



Institute for Apprenticeships
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ComProCom: Communicating Professional Competence

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Erasmus+ Programme
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ComProCom

EU Erasmus+ Strategic Partnership
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”.

Informed by research with UK professions – Lester 2008, 2009, 2014a,b,c.

www.comprocom.eu

devmts.org.uk/comprocom.htm

Partners



Die Berater – Austria

Business management for start-ups



Agency for Local Gov't and Communities – Greece

Social entrepreneurship; management of the project



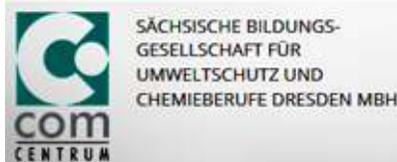
Institute for Sustainable Technologies – Poland

Innovation management; comparative research



Institute of Training and Development – Ireland

Training and development; developer course



SBG-Dresden – Germany

Chemical engineering (Meister level)



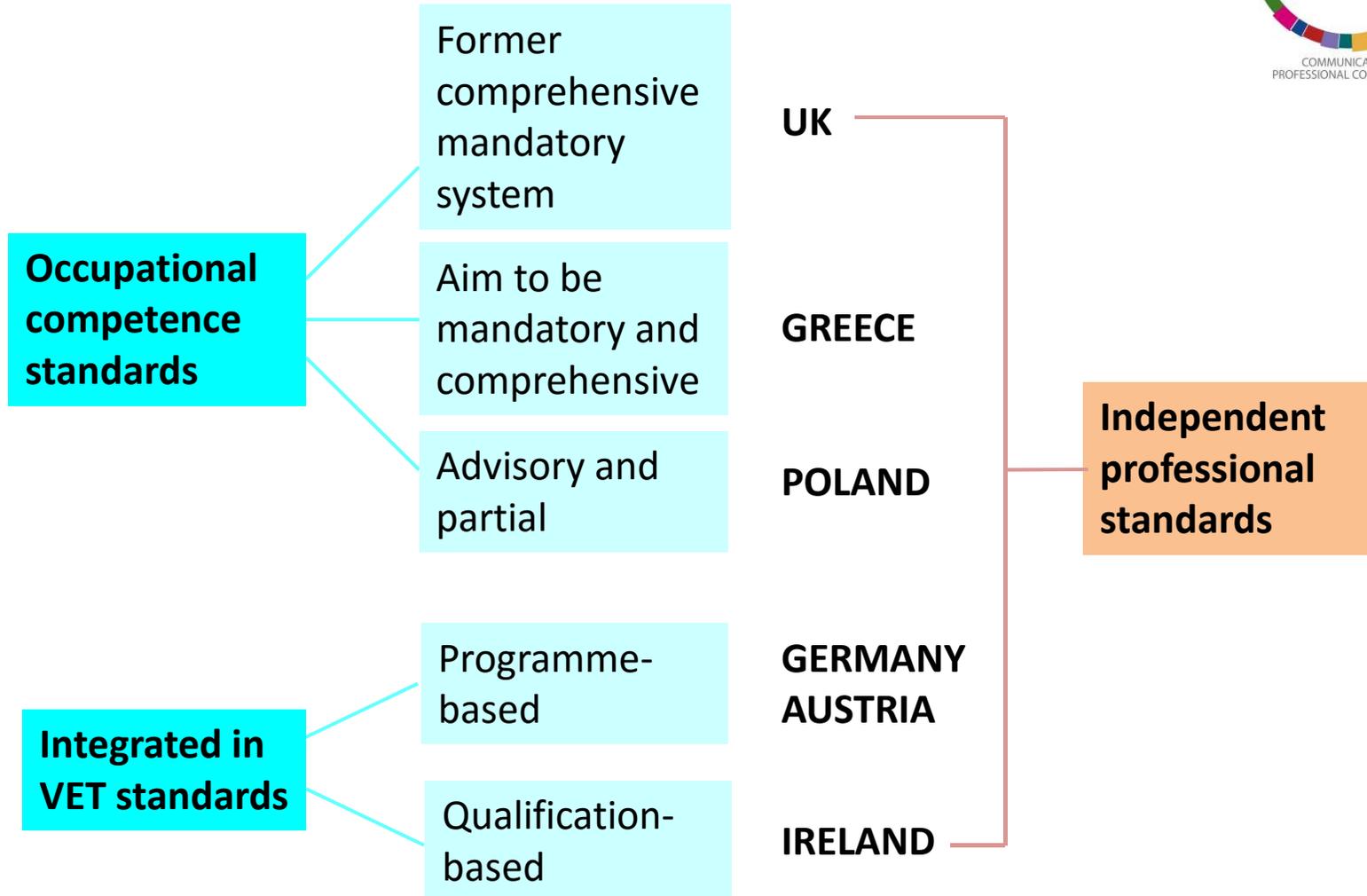
Stan Lester Developments – UK

Methodology, academic output

Only chemical engineering is an 'initial career' field.



