



UK Network Event
SOAS, London, 6th May 2016



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





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



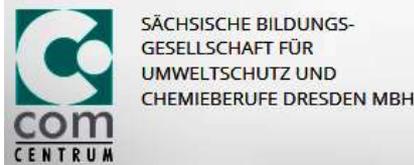
Institute for Sustainable Technologies – Poland

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

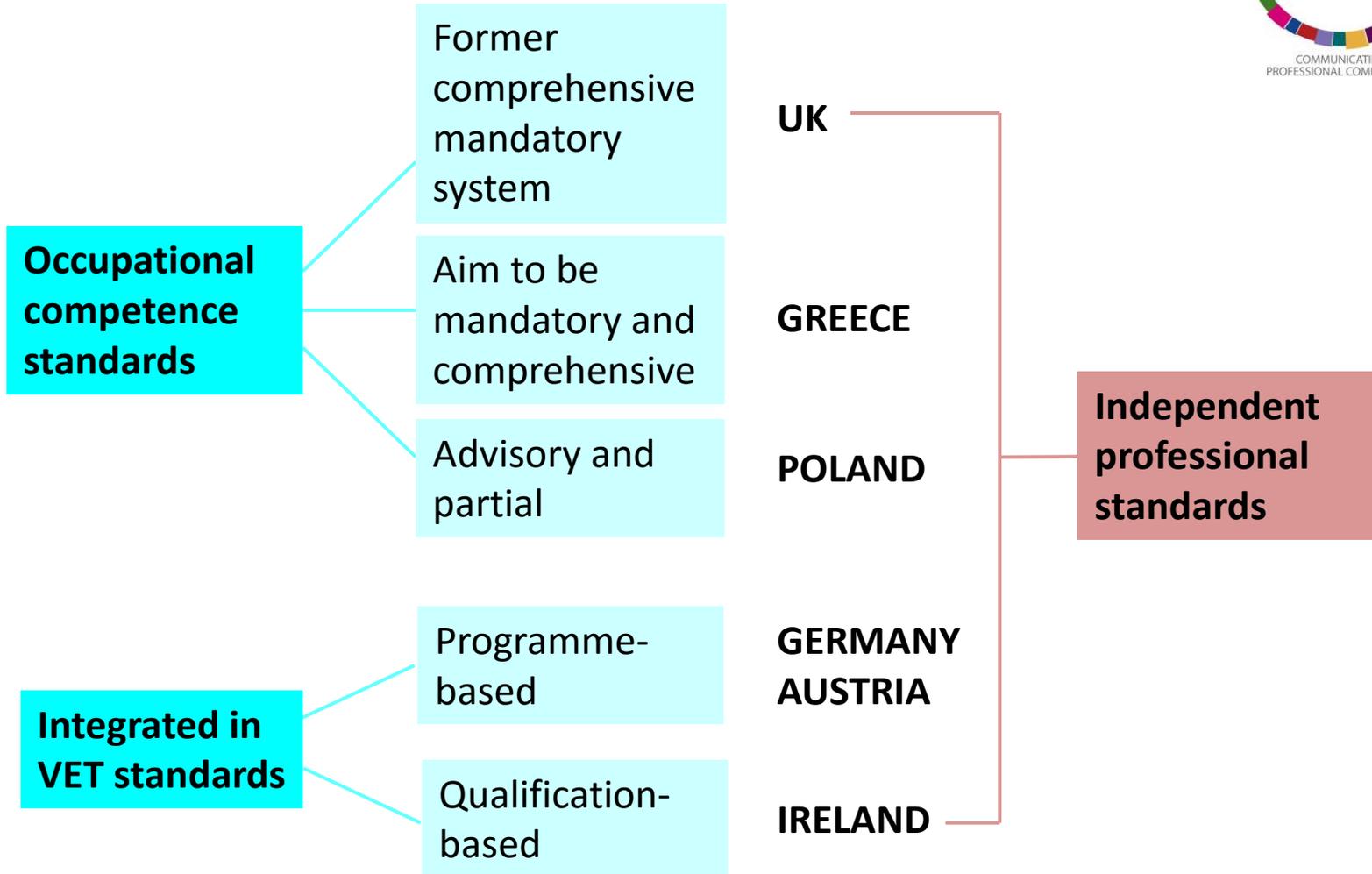
British and **Irish** professions – action-oriented but holistic

