



# Staff training

## Competence-based training An other way to train?

Ronald Haccou



**Fontys**

Opleidingscentrum  
Speciale Onderwijszorg

[www.fontys.nl/oso](http://www.fontys.nl/oso)



# Competence

**A personal capacity, which must be seen as the product of Knowledge, Skills, Attitude and Experience that somebody masters in a certain context on a certain moment.  
(Weggeman)**



# 3 types of Competences

- **Social**  
(Projects of the EASPD: ATLAS + Pass it on)
- **Professional**  
(Teacher Special Educational Needs + P2I  
Jobcoach NVS/EUSE)
- **Citizenship**





# Definition Social Competence

**Labour market related social competences are competences that consist of an integration of Attitude (personal traits), Skills, Knowledge and Experience.**

**They enable clients to socially perform in an adequate way in a certain Profession in a certain Context.**

- **KNOWLEDGE** means educational skills and equipment or company skills. (I KNOW ...)
- **SKILLS** can be specified further in basic skills or key skills, general practical skills and specific practical skills. (I CAN ...)
- **ATTITUDE** includes things like motivation and personal traits. (I WANT... OR I AM...)
- **EXPERIENCE** is what a pupil has done so far, or parts of it. (I HAVE...)



**CONTEXT**

Reflection before

Reflection after

**Behaviour**

**Skills**

**Knowledge**

**Attitude**

**Experience**



# **Is able to communicate adequately in a job as a trainer in a sheltered workshop**

- to ask for information**
- to attend to someone speaking (eye contact)**
- to listen to instructions or questions**



# Measure competences

**From the beginning you know how to measure the competence**

**So the student knows what he or she has to show**



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# Measure competences

To measure ones experience or starting situation, you may use the **STARR Method**

A description of:

**Situation**

**Task**

**Action**

**Result**

**Reflection**

# Competence-based training

## Characteristic:

Assessment 1) at the beginning, 2) the end and 3) as a part of the training programme.

The central issue is the client.

The client steers the process of training.

## Conditions

- 1) Is there a clear view on Training? This is explicit formulated in a didactic model.
- 2) Do we know which competences we want to train?
- 3) Are those competences written down in terms of Attitude, Skills, Knowledge, Process, and so on ...



# Competence-based training

## Assessment

- 4) We have to know how to assess those competences; do we have a standard? Preferable; in real life settings; Otherwise: simulation of real life settings; role playing; give a presentation.
- 5) We have to know when a client passes this assessment. How to show, to prove mastering this competence. It is important to show this competence once, twice or more times on different occasions or settings? Is this on a beginning, advanced or experienced level?



# Competence-based training

## Starting situation

- 6) Map out the starting situation of the client; Use the criterion referenced interview (Method STARR).
- 7) The client formulates a Personal Development Plan.

## Training

- 8) The client is trained, proves that (s)he masters a competence and gathers evidence that (s)he has mastered the competence.
- 9) If the client discovers that (s)he lacks one or several components (knowledge, skill, attitude) of a competence, the client must have the possibility to master, learn or get trained on these parts.



# Competence-based training

## At the End

10 ) The client is able to show on an adequate way the competence, knows how to act with the appropriate attitude in the right context.

The client is able to say: I know how to do it, I am able to ... and I know why!

The addition “I know Why” reflects that (s)he can tell you the backgrounds of the behaviour (s)he shows.

