



*Moteur de Résultats*

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# COMMET project

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## Research reflecting the position of social partners (employers) in France with regard to competency based job descriptions

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In an economic environment which is constantly changing and subjected to increasing competitive pressures, the competency-based approach, thanks to the comparison that it enables between the field of training and the labour market, appears today as a necessary evolution necessary for keeping and developing the competitiveness of enterprises.

Since the 60's, in France, some works linked to the elaboration of a national qualification framework have been carried out, notably allowing to put together the so called "general" training outcomes to those from both initial and continuous vocational training. Little by little, possibilities of validating the experience-related outcomes or lessons (*VAE - Validation des Acquis de l'Expérience : system allowing to obtain part or the whole of a qualification on the basis of a professional experience*) have been introduced into the national framework, in a lifelong learning perspective.

In the context of this collective construction, the social partners, representatives from the professional world, have played a significant part by positioning themselves on a job description approach based on "standards of occupations", oriented towards the "learning outcomes" and using the concept of competencies to describe those learning outcomes.

The role of these players from the professional branches experienced an acceleration in 2002 with the launching of the National Commission of Professional Certification (*CNCP – Commission Nationale de la Certification Professionnelle*), allowing to strengthen the link between the vocational qualifications and the national framework.

This progression towards a shared national framework based on a lifelong learning approach, is henceforth widely rooted into the policies and strategies of the labour, employment and training French players. Consequently, the position of social partners and more particularly the employers regarding

this matter is widely in keeping with a willingness of consistency between the training offer and the field reality which involves, among other things, a competency-based job approach.

The description of jobs in France is proceeded at several levels in which the social partners, representing the employers, play a certain part, asserting this way their position towards the competency-based approach which they strongly recommend and support.

### **At the level of the French National Qualification Framework:**

#### Link between qualification and competencies

In France, the National Qualification Framework is represented by the RNCP (*Répertoire National des Certifications Professionnelles* i.e. *the National Index of Professional Qualifications*) which gathers the whole of French certifications recognized as qualification indicators. It makes up the framework of the references that will be able to be positioned at European level.

Created in 2002 through the social modernization law (17 Januray 2002, number 2002-73), this index is being managed by the National Commission of Professional Certification (*CNCP - Commission Nationale des Certifications Professionnelles*) and currently integrates 96% of French qualifications, with the exception of higher education. Placed under the authority of the Ministry in charge of vocational training, the commission is made up of 43 members including:

- Ministry representatives
- Representatives of French regions
- **Social partners** (professional organisations representing employers and employees)
- People representing consular chambers (guild chamber, chamber of commerce and industry, farmers' associations)
- And other qualified persons.

This Commission is aimed at:

- Listing the offer of professional qualifications (national index of professional qualifications)
- Ensuring the adaptation of certifications to the professional environment, voice recommendations for the attention of institutions issuing professional certifications or qualification certificates
- Pointing out possible conformity between certifications
- Create a new catalogue of certification levels.

In those index grids or certification descriptions, the **competency dimension** is integrated. It is expressed as **occupation standards** or **elements of acquired competency**.

“The notion of occupation standards enables to position people in relation to goods or service production processes. The notion of competence reflects the specific activities they contribute to these production processes.”<sup>1</sup>

By participating to this national commission, the people representing the professional organisations (or social partners) confirm their desire to adopt an operational based on competencies approach of jobs.

