a broad basic commercial knowledge not only related to industrial production, but also in particular in the area of customer consulting, customer care and project management.

The occupational profile includes cross-field qualifications, specialist qualifications and profile-defining areas of application in which industry- or company-related qualifications are acquired with a view to a desired job. Customer orientation and business process-related action competence are particularly emphasized.

Company and school training provide access to fundamental business problems and concepts from a business process-oriented point of view. The promotion of orientation knowledge, the solving of complex and exemplary tasks, system-oriented and networked thinking and acting are part of the training.

The learning fields of this framework curriculum are based on typical business processes of an industrial company. Order processing is regarded as an essential core process from which supporting processes with interfaces to other core processes arise. The delimitation of the learning fields takes into account the distinction between core and supporting processes. Their target formulations allow for different didactic sequences of the learning fields in a training year. Particularly with regard to the first year of training, this requires on-site coordination. In addition to other learning areas, learning area 12 in particular takes up the increasing project work in companies and makes a significant contribution to vocational qualification through the development of extensive personal responsibility with regard to the assessment and optimization of processes.

The focus on business processes is supplemented by consideration of the diverse system interdependencies between markets, the economy as a whole and society. The objectives are formulated in line with the principle of sustainability of ecological, social and social aspects.

of economic development. A holistic view of complex problems and the development of sustainable solutions must therefore be taken into account as a consistent teaching principle alongside an orientation to business processes.

Promoting comprehensive action competence is a concern of all learning fields. To emphasize this, personal, social, methodological and learning competence are explicitly anchored in some learning fields. They are to be taken up and consolidated in the other learning fields. An early thematization or a later in-depth application remains unaffected by this.

Information procurement, processing and evaluation *are* carried out integratively via media and information technology systems in all learning fields. A total of at least 80 hours is included in the framework curriculum for this.

The teaching of foreign language qualifications in accordance with the training regulations for the development of appropriate communication skills is integrated into the learning fields with 40 hours. In addition, 80 hours of occupation-specific foreign language instruction can be offered as a voluntary supplement by the states. The learning fields of the second and third year of training offer links for foreign language learning situations.

**Part V: Learning fields**

<b>Overview of the learning fields for the training occupation industrial clerk (m/f)</b>				
<b>Learning fields</b>		<b>Time guide values</b>		
		1st year	2nd year	3rd year.
1	Orientation in education and profession	40		
2	Capture market-oriented business processes of an industrial company	60		
3	Capture and document value streams and values	60		
4	Analyze and evaluate value creation processes	80		
5	Plan, manage and control service creation processes	80		
6	Plan, manage and control procurement processes		80	
7	Perform human resources tasks		80	
8	Analyze and evaluate annual financial statements		80	
9	Placing the company in the context of the overall and global economy		40	
10	Plan, manage and control sales processes			160
11	Plan investment and financing processes			40
12	Implement corporate strategies, projects			80
	Total (880 hrs. in total)	320	280	280



**Learning area 1:**

**Orientation in  
training and  
occupation1. Training  
year Time guideline: 40  
hours**

**Goal setting:**

The students orient themselves in the changed life situation resulting from the start of their initial vocational training and organize their vocational training in a self-confident and responsible manner in the area of tension between different role expectations and in compliance with essential standards of action and legal regulations. With regard to their professional activity and further development opportunities, they present an overview of the main services and fields of activity of industrial companies.

They explain the tasks of those involved in the dual system of vocational training. They derive rights and obligations as trainees from legal and contractual provisions. In doing so, they work with legal texts.

On the basis of the Works Constitution Act, the students specify the co-determination rights relevant to them in company activities. They describe the integration of their company into the overall economy and compare their training companies according to legal and business management criteria.

The students work on tasks independently in the group and apply problem-solving methods. They deal reflexively with conflicts that arise and resolve them constructively. They present and document their work results in a structured manner using appropriate media. They use modern communication media to obtain information.