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





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



Comments (1)

- ❖ 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

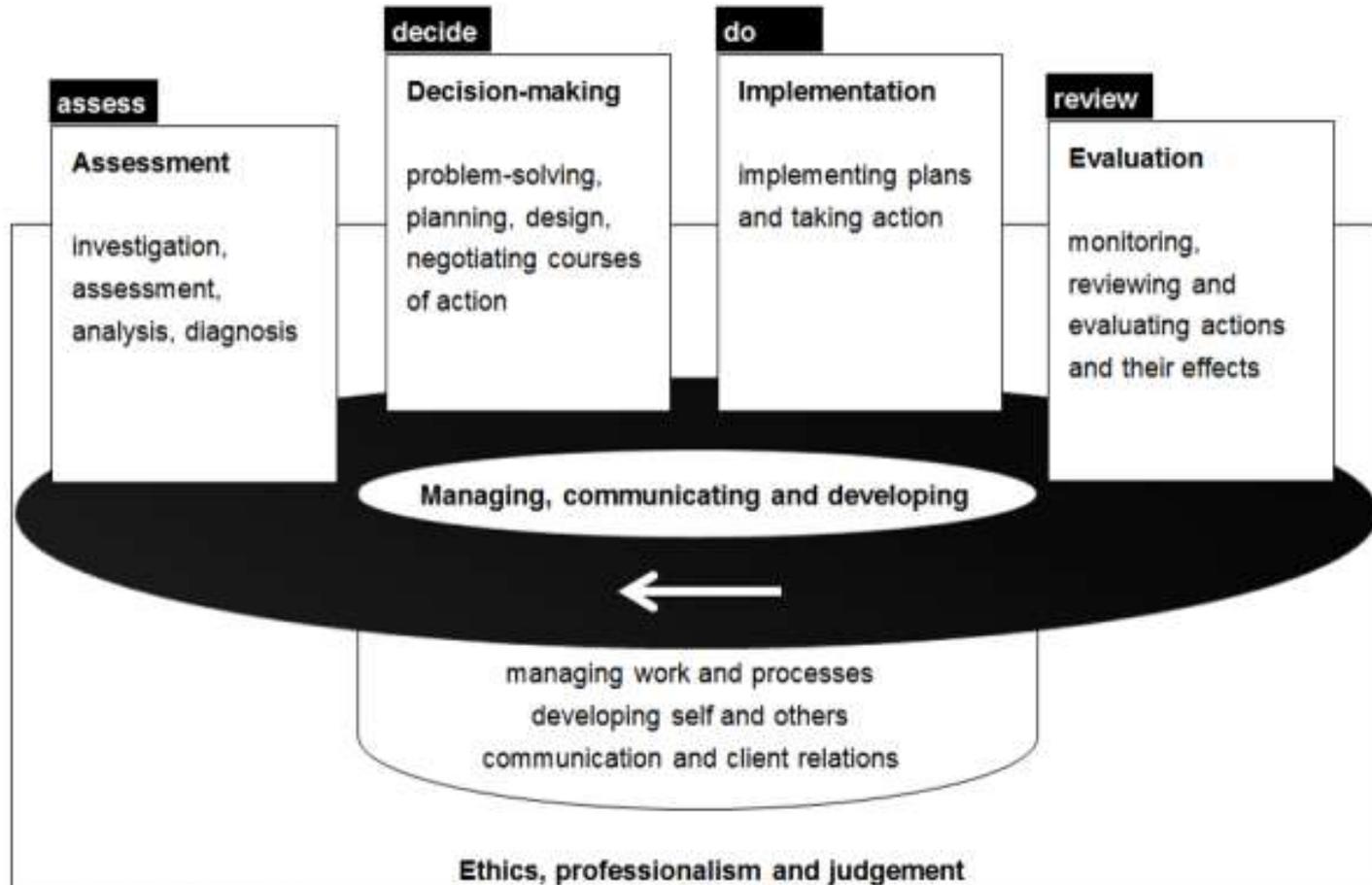
Applies to all practitioners in the field – rather than taking a 'core and options' approach (possibility of using 'subset' standards).

