



PARN Regulatory SIG
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ComProCom: Communicating Professional Competence

Dr Stan Lester
UK partner and scientific co-ordinator



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Erasmus+ Programme
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ComProCom

EU Erasmus+ Strategic Partnership
funded via IKY (State Scholarships Foundation, Greece)

September 2015 to August 2017

Aim “to improve the way that professional competence is described and represented, particularly in relation to complex work in higher-level occupations where outcome-based conceptions of competence have proved most challenging”.

Partly informed by research with UK professions on competence frameworks and practising standards – Lester 2014a,b,c.

www.comprocom.eu
devmts.org.uk/comprocom.htm

Partners



Die Berater – Austria

Business management for start-ups



Agency for Local Gov't and Communities – Greece

Social entrepreneurship; management of the project



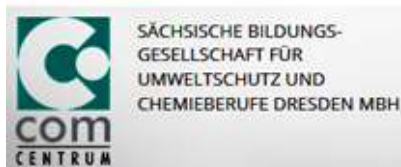
Institute for Sustainable Technologies – Poland

Innovation management; comparative research



Institute of Training and Development – Ireland

Training and development; developer course



SBG-Dresden – Germany

Chemical engineering (Meister level)

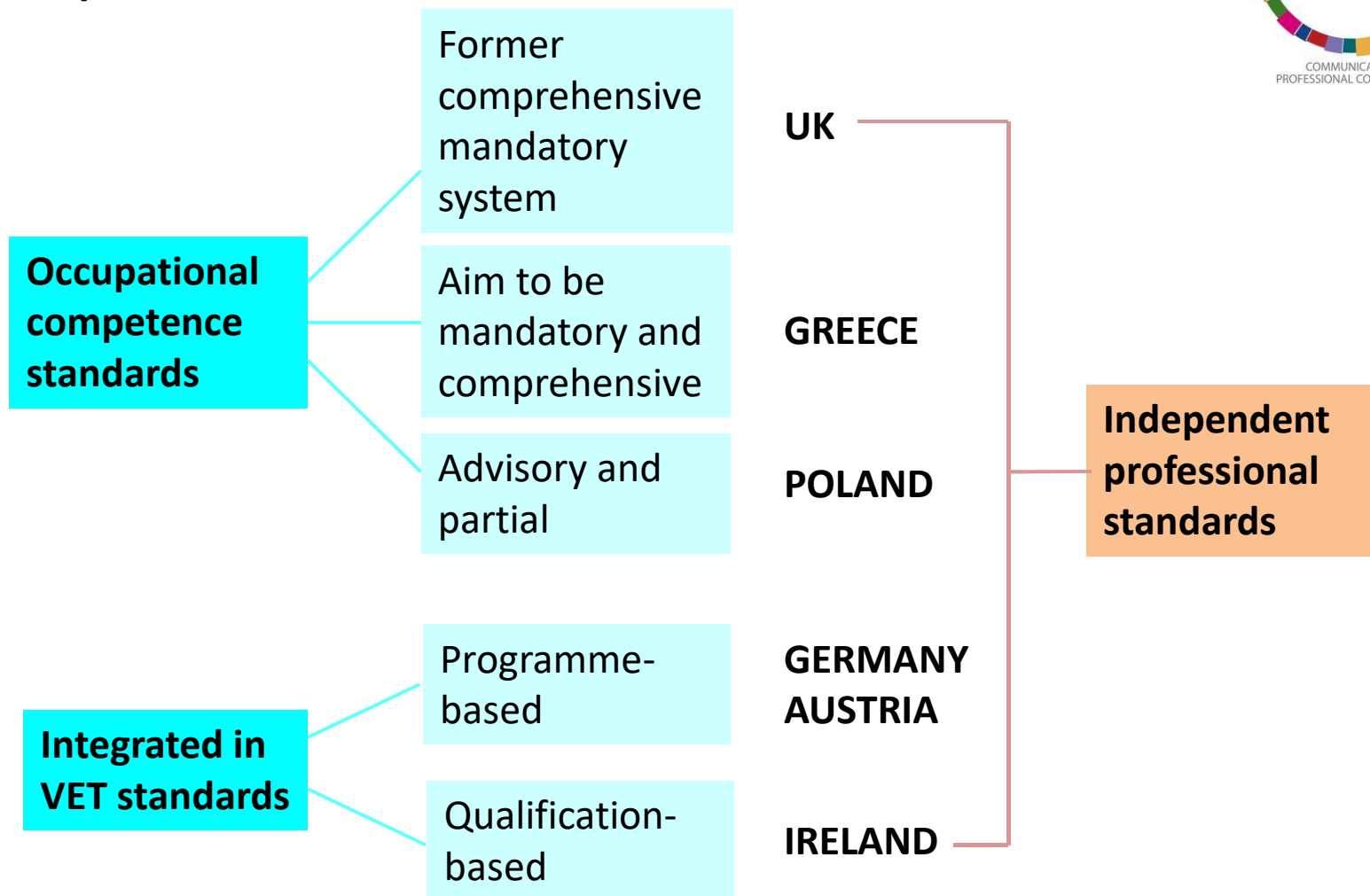


Stan Lester Developments – UK

Methodology, academic output



Comparative research



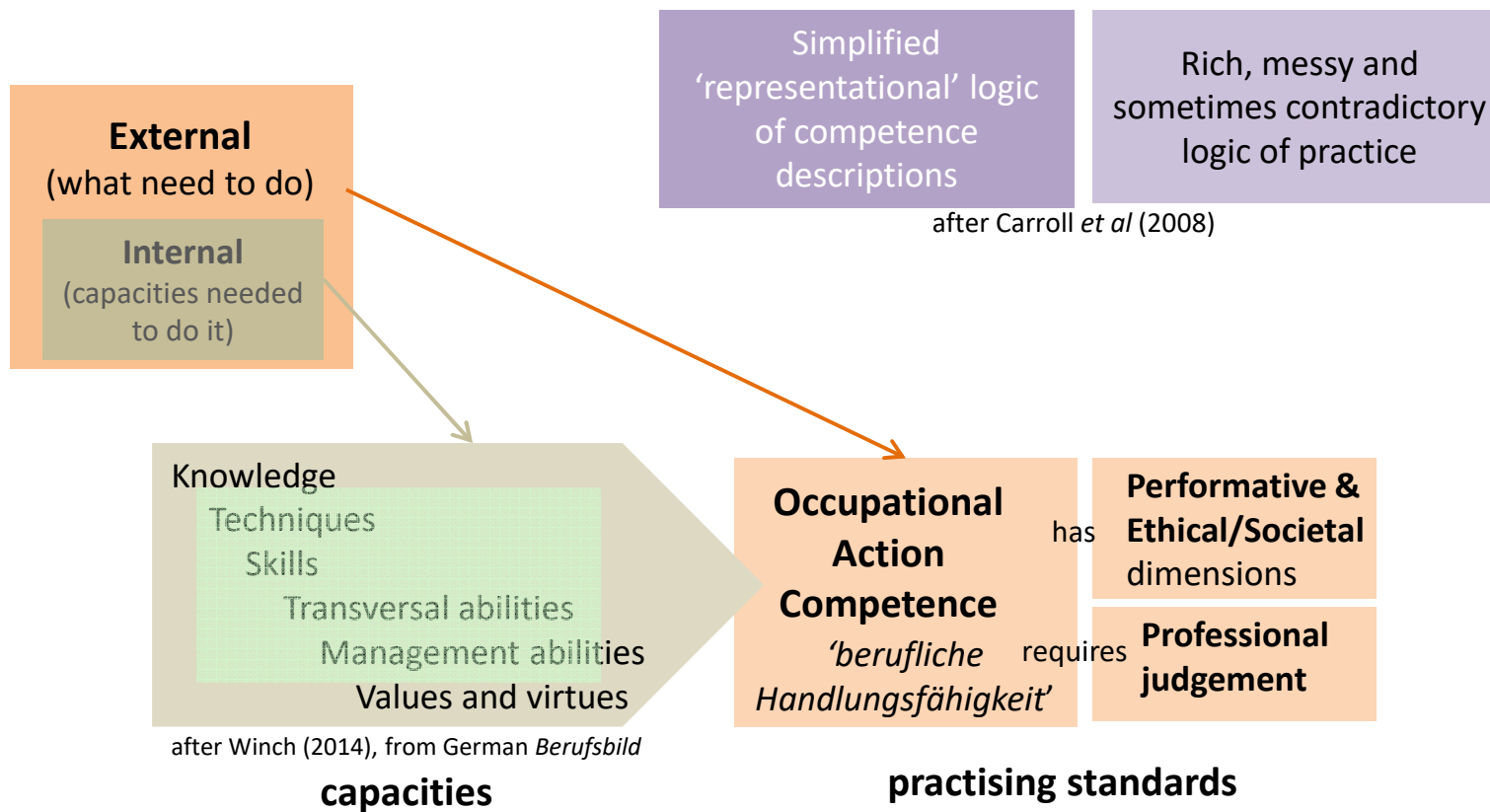
Report: Religa & Lester 2016
Article: Lester & Religa 2017,
Education + Training

