

Qualifications for Vocational Education & Training (VET) in the Netherlands

Competence based qualifications as a base for dynamic and
tempting vocational education

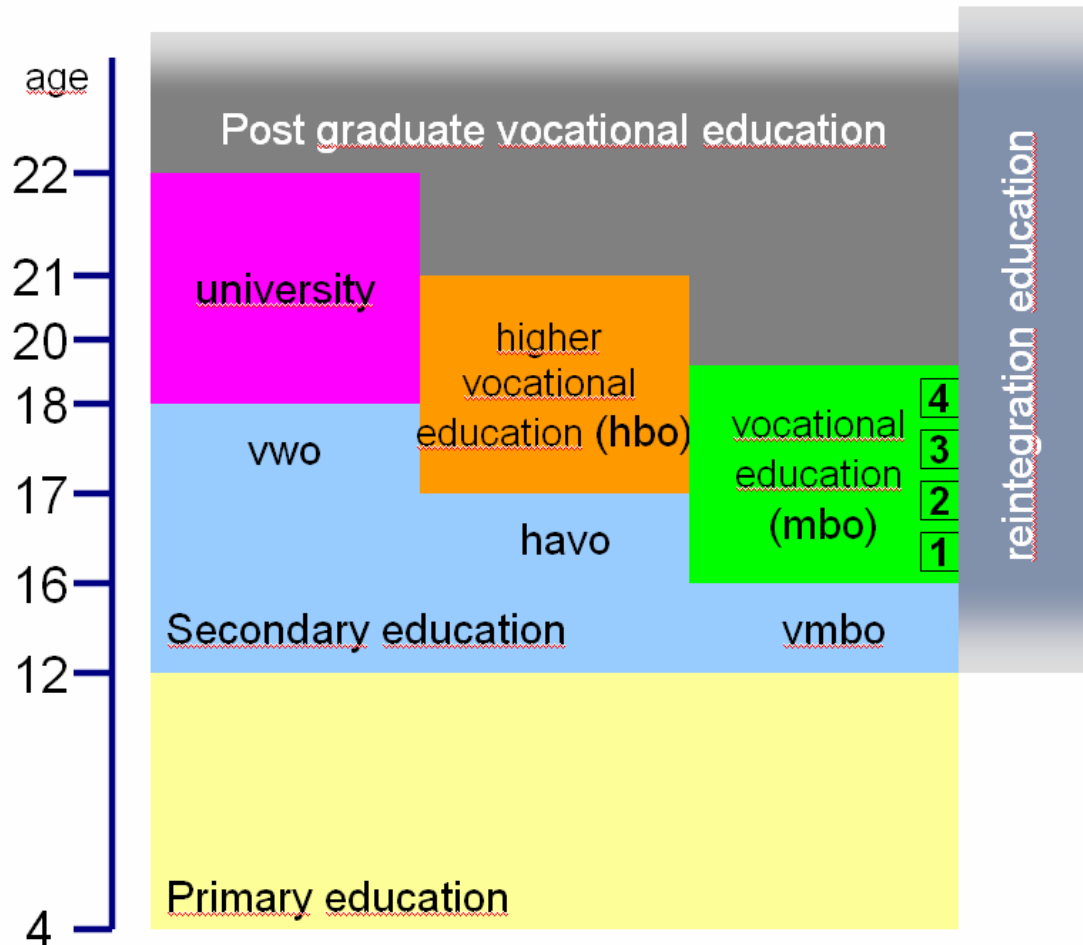
Zoetermeer, 21 October 2008

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Topics to discuss

- Educational system in the Netherlands
- Introduction of Colo
- Towards a new qualification structure
- Development of a new model for qualifications
- The new qualification structure: Layout
- The new qualification structure: An example
- Examination

Educational system in the Netherlands



Four levels in the VET system

Level 1 Assistant training

Carry out simple tasks under supervision

Level 2 Basic vocational training

Develop skills to carry out executive tasks. Has own job responsibilities.

Level 3 Vocational training

Can account for activities to colleagues and monitors and guides the activities of others; works out procedures for work preparation

Level 4 Middle-management training

Has own responsibilities, in a formal and organizational sense; works out procedures.

Level 4 Specialist training

Has own responsibilities in a formal and organizational sense; works out procedures.

Introduction of Colo

- Colo is the Association of 18 National Centres of Expertise on Vocational Education, Training and the Labour Market
- Colo promotes the interests of its members to the government and other relevant actors in vocational training and education.
- Colo stimulates cooperation between its members.

