



Developing a competence framework - a step-by-step guide.



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



This is a step-by-step guide to guide you through the process of developing a field-level, external, ‘centre-outwards’ framework.



Author: Dr Stan Lester, Stan Lester Developments, UK

Copyright © The ComProCom Partnership 2017

This document may be used and distributed in its original and unabridged form for non-commercial purposes. No other public reproduction of this document, or publication of extracts from it, is permitted unless permission is obtained from the authors and reference is made to the source material and to ComProCom.

The European Commission support for the production of this publication does not constitute an endorsement of the contents, which reflect 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.



This is a step-by-step guide to guide you through the process of developing a field-level, external, 'centre-outwards' framework.

It is arranged in several sections:

- **Before starting (investigation/scoping)**
- **Level 1 – the structure of the framework**
- **Level 2 – outline detail**
- **Level 3 – detail and explanations**
- **Ethics and judgement**
- **Subset frameworks**
- **Knowledge and skills.**



Before starting

investigation and scoping

Before starting

Get a good overview of the field you are working with.



Roles

conservator/restorer
preventive conservator
collections care mgr (↑)
conservation scientist
conservation technician

collections manager
tutor/trainer

Entry

Non-graduate c. 10%
First degree 20%
Master's 70%

11 UK university courses declining, more entrants from EU

c. 15% via structured training posts

Workforce

- 50% private practice (↑)
- most 1-3 people
- 50% public/voluntary (↓)
- museums & galleries
- heritage orgs
- archives
- local gov't
- HLF etc projects

Conservation

c. 4000 people

Prof bodies

Icon 3500
BAPCR, BAFRA
(ARA, MA, BHI)

Prof quals

No legal restrictions
ACR – 900
CTQ (techs) – 120
ACR > for senior posts/
project leader & req'd for
register of practices

Other stakeholders

DCMS, CCSkills
EH, NT etc

Related

Curatorial
Archives
Historic buildings
conservation

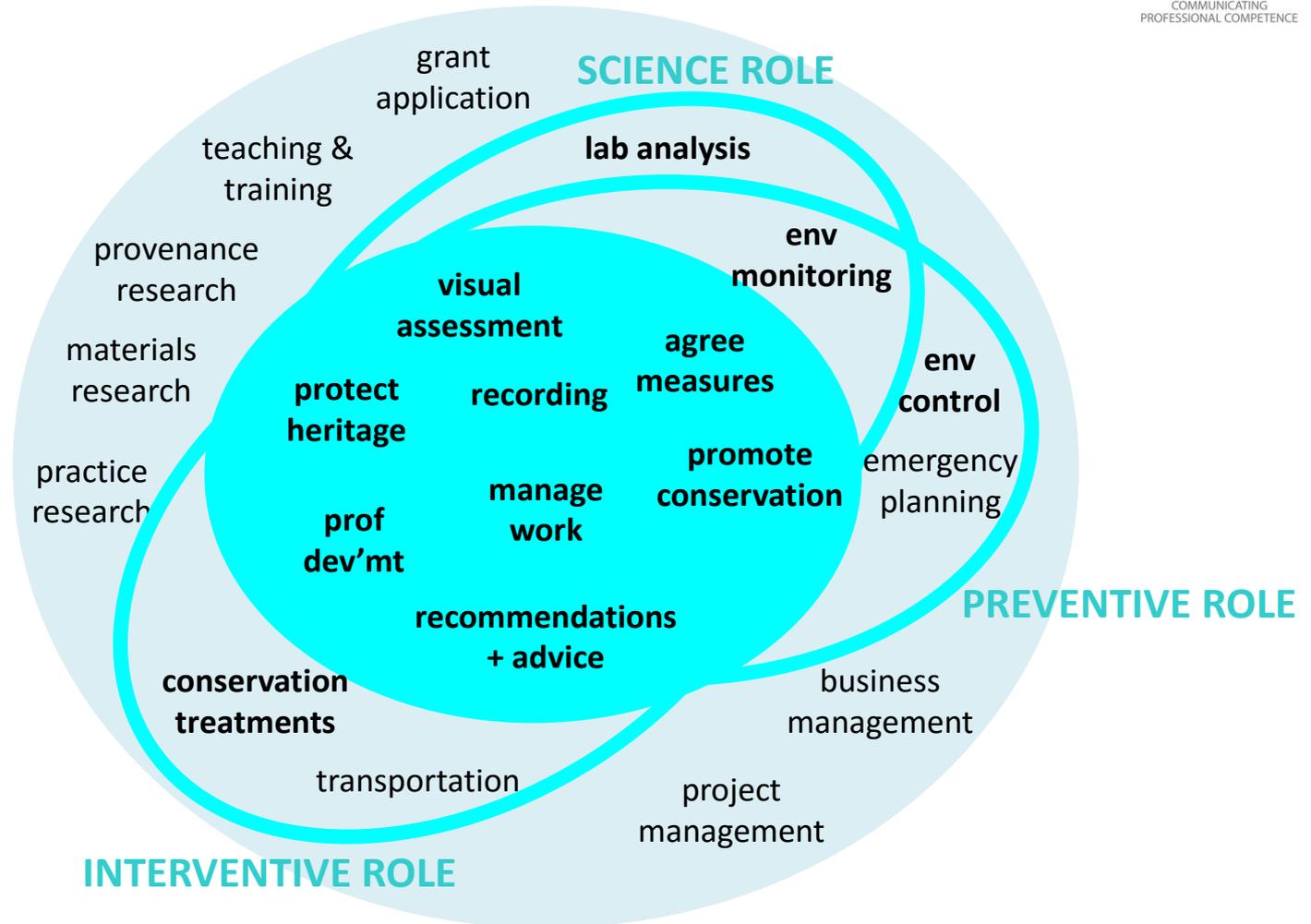
Distribution

London 40%, other cities 45%

Note: this is for illustrative purposes only and does not claim to be an accurate representation of this field.