'Competence'

'The ability to do something successfully or efficiently' (OED)



How bridge between ...



Levels of description of competence

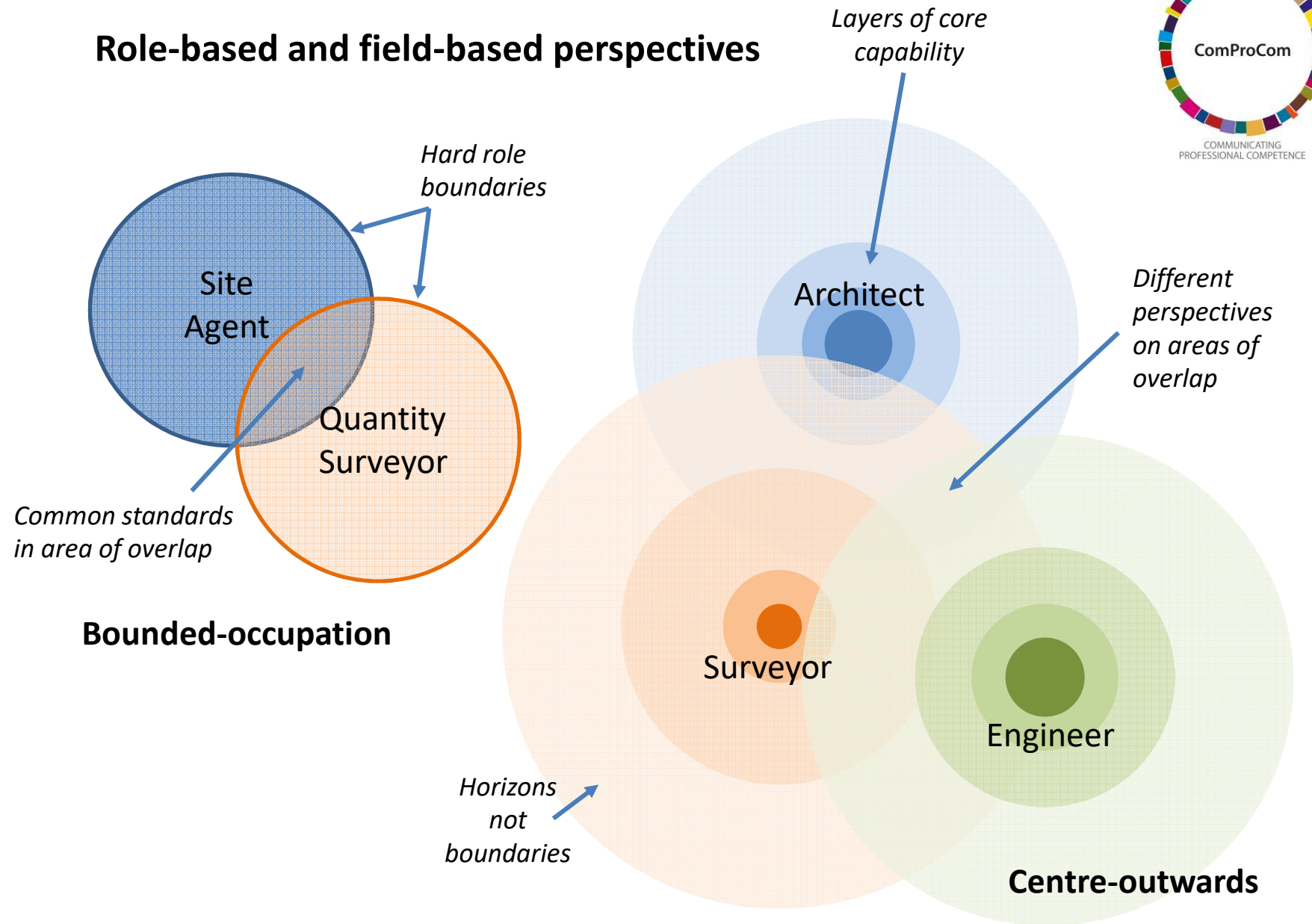


Task level	Role level	Field level	Global
Work tasks	Work roles and functions	Whole professions and occupational fields	Professional work
e.g. 'Registering title'	'Commercial conveyancer'	'Law'	'Liberal professions'

