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Capacity Building for the future Renewable Energy (RE) Sector Skills Council

OCCUPATIONAL STANDARDS

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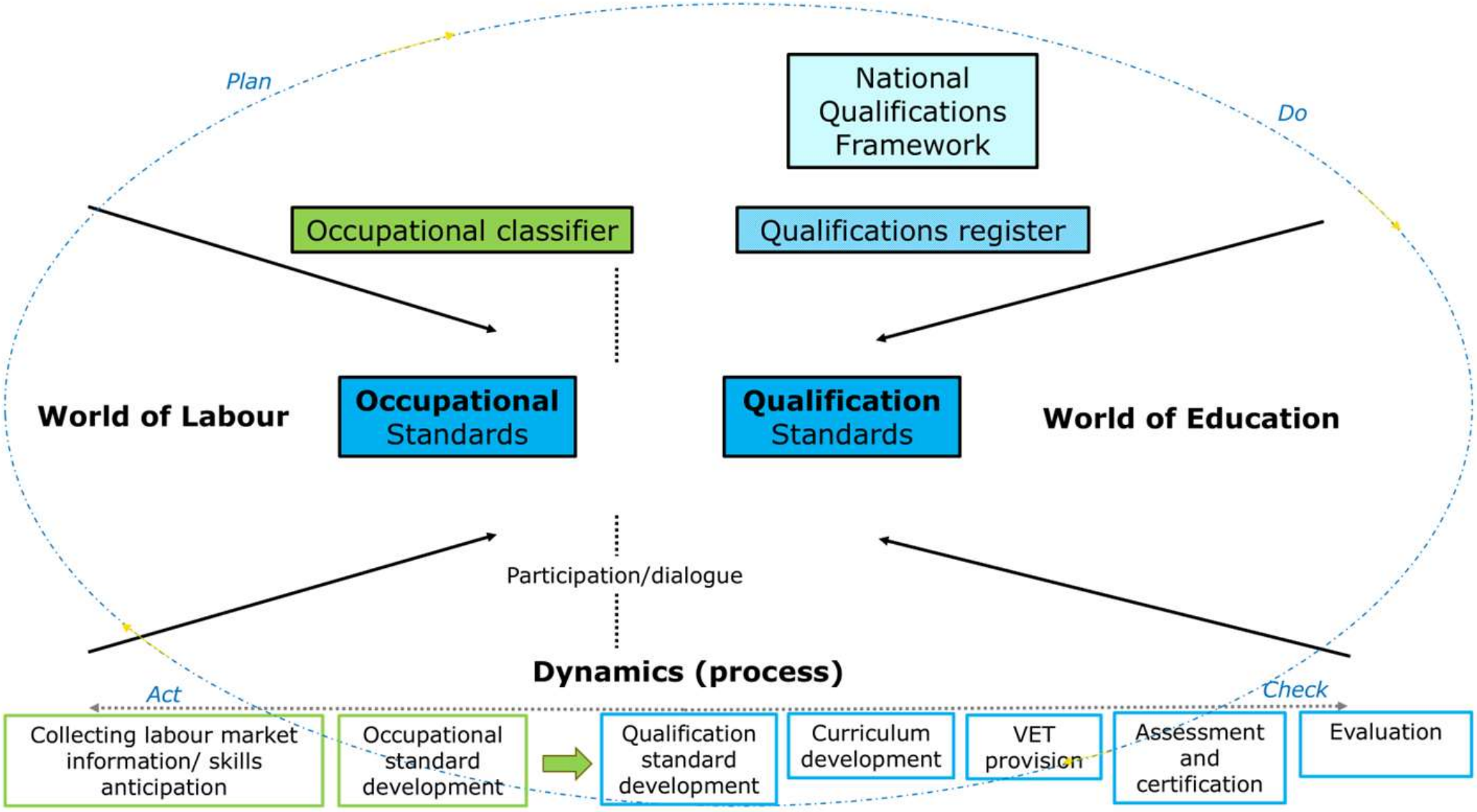
SECTION 1

