



**From the certification of a
qualification to the
certification
of competences:
the CERTIFIED approach in
the
Financial Services Sector**

Claudio Dondi, SCIENTER

CERTIFIED for...

- ➡ Mobility and employability
- ➡ Transparency of qualifications
- ➡ Quality of training supply
- ➡ Professional Development
- ➡ Facilitated needs analysis and course design
- ➡ Knowledge Management and team work
- ➡ Sustainable innovation

The CERTIFIED approach to certification

- ➔ Process-based view of organisations and functional analysis
 - Grounding organisational analysis on the study of its typical processes
 - Applying the functional analysis approach since it is activity rather than task or job-based
 - identification of the key purpose of an occupation
 - descending analytical approach to the description of competences

The CERTIFIED approach to certification

➡ Competence-based system which:

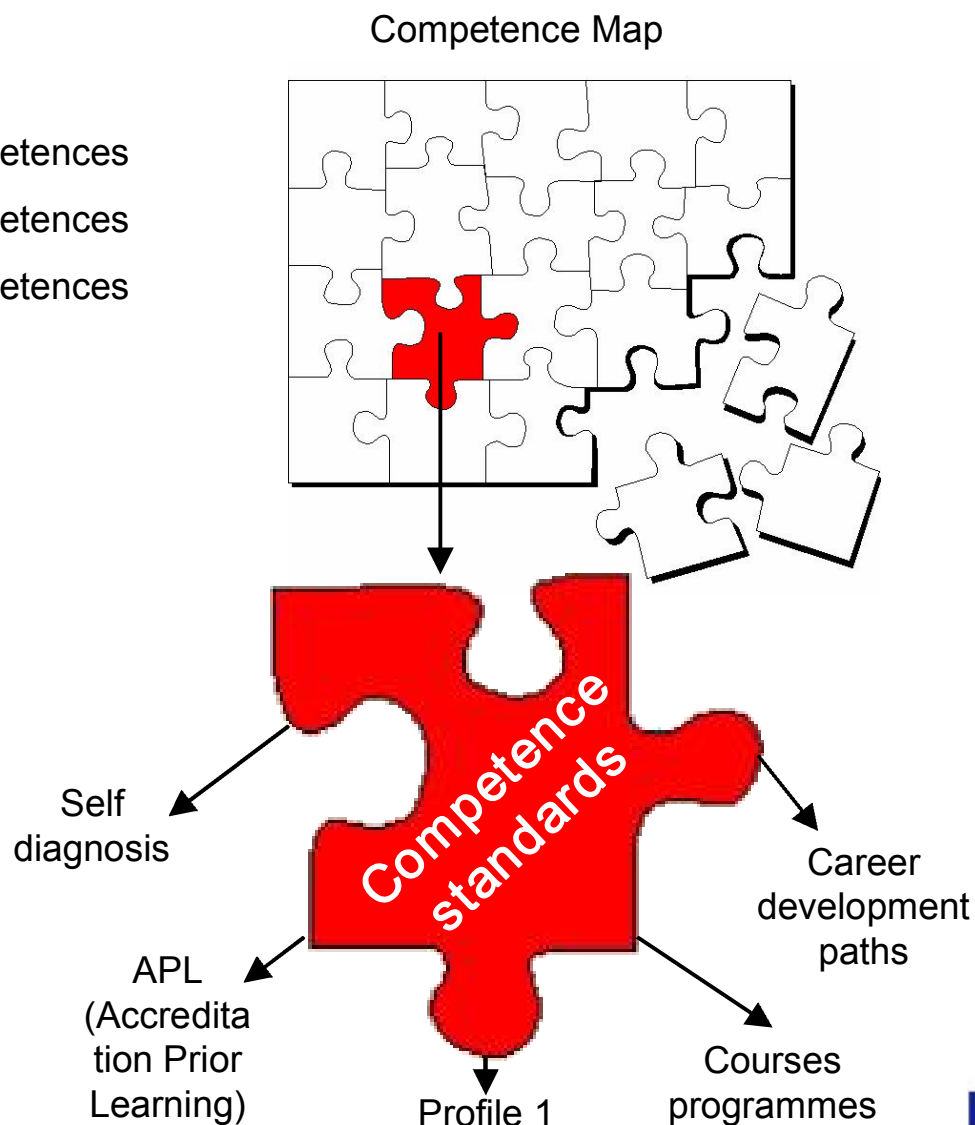
- Is based on a common and recognised qualifications framework for the professions in the Financial Services Sector
- Contextualises the European Qualifications Framework (EQF) thus enhancing the compliance of the sector-level training systems with the relevant overarching EU-policy achievements
- Refers to a common standard examination model that is recognised across EBTN Member Countries