More detail in table 1.5 of methodological guide

- Each level of description is complete in itself and can be interpreted directly into the relevant contexts.

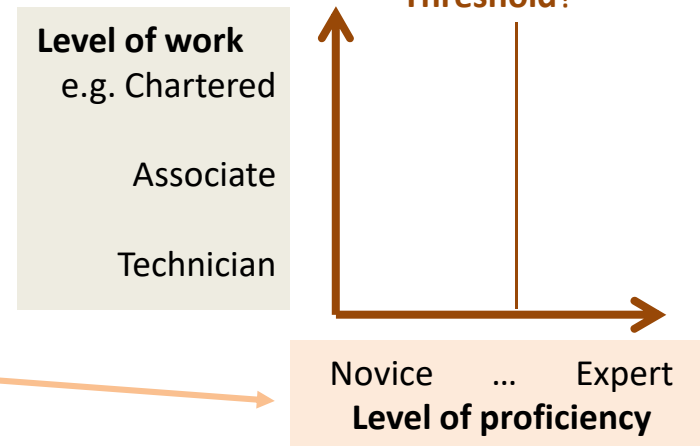
Role-based and field-based perspectives



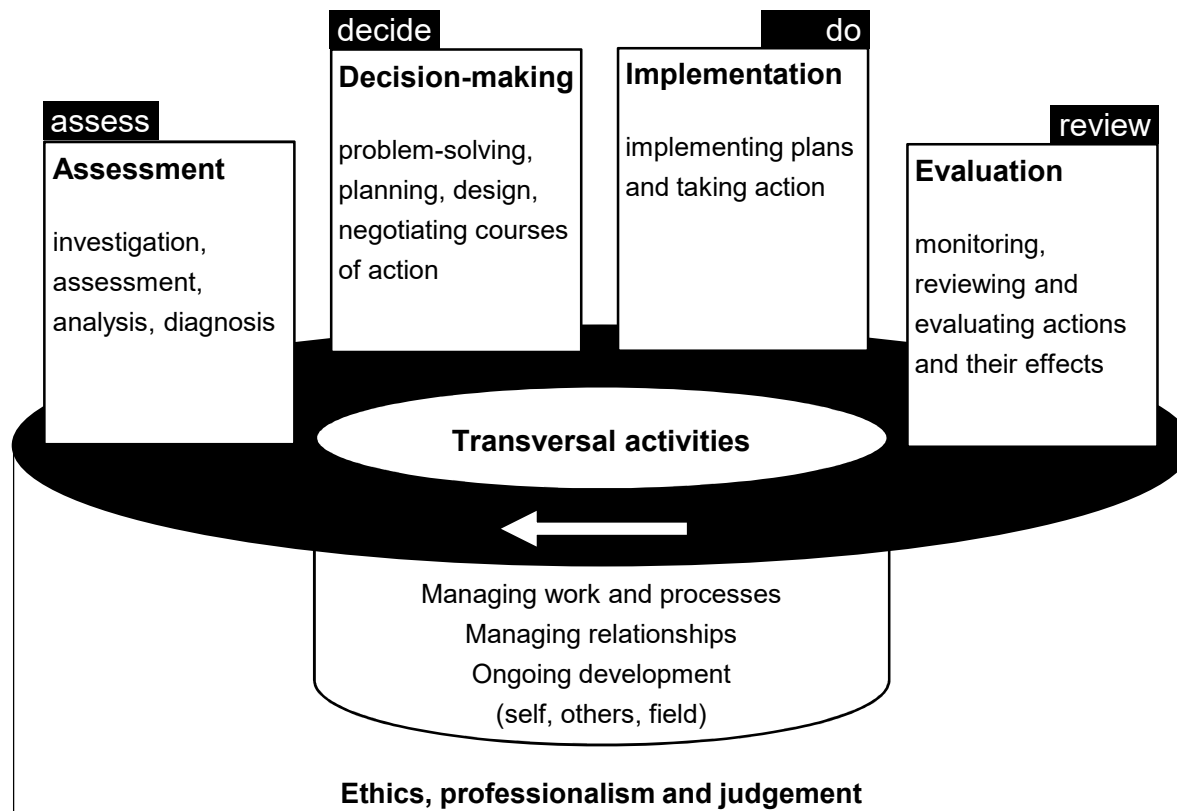
Field-based, 'centre-outwards' description



