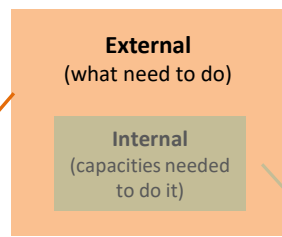




# Describing competence in professional occupations

## some working concepts and models

Competence is “the ability to do something successfully or efficiently” (OED)



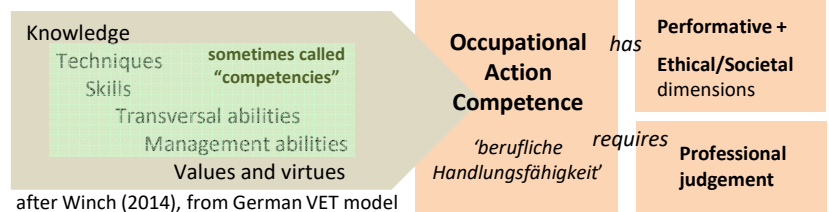
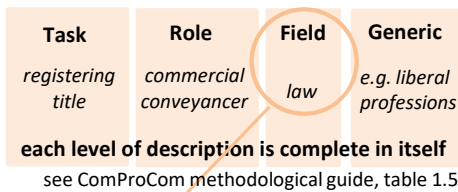
How bridge between ...



after Carroll *et al* (2008)

Competence involves using knowledge, skills etc. effectively – not just having them

Levels of description

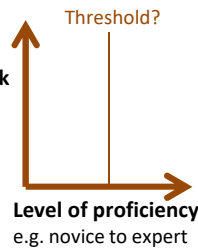


after Winch (2014), from German VET model

### Field-level, ‘centre-outwards’ description

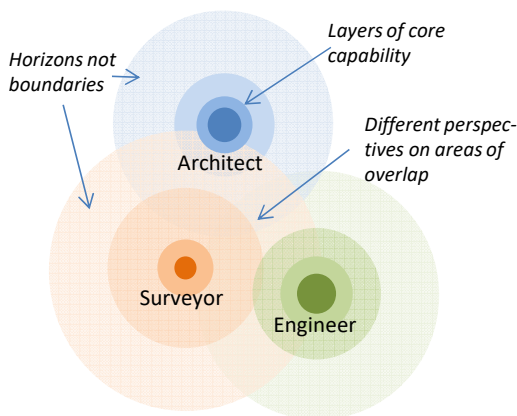
- Single standard for field
- Interpret into roles, contexts, specialisms
- Concise (c. 5-12pp)
- Clear and precise
- Possible subsets for different levels
- Threshold or progression scale if needed
- Resilient to change (10-15 year lifespan?)

Level of work  
e.g. chartered associate technician

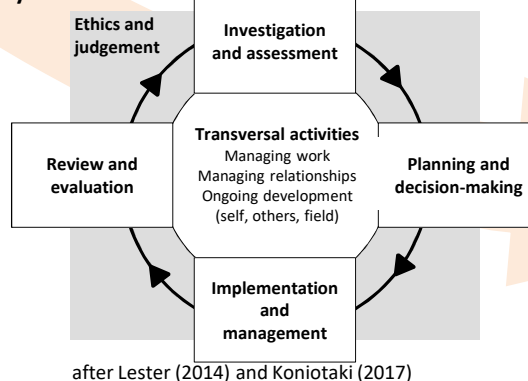


Field-level description applies common standards across roles and contexts - accreditation, licensing, regulation/good practice. Continuing/career development applications may need to emphasise differences to help people to move between.

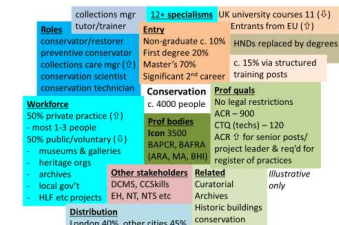
### ‘Centre-outwards’ view



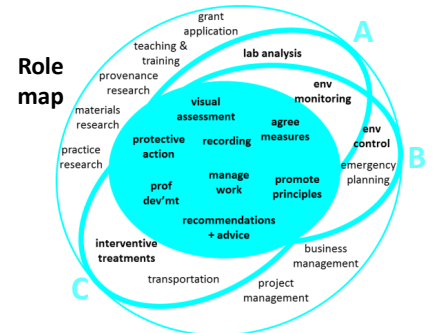
### Cyclic structure



after Lester (2014) and Koniotaki (2017)



### Rich picture of field



### Detail

- 3 levels of depth enough
  - Main headings
  - Key activities
  - Critical points/explanations
- 3<sup>rd</sup> level can be indicative (‘this can involve...’) or explanatory
- No long lists of criteria
- Clear language
- Address reader directly
- Precise but not restrictive

### Project publications

- ‘Competence’ in 6 EU countries’ VET systems (Feb 2016)
- Methodological guide (May 2017) + resources and developer course
- Project report (June 2017)
- Academic papers – Lester & Religa 2017, Lester forthcoming, Lester, Koniotaki & Religa forthcoming

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 SBG-Dresden – Germany *Chemical engineering*  
 Stan Lester Developments – UK *Methodology, academic output*

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