

**The "job description,
competency framework,
training framework" model in
initial vocational training**

**An unsatisfactory
curriculum model**

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Some difficulties



The competence-based approach fails to solve some problems on the ground of initial vocational training.

To what reasons can we attribute these difficulties ?

Some difficulties



1. To the diversity of social referential practices related to certain professions, and therefore the difficulty in agreeing on the skills to develop as a priority.

Some difficulties



2. To the way the term “competence” is understood in curricula.

The concept of “transversal competence” is particularly difficult to operate in initial vocational training.

Some difficulties



3. To the way competency frameworks are understood and constructed : sometimes endless lists of know-hows, skills, criteria and indicators.

+ heterogeneous formulations of these competences

Some difficulties



4. To the illusion that the initial training delivered in technical and vocational training institutions can be conceived in the same way as in business.

Some difficulties

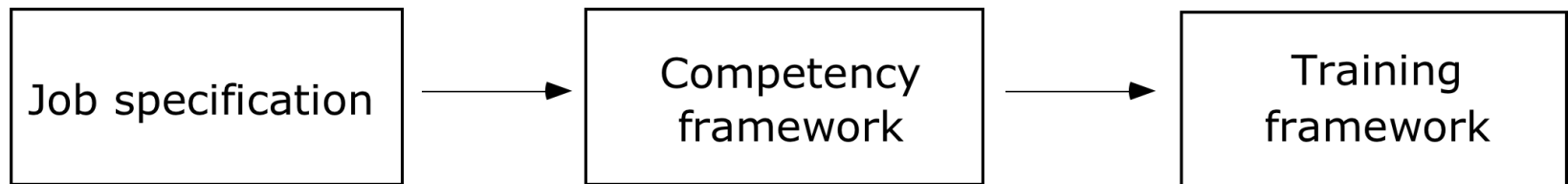


5. To a “rushing ahead” in the way new curricula are written, which often does not take realistic account of the limitations of how initial training system is organised (disciplinary separation, workload and schedule, nomination of teachers and trainers...).

Some difficulties



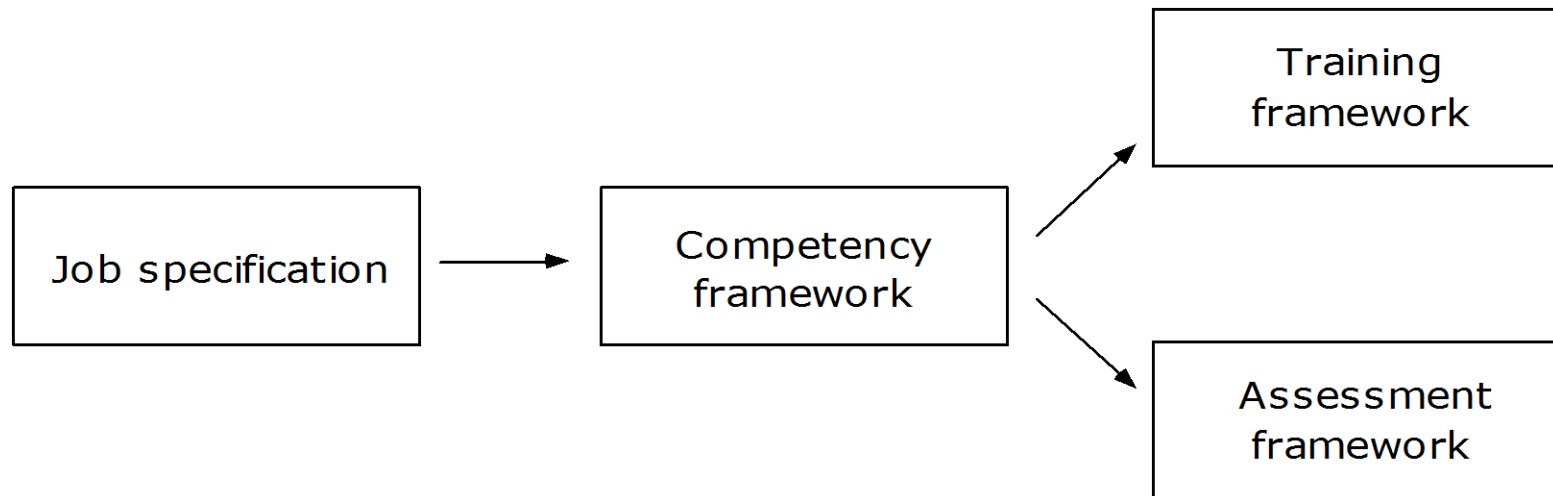
The scheme that envisaged job description, competence framework and training framework in a linear way does not work in practice.



