SUMMER COURSE

What you need to know about competences to design a training program
Gijón, 3 - 5 July 2017

Into
2nd International Joint Staff Training Event
"Desarrollando competencias para la búsqueda de empleo e inclusión.
Una perspectiva internacional"

Project 2016-1-ES01-KA204-025159 ERASMUS+
Sharing effective educational practices and systematizing a training competences programme
for employment and inclusion for vulnerable adults.

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4. **Practical activity: "what am I competent?"**

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Qualification and competence

Is qualification the same as competence?

Initial qualification:
as starting point
(basic training)

Qualification

Qualification in process:
As development
(continuous training)

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Initial Qualification = Qualification

Potential capacity: *is yet to be seen*

Qualification and competence

Continuous training

learning since own experience

Training

Qualification in process

competence

Effective exercise in different contexts

Professional development

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Qualification and competence

Competence = <u>Effective</u> performance in a context

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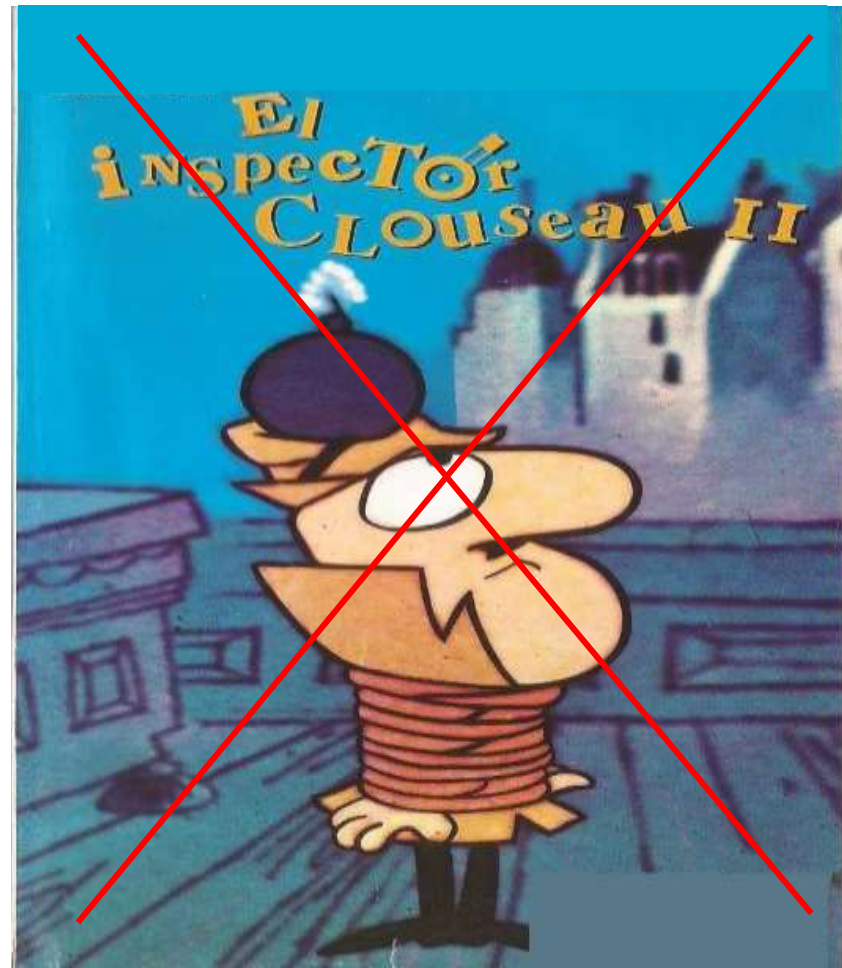
Models at present

