

# Continuing Professional Development Programme

## LEVEL 2 CO-DESIGNING CURRICULA AND CAREER PATHWAYS



Center for Social  
Innovation



Centrum Wspierania  
Edukacji  
i Przedsiębiorczości



**CDETБ**  
Board of Directors and Officers Chair, Board of Directors  
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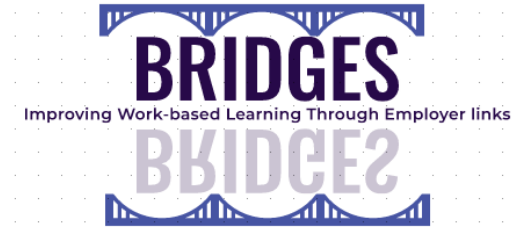
# CPD OUTLINE

## Objective

Employer engagement produces a range of benefits at every stage of vocational education and training (VET), especially in the design and implementation of work-based learning (WBL) paths.

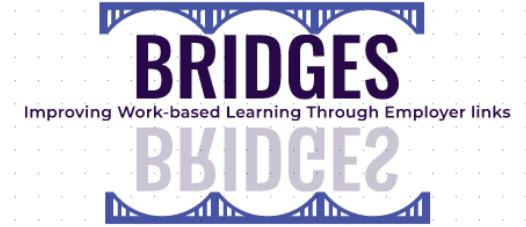
Efficient employer engagement is vital in a complex and ever-changing world. Slow economic recovery, the COVID-19 pandemic, digital and green transformations, higher skills, qualification requirements and skill mismatches make business' and VET partnerships crucial; however, initiating such relationships and ensuring their success and sustainability is far from simple.

The BRIDGES CPD programme is a four-level employer engagement framework which aims to support VET managers and professionals to develop their BRIDGES pathway to build excellence in employer engagement.



**BRIDGES Employer Engagement Path**

# CPD OUTLINE

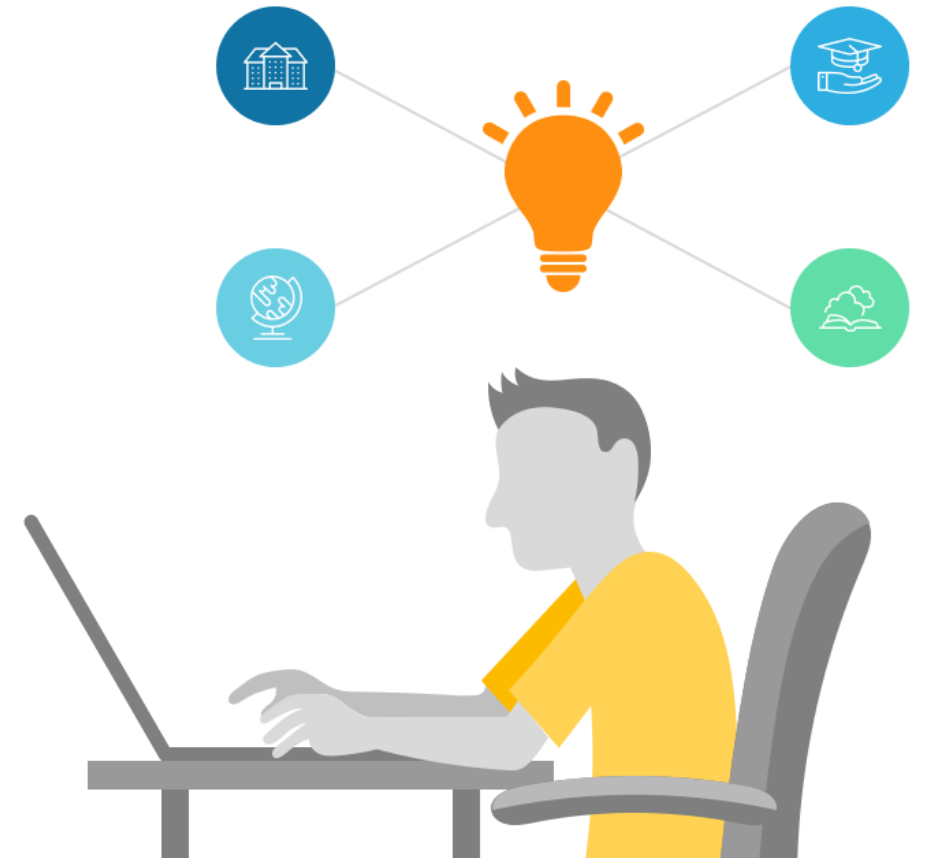


## STRUCTURE

The BRIDGES CPD programme was designed based on the FLEX model and allows VET professionals to follow a personalised learning path.

As a blended learning methodology, the FLEX model allows learners to have control over their learning. Those taking the course can move from one activity to another according to their needs. For that purpose, each learning unit within each level concludes with a self-analysis exercise. Such tools allow the learner to decide which path to take in the following units.

All activities can be implemented both online and offline. The learning can be self-taught or used as part of a structured session.



# LEVEL 2

## CO-DESIGNING CURRICULA AND CAREER PATHWAYS

# LEVEL 2

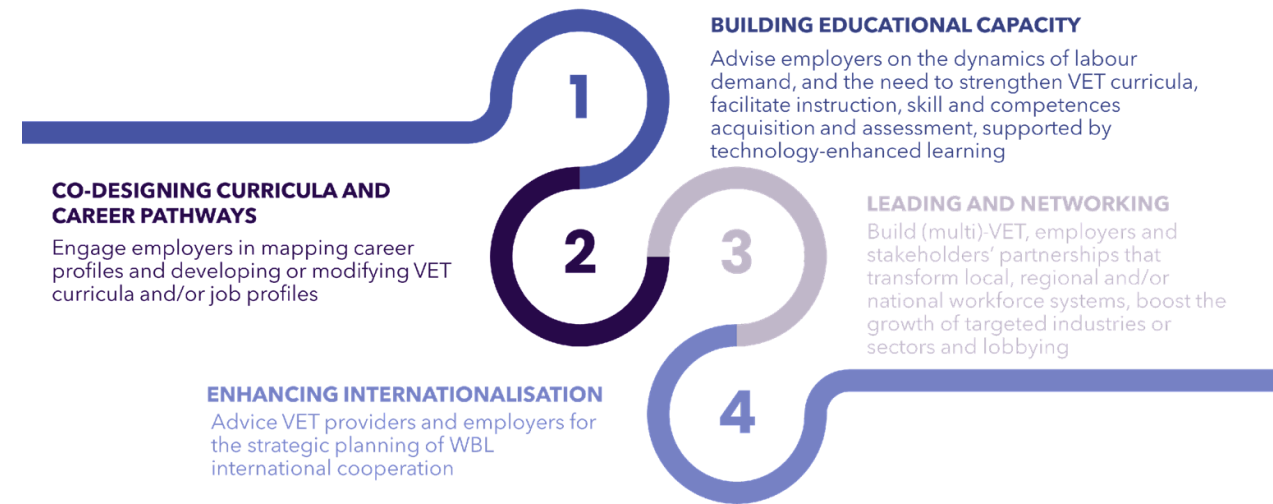
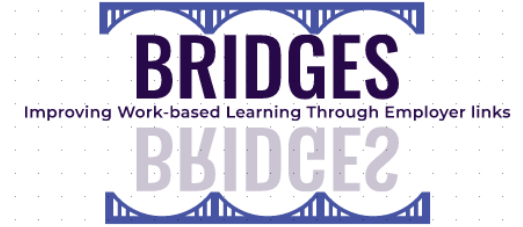
## CO-DESIGNING CURRICULA AND CAREER PATHWAY

