

# **METHODOLOGY FOR THE DEVELOPMENT OF OCCUPATIONAL STANDARDS (OS)**

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## 1. Introduction

**1.1** The purpose of this methodology is to provide **practical guidance** on how to develop OS in Macedonia. Therefore, theoretical references have been kept to the absolute minimum. This document is aimed at anyone who is involved in the development or review of OS in Macedonia and who, in this methodology, are referred to as **OS developers**. Its key target audience includes the VET Centre and Bureau for Development of Education (BDE) staff as well as employers and employer organisations, employee representatives and their respective organisations (including Trade Unions) and any other relevant stakeholder(s) involved in the review and development of OS in Macedonia. This will include Sectoral Commissions and staff from relevant ministries including MoES and MoLSP.

**1.2** It is important to note that before revising or creating a new OS, first the initiative for the development of OS has to be processed and completed see Annex 1. The procedure for initiation of the development/revision of OS is described in the document Procedures<sup>1</sup> for initiation, organisation, development and adoption of occupational standards (Skopje 2015)<sup>2</sup> which can be found on the VET Centre's website.

**1.3** The development of OS is an integral part of the design, delivery and evaluation of a reformed VET system. OS development is an essential element in a **5-step process** leading to the design of labour market relevant competency-based and modularised curricula. These 5 steps are

**Step 1** Develop Standards for Sectors

**Step 2** Develop Occupational Standards (OS)

**Step 3** Develop Standards for Qualifications

**Step 4** Develop new syllabi

**Step 5** Develop modularised curricula

It should be noted that while Steps 1 and 2 above are mainly **employer-led**, Steps 3 – 5 are mainly **education-led**.

This methodology for the development of OS is an integral part of Step 2 in this 5-step process. OS should only be developed after Step 1, the analysis of the relevant sector, has been carried out and an up-to-date **Sectoral Map**<sup>3</sup> has been developed for the sector for which the OS are to be developed. This will ensure that any OS developed will be closely aligned to and relevant to current and future labour market needs in Macedonia.

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<sup>1</sup> The existing document needs to be harmonized with the Law on the National Qualifications Framework (Skopje, 2013) and the Concept Paper on Modernisation of the secondary TVET, (Skopje, 2016)

<sup>2</sup> [http://www.csoo.edu.mk/index.php?option=com\\_content&task=blogcategory&id=59&Itemid=161](http://www.csoo.edu.mk/index.php?option=com_content&task=blogcategory&id=59&Itemid=161)

<sup>3</sup> The process of development of a sectoral map is described in details in the **Methodology** for the **Development of Standards for Sector Analysis**, prepared by the VET Centre in 2016.

## 2. Definition of OS

**2.1** There are many and varied definitions of OS<sup>4</sup>. However, for the purpose of simplicity and brevity the following concise OS definition will be used in this methodology.

**Occupational Standards (OS) are statements of the standards of performance an individual must achieve when carrying out the functions of an occupation in the workplace, together with specifications of the underpinning knowledge and skills<sup>5</sup>**

It is essential that **employers take a lead role in the development of OS**. This will ensure that employers recognise OS as clear, concise and consistent statements of the requirements for occupational competence and the knowledge and skills individuals need to develop in order that they can perform effectively and safely in the workplace.

Simply put, OS are benchmarks of good work practice.

In order to better understand OS it is useful to explain each of the two words that makes up the OS name, that is, Occupational and Standard.

- OS are **Occupational** because they describe the key tasks and responsibilities (duties) required of an individual when carrying out occupational functions in the workplace, i.e. in their occupation (as a plumber, waiter, beautician etc.)
- OS are **Standards** because the defined statements about working activities are statements of effective performance which have been agreed by representative samples of employers and other key stakeholders and approved by the Ministry of Labour and Social Affairs (MoLSP).

Each OS defines one occupation within a particular sector. Each OS must be a short, concise and clear readable document, (approximately 8 to 10 pages). In their essential form, OS describe occupational functions, standards of performance and knowledge and skills required.

As OS need to be flexible they should not contain unnecessary 'clutter'. Like all standards, OS must be kept up-to-date. Once they are developed and published, their use should be monitored by the relevant Sectoral Commissions and incrementally changed over time to reflect changing labour market needs.

### 2.2 OS and Occupational Competence

In general, OS contain the statements about occupational competences, that is, what it means to be competent in a work function. Occupational competence is not a narrow concept. To be fit for purpose, a OS for an occupation must address the following:

- **Technical requirements** – these include the occupational skills and knowledge that the person needs, for example, in bricklaying, plastering,

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<sup>4</sup> OS have different names in different countries such as: national vocational standards, professional standards, and occupational standards which is the term that was previously used in Macedonia to describe OS.

<sup>5</sup> Adapted from the definition of OS given in **OS Quality Criteria** published by the UK Commission for Employment and Skills (2011). This is a working definition of OS and may be changed at a later date, based on a decision by MoES.

hairdressing etc.

- Requirements to do with **managing the work process** – for example identifying resource needs, planning work, monitoring quality, solving problems, reflective practice and finding better ways of doing things
- Requirements to do with **working relationships** – for example, relationships with customers, team members or colleagues
- Requirements to do with **managing the work environment** – for example environmental considerations and health and safety

As well as addressing the 'hard' technical skills requirements OS must also cover the 'soft' employability skills which employers value highly in their staff. This includes skills such as collaboration, critical thinking, communication, creativity and problem solving. These skills are described as **key competencies**<sup>6</sup> in Article 2 of the Law on National Qualification Framework (2013)

### 3. Key features of OS

#### 3.1 All OS must

- identify the main roles and responsibilities within a defined occupation
- reflect best employment practice — describing both existing and emerging practice
- describe what is essential for successful performance in an occupation
- specify the knowledge and skills that an individual need to do his/her job
- describe what an individual should achieve, not how they should do it
- include relevant technical, planning and problem solving skills, the ability to work with others and use information technology (i.e. Key Competencies)
- include any statutory or legal obligations
- include any health and safety requirements
- include any relevant environmental aspects which are critical to the occupation
- be written in plain language and in a format that makes sense to the people who will use them

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<sup>6</sup> In the Law on National Qualifications Framework key competences are defined as “a set of competencies to a certain level, required to satisfy the personal, social or professional needs of the individual in the process of lifelong learning. They are: communication in one’s mother tongue, communication in a foreign language, mathematical, technical and scientific competence, civic awareness, information technology, entrepreneurship, learning how to learn and cultural expression.”

- 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

### 3.2 Purpose of OS

This methodology represents a unique theoretical and logical approach for collecting, processing and presenting data for occupations and their standardisation. This approach enables flexible use of the methodology in all labour areas, and also its usage by all interested stakeholders.

The document represents a methodological manual which will enable active involvement of all stakeholders in the creation of knowledge and competences which will be required in the future and in the creation of occupational standards. It is primarily designed for all stakeholders, who will take part in the creation of occupational standards, their monitoring, evaluation and innovation (employers, social partners, educational institutions etc.).

Due to issues of economic feasibility, the current Classification of Occupations will be used in the development of the occupational standards. The OS will primarily be intended for the following beneficiaries:

**Employers:** Employers need occupational standards for: job descriptions, organization charts, developing qualifications, identification of educational needs of employees and selection in the hiring of new staff.

**Policy makers in the field of education, economy and employment policy:** These policy makers can use OS for strategic planning of workforce development, prioritizing funding for education, planning and programming vocational education, and allocation of resources in vocational education programmes.

**Career development:** Career development beneficiaries can use occupational standards for counselling, organizing, monitoring and sustainability of career development of youth and adults.

**Unions:** Unions can use occupational standards to determine the minimum wage, working conditions etc.

**Teachers:** Teachers need occupational standards for participation in curriculum development, planning, organizing, performing and monitoring the teaching process, as well as evaluating and grading of students' performance.

**Students and parents:** Occupational standards help students and parents choose the right occupation/profession, as well as choose appropriate education programmes and career development for students.

### 3.3 Stakeholder engagement in the development of OS

As OS describe the standards of performance required in the workplace they should be based on what constitutes real and good practice as described by a representative sample of relevant employers and stakeholders from across Macedonia and within the sector or occupation. Key stakeholders whose views are important to the development

of OS include:

- Employers
- Chambers of Commerce/Economics/Crafts
- Employer associations
- Relevant ministries
- Professional bodies
- Trade unions statutory bodies
- Other related sectors or occupations where the same or similar functions are carried out
- Education and training providers

## 4. Occupational analysis

4.1 The development of a OS is a two-stage process.

**First stage**, the OS developer must analyse the occupation which the standard is being developed for. How this analysis is carried out is described in Sections 5 and 6 of this methodology.

**Second stage**, using this analysis, the OS developer should write the OS. How this is done is described in Sections 7 to 9 of this methodology.

4.2 Before starting to write OS it is very important that the OS developer begins by **analysing the occupation** for which the OS is to be prepared. There are a number of methods and tools for analysing occupations. However, among the more frequently used methods are: **Task Analysis**, **Developing a Curriculum (DACUM)** and **Functional Analysis**.

4.3 It should be noted that Functional Analysis is not referred to in the 'Methodology for the Development of Occupational Standards' (2009) and that, therefore, its use in this new methodology represents a significant change in the approach to the development of OS in Macedonia.

## 5. Functional Analysis

5.1 Functional analysis is a method for describing what people do at work. It was originally developed in the UK<sup>7</sup> and involves the **mapping** of an occupation. The purpose of functional analysis is to identify what are the **key functions** of an occupation. Its focus is on the purpose or function of work activities. Functions describe the activities a person is expected to do as part of their job. A function must have a clear purpose and outcome that is valuable to an employer. Functional analysis is not concerned about **who** performs these functions and, therefore, jobs and job titles are not identified separately.