Comparative research



Report: Religa & Lester 2016
Article: Lester & Religa 2017,
Education + Training



Comments

- ❖ 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 the scope for problems of quality and relevance.

From a VET perspective, there is an issue of inappropriate policy-borrowing between different labour-market contexts.

- ❖ The most effective use of separate competence standards appears to be for specific applications such as licensing and granting qualified status...

...but descriptions of effective practice are still an important base for informing VET curricula.

- ❖ Occupational classifications (e.g. SOC) can be blunt and clumsy when compared with real jobs and careers...

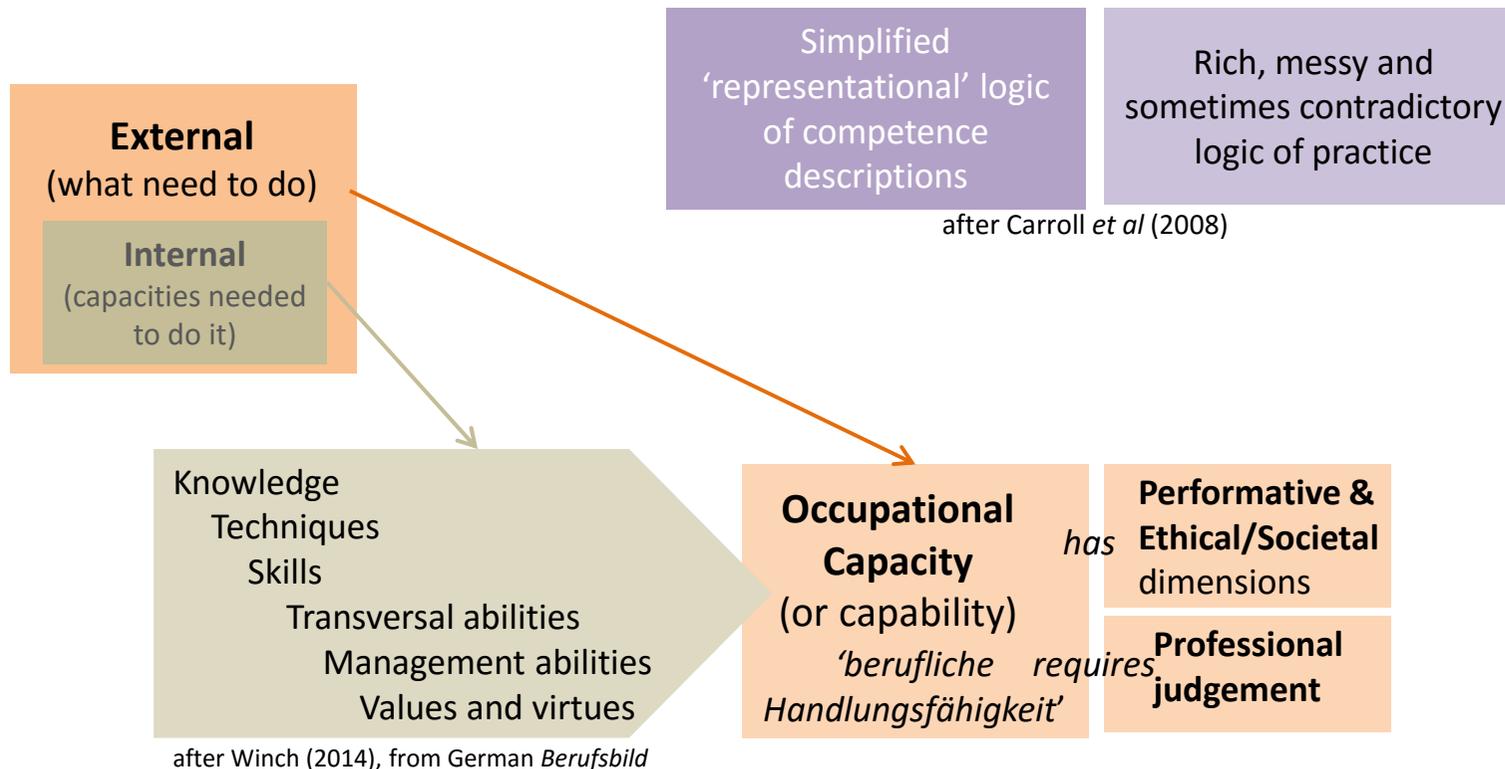
...while systems based on training standards and established professions can be slow in meeting the needs of emerging occupations and (arguably) labour market flexibility.