Before starting

Map out the main activities and roles covered by the field.



Note: this is for illustrative purposes only and does not claim to be an accurate representation of this field.

Before starting

Summarise the key activities needed to achieve the field's purpose.



Conserve material heritage for the benefit of current and future generations

Assess the condition and significance of objects

Agree conservation measures

Carry out conservation treatments

Implement protective measures

Review the effect of conservation measures

Before starting



Conserve material heritage for the benefit of current and future generations

Assess the condition and significance of objects

Agree conservation measures

Carry out conservation treatments

Implement protective measures

Review the effect of conservation measures

Check that these are worded in a way that applies to everyone the framework is intended to cover.

Implement conservation measures



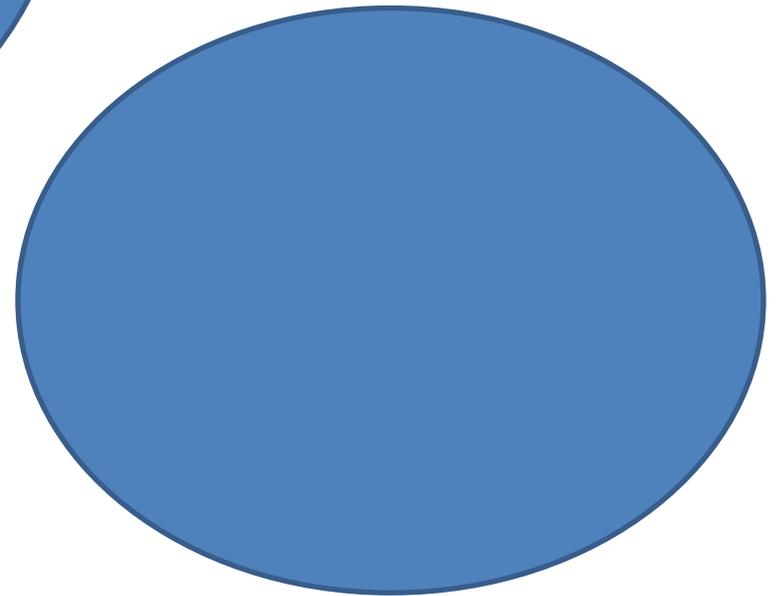
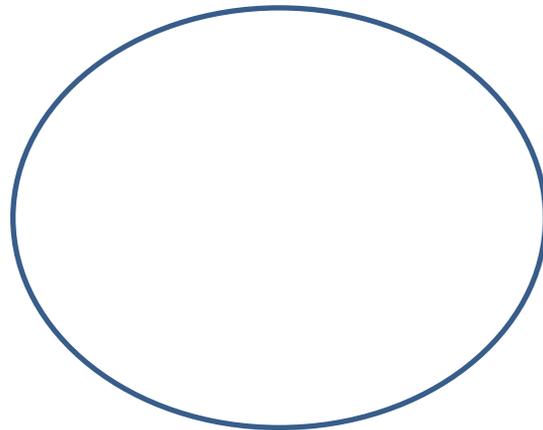
Level 1

the structure of the framework

Level 1



What are the key **ACTIVITIES**
central to the field/profession?



Key ACTIVITIES

Either areas of practice, e.g.:

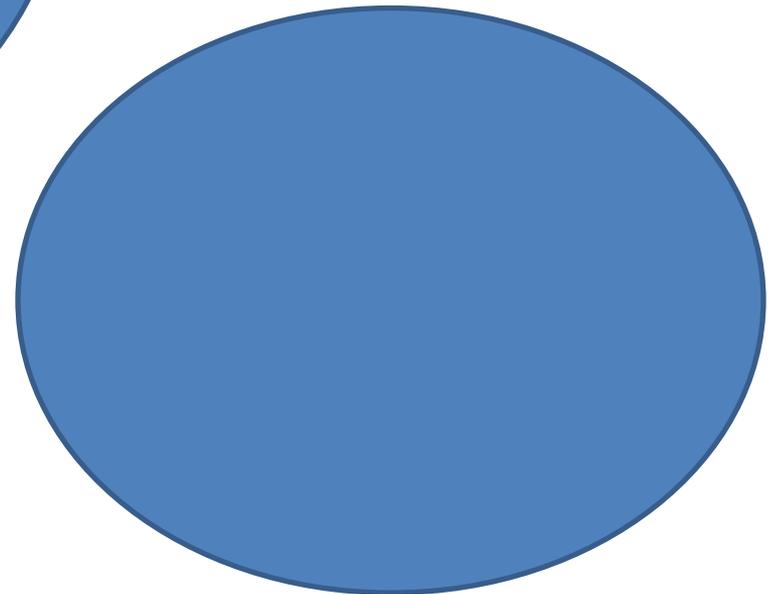
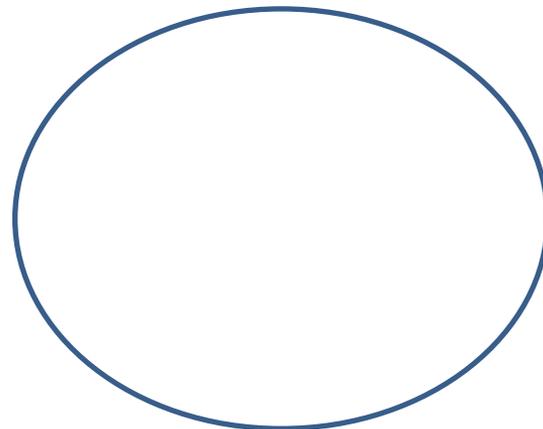
Audit

