**ESCO Terminological Guidelines v1**

**General section**

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**General Section**

# Introduction

## Purpose and scope

The general section of the ESCO terminological guidelines here presented aims at providing rules on the ESCO terminology to be applied by linguistic and terminological experts. The document will serve as common approach towards the understanding of concepts, the creation of preferred and non-preferred terms, and their formulation and spelling within **the ESCO pillars: occupations, and skills/competences.**

The document is composed by 5 sub-sections with general orthographic rules for all ESCO languages. Examples are mainly given in English as it is the reference language for ESCO.

The terminological guidelines are a “work in progress” document. They will be updated, based on decisions taken by the ESCO Secretariat, the ESCO Maintenance Committee, as well as on feedback received from methodological, semantic, and national experts, terminologists and translators.

## Primary guiding principles

The following table summarises the primary guiding principles for the ESCO terminological guidelines.

|  |  |
| --- | --- |
| GUIDING PRINCIPLE | Explanation |
| Support general comprehensibility | Give preference to clear, concise and simple formulations in plain language used in labour market and education. |
| One preferred term for one concept | Define unique terms, throughout all aspects of the ESCO taxonomy. |
| Keywords preferred | Aim at a key word-oriented formulation (nouns, noun phrases, infinitives, present tense). |
| Avoid use of special characters in preferred terms | If required, special characters should be used consistently for a single purpose only (e.g. slash for the separation of masculine and feminine forms of a single preferred term). |
| Use gender sensitive and politically correct, non-discriminatory formulations | In line with international and European principles, linguistic discrimination and unequal treatment are to be avoided. |
| Formulation and spelling rules apply to the whole ESCO thesaurus, except for: | Proper names: Proper names of companies, trademarks, products, technologies, tools, and software will be quoted in their officially trademarked and/or most commonly used form. |

## Concepts and Terms

In the development of ESCO, a distinction is made between concepts and terms:

* a **concept** is a thing, idea or shared understanding of something;
* **terms** are used to refer to concepts.

Concepts are not language dependent, but terms are.

Each concept within ESCO has a designated, unique preferred name per ESCO language. It is called the **preferred term** **(PT)** and can be a single-word term or a compound (multi-word) term. The preferred term is used to represent a concept in ESCO in a specific language. Out of a group of terms with similar meaning, the one that best represents the concept is chosen to be the preferred term. The preferred term of a given concept is unique per language.

**Non-preferred terms** **(NPTs)** can be synonyms (words with similar or same meanings) or variants of the preferred term (such as spelling variants, abbreviations, declensions etc.) They are regularly used by the target group (jobseekers, employers, education institutions, etc.) to refer to concepts that are described in the classification with another term (the preferred term).

**Example:**

The idea or shared understanding of a person accompanying commercial flights and ensuring the safety and comfort of passengers on board is a concept. Terms are used to refer to the concept, e.g. “flight attendant” in English language or “Flugbegleiter/Flugbegleinterin” in German language.

The concept has exactly one preferred term per language. It can have zero, one or several non-preferred terms, e.g.:

| **Pillar** | **LANG** | **Preferred term** | **NPT** |
| --- | --- | --- | --- |
| **OCC** | **EN** | Flight attendant (sm,sf,n) | Steward/Stewardess (n)  Cabin crew member (m,f,n)  Air steward (m) |

**Hidden terms** are an additional term category used during the work process. In ESCO they are used to include terms that should not be displayed to users. They enclose terms that are commonly used on the labour market to refer to a concept but are at the same time considered outdated, colloquial, slang, misspelled or politically incorrect. This makes it possible to search also for not fully correct terms in ESCO.

## Skills – Competence – Knowledge

**Skills** are defined as “the ability to apply knowledge and use know-how to complete tasks and solve problems; skills are described as cognitive, involving the use of logical, intuitive and creative thinking, or practical, involving manual dexterity and the use of methods, materials, tools and instruments”[[1]](#footnote-1).

**Competence** is understood as “the proven ability to use knowledge, skills and personal, social and/or methodological abilities, in work or study situations and in professional and personal development [...]. Competence is not limited to cognitive elements (involving use of theory, concepts or tacit knowledge); it also encompasses functional aspects (involving technical skills) as well as interpersonal attributes (e.g. social or organisational skills) and ethical values.”[[2]](#footnote-2)

**Knowledge** is defined as “the body of facts, principles, theories and practices that is related to a field of work or study; knowledge is described as theoretical and/or factual and is the outcome of the assimilation of information through learning. Knowledge is understood as a prerequisite for the skills and competence concepts in ESCO.”[[3]](#footnote-3)

As a general rule, skills and competences are worded as verb phrases, whereas knowledge terms are formulated using nouns and noun phrases.

