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How qualifications govern occupations and professions

Bert-Jan Buiskool (Panteia)

Gregor Walz (Panteia)

Sarah Schoenmaekers (Maastricht Univers.)

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Content

- The study on qualifications and occupations
- Governance models
- Sectoral information
- Key conclusions



The Cedefop study

- To study in depth how qualifications are used to govern access to and practice in occupations and professions
- To examine how the use of qualifications for regulation purposes varies between sectors and countries
- To examine how public policies influence and challenge the use of qualifications for regulatory purposes
- To analyse the role and influence of economic and technological change on the use of qualifications for regulation purposes

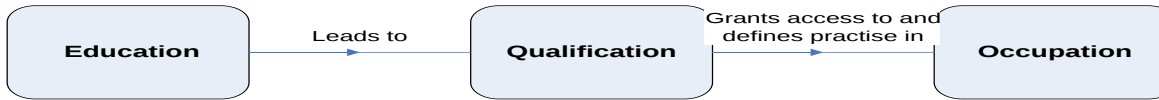
Empirical information: countries, sectors, occupations

Sector	Occupations	Countries
Health and social work	General Practitioner Clinical Nurse Social Worker	Belgium-Flanders, Germany, France, Lithuania, the Netherlands, Sweden
Electricity, water, gas and waste	Plumber Heavy Press Worker Welder	Germany, Greece, Lithuania, the Netherlands, Spain, UK-England
Chemicals, rubber and plastic	Pharmaceutical and toiletry products machine operator Chemical engineering technician Welder	Belgium-Flanders, Greece, Slovenia, Spain, Sweden, UK-England
Transport and logistics	Heavy Truck driver Air traffic controller Ship's engineer	Belgium-Flanders, Greece, France, the Netherlands, Slovenia, UK-England
Sports	Ski instructor Fitness instructor Referee	Germany, France, Lithuania, Slovenia, Spain, Sweden