Functional analysis is the main method or tool used to define the nature of an occupation and the functions performed within it. As is implied by its name, Functional Analysis focuses on the **function** or purpose of work activities rather than the **tasks**

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<sup>7</sup> Functional Analysis is now used in a wide range of countries including Canada, Australia, New Zealand, Croatia, France, Germany, South Africa and India.

that the worker performs. This is an essential process in defining occupational competence and in setting boundaries between different occupations. The outcome of the functional analysis process is a **functional map** which is a systematic functional analysis of the occupation under review. A detailed functional map allows OS developers to establish the unique contribution of an occupation- what makes it different from all other occupations. This is essential to ensure that all primary (main) and secondary (sub-) functions are identified, that the relationship between them is clearly established and the direct contribution that they make to the overall purpose of the occupation is understood. Without a functional map it would not be possible to say where one occupation ends and another begins.

**Functions** are the activities a person is expected to do as part of their job. Functions are not random activities. Functions must have a **clear purpose** and **outcome** that are valuable to an employer. By identifying the functions people are expected to perform, it becomes easier to identify the standard they should achieve and the knowledge and skills they need. The process of functional analysis can take any area of work and break it down until it is clear what the functions that individuals are expected to perform are – in other words **what people need to be able to do**.

Functional analysis identifies the functions or purpose of work activities that individuals perform in the occupations they are working in. This will help OS developers to identify the standards to be achieved and the required knowledge and skills – in other words the main content of OS. As such, functional analysis is a stepping stone to the development of OS.

## 5.2 The process of Functional Analysis<sup>8</sup>

**5.2.1** Functional analysis starts with the identification of the **key purpose** of an occupation, then identifying the key functional areas and then breaking these down into functions until outcomes an individual worker carries out in an occupation are defined. This analytical process follows a strictly logical sequence.

**5.2.2** Functional analysis uses a consultative process that involves employers and employees actually working in the occupation being analysed. An independent facilitator systematically guides a small group of carefully selected employers and employees through the following **3-step functional mapping process**<sup>9</sup>.

### 3-Step Functional Mapping Process

**Step 1:** Develop Key Purpose Statement

**Step 2:** Define Key Functional Areas

**Step 3:** Define Functions

A detailed step-by-step description of the full functional mapping process, together with examples for each of these three steps<sup>10</sup>, is provided in Section 6 below.

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<sup>8</sup> Functional Analysis can also be used to analyse sectors and individual enterprises as well as for the analysis of occupations.

<sup>9</sup> When the occupation being analysed is **complex** it may be necessary to employ a fourth step, 'Define sub-functions'. This additional level of analysis is described in Section 6.4 below.

<sup>10</sup> In the functional analysis process Steps 1 to 3 is referred to as **disaggregation**. The number of levels of disaggregation in the functional map of an occupation will depend on the size and nature of the occupation being analysed but will usually consist of at least three levels and no more than four or five levels.

## 6. Developing a Functional Map for an Occupation

### 6.1 Step 1: Develop Key Purpose Statement

Functional mapping of an occupation starts with the identification of the **Key Purpose** of the occupation being analysed. The key purpose of an occupation is a concise yet comprehensive statement of the outcomes or activities a worker is expected to achieve in a given occupation. It should represent the common or shared goal that everyone who is working in the occupation is working towards. The key purpose describes what workers are expected to do – not what their job is called.

Listed below are a number of examples of key purpose statements developed for a range of different occupations.

Name of occupation	Key purpose
Restaurant waiter	Prepare the restaurant, serve food and drinks and process accounts
Bakery worker	Process raw materials, produce and pack bakery products
Bricklayer	Build walls and partitions from bricks and blocks
Plasterer	Cover rough services with mortar
Concrete worker	Mix and pour concrete to form foundations and the building framework
Chambermaid	Clean and service guest bedrooms and public areas
Tour arranger	Prepare tour itineraries which meet client requirements
Front of house receptionist	Process and facilitate the arrival, accommodation and departure of hotel guests
Computer technician	Install and test computers, peripherals and networks
Instrument technician	Install, test and maintain mechanical, electrical and electronic instruments

Key purpose statements should follow a standard grammatical structure and usually consist of three parts. The **first part** is a description of the action or actions required to achieve the outcome. This is a verb or a number of verbs depending on the complexity of the key purpose. The **second part** describes the object of the action(s) and uses a noun or nouns. The **third part** describes the context of the action(s). This could be the purpose of the action(s) or a description of to whom the action is directed etc. A number of examples are given below which illustrate this three part grammatical structure used for creating key purpose statements.

<b>Key purpose statement</b>	<b>Do what? (the action – the verb)</b>	<b>To what? (the noun)</b>	<b>For what purpose? With what? To whom? What type?</b>
Build walls and partitions from bricks and blocks	build	walls and partitions	from bricks and blocks (with what)
Cover rough surfaces with mortar	cover	rough surfaces	with mortar (with what)
Mix and pour concrete to form foundations and the building framework	mix and pour	concrete	to form foundations and the building framework (for what purpose)
Form wooden frames for shaping concrete sections	form	wooden frames	for shaping concrete sections (for what purpose)
Clean and service guest bedrooms and public area	clean and service	guest bedrooms and public areas	none needed as the context is obvious
Prepare tour itineraries which meet client requirements	prepare	tour itineraries	which meet client requirements (for what purpose, to who)
Process and facilitate the arrival, accommodation and departure of hotel guests	process and facilitate	the arrival, accommodation and departure	of hotels guests (to whom)
Install and test computers, peripherals and networks	install and test	computers, peripherals and networks	none needed as the context is obvious
Install, test and maintain mechanical, electrical and electronic instruments	Install, test and maintain	instruments	mechanical, electrical and electronic (what type)
Process raw materials, produce and pack bakery and confectionery	process, produce and pack	bakery and confectionery products	none needed as the context is obvious

## 6.2 Step 2: Define Key Functional Areas

Having defined the key purpose of the occupation being analysed the next step is to break it down into key functional areas; that is, **identification of all the key functions that individuals need to carry out in order to achieve this key purpose**. This is done by asking the question:

### What needs to happen to achieve the key purpose?

Answering this question will lead to the identification of a number of key functional areas and this will contribute to the development of a functional map for the occupation being analysed.

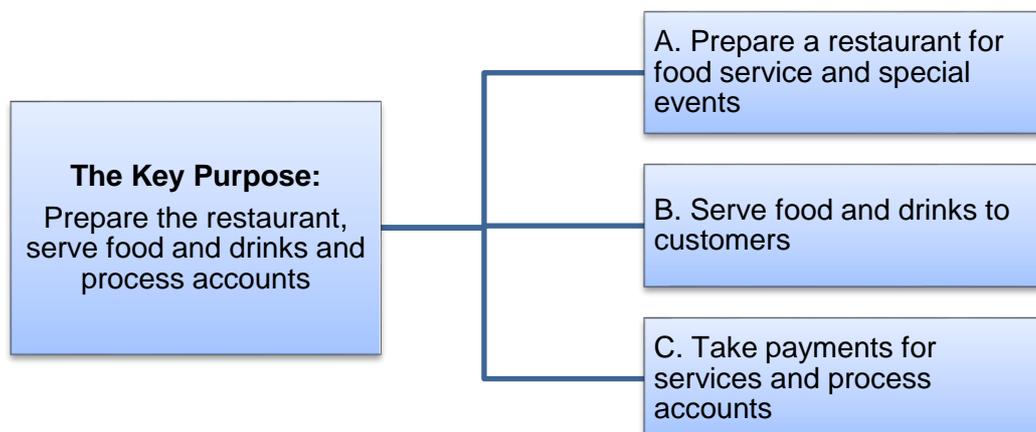
Generally speaking, the answer to this question will follow one of four patterns or classification rules. These general patterns are:

- a linear process or sequence (e.g. plan, design, build)
- a cyclical process (e.g. develop, implement, evaluate)
- separation of different processes or methods (e.g. bake products, boil products, steam products)
- separation of different products or outcomes (e.g. test mechanical components, test electrical components)

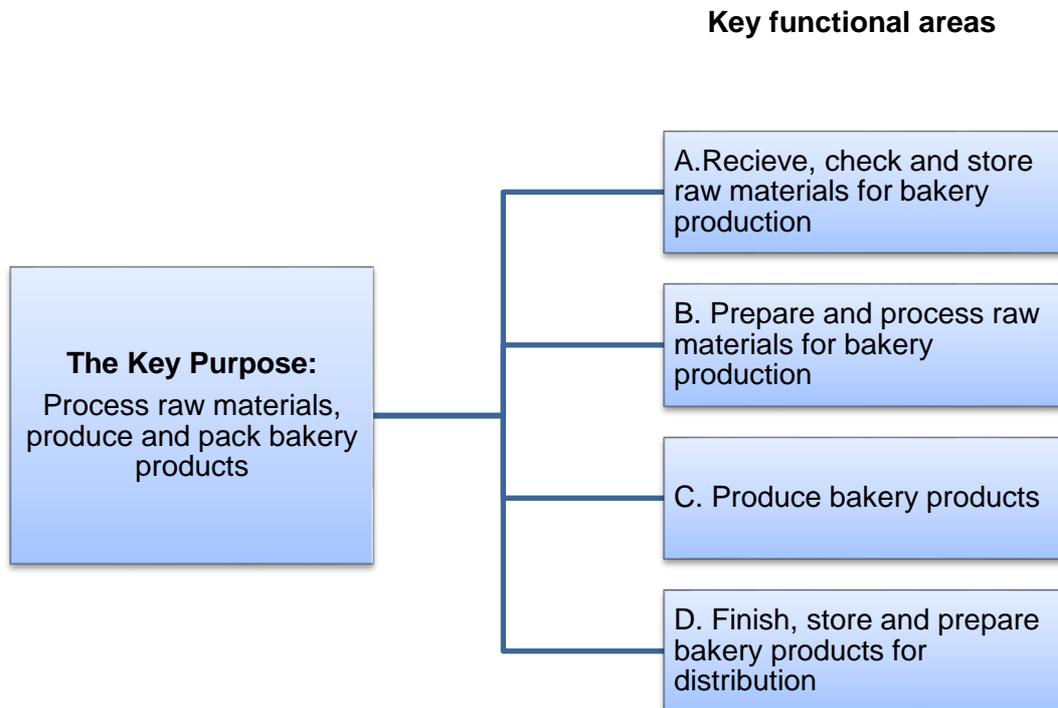
Two examples of Step 2 are given below.

