

VET IN PRACTICE – COMPACT

Training regulations and how they are developed

9th edition



Federal Institute for
Vocational Education
and Training

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Maria Zöller, Barbara Lorig
in collaboration with Dr Tina Schieder, Thomas Borowiec

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Preface

“Everything flows”. No one has ever expressed more succinctly than the Greek philosopher Heraclitus how constant processes of growth and decay leave such a mark on us. This applies to life in general and is just as true of the realms of economics, politics and human communities, too. Against this background, it is possible to understand how vocational education and training, an elemental part of society, is also in a permanent state of flux. Training regulations need to be developed or revised on a regular basis in order to make new provisions binding, transparent and sustainable.

What is the specific nature of the procedure that establishes or modernises a training occupation? And which stakeholders participate? The main section of this publication describes the various stages involved. These encompass the preliminary process in which benchmarks are stipulated, the main part of the procedure during which the regulatory instruments are drawn up, and the final step leading to enactment of the training regulations with the agreement of all stakeholders (“consensus principle”).

The sequence of such a regulatory procedure is embedded in the regulatory policy framework governing dual vocational education and training in Germany, and the present brochure provides an introduction to this. Our publication then comes full circle in its third section, which focuses on the measures initiated by the Federal Institute for Vocational Education and Training (BIBB) to support training practice.

I hope that the brochure will be enjoyed by all readers seeking greater familiarity with the important conditions that determine the ongoing stability and effectiveness of the training system.

Professor Friedrich Hubert Esser
President

1 Dual vocational education and training in Germany

In 2021,¹ around 473,000 new contracts were concluded for training in the dual system in Germany (cf. BIBB 2022a, p. 9).

The statutory foundations of the dual system of vocational education and training (VET) in Germany are the Vocational Training Act (BBiG) or the Craft and Trades Regulation Code (HwO) and the education laws of the federal states.² These have formed the regulatory policy framework for training in the “dual system” for over 50 years.

This system is described as “dual” because training is mainly conducted at two learning venues, the company and the vocational school. Companies providing training and vocational schools fulfil a joint educational remit within the scope of vocational education and training. Extra-company vocational education and training, which may take place in VET institutions outside the vocational schools and companies, is another possible learning venue. Pursuant to § 2 Paragraph 2 BBiG, the learning venues collaborate in the implementation of vocational education and training (cooperation between learning venues).

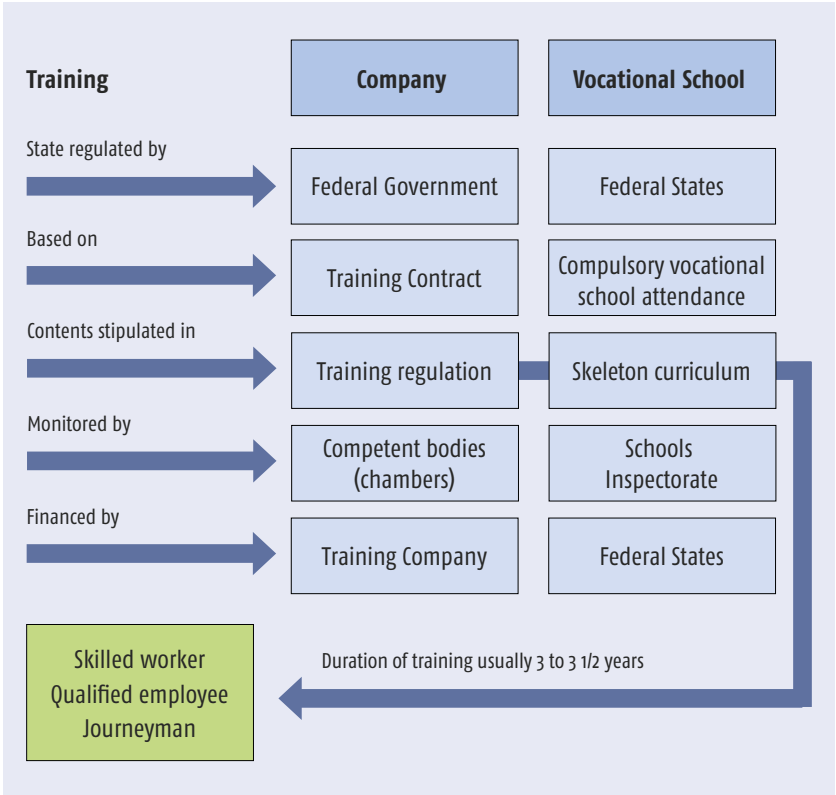
Access to VET in accordance with the BBiG/HwO is not formally linked to any particular school-leaving qualification. The fundamental principle is that training is open to everyone. Young people conclude a training contract with a company providing training. Under the terms of this contract, they are employed as a trainee and undergo training in a “recognised training occupation pursuant to the BBiG/HwO”.

1 These training contracts newly concluded in 2021 are distributed across the various areas of responsibility as follows. Trade and industry: 259,380 contracts. Craft trades: 136,101. Liberal professions: 47,181. Public sector: 14,184. Agriculture: 14,247. Housekeeping: 1,857. Maritime sector: 108. (cf. BIBB 2022a, p. 37f.)

2 The BBiG does not apply to specialist healthcare professions (e.g. nursing professions) governed by federal law. It also does not cover vocational education and training at vocational schools, which are subject to the education laws of the federal states. For this reason, the present brochure does not consider these areas of training.

Dual training is organised by the Federal Government, the federal states and the social partners (representatives of the employers and employees). The Federal Government stipulates the framework for company-based VET by passing laws and ordinances. As representatives of the interests of the employees, the trade unions are accorded far-reaching rights of co-determination in the execution of VET via the Labour Management Relations Act and the Staff Representation Act. The employer associations represent the interests of the companies, at which the company-based component of VET takes place on the basis of the training regulations that have been drawn up and in accordance with general training plans. On the federal state side, a skeleton curriculum for teaching at the vocational school is adopted by the Standing Conference of the Ministers of Education and Cultural Affairs of the Länder in the Federal Republic of Germany (referred to in abbreviated form as the Conference of the Ministers of Education and Cultural Affairs, KMK) (see Figure 1).

Figure 1: Duality of vocational education and training



Source: own representation

The results achieved in the regulatory procedure have their foundations in what is known as the consensus principle, i.e. agreement on the part of all stakeholders involved in the process with the contents developed.

Following completion of VET in the dual system, higher vocational education and training offers³ the opportunity to pursue a professional career pathway. Advanced training qualifications extending up to master's level are available in the form of the three stages of advanced training of "Certified Professional Specialist", "Bachelor Professional" and "Master Professional" (cf. § 53a BBiG). In light of a world of work that is constantly changing, the aims of higher vocational education and training are to expand employability skills and to facilitate professional advancement. It therefore serves the purpose of helping to secure a supply of skilled workers. Examples of advanced training qualifications under the BBiG/HwO include "Bachelor Professional in Media", "Bachelor Professional in Dairy Technology" and "Master Professional in Business Management according to the Vocational Training Act".⁴ Alongside these advanced training qualifications pursuant to the BBiG/HwO, there is also the possibility of acquiring advanced training qualifications which have their basis in regulations issued by a competent body or in federal state laws.