## Abbreviations of ESCO concepts

The following abbreviations and technical terms are used throughout this paper, as defined in the ESCO Guidelines:

**OG:** Occupation Group

**OCC:** Occupation

**SCG:** Skills/competences Group

**SC:** Skill/competence; in ESCO also including knowledge terms

# General orthographic rules

## Standards for orthography and character sets

|  |
| --- |
| **Rule 2.1 – 1 Use the most widely accepted spelling of the national language.** |
| The most widely accepted spelling is to be used in each ESCO language. |
| **Rule 2.1 – 2 Use the standard character set for the respective individual language.** |
| The use of non-Latin character sets is permitted in ESCO, and is supported by the software. For example, the Cyrillic and Greek alphabets are used alongside the Latin alphabet. |

**Examples**

|  |  |  |
| --- | --- | --- |
| **National language** | **Use** | **Do not use** |
| English | Latin alphabet |  |
| Greek | Greek alphabet | Latin alphabet (exceptions may apply) |

|  |
| --- |
| **Rule 2.1 – 3 Diacritic marks are permitted.** |
| Diacritic marks and special characters frequently used in many European languages are permitted when needed within an individual language, examples:  ç, č, ř, š, ž, ý, ë, ü, ä, ö, â, ê, î, ñ, ń, ő, ű, å, ů, é, ú, á, ó, í, à, ş, ţ, ę, l', d', t', ø, ł, ą, į, ų, ā, ī, ū, ē, ã, ġ, ż, ħ, ă; å, æ, ø |
| **Rule 2.1 – 4 Special signs and symbols can be used in proper names.** |
| Use special signs and symbols within ESCO preferred terms only when they form part of a proper name, the name of a standard or directive, brand or trademark, company or institution, product or software etc.; the officially trademarked spelling variant should be used.  Do not use them in preferred terms in other cases.  Special signs and symbols are for instance:  percent (%), grade (°), currency symbols (€), ampersands (&), plus (+) or minus (-), etc. |

**Examples**

|  |  |  |
| --- | --- | --- |
| **Pillar** | **Use** | **Do not use** |
| SC | plus-size clothing | +-size clothing |
| SC | C# | C sharp |
| Q | Wine & Spirit Education Trust (WSET) | Wine and Spirit Education Trust (WSET) |

|  |
| --- |
| **Rule 2.1 – 5 Symbols for trademarks and copyright should not be used.** |
| The symbols used to indicate registered and unregistered trademarks (®, SM, TM) and copyright (©) should not form part of an ESCO term. This rule also applies to products, software names and the like. |

**Example**

|  |  |  |
| --- | --- | --- |
| **Pillar** | **Use** | **Do not use** |
| Q | Certified International Investment Analyst CIIA | Certified International Investment Analyst CIIA® |

## Use and spelling of numbers

|  |
| --- |
| **Rule 2.2 – 1 Follow the official standards of the individual language for using letters and numerals.** |
| Rules for using letters and numerals differ from language to language. In English, for example, numbers one through nine should be spelled out; numbers ten and above should be spelled using numerals; numerals should be used for hundreds, thousands, millions, or billions, and when indicating units of measurement that are denoted by symbols or abbreviations. |

**Examples**

|  |  |  |
| --- | --- | --- |
| **Language** | **Use letters** | **Use numerals** |
| EN | one, two, three, four, five, six, seven, eight, nine | 10, 11, 12, ...; 20, 21, ... 9 mm |
| DE | eins, zwei, drei, vier, fünf, sechs, sieben, acht, neun, zehn, elf, zwölf | 13, 14, 15, ... 20, 21, ... 10 kg |

|  |
| --- |
| **Rule 2.2 – 2 Write numbers in proper names, products and the like as trademarked.** |
| Write numbers which form part of a proper name, brand, trademark, standard, directive, product, tool, or software, as trademarked; for example:  “ISO 3183”, “Lotus 1-2-3”, “Sage 300 ERP”, “SAP R/3”, “Windows 2000”, “Windows 3.x”, “IBM DB2”, “IBM OS/400” |

|  |
| --- |
| **Rule 2.2 – 3 Spelling variants of preferred terms (PT) as non-preferred terms (NPT).** |
| Add frequently used alternative spelling variants of preferred terms (PT) as non-preferred terms (NPT).  NOTE: non-preferred terms will not be translated in this exercise. |

