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Glossary

BIS	Department for Business, Education and Skills
CQFW	Credit and Qualifications Framework Wales
EQF	European Qualifications Framework
ETF	Education and Training Foundation (UK)
FHEQ	Framework for Higher Education Qualifications
FMC	Family Mediation Council
ISO 17024	International standard for the certification of persons
NI	Northern Ireland
NOS	National Occupational Standards
NCVQ	National Council for Vocational Qualifications
NVQ	National Vocational Qualification
QCF	Qualifications and Credit Framework
RQF	Regulated Qualifications Framework
SCQF	Scottish Credit and Qualifications Framework
SVQ	Scottish Vocational Qualification
VET	Vocational Education and Training

Summary

The UK started to develop a comprehensive system of competence standards (National Occupational Standards, NOS), particularly for occupations at EQF level 4 and below, from the late 1980s. These formed the basis of National Vocational Qualifications (NVQs), which were the default qualifications for part-time vocational education and training (VET) for over 20 years. NOS describe what needs to be done in different occupations, as opposed to the skills or attributes needed to do it (i.e. they use an external model of competence). NOS coverage is fairly comprehensive for lower-level occupations, and more patchy above EQF level 4.

The UK also has a strong tradition of self-governing professions, mainly at the higher levels of the occupational spectrum. Particularly from the 1990s, some of these began to experiment with different types of competence or practising standard. More recently, some professions have developed standards that are more holistic and concise than NOS, and at least for some applications offer a preferable approach. More professions are now developing competence or practising standards particularly to support assessment for licensing or qualified status.

Recent changes to qualification frameworks and apprenticeship specifications have resulted in NOS playing a less central role in VET, although they are still widely supported in some industry sectors. It is likely that as further reforms are introduced, NOS will disappear in areas where they do not have strong industry backing.

History and background

- A history, description and assessment of any national initiatives and structures relating to the use of 'competence' in VET and professional development

Before the mid-1980s, the use of 'competence' statements or frameworks was limited to localised applications, principally:

- Industrial proficiency tests, for instance in the construction industry, agriculture and forestry. These were normally confined to particular tasks, so that for instance although there was a large number of tests in different tasks relating to agriculture, there was no overall framework for the industry.
- Job analyses to support specific training interventions. These were sometimes expressed as tables listing work tasks and detailing (after Bloom's taxonomy) the related knowledge, skills and attitudes needed for the role. These were normally local, e.g. to create an induction programme for a particular organisation or to provide training to support changes in job roles, and it was rare to try to develop such an analysis for an occupation at a national level.
- Some organisations developed behavioural competency frameworks to support staff and organisational development, normally drawing on the work of the McBer organisation and associated authors in the United States.

During the 1980s, the need to have coherent qualifications to underpin youth training programmes and turn them into something resembling an apprenticeship led to interest in methods of describing work competence. A major review of UK vocational qualifications was carried out in 1986ⁱ, and led

to the formation of the National Council for Vocational Qualifications (NCVQ), which would endorse relevant industry-oriented qualifications as National Vocational Qualifications (NVQs)ⁱⁱ. In practice, the NVQ title quickly became limited to newly-designed qualifications based on a 'statement of competence'. The development of occupational competence frameworks (referred to as National Occupational Standards, NOSⁱⁱⁱ) and NVQs was government-funded, and aimed to cover 80%+ of identifiable occupations. A four-level framework was introduced for NVQs, initially at what is now EQF levels 2-5, later extended to a fifth level. NVQs were developed first at the lower three levels, later extending to the upper levels (at first in management and heritage conservation, later in a wider range of areas though never to the same extent as for the lower levels). NVQs became required qualifications for apprenticeships and some other government-funded VET programmes; until the introduction of the Qualifications and Credit Framework (QCF) in 2008, NVQs were the default qualifications for part-time VET^{iv}.