- Concepts of tasks

- Conception of personal attributes

- Contextual Conception

COMPETENCE CONCEPTIONS

Concepts of tasks

Identification of tasks
with a job

Repertories or sequences
of observable behaviors

Effective implementation

Competence as
DOMAIN

KNOW TO DO

Technical competences

Technical competences

Repetitive learning
Skills that are trained

How easy! always the same …

Know how to handle Word

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COMPETENCE CONCEPTIONS

Concepts of tasks	Personal attributes
Identification of tasks with a job Repertories or sequences of observable behaviors Effective implementation	Innate ability to perform effectively in a job
Competence as DOMAIN	Competence as QUALITY
KNOW TO DO	TO HAVE APTITUDE
Technical competences	

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Attitude

Innate qualities that facilitate performance

Good thing I have patience and good pulse

To fix a clock

COMPETENCE CONCEPTIONS

Concepts of tasks	Personal attributes	Contextual Conception
Identification of tasks with a job	Innate ability to perform effectively in a job	The organization is an open context-dependent system
Repertories or sequences of observable behaviors		Behaviors modifiable according to a purpose
Effective implementation		
Competence as DOMAIN	Competence as QUALITY	Competence as a PROJECT
KNOW TO DO	TO HAVE APTITUDE	KNOW TO DO
Technical competences		Reflective competences

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Reflective competences

Significant learning
Suitability to context

To teach a lesson
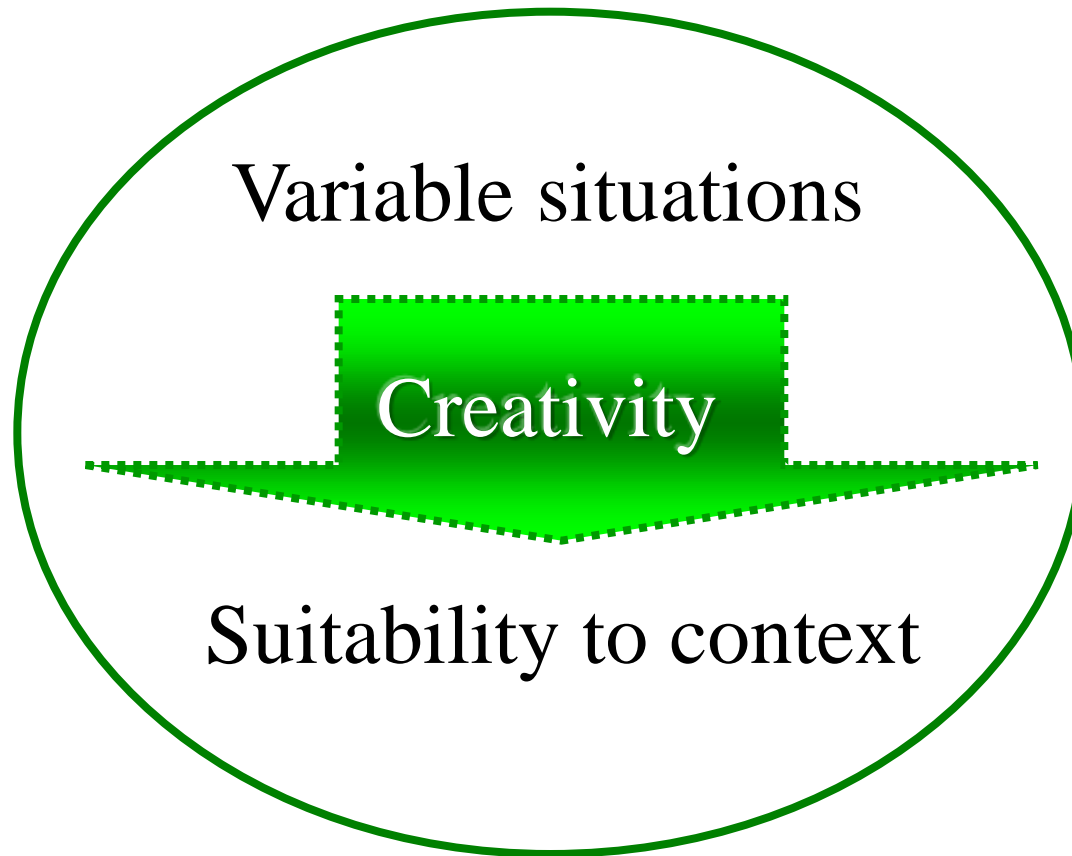
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Reflective competences

