



State of the art
of documentation initiatives
in the United Kingdom
February 2007

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1. Introduction

The project aims at developing and testing a tool to support the documentation of informally acquired competences in the Europass curriculum vitae, improving their cross-national transparency. The tool refers to the categories specified in the Europass curriculum vitae grid for recording informally acquired competences. It should help users of the Europass tools to self-reflect, using self-reflection aids, moving from already existing documents and supports, available in the framework of national competence pass initiatives.

In order to define best practice and develop items in this explorative phase of Europass+, the EEF has reviewed the Competence pass initiatives and informal learning in the UK.

2. Summary

Nine one to one interviews, five telephone interviews and internet research were used to build an accurate picture of competence pass initiatives and informal learning in the UK. Interviewee details are listed in Appendix 1.

Although the Europass CV has had 3 million downloads since 2005, it is recognised by few employers and institutions in the UK. The low recognition of Europass CV by end users is attributed to by the fact that Europass CV is a supplement of two key recognised European tools, NARIC (National Recognition Information Centre) and EURES (The European job mobility portal), that institutions and employers identify with.

Europass requires an improved marketing strategy. In order to increase usage and recognition of Europass in the UK the profile of Europass needs to be raised. Improvement of signposting to Europass would increase usage, NARIC and EURES should provide a better explanation of Europass supplements upon entry to their sites and within their documentation. Sector skills councils, employers' organisations and educational institutions could provide similar signposting.

Europass should identify and engage partners which Europass can compliment or be complimented by. Sector Skills Councils (SSCs) in the UK are relevant partners. A specific link can be made to Skills Passports which is the term SSCs use to describe their competence pass initiatives. A Skills Passport is a medium that allows individuals to build and maintain their skills and qualifications profile containing both educational and vocational skills. Skills Passports would compliment use of Europass CV by offering verification of an individuals competences by authorised organisations.

Europass+ online tool would benefit from using Skills Passport web based systems as a basis for development. Automated areas which generate information from an individuals self assessment or information entry for; learning and development plans, identifying transferable skills between jobs/industries and record keeping.

Key Skills is the closest process we have in the UK for categorising informal learning competences and placing them into a framework. Key Skills are general skills that can help improve learning and performance. They are important in learning because they help focus on what's being learnt and how learning is undertaken so that better results are achieved.

We propose that instructions and a self-assessment grid for detailing informal learning competence information is developed based on the 6 key skill areas and 5 Key Skill levels. The self-assessment grid would be used as a guideline for offering explanation of self assessment of informal learning competences within the personal skills and competences section of the Europass CV.

Derek Williams of Improve, the SSC for Food & Drink Manufacturing and Processing, stated that due to increasing mobility of individuals between European states there is a common purpose to share a language to describe qualifications within Europe. This view was shared by all interviewed SSCs, employers and the QCA who welcome links to the

European Qualifications Framework (EQF). The provision of a common language to describe qualifications which will help European employers and individuals compare qualifications across the EU's diverse educational training systems is primary to economic growth in Europe.

3. Europass in the UK

Europass in the UK is operated through the UK National Europass Centre (UK NEC). The Europass CV (ECV) is one of five documents to help people make their skills and qualifications clearly understood and to move around Europe.

The ECV in its purest form is an online template and guide for producing a Curriculum Vitae. ECV helps individuals collate personal information in addition to details of any work experience, education and training, personal skills and competences. Information entered on the ECV is self certified.

Kate Bellamy of UK NEC explained that ECV is mainly used by people who already have recognised qualifications and skills; employees, students and job seekers. Individuals can use ECV to aid applications or use it as a guide for producing their own CV without using the ECV template. Kate's user definition is anecdotal as end use of an ECV document is not tracked and therefore specific areas of usage cannot be defined.

Information included on the ECV can be enhanced through use of additional Europass documents such as Europass Certificate supplement (ECS) for holders of vocational educational and training certificates and Europass Diploma supplement (EDS) for holders of higher educational certificates. The service offers translation, details a profile of skills and competences and identifies the range of occupations accessible by the certificate holder. The Europass supplements enhance information that is already included in an individual's official certificate, making it more transparent and easy to understand, especially by employers or institutions outside the issuing country. Example: appendix 2

The ECS and EDS are not replacements for original Diplomas or Certificates and do not guarantee recognition. Although UKNEC does provide employers and educational establishments with information to help verify authenticity of certification.