### Outline

In this second phase, VET providers should engage with employers in mapping career profiles according to the needs, trends, and forecasts of their sector; processes should include the modification of VET occupational standards.

Employers are essential in the contextualisation of the occupational standards to reflect the knowledge, skills and attitudes in the workplace. Furthermore, employers provide detailed definition of all the responsibilities and tasks that an employee is required to perform for each specific job to identify skills gaps.

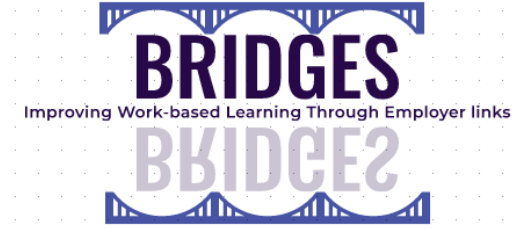
Strong working ties between VET providers and employers during the design of training standards provides advantages, such as the standardisation of courses, industry recognised certification and cross-employer transferability.



**BRIDGES Employer Engagement Path**

# LEVEL 2

## CO-DESIGNING CURRICULA AND CAREER PATHWAY



### Level 2 objectives and scheme

Level 2 is designed to cover the objectives outlined in the BRIDGES Employer Engagement Framework. It includes a total of three learning units:

Unit 1 – Identifying occupational standards

Unit 2 – Relating occupational standards with job roles

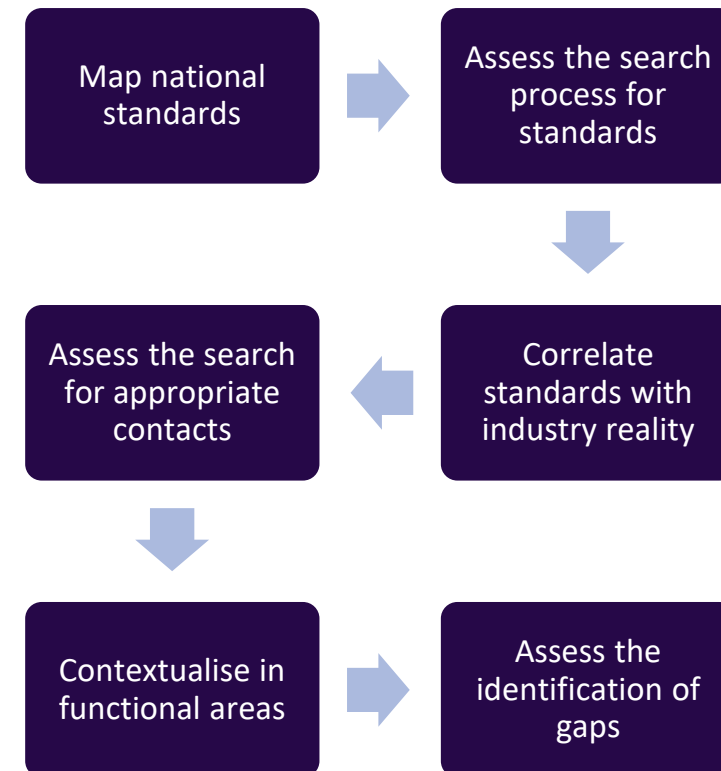
Unit 3 – Breaking down with functional maps

Each learning unit comprises a specific activity covering the learning objectives listed for level 2 professional standards.

The total of learning hours to complete each learning unit is approximately 5 hours.

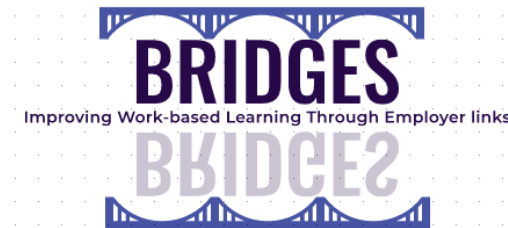
Self-directed learning (4 hours)

Tutor training (1 hour)



