UK Network Event
SOAS, London, 6th May 2016
UK Network Meeting

Room 202, Brunei Gallery

12.00 Buffet lunch
12.30 Welcome and introduction to the project  Dr Stan Lester, UK ComProCom partner
   ‘Competence’ in the six project countries  Stan Lester
13.15 New developments in UK occupational standards  Abigail Smith, UKCES
   Standards for Higher Apprenticeships  Sophie Pinn, BIS
14.15 Refreshments
14.30 The ComProCom approach to competence  Stan Lester
   Recognising professional competence alongside academic qualifications  Dr Darryll Bravenboer, Middlesex University
15.30 Discussion: What messages do you have for the project? What would you like from ComProCom?
16.15 Developing the network
16.30 Close
The Project
ComProCom

EU Erasmus+ Strategic Partnership – Key Action 2
Transfer/Development of Innovation

Research on professional competence (Lester 2014a/b/c)
Discussions between British, Greek and Polish partners

Proposal February 2015
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”.
Outputs

Comparative research on the use of ‘competence’ in the six participating countries  *February 2016*

A competence framework/set of professional standards for each of five fields  *draft June 2016, finalised following trialling April 2017*

Methodological manual for standards developers  *draft January 2016, final June 2017*

Short training course and resources for standards developers  *June 2017*

Academic journal output  *July 2017*
Partners

Die Berater – Austria
*Business management for entrepreneurs*

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 –
the use of ‘competence’ in the partner countries
Concepts

‘The ability to do something successfully or efficiently’ (OED)
‘The ability to apply knowledge and skills to achieve intended results’ (ISO)

UK – ‘occupational competence’ – role/function performance
British and Irish professions – action-oriented but holistic

Germany – (a) Kompetenz – broad concept of personal capability
(b) berufliche Handlungsfähigkeit or berufliche Handlungskompetenz – occupational action capability or action competence – includes social and ethical dimensions, autonomy/self-management

Austrian and Polish conceptions similar to German ones, also influenced by EQF (knowledge, skills, personal/social competence)
**Application**

- **Occupational competence standards**
  - Former comprehensive mandatory system
  - Aim to be mandatory and comprehensive
  - Advisory and partial

- **Integrated in VET standards**
  - Programme-based
  - Qualification-based

- UK
- GREECE
- POLAND
- GERMANY
- AUSTRIA
- IRELAND

- Independent professional standards
Application

Separate competence standards

**UK** – from late 1980s, functional model + knowledge; ‘80% of occupations’ at least to EQF 4, was mandatory, now resource/advisory

**Greece** – from 2008, functional/task-based + skills and knowledge; 202 occupations (41%) up to EQF 4/5, aspirationally mandatory, more successful for occupational licensing

**Poland** – from late 1990s, functional framework + knowledge, skills, social competence; 553 occupations (20%) including 150 at EQF 6/7, resource/advisory

**British and Irish professions** – various models, partial coverage, main use for award of qualified status
Application

Embedded in training standards

**Germany** – from 1969, (a) *Ausbildordnungen* (initial training specifications) at national level describe training programme and what apprentices need to know and be able to do; 330 occupations up to EQF 4
(b) *Fortbildordnungen* (continuing development) at state level, assessment specification only; nearly 1000 at EQF 5-7 (including *Meister*)

**Austria** – *Berufsbilder* (initial training specifications) similar to German system

Embedded in qualification standards

**Ireland** – unitised qualification templates in NFQ
Separate OS do not imply greater industry involvement in VET – all countries involve industry, social and professional partners. They can lead to greater distance between specifiers and users – and increase scope for problems of quality and relevance.

Occupational classifications can appear blunt and clumsy when compared with real jobs and careers...

...while systems based on training standards can be slow in meeting the needs of emerging occupations and (arguably) labour market flexibility.

The most effective use of separate competence standards appears to be for specific applications such as licensing and granting qualified status – not for guiding the content of programmes.
Comments (2)

• Separate occupational standards are largely a product of liberal labour-markets (like the UK’s) where intervention is mainly on the supply (VET) side.

• They fit less well with co-ordinated labour markets (like Germany’s) that adopt a partnership approach to VET.

• Are they an appropriate fit for Greece and Poland, or a case of ‘policy borrowing’ (Allais et al 2014)?
The ComProCom approach to competence
‘Competence’

‘The ability to do something successfully or efficiently’ (OED)
‘The ability to apply knowledge and skills to achieve intended results’ (ISO)

**External**
Defines what it is that is to be done – as opposed to the skills, knowledge and abilities needed to do it

**Centre-outwards**
Focuses on what is central to acting effectively in the profession or field, rather than on specific occupational roles and functions

**Universal**
Applies to all practitioners in the field – rather than taking a ‘core and options’ approach (possibility of using ‘subset’ standards).
Conceptual influences

Include:

• Mansfield-Mathews job competence model (Mitchell & Mansfield 1996)
• Winch’s ‘epistemic ascent’ model (Winch 2014)
• Stephenson’s ‘capable practitioner’ (Stephenson 1998)
• Lester’s core capability model (Lester 2014)
• Dreyfus skills acquisition model (Dreyfus & Dreyfus 1986).
Lester ‘core capability’ model

From Lester (2014a), p50.
Methodological approach

Eclectic and pragmatic – don’t get hung up on one method

Field research plus expert analysis

Information provided on various methods – occupational analysis, role mapping, functional analysis, task analysis, Delphi, DACUM, critical incident, repertory grid.
Rich picture

