

Annex III: Structured and Enriched profiles of sample occupations used in the stakeholder evaluation

Overviews contrasting the following ESCO occupations

- Art restorer Conservator
- Arts education officer Tourist guide
- Sound designer Sound operator
- Fashion designer Personal stylist

Existing ESCO metadata information was used for producing these structured overviews of occupational skills profiles, and supplemented by a highlighting of cultural-creative ESCO KSCs.

These profiles demonstrate how the presentation of ESCO's occupational profiles could be improved to trigger structured stakeholder feedback, but also to make mobility paths between occupations more visible, to facilitate the identification of change needs, etc.

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GROUP 1: Heritage

Worksheet 1: Compare job role "conservator-restorer" to most closely matching ESCO occupations below

	only ART RESTORER	shared KSCs	only CONSERVATOR		
ESCO knowledge					
arts and humanities		art collections; art history	art-historical values; cultural history; furniture,		
			carpet and lighting equipment products; history		
business, administration and law					
engineering, manufacturing and construction			historic architecture		
information and communication tech (ICT)					
social sciences, journalism and information		museum databases	<u>cultural projects</u>		
	ESCO skill	s competences			
S1-communication, collaboration and creativity	work in restoration team	create solutions to problems; interact with			
		an audience; present reports; provide			
		conservation advice; respect cultural			
		differences in the field of exhibition			
S2-information skills	evaluate restoration procedures; select	assess conservation needs; evaluate art	assess museum object condition; estimate		
	restoration activities; specialise in	guality	restoration costs; estimate restoration costs of		
	conservation-restoration of specific		antique items; examine conservation issues;		
	types of objects		structure information		
S3-assisting and caring		ensure safety of exhibition			
S4-management skills		coordinate operational activities; perform	create collection conservation plan; plan		
		project management	measures to safeguard cultural heritage;		
			supervise projects for the conservation of		
			heritage buildings		
S5-working with computers		use ICT resources to solve work related			
		tasks			
S6-handling and moving					
S7-constructing		apply restoration techniques			
S8-working with machinery and specialised	restore art using scientific methods				
equipment					
	ESCO transversal skills/co	mpetences (decontextualised)			
T1-core					
T2-thinking		[create solutions to problems]	apply strategic thinking; [structure information]		
T3-self-management			cope with challenging demands; meet deadlines		
T4-social and communication	[work in restoration team]	[respect cultural differences in the field of	provide project information on exhibitions		
		exhibition]; [present reports]			
T5-physical and manual					
T6-life					

Should "art restorer" and "conservator" be merged?

Use your own words or ESCO knowledge, skills/competences (https://esco.ec.europa.eu/en/classification/skill_main) for amending profiles!

GROUP 1: Heritage

Worksheet 2: Compare job role "museum educator" / "heritage interpretor" to most closely matching ESCO occupations

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5-physical and manual						
	T5-physical and manual					
	T6-life			assist clients with special needs; promote		
recreation activities;						

Could "arts education officer" be amended to also contain the job role "museum educator"?

Use your own words or ESCO knowledge, skills/competences (https://esco.ec.europa.eu/en/classification/skill_main) for amending profiles!

GROUP 2: Audiovisual & Design

Worksheet 1: Compare two occupations sharing the skills specialisation but differring with respect to value chain contribution

