PARTNERS FOR CHANGE

National Occupational Standards
Best Practice

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Adding skills and competence

Labour Market Research

Training and qualifications strategy

Occupational Standards Development

Qualification and Assessment Development

Curriculum Development

Learning and Teaching Materials Development

In partnership with employers
Practical Employer roles

- Employer Champions
- Sector Skills Agreement – long term planning
- Sector Qualification Strategy
- National occupational standards agreement
- Qualification Approval
- Curriculum Development
- Work-based Learning
- Work Placements
National Occupational Standards (NOS)

- NOS are statements describing the different skills used in industry
- In terms of what an individual needs to do, know and understand in order to carry out a particular job or function
- They are developed on a regular basis to identify and reflect what ‘good’ looks like
How can NOS be used?

They can be used to:

• set out a statement of competence for the skills, knowledge and understanding necessary to perform a task

• describe good practice in a particular area of work

• provide managers with a tool for a wide variety of workforce management and quality control measures

• offer a framework for staff training and development

• form the basis of Vocational Qualifications.
Defining the needs of the labor market

What are NOS?

- NOS establish the functions and standards employers expect workers to achieve in a job

- NOS are developed by:
  - Breaking down the job into main functions

- Working with employers to define units and learning outcomes:
  - What the person must be able to do
  - The standard of work they must achieve
  - The knowledge and understanding they need to perform consistently well in their job
Best Practice Development

• Sourcing international best practice and customizing to MKD labour market

• Integrating technical skills and broader skills such as employability, customer service etc.

• Common units, e.g. Customer Service, Teamwork, Health and Safety etc. therefore transferability

• NOS providing flexible toolkit from which qualifications and programs can be designed
From NOS to Qualifications and TVET Programs

NOSS need to be edited and repackaged to meet specific TVET purposes – Qualifications etc

TVET providers can then devise their own training programs to enable trainees to achieve these qualification outcomes, all of which are led by the NOSS.

Trainees are tested and certified to ensure they have the knowledge and skills defined in the qualifications.
Qualifications from NOSS

Selecting, Editing and Repackaging Units

NOSS Unit Standards

NOSS Edited and Grouped for Purpose, Level and Size

(Job ready / skilled /responsibility for self and others)

Short Courses (Employment Entry/semi-skilled/limited responsibility)

Yellow denotes common units at both levels. Green lower level units. Red higher level.
Qualification Approval

1. Early dialogue between recognised awarding organisation and SSC
   
2. SSC gives support in principle
   
3. Awarding body develops qualification
   
4. Detailed review of qualifications
   
5. Awarding body submits qualification for approval to SSC
   
6. SSC approves
   
7. Awarding body submits qualification for accreditation
Employer Qualifications

• Model 1: An employer becomes a recognised body and meets the requisite quality assurance to develop and award qualifications

• Model 2: An employer develops and awards units as part of a qualification to provide nationally recognised achievements for its employees

• Model 3: An employer uses an existing awarding body to develop and award its qualifications

• Model 4: An employer works with a third party (eg a recognised employer, an industry regulator) who provides Quality Assurance
Qualifications Framework

Essential Features

• Learning Outcomes with Value on the Labour Market

• Credit values for each unit and levels aligned with international benchmarks

• Opportunities for Credit Accumulation and Transfer to Enable Lifelong Learning and Progression

• Robust Assessment to Deliver Employer Confidence

• Articulation with the National Qualifications Framework
Alignment of Outcomes

Institutional Mission & Strategic Initiatives

Programmatic Outcomes

Student Learning Outcomes
What are Learning Outcomes?

Formal statements that articulate:

• The **knowledge**, **skills**, and **competence** we want our students to be able to **demonstrate**.

• From their learning experiences both curricular and co-curricular activities.

• Emphasis on the learner.

• Emphasis on the learner’s ability to do something.