- Single standard of practice
- Interpret into roles, contexts, specialisms
- Concise (c. 5-12pp)
- Clear and precise
- Possible subsets for different levels
- Threshold or progression scale if needed
- Resilient (10-15 year lifespan?)



Cyclic model for describing a professional field



Detail and language

- 3 levels of depth enough
 - *Main headings*
 - *Key activities*
 - *Critical points/explanations*
- 3rd level can be indicative ('this can involve...') or explanatory
- No long lists of criteria
- Clear, active language
- Address reader directly (as if 'you should be able to...')
- Precise but not restrictive



2. Plan to develop the enterprise

2.1. Develop a business plan and associated policies, plans and strategies.

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. You will probably need to draw on other people with relevant expertise to develop the detail of the plans.

This area 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 sustainable 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.

Knowledge?



- Not directly part of practising standards – and not sufficient just to tag knowledge on to key activities.
- Fields have a 'knowledge structure' that includes underlying principles, epistemological positions and theories-in-use at the level of the whole field...
... as well as propositional knowledge and know-how relating to key activities and specific areas of practice.
- Practitioners' knowledge-in-use is partly transdisciplinary and situational.

Level of proficiency?



- Not fully addressed in project.
- Dreyfus 'Novice to Expert' model useful –
 - sign-off typically at 'competent' or 'proficient' levels.
- Allows for progression to 'expert/mastery' level within the same set of standards.
- Not the same as different levels of work, e.g. technician/incorporated/chartered engineer...

... but membership grades can be based on both or on characteristics of each.

Uses



Direct

Communicate what the profession does

General practising standards

Sign-off for independent practice
(with assessment guidance)

Claims of incompetence.

