

Competence Profiles & Personal Development Planning

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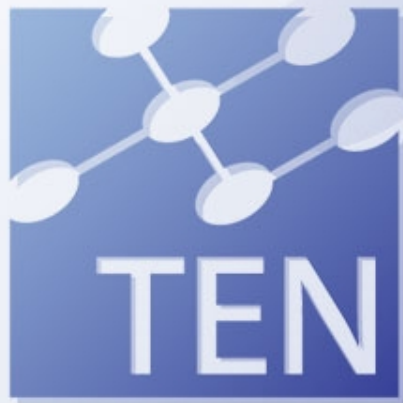
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Competence Profiles & Personal Development Planning



TEN Competence

Building The European Network for Lifelong Competence Development

Rob Koper
Co-ordinator of the TENCompetence project
5 February 2009
Innsbruck, Austria

Content

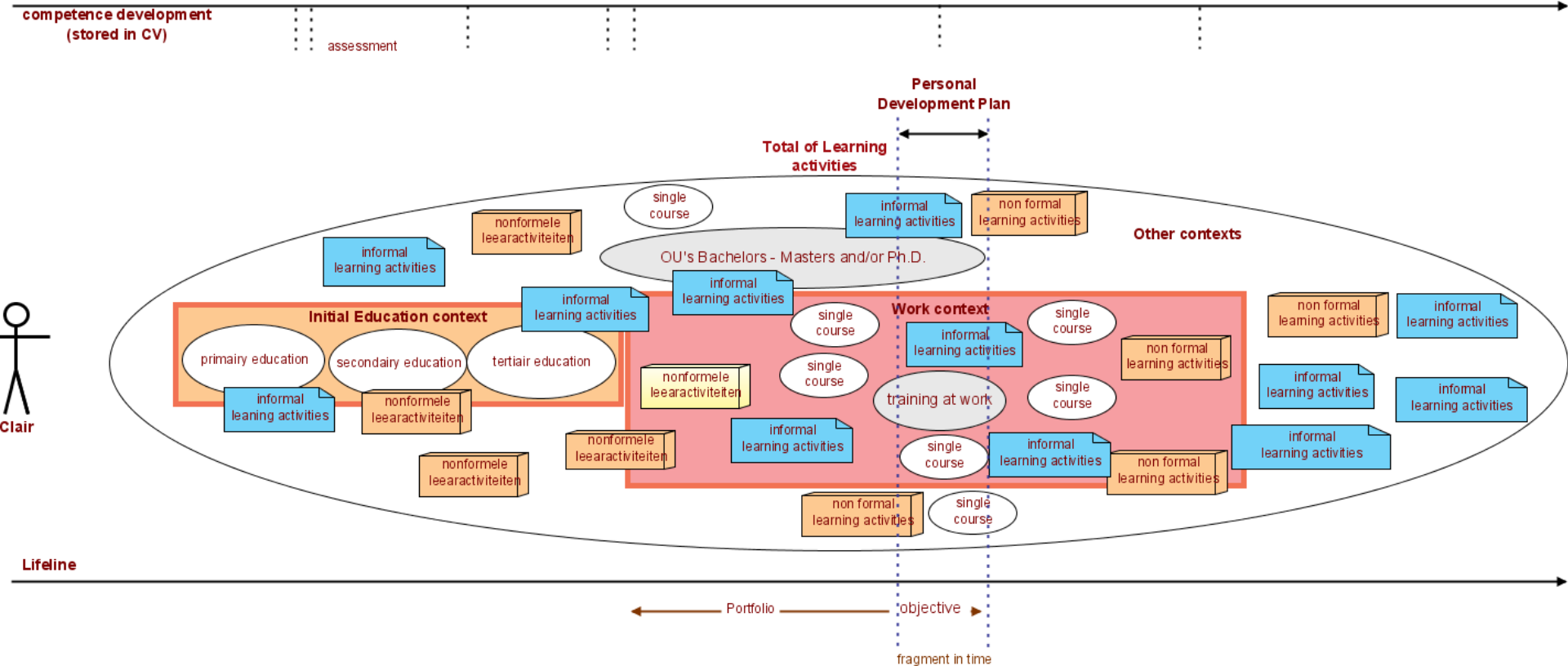
- Introduction Lifelong Competence Development
- What are competence profiles?
- Fill in questionnaire about research competence profile (<http://phd.surft.nl>).
- Group work on research competence profile
- Demonstration of the personal development planner that has been developed in the TENCompetence project



