



# ComProCom

## Developing Competence Standards

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# **ComProCom**

## **Developing Competence Standards**

PART 1  
Concepts and dimensions  
(recap)

## **'Competence'**

OED: 'the ability to do something successfully or efficiently'

ISO: 'the ability to apply knowledge and skills to achieve intended results'

KMK: 'involves integrating knowledge, methods, social and personal skills and abilities in the capability to act'

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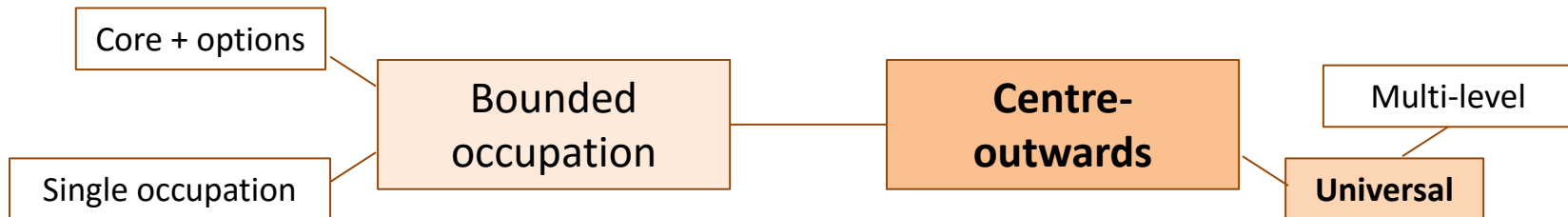
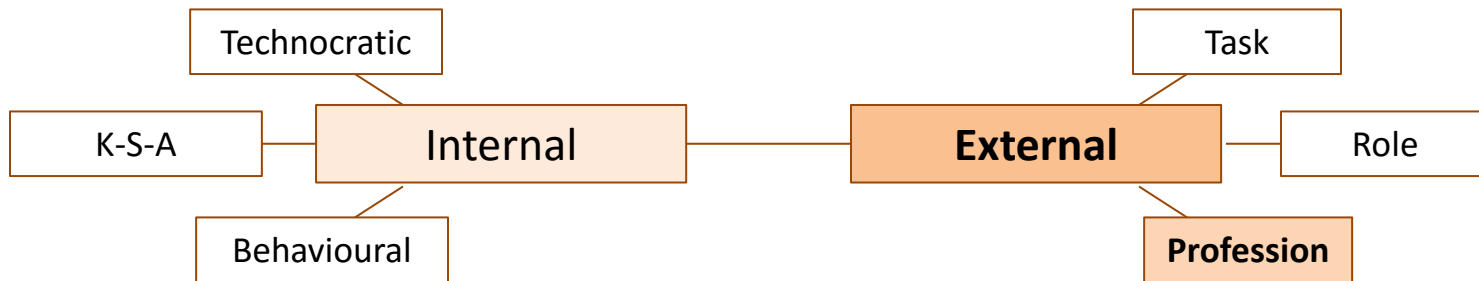
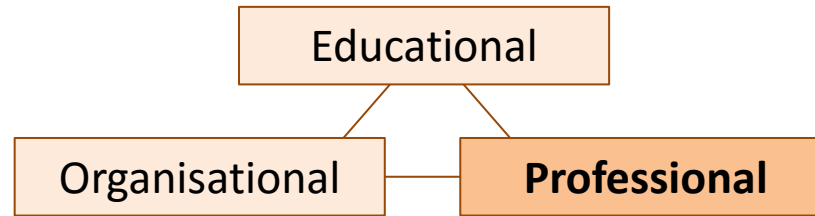
ISO: 'the ability to apply knowledge and skills to achieve intended results'

KMK: 'involves integrating knowledge, methods, social and personal skills and abilities in the capability to act'

So define what it is that needs doing successfully or efficiently  
(**external** – activities)

... before considering the competencies needed to do it  
(**internal** – properties of person e.g. knowledge, skills, 'transversal' abilities, autonomy/self-reliance)

# Dimensions of defining competence



## Professional/Occupational?

### Occupation

Broader term

Anything that 'takes up (work) time' – *occupare*

No implication of a value-system, commitment etc

Loose term in English – no direct equivalent of *Beruf*

### Profession

More specific

Involves commitment – *profiteri* (to profess, like a monastic vow)

Founded on expertise, ethos, independence

Often (not always) has a governing body

Also used as synonym for occupation (particularly in more formal sense like a *Beruf*).

## Some features of recent UK professional standards frameworks

- **External, centre-outwards** and normally **universal** in approach
- Capture general capability, ethics and judgement as well as core technical competence
- Emphasise principles rather than procedures
- Allow for different contexts, specialisms and roles (including unanticipated ones), and for the evolution of practice
- Subsets capture different levels in the profession if needed
- Assessable, but have functions other than assessment
- Appropriate level of detail – enough to be clear, not so much to be restrictive or confusing
- Organised logically and written clearly
- Provide guidance on threshold level(s).

## The Mansfield-Mathews job competence model

Occupational competence includes:

- Technical/task competence
- Coping with contingencies
- Managing activities to achieve goals
- Managing oneself in the work environment.

Initially developed in the context of occupations at EQF level 4 and below.

Downplays the non-functional aspects of competence – particularly social, ethical and intellectual.