Europass guidance for use of each of the five documents is mainly connected to formal information. Sections in the ECV template offer the individual opportunity to enter information on personal skills and competences (social, organisational, technical and computer); artistic skills and competences (Music, writing, design, etc.) and other skills and competences (hobbies, sports, positions of responsibility in voluntary organisations). None of these sections directly explains to an individual entering data or end user reading the ECV how information on informal learning provided is relevant in the work place or in developing new skills.

Dr Mike Coles of the QCA has the understanding that colleges of further education that exchange students in the EU are the main users of ECV, reflecting the views from UK NEC.

Deputy Principals from two large UK colleges stated that although their colleges have a significant international student cohort, they had little involvement with Europass. Their colleges main mechanism for confirming EU and international students' qualifications is by reference to a database run by the British Council called NARIC. This comes as shock as UK NARIC is the UK designated National Europass Centre (UK NEC) and has the task of promoting Europass instruments.

Similar statements were made by learning development managers from two large international employers who had not used Europass.

The UK national recognition information centre (UK NARIC) is the national agency for the Department for the Development of Education and Skills (DfES). They are the official information provider on the comparability of international qualifications. UK NARIC services, supplemented by the National Centre for Vocational Qualifications (NRP) and the National Europass Centre, provide essential assistance in Skills interpretation and progressions towards employment and further studies in the UK.

Europass users seeking employment are directed by UK NEC to the EURES (The European job mobility portal) Web and Network to promote themselves.

For companies advertising vacancies or individuals wishing to advertise themselves, EURES is the preferred European portal. EURES has a network of 7000 mobility advisers, that help individuals find work across 29 European centres. It provides advice and job matching services allowing job seekers to find work and employers to recruit across 29 European countries. The EURES portal allows individuals to search for a job, post their CV for employers to see and receive email alerts when suitable vacancies are advertised by employers. Candidate searches by employers and job vacancies for candidates can be searched for by using a profile match system. In order for the profile match to work EURES CV or vacancy registration templates are used. Europass documents can be used to supplement an individual's information on the EURES CV.

The EURES personal skills and competencies section on the EURES CV replicates the Europass CV. Once more none of these sections directly explains to an individual or end user reading the ECV how information on informal learning provided is relevant in the work place or in developing new skills.

Although ECV has had 3 million downloads since 2005, it is recognised by few employers and institutions in the UK. The low recognition of Europass by end users is attributed to by the fact that ECV is a supplement of two key recognised European tools NARIC and EURES that institutions and employers identify with.

4. UK Competence Pass Initiatives

The UK NEC currently works in partnership with Purple Passport Ltd to co-ordinate efforts to assist the recognition of skills and increased mobility of individuals around Europe, through Europass CV and Purple Passport.

Purple Passport Ltd is a private company with the specific objective to development and market a generic, web based, all sector skills passport network. Purple Passport offers a white label online passport solution currently supplying online skills passport schemes for eight Sector Skills Councils (SSCs) covering 14 million people in their footprint.

SSCs are independent organisations that each cover a specific Sector regarding skills, across the UK. Twenty five employer lead SSCs are there to help employers reduce Skills gaps and shortages, improve productivity and business, increase opportunities to boost skills and productivity of employees and improve learning supply for apprenticeships, higher educational and National Occupation Standards (NOS).

In addition to Purple Passport provision for eight SSCs reviews were made on SSCs providing their own Skills Passport. The SSCs were Construction Skills (SSC for Construction), Lantra (SSC for Environmental and Land-based Industries) and e-skills UK (SSC for IT and Telecom). SSCs use the term Skills Passports to describe competence pass initiatives.

A Skills Passport is a medium that allows individuals to build and maintain their skills and qualifications profile containing both educational and vocational skills. This online record can then be verified by authorised organisations adding significant credibility compared with a normal CV or resume, which only provides a “face value” account. Verifiers can include training providers, colleges, recruitment agencies and employers that are registered with a specific SSC Skills Passport.

The individual’s online Skills Passport is backed up by a skills Card provided by their SSC which verifies the identity of the passport holder. Cards contain the holder’s photograph, name, DoB and unique bar code which connect to the online record.