### Example 1: Restaurant waiter

#### Key functional areas



## Example 2: Bakery worker



These two examples illustrate the typical development of a functional map. On the left of each map under development is the key purpose statement. To the right of the key purpose statement are the key functional areas which enable this key purpose to be met. In Example 1, three key functional areas have been identified while in Example 2, four have been identified. The number of key functional areas will depend on the complexity of the occupation being analysed and may be as high as six to eight.

The next step in the functional mapping process is to further analyse these key functional areas into **functions**.

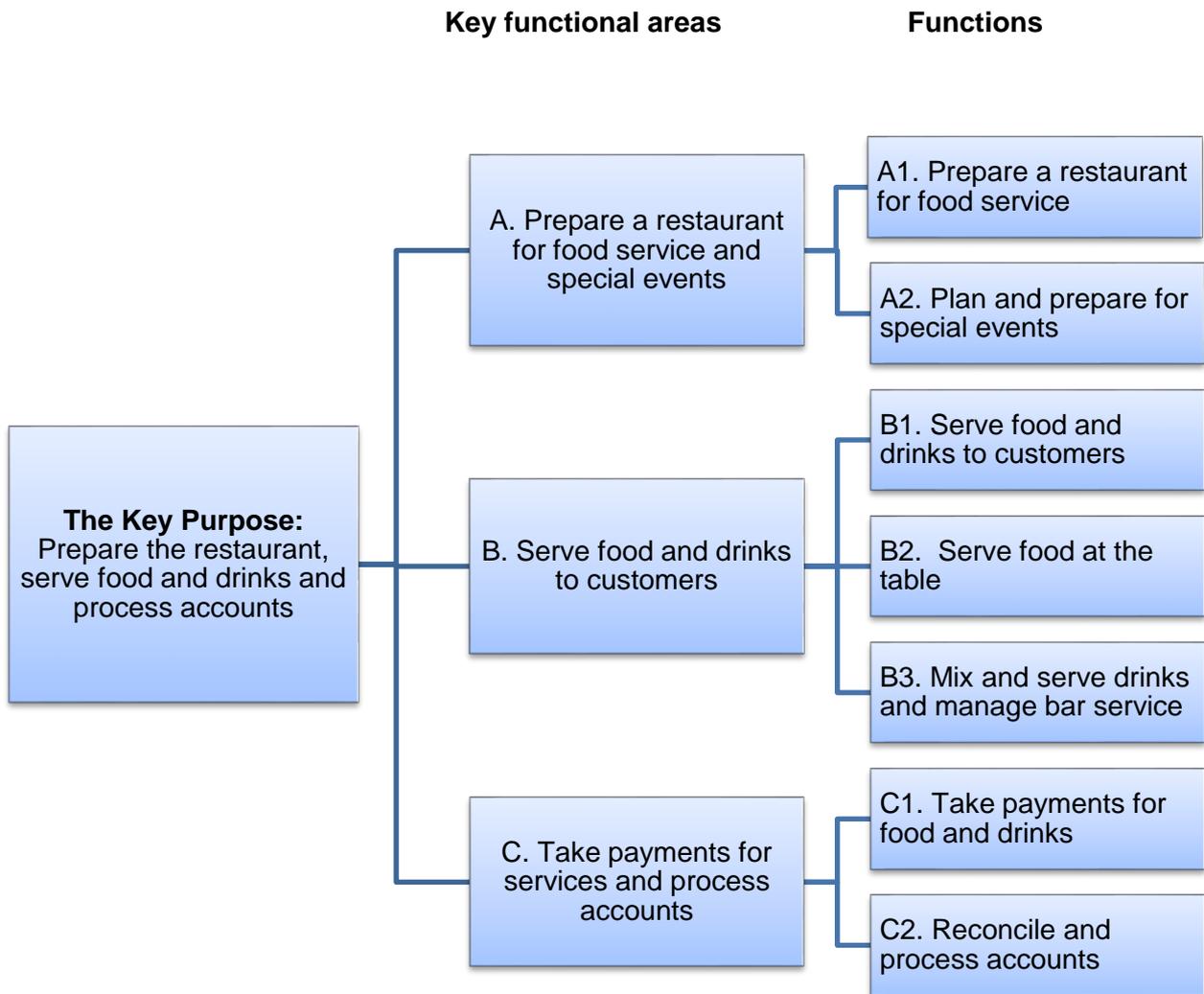
### 6.3 Step 3: Define Functions

As described in Section 5.1 above, **functions** are the activities a person is expected to do as part of their job. The process for identifying functions is very similar to that used in Step 2 except that the question now becomes

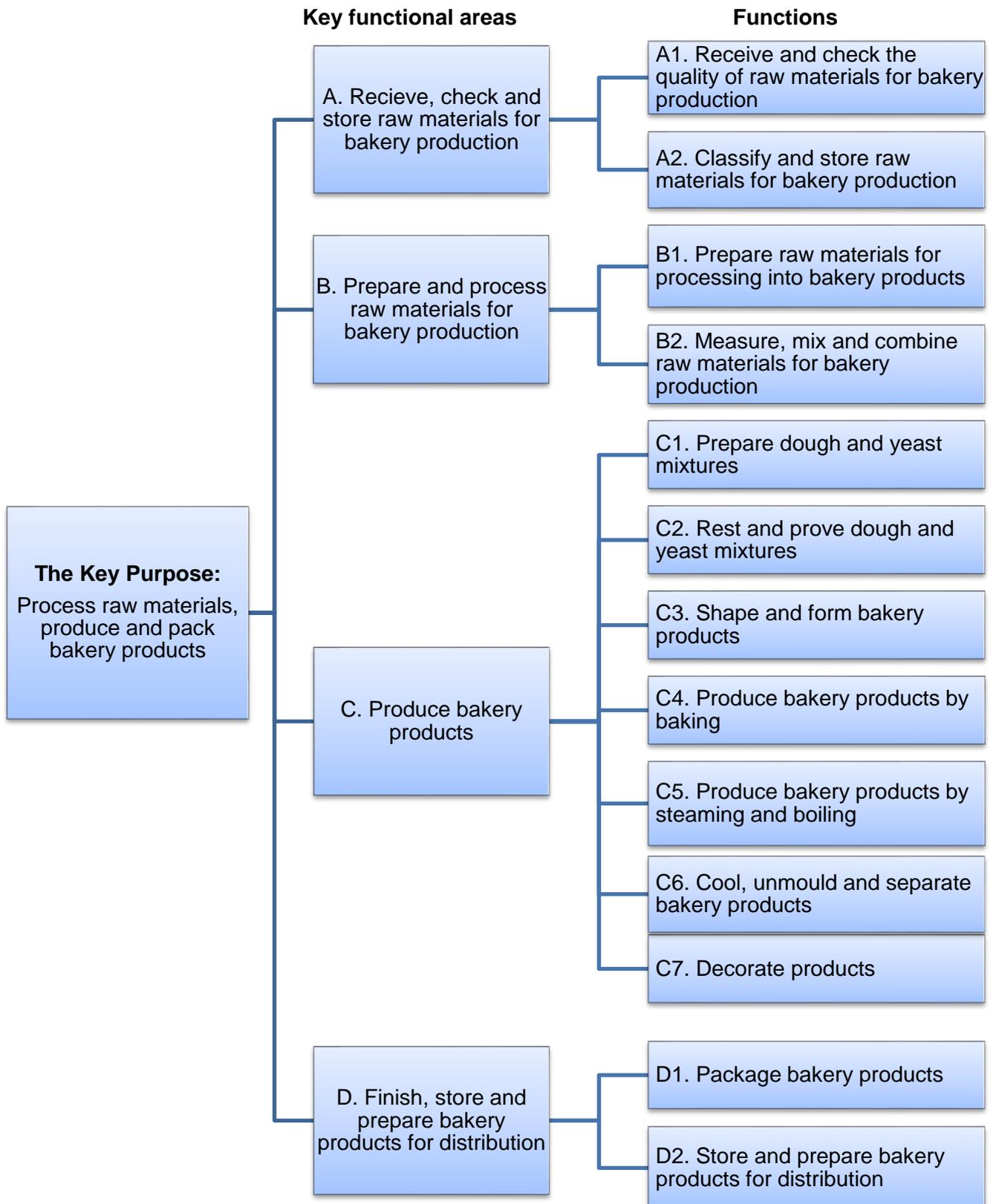
#### **What needs to happen to achieve this key functional area?**

Answering this question, in relation to each previously identified key functional area, will result in the identification of a number of functions as exemplified in the following two examples which are a continuation of the two examples given in Step 2 above.

### Example 1: Restaurant waiter



## Example 2: Bakery worker



These two examples are completed **functional maps** for the occupations of restaurant waiter and bakery worker and represent the final outcome of the functional analysis

process.<sup>11</sup> It should be noted that in both examples shown above each occupation has been analysed to **three levels of disaggregation** which is the typical level of analysis required for the majority of occupations. However, for some more complex occupations it may be necessary to continue to a fourth level of disaggregation.

It is important to note that, like key purposes above, functional statements should follow a similar grammatical structure. The first part is a description of the action or actions required to achieve the outcome. This is a verb or a number of verbs. Next, when describing the second part, the object of the action, a noun or nouns is used. The third part consists of a description of the context of the action(s) – this might be the purpose of the action(s), to whom the action is directed etc. Four examples of the grammatical structure for describing functional statements are given below.