Variable situations

Creativity

Suitability to context

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COMPETENCE CONCEPTIONS

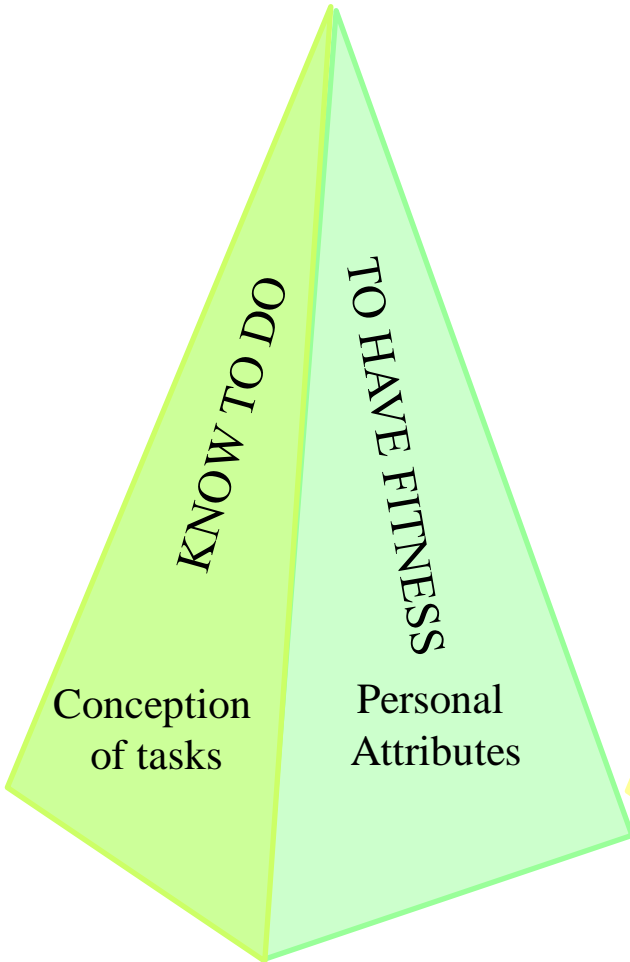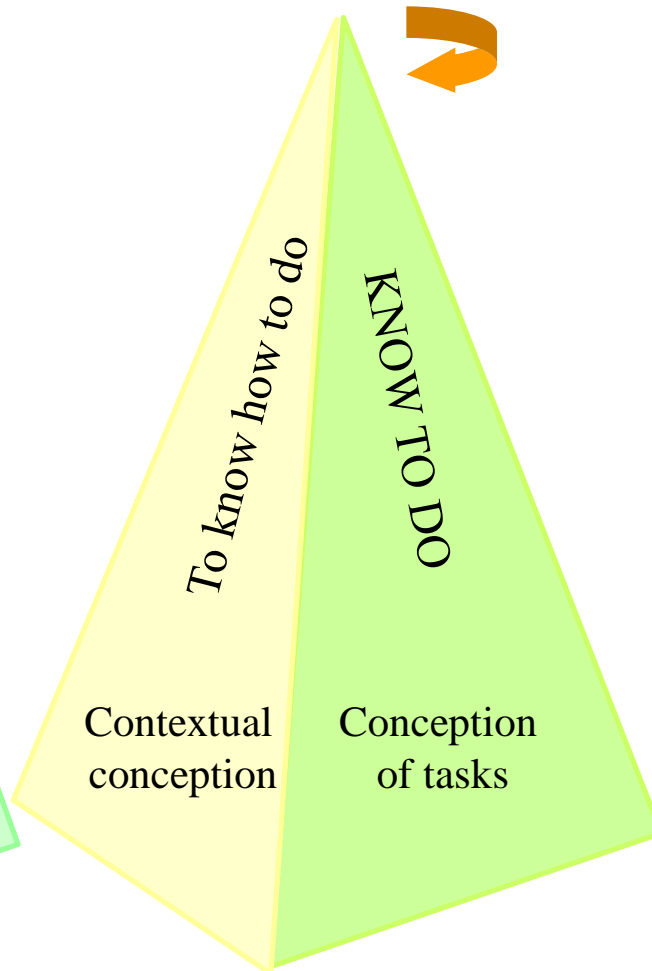| Concepts of tasks	Personal attributes	Contextual Conception
Identification of tasks with a job	Innate ability to perform effectively in a job	The organization is an open context-dependent system
Repertories or sequences of observable behaviors		Behaviors modifiable according to a purpose
Effective implementation		
Competence as DOMAIN	Competence as QUALITY	Competence as a PROJECT
A new situation or context creates a problem and does not support degrees	It is insufficient for professional practice and requires exercise	In the absence of fixed repertoires, there is greater difficulty in learning and objective evaluation and it admits grades
KNOW TO DO	TO HAVE APTITUDE	KNOW TO DO
Technical competences		Reflective competences