NVQs can be regarded as having reached their peak at around the end of the 1990s, and the introduction of the QCF (itself removed in 2015) signalled their end as a separate category of qualification (although qualifications can still be labelled as NVQs if they meet the relevant criteria). Occupational standards were criticised from their introduction by some academics and practitioners as being too rigid, detailed and simplistic, while employers' level of support varied by sector. Although progressive improvements have been made to the standards, these did not prevent further criticism in recent Government-commissioned reviews of VET^v. The QCF broke the direct link between NOS and qualification specifications, and in 2013 changes to apprenticeship rules removed the need for apprenticeships to lead to a qualification based on NOS^{vi}. NOS are however still widely available for a broad range of occupations^{vii}. In retrospect, the aim of capturing the work of every occupation in the form of detailed functional standards can be seen as rather naïve, and currently (2015-16) the UK Commission on Employment and Skills, the body that oversees the development of NOS, is trialling some alternative approaches to occupational standards.

Competence in professions

- Any differences between 'official'/VET uses and uses by industry and professional bodies

The UK has a strong tradition of professions governed by independent associations and regulatory bodies that set their own standards of practice. These can be regarded as part of civil society rather than the public sector, although some areas (e.g. health/social care professions and school teaching) are subject to state oversight. A minority of professions have either their title (e.g. 'architect', 'dentist') or aspects of their work (e.g. representing clients in court or auditing company accounts) protected by law, but even where this is the case the profession is normally still governed by an independent association or regulator. Professions generally award a qualified status, e.g. Chartered Engineer, Registered Nurse or Accredited Conservator-Restorer, which is subject to ongoing requirements and can be revoked for malpractice.

Traditionally, professions have based their entry-routes on educational programmes plus often a period of supervised work experience, and have had a code of practice or ethics but not detailed practising standards. Where the notion of competence was used, it tended to be expressed in one of three forms: lists of knowledge that trainees were expected to apply in practice; behavioural competency in the North American tradition; or tables of knowledge, skills and attitudes in the

instructional design tradition. Exposure to developments in occupational competence led some professions to experiment either with adopting NOS in their raw form, or creating their own versions of them. This coincided with increasing interest in assessing ability to practise before final sign-off, rather than for instance relying on timeserving, on a written exam, or on employers' informal assessments. While the quality of practising standards used by professions is variable, recent developments indicate the emergence of a distinct 'professional' rather than 'occupational' approach to standards that is less detailed and more holistic than the NOS model^{viii}.

Some other types of industry or licensing body use competence frameworks for specific applications, for instance for statutory licensing or for certification to the standard ISO17024. These bodies are more likely to use or borrow from NOS, although a few create their own standards.

Models and methodologies

- Any recommended or widely-used conceptual models and development methodologies

The UK occupational standards programme adopted by 1990 a standard approach, nominally informed by the Mansfield-Mathews job competence model^{ix} and based on processes of occupational and functional analysis, and this has remained the official orthodoxy; although some evolution has taken place, only very recently have alternatives been considered. Occupational analysis aims to map out the relevant occupation and the main roles within it, and identify key trends in its work and how it is organised. Functional analysis is a deductive process that starts with the purpose of an occupation, and breaks it down into successively more detailed functions, until assessable criteria are reached^x. This approach can be characterised as occupational rather than educational in focus; external and functional in approach; and based on bounded occupational roles, often with several related roles covered by common plus specialist standards. Much of the criticism of NOS has come from the relatively rigid nature of functional analysis, its tendency towards specific detail, and the fact that it is a deductive technique rather than a research method; it also tends to be poor at capturing the more subtle aspects of competence valued particularly by professions.

Professions are much more variable in the methodologies they use, ranging from having expert committees draw up unresearched lists of tasks or attributes, through to in-depth research into what practitioners do. Leading-edge examples are characterised by an approach that can be described as external, centre-outwards and universal (i.e. it aims to capture key standards and practices that apply across the profession rather than having separate descriptions based on occupational roles).