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.

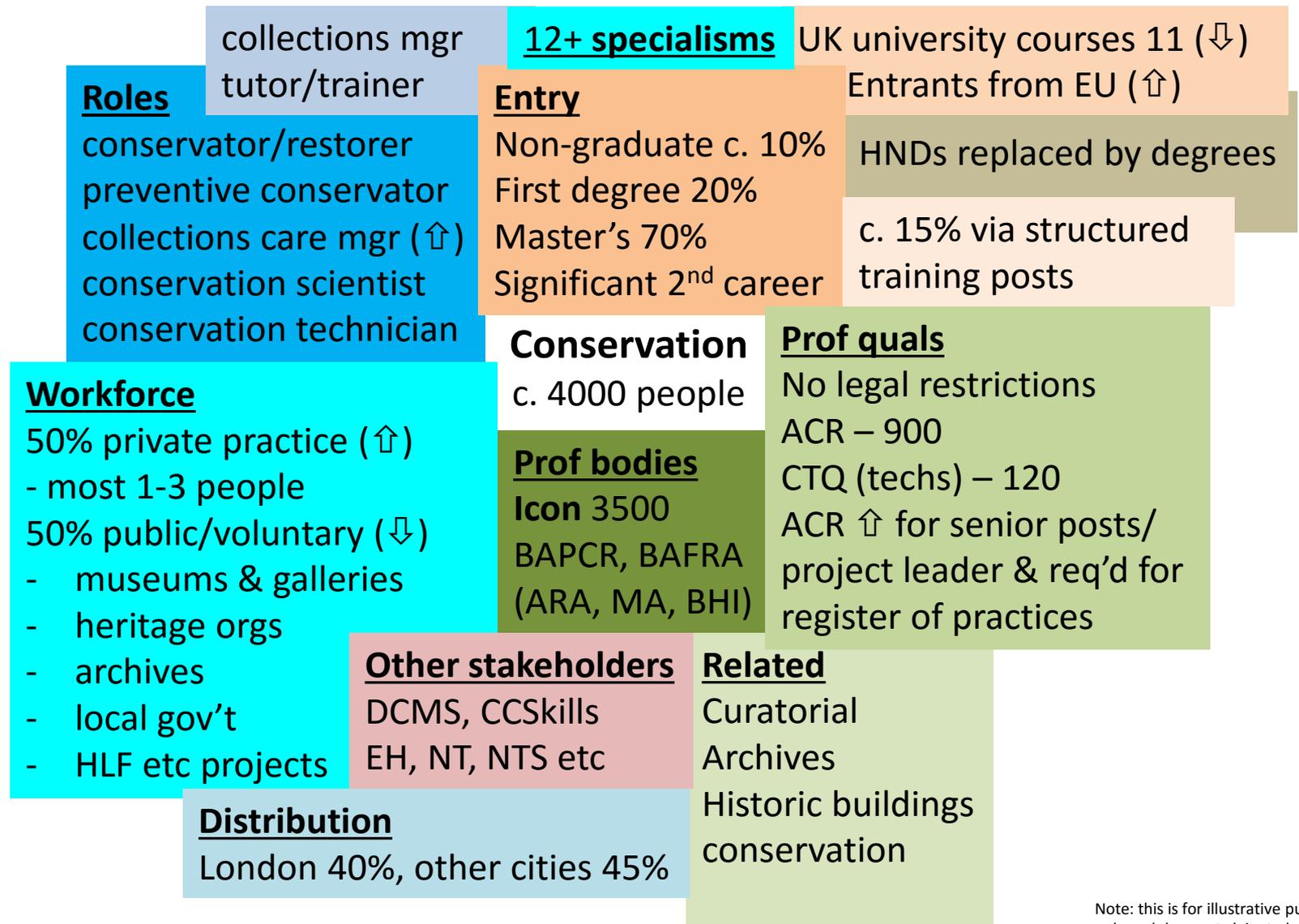
Methodological approach

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

Field research plus expert analysis