The National Centres of Expertise

- National Centres bring education and labour market together
- National Centres perform legal tasks in areas of qualification structure and vocational practice training.
- National Centres are managed by social partners and representatives of the educational institutions.
- National Centres are private non-profit bodies which receive annual subventions from the ministries of Education and Agriculture

Towards a new qualification structure

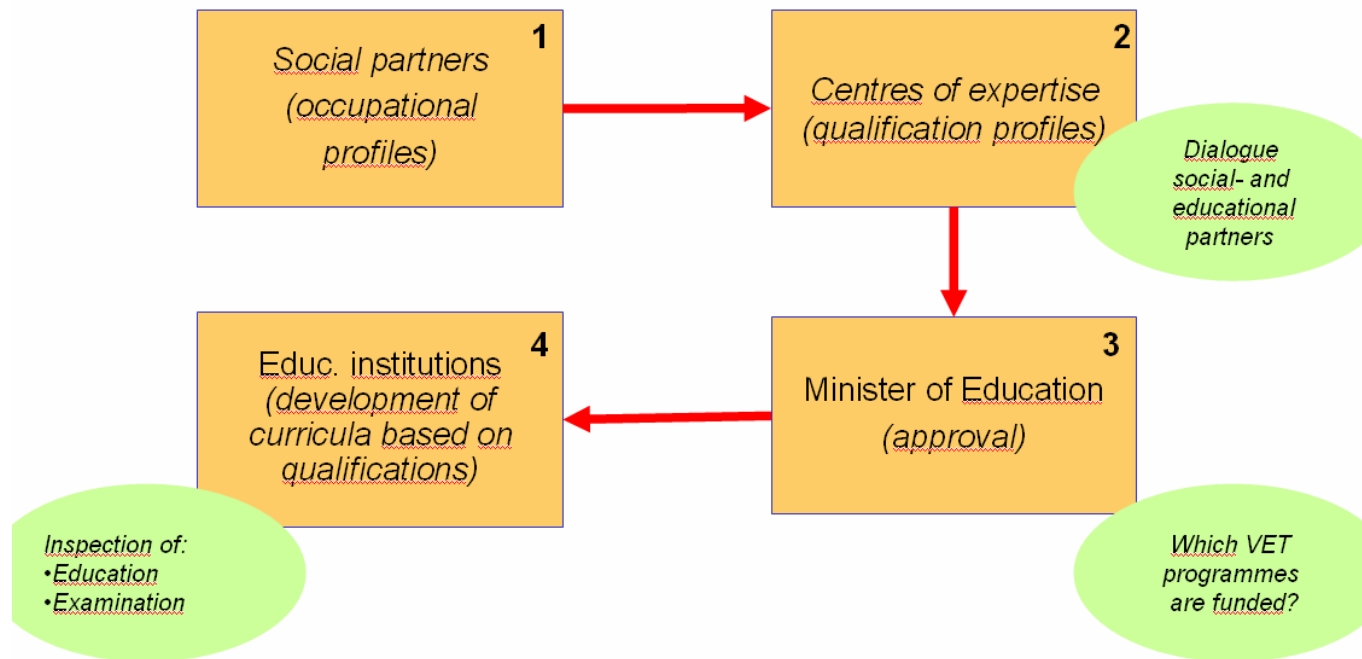
Since 1999 discussion between national actors in the Netherlands.