**Examples**

|  |  |  |
| --- | --- | --- |
| **Pillar** | **Use** | **Do not use** |
| SC | four-thread overlock machine C:\Users\Kargl\Desktop\PT_Bild.PNG  4-thread overlock machine C:\Users\Kargl\Desktop\NPT_Bild.PNG | 4-thread overlock machine C:\Users\Kargl\Desktop\PT_Bild.PNG |
| SC | one-stop financial services C:\Users\Kargl\Desktop\PT_Bild.PNG  1-stop financial services C:\Users\Kargl\Desktop\NPT_Bild.PNG | 1-stop financial services C:\Users\Kargl\Desktop\PT_Bild.PNG |
| SC | ten-finger system C:\Users\Kargl\Desktop\PT_Bild.PNG  10-finger system C:\Users\Kargl\Desktop\NPT_Bild.PNG | 10-finger systemC:\Users\Kargl\Desktop\PT_Bild.PNG |
| SC | 3D computer graphics C:\Users\Kargl\Desktop\PT_Bild.PNG | three D computer graphics C:\Users\Kargl\Desktop\PT_Bild.PNG |

## Use of punctuation marks

**Examples of punctuation marks:**

| **Punctuation mark** | **Meaning** |
| --- | --- |
| ? | Question |
| ! | Exclamation |
| „“ | Quotation marks |
| : | Colons |
| , | Comma |
| ; | Semicolons |
| . | Full stop |
| / | Slash |
| … | Ellipses |
| - | Hyphen |
| – | EN-Dash |
| — | EM-Dash |

| **Rule 2.3 – 1 Punctuation marks to be used only in proper names and the like.** |
| --- |
| A number of punctuation or similar marks may only be used when they form part of the proper name of a standard, directive, brand/trademark, company, product, tool or software. These punctuation marks are:   |  |  | | --- | --- | | **?** | **Question mark** | | **!** | **Exclamation mark** | | **:** | **Colons** | | **;** | **Semicolons** | | **.** | **Full stop** | | **…** | **Ellipses** | | **„ “** or **“ ”** | **Quotation marks** |   Do not use single quotation marks (‘…’ or , ...’ ); only double quotation marks are allowed. Typographic quotation marks („ “ or “ ”) are preferred over typewriter quotation marks (" .."); most text editing programmes automatically convert typewriter quotation marks into typographic ones, by use of a “smart quotes” feature. |

**Examples**

| **Pillar** | **Use** | **Do not use** |
| --- | --- | --- |
| OCC | .NET programmer//sm//sf//nC:\Users\Kargl\Desktop\PT_Bild.PNG | NET programmer//sm//sf//n C:\Users\Kargl\Desktop\PT_Bild.PNG  Dot NET programmer//sm//sf//n C:\Users\Kargl\Desktop\PT_Bild.PNG |
| SC (standard) | ISO 9001:2008 C:\Users\Kargl\Desktop\PT_Bild.PNG | ISO 9001 2008 C:\Users\Kargl\Desktop\PT_Bild.PNG |
| SC | high performance liquid chromatography C:\Users\Kargl\Desktop\PT_Bild.PNG | HPLC C:\Users\Kargl\Desktop\NPT_Bild.PNG | liquid chromatography/high performance liquid chromatography (LC/HPLC) C:\Users\Kargl\Desktop\PT_Bild.PNG |

### Commas

|  |
| --- |
| **Rule 2.3 – 2 Commas for OG, SCG and QG to separate items in a series.** |
| Use commas in ESCO preferred and non-preferred terms for OG and SCG to separate items in a series, as in “Agriculture, forestry and fishery”. |
| **Rule 2.3 – 3 Do not use commas in OCC and SC preferred terms.** |
| Do not use commas in OCC and SC preferred terms, as enumerations are not permitted for OCC and SC preferred terms. |
| **Rule 2.3 – 4 Avoid using commas where possible.** |
| Try to keep the use of commas to the necessary minimum, in order to avoid enumerations and lengthy terms. The use of the comma should also be avoided in non-preferred OCC and SC terms. |

**Examples**

| **Pillar** | **Use** | **Do not use** |
| --- | --- | --- |
| SCG | production of paper, board and cardboard |  |
| SC | paper cutting C:\Users\Kargl\Desktop\PT_Bild.PNG | paper, board and cardboard cutting |