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CONCEPTIONS COMPETENCE

To work: model integration

TO BE COMPETENT

TO BE COMPETENT

TO BE COMPETENT

KNOW TO DO

TO HAVE FITNESS

Conception of tasks

Personal Attributes

To know how to do

KNOW TO DO

Contextual conception

Conception of tasks

TO HAVE FITNESS

To know how to do

Personal Attributes

Contextual conception
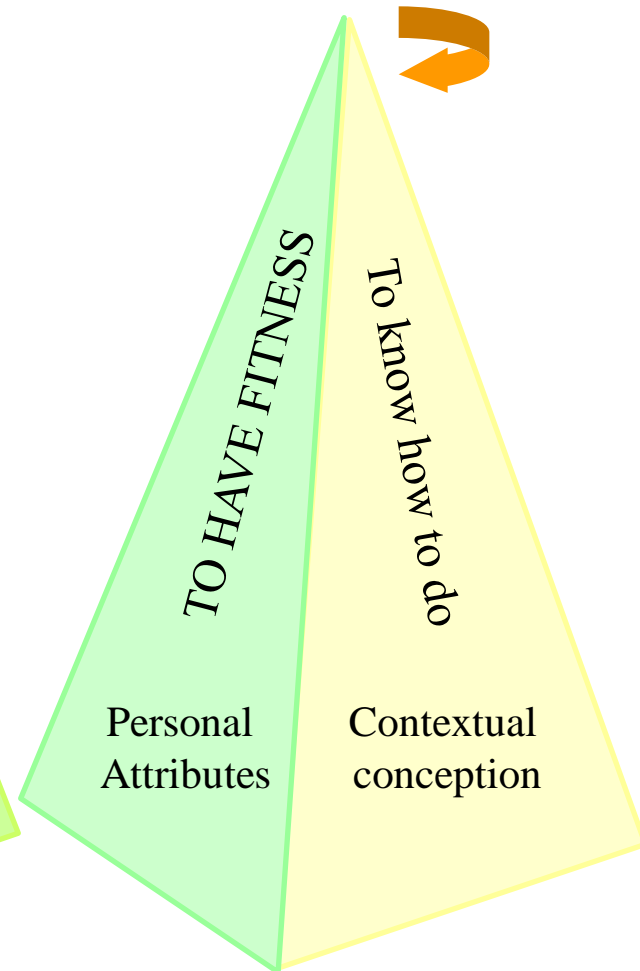
Pyramid base: professional performance
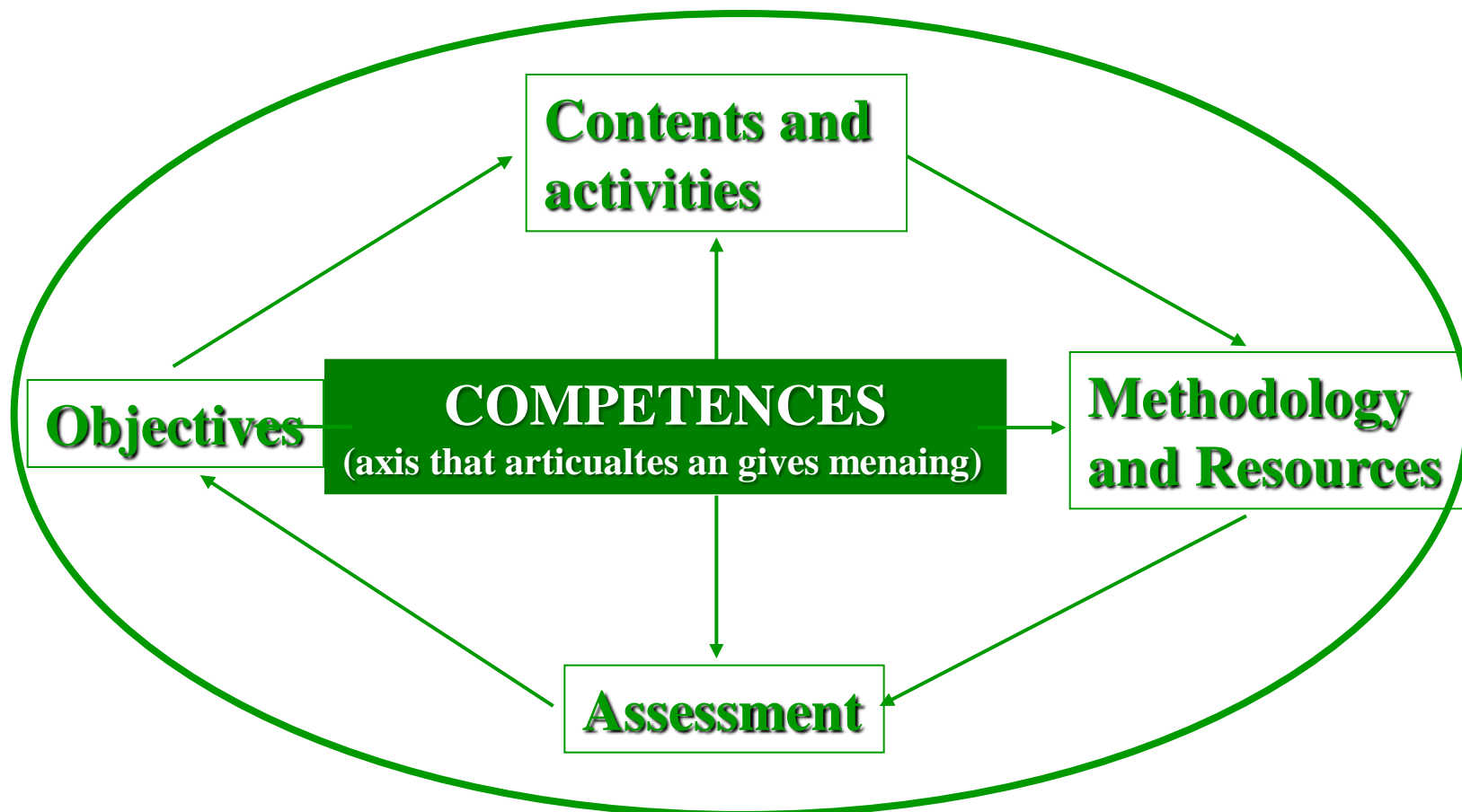
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COMPETENCE CONCEPT

Integrative definition of professional competence

"They are a set of combined elements (knowledge, skills, attitudes, etc.) that are integrated according to a series of personal attributes (abilities, motives, personality traits, skills, etc.). And that are manifested through certain behaviors in the context of work (...) to deal with changing professional contexts and in which aspects such as versatility and flexibility are prevalent (...)" **(Navío Gámez, 2005)**

Navío Gámez, A. (2005). Propuestas conceptuales en torno a la competencia profesional. *Revista de educación*, 337, pp. 213-234

PROGRAMMING
New focus

Contents and activities

Objectives

COMPETENCES
(axis that articualtes an gives menaing)

Methodology and Resources

Assessment

Impact on Centers:
Cooperative Teaching Methodology

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PROGRAMMING

Impact on curricular elements

- The objectives must contribute to the development of competencies.

