



EUCoopC

PROJECT Nr.: 527301-LLP-1-2012-1-IT-LEONARDO-LMP

MULTILATERAL PROJECTS FOR DEVELOPMENT OF INNOVATION

D. 3.1 Job profile description

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Foreword

The WP3 Report focuses on the main components of the designing process referring to the profile of co-operative elected member (*board members or those who present their candidacy to board roles and need adequate training*), in order to collect remarks and request of changes and integrations from the project partners. The heart of the document are the outlining of job profile and, mostly, the description of a qualification scheme and a set of Mobility learning units addressing co-operative elected member. Eventually, some operational guidelines for the recognition of learning outcomes and the allocation of ECVET credits will be provided.

Chapter 1 addresses the need of a VET credit system for educational mobility across Europe, providing a brief description of EQF and ECVET devices, in the framework of new European policy for recognition and validation of qualifications and competences.

Chapter 2 provides a general framework for the development of WP3. The focus is being drawn on qualification, that European policy in the field of credit transfer in VET (ECVET) sees as a crucial element. Qualification is conceived as a mediating factor between labour market increasingly changing needs and the provision of training offered by VET institutions in response to those needs. The main pillars for WP3 designing process are to be considered therefore: (a) a job profile described in terms of competences, (b) a qualification based on learning outcomes organized into learning units, (c) a set of mobility learning units to support the training activities across countries and finally (d) some synthetic guidelines for recognition and accumulation of ECVET credits.

Chapter 3 addresses the first component of the general framework for the designing process, namely a job profile for the co-operative elected member. Most of attention, rather than on topics such as analysis of processes, tasks and actions, as well as description of the occupational role of elected member – that are non on the focus of project Coop Campus – is paid on competences characterizing the job profile. To do that, a set of competences is being drawn directly from the WP2 report.

Chapter 4 examines the second component of the general framework for the designing process, namely a complete qualification for the elected member of co-operative. The qualification scheme allows to shift from the level of the general competences to level of ‘learning outcomes’.

In the context of project Coop Campus, it has been recognized that such a qualification, expressed in terms of learning outcomes grouped into learning units, would be more effective if adopted from a concrete and already existing and tested case.

At European level there are no examples of qualifications specifically for elected members of co-operatives, meaning qualifications validated by a competent body, as required by the ECVET system. Nevertheless, for the purposes of Coop Campus Project, it is crucial to have an existing scheme or qualification to start with. The Co-operative College, UK partner of the project has, in collaboration with The Co-operative Group (TCG), developed externally accredited qualifications for the training of elected members at each level in the democratic structure. This can be considered a good practice, particularly fit for the purposes of Project Coop Campus. In addition, The Co-operative College agreed to make available details of The Group Board Development Centre, a separate 'internal' qualification for elected members on Regional Boards and 'sitting' Group board members seeking election or re-election to the Group Board, the highest tier in the democratic structure of The Co-operative Group. In this way, the internal qualification carried out by The Co-operative College is capable to represent a starting point in order to both a) provide a reference point to a discussion among partners on the elected member qualification and b) to the further development of the mobility learning units.

1. The need of a VET credit system to face training mobility across Europe

The following chapter addresses the need of a VET credit system for educational mobility across Europe, providing a brief description of EQF and ECVET devices, in the framework of new European policy for recognition and validation of qualifications and competences.

Mobility of labour is not only essential to promote European economic integration and integration of other measures to create a single internal market for goods and services, but also to enhance the transnational exchange of experience and to move closer to a European identity. Economic realities, however, are far from meeting requirements necessary to achieve these aims. While for European workers, initial vocational training might be the period of life in which they are offered the possibility to acquire mobility experience at an early stage, the mobility of apprentices across inner-European borders is still quantitatively low.

Of the numerous reasons for this pronounced lack of propensity for mobility among apprentices one of the most serious is certainly the great diversity of nationally organised VET systems, which vary according to regulations, degree of formalisation, institutional providers of education and training, and allocation of responsibilities. This in turn accounts for a lack of transparency of skills gained in the course of mobility periods spent abroad. The disparity of certification and validation procedures is great. In particular, systems where there is a high degree of formalisation of education and training pose almost insurmountable obstacles for the knowledge, skills and non-specific competence acquired abroad to be aligned with national norms and made visible in documentation. As a consequence, participation in exchange programmes tends to remain a low in terms of incidence, since periods of vocational education and training spent abroad would not be recognised as an integral part of education.

In higher education this problem was solved by the adoption of the European Credit Transfer and Accumulation System (ECTS), developed under the ERASMUS programme. In accordance with the principle of subsidiarity by which European educational policies are regulated, the ECTS did not aim to harmonise systems of higher education but rather to create a clearing system to ensure that learning outcomes achieved abroad and relevant for certification could be transferred to the home country. This has made studying in a foreign European country a normality with a solid institutional basis. This has given a fresh impetus to university reforms currently being pursued by a number of EU member states.