Skills Passports offer a list of detailed job roles from which an individual can find their current job or a job they wish to progress into. Each job role is industry agreed and is derived from NOS National Occupational Standards. NOS define the competences which apply to job roles in the form of statements of performance. I.e. knowledge and the evidence required to confirm competence. The Job role statements of performance list provide a list of tasks explaining what an individual needs to do to be competent in the job role. They cover the key activities undertaken within the job in question under all the circumstances the job holder is likely to encounter.

Individuals are asked to self-assess by ticking skills from a task list, relating to a current job or a job they wish to progress into, that they are proficient in. Example: Item 1 Appendix 3 competence list for a herds person.

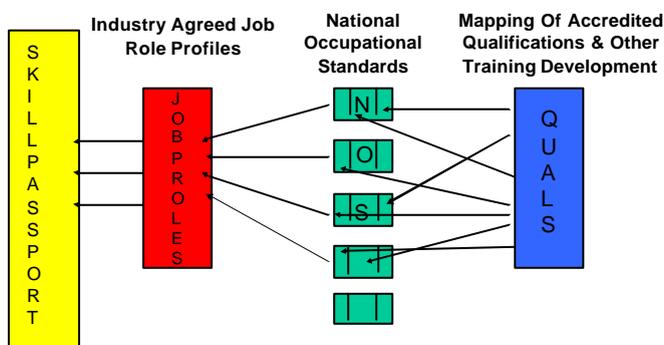
By using detailed job descriptions to self-assess skills the individual carries out their own training needs analysis from which development needs are identified and automatically feed through to a learning and development plan template. Performance and Knowledge criteria are provided as guidance i.e. what the individual must know and how it must perform. Example: Item 2 Appendix 3.

To address the development needs an activity is then generated or planned with an employer or institution. The activity can be connected to completing a qualification or by being exposed to a learning area which addresses the development need. Depending upon the type of activity provision can be made through educational institutions or an employer can provide it themselves. Activities are given a rating of essential or desirable, resources detailed, support needed outlined and target date for completion set. The learning and development plan template finally asks the user to identify the method of evaluation if the activity is not connected to a qualification. Employers carrying out their own evaluation carry out checks on whether the development has improved the performance of the individual.

No matter how evaluation is made it has to result in recognition of the skills. Recognition can be made through awarding bodies or employer endorsement.

All the skills/competences recognised on the individual's Skills Passport are then verified by an authorised SSC verifier. The verifier can be an employer, training provider, SSC consultant or college.

Derek Hartshorne LANTRA stated that emphasis by present and future employers was placed on employer endorsement of an individual's competences and Skills Passports



Skills Passport System

A Skills Passport helps the individual, employer or training provider set up a development plan by setting out goals and then breaking them down into manageable milestones. With the online setup the individual, employer or training provider is emailed reminders to prompt the appropriate outcome at the right time to ensure the learning process stays on track and targets are achieved.

Use of Skills Passports and NOS can assist companies, individuals and learning institutions in the following ways:

- Support for recruitment and personnel
- Job design and evaluation - producing the job specification/ description and monitoring roles / responsibilities
- Training and development programmes - identifying and specifying organisational needs, recognising individual achievements and Identifying training and development needs: Continuous professional Development (CPD)
- Development of education and training programmes - Curriculum design and development, relating skills-based learning to workplace requirements, developing specific learning objectives, developing the knowledge content for educational and training courses and design of qualifications
- Career guidance and development - Auditing skills acquired and needed, recognition of competences achieved and identifying career progression opportunities

In turn the company benefits as follows

- Prevents duplication of training
- Helps plan learning and identify employee training needs
- Reduces HR administration time and money regarding training record administration
- Provides a copy of monitoring skills gaps in the workforce

The Lantra Skills Passport OCF (Online Competence Framework) is transferable between 17 industries within its sector increasing mobility of employees and ensuring skills gaps are filled. Purple Passport also provides a transferability feature.

If an individual opts to work in another industry the Lantra and Purple Passport processes use an automated matching system which identifies transferable skills between jobs/industries and identifies NOS gaps to provide a training plan for the new job.

Lantra's OCF also provides a service which allows users to automatically match skills profile to job vacancies in the sector and employers to search for suitable candidates in the same way. Percentage ratings are offered on suitable matches i.e. the lower the percentage match the higher the need for training in additional skills.