# UNIT 1

## IDENTIFYING OCCUPATIONAL STANDARDS

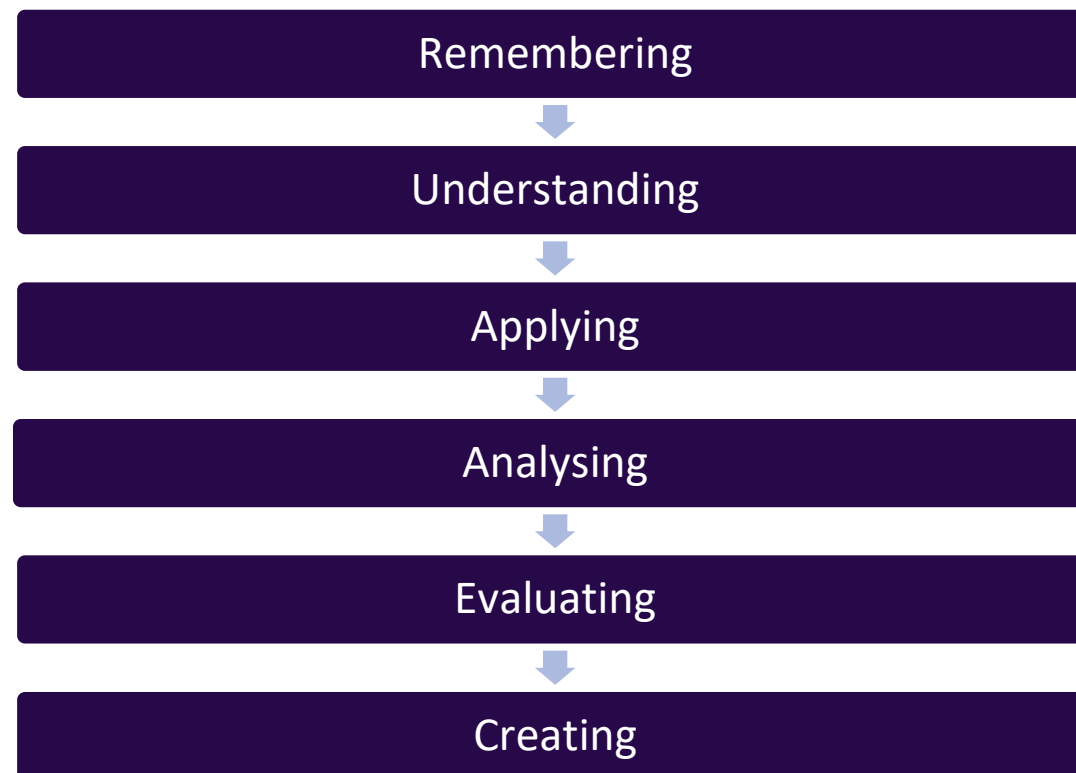


### Learning outcomes

After the completion of this unit you will:

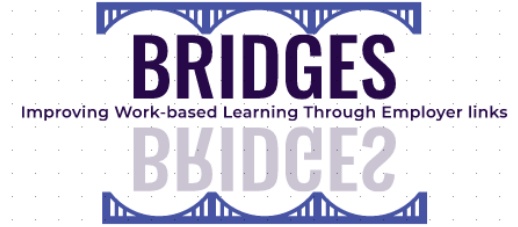
- Know how to obtain national and local occupational/ professional standards for a sector.
- Demonstrate you can use a variety of avenues to obtain standards designed for an industry or sector in cooperation with educational/professional or legal requirements.
- Use of NOS (National Occupational Standards or similar) to define industry needs.

### Unit learning roadmap



# UNIT 1

## IDENTIFYING OCCUPATIONAL STANDARDS



### Activity 1

#### LOOKING FOR THE OCCUPATIONAL STANDARDS AROUND YOU

(National) Occupational standards outline the knowledge, skills and abilities employees should demonstrate in their roles. Standards are used to create VET courses to train people.

Standards support both those who are new to role and those who are continuously learning learning to support their development within the organisation.

In this activity you will conduct a search of the factors that influence VET training in your country or the employee profiles in your organisation or one you choose.

### RESOURCES BOX

To deliver this activity you will need:

- A computer
- Access to Internet
- Table 1 as reference
- Table 3 as template

#### Readings:

*BRIDGES Employer Engagement Framework*

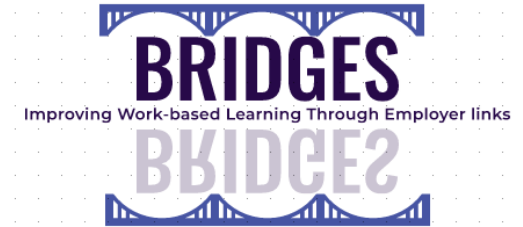
<https://bridges.erasmus.site/o1-bridges-employer-engagement-framework>

*Shaping VET Qualifications per country*

<https://www.cedefop.europa.eu/en/tools/vet-in-europe/systems/united-kingdom-2019>

# UNIT 1

## IDENTIFYING OCCUPATIONAL STANDARDS



### Activity 1

#### LOOKING FOR THE STANDARDS AROUND YOU

##### STEP 1

Click on this [link](#) and select your country to find out more about the external factors, the challenges and demographics of VET training in your country.

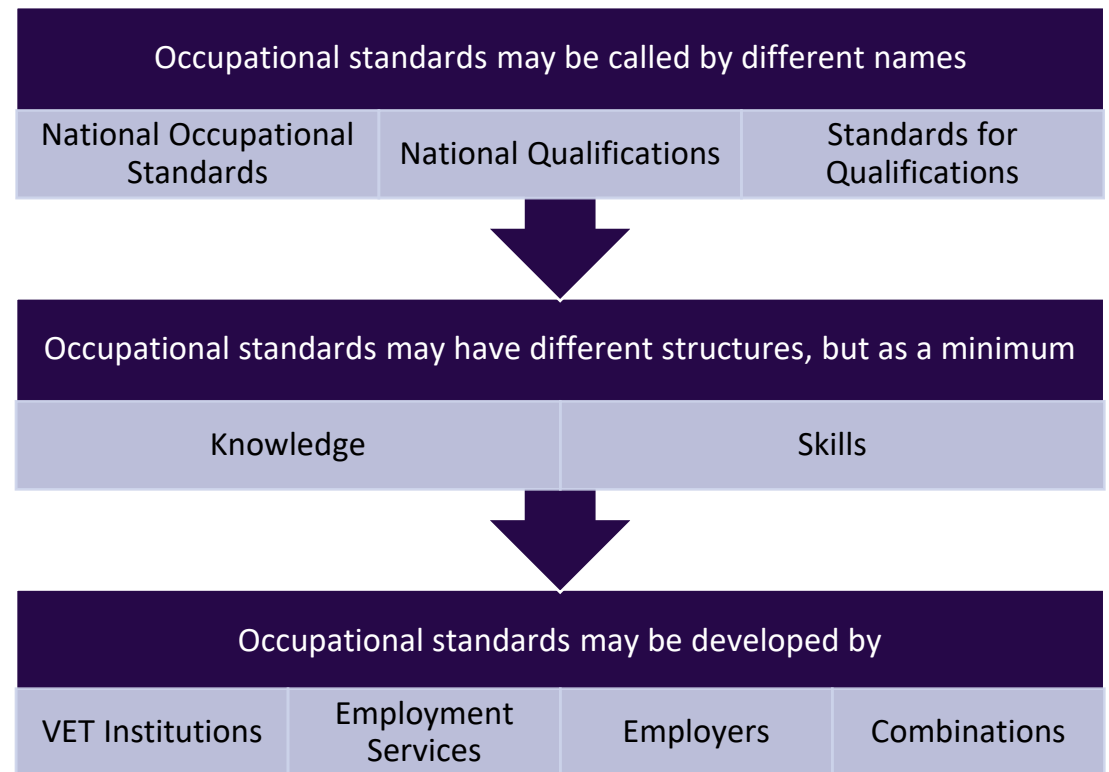
##### STEP 2

Read carefully point 10. *Shaping VET qualifications*. Then, look at Table 1. Occupational Standards Structure and check the info you have read:

- Is there a connection between the labour market and these standards?
- How are they structured?
- On whom do they depend?
- Are employers involved in this structure?

