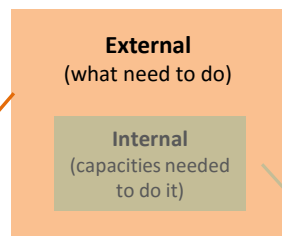




Describing competence in professional occupations

some working concepts and models

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



How bridge between ...



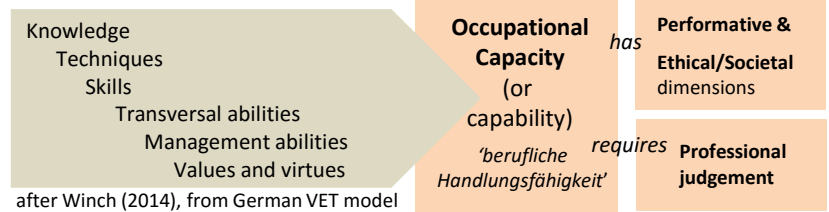
after Carroll *et al* (2008)

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

Levels of description

Task	Role	Field	Generic
registering title	commercial conveyancer	law	e.g. liberal professions

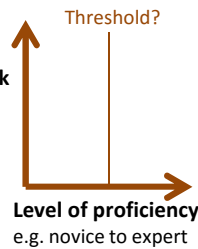
each level of description is complete in itself
see ComProCom methodological guide, table 1.5



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

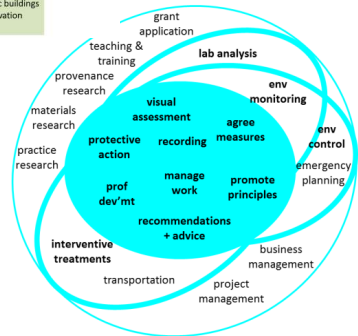


Field-level description applies common standards across roles and contexts - accreditation, licensing, regulation/good practice. Continuing/career development applications may need to emphasise differences to help people to move between.



Roles collections mgr tutor/trainer conservator/restorer preventive conservator collections care mgr (U) conservation scientist conservation technician	Entry Non-graduate c. 10% First degree 20% Master's 70% Significant 2 nd career	Conservation c. 4000 people No legal restrictions ACR - 900 CTC (tech) - 120 ACR 0: for senior posts/ project leader & req'd for register of practices	Prof quals No legal restrictions ACR - 900 CTC (tech) - 120 ACR 0: for senior posts/ project leader & req'd for register of practices
Workforce 50% private practice (9) - most 1-3 people 50% public/voluntary (5) - museums & galleries - heritage orgs - archives - local gov't - HLF etc projects	Other stakeholders DCMS, CCSkills EH, NT, NTS etc	Related Curatorial Archives Historic buildings conservation	Distribution London 40%, other cities 45%

Rich picture of field



Role map

'Competence' in European VET systems

Influences

British 'functional competence'
German 'berufliche Handlungsfähigkeit'
French 'savoir, savoir-faire, savoir être'

Expressions

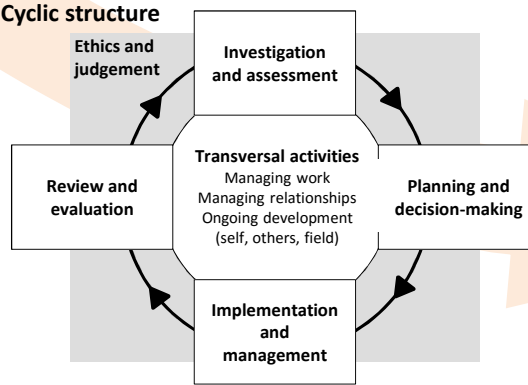
Separate competence standards **UK, EL, PL**
Integral to training specifications **DE, AT**
Integral to qualification specifications **IR**

Problems

'Policy borrowing' and sometimes poor conceptualisation (EU and national level) leads to models that lack adequacy.

Religa & Lester (2016)

Cyclic structure



after Lester (2014) and Koniotaki (2017)

Detail

- 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 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

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

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

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