1.1 The regulatory policy framework for dual training in Germany

Vocational Training Act (BBiG)

The Vocational Training Act is the legal foundation for dual training in Germany and defines the requirements made of training. According to § 1 Paragraph 3 BBiG, the purpose of initial vocational education and training is

“to impart, through a systematic training programme, the vocational skills, knowledge and abilities (occupational proficiency) necessary to engage in a form of skilled occupational activity in a changing world of work. It must also facilitate acquisition of the required occupational experience” (§ 1 Paragraph 3 BBiG).⁵

3 The term “higher vocational training” was introduced in the revised BBiG, which entered into force on 1 January 2020.

4 Detailed information on advanced training regulations of the Federal Government is available in the BIBB brochure “Fortbildungsordnungen und wie sie entstehen” [*Advanced training regulations and how they are developed*]: <https://www.bibb.de/dienst/publikationen/en/19197> (status: 30/05/2025).

5 All quotations have been translated by GlobalSprachTeam.

This is the only way in which training programmes can meet the demands of a labour market which is in a constant state of flux.

Because professional knowledge acquired once is not sufficient for the entire duration of working life, an additional aim during training is to stimulate readiness for ongoing learning in order to react appropriately to the changes and new challenges arising in the workplace. It is becoming increasingly significant within training to develop social competence and further personal competencies alongside professional knowledge and skills.

These competency dimensions also constitute the foundation of the German Qualifications Framework (DQR). The DQR represents the national implementation of the European Qualifications Framework (EQF) and encompasses all qualifications in the German education system in a cross-cutting manner. Its objectives are to facilitate orientation in the German education system and to assist with the comparability of German qualifications in Europe.⁶

The DQR contains eight reference levels, to which formal qualifications from general education, higher education and vocational education and training have been aligned.⁷ Qualifications are described in specific terms on the basis of the categories of “professional competence” and “personal competence”. These are each once again respectively divided into two more specific sub-categories (professional competence = knowledge and skills, personal competence = social competence and autonomy). The concept of competence is at the heart of the DQR.

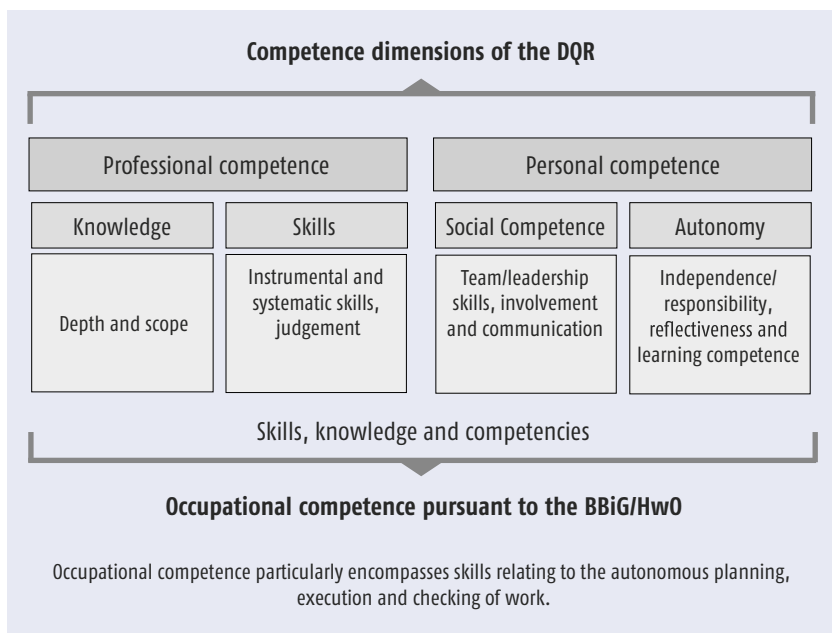
“In the DQR, the term competence depicts the ability and readiness of the individual to use knowledge, skills and personal, social and methodological competencies and conduct himself or herself in a considered and individually and socially responsible manner. Within this context, competence is understood to refer to comprehensive ability to act (“umfassende Handlungskompetenz”)" (AK DQR 2011, p. 4).

In 2014, the VET stakeholders arrived at a consensus that the definition of competence used in the DQR reflects the occupational proficiency to which reference is made in the BBiG (see Figure 2).

6 Further information on the German Qualifications Framework may be found at: <https://www.dqr.de/dqr/en>.

7 The three and three-and-a-half year training occupations in the dual system are aligned to reference level 4 of the DQR, whilst the two-year programmes are localised at level 3.

Figure 2: Competence dimensions of the DQR and occupational and employability skills pursuant to the BBiG/HwO



Source: HA DES BIBB 2016, p. 3

The entry into force of the Vocational Education and Training Modernisation Act in 2020 represents a further development of the legal framework, so that (initial) VET continues to provide an attractive option in the future. The key new elements contained in the updated BBiG of 2020 include the introduction of a minimum allowance for trainees, the strengthening and further development of higher vocational training and improvement of permeability. There are also new features with regard to examinations. In this case, the general conditions for legally valid examinations and the degrees of flexibility in respect of deployment of examiners were both expanded.

Training regulations with general training plans and skeleton curricula

Occupationally specific training regulations form the regulatory framework for the respective training programmes in the dual system in conjunction with general training plans and skeleton curricula and thus also play a major role alongside

the Vocational Training Act. They constitute the foundation for training practice in the company and at the school.

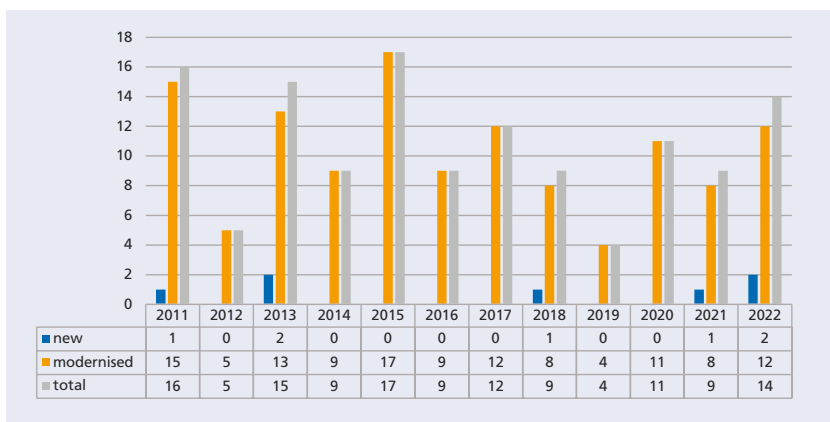
- ▶ Pursuant to § 5 Paragraph 1 BBiG, the training regulations stipulate the title of the recognised training occupation, duration of training, the training profile, the general training plan and the examination requirements. The general training plan contains the learning contents and learning objectives of the training regulations and sets out how the imparting of skills, knowledge and competencies should be structured in terms of content and time.
- ▶ The skeleton curriculum for vocational school teaching is developed by the experts of the federal states (skeleton curriculum committee) in coordination with the new training regulations and the general training plan.

According to the Register of Recognised Training Occupations, a total of 327⁸ state-recognised training occupations pursuant to the BBiG/HwO were available for selection for training in the dual system in 2022. Obsolete occupations have been removed over the course of time in accordance with technical, economic and societal developments. By the same token, numerous training occupations have been modernised and brought up to speed. New training occupations have been created, too. Two new occupations and twelve modernised occupations entered into force on 1 August 2022.⁹ This means that a total of 123 training regulations had been modernised between 2011 and 2022. Seven new training occupations were created during the same period (see Figure 3).

8 Ship mechanic is the only training occupation in the maritime sector. Despite not being governed by the BBiG, it is considered to be a “comparable company-based training programme”. No training data relating to the maritime sector has been collected within the scope of the Vocational Education and Training Statistics since 2008. The reasons for this include very low trainee numbers (cf. BIBB 2022b, p. 431). Further information on this training programme may be found at: https://www.bibb.de/dienst/berufesuche/de/index_berufesuche.php/profile/apprenticeship/smech999 (status: 30/05/2025).