Lantra will be presenting their Agri Pass version of their OCF Skills Passport to the Copa-Geopa working group in March. Agri Pass is a project which aims to develop an Agricultural Passport for Europe. Please check the glossary for an overview of the Copa group.

Purple Passport, E-Skills and Lantra systems have relatively low use compared to the Construction Skills SSC largest scheme card, Construction Skills Certification Scheme (CSCS) card. Construction industry employers have made it standard that CSCS cards are a mandatory requirement for construction workers. The Health and Safety element is the key selling point to employers. Employees using the card have to update their H & S through the Construction Skills health & Safety Test every five years.

Derek Williams Improve the SSC for Food & Drink Manufacturing and Processing stated that due to increasing mobility of individuals between European states there is a common purpose to share a language to describe qualifications within Europe. This view was shared by all interviewed SSCs, employers and the QCA who welcome links to the European Qualifications Framework (EQF). The provision of a common language to describe qualifications which will help European employers and individuals compare qualifications across the EU's diverse educational training systems is primary to economic growth in Europe.

5. Formal, Non-Formal and Informal Learnings

National Occupational Standards are the basis for National Vocational Qualifications and are achieved through assessment of on-the-job observation and questioning. Candidates produce evidence to prove they have the competence to meet NVQ standards. Assessors test candidates underpinning knowledge, understanding and work based performance to make sure they can accredit demonstration of competence in the workplace. The NVQ is a formal qualification and puts emphasis on the importance of having a teacher, knowledge and competence of memorising.

NOS itself can be classed as non-formal education, placed somewhere between formal and informal education. It is not as structured nor equally clearly orientated towards certificates than formal education, but is more organised than informal education.

Key Skills is the closest process we have in the UK for categorising informal learning competences and placing them into a framework. Key Skills are general skills that can help improve learning and performance. They are relevant to education and training, work and life in general. They are important in learning because they help focus on what's being learnt and how learning is undertaken so that better results are achieved. They are also important in work because they enable people to be flexible in all types of work. Employers look for Key Skills when recruiting and promoting people. These skills are relevant to all levels of an organisation as well as the self-employed.

Key skills are the skills that are commonly needed for success in a range of activities in education and training, work and life in general. Key Skills have been designed for any individual who wants to develop the common skills needed for education, training, work and life in general.

There are six key skills areas, three core areas: communication, application of number, information and communication technology, and three non-core but compulsory: problem solving; working with others and improving own learning and performance.

There are five levels of progression through the Key Skills Levels

Level 1 - helps to develop the basic skills that are important for key skills and increases confidence to apply the skills in routine situations.

Level 2 - extends on the basic skills and encourages responsibility for some decisions about how key skills are selected and applied to meet the demands of straightforward tasks.

Level 3 - marks a shift from straightforward tasks to more complex activities. A candidate should demonstrate more explicit reasoning ability and personal responsibility in making decisions about how tasks are organised.

Level 4 - requires candidates to have substantial autonomy and responsibility for managing activities and for identifying how the key skills relate to their situation. It recognises the ability to develop a strategy for using key skills over the extended period of time, monitor progress and adapt the strategy.

Level 5 - Personal Skills Development. This level requires candidates to apply their key skills in Communication, Working With Others and Problem Solving in an integrated way in order to improve their own learning and performance in managing professionally challenging work.

Key Skills are intended for everyone ranging from pupils in schools, trainees, and employees, to chief executives in large companies. At Levels One and Two candidates will work with straightforward subjects. At Level Three and above candidates are expected to deal with complex subjects and activities that are more demanding. Key Skills also forms a key part of the apprenticeship frameworks.

There are many benefits of Key Skills they aim to develop and recognise candidates' ability to apply common skills in the ways that are appropriate to different contexts, in order to improve the quality of learning and performance.

Key Skills shows that an individual:

- Has transferable skills that will be needed not just now but also in any future job
- Is flexible and can work independently and in teams
- Is willing to learn and raise standards
- Shows Initiative: Can ask questions and solve problems.

Key Skills are also:

- About potential as well as competence
- Focused on practical application in real situations
- Recognised in every area of training and education.

Key Skills are structured so that each Key Skill can be taken individually and at a level that suits the candidate's abilities.