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Lifelong Competence Development



Competence Maps

- Related to Professions, Levels within Professions (but can also be used for sports, hobbies, personal growth, etc.)
- Contains:
 - Collection of Minimum Required Competences
 - Required levels for each of these Competences (8 EQF levels)
- Various types of competences, most important:
 - Functional Competences
 - Knowledge Competences
 - Meta Competences (e.g. the big 8)



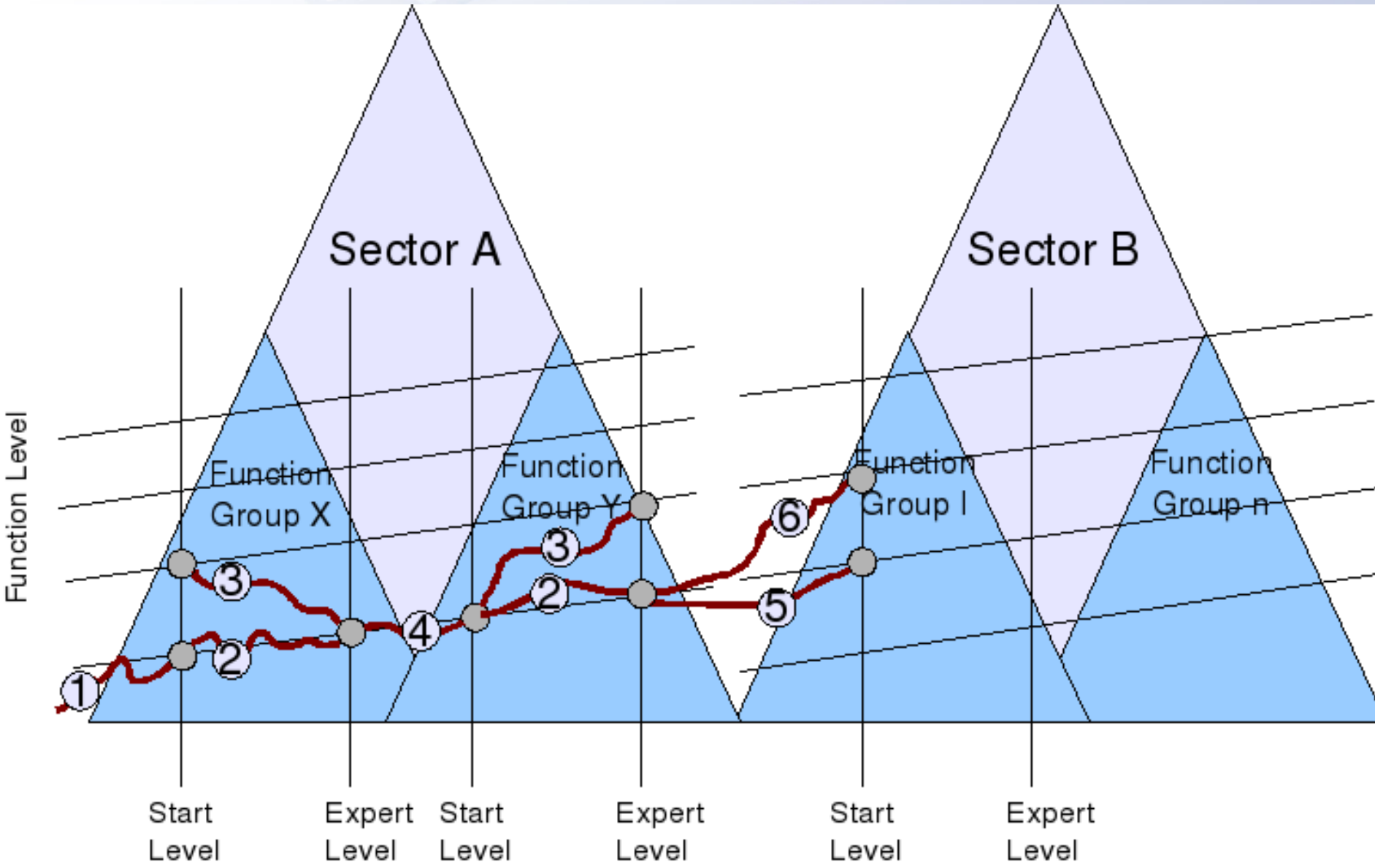
EQF Levels

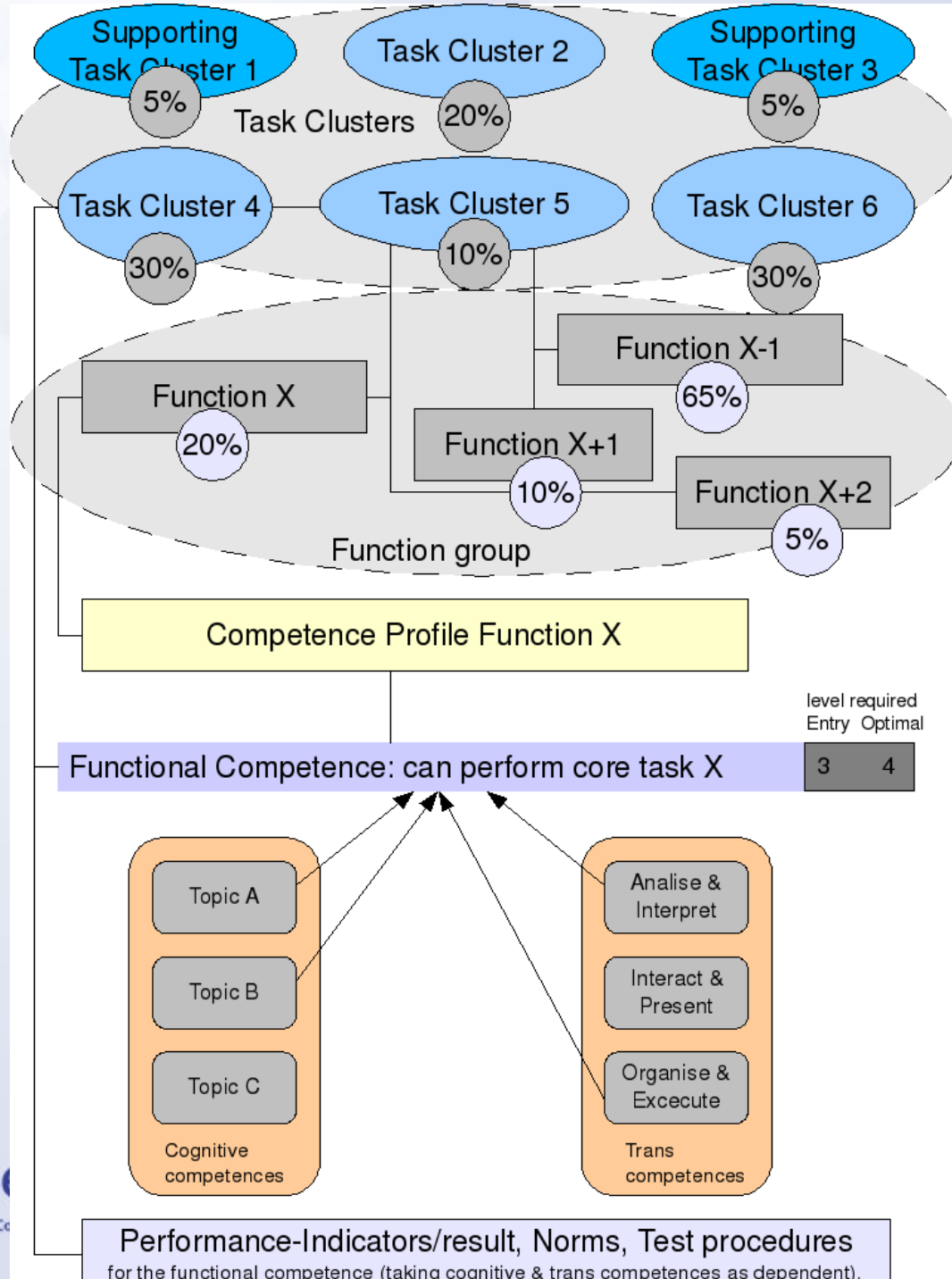
- European Qualification Framework
- Works for functional competences & knowledge
- 8 levels (+ 0)
- 0 = not able to perform a task / no knowledge
- 8 = top expert
- Works on various aggregations levels (e.g. level of education or professions, but also on the level of competence on a single task)

