Project based business assignments

Students work on real life tasks together with companies

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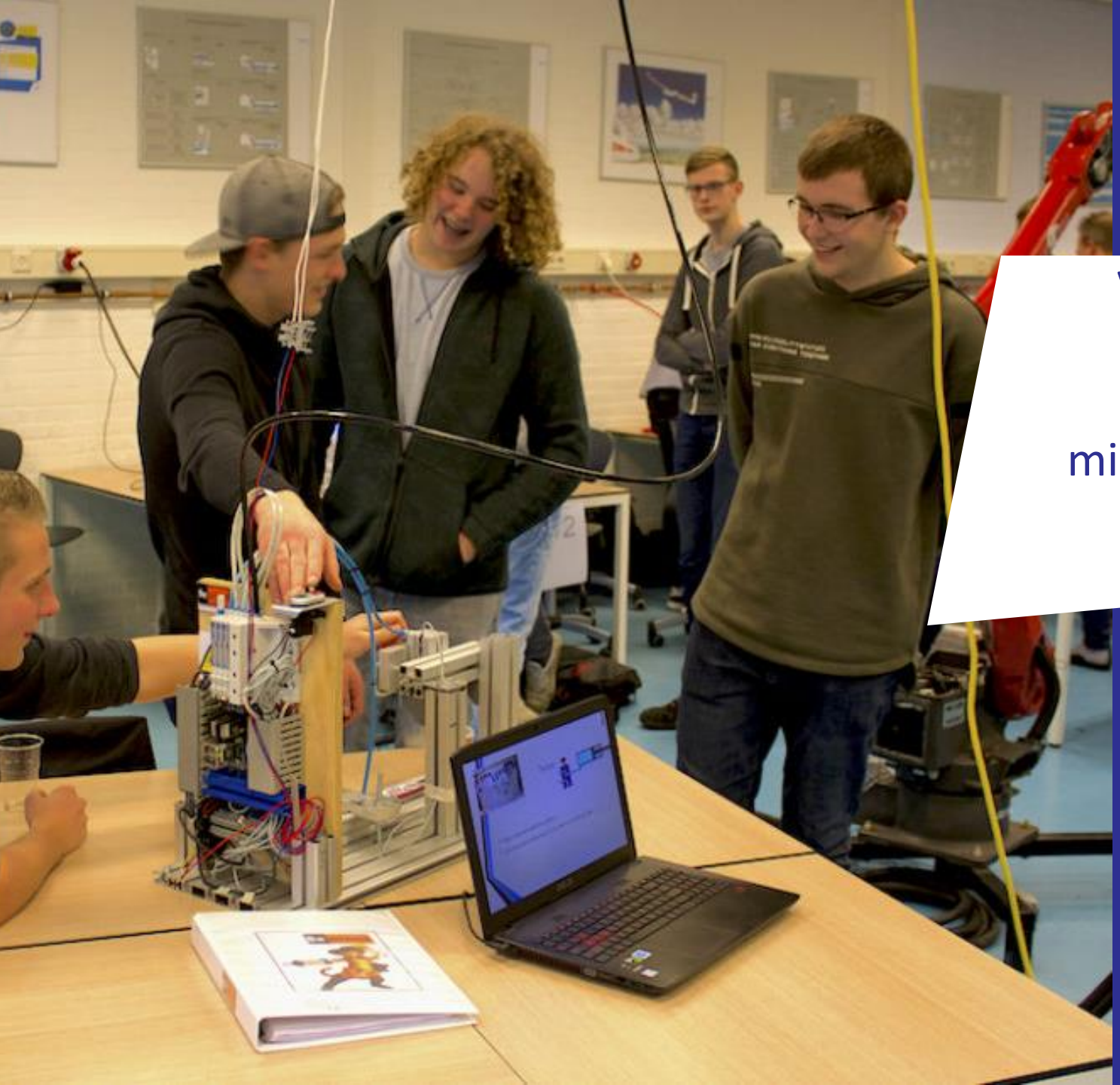

VET curricula in the Netherlands

middelbaar beroepsonderwijs (mbo)

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Occupational qualifications

Dutch VET schools (mbo) determine their own educational program. They do this on the basis of the knowledge and skills described in the qualification files. The business community and the mbo schools together determine the content of the qualification files.

