

INTRODUCTION TO THE GENERAL METHODOLOGY IN WORK PACKAGE 4

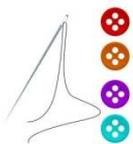
STEP #1 – DESCRIPTION OF QUALIFICATIONS STANDARD (TEXTILE AND TARGET SECTORS)

Any time you have done previous work characterizing the textile industry to understand the socio-labor workers to relocate, and identified those sectors that had a greater probability of being possible targets for these workers, according to the criteria in this study; it is time to define how that relocation should be carried out.

To make this possible are to lay the groundwork for the retraining of surplus workers from the textile sector, responding to the main objectives of this project was set:

- a) To account for the repertoire of qualification standards according to existing regulations in the textile sector and targets identified.
- b) Establish and define the routes of retraining, to families of the National Qualifications Framework (where available) have affinities with the professional family of origin, Textile.

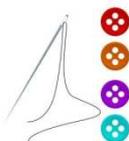
To perform the repertoire of qualification standards quoted in the first of the two preceding points an approach to all current professional qualifications on today in the textile sector. For your understanding is as simple as possible we propose a token system whose structure is explained in the following example:



NAME OF TEXTILE QUALIFICATION STANDARD

<p><u>Qualification Level:</u> (In your National Qualification Framework, where available)</p> <p><u>Code:</u> (If the code exists)</p>	<p><u>Legal reference:</u></p>
<p><u>General competition:</u></p> <p>It is the overall expression of the professionalism required for the performance of the occupation, which made explicit the great features that characterize, together with capabilities that allow effective exercise them in relation to the professional environment in which they develop "</p> <p>"In general competition are detailed technical, organizational, participatory, social / relationship with the environment and to respond to contingencies</p>	
<p><u>Qualification related occupations:</u></p> <p>Refers to occupations and jobs in the labor situation, may be exercised to acquire the skills of the occupation</p>	<p><u>Economic sectors:</u></p> <p>The economic activities that is present in the qualification</p>
<p><u>COMPETENCE UNITS:</u></p> <p>Define the major functions that are derived from the general competition, representing a significant and fundamental to the profession, and may reflect major stages of the work process or fundamental techniques, resulting in finished products or specific services</p>	<p><u>ASSOCIATED TRAINING MODULES:</u></p> <p>They are training programs that allow professionals to acquire the skills contained in each of the units of competency to which they are associated.</p>

As for the routes of proposed retraining for workers who come from the textile sector, we must realize first of all the target sectors to which they refer and to be developed in the next work package (number 5). The occupational should be identified clearly in the document.



The criterion for each itinerary, depending on the target sectors, the affinity in the activity referred to each qualification, and that increases with each level of qualification depending on the complexity of skills to develop.

Itineraries respond only to clear or obvious relationships between the various skills that increase their level of complexity. Therefore we cannot rule out other connections between levels, but not being clear enough, it chooses not to consider them part of an itinerary.

Finally, make the development of a set of cards detailing each of the elements of formation. Each standardisation cards the following information:

NAME OF TARGET SECTORS QUALIFICATION STANDARD	
<p><u>Qualification Level:</u> (In your National Qualification Framework, where available)</p> <p><u>Code:</u> (If the code exists)</p>	<p><u>Legal reference:</u></p>
<p><u>General competition:</u></p> <p>It is the overall expression of the professionalism required for the performance of the occupation, which made explicit the great features that characterize, together with capabilities that allow effective exercise them in relation to the professional environment in which they develop "</p> <p>"In general competition are detailed technical, organizational, participatory, social / relationship with the environment and to respond to contingencies</p>	
<p><u>Qualification related occupations:</u></p> <p>Refers to occupations and jobs in the labor situation, may be exercised to acquire the skills of the occupation</p>	<p><u>Textile Occupations most closely related:</u></p> <p>(1) SEE NOTE BELOW FOR DETAILS</p>
<p><u>COMPETENCE UNITS:</u></p> <p>Define the major functions that are derived from the general competition, representing a significant and fundamental to the profession, and may reflect major stages of the work process or fundamental techniques, resulting in finished products or specific services</p>	<p><u>ASSOCIATED TRAINING MODULES:</u></p> <p>They are training programs that allow professionals to acquire the skills contained in each of the units of competency to which they are associated.</p>
<p><u>Requirements for access to training modules:</u></p> <p>(2) SEE NOTE BELOW FOR DETAILS</p>	
<p><u>Access to higher level qualifications related to:</u></p> <p>(3) SEE NOTE BELOW FOR DETAILS</p>	