# Christopher Winch's 'epistemic ascent' model

## *Formal knowledge*

- Key propositions (concepts, facts and theories)
- Connections between key propositions
- Acquiring, testing and validating knowledge

## *Practical ability*

- Techniques
  - Skills (*Fertigkeiten*)
  - Transversal abilities ('capabilities') (*Fähigkeiten*)
  - Ability to manage projects/undertakings to achieve outcomes
- 

## *Occupational capacity/capability* (berufliche Handlungsfähigkeiten/ Handlungskompetenz)

- Working effectively across the occupation
- Commitment to the civic and ethical dimension

## *Professional judgement*

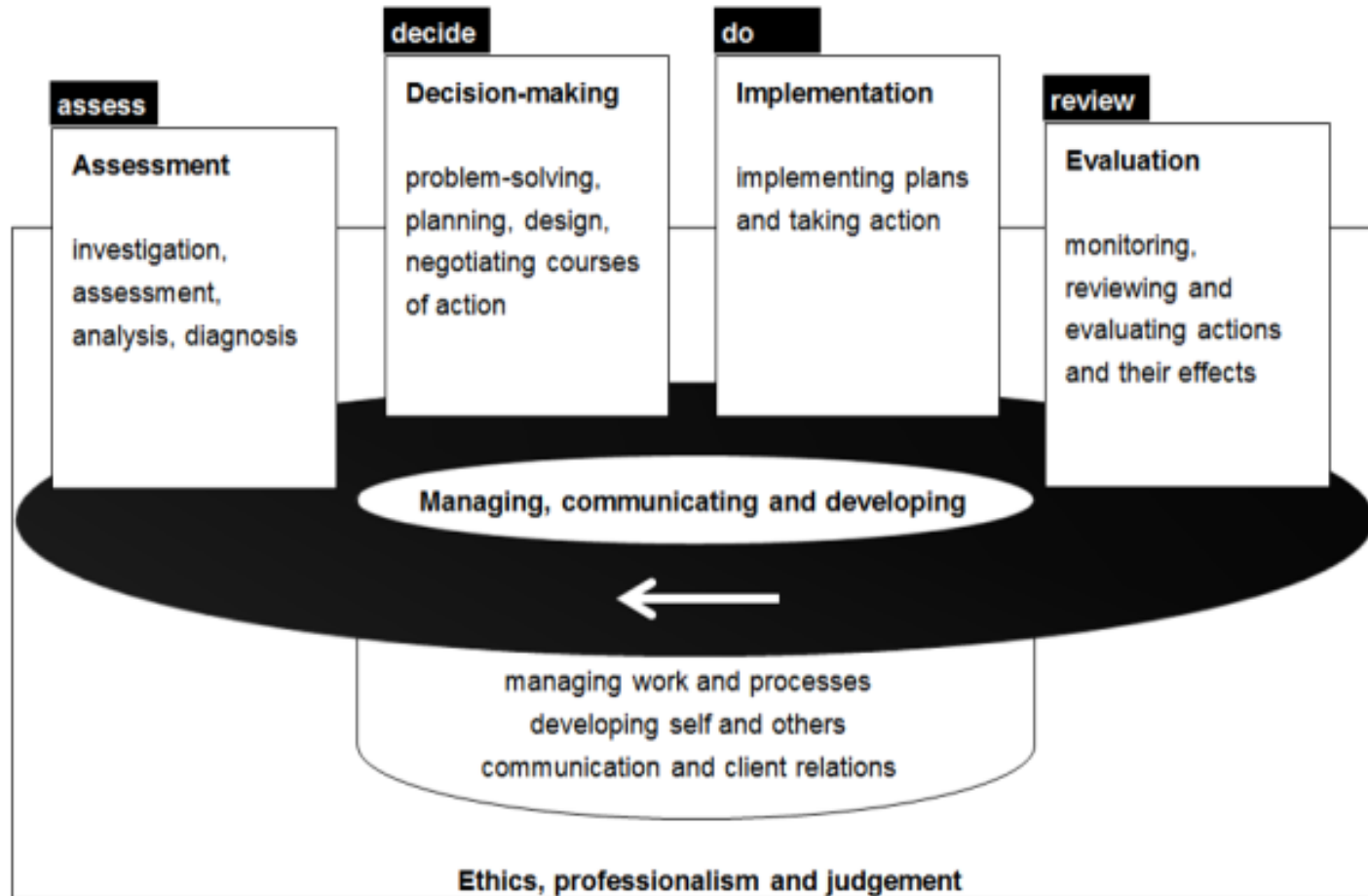
- Applying professional judgement in context.

## **John Stephenson's 'capable practitioner'**

Capability includes:

- The ability to make effective judgements in complex situations
- Ethical literacy
- Reflective and evidence-informed practice
- Practical, epistemologically-developed thinking
- Intelligent use of intuition
- Self-efficacy.