Contributing

Curricula, courses, training programmes

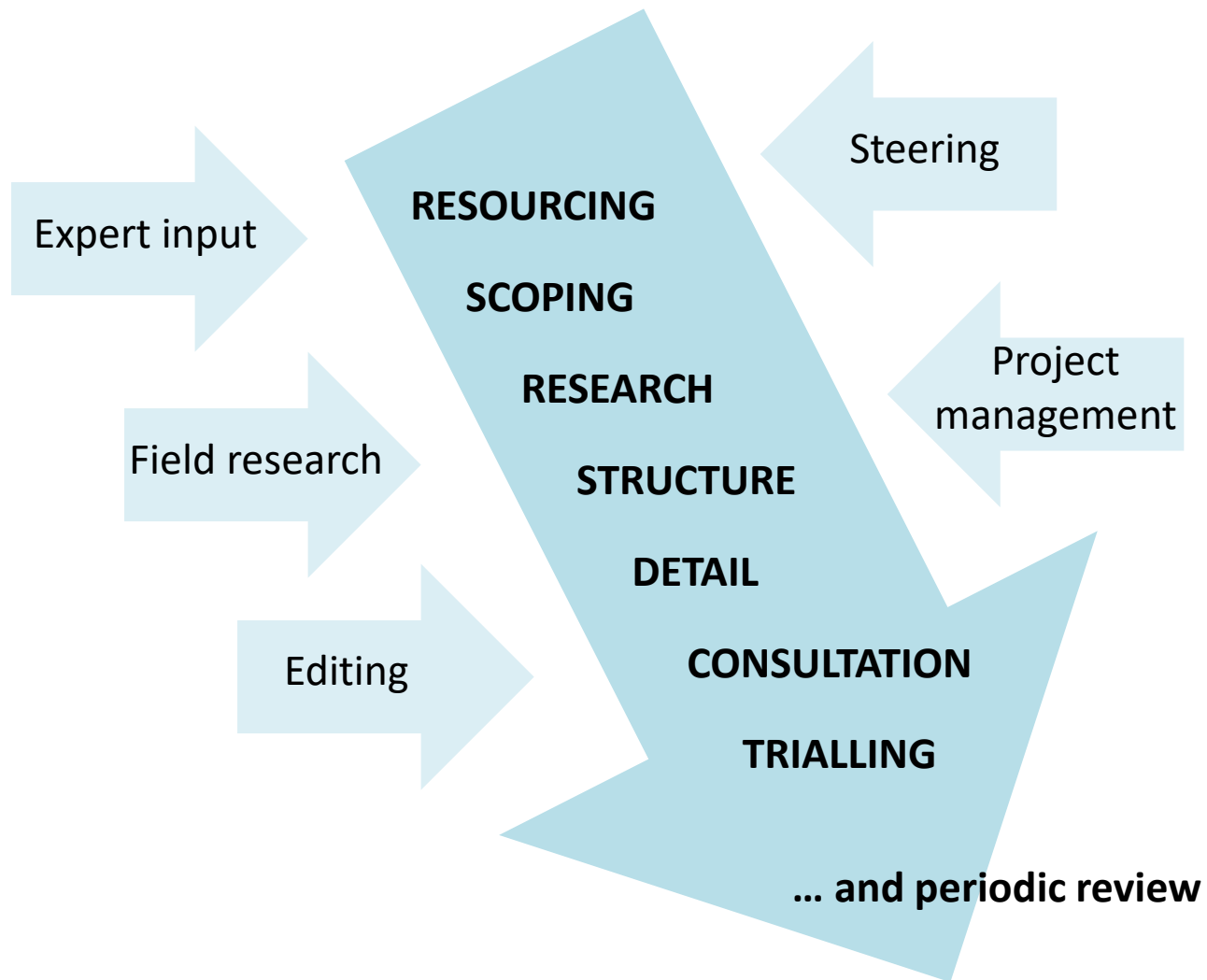
Course approval

Sign-off as ready to practise

Continuing development

Claims of malpractice.

Development process





Key project documents

available from www.comprocom.eu and devmts.org.uk/comprocom.htm

Project reports and resources

Models and uses of 'competence' in six countries' VET systems: cross-partner report on the reviews of the current situation. February 2016.

<http://www.comprocom.eu/component/phocadownload/category/2-intellectual-outputs?download=4:models-and-uses-of-competence-in-six-eu-countries-vet-systems-cross-partner-report-on-the-reviews-of-the-current-situation-february-2016>

Professional Competence Standards: guide to concepts and development. April 2017.

<http://www.comprocom.eu/component/phocadownload/category/2-intellectual-outputs?download=38:professional-competence-standards-guide-to-concepts-and-development>

Developing professional competence standards: final report of the project ComProCom. June 2017. <http://devmts.org.uk/occstds.pdf>

Academic papers

Lester, S. and Religa, J. (2017) "'Competence' and occupational standards: observations from six European countries", *Education and Training* 59 (2), pp201-214.

<http://devmts.org.uk/occstds.pdf>

Lester, S. (written 2017) "Reconciling activity-based descriptions of competence with professional work", pending in *Higher Education, Skills & Work-based Learning*.

Lester, S., Koniotaki, A. and Religa, J. (written 2017) "ComProCom: a revised approach to occupational competence", in review with *Education + Training*.

Some additional references



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