- You have to try to build bridges or connections between content.

- The activities or practices have to simulate real situations.

- The methodology must be participatory and pose problem situations that are a challenge for the participants.

- The assessment must check the articulation of theoretical and practical knowledge.

- Self-assessment should be promoted, if possible, as a reflection on the learning achieved and / or the co-evaluation among the participants.

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PROGRAMMING

General criteria for designing skills development

- Inclusivity

- Internal and External Coherence

- Clarity in the type of competences to be developed and the specific aspects in each of them

- Presentation of creative practices, linked to the vital context of the students, and motivating

- Formative utility

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Concept of coherence

Internal coherence

Clear and direct relationship between the aspects of the desired competences and the articulation of the other elements that compose the programming

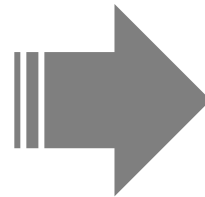**metodology/
Integrated activity**

**goals/
contents**

competences

Concept of coherence

External coherence

Adequacy of the contents of the programming, the methodology and the situation-problem raised, the professional profile or needs of the recipient

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PROFESSIONAL COMPETENCES

Transversal competences

Competences common to most professions
and related to the integrated implementation of skills,
personality traits, habits, knowledge and attitudes

Specific competences

Competences that define the capacity
of an individual in a specific work context

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Transversal competences

- Problem resolution
- Organization of work
- Responsibility at work
- Teamwork
- Autonomy
- Reflective Ability
- Interpersonal relationship
- Initiative and decision making
- Creativity and innovation
- (…)

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PROFESSIONAL COMPETENCES

Specific competences

Teacher	Manufacturing and assembly technician	Lawyer
■ To Reflect on your practice to improve your educational work.	■ To Participate in the packaging and transport of products, equipment and auxiliary elements, following the established norms for the supply of materials and tools.	■ Knowing how to search, obtain and manage legal sources
■ To Select, develop and use teaching materials relevant to the context.		■ To Apply the legal rules to factual assumptions
■ To Develop students' logical, critical and creative thinking.	■ To Open lands and ditches for the laying of pipes for evacuation and water supply, heating circuits and basic air conditioning.	■ To Provide legal advice
■ To Design and implement educational actions that integrate people with special needs.	■ To Assemble piping for drainage and water supply applications and heating systems.	■ To Argue in a legal way, write letters and use legal oratory
■ To Select, use and evaluate communication and information technologies as a teaching and learning resource.	■ To Set up and install small automatic irrigation systems ensuring coverage of the entire surface and saving water.	■ To Know how to negotiate, persuade and conciliate(…)
■ (…)	■ To Assemble sanitary equipment connected to the evacuation network and to the internal supply.	
	■ (…)	

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To program:
Breaking down a competition
into several sub-competencies (aspects)

Transversal Competencia : Teamwork

- To Share information
- To Respect to others
- To Know how to reach agreements in a given time
- To Organize work
- To Take responsibility for one's own task
- To Respect deadlines
- **(…)**

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Practice: My weaknesses and strengths

My competences
curriculum vitae

Transversal competences

Specific Competences

2 strengths

2 weaknesses

1 strength

1 weaknes

Explain
as an asset
in one's profile

Explain as
an opportunity
for improvement
that will guide your
professional and
personal development

Explain
as a benefit
to the company

Explain
as the point of reference
that will guide
your continuing education

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