Candidates must pass both an internal and external assessment for each of the units of Communication, Application of Number and Information and Communication Technology (ICT). For Working with Others, Problem Solving and Improving Own Learning and Performance only internal assessment is required. The internal assessment is based on a portfolio of evidence collected from day to day work, studies or other activities. The external assessment is a set examination and is marked externally. When a Key Skill is successfully completed, the candidate will receive a certificate stating which Key Skill has been achieved.

Each set of Key Skills standards has four parts:

1. A short overview of what Key Skills are about and what the particular Key Skill entails at that level.
2. A description of what candidates need to know how to do (Part A).
3. An outline of what candidates must show they can do (Part B).
4. Examples and Guidance of the techniques and knowledge defined in Part A, together with some helpful advice about producing evidence.

The formal learning element of Key Skills is assessment, portfolio evidence and examination. If these elements are removed the 6 skills areas and 5 Key Skill levels could be used for self-assessment of informal learning competences.

6. Conclusion

Although the Europass CV has had 3 million downloads since 2005, it is recognised by few employers and institutions in the UK. The low recognition of Europass CV by end users is attributed to by the fact that Europass CV is a supplement of two key recognised European tools NARIC (National Recognition Information Centre) and EURES (The European job mobility portal) that institutions and employers identify with.

Europass requires an improved marketing strategy. In order to increase usage and recognition of Europass in the UK the profile of Europass needs to be raised. Part of the strategy should include monitoring of Europass usage in order to provide user gap information. Improvement of signposting to Europass would increase usage, NARIC and EURES should provide a better explanation of Europass supplements upon entry to their sites and within their documentation. Sector skills councils, employers' organisations and educational institutions could provide similar signposting.

Europass should identify and engage partners which Europass can compliment or be complimented by. Sector Skills Councils (SSCs) in the UK are relevant partners with a specific link to Skills Passports which is the term SSCs use to describe competence pass initiatives. A Skills Passport is a medium that allows individuals to build and maintain their skills and qualifications profile containing both educational and vocational skills. Skills Passports would compliment use of Europass CV by offering verification of an individuals competences by authorised organisations. Verification adds significant credibility to an individuals normal CV or resume, which only provides a "face value" account. Verifiers can include training providers, colleges, recruitment agencies and **employers** that are registered with a specific SSC Skills Passport.

Europass+ online tool would benefit from using Skills Passport web based systems as a basis for development. Automated areas which generate information from an individuals self assessment or information entry for; learning and development plans, identifying transferable skills between jobs/industries and record keeping.

Europass+ is specifically looking at informally acquired competences. Informal education is learning that takes place in everyday life outside the curriculum. Europass and Skills Passports offer the individual opportunity to enter information on personal skills and competences acquired in the course of life and career but not necessarily covered by certificates and diplomas. The personal skills and competences sections allow the user to log information but don't specify why the information is relevant to the individual's personal learning or to a potential employer. It is important that if informal learning competences are entered on a CV or included in the learning development of an individual that these competences are categorised and placed into a framework which relates to work or learning areas. By categorising and adding a framework, guidelines can be produced. This would assist an individual entering information and offer improved explanation to an employer or learning institution of the relevance of their informal learning.

Key Skills is the closest process we have in the UK for categorising informal learning competences and placing them into a framework. Key Skills are general skills that can help improve learning and performance. They are relevant to education and training, work and life in

general. They are important in learning because they help focus on what's being learnt and how learning is undertaken so that better results are achieved. They are also important in work because they enable people to be flexible in all types of work. Employers look for Key Skills when recruiting and promoting people. These skills are relevant to all levels of an organisation as well as the self-employed.

Key Skills require evidence, assessment and examination so have a formal element but the 6 key skill areas and 5 levels could be used for the informal purpose of self assessment. Information entered into personal skills and competences sections could be categorised against the 6 key skill areas and each area rated against the 5 Key Skill levels. This would provide categorisation of personal skills and competences and an indication of skill / competence level.

We propose that instructions and a self assessment grid for detailing informal learning competence information is developed based on the 6 key skill areas and 5 Key Skill levels. The self assessment grid would be used as a guideline for offering explanation of self assessment of informal learning competences within the personal skills and competences section of the Europass CV.