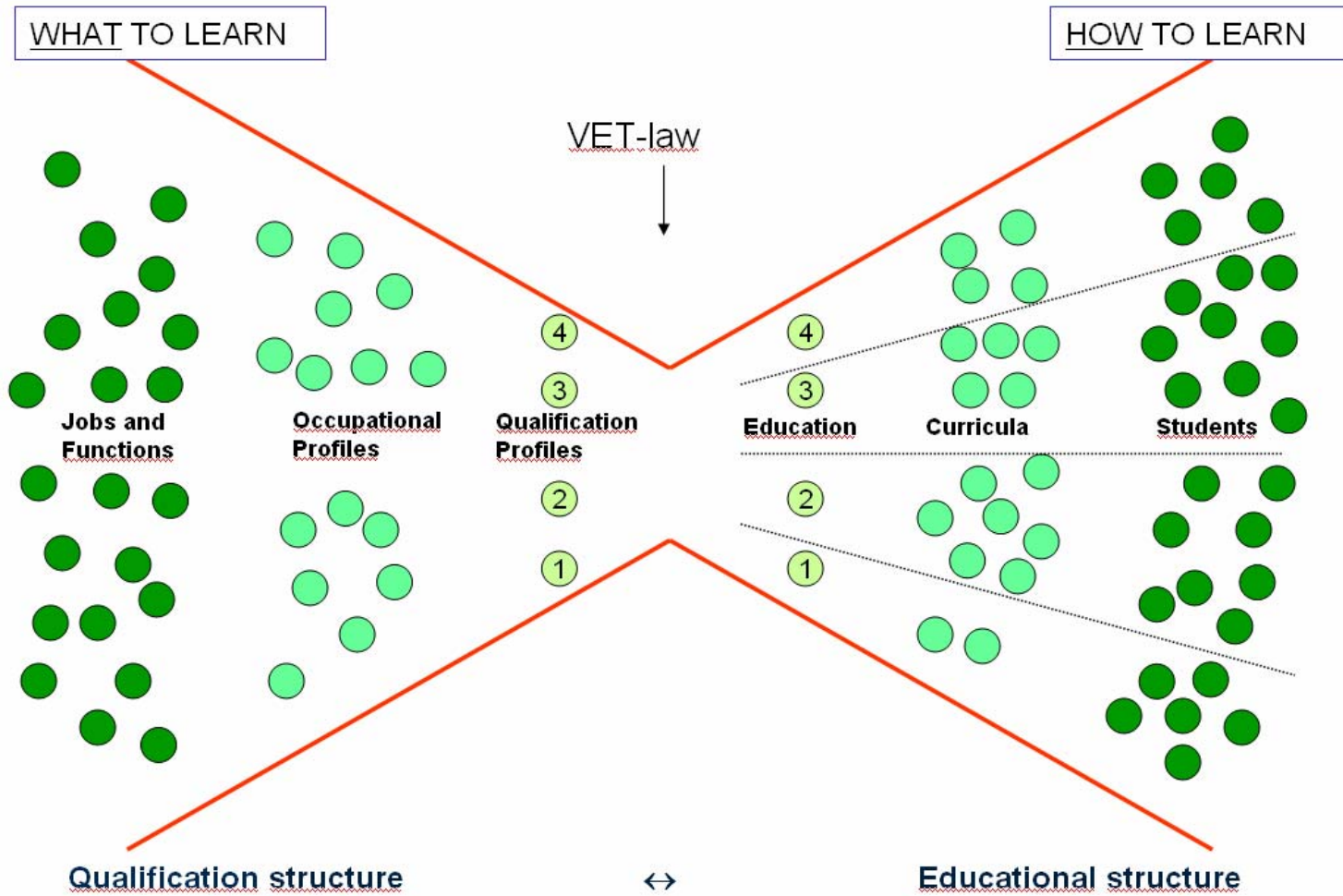
Main themes:

- Need for educational change asks for a new qualification structure.
- Complaints about the feasibility of the qualification structure dated 1996.

National actors started up a process approach for innovation:
new quality framework in 2006.

Development of a new model for qualifications





- Qualification dossiers encompass related professions on various levels and in diverse working contexts. Dossiers deal with the labour market needs *not* with educational needs
- Central focus of the qualification dossiers is on acting in vocational practice
- Development and decision making about the qualification dossier takes place in a chain of actors (social partners, educational institutions, Colo and national Centres)

Legal framework

What:

The framework is defined in levels + educational pathways

Who:

Responsibility for making Qualification Profiles

Financement of this work

How:

Consultation process is prescribed

Approval and registration is regulated

The new qualification structure: Layout

Four levels of qualifications:

1. Assistant under supervision
2. Basic skilled worker
3. Allround skilled worker
4. Specialist skilled worker or middle manager

The format of the qualification dossier is composed by four complementing parts:

- A. image of the profession → everyone who has an interest
- B. the qualification profile → diploma demands
- C. specifications of the profile → information for education and developers of exams
- D. accountability → explanation and justification of the choices made

25 Competencies

- Deciding and initiating action
- Leading
- Coaching
- Caring and understanding
- Cooperating and consulting
- Adhering to principles and values
- Relating and networking
- Persuading and influencing
- Presenting and communicating information
- Writing and reporting
- Applying expertise
- Applying technology
- Analysing
- Investigating and exploring
- Creating and innovating
- Learning
- Planning and organising
- Meeting customer expectations
- Delivering results
- Following instructions and procedures
- Adapting and responding to change
- Coping with pressures and setbacks
- Showing the need for achievement
- Entrepreneurial and commercial thinking
- Acting businesslike

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kenniscentra voor
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PEOPLE PERFORMANCE

UC **Universal
Competency
Framework™**

The new qualification structure: An example

Bakery Entrepreneur

Key tasks:

1. Engaging in Enterprise
2. Managing the Business
3. **Working in the Bakery**

Key Task 3: Working in the bakery

Work Processes

3.1 Carries out preparatory tasks

3.2 Prepares bread and patisserie products

3.3 Advises the customer

3.4 Carries out completion tasks

3.5 Accepts large and/or special orders

Work process 3.2

The Bakery Entrepreneur prepares the bread and patisserie products needed daily. He does this systematically and rapidly and in an orderly manner, working in accordance with internal company procedures, safety regulations and statutory guidelines. He prepares dough, pastry, cake mixtures and fillings, and processes these products. He decorates and slices various bread and patisserie products that can then be chilled, frozen packed or presented.

Process and competency matrix for Key Task 3: Working in the Bakery

Key Task 3 Working in the Bakery		Competencies																								
		A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y
<i>Work process</i>		Making decisions and initiating activities	Directing	Supervising	Being attentive, showing interest and understanding	Collaborating and conferring	Acting ethically and with integrity	Building relationships and networking	Convincing and influencing	Presenting	Formulating and reporting	Using professional expertise	Using materials, resources and equipment	Analysing	Conducting research	Creating and innovating	Learning	Planning and organising	Focusing on 'customer' needs and expectations	Delivering quality	Following instructions and procedures	Dealing with change and adapting	Dealing with pressure and setbacks	Showing enthusiasm and ambition	Showing enterprise and acting commercially	Financial acumen
3.2	Prepares bread and patisserie products											X	X							X	X					

Competencies needed:

- Using professional expertise
- Using materials, resources and equipment
- Delivering quality
- Following instructions and procedures

Performance indicators

Competency	Component(s)	Performance Indicator	Professional knowledge and skills
K Using professional expertise	<ul style="list-style-type: none"> • Use of profession-specific mental abilities • Use of profession-specific manual skills 	Uses the appropriate techniques to prepare and finish products and works rapidly and precisely with his hands, producing attractively finished bread and patisserie products.	Knowledge of: <ul style="list-style-type: none"> • products (properties, quality criteria, composition, storage and preparation methods) • materials, resources and equipment (different types, function, use, maintenance, risks and safety precautions) • procedures and techniques used to prepare and finish products • storage of products • quality standards • safety regulations and statutory guidelines on equipment, food preparation, personal hygiene, safety, nvironmental protection and quality Skills: <ul style="list-style-type: none"> • procedures and techniques used to prepare and finish products • the application of quality standards • the application of regulations and guidelines
L Using materials, resources and equipment	<ul style="list-style-type: none"> • Effective use of materials, resources and equipment • Efficient use of materials, resources and equipment • Proper care of materials, resources and equipment 	Makes effective use of the necessary materials, resources and equipment when preparing and finishing products and is conscious of the way that he uses materials, resources, time and energy, ensuring, for example, that materials and equipment are cleaned and put away neatly and safely after use, so no time or energy is wasted and no damage is done.	
S Delivering quality	<ul style="list-style-type: none"> • Meeting quality standards • Meeting productivity standards • Working systematically 	Works in an orderly and systematic manner and at the required pace so bread and patisserie products that meet the relevant quality standards are prepared on time.	
T Following instructions and procedures	<ul style="list-style-type: none"> • Following instructions • Working in accordance with safety regulations • Complying with statutory guidelines 	Complies with the internal company procedures, the safety regulations and the statutory guidelines that apply to working in a bakery.	

Examination

Competence based examination

1. Examination 'mix' is required to assess if a candidate will master the contents of a qualification (diploma):

Types:

- Proof of competence
- Examination
- Portfolio

2. Marking

Follows task areas and work processes of a qualification.

Marking criteria focus on:

- the way a candidate deals with a work process
- the results obtained by a candidate

The performance indicators in the files help to formulate the criteria.

Some results of innovation

Before	After
Quantity 700 qualification dossiers 3500 partial qualifications (modules)	Quantity 250 qualification dossiers (estimated) 700 qualifications >Innovation by transparency
Contents Knowledge and skills	Contents Professional information Competencies Knowledge and skills >Innovation in substance

Thank you for your attention

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