	only SOUND OPERATOR	shared KSCs	only SOUND DESIGNER		
ESCO knowledge					
arts and humanities					
business, administration and law			copyright legislation; labour legislation		
engineering, manufacturing and construction					
information and communication tech (ICT)					
		s competences			
S1-communication, collaboration and creativity	advise client on technical possibilities; consult with stakeholders on implementation of a production; draw up instrument setup; instruct on set up of equipment; interpret artistic intentions; intervene with actions on stage; maintain system layout for a production; support a designer in the developing process	adapt artistic plan to location; adapt existing designs to changed circumstances; adapt to artists' creative demands; attend rehearsals; coach staff for running the performance; communicate during show; develop professional network; mix sound in a live situation; read musical score; record music; technically design a sound system; translate artistic concepts to technical designs; understand artistic concepts; update design results during rehearsals	analyse a script; analyse the scenography; define artistic approach; develop design concept; develop design ideas cooperatively; present artistic design proposals; propose improvements to artistic production; prospect new customers		
S2-information skills		document your own practice; draw up artistic production; keep personal administration; keep up with trends; monitor developments in technology used for design; use technical documentation	analyse score; analyse the artistic concept based on stage actions; analyse the need for technical resources; calculate design costs; conduct costume research; contextualise artistic work; monitor sociological trends; research new ideas; verify feasibility		
S3-assisting and caring		ensure safety of mobile electrical systems; follow safety procedures when working at heights; prevent fire in a performance environment; use personal protection equipment; work ergonomically; work safely with chemicals; work with respect for own safety			
S4-management skills	plan teamwork; prepare personal work environment	lead a team; manage personal professional development; organise resources for artistic production; plan a recording; provide documentation; update budget			
S5-working with computers	edit recorded sound	use audio reproduction software	use specialised design software		
S6-handling and moving	pack electronic equipment; store performance equipment				
S7-constructing	prepare sound equipment on stage				
S8-working with machinery and specialised equipment	assemble performance equipment; derig electronic equipment; maintain sound equipment; prevent undesired changes to sound design	mix multi-track recordings; monitor mixing in a live situation; operate an audio mixing console; operate sound live; perform soundchecks; perform technical sound check; program sound cues; record multi-track sound; set up a multi-track recording; set up basic recording; set up sound reinforcement system; tune up wireless audio systems; use communication equipment; work safely with machines; work safely with mobile electrical systems under supervision mpetences (decontextualised)			
T1-core	Laco transversar skills/co	imperences (decontextuansed)			
T2-thinking					
T3-self-management T4-social and communication		perform quality control of design during a run; safeguard artistic quality of performance; set up equipment in a timely manner; [keep up with trends]; [manage personal professional development]; [monitor developments in technology used for design]	meet deadlines		
T5-physical and manual					
T6-life					

 $Use your own words or ESCO knowledge, skills/competences (https://esco.ec.europa.eu/en/classification/skill_main) for amending profiles! \\$

GROUP 2: Audiovisual & Design

Worksheet 2: Compare two occupations of related skills specialisation but differring value chain contribution and CCSI-relevance rating

	only FASHION DESIGNER	shared KSCs	only PERSONAL STYLIST
	ESCO I	knowledge	
arts and humanities	art history; history of fashion		trends in fashion
business, administration and law			
engineering, manufacturing and construction	dyeing technology; portfolio		
	management in textile manufacturing;		
	textile materials; textile techniques		
information and communication tech (ICT)			
	ESCO skills	s competences	
S1-communication, collaboration and creativity	collaborate with a technical staff in		advise customers on clothing accessories;
	artistic productions; collaborate with		advise customers on jewellery and watches;
	designers; design wearing apparel;		advise customers on usage of cosmetics; advise
	develop design ideas cooperatively;		on clothing style; advise on hair style;
	modify textile designs; produce textile		communicate with customers; develop
	designs		professional network; identify customer's
	<u> </u>		needs; listen actively; maintain customer
			service; network with store owners; offer
			cosmetic beauty advice; recommend cosmetics
			to customers; satisfy customers; teach
			•
			communication to clients; teach fashion to
			<u>clients</u>
S2-information skills	gather reference materials for artwork;		apply fashion trends to footwear and leather
	monitor developments in technology		goods; control of expenses; keep personal
	used for design; monitor textile		administration; stay up-to-date with hair style
	manufacturing developments; seek		trends
	innovation in current practices		
C2 assisting and assign			a company and a state hair
S3-assisting and caring			accompany people; style hair
S4-management skills	identify target markets for designs		administer appointments; assess character;
			maintain professional administration; manage a
			small-to-medium business; manage schedule of
			tasks
S5-working with computers	use specialised design software		
S6-handling and moving	produce textile samples; use textile		
	technique for hand-made products		
S7-constructing			
S8-working with machinery and specialised			
equipment			
	ESCO transversal skills/co	mpetences (decontextualised)	
T1-core			
T2-thinking			
T3-self-management	[monitor developments in technology		perform services in a flexible manner; [stay up-
	used for design]; [monitor textile		to-date with hair style trends]
	manufacturing developments]		
T4-social and communication	[collaborate with a technical staff in		assist customers; give advice on personal
	artistic productions]; [collaborate with		matters; [advise customers on clothing
	designers]		accessories]; [advise customers on jewellery
			and watches]; [advise customers on usage of
			cosmetics]; [advise on clothing style]; [advise
			on hair style]; [communicate with customers];
			[develop professional network]; [listen actively];
			[network with store owners]
T5-physical and manual			pressor was store owners;
T6-life	 		assist clients with special needs
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 $Use your own words or ESCO knowledge, skills/competences (https://esco.ec.europa.eu/en/classification/skill_main) for amending profiles! \\$