Assessment framework



1. The assessment framework must be first introduced, as it is equivalent to the training framework, in terms of validation of learning achievements.

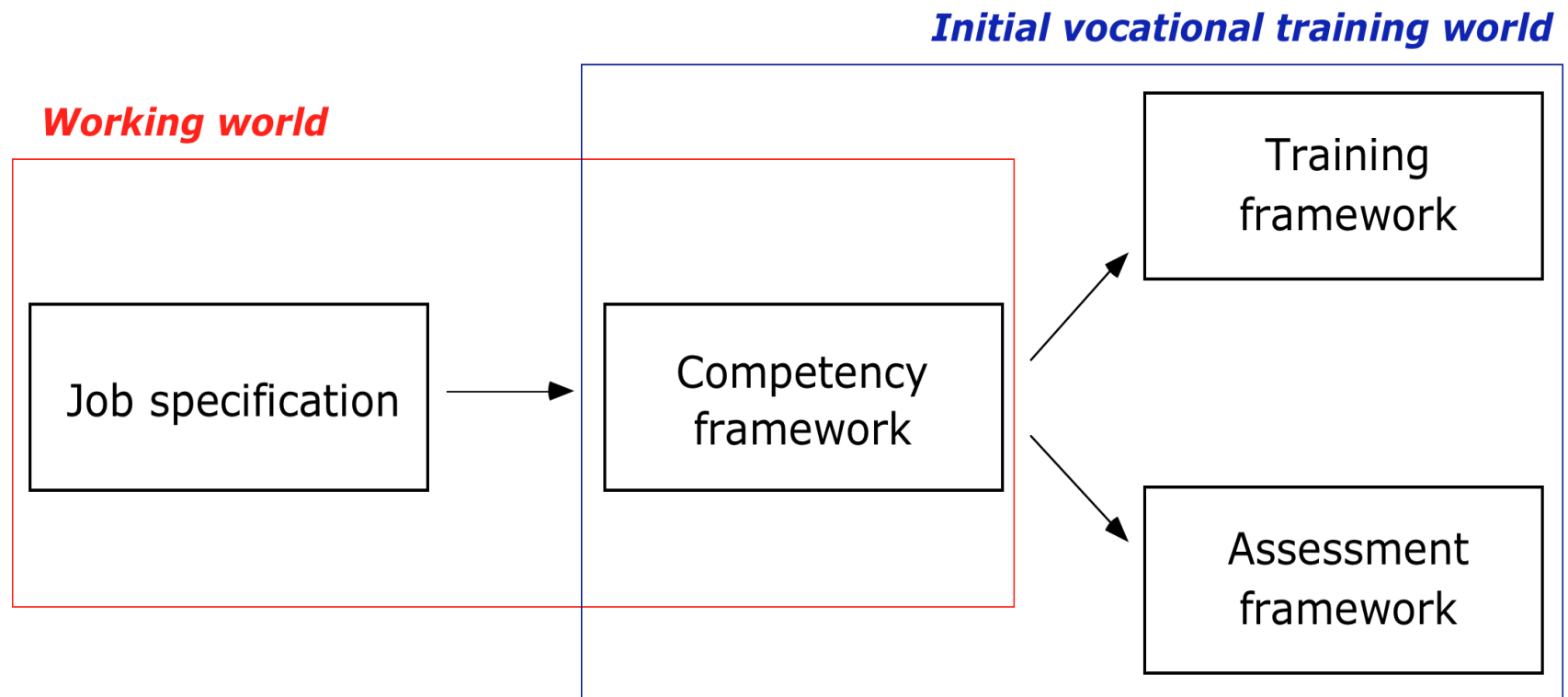


Curriculum framework



2. Competency-based curricula start from the assumption that the competency framework is the interface between the working world and that of initial vocational training.

Curriculum framework



Curriculum framework



However, the competency framework, like the job description, is dictated by the demands of the working world (often a list of competences).

Therefore, initial vocational training is often confusing because, operationally, it can not handle those lists of competences, given its organization.

Curriculum framework



It leads to huge difficulties in deducing a training framework from a competency framework.

It also reflects the existing gap to deduce an assessment framework from a competency one.

Curriculum framework