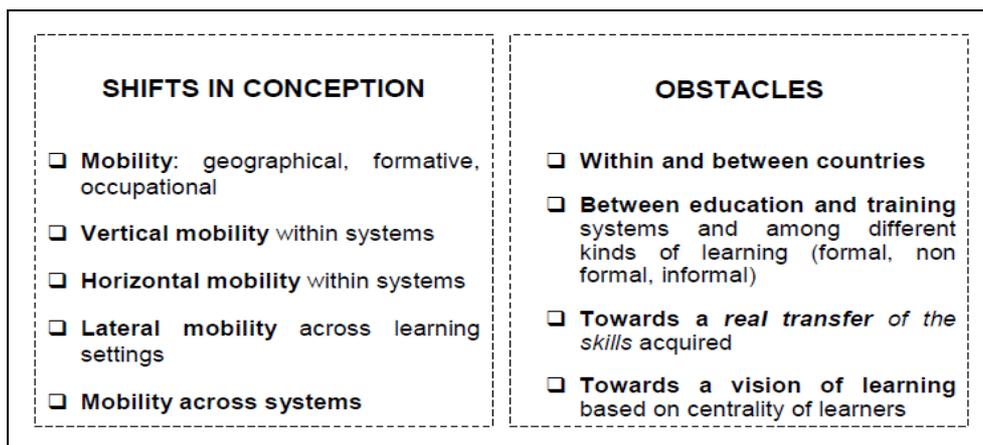
In view of the success of the ECTS it seemed advisable to establish a corresponding transfer system – the ECVET system – in vocational education and training too. However, this field is characterised by a number of particularities which exclude a simple translation of ECTS model. To begin with, the responsible institutions – schools, universities, businesses, bodies responsible for certification, chambers of commerce, etc. – differ between and within countries. As a rule there is a network of players and stakeholders involved in this matter. Therefore the ECVET system has to satisfy different demands and prove adaptable in a different, more complex environment.

The shifts in the meaning of “mobility”, as well as the main obstacles in transferring the learning gained between countries can be summarised as in the following figure (Fig. 1).

At their meeting at Bruges in October 2001, the Directors General for vocational education and training proposed a cooperation process to be launched in both initial and continuing vocational education and training. This initiative was concretised in the Copenhagen Declaration endorsed by the Ministers of Education and the European Commission in June 2002. The Declaration places high emphasis on measures aiming at increasing transparency and recognition, and promoting mobility. It was agreed:

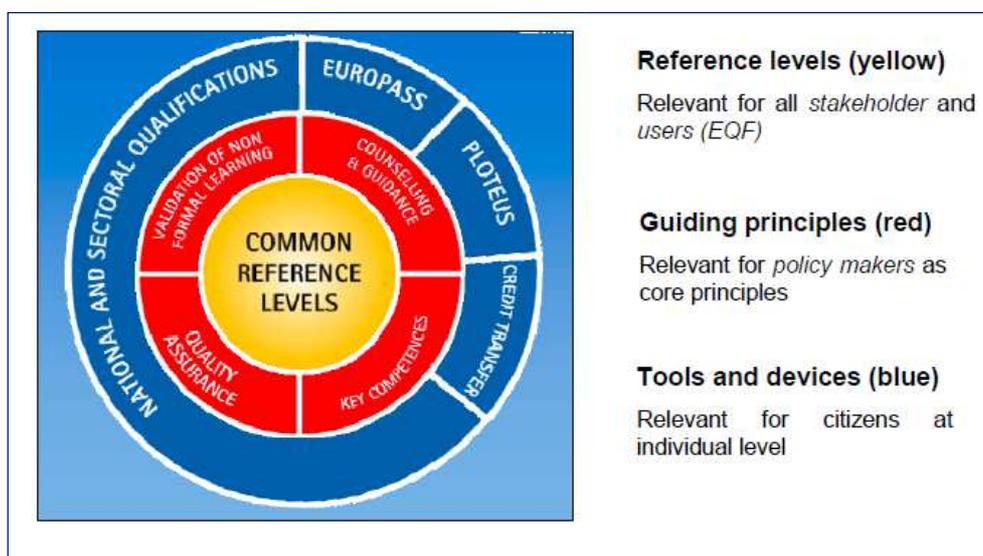
- to tackle the issue of establishing a European Qualification Framework (EQF);
- to integrate the existing Europass-VET and the European Curriculum Vitae into a single document to increase the transparency of qualifications and knowledge;
- to establish common criteria for quality assurance in VET;
- to facilitate the transfer of learning outcomes and promote mobility during initial vocational education and training through the establishment of a credit system in vocational education and training (ECVET).

Fig 1 – Shift in the meaning and main obstacles for vocational mobility



The European Framework for transparency in VET and Higher Education is shown below (Fig. 2). Between 2008 and 2009 the European Parliament and the Council approved the EQF and ECVET Recommendations. The following provides a short description of these tools to highlight differences and common features, as well as the functions ECVET might be able to fulfil as a self-contained system.