The action Verb(s)	The object of the action Noun(s)	The context of the action
Serve	food and drinks	to customers
Receive and check	the quality of raw materials	for bakery and confectionery production
Serve	food	at the table
Store and prepare	bakery products	for distribution

The functional mapping process stops when a level of detail is reached which describes an outcome which **an individual worker might be expected to achieve**. As this is the case in the above two examples there is, therefore, no need to carry any further analysis. The functional mapping of these two occupations has been finalised when Step 3 has been completed.

It is important to note that these outcomes, which describe a single function which can be performed by an individual worker, will form the basis of OS development as described in Sections 8 and 9 below. These functions, and groups of related functions, will also be the starting point for the design of **modules** at a later stage (that is, Step 5 referred to in Section 1.4 above).

#### 6.4 Define Sub-Functions

Occasionally it may be necessary, when the occupation being analysed is **complex**, to carry out an additional level of analysis. Because the two occupations used in the examples above (restaurant waiter and bakery worker) are not complex occupations there is no need for further analysis after Step 3.

This additional, and final level of analysis could be referred to as Step 4 and is very similar to Steps 2 and 3 except the question now changes to

#### What needs happen to achieve this function?

Answering this question will result in the identification of a number of sub-functions for some or all of the functions identified in Step 3 above. When this additional level of analysis is finished the functional map for the complex occupation is complete.

**6.5** The completed functional map may look like a hierarchy or flow chart but it is not. The statements are not placed in any order of priority or importance. The different groups of statements simply represent **different and separate** functions.

<sup>11</sup> Annex 2 provides a third example of a completed functional map of the occupation of a Tour Guide.

A simple **coding system** should be used to show the level of detail of each statement and its position in the analysis. A capital letter (A, B, C etc.) should be used to code each key functional area. At the next stage in the analysis, identification of functions, numbers should be added to the code – A1, A2, B1, B2 etc. If, very occasionally, a further stage of analysis is needed, another number should be added. Therefore, any further analysis of A1 would be coded A11, A12, A13 etc.

## 7. From Functional Map to OS

**7.1** A functional map provides a detailed description of exactly what employers expect workers to be able to do (functions) in a particular occupation. The next step is to develop a OS which sets an appropriate standard for workers when they are carrying out these collective functions and that also states the knowledge and skills that workers will need to perform their work competently in their chosen occupation. This is reflected in the definition of OS given in section 2.1 above.

OS are derived directly from the functional map and should cover all the functions (and sub-functions, if relevant) that should be performed by an individual when working in a specified occupation. Each OS should specify the standard of performance an individual must achieve when working in an occupation, together with the underpinning knowledge and skills. Compliance with these criteria will ensure that all OS can be presented in a common format, while allowing considerable flexibility in their content and presentation in order to meet the needs of different occupations.<sup>12</sup>

**7.2** However, before proceeding to develop new OS based on a newly prepared functional map the OS developer must first carry out some research to identify whether or not there are existing older OS which can be amended and adopted instead of creating completely new OS. Developing new OS 'from scratch' can be quite time-consuming so it makes sense not to 'reinvent the wheel' if it is not necessary. The process of identifying and, if necessary, amending existing appropriate OS for use instead of developing completely new OS is described in Annex 3 of this methodology.

## 8. OS format<sup>13</sup>

All OS should be developed using a standard format. While there is no single 'right' format for developing OS, research of OS throughout the EU and beyond, shows that all OS formats consist of **a number of common elements or components** such as an unambiguous title, a numerical code for classification purposes, a statement of the OS level in relation to a qualification framework etc. In this methodology for the development of OS in Macedonia the structure of a OS consists of the following 15 elements

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<sup>12</sup> In Annex 6 a detailed graphic presentation is shown regarding the use of the functional map of an occupations while filling in the OS template

<sup>13</sup> Example of filled in OS format can be found in Annex 5.

1. OS Title
2. OS Code
3. Sector
4. Level of complexity of working tasks
5. OS Summary
6. Occupational Functions
7. Occupational Tasks
8. Occupational Competences
9. Knowledge of the Occupation and Skills of the Occupation
10. Key Competences
11. Special Conditions
12. Occupational Legislation, Regulation and Industry Standards
13. Approved by
14. Approval Date
15. Review Date

These elements represent **a combination of existing good practice** in Macedonia<sup>14</sup> as well as in the UK and elsewhere.

In the following section each of these 15 OS elements or components is described in more detail with supporting examples where appropriate. These descriptions form **guidelines** will help OS developers to 'build' each OS element-by-element<sup>15</sup>.

## 9. How to describe each OS element

### 9.1 OS title

Each OS should have a unique and concise title which clearly and accurately describes the **person** within the occupation to which it relates. It should be a title that is recognised within the Macedonian labour market and that is usually associated with the occupation by the labour market.

The title of each OS should be unique, that is, there should not be another OS with the same title. Also, the OS title should be as concise as possible while clearly and accurately describing the occupation it covers.

The OS title should consist of one short statement. If the OS developer wants to provide additional information in order to provide a better understanding of what the OS is about this can be included in Element 6: OS Summary.

The OS title should be based on one of the following four occupational descriptors;

1. Type and content of work within an occupation and the complexity of the occupation
2. Job outputs
3. Location of execution of the work
4. Tools/equipment used

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<sup>14</sup> Based on sections of the Methodology for the Development of Occupational Standards (2009)

<sup>15</sup> A **OS Template** for inserting information relating to each of these 16 elements or components of a OS is provided in Annex 4 of this methodology.

The table below provides examples of OS titles based on each of these four occupational descriptors.

Occupational descriptor	Examples of OS titles
1. Type and content of work within an occupation and the complexity of the occupation	1.1 IT technician 1.2 Junior bank clerk 1.3 Senior production manager
2. Job outputs	2.1 Tinsmith 2.2 Baker 2.3 Fishmonger
3. Location of execution of the work	3.1 Surface miner 3.2 Store man 3.3 Gardner
4. Tools/equipment used	4.1 Tractor driver 4.2 Welder 4.3 Florist

## 9.2 OS Code<sup>16</sup>

The coding of the occupational standards and their classification is done based on the **Guide for classification and coding of occupational standards** prepared and brought by the Centre for Vocational Education and Training (as an integral part of the Methodology for development of occupational standards), and is approved by the National board for Macedonian qualification Framework.

The code of the OS is a clear, unambiguous and unrepertive mark (original and unique) which is determined in a specific system and is used for easy identification of a certain occupational standard. From those reasons a **coding system** is defined which consists of **eight characters divided in three groups** separated with a dot.

- **The cipher for sectors, subsectors and areas** consist of **4 characters**. **The first 2 characters** of the cipher show the **sector** and have a value of 1 to 16. **The third character** of the cipher shows the subsector as part of the sector and has a value from 1 to 9. **The fourth character** of the cipher shows the **areas** as part of the subsectors as a lower level of the aggregation.
- **The first 4 characters of the cipher of the code** represent the **first group** which identifies the **sector, subsector and areas** of the occupational standard. This group is located at the beginning of the code and ends with a dot.
- **The second group** is comprised of **two characters** depicting the **level of complexity of the working tasks** of the standard of occupation.
- **The third group** of the code consists of **two characters** depicting the **ordinal number** for each individual occupational standard, showing the placement of the occupational standard in the appropriate sector, subsector and area. The Ordinal numbers of the occupational standards in each sector, subsector and area are shown with the numbers 01 to 99, and they are written after the dot of the second group of characters of the code.

<sup>16</sup> Sometimes referred to as a Unique Reference Number or URN.

The cipher of the group Remaining<sup>17</sup> consists of four characters. The first two characters refer to the **group Remaining** and are shown with the number 99. **The third and fourth character** of the cipher are shown with zeros (**9900**).

**Examples of coding occupational standards:**

<b>OS Title</b>	Assistant operator for ready-made clothing
<b>OS Code</b>	1110.20.01
<b>Sector</b>	TEXTILE, LEATHER AND SIMILAR PRODUCTS
<b>Level of complexity of working tasks</b>	II (second)

<b>OS Title</b>	Tailor
<b>OS Code</b>	1110.30.01
<b>Sector</b>	TEXTILE, LEATHER AND SIMILAR PRODUCTS
<b>Level of complexity of working tasks</b>	III (third)

<b>OS Title</b>	Industrial seamstress
<b>OS Code</b>	1110.30.02
<b>Sector</b>	TEXTILE, LEATHER AND SIMILAR PRODUCTS
<b>Level of complexity of working tasks</b>	III (third)

<b>OS Title</b>	Operator for ready-made clothing
<b>OS Code</b>	1110.40.01
<b>Sector</b>	TEXTILE, LEATHER AND SIMILAR PRODUCTS
<b>Level of complexity of working tasks</b>	IV (fourth)

<b>OS Title</b>	Wine specialist
<b>OS Code</b>	0710.52.01
<b>Sector</b>	AGRICULTURE, FISHERY AND VETERINARY
<b>Level of complexity of working tasks</b>	V B (fifth – B)

<b>OS Title</b>	Adult education trainer
<b>OS Code</b>	9900.52.01
<b>Sector</b>	REMAINING
<b>Level of complexity of working tasks</b>	V B (fifth – B)

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<sup>17</sup> “Remaining refers to the Occupational Standards which according to the subject matter of the work and the organization and technological relation can’t be included in the 16 sectors listed above “ (Section 2 of the Guide for classification and coding of OS )

## 9.4 Sector

For this OS element the OS developer should indicate which of the following **14 sectors**, as listed in Article 16 of the Macedonian Law on National Qualifications Framework (2013) the OS is associated with.

