



# Structure and contents of a competence-based curriculum

# What is a curriculum?

- A curriculum is essential within an education and training system as it constitutes a **guideline** for:
    - **Planning...**
    - **Conducting...**
    - **Assessing...**
- ...learning processes.**

## A competence-based curriculum is..

...based on occupational standards

...modular (units of competence/modules – elements of competence/courses)

...describing very specific learning outcomes (performance criteria)

... to be checked and amended continuously

# 1. Preface

- Name of job role
- Name of training provider
- Name of training scheme or SSC
- Name the key reference documents (e.g. NOS, QP)
- Describe the process (e.g. labour market scan, functional analysis, etc.)
- Parties/stakeholders are involved
- Give an overview about the structure

## 2. Information about the QP

e.g.

- QP reference ID
- Instructional level
- Industrial area
- Occupational area
- NSQF level

.....

## 3. Target population

e.g.

- Describe minimum educational background
- Describe desired skills and interests

## 4. Job description

e.g.

- Fitter Fabrication: outline duties, describe the main features of the job role (e.g. preparing and carrying out fitting and fabrication operations such as sawing, grinding, drilling, oxy fuel gas welding and cutting, etc.)

-Show possible ways of progression

## 5. Standards applied

e.g.

- NOS ID
- Short description of NOS applied
- Main elements (duties) described in the NOS



## 6. Overview: List of units (modules)

e.g.

- Name of module (unit of competence)
- Name and ID of course (element of competence)
- Number of assessable learning outcomes (PC)
- Teaching hours
- Credits

## 7. List of learning outcomes

List all assessable learning outcomes course by course

## 8. Courses (elements of competence)

- Course description
- Linked external standards
- Linked core/generic skills, underpinning organisational and technical knowledge
- Course contents
- Grading criteria
- Trainer's guide for delivery
- Trainer's guide for assessment
- Assessment plan
- Physical resources needed (suggestive)

## 9. Make sure that all people involved speak the same language

- list of acronyms and abbreviations
- Glossary (e.g. what is...a competence?...a module/unit?...a written test?...a project?...a NOS?, etc.)

## 10. List reference books and instructional material

e.g.

- International and national standards (ISO, EU,...)
- Training software packages
- Book titles and publishing houses (NIMI,...)

## 11. Who is involved?

-representatives of the education sector

-curriculum experts

-employers



WORKING GROUP (e.g. established and managed by  
NSDA)



SSC, DGET, ...