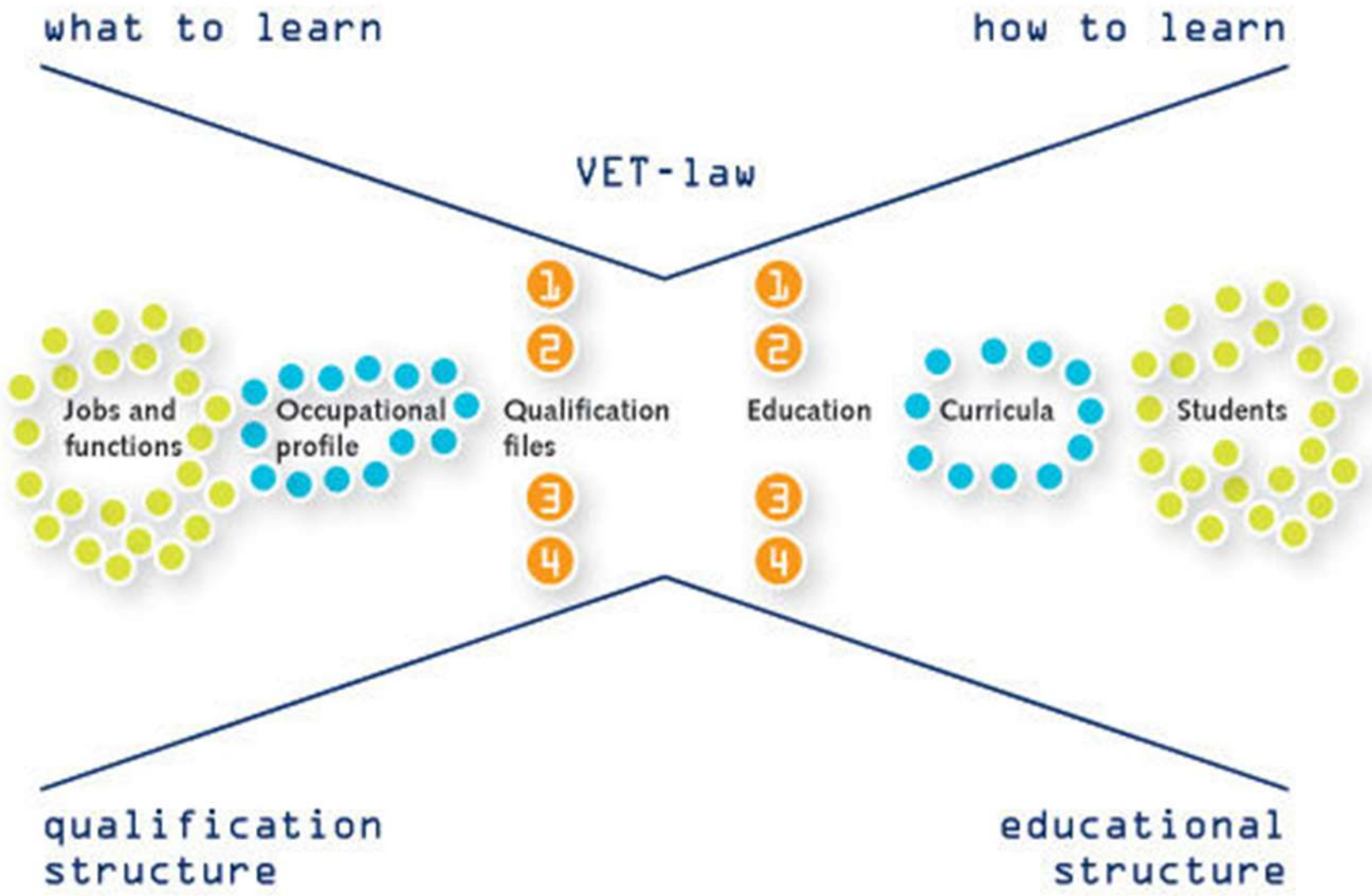
TVET QUALIFICATION PROCESS

Vocational education and training process