Link between jobs and competencies:

In close relationship with the National Index of Professional Qualifications (**RNCP**), the Operational Index of Jobs and Occupations (*ROME – Répertoire Nationale des Métiers et des Emplois*) proposed by the National Agency for Employment (**ANPE**), describes in an operational way the contents of the different possible occupations and jobs, dedicating a whole section to **the presentation of the competencies related to the job** (basic technical competencies, associated competencies, occupation-related competences, see screenshot of a job description below). Gathering more than 10 000 jobs and occupations, this index is currently the unique complete index based on a strong anchoring on the labour market, notably through the consideration of possible professional mobilities.

accueil anpe.fr > Les fiches métiers >

**Recherche par code ROME**

**Répertoire Opérationnel des Métiers et des Emplois (ROME) ?**

**44114 CHAUDRONNIER-SOUDEUR/CHAUDRONNIERE-SOUDEUSE**

**Compétences techniques de base :**

- Lire un plan et tracer.
- Utiliser les outils manuels (pointe à tracer, règles...) et les machines appropriées (cisaille, plieuse, cintruse...).
- Assembler et contrôler les pièces selon les plans et fiches d'instructions.
- Déterminer la suite des opérations à effectuer pour réaliser la pièce ou l'ensemble chaudronné.
- Souder et oxycouper.
- Elaborer et réaliser des outillages et gabarits de contrôle.

**Compétences associées :**

- Savoir organiser un chantier.
- Connaître l'informatique appliquée à la commande numérique.

**Capacités liées à l'emploi :**

- \* L'emploi/métier requiert d'être capable de :
- Se représenter des volumes dans l'espace.
- Travailler avec précision.
- S'adapter à de nouvelles machines et technologies.
- S'intégrer dans une équipe.
- Communiquer avec des professionnels appartenant à d'autres corps de métiers.

**Appellations principales :**

- \* Chaudronnier Chaudronnière
- \* Chaudronnier-tôlier
- \* Tôlier

**Appellations spécifiques :**

- \* Assembleur Assembleuse au plan
- \* Chaudronnier Chaudronnière aéronautique
- \* Chaudronnier-soudeur Chaudronnière-soudeuse
- \* Chaudronnier Chaudronnière tôle fine
- \* Chaudronnier-tuyauteur Chaudronnière-tuyauteuse usinage par formage
- \* Cintreur Cintreuse
- \* Formeur de coques en construction navale
- \* Métallier
- \* Planeur
- \* Plieur Plieuse
- \* Redresseur Redresseuse
- \* Rouleur
- \* Serrurier Serrurière
- \* Serrurier Serrurière en construction navale
- \* Traceur Traceuse d'atelier en construction navale
- \* Traceur Traceuse de bord en construction navale
- \* Traceur Traceuse en chaudronnerie
- \* Traceur Traceuse en construction aéronautique

Source: <http://www.anpe.fr/espacecandidat/romeligne/RNIndex.do>

**At the level of the construction of occupational standards linked to professional branches:**

<sup>1</sup> Extract from the Training and Employment letter from the CEREG, n°78, January-February 2008, “Drawing up European competence standards”

Even though recently integrated to the national index, the Professional Qualification Certificates (*CQP – Certificats de Qualification Professionnelle*), qualifications offered by professional branches, keep on being proposed and formulated by social partners and notably, professional organisations.

In the presentation of those qualifications from the metallurgical sector (**CQPM**), they mention professional abilities in the certificate standards (set of aptitudes and knowledge knowledge that become observable results when implemented or the potential of an individual in terms of combination of knowledge, know-how, abilities and behaviours – source: RNCP) and not competencies.

### **The role of professional branches (social partners) in terms of vocational training in France:**

The new vocational training regulations stemming from the ANI of the 5<sup>th</sup> of December of 2003 and the Law of the 4<sup>th</sup> of May of 2004 gave a new and significant role to the professional branches. The latter have been entrusted with the responsibility to define a **true branch policy** by adapting the legal framework according to their sectorial issues. This has given rise to the definition, through branch agreements on vocational training, of a series of priorities in terms of eligible target groups to some training types, of training durations and objectives.

As an example, in the framework of the building sector, marked by a strong growth and on the same time labour force shortages and employee loyalty difficulties, the social partners of this sector have, through the law of the 13<sup>th</sup> of July 2004 regarding the implementation of the vocational lifelong learning, taken into account these issues in their priorities. They thus opened the “professionalisation period” to the permanent-contract employees below 30 years old, in order to attract applicants.