**Table 1**

Occupational Standards Structure





# UNIT 1

## IDENTIFYING OCCUPATIONAL STANDARDS

### Activity 1

#### LOOKING FOR THE STANDARDS AROUND YOU

**STEP 3**  
Once you understand how professional standards are structured in your country, find a list or a search engine where you can look them up. You can check this [link](#) again to find sources of information.

**STEP 4**  
Select a range of job roles in your organisation and find out which are the suitable standards (knowledge and skills) for them. You can use Table 2 as a template to note down the most important aspects about the occupational standard you find.

**Table 2**  
Standards around you

Job position	Occupational Standard	Knowledge	Skills



# UNIT 1

## IDENTIFYING OCCUPATIONAL STANDARDS

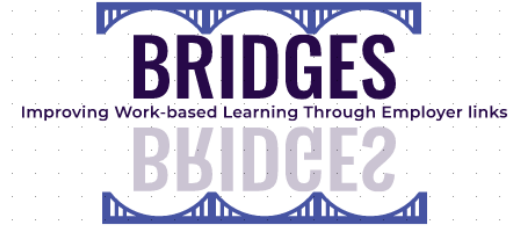
**Activity 1** Looking for the occupational standards around you

Table 2. Standards around you

Job Position	Occupational Standard	Knowledge	Skills
Digital Marketer	Demonstrating analytical review of performance on a campaign	Understanding of social media analysis dashboards	Applying knowledge to charts for presentation

# UNIT 1

## IDENTIFYING OCCUPATIONAL STANDARDS



### Activity 1

#### LOOKING FOR THE OCCUPATIONAL STANDARDS AROUND YOU

##### STEP 5

After completing your search, you should now reflect on:

- What do you think is the relationship between the occupational standard and the job role?
- Do you think any employers have contributed to this definition?
- Why?

To revise some concepts and possible paths, consult indications given for Level 2 - CO-DESIGNING CURRICULA AND CAREER PATHWAY of the BRIDGES Employer Engagement Path.

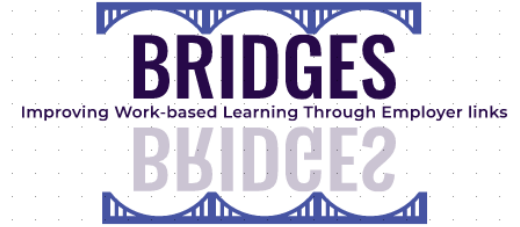
#### Conclusions and step forward...

After concluding this activity I feel the need to:

- *List here your conclusions about your learning path in this unit to determine in which areas do you need further training*

# UNIT 1

## IDENTIFYING OCCUPATIONAL STANDARDS



### Reflection

#### NEW WAVE OF DIGITALISATION

Do you know what digital accessibility is?

With the advent of COVID, many activities were transferred to the digital domain very quickly.

Such transformations made it difficult for many sectors, households and individuals to adapt their devices and resources to this new reality.

Review the following articles and identify any of the barriers in your environment.

### Resources

Look at these:

- *Pushing for Online Accessibility in the Post-COVID Era*

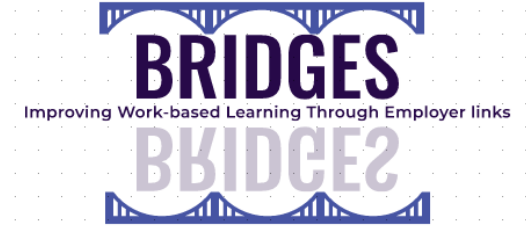
<https://reciteme.com/news/pushing-for-online-accessibility-in-the-post-covid-era>

- *Digital Accessibility: A Pandemic Look Back—And Forward*

<https://it.wisc.edu/news/digital-accessibility-a-pandemic-look-back-and-forward/>

# UNIT 1

## IDENTIFYING OCCUPATIONAL STANDARDS



### Reflection

#### NEW WAVE OF DIGITALISATION

The pandemic not only disrupted education, it also pushed technology onto a sector which has been slow to adapt. Will the education sector be the same again?

Watch the video and reflect on the following issues:

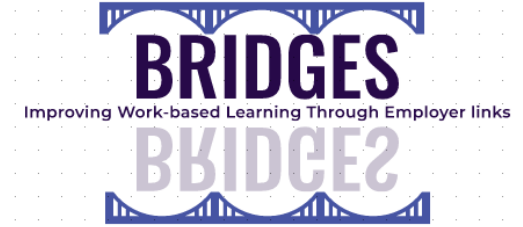
- Have you experienced such a transformation in your educational environment?
- Were you prepared for such a transformation?
- To what extent have resources been digitalised?
- Did everyone have access to this digitalisation?