9 More information on new and modernised training occupations for 2022 is available at: https://www.bibb.de/dienst/berufesuche/de/index_berufesuche.php/new_modernised_occupations_by_year/2022 (status: 30/05/2025).

Figure 3: New and modernised training occupations 2011–2022



Source: Verzeichnis der anerkannten Ausbildungsberufe, [Register of Recognised Training Occupations] BIBB, various years. URL: <https://www.bibb.de/de/65925.php> (status: 30/05/2025); own representation

1.2 The Federal Institute for Vocational Education and Training (BIBB)

The Federal Institute for Vocational Education and Training (BIBB) was founded in 1970 on the basis of the Vocational Training Act of 1969 to act as an institute for research, development and promotion of extra-school vocational training. Today's BIBB has strategic management offices, a central department, four specialist divisions and is also home to the National Agency "Education for Europe". It is the recognised Centre of Excellence for research into and further development of initial and continuing VET in Germany.¹⁰ BIBB has two executive bodies. The President is the head of the institute and represents it externally, whilst the Board advises the Federal Government in all fundamental issues relating to vocational education and training in its capacity as a statutory consultative body. The BIBB Board comprises representatives of the employers, the trade unions, the federal states and the Federal Government, all of whom have equal voting rights (the four "benches").¹¹

10 For further information on BIBB, see <https://www.bibb.de/en/index.php> (status: 30/05/2025).

11 More information on the BIBB Board is available at: <https://www.bibb.de/en/463.php> (status: 30/05/2025).

The two executive bodies are advised in turn by the Research Council. The advisory tasks of the Research Council include statements and recommendations relating to the research conducted by BIBB, particularly with regard to the research programme, BIBB's cooperation with universities and other research institutes and the annual reports BIBB publishes on the results of its research (cf. § 94 BBiG).¹² In accordance with its statutory remit (§ 95 BBiG), the Committee for Issues Affecting Disabled Persons also advises BIBB on the tasks the institute undertakes in the area of VET for disabled people.¹³

One of the main tasks of the Federal Institute for Vocational Education and Training is to “act in accordance with directives issued by the relevant federal ministry [...] in involving itself in the preparation of training regulations and other legal ordinances” (unique characteristic of BIBB pursuant to § 90 Paragraph 3 No. 1 BBiG). The procedure for the coordination of training regulations and skeleton curricula is governed by an agreement concluded between the Federal Government and the federal states in 1972 (“Joint Results Protocol”).

Further tasks of BIBB include the following.

- ▶ Involvement in the preparation of the annual Report on Vocational Education and Training produced by the Federal Ministry of Education and Research (BMBF)
- ▶ Assistance with the management of the Vocational Education and Training Statistics prepared by the Federal Statistical Office
- ▶ Funding of pilot projects including evaluation research
- ▶ Involvement in international cooperation in vocational education and training
- ▶ Performing further administrative tasks undertaken by the Federal Government to promote vocational education and training
- ▶ Funding of inter-company training centres and support for the planning, establishment and further development of these institutions
- ▶ Keeping the Register of Recognised Training Occupations
- ▶ Performing the tasks described in the Act for the Protection of Distance Learning and contribution towards the improvement and expansion of distance vocational learning by promotion of development projects.

12 For further information on the BIBB Research Council, see: <https://www.bibb.de/en/462.php> (status: 30/05/2025).

13 More information on the Committee for Issues Affecting Disabled Persons is available at: <https://www.bibb.de/en/38.php> (status: 30/05/2025).

1.3 Stakeholders in vocational education and training practice

The most important stakeholders or learning venues for the implementation and coordination of vocational education and training are the companies and their training staff, the vocational schools and their teachers and the competent bodies and their staff.

Companies and competent bodies

Company-based initial VET is uniformly regulated at a national level by the Vocational Training Act. Responsibility for the execution and structuring of vocational education and training at companies rests with the companies themselves. Numerous possibilities and areas of leeway are available to them. Alongside the provision of company-based training, training content which cannot be offered by the company actually responsible for providing training (for technical, economic or human resources reasons) may, for example, be imparted in inter-company training centres or in the form of cooperative training delivered in conjunction with other companies. The contents stipulated in the training regulations constitute minimum standards. For this reason, every company has the opportunity to address further topics within training and to offer and teach additional qualifications to trainees. The law also allows for training regulations to include the imparting of additional qualifications.¹⁴ These complement vocational proficiency and expand skills, knowledge and competencies. Additional qualifications are separately tested and certified in the final examination.

A company's capability to provide VET depends on whether its training premises are suitable for initial training and on whether it employs trainers with the appropriate personal and professional skills. The supervision of this "capability" is the responsibility of the competent bodies.

The execution of VET in private sector companies and at public bodies is monitored by the "competent bodies". "Competent bodies" are designated as being the chambers¹⁵ (i.e. the chambers of commerce and industry, the chambers of crafts and trades, the chambers of agriculture and the chambers representing the

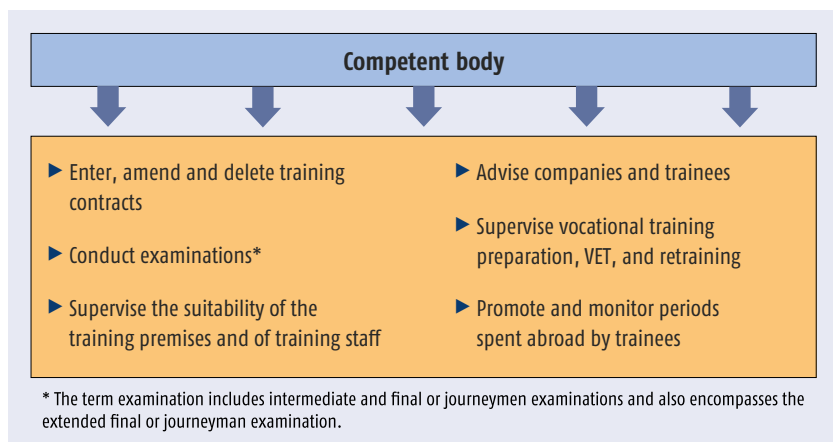
14 When the dual training occupation of specialist retail assistant for the music branch was updated in 2009, additional qualifications were included in the regulatory instruments for the first time. Additional qualifications now exist in 21 training occupations (cf. BIBB 2022a, p. 59f.).

15 All companies within a certain sector are compulsory fee-paying members of a chamber. Decisions are made by a plenary assembly elected by all chamber members. Chambers are subject to legal scrutiny by a supreme federal state authority, usually the ministries of economic affairs.

liberal professions, such as the medical councils), the competent bodies within the public sector and the competent bodies of the churches and of other religious communities governed by public law. According to the Vocational Training Act, the competent bodies have the following tasks:

- ▶ Monitor vocational training preparation, VET, and retraining.
- ▶ Maintain the register of VET contracts¹⁶ (referred to in the craft trades sector as the “role of apprentices”).
- ▶ Advise companies on all issues relating to training via training advisors.
- ▶ Monitor the suitability of training staff and of the training premises.
- ▶ Conduct intermediate and final examinations or journeyman examinations.
- ▶ Assist with and support periods of training spent abroad (see Figure 4).