### **At the level of enterprises:**

At the time of the implementation of Provisional employment and skills management agreements, in France as in other countries, enterprises must increasingly anticipate on their future jobs and be able to establish **a direct and clear link between occupations and the necessary competencies to hold them.**

The job descriptions based on the competences in the main tools of enterprises in order to manage their human capital, to measure the gaps between actual knowledge and upcoming needs, in order to steer the careers.

It exists in France several types of job descriptions with diverse names depending in the involved sector or even on the involved enterprises.:

- Competency standards
- Competency and occupation standards

- Employment standards
- Training standards
- Evaluation standards
- Index of occupations and jobs
- Occupation descriptive forms
- Position descriptive forms

Within the enterprise, several levels are being distinguished in order to establish a link between occupations and competencies:

1. The **index of jobs and occupations**: inventory, at a given moment, of the jobs, occupations and positions of the enterprise (with an regular updating); grouping of positions by occupation, by job and by professional family.
2. The **competency standards**: list of the required competencies to hold a occupation
3. The **occupation or position descriptive forms**: identification of the roles and responsibilities, list of the missions, analysis of the value of the executed activities, etc.

The two latest levels can be united into a form named “occupation-competency descriptive form”, documents containing approximately 2 or 3 pages and describing in an all-encompassing way the missions and characteristics of an occupation as well as the required competences for this occupation. These 3 elements represent the basic tool for the competency management whose existence is required by the ISO 9001-2000 standard.

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### Glossary (according to the RNCP)

Capacity / Ability	<p>Set of aptitudes and knowledge that become observable results when implemented.</p> <p>or</p> <p>Potential of an individual in terms of combination of knowledge, know-how, aptitudes and behaviours.</p>
Certification	<p>The word certification is a generic term applying to a high number of objects and actions, official or not.</p> <p>In the national index, only certifications regarding the validation process of the mastery of a professional occupation and its results are taken into account.</p>
Competency	<p>A competency is being translated by a capacity to combine a set of knowledge, “know-how-to-do” and “know-how-to-be” with the objective of achieving a task or an activity. It always includes a vocational aim and intervenes in a context of its own.</p> <p>The result of its implementation is only possible to assess in a given context (considering the autonomy and the resources at disposal...).</p>
Standard or frame of reference	<p>According to the way certificates are being created, the different frame of references (activity, certification, etc.) cover different meanings.</p> <p>From a general point of view, it is a descriptive document which is used as a reference and the contents of which (used concepts, meaning of the terms, structuring of the different elements, etc); are different depending on the situation. Thus, the choice of a frame of reference requires that its users share the same understanding of it. The frame of references are the main components of the certification policies.</p>
Certification standard or frame of reference	<p>In some cases, it is a document which precisely describes the capacities, competencies and knowledge required to obtain the targeted certification. It provides information regarding the situation in which the latter can be assessed, the success criteria that enable to evaluate the performance of the applicant.</p> <p>It gives information on what must be evaluated, the evaluation modes as well as the appraisers or members of the jury that will be involved.</p> <p>In other cases, the certification standard identifies the combination of competencies for which it is necessary to appraise the mastery (certification objectives).</p>
Occupation standard or frame of reference	<p>In the context of the National Index of Professional Certification, this is a document which describes the content and the execution mode of the activities and tasks, the implementation conditions, the objectives, the aims target by a certification.</p> <p>It can be a description of the standard occupation since it gathers the analysis of</p>

	a set of relatively homogeneous professional situations that can form an entity, an occupation or a job from one or several professional sectors. In some case, it can constitute the description of a set of functions.
Knowledge	Set of practical and theoretical knowledge. (NF X 50-750)
Know how-to-be	Commonly used term to define a relational know-how that is to say behaviours and attitudes expected in a given situation. (NF X 50-750)
Know-how	Implementation of a knowledge and a practical ability mastered for a specific realization. (NF X 50-750)