



**D1.1 IMPROVED METHODOLOGY FOR THE ANALYSIS OF
QUALIFICATION PROFILES AND LINKING THEM TO THE E-CF**

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1. Introduction

According to the European Statistical System Network on Culture (2012 October) cultural jobs over Europe represent around 3% of the total employment. Investments in culture show spectacular results in terms of economic benefits. One invested Euro sometimes even results ten times more.

Over the past 20 years due to the widespread of Internet, the intense use of numeric tools and devices, the habits of European citizens have completely changed. However only few professionals of the culture sector have been trained in digital media, even though nowadays it has become indispensable for their day-to-day activities.

The e-Cult Skills Project investigates new and emerging jobs in this area in 6 EU countries, compares them and creates national job role profiles, and applies them to the cultural sector. Comparable skills sets for these professions of the future, will support the European labour market and thus, the employability of professionals. To achieve these objectives, the project will transfer the methodology of the LdV "EQF-Code" project (DE/08/LLP-LdV/TOI/147177), which had been further improved during the "EQF-iServe" project (2010-1-FR1-LEO05-14477) from the field of internet-related services to the cultural field. "EQF-Code" developed a successful generic approach for linking internet-related jobs to the e-Competence Framework (e-CF) and the European Qualification Framework (EQF) based on the latest job market needs, and established an approach for assigning ECVET (European Credit System for Vocational Education and Training) points to learning and training outcomes. Consequently, e-Cult Skills will develop European Role Profiles that are in compliance with the principles of the European metaframeworks e-CF/EQF and ECVET as well as Training Guidelines in the area of e-Culture professions.

The purpose of this document is to explain this methodology to all partners involved into the project in order to create a common ground and to propose suitable adjustments for being able to map skills and competences of ICT related cultural jobs role to EQF/ECF and to assign ECVET weights to defined learning outcomes. Moreover, this methodology shall explain how comparable skills sets

for e-Culture Job Roles can be achieved, which will support the European labour market and the employability of professionals.

2. Definitions

In order to have a common understanding of the methodology and to have a common language between partners and stakeholders, it is important to agree on some definitions.

All deliverables from the e-Cult Skills Project will be based on those common definitions:

Term	Definition
Job roles	The different roles/functions undertaken in the course of a job performance. For their description the following items should be taken into account (mission, responsibility, deliverables, main tasks, environment, KPIs) (PIN, <i>Compedium of Training Guidelines</i> , 2011)
Professions	<p><u>Vocations</u> founded upon specialized <u>educational training</u>; their purpose is to supply objective counsel and service to others.</p> <p>Professional activities are associated with what has traditionally been understood as professions, i.e. law, medicine, theology, teaching, or for which one must generally be licensed or chartered, e.g. accounting, marketing, psychology, etc.</p> <p>One generally becomes a professional through a long process of (academic study), practical professional training and apprenticeship/experience, and perhaps additionally passing a standardized examination set by the profession itself or the state. One could also become a professional through long years of practical experience and further certification, for example obtaining a <i>Meisterbrief</i> [Master Certificate] in Germany (or its equivalent), e.g. Master Cabinet Maker, Master Clockmaker, Master Electrician, or the like, that is,</p>

	someone capable of and entitled to setting up his own craft or trade business
Occupational standards/Job requirements	<p>The tasks, expectations and work practices of a given occupation. They describe the competences that are essential in the work setting ...They usually specify the professional tasks and activities the holder of a qualification is supposed to be able to carry out and the competences needed for that purpose. (CEDEFOP, <i>Using learning outcomes</i>, 2011: 19)</p> <p>The knowledge, aptitudes and skills required to perform specific tasks attached to a particular work position (ILO: 144)</p>
Qualifications	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 (CEDEFOP, <i>Using learning outcomes</i> , 2011: 28)
Formal qualifications	<p>The formal outcome (certificate, diploma or title) of an assessment and validation process which is obtained when a competent body determines that an individual has achieved learning outcomes to given standards and/or possesses the necessary competence to do a job in a specific area of work. A qualification confers official recognition of the value of learning outcomes in the labour market and in education and training. A qualification can be a legal entitlement to practice a trade (OECD).</p>
Learning outcomes	<p>The set of knowledge, skills and/or competences an individual has acquired and/or is able to demonstrate after completion of a learning process, either formal, non-formal or informal. (CEDEFOP, <i>Terminology of European Education and Training Policy</i>, 2008: 120).</p> <p>Statements of what a learner is expected to know, understand, or be able to do at the end of a learning process (CEDEFOP, <i>Using learning outcomes</i>, 2011:12)</p>