### Apostrophes

|  |
| --- |
| **Rule 2.3 – 5**  **Follow the official standards of the individual language for the use of apostrophes.** |
| In English, for example, the apostrophe may be used to indicate the possessive form if no alternative expression is available: e.g. “women’s representative”, “ship’s deck officer”.  In other languages such as French, Italian, Spanish, Dutch etc. the apostrophe is frequently used to replace omitted characters, such as, for example, vowels at the end of a preposition: e.g. the French occupation “maître d’oevre” (construction manager). |
| **Rule 2.3 – 6 Use apostrophes in preferred or non-preferred ESCO terms as rarely as possible.** |
| Both in preferred and non-preferred terms, apostrophes should be avoided whenever possible.  Apostrophes should not be used to create, for example, a more “oral style” as is sometimes the case in Norwegian or Czech. |
| **Rule 2.3 – 7 Use the typographic apostrophe ( ’ ).** |
| Do not use other typographic forms such as the typewriter apostrophe ( ' ). |

**Examples**

| **Pillar** | **Use** | **Do not use** |
| --- | --- | --- |
| OCC | ship’s deck officer//sm//sf//n | ship's deck officer//sm//sf//n |
| OCC | maître d’oevre//sm//sf//n | maître d'oevre//sm//sf//n |

### Hyphens and dashes

Types of hyphens and dashes

|  |  |
| --- | --- |
| **Typology** | **Meaning** |
| Hyphenation | the joining of words and/or syllables of words through the use of hyphens |
| En dash “–” (ALT+0150) | a dash in the width of an n; used for periods of time or when combining open compounds, e.g. the years 2010–2013. |
| Em dashes “—” (ALT+0151) | a dash in the width of an m; usually used instead of commas, or to mark an abrupt change of thoughts, e.g. “I wish you would — oh, never mind” |

| **Rule 2.3 – 8 Hyphenation is permitted in ESCO.** |
| --- |
| Hyphens should be used only if absolutely necessary, and in accordance with the official standard of the respective language.  In English, e.g., hyphenation is allowed if a homonymous term with a different meaning exists. |

**Examples**

| **Pillar** | **Use** | **Do not use** | **Meaning** |
| --- | --- | --- | --- |
| SC | re-counting | recounting | Checking |
| SC | recounting | re-counting | Telling |
| SC | acid- and heat-resistant material | acid – and heat– resistant material |  |

***Note:*** Hyphenated English compounds will be formulated as follows:

hot- and cold-rolled products, acid- and heat-resistant material; that is:

* no space before the hyphen;
* a space is added after the hyphen if followed by a conjunction (e.g. and, or, ...);
* no spaces before and after the hyphen if it joins two meaningful elements.

|  |
| --- |
| **Rule 2.3 – 9 Dashes are not permitted in preferred or non-preferred terms.** |
| Dashes may be used in descriptions and scope notes in accordance with the official spelling rules in English. They should be avoided whenever possible. |

**Examples**

| **Pillar** | **Use** | **Do not use** |
| --- | --- | --- |
| SC | acid- and heat-resistant material | material – acid – and heat– resistant |
| SC | re-counting | recounting – telling |
| SC | recounting | recounting – checking |

### Slashes

|  |
| --- |
| **Rule 2.3 – 10 Use slashes in ESCO preferred terms to separate gender specific forms.** |
| No spaces are to be used before and after a slash.  Not more than one slash is allowed within one term. |

***Note:*** More specific rules how to use slashes and how to word gender specific OCC terms can be found in Rule 3.3 – 4.

|  |
| --- |
| **Rule 2.3 – 11 Slashes are permitted within proper names, brands, etc.** |
| Slashes may be used in the context of proper names, brands, trademarks, products, technologies, tools or software.  Their use is not permitted in other contexts. In particular, do not combine two concepts in one OCC or SC preferred term, while separating them by a slash. |

**Examples**

| **Language** | **Use** | **Do not use** |
| --- | --- | --- |
| EN | waiter/waitress//n |  |
| DE | Dermatologe/Dermatologin//n | Dermatologe/in//n  Dermatolog/e/in//n |
| DE | Arzt/Ärztin//n |  |
| FR | ambulancier/ambulancière//n |  |
| EN | executive producer//sm//sf//n C:\Users\Kargl\Desktop\PT_Bild.PNG  creative producer//m//f//n C:\Users\Kargl\Desktop\NPT_Bild.PNG | creative/executive producer //sm//sf//n |
|  | Windows 95/98 |  |
|  | ISO/TR 10013:2001 |  |
|  | TCP/IP |  |