#### Conclusions and step forward...



# UNIT 2

## RELATING OCCUPATIONAL STANDARDS - JOB ROLES

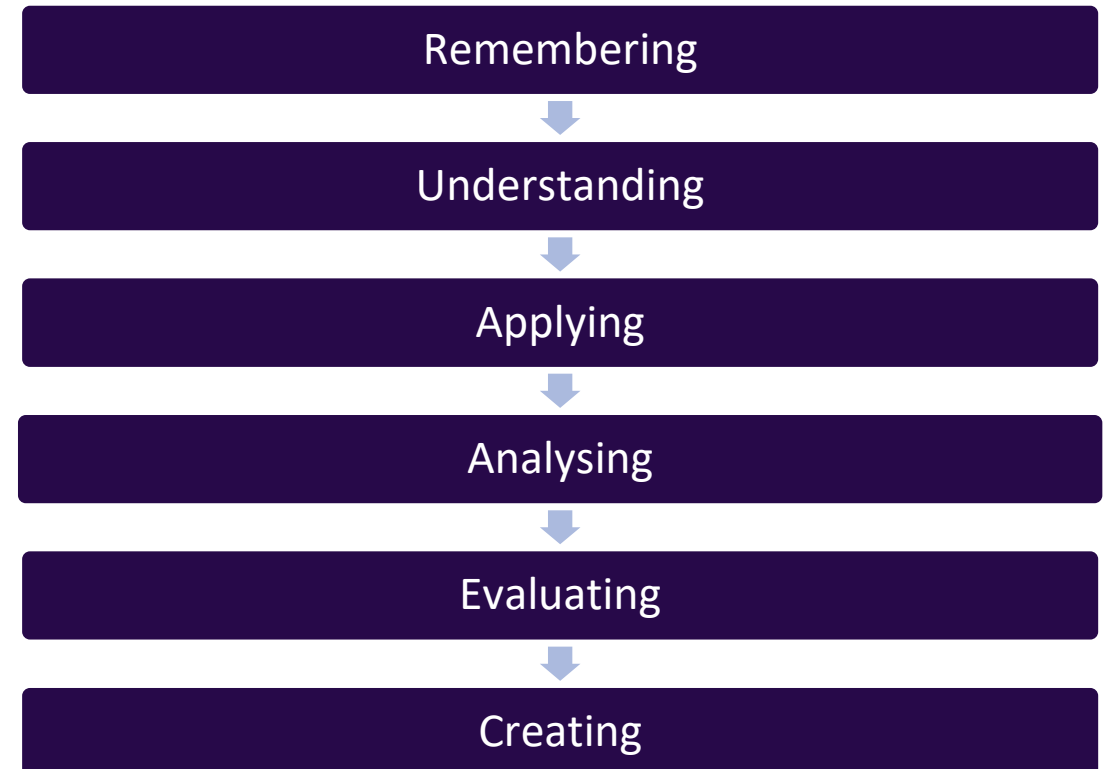


### Learning outcomes

After the completion of this unit you will:

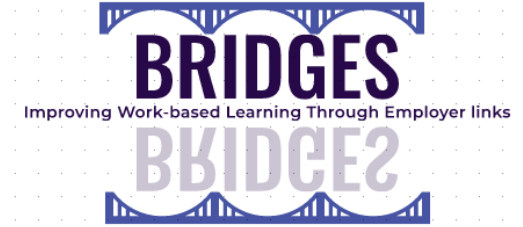
- Know how to liaise with industry professional bodies and committees on education and training.
- Demonstrate you can form relationships with appropriate contacts to relate national standards to job roles.
- Have the ability to present NOS data and requirements in language relating to the sector.

### Unit learning roadmap



# UNIT 2

## RELATING OCCUPATIONAL STANDARDS - JOB ROLES



### Activity 2

#### INTERVIEWING TO MATCH INFORMATION

The link between occupational standards and the job role is crucial. In larger organisations job interviews and the questions being asked are designed and conducted between the HR and learning and development teams. However, in some areas the VET provider may need to work alongside the employer

In this activity you are asked to conduct one (or several) interviews within your organisation, with the aim of finding out the relationship between the reality of work and occupational standards. To complete this activity, you should follow the steps indicated below.

### RESOURCES BOX

To deliver this activity you will need:

- A computer
- Access to internet
- Some colleagues
- Table 2 as template

Readings:

*7 Interview Methods in Research: Steps and Tips for Interviewing*

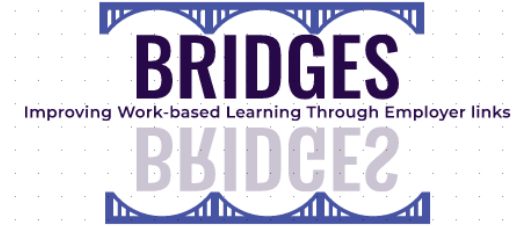
<https://www.indeed.com/career-advice/career-development/interview-methods-in-research>

*The Interview Research Method*

<https://www.simplypsychology.org/interviews.html>

# UNIT 2

## RELATING OCCUPATIONAL STANDARDS - JOB ROLES



### Activity 2

### INTERVIEWING TO MATCH INFORMATION

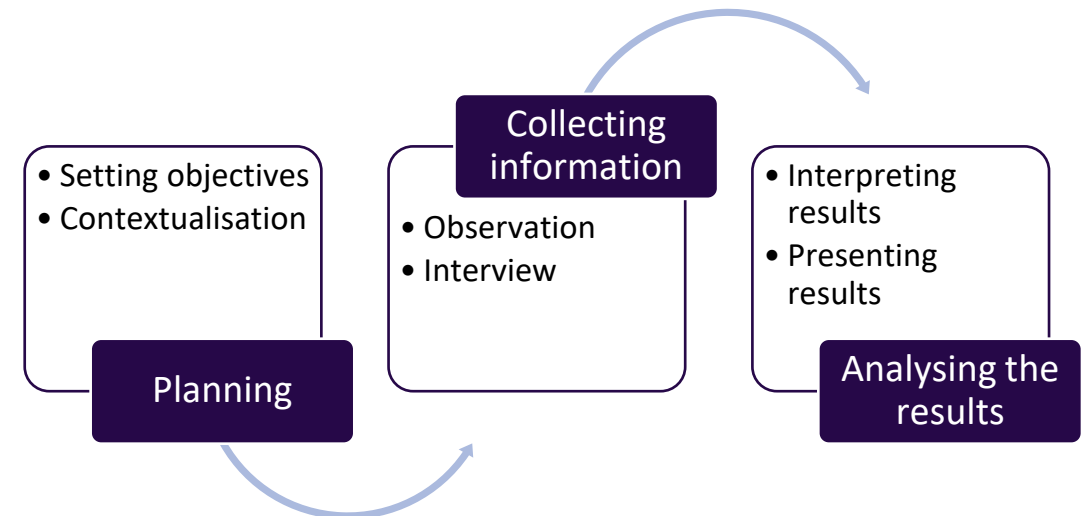
#### STEP 1

The aim of this activity is to compare the information provided by the occupational standards with the job performed by that profile in the labour market through interviews with real cases. To begin with, first:

- Think about the job roles within your organisation you selected in Activity 1 of the previous unit.
- Review your notes from Activity 1, where you compare the national standard you have found and the job role you have chosen.

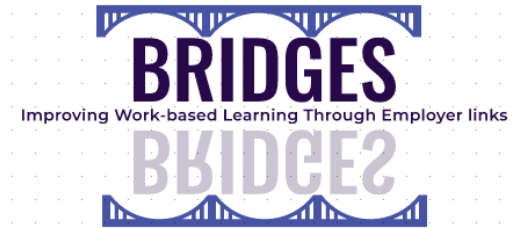
**Table 1**

Interview process



# UNIT 2

## RELATING OCCUPATIONAL STANDARDS - JOB ROLES



### Activity 2

#### INTERVIEWING TO MATCH INFORMATION

##### STEP 2

Think about the information you already have  
(*from an educational institution*)  
and think about the information you would like to have  
(*from an actual employer or employee in that position*)  
to prepare your questions. You can look at Table 2 for  
inspiration for your interview script.