**Contents:**

Occupational fields of activity and prospects  
Function of trainers Vocational Training Act  
Training regulations and training contract  
Youth employment protection  
Youth and trainee representation Liability,  
capital raising, management Intranet, Internet  
Learning strategies and working  
techniques Moderation and presentation  
techniques Communication rules

<b>Field of study 2:</b> <b>business processes</b>	<b>Market-oriented</b> <b>1.Recording the first year of training in an industrial</b> <b>company</b>
<b>Time allowed</b>	<b>: 60 hours</b>

**Goal setting:**

The students explore the flow of materials, information, money and values within a company, starting with suppliers and customers. They describe individual economic, social and ecological objectives on the basis of given corporate mission statements and their own operational experience. They analyze the relationship between strategic and operational goals. In doing so, they take into account possible conflicts of objectives. They justify that the achievement of corporate goals depends on market developments.

The students analyze the logistical process of customer order fulfillment and identify interfaces between core and supporting processes. In doing so, they present forms of operational organizational structure and assess them with regard to the elements of the business process. They explain the importance of information and its effective use as an essential prerequisite for achieving competitive advantages and examine the operational information system in relation to the control and handling of the operational performance process. They determine and analyze costs of the information and material flow as well as the added value in the process of customer order management.

Students identify organizational units such as jobs and departments as cost centers and describe their significance for value creation. They present accounting as a means of recording, controlling and monitoring value creation. They describe the connection between operational planning and controlling processes to ensure the success of the company.

They develop criteria for creating presentations, present solution results and specify rules for feedback on individual work results.

**Contents:**

Corporate philosophy and strategy Value creation process - cost- and benefit-oriented Trigger for business process orientation

- Buyers' Markets

- Globalization

Elements of a business process (data, organizational and functional view) Controlling tasks

Structure and information technology structure of the database

Accounting tasks

Team development Presentation

principles Communication rules

**Field of study 3:**  
**documenting value flows and values1**  
**hours**

**Recording and**  
**.Year of training**  
**: DocumentationTime: 60**

**Goal setting:**

The students record the value flow of an industrial enterprise on the basis of documents that arise in the course of a business process.

On the basis of the applicable legal provisions and taking into account the chart of accounts tailored to the company's specific needs, they represent value flows in an industrial enterprise in accounting terms. They perform a reconciliation between inventory data and the results of current accounting and derive effects on the net assets, financial position and results of operations from the preliminary financial statements.

They use the accounting system as a documentation and information tool using suitable software.

**Contents:**

Tasks and organization of financial accounting Inventory,  
inventory and balance sheet

Inventory and profit and loss transactions (including depreciation)

Sales tax

Changes in inventories, inventory

differences Closing of accounts

Legal framework

<p><b>assessing value processes</b> <b>1st year of training</b></p>	<p><b>Field 4: Analyzing and -added</b> <b>: 80 hours</b></p>
<p><b>Goal setting:</b></p> <p>The students record the costs and services incurred in the operational service provision process, calculate and assess the cost-accounting value added contribution of individual products and the operating profit. They recognize the functional relationship between internal and external accounting and distinguish financial accounting from cost and activity accounting.</p> <p>To prepare operational decisions, they use various cost accounting methods, knowing their advantages and disadvantages. They assess the effects of decisions made on the cost situation of the company and develop a differentiated cost awareness. They carry out a variance analysis and propose suitable solutions. They use cost accounting to monitor profitability and apply suitable information technology tools.</p>	
<p><b>Contents:</b></p> <p>Cost Element Accounting Cost Center Accounting Unit costing and cost unit time accounting Full costing Direct costing as contribution margin accounting Process-oriented costing Consumption and employment variances Spreadsheet Diagrams</p>	

<b>Field 5:</b> <b>provision processes, 1st year of training, controlling and monitoring</b>	<b>Planning service</b> <b>: 80 hours</b>
<b>Goal setting:</b> <p>The students describe and justify the production or service program depending on the sales market and the core processes of the company, the manufacturing or service provision processes and the cost structure. They take into account the aspect of sustainability when using materials and energy in a way that conserves resources. They assess the manufacturing and service provision processes from the point of view of health protection. In the context of materials planning, they determine the requirements for a customer order on the basis of predefined parts lists or performance characteristics according to specifications. For externally procured parts or services, they prepare order proposals taking into account replenishment times and consumption estimates.</p> <p>For parts manufactured in-house, they analyze the structure of a product on the basis of technical specifications and create bills of materials and routings. They plan the production orders derived from these, schedule the production orders in coordination with existing capacities and given priorities, and describe the options for order tracking and order control.</p> <p>In the context of quality management, students explain procedures for process optimization that ensure and further develop the quality of the product or service in the phases of product or service production.</p> <p>In implementing the various tasks, they use appropriate information technology systems to monitor and maintain the required data.</p> <p>The students solve problem-oriented tasks in teams. They document and present their results. They reflect on their learning progress and develop learning strategies.</p>	
<b>Contents</b>  Product creation Production planning and control - framework conditions and procedures Production controlling - costs, quality, adherence to schedules Waste prevention, recyclability	