Fig 2 - European framework for transparency in VET and HE

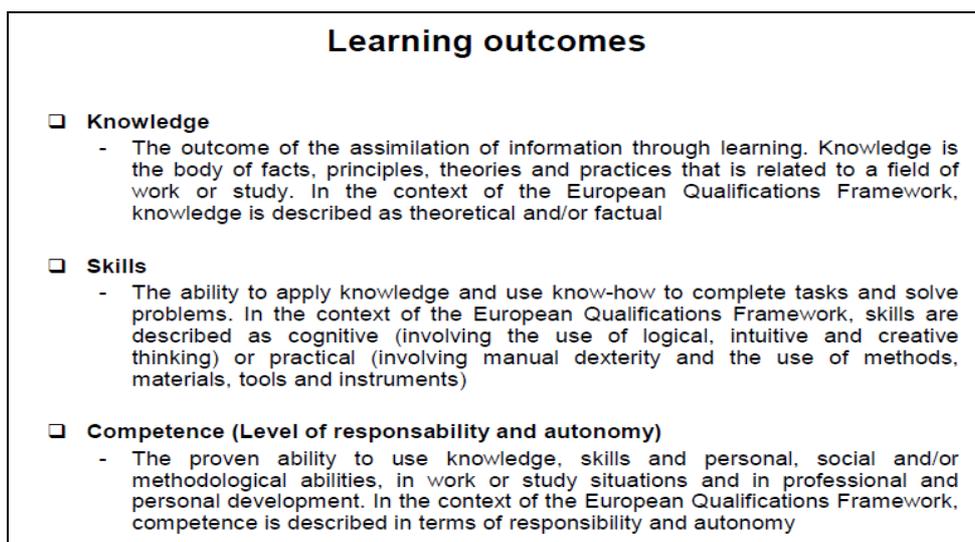


1.1. European Qualification Framework (EQF)

The *European qualification framework (EQF)* facilitates comparison of qualifications across different vocational education and training systems by specifying reference levels describing learning outcomes from differed education and training courses. These are defined via descriptors, such as knowledge, skills and competence.

The definition of knowledge, skills and competence (KSC) is the following (Fig. 3).

Fig. 3 – Definition of knowledge, skills and competence



Knowledge comprises theoretical and/or factual knowledge; skills may refer to cognitive skills (problem solving, creative thinking etc.), or to practical skills (e.g. the use of tools and materials); competence, within the context of the EQF, are described in terms of *responsibility* and *autonomy*.

The description of learning outcomes constituting a given qualification as distinct from others is done in accordance with various levels. It is based upon criteria, such as the range of knowledge and skills, levels of specialisation, as well as the ability to cope with open, non-standardised situations calling for action. Table 1 renders the definition of Level 4 as an example:

Tab. 1 - Example of an EQF level

Descriptors defining levels in the European Qualifications Framework (EQF)			
Each of the 8 levels is defined by a set of descriptors indicating the learning outcomes relevant to qualifications at that level in any system of qualifications			
	<i>Knowledge</i>	<i>Skills</i>	<i>Competence</i>
Level 5 The learning outcomes relevant to Level 5 are	Comprehensive, specialised, factual and theoretical knowledge within a field of work or study and an awareness of the boundaries of that knowledge	A comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems	Exercise management and supervision in contexts of work or study activities where there is unpredictable change review and develop performance of self and others

Learning outcomes are so much important for different reasons:

- Shifting focus from input to output: what a person knows and is able to do
- Better matching between needs of the labour market and education and training provision
- Facilitating transfer and use of qualifications across different countries and education and training systems
- Facilitating validation of non-formal and informal learning

The EQF is designed to be a methodical tool enabling cross-country comparison of learning outcomes. Hence, parallel to the development of the EQF, national qualification frameworks needed to be created to cater for the systematic description of learning outcomes achieved in the various countries. On that basis, the function of the EQF consists in making universally transparent the relationships between learning outcomes achieved in various countries independently of any conduct of detailed bilateral comparisons. Categorisation of NQF levels on the basis of EQF will be sufficient for a country to establish a relationship to *all* countries participating in the system.

The introduction of the EQF also serves to make qualifications/competence transparent throughout Europe with the focus placed on whole systems, rather than individual learning outcomes. A description of those systems from an *outcome* perspective contributes to increased permeability between general, vocational and higher education. Competence acquired through informal learning will also be considered. Following scheme shows how EQF allows to compare different national qualifications.

Inasmuch as qualification frameworks create transparency primarily in terms of the relative value of qualifications, EQF will facilitate procedures of recognition, crediting and establishing equivalence of qualifications/competence gained in the participating countries. It does not replace them, however. Classification of national qualifications in accordance with the levels defined by the NQF and EQF is done by the individual countries and their sustainability will still have to stand the test at the European level.

1.2. European Credit Transfer System for Vocational Education and Training (ECVET)

EQF and ECVET are both based on learning outcomes. However, ECVET not only aims at increasing transparency - whether of individual learning outcomes or national qualification systems - and thus at an elementary *prerequisite* for the transferability of learning outcomes achieved abroad, but also at their recognition and transfer. ECVET enhanced mobility during initial and continuing vocational education and training. The description of periods of learning spent abroad using the set of tools provided by ECVET –through learning outcomes and, as the case may be, the awarding of credit points representing learning outcomes in relation to a full qualification – helps to make learning in another European country an integral part of a given vocational qualification pursued at home.

The development of a *European Credit (Transfer) System for Vocational Education and Training* (ECVET), while drawing upon the approach adopted by the European Credit Transfer System (ECTS) for the promotion of the mobility of students in the EU that has been underway since 1989, also takes into account the *specifics of vocational education and training*.

ECVET is a *system catering for the accumulation and transfer of credits in initial and continuing vocational education and training*. It provides the means necessary to document and certify across ‘system borders’ learning outcomes achieved by an individual in the course of VET. “System borders” does not only refer to borders of national VET systems. Beyond that, ECVET supports countries that want to make progress in enhancing *learners’ mobility in the national VET-system* in

terms of increasing both *vertical and horizontal permeability* between parts of the system and, in particular, between vocational and higher education and training. Furthermore, since the system also accounts for learning outcomes obtained in informal settings (including learning on-the-job) their recognition – if envisaged by the national legislation – will be simplified.