# Stan Lester's core-capability model



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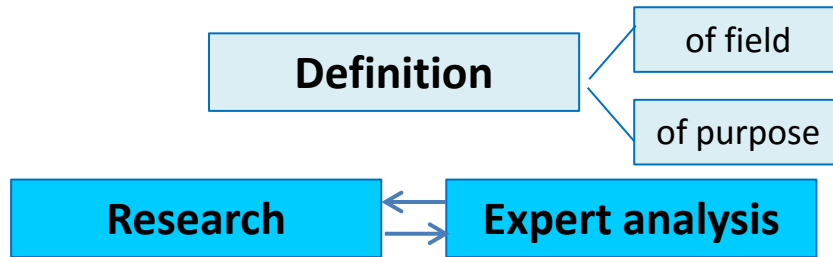
## **Developing Competence Standards**

PART 2  
The development process

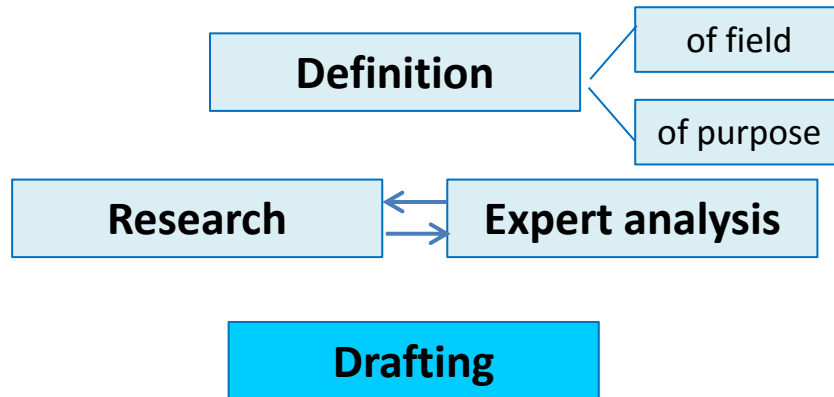
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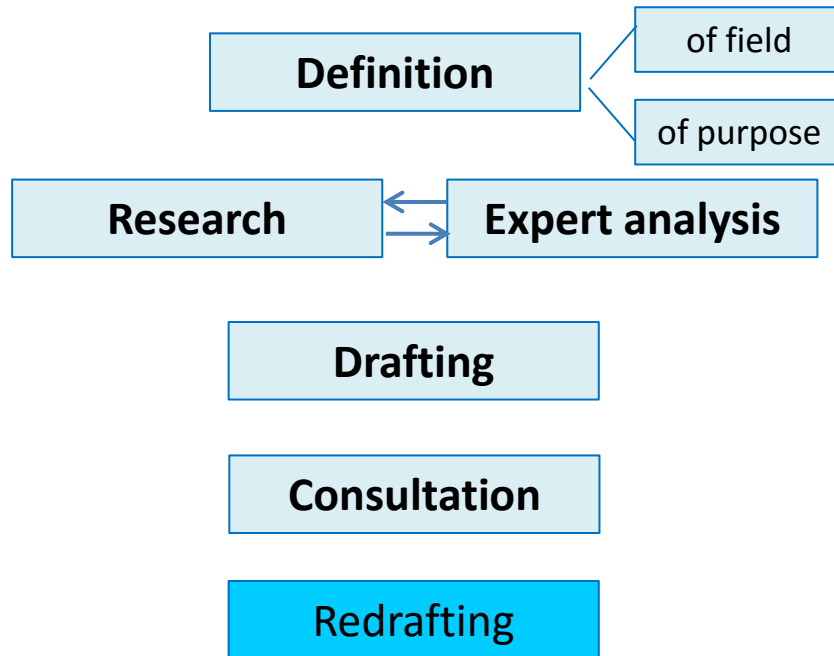


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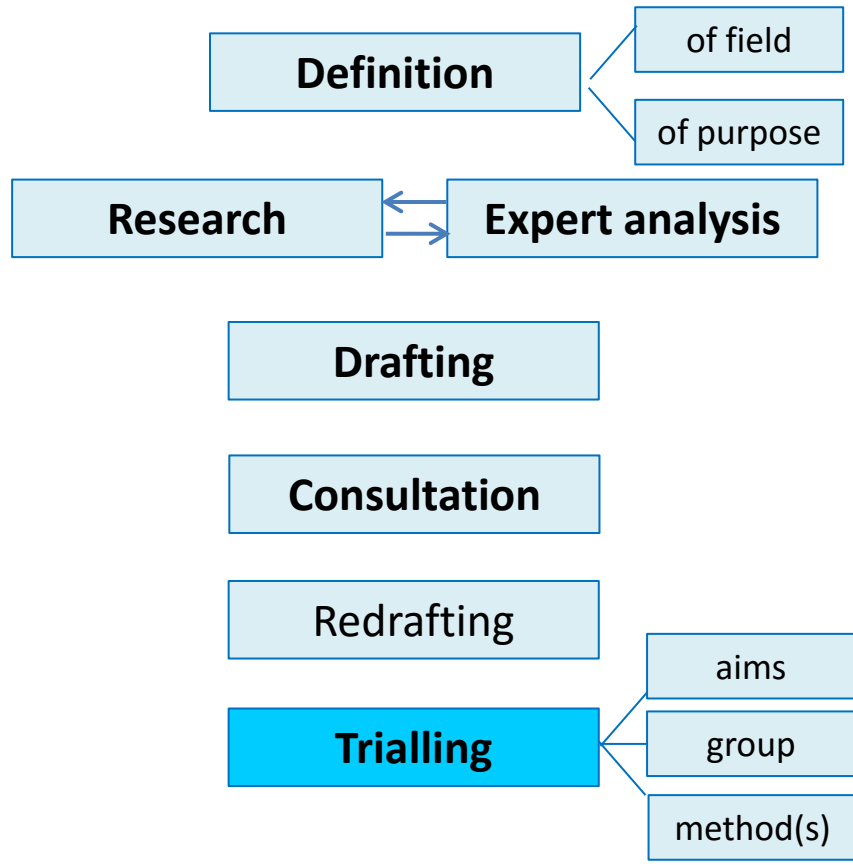