A competence framework

How?

Working Process 1	Process competences
Working Process 2	Process competences
Working Process 3	Process competences

For which use?



SCENARIO 1

For competence certification

➡ Individual

- self-diagnostic test
- tutorial advice and CPD plan defined
- project work within the company
- certification of new competencies

SCENARIO 2

For competence certification

- ➡ Recently acquired small bank in Country X
 - diagnostic test towards certified framework
 - acknowledgement of prior learning achievements
 - CPD plan at corporate level
 - international learning communities established
 - certification of new competencies acquired

Key benefits of a competence-based certification system for the Financial Services Sector (1/3)

- ➔ Use of descriptors focused on learning outcomes
 - Different competence levels are abstracted from the way in which the individual learner reaches the respective competence level
 - The variety of individual competences can be taken into account, valued and adopted for more consistent career development pathways

Key benefits (2/3)

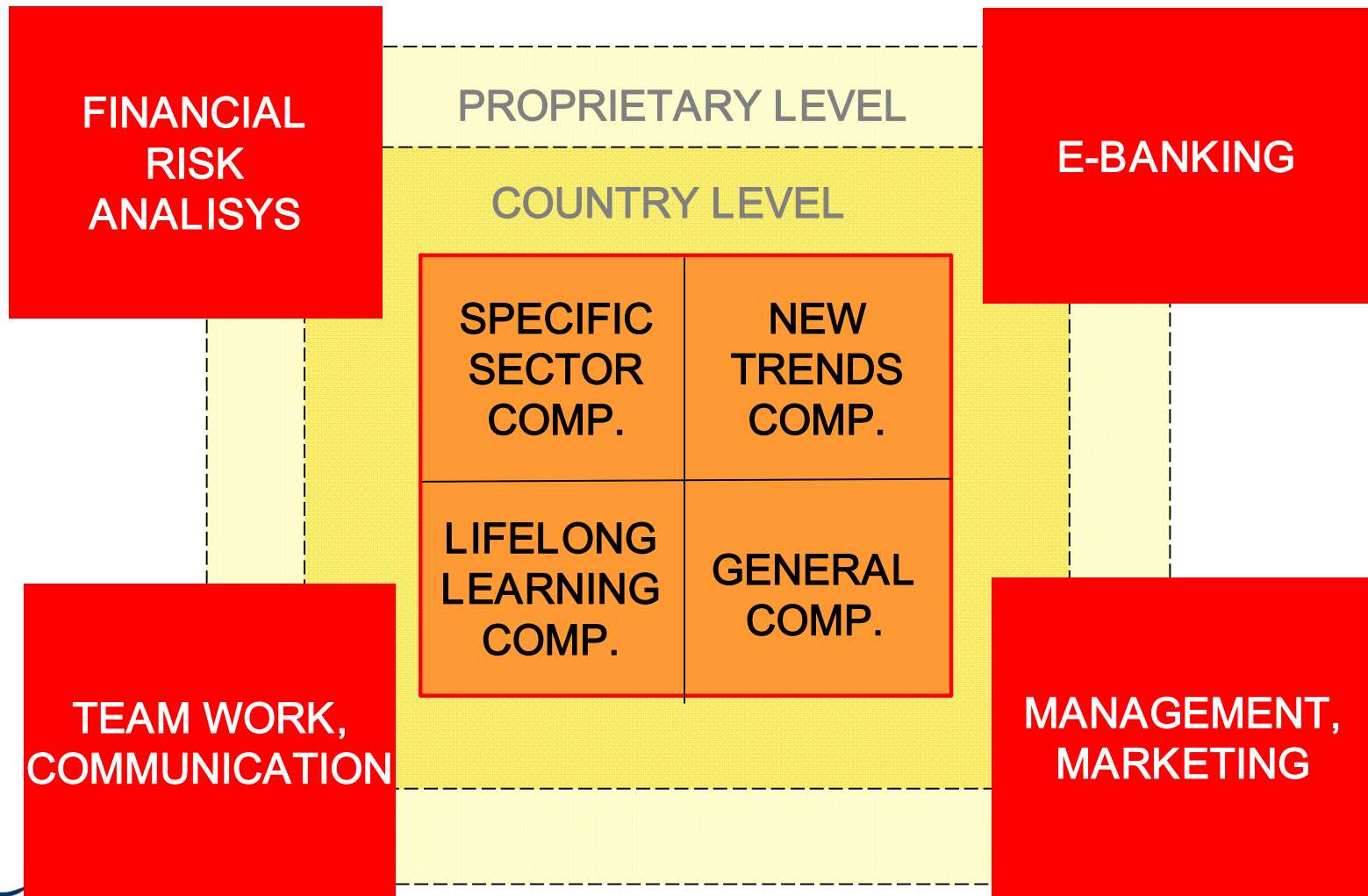
- ➡ Clear definition of knowledge requirements
- ➡ Definition of more uniform and fair assessment procedures of workers
- ➡ Evidence-based career planning
- ➡ Transparency of qualifications
- ➡ Progressive harmonisation of curricula