'Competence'



'The ability to do something successfully or efficiently' (OED)

How bridge between ...



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

Levels of description of competence

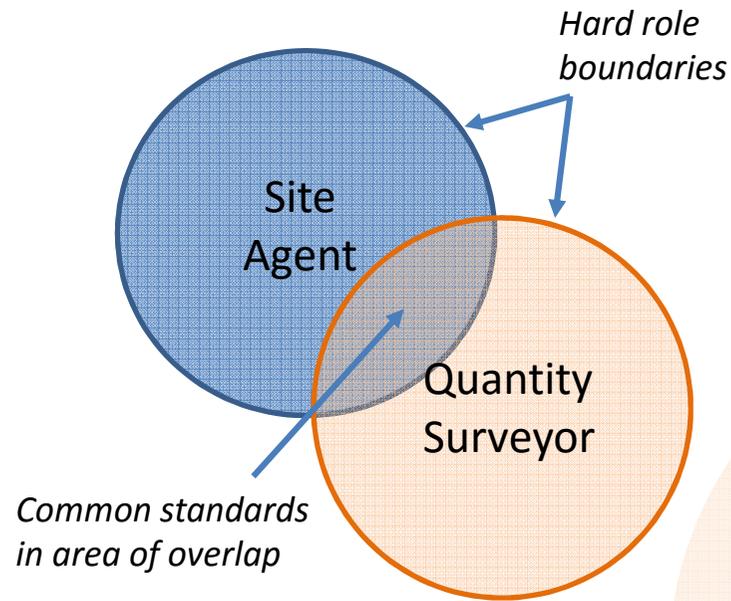


Task level	Role level	Field level	Global
Work tasks	Work roles and functions	Whole professions and occupational fields	Professional work
'Registering title'	'Commercial conveyancer'	'Law'	'Liberal professions'