##### STEP 3

Based on the previous steps, locate people who hold those  
jobs in your organisation, people who supervise the functions  
of those jobs or anyone who is closely related to them.

##### STEP 4

Interview them!

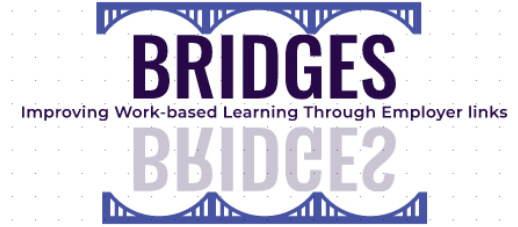
### Table 2

Template with script proposal

Interview Script Proposal
<ul style="list-style-type: none"><li>• Do you know the (national) occupational standards?</li><li>• Do you know the occupational standard linked to your job role?</li><li>• Do you think that what is described in it is similar to your job performance?</li><li>• Do you think it was described by a trainer or an employer?</li><li>• Do you think that your employer has a relationship with VET entities to prepare future workers?</li><li>• How do you think trainers - employers should be involved and relate to each other?</li></ul>

# UNIT 2

## RELATING OCCUPATIONAL STANDARDS - JOB ROLES



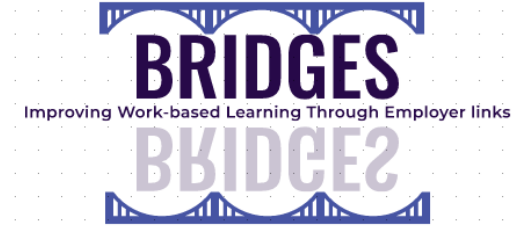
### Activity 2 Interviewing to MATCH INFORMATION

Table 2. Template with script proposal

Interview Scrip Proposal
<ul style="list-style-type: none"><li>• Do you know the (national) occupational standards?</li><li>• Do you know the occupational standard linked to your job role?</li><li>• Do you think that what is described in it is similar to your job performance?</li><li>• Do you think it was described by a trainer or an employer?</li><li>• Do you think that your employer has a relationship with VET entities to prepare future workers?</li><li>• How do you think trainers - employers should be involved and relate to each other?</li></ul>

# UNIT 2

## RELATING OCCUPATIONAL STANDARDS - JOB ROLES



### Activity 2

#### INTERVIEWING TO MATCH INFORMATION

##### STEP 5

After the interview, review and analyse your interviewees' responses and reflect on the following:

- What do you think is needed to involve employers in the definition of the standards and in the specific training that follows?
- What do you think is missing in the current description of national standards?

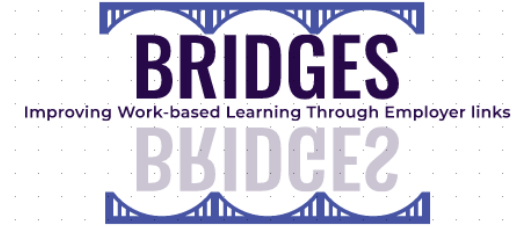
#### Conclusions and step forward...

After concluding this activity I feel the need to:

- *List here your conclusions about your learning path in this unit to determine in which areas do you need further training*

# UNIT 3

## BREAKING DOWN WITH FUNCTIONAL MAPS

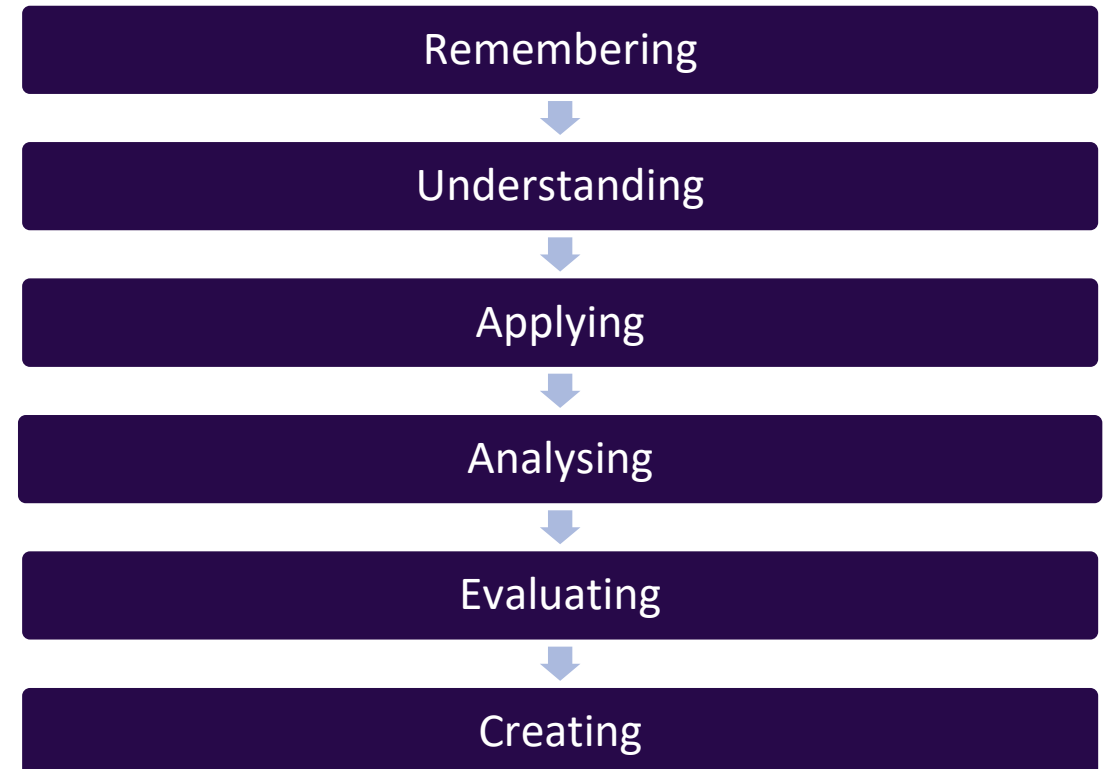


### Learning outcomes

After the completion of this unit you will:

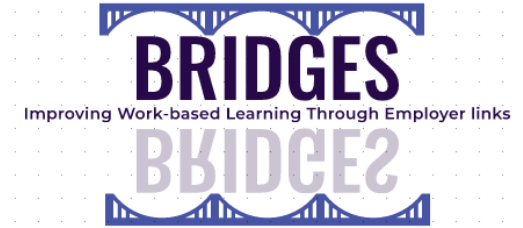
- Know how to build a functional map of the roles in the sector related to the industry with employers and professional bodies.
- Demonstrate you can use working parties to form a full functional map for the sector to correlate with national standards and identify gaps if they exist.
- Use functional map to break down areas for VET and identify common (e.g. HSE) and specialist areas across a sector.