Key benefits (3/3)

- ➡ Better employability opportunities
- ➡ Mobility within sectors and across sectors
- ➡ Easier collaboration among members of the same organisation
- ➡ Enhancement of the image and credibility of the profession
- ➡ Contribution to enhancing the body of knowledge available to the FSS professions

Methodology: assumptions

Levels concerning a competence-based system:



Methodology: unit of competence description

Definition of a unit of competence (UC):

- ➡ Name and narrative description of the UC
- ➡ Level of responsiveness to new trends of the UC
- ➡ Description of the UC:
 - Performance Description
 - Knowledge
 - Skills
 - Attitudes
 - Sector specific elements
 - Context specific elements

Competence field description

1.4 COMPETENCE GRID – STEP BY STEP INSTRUCTIONS

COMPETENCE GRID FOR *[PLEASE INSERT WHICH PROCESS YOU ARE GOING TO ANALISE, E.G. COMPLIANCE]* **PROCESS**

PROFESSIONAL ROLE: *[E.g. COMPLIANCE OFFICER]*

EQF Level: *[E.g. Level 4 EQF]*

CORE COMPETENCES: *[Please indicate all crucial competences related to the role. The average number should be around 8 or 10 core competences. See example below]*

A competent Compliance Officer is able to:

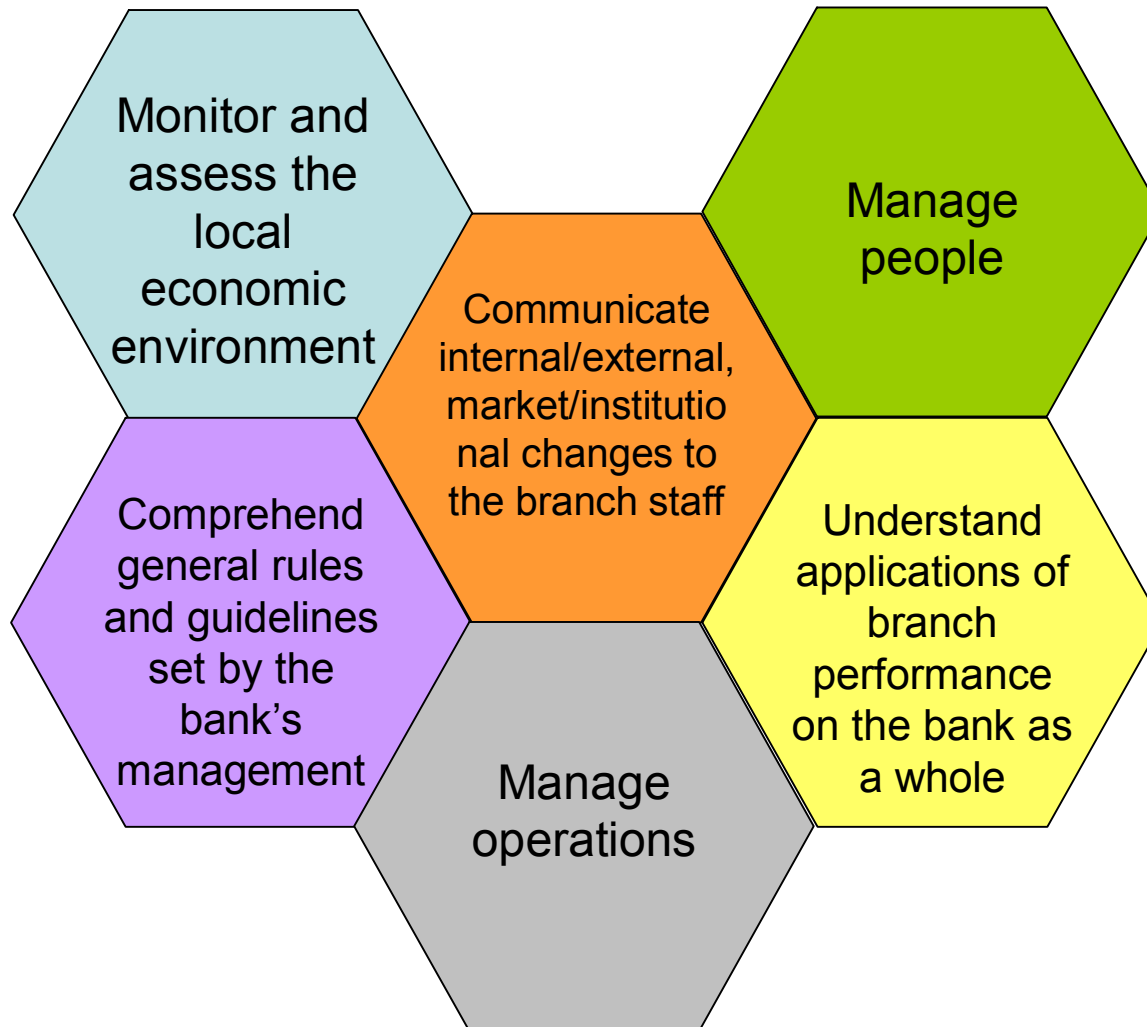
- 1 Identify compliance implications of rules, regulations and legislature for the business
- 2 Manage compliance risk effectively in the organisation
- 3 Identify and resolve non-compliant activities
- 4 Develop guidelines and recommendations to improve compliance risk management
- 5 Assure organisational compliance vis a vis all regulatory requirements
- 6 Assure adequate competence level of employees in compliance issues
- 7 Build a compliance focused culture
- 8 Build a perception of a compliant organisation among key external stakeholders

CORE ATTITUDES *[Referring to behaviour and personal traits]*

- Integrity
- Accountability
- Autonomy
- Transparency
- Inclusiveness
- Holistic Approach

Core competences identified in the field

Branch Management



Competence description

[For each core competence identified above, please fill in the table below]

E.g. Competence 1: Identify compliance implications of rules, regulations and legislature for the business