ECVET facilitates the documentation, validation and recognition of learning outcomes achieved abroad – be it within formal VET settings or non-formal contexts. The system is individual-centred, i.e. based on the validation of KSC achieved by an individual which, in turn, provides a basis for accumulating and transferring these outcomes.

The learning outcomes concept was chosen because VET systems and individual programmes vary considerably compared to higher education. The description of learning outcomes is based upon so-called “units” which, by consolidating various kinds of knowledge, skills and competence, yield a double result:

- The definition of “units” indicates the nature of knowledge, skills and competence to be acquired within various learning contexts (qualitative dimension).
- At the same time, it may be linked with the definition of a number of credit points weighting the unit in relation to a “full qualification” – irrespective of how it may be defined in the various national contexts (quantitative dimension).

The units are the elements to be transferred or accumulated, thus facilitating mobility. The way they are *combined* is a matter of regulation at national level, corresponding to established practice for defining professional profiles or curricula.

From the learners’ point of view, accumulation and transfer may be described as follows:

- Knowledge, skills and competence are acquired during a stay abroad in the form of one or several units.
- Learning outcomes will be documented, and upon returning home they will be transferred and credited towards the training course attended at home. The newly acquired units will be added to units acquired previously.
- Units may be acquired in all EU member states that have adopted the respective procedures through validation of the outcome of vocational experience. Subsequently, they may be credited towards a full qualification as defined within the national context.

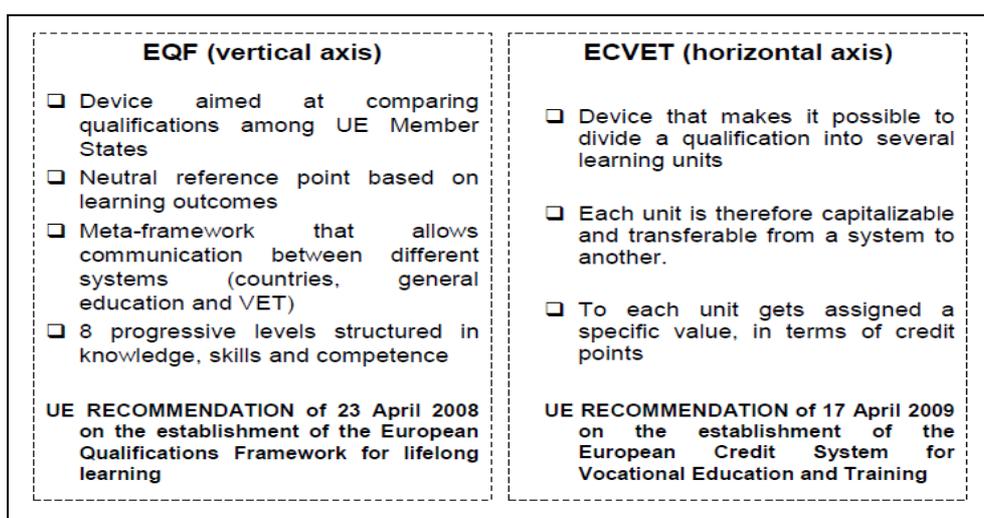
Countries participating in the system will designate competent bodies, i.e. institutions in the member states awarding accredited qualifications.

Inevitably, the process involves many national actors, meaning conventions and agreements must be concluded between education and training establishments, enterprises and national authorities. New aids will be required in addition to the transparency tools already available.

- As the main instrument, the *memorandum of understanding* is a voluntary agreement concluded between VET providers, national authorities and other competent bodies in each of the participating countries. This tool creates mutual trust by regulating the cooperation in the areas of validation and recognition of qualifications acquired by a learner within a mobility context.
- The *learning agreement* is signed by the VET providers in both countries – the sending and the hosting party - and the learner. It describes learning outcomes to be achieved during the mobility period in both qualitative and quantitative terms.

To summarize, EQF and ECVET are complementary devices of an integrated system for the validation, recognition and certification of qualifications and competences between European countries. They represent the vertical and horizontal axis of a system that improve the VET mobility within the European Space of Learning (Fig. 4).

Fig. 4 – EQF and ECVET



2. Framework for the development of WP3

The following chapter provides a general framework for the development of WP3. The focus is being drawn on qualification, that European policy in the field of credit transfer in VET (ECVET) sees as a crucial element. Qualification is conceived as a mediating factor between labour market increasingly changing needs and the provision of training offered by VET institutions in response to those needs.

The main pillars for WP3 designing process to be considered therefore, are: (a) a job profile described in terms of competences, (b) a qualification based on learning outcomes organized into learning units, (c) a set of mobility learning units to support the training activities across countries and finally (d) some guidelines for recognition and accumulation of ECVET credits.

One of the main obstacles to attracting more interest in transnational mobility as part of initial and continuing vocational training and education is the difficulty in identifying, validating and recognising learning outcomes acquired during a stay in another country. Furthermore lifelong learning is taking place increasingly in different countries and in a wide variety of contexts, formal, non-formal and informal.