Accounts

Financial management

Taxation

Information systems



Key ACTIVITIES

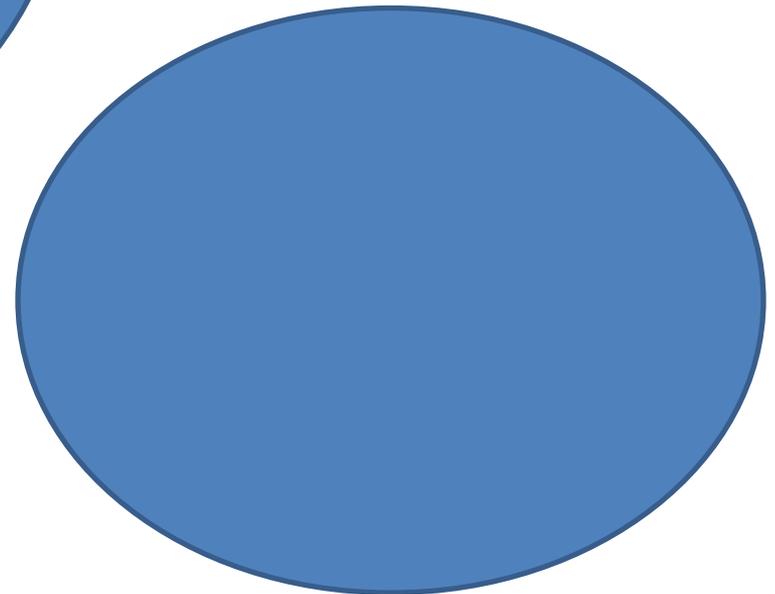
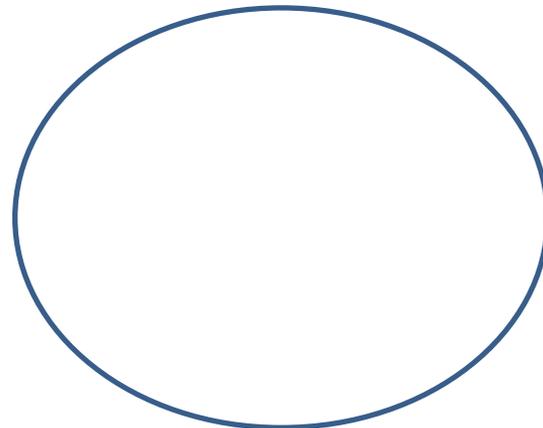
Or a cycle, e.g.:

Investigate/Assess ...

Plan/Design ...

Implement ...

Review/Evaluate ...



Key ACTIVITIES

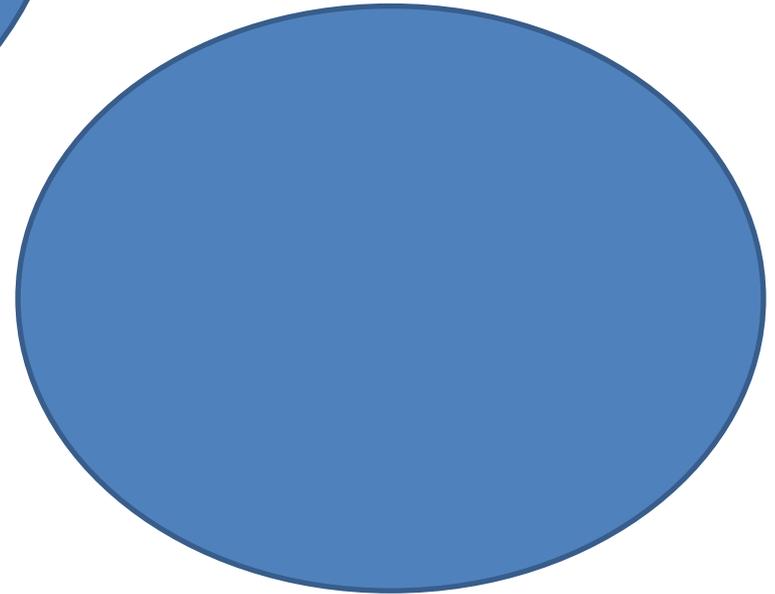
Investigate/Assess ...

Plan/Design ...

Implement ...

Review/Evaluate ...

Whichever approach is chosen:
make sure these are major work
activities, rather than simply areas
of knowledge or skill.



Key ACTIVITIES

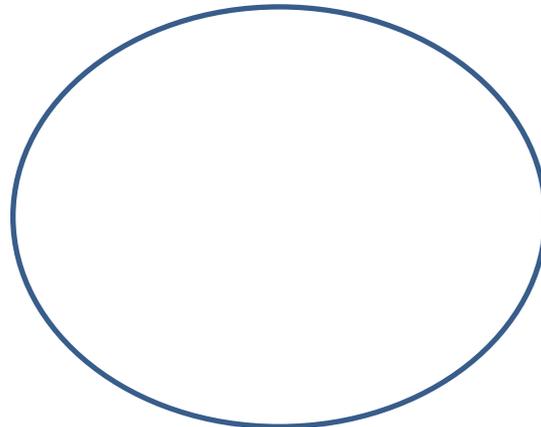
Investigate/Assess ...

Plan/Design ...

Implement ...

Review/Evaluate ...

Are there any important
generic areas of
competence central to
the field or profession?



Key ACTIVITIES

Investigate/Assess ...

Plan/Design ...

Implement ...

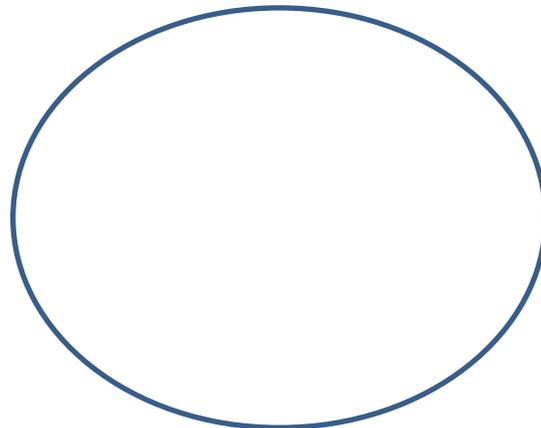
Review/Evaluate ...