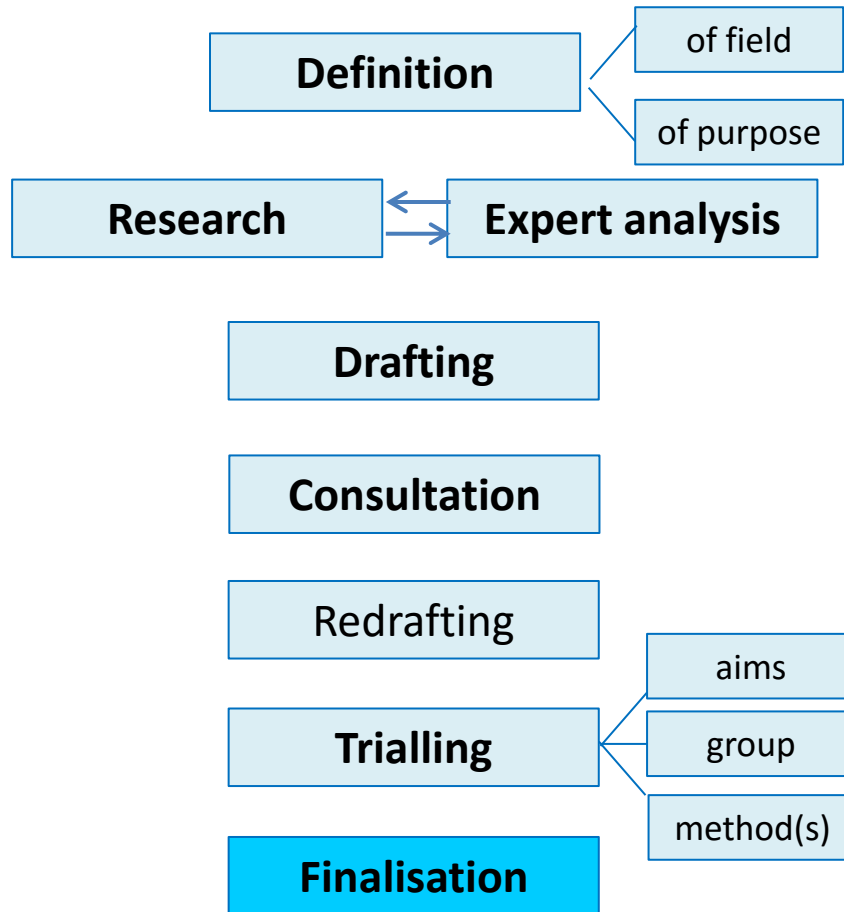
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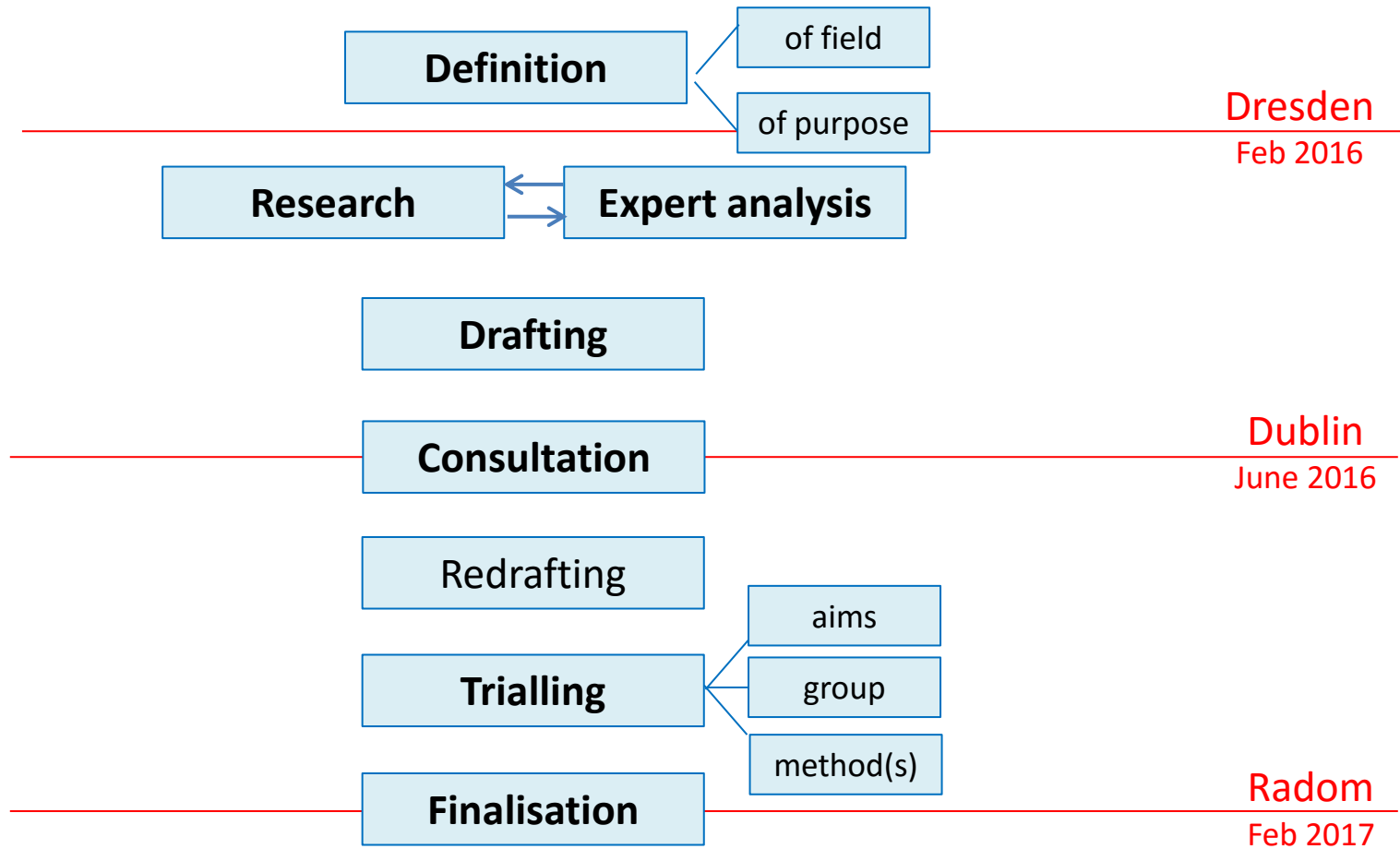
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# Developing a competence/standards framework