These difficulties have led us to propose an operational articulation between competency framework and training framework : a framework of curriculum engineering (“**curriculum framework**”), based on a core of professional competences (2 or 3 competences per profession).

Curriculum framework



These core competences integrate various resources: knowledge, skills, soft skills, key competences...

The dimension of critical thinking is not absent, as well as creativity.

Curriculum framework



In addition to that, the curriculum framework :

- specifies to which family of integrative tasks or complex situations each core competence is associated ;
- gives some examples of such integrative tasks or complex situations ;

Curriculum framework



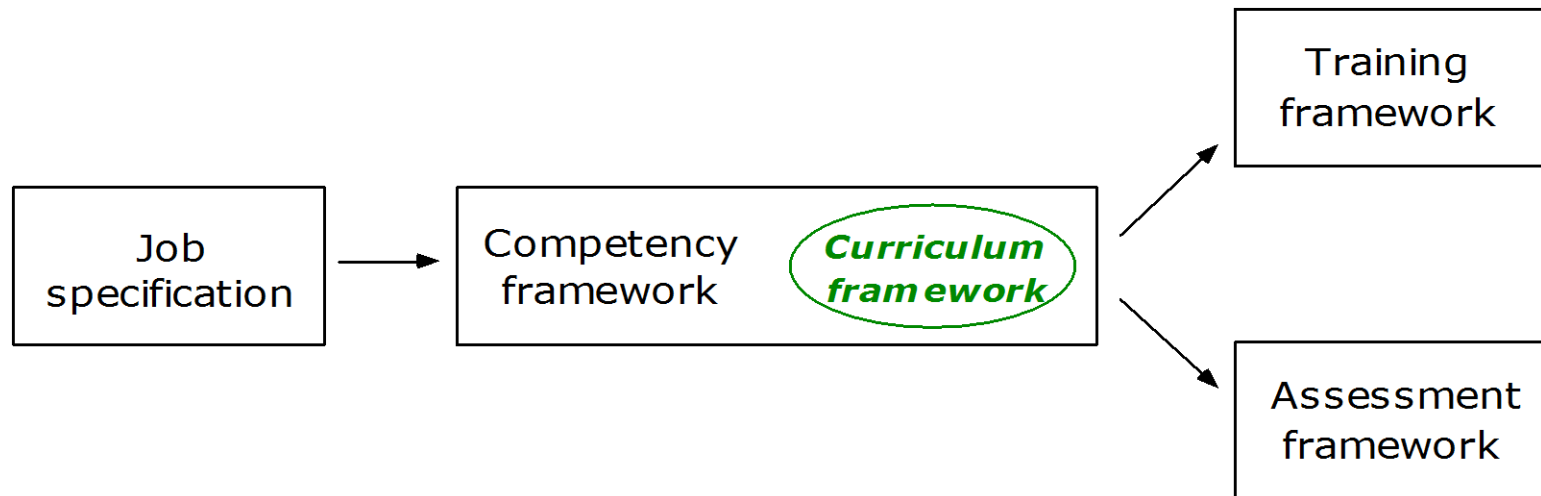
- reformulates the core competences in a more comprehensive and concrete form ;
- specifies the parameters of each family of tasks or complex situations ;
- specifies the assessment criteria of these tasks, in order to assess professional competences related to these situations.