GENERIC AREAS e.g.:

Managing self/own work

Continuing development

Working with clients



Key ACTIVITIES

Investigate/Assess ...

Plan/Design ...

Implement ...

Review/Evaluate ...

GENERIC AREAS

Managing self/own work

Continuing development

Working with clients

Ethics and
judgement
relating to the
field of work

Key ACTIVITIES

Investigate/Assess ...

Plan/Design ...

Implement ...

Review/Evaluate ...

GENERIC AREAS

Managing self/own work

Continuing development

Working with clients

Ethics and
judgement

Level 1

Investigate/Assess ...

Plan/Design ...

Implement ...

Review/Evaluate ...

Managing self/own work

Continuing development

Working with clients

Ethics and judgement



Level 1

Investigate/Assess ...

Plan/Design ...

Implement ...

Review/Evaluate ...

Managing self/own work

Continuing development

Working with clients

Ethics and judgement



**Investigate and assess the
feasibility of an enterprise**



Level 1

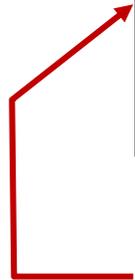
- Investigate/Assess ...
- Plan/Design ...
- Implement ...
- Review/Evaluate ...

- Managing self/own work
- Continuing development
- Working with clients

- Ethics and judgement



Investigate and assess the feasibility of an enterprise



Each Level 1 statement becomes the heading for a part of the framework. Each of the activities and generic areas break down into Level 2 and 3 statements; ethics and judgement can be treated differently, see later.





Level 2

outline detail

Level 2



Investigate and assess the feasibility of the venture

← What are the core activities that are needed to achieve the purpose of the main activity?
Aim for no more than five or so.

Level 2



Investigate and assess the feasibility of the venture

← What are the core activities that are needed to achieve the purpose of the main activity?
Aim for no more than five or so.

The aim here – and in the next level – is to describe critical activities, not trivia or every possible thing that could be included under the heading.

Level 2



Investigate and assess the feasibility of the venture

← What are the core activities that are needed to achieve the purpose of the main activity?
Aim for no more than five or so.

The aim here – and in the next level – is to describe critical activities, not trivia or every possible thing that could be included under the heading.

A research technique – such as critical incident analysis or semi-structured interviewing – is useful here.

Level 2



Investigate and assess the feasibility of the venture

Assess the market for the services/products

Identify the financial implications of the venture

Assess the need for resources and support

Evaluate the proposed venture in terms of personal capacities and goals.

What are the core activities that are needed to achieve the purpose of the main activity?
Aim for no more than five or so.

Write these using active verbs – not as skills or areas of knowledge.

Level 2



Investigate and assess the feasibility of the venture

Assess the market for the services/products

Identify the financial implications of the venture

Assess the need for resources and support

Evaluate the proposed venture in terms of personal capacities and goals.

What are the core activities that are needed to achieve the purpose of the main activity?
Aim for no more than five or so.

Write these using active verbs – not as skills or areas of knowledge.

Generally, these are most readable if written as if prefaced by 'You should be able to...'

Level 2



Investigate and assess the feasibility of the venture

Assess the market for the services/products

Identify the financial implications of the venture

Assess the need for resources and support

Evaluate the proposed venture in terms of personal capacities and goals.

What are the core activities that are needed to achieve the purpose of the main activity?
Aim for no more than five or so.

Write these using active verbs – not as skills or areas of knowledge.

Make sure that these activities are written in a way that applies across the different work roles in the profession or field. Differences can be picked out or explained in the detail.



Level 3

further detail and explanations

Level 3



Investigate and assess the feasibility of the venture

Assess the market for the services/products

Identify the financial implications of the venture

Assess the need for resources and support

Evaluate the proposed venture in terms of personal capacities and goals.

The next step is to fill in the detail beneath each activity.

Investigate and assess the feasibility of the venture

Assess the market for the services/products

- this includes making an evidence-based estimate of market capacity including the likely demand for the services/products, current competition and its effects, and how much the business can influence demand
- it may involve identifying if there is scope for exploiting or creating niche markets, or differentiating services/products
- it includes making a realistic assessment of how the business can market and sell its services/products, and how sales are likely to increase over time
- where relevant to the business, use market research to raise awareness of the business or the specific services/products
- ...

← The purpose of this is to explain what needs to be done, so it does not have to have a set format.

Investigate and assess the feasibility of the venture

Assess the market for the services/products

- this includes making an evidence-based estimate of market capacity including the likely demand for the services/products, current competition and its effects, and how much the business can influence demand
- it may involve identifying if there is scope for exploiting or creating niche markets, or differentiating services/products
- it includes making a realistic assessment of how the business can market and sell its services/products, and how sales are likely to increase over time
- where relevant to the business, use market research to raise awareness of the business or the specific services/products
- ...

← The purpose of this is to explain what needs to be done, so it does not have to have a set format.

← A rule of thumb is no more than five points – one or two are sometimes enough (or a single sentence).

Investigate and assess the feasibility of the venture

Assess the market for the services/products

- this includes making an evidence-based estimate of market capacity including the likely demand for the services/products, current competition and its effects, and how much the business can influence demand
- it may involve identifying if there is scope for exploiting or creating niche markets, or differentiating services/products
- it includes making a realistic assessment of how the business can market and sell its services/products, and how sales are likely to increase over time
- where relevant to the business, use market research to raise awareness of the business or the specific services/products
- ...

← The purpose of this is to explain what needs to be done, so it does not have to have a set format.

← A rule of thumb is no more than five points – one or two are sometimes enough (or a single sentence).

← If necessary, describe how actions might be different in different circumstances or for people in different roles.

