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UNDERSTANDING COMPETENCE-BASED EDUCATION FOR VET

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INTRODUCTION

INTRODUCTION (1)

- Competence-based education refers to the integration of knowledge, skills, attitudes and interactivity as the intended outcomes of learning (Nissilä et al., 2015).
- It is based on ideas of active learning and emphasize the dynamic role of social relationships and the situations in which learning takes place (Esenina et al., 2019).
- It is necessary to make qualification's descriptions transparent and comparable for different countries.
- Competency-based approach became the solution for modernization both qualification's and VET systems in absolute majority countries in the world.

INTRODUCTION (2)

- In competence-based VET academic disciplines are no longer the starting point for curriculum development.
 - Competencies needed for working in practice, however, are.
- There is an expectation that students, because they are prepared for the labour market based on the competencies needed for the labour market, can perform better from the beginning of their working careers.

INTRODUCTION (3)

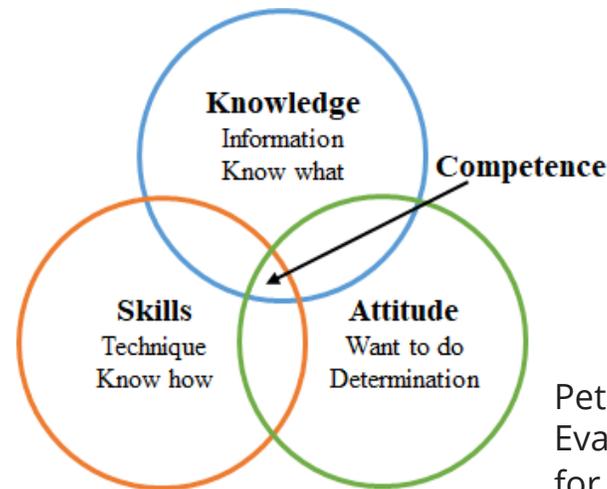


Volmari, K., Helakorpi, S., & Frimodt, R. (2009). Competence framework for VET professions. *Vammalan Kirjapaino Oy Sastamala*.

COMPETENCES IN VET STUDIES

OVERVIEW: Competence

- Proven ability to use knowledge, skills and personal, social and/or methodological abilities, in work or study situations and in professional and/or personal development.
- Competence is also connected to the certification of capability, to ensure that new professionals have the capability for appropriate performance in a complex reality.



Petri, G. (2018). A Method for the Evaluation of the Quality of Games for Computing Education.

OVERVIEW: Competences based-learning

- Purely occupation-specific skills are not enough for VET learners:
 - To adapt to new life situations and career shifts.
 - To manage change.
 - To take initiative and risk.
 - To innovate.
 - To engage in further learning.
- Competence-based learning is able to help learning in an economy characterised by rapid changes and complexity (Velde, 1999).

KEY COMPETENCES: Origin

- The 2018 Programme for International Student Assessment (PISA) results show that more than one in five pupils in the EU has insufficient proficiency in reading, mathematics or science.
- The European Council adopted an updated Council Recommendation on Key Competences for Lifelong Learning.
- The approach of the Recommendation is to promote the development of key competences and basic skills.
- The European Commission works with EU Member States to support and reinforce the development of key competences and basic skills for all, from an early age throughout life.
- Key competences are essential for personal fulfilment and development, active citizenship, social inclusion, lifelong learning, and employment.

KEY COMPETENCES: Definition

1. Communication in the mother tongue.
2. Communication in foreign languages.
3. Competences in maths, science and technology.
4. Digital competence.
5. Learning to learn.
6. Interpersonal, intercultural and social competences, and civic competence.
7. Entrepreneurship.
8. Cultural expression.

KEY COMPETENCES: Implementation among countries

- Although there is a considerable variation in the meaning of the competence concept, a certain amount of diversity, especially at the instrumental level, there is enough conceptual convergence (Brockmann et al., 2008; Weigel et al. 2007).
- In addition, VET development is different for each country or even regions of the country.
- It is the responsibility of the government, ensuring equality and equity throughout the state, setting up officially recognised qualifications and their basic curriculum, as well as recognition, validation and approval of foreign studies.
- Regions are in charge of the legislative development and management of education in their jurisdiction. They have executive and administrative powers to manage the education system in their own territory

A CASE-STUDY: SPAIN

A CASE-STUDY - SPAIN: General competence

- The general competence is developed in all the modules that composed a vocational training course.
- According to the Spanish Royal Decree-Law 1147/2011:
 - It describes the most significant professional functions of the professional profile.
 - The general competence, as its name indicates, is the global competence of a vocational course and is related to the main tasks that the student will perform in their future job.