Derek Williams, of Improve the SSC for Food & Drink Manufacturing and Processing, stated that due to increasing mobility of individuals between European states there is a common purpose to share a language to describe qualifications within Europe. This view was shared by all interviewed SSCs, employers and the QCA who welcome links to the European Qualifications Framework (EQF). The provision of a common language to describe qualifications which will help European employers and individuals compare qualifications across the EU's diverse educational training systems is primary to economic growth in Europe.

7. Appendices

7.1 Appendix 1

Details: Expert Interviewees & Research Contacts

One to One Interviews

Kate Bellamy	UKEuropass Co-ordinator UKNEC (UK National Europass Centre)
Mark Callahan	Managing Director Purple Passport Ltd (web based skilled passport provider)
Dr Mike Coles	Senior Researcher QCA (Qualification for curriculum Authority)
Derek Hartshorne	Business Development Manager LANTRA (SSC for Environmental & Land Based Industries)
Malcolm Hindle John McCoy	Apprentice Programme Manager Key Skills Co-ordinator EEF West Midlands Technology Centre (Training Provider)
Vic Reid	Deputy Principal Dudley College
Peter Tudor	Deputy Principal Matthew Boulton College
Derek Williams	Development Director Improve (SSC for Food & Drink Manufacturing and Processing)

Telephone Interviews

Tom Bolger	Learning Development Manager Central Networks (Energy Provision Engineers)
Carole Essex	Communications Manager Go Skills (SSC for Passenger Transport)
Neil Fowkes	Learning Development Manager Rolls Royce plc (Engineering Company)

Tim Feest

Director
OSC Eng. (Occupational Standards Council for Engineering)

Michael McDadd

UK EURES Lead Co-ordinator
Jobcentre Plus (Government agency supporting people into work
supporting employers to fill vacancies.)

and

7.2 Appendix 2

Europass Certificate Supplement



Europass certificate supplement ^(*)



Ireland

1. Title of the certificate ⁽¹⁾
National Craft certificate: Electrician
⁽¹⁾ In the original language

2. Translated title of the certificate ⁽¹⁾
⁽¹⁾ If applicable. This translation has no legal status.

3. Profile of skills and competences
<ul style="list-style-type: none">- Plan the job and estimate the amount of material required, from supplied drawings;- Interpret schematic diagrams and flow charts;- Utilise electrical test equipment;- Install and test wiring systems for lighting and power distribution;- Install and test switch gear and distribution boards;- Locate and rectify faults in wiring systems;- Locate and rectify faults in electrical equipment;- Install, test, commission and maintain lighting fittings and controls;- Install, test, commission and maintain electrical heating devises and controls;- Install, test, commission and maintain motive power devises;- Complete job related documentation.

4. Range of occupations accessible to the holder of the certificate ⁽¹⁾
Installation Electrician; Maintenance Electrician; Data Communications Systems Installer; Alarm Systems Installer.
⁽¹⁾ If applicable

<p>^(*) Explanatory note</p> <p>This document is designed to provide additional information about the specified certificate and does not have any legal status in itself. The format of the description is based on the following texts: Council Resolution 93/C 49/01 of 3 December 1992 on the transparency of qualifications, Council Resolution 96/C 224/04 of 15 July 1996 on the transparency of vocational training certificates, and Recommendation 2001/613/EC of the European Parliament and of the Council of 10 July 2001 on mobility within the Community for students, persons undergoing training, volunteers, teachers and trainers.</p> <p>More information available at: http://europass.cedefop.eu.int</p> <p>© European Communities 2002</p>
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APPENDIX 2
Continued

5. Official basis of the certificate	
Name and status of the body awarding the certificate - FÁS - Training and Employment Authority; - Department of Education and Science. <i>FÁS - Training and Employment Authority, was established in 1988 under the Labour Services Act 1987 to provide a wide range of services to the labour market in Ireland. FÁS is the statutory authority for apprenticeship in Ireland and has statutory powers of certification.</i>	Name and status of the national/regional authority providing accreditation/recognition of the certificate
Level of the certificate (national or international) Craft	Grading scale / Pass requirements Pass: - Practical: all essential skills passed in all phases, including on-the-job assessment; - Theory: 70 %. Merit: - Practical: all essential skills plus desirable skills passed in all phases; - Theory: 85 %.
Access to next level of education/training Access to third level	International agreements
Legal basis Labour Services Act 1987; Industrial Training Act 1967.	

