





"A COMMON APPROACH FROM THE SPORT AND ACTIVE LEISURE SECTOR TO THE TOOLS OF WORKFORCE DEVELOPMENT AND WORKER MOBILITY"

Guide to developing and using a functional map in support of a sector competence structure within the EQF



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COMPETENCE-BASED APPROACH

Competence is:
... demonstrated ability to apply **LEARNING OUTCOMES** adequately in a defined context (education, work, personal or professional development).

Holistic approach:
... competence integrate cognitive elements (use of theory, concepts or tacit **Knowledge**), functional elements (managerial and technical **Skills**) as well as interpersonal attributes and ethical values (**Attitude/values**)

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LEARNING OUTCOMES (THE BASE OF EQF APPROACH)

...Statements of what learners are expected to know, understand and be able to do on completion of a learning process,

...regardless **where** and **how** it was learned and **how long** the learning process has taken (formal, non-formal or informal learning process),

...are defined in terms of **Knowledge, Skills and Competence "KSC"**
(In EQF "C" is described in terms of *responsibility and autonomy*)

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BRINDGING THE GAP LM - VET

WORLD OF EMPLOYMENT
Employers are interested in:

- > What people need to do
- > How they will do it
- > How well they do it



↓
OUTCOMES

WORLD OF EDUCATION
Education professionals are interested in:

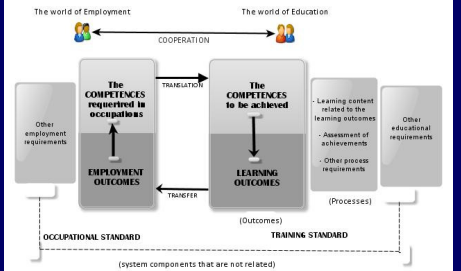
- > What people learn
- > How they will learn it
- > How the quality and content of learning will be assessed

↓
INPUTS



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CONNECTING LO - COMPETENCES



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FUNCTIONAL ANALYSIS

- _ Identify the required competencies of a productive function;
- _ Focus on the functions or results/outcomes instead of the activities (instead of describing what individuals are doing, describes what individuals have to achieve);
- _ Broad approach (specification functions, not of a specific job);
- _ Focus on **WHAT needs to happen** not on **How** (descriptions are independent of the technology or methods used to achieve the function).

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FUNCTIONAL MAP

Graphic representation of functional analysis (not a representation of work processes, but rather a representation of the necessary productive functions):

Source: ILQ/Center for accredited October 2007 <http://www.ilq.org/public/english/region/empno/centerfor/temes/comp/ibh/xxxx/10.htm>
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FM GENERAL CHARACTERISTICS

- _ Not represent a hierarchy, but simply different and separate functions;
- _ Disaggregation of functions does not go beyond 4/5 levels;
- _ Final level of analysis is referred to as 'Units of competence', which represent a specific action of the productive process;
- _ Unit of competence are further described in 'Elements of competence' (detailed aspects of function written in terms of "the worker will be capable of...");
- _ Codes are used to show the level of detail and position in analysis:
 - Major functions/areas (letter) → 'A, B, C'
 - Next stage (add a nr) → 'A1, B1, C1'
 - Further stage (another nr) → 'A11, B11, C11'

Source: ILQ/Center for accredited October 2007 <http://www.ilq.org/public/english/region/empno/centerfor/temes/comp/ibh/xxxx/10.htm>
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FM STRUCTURE OF STATEMENTS

ACTION (a verb)
Do what

OBJECT OF ACTION (a noun)
To what?

CONDITION OF ACTION
For what purpose? With what? To whom? What type?

Example: FM European Health and Fitness Industry – Major Function B (*)
 Provide and improve health and fitness related activities that will meet individual's needs, help them achieve their potential and enhance their quality of life

(*) Source: EHFA, *Setting the standards for the European Health and Fitness Sector* (2005), accessed in October 2007 in <http://www.ehfa.eu/sect/lib/1/library/2.php?docno=12>
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PERFORMANCE CRITERIA

An extension of functional analysis process:

EMPLOYMENT SPECIFICATION		TRAINING SPECIFICATION		ASSESSMENT SPECIFICATION
What individuals in employment are expected to do		What students must learn in order to meet these expectations		How competences of the students will be judged
Performance requirements	Range	Skills	Knowledge	Evidences needed to demonstrate competence
Specification of what has to be achieved in employment (what the worker should be capable of...)	Field of application (tools, equipments, materials, methods or processes)	Necessary skills to achieve performance	Necessary knowledge to achieve performance	

Source: FRETWELL, D., et al, (2001), *A Framework for Defining and Assessing Occupational and Training Standards in Developing Countries*, Turin, European Training Foundation.
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COMPETENCE FRAMEWORK STRUCTURE

Source: CEN/ISSS (October 2007), *Towards a European e-Competence Framework – A guideline for its development, First release, p. 6*
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