## **DISCUSS**

- What field are you defining?**
- What will your framework be used for?**
- What are the most difficult parts to develop?**
- What support, methodological and practical guidance will be useful?**

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## **Developing Competence Standards**

PART 3  
Scoping and structuring

## EXERCISE

- ❑ **Sketch out a structure for your area using the sheets provided.**
  - Refer to the examples.
  - Try the cyclic model first.
  - If that doesn't work, use the themed model.

## Scoping and structuring

**Research-based** methods – what does the field consist of, what do people do, how do jobs and careers map out?

- Occupational analysis
- Role mapping.



## Scoping and structuring

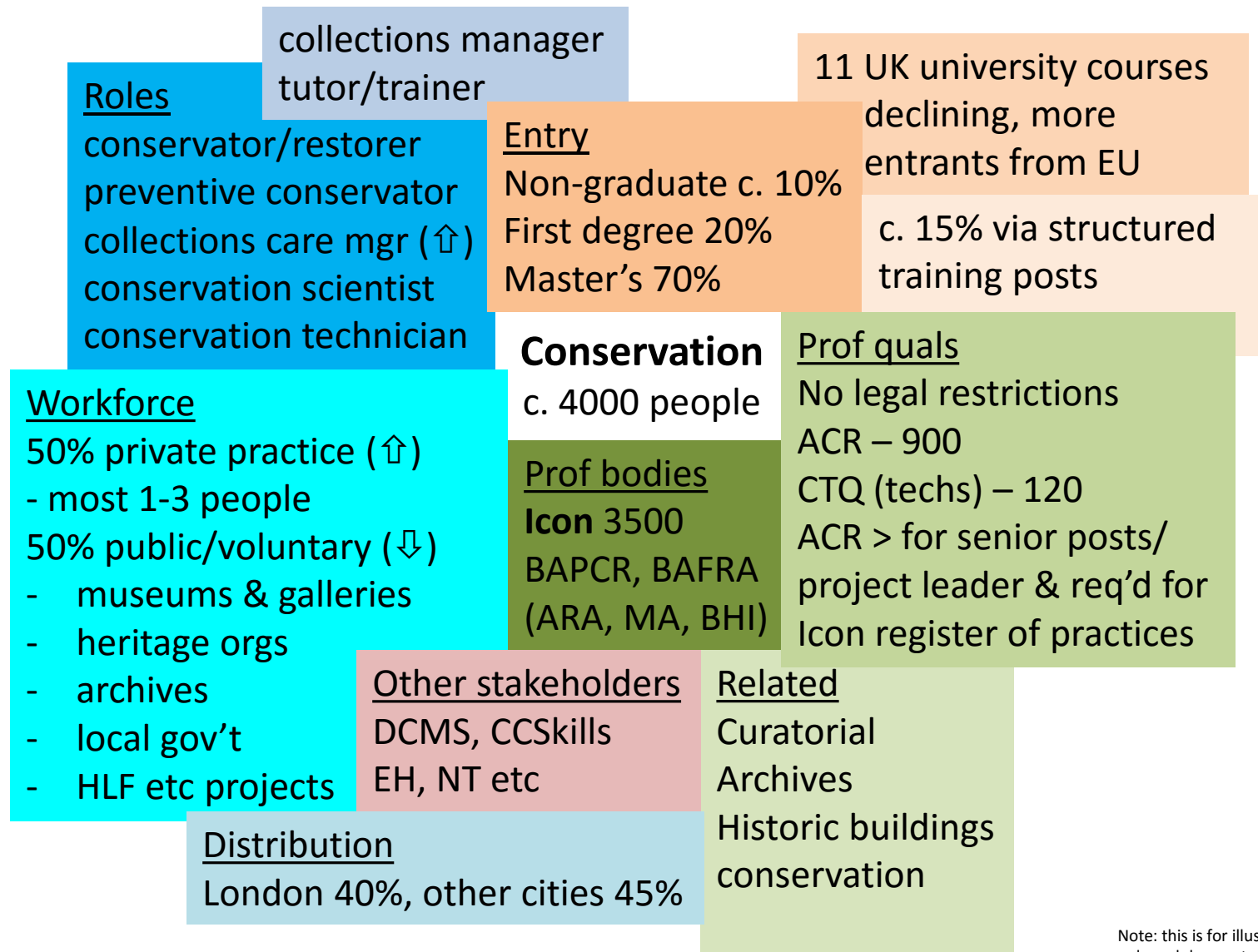
**Research-based** methods – what does the field consist of, what do people do, how do jobs and careers map out?