### Parentheses

|  |
| --- |
| **Rule 2.3 – 12 Use parentheses to make an otherwise homonymous term unique.** |
| The use of parentheses is only allowed to make otherwise homonymous terms unique, and only in cases in which reformulation is impossible without parentheses or impossible without creating neologisms. |
| **Rule 2.3 –13 Do not use parentheses to add contextual information to a preferred term.** |
| Incorporate specific information such as   * modifications, * specialisations, * scope definitions   or similar qualifiers into the preferred term itself without parentheses. The use of parentheses in order to add such information is not permitted. |
| **Rule 2.3 – 14 Do not use parentheses to combine naming variants.** |
| In order to avoid unnecessarily long terms, do not use parentheses to combine naming variants or to add abbreviations and / or acronyms to the full form. |

**Examples**

| **Pillar** | **Use** | **Do not use** |
| --- | --- | --- |
|  | *homonymous term (qualifier 1)*  *homonymous term (qualifier 2)* | *Neologism* |
| OCC | production maintenance engineer //sm//sf//n | maintenance engineer (production) //sm//sf//n |
| OCC | advertising project manager //sm//sf//n | project manager (advertising) //sm//sf//n |
| SC | timber building preservation | building preservation (timber) |
| SC | fitting roofing sheets | roofing sheet (fitting) |
| SC | Rational Unified Process C:\Users\Kargl\Desktop\PT_Bild.PNG  RUP C:\Users\Kargl\Desktop\NPT_Bild.PNG | Rational Unified Process (RUP)  RUP (Rational Unified Process) |

## Use of capitalisation

|  |
| --- |
| **Rule 2.4 – 1 Follow the official standards of the individual language.** |
| Use lower case and upper case, as regulated in the individual language.  Note: This implies that there is no general rule to use upper case for the first letter of a term. |

For example, in English the lower case is used as a standard for both preferred and non-preferred terms in the occupation as well as the skills/competence pillar. Whereas in German, nouns commonly spelled with capital letters will retain their native spelling, which implies that German occupation names will usually begin with an upper case letter, while verb phrases for the expression of skills/competences will begin with the lower case. In many other European languages, however, the same rules as in English will apply.

| **Rule 2.4 – 2 Upper case letters are allowed in proper names, brands, etc.** |
| --- |
| see also Rule 2.2 – 2  Use lower and upper case letters, as given in the original form:   * in proper names, brands, trademarks, products, software; * in geographical names of cities, countries, mountains, rivers, oceans; * for names of official bodies, organisations and corporations , programmes, legal acts, events etc.; * for abbreviations and acronyms that are written in a style most conventionally accepted as using capital letters |

**Examples**

| **Pillar** | **Use** | **Do not use** |
| --- | --- | --- |
| OG | nursing associate professionals | Nursing associate professionals |  Nursing Associate Professionals |
| SCG/QG | transport services | Transport Services |
| OCC | nuclear physicist //sm//sf//n | Nuclear Physicist //sm//sf//n |
| OCC | CNC driller //sm//sf//n | cnc driller //sm//sf//n |
| OCC | Waldorf practitioner //sm//sf//n | waldorf practitioner //sm//sf//n |
| SC | software development | Software Development |
| SC | SolidWorks | Solidworks |
| SC | Italian language teaching | italian language teaching |

### Use and spelling of abbreviations and acronyms

|  |  |
| --- | --- |
| **Typology** | **Meaning** |
| Initialism | formed from the initial letters of a series of words; each separate letter is pronounced; e.g. IT, CNC |
| Acronym | formed from the first or first few letters of a series of words; pronounced as a word; e.g. NATO |

| **Rule 2.4 – 3 Abbreviations are allowed under specific conditions.** |
| --- |
| Abbreviations can be used as preferred terms or in preferred terms, however under regulated conditions only. This applies to:   * abbreviations that represent initialisms or acronyms; * abbreviations for units of measurement or quantity, such as e.g. “Hz” (respectively “GHz”, “MHz”) for “Hertz” (“GigaHertz”, “MegaHertz”) or “lx” for “lux”; “km” for “kilometre”, “A” for “ampere”, “W” for “Watt”, “s” for “second” etc..   The use of abbreviations is only allowed for or in preferred terms, if:   * the abbreviation or acronym is commonly used and readily understood by the end user; * the abbreviation or acronym is so well-established that the full form is rarely used or hardly known by average end users. |