### Unit learning roadmap



# UNIT 3

## BREAKING DOWN WITH FUNCTIONAL MAPS



### Activity 3

#### COMPOSE A SECTORAL FRAMEWORK

A functional map allows a visual and simple understanding of the types of activities that are carried out in a professional sector. These maps describe the sector, and the key functions performed within it. The map can detail as many levels as you like the functions performed by a department, team or person.

This activity allows you to develop your functional map. You can choose the same sector/industry of your entity and build on the research completed in the previous activities.

To complete this activity, you will need to use the virtual tool [Miro](#) and follow the steps below to obtain a complete picture of the sector to facilitate the diagnosis of weaknesses in the employer-training relationship.

### RESOURCES BOX

To deliver this activity you will need:

- A computer
- Access to internet
- Miro
- Previous activities developed in the Level 2

#### Readings:

*Functional Analysis*

<https://unevoc.unesco.org/home/Functional+analysis&context>  
≡

*Chapter 7. From Functional Map to OS .*

<http://mrk.mk/wp-content/uploads/2015/05/NOS-Metodology-Final- ENG.pdf>

# UNIT 3

## BREAKING DOWN WITH FUNCTIONAL MAPS

### Activity 3

### COMPOSE A SECTORAL FRAMEWORK

#### STEP 1

Take a look at this example of a functional map of the sports sector from the Erasmus+ S2A Sport project. In it, you can find in different levels of detail, the areas, functions, departments and profiles involved in the functioning of the sector.

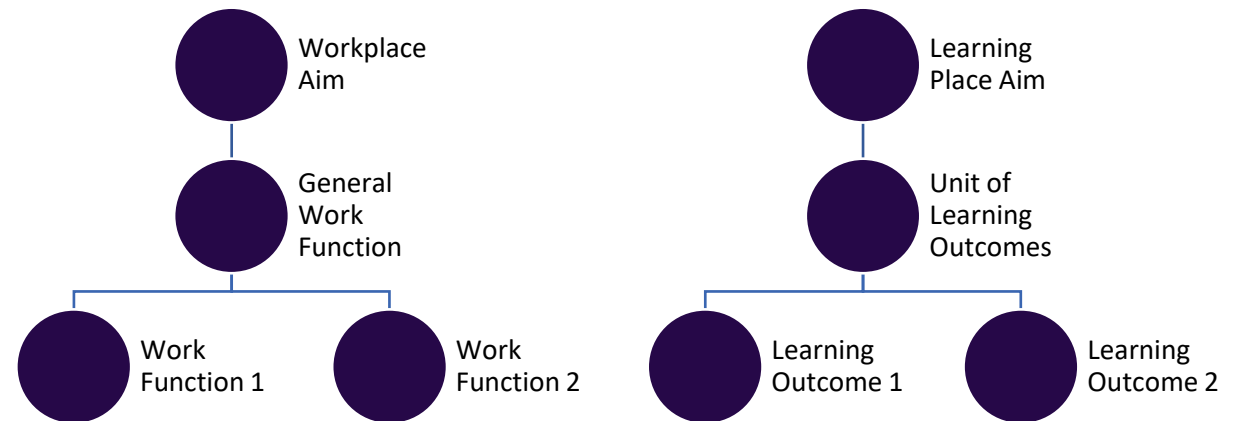
- <http://eose.org/wp-content/uploads/2016/02/S2ASPORT-Functional-Map-and-Occupational-Standards.pdf>

#### STEP 2

Explore the digital tool [Miro](#). Here, you can create different boards for each of your projects, and share them with others to see and/or edit with you, through different visualisations: you can include images, text boxes, links, arrows... everything you need to capture your vision of the topic to be addressed, in this case, a functional map of the sector you have chosen.

**Table 1**

Functional Maps Structures



# UNIT 3

## BREAKING DOWN WITH FUNCTIONAL MAPS

### Activity 3

### COMPOSE A SECTORAL FRAMEWORK

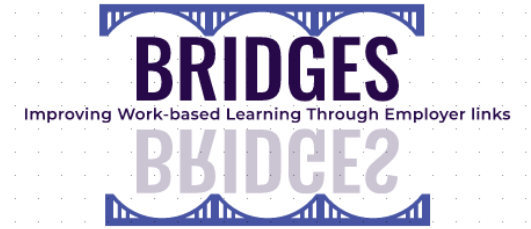
#### STEP 3

Start creating your Functional Map in Miro.

You can take a look at the video to see various board options and elements.

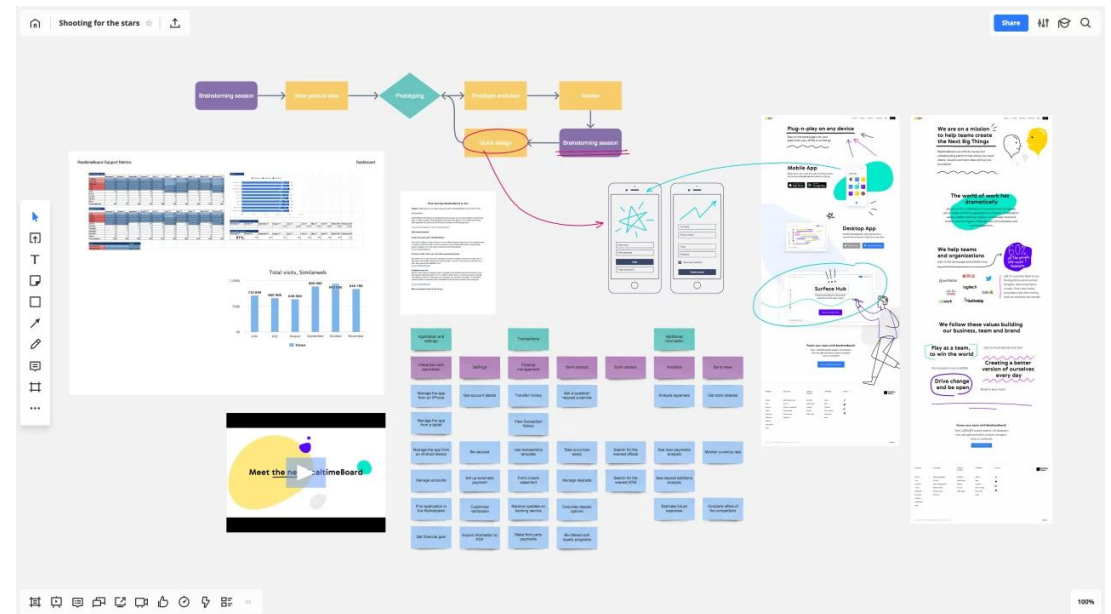
#### STEP 4

Present and share your results!