Key actors

- The type of bodies responsible for the frameworks (both in VET and industry/professions)

Occupational standards (NOS) are currently the responsibility of 21 sector skills councils or bodies^{xi} representing industry sectors, plus the Council for Administration that develops or co-ordinates cross-sectoral standards in areas such as management, administration and customer service. These are nominally 'employer-led' and comprise major employers, industry bodies, professional associations, trades unions and education interests. The UK Commission for Employment and

Skills^{xii}, a non-departmental public body, provides co-ordination, guidance and research support. Policy is set in England by the Department of Business, Innovation and Skills (responsible for higher education and post-school VET) and to a lesser extent the Department for Education; the requirements of the Office of Qualifications and Examinations Regulation (Ofqual) (in Scotland the Scottish Qualifications Authority) also has a potential impact on occupational standards.

Professional standards are set by professional bodies (either membership organisations or separate registration/regulatory bodies). There are approximately 400 professional bodies in the UK, with memberships ranging from low hundreds to hundreds of thousands; only a proportion of these will have a standards framework. Some trade-related bodies (e.g. for craft or machinery-based occupations) operate in a similar way. In rare instances, government bodies set professional standards directly, e.g. the Department for Education for school teachers.

Coverage

- Approximate coverage in terms of breadth of the labour market and level of occupations included

A rough estimate suggests that 80% or more of the workforce up to EQF level 4 is covered by relevant NOS, in line with former official targets. Above this level coverage is patchier, as there has been no sustained attempt to achieve blanket coverage of occupational standards. Following changes in policy that have led to NOS playing a less central role in VET, it is probable that NOS coverage will decline in the future; some industries are keen to keep NOS, while in others they are poorly-used and there may not be sufficient interest to ensure that they are updated.

The coverage of professional standards is increasing but not universal. Of the largest professional groups, competence or practising standards are present in most of the health professions (largely via the Health and Care Professions Council); teaching; engineering; law (solicitors but not barristers or legal executives); aspects of information and communications technology; surveying; and personnel and development; but not in accountancy above accounting technician level, other than relatively skeletal requirements for sign-off of the supervised practice phase.

Linkage to qualification frameworks

- Whether and in what way there is any linkage with national qualification frameworks or the EQF

It is common for NOS to be developed to fit to a particular occupational role at a given level, equating to one of the UK qualification levels (which have been mapped to the EQF, see below). It is possible however for occupational standards to apply to more than one level, with the level determined in the specific requirements for the qualification. NOS are not an official part of the qualification frameworks in the UK, and qualifications can be included in any of the frameworks without reference to them. Similarly, the way that the frameworks are described – for instance the knowledge and understanding, application and action, and autonomy and accountability domains in the QCF (which are roughly parallel to the knowledge, skills and competence ones in the EQF), or the knowledge and skills domains in the replacement Regulated Qualifications Framework^{xiii} – have

never influenced the way that NOS are written. There is a fairly widely-held view that NOS themselves (and more so professional standards) need to focus on the needs of industry and occupations rather than on fitting neatly into qualifications frameworks.

Professional standards do not usually have a formal link to qualification levels, as they are more likely to be used for qualified status (which cannot be placed in a qualification framework) than to permanent qualifications. Several professions have however had their frameworks, or qualified grades, matched by universities to qualification levels in the higher education system, or they make a claim for this themselves.

The following table shows the qualification levels for the UK – (a) the Regulated Qualifications Framework (RQF), the former Qualifications and Credit Framework (QCF), the Credit and Qualifications Framework Wales (CQFW) and the Framework for Higher Education Qualifications (FHEQ), and (b) the Scottish Credit and Qualifications Framework (SCQF), plus (c) the former NVQ levels, mapped to the EQF.

UK qualification levels mapped to the EQF

EQF		1	2	3	4	5	6	7	8
(a) England, Wales, NI	E1 E2	E3	1	2	3	4 5	6	7	8
(b) Scotland	1 2	3	4	5	6	7 8	9 10	11	12
(c) Former NVQ levels			1	2	3	4	5		

Use

- How the frameworks are used

The most widespread use of NOS is to underpin qualifications in the VET system. NVQ-type qualifications are based directly on NOS (although under the QCF they had to be specified in a different format common to all VET qualifications), while some other vocational qualifications draw on them to a greater or lesser extent. Occasionally NOS are used or adapted for licensing: examples include the certificates of qualification for farriers and for care home and waste site managers. In principle NOS can be used for various other purposes including self-assessment, as development frameworks, to develop job specifications, etc., but their use in this way varies widely between sectors and must be regarded as secondary. The use of NOS appears to have declined over the last decade, particularly since the introduction of the QCF.

