



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	cultural projects
ESCO skills 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 restoration activities; specialise in conservation-restoration of specific types of objects	assess conservation needs; evaluate art quality	assess museum object condition; estimate restoration costs; estimate restoration costs of antique items; examine conservation issues; structure information
S3-assisting and caring		ensure safety of exhibition	
S4-management skills		coordinate operational activities; perform project management	create collection conservation plan; plan 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 equipment	restore art using scientific methods		
ESCO transversal skills/competences (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 exhibition]; [present reports]	provide project information on exhibitions
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 interpreter" to most closely matching ESCO occupations

	only ARTS EDUCATION OFFICER	shared KSCs	only TOURIST GUIDE
ESCO knowledge			
arts and humanities			
business, administration and law			
education			
information and communication tech (ICT)			augmented reality; virtual reality
natural sciences, mathematics and statistics			animal species; ecotourism; local geography; natural areas maintenance; plant species
services			environmental impact of tourism; geographical areas relevant to tourism; local area tourism industry; sightseeing information; tourism market; tourism sector policies
social sciences, journalism and information			
ESCO skills competences			
S1-communication, collaboration and creativity	develop educational resources; establish educational network; <u>promote cultural venue events</u> ; <u>promote cultural venue in schools</u>		advise on nature conservation; apply foreign languages in tourism; build a network of suppliers in tourism; conduct educational activities; create solutions to problems; distribute local information materials; educate on sustainable tourism; engage local communities in the management of natural protected areas; handle customer complaints; inspire enthusiasm for nature; maintain customer service; maintain relationship with suppliers; maintain relationships with doctors; speak different languages; train guides; use different communication channels
S2-information skills	<u>evaluate cultural venue programmes</u>		maintain incident reporting records; measure customer feedback; monitor visitor tours; read maps; register visitors; identify plants characteristics
S3-assisting and caring			ensure health and safety of visitors; escort visitors to places of interest; follow ethical code of conduct in tourism; handle personal identifiable information; manage tourist groups; support local tourism; welcome tour groups
S4-management skills	<u>create cultural venue learning strategies</u> ; develop educational activities; <u>evaluate cultural venue visitor needs</u> ; manage volunteers; <u>plan art educational activities</u>		collect visitor fees; perform clerical duties; <u>research visitor tours</u> ; <u>select visitor routes</u>
S5-working with computers			improve customer traveling experiences with augmented reality; promote virtual reality travelling experiences; use e-tourism platforms
S6-handling and moving			assemble visitor supplies
S7-constructing			
S8-working with machinery and specialised equipment			transport visitors
ESCO transversal skills/competences (decontextualised)			
T1-core			[read maps]; [apply foreign languages in tourism]; [speak different languages]
T2-thinking			[create solutions to problems]
T3-self-management			handle tour contract details
T4-social and communication	[establish educational network]		demonstrate intercultural competences in hospitality services; <u>inform visitors at tour sites</u> ; provide tourism related information; provide visitor information; [build a network of suppliers in tourism]; [follow ethical code of conduct in tourism]
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 differing 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)			
ESCO skills competences			
S1-communication, collaboration and creativity	advise client on technical possibilities; consult with stakeholders on implementation of a production; <u>draw up instrument setup</u> ; instruct on set up of equipment; <u>interpret artistic intentions</u> ; <u>intervene with actions on stage</u> ; <u>maintain system layout for a production</u> ; support a designer in the developing process	<u>adapt artistic plan to location</u> ; <u>adapt existing designs to changed circumstances</u> ; adapt to artists' creative demands; attend rehearsals; coach staff for running the performance; communicate during show; develop professional network; <u>mix sound in a live situation</u> ; read musical score; record music; <u>technically design a sound system</u> ; <u>translate artistic concepts to technical designs</u> ; <u>understand artistic concepts</u> ; <u>update design results during rehearsals</u>	<u>analyse a script</u> ; <u>analyse the scenography</u> ; <u>define artistic approach</u> ; <u>develop design concept</u> ; <u>develop design ideas cooperatively</u> ; <u>present artistic design proposals</u> ; <u>propose improvements to artistic production</u> ; prospect new customers
S2-information skills		document your own practice; <u>draw up artistic production</u> ; keep personal administration; keep up with trends; monitor developments in technology used for design; use technical documentation	<u>analyse score</u> ; <u>analyse the artistic concept based on stage actions</u> ; analyse the need for technical resources; calculate design costs; <u>conduct costume research</u> ; <u>contextualise artistic work</u> ; 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; <u>organise resources for artistic production</u> ; <u>plan a recording</u> ; provide documentation; update budget	
S5-working with computers	<u>edit recorded sound</u>	<u>use audio reproduction software</u>	<u>use specialised design software</u>
S6-handling and moving	pack electronic equipment; store performance equipment		
S7-constructing	<u>prepare sound equipment on stage</u>		
S8-working with machinery and specialised equipment	<u>assemble performance equipment</u> ; <u>de-rig electronic equipment</u> ; <u>maintain sound equipment</u> ; <u>prevent undesired changes to sound design</u>	<u>mix multi-track recordings</u> ; <u>monitor mixing in a live situation</u> ; <u>operate an audio mixing console</u> ; <u>operate sound live</u> ; <u>perform soundchecks</u> ; <u>perform technical sound check</u> ; <u>program sound cues</u> ; <u>record multi-track sound</u> ; <u>set up a multi-track recording</u> ; <u>set up basic recording</u> ; <u>set up sound reinforcement system</u> ; <u>tune up wireless audio systems</u> ; use communication equipment; work safely with machines; work safely with mobile electrical systems under supervision	
ESCO transversal skills/competences (decontextualised)			
T1-core			
T2-thinking			
T3-self-management		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
T4-social and communication			
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 differing value chain contribution and CCSI-relevance rating

	only FASHION DESIGNER	shared KSCs	only PERSONAL STYLIST
ESCO 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 competences			
S1-communication, collaboration and creativity	collaborate with a technical staff in artistic productions; collaborate with designers; <u>design wearing apparel</u> ; <u>develop design ideas cooperatively</u> ; <u>modify textile designs</u> ; <u>produce textile designs</u>		advise customers on clothing accessories; advise customers on jewellery and watches; advise customers on usage of cosmetics; <u>advise on clothing style</u> ; advise on hair style; communicate with customers; develop professional network; identify customer's needs; listen actively; maintain customer service; network with store owners; offer cosmetic beauty advice; recommend cosmetics to customers; satisfy customers; teach communication to clients; <u>teach fashion to clients</u>
S2-information skills	gather reference materials for artwork; monitor developments in technology used for design; monitor textile manufacturing developments; seek innovation in current practices		apply fashion trends to footwear and leather goods; control of expenses; keep personal administration; stay up-to-date with hair style trends
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	<u>use specialised design software</u>		
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/competences (decontextualised)			
T1-core			
T2-thinking			
T3-self-management	[monitor developments in technology used for design]; [monitor textile manufacturing developments]		perform services in a flexible manner; [stay up-to-date with hair style trends]
T4-social and communication	[collaborate with a technical staff in artistic productions]; [collaborate with designers]		assist customers; give advice on personal matters; [advise customers on clothing 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			
T6-life			assist clients with special needs

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