Figure 4: Tasks of the competent body in the implementation and monitoring of vocational education and training



Source: own representation

According to the Vocational Training Act (§ 77), the competent bodies are required to establish VET committees made up of six representatives each from the trade unions and the employers and six vocational school teachers (with an advisory vote). The VET committees must be notified and consulted on all important matters relating to vocational education and training. Within the scope of the Vocational Training Act, VET committees are also required to focus on achieving a continuous development of quality of vocational education and training.

16 In order to ensure the completeness and current validity of this register, companies providing training are mandatorily required to report all training arrangements or contracts to their chamber.

The vocational school as a partner in dual VET

Companies providing training and vocational schools have a joint educational remit. Within the meaning of § 2 Paragraph 2 BBiG, both learning venues are involved in the implementation of VET. In their capacity as learning venue partners, the task of vocational schools is to facilitate the acquisition of occupational proficiency by trainees. Occupational proficiency encompasses professional and personal competence and is reflected in the readiness and ability of an individual person to conduct himself or herself in an appropriate, considered and individually and socially responsible manner in occupational, social and private situations. “They enable the exercising of an occupation and the assumption of social, economic and ecological responsibility for helping to shape the world of work and society” (cf. KMK 2021b, p. 2).

Regular vocational school attendance is required for achievement of the training objective. The scope of teaching at a vocational school includes at least ten hours per week and consists of occupationally-related and cross-cutting instruction. As well as including occupational learning contents, teaching at vocational schools also expands general education. Skeleton curricula for occupationally-related teaching are used at vocational schools for all recognised training occupations.

With regard to the organisation of vocational school teaching, locations of specialist classes in the federal states are stipulated depending on the local situation in respect of the individual training occupations. In some cases, such classes are also formed across more than one state if training occupations exhibit only a small number of trainees. Teaching is delivered once a week on a part-time basis or in the form of scheduled blocks depending on local circumstances.¹⁷

The KMK Foreign Languages Certificate, which provides evidence of acquisition of knowledge on the basis of the Council of Europe’s “Common European Framework of Reference for Languages”, may be obtained at vocational schools under certain conditions. Depending on prior learning, further school-leaving qualifications such as the lower secondary school certificate, the intermediate secondary school certificate or a university of applied sciences entrance qualification may also be acquired (cf. KMK 2021b, p. 6f.).

17 For further information on the vocational school as a learning venue in dual vocational education and training, see: <https://www.kmk.org/themen/berufliche-schulen/duale-berufsausbildung/berufsschulen.html> (status: 30/05/2025).

2 The regulatory procedure or “How training regulations are developed”

Within the scope of regulatory procedures, a distinction initially needs to be drawn between modernisation of an existing recognised training occupation pursuant to the BBiG/HwO, on the one hand, and, on the other hand, a first ordinance for a new BBiG/HwO training occupation which has not yet been governed nationally. Training occupations whose training regulations rescind a predecessor occupation¹⁸ are thus generally deemed to have been modernised. The term “new training occupation” is usually deployed to designate a training occupation in circumstances where no predecessor occupation is rescinded by the new training regulations (cf. FRANK/HACKEL 2016).

The reason for launching a regulatory procedure for the modernisation of an existing occupation is usually the observation that company practice within a training occupation is changing and undergoing further development. Digitalisation and sustainability are frequent examples of relevant changes in recent times. These developments also have impacts on the skills needs of qualified workers in the occupations concerned. The contents of training are revised and updated if the skills requirements are not met to the necessary extent within the existing training regulations or if certain qualifications are no longer needed.

New training occupations are developed, for example, if analyses of skills requirements reveal that no training occupation is yet in place for existing qualification needs that have been identified. If the results show that the criteria for recognition of a training occupation have been fulfilled, a regulatory procedure will normally be undertaken to draw up an initial ordinance for a new occupation

18 “Predecessor occupations according to the BBiG are state-recognised training occupations or training occupations that are acknowledged to be state recognised (see Index of Recognised Training Occupations). A predecessor occupation is cancelled when the training regulations cease to be in force or when relevant provisions previously stipulated for occupational profiles, VET plans and examination requirements are defined in the new training regulations as being ‘no longer applicable’ (Frank/Hackel 2016, p. 7). For further information (e.g. relating to amendment ordinances, pilot ordinances and special cases), see: <https://www.bibb.de/dienst/publikationen/en/7942> (status: 30/05/2025).

which was not previously governed nationally. Recognition criteria include the following:

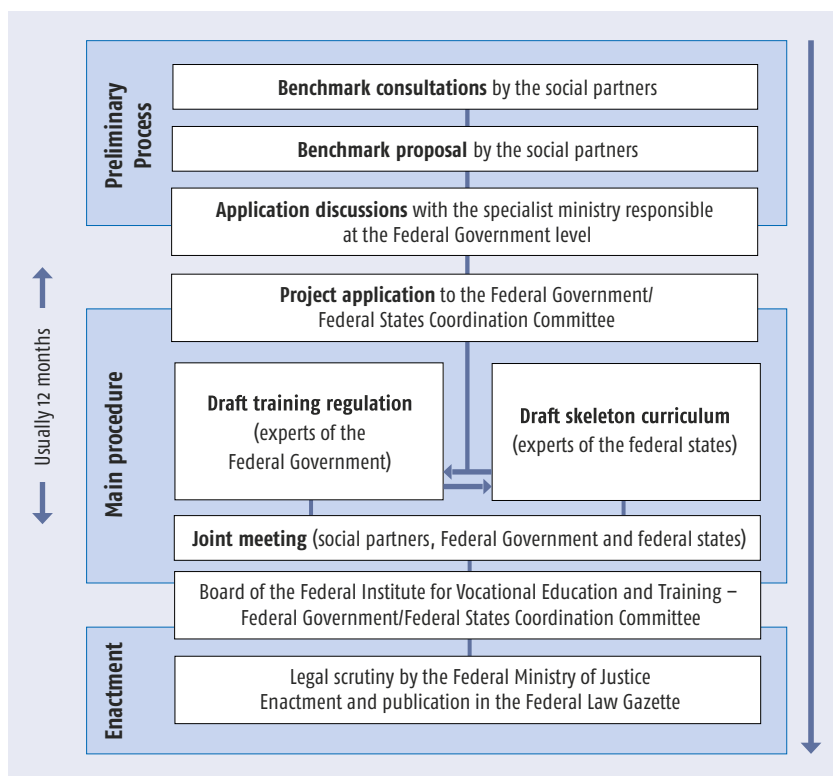
- ▶ a sufficient need for relevant qualifications
- ▶ sufficient differentiation from other training occupations
- ▶ the possibility to create a regulated training programme
- ▶ a foundation for advanced training and professional advancement (cf. BUNDESAUSSCHUSS FÜR BERUFSBILDUNG 1974)

In the case of modernisation of an occupation or development of a new occupation, due consideration must be accorded to the binding nature of the intended legal norm which stipulates the contents and objectives of training. It is also necessary to take the momentum of technical, economic and societal development into account. Defined minimum requirements in respect of the skills, knowledge and competencies to be acquired during training are described as learning outcomes and are set out in technologically neutral terms wherever possible.

The sequence of a regulatory procedure, in which the Federal Government, the federal states and representatives of the employers and employees are involved, is clearly stipulated. There are three stages to the procedure, and these will be presented in detail below. These three steps encompass the preliminary process in which benchmarks are stipulated, the main part of the procedure during which a training occupation is modernised or an initial ordinance for a new occupation is drawn up, and the final stage of enactment of the training regulations and publication in the Federal Law Gazette¹⁹ (see Figure 5). The training occupation of “qualified dental employee” will be taken as an example in order to show what this specifically means in terms of a description of the individual stages of the procedure. Such an approach will enable the reader to gain a clear insight into the complex issues and processes of a regulatory procedure.