The largest single use of professional standards frameworks is for assessment for granting qualified status, though they are also used for other purposes including to inform the content of educational programmes, track trainees' progress, act as a framework for self-development, and as a general guide to good practice. They can also be used in cases of malpractice to supplement the profession's code of ethics or practice, particularly where there is an accusation of incompetence.

Feedback

- A summary of any feedback that is available from users

As mentioned above, early NOS were fairly widely criticised and underwent significant improvement by the end of the 1990s. However, a substantial critique remains of the NOS model, with many NOS appearing typically overdetailed and inflexible in comparison with the best professional standards frameworks. The reception given to NOS and associated qualifications has varied between industries, with some (e.g. construction, hospitality and social care) making good use of them while others have largely rejected them other than for use in publicly-funded qualifications.

There is little feedback available on professional standards as a whole. Experience from professions that have had standards for some length of time tends to favour a more global 'centre-outwards' model provided that there is enough guidance for practitioners, educators and assessors to see how the standards need to be applied and interpreted.

Good practice, problems and issues

The review will also identify any examples of particularly good practice and any particular problems or issues that have been identified.

Occupational standards (and external competence models more generally) have promoted an approach to qualifications based on outcomes (what the person can do) rather than on the education or training process followed. This has allowed assessment to be detached from teaching and training, so that it is possible to be assessed without attending a course. A benefit of this is that experienced but unqualified workers can gain certification in areas where they are already competent; as well as direct assessment, it has encouraged a more modular approach to courses that avoids participants having to cover ground that they are already familiar with.

Current issues that can be identified in the VET sector include the persistent tendency to produce highly detailed and specific occupational standards; a tendency in NVQs and similar qualifications to focus on assessment at the expense of learning; the effect of 'competence-based' education and training on the system as a whole; and the current lack of alternative approaches to functional competence within the VET system. The widespread (if now declining) use of NOS to underpin VET has been seen as a major factor in the tendency for English (in particular) apprenticeship and work-based programmes to be narrower (job-oriented rather than career-oriented) than those of comparator countries such as Ireland, the Netherlands and Germany^{xiv}. It has also made it more difficult to tailor programmes to the needs of specific employers or to local contexts, and been one factor preventing the emergence in the VET system of individually-negotiated qualifications for adults, as have appeared in higher education.

Among professions, current issues include a large variation in the quality of standards, a tendency for some professions to develop standards in an ad-hoc way for a single application, and occasionally the presence of competing sets of standards produced by rival professional bodies.

An emerging area of good practice can be identified among some professional bodies, where broad principles are emerging for standards that apply across professions and are geared to describing

competence ‘as a member of the profession’ rather than in specific occupational roles. These ‘second-generation’ professional standards tend to be relatively concise; apply to different contexts and specialisms without the need for a ‘core and options’ structure; can be applied or easily adapted to different (including emerging) roles; and are generally durable and robust, e.g. once established and tested they will remain valid for a decade or more. Good examples of these can be found in heritage conservation, engineering and landscape architecture.

The role of ComProCom

From a UK viewpoint, ComProCom will provide both an opportunity to test recent professional models of competence in a European context, in particular to see if they have wider currency than that of UK self-governing professional bodies. It will also provide input from other countries that may challenge and strengthen this model. The project will aim to create interventions at two points in UK systems. One is among professional bodies, where via general dissemination, the development handbook and a training/consultancy offer it will encourage wider uptake of improved, second-generation models of competence. The other is in the VET system, where it will promote the use of alternatives to current functional models of competence via a seminar, conference presentation and discussions with policy bodies.

The project industry/profession

The specific position relating to the industry or profession that the partner will be working with will also be summarised.

The UK partner is not trialling a specific area, so a professional area has been chosen as an example where competence standards exist but need further development. A brief summary of the situation in the UK in each of the five project areas is given as an appendix.

