

Competency Framework for Get SET Practitioners

User guide



Why Was This Framework Created?

The Get SET Competency Framework was developed to provide a common language for describing the knowledge, skills, and professional practices required to support adult learners in Ontario's Get SET program.

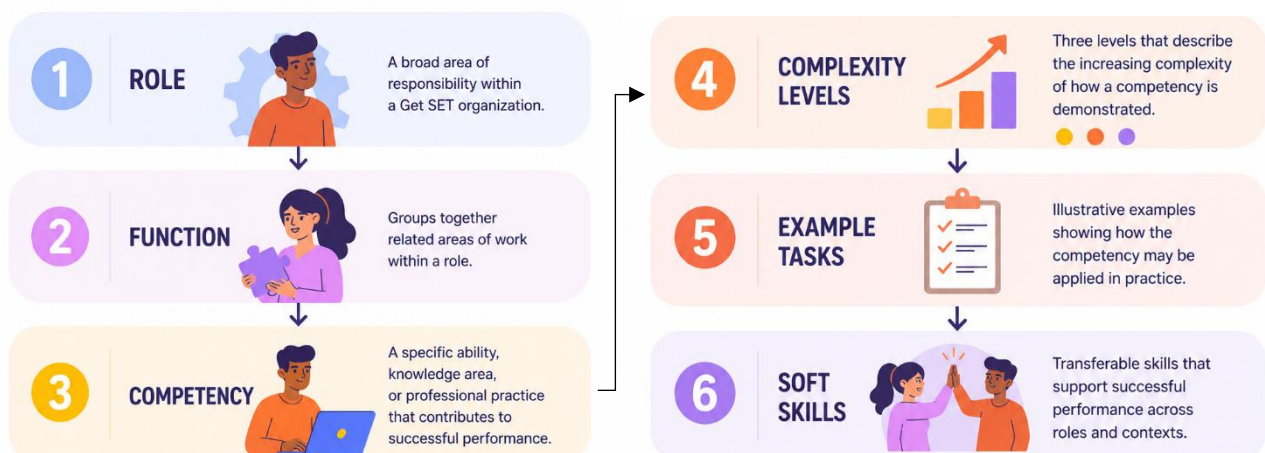
The Framework helps organizations:

- Clarify professional expectations across different roles
- Support staff onboarding and professional development
- Identify strengths and areas for growth
- Foster consistent and high-quality service delivery
- Guide performance discussions and career progression
- Support the development of digital badges and recognition pathways
- Serve as a resource for government agencies and strategic partners seeking to better understand the competencies and expertise required within the Get SET sector

Rather than focusing only on job titles, the framework identifies the competencies that practitioners use in their daily work and provides examples of how those competencies can be demonstrated at different levels of complexity.

How Is the Framework Organized?

The framework is organized into several layers:



Role

A **Role** represents a broad area of responsibility within a Get SET organization.

The framework includes five roles:

- **Professional Development**
- **Administrative and Technological Support**
- **Management**
- **Training**
- **Program Design**

A practitioner may work within one role or combine responsibilities from several roles.

Function

Each role is divided into **Functions**.

Functions group together related areas of work within a role.

For example:

Training

- **Planning and Design of Learning Activities and Approaches**
- **Implementation of Training and Learning Approaches and Activities**
- **Facilitation and Management of Learning Groups**
- **Advice, Guidance, and Learning Support**
- **Learning Assessment**

Competency

Each function contains several **Competencies**.

A competency describes a specific ability, knowledge area, or professional practice that contributes to successful performance.

For example:

Training

- Learning Assessment
 - **Assessment of Learning and Competencies**
 - **Assessment of Learning Strategies and Processes**
 - **Progress Monitoring and Documentation**

Understanding Competency Levels

Each competency is described through three levels of complexity

Simple

Activities that follow established procedures, guidelines, or practices.

Examples:

- Applying existing tools
- Following established processes
- Supporting routine activities

Intermediate

Activities that require adaptation, judgment, or adjustment to meet specific situations or needs.

Examples:

- Modifying existing approaches
- Responding to emerging needs
- Adapting resources and processes

Advanced

Activities that require leadership, innovation, strategic thinking, or the creation of new approaches.

Examples:

- Designing new tools or processes
- Leading organizational initiatives
- Developing innovative solutions

The levels describe the complexity of the work being performed, not the value of the employee or their job title.

