

Review of: "Navigating the Skills Revolution: The Essential Role of Competence Frameworks"

Gerry M. Rayner¹

¹ Monash University

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The is an interesting review of competence frameworks across higher education and in professional / workplace environments. The value of competence frameworks lies in signposting the key elements that students and educators can visualise in their learning and teaching, and the behaviours and skills necessary for future career development. However, while 'competence' is the key word, few of these 'frameworks' actually evidence or truly measure competence, be that recall or application of knowledge, the actual proficiency or skill in the context of a workplace environment, or the more nebulous attitudes, virtues, and critical thinking skills such as analysis, reasoning, and logic (among many others - e.g., see the research and PD of Paul and Elder). It's perhaps not surprising that the word *evidence* is completely missing from the paper, and it would benefit from a more balanced critique of both the benefits and deficiencies of competency frameworks.

A main contention of the paper is that a primary function of competency frameworks is to "align individual capabilities with the strategic goals and objectives of an organization." I argue that most graduates would be hard pressed to decipher a workplace / organization at the commencement of employment, and they are much more likely to be able to (to varying degrees of success) 'apply' their knowledge and skills to their expected role and its associated responsibilities.

A range of buzzwords are used - 'Education 4.0,' for example, which conveniently mirrors that other buzzword 'Industry 4.0' (I4.0). While I will not delve into debates about the veracity of I4.0, there is merit in considering the current, rapid pace of technological change and its application to learning and teaching environments (e.g., ChatGPT). Given this, a student's development and evidencing of a high degree of data literacy should be a priority for universities in considering and revising their lists of 'graduate attributes' - essentially the key *competencies* and *ways of thinking* that their completing students are meant to possess.

The main problem of most competency frameworks is that they list such a multitude of attributes and skills that graduates and employers would be hard-pressed to accurately describe and evidence their actual 'competency' in each attribute. This has the potential effect of encouraging job-seekers / applicants to generate CVs that are overblown and verbose, which is time-consuming for interview panels and potentially says little about the true nature and 'fit' of the applicant for the organization.

This paper is an insightful review of a selected range of competency frameworks and is potentially valuable for students, higher education providers, and organizations to consider in framing their own short, medium, and longer-term strategic

objectives.

General comments on writing: The manuscript is well-written, with appropriate grammar, syntax, punctuation, and the general structure is cohesive and readable. The manuscript starts with a typo - “competences” when the context is singular - so it should be “competence.”