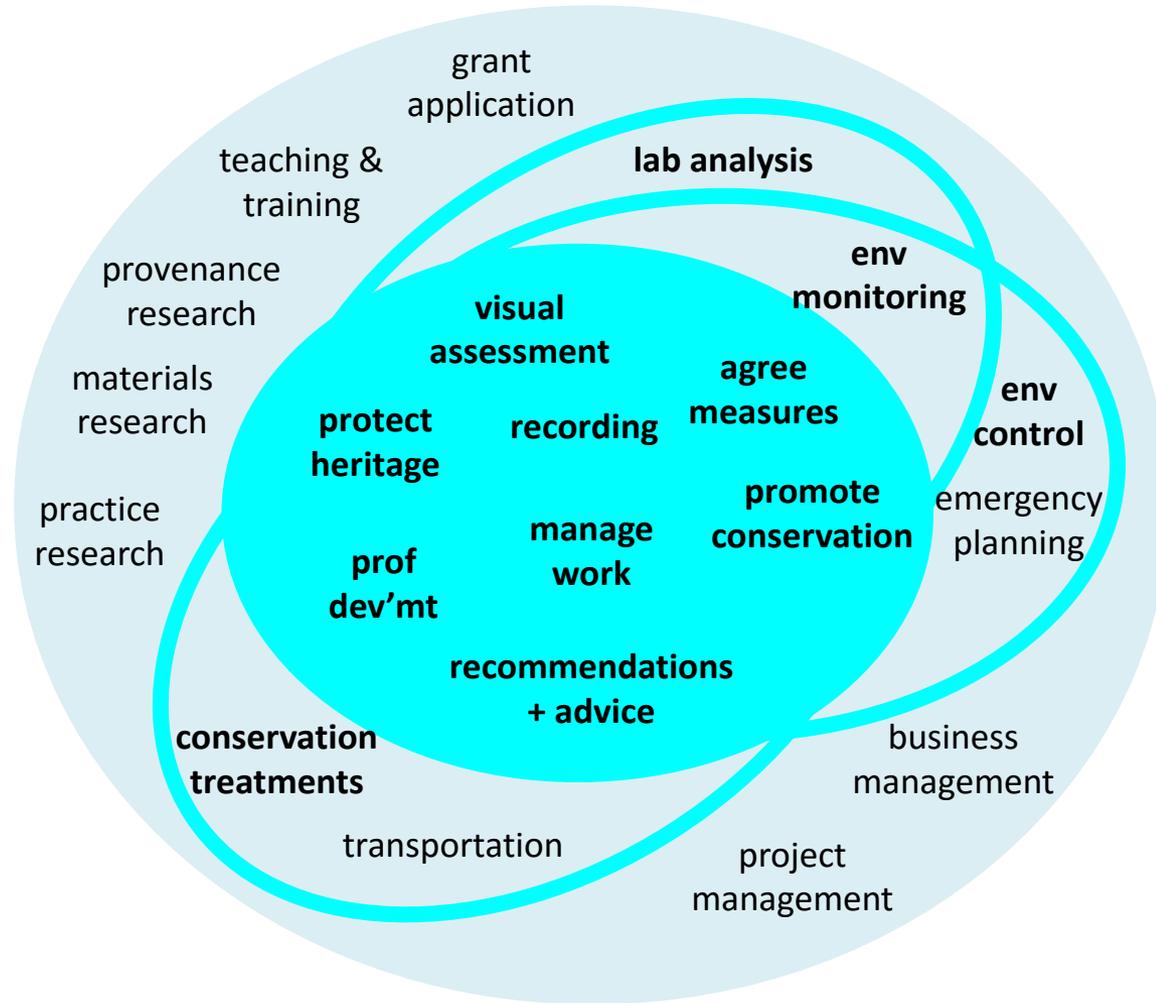
Information provided on various methods – occupational analysis, role mapping, functional analysis, task analysis, Delphi, DACUM, critical incident, repertory grid.