Curriculum framework



Where is it situated in the process ?

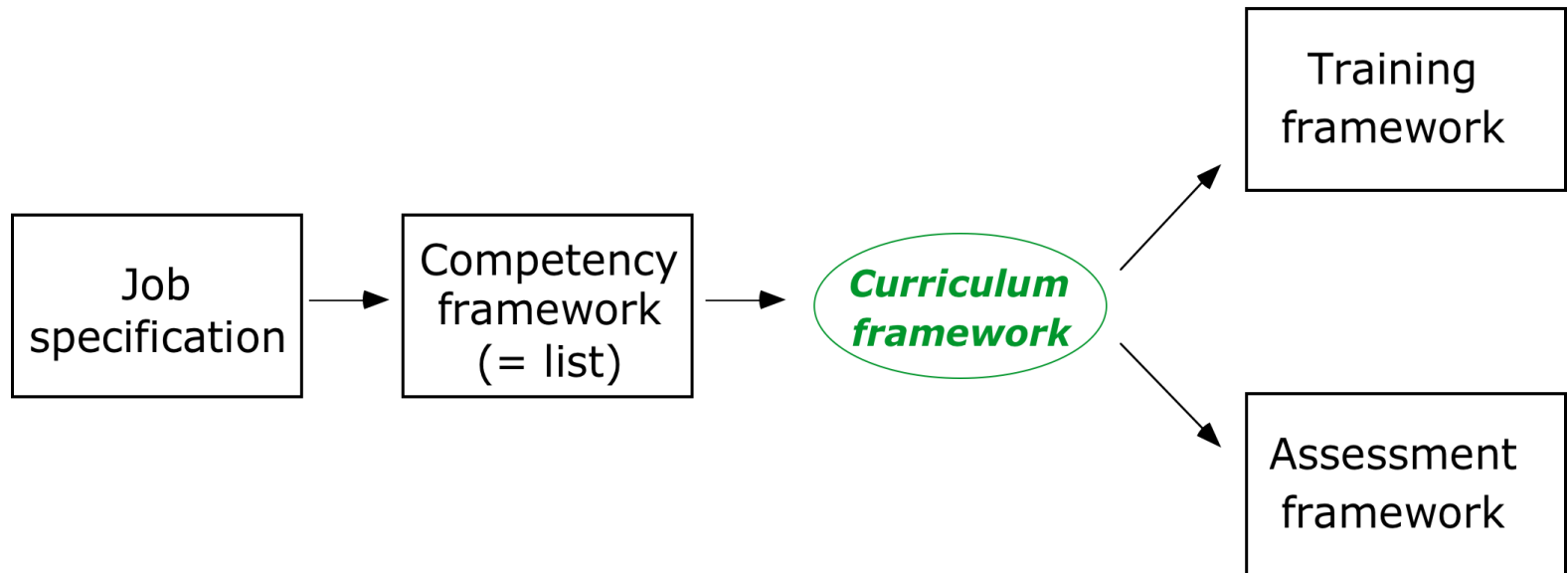
(1) It can be *an integral part of the competency framework*, if its character can allow extensions.



Curriculum framework



(2) Otherwise, it may be *subject to a common introduction* to both, the training and the assessment frameworks.



Curriculum framework



In these schemes, we respect both the specificity of the world of work and the vocational training institutions.

Training and assessment practices may evolve in the direction of effectiveness, as well as equity.

Roegiers, X. (2010). *Pedagogy of Integration. Education and Training Systems at the Heart of our Societies*. Bruxelles : De Boeck