COMPETENCE-BASED APPROACH TO PLANNING THE CONTENT OF VET

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Stages and outcomes of standardization of vocational education

**STAGES**
- Development and approval of VET qualification standards
- Planning the content of the competence-oriented learning
- Justification and implementation of teaching technologies, methods of reaching learning outcomes
- Evaluation of competence-based learning outcomes of students, graduates

**OUTCOMES**
- Occupational standards
- Educational standards
- Evaluation standards
- Curricula, syllabi, training programs of subjects, modules, practices
- Teaching technologies, methods of theoretical and practical training
- Stock of control means and technologies for evaluation of learning outcomes
- In demand in labour market, qualified graduate of a VET school
Scheme of Relationships of Different Kinds of Qualification Standards

Professional qualification

Occupational standard

Evaluation standard

Educational standard

Learning outcomes evaluation

Educational programs
Conceptual framework of standardization of professional education

- **Conceptualization of Standardization of Professional Education**
  - **Purpose** - Achievement of adequate levels of professional quality in the education process in educational institutions.
  - **Development of Legislative and Normative Basis (ЗУ, КПД, etc.).**
  - **Management of Processes of Standardization of Professional Education**
    - **Decision on the Efficiency of Systemic Development of Professional Readiness of Pedagogical Workers to Standardization.**
    - **Assessment of Professional Readiness of Pedagogical Workers to Standardization of Professional Education**
  - **Development and Adoption of Qualification Standards of Professional Education**
    - **Development and Adoption of Professional Education Content Standardization.**
  - **Justification and Implementation of Pedagogical Technologies**
    - **Justification and Implementation of Pedagogical Technologies.**
  - **Formative Assessment of Students' Achievements, Students, Training Outcomes.**

- **Methodology of Systemic Professional Education Standardization:**
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Key point of the notion of “readiness of the teaching staff to standardization in training qualified workers and specialists”

- Integrative feature of a personality that is revealed in activities, behavior, and actions of a teacher and stipulates his/her ability to meet the requirements of educational standards due to balanced combination of knowledge and skills in planning the content of competence-oriented training, the capacity to skillfully develop, choose, and apply respective teaching technologies and methods for evaluation of competence outcomes of students and graduates along with the developed motivational and value-based properties.
Standardization of professional education

• It is the procedure that defines the establishment of regulatory requirements of qualification standards to learning outcomes (competences) of VET schools graduates, and implies permanent correlation of learning progress of learners and students with the goals of their competence-oriented training in order to adjust it; and provides for reaching due levels of quality of vocational training of experts in vocational education and training schools by means of innovative nature of the content and technologies of learning, and facilitates levels of vocational education in the country and beyond.
Structural model of development of readiness of teachers for standardization of vocational education

**Methodological block**
- Socialization on professional competence development
- Methodological orientation
- Content technology block
- Diagnostic correctional block

**Content technology block**
- Methodological principles: methodological, teaching-oriented, functional, informational, pedagogical principles
- Methodological approaches: systematic, developmental, content technology block
- Diagnostic correctional block
- Methodological factors and the environment: professional level, professional and pedagogical factors
- Complementary technology: technological, informational, cognitive, motivational, practical, individual components

**Diagnostic correctional block**
- Criteria: motivational, cognitive, professional, individual, reflexive, evaluative
- Levels of PK development: initial, sufficient, high
- Result: increased level of professional development of the group of young specialists in colleges and high schools
Model for vocational training of the qualified workers based on module competence approach
Algorithm of forming the content of the module shall be:

1) Identifying the strategic goal of the module – forming occupational competence for performing certain work (labour function) (e.g., goal of Module 1 for the tile layer – developing the capacity to perform the basic works during tile laying);

2) Planning learning outcomes – acquisition of knowledge and skills, other competences in performing job operations typical for the kind of job (labour function);

3) Identifying the list of work operations to perform this function in line with occupational standards; in our case – preparing surfaces, installing and fixing the tiles, etc.;

4) Making analysis of the training literature in order to select didactic units for professional theoretical and related professional practical training, selecting work objects;

5) Planning the levels of mastery of didactic units and their systemization
Thank you!!!