Mbo stands for middelbaar beroepsonderwijs. Mbo is in fact VET.

Qualification files describe the requirements that a student must meet in order to obtain their diploma. Each file contains one or more qualifications, and each qualification leads to a diploma.
The more closely the diploma requirements match the needs of business, the more likely a budding professional is to find a job and the better companies can fill their vacancies.
All qualification files together, supplemented by, among other things, the optional subjects and mbo certificates, form the qualification structure.

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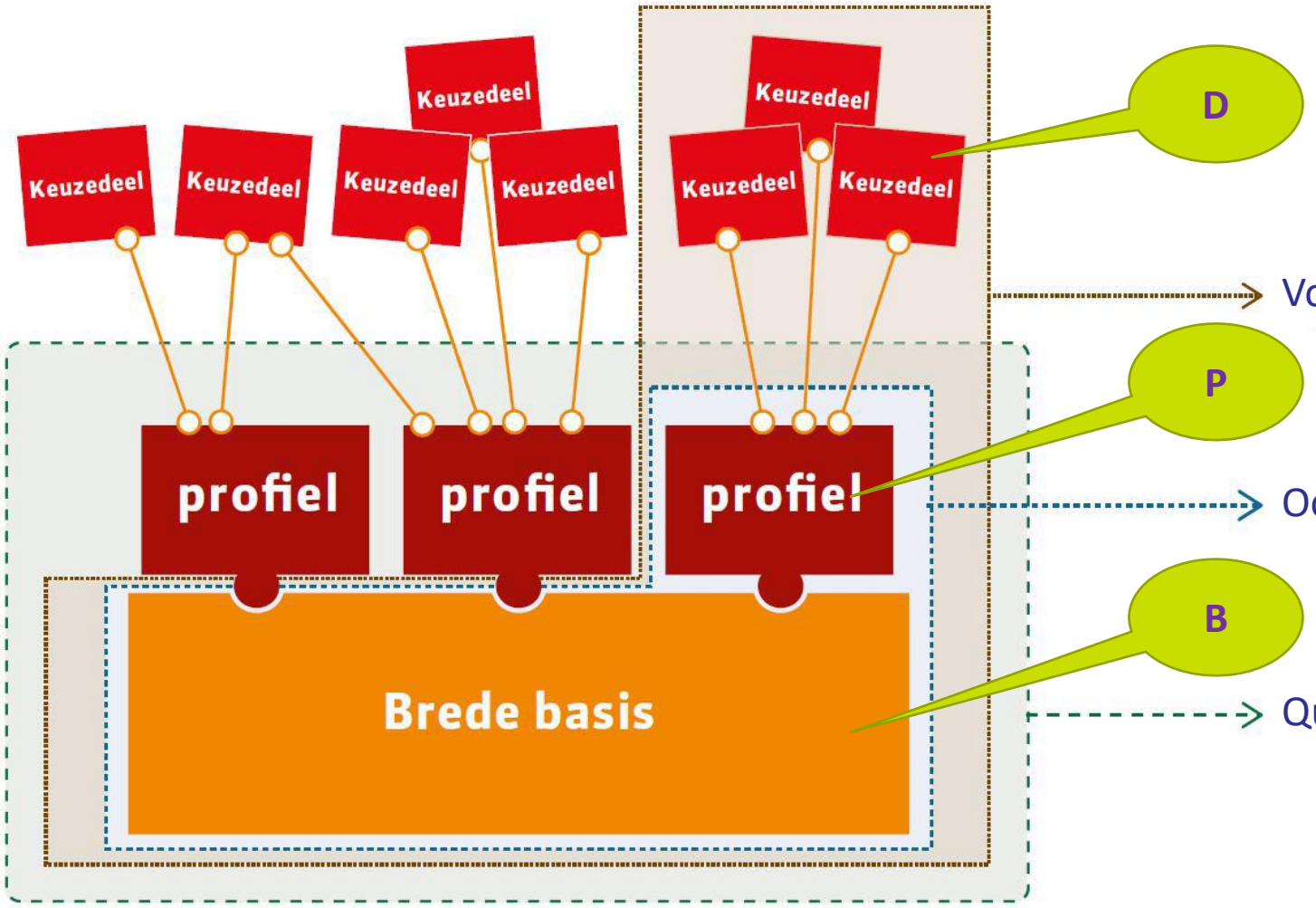
Beroepskwalificaties: basis van het mbo | Middelbaar beroepsonderwijs (mbo) | Rijksoverheid.nl Web page in Dutch