Example: Family mediation

Family mediation is mainly concerned with resolving, in a non-adversarial way, matters relating to divorce, separation and other family disputes. It is a relatively recent profession in the UK, having emerged following a change in the law in 1969 that allowed negotiated settlements to divorces. Initially, it was carried out largely as an adjunct to the work of counsellors, social workers and solicitors, with an embryo family mediation profession appearing in the 1980s. An association of not-for-profit mediation services was formed in 1981, and the first association for individual mediators appeared in 1988. There are now around 1500 practising family mediators, split between six associations (including two lawyers’ bodies and two that cover other areas of mediation), with co-ordination provided by an umbrella body, the Family Mediation Council (FMC)^{xv}. In response to government scepticism about family mediation’s ability to act as a self-regulating profession, the FMC initiated a detailed review and development process in 2013. With government support an ‘arm’s length’ standards board was set up under the FMC to register individual mediators and oversee regulatory matters including professional standards^{xvi}.

Family mediation has one 'reserved function' (i.e. legally restricted to qualified mediators), for carrying out initial assessment meetings before clients can apply to court, but is also partly regulated by requirements set out for legal aid (public funding) which can be provided for mediation where clients meet certain criteria.

Competence standards were first introduced by the Legal Aid Board (a government agency) in the early 1990s to support an assessment that licensed mediators for doing do publicly-funded work. Alongside these, a set of NOS were produced by the then standards body for counselling, advice and guidance; these were for mediation in general and were at the equivalent of EQF level 4. Although there was supposed to be correspondence between the NOS and the legal aid standards, the former were considered too detailed and at too low a level for the work of family mediators. Other standards appeared for specific purposes or were used by individual associations to operate accreditation schemes. The FMC review resulted in the introduction of a single qualified designation, FMCA (Family Mediation Council accredited mediator), along with single set of revised professional competence standards^{xvii} which would be used both for assessment and for informing the content of training courses. The training for family mediators typically consists of three 3-day blocks over 3 or 4 months and is taken by professionals in a relevant field (e.g. family lawyers, guidance counsellors or social workers); the review set this at a minimum of English/EQF level 5 and also required it to be approved by the FMC. Knowledge and skills assessment takes place within courses, while the more formal assessment for FMCA requires a portfolio of cases to be built up over a period of time and for the novice mediator to be observed by a mentor.

The family mediation standards and overall self-regulatory system will undergo an early review in 2016 to iron out any difficulties noted in implementation. Some points have been noted in relation to the standards, particularly that they are too divorce/separation specific and not sufficiently resilient to accommodate changes in legislation and approach (for instance new regulations are about to appear that give children greater rights in relation to separation and divorce). On the other hand, family mediation assessors are generally used to the older, more specific standards dating back to the Legal Aid Board, and changes may need to be supported by retraining.