19 Further information on regulatory procedures at BIBB are also available online at: <https://www.bibb.de/en/42.php> (status: 30/05/2025).

Figure 5: Sequence of a regulatory procedure



Source: BIBB, URL: <https://www.bibb.de/de/136147.php> (status: 30/05/2025)

2.1 Preliminary process and stipulation of benchmarks

The initiative for the modernisation of a specific training occupation or for the creation of a new occupation usually emanates from the specialist craft trade associations, from the umbrella associations of the employers, or from the trade unions. A preliminary investigation (field studies or brief expert surveys) is conducted by the BIBB in some cases in order to analyse the need for future qualifications.

The example of “qualified dental employee”

Training in the occupation of qualified dental employee was last updated in 2001. The occupational field underwent further development over a period of two decades, giving rise to the expectation of an adjustment of the skills, knowledge and competencies to be acquired during training.

In order to identify the modernisation needs of the training regulations, BIBB carried out a preliminary investigation between spring 2019 and summer 2020 on initiative of the social partners and following an instruction from the federal ministries responsible, in this case the Federal Ministry of Health and the Federal Ministry of Education and Research. This investigation was supported by a project council made up of representatives of the federal ministries and of the social partners and experts from company practice and from the KMK.

Company case studies, expert interviews and an online survey provided a basis for a meaningful evaluation of the current status of training and of the future requirements in respect of qualification contents and the structuring of training for qualified dental employees.

The results of the preliminary investigation showed that training contents needed to be updated in the light of aspects such as developments in the areas of science and technology and changes to statutory stipulations in respect of the conducting of hygiene measures, the preparation of medical devices and the use of radiation protection. A further aim was to accord due consideration to the growing complexity of work and processes at dental surgeries, to altered tasks in the areas of prophylactic care and coordination of work operations, to the increased alignment of surgery processes to computer-aided technologies, to digital communication and to more stringent requirements regarding documentation and quality assurance.²⁰

The first step in the preliminary process (following any preliminary investigation that may have been necessary) is for the social partners, i.e. the representatives of the employers and of the employees, to debate the benchmarks for the relevant training occupation and to arrive at a joint benchmark proposal.²¹ This benchmark proposal is also informed by the results of any advance investigation.

20 Detailed information on the preliminary investigation into the occupation of qualified dental employee and on its outcomes is available at: https://www.bibb.de/dienst/dapro/de/index_dapro.php/de-tail/2.2.325 (status: 30/05/2025).

21 Benchmark proposals may also be stipulated on the basis of the results of research projects or reports by BIBB or on the basis of a directive from the specialist ministry responsible.

Examples of the contents of benchmark proposals are as follows.

- ▶ The future title of the occupation
- ▶ Duration of training
- ▶ Structure of training
- ▶ Type of time structure
- ▶ Form of examination
- ▶ Catalogue of skills, knowledge and competencies (qualifications catalogue)

The umbrella organisations of the social partners (German Employers' Organisation for Vocational and Further Training and the German Confederation of Trade Unions) submit the benchmark proposal to the specialist ministry responsible – usually this will be the Federal Ministry for Economic Affairs and Climate Action²² – together with a request for scrutiny and for the scheduling of application discussions.

The application discussions centre on justifying the necessity for modernisation of the training occupation or for the drawing up of an initial ordinance for a new occupation and on expounding upon the benchmarks that have been proposed. In their capacity as a dual school partner, the federal states also participate in application discussions alongside the social partners and the Federal Government. The benchmarks are then finally jointly stipulated. The “Federal Government/Federal States Coordination Committee for Training Regulations/Skeleton Curricula”²³ gives its approval to the project application and to the instigation of the development phase. This means that the training occupation may be modernised or that a new training occupation may be created. The main procedure is subsequently instigated via a directive from the specialist ministry to BIBB.

22 Depending on the training occupation, the ministry responsible may, for example, also be the Ministry of Health or the Federal Ministry of Food and Agriculture.

23 The “Federal Government/Federal States Coordination Committee for Training Regulations/Skeleton Curricula” comprises representatives from the ministries responsible for vocational school teaching in all 16 federal states, from the Federal Ministry of Education and Research (BMBF) and from the relevant ministries responsible for the respective training regulations.

The example of “qualified dental employee”

The results of the preliminary investigation provided a basis for further consultations by the social partners on the updating application. In the application discussions, the employer and employee representatives²⁴ acted in conjunction with the participating ministries and with the involvement of the KMK and BIBB to define the benchmarks for the updating of the occupation of qualified dental employee in November 2020.

The following benchmarks were agreed:

- a. Occupational title: qualified dental employee
- b. Duration of training: 3 years
- c. Training structure: mono occupation without differentiation²⁵
- d. Form of examination: extended final examination²⁶
- e. Type of time structure: time allocations in weeks with separation into contents in which training takes place prior to and after the first part of the final examination
- f. Contents of training:

24 Experts of the social partners (German Employers' Organisation for Vocational and Further Training, German Chamber of Dentists, Federal Association of the Liberal Professions, the United Service Sector Union (ver.di), Association of Specialist Medical Professions) participated both in the preliminary investigation and in the updating procedure.

25 In the “training structure” benchmark, a distinction may be drawn between occupations without differentiation (mono occupations) and occupations with content differentiation (e.g. in the form of specialisms, main focuses or elective qualifications). Mono occupations describe closed training programmes with a qualification profile that does not formally exhibit any specialism. Training contents are identical for all trainees. A summary of structural models containing further information is available at: <https://www.bwp-zeitschrift.de/dienst/publikationen/en/17941> (status: 30/05/2025).

26 The revised BBiG of 2005 introduced a further type of examination for three-year and three-and-a-half year occupations in the form of the “extended final or journeyman examination”. This now stands alongside the traditional model of the “intermediate and final or journeymen examination”. In the case of this form of examination, the final or journeyman examination is divided into two parts (Part 1 and Part 2). Part 1 generally takes place at the end of the second year of training. The result makes up between 20 and 40 percent of the final mark depending on the stipulations contained in the examination requirements. Further information on the extended final or journeyman examination is available in the BIBB brochure “Prüfungen in der dualen Berufsausbildung”, URL: <https://www.bibb.de/dienst/publikationen/en/8276> (status: 30/05/2025).

Imparting of the following knowledge, skills and competencies

Key occupational profile positions²⁷

1. Recognise and comply with duties of confidentiality and professional stipulations
2. Care for patients individually
3. Provide information on prevention and health promotion, assist with prophylactic measures
4. Carry out hygiene measures
5. Prepare and authorise medical devices
6. Prepare dental diagnostic and treatment measures, provide assistance and help with follow-up measures
7. Carry out imaging procedures whilst according due consideration to radiation protection measures
8. Act in the case of medical emergencies and incidents
9. Organise work processes and implement quality assurance
10. Bill for dental services

Integrative occupational profile positions

1. Organisation of the company providing training, vocational education and training law, employment and collective wage agreement law
2. Environmental protection and sustainability
3. Health and safety at work
4. Digitalised world of work
5. Communication and cooperation

27 During the course of the updating procedure, minor adaptations were made. The benchmarks presented here represent the occupational profile positions finally agreed.