In other terms, ECVET is a methodological framework that can be used to describe qualifications in terms of units of learning outcomes with associated points, with a view to transferring and accumulating learning outcomes. ECVET is based on the designing of coherent and meaningful units of learning outcomes and not on fragmentation of qualifications. ECVET does not aim for or require harmonisation of qualifications and VET systems; it aims instead for better comparability and compatibility.

According to the definition of the European Commission in the recommendation on a European qualification framework for lifelong learning (European Parliament and Council of the EU, 2008), a qualification is “a formal outcome of an assessment and validation process which is obtained when a competent body determines that an individual has achieved learning outcomes to a given standard”.

A qualification as defined above is expressed in a formal document (certificate, degree, diploma or award) and is based on norms and specifications regulating its award. These norms and specifications constitute qualification standards.

Qualification standards are considered to be norms and specifications applying to the following aspects of qualifications:

- (a) *Occupation standards* may specify the main jobs that people do, describing the professional tasks and activities as well as the competences typical of an occupation. Occupational standards answer the question: What does the student need to be able to do in employment?
- (b) *Education standards* may define the expected outcomes of the learning process, leading to the award of a qualification, the study programme in terms of content, learning objectives and timetable, as well as teaching methods and learning settings, such as in-company or school-based learning. Educational standards answer the question: What does the student need to learn to be effective in employment?

The functions of standards as coordination mechanisms between the worlds of work and education can be described as follows:

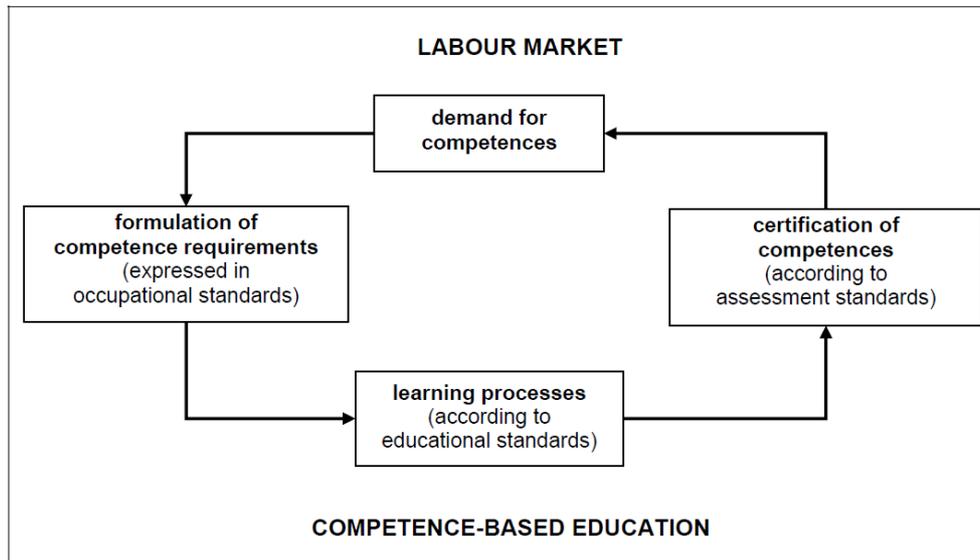
- (a) to improve transparency for users (employers, teachers, learners) about the value, the character, the profile, and the requirements of specific learning experiences;
- (b) to reform VET by orienting it on the development of competences;
- (c) to provide sound information about occupations and the expectations of employers, to design appropriate learning programmes and qualifications;
- (d) to ease communication between stakeholders: social partners, trainers and teachers, experts, representatives of students and parents, or other interest groups;
- (e) to make qualification systems more flexible, to respond to changing demands of the economy.

Considering ECVET device, it is to note that the reference to a qualification is central, as ECVET is a complex of tools aimed at dividing a qualification into several transferable learning units. Each learning unit is based on a cluster of learning outcomes.

A model of the interaction process between the subsystems of work and education takes the form of a *feedback-loop* (Fretwell, 2001) or a continuing communication process, where standards play a mediating role. The world of work formulates employment requirements, and the world of

education responds with adequate training specifications. Regular evaluations and monitoring ensure that communication goes on and is effective (Fig. 5).

Fig. 5 – The feedback loop between the labour market and education



Source: Fretwell, 2001

Taking into account the definition of a qualification scheme, it is to stress that qualification is a connection between the job profile required by labour market (described in terms of competences) and educational standards worked out by training institutions to respond to those training needs (developed in terms of training paths, learning strategies and methodologies).