Notes and references

- ⁱ Manpower Services Commission (1986) *Review of Vocational Qualifications in England and Wales*, London: HM Stationery Office.
- ⁱⁱ A directly equivalent model of Scottish Vocational Qualifications (SVQs) was developed in Scotland, with the Scottish Qualifications Authority as the governing body. Most references to NVQs can also be applied to SVQs, although Scotland has a separate qualifications framework (SCQF) and therefore the changes introduced in 2008 by the QCF did not apply north of the border.
- ⁱⁱⁱ The official database of occupational standards is at <http://nos.ukces.org.uk/>.
- ^{iv} The background and principles behind the 'competence movement' are explained in Mitchell, L. and Mansfield, B. (1996) *Towards a competent workforce*, Aldershot: Gower. A critique is provided by Raggatt, P. and Williams, S. (1999) *Government, markets and vocational qualifications: an anatomy of policy*, London: Routledge.
- ^v The reviews are: (a) Wolf, A. (2011) *Review of Vocational Education – The Wolf Report*, London: Department for Education and Department for Business and Skills; (b) Richard, D. (2012) *The Richard Review of Apprenticeships*, London: School for Startups; (c) Whitehead, N. (2013) *Review of adult vocational qualifications in England*, Wath-upon-Deerne: UK Commission for Employment and Skills.
- ^{vi} Detailed rules on the development of apprenticeship specifications can be found Department for Business, Innovation and Skills (BIS) (2015) *The Future of Apprenticeships in England*, London: BIS. https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/447413/BIS-15-355-guidance-for-trailblazers-standards-to-starts-July-2015.pdf
- ^{vii} All current NOS can be found at <http://nos.ukces.org.uk/Pages/index.aspx>
- ^{viii} See Lester, S. (2014) 'Professional competence standards and frameworks in the UK', *Assessment and Evaluation in Higher Education* 39 (1), 38-52; and Lester, S. (2014) 'Professional versus occupational models of work competence', *Research in Post-compulsory Education* 19 (3), 276-286 (both at <http://devmts.org.uk/professions.htm>).
- ^{ix} The original source is Mansfield, B. and Mathews, D. (1985) *Job Competence: A Model for Use in Vocational. Education and Training*, Blagdon: Further Education Staff College. Several versions exist in later publications such as the Mitchell and Mansfield book referenced in iii. above.
- ^x A detailed description of both methods is provided in Carroll, G. and Boutall, T. (2011) *Guide to developing National Occupational Standards*, Wath-upon-Deerne: UK Commission for Employment and Skills. See https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/304239/nos-guide-for-developers-2011.pdf
- ^{xi} See <http://fissc.org/sector-skills-council-body/directory-of-sscs/>
- ^{xii} <https://www.gov.uk/government/organisations/uk-commission-for-employment-and-skills>
- ^{xiii} Ofqual (2015) *Qualification and component levels: requirements and guidance for all awarding organisations and all qualifications*, Coventry: Ofqual. https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/461637/qualification-and-component-levels.pdf
- ^{xiv} See for instance Brockmann, M., Clarke, L. and Winch, C. (2009) 'Competence and competency in the EQF and in European VET systems', *Journal of European Industrial Training* 33 (8/9), 787-799.
- ^{xv} <http://www.familymediationcouncil.org.uk/>
- ^{xvi} A more detailed history and summary of issues (up to 2014) is provided in Lester, S. (2014) *Association and self-regulation in smaller UK professions*, Taunton: Avista Press. See <http://devmts.org.uk/asr.pdf>, pp. 26-31.
- ^{xvii} http://www.familymediationcouncil.org.uk/wp-content/uploads/2015/01/fmc_standards_framework_manual.pdf, see pp. 16-20.

Appendix 1: Competence standards in the project professions in the UK

These descriptions briefly summarise the current standards and main professional institutes in each of the five project areas. None of the areas are statutorily regulated as professions, although areas of practice in chemical engineering and to a limited extent business administration are subject to legal requirements.

Business administration

NOS The Council for Administration produces a large number of occupational standards, including a few at higher levels, for business and administrative roles. These can be found at <http://www.skillsca.org/standards-qualifications.html>. Standards for general managers are produced by the Management Standards Centre: <http://www.management-standards.org/standards/full-list-2008-national-occupational-standards>. The earlier management standards (the Management Charter Initiative standards) were among the first higher-level NOS to be developed, and the management NVQs were the most widely used at old levels 4 and 5 (EQF 5 and above).

Professional associations and standards Several professional bodies exist in this area e.g. the Institute of Chartered Secretaries and Administrators, Institute of Administrative Management, Institute of Legal Executives, Chartered Institute of Management Accountants and the Chartered Institute of Public Accountancy and Finance. None have well-developed competence-type professional standards.

Chemical engineering

NOS There are no NOS specifically for chemical engineering above level 4.

Professional associations and standards Chemical engineering is an established and well-organised profession in the UK, represented by the Institute of Chemical Engineering, which was formed in 1922 and gained a Royal Charter in 1957. It awards the title Chartered Chemical Engineer, and can also confer the titles Chartered Engineer and Chartered Scientist. General information is at <http://www.getchartered.org/> and the standards are at <http://www.getchartered.org/professional-experience/general-guidance.aspx>. The Institute is a member of the Engineering Council, an umbrella body of over 30 professional institutes that oversees the generic Chartered, Incorporated and Technician Engineer standards: <http://www.engc.org.uk/engcdocuments/internet/Website/UK-SPEC%20third%20edition%20%281%29.pdf>.