2.2 Main procedure for the modernisation of an existing recognised training occupation or for a first ordinance for a new training occupation

The main procedure forms the core of the regulatory work. This phase involves the development of a draft of the occupationally specific training regulation complete with a general training plan for the companies and the drawing up of a draft skeleton curriculum for the vocational schools which is coordinated with the training regulation.

Who are the participants in the regulatory procedure? Involvement of the experts of the Federal Government and of the federal states is of crucial significance in the regulatory procedure. BIBB makes an advance request to the umbrella organisations of the employers and the trade unions to appoint experts, who then act as Federal Government experts (representatives of company practice)²⁸ to prepare the modernisation of an existing training occupation or to draw up a first ordinance for a new training occupation in conjunction with BIBB, the specialist ministry issuing the ordinance and the BMBF in its role as a coordinating ministry. This approach ensures that the specialist occupational perspective can inform the process and that training contents and examination requirements are developed in a way which is oriented to work and business processes.

In a parallel process, federal state experts (skeleton curriculum committee) develop a skeleton curriculum for vocational school teaching in coordination with the work carried out by the experts of the Federal Government. The respective skeleton curriculum committee is supported by the Secretariat of the KMK. The KMK also takes on a lead-management role within the procedure and, in exactly the same way as the chair of the skeleton curriculum committee (i.e. the representative of the federal state selected for the respective procedure), acts as a point of contact for any content-related questions arising during the course of the work (cf. KMK 2021a, p. 5).

Four to six expert meetings are usually held to produce draft training regulations containing relevant paragraphs on aspects such as object, duration and structure of the vocational education and training and examination requirements. The company general training plan is attached to the training regulations as an annex.

28 Experts receive support from a coordinator with regard to overarching issues. These experts represent the interests of the respective social partners.

It includes the key occupational profile positions, the integrative occupational profile positions and the standard occupational profile positions. These constitute the minimum contents of the training. Training regulations are drawn up in accordance with structural stipulations, standards regarding wording etc. Consideration is also accorded to content-related aspects which, for example, have been set out consensually in Recommendations made by the BIBB Board.

The same number of skeleton curriculum committee meetings are generally needed in order to draw up the skeleton curriculum for occupationally related teaching at the vocational school. The skeleton curriculum is aligned to typical areas of occupational activity within the scope of a design concept based on learning fields. It is adopted by the KMK following coordination with the relevant training regulations issued by the Federal Government.

In addition to this, the experts involved in the procedure draw up the Europass Certificate Supplements for the respective occupation to be included with the final certificate. The Europass Certificate Supplements are also prepared in French and English in order to improve occupational mobility in Europe in particular and to facilitate cross-border applications.

An agreement is in place between the Federal Government and the federal states which states that the duration of the procedures should fundamentally be limited to approximately one year. The work of the experts should generally be completed no more than eight months after a resolution has been adopted by the Coordination Committee, the body which harmonises cooperation between the Federal Government and the federal states.

A joint meeting takes place at the end of the development phase, at which the experts of the Federal Government and of the federal states conduct final consultations on the two drafts and reach agreement with regard to harmonising time and content (known as a “correlation list”). This brings the main procedure to a conclusion.

The example of “qualified dental employee”

The social partners appointed experts and deputies from the field of practice to work on the development of the general training plan. A chair for the skeleton curriculum committee, who took part in the meetings of the federal experts, was appointed by the federal states. In return, the BIBB project spokesperson participated in the meetings of the skeleton curriculum committee in an advisory capacity in order to ensure mutual transfer. The parallel development of the general training plan and of the skeleton curriculum took place at expert meetings of the Federal Government and of the federal states during the period from March to September 2021. All meetings were staged in the form of video conferences because of the coronavirus pandemic.

The agreed benchmarks served as a basis for inclusion in the new training regulations of contents which, for example, focused more closely on individual patient care. The preparation of medical devices, which was regulated in detail in a separate occupational profile position entitled “Prepare and authorise medical devices”, was a further new addition to the ordinance.

Components of training which remain in place include support and assistance in recording patient histories and during dental treatments, the explanation of measures relating to patient care and to implementation and follow-up of patient examinations, the preparation of X-rays, involvement in quality assurance, organisation and administration of the surgery and billing for services provided.²⁹

The extended final examination was introduced as a new examination form. This replaces the old provisions for an intermediate and a final examination.

The areas of carrying out hygiene measures, preparing medical devices and receiving and registering patients are covered in Part 1 of the extended final examination. The focus of Part 2 of the extended final examination is on the areas of assistance in and documentation of dental treatments, organisation of administrative processes, billing of services and business and social studies.

29 The training regulations, the general training plan and the skeleton curriculum are available on BIBB's web pages on the occupation at: https://www.bibb.de/dienst/berufesuche/de/index_berufesuche.php/profile/apprenticeship/zfa22 (status: 30/05/2025).

2.3 Concluding procedure and enactment of the training regulations

In the concluding phase of a regulatory procedure, the draft ordinance agreed is subjected to legal scrutiny by the Federal Ministry of Justice³⁰. Once this has taken place, the draft ordinance and the skeleton curriculum for vocational school teaching adopted by the KMK are both forwarded to the BIBB Board in order to request an opinion. A positive response from the Board and consent from the Federal Government/Federal States Coordination Committee constitute the recommendation to the Federal Government that the training regulations should be enacted in the form submitted. The ministry responsible then enacts the training regulations with the agreement of the BMBF and publishes them in the Federal Law Gazette. The date of entry into force of the modernised training is usually stipulated as the commencement of the following training year, i.e. 1 August.

The example of “qualified dental employee”

Legal scrutiny by the Ministry of Justice took place following preparation of the draft training regulation. The work of the experts of the Federal Government ended in November 2021 with a joint meeting of those involved in the procedure. The Federal Government, the federal states and the social partners all gave their consent to the new training regulations, to the Certificate Supplement and to the skeleton curriculum in the Federal Government/Federal States Coordination Committee and a meeting of the BIBB Board held in December 2021. The training regulation and general training plan were published in the Federal Law Gazette³¹ in March 2022 as well as the skeleton curriculum³² of the KMK.³³

30 Legal scrutiny encompasses checking compliance with the form and structure of laws and ordinances.

31 See “Announcement of the Ordinance on Vocational Education and Training in the Occupation of Qualified Dental Employee together with the Skeleton Curriculum”, URL: <https://www.bundesanzeiger.de/pub/publication/EdEb0Jew14pYVjEBaXT/content/EdEb0Jew14pYVjEBaXT/BAAnzAT%2017.05.2022%20B3.pdf?inline> (status: 30/05/2025).

32 See “Skeleton Curriculum for the Training Occupation of Qualified Dental Employee”, URL: <https://www.kmk.org/fileadmin/Dateien/pdf/Bildung/BeruflicheBildung/rlp/ZFA-EL-21-12-17.pdf> (status: 30/05/2025).

33 All important information is available on the BIBB website page on the occupation, see: https://www.bibb.de/dienst/berufesuche/de/index_berufesuche.php/profile/apprenticeship/zfa22 (status: 30/05/2025).

2.4 Current developments in regulatory work

A number of changes and innovations relating to all aspects of the topic of regulatory procedures have occurred over recent years. Findings of relevance to regulatory work have also emerged, and products and support materials have been developed. Three current developments will be presented here as examples. These are the entry into force of the four modernised standard occupational profile positions, the development of a competency tool box for international employability skills and findings in respect of the possibilities and limitations of regulatory procedures held in a virtual format.