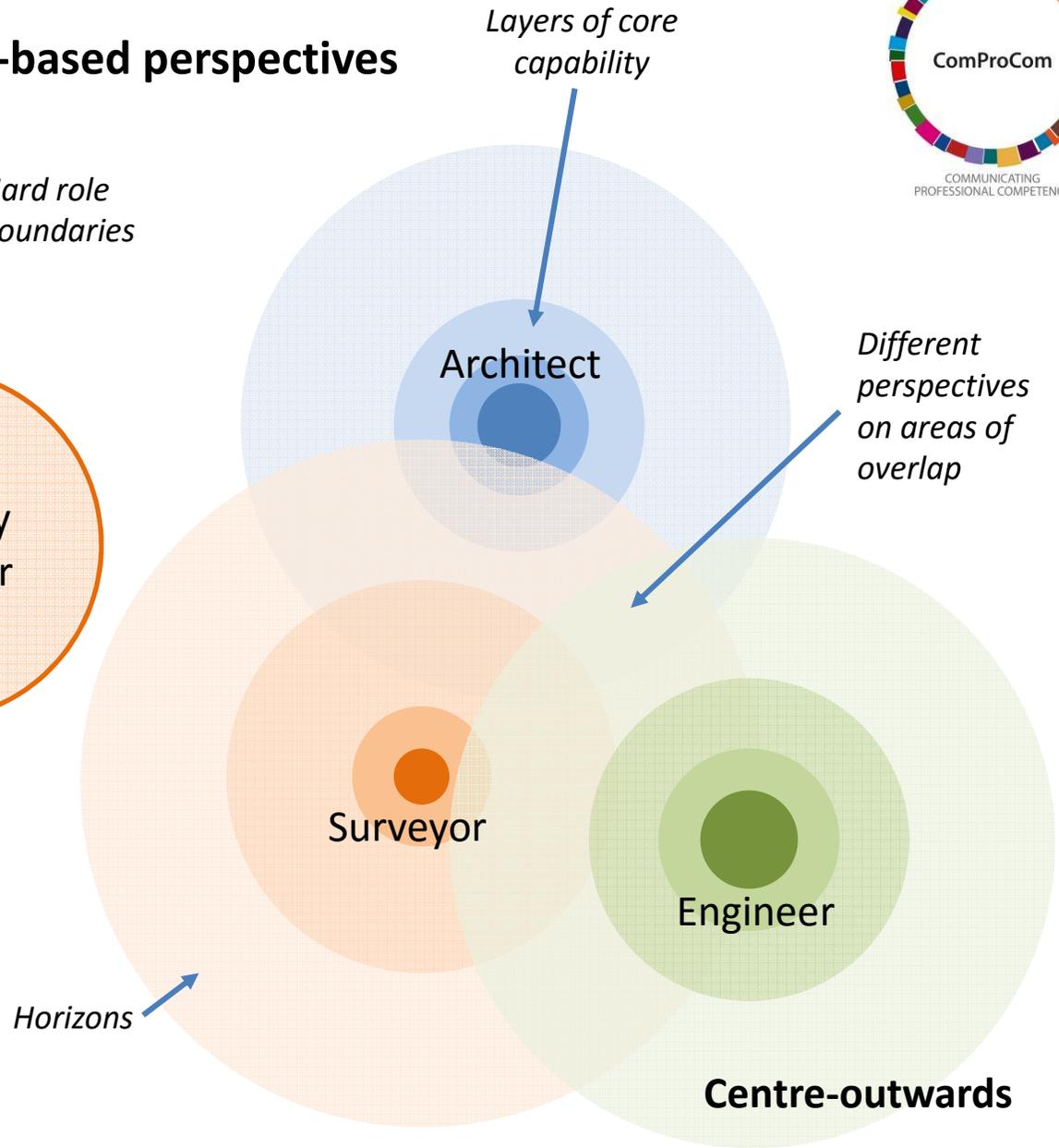
More detail in table 1.5 of methodological guide

- Each level of description is complete in itself and can be interpreted directly into the relevant contexts.