**Field of study 6:**

**controlling procurement processes**  
**value**

**Planning and**

**2.Year of training and control**  
**Time guide : 80 hours**

**Goal setting:**

The pupils plan the entire procurement process in the context of the procurement logistics in knowledge of the procurement strategy as part of the enterprise strategy. They use available information networks. They work on need requirements for the operational achievement production under consideration of the material employment and the material valorization and consider thereby also the aspect of the lastingness. They use selected instruments and methods of communication to initiate and conclude contracts. In this context, they take into account the various economic interests of the contractual partners and the legal scope for action. They are also proficient in foreign-language commercial correspondence. They are confident in conducting discussions in conflict situations. They present the results of negotiations using appropriate means and methods.

The students check the receipt of goods on the basis of documents. They react to disruptions in fulfillment and initiate measures to eliminate them. They describe the document flow, record the goods receipt for accounting purposes using an information technology system and initiate the payment process.

They determine and analyze warehouse ratios, carry out inventory calculations and check the effectiveness of logistics concepts. As part of controlling, they identify optimization options and take ecological aspects into account.

**Contents:**

Procurement strategy - influencing factors

Procurement planning - time-quantity planning, cost-quantity planning  
Material selection - costs, quality, environmental protection, market development

Supplier selection - source of supply analysis, bid comparison, supplier evaluation, financing

Contract conclusion Order

processing (certification)

Inventory planning and

management Procurement

controlling Negotiation techniques

Foreign language communication

**Field 7:**

**Human resources**

**management tasks** 2. **Year of training** **Time guide value** : **80 hours**

**Goal setting:**

In the context of demand planning, students evaluate simple personnel statistics. To do this, they use data from existing information technology systems and observe data protection and capacity planning. They plan personnel requirements taking into account the company's goals and the sales and production plan.

Within the framework of internal and external recruitment, they make a reasoned selection of the procurement instruments to be used and compile criteria for applicant selection. They initiate the inclusion of new employees in the workforce. When preparing the necessary decisions, they take into account the involvement of the company's works constitutional bodies.

Taking into account personnel law regulations from labor and social law, collective bargaining law and company agreements, they evaluate employment contracts and the consequences for redeployment and dismissals. They develop concepts for training and continuing education to actively shape personnel development and improve employee motivation. They also recognize the importance of lifelong learning for personal development and the active shaping of their own professional future.

They assess job evaluation criteria and pay systems, calculate pay and post it.

In the context of personnel management, the students illustrate the effects of corporate cultures, management styles and methods on cooperation in the company. They manage selected conflict situations with knowledge of occupational health and safety, forms of job retention and co-determination options, among other things.

**Contents:**

Staffing levels and requirements analysis

Recruitment and selection of personnel - Works Constitution Act Personnel

deployment - Powers of attorney

Personnel management and development - communication rules, conflict management, argumentation and rhetoric

Personnel remuneration - ancillary wage

costs Personnel redundancy - protection

against dismissal Personnel controlling

<b>Field 8:</b> <b>statements and</b>	<b>2.Year of training</b>	<b>Analyze annual financial</b>
	<b>Value of time</b>	<b>: 80 hours</b>

**Goal setting:**

The students carry out work on annual financial statements and make valuation decisions, taking into account operational interests and applicable valuation regulations.

They prepare the annual financial statements, determine key figures for assessing the company and draw conclusions for corporate policy decisions. You will also analyze the annual financial statements from the perspective of an external observer.

The students select suitable media for their tasks, present the results of their work and justify their conclusions.