2.4.1 Four modernised standard occupational profile positions

Competencies with regard to dealing with sustainability and digitalisation are indisputably important aspects of occupational activity. In April 2020, the BMBF, the Federal Ministry for Economic Affairs and Climate Action³⁴, the employer associations, the trade unions, the chamber organisations, the federal states (via the federal state representatives on the BIBB Board and in the KMK) and BIBB all agreed on the following four standard occupational profile positions:

- ▶ Organisation of the company providing training, vocational education and training law, employment and collective wage agreement law
- ▶ Health and safety at work
- ▶ Environmental protection and sustainability
- ▶ Digitalised world of work

“Standard occupational profile positions are educational policy governance instruments that are regulated in the training regulations in the general training plan. They are imparted across the entire course of training and should be viewed as minimum requirements. This means that all companies providing training need to ensure that they are taught and that they are addressed in the company training plan. Their consideration as a minimum standard across all training regulations sends out an important educational policy signal to all institutions and stakeholders involved in vocational education and training” (HA DES BIBB 2020, p. 1).

Use of the four new standard occupational profile positions as minimum requirements is binding in all modernised and newly developed training occupations pursuant to the BBiG/HwO which have entered into force since 1 August 2021. Depending on occupationally specific or sector-specific characteristics and if required, they may be expanded within key occupational profile contents as part of

34 Renamed the Federal Ministry for Economic Affairs and Climate Action with effect from 08/12/2021.

the regulatory procedures. In accordance with a Recommendation of the BIBB Board, the four new standard occupational profile positions should also be imparted in an integrative way in all other training programmes pursuant to the BBiG/HwO that have not currently been modernised (cf. HA DES BIBB 2020, p.1). The individual standard occupational profile positions will be briefly outlined below (cf. BIBB 2021a).³⁵

Organisation of the company providing training, VET, employment and collective wage agreement law

Aspects such as knowledge of structure and organisation of the training company, of vocational education and training and of collective wage agreement law are key minimum contents of all training regulations. Contents of the new standard occupational profile positions also include the components of the training contract, the tasks of staff representative bodies within the company providing training and a trainee's own opportunities for continuing professional development.

Health and safety at work

The contents of the standard occupational profile position of “health and safety at work” are a fundamental prerequisite for secure actions in a trainee's own workplace. This particularly includes dealing with potential sources of work-specific hazard and observance of ergonomic ways of working. Knowledge of measures relating to topics such as the avoidance of mental and physical stress is also an object of this standard occupational profile position covering all aspects of health and safety in the workplace.

Environmental protection and sustainability

The topic of sustainability is also of prominent significance and of overall societal relevance. One of the aims of the standard occupational profile position of “environmental protection and sustainability” is to ensure sustainable actions in the work environment in all training occupations and the according of due consideration to economic, ecological and social aspects.

Digitalised world of work

Dealing with digital media and data in a conscious way, taking account of data security and data privacy and the ability to procure and check information are all

35 More detailed information on the standard occupational profile positions is provided by the BIBB publication “Vier sind die Zukunft”: <https://www.bibb.de/dienst/publikationen/en/17281> (status: 30/05/2025).

indispensable in a digitalised world of work. However, consideration also needs to be given to communication and social skills in relation to societal diversity and mutual respect in the digitalised world of work. Although the latter requirements are not exclusively directed at digital cooperation, they are particularly important within this context in terms of effective collaboration in a virtual space (cf. BIBB 2021b, p. 6). Learning and work techniques and methods of self-directed learning are also stipulated contents of this standard occupational profile position (cf. BIBB 2021b, p. 14).³⁶

All four standard occupational profile positions are always closely correlated with the occupationally-specific contents of a training occupation. The standard occupational profile positions are linked in with these contents and are imparted in practice in an integrative manner, i.e. throughout the whole of the duration of training (cf. BIBB 2021b, p. 5).

2.4.2 International occupational skills in training regulations – competency tool box for regulatory work

BIBB has established its first “competency tool box” to aid with the integration of international occupational skills into training regulations. This instrument comprises comprehensive, specific and practically oriented support provision for the development of training regulations. Its creation took account of academic research concepts, practical examples and expert evaluations which had undergone further development against the background of regulatory specific stipulations.

The result is a competency tool kit which provides options for the formulation of the three dimensions of international occupational skills – international professional competencies, intercultural competencies and foreign language skills. The tool box contains several possible occupational profile positions for each of the three dimensions. These have been legally scrutinised and include the skills, knowledge and competencies to be imparted. The tool box should be viewed as a source of ideas. The wordings may be used voluntarily and flexibly and may be modified depending on requirements.

The tool box thus offers the following opportunities and areas of potential in regulatory procedures.

36 Further information and explanations of the four standard occupational profile positions are available at: <https://www.bibb.de/en/134898.php> (status: 30/05/2025).

- ▶ **“Agenda setting – reflection on the international alignment of the target occupation and a corresponding establishment of competency**

The competency tool box offers an incentive to reflect explicitly upon the occupationally specific need for international skills during a preliminary or updating procedure and to place this topic on the agenda.

- ▶ **Content support for experts**

If a need is identified, the competency tool box supports the curricular development work of the experts by indicating the various competency dimensions and possible occupational profile positions together with the skills, knowledge and competences to be imparted.

- ▶ **Transparency and standardisation**

The tool box is able to support the nationally standardised and transparent imparting of international occupational skills in vocational education and training. Depending on acceptance by the experts, relevant standards can emerge in a bottom-up process.

- ▶ **Contribution towards increasing the attractiveness of vocational education and training**

Promoting the internationalisation of the VET system helps to increase the attractiveness of vocational education and training” (HOLLMANN et al. 2022, p. 23).³⁷

2.4.3 Virtual further development in regulatory procedures

Up until the coronavirus pandemic, all expert meetings in the regulatory procedure took place on a face-to-face basis. The pandemic has necessitated the identification of other meeting formats over recent years. This is because face-to-face events have not been possible for reasons of infection control. The BIBB project “Virtual further development of the procedure for the updating of recognised training occupations” looked at whether virtual formats are generally suitable for the drawing up of draft regulations. It also investigated which virtual instruments can be deployed as aids and considered the opportunities and challenges that are inherent in a virtual approach to this work. The piloting took place during ongoing regulatory procedures so that the level of acceptance of stakeholders involved could be gauged at the same time (cf. REUTER et al. 2022, p. 5).

The project concluded that face-to-face expert meetings were still preferable to meetings held exclusively virtually. Although experiences showed that the use of

37 Further information on the competency tool box and on its specific implementation is available at: <https://www.bibb.de/de/155594.php> (status: 30/05/2025).

virtual formats can be beneficial, there are also limitations when all stakeholders involved with the preparation of training regulations only cooperate virtually. The personal networking and social interaction that occur during the development process are, for example, irreplaceable. Especially given the increasing complexity and controversy associated with the circumstances that need to be clarified, the recommendation is that meetings should be staged on a face-to-face basis. This applies in the case of large groups, too. It is also necessary to gain insights into company processes and tasks. Audio presentations providing fundamental information on regulatory work that help with the preparation of updating procedures were developed within the scope of the project and proved to be effective (see Chapter 3.2 “BIBB web pages on occupations”). Four brief explanatory videos were created following the project. These present the complex updating procedure in a lucid way and showcase the role of the experts in particular.

In contrast to the expert meetings, the virtual format remains a viable way of conducting editorial meetings for the preparation of the implementation guides that appear in the “Structuring training” series of publications (cf. REUTER et al. 2022, p. 5).³⁸ This is because the group of persons is small, and participants already know one another from the regulatory procedure. Also, no educational policy decisions need to be taken.