The big 8 (meta competences)

- Leading and Deciding
- Supporting & Co-operating
- Analyzing and Interpreting
- Creating and Conceptualizing
- Organizing and Executing
- Adapting and Coping
- Enterprising and Performing
- Interacting and Presenting







Example: COLO profiles in the NL

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kwalificatiesmbo

Colo samenwerkende
kenniscentra voor
beroepsonderwijs
en bedrijfsleven

[Kwalificatiedossiers](#) | [Kwalificatiestructuur](#) | [Instanties](#) | [Begrippen](#) | [Actualiteiten](#)

Cohort:

Snel zoeken 

Uitgebreid zoeken 

Hulp bij zoeken 

Kwalificatiedossiers

Winkelwagentje
Uw winkelwagen bevat
0 items
[Openen](#)

0-9 | [A](#) | [B](#) | [C](#) | [D](#) | [E](#) | [F](#) | [G](#) | [H](#) | [I](#) | [J](#) | [K](#) | [L](#) | [M](#) | [N](#) | [O](#) | [P](#) | [Q](#) | [R](#) | [S](#) | [T](#) | [U](#) | [V](#) | [W](#) | [X](#) | [Y](#) | [Z](#)

A

- | | |
|--|--|
| Aankomend verkoopmedewerker | Assistent houtbranche |
| Adaptatietechniek | Assistent logistiek medewerker |
| Administrateur | Assistent medewerker mode/maatkleeding/interieur |
| Administratief medewerker | Assistent medewerker voedsel en leefomgeving |
| Adviseur Gezondheidstechnische Voorzieningen | Assistent Mobiliteitsbranche |
| Allround operator | Assistent operator |
| Analist | Assistent schilderen / industriële lakverwerking |
| Apothekersassistent | Audicien |
| Applicatieontwikkelaar | Autoschadehersteller |
| Aqua & leisure | Autoschadetechnicus |
| Arbeidsmarktgekwalificeerd Assistent | Autospuiter |
| Artiest | Autotechniek |
| Assemblagetechnicus Mobiliteitsbranche | AV-productie |
| Assistent bakker | Aviation operations officer |
| Assistent bouw en infra | |

B

- | | |
|----------------------|---------------------|
| Baggermeester | Betonstaalverwerker |
| Bedrijfsautotechniek | Betontimmerman |

Group work

- A: role = winterschool participant (learner)
- B: role = makes an assessment of the learning
- C: role = makes a report of the learning

- **Objective:**
Identify what A has learned at the winterschool, using the competence map
Make a distinction in learning between
 - the competences acquired/improved
 - the new knowledge that is learned
 - the new people that you met

Reports and Discussion



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