

### IDOLearn WORKPACKAGE 5 : DESIGNING THE COMPETENCE BASED QUALIFICATION FOR THE **IDO**

*This version was established at the IDOLearn Viareggio meeting 26 June 2009. Workpackage responsible: Paula Mattila, Finland*

The format below is adopted from the Finnish Competence Based Qualifications System where, for each qualification, the relevant authorities will define its **parts** (compulsory, elective and sometimes free-choice parts).

The parts must constitute a sector or segment of a vocational/professional competence, which can be separated from an authentic work process into an independent, *assessable module*.

For each part of the qualification, a set of **vocational skills requirements** will be specified, concentrating on such requirements as illustrate the core functions of that vocation (or profession), as well as the command of its key operating processes, reflecting an extensive vocational/professional practice. These requirements should also cover the profession's essential language skills and social capabilities.

The vocational skills requirements in turn, will be analysed so as to pin down such **targets and criteria** of the competence that should be applied when **assessing** the qualification. The targets should be linked to the core skills of the vocation/profession, the command of such knowledge that forms the foundation for the work in question, the command of key working methods, tools and materials – as well as the command of the core processes of work.

**Demonstration methods of the vocational skills** are comprised of instructions for the skills demonstrations. Except for a skills test or set of tests, they will include systematic collection of material and documentation (interviews, portfolios etc) concerning the vocational and functional working capabilities of those taking the qualification – in relation to the vocational skills requirements and the assessment criteria determined for that qualification.

Below, the four vocational skills requirements are based on the Finnish proposal which was further elaborated at the Heidelberg meeting in March 2009. The Targets & Criteria are based on what was elicited by the survey carried out by WP4 and enriched by all partners in Heidelberg. WP6's contribution with the four competences characterised as *analysing, designing, implementing and communicating*, have been accommodated as the key aspects of these skills requirements.

The EQF system would seem to demand a further division of the qualification into *knowledge, skills and competences (KSC)*. The Finnish approach is more holistic, and even if we can find KSC like elements under the headings *Vocational skills requirements* and *Targets & criteria of assessment*, these are not identified as either knowledge, skills or competences. This is because it has not been seen as feasible to assess theoretical knowledge and practical know-how separately. Instead, assessment is targeted on key **entities** of the vocation/profession in question (which have been recorded in the qualifications). The thinking behind the qualifications texts goes like, "The candidate knows such & such facts and is well aware of such & such procedures so he/she is able to perform this key entity of the qualification."

At the Viareggio meeting the partners agreed to follow the Finnish CBQ model in the common formulation of the IDO qualification. Should the education system in a participating country call for further analysis of the qualification into KSC, this procedure will be handled individually by the participant in question.

The *Demonstration methods of vocational skills* part is what will be the focus on Workpackage 6.

### PARTS OF THE IDO QUALIFICATION: COMPULSORY\* PARTS (4)

(\*We may need to add some elective or free choice parts to the qualification)

1. **Analytical approach to knowledge and understanding,  
as regards the sector of one's own organisation within international settings**
2. **Planning capacities regarding the organisation's (entire organisation or a part of it) international functions**
3. **Implementation skills**
4. **Sustainable development, quality assurance and benchmarking**

Vocational skills requirements	Targets & criteria of assessment	Demonstration methods of vocational skills
<p><b>A candidate taking this qualification module shall possess an: ...</b></p> <p><b>1. <u>Analytical approach to knowledge and understanding, as regards the sector of one's own organisation within international settings</u></b></p> <p>-</p>	<p>In order to help his/her organisation to introduce or take part in international activities, the candidate is able to express and explain the key features of his/her educational sector as well as related development prospects and cooperation policies.</p> <p>This he/she is able to do both in speech and in writing, and in English as well as in his/her organisation's language and, preferably, also in one or more other languages relevant to his/her organisation's international functions.</p> <p>The above relates to information regarding:</p> <ul style="list-style-type: none"> <li>- the candidate's own institution</li> <li>- VET systems at national level and to a reasonable extent at European and global levels</li> <li>- economic and social environment including the labour market and major companies</li> <li>- other key stakeholders</li> <li>- key funding opportunities and cooperation programmes.</li> </ul> <p>The candidate must be able to evaluate the information and to filter the crucial background information.</p> <p>The candidate must express a knowledgeable appreciation of the positions and viewpoints of persons representing foreign cultures as well as to be able to reflect about his/her own attitudes and culture.</p>	

	<p>In order to launch or sustain international educational cooperation, the candidate is able to carry out systems and contexts analyses as well appraisals and evaluations of contexts and opportunities. He/she is able to identify risks.</p> <p>He/She is able to identify the right programme in which he will launch the project. He/She is able to write formal proposals.</p>	
<p><b>A candidate taking this qualification module shall possess...</b></p> <p><b>2. <u>Planning capacities</u> regarding the organisation's (entire organisation or a part of it) international functions – mainly, designing international VET projects</b></p>	<p>The candidate is able to identify needs, objectives, and target groups for international VET projects.</p> <p><i>The candidate is able to carry out feasibility checks/studies to ensure that a planned international function is worth implementing.</i></p> <p>The candidate is able to assess his/her organisation's international capacities and can help arrange necessary training or other capacity building (e.g training regarding language skills, intercultural communication, project management).</p> <p>The candidate is able to make necessary preparations to launch international VET projects, including the elaboration of their contents– and in doing so, <i>he/she will apply best practices in project management; i.e. is able to apply such methodology as is needed in each phase of the project to attain best possible results.</i></p>	

	<p>In planning international VET activities, the candidate demonstrates networking capacities: he/she is able to build partnerships that match the needs of the project – beginning with the identification of relevant capacities and skills of diverse players in the international arena.</p> <p>The candidate is familiar with the concept of lobbying and is able to lobby for his/her organisation’s projects in sustainable ways.</p>	
<p><b>A candidate taking this qualification module shall possess:</b></p> <p><b>3. <u>Implementation skills</u> as regards the international VET projects and day-to-day international activities of his/her organisation (entire organisation or a part of it)</b></p>	<p>Based on set plans and objectives (his/her organisation’s internationalisation strategies and activity plans; an international cooperation project, etc.) the candidate demonstrates an ability to put plans into practice, including scheduling, acquisition of relevant resources, division of labour, evaluation and reporting, readjusting where needed</p> <p>In coordinating international activities, the candidate is able to</p> <ul style="list-style-type: none"> <li>- manage budgets, demonstrating an understanding of financial procedures and law regulations</li> <li>- inform and communicate at appropriate level and scope and in a timely manner, regarding the activities in question</li> <li>- draw up logistically meaningful plans (especially regarding the next two items)</li> </ul>	

	<ul style="list-style-type: none"> <li>- mobilise and work in/supervise teams, always demonstrating an understanding of different cultural ways of working</li> <li>- this includes the capacity of organising meetings and events, as well as visits and tours at home and abroad and of any size and status (from students' job placements to high level conferences)</li> </ul> <p>The candidate demonstrates an understanding of project management techniques, problem solving skills as well as human resources management, including an understanding of the social psychology of organisations and groups</p> <p>The candidate possesses the relevant ICT skills (word processing, excel, powerpoint, use of email, the internet etc).</p>	
<p><b>A candidate taking this qualification module shall be able to promote...</b></p> <p><b>4. <u>Sustainable development, quality assurance and benchmarking in the international VET projects and day-to-day international activities of his/her organisation (entire organisation or a part of it)</u></b></p>	<p>In order to attain overall sustainability in his/her organisation's international functions, the candidate is able to design evaluation plans for individual projects and the entity of those functions; assessing results and impact (short-term and long-term); and taking stock of best know-how, practices and benchmarks in related activities elsewhere.</p> <p>The candidate masters the basics of quality management and is able to apply them to international functions, as part</p>	



	<p>of the quality system of one's organisational QA system. He/she demonstrates knowledge in theory and in practice of quality systems related to international activities such as EQF, EQAF, ECVET and the Bologna process.</p> <p>The candidate is able to capitalise and disseminate results, as well as significant experiences.</p> <p>The candidate understands the principles of valorisation and is able to design plans for valorisation and sustainability.</p> <p>To ensure sustainability, the candidate shows an understanding of the role of active, continuous and open communication in the international functions, as is able to design plans of communication, including use of social medias.</p> <p>The candidate understands the role and value of networks within international activities and is able to work towards maintaining and adding on the social capital which exists in such networks.</p>	
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