Qualification landscape

from labour market to education



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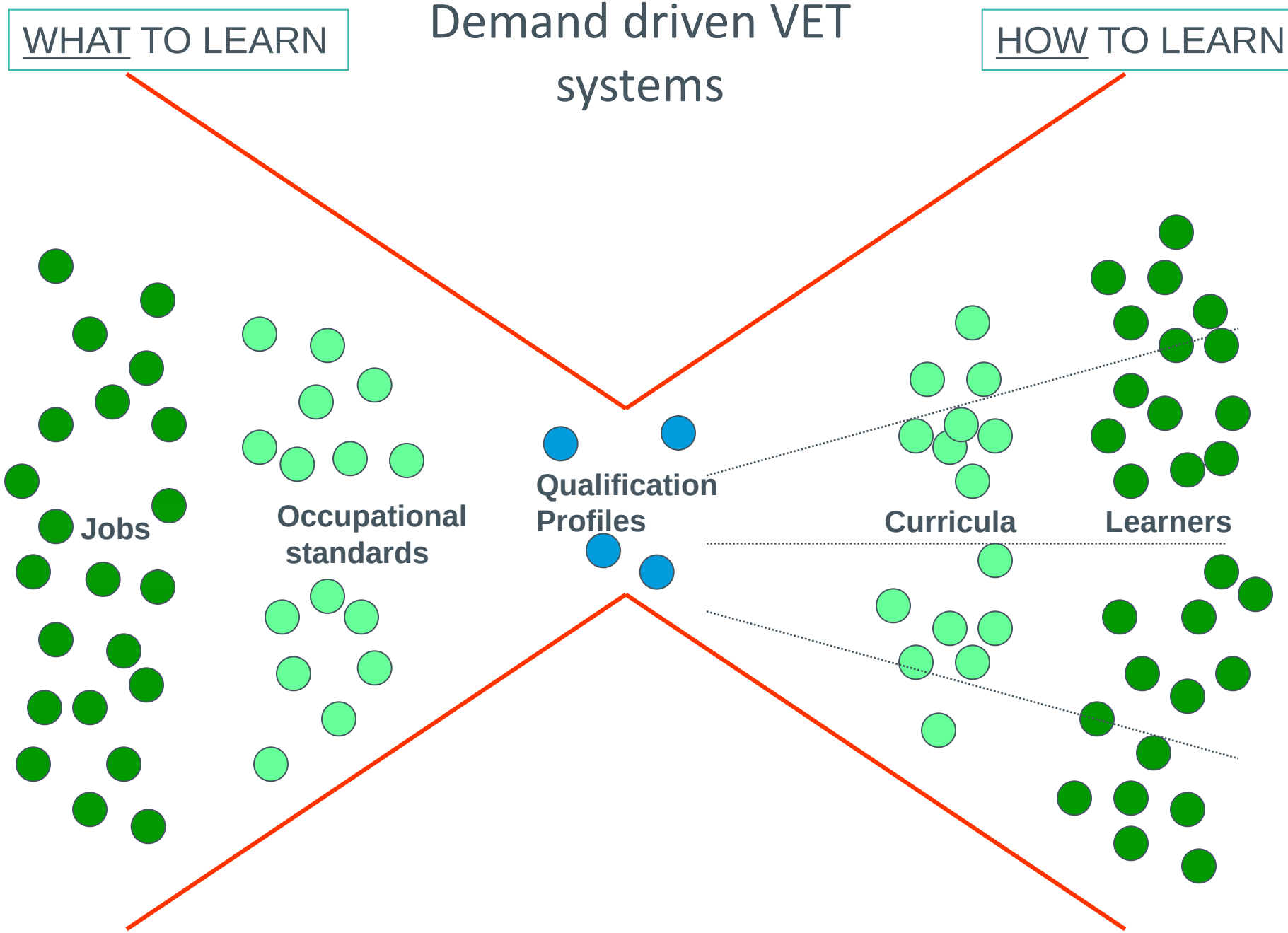
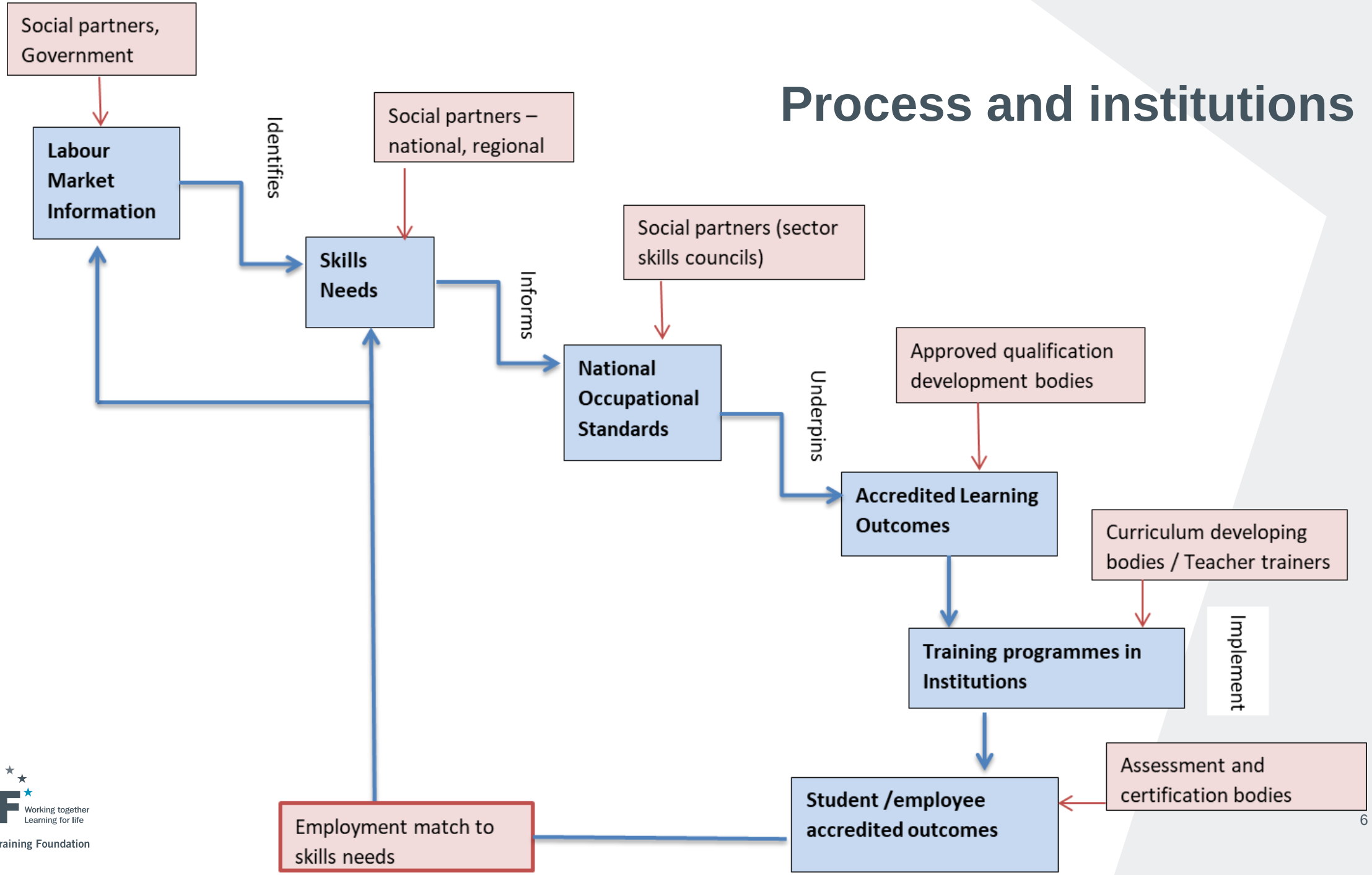
Demand driven VET systems