	<p><u>"Knowledge"</u> means the outcome of the assimilation of information through learning. Knowledge is the body of facts, principles, theories and practices that is related to a field of work or study. In the context of the European Qualifications Framework, knowledge is described as theoretical and/or factual;</p> <p><u>"Skills"</u> means the ability to apply knowledge and use know-how to complete tasks and solve problems. In the context of the European Qualifications Framework, skills are described as cognitive (involving the use of logical, intuitive and creative thinking) or practical (involving manual dexterity and the use of methods, materials, tools and instruments);</p> <p><u>"Competence"</u> means the proven ability to use knowledge, skills and personal, social and/ or methodological abilities, in work or study situations and in professional and personal development. In the context of the European Qualifications Framework, competence is described in terms of responsibility and autonomy.</p>
Vocational education and training (VET)	Education and training which aims to equip people with knowledge, know-how, skills and/or competences required in particular occupations or more broadly on the labour market.
e-Culture	<p>The term culture has different uses in different contexts. Such uses include references to: architecture, arts and crafts, film video and photography, music, visual and performing arts, publishing, television, radio even advertising.</p> <p>There is often a question about the boundaries between creative industries and the similar term of cultural industries. Cultural industries are best described as an adjunct-sector of</p>

	<p>the creative industries. Cultural industries include industries that focus on cultural tourism and heritage, museums and libraries, sports and outdoor activities, and a variety of 'way of life' activities that arguably range from local pet shows to a host of hobbyist concerns. Thus cultural industries are more concerned about delivering other kinds of value—including cultural wealth and social wealth—rather than primarily providing monetary value.</p>
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3. Abbreviations

Abbreviation	Definition
e-JO	e-Jobs Observatory
ECVET	European Credit System for Vocational Education and Training
EQF	European Qualification Framework for Lifelong Learning
ICT	Information and communication technologies
K/S/C	Knowledge/skills/competences
NQF	National Qualification Framework
VET	Vocational education and training
EUSP	European Specialist Profiles

4. Objectives and Results of WP1: Analysis of the State of the Art

In order to achieve the project objectives it is important to identify the current market needs in terms of qualified professionals first, then to compare them with the available training offer in the field of e-Culture to subsequently determine the existing gap.

The present document intends to describe the methodology to obtain, analyze and organize this information.

Accordingly, the WP1 of the e-Cult Skills Project foresees:

- Adaptation of the EQF-Code methodology to e-Culture jobs
- Identification of the main knowledge, e-Skills and competences necessary in the Culture sector from a market perspective
- Identification of trainings already existing for Culture jobs (learning outcomes)

Three subtasks were defined within the project's work programme:

Task 1.1: Transferring and fine-tuning of the "EQF Code"-methodology for e-Culture Jobs

At the project kick-off meeting the methodology of EQF Code (as it was improved in the iServe project) will be presented and discussed. Suggestions for adaptations to professions in the Culture sector will be noted and the WP leader will analyze them and subsequently, adapt the methodology accordingly.

Task 1.2 Identification of the main knowledge, skills and competences needed in e-Cultural Jobs from the market side

Definition of Culture professions and identification of main knowledge, skills and competencies needed. In order to have a common stepping stone, a common definition of Culture jobs will be established. This will include identification of cross-domain knowledge, e.g. history, sociology and ICT. Based on that, the countries with most advanced development in the use of ICT for promoting Culture, the partners will identify key competencies and e-Skills necessary, including soft skills. The focus will be on the employers' side, i.e. identification of decisive points in a recruitment process.

Task 1.3: Identification of trainings already existing in Cultural Jobs

The aim of this task is to identify the main qualification programs for jobs in the sector (and its subsectors) in the participating countries and the knowledge, skills and competencies (learning outcomes) which are trained in the framework

of these qualification programs. For this purpose each project partner will investigate the training landscape of its respective country and analyze the current training standards and qualification descriptions and describe them by learning outcomes, i.e. by knowledge, skills and competencies as defined by the EQF. In case of no appropriate training available, closest matching courses will be identified and the gap pointed out.