No.	Sector
1	Geology, mining and metallurgy
2	Construction and geodesy
3	Graphic industry
4	Economics, law and trade
5	Electrical engineering
6	Healthcare and social protection
7	Agriculture, fishing and veterinary
8	Personal services
9	Mechanical engineering
10	Traffic, transport and storage
11	Textile, leather and similar products
12	Catering and tourism
13	Chemistry and technology
14	Forestry and wood processing
15	Sport and recreation
16	Art

There will be instances when a OS will be

- Unique to one sector, for example, **Forestry Worker** is only relevant to the **Forestry and wood processing** sector
- Be common to two or more sectors, for example, **Physiotherapist**, might be a OS which is relevant to both the **Health** and **Personal Services** sectors
- Be common to all 14 sectors, for example, **Accountant**, **Health and Safety Officer** and **Customer Services Manager** might well be an example of a range of occupations which will be found in every sector. These types of OS are referred to as **cross-sectoral OS**.

## 9.5 Level of complexity of working tasks

Level of complexity of working tasks refers to the complexity of performing the working task, the necessary knowledge, responsible management, psychophysical limitation and physical working conditions.

## 9.6 Occupational Summary

The purpose of the Occupational Summary or Overview is to provide the reader with more information about the OS (see reference to this element in section in 9.1 OS Title above). It simply provides a **short introduction** to the OS. The Summary should be a brief narrative description of the OS consisting of no more than two or three short

paragraphs. It should indicate what the OS covers or is about and who it is for. In some instances it might also be useful, for the purpose of clarity, to state who the OS is **not for**. It can provide an indication as to which occupation the OS may be appropriate for. It should be **clear and concise** and should not be a summary of the full content of the OS.

The Occupational Summary is provided for information purposes only and should not be used for assessment purposes. As such, and if necessary, the Occupational Summary can be updated or amended at a later date without affecting the performance and/or knowledge and understanding demands of the OS (see Section 9 and 10 below).

The box below shows two example of Occupational Summaries for the occupations of Front Office Associate and Gardener.

Occupation	Occupational Summary
Front Office Associate	<p>Also, known as 'Front Desk Associate', 'Guest Service Associate' or 'Receptionist', the Front Office Associate is responsible for receiving the guest, handling the guest registration process, attending to any guest requirements, cashiering and handling guest accounts during their stay and facilitating their departure.</p> <p>Customers may also receive and send various types of communications through the reception facility of an organisation or seek to book or enquire about external services.</p>
Gardener	<p>The occupation 'Gardener' provides for the performance of operations for planning and production, soil preparation for sowing and planting gardening products, cultivating and nurturing seedlings and plants, direct planting, sowing and cultivation of cultures, i.e. plantation of gardening products. The production process entails protection of seedlings, cultures and plants, rational use of materials and time during gardening production, harvesting, transport, sorting, arranging and storing gardening products and health and environmental protection.</p>

## 9.7 Occupational Functions<sup>18</sup>

Occupational functions refer to nine specified stages of operational activity and consist of:

- Planning and organising work activities
- Preparation for work
- Operational activities
- Commercial activities
- Administrative activities
- Quality assurance activities

<sup>18</sup>In Section 3.4.3.5 of the Methodology for the Development of Occupational Standards (2009) **Occupational Functions** are referred to as **Group of works/operations**.

- Maintenance and repair of equipment
- Communication
- Health, Safety and protection of work and living environment

These nine occupational functions are **generic** and apply to all occupations. However, in OS they must be described **in relation to each individual occupation**. How this is done is described and illustrated in the next two Sections 9.8 and 9.9.

## 9.8 Occupational Tasks<sup>19</sup>

Occupational Tasks are the specific recognisable tasks that are carried as part of an occupation in relation to each of the nine Occupational Functions (listed above). Occupational Tasks are not random but are derived directly from the **Functional Analysis** of the occupation which has already been carried in as described in Section 6 (above) of this methodology. Each Occupational Task should cover a single function which can be performed by an individual worker, in other words, the functions which are listed in the **final level of analysis** of the functional map of the occupation for which the OS is being developed.

The table below provides an example of this and shows all the Occupational Tasks which a **General Welder** must perform in relation to each of the nine Occupational Functions listed in 9.7 above.

Occupational Functions	Occupational Tasks
1. Planning and organising work activities	1.1 Work efficiently and effectively in engineering
2. Preparation for work	2.1 Use and interpret engineering data and documentation
3. Operational activities	3.1 Join materials by TIG welding 3.2 Join materials by flux cored welding 3.3 Join materials by MMA welding 3.4 Join materials by MIG/MAG welding 3.5 Join materials by Oxy/Fuel gas welding 3.6 Carry out gouging for welding activities
4. Commercial activities	N/A
5. Administrative activities	N/A
6. Quality assurance activities	Covered in Operational Activities
7. Maintenance and repair of equipment	Covered in Operational Activities
8. Communication	8.1 Covered in Work efficiently and effectively in engineering
9. Health, Safety and protection of work and living environment	9.1 Comply with statutory regulations and organisational safety requirements

<sup>19</sup> In Section 3.4.3.5 of the Methodology for the Development of Occupational Standards (2009) **Occupational Tasks** are referred to as **Key functions (key works)**.

## 9.9 Occupational Competences<sup>20</sup>

Occupational competences<sup>21</sup> are statements describing what an individual need to do or ensure happens in order to carry out the individual functions which compose an occupation to a satisfactory standard. In other words, occupational competences should clearly and concisely describe what the standard of performance required when carrying out a function. Occupational competences answer the question:

**What does an individual need to do or ensure happens in order to carry out each function of an occupation to a satisfactory standard?**

Occupational competences in a OS should

- be capable of distinguishing between satisfactory and unsatisfactory performance in each occupational function covered by the OS. Occupational competences
- cover all the aspects which are critical to carrying out the functions of an occupation to a satisfactory standard
- be achievable by a competent individual when carrying out each function
- start with an active verb in the third person singular (that is, 'S/he') and be able to follow the invisible introductory phrase: "S/he must be able to...".
- describe what the worker **does or is able to achieve**, there should be nothing about what s/he knows or what skills s/he has as these are dealt with in Element 10; OS Knowledge and Skills
- only deal with what is essential to meeting the required standard of performance
- when taken together, specify the standard of performance required when carrying out a function

The box below gives an example of the occupational competences for a Hotel Receptionist carrying out the function of 'Deal with the arrival of customers'.

<b>Occupation:</b> Hotel Receptionist
<b>Occupational function:</b> Deal with the arrival of customers
<b>Occupational competences:</b> S/he must be able to
<ol style="list-style-type: none"><li>1. Assist the customer to feel welcome in the hotel</li><li>2. Identify the customer's requirements</li><li>3. Ensure customer details are correct in the booking system</li><li>4. Offer alternatives to any services that are not available</li><li>5. Make sure that the registration document is completed as required</li><li>6. Give accurate information to the customers about their room and its location</li><li>7. Promote the services and facilities of your hotel</li></ol>

<sup>20</sup> In Section 3.4.3.5 of the Methodology for the Development of Occupational Standards (2009) **Occupational Competences** are referred to as **Competences (skills and know-how)**

<sup>21</sup> Occupational competences are sometimes referred to as **performance criteria** or **assessment criteria**

## 9.10 Occupational Knowledge / Occupational Skills

OS must specify the knowledge and skill which an individual must possess in order to perform consistently and to the required standard. The specification of knowledge and skills in a OS should be able to answer the following question:

**What does an individual need to know and what skills should s/he have in order to perform this occupational function consistently to the required standard?**

In this OS element

- **Knowledge**<sup>22</sup> is defined as a set of acquired and systematised information, that is, a set of theoretical and factual information.

Knowledge refers to facts

- **Skill** is defined as the ability to apply knowledge, perform tasks and solve problems. Skills are described as cognitive (involving the use of logical, creative and intuitive thinking) and practical (manual work and the use of methods, instruments, tools and materials).

The specified skills should cover the professional, technical, managerial and/or interpersonal skills required to perform the occupational function.

Skills may include technical skills specific to the occupational function being described and/or employability skills transferable to a wide range of contexts such as 'analysing', 'listening', 'time management' etc.

The level of detail to which the required knowledge and skills is specified will depend on the nature of the function being performed. However, the knowledge and skills specification should only comprise of the knowledge and skills which are **essential for effective performance** of the occupational functions being covered by the OS. It should contain nothing that is irrelevant to the function. In other words, the specification should be developed on the basis of 'need to know and do' and not on 'nice to know and do'.

The box below gives examples of knowledge and skills requirements relating to the example of Hotel Receptionist used in Section 9.9 above.

<b>Occupation:</b> Hotel Receptionist
<b>Occupational function:</b> Deal with the arrival of customers
<b>Knowledge</b> – S/he must know <ul style="list-style-type: none"><li>• The expectations which customers may have when visiting the hotel, including standards of service</li><li>• The types of general requirements that customers visiting the hotel are likely to have and how to meet each of these</li><li>• The types of difficult behaviour that customers may demonstrate and how to respond to them</li><li>• The layout of the hotel and the location of guest rooms and facilities</li><li>• The legal requirements for registering customers in a hotel</li></ul>

<sup>22</sup> These definitions of Knowledge and Skills are from Article 2 of the Law on National Qualifications Framework (2013)

**Skills** – S/he must be able to

- Operate a desktop computer
- Use the appropriate hotel registration software
- Use the internet in order to answer customer queries regarding local events, location of restaurants etc.
- Read maps and explain directions in response to customer queries regarding hotel location etc.

### 9.11 Key Competences

Key competences, as defined by the Law on National Qualifications Framework (2013), are described in Section 2.2 above.

The OS developer should include in this element the key competences that relate to performance in the occupation. Key competences should be

- listed in a way that is understood by the relevant industrial sector(s)
- the set of competences required to satisfy the personal, social and professional needs of the individual worker in the process of lifelong learning in the occupation
- the combination of knowledge, skills and attitudes appropriate to the occupational context
- describe the added value for the labour market of the occupation in terms of flexibility, adaptability, satisfaction and motivation.

In the box below are examples of key competences which relate to the occupation of Hotel Receptionist.