• Validation of Non-Formal and Informal Learning
Learning Outcomes

• The ECTS credit system is the common currency for education.
• Learning Outcomes are the common language for education.
• Facilitate comparability across the various systems in different countries.
• Facilitate diversity – formal learning, informal learning, life long learning, etc.
How they work

- Work-based Qualifications
- Vocational Qualifications
- Tool to assist training managers
- Basis for appraisal systems
Key Competences

- Literacy
- Numeracy
- Information and Communication Technology (ICT)
- Working with Others – Teamwork
- Problem Solving
- Improving your own Learning – Learning Skills
Core Unit

Maintain customer relationships

- Give positive impression of yourself and your organisation
- Improve customer relationships
- Resolve customer service problems
- Monitor and solve customer service problems
- Build and maintain relationships with customers
Provide Travel and Tourism Services

- Research and develop tour itineraries
- Identify the range of opportunities to match the customer's requirements
- Manage the delivery of a tour
- Identify and provide tourism-related information and advice
- Research, plan and develop interpretative commentaries
- Present a commentary for a guided tour
- Solve travel and tourism-related problems
How National Occupational Standards help employers?

- Improving quality of goods and services
- Increasing productivity
- Providing a means for better human resources planning
- Reducing costs of recruitment by providing selection for new employees
- Helping to upgrade the skills of their workforce
- A benchmark for rewarding experience, knowledge and competence
How National Occupational Standards help employees?

- Identifying the skills and knowledge needed for occupations
- Providing a reference to assess ability and training needs
- Identifying and supporting career paths
- Providing guidelines for professional certification / accreditation
- Providing guidelines for national qualifications
- Increasing mobility within industries
So what do national occupational standards look like?

Format

• Title
• Overview
• Performance Criteria statements (What you have to do)
• Knowledge and Understanding statements (What you have to know)
• Other optional sections which can be included are range statements and behaviours
Characteristics of NOS

NOS must:

• be written in plain language and in a format that makes sense to the people who will use them

• include any statutory or legal obligations; include any health and safety requirements

• be free from any overt or covert discrimination against any sector of the community

• provide a satisfactory basis for the design of assessment

• meet the needs and have the support of all significant groups of employers and potential users
How are NOS developed?

- Desk Research - Occupational Maps; Functional Maps
- Expert Workshops across the UK
- Online Consultations
- Industry Advisory Panels – Trade Bodies; Occupational Experts
- 1:1 Interviews
- Development of NOS
The occupational map

**Describes:**
- the nature and characteristics of an industry
- the key areas of the sector
- the jobs available within that industry

**It can also identify:**
- the types of occupations within the sector
- the role played by key organisations
- training within the sector
- progression opportunities
- the needs of employers
- the information sources that have been used
The functional map

- Identifies the type of activities that people do within a job and the skills they require to do these jobs

- Employers and employees identify the main tasks required for a job which are then included in the functional map
Methodologies

• Industry Advisory Panels
• One-to-one interviews
• Expert workshops
• Online Consultations
Industry Advisory Panels

- Industry experts meet on a regular basis to discuss trends in industry and their impact on qualifications and training

- During a NOS review, these will be structured to start to gain feedback on key changes that NOS need to reflect

- Panel members include relevant key employers, representatives from trade bodies, and from training providers who deliver the qualifications
One-to-one interviews

• Identify people with particularly strong knowledge and experience of the industry for one-to-one interviews

• Able to go into real detail on particular areas of the NOS that may be of concern
Expert workshops

• Once key areas for development are identified re-drafted NOS are produced

• Experts from across the industry in the UK are invited to attend planned workshops to discuss and examine existing and proposed new NOS

• The experts are given both the NOS and the proposed qualification routes to look through in small groups, and written feedback is obtained
Online consultation

- For consultation with industry to obtain a broader spectrum of feedback than through organised meetings
- Feedback will be sought on qualification structures and on the individual NOS themselves
- This consultation may look for feedback on the existing NOS; and then receive feedback on ‘new’ re-drafted NOS
Assessment strategy

• Recommend how external quality control of assessment will be achieved

• Define which aspects of the national occupational standards must always be assessed through performance in the workplace

• Define the extent to which simulated working conditions may be used to assess competence and any characteristics that simulation should have

• Define the occupational expertise requirements for assessors and verifiers in consultation with awarding bodies.
Questions / Discussion
Challenge for you

What do we need to do to develop the infrastructure and relationships?

Which of the Sector Skills activities could have an impact here

How would these models be implemented – resource and timescales

What barriers are there to setting up and success
Questions?

Thank You!