

Learning Unit

The Advisory Committee on Education and Labour Market in the Netherlands published a proposal in 1999 entitled Shift to core competences in response to the employers' argument that the skills required for work are better obtained through work rather than formal education. Detailed competence profiles have been defined for 291 occupations, specifying in each case a broad job description and vocational competences with associated success criteria divided into core functional or technical tasks and core behaviour. These are further subdivided into specific competences associated with the job, some of which are a hybrid of functional and behavioural aspects.

Explanatory note:

First, define the unit (the student will learn during international work-placement period) Negotiate with student and work-placement instructor about the work-placement and what are the expected learning outcomes (or match the work-placement tasks with curriculum)

- *what kinds of tasks/activities the learner should do to achieve the LO's (learning outcomes)? these LO's should be described in the terms of knowledge, skills, and competences...*

Knowledge-column

- *Describe, what theoretical information student needs in accordance of the task (in previous column)*
- *WHAT s/he has to know to be able to do the task/activity in a correct/standardised way?*
- *In other words: WHAT information student needs?*
- *For example: process of... / basics of... / main ideas of...*

Skills-column

- *Describe, what methods, materials, instruments, techniques etc. student has to control (in accordance with the task and knowledge) to do the task/activity in a correct/standardised way*
- *For example: use of machine / techniques of aroma-therapy massage...*

Competences-column

- *Describe the management of work process (of the mentioned task)*
- *Student has to show responsibility and autonomy*
- *For example: managing the whole process of having a customer (to hotel, to treatment etc.) by him/herself*

Example:

education assistant EQF level 4: Unit: coordinate activities

Knowledge: - colleagues' workdescriptions/responsibilities

Skills: You discuss what your tasks/responsibilities are, You act proactive towards your colleagues, your jobdescription is clear, you have an active role in the work collaboration process.

Competences: working together with colleagues/consulting with colleagues

For each unit you can copy this chart. If in your qualification structure a unit only consists of skills and competences you only fill in those two.

Name of the unit	
Reference to the qualification	
EQF/NQF level	
Area of the worktasks	
Core fields of activity/core work tasks (units of learning outcomes)	Learning outcomes
Knowledge	<ul style="list-style-type: none"> • • • • • • • • •
Skills	<ul style="list-style-type: none"> • • • • • • • • •
Competences	<ul style="list-style-type: none"> • • • • • • • • •