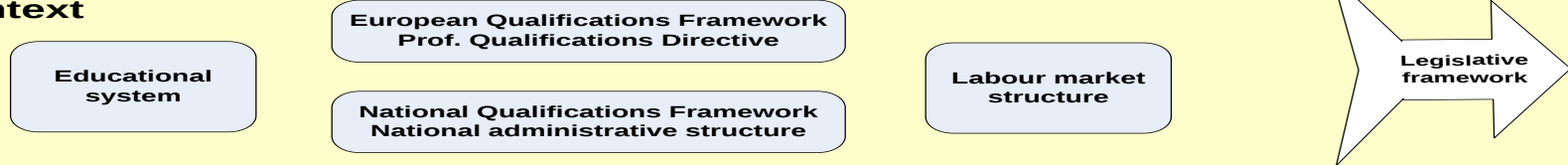
Education

Work

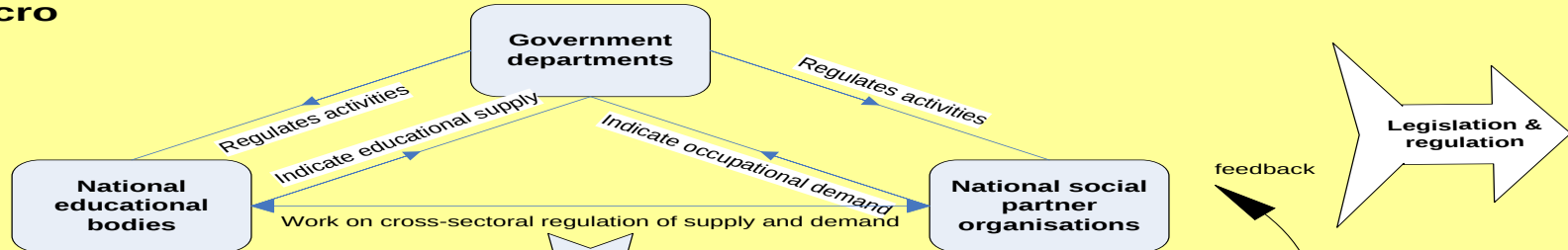
Model



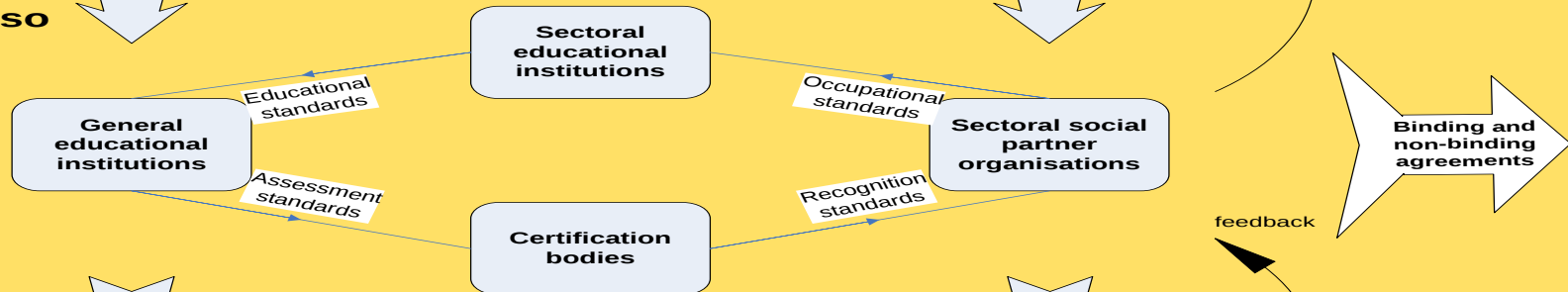
Context



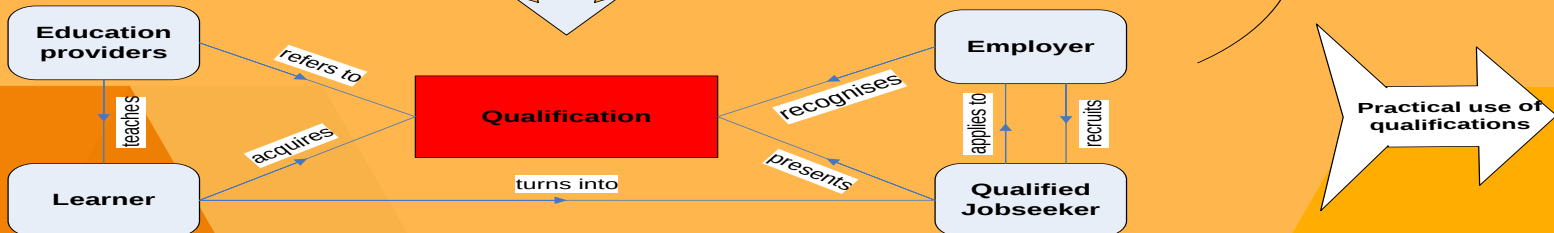
Macro



Meso



Micro



Governance models

- whether systems are more organized on national, sectoral or regional level;
- the division of responsibility between public and private actors;
- whether systems are more driven by the world of education or work.

Governance models

	Enterprise led (to a great extent)	Educational led (to a great extent)	Sectoral led (to a great extent)	Regional led (to a great extent)	Involvement social partners (to a great extent)	Mixed models (to a great extent)
Belgium				X	X	X
Czech Republic		X				
Denmark			X	X	X	X
Germany			X	X	X	X
France					X	
Italia				X		
Lithuania		X				
Netherlands			X	X	X	X
Slovenia			X	X		
Spain		X	X	X		
Sweden				X	X	X
United Kingdom	X		X			

Driven by industry
social partners
external organizations



Driven by educational
sector/institutions

Local/Regional
level

National level

Sector 1: Health and social work

- Strong macro regulation
- Strong CPD systems
- Patient safety and quality of services paramount
- Strong role for sectoral organisations (e.g. medical orders) – registration
- Strongest framework applying to doctors
- Some changes: e.g. nurse practitioner
- Little deregulation

Sector 2: Electricity, gas, water, waste

- Not always a defined sector
- Low level of regulation/requirements
- Indirect influence of regulation: OSH, environment
 - Liability
- General qualifications framework applies, including system of governance
- Strong role of sectoral organisations
- Pragmatic use of qualifications
- Exception: welding

Sector 3: Chemicals, rubber and plastic

- Unclear pattern of regulation
- Weak regulation/licensing
- Knowledge intensity → high practical importance of qualifications
- CPD important for specialisation
- Social partners playing technical role, or act as advisors and lobbying organisations
- Exception: (plastic) welding

Sector 4: Transport and logistics

- Strong international regulatory framework
- Strict licensing requirements
- Strict CPD requirements
- Strong role of sectoral organisations and national authorities in implementation
- Separate regulatory/education infrastructure
- Little room for national actors to influence framework
- Different levels of licenses - minimal specific and broader
- Enforcement and safety at micro level

Sector 5: Sports

- Emerging sector, no unified picture
- Little direct macro regulation/licensing, but sectoral structures
- Strong role for sectoral organisations: skiing associations, EHFA
- Space for sectoral actors to develop own initiatives (e.g. fitness instructors)
- Private education providers
- Safety concerns and international competition (e.g. skiing instructors)
- Increasing trend of official qualifications being available
- Deficit of compliance at micro level?

Cross sectoral analysis

Type of occupational regulation: licensing, accreditation, registration, certification

Intensity of regulation: intense (+), average (+/-), lenient (-)

Type of qualification (inc. diploma's, licenses, certificates): public qualification, separate private qualification