**Contents:**

Valuation of assets and liabilities under commercial and tax law - Acquisition and production costs

Valuation principles - principle of prudence, capital owner principle

Open and hidden reserves

Key figures on asset and capital structure, liquidity, investment coverage, profitability, cash flow

Presentation aids



<b>Field of study 9:</b> <b>the overall and 2</b> <b>training:global economic context</b>	<b>Time allowed:40 hours</b>	<b>The company in</b> <b>Year of</b>
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**Goal setting:**

The students describe the relationships and services between companies and government and other administrative bodies in the context of regional, macroeconomic and global economic contexts. They analyze the framework conditions for investment and economic growth and examine the opportunities and limitations of strategies to promote growth.

The students explain the interrelationships and dependencies of the economic entities in the model of the economic cycle and derive from this the generation, use and distribution of income.

They describe the regulatory framework for companies and present the requirements, principles and measures of state regulatory policy. In the context of European integration and globalization, they specify goals and conflicting goals of structural policy, show the degree of goal achievement, justify deviations and propose possible measures for goal achievement.

**Contents:**

Location factors Economic  
development National accounts Social  
market economy Competition policy  
Argumentation

<b>Field 10:</b> <b>monitoring sales processes</b>	<b>Planning, controlling and 3.Year of training and control Time guide value : 160 hours</b>
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**Goal setting:**

The students process customer orders in the area of conflict between customer and company interests in a success-oriented manner using existing communication networks. They use information technology systems to collect and evaluate market and customer data. They develop and justify proposals for implementing customer wishes, also with regard to product development.

The students evaluate information from product research and information about markets at home and abroad. Within the framework of a marketing concept, they use marketing instruments to plan, organize, implement and control entrepreneurial activities. They analyze sales policy instruments and develop concepts for the pursuit of existing marketing goals and customer loyalty, taking into account economic framework conditions.

The students use instruments and methods of communication for initiating and concluding contracts and are also proficient in foreign-language commercial correspondence. They are confident in conducting discussions in conflict situations. They present the results of negotiations using appropriate means and methods.

They perform all accounting tasks involved in the sale of products and services.

For order processing, contract initiations and marketing concepts, they develop schedules and work plans, define responsibilities, document project progress and investigate the reasons for deviations between project planning and implementation. They present and document their work results.

**Contents:**

Marketing as a management process - pricing policy, product policy, communication policy, distribution policy

Determination of the range of services - assortment policy, financial services Customer acquisition

Contract conclusion

Service distribution - sales logistics, electronic distribution channel (e-commerce) Sales order processing including malfunctions

Customer service and customer

care Sales controlling Foreign

language communication

Project planning, organization, documentation

**Field 11: Planning  
financing processes  
training Time allowed**

**investment and  
3rd year of  
: 40 hours**

**Goal setting:**

The students analyze the goals and tasks of investment and financing processes in the context of financing management and controlling. They perform simple investment calculations for a long-term project, assess alternatives, make a financing decision and draw up a suitable financing concept that takes into account the company's financial situation and general data from the capital markets.

They examine the investment decision and the financing concept by developing alternative decisions, weighing up costs, benefits and risks, and use information technology systems for this purpose. You will demonstrate the relationship between individual operational plans and liquidity and financial planning.

**Contents:**

Investment and financing occasions - Capital requirements planning

Static investment calculations

Long-term financing types

Liquidity planning, securing loans

<b>Field 12:</b> <b>projects3.Year of trainingTime guide value</b>	<b>Corporate strategies and : 80 hours</b>
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**Goal setting:**

The students plan, manage and control professionally relevant projects, taking into account regional conditions and macroeconomic processes. In the context of project management, they define goals, make decisions based on a consideration of costs, benefits and risks, and organize the process. To this end, they analyze existing corporate resources and strategies; they classify the goals and conflicting goals of government economic policy as well as the opportunities and limits of government control, also with regard to environmental protection and the capital markets, in the context of European integration and globalization. They examine European and international initiatives to promote employment and determine individual labor market opportunities and development prospects.

Against this background, they examine the opportunities and limitations of possible strategies for achieving the project goals. They develop and defend independent positions and values, discuss and tolerate deviating positions on the basis of proven criteria and indicators, and apply decision-making techniques. In the course of the project, they assume responsibility for compliance with the established rules, document the progress of the project, analyze and evaluate the course of the project and present the result. They communicate in teams and use selected technical systems and media for information, documentation and presentation.

**Contents:**

Project objective and description  
Project risks and assessment  
Project equipment and process organization  
Business cycle processes and indicators  
Fiscal and monetary policy instruments  
Labor market management  
Argumentation project evaluation