Rich picture



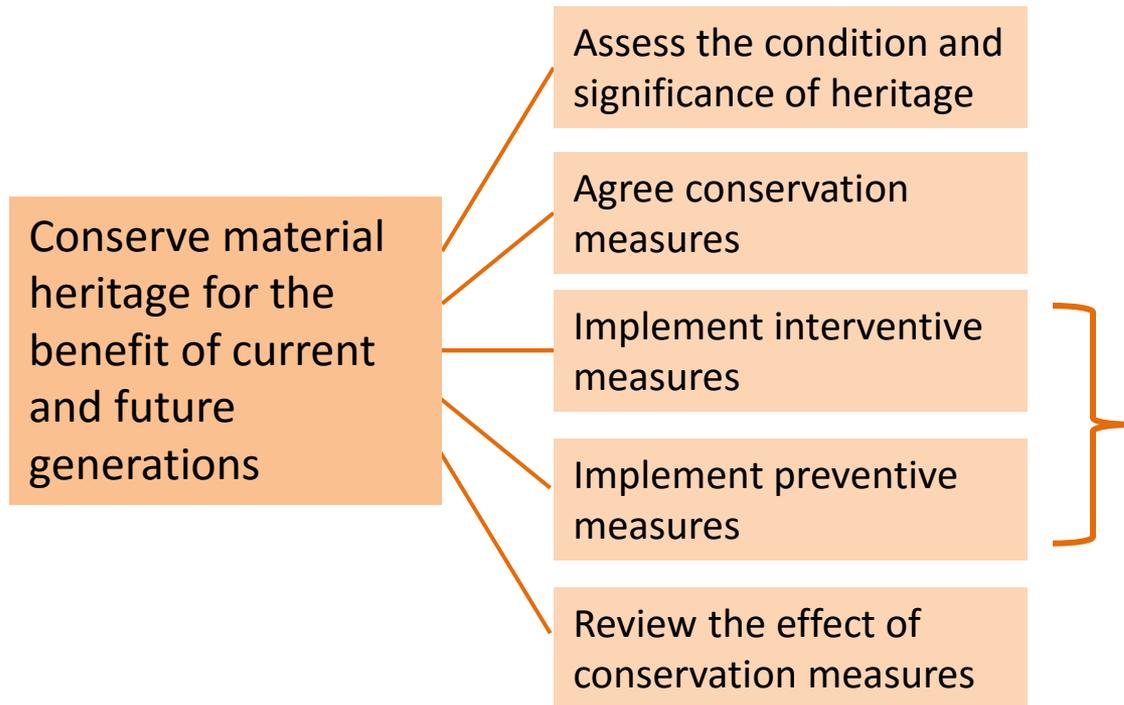
Note: this is for illustrative purposes only and does not claim to be an accurate representation of the field.

Role mapping



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

Functional analysis – outline level only



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

Field-specific areas

- cyclic
- or thematic

Generic professional areas

Principles underlying the whole area of work

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Concepts and principles

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*

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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

Investigate/Assess ...

Plan/Design ...

Implement ...

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Develop self/prof'n

Working with people

Ethics and judgement

Concepts and principles

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

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Plan/Design ...

Implement ...