- Occupational analysis
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**Expert** methods - how can we best describe what practitioners need to be able to do?

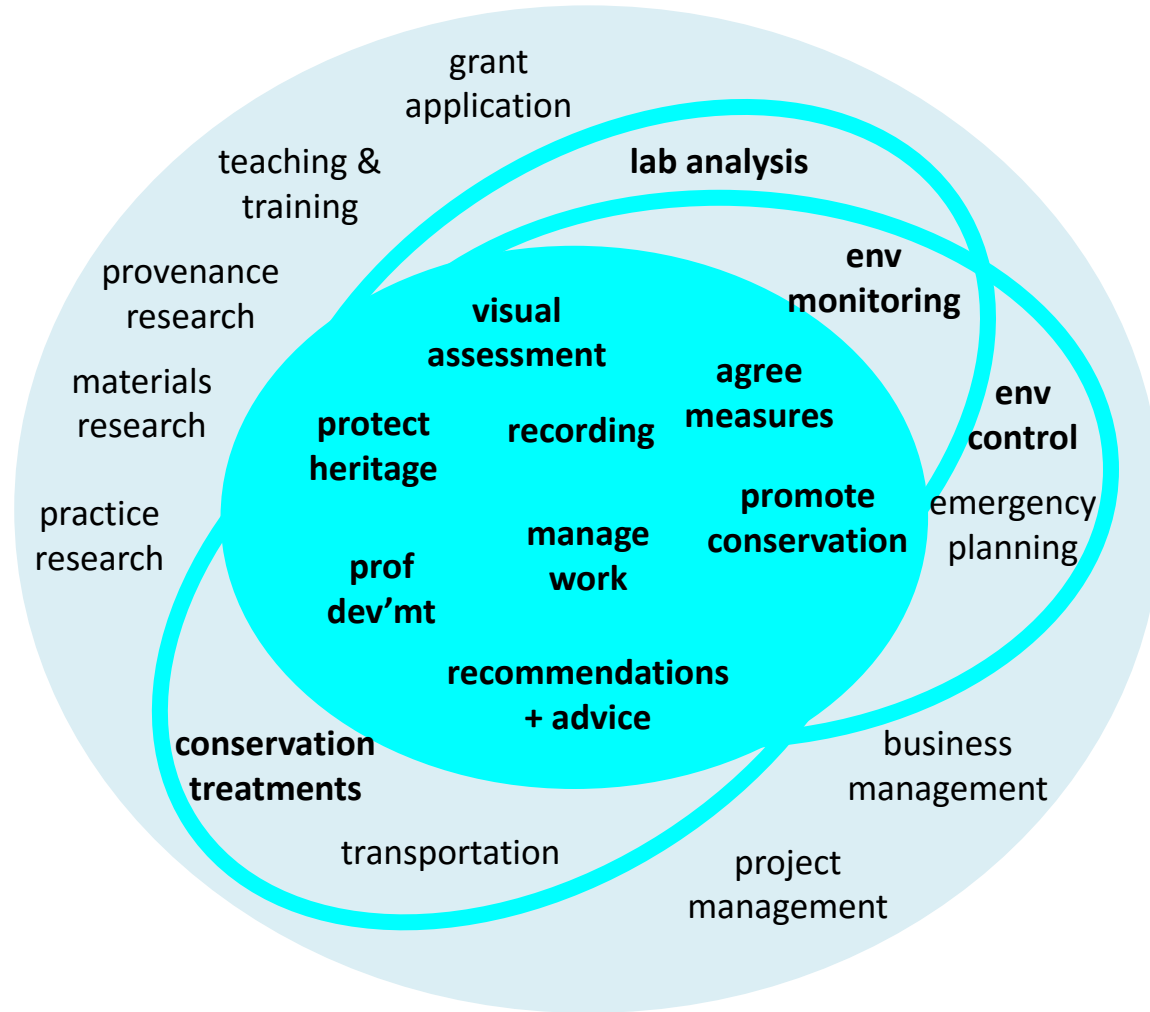
- Functional analysis
- DACUM
- Delphi technique.