**Occupation:** Hotel Receptionist

**Key Competences:** S/he must be able to

- show the right attitude for customer service
- show appropriate and positive behaviours to guests
- when possible, converse with foreign guests in their own language
- inform and promote upcoming Macedonian cultural events to guests (e.g. wine, jazz, film, theatre festivals etc.)
- be responsible for your own continuous development in relation to the tourist industry
- use relevant 'apps' (e.g. weather and/or cultural apps) to inform guests about changing weather conditions/upcoming cultural events during their stay in Macedonia
- collaborate effectively with other hotel staff

## 9.12 Special Conditions

Special Conditions refers to the range of different circumstances or situations that have a critical impact on performance.

The box below provides an example of some of the Special Conditions relating to the occupation of General Welder.

<b>Welder – Special Conditions: works in</b>
• confined spaces
• offshore installations
• outside in all-weather conditions
• a variety of positions (horizontal, vertical, inclined etc.)
• high structures and buildings using scaffolding
• in nuclear power stations
• in shafts and tunnels
• in potentially explosive atmospheres

If there are no Special Conditions associated with the occupation under review then insert 'Not applicable' in this section of the OS.

## 9.13 Occupational Legislation, Regulation and Industry Standards

This section should list any Macedonian industry-specific requirements (legislation, regulation and industry standards) that employees working within the occupation being reviewed have to adhere to.

The box below provides an example of some of the Occupational Legislation, Regulations and Industry Standards relating to the occupation of **Baker** for the production of bread.

<b>Occupational Legislation, Regulation and Industry Standards for Bread Baker</b>
• Law on Public health
• Law on Sanitary Inspection
• Law on Market Inspection
• Labour Law
• Law on occupational Health and Safety
• Law on Environmental Protection
• Regulations and Principles for Food Hygiene
• Standards for Food Processing
• Standards for Food Ingredients
• Standards for Additives
• Standards for Packaging and Storing
• ISO 9001 and ISO 14001
• HACCP System

## 9.14 Approval of OS

**All Macedonian OS are approved and adopted by the Ministry of Labour and Social Policy (MoLSP).**

### **9.15 Approval Date**

This date simply refers to the date the OS has been approved by the Ministry of Labour and Social Policy (MoLSP).

### **9.16 Review Date**

This is an advisory end date for the review and possible amendment of the OS. As the labour market is constantly evolving it is necessary to review and update, if necessary, the core elements of OS. when fully operational, the relevant Sectoral Commission should be responsible for this review process. It is recommended that a OS should be reviewed **3-5 years** after its approval date, based on the opinion of the relevant Sectoral commission and the nature of the occupation.

## Annex 1: Processing the Initiative for the Development of OS<sup>23</sup>

The initiative for the creation of a new OS arises from a specific sector and can be instigated by the specific chambers, ministries, unions, educational institutions, association of municipality units and other legal entities or natural persons.

The initiative includes<sup>24</sup>:

- title and code of the occupation, if the occupation is already included in the National Classification of Occupations or a proposition for the foundation of new occupation
- list of the characteristic jobs in the frame of an occupation;
- the existing opportunities for acquiring the national classification for occupation;
- assessment of the needs for an occupation in accordance with the long-term development of the economy and other activities;
- the regulations which regulate this area in the Republic of Macedonia and the EU;
- international comparability: Information on the occupation and the methods of qualification for execution of an occupation in the countries that can be compared (if available to the proposal).

The form for the initiative<sup>25</sup> is published on the website of the VET Centre<sup>26</sup>

The VET Centre adjusts and synchronises the initiatives and delivers them to the authorised bodies for occupational standards in line with the NQF Law.

The established initiatives are synchronised by the responsible bodies for occupational standards in relation to:

- durability
- geographical distribution
- applicability in various jobs
- the opportunity for employment of a large number of workers
- international comparability

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<sup>23</sup> This procedure for the initiation of OS is based on Section 3.2 of the Methodology for the Development of Occupational Standards (2009)

<sup>24</sup> This needs to be harmonized with the new template for OS

<sup>25</sup> The existing document needs to be harmonized with the Law on the National Qualifications Framework (Skopje, 2013) and the Concept Paper on Modernisation of the secondary TVET, (Skopje, 2016).

<sup>26</sup> [http://www.csoo.edu.mk/index.php?option=com\\_content&task=blogcategory&id=59&Itemid=161](http://www.csoo.edu.mk/index.php?option=com_content&task=blogcategory&id=59&Itemid=161)

- synchronisation with the regulations within the frames of Republic of Macedonia and the EU
- adjustability to occupations
- involvement in the educational programme.

The approach to the development of occupational standards is based on the standpoint of the appropriate panel for occupational standards.

## Annex 2: Functional map for the occupation of a Tour Guide

<b>Key purpose of Tour Guide:</b> Assist, guide and inform visitors to achieve the best visitor experience											
<b>Key functions</b>											
Plan own and others' activities	Manage own and others' activities	Manage people	Maintain relationships	Maintain and use information	Maintain resources	Maintain the working environment	Maintain and improve quality	Use technology to improve efficiency	Produce goods and services	Provide goods and services	Diagnose and solve problems
<b>Sub-functions</b>											
Research and plan sample tour itineraries	Conduct a guided visitor experience	Welcome visitors	Liaise with tour operators to obtain commission	Research the historical and cultural footprint of the site	Update maps and other guidance information	Undertake risk assessment of the tour route	Conduct the tourist guiding experience according to operational and legislative requirements	Select and use presentation equipment	Produce maps and guidance documents	Lead the tour	Identify barriers to understanding and make adjustments where practical
Plan own work	Manage the pace and sequence of planned tour	Manage and organize groups	Liaise with destination managers, and other onsite personnel to obtain authorization	Provide information points of interest and answer questions	Maintain and update itineraries and presentations	Ensure the health and safety of people taking the tour	Update own knowledge and understanding tourism	Provide visitors with additional access resources		Sell tourism bookings and services	Facilitate access for disabled and elderly visitors
Liaise with tour operators to plan and prepare tours and experiences	Manage own work	Encourage visitors to comply with local procedures, protocols and requirements	Deal with persons from other cultures		Make use of promotional material	Ensure adherence to site specific procedures, protocols and requirements	Deliver customer service				Respond to visitor health and safety issues

	Develop and improve own work	Assist with transfers and transportation of visitors	Work as a member of a team		Keep records and store visitor data	Implement minimum environmental impact practices					
	Market and sell own services	Make adjustments to the guided tour to reflect visitor needs									

## Annex 3: Identifying, amending and using existing OS

### 1. Introduction

Having carried out a Functional Analysis which provides a framework for the occupation under review the OS developer now knows what employers expect employees to do when working in the occupation. The next step is to identify existing OS, or OS which are under development, which cover these functions. This will help avoid expensive and wasteful duplication of OS and maximize the potential for transferability of competence.

There are basically two types of existing OS that OS developers should identify and examine before developing new OS. These are

- **Generic or Cross-Sector OS produced for all sectors**
- **Sector specific OS that could be used elsewhere**

Each of these two types of existing OS is described in more detail below along with guidance on how to find each type of OS.

### 2. Where to find existing relevant OS

Macedonian OS developers should become competent in researching a range of sources or data centres which contain existing or draft OS which could be relevant to the functional analysis of an occupation which they have just completed. Included among these sources of existing OS are

- MoLSP and MoES OS directories/databases
- VET Council and VET Centre
- National Classification System
- Sectoral Commissions OS directories/databases
- Donor agencies involved in TVET reform in Macedonia
- Regional VET organisations (e.g. in Montenegro, Albania, Kosovo, Croatia etc.)
- International VET organisations (e.g. UK Sector Skills Councils, ILO Classification System)

While the language a OS is written in may present an obstacle to the Macedonian OS developer it may still be more economical and quicker to translate (and import or tailor) a recently developed Croatian OS for the occupation of, for example, Web Development Technician, than to develop a new Macedonian OS for this occupation from scratch.

### 3. Generic or Cross-Sector<sup>27</sup> OS produced for all sectors

When looking for existing OS that may be appropriate to an area of work, the obvious place to start is with those areas that are common to a number of sectors. There are two reasons for this. Firstly, 'cross-sector' standards-setting organisations have developed OS which cover functions that occur in most, if not all, industries, such as:

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<sup>27</sup> Also known as pan-sector

- Business and Administration
- Customer Service
- Management and Leadership

There are also other organisations that have produced generic OS that might be appropriate in many sectors. These are in the following areas:

- Accountancy
- Advice, Guidance and Counselling
- Coaching and Mentoring
- Enterprise
- Governance
- Health and Safety
- Information Technology
- Languages
- Learning and Development
- Marketing and Sales
- Personnel
- Purchasing and Supply
- Volunteering

The advantage of using the OS listed above is that they have been written with all sectors in mind and may be a good fit for any occupational area. Also, since these organisations are the experts in their specialist field, their OS should reflect best practice across the board.

When it comes to some functions such as Management and Leadership or Customer Service, there is a strong and well-established view that standards should be the same in all sectors and that adaptation to meet specific sector needs should not be necessary. Certainly many sectors in the UK, for example, have adopted generic Management and Leadership and Customer Service OS with little or no change.

#### **4. How to find generic or cross-sector OS produced for all sectors**

The first stage in this process is to identify OS that may be relevant. This can be done by examining the OS Directories/Databases referred to in 2 above. In the case of the Marketing and Sales, for example, the OS developers research of existing OS, both within and outside Macedonia, might uncover a range of existing OS relating to groups of occupations in

- Marketing
- Marketing and Sales for Non-Specialists
- Sales
- Social Marketing

In order to understand more about these NS the OS developer will have to examine each identified existing OS in detail. So, for example, if the OS developer is looking for an existing OS that covers marketing in a non-marketing sector, the most likely ones will be in the Marketing and Sales for Non-Specialists group of occupations. Close examination of the titles in this OS group should point the OS developer in the right direction in choosing existing OS which are relevant to the functional analysis which has just been completed.