Importance of CPD: mandatory, voluntary, non-existent

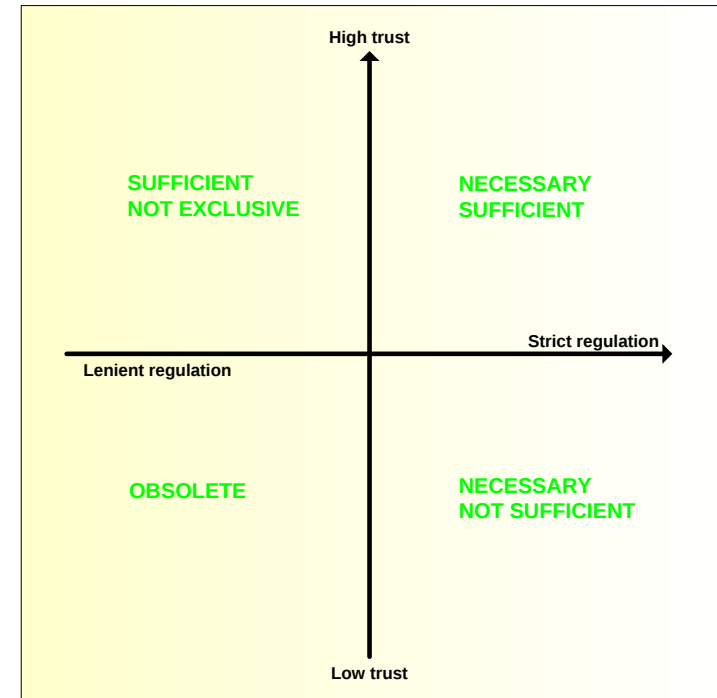
Occupation	Country	Type of regulation				Type of qualification		Type of CPD			Intensity of regulation	
		Licensing	Accreditation	Registration	Certification	Public	Private/sectoral	Mandatory	Voluntary	Non-existent		
HEALTH GEN	Occupation	Country	Type of regulation				Type of qualification		Type of CPD			Intensity of regulation
			Licensing	Accreditation	Registration	Certification	Public	Private/sectoral	Mandatory	Voluntary	Non-existent	
	HEALTH and SOCIAL WORK											
	GENERAL PRACTITIONER											
NUR	BE	X	X			X		X				+
	DE	X	X			X		X				+
	Occupation	Country	Type of regulation				Type of qualification		Type of CPD			Intensity of regulation
			Licensing	Accreditation	Registration	Certification	Public	Private/sectoral	Mandatory	Voluntary	Non-existent	
NURS												
	HEALTH and SOCIAL WORK											
	GENERAL PRACTITIONER											
	BE	X	X			X		X				+
	DE	X	X			X		X				+
	FR	X	X			X		X				+
	LT	X		X		X		X				+
SOCI												
	Occupation	Country	Type of regulation				Type of qualification		Type of CPD			Intensity of regulation
			Licensing	Accreditation	Registration	Certification	Public	Private/sectoral	Mandatory	Voluntary	Non-existent	
NUR												
	HEALTH and SOCIAL WORK											
	GENERAL PRACTITIONER											
	BE	X	X			X		X				+
	DE	X	X			X		X				+
	FR	X	X			X		X				+
	LT	X		X		X		X				+
SOC												
	Occupation	Country	Type of regulation				Type of qualification		Type of CPD			Intensity of regulation
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NURSE												
	HEALTH and SOCIAL WORK											
	GENERAL PRACTITIONER											
	BE	X	X			X		X		X		
	DE	X	X			X		X		X		
	FR	X	X			X		X		X		
	LT	X		X		X		X		X		
	NL	X		X		X		X		X		
	SE	X		X		X		X		X		
SOCIAL WORK												
	HEALTH and SOCIAL WORK											
	GENERAL PRACTITIONER											
	BE	X				X		X		X		
	DE	X				X		X		X		
	FR	X				X		X		X		
	LT	X				X		X		X		
	NL	X				X		X		X		
	SE	X				X		X		X		
	SOCIAL WORKER											
	BE					X		X				
	DE					X		X				
	FR	X				X		X			X	
	LT	X				X		X			X	
	NL					X		X				

Discussion: changes, developments and trends

- Strong labour market focus of governance confirmed
- Difficult to draw conclusions on deregulation vs regulation
- Technological and societal change not seen as unprecedented, flexibility of qualifications sufficient
- Transversal skills still less important than specific skills or core activities

Discussion: the role of qualifications

- Used as instrument of governance, regardless of system: by national governments, sectoral actors, international organisations/associations/companies
- Dynamic relationship of trust, regulation and role ascribed to qualifications at micro level



Discussion: systems of governance

- Sectoral factors (nature of the work, sectoral traditions, organisational structures) more important than national factors
- Four systems of governance:
 - Traditional sector-based licensing (Health sector)
 - International sector-based licensing (Transport and logistics)
 - Generic national governance (EWGW, Chemicals)
 - Independent sectoral governance (Welding, Fitness)

Discussion: systems of governance

- no perfect model can be identified
- Shared responsibility for the governance of qualifications systems leads to more ownership amongst private actors, greater acceptance of the regulatory framework and higher trust in qualifications.

Input for discussion

- Does the governance model in your country involve all relevant stakeholders at education and social partners' side?
- Is there a tendency of deregulation?
- Has the feedback loop from the world of work to the education side been effectively organised?
- Is there a balanced relationship between education and labour market?
- Is the focus of learning provision on specific skills, or more on transversal skills?
- How is cross-sectoral mobility organised in terms of skills provision?

Thank you for your attention!

For more information:

B.Buiskool@panteia.nl