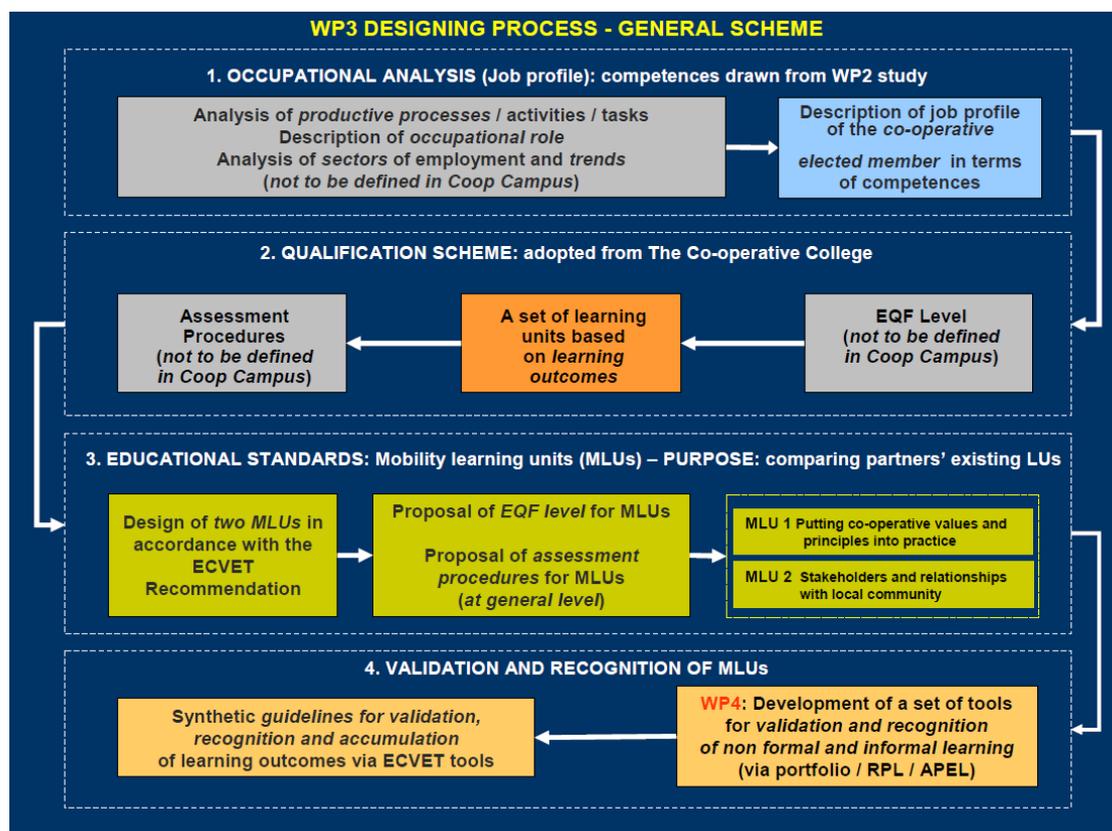
On the basis of what it has been argued so far, we can outline a general framework for the WP3 designing process.

- first, a brief occupational analysis will be undertaken, in order to describe key competences associated with the job profile of a co-operative elected member. It will contain general and cross-cutting competencies, defined with no reference to a national specific context or a specific labour market sector. The source of the outline for the job profile will be the study on the state of art undertaken in WP2.
- second, a qualification scheme for co-operative elected member will be introduced, including: (a) a set of learning units based on learning outcomes, alongside (b) a proposal about EQF level and some broad indications on assessment procedures. For (a) a well structured and tested qualification scheme will be employed, equipped with a complete set of learning outcomes, adopted from The Co-operative College.

- third, two Mobility learning units will be developed in detail, specifically (a) *Putting co-operative values and principles into practice* and (b) *Stakeholders and relationships with the local community*. The reason why those two competencies have been selected is that they are cross-cutting competencies and can be recognised between different countries, irrespective of national contexts and occupational sectors.
- fourth, the preliminary development of a set of tools for validation and recognition of non formal and informal learning will be identified, alongside a scheme of operational guidelines for the allocation of ECVET credits, in order to support next phases of the project Coop Campus.

The following figure (Fig. 6) details a framework for designing process (WP3).

Fig. 6 – Framework for WP3 designing process



3. Job profile of the co-operative elected member (from WP2 key findings)

The following chapter addresses the first component of the general framework for the design process, namely a job profile for an elected member of a co-operative. Most of attention, rather than on topics such as analysis of processes, tasks and actions, as well as description of the occupational role of elected member – that are non on the focus of project Coop Campus – is paid on competences characterizing the job profile. To do that, a set of competences is being drawn directly from the WP2 report.

In order to draw an outline for the job profile of an elected member of a co-operative, it will apply the study on the state of art carried out in WP2.

This analysis addresses key general and cross-cutting competencies, defined with no reference to a national specific context or a specific sector of labour market.

Each competence will be briefly described, introducing a list of main areas related to competence.

COMPETENCE 1: CO-OPERATIVE KNOWLEDGE AND IDENTITY

1.1. Definitions given by partners

- “The understanding and experience of the co-operative values, that allows to differentiate itself from other business models. Ethical behaviour in balance with the business objectives.” European “Supervising how co-operative values and principles are currently put into practice in the co-operative enterprise; acknowledging value of diversity and taking responsibility for strategies for active membership; taking responsibility for innovative ways of inter-cooperation.”
- “The co-operatives' role in the economical micro- and macro-system, as a form of putting together social and financial capital in the benefits of the community.”
- “The characteristics of a co-operative which distinguish it from other types of business; the origins, meaning and contemporary relevance of co-operative values and principles; the key stakeholders in a co-operative and the mutual benefits for them of embedding co-operative values and principles in the business.”