**Examples**

| **Pillar** | **Use as PT** | **Do not use as PT** |
| --- | --- | --- |
| SC | IT | It |
| SC | SAP | Sap; sap |
| SC | HTML | Html; Hypertext Markup Language |
| SC | VoIP | VOIP |
| SC | Mac OS | mac os |
| SC | VxWorks | Vxworks |

|  |
| --- |
| **Rule 2.4 – 4 Use well-established abbreviations.** |
| The most well-established and commonly used form of the term is adopted. For products, technologies, tools and software the trademarked official spelling must be used.  Abbreviations found in a source language that are used equally in the target language should not be translated, i.e. incorporated through the use of an improvised abbreviation in the target language. |

**Example**

| **Use** | **Do not use** |
| --- | --- |
| ISO | OIN (French) |

“ISO” stands for “International Organization for Standardization” and should not be replaced by an “artificial” abbreviation, such as “OIN” (for “l’Organisation international de normalisation”).

| **Rule 2.4 – 5**  **Add full forms.** |
| --- |
| The full form of an abbreviation used as a preferred term should be implemented as a non-preferred term. Spelling variants of the full form or the abbreviation may be added.  In multiple-word expressions, the full form of the term shall be preferred. If the term formulation becomes too long or complicated, the abbreviation may be used instead. |

**Example**

| **Use as PT** | **Do not use as PT** |
| --- | --- |
| SAP/R3 | Systemanalyse und Programmentwicklung/Realtime3 |

| **Rule 2.4 – 6 Avoid homonymous abbreviations.** |
| --- |
| If an abbreviation or acronym can refer to two or more distinct concepts, the acronym shall be used only once as the preferred term for the most prevalent concept.  In all other cases the full form should be used as the preferred term, and the homonymous abbreviation shall be added as non-preferred term, including contextual information that allows for distinguishing between them.  If it is hard or impossible to decide which concept is the most prevalent one, use the full form as the preferred form for all concepts, and add abbreviations (including contextual information) as non-preferred terms. |

**Examples**

| **Pillar** | **Use** | **Do not use** |
| --- | --- | --- |
| OCC | activities of daily live assistant //sm//sf//n C:\Users\Kargl\Desktop\PT_Bild.PNG | ADL assistant //sm//sf//n |
| OCC | IT analyst //sm//sf//n C:\Users\Kargl\Desktop\PT_Bild.PNG  information technology analyst //sm//sf//n) | Information Technology Analyst //sm//sf//n |

***Rationale:*** “IT” is commonly used and readily understood. The acronym “ADL”, however, cannot be used as a preferred term here because it can also refer to “Anti-Defamation League”, “Advanced Distributed Learning”, etc. and the word “assistant” does not provide sufficiently unambiguous contextual information. “ADL assistant” may, however, be added as non-preferred term.

| **Pillar** | **Use** | **Do not use** |
| --- | --- | --- |
| SC (prod.) | DVD C:\Users\Kargl\Desktop\PT_Bild.PNG  digital video disc <NPT1> | digital versatile disc <NPT2> | Digital Video Disc |

***Rationale:*** As a consequence of the example above the preferred term for “dissociated vertical deviation” (for which the abbreviation DVD is also used) must use the full form, because DVD is already in use and more commonly known as a preferred term for “digital video disc”. Occasionally the meaning of an abbreviation or acronym can be made unambiguously clear by the context provided within the term: For example, while “SAP” has a number of different meanings, “SAP business software” is unambiguous and could be used as a preferred term.

|  |
| --- |
| **Rule 2.4 – 7 Avoid superior characters.** |
| Preferred terms should wherever possible avoid the inclusion of superior characters (e.g. “m2”). The full form is preferred for units of measurement and quantity, such as e.g. “square metres”. |
| **Rule 2.4 – 8 Avoid articles.** |
| Only applicable for languages with articles:  Abbreviations used in ESCO terms should never be combined with an article. |
| **Rule 2.4 – 9 Avoid truncations and contractions.** |
| Truncation: omitting the end of a word; such as “cert.” for “certified” and “lab. manager” for “laboratory manager” etc.  Contraction: omitting the middle of a word  Both truncations and contractions are not permitted in ESCO. These kinds of abbreviations should be replaced by the full form, except where they form part of a proper name; or when they represent units of measurement or quantity. |

**Examples**

| **Use** | **Do not use** |
| --- | --- |
| square metres | m2 |
| laboratory manager //sm//sf//n | lab. manager //sm//sf//n |