As stated in the grant application, there are three main results to be achieved with this WP:

Results	Description
R1	Improved methodology for the analysis of qualification profiles and linking them to the e-CF. This document will determine the approach to identify the main qualification programs in the Culture sector in the participating countries and the knowledge, skills and competencies (learning outcomes) which are trained in the framework of these qualifications programs. Furthermore it will lay down the procedure for linking the determined qualifications to e-CF and EQF. The methodology will be based on the approach that has been developed in the former LDV project "EQFCode".
R2	Identification of knowledge, skills and competences, needed by stakeholders in the Culture sector, as a result of a qualitative study with Culture organizations/companies.
R3	Identification of trainings already existing in the Culture sector. Identification of trained knowledge, skills and competences. This document will be based on learning outcomes.

In sum, this work package will adapt the EQF-Code methodology for the development of the e-Cult Skills project outcomes, identifying the main *knowledge, skills* and *competences* necessary in the e-Culture area from the market perspective. Additionally, it will identify trainings already existing for the e-Culture field. These activities will lead us to define later on in Work Package 2 the European Role Profiles for e-Culture Jobs, and in Work Package 3, Training Guidelines for Vocational and Educational Training providers.

5. Refined Methodology

As mentioned previously, the methodology to be transferred to this project is the one used by the EQF Code and EQF iServe projects, under which European Role Profiles in the field of e-Content Development and Internet-related Services were defined. Additionally, with the aim to improve the sustainability of the project results, the eCultSkills project will fall back on the services of the e-Jobs-Observatory (eJO). The e-Jobs-Observatory (<http://www.e-jobs-observatory.eu/>) is a European networking platform supported by VET organizations, ICT companies, Universities and other European organizations that promote the improvement of e-Skills and e-Competences for the digital economy in Europe. It was established under the initiative of the ProInterNet Project (504025-LLP-1-2009-1-ES-LEONARDO-LNW) and is also the main promoter of the e-Cult Skills project.

The methodology for identifying not only professional role profiles but also the knowledge, skills and competences related to these profiles has undergone continuous growth and development. This historical path will be briefly described.

5.1 EQF-Code

Within the scope of this project, a six-step methodology was identified:

1. Translate the core knowledge, skills and competences into learning outcomes in close collaboration with key training institutions.
2. Compare the national surveys resulting from step 1 and compile them into a draft common set of qualification profiles.
3. Map the national surveys resulting from step 1 to the e-CF, determine the dominating e-CF level of the overall qualification and then converting it to the appropriate EQF level.
4. Describe areas in which there is an adequate fit, as well as areas in which there is an imperfect match.
5. Highlight the core knowledge, skills and competences for each role profile in view of the common set of qualification profiles (resulting from step 1).
6. Check what is actually trained (as summarized in one comprehensive qualification profile for each profession) against the actual job profile, then

compare the various national findings and define a common European description of the ideal qualification profile for each profession.

These activities were conducted by the responsible partner in each country in close collaboration with key national training institutions.

5.2 EQF-iServe

In this project, the six-step methodology used in EQF-Code was slightly modified and enhanced into an improved seven-step methodology:

1. Establish expert working-group consisting of relevant project partners to review the methodology definition of the EQF Code project, as well as available e-Skills, e-CF and EQF experts.
2. Expert working group drafts model specialist profiles in the EQF Code style (following e-CF).
3. In parallel, project partners look through their national training offer for the determined professions (job profiles) and check market needs for these professions (e.g. via analysis of job ads or support of head-hunters / job agencies, etc.).
4. Project partners check model specialist profiles against their national training offers and market needs and, if needed, add / eliminate K/S/C in the model profiles.
5. Expert working group integrates the results received from all partners into EUSPs for all professions.
6. Redesign EUSPs to make them usable for target groups.
7. Conduct early evaluation and fine-tuning of EUSPs.

This revision allowed for an acceleration of the activities to be conducted in WP1 and WP2 thereby leaving more time for the redesign / fine-tuning of project results. This improved the quality of outputs, to be sure, but it was also noted that there was still room for improvement.