Innovation management

NOS No NOS are available specifically in the field of innovation management. COGENT publishes some standards relevant to innovation in science-based industries: <http://www.cogentskills.com/standards-qualifications/national-occupational-standards/>.

Professional associations and standards Innovation management is not professionalised in the UK. There are two associations for research managers, the Research and Development Management

Association and the Association of Research Managers and Administrators. The latter has published a professional development framework at <https://www.arma.ac.uk/professional-development/PDF> (registration required for detailed version). A potential further source of information is the European standard UNE-CEN/TS 16555-1:2013.

Social entrepreneurship

NOS There are no occupational standards specific to social enterprises. The Council for Administration has standards for governance at <http://www.skillsca.org/standards-qualifications/governance.html>, and the Small Firms Enterprise Development Initiative (SFEDI) publishes standards for small enterprise management in general: <http://www.sfedi.co.uk/standards/business-enterprise-standard>.

Professional associations and standards There is not currently a professional body for social entrepreneurs. Social Enterprise UK (<http://www.socialenterprise.org.uk/>) is an association for enterprises and is fairly widely regarded as the leading body in this field in the UK.

Training and development

NOS NOS for learning and development were produced by Lifelong Learning UK, which has now merged into the Education and Training Foundation (ETF). The ETF now publishes a one-page set of professional standards (see below). The most recent set of NOS can be found at: <http://webarchive.nationalarchives.gov.uk/20110414152025/http://www.lluk.org/2010/11/national-occupational-standards-for-learning-and-development-2/> (click the pdf link halfway down). It is unclear whether these will be replaced when they expire.

Professional associations and standards The former lead association for training and development, the Institute of Training and Development (ITD), merged in 1994 with the Institute of Personnel Management to form the (now Chartered) Institute of Personnel and Development (CIPD). The lack of an authoritative training-specific body prompted other associations to form over the next decade, including one (the Institute for Learning, IfL) for teachers and trainers in VET. The IfL was given statutory responsibilities for a short period, but failed to gain universal support from practitioners; it later became the voluntary Society for Education and Training under the umbrella of the ETF.

Professional and similar standards are currently produced by:

- The ETF, principally for staff working in VET: http://www.et-foundation.co.uk/wp-content/uploads/2014/05/4991-Prof-standards-A4_4-2.pdf.
- The CIPD, for the learning and development function in organisations (area 6 of its ‘Profession Map’): http://www.cipd.co.uk/binaries/the-cipd-profession-map_2015.pdf.
- The British Institute of Learning and Development (a checklist for trainers to achieve its Quality Mark): <http://www.thebild.org/quality-assurance>, registration necessary to download.
- Trainerbase (another quality mark standard): <http://www.trainerbase.co.uk/documents/thestandard.pdf>.

Appendix 2: **Dimensions of competence: UK**

<i>Educational</i>	<i>Occupational/professional</i>		<i>Organisational</i>
	<p>NOS describe occupations as a set of functions relating to an occupational role</p>	<p>Professional describe the core activities that a capable practitioner needs to be able to do</p>	
<i>Internal models</i>		<i>External models</i>	
		<p>NOS describe functions, usually with the addition of knowledge</p>	<p>Professional describe key activities for the profession, may refer to underlying principles</p>
<i>Bounded-occupation</i>		<i>Centre-outwards</i>	
		<p>NOS describe work roles at different levels</p>	<p>Professional start from the core of the profession</p>
<i>Core and specialisms</i>		<i>Universal</i>	
		<p>NOS most are core + specialisms, and have different standards for different levels</p>	<p>Professional most have single set of standards for profession, may differ in detail if more than one level is needed</p>

UK practice is quite diverse. Two exemplars are included, (a) 'typical' National Occupational Standards (NOS) and (b) 'second-generation' professional models.