6. Officially recognised ways of acquiring the certificate		
Description of vocational education and training received	Percentage of total programme (%)	Duration (hours/weeks/months/years)
Training centre-based	10%	20 weeks
Workplace-based	10%	20 weeks
Accredited prior learning	80%	3.2 years
Total duration of the education/ training leading to the certificate		4 years
Entry requirements Minimum of grade 'D' in five (5) subjects in the Department of Education's Junior Certificate or its approved equivalence.		
Additional information More information (including a description of the national qualifications system) available at: http://www.fas.ie		
More information (including a description of the national qualifications system) available at: www.nqai.ie/nrmainpage.htm		
National reference point http://www.nqai.ie/nrmainpage.htm		

7.3 Appendix 3 Skills Passport

Variable or desirable Job Skills

Skills	Required in this job?	Relevant Qualification	I believe I have this Skill	Workplace Performance endorsed?	Add to my CV?
Load and unload physical resources		-	<input type="checkbox"/>	Unendorsed	<input type="checkbox"/>
Assist with preparing livestock for transfer		-	<input type="checkbox"/>	Unendorsed	<input type="checkbox"/>
Assist with the selection of livestock		-	<input type="checkbox"/>	Unendorsed	<input type="checkbox"/>
Care for the mother and her young		-	<input type="checkbox"/>	Unendorsed	<input type="checkbox"/>
Carry out maintenance procedures		-	<input type="checkbox"/>	Unendorsed	<input type="checkbox"/>
Carry out milking		-	<input type="checkbox"/>	Unendorsed	<input type="checkbox"/>
Complete milking of livestock		-	<input type="checkbox"/>	Unendorsed	<input type="checkbox"/>
Control and restrain livestock using specified methods		-	<input type="checkbox"/>	Unendorsed	<input type="checkbox"/>
Control the movement of livestock from one location to another		-	<input type="checkbox"/>	Unendorsed	<input type="checkbox"/>
Establish and confirm		-	<input type="checkbox"/>	Unendorsed	<input type="checkbox"/>

Item 1 Competence list for a herds person.

The screenshot shows a web browser window with a modal content loader. The modal title is "Operate a power vehicle". It has tabs for "Description", "Performance", "Knowledge", "Training Opportunities", and "All". The "Description" tab is active, showing a list of requirements:

- carry out all work activities in accordance with health and safety legislation, and codes of practice
- conduct all movements of the vehicle safely, and consistent with the type of vehicle and operation
- deal with any hazards and obstacles encountered during the operation in accordance with standard practice
- leave the vehicle safe after use and in a condition suitable to its future use
- maintain the efficiency of vehicle performance through the appropriate handling and use of the vehicle
- modify operating procedures to take into account any changes in weather and ground conditions, and types of terrain
- use attachments to the vehicle safely at all times

The background shows a list of other skills, each with a checkbox for endorsement, all currently set to "Unendorsed".

Item 2 Performance and Knowledge criteria - What the individual must know and how it must perform.

GLOSSARY

Construction Skills *SSC for Construction*

Construction Skills is the Sector Skills Council for construction. They represent every part of the construction industry, from architects to bricklayers, in every part of the UK and cover every part of the skills agenda - from grants to college places.

COPA *Committee of Professional Agricultural Organisations in the European Union*

COPA is made up of 53 organisations from the 25 countries of the European Union, 5 associated organisations from Bulgaria and Romania and 7 partner organisations from Iceland, Norway, Switzerland and Turkey.

This broad membership allows COPA to represent both the general and specific interests of farmers in the Member States and, since its inception, it has been recognised by the Community authorities as the spokesman for the agricultural sector as a whole.

EURES *European Employment Service*

EURES seeks to assist the free movement of workers within Europe. EURES provides information and guidance to workers, employers and other interested individuals, on living and working abroad. EURES also aims to support the placement and recruitment of workers abroad.

EUROPASS

Europass is a European initiative designed to help people to make their skills and qualifications clearly and easily understood and to move around Europe (EU, EFTA, EEA and candidate countries).

Five documents help people achieve this purpose: the Europass CV; Europass Language Passport; Europass Diploma Supplement; Europass Certificate Supplement and Europass Mobility.

Improve *SSC for Food & Drink*

The Sector Skills council for food and drink in the UK works with everybody connected to the industry, including employers, trade organisations and employees. The SSC caters for half million employees with businesses turning over £70 billion per annum.