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Concepts and principles

Concise – 6-12 pages

External but reflects 'core capability'

Clearly written – active language

Principles/standards not functions/
tasks

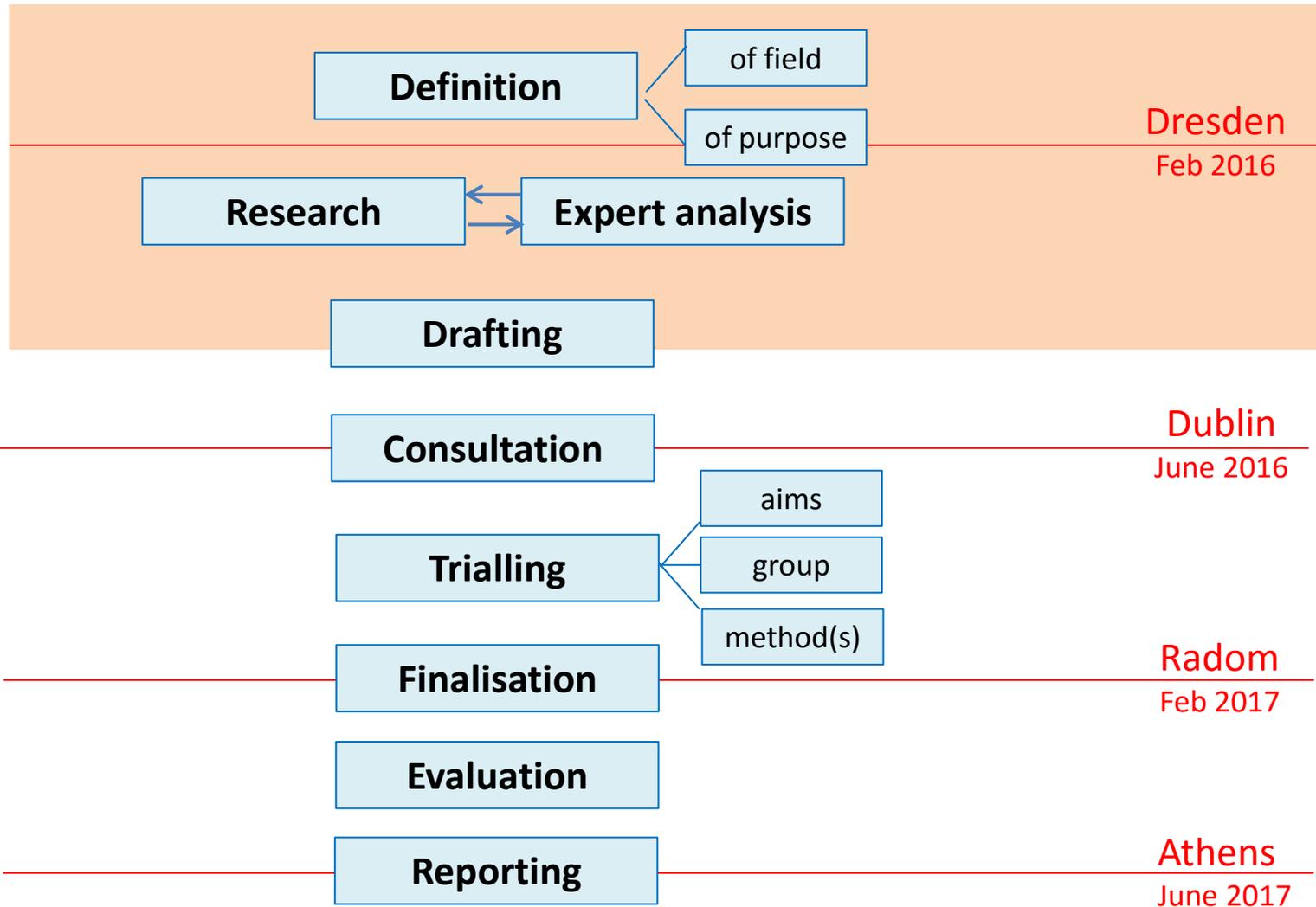
Accommodates different roles and
specialisms without 'core and options'

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



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