Qualification files

The qualification file for VET outlines the knowledge and skills that a student should have upon completion of their education. The file consists of two parts: the basic part (B) and the profile part (P). The basic part includes profession-specific tasks and work processes, as well as generic components such as Dutch language, arithmetic, career and citizenship, and English for (the EQF) level 4. The profile part identifies core tasks and work processes that differentiate the qualifications within the file. Additionally, vocational training in the Netherlands includes elective elements (D) which aim to provide further specialization or preparation for the labor market or further studies.

Alles over de kwalificatiestructuur | SBB (s-bb.nl)

Qualification structure



D → Vocational education (complete program)

P → Occupational qualification

B → Qualification file

Alles over de kwalificatiestructuur | SBB (s-bb.nl)

Elective qualification file

With elective units, students can broaden or deepen their craftsmanship. They cover a total of 15% of the study time. The study load is 240 clock hours or a multiple thereof (480, 720 or 960). The student takes an exam for each elective.

The nature of the elective units varies between:

Transit, Generic, Remedial, Broadening, Deepening

https://kwalificatie-mijn.s-bb.nl/keuzedelen web page in Dutch

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Learning routes in mbo

Secondary vocational education in the Netherlands distinguishes three different learning routes:

1. Beroepsondersteunende leerweg (Dutch abbreviated BOL). The student comes to school every day and gains work experience in work placement blocks of x number of weeks in each year of the programme.
2. Beroepsbegeleidende leerweg (Dutch abbreviation BBL). This route is an apprenticeship. The student works at a training company accredited by the education authorities and attends school one or sometimes two days a week. The company is jointly responsible for teaching the student the required professional skills. There must be good coordination between the school and the company so that the student works on assignments appropriate to the curriculum.
3. The third learning route is based on cursory education.

Routes one and two lead to a diploma. Route three leads to a certificate.

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Project based business assignment

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Authentic assignment, authentic context, and knowledge sharing.

The strength of the project-based business assignment is built on three key pillars: authentic assignment, authentic context, and knowledge sharing. It is essential that these three elements are present.

The authentic assignment and context contribute to students' intrinsic motivation to learn. Knowledge sharing ensures that our teachers stay up to date with the latest technical developments and understand what companies expect from us.

Business assignment manual

SEED sustainable energy education

Conference on Sustainable Energy Education – SEED 2024
Valencia, Spain, 3 - 5 July 2024

Project-based education: Business assignment manual

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Abstract

Shaping authentic and contemporary education together with companies from the region. Students will learn new skills in a realistic environment. Project-driven education fits well with shaping realistic and authentic assignments together with companies. The benefits of project-based education with the direct involvement of a company or companies come from the close interaction between school and workfield. Teachers are forced to work close together with a company wich inforces charing of current knowledge needed. Students in return work on actual issues wich are relevant and meaningful. Companies have a say in the offered curriculum and also get an early insight in possible labour potential.

Keywords: Project-based education, authentic and realistic assignments, meaningful education, knowledge sharing.

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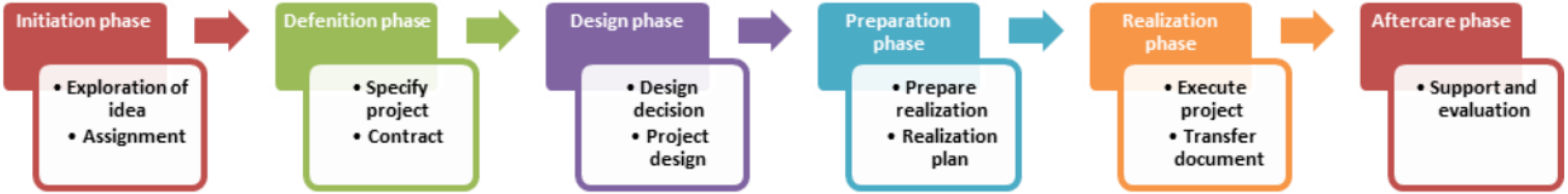
Six phase model

Figure 1 - Flowchart six phase project aproach



Source: made by author based on models from Both & Schroevers (2007)

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