PERFORMANCE DESCRIPTION				
The candidate is able to	Key activities	Key Performance Indicators	Type of competence	
	<p><i>[please insert the key activities relative to the role. See example below]</i></p> <ul style="list-style-type: none"> • Identify all laws, regulations and rules relevant for the business of your organisation, including the adopted Code of Ethics and corporate culture • Monitor the regulatory environment: monitor upcoming new rules and legislature, both at European and national level, that might be relevant for the business of your organisation • Identify the implications of regulation and legislation for the business <ul style="list-style-type: none"> • Advise on the regulatory implications of business strategies 	<ul style="list-style-type: none"> – Knows where to find needed information quickly – Has a good grasp of the goals and mechanics of the business – Refers to expert advice where needed 	<p><i>[Insert if the competence is referred to the specificity of the sector or if it is a transversal competence valid for all sectors]</i></p>	
Updating requirement for the competence description	<i>[specify how often this description needs to be updated. E.g. Every year]</i>			Last update in year <u>2008</u>
Knowledge	Skills	Attitudes	Sector specific elements	Context specific elements
<p><i>[please insert all relevant knowledge required to perform]</i></p> <p>The Organisation's own rules, procedures and codes of conducts, including Code of Ethics</p> <ul style="list-style-type: none"> - The business strategies, policies and models of the organisation - Products and services offered by the organisation <p>Internal control systems and processes;</p>	<p><i>[please insert all relevant practical skills required to perform]</i></p> <ul style="list-style-type: none"> - Presentation skills - Analytical skills - Computer skills - Report writing skills - Ability to synthesize based on analysis 	<p><i>[please insert behavioural and personality traits]</i></p> <ul style="list-style-type: none"> - Integrity - Accountability - Autonomy - Transparency - Inclusiveness - Initiative - Service orientation - 	<p><i>[This box does not need to be filled, but it is available if additional elements of knowledge, skills or attitudes that connote those specified in the previous columns are required. When the formers are general, it may refer to FSS sector specifications. If the formers are already FSS specific, it may mean specific to bank, insurance or other financial services]</i></p>	<p><i>[Specific elements of context affecting knowledge, skills and/or attitudes. This area does not need to be filled but is available to organisations in order to customise competence description to fit the culture and needs of the specific organisation]</i></p>

Performance description

(working document)

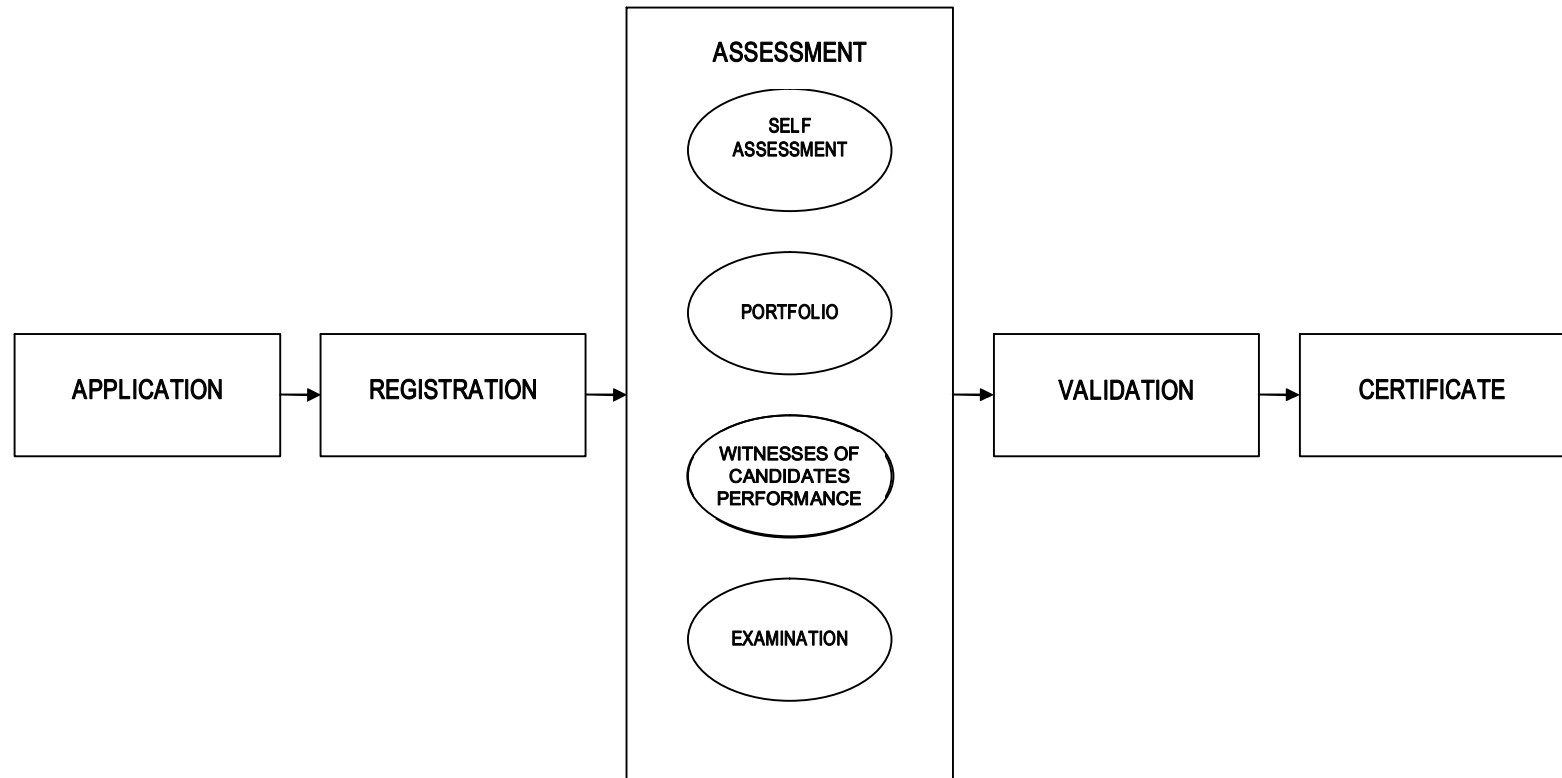
Competence 2: Comprehend general rules and guidelines set by the bank's management for the organisation as a whole and identify their local implications

