

**Ordinance**  
for the examination leading to the recognised advanced training qualification of  
Certified Vocational Educator for Initial and Continuing Training

Promulgated on 21 August 2009

On the basis of § 53 Paragraph 1 of the Vocational Training Act in conjunction with § 2 of said Act, Paragraph 1 of which having been amended by Article 232, Number 3, Clause a) of the Ordinance dated 31 October 2006 (Federal Law Gazette, BGBl., I p. 2407) and on the basis of § 42 of the Crafts and Trades Regulation Code, most recently amended by Article 146 of the Ordinance of 31 October 2006 (Federal Law Gazette, BGBl., I p. 2407), the Federal Ministry of Education and Research issues the following Ordinance in agreement with the Federal Ministry of Economics and Technology and having taken due account of the views of the Board of the Federal Institute for Vocational Education and Training.

§ 1

Purpose of the examination and title of the qualification

(1) The competent body may conduct examinations in accordance with §§ 2 to 12 below for the purpose of providing evidence of knowledge, skills and competences acquired within the scope of advanced vocational training leading to the qualification of "Certified Vocational Educator for Initial and Continuing Training".

(2) The purpose of the examination is to provide evidence of the following qualifications enabling candidates to act autonomously and responsibly in carrying out the following tasks.

1. Plan and execute educational processes in vocational education and training and in company-based continuing training in a holistic manner, in particular:
2. implement training regulations and plan company-based continuing training measures;
3. acquire, select and advise trainees, advise employees in matters relating to training and learning;
4. act in conjunction with others to realise training measures both organisationally and pedagogically;
5. provide trainees and employees with both learning and individual support;
6. offer vocational training support to skilled workers undertaking initial and continuing training;
7. secure and optimise the quality of teaching and learning processes.

(3) Successful completion of the examination leads to the recognised advanced training qualification of Certified Vocational Educator for Initial and Continuing Training.

§ 2

Conditions for admission to the examination

(1) The following persons may be admitted to the examination.

1. Persons who have completed vocational education of at least three years' duration in a recognised training occupation and who have subsequently acquired at least one year of occupational experience
2. Persons who have completed vocational education in another recognised training occupation and who have subsequently acquired at least two years of occupational experience
3. Persons able to demonstrate that they have successfully completed an examination pursuant to the § 4 of the Ordinance on Trainer Aptitude or who are able to provide evidence of a comparable occupational and vocational teaching qualification.

(2) The content of occupational practice pursuant to Paragraph 1 above must exhibit significant relevance to the tasks stated in § 1 Paragraph 2 and to the professional activities of the training occupations stated in Paragraph 1.

(3) Notwithstanding the conditions stated in Paragraphs 1 and 2 No. 2 above, persons credibly able to demonstrate that they have acquired skills, knowledge and competences (employability skills) which justify admission to the examination by presenting certificates or by providing other evidence may also be admitted to the examination.

§ 3

Structure of the examination

(1) The examination is divided into the following examination parts.

1. Learning processes and learning support
2. Planning processes in vocational education and training
3. Vocational training activities

(2) In the examination part "Learning processes and learning support", the following areas of activity are examined.

1. Structuring of learning processes and learning support
2. Psychological learning support, learning support for young people and adults, socio-pedagogical learning support
3. Selection and deployment of media
4. Advice on learning and development

The examination is conducted in written form and

orally.

(3) In the examination part “Planning processes in vocational education and training”, the following areas of activity are examined.

1. Organisation and planning of vocational education and training processes
2. Acquisition, aptitude assessment and selection of trainees
3. Evaluation of learning achievements, testing and examination structure
4. Vocational education support for skilled workers undertaking initial and continuing training
5. Quality assurance of vocational training processes

The examination is conducted in written form.

(4) In the event that a mark of “unsatisfactory” is awarded for no more than two written examination results (partial results) in accordance with § 4 Paragraph 1 and § 5, a supplementary oral examination should be offered in these examination areas. Such a supplementary oral examination should not generally last longer than 20 minutes. The evaluation of the written examination and the supplementary oral examination are combined to produce a single mark. Double weighting is accorded to the written examination.

#### § 4

Execution of the examination in the examination part of “Learning processes and learning support”

(1) The written examination in the examination part of “Learning processes and learning support” is conducted on the basis of complex situational description featuring two coordinated and equally weighted assignments derived from the description. The total time allowed to complete the written examination should not be less than 250 minutes and should not exceed 280 minutes.

(2) The oral examination takes place in the form of a situationally based specialist oral examination in an area of activity pursuant to § 7 selected by the Examination Board. Candidates will be presented with a choice of two cases for this purpose and should select one of these. The duration of the oral examination should be at least 30 minutes per candidate and should not exceed 45 minutes per candidate. Preparation time of 30 minutes should be given. The aim of the specialist oral examination is to demonstrate that candidates are able to present information, lead discussions and communicate in a pedagogically appropriate manner.

#### § 5

Execution of the examination in the examination part of “Planning processes in vocational education and training”

The written examination in the examination part of “Planning processes in vocational education and training” is conducted on the basis of complex

situational description featuring two coordinated and equally weighted assignments derived from the description. The total time allowed to complete the written examination should not be less than 250 minutes and should not exceed 280 minutes.

#### § 6

Execution of the examination in the examination part of “Vocational training activities”

(1) The examination in the examination part of “Vocational training activities” may not be commenced until candidates have successfully completed the examination parts pursuant to § 3 Paragraph 1, Nos. 1 and 2. Notwithstanding this, it must be begun no later than one year thereafter.

(2) The qualifications examined are those stated in § 9. The examination is conducted in the form of a project, a presentation and a specialist oral examination. The presentation and specialist oral examination should only be conducted if the project has been awarded a mark of at least satisfactory.

(3) The project should involve the presentation, evaluation and resolution of a complex vocational education problem situation within the field of occupational activity. Candidates should propose to the Examination Board a project topic taken from the functions stated in § 9. The Examination Board should decide on acceptance of the project work on this basis. The project should be completed as written homework. The Examination Board should set a limit for the length of the work. Candidates have 30 calendar days in which to complete the project.

(4) During the presentation, the results of the project should be presented and justified in pedagogical terms. In the specialist oral examination following the presentation, there should be more detailed or extended questioning regarding the tasks in accordance with § 1 Paragraph 2. Candidates should demonstrate that they are able to argue and communicate in a pedagogically appropriate manner. The presentation and the specialist oral examination should not last longer than 45 minutes in total. The length of the presentation should not generally exceed 15 minutes.

#### § 7

Contents of the examination in the examination part of “Learning processes and learning support”

(1) In the area of activity “Structuring of learning processes and learning support”, the aim is to demonstrate the ability to structure individual and joint learning processes. Candidates should in particular be able to demonstrate that they are able to recognise, support and further develop the individual talents and abilities of learners on the basis of learning, theoretical development, pedagogical and didactic knowledge. The following qualification contents may be examined within this framework.

1. Learning and theoretical development principles for the structuring of learning and training

processes

2. Didactic, pedagogical and methodological structuring of learning support according due consideration to business and work processes and to various young people and adult target groups

3. Learning support inside and outside work processes; organisation of learning support including for those who are unused to learning

(2) In the area of activity "Psychological learning support, learning support for young people and adults, socio-pedagogical learning support", the aim is to demonstrate the ability to use learning psychology and pedagogical methods suitable for the target group as a basis for recognising and providing targeted pedagogical support for individual learning and development problems or disadvantages within the scope of learning support. The following qualification contents may be examined within this framework.

1. Psychological learning support, learning support for young people and adults and socio-pedagogical learning support methods for the recognition and treatment of problems and disadvantages in learning or in personal development

2. Identification and treatment of learning problems and disadvantages

3. Identification and treatment of development problems and disadvantages

4. Communicate with learners in an appropriate and non-aggressive manner, give feedback, de-escalate conflicts, conduct conflict resolution discussions

5. Cooperate with specialist social psychological, educational consultancy and pedagogical services

(3) In the area of activity "Selection and deployment of media", the aim is to demonstrate the ability to select, deploy and adapt teaching and learning media for an efficient structuring of the learning process. The following qualification contents may be examined within this framework.

1. Use of teaching media

2. Use of learning media

3. Preparation and adaptation of teaching and learning aids; media didactics

4. Basic pedagogical and didactic principles and technical opportunities for media development

(4) In the area of activity "Advice on learning and development processes", the aim is to demonstrate the ability to advise trainees on the basis of psychological and pedagogical knowledge and to identify advisory requirements in this regard. The following qualification contents may be examined within this framework.

1. Learning advice within training processes, in particular in the case of learning crises; preventative action against dropout

2. Learning therapies and cooperation with learning therapy services

3. Dealing with disciplinary problems

4. Training and development advice for occupational biography planning and in processes of company change

## § 8

Contents of the examination in the examination part of "Planning processes in vocational education and training"

(1) In the area of activity "Organisation and planning of vocational education and training processes", the aim is to demonstrate the ability to plan, develop and organise complex VET measures whilst weighing up and according due consideration to significant company, professional, didactic, pedagogical, economic, target group specific and organisational aspects. The following qualification contents may be examined within this framework.

1. Customer-oriented identification of company learning and skills requirements

2. Develop company training plans, additional operational qualifications and continuing training measures

3. Plan and modernise learning processes and learning situations according due consideration to customer-related requirements

4. Develop learning modules, learning documentation and learning sequences in a requirements oriented manner

5. Coordinate various learning venues, organise training networks and service training

(2) In the area of activity "Acquisition, aptitude assessment and selection of trainees", the aim is to demonstrate the ability to acquire and select suitable young people for vocational education and training and to use methodological support methods to diagnose the aptitude of such young people. The following qualification contents may be examined within this framework.

1. Identify aptitude requirements for training measures

2. Interest young people in and acquire young people for vocational training pathways and qualifications provision

3. Diagnose the aptitude of applicants

(3) In the area of activity "Evaluation of learning achievements, testing and examination structure", the aim is to demonstrate the ability to use training regulations to draw up learning objective controls, evaluate learning achievements in an objective manner and structure examinations tasks and examination situations. The following qualification contents may be examined within this framework.

1. Select and deploy methods for the evaluation of learning achievements and to assess skills

2. Develop written and oral learning objective controls and examination tasks according due consideration to new examination forms and methods

3. Structure examination situations taking account of psychological and legal aspects

#### 4. Evaluate learning and examination achievements

(4) In the area of activity “Vocational education support for skilled workers undertaking initial and continuing training”, the aim is to demonstrate the ability to provide vocational teaching guidance and leadership to those working in learning support tasks on a part-time basis. The following qualification contents may be examined within this framework.

1. Development of concepts for the deployment of skilled workers in learning support tasks; analyse and determine teaching objectives for learning stations
2. Selection, aptitude and deployment of skilled workers for learning support tasks
3. Provide vocational teaching instructions to skilled workers for learning support tasks
4. Vocational teaching guidance in problem cases

(5) In the area of activity “Quality assurance of vocational training processes”, the aim is to demonstrate the ability to use quality management and controlling instruments for the management and improvement of training processes for which the candidates are responsible. The following qualification contents may be examined within this framework.

1. Quality assurance and improvement measures, educational controlling, quality standards
2. Evaluation of vocational education processes with regard to performance characteristics
3. Quality management of training processes

#### § 9

Contents of the examination in the examination part of “Vocational training activities”

The aim of the examination part “Vocational training activities” is to demonstrate the ability to develop, plan, organise and execute the process of a trainer function within an occupational field of deployment in a specific project-based business case and to secure and optimise the quality of such a function. Within this process, company, professional, pedagogical, economic, target group specific and organisational aspects should be clearly weighed up and accorded due consideration. Trainer functions are considered to be such functions as are stated in § 1 Paragraph 2. These include trainer functions in company workshops, in extra-company training for disadvantaged target groups, in the coordination of work process integrated training and other leading and guiding trainer functions.

#### § 10

Credit transfer for other examination achievements

Upon application, candidates should be exempted from the requirement to complete individual examination components by the competent body if another comparable examination organised by a public or state recognised educational establishment has been successfully completed and if registration

for the advanced training examination takes place within five years of announcement of the passing of the other examination.

#### § 11

Passing the examination

(1) In order to pass the examination, a performance of at least “satisfactory” is required in each part of the examination.

(2) Each examination outcome should be evaluated separately on the basis of points.

(3) In the examination part “Learning processes and learning support”, points awarded for the result of the written examination should be based on the two equally weighted partial results pursuant to § 4 Paragraph 1. This points evaluation of the written examination and of the specialist oral examination pursuant to § 4 Paragraph 2 should be combined to form a single mark and be accorded equal weighting.

(4) In the examination part “Planning processes in vocational education and training”, the points and mark should be derived from the points score of the two points scores from the written assignments to be accorded equal weighting pursuant to § 5.

(5) In the examination part “Vocational teaching activities”, a points score should be arrived at from the results of the presentation and the specialist oral examination to be accorded equal weighting. This points score and the points score of the project should be combined to form a single mark.

(6) A certificate recording a pass in the examination is issued according to Annex 1 and Annex 2. In the event of an exemption pursuant to § 10 above, the place and date of the other examination and the name of the Examination Board are to be stated.

#### § 12

Resitting the examination

(1) Parts of the examination which have not been passed may be repeated on two occasions.

(2) In making an application to resit the examination, candidates will be exempted from individual parts of the examination if at least satisfactory marks have been obtained in a previous examination and if candidates register to resit the examination within two years calculated from the date of the examination not passed. Parts of the examination which have been passed may be repeated on one occasion upon application. In such a case, the result of the last examination applies.

(3) The project pursuant to § 6 Paragraph 3 must be repeated for the repeated examination if the examination has not been passed in accordance with § 3 Paragraph 4 above.

#### § 13

Transitional regulation

Examinations leading to the Chamber of

Industry and commerce (IHK) qualification  
of “Vocational Educator” may be  
completed by 31 December 2013.

Entry into force

The present Ordinance enters into force on 1  
September 2009.

§ 14

Bonn, 21 August 2009

Federal Minister of Education and Research  
Annette Schavan

Annex 1  
(to § 11 Paragraph 6)

Sample

.....  
(Name of the competent body)

Certificate

for the examination leading to the recognised advanced training qualification of  
Certified Vocational Educator for Initial and Continuing Training

Mr./Ms. ....

born on ..... in .....

has passed the examination leading to the qualification of

Certified Vocational Educator for Initial and Continuing Training

The examination was conducted in accordance with the Ordinance of 21 August 2009 (Federal Law Gazette, BGBl., I p. 2934) on the Examination leading to the recognised advanced training qualification of Certified Vocational Educator for Initial and Continuing Training.

Date .....

Signature(s) .....

(Seal of the competent body)

(to § 11 Paragraph 6)

Sample

.....  
(Name of the competent body)

Certificate

for the examination leading to the recognised advanced training qualification of  
Certified Vocational Educator for Initial and Continuing Training

Mr./Ms. ....

born on ..... in .....

has passed the examination leading to the qualification of

Certified Vocational Educator for Initial and Continuing Training

The examination was successfully completed in accordance with the Ordinance of 21 August 2009 (Federal Law Gazette, BGBl., I p. 2934) on the Examination leading to the recognised advanced training qualification of Certified Vocational Educator for Initial and Continuing Training. The following results were achieved\*:

	Points	Mark
I. Learning processes and learning support		
Written examination results		
Specialist oral examination		
II. Planning processes in vocational education and training		
III. Vocational training activities		
Project		
Presentation and specialist oral examination		

(In the event of application of § 10: "The candidate was granted an exemption in respect of the examination in ..... completed on ..... before .....")

Date .....

Signature(s) .....

(Seal of the competent body)

\*) Evaluations are based on the following points scheme: .....