If, for example, the OS developer is looking for an existing OS dealing with the occupation of **Salesperson** an existing OS with the title 'Selling Products and Services to Customers' is definitely worth further exploration. In particular, the Summary of this OS will provide useful information to the OS developer about the relevance of this existing OS to the completed functional analysis. In this case the **OS Summary** states

"This standard is about the activities involved within the sales cycle in matching products/services to customer needs. It focuses upon face-to-face selling activity, and also applies to telephone contact. It includes generating sales leads, identifying customers' buying needs, promoting the features and benefits of relevant products/services, addressing queries/objections and closing sales with mutually beneficial terms and conditions."

Even for a OS developer who is not a subject matter expert (SME) in the area for which the OS is to be developed, this overview of an existing relevant OS should be sufficient to tell him/her whether or not the identified existing OS deserves further scrutiny. As always, in the final analysis, the people who should be consulted by the OS developer in the process of deciding whether or not an existing OS is **a good fit** are industry experts, employers, managers and employees, that is, people who do the job for which the OS is being developed.

## **5. Sector specific OS that could be used for other sectors**

There are OS which are produced for one specific sector that could be used in other sectors. Cleaning is a good example of this. Cleaning of rooms, offices and other public work and public areas is a function that takes place in many sectors. Retail is another example. Displaying and selling products to the public is a function that takes place in organisations in many sectors, for example hotels, health clubs and airports. While the Retail Sector will have developed a range of OS relating to these functions they will be appropriate to sectors outside the traditional Retail Sector.

The process for finding specific OS that could be used elsewhere is similar to the processes described in section 4 above.

## **6. Checking existing OS for fit**

Having identified one or more OS that might be appropriate to import and/or tailor, the OS developer should next evaluate whether or not they meet the requirements of the functional analysis and the sector. This will need detailed scrutiny of the OS content and is best done with the support of employers from the industry.

There are at least four possible outcomes to this evaluation process:

1. The existing OS is appropriate as it stands and can be imported without

amendment

2. The existing OS is appropriate if certain terms can be explained in a way that is acceptable to the sector into which it is being imported

3. The existing OS is almost appropriate but needs some minor changes to make it more acceptable (that is, it requires 'tailoring')

4. The existing OS is partly appropriate but needs some significant changes; this will result in a new OS.

## **7. Developing new OS**

Only after having researched the existence of other potential OS which can be imported and/or tailored, and not having found any, should the OS developer proceed to the development of new OS 'from scratch'. This OS development process is described in detail in Sections 8 and 9 of this methodology.

## Annex 4: Occupational Standard Template

OS Title	
OS Code	
Sector	
Level of complexity of working tasks	
Occupation Summary	

No	Occupational Functions	Occupational Tasks	Occupational Competences
1.		1.	1.

Occupational Knowledge	Occupational Skills
Occupational Knowledge	
Occupational Skills	

Key Competences	
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Special Occupational Conditions	
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Occupational Legislation, regulation and Industry Standards	
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Approved by	Ministry of Labour and Social Policy
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Approval Date		Review Date	
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## Annex 5: Completed example of a OS for the occupation of Agency operator which was developed using this methodology

<b>Title of occupational standard</b>	Agency operator
<b>Code of occupational standard</b>	1210.40.02
<b>Sector</b>	Catering and tourism
<b>Level of complexity of working tasks</b>	IV (fourth)
<b>Description of occupational standard</b>	The agency operator independently performs working activities in a travel agency related to travel and stay of tourists at the tourist destination. S/he plans, creates and calculates travel arrangements according to client's desires, conduct promotion activities, sale and collection of payment of travel arrangements. Under these working activities, s/he prepares and fills in travel contracts, makes reservations for the passengers, issues travel insurance, fills in vouchers, prepares a room list and list of passengers. S/he also informs, advise and presents travel offers and services, makes reservations for accommodation, food and beverages, makes reservations and sells various types of travelling tickets, prepares, calculates, presents and sell excursions and visits, sells tickets for various cultural, sport and performing events, provide foreign exchange services, fills in and issues insurance policies, conclude contracts for rent-a-car services, prepares various types of records and evidence of current operation. S/he provides and ensures safe working conditions. S/he works independently while performing the working tasks, possesses entrepreneurial skills and capabilities for a team work.

No.	Occupational Functions	Occupational tasks	Occupational competences
1.	Planning and organisation of activities	S/he plans and organises his/her own working activities	<ol style="list-style-type: none"> <li>1. Knows the organisation of work in a travel agency</li> <li>2. Knows how to use the computer technology and software applications in performing the working tasks</li> <li>3. Prepares working documentation</li> <li>4. Organises his/her own daily activities</li> <li>5. Follow the novelties in the tourism and catering by using the ICT</li> <li>6. Coordinates his/her own activities with the activities of his/her collaborators</li> </ol>
2.	Preparation for work	Prepares the working place for work	<ol style="list-style-type: none"> <li>1. Follows the dress code</li> <li>2. Knows and identifies the correctness of technical and communication devices</li> <li>3. Checks the communication via e-mail and social networks</li> </ol>

No.	Occupational Functions	Occupational tasks	Occupational competences
			<ol style="list-style-type: none"> <li>4. Prepares an operational plan of daily activities</li> <li>5. Uses systems for booking via Internet and global booking systems</li> </ol>
3.	Operational activities	Provides information and advise the clients	<ol style="list-style-type: none"> <li>1. Welcomes, greets and carefully listens to clients' demands</li> <li>2. Knows the entire offer of the travel agency regarding the travel arrangements and other services</li> <li>3. Explains in details the services offered by the travel agency, as well as the conditions under which they are provided</li> <li>4. Presents the current travel offers</li> <li>5. Informs about the activities related to the travelling and stay in the tourist destination which are part of the travel arrangements</li> <li>6. Informs about all types of services offered by the travel agency</li> <li>7. Advises about the selection of offered travel arrangements</li> <li>8. Advises about the selection of tourist services offered by the travel agency</li> </ol>
		Creates ad-hoc travel arrangements upon request by the tourist	<ol style="list-style-type: none"> <li>1. Knows the procedure of creating travel arrangements according to client's desires</li> <li>2. Knows how to calculate the costs of the travel arrangement</li> <li>3. Knows the procedure of creating travel arrangements according to client's desires</li> <li>4. Researches and analyses the most favourable offers of services according to client's request</li> <li>5. Compiles a travel offer and calculates the selling price</li> <li>6. Makes reservations of requested services within the travel arrangement</li> <li>7. Identifies various types of travel agency operation</li> <li>8. Fills in and concludes travel contracts</li> <li>9. Collect payments and issues necessary documentation related to the travel and stay in the tourist destination</li> </ol>
		Presents and sells travel arrangements	<ol style="list-style-type: none"> <li>1. Identifies various travel arrangements which are marketed and knows their characteristics</li> <li>2. Know to explain the conditions for use of travel arrangements which are offered</li> </ol>

No.	Occupational Functions	Occupational tasks	Occupational competences
			<ol style="list-style-type: none"> <li>3. Presents the tourist offer</li> <li>4. Makes booking for travelling</li> <li>5. Distinguishes types of travel contracts</li> <li>6. Fills in an application (travel contract)</li> <li>7. Prepares and issues travel insurance</li> <li>8. Fills in and issues a voucher and other necessary documents and forms</li> <li>9. Collects payment and issues a receipt</li> <li>10. Prepares a rooming list</li> <li>11. Prepares a list of passengers</li> </ol>
		<p>Makes reservations, sells and collects payments for accommodation services</p>	<ol style="list-style-type: none"> <li>1. Knows various types of catering facilities</li> <li>2. Is able to describe their characteristics and services they offer</li> <li>3. Distinguishes different ways of making reservations</li> <li>4. Knows different types of contract in the travel agency operation</li> <li>5. Identifies instruments for non-cash payments</li> <li>6. Presents accommodation facilities and their services</li> <li>7. Makes reservations for accommodation and food</li> <li>8. Fill in applications (contracts) for accommodation services and food</li> <li>9. Fills in and issues vouchers</li> <li>10. Collects payment and issues a receipt</li> </ol>
		<p>Sells trips, views and visits to manifestations, institutions and objects, makes transfers</p>	<ol style="list-style-type: none"> <li>1. Knows travel offers from various service providers</li> <li>2. Knows their characteristics, prices and terms of use</li> <li>3. Collects offers from providers of travel services</li> <li>4. Presents travel offers for trips, views and visits</li> <li>5. Organises travel offers for trips, views and visits</li> <li>6. Calculates the prices of travel services</li> <li>7. Sells and collects the payment for provided travel services</li> <li>8. Organises and conducts transfer services</li> </ol>
		<p>Makes reservations, sells and issues travel tickets for all types of traffic</p>	<ol style="list-style-type: none"> <li>1. Know the basic rules in the domestic and international transport for various types of traffic</li> <li>2. Distinguishes different types of contracts concluded by the travel agency with the transport company</li> <li>3. Presents services to domestic and international transporters for various types of traffic</li> </ol>