(1) Textile occupations most closely related:

This section aims to establish a comparison between the occupations connected with the qualifications and occupations within the textile sector in the survey were used to establish, if appropriate, a link that relates the occupation competence textile qualification destination. For this purpose you can use any national classification of occupations, or else propose the use of ISCO occupations that included in the summary report of work package 2 and reproduced again here:

- 3A) 7318 - HANDICRAFT WORKERS IN TEXTILE, LEATHER AND RELATED MATERIALS
- 3B) 7531 - TAILORS, DRESSMAKERS, FURRIERS AND HATTERS
- 3C) 7533 - SEWING, EMBROIDERY AND RELATED WORKERS
- 3D) 7535 - PELT DRESSERS, TANNERS AND FELLMONGERS
- 3E) 8151 FIBRE PREPARING, SPINNING AND WINDING MACHINE OPERATORS
- 3F) 8152 WEAVING AND KNITTING MACHINE OPERATORS
- 3G) 8153 SEWING MACHINE OPERATORS
- 3H) 8154 BLEACHING, DYEING AND FABRIC CLEANING MACHINE OPERATORS
- 3I) 8155 FUR AND LEATHER PREPARING MACHINE OPERATORS
- 3J) 8159 TEXTILE, FUR AND LEATHER PRODUCTS MACHINE OPERATORS NOT ELSEWHERE CLASSIFIED

(2) Requirements for access to training modules

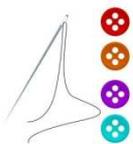
This section of the tab should consider, depending on the skill level of each standard target access requirements considered appropriate for proper utilization of the training would lead to a worker retraining.

For guidance and an element that best reflects the difference between skill levels, you can use the academic (educational system) minimum access to the reclassification program.

(3) Access to higher level qualifications related

The final section of the card on access to qualifications related to the higher level would be more logical access to advance their professional qualifications.

This section is intended only to capture in each card, if relevant, the logical continuation of a route to higher levels.



STEP 2 – ORDER THE QUALIFICATION STANDARDS BOTH THE TEXTILE SECTOR AS A TARGET SECTORS BASED ON LEVELS OF QUALIFICATION.

The main objective of this phase is to sort the qualification standards with which we will work according to any of the options presented in the next paragraphs. The reason for this activity is to structure based on skill level, future schedules, as realistically as possible.

A practical example: if a worker textile whose competencies or qualification is Level 2 according EQF and aims to access a new sector with difficulties already of itself constitute requalification, could hardly access a level 3 the sector of destination (or at least that's the premise from which we started).

In this sense there are several possibilities:

- a) Your country has legislated levels of qualification in the National Qualifications System.
- b) Your country has related skill levels legislated in relation to the 8 levels of the European Qualification Framework
- c) Your country does not have a system of levels of qualification for vocational training.

We propose for you:

- a) Use the national level that is in effect, for all qualifications in all productive sectors, will be governed by these levels.
- b) We invite you to use the conversion to the EQF in your work for the purposes of each qualification level.
- c) Directly use the EQF level when the different standards of qualification, following the directions of the EQF.

The criteria for assigning levels of qualification will be based on the structure of the European Qualifications Framework. To do so, attach a PDF document where you will find a set of criteria for each qualification in what level of qualification according to the EQF.

Therefore by the methodology document is also sent the document called "EQF_criteria.pdf" prepared by the European Commission itself to accurate description of the criteria to be applied (see Annex II of this document).

It could show something like this (example with reference to the 8 EQF levels):

NOTE: This is only an example; the configuration will be determined by the national set of qualification standards.

TEXTILE QUALIFICATIONS	EQF LEVELS	TARGET SECTOR QUALIFICATIONS
	8	
Qualification N	7	Qualification #9 Qualification N
	6	
	5	Qualification #7 Qualification #8
Qualification #7	4	
Qualification #4 Qualification #5 Qualification #6	3	Qualification #3
Qualification #3	2	Qualification #1 Qualification #2
Qualification #1 Qualification #2	1	Qualification #4 Qualification #5 Qualification #6

- There may be scenarios, such as a textile worker with a skill level 3 for example, had no qualifications at destination in the same level, in this case try to find a destination on a next lower level qualification (in this case 2).