Key Skills

Key skills are the skills that are commonly needed for success in a range of activities in education and training, work and life in general. There are six key skills areas, three core areas: communication, application of number, information and communication technology, and three non-core but compulsory: problem solving; working with others and improving own learning and performance.

LANTRA *SSC for Environmental & Land based Industries*

Lantra works to improve the level of skills and business performance in companies across 17 industries from agricultural livestock to floristry. Lantra works with employers to shape policies funding and learning provision. They promote the importance of having a highly skilled and motivated workforce through training and development with the aim of increasing business productivity, sustainability and ultimately profitability.

NOS *National Occupational standards*

NOS are statements of the skills, knowledge and understanding needed in employment and clearly define the outcomes of competent performance.

NOS are heavily used in the development of individuals in the workplace, in the areas of recruitment; staff development review; promotion; identifying training or continuing professional development (CPD) and staff planning.

NOS help to define areas of expertise and common competences for specific roles, creating a constant approach to developing and accrediting training and qualifications.

NOS allow people with no formal academic qualification to demonstrate competence in comparison to those with qualifications in the same job.

NVQs *National Vocational Qualifications*

National vocational qualifications (NVQs) are work-related, competence-based qualifications. They reflect the skills and knowledge needed to do a job effectively, and show that a candidate is competent in the area of work the NVQ framework represents.

NVQs are based on national occupational standards. These standards are statements of performance that describe what competent people in a particular occupation are expected to be able to do. They cover all the main aspects of an occupation, including current best practice, the ability to adapt to future requirements and the knowledge and understanding that underpin competent performance.

Within reason, NVQs do not have to be completed in a specified amount of time. They can be taken by full-time employees or by school and college students with a work placement or part-time job that enables them to develop the appropriate skills. There are no age limits and no special entry requirements.

OSCENG *The Occupational Standards Council for Engineering*

OSCEng is a cross-sector body in the UK responsible for the development, maintenance, promotion and managing the implementation of generic occupational standards for engineering and manufacturing.

PURPLE PASSPORT

Purple Passport Ltd is a private company with the specific objective to develop and market a generic, web based, all Sector skills passport network. The company provides online skills passport schemes for five Sector Skills councils.

The UKNEC currently works in partnership with Purple Passport Ltd to co-ordinate efforts to assist the recognition of skills and increase mobility of individuals around Europe, through Europass CV and Purple Passport.

QCA *Qualifications for Curriculum Authority*

QCA is a non-departmental public body sponsored by the Department for Education and Skills (DfES). It is governed by a board whose members include the Secretary of State for Education and Skills.

QCA maintains and develops the national curriculum and associated assessments, tests and examinations; and accredits and monitors qualifications in colleges and at work.

SSCs *Sector Skills Councils*

Independent organisations that cover specific Sector regarding Skills, across the UK. Twenty five employer led SSCs are there to help employers reduce skills gaps and shortages, improve productivity and business, increase opportunities to boost skills and productivity of employees and improve learning supply for apprenticeships, higher educational and National Occupational Standards (NOS). SSCs are licensed to the Secretary of State for Education and Skills.

SSDA *Sector Skills Development Agency*

Public body responsible for funding, supporting and monitoring the network of Sector Skills Councils (SSCs). Ensure skills provision is designed to meet Sector needs.

UK NEC

The UK National Europass Centre (UK NEC) is responsible for the co-ordination, management and promotion of all UK activities related to Europass and its documents.

UK NARIC *National Recognition Information Centre*

The UK NARIC is the National Agency for the Department for Education and Skills (DfES). We are the only official information provider on the compatibility of international qualifications from over 180 countries worldwide.

The UK NARIC services, supplemented by the National Centre for Vocational Qualifications and the National Europass Centre, provide the essential assistance in skills recognition and progressions towards employment and further studies in the UK.

UK NRP *UK National Reference Point for Vocational Qualifications*

UK NRP is an independent unit under the management of UK NARIC. UK NRP serves as a first point of contact for national vocational qualifications and is a central information resource for UK skilled worker, trade and technician level qualifications. UK NRP also acts as a national agency representing the UK in a European network of reference points for vocational qualifications in Member States.

UK NRP provides an evaluation service for skilled worker, trade and technician qualifications to enhance employment prospects.

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