# Occupational analysis



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

# Role mapping



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## Functional analysis

Conserve material heritage for the benefit of current and future generations

Assess the condition and significance of objects

Agree conservation measures

Carry out conservation treatments

Implement protective measures

Review the effect of conservation measures

# Functional analysis

Conserve material heritage for the benefit of current and future generations

Assess the condition and significance of objects

Carry out visual analysis  
Carry out laboratory analysis  
Research the provenance of objects

Agree conservation measures

Set out and evaluate possible conservation options  
Agree or recommend relevant conservation measures

Carry out conservation treatments

Carry out treatments to stabilise objects  
Carry out treatments to aid the presentation and interpretation of objects  
Record conservation treatments

Implement protective measures

Monitor the environment in which objects are kept  
Specify and set up protective measures  
Plan for the protection of objects in the event of emergencies  
Record preventive measures

Review the effect of conservation measures

Monitor the effect of treatments  
Monitor the effect of protective measures

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

## DISCUSS

- What research do you need to do?
- How do you expect to go about it?

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## **Developing Competence Standards**

PART 4  
Developing the detail

## Developing the detail

**Generally** – up to two further levels of detail, or one with prose explanation

- rule of thumb – no more than 5 points at each level, exceptionally up to 7
- describe things that a practitioner needs to be able to do
- focus on activities - not skills, attitudes, behaviours or inputs
- about a page of detail for each main area.



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### **Attention to language**

- concise, precise, easy to understand
- active verbs
- second person or infinitive.

## Methods

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If research is needed – several possible methods e.g.:

- **Task analysis** – tends towards high level of detail, only for critical areas.
- **Critical incident analysis/behavioural event interviewing** – can identify what is critical for effective action.
- **Repertory grid technique** – can be used to capture what particularly effective practitioners do.

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**Or just use a template with an expert group.**

## EXERCISE

- ❑ **Using the template, take one of the ‘top’ (cyclic or themed) areas from your framework, and develop the next level of detail.**
  - See the examples.
  - If you have time, start on the third level (or text description).

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## **Developing Competence Standards**

PART 5  
Knowledge

# Knowledge

## Position of knowledge in 'external' frameworks is debatable:

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## Key points:

- avoid trying to write a syllabus or point-by-point assessment checklist
- knowledge actually used by practitioners may differ from 'textbook' knowledge – and sometimes also from the knowledge they say they use
- knowledge of a professional field has a structure - it is not just a list of points underpinning individual activities.



## **Structuring knowledge**

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**Contextual knowledge** – facts that change from one situation to another e.g. different people, projects, organisations.

## Structuring knowledge in the framework

**Epistemology** (theory of knowledge) – what type of knowledge is valid in this field, how is it found out, how is it validated?

If included, treat as a key concept.

**Key concepts and principles** of the field, and how they relate to each other.

Generally relate to the framework as a whole.

**Key facts and theories**, and the relationships between them.

Possibly under main sections if needed.

**Process knowledge** – ‘how to...’, can be explicit or tacit.

Probably not needed – apparent from the activities described in the framework.

**Contextual knowledge** – facts that change from one situation to another e.g. different people, projects, organisations.

## **Framework level (from family mediation)**

### **Theories-in-use that inform the practice of mediation**

*These include:*

- theories concerning the impact of separation, loss and conflict on families and individuals
- theories of child development and the impact of separation and other family changes on children and young people
- theories of conflict, co-operation and competition
- theories of communication and engagement
- key processes for resolving family disputes.

### **The key principles of family mediation**

*These include:*

- independence of the mediator, 'without prejudice', child focus, fairness, voluntariness, client competence, confidentiality and its limits, impartiality and neutrality, and participant self-determination within the relevant legal framework
- the impact of the mediator's personal beliefs, values and style
- distinguishing between the process of mediation and employing other forms of intervention.

### **Methods and techniques employed in family mediation**

*These include:*

- different types of intervention and when it is appropriate to use them
- methods that enhance communication in the mediation process
- techniques for dealing with conflict, power imbalance and impasse
- ways of bringing the perspective of children and young people into the mediation process.

## **Main section level (landscape architecture)**

### **Landscape assessment**

This area of practice requires an understanding of methods of identifying and assessing user requirements and expectations [process]; legislative and policy frameworks as they apply to the landscape [factual]; methods of identifying personal, cultural, historic, spiritual, symbolic, financial and communal values associated with the landscape [process]; and methods of assessing the physical, ecological and aesthetic quality and condition of the landscape, along with its ability to accommodate change [process].



## Within a detailed statement (conservation)

### Implement treatment-based, preventive or protective measures

- *This includes being able to advise on the physical and chemical characteristics of materials and causes of decay, the measures and techniques to be used, and the use of relevant resources, skills and equipment*
- *Measures may be for instance physical, chemical, environmental or statutory, or relate to managing or influencing the interaction of others with the heritage*
- *You should be able to advise on new and developing techniques and their practical implications*
- *The methods and techniques used should take into account relevant contextual and ethical factors as well as current research and guidance in the field concerned*
- *You will need to understand the perspectives and roles of others who have an impact on the protection and care of the heritage, where necessary working with them to ensure that measures are effective.*

## EXERCISE

- ❑ **Sketch out the knowledge part of your framework – i.e. the ‘principles’ section.**
  - Refer to the example.
  - Is there any additional knowledge – apart from ‘how-to’ or contextual knowledge – that belongs in individual sections of the framework?