What Information Is Included in Each Competency?

Each competency contains several components:

Learner Records Management		
<p>1 This competency highlights the ability to effectively manage learners' administrative records, ensuring they are accessible, up-to-date, and compliant. It reflects the ability to use existing data, adapt templates and procedures to meet the requirements of partners and funders, and proposes improvements or create tools to simplify administrative management and audits, while respecting confidentiality and the learners' needs.</p>		
<p>2 Simple-Level Complexity Task</p> <p>Maintain and complete learners' administrative records by following established procedures and using existing data.</p>	<p>Intermediate-Level Complexity Task</p> <p>Adapt templates and procedures for managing learners' records to meet the requirements of the administration, partners, MLITSD, or other funders, while facilitating the tracking and verification of information.</p>	<p>Advanced-Level Complexity Task</p> <p>Implement improvements and design new tools to facilitate record-keeping and administrative audits.</p>
<p>3</p> <ul style="list-style-type: none"> → Open a file for each learner to store all relevant documentation. → Record in each learner's file information regarding registration for online or in-person training, using established systems and procedures. → Provide learners with the information needed to access their training (link, password, schedule, etc.) based on the data recorded in their files and in accordance with established procedures. → Verify that the files contain all required documents before each training session or course. → File and archive received documents in learners' files. 	<ul style="list-style-type: none"> → Identify missing documents in the file and follow up with instructional personnel. → Review referral reports to update them based on data collected from partners and the public. → Revise templates and procedures for managing waiting lists (based on schedules and learners' needs) to improve their efficiency and compliance with established requirements. → Adapt a report template or form to meet funders' requirements. → Adjust the organization or tracking of files to facilitate access to information by various stakeholders (management, instructors, partners). 	<ul style="list-style-type: none"> → Create an orientation guide for new employees on managing learners' records. → Develop a checklist to ensure the monitoring and compliance of learners' files. → Develop a new filing system for learners' records to address an emerging need. → Develop new organizational procedures to improve the administrative management of learners' files. → Implement a digital tool (spreadsheet, database) to simplify the management and verification of learners' records.
<p>4</p> <ul style="list-style-type: none"> • Organizational skills • Ability to perform repetitive tasks • Sense of responsibility • Communication skills • Commitment to quality work 	<ul style="list-style-type: none"> • Organizational skills • Problem-solving skills • Adaptability • Communication skills • Sense of responsibility 	<ul style="list-style-type: none"> • Creativity • Problem-solving skills • Initiative • Organizational skills • Leadership

1. Competency Description

A brief explanation of what the competency involves.

2. Complexity Levels

Descriptions of how the competency may be demonstrated at Simple, Intermediate, and Advanced levels.

3. Example Tasks

Illustrative examples showing how the competency may be applied in practice.

These examples are not exhaustive and may vary between organizations.

4. Soft Skills

A list of transferable skills identified in the **ICÉA framework** that support successful performance across a variety of roles, such as:

- Communication
- Problem Solving
- Adaptability
- Leadership
- Teamwork
- Organizational Skills

These skills often apply across multiple competencies and roles.

How Can the Framework Be Used?

The framework can support:

Professional Development

- Self-assessment
- Learning plans
- Career growth discussions

Supervision and Performance Conversations

- Clarifying expectations
- Identifying strengths
- Planning development goals

Organizational Planning

- Workforce development
- Succession planning
- Recruitment and onboarding

Digital Badges and Recognition

To support professional growth and recognize competency development, COFA has developed a system of digital badges aligned with the Competency Framework.

A digital badge is available for each competency and complexity level identified in the framework. This allows practitioners to demonstrate and document their professional achievements in a structured and meaningful way.

The badge criteria are directly linked to the framework:

- Each badge corresponds to a specific competency and complexity level (Simple, Intermediate, or Advanced).
- The Example Tasks listed within each competency serve as the badge achievement criteria.
- Practitioners can provide evidence demonstrating their ability to perform the tasks associated with a given level.
- Badges recognize demonstrated competencies regardless of how or where the learning occurred (formal training, workplace experience, mentoring, self-directed learning, etc.).

This approach helps practitioners identify professional development goals, track their progress, and receive recognition for the competencies they apply in their daily work.



Guiding Principle

The Competency Framework is intended as a developmental tool. It supports continuous learning, reflection, and growth while recognizing the diverse roles that contribute to learner success within the Get SET program.