- Moreover configurations that might appear there at the same level (see for example the level 1 of the table above) in which we had 2 origins and 3 targets. In this case for each qualification of origin (in our example there are two) should assess their differential skills with each of the three targets. In the example of level 3 in the table, for each of the qualifications of origin, should assess the differential with the only qualification target.

STEP #3 – DIFFERENTIAL BETWEEN THE ANALYSIS OF SKILLS ACQUIRED IN THE TEXTILE AND SIKLLS NEEDED IN TARGET SECTORS.

The aim of this third step is to determine what differences exist between the job skills of each standard qualification in the textile and the skills of the target industry standards. This exercise also involves identifying possible common standards of competence origin and destination, which could in any way "validated" when developing training programs for retraining.

In the original project and in accordance with the structure of the qualification standards in Spain, we used the units of competency as a reference for comparison, and if in doubt, go to the so-called "professional performances", which disintegrate the unity competition further.

"Units of competence" are defined in the Spanish Vocational Qualifications System, as "the aggregate minimum skills, capable of recognition and partial accreditation"

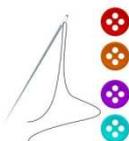
The "professional performances" are defined in the National Vocational Qualifications and Spanish, as "describe the expected behavior of the person, objectified by its consequences or outcomes, so that it can be considered competent in that unit." (A set of professional performances are grouped around a competency unit).

In the national qualifications system in Spain, certain "competence units" are common to different qualifications (set of units of competence).

Depending on the qualifications system in your country it would be ideal to find a structure similar to the Spanish system, an issue that must be identified in advance and if any major differences, would be determined which elements of competence in the case of each participating country.

However and in order to clarify the function and structure of the Spanish National Qualifications enclose a brochure in English where you can appreciate the main features of the system. The file referred to is called "Spanish System.pdf Qualification."

If we return to our hypothetical example of step 2 in which he attributed to each standard level of qualification:



TEXTILE QUALIFICATIONS	EQF LEVELS	TARGET SECTOR QUALIFICATIONS
Qualification #4	3	Qualification #3
Qualification #5		
Qualification #6		

Example of procedure:

COMPETENCES DIFFERENTIAL		
ORIGIN TEXTILE QUALIFICATION #4 (Variety of competences which a textile worker could to have)	TARGET SECTOR QUALIFICATION #3 (Competencies which has to achieve a textile worker)	SIMILARITIES (If you have found similarities, these competences could be skipped of the retrain program)
Competence unit 1	Competence unit 1	Full – Part - None
	Competence unit 2	Full – Part - None
	Competence unit 3	Full – Part - None
	Competence unit n	Full – Part - None
Competence unit 2	Competence unit 1	Full – Part - None
	Competence unit 2	Full – Part - None
	Competence unit 3	Full – Part - None
	Competence unit n	Full – Part - None
Competence unit 3	Competence unit 1	Full – Part - None
	Competence unit 2	Full – Part - None
	Competence unit 3	Full – Part - None
	Competence unit n	Full – Part - None
Competence unit n	Competence unit 1	Full – Part - None
	Competence unit 2	Full – Part - None

COMPETENCES DIFFERENTIAL

COMPETENCES DIFFERENTIAL		
	Competence unit 3	Full – Part - None
	Competence unit n	Full – Part - None



STEP #4 – DEVELOP REQUALIFICATION PATHS BASED ON COMPETENCES

This last step will be the starting point of the WP5, to the extent that the itineraries of competency-based requalification will give way to the same process in terms of training courses for the change of sector. Therefore, as mentioned elsewhere, the national qualifications system which we use in the original project, it has a set of training modules related to each of the competence units, that have been driving, this allow the work of WP5 are already structured in advance to the achievement of WP4.

Continuing with the example in Step 3, we would have a set of tabs which determine the path to be taken by the textile workers if they want access to a qualification in one of the target sectors. This will synthesize the results into a model to collect at least the following information:

STARTING QUALIFICATION:		
TEXTILE QUALIFICATION #4		
YOU NEED TO COURSE	Competence unit 1	Full – Part - None
	Competence unit 2	Full – Part - None
	Competence unit 3	Full – Part - None
	Competence unit n	Full – Part - None
QUALIFICATION DESTINATION:		
TARGET SECTOR QUALIFICATION #3		