5.3 e-Cult Skills

The experiences gathered in the previous projects and additional efforts provided by the e-JO have led to a further revision of the methodology and it is the one that will be used in the e-Cult Skills project. It consists of a further revised and enhanced eight-step approach:

1. Agree upon a definition and produce a short list of the most promising / relevant job roles at EU level in the field of e-Culture. This list mainly constitutes a hypothesis that will be validated through the desk research, workshop and evaluation phase.
2. Establish expert working-group (consisting of the most experienced partners/ advisory board members, e.g. close involvement with museums).
3. Carry out a “workshop” in one of the participating countries with experts of the field of Culture to get feedback from first hand regarding needs of the market in terms of qualifications
4. Expert working group drafts model specialist profiles in the EQF Code style (following e-CF).
5. In parallel, project partners look through their national training offer for these professions and check market needs for these professions (e.g. via analysis of job ads or support of head-hunters/ job agencies-guidelines provided by WP leader)
6. Project partners check model specialist profiles against their national training offers and market needs and if needed, add or eliminate K/S/C in the model profiles, whereby intercountry differences will be identified.
7. Expert working group integrates the feedback received from all partners into “European specialist profiles” (EUSPs) for all professions.
8. Redesign of EUSPs to make them usable for target groups.
9. Conduct early evaluation and fine-tuning of EUSPs.

Essentially, the process starts with an educated guess or hypothesis, based on the partners’ experience and expertise, of five job role profiles that are considered as being the most important; that is to say, promising, in the e-Culture field at the moment or in the near future. This hypothesis will then be

validated through desk research and a field survey. This pragmatic approach helps to simplify the procedure and to save a lot of time. This approach has several advantages:

- The description of learning outcomes can be harmonised; that is, formulated in a standardised format.
- The role profiles will be available at an earlier stage in the project.
- The comparisons among countries becomes easier
- The drafting of training guidelines can start earlier, allowing the project to concentrate on the quality of other project outputs (i.e., the EUSPs and Training guidelines) and it provides more time for their evaluation and further improvement and fine-tuning.

It should be noted that the training guidelines are a critical delivery. In previous projects stakeholders have considered them to be far too theoretical. The partners have decided, therefore, to integrate expert partners from the e-Culture field earlier and to focus on the improvement of the formulation and the content of the guidelines.

7. Research Methodology

The aims are to identify the main needs and requirements of jobs in the field of e-Culture in the participating countries and to define the knowledge, skills and competences (learning outcomes), which are insufficiently trained in the framework of related existing trainings.

In an attempt to transfer and fine tune the EQF project methodology (as it is a transfer of innovation project) the steps below will be followed:

1. Agree upon a definition and produce a short list of the most promising/most relevant job at EU levels
2. Establish expert working-group (among partners)
3. Carry out Workshop with experts of the field
4. Expert working group drafts model specialist profiles in the EQF Code style
5. Explore national training offers for these professions and market needs

Whilst the first 3 steps allow us to work towards what can be broadly defined as a research hypothesis, steps no 4 and 5 provides the necessary step for testing our research hypothesis in market terms; in so doing it constitutes the core of our research process. Our approach is guided by the aim of developing a transferable methodology that can be of a wider use by various interested stakeholders. The methodology suggested by the e-Cult Skills Project is comprised by several easily identified and implemented steps that will be presented in the form of research template and is based on two major pillars.

- a) Researching e-culture job roles
- b) Researching relevant trainings

Such a twofold methodology has the ability to deal with the existing as well as the current knowledge, skills and competences or future needs in the field of e-Culture jobs and weight the one against the other. In so doing it will be able to suggest specific qualification modules on the basis of what is actually missing.

The two objectives - identification of knowledge, skills and competences, needed by stakeholders in the e-Culture sector, and identification of trainings already existing in the Culture sector and the trained knowledge, skills and competences- will be achieved through a two phase research process which consists of:

- a) Desk research
- b) Field research

Desk research will analyze the current state based on secondary data; internal and activity reports, press coverage, job ads and descriptions, and any other relevant documents and reports in partner countries will be presented and analysed with the aim to reveal both the future trends in the field of e-culture related occupations and the current situation. At the same time desk research will present the situation in the field of trainings related to e-Culture in each of the participating countries. The Workshop carried out in one of the participating countries is considered as part of the field research. Furthermore, the evaluation phase foreseen by the project will also support the field research since direct contact is held with experts of the field. These actions will help us to validate our hypothesis and make the necessary adjustments to the e-Cult Skills Job Role Profiles.

The detailed research methodology and identification of knowledge, competences and skills needed in the e-Culture sector are available as R2 and R3 of the e-Cult Skills project:

- ***R2a & R3a Methodology for identification of K, S, C needed in the e-cult sector & Trainings available in the EU***

- ***R2b & R3b Identification of K,S,C needed in the e-Culture sector & Trainings available in the EU***