Process and institutions



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SECTION 2

CONCEPTS AND DEFINITIONS

Occupational and educational classifications

- Occupations and educational programmes have dedicated classifications and coding systems which facilitate the organization, collection, and reporting of statistical and comparative data.
- **Occupational classifiers** classify workers into occupational categories for the purpose of collecting, calculating, or disseminating data. It is used by many government agencies, employment agencies, HR managers and recruiters as a reference classification.
- **Educational classifiers** facilitate the organisation, collection, and reporting on fields of study, programmes and programme completions.

Translation of world of work to education

- **Occupational standards** describe for the (main) occupations in a sector what a professional individual needs to do, know and understand in order to demonstrate competence in an occupation.
- OS describe the professional context and the core tasks and/or work processes, the (sub)tasks and the descriptors expressed as knowledge, skills, competences (KSC), which are required for the occupation. They can also indicate the expected level of proficiency and describe career perspectives.
- **Education-training standards** are linked to occupational standards and focus on what people need to learn to receive a qualification linked to one or more occupations. It describes the exact learning outcomes, how they will learn it, and how the quality and content of learning is assessed.
- They place emphasis on input (study hours, subjects, syllabus, teaching methods and process, and assessment).

Various purposes of occupational standards

- Provision of an agreed and recognised profile for occupations in economic sectors
- Translation of labour market needs to educational standards, such as vocational qualifications and assessment standards)
- Identification of skills gaps among employees and developing in-company upskilling and reskilling to improve business performance
- Developing job descriptions for staff recruitment (vacancies) and career planning
- Assessment and recognition of competencies acquired on-the-job and of qualifications acquired abroad
- Organizational review of work processes to reduce overlap of functions

EU experiences occupational/educational classifiers and standards

An important difference among national VET systems is the degree of standardisation of qualification systems: the objects and the level of abstractness of standards differ, as do the designation of standards

Cedefop distinguishes three groups of occupational standards:

1. a classification system providing categories of the main jobs for statistical monitoring of the labour market
2. benchmarks for measuring occupational performance, in either a work or an education context (minimal performance requirements)
3. describes the occupation to which a specific qualification should lead. In this case, occupational standards are developed in an integrated process with educational standards

EU experiences occupational/educational classifiers and standards

In **Germany,** a short description of the occupation is developed in the process of defining a new qualification and then put online, to be used for guidance.

Similar to **Denmark,** a list of tasks/skills and knowledge areas called *Berufsbild* (image of the occupation) or *kompetenceområder* (competence field) is sometimes seen as occupational standards.

But… as their purpose is not to describe an occupation, but to describe the tasks, knowledge areas and skills which will be covered by the education and training, they are considered as educational standards.

For **German** qualifications, these positions are further detailed in the form of learning objectives for work-based learning in the *Ausbildungsrahmenplan*. In **Denmark,** the competence fields are reflected in a more detailed enumeration of job-specific tasks and competences in the branch-specific regulation.

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SECTION 3

EXAMPLES OCCUPATIONAL STANDARDS IN THE RE SECTOR

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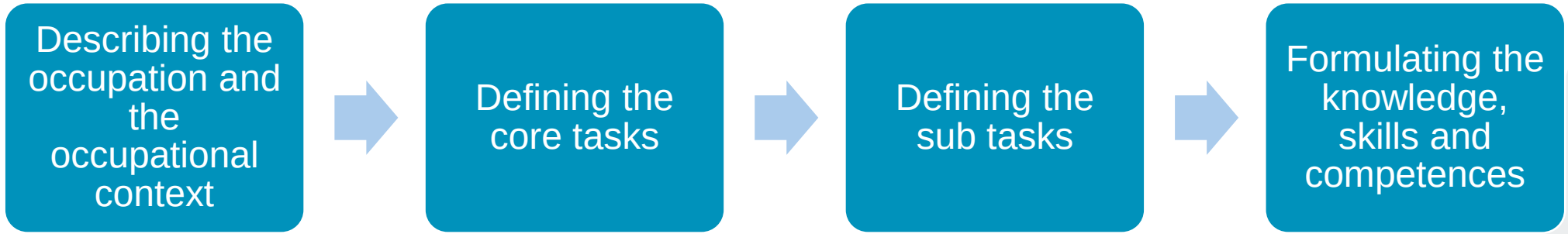
SECTION 4

MODEL OF AN OCCUPATIONAL STANDARD

Core elements of the model



Knowledge, skills and competences

- **Knowledge** is what people know. Broadly, knowledge can be theoretical and/or factual
- **Skill** is what people should be able to do. It means the ability to apply knowledge and know-how to carry out tasks
- **Competence** includes responsibility and autonomy required for competent performance at workplace

People are considered as “competent” when they possess the required knowledge and skills and apply those in defined job context according to the criteria of performance.

See example Waiter

Group exercise

1) Sit is small groups of 3
2) Imagine the occupation of a barber
3) Define the tasks of a barber (or one core task)
4) Write down the required knowledge, skills and competences you can think of

Barber

Core task 1: Prepare hair and beard treatments

Work processes:

1. Receives the client
2. Performs a client analysis and conducts an intake interview

Expertise and skills for work process *Receives the client:*

• knowledge and application of company regulations
• ICT skills, for example, the use of cash register systems and planning systems
• knowledge of social media etiquette and communication via social media
• knowledge and application of administrative tasks
• knowledge and application of social and communication skills
• planning and organising skills
• knowledge and application of hospitality
• knowledge of the target group

Reflection

What is the most striking or interesting aspect or practice that you encountered during the study visit?

What advise or suggestion for improvement would you have to the Dutch system or practices?

Next steps

1) **Mapping of LMI resources**: What information/data in needed and where to collect the information for:
   - Describing the labour market trends and developments in the sector and subsectors and the occupations within
   - Developing the occupational standards for the main occupations or specialisations in the RE sector

2) **Mapping of training provision in the sector**
   - Identify the formal and non-formal technical or vocational education and training (non-university) programmes or specialisations (modules/minors) that you know are on offer in the RE sector