38 Further information on the project and its results is available at: https://www.bibb.de/dienst/dapro/de/index_dapro.php/detail/2.2.356 (status: 30/05/2025).

3 Support for training practice via BIBB

3.1 BIBB “Ausbildung gestalten” series of publications – implementation guides for training practice

The implementation of new or modernised training regulations into practical training places high demands on everyone involved in the process at the companies, the vocational schools, the inter-company training centres and the competent bodies, as well as on the trainees themselves. The “Ausbildung gestalten” series of publications produced by BIBB supports trainers in their daily work and gives practical tips for the planning and execution of dual training. These guides offer background information on the modernisation of existing training occupations or on initial regulations for new training occupations and include extensive explanations of the training occupation and of the relevant regulatory instruments (training regulation with general training plan and skeleton curriculum). The series also provides examples of work and examination tasks, explanations of training methods and examination instruments, sample learning situations and ideas and hints on cooperation between learning venues. All titles can be downloaded free of charge. Hard copies may also be ordered for a fee.³⁹

The example of “qualified dental employee”

In the period from November 2021 to April 2022, the results of the updating procedure and the associated objectives and background details were described and illustrated by BIBB in collaboration with the experts involved and published in the BIBB series “Ausbildung gestalten”. The brochure contains recommendations for training arrangements and practical guidance on the planning and implementation of training and examinations. It is intended to support all those involved with the training.⁴⁰

39 All available titles within the series can be accessed via the following link: <https://www.bibb.de/de/654.php> (status: 30/05/2025).

40 The publication “Ausbildung gestalten – Umsetzungshilfe Zahnmedizinischer Fachangestellter/Zahnmedizinische Fachangestellte” [Qualified dental employee – implementation guide for training practice] may be downloaded at: <https://www.bibb.de/dienst/publikationen/en/18001> (status: 30/05/2025).

3.2 BIBB web pages on occupations

BIBB's web pages on occupations present relevant information on all aspects of initial and advanced training occupations pursuant to the BBiG and HwO and on nursing professions pursuant to the Nursing Professions Act.⁴¹

An alphabetical search function provides important references to the occupational profile of every dual occupation, to the legal foundations and to further relevant data and facts. The BIBB web pages on occupations also include information on aspects such as updated and modernised occupations, regulatory work and the procedure via which training regulations are developed. Information on the "Structuring training" implementation guide and links to the list of Europass Certificate Supplements are provided, too.

Introductory audio presentations⁴² and explanatory videos⁴³ may also be downloaded via the BIBB web pages on occupations. In terms of content, the audio presentations and videos relate to the topics of "Training regulations and how they are developed", "Role of the stakeholders", "Examinations" and the "Structuring training" implementation guides.

3.3 Leando – the portal for training and examination staff

Alongside the guides already mentioned, BIBB offers further opportunities to obtain information to all those involved with or interested in vocational education and training.

The "Leando" portal supports training and examination staff by offering comprehensive information and opportunities for training and networking. It thus makes a significant contribution to quality assurance and quality improvement in training and examination practice.

Skilled workers providing training at companies are able to access a wide range of information which they can use in training practice. Legal foundations, guides and tools are all included. The portal offers those who are interested an opportunity to engage in networking via communities in order to exchange views on

41 The BIBB web pages on occupations are located at: <https://www.bibb.de/en/40.php> (status: 30/05/2025).

42 The audio presentation "Wie eine Ausbildungsordnung entsteht" [*How training regulations are developed*] may be downloaded at: <https://www.bibb.de/de/136147.php> (status: 30/05/2025).

43 The explanatory videos may be downloaded at: <https://www.bibb.de/de/136147.php> (status: 30/05/2025).

contents and methods of training. Training provision and events relating to current topics afford new insights into concepts for the sustainable improvement of company-based training practice.

Active and future examiners receive information on the voluntary role of the examiner, on examination law and on further important topics concerning all aspects of the preparation, execution and evaluation of examinations in training occupations. As well as presenting the legal foundations, the portal places a particular emphasis on learning units and recommendations for examination practice (www.leando.de).

3.4 Register of Recognised Training Occupations

BIBB is assigned the statutory remit of managing and publishing the Register of Recognised Training Occupations (cf. § 90 Paragraph 3 Sentence 3 BBiG).

This standard work is available on the BIBB website (<https://www.bibb.de/de/65925.php>). It sets out the official current status of recognised training occupations and of further provisions governing vocational education and training pursuant to the BBiG and HwO. The register of Recognised Training Occupations includes, for example, information on legal foundations, duration of training and alignment of initial and advanced training occupations to the reference levels of the DQR. It also lists the advanced training regulations of the Federal Government and of the chambers and the regulations of the competent bodies for vocational education and training of persons with disabilities, including the Recommendations of the BIBB Board. Statistics are also covered. The register includes figures on the number and quantitative development of recognised training occupations and provides information on the number of trainees since 1970.⁴⁴

A register of Competent Bodies is also maintained. Further parts of the register relate to legal ordinances governing the equivalence of initial and advanced training examination certificates and qualifications with those in Austria, France and Switzerland. The register also includes regulations of the Federal Government and of the federal states for professions in the healthcare and social sectors (cf. BIBB 2022b).

⁴⁴ The Index of Recognised Training Occupations may be downloaded free of charge at: <https://www.bibb.de/en/65925.php> (status: 30/05/2025).

3.5 Current information and publications

Current news from the field of initial and advanced vocational education and training, information on funding programmes and events and the latest findings to emerge from VET research can all be found on the website of BIBB at: www.bibb.de.

Example – series of events relating to the occupation of “qualified dental employee”

A national information campaign was instigated to respond to the broad degree of interest shown in the contents and implementation of the new training regulation and skeleton curriculum by examiners, trainees, competent bodies, dental care institutions, trainers and teachers. Information events were staged from April 2022 onwards in order to highlight and elucidate the fundamental contents and general conditions of the in-company and vocational-school based training, to explain examination arrangements and their implementation on the basis of examples and to discuss frequently asked questions. The results of the events were uploaded to the BIBB website.⁴⁵

Numerous publications are also available for download free of charge.

- ▶ BIBB has been preparing the annual Data Report to accompany the Report on Vocational Education and Training every year since 2009 (URL: <https://www.bibb.de/datenreport/de/index.php>, status: 30/05/2025).
- ▶ Information on examinations in dual vocational education and training is provided by the BIBB brochure “Prüfungen in der dualen Berufsausbildung“ [*Examinations in dual vocational education and training*] (URL: <https://www.bibb.de/dienst/publikationen/en/8276>, status: 30/05/2025).
- ▶ A summary of how advanced training regulations are developed is provided by the BIBB brochure “Fortbildungsordnungen und wie sie entstehen“ [*Advanced training regulations and how they are developed*] (URL: <https://www.bibb.de/dienst/publikationen/en/19197>, status: 30/05/2025).

⁴⁵ Results of the series of events: <https://www.bibb.de/de/165812.php> (status: 30/05/2025).

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Abstract

The present brochure describes the procedure for the development of regulations for initial vocational training in the dual system. It covers the entire process from stipulation of benchmarks to enactment of the training regulations. The Federal Government, the federal states and the social partners are involved in the procedure.

The brochure further includes information on the regulatory policy context of dual training in Germany and examples of support for training practice by the Federal Institute for Vocational Education and Training.



Federal Institute for Vocational Education and Training
Friedrich-Ebert-Allee 114 – 116
53113 Bonn

Phone +49 228 107-0

Internet: www.bibb.de

E-Mail: zentrale@bibb.de