Investigate and assess the feasibility of the venture

Assess the market for the services/products

- this includes making an evidence-based estimate of market capacity including the likely demand for the services/products, current competition and its effects, and how much the business can influence demand
- it may involve identifying if there is scope for exploiting or creating niche markets, or differentiating services/products
- it includes making a realistic assessment of how the business can market and sell its services/products, and how sales are likely to increase over time
- where relevant to the business, use market research to raise awareness of the business or the specific services/products
- ...

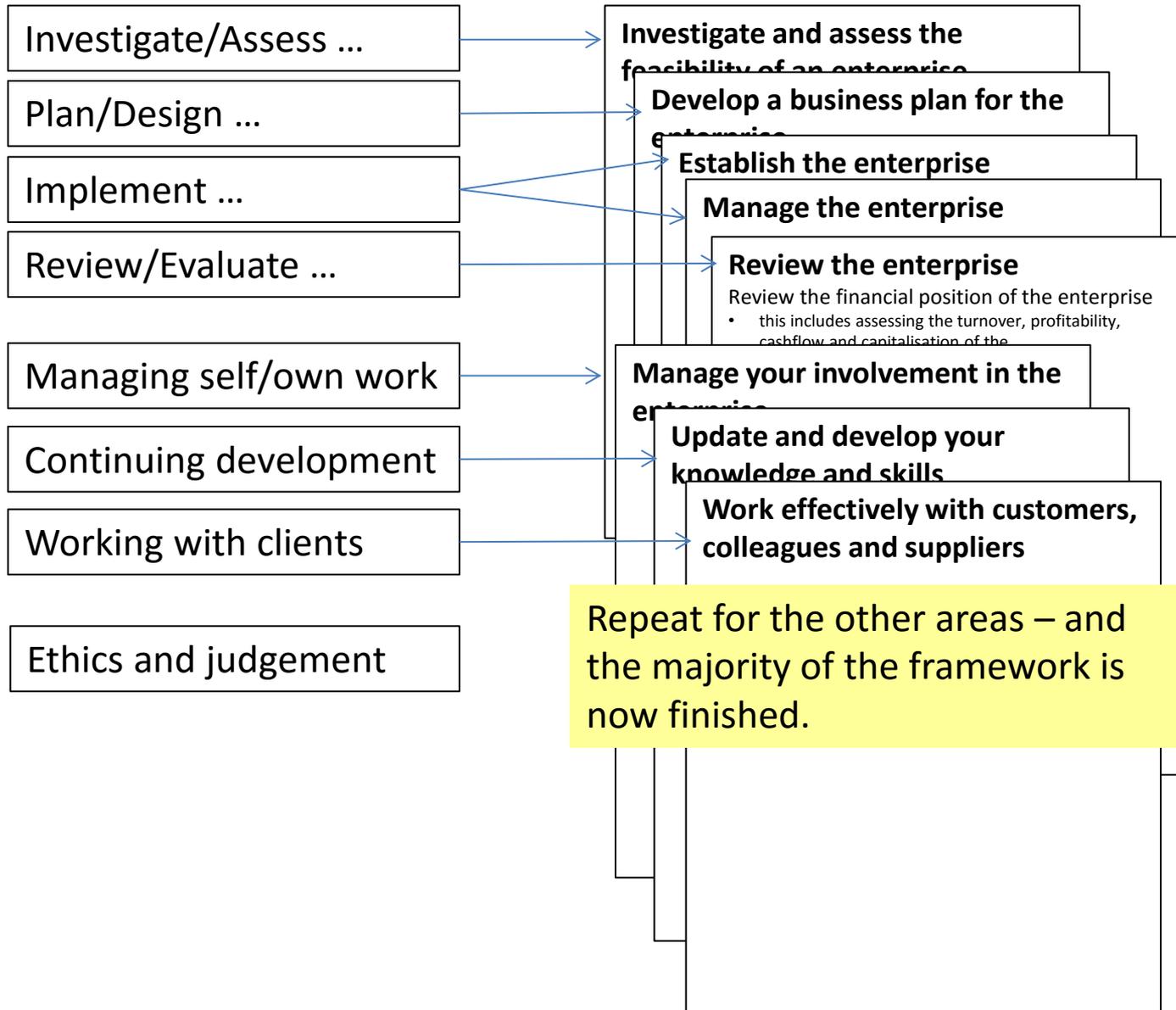
← The purpose of this is to explain what needs to be done, so it does not have to have a set format.

← A rule of thumb is no more than five points – one or two are sometimes enough (or a single sentence).

