

BET Project

D3.2 Application of Competence Units in VET

Version: Final

The development of common competence frameworks in vocational education and training (VET) will ease the recognition of qualification equivalencies, assisted by ECVET and shared delivery by VET specialists and industry experts. This is leading to a unitized, modernized delivery system based up on Competence Units (CUs) to be shared nationally and transnationally.

Partners will create links between their vocational education and training activities and national developments by careful negotiation with national stakeholders, ensuring complementarity with proximate ongoing initiatives. BET builds bridges between organizations that can be encouraged to work more creatively with VET providers to amplify and extend the impact of VET, nationally and transnationally within Europe.

The CUs should be structured and delivered according to the industry needs, whereby the CU follows the industry fabrication requirements for specific methods, processes and materials.



Co-funded by the
Erasmus+ Programme
of the European Union

This project has been funded with support from the European Commission. This publication reflects the views only of the authors, and the Commission cannot be held responsible for any use, which may be made of the information contained therein.

History

A competence unit (CU) is a specific and measurable set of skills, knowledge, and attitudes required for an individual to perform a specific job task or function. In vocational education and training (VET), competence units are used as the building blocks for larger qualifications and as a means of tracking and assessing an individual's progress towards a particular career goal.

A CU typically contains several elements, including:

- **Performance criteria:**
Outlines the specific tasks and activities that an individual must perform in order to demonstrate competence in a particular unit.
- **Knowledge and skills:**
Outlines the specific knowledge and skills required to perform the tasks and activities outlined in the performance criteria.
- **Evidence requirements:**
Outlines the types of evidence that an individual must provide in order to demonstrate their competence in a particular unit, such as workplace assessments, projects, or case studies.
- **Assessment methods:**
Outlines the methods that will be used to assess an individual's competence in a particular unit, such as written tests, practical assessments, or workplace observations.

By breaking down qualifications into smaller, more manageable units, competence units can help individuals to focus on the specific skills and knowledge required for a particular job or task, and provide a clear and concise framework for tracking and assessing their progress towards their career goals.

Some examples of competence units in different vocational education and training includes:

Automotive repair and maintenance:

A competence unit in automotive repair and maintenance might cover tasks such as diagnosing engine problems, performing routine maintenance, and repairing or replacing parts. Performance criteria would include specific tasks such as checking levels, replacing spark plugs, and performing brake repairs. Evidence requirements might include workplace assessments, case studies, and written tests.

Business administration:

A competence unit in business administration might cover tasks such as managing budgets, preparing reports, and developing and implementing marketing strategies. Performance criteria might include creating and managing budgets, preparing reports for senior management, and developing and implementing marketing campaigns. Evidence requirements might include case studies, written reports, and presentations.

Examples



Construction:

A competence unit in construction might cover tasks such as using hand and power tools, laying bricks, and installing fixtures. Performance criteria might include tasks such as using a drill to install fixtures, laying bricks to build a wall, and using a saw to cut lumber. Evidence requirements might include practical assessments, workplace observations, and written tests.

These are just a few examples of competence units in different VET fields. The specific units will vary depending on the field and the specific job or task, but the underlying principle is the same: to break down a larger qualification into smaller, more manageable units that can be easily tracked and assessed.

The CU Tools

«A CU is the smallest educational unit available»



Applications

Competence units is expected to become important tools in vocational education and training (VET), since they provide a clear and concise framework for tracking and assessing an individual's progress towards a specific career goal. Here are some ways that competence units can be applied in VET:

Building qualifications:

CUs are used as the building blocks for larger qualifications in VET. By breaking down a larger qualification into smaller, more manageable units, individuals can focus on developing specific skills and knowledge in a step-by-step manner.

Assessment and recognition of prior learning:

CUs can be used to assess an individual's existing skills and knowledge, allowing them to receive recognition of prior learning and potentially shortening the time it takes to complete a qualification.

«A course is structured and organized in N CUs.»

A CU is a specific subject module that is leveled and aggregated for a specific level»

Lifelong Learning



Flexible learning:

By breaking down a larger qualification into smaller units, individuals can focus on developing specific skills and knowledge at their own pace, potentially allowing for more flexible and efficient learning.

Workplace learning:

Competence units can be used to assess an individual's progress in a workplace setting, allowing them to receive recognition for the skills and knowledge they have acquired on the job.

Career progression:

Competence units can be used to track an individual's progress towards their career goals, allowing them to see the specific skills and knowledge they need to develop in order to progress in their chosen field.

In conclusion, the application of competence units in VET provides a clear and concise framework for tracking and assessing an individual's progress, allowing for flexible and efficient learning, and helping individuals to achieve their career goals.