PERFORMANCE DESCRIPTION

The candidate is able to	Key activities	Key Performance Indicators	Type of competence
	<ul style="list-style-type: none"> ○ Collect and study bank's management guidelines and circulars ○ Participate in periodic meetings with bank's Management ○ Assess their impact on branch's operations and activities ○ Transform impact assessment into internal branch guidelines and working methods ○ Identify adaptation difficulties and devise solutions 	<ul style="list-style-type: none"> - Perceive bank's management guidelines accurately and operate on a top-down approach - Be well prepared for active participation in meetings with bank's management - Efficient reconciliation of constraints, expectations and targets 	Transversal
Description updating requirement	Every 3 years		

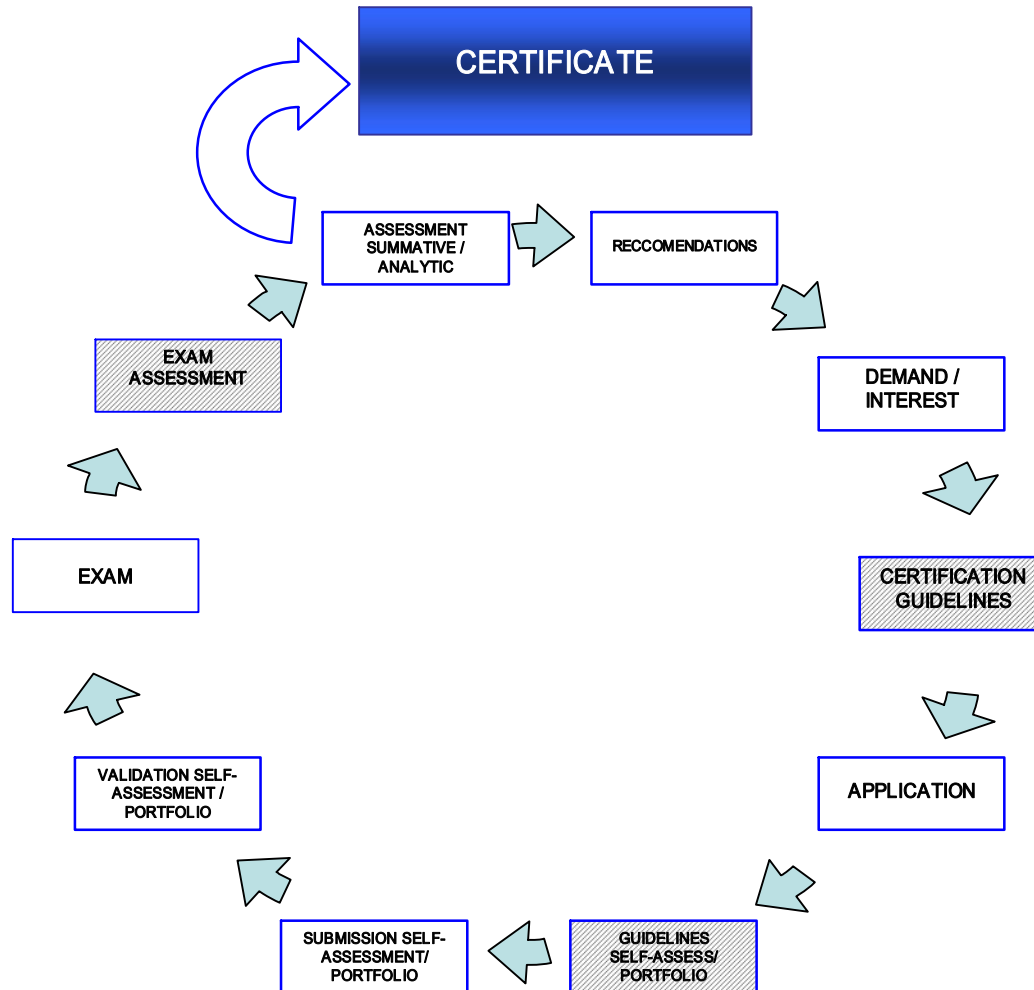
CERTIFICATION process

proposal 1 - working document



CERTIFICATION process

proposal 2 - working document



Competence-based assessment

COMPETENCE LEVEL	STANDARD DESCRIPTION
Level A	Can perform single tasks with supervision
Level B	Can perform tasks autonomously, but need supervision/support to face anomalies/unespected developments
Level C	Can perform autonomously both foreseen tasks and most anomalies/unexpected developments, but needs supervision/support in particular complex tasks
Level D	Is completely autonomous in the process and can support less experienced colleagues
Level E	Is an excellent performer in all tasks, a reference person in the organisation

Assessment: self assessment (example)

[example]

BRANCH MANAGEMENT: BM-A Credit Application Assessment

Core competences self assessment grid