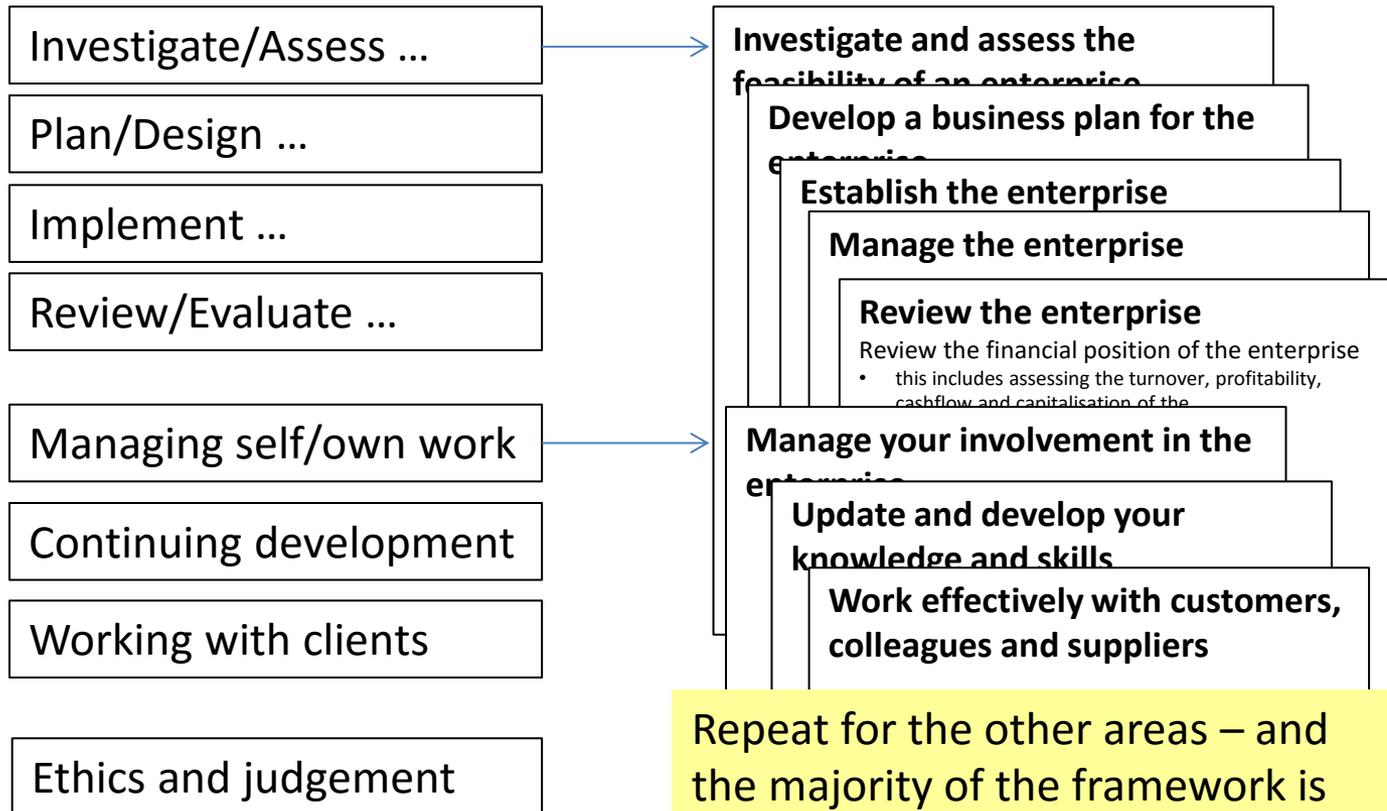
← If necessary, describe how actions might be different in different circumstances or for people in different roles.

An alternative, particularly where the framework covers different levels of work, is to use 'subsets' – these are explained later.

Levels 1-3



Levels 1-3



Repeat for the other areas – and the majority of the framework is now finished.

(Note that in this case the 'implement' area has been split in two – 'establish' and 'manage').



Ethics and judgement



Ethics and judgement

Finally, the ethics and judgement section.



Ethics and judgement

- Follow good business practice in dealings with customers, suppliers and third parties
- Minimise the impact of the business on the environment
- Seek advice if you are uncertain about, or unable to resolve, conflicts of interest
- ...

Finally, the ethics and judgement section.

This section does not need to follow a particular structure, but should avoid becoming excessively detailed.

Note that this section has been written as a set of actions.

Ethics and judgement

- Follow good business practice in dealings with customers, suppliers and third parties
- Minimise the impact of the business on the environment
- Seek advice if you are uncertain about, or unable to resolve, conflicts of interest
- Keep yourself up-to-date with laws and codes of practice relating to your business, trade or profession, and act in accordance with them
- ...

Finally, the ethics and judgement section.

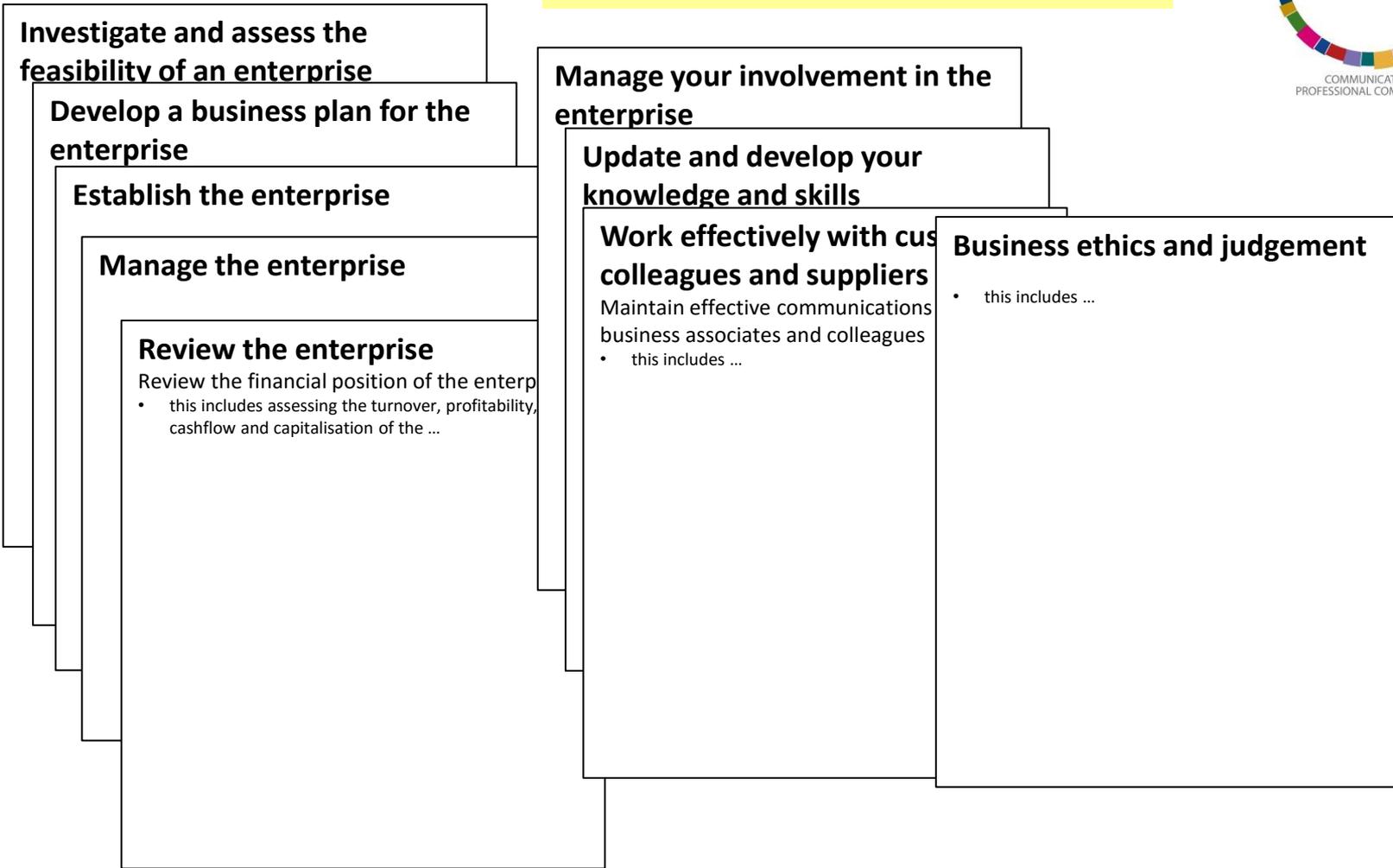
This section does not need to follow a particular structure, but should avoid becoming excessively detailed.

Note that this section has been written as a set of actions.

This still applies if the point refers to drawing on an area of knowledge – what is it that the knowledge is used to do?



The framework is complete!





Subset frameworks

'Subset' frameworks

A 'set' of frameworks can be used where the overall framework covers different levels, or substantially different groups of jobs.



'Subset' frameworks



A 'set' of frameworks can be used where the overall framework covers different levels, or substantially different groups of jobs.

A good example is the UK Engineering Council specification ('UK-Spec'), which has subsets for three different levels of work.

'Subset' frameworks

A 'set' of frameworks can be used where the overall framework covers different levels, or substantially different groups of jobs.

The structure of the framework – normally to the second level – remains the same throughout.



'Subset' frameworks



A 'set' of frameworks can be used where the overall framework covers different levels, or substantially different groups of jobs.

The structure of the framework – normally to the second level – remains the same throughout.

The third level (most detailed) statements are adapted to each level or group of roles. Only some areas of the framework are likely to need subsets.

'Subset' frameworks



A 'set' of frameworks can be used where the overall framework covers different levels, or substantially different groups of jobs.

The structure of the framework – normally to the second level – remains the same throughout.

Where possible, draft the framework carefully to avoid the need for subsets.

The third level (most detailed) statements are adapted to each level or group of roles. Only some areas of the framework are likely to need subsets.



Knowledge and skills

Knowledge

An 'external' competence framework generally does not include specific reference to knowledge, except when it is linked to particular actions (as in the ethics and judgement example given above).



Knowledge



An 'external' competence framework generally does not include specific reference to knowledge, except when it is linked to particular actions (as in the ethics and judgement example given above).

For most frameworks therefore, this section can be ignored.

Knowledge



An 'external' competence framework generally does not include specific reference to knowledge, except when it is linked to particular actions (as in the ethics and judgement example given above).

For most frameworks therefore, this section can be ignored.

However, if the framework is going to be used to underpin an educational curriculum or training programme, it can be useful to draw out key areas of knowledge and sometimes skill.

Knowledge

Concepts and principles

One way to approach this is to develop a 'concepts and principles' section applying to the whole framework.



Concepts and principles

General concepts and principles

- Financial concepts and how to apply them – turnover, cashflow, profitability, capitalisation, gearing, surplus/deficit, profit/loss
- Economic and market concepts and how to apply them – supply and demand, elasticity, substitution, monopolies and niches, market characteristics
- Principles of security and confidentiality
- Principles of good business practice
- Principles of sustainability and minimising environmental impact

One way to approach this is to develop a 'concepts and principles' section applying to the whole framework. Start with concepts and principles that apply across the field.



Concepts and principles

General concepts and principles

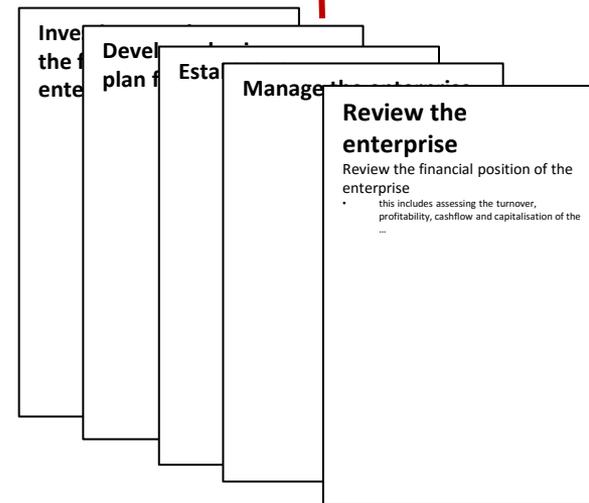
- Financial concepts and how to apply them – turnover, cashflow, profitability, capitalisation, gearing, surplus/deficit, profit/loss
- Economic and market concepts and how to apply them – supply and demand, elasticity, substitution, monopolies and niches, market characteristics
- Principles of security and confidentiality
- Principles of good business practice
- Principles of sustainability and minimising environmental impact

Specific understanding

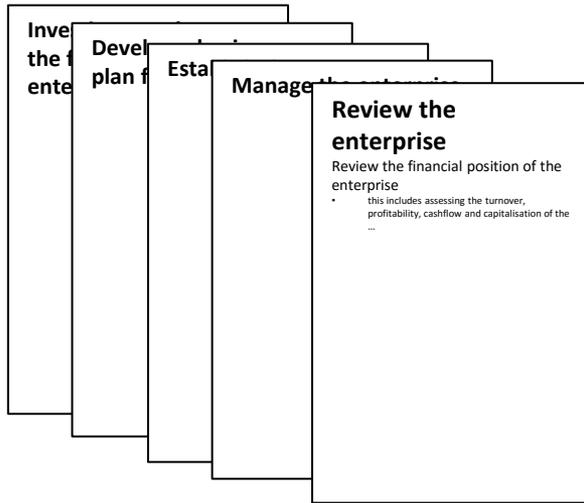
- The main legislation affecting businesses and where to find advice on it
- Record-keeping and reporting responsibilities of business owners and directors
- ...

One way to approach this is to develop a 'concepts and principles' section applying to the whole framework. Start with concepts and principles that apply across the field.

Also check each part of the framework to see if it suggests any additional, more specific areas of knowledge.

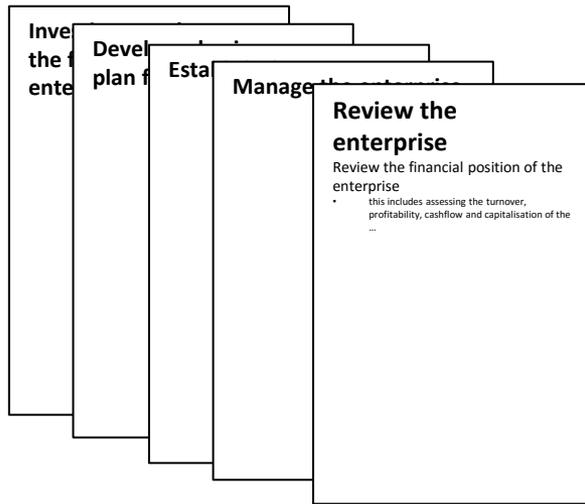


Knowledge



Alternatively, start from the activity-based parts of the framework, and summarise the knowledge relevant to each section – possibly in a short paragraph at the head of the page.

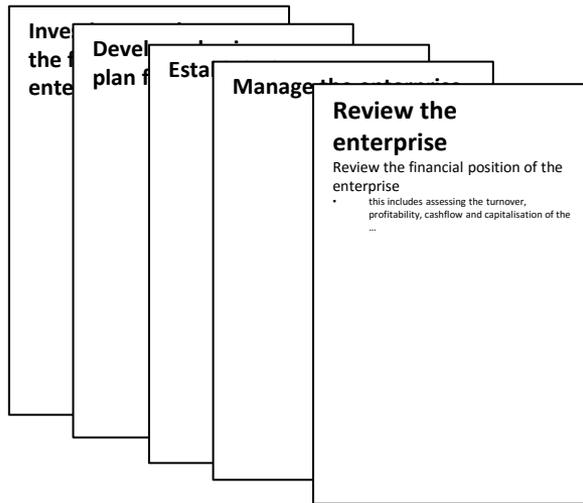
Knowledge



Alternatively, start from the activity-based parts of the framework, and summarise the knowledge relevant to each section – possibly in a short paragraph at the head of the page.

This can be done in addition to a 'concepts and principles' section, provided it doesn't lead to repetition.

Knowledge



Alternatively, start from the activity-based parts of the framework, and summarise the knowledge relevant to each section – possibly in a short paragraph at the head of the page.

This can be done in addition to a 'concepts and principles' section, provided it doesn't lead to repetition.

In all cases avoid repeating activities in the framework as process knowledge, e.g. by adding 'how to' in front of them.

Skills

Skills do not normally need to be stated separately in an 'external' framework – they are often fairly explicit from the activities.



Skills

Skills do not normally need to be stated separately in an 'external' framework – they are often fairly explicit from the activities.

Occasionally it can be useful to describe skills or techniques in the detail (third level) of the framework, if they are not readily apparent.



Skills

Skills do not normally need to be stated separately in an 'external' framework – they are often fairly explicit from the activities.

Occasionally it can be useful to describe skills or techniques in the detail (third level) of the framework, if they are not readily apparent, e.g.

Assist clients to move forward and make decisions

- this will involve respecting clients' priorities, aims and circumstances
- it will involve using techniques such as active listening, acknowledging, reframing, asking for clarification, and normalising
- ...



Skills

Skills do not normally need to be stated separately in an 'external' framework – they are often fairly explicit from the activities.

Occasionally it can be useful to describe skills or techniques in the detail (third level) of the framework, if they are not readily apparent.

Alternatively, to develop a learning specification to sit alongside the framework, it may be useful to 'convert' activities into skills...



Skills



- Investigate/Assess ...
- Plan/Design ...
- Implement ...
- Review/Evaluate ...

- Managing self/own work
- Continuing development
- Working with clients

- Ethics and judgement

Some skills/capabilities/'transversal abilities' will relate to the whole area of activity

Skills



Investigate and assess the feasibility of the venture

Assess the market for the services/products

Identify the financial implications of the venture

Assess the need for resources and support

Evaluate the proposed venture in terms of personal capacities and goals.

Some skills/capabilities/'transversal abilities' will relate to the whole area of activity

while others can be mapped from the individual sections

Investigate and assess the feasibility of the venture

Assess the market for the services/products

- this includes making an evidence-based estimate of market capacity including the likely demand for the services/products, current competition and its effects, and how much the business can influence demand
- it may involve identifying if there is scope for exploiting or creating niche markets, or differentiating services/products
- it includes making a realistic assessment of how the business can market and sell its services/ products, and how sales are likely to increase over time
- where relevant to the business, use market research to raise awareness of the business or the specific services/products
- ...

Some skills/capabilities/'transversal abilities' will relate to the whole area of activity

while others can be mapped from the individual sections

... or even the detail.



www.comprocom.eu