#### Image 1

Miro

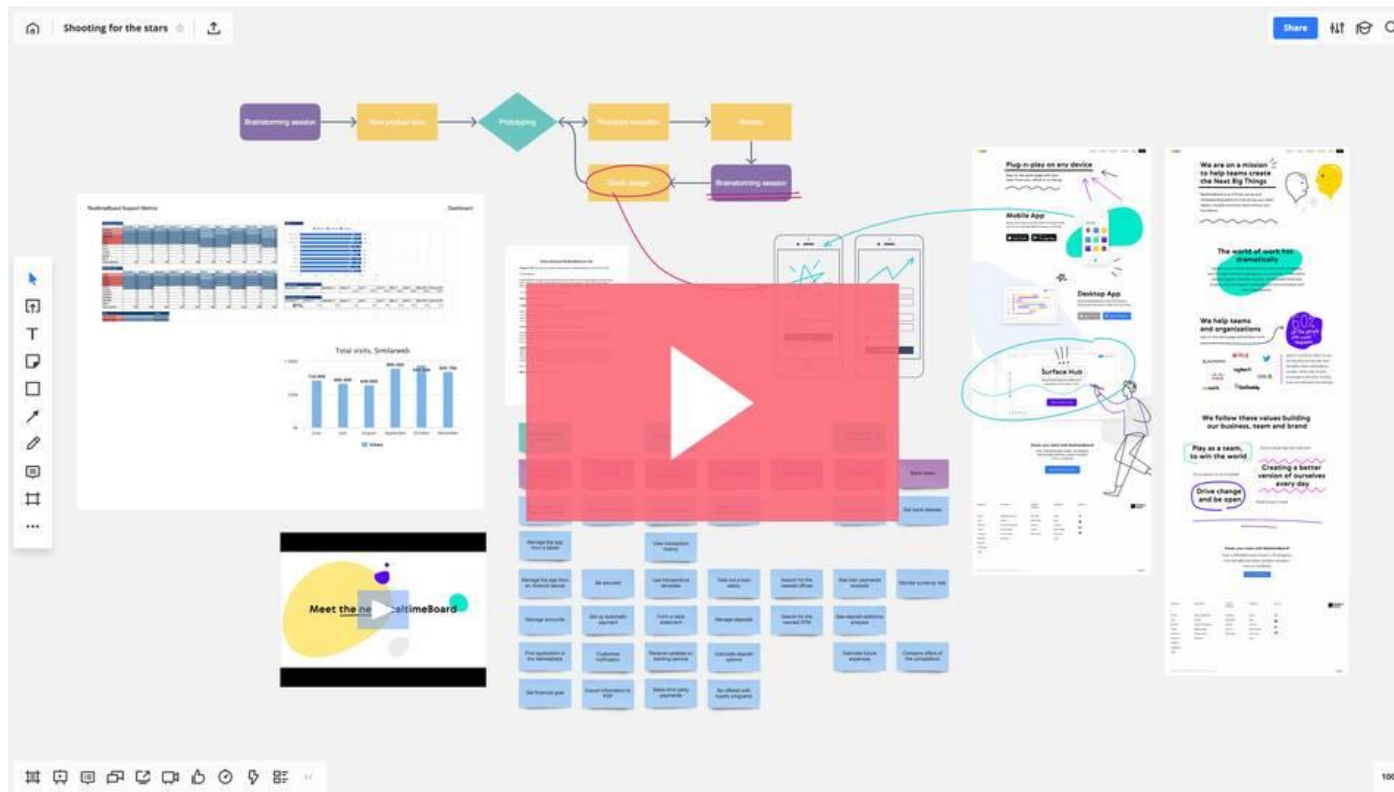


# UNIT 3

## BREAKING DOWN WITH FUNCTIONAL MAPS

### Activity 3 Compose a sectoral framework

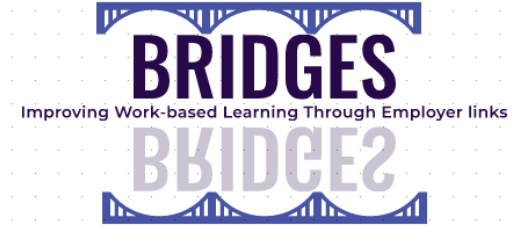
#### Image 1. Miro



Product tour & features

# UNIT 3

## BREAKING DOWN WITH FUNCTIONAL MAPS



### Activity 3

#### COMPOSE A SECTORAL FRAMEWORK

##### STEP 5

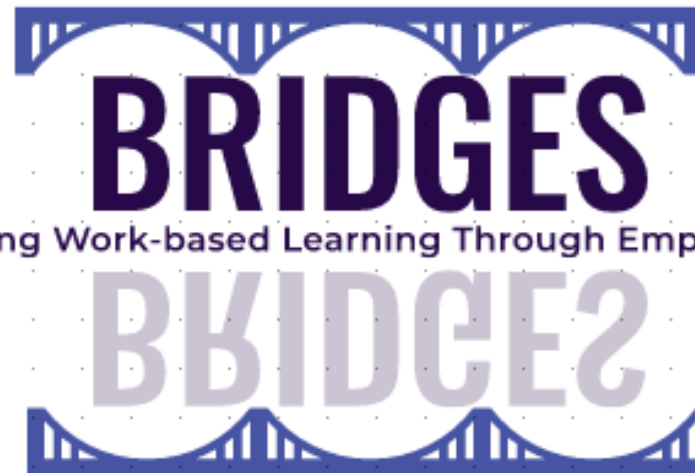
After completing the functional map, you can reflect on the following:

- Do you identify any gaps in the map that are not covered by the occupational standards definitions?
- Do you think it would have been easier to fill in the map together with employers and VET professionals?
- Why?
- Do you think it is necessary to involve employers and labour market professionals in this stage and definition tasks?
- What do you think they bring to the table that national institutions or VET providers do not?

#### Conclusions and step forward...

After concluding this activity I feel the need to:

- *List here your conclusions about your learning path in this unit to determine in which areas do you need further training*



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