- “Knowledge of the principles and defining characteristics of the co-operative business form and movement, with a general knowledge of how it functions and its purpose, institutions and goals. Understanding of the role, both present and historical, that local and non-local

1.2. Main areas related to competence

- Co-operative principles
- History of own coop and movement / sector
- Economic role - advantages and limits of coops
- National legal frameworks
- International legal frameworks
- Mutuality versus community/social interest

COMPETENCE 2: LEADERSHIP

2.1. Definitions given by partners

- “The ability to lead a group of people to the achievement of common goals.”
- “Participating in and managing of the co-operative, cultivating social values whilst respecting ICA's principles and values; taking responsibility for ethical choices; demonstrating will to compromise, democratic behaviour and ability to build trust.”
- “All the skills needed to motivate co-operative members to stay together.”
- “The knowledge, skills and understanding required to 'drive' the vision, culture and values of the organization by motivating, inspiring, managing and developing people, communicating well both inside and outside the business, effectively applying financial, technical and business skills within the context of the co-operative and managing stakeholder expectations”
- “The ability to anticipate necessary actions and to synthesize and articulate common goals and motivate various actors and stakeholders to understand, value and strive to achieve such goals.”

2.2. Main areas related to competence

- Values
- Social and relational skills
- Organizational culture
- Leadership styles
- Communication
- Problem solving

COMPETENCE 3: GOVERNANCE

3.1. Definitions given by partners

- “The ability of setting up the adequate strategies, structures and guidelines, in order to achieve the business’ economical and social objectives. Compliance with legal requirements; ensuring transparency regarding decision making processes; and avoiding conflicts of interests.”
- “Managing the co-operative enterprise in accordance with reciprocal exchange; demonstrating capacity to pursue objectives of co-operative mutualism; being able to manage and transform integrated strategies which include the community, cultural and economic factors.”
- “How the governance models assure a democratic system of management and the elements that are important for governance.”
- “Knowledge and understanding of corporate governance in relation to a co-operative; how legislation and codes of good practice impact on the leadership and governance of a co-operative”

3.2. Main areas related to competence

- Governance models
- Legal requirements
- Involvement strategies/member engagement
- Mission and vision

COMPETENCE 4: HUMAN RESOURCE MANAGEMENT

4.1. Definitions given by partners

- “The ability to manage people in an organization, in a structured way. It encompasses the process from hiring the right people for the job, to the performance assessment, motivation and development of the personnel.”
- “Taking responsibility for managing professional development of individuals and groups; evaluating and reviewing performance of self and coop staff ; demonstrating capacity to be inclusive, respecting the differences present in the coop (religion, race, gender, disability); being collaborative and pooling ideas, objectives,....”
- “Skills, knowledge and understanding required for effective human resource planning, recruitment and selection, developing individuals and teams, managing/leading equality and diversity, designing, implementing, monitoring and reviewing HR policies and procedures, implementing, monitoring and reviewing performance management, managing and monitoring individual and team training and development plans and measuring/improving colleague job satisfaction.”
- “Knowledge and management of motivation, team management, leadership and the psychology of people, including the specific dynamics of co-operative internal organizational structures.”

4.2. Main areas related to competence

- Policies/management
- Leading equality and diversity
- Intrinsic motivation and engagement
- Stress and satisfaction monitoring (job quality monitoring)
- Volunteer recruitment and management
- Human Resources Development
- Performance appraisal

COMPETENCE 5: FINANCIAL MANAGEMENT

5.1. Definitions given by partners

- “The ability of effectively planning, organizing and controlling the financial resources of an organization in order to achieve the financial targets.”
- “Exercising ethical financial management and supervision of income streams; demonstrating the capacity to account for intangible assets”
- “How to predict and understand the financial indicators and statements, in order to assure a good cash flow and achieve the economic and social goals, using the best financial decisions for the co-operative and respecting the legal framework.”
- “Skills, knowledge and understanding required for planning, organizing, directing and controlling the financial activities such as procurement and use of funds of the co-operative.”
- “The planning, directing, monitoring, organizing, and controlling of the monetary resources of the co-operative, with particular understanding of co-operative financial structures vs. IOF.”

5.2. Main areas related to competence

- Understanding financial accounts/statements
- Performance management
- Managing diverse income streams
- Financial strategy (risk evaluation and decision-making)
- Achieving economic and social goals

COMPETENCE 6: EXTERNAL STAKEHOLDER MANAGEMENT

6.1. Definitions given by partners

- “Knowing all interested parties who are relevant for the organization and their expectations, needs, concerns, wants and authority. The ability to manage the relationship with them in favour of the organization.”
- “Being able to involve stakeholders from the community, including those not yet represented; putting into practice the 7th ICA principle (interest for community); acknowledging both implicit and explicit local needs; taking responsibility for producing reports that measure social, economic and environmental impacts using the same tool for accountability; taking responsibility for inter-cooperation between coops and/or other coop systems; being able to encourage co-operative group thinking”
- “How to transform the stakeholders in resources, in the benefits of the co-operatives and how to minimize the impact of stakeholders that do not support the co-operative system.”
- “Identifying the key stakeholders/ stakeholder groups in a co-operative; communicating with stakeholders; meeting stakeholder needs; understanding of how stakeholders/ stakeholder groups benefit from the collective implementation of co-operative values and principles.”
- “The process of forming, monitoring and maintaining constructive relationships with stakeholders and the attainment of common goals and satisfaction of interests.”