Role-based and field-based perspectives



Bounded-occupation



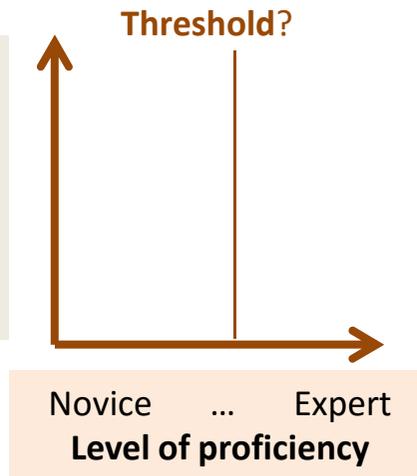
Centre-outwards

Field-based, 'centre-outwards' description



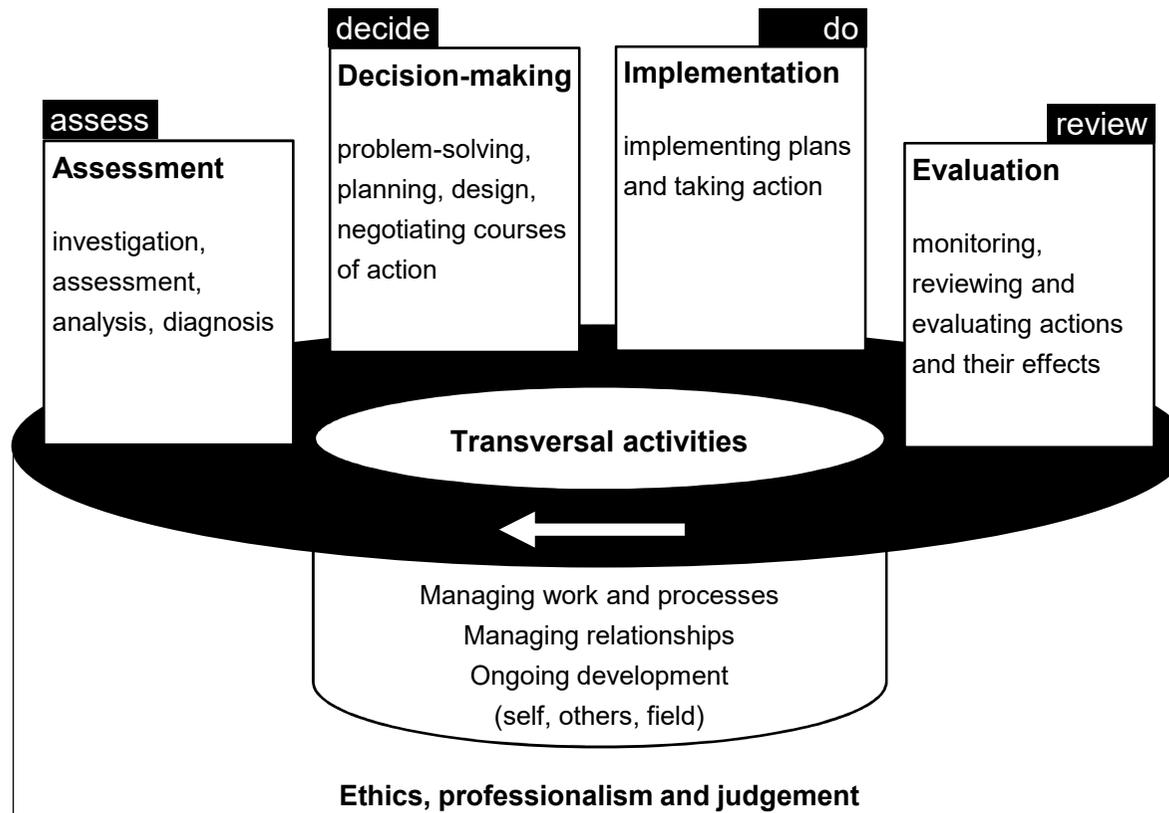
- Single standard
- Interpret into roles, contexts, specialisms
- Concise (c. 5-12pp)
- Clear and precise
- Possible subsets for different levels
- Threshold or progression scale if needed
- Resilient (10-15 year lifespan?)

Level of work
e.g. Chartered
Associate
Technician



- ☆ Progression
- ☆ Assessed grades?

Cyclic model for describing a professional field



Detail and language

- 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, active language
- Address reader directly (as if 'you should be able to...')
- Precise but not restrictive



2. Plan to develop the enterprise

2.1. Develop a business plan and associated policies, plans and strategies.

Policies, plans and strategies may include, according to the nature and context of the enterprise, a human resource policy and plan; a quality and internal evaluation system; a health and safety policy; a communication strategy; and a marketing strategy, among other things. You will probably need to draw on other people with relevant expertise to develop the detail of the plans.

This area includes:

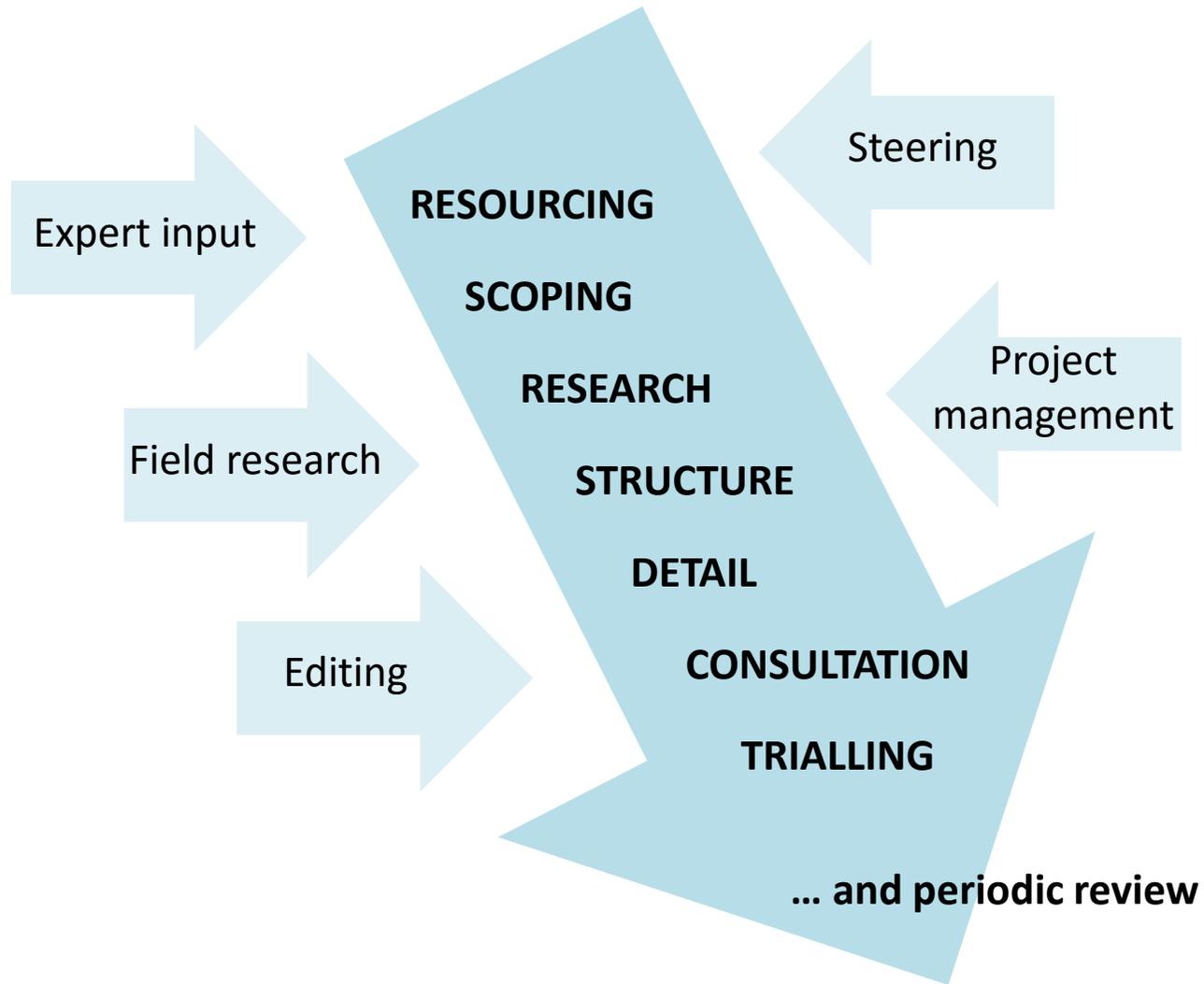
- Developing a business plan for the enterprise that defines activities, resources, economic objectives and social objectives
- Developing associated policies, plans and strategies that support the business plan and provide a sustainable framework for the management and development of the enterprise.
- Developing proposals for employment and deployment that meet the needs of the enterprise, make effective use of people's capacities, and provide opportunities for unemployed members.
- Ensuring that policies and plans are mutually supportive and complementary to each other.

Knowledge?



- Not directly part of an 'external' framework – not sufficient just to tag knowledge on to key activities.
- Fields have a 'knowledge structure' that includes underlying principles, epistemological positions and theories-in-use at the level of the whole field...
- ... as well as propositional and process knowledge relating to key activities and specific areas of practice.
- Practitioners' knowledge-in-use is partly transdisciplinary and situational.

Development process





Key project documents

available from www.comprocom.eu and devmts.org.uk/comprocom.htm

Project reports and resources

Models and uses of 'competence' in six countries' VET systems: cross-partner report on the reviews of the current situation. February 2016.

<http://www.comprocom.eu/component/phocadownload/category/2-intellectual-outputs?download=4:models-and-uses-of-competence-in-six-eu-countries-vet-systems-cross-partner-report-on-the-reviews-of-the-current-situation-february-2016>

Professional Competence Standards: guide to concepts and development. April 2017.

<http://www.comprocom.eu/component/phocadownload/category/2-intellectual-outputs?download=38:professional-competence-standards-guide-to-concepts-and-development>

Developing professional competence standards: final report of the project ComProCom. June 2017. Will be at <http://www.comprocom.eu/products/120-reports>

Academic papers

Lester, S. and Religa, J. (2017) "'Competence' and occupational standards: observations from six European countries", *Education and Training* 59 (2), pp201-214.

<http://devmts.org.uk/occsstds.pdf>

Lester, S. (2017) "Reconciling activity-based descriptions of competence with professional work". Paper currently in review, draft at <http://devmts.org.uk/compprofwork.pdf>

Final paper (Lester, Koniotaki and Religa) in development will discuss the potential impact of the frameworks, focusing on social enterprise and innovation management.



Some additional references

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