



ESA Standards & NVQs

Swedish Competence Centre (KCEM)

11 March 2005

Developing standards & qualifications

Denise Clarke



OME Standards & NVQs

The need:

- Recruitment
- Criteria for outsourced work
- Accident avoidance
- No nationally recognized qualifications
- Common standards
- Benchmarking



Why Standards & NVQs?

For individuals:

- acknowledge and accredit competence progressively
- provide portable recognition of achievement
- clarify what's expected of you

For employers:

- promote consistency of practice through standardization
- assure employees' competence
- useful as management and development tools
- alternative to course-based training & testing
- minimal loss of productivity



OME Standards & NVQs

SSB for EMSO:

- Role
- Representation
- Areas of interest
- Adjacent industries
- Funding
- Scope
- Industry support



Standards and NVQs: the development process

- Occupational map
- Functional map
- Writing standards
- Editing standards
- Validating standards
- Designing qualifications
- Submission to accrediting bodies
- Implementation



What is functional analysis?

- A process for analysing the key functions of a sector or an occupation
- The means of developing National Occupational Standards
- The basis for designing National and Scottish Vocational Qualifications



Structure of functional analysis

Key purpose:

- a functional description of the entire occupational area in outcome terms

Key roles:

- the primary functions which allow the key purpose to be achieved

Subsidiary functions:

- the functions which allow the key roles to be achieved



Rules of functional analysis

1. All functions derive from the stem "... you must be able to ..."
2. All functions must be described in terms of their outcomes
3. All categories must be mutually exclusive
4. All the categories at any one level must add up to the previous level from which they were derived
5. There are no other rules!



What are standards?

- They describe in ideal terms what people need to be able to do in a given area of work
- They are written as outcomes of behaviour
- They contain statements which allows them to be used to evaluate performance



How are standards structured?

They contain:

- Criteria that describe the standard against which performance can be evaluated
- Descriptions of the contexts of the required performance
- Specifications of the knowledge underpinning competence



How are standards structured?

They should be accompanied by:

- Descriptions of the evidence likely to attest to competent performance
- Assessment guidance



The development process

- Reviewing existing standards
- Importing existing standards without change
- Adapting existing standards (contextualizing)
- Creating new standards



The development process (2)

- 1 day editing meeting
- “Read across” workshop
- Validation phase
- Submission for accreditation



Standards and NVQs

Your questions please!