# Preferred <PT> and non-preferred terms <NPT>

## General understanding

In ESCO, a Preferred term (PT) represents a concept. A concept is a thing, idea or shared understanding of something. Non-preferred terms (synonyms and variants of the PT) might be added as terms that refer to the preferred term.[[4]](#footnote-4)

In order to describe a term and its concept as precisely as possible, items such as description, definition (when available) and scope note may be added:

**Descriptions** explain the content of terms; they are elaborated by the sector or cross-sector experts involved in the development of the ESCO classification and are used to minimise ambiguity and vagueness, and to avoid confusion with related concepts.

The **definition,** when provided, is a text field supplying a formal definition that is either widely accepted or legally binding throughout the EU. This includes in particular definitions agreed by Social Partners on European level or definitions stipulated by law.[[5]](#footnote-5)

**Scope notes** define the application of terms; they complement descriptions, if boundaries between concepts have to be clarified [[6]](#footnote-6).

Descriptions, definitions, and scope notes are only used where needed. They are recorded in separate data fields, in order to allow for selective publication.

The preferred term represents the concise form of reference to the concept, while the description makes it possible to determine the set of objects conceptualised within a given concept and to distinguish it from others. It is therefore essential to develop a clear and unambiguous understanding of the concept based on the description, and/or based on the formal definition, and then subsequently find a preferred term that best represents it, having considered all alternatives. The chosen preferred term should use the most precise wording possible and accord with the terminological rules of ESCO.

**Example: Concept “handle data”**

| **Acronym** | **Category** | **Data** |
| --- | --- | --- |
| PT | Preferred term | handle data |
| NPT | Non-preferred terms | gather data  interpret data  organise data  present data  process data  handle information |
| - | Description | Ability to gather, process and present quantitative data. |
| - | Scope note | Use only for manipulating quantitative data; for handling qualitative data use “Process information”. |

## General selection and differentiation criteria for preferred terms

When specifying a preferred term for a concept, an evaluation of existing terms should first be undertaken to determine whether any of them are appropriate for use as a **preferred term (PT).** After selecting the appropriate term as PT, the remaining terms that have not been chosen will be added as non-preferred terms.

**Non-preferred terms** **(NPTs)** can be synonyms (words with similar or same meanings) or variants of the preferred term (such as spelling variants, abbreviations, declensions etc.). They are regularly used by the target group (jobseekers, employers, education institutions, etc.) to refer to concepts that are described in the classification with another term (the preferred term). A term may be added as NPT:

1. if it has the same meaning as the PT;
2. if it has the same antonym as the PT;
3. if the scope of the NPT and the PT are the same;
4. if the scope of the NPT is slightly narrower than the PT’s scope;
5. to add the gender variants of a neutral PT;
6. to add spelling variants, declensions, abbreviations, and variations created by rearranging phrases and compound terms.

The generation of NPTs for a concept is not obligatory, and, it is important that the terms have the **same or a narrower scope** than the corresponding PT. Terms with a scope broader than the PT must not be added as NPT. In order to avoid duplicates, a term may only be added as NPT if it is not used elsewhere as PT (“specialism”).

NOTE: non-preferred terms will not be translated in this exercise.

**Examples**

| **Pillar** | **PT** | **Use as NPT** | **Do not use as NPT** |
| --- | --- | --- | --- |
| OCC | PT 1: breeder //sm//sf//n | animal breeder //m//f//n  livestock farmer //m//f//n | Farmer //m//f//n  sheep breeder //m//f//n |
| OCC | PT 2: sheep breeder //sm//sf//n  (specialism of PT 1) |  |  |
| SC | drive vehicles | drive taxis |  |

**Rationale:**

The term “farmer” must not be used as NPT of breeder, as it has a broader scope (includes crop farming).

“Sheep breeder” (as specialism of breeder) must not be used as NPT of breeder, as it is used as PT 2.

The competence “drive taxis” has a narrower scope than the term “drive vehicles”. Therefore it may be added as NPT, as long as it is not used as PT elsewhere.

The following principles will assist in the evaluation of whether or not a specific existing term is appropriate for representing a given concept.

***Note:*** The principles for the process of selecting a preferred term are presented in descending order of importance. In a group of terms with similar meaning, the term that best represents the characteristics of the concept and satisfies the greatest number of the criteria listed below shall be selected as the preferred term. Terms that do not fulfil these requirements, but which are frequently used by jobseekers, employers, and in vocational education and training, will be added as non-preferred terms or as hidden terms.