Please assess your competences using the following performance scale:

a	Can perform task with supervision
b	Can perform task autonomously, but needs supervision/support to face anomalies/unexpected developments
c	Can perform autonomously both foreseen task and most anomalies/unexpected developments, but needs supervision/support in particularly complex tasks
d	Completely autonomous in the process and can support less experienced colleagues
e	Excellent performer

BM-A Credit Application Assessment					
Active participation in credit procedures, as specified in the Credit Regulation and the applicable circulars.	a	b	c	d	e
Approves credits granted to customers (current, sight accounts)	a	b	c	d	e
[Element of competence]	a	b	c	d	e
[Element of competence]	a	b	c	d	e
[Element of competence]	a	b	c	d	e

VALIDATION PROCESS 1/3

Object of Validation

1. Competence Framework and Formats
2. Identification of the characterising Competence Units in each field
3. Competence fields descriptions
4. Competence Assessment
5. Usability of Competences Framework

VALIDATION PROCESS 2/3

Methods of Validation

- ➡ **Methodology:** Focus group in the country of Relay Partners
- ➡ **Validators (participants):**
 - (Banks) training/HRD department
 - Banking institutes/ training bodies
 - Others?

VALIDATION PROCESS 3/3

Validate the whole process (from definition to evaluation)

- ➡ **Methodology:** open discussion with EBTN members during the Seminar; feedback forms from trainees; focus groups and sessions with the banks/banking institutes and training bodies

- ➡ **Validators (participants):**
 - Banks
 - EBTN members
 - Trainees

Thank you for your attention!

Claudio Dondi, Scienter (Italy)
cdondi@scienter.org