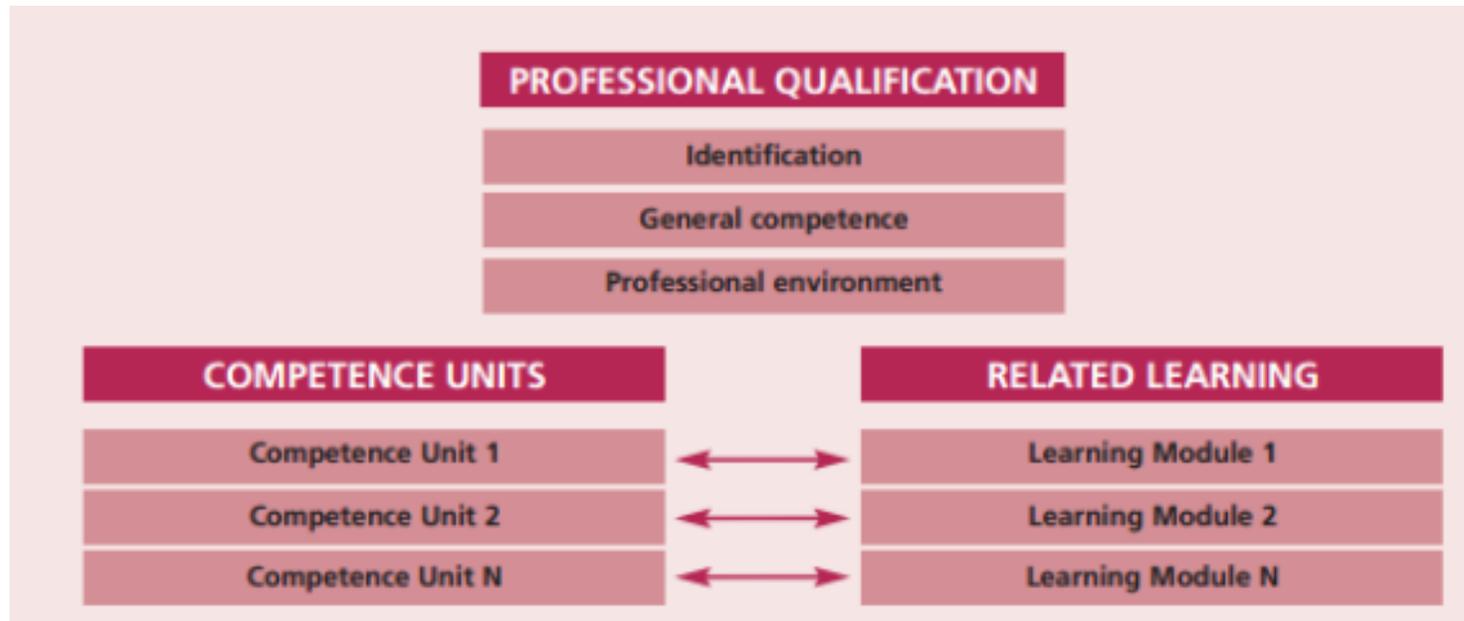
A CASE-STUDY - SPAIN: Professional, personal and social competences

- They allow the student to carry out activities typical of the sector.
- Set of knowledge and skills that allows us to respond to the requirements of the productive sector in which we work.
- The student must acquire autonomy and responsibility in their tasks.
- In this way, the person is trained to perform tasks competently, which favors employability and social cohesion.

A CASE-STUDY - SPAIN: Competence units and professional skills (1)

- According to the Spanish Royal Decree-Law 1128/2003:
 - **Professional competence:** set of professional competencies with significance for employment that can be acquired through modular training or other types of training, as well as through work experience.
 - **Competence units:** the minimum aggregate of professional competencies, susceptible to recognition and accreditation.
 - Therefore, **professional competence** can be defined as:
 - Set of knowledge and skills that allows the exercise of professional activity in accordance with the demands of production and employment.

A CASE-STUDY - SPAIN: Competence units and professional skills (2)



Sancha, I., & Gutiérrez, S. (2016). Vocational education and training in Europe–Spain. CEDEFOP ReferNet VET in Europe Reports. Available at http://libserver.cefdefop.europa.eu/vetelib/2016/2016_CR_ES.pdf.

A CASE-STUDY - SPAIN: Key competences

- Key competences are considered within the national VET and qualifications system.
- Since 2015, they are defined for the general education and VET.
- A complete report about the key competences included into vocational education and training can be found here:
 - https://cumulus.cedefop.europa.eu/files/vetelib/2016/ReferNet_ES_KC.pdf

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