**NOTE: non-preferred terms will not be translated in this exercise**.

|  |
| --- |
| **Rule 3.2 –1 Preferred terms should be unique; avoid homonyms.** |
| Preferred terms must be unique. The preferred term of a given concept in one given language shall not be used for two different concepts. |

**Examples**

| **Pillar** | **Use** | **Do not use** |
| --- | --- | --- |
| SGC | natural environment  IT system environment | environment  environment |
| SC | drive taxis | drive |

***Rationale:*** The term “environment” is used in different contexts with different meanings, ecology and IT respectively. The same applies to the term “drive”. In order to ensure that preferred terms which include these words remain unique, “environment” or “drive” have to be “contextualised”, i.e. they must be combined with other words providing relevant contextual information to become unambiguous and unique.

In terminological work it is essential to distinguish between the different meanings of identically spelled terms (homographs) and make these differences clearly visible. In order to do so **it is necessary that a preferred term should only be used once per language to indicate a specific concept**. If two or more homonymous terms may be used as preferred terms for different concepts, all but one of these terms must be reformulated in a way that ensures that they are no longer homonymous. Alternatively, an equally well-established synonym of the term could be used as the preferred term and the homonymous term could be added as NPT.

**Example “circuit breaker”**

| **Domain** | **Use** | **Do not use** | **Description** |
| --- | --- | --- | --- |
| Electrical engineering | circuit breaker C:\Users\Kargl\Desktop\PT_Bild.PNG |  | <a circuit breaker is> an automatic electrical switch. |
| Business | trading curb C:\Users\Kargl\Desktop\PT_Bild.PNG | circuit breaker C:\Users\Kargl\Desktop\PT_Bild.PNG | <a circuit breaker is> a point at which a stock market will stop trading for a period of time in response to substantial drops in value (also known as “trading curb”) |
| Business | circuit breaker C:\Users\Kargl\Desktop\NPT_Bild.PNG |  |  |

***Note 1:*** Prefer rephrasing over parentheses

Rephrase terms in order to distinguish between homonyms, whenever possible.

Add qualifiers in parentheses (i.e. add the superordinate term of a homonymous preferred term) only if unavoidable.

**Example “oncological knowledge” (relevant both in medical and nursing context)**

| **Use** | **Do not use** |
| --- | --- |
| oncology <PT1 for medical staff> |  |
| nursing of cancer patients <PT2 for nurses> | oncology <PT2 for nurses>  oncology (nurses) <PT2 for nurses> |

|  |
| --- |
| **Rule 3.2 –2 Preferred terms should be concise, accurate and unambiguous.** |
| Terms should be as concise as possible, but as elaborated as necessary.  Accurate, concise and unambiguous terms shall be given priority and specific wording should be prioritised over generic wording.  While all terms in the ESCO taxonomy should be expressed as accurately and unambiguously as possible, it is especially important to formulate the preferred term of a given concept in such a way that it conveys the intended scope to any user. |

**Examples**

| **Pillar** | **Use** | **Do not use** |
| --- | --- | --- |
| OG/SG | medical treatment <PT in the health sector>  water treatment <PT in the environment sector> | treatment |
| SC | immigrant integration support C:\Users\Kargl\Desktop\PT_Bild.PNG|  integration support for immigrants | planning for the introduction of immigrants and refugees into society |

***Note:*** The requirement for terms to be concise often conflicts with the necessity for accuracy and transparency. Typically, the greater the number of characteristics expressed in a concept, the more difficult it becomes to find a short, precise, and transparent formulation of the preferred term. Complex concepts therefore usually need to be expressed in compound terms. On the other hand, short (e.g. single-word) terms can often be interpreted in several different/ambiguous ways. As the most common understanding of a term may not always correspond to the concept that a preferred term is referring to, it is crucially important to formulate preferred terms in a way that ensures that they represent an unambiguous and unique expression of the meaning of a concept.

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| --- |
| **Rule 3.2 – 3 Preferred terms should be worded in plain language.** |
| All terms, particularly the preferred terms, shall wherever possible be formulated in plain language rather than in technical or specialist language.  In case specialist language is used, the terms needs to be easily understandable by jobseekers and employers in the respective field. |

***Rationale:*** ESCO must be easily understandable for employers, jobseekers, learners and education/training professionals. A language only used by “labour market specialists” should be avoided. However, since technical or specialist expