

Ordinance
for the examination leading to the recognised advanced training qualification of
Certified Vocational Educator

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".

(2) The aim of the examination is to provide evidence of the necessary qualifications enabling candidates to act autonomously and responsibly in the organisation and planning of vocational training processes, in offering support to learners and their learning process and in fulfilling functions relating to educational marketing, controlling, quality management and management in institutions providing company-based and extra-company training. This in particular includes the following tasks.

1. Management and coordination of vocational teaching and business processes including evaluation of the strategic performance of teams and the collation of knowledge from various relevant areas
2. Plan company-related initial and continuing vocational education and training or human resources development in a cost-effective way and in line with requirements, provide advice within the company, execute VET and pursue quality development
3. Identify company and individual qualifications requirements, develop training provision appropriate to the target group and advise the company with regard to the organisational changes necessary for operational implementation
4. Support the establishment of professional, social and methodological competences within the company, develop and implement relevant human resources development projects, formulate and

initiate the necessary company change processes

5. Development of specific mentoring and training provision for target groups requiring additional psychological learning and socio-pedagogical support whilst according due consideration to cultural differences

(3) Successful completion of the examination leads to the recognised advanced training qualification of Certified Vocational Educator.

§ 2

Conditions for admission to the examination

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

1. Those in possession of the advanced training qualifications of Certified Vocational Educator for Initial and Continuing Training, specialist commercial clerk or certified senior clerk, those who hold a master craftsman qualification in an industrial or specialist occupation or in the craft trades, those who have completed a comparable advanced training qualification on the basis of the Vocational Training Act or Craft and Trades Regulation Code and who have subsequently acquired at least one year of occupational experience

2. Those who have obtained a degree at an institute of higher education or who have completed a qualification at a state recognised trade and technical school following a two-year period of advanced training and who have subsequently acquired at least two years of occupational experience

3. Those who have successfully completed a vocational education and training occupation in a recognised training occupation and who have subsequently acquired at least five years of occupational experience and 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 advanced training qualifications stated in Paragraph 1.

(3) Notwithstanding the conditions stated in Paragraphs 1 and 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. Core processes of vocational education and training
2. Vocational teaching activities in VET areas
3. Special vocational teaching functions

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

1. Learning processes and learning support
2. Planning processes
3. Management processes

The examination is conducted in written form.

(3) In the examination part “Vocational teaching activities in VET areas”, the following areas of activity are examined.

1. Vocational education and training
2. Continuing training
3. Human resources development and advice

The examination is conducted in written form and orally.

(4) In the examination part “Special vocational teaching functions”, the qualifications stated in § 9 are examined. The examination is conducted in the form of a project, a presentation and a specialist oral examination. This part of the examination cannot be commenced until unless marks of at least satisfactory have been awarded in the examination parts pursuant to Paragraph 1, Nos. 1 and 2. Notwithstanding this, it must be begun no later than one year thereafter.

§ 4

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

(1) The examination is conducted in written form on the basis of one situational task per area of activity. The examination is of at least 150 minutes’ duration per area of activity. The maximum duration per area of activity is 180 minutes. The maximum total duration is 500 minutes.

(2) In the event that a mark of “unsatisfactory” is awarded for no more than one area of activity, a supplementary oral examination should be offered in this area of activity. 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.

§ 5

Execution of the examination in the examination part of “Vocational teaching activities in VET areas”

(1) The examination in the examination area of “Vocational teaching activities in VET areas” should not be conducted until the examination pursuant to § 4 above has been completed.

(2) The written examination is conducted on the basis of one situational task per area of activity. The time permitted for the situational task is at least 150 minutes. The maximum duration per area of activity is 180 minutes. The maximum total duration is 500 minutes.

(3) The oral examination takes place in the form of a situationally based specialist oral examination in an area of activity selected by the Examination Board pursuant to § 3 Paragraph 1. Candidates should select one of two cases chosen for this purpose. The duration of the oral examination should usually 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.

(4) In the event that a mark of “unsatisfactory” is awarded in the written examination for no more than one area of activity, a supplementary oral examination should be offered in this area of activity. 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 evaluation of the written examination.

§ 6

Execution of the examination in the examination part of “Special vocational teaching functions”

(1) A project should be undertaken which involves the presentation, evaluation and resolution of a complex vocational teaching problem situation within a specialised vocational teaching function. Candidates should propose to the Examination Board a project topic taken from the functions stated in § 9 Paragraph 2. The Examination Board should decide on acceptance of the project topic 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.

(2) During the presentation, the results of the project pursuant to Paragraph 1 should be presented and justified in pedagogical terms. In the specialist oral examination to follow the

presentation, more detailed or extended questioning should take place regarding the task fields in accordance with § 1 Paragraph 2 No 2. Candidates should demonstrate that they are able to argue and communicate in a pedagogically appropriate manner. The total duration of the presentation and specialist oral examination should not exceed 45 minutes. The presentation should not generally last longer than 15 minutes.

(3) The presentation and specialist oral examination should only be conducted if the project has been awarded a mark of at least satisfactory.

§ 7

Contents of the examination in the examination part of “Core processes in vocational education and training”

(1) In the area of activity “Learning processes and learning support”, the aim is to demonstrate the ability to structure individual and joint learning processes methodologically and didactically. 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. The ability to make critical judgement and think in an innovative manner should be apparent. 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 preparation of learning and training processes within the scope of development of learning objectives and contents and learning support according due consideration to business and work processes
3. Methodological planning and structuring of learning and training processes including the latest procedures and state-of-the-art media and technology

(2) In the area of activity “Planning processes”, the aim is to demonstrate the ability to plan and develop business processes within company-based and vocational training 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. Analysis of market and technological development, analysis of the labour market situation with regard to the skills requirements of the target group and analysis of general prevailing conditions of educational policy and educational law and of possible courses of action
2. Identification of company training requirements in the short, medium and long term
3. Planning of advertising measures, applicant recruitment and acquisition of participants
4. Planning of cooperation with training networks, development partners and customers

5. Implementation of training and advanced training regulations
6. Planning of educational and training programmes and measures
7. Planning of the organisation of learning venues and learning media

(3) In the area of activity “Management processes and learning support”, the aim is to demonstrate the ability to develop company-based and vocational training processes in a way which is appropriate for the market and for customers, to calculate and promote such processes and place such processes on the market. Quality management instruments should be deployed in this regard. The following qualification contents may be examined within this framework.

1. Strategic management of training areas
2. Strategic planning of training products and training marketing
3. Management including controlling of vocational or operational training processes within the company
4. Quality management
5. Staff management, human resources management and development of team performance
6. Innovation and reorganisation management, development of new strategic approaches
7. Cooperation management
8. Financial planning using funding programmes and available funding

§ 8

Contents of the examination in the examination part of “Vocational teaching activities in VET areas”

(1) In the area of activity “Vocational education and training”, the aim is to demonstrate the ability to plan, organise and execute vocational training processes in a holistic manner and to secure and optimise the quality of such processes. The following qualification contents may be examined within this framework.

1. Plan vocational education and training in a selected training occupation recognised under public law according due consideration to business process oriented and work process integrated training
2. Development and organisation of cooperative training networks and service training
3. Learning support for trainees, in particular for such trainees as require additional psychological learning, youth welfare and socio-pedagogical assistance whilst according due consideration to intercultural aspects
4. Acquisition and selection of training and advice to companies
5. Testing and examination structure, including development of examination assignments in accordance with examination law as amended and according due consideration to new forms and

methods of examination

6. Management and training of skilled workers providing training

7. Establishment of a cost-effective business process for vocational education and training, quality assurance

(2) In the area of activity "Continuing training", the aim is to demonstrate the ability to plan, organise and execute company-based continuing training and continuing vocational training processes in a holistic manner and to secure and optimise the quality of such processes. The following qualification contents may be examined within this framework.

1. Development of innovative continuing training provision, analysis of continuing training requirements, product management

2. Learning support for employees in work processes, organisation of learning support including for those who are unused to learning

3. Coaching and training guidance within company change processes

4. Testing and examination structure, including development of examination assignments on the basis of public law advanced training regulations according due consideration to new forms and methods of examination

5. Organisation of continuing training inside and outside work processes including according due consideration to prevailing law

6. Management and training of full-time and part-time continuing trainers

7. Establishment of a cost-effective business process for company-based and extra-company continuing training, quality assurance

(3) In the area of activity "Human resources development and advice", the aim is to demonstrate the ability to identify existing professional, social and methodological competences within the company and to initiate and execute the further establishment and expansion of such competences. This further involves demonstration of the ability to plan and monitor relevant human resources development projects, the ability to promote cooperation within the company, the ability to analyse HR policy goals and tasks in a systematic and decisive fashion and the ability to present such goals and tasks. The analyses conducted in this regard should serve as a basis for the instigation of suitable measures to deploy staff in an effective and efficient manner, to support staff and to offer advice to management. The following qualification contents may be examined within this framework.

1. Development and deployment of concepts for competence development, skills analysis and training programmes

2. Taking account of the correlation between HR and organisational development

3. Structuring forms of work in a way which is conducive to learning

4. Involvement in the development of occupational development pathways; develop, introduce and implement target group specific support programmes

5. Appraise members of staff, identify and foster areas of employee potential

6. Advise management staff

§ 9

Contents of the examination in the examination part of "Special vocational teaching functions"

(1) The aim of the examination part "Special vocational teaching functions" is to demonstrate the ability to develop, plan, organise and execute the process of a specialist occupational and vocational teaching function within the scope of a specific project-based business case and to secure and optimise the quality of such a function. Within this process, highly specialised knowledge and company, professional, pedagogical, economic, target group specific and organisational aspects should be clearly weighed up and accorded due consideration.

Specialised occupational and vocational teaching functions encompass the following.

1. Teaching functions such as rehabilitation pedagogy, IT learning process support, tele-tutoring

2. Development or planning functions such as the development of training products, media development, innovation and funding product management with vocational education and training, training programme development, preparation of examination assignments

3. Management and leadership functions such as training management, management of training companies or divisions, training for training staff, training controlling, human resources development projects

4. Advisory functions such as training guidance, continuing training guidance, tele-coaching, training coaching

5. Examining and certifying functions such as examiner activities

Other specialised occupational and vocational teaching functions may be permitted insofar as such functions are equivalent to the functions stated above in terms of breadth and depth and insofar as such functions are within the scope of the tasks listed in § 1 Paragraph 2 No 2 above.

§ 10

Credit transfer for other examination achievements

(1) 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.

(2) Candidates who have successfully completed the final advanced training examination leading to the qualification of Certified Vocational Educator for Initial and Continuing Training will upon application be exempted from the examination in the areas of activity § 3 Paragraph 2 Nos. 1 and 2 and Paragraph 3 No. 1.

§ 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. In the examination part of "Core processes in vocational education and training", a mark should be awarded on the basis of the points scores from situational tasks pursuant to § 4 Paragraph 1 and these should be accorded equal weighting.

(3) In the examination part "Vocational teaching activities in VET areas", a mark should be awarded on the basis of the points scores from the written and oral examinations pursuant to § 5 Paragraphs 2 and 3 and these should be accorded equal weighting.

(4) In the examination part "Special vocational teaching functions", a points score should be arrived at from the results of the presentation and

the specialist oral examination and these should be accorded equal weighting. This points score and the points score of the project should be combined to form a single mark.

(5) 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 1 must be repeated for the repeated examination if the examination has not been passed in accordance with § 6 Paragraph 2 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 in accordance with the previous regulations.

§ 14

Entry into force

The present Ordinance enters into force on 1 September 2009.

Bonn, 21 August 2009

Federal Minister of Education and Research
Annette Schavan

Annex 1
(to § 11 Paragraph 5)

Sample

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

Certificate

for the examination leading to the recognised advanced training qualification of
Certified Vocational Educator

Mr./Ms.

born on in

has passed the examination leading to the recognised advanced training qualification of

Certified Vocational Educator

The examination was conducted in accordance with the Ordinance of 21 August 2009 (Federal Law Gazette, BGBl., I p. 2927) on the Examination leading to the recognised advanced training qualification of Certified Vocational Educator.

Date

Signature(s)

(Seal of the competent body)

Sample

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

Certificate

for the examination leading to the recognised advanced training qualification of
Certified Vocational Educator

Mr./Ms.....

born on in

has passed the examination leading to the recognised advanced training qualification of

Certified Vocational Educator

The examination was successfully completed in accordance with the Ordinance of 21 August 2009 (Federal Law Gazette, BGBl., I p. 2927) on the Examination leading to the recognised advanced training qualification of Certified Vocational Educator. The following results were achieved*:

	Points	Mark
I. Core processes of vocational education and training	
Learning processes and learning support	
Planning processes	
Management processes	
II. Vocational teaching activities in VET areas	
Vocational education and training	
Continuing training	
Human resources development and advice	
Specialist oral examination	
III. Specialised vocational teaching functions	
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

Signaturet(s)

(Seal of the competent body)

*) Evaluations are based on the following points scheme: