ComProCom conference
Athens, 13\textsuperscript{th} June 2017

\textbf{Background and Concepts}

Dr Stan Lester
\textit{Stan Lester Developments, Taunton, UK}
Some UK background

<table>
<thead>
<tr>
<th>National occupational standards (1990s)</th>
<th>Performance in workplace</th>
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<tbody>
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<td></td>
<td>Occupational roles &amp; functions</td>
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<tr>
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<td>Detailed descriptions</td>
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|                                        | + lists of knowledge
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National occupational standards (1990s)

- Over-detailed
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Picked up by English-speaking countries plus CEDEFOP and ETF in EU
Some UK background

National occupational standards (1990s)  Over-detailed
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Official support largely withdrawn in UK
Some UK background

Professions

Independent bodies
Set own standards
Both regulatory
and voluntary
Some UK background

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Independent bodies
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Both regulatory and voluntary

Like practice-based nature of standards
Dislike level of detail, too role/context specific
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‘Second-generation’ standards from c. 2010
‘Second-generation’ competence descriptions in UK professions

- Describe practice (not knowledge, skills etc.)
- Field-level (whole profession) - interpret into different specialisms, roles and contexts
- Concise, clear, precise – 5-12 pages
- May have ‘subsets’ for different levels
- Threshold level or progression scale if needed e.g. novice to expert.
‘Competence’

‘The ability to do something successfully or efficiently’ (OED)

- ability, not performance
- actions, not attributes

An ‘external’ or ‘activity-based’ view of competence.

Knowledge
Techniques
Skills
Transversal abilities
Values and virtues

applied in creating desired action effectively & ethically

Competence
Levels of description of competence

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ComProCom
COMMUNICATING PROFESSIONAL COMPETENCE
Levels of description of competence

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# Levels of description of competence

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Cyclic model of practice

- Assess
- Organising
- Communicating
- Developing
- Plan
- Review
- Do
- Ethos
www.comprocom.eu

Discussion forum at
www.comprocom.eu/forum/index
ComProCom conference
Athens, 13th June 2017

The development process

Dr Stan Lester
Stan Lester Developments, Taunton, UK
Developing a Professional standards framework

- **Resourcing**
  - project management, process expertise, sector expertise

- **Scoping**
  - purpose of framework, field definition

- **Research**
  - ‘rich picture’ of the field and how it is developing, what its work involves

- **Structure**
  - key areas to be covered by the framework

- **Detail**
  - detailed areas and standards

- **Consultation**
  - with practitioners and other stakeholders

- **Trialling**
  - using the framework in practice

- **Finalisation**
  - incorporating findings from consultation and trialling
1. Resourcing

This is an essential step at the start of the process. The development process will typically need:

- A project manager.
- A facilitator/editor/consultant who is familiar with the relevant methodology; this may be the same or a different person as the project manager.
- Occupational experts, who have in-depth, up-to-date knowledge of the field – between them covering its full breadth.

Occupational experts should be drawn from across the field, but avoid people representing specific organisations or interests – this can be accommodated in a steering group or advisory group.

Rule of thumb – allow at least nine months for the overall project.
2. Scoping

This is another essential step, that defines:

- What the framework is intended to be used for.
- The field that it applies to. This will be researched in the next step, but setting out the broad focus of the framework is a conceptual task. This could include for instance whether it needs to cover:
  - A broad field (e.g. law), more specific field (solicitor), or role (commercial conveyancer)?
  - One generic level (e.g. lawyer), or more than one (paralegal as well)? (But avoid too many levels based on qualification levels or career steps).

Some aspects of the initial scoping may need to be revisited after researching the field.
3. Researching the field

It is essential to develop a ‘rich picture’ of the field before starting to structure the framework. This will include things such as:

- The types and sizes of organisations that the field covers, how it is spread across sectors, how distributed geographically, how organised including self-employment and specialist firms.
- The legal, political, commercial etc. environment that it operates in.
- Routes for entering and training in the occupation, different patterns of career development.
- Common roles in the field, and the activities that they cover.
- Current and expected trends in the context, organisation, technology etc. affecting the field.
Conservation

- c. 4000 people
- Prof bodies
  - Icon 3500
  - BAPCR, BAFRA (ARA, MA, BHI)

Roles
- Tutor/trainer
- Conservator/restorer
- Preventive conservator
- Collections care mgr
- Conservation scientist
- Conservation technician

Entry
- Non-graduate c. 10%
- First degree 20%
- Master’s 70%
- Significant 2nd career

Prof qualis
- No legal restrictions
- ACR – 900
- CTQ (techs) – 120
- ACR ↑ for senior posts/project leader & req’d for register of practices

Prof bodies
- ICOM 3500
- BAPCR, BAFRA (ARA, MA, BHI)

Entry
- UK university courses
- Entrants from EU
- HNDs replaced by degrees
- c. 15% via structured training posts

Workforce
- 50% private practice ↑
  - Most 1-3 people
- 50% public/voluntary ↓
  - Museums & galleries
  - Heritage orgs
  - Archives
  - Local govt
  - HLF etc projects

Distribution
- London 40%, other cities 45%

Other stakeholders
- DCMS, CCSkills
- EH, NT, NTS etc

Roles
- Conservator/restorer
- Preventive conservator
- Collections care mgr
- Conservation scientist
- Conservation technician

Conservation
- c. 4000 people

Related
- Curatorial
- Archives
- Historic buildings conservation

Note: This is for illustrative purposes only and does not claim to be an accurate representation of the field.
Role mapping (from heritage conservation)

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4. Mapping out key areas

The first stage in developing the framework involves setting out the key areas of activity covered by the work of the field.

- One way of doing this is via a project cycle (investigation/assessment, planning/decision-making, implementation, review/evaluation). An alternative is to use key themes or areas of practice.
- In addition, are there generic areas of activity – e.g. (self) management, self-development, communication/client relations – that underpin effectiveness in the whole field?
- Finally, many fields will have an underpinning section covering ethical competence and professional judgement.
A cyclic model
(from social entrepreneurship)
A themed model
(from accountancy)

- Financial accounting
- Auditing
- Financial management
- Information and financial systems
- Taxation
- Organisational management

- People and communication
- Project and process management

Professionalism and ethics
5. Developing the detail

The next step will normally draw on both structured expert methods and field research: see the appendices to Part 2 of the manual.

- Three levels of depth:
  1. main headings
  2. key activities
  3. critical points, examples or explanations.

- Limits to the number of items at each level.

- Around a page for each main heading.

- Principles relating to language and clarity:
  - addressing the reader directly
  - avoiding multiple objectives
  - using examples when helpful (e.g. ‘this could include...’)
  - explanatory text rather than bullet-points when helpful.
Detail from the Social Enterprise standards (1)

2. Plan for the development of the enterprise

2.1. Develop a business plan and associated policies, plans and strategies to ensure the effective and sustainable operation of the enterprise.

2.2. Ensure that policies, plans and strategies are feasible, ethical/moral and support the aims of the enterprise.
Detail from the Social Enterprise standards (2)

2.1. Develop a business plan and associated policies, plans and strategies to ensure the effective and sustainable operation of the enterprise.

This includes:
- Developing a business plan for the enterprise that defines activities, resources, economic objectives and social objectives
- Developing associated policies, plans and strategies that support the business plan and provide a framework for the management and development of the enterprise
- Developing proposals for employment and deployment that meet the needs of the enterprise, make effective use of people’s capacities, and provide opportunities for unemployed members
- Ensuring that policies and plans are mutually supportive and complementary to each other.

Policies, plans and strategies may include, according to the nature and context of the enterprise, a human resource policy and plan; a quality and internal evaluation system; a health and safety policy; a communication strategy; and a marketing strategy, among other things. Where advantageous, the manager would normally draw on the expertise of others both inside and outside the organisation in order to draw up the business plan and associated policies, plans and strategies.
6. Consultation and trialling

Consultation and trialling provide feedback from the field about whether the standards work in practice. They are essential steps, but don’t expect them to compensate for poor initial research.

- Consultation should normally be done with a broad sample of practitioners and stakeholders from across the main contexts covered by the field. Ask specific questions, and be aware of the ‘response effect’ – respondents often don’t challenge the structure that they are presented with.

- Trialling normally involves a smaller sample than consultation, but gets practitioners more deeply involved through activities such as preparing for assessment, self/peer assessment, etc.

Consultation and trialling will normally lead to some revision at the detailed level – and sometimes a rethink of fundamentals.