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PART 6  
Level

## The Dreyfus novice-to-expert model

**Novice** Has an incomplete understanding, approaches tasks mechanistically and needs supervision to complete them.

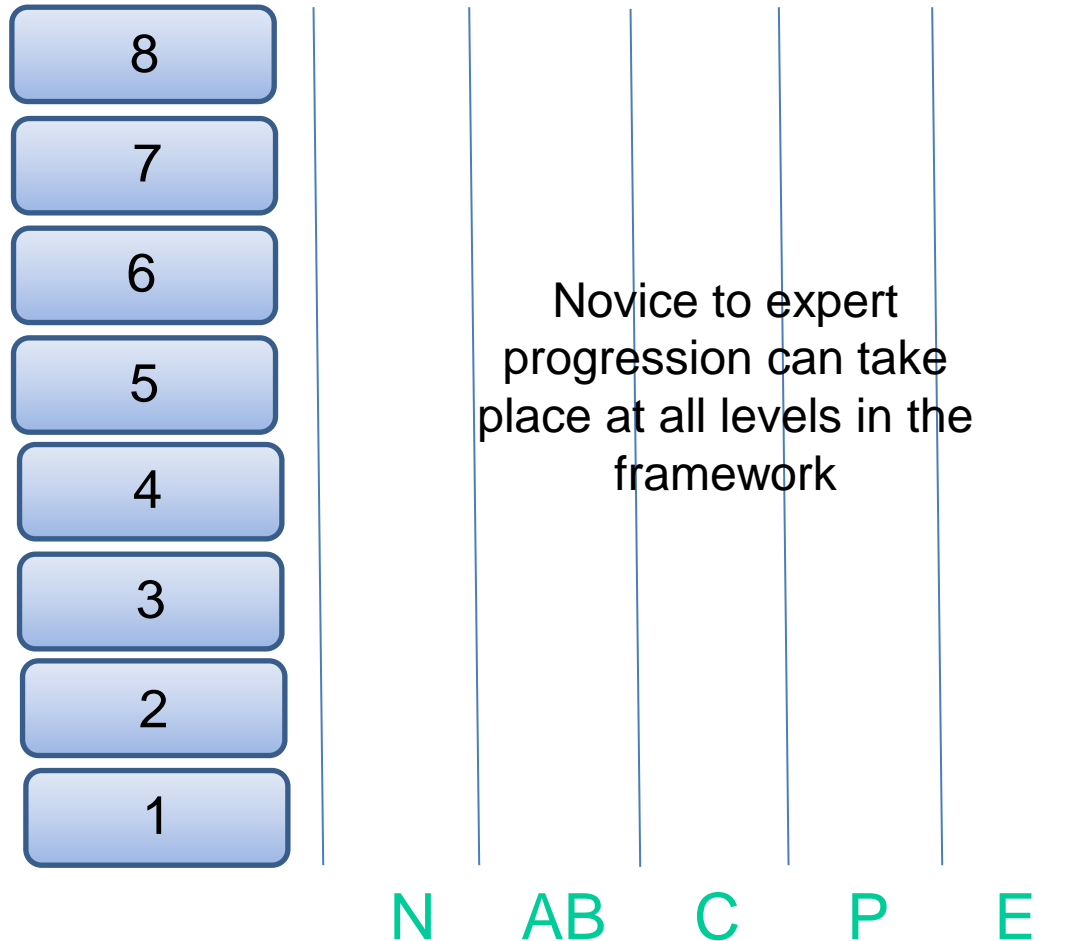
**Advanced Beginner** Has a working understanding, tends to see actions as a series of steps, can complete simpler tasks without supervision.

**Competent** Has a good working and background understanding, sees actions at least partly in context, able to complete work independently to a standard that is acceptable though it may lack refinement.

**Proficient** Has a deep understanding, sees actions holistically, can achieve a high standard routinely.

**Expert** Has an authoritative or deep holistic understanding, deals with routine matters intuitively, able to go beyond existing interpretations, achieves excellence with ease.

# Novice-to-expert and qualification levels



## **DISCUSSION**

- What level – using the Dreyfus definitions – would you expect a practitioner to need at the point of ‘sign-off’?**

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PART 7  
Consultation and trialling

## Why consult and trial?

**Frameworks are rarely 'right first time'.** Consultation and trialling help answer some of the following questions:

- Is the framework accurate, adequate, up-to-date and resilient?
- How easy is it for practitioners to understand and use?
- Does it accommodate all relevant contexts?
- Will it remain valid in the medium term?
- Does it disadvantage any practitioners, e.g. by making assumptions about culture, work context, or education?



# Consultation

## Consultation strategy

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- Communication – direct or via other organisations?
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## **Method**

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- Include questions to identify which groups respondents come from

## **Analysis**

- Specialist software, database or manual?
- Collate by group
- Summarise, identify significant points.

## DISCUSSION

- ❑ **How will you set up your consultation?**
  - What are the main groups of people that you need to consult?
  - How will you reach them?
  - Do you anticipate any difficulties with running the consultation?

## **Trialling**

**Live testing in practice** – captures things that consultation misses.

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**Methods** include:

- Formal assessment of existing practitioners
- Dummy/formative assessment of trainees
- Audit of work practices across an organisation
- Self- and peer- assessment
- Audit/develop a training course.

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- Audit/develop a training course.

**How capture the information from trials?**

## DISCUSSION

- ❑ **What type of trial/s are you expecting to do?**
  - Who will take part?
  - How will you enrol them?
  - Do you anticipate any difficulties with running the trial?



**Thank you**

**Thank you**  
**See you in Dublin!**