

# ESCO Profile Definition & Curriculum Development Tool

## What it is

This tool is designed to support VET providers, educators, mentors, coaches, counsellors and mental-health professionals in identifying, analysing and applying the most relevant **knowledge, skills and attitudes** associated with a specific professional role using the **European Skills, Competences, Qualifications and Occupations (ESCO)** framework.

This tool helps you:

- Identify the **most relevant ESCO occupation** for the professional role you want to develop or teach.
- Extract and analyse the associated **knowledge, skills and attitudes** that matter for your organisation or curriculum.
- Translate ESCO information into a **clear K – S – A framework** (Knowledge-Skills-Attitudes).
- Use the K – S – A model to draft or refine a **curriculum, training module, job description or competence profile**.
- Ensure alignment with EU labour-market standards and improve the coherence of educational and support practices within VET environments.

## How to use it

1. **Select the role or professional profile of interest.**  
Describe the role as it exists (or should exist) in your organisation.
2. **Search ESCO for the closest matching occupation.**  
Use keywords on the ESCO portal to identify the best reference occupation and document your choice.
3. **Extract the relevant ESCO knowledge items.**  
Select only those that are meaningful for your context and learners.
4. **Extract the relevant ESCO skills.**  
Include both technical skills and transversal skills, depending on your training or support needs.
5. **Identify behavioural attitudes and soft competences.**  
These may appear in ESCO descriptions or be inferred from related skills.
6. **Summarise everything in a K – S – A table.**  
This becomes your structured competence framework.
7. **Draft a curriculum or training outline based on the K – S – A model.**  
Define learning outcomes, teaching methods, assessment approaches and required resources.

### Quick tips (read before starting)

- Use precise keywords (e.g., “counsellor”, “mental health”, “coach”, “support worker”).
- Compare multiple ESCO occupations to find the closest match.
- Expect broad skill lists: select only items relevant to your context and learners.
- Use ESCO outputs as a starting point, then adapt to your organisation’s training/support needs.
- Aim for balance across Knowledge – Skills – Attitudes (K-S-A) to support curriculum design.

**Data coverage note (important):** ESCO content is not equally detailed for all occupations. Some occupation pages include structured lists of Knowledge/Skills/Attitudes, while others provide only a short description. If structured lists are missing or limited, follow the “alternative extraction routes” mentioned below in step 3

### Guided Template

#### 1. Select the Professional Profile of Interest

Describe the role you want to analyse or develop:

Role title (internal):

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Context of the role (school, programme, target learners):

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Purpose of the role:

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Key responsibilities:

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#### 2. Identify the Closest ESCO Occupational Profile

Go to <https://esco.ec.europa.eu/en> → *Occupations*

Search for the closest occupation that matches your role.

ESCO Occupation selected:

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ESCO Code:

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Short description (from ESCO):

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Rationale for choosing this ESCO profile:

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### Alternative extraction routes (if Knowledge/Skills/Attitudes are missing or limited)

If the selected ESCO occupation does not provide structured Knowledge/Skills/Attitudes lists, use one or more of the following:

- Switch occupation (recommended): try a more specific or more general ESCO occupation that still matches the role.
- Use related occupations: review 2-3 similar ESCO occupations and merge the most relevant items.
- Infer Attitudes from tasks and transversal skills: when “Attitudes” are not explicit, derive behavioural requirements from responsibilities, work context and transversal skills (e.g., empathy, confidentiality, teamwork).
- Document the method: in the “Rationale” field, state clearly whether items were taken directly from ESCO or derived from related profiles/inference.

### 3. Extract Relevant ESCO Competences (Knowledge)

Visit the ESCO page of the selected occupation → *Knowledge*.

Select only the knowledge items relevant for your organisation, learners and curriculum.

#### Knowledge Items (ESCO)

ESCO Knowledge	ESCO Description	Relevance for organisation/curriculum
...	...	...

### 4. Extract ESCO Skills (Operational Skills)

Visit the ESCO page → *Skills*.

Include both *skills* and *transversal skills*, if relevant.

#### Skills Items (ESCO)

ESCO Skills	ESCO Description	Relevance for organisation/curriculum
...	...	...

### 5. Extract ESCO Attitudes (Competences & Behavioural Requirements)

#### Attitudes Items (ESCO)

Attitude/Behaviour	Associated ESCO Skill/Competence	Description	Relevance for organisation/curriculum
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...	...	...	...
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**6. Summary Table — Knowledge / Skills / Attitudes (K–S–A Model)**

**KSA Summary Table**

Knowledge	Skills	Attitudes/Behavioural Competences
...	...	...

*This table provides a consolidated overview for curriculum design, staff development and job-profile definition.*

## Draft Curriculum Framework

Use the elements consolidated in section 6 to outline a short curriculum or training module.

**Curriculum Title:** \_\_\_\_\_

Learning Outcomes (Knowledge)

- LO-K1: \_\_\_\_\_
- LO-K2: \_\_\_\_\_
- LO-K3: \_\_\_\_\_

Learning Outcomes (Skills)

- LO-S1: \_\_\_\_\_
- LO-S2: \_\_\_\_\_
- LO-S3: \_\_\_\_\_

Learning Outcomes (Attitudes / Behaviours)

- LO-A1: \_\_\_\_\_
- LO-A2: \_\_\_\_\_
- LO-A3: \_\_\_\_\_

**Suggested Teaching & Learning Methods**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**Assessment Methods**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**Resources Needed**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_