**Roles**
- 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 bodies**
- Icon 3500
- BAPCR, BAFRA (ARA, MA, BHI)

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

**Conservation**
- c. 4000 people

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

**Related**
- Curatorial
- Archives
- Historic buildings
- conservation

**Distribution**
- London 40%, other cities 45%

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

**12+ specialisms**
- UK university courses 11 ()
- Entrants from EU (↑)
- HNDs replaced by degrees
- c. 15% via structured training posts

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

Note: this is for illustrative purposes only and does not claim to be an accurate representation of the field.
Conserve material heritage for the benefit of current and future generations

- Assess the condition and significance of heritage
- Agree conservation measures
- Implement interventive measures
- Implement preventive measures
- Review the effect of conservation measures
The framework

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

Field-specific areas
- cyclic
- or thematic

- Managing self/own work
- Develop self/prof’n
- Working with people

Generic professional areas

- Ethics and judgement
- Concepts and principles

Principles underlying the whole area of work
1. Assessment of material heritage

Understand the significance and context of the heritage to be assessed, along with any implications for potential conservation measures

- factors for consideration include how the heritage is used or displayed; the design and environmental context of the heritage; any personal, cultural, historic, spiritual, symbolic or financial significance; and ownership of and responsibility for the heritage
- you may need to undertake both visual / material and historic / archival research

Assess the physical nature and condition of the heritage

- the methods used for assessment must not threaten the condition or integrity of the heritage to any significant extent
- you must refer to other competent sources where analysis lies outside of your area of personal competence or requires specialist resources
- you must demonstrate a good understanding of the material properties and typical degradation patterns of heritage in the area that you work

Assess the impact of the environment and potential changes on the heritage

- this needs to be applied as appropriate to the context of your work: e.g. it may involve asking the owner of an object about its current and proposed environment and use, it could involve carrying out a detailed assessment of a collection or site, or assessing the impact of development proposals or other potential changes on a site or structure
- you must refer to other competent sources where analysis lies outside of your area of personal competence or requires specialist resources

Assess the implications of taking no further action

- this will include implications for the heritage under consideration and, as relevant to the situation, any risks to other objects or structures, the environment or surroundings, and to health and safety

Report the findings of the assessment

- depending on the context, findings may involve verbal, written, software-based and graphic representations
- the coverage and detail of the report or records need to be appropriate to the context of the assessment
5. Professional development

Keep yourself informed on changes in the profession as well as broader developments relevant to your work context.

Ensure that your practice, knowledge, skills and techniques are up-to-date, both at a general level and in relation to individual projects and tasks that you undertake:

- This includes maintaining familiarity and where appropriate contact with relevant bodies in the conservation field and beyond as relevant to your area of practice.
- Updating needs to be appropriate to role, e.g. if you carry out treatments you would be expected to understand and be able to use new techniques in your field, while if you are a manager or adviser you would be expected to understand what is available and where they are appropriate, but not to be able to carry them out.

Demonstrate the ability to reflect on and learn from your practice.

Continue to acquire knowledge in your area of specialism or expertise, and disseminate it through informal or formal means:

- ‘Specialism’ could be a conservation specialism, or a particular area of practice, knowledge or research in or related to conservation.

Promote conservation and the care of material heritage to lay and expert audiences, including other professionals involved in cultural heritage or the built environment:

- This includes being able to provide training or instruction to others where necessary.
The framework

Professional judgement and ethics

- understand the principles of conservation and demonstrate an in-depth understanding of the specific area(s) of your practice
- be conversant with national and international principles, philosophies and guidelines relevant to your practice
- understand the wider contexts in which conservation is carried out, the implications of context for practice, and the implications of conservation measures for the context
- use an adequate level of critical thinking, analysis and synthesis in approaching conservation problems and developing appropriate solutions
- appreciate and be prepared to consider alternative, valid methods and approaches that are relevant to your practice
- understand the ethical basis of the profession and the responsibilities of the conservation professional to cultural heritage and to wider society
- understand and observe your professional body's code of ethics and practice
- observe legal requirements and obligations, including those relating to health and safety, employment and contract law, and international agreements
- take responsibility for the care of the material heritage within your influence
- act responsibly and ethically in dealings with the public, employers, clients and colleagues
- act with awareness of and respect for the cultural, historic and spiritual context of objects and structures
- be able to handle value-conflicts and ethical dilemmas in a manner which maintains the interests of cultural heritage
- understand the limits of your own understanding and abilities, and practise within them.
The framework

Investigate/Assess ...
Plan/Design ...
Implement ...
Review/Evaluate ...
Managing self/own work
Develop self/prof’n
Working with people
Ethics and judgement
Concepts and principles

Concise – 6-12 pages
External but reflects ‘core capability’
Clearly written – active language
Principles/standards not functions/tasks
Accommodates different roles and specialisms without ‘core and options’
Resilient to changes – 10+ year life once fully tested
Usable for communication, guidance, assessment
Not a curriculum, qualification or training specification - develop further for these purposes if needed
Progress

Definition
- of field
- of purpose

Research

Expert analysis

Drafting

Consultation

Trialling
- aims
- group
- method(s)

Finalisation

Evaluation

Reporting

Dresden
Feb 2016

Dublin
June 2016

Radom
Feb 2017

Athens
June 2017
References