6.2. Main areas related to competence

- Stakeholder map
- Social impact
- Communication strategy
- Networking and business coordination
- Advocacy/political representation

COMPETENCE 7: MARKET & PRODUCTS/SERVICES

7.1. Definitions given by partners

- “Market and customer orientation. Knowledge of the products offered by the company, and of the market served. Knowledge of marketing strategies, market research techniques, product development according to customer needs, and customer satisfaction monitoring.”
- “Demonstrating capacity to foresee local needs and to implement innovative strategies based on trust and relations with the community”
- “How can the co-operatives have the best marketing position and marketing strategy, along with all the four P: product, price, promoting, placement.”
- “The development of marketing; the need for marketers to act in an ethical and socially responsible manner; relationship marketing; the concept of market segmentation ; marketing planning; managing ideas and innovation”
- “Understanding of the management process through which goods and services go from idea to the final customer. It includes the coordination the following four principles of marketing: (1) identification, selection and development of a product, (2) processes which determine or influence price, (3) selection of, participation in, or influence over, distribution channels to reach the customers, and (4) development and implementation of a promotional strategy. The co-operative function is very important in this competence, as it is the fundamental manner in which small farmers can group together to obtain market presence and weight to counteract the pronounced concentration and market abuses of the 5 or 6 global distributors in the food supply chain.”

7.2. Main areas related to competence

- Local market dynamics
- International market dynamics
- Innovation & social innovation
- Project management
- Marketing and Sales
- Quality assurance and Customer Satisfaction

4. Qualification scheme for membership of The Co-operative Group board

The following chapter examines the second component of the general framework for the designing process, namely a complete qualification for the elected member of co-operative. The qualification scheme allows to shift from the level of the general competences to learning outcomes’.

In the context of project Coop Campus, it has been recognized that such a qualification, expressed in terms of learning outcomes grouped into learning units, would be more effective if adopted from a concrete and already existing and tested case.

The Co-operative College, a partner of the project, developed a complete internal qualification scheme for its training activities already. This can be considered a good practice, particularly fit to the purposes of Project Coop Campus. The Co-operative College agreed to make available details of The Group Board Development Centre, a separate ‘internal’ qualification for elected members on Regional Boards and ‘sitting’ Group board members seeking election or re-election to the Group Board.

Qualification standards are a powerful coordination mechanism for improving the match between demand and provision of education, training and learning. Qualification standards are the result of interactions between the worlds of work (embodied by social partners, professional associations, employments services, etc.) and of education (training providers, teachers, awarding bodies, education ministries, etc.). This interaction can be described as a feedback-loop, with different users of qualifications communicating either directly in the process of defining standards, or indirectly through the collection of information on employer expectations and the publication of learning requirements.

According to ECVET Recommendation (Fig. 7), “Qualification” means a formal outcome of an assessment and validation process which is obtained when a competent institution determines that an individual has achieved learning outcomes to given standards. “Learning outcomes” means statements of what a learner knows, understands and is able to do on completion of a learning process and which are defined in terms of knowledge, skills and competence.

A direct consequence is that qualification is independent from a specific learning path. The same qualification, could be awarded, at least as a matter of principle, at the end of different and integrated training experiences in formal, non formal and informal learning contexts.

Fig. 7 – Definitions of qualification and learning outcomes

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| <ul style="list-style-type: none">❑ Definitions<ul style="list-style-type: none">- Qualification: a formal outcome of an assessment and validation process which is obtained when a competent body determines that an individual has achieved learning outcomes to given standards.
- Learning outcomes: statements of what a learner knows, understands and is able to do on completion of a learning process, which are defined in terms of knowledge, skills and competence.
❑ Direct consequences<ul style="list-style-type: none">- Qualification is independent from learning paths. It can be awarded through a mix of different and integrated training settings (formal, non formal, informal) |
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At European level there are no examples of qualifications specifically for co-operative elected members, meaning qualifications validated by a competent body, as ECVET system would require. Nevertheless, for the purposes of Coop Campus Project, it is crucial to have a first scheme of qualification to start with. In this sense, the internal qualification carried out by The Co-operative College is able to represent a starting point in order to both a) provide a reference point to a discussion among partners on the elected member qualification and b) to the further development of the mobility learning units.

The qualification scheme described in the following chapter is drawn from the Co-operative College's "internal" qualification for The Co-operative Group board. The scheme is of particular relevance to the Coop Campus project because it combines evidence based assessment of 'informal' learning (learning occurring 'on the job') with the recognition of prior learning and the identification of further training and development needs. These approaches have been agreed by the partners as being appropriate for delivering the mobility units.

Group Board Qualification structure

Each competency is expressed as a set of criteria against which evidence is matched. The Society referred to is The Co-operative Group.

<p>Competence 1 Strategic</p>	<p>Knowledge of the strategic development process in The Co-operative Group, understanding of the Group's strategic plans and the ability to implement strategy through decision making.</p>
<p>Competence 2 Financial</p>	<p>The ability to interpret and analyse financial information and utilise it to identify trends and monitor progress against budgets and objectives.</p>
<p>Competence 3 Group Knowledge & Business Environment</p>	<p>Knowledge and understanding of key factors impacting on modern businesses, including the wider commercial and legal environment.</p>
<p>Competence 4 Legal and Governance</p>	<p>Understand the legal and governance framework within which both the Society & individual directors work.</p>
<p>Competence 5 Values & Principles</p>	<p>Understanding of and empathy with the Society's values and principles.</p>
<p>Competence 6 Stakeholders</p>	<p>Knowledge of and empathy with the Society's stakeholders.</p>
<p>Competence 7 Analytical</p>	<p>The ability to analyse and understand information and proposals and to translate analysis into effective decision making.</p>

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