No.	Occupational Functions	Occupational tasks	Occupational competences
			<ol style="list-style-type: none"> <li>4. Makes reservations in various transportation means, according to the legislation for domestic and international transport</li> <li>5. Issues tickets in the domestic and international transport, according to the legislation and IATA/UFTAA rules in regular air transport</li> <li>6. Collects payment and issues receipts for sold transportation services</li> <li>7. Keeps records of reservations and sold transport tickets</li> </ol>
		Rents means of transport	<ol style="list-style-type: none"> <li>1. Knows the procedure for renting means of transport</li> <li>2. Presents offer of rent-a-car services</li> <li>3. Explains the renting terms and conditions</li> <li>4. Concludes contracts for renting means of transport</li> <li>5. Calculates and collects the payment for agreed rent-a-car services</li> <li>6. Keeps record of provided services related to the rent of means of transport</li> </ol>
		Foreign exchange activity	<ol style="list-style-type: none"> <li>1. Knows the basis of foreign exchange activity</li> <li>2. Provides foreign exchange services according to the legislation of NBRM</li> <li>3. Exchange travel cheques</li> <li>4. Keeps record of performed foreign exchange transactions</li> </ol>
		Issues travel insurance policies	<ol style="list-style-type: none"> <li>1. Knows various types of travel insurance policies</li> <li>2. Presents travel insurance policies</li> <li>3. Advises and recommends relevant travel insurance policies</li> <li>4. Issues travel insurance policies</li> <li>5. Collects payments for provided services</li> <li>6. Prepares a report of issued and paid travel insurance policies</li> </ol>
		Prepares reports and travel reviews	<ol style="list-style-type: none"> <li>1. Knows how to compile necessary reports and reviews</li> <li>2. Prepares reports for sold travel arrangements</li> <li>3. Prepares a review of reservations</li> <li>4. Prepares a review of sold transport tickets for types of transport</li> <li>5. Prepares a review of issued vouchers</li> <li>6. Prepares a report of received payments</li> </ol>

No.	Occupational Functions	Occupational tasks	Occupational competences
			7. Archives contracts and other documents
4.	Commercial activities	Makes calculations for travel services	<ol style="list-style-type: none"> <li>1. Knows the basic rules for calculating a price of a travel service</li> <li>2. Knows the various types of promotion of travel arrangements and services</li> <li>3. Calculates the prices for travel services</li> <li>4. Distribute promotional materials for the travel industry market</li> <li>5. Promotes travel offers and services via Internet and social networks</li> </ol>
5.	Administrative activities	Prepares and keeps work records	<ol style="list-style-type: none"> <li>1. Prepares daily, monthly quarterly, six-month and annual reports about sold tourist services</li> <li>2. Prepares report on account payables toward business partners</li> <li>3. Prepares travel documentation</li> <li>4. Prepares operational reports and reviews</li> </ol>
6.	Quality assurance activities	Controls the quality according to the standards and norms of operation	<ol style="list-style-type: none"> <li>1. Knows and applies norms and standards in operations in the tourism sector</li> <li>2. Integrates the tourism and catering customs and traditions in the business cooperation with clients and business partners</li> <li>3. Respects the deadlines for completing the undertaken obligations toward clients and business partners</li> <li>4. Respects and code of ethics in the work</li> <li>5. Keeps business secrets and personal data</li> <li>6. Estimates and values his/her own achievements and takes corrective measures if needed</li> </ol>
7.	Maintenance and repairing of equipment	Keeps records about the proper condition of working assets	<ol style="list-style-type: none"> <li>1. Keeps records about the proper condition of ICT equipment</li> <li>2. Monitors the proper condition and needs for servicing of transport means from the fleet of the travel agency</li> </ol>
8.	Communication	Communicates with clients, business partners and collaborators	<ol style="list-style-type: none"> <li>1. Knows the verbal and non-verbal communication</li> <li>2. Uses various means of communication</li> <li>3. Communicates with clients and business collaborators in two foreign languages</li> <li>4. Acts as a mediator in providing assistance in case of a problem during travel and stay and resolves problems</li> </ol>

No.	Occupational Functions	Occupational tasks	Occupational competences
			5. Applies the culture of speaking and good conduct 6. Maintains the communication with the clients during and after completing the provision of the service
9.	Occupational health and safety and environment protection	Protects the environment and applies the principles of sustainable development	1. Knows the labour legislation and regulations 2. Applies protective measures and means during work 3. Applies envisaged rules and regulations pertaining to occupational health and safety 4. Applies the principles and regulations for sustainable development

### OS Knowledge / OS Skills

#### OS Knowledge:

- Knows how to use the digital technology and software applications in performing the working tasks
- Informs about the current tourist products and services offered by the travel agency
- Advises regarding the choice of tourist product or service, according to the client's needs and desires
- Knows the procedure of creating travel arrangements according to client's desires
- Identifies various types of contract used in travel agency operation
- Presents various travel arrangements, tourist offers for trips, views and visits
- Knows the process of selling travel tickets for different types of transport
- Explains the terms and conditions for renting a car
- Knows the basis of foreign exchange activity
- Interprets the various types of travel insurance policies
- Knows the basic rules for calculating a price of travel products and services
- Knows the various types of promotion of travel products and services
- Respects the tourism and catering customs and traditions in the business cooperation with clients and business partners and applies norms and standards in the operation in the tourism sector
- Knows the verbal and non-verbal communication and uses various means of communication
- Communicates with clients and business collaborators in two foreign languages

#### OS Skills:

- Prepares working documentation and organises his/her own daily activities
- Uses various online platforms for booking services on the Internet
- Researches and analyses the most favourable offers of services according to client's request
- Receives requests for preparing travel arrangements according to clients desires, develops travel offers and calculates and selling prices
- Books the requested services, fills in and concludes contracts for travelling, collect payments and issues the necessary documentation pertaining to the travel and stay in a tourist place

- Organises and conducts transfer services, travel offers for sightseeing, viewing and visits and calculates their prices
- Sells and collects payment for provided travel products and services according to financial procedures
- Makes reservations and sells tickets for various transportation means, according to the legislation for domestic and international transport
- Keeps record of reservations, sold travel tickets, provided services related to renting transport means
- Concludes contracts for renting transport means, calculates the prices and collects the payments for services provided
- Performs foreign exchange services and records the performs transactions
- Issues travel insurance policies and prepares reports for issued and collected travel insurance policies
- Prepares a review of reservations, sold travel tickets for all transport means, review of issued vouchers, report on accounts payables towards clients
- Distributes promotional materials at the travel industry market
- Promotes tourist products and services to social media
- Prepares reports for sold travel services
- Applies envisaged rules and regulations pertaining to occupational health and safety
- Applies the principles for sustainable development

<b>Key competences</b>	<p><b>Communication in the mother tongue</b> S/he is capable to share and interpret concepts thoughts, orders, facts, requests and attitudes in oral and written form Also, s/he is capable to apply techniques for active listening, verbal and non-verbal communication in a relevant and creative manner with the clients, business collaborators and colleagues from the team in different professional, social and cultural contexts S/he is capable to use and interprets various types of documentation pertaining to the tourism industry, to collect, analyse and process information. S/he is capable to argument and defend this information in oral and written communication appropriate for the context.</p> <p><b>Communication in a foreign language</b> S/he is capable to use a foreign language for oral and written business communication in a specific social and cultural context related to the job. S/he is capable to understand, express and interpret concepts and thoughts, facts and attitudes in oral and written form. S/he uses actively the foreign language in oral and written communication with business collaborators and clients, follows the novelties in the profession and upgrade his/her knowledge and skills in the tourism industry and inter-cultural understanding.</p> <p><b>Mathematical competences and basic competences in the field of science and technology</b> She is capable to apply mathematical competences in explaining and resolving tasks during everyday administrative work and interaction with clients and business collaborators, as well as in preparing business documentation.</p> <p><b>Digital competences</b> S/he uses IT and other technologies of the information society in performing everyday working duties, without which the development of</p>
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	<p>tourist industry could not be imagined. S/he works on platforms for Global Distribution and Reservation of Services in the Industry and possesses competences for digital marketing, social media and web applications.</p> <p><b>Learning to learn</b> S/he is capable and aware of the need for acquiring and adoption of new knowledge and skills for the purpose of his/her own personal development as well as for the development of the institution where s/he works, by applying them and enhancing the process. S/he is able to manage his/her own learning and to develop working routines. S/he is persistent in his/her own learning, in particular in the learning while working with collaborators and colleagues. S/he possess skills for critical thinking and self-evaluation of own knowledge.</p> <p><b>Social and civic competences</b> In everyday environment, s/he is capable to manifest personal, interpersonal and intercultural competences for communication with people with different professional, cultural and religious background, social and civic affiliation, while expressing at the same time tolerance and understanding for different standpoints and create confidence. S/he has no prejudice towards people with different religious, national and cultural background, showing respect for their customs and culture. S/he is capable to work in a multicultural and multinational team, consisting of people coming from different social environments, respect their needs and activities and resolve conflicts where necessary. S/he knows the social and political concepts and democratic participation in the society. S/he possesses organisational skills which will enable him/her to organise the whole process - from an idea to actual implementation.</p> <p><b>Entrepreneurship</b> S/he is capable to turn ideas into reality by initiating their implementation and putting them into practice with the aim of improving the current situation. S/he is creative, innovative and takes risks for accomplishing the objective, by making a prior analysis of the market and products offered on the market, and considering the economic status of citizens and the world trends.</p> <p><b>Cultural expression and communication</b> S/he recognises the creative expression of ideas, the business culture and communication, experiences and emotions in various media, (including literature, visual arts and music) and links them in an appropriate manner with the self-improvement of team members. S/he approximates own creative attitudes with the opinion of other team members and their families in an appropriate manner so as to increase their confidence and motivation, and enrich the general life competences.</p>
<b>Special conditions</b>	<p>Works and perform working tasks in/with:</p> <ul style="list-style-type: none"> <li>• closed premises</li> <li>• long-hours work on a computer</li> <li>• work outside of office</li> <li>• work under stress</li> </ul>
<b>Occupational Legislation,</b>	<ul style="list-style-type: none"> <li>• Law on Labour Relations</li> <li>• Law on Tourism Activity</li> </ul>

**Regulations and Industry Standards**

- Law on Occupational Health and Safety
- Law on Protection of Personal Data
- Law on Protection of the Environment
- Law on Administrative Inspection
- Law on VAT
- Law on transport in road traffic
- General travelling conditions
- Special customs and traditions in the catering
- Customs and traditions in the air transport
- Law on Foreign Exchange Operations
- Law on Consumer Protection
- Law on Obligations

**Approved by**

Ministry of Labour and Social Policy

<b>Approval date</b>		<b>Revision date of the Curriculum</b>	
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## Annex 6: From Functional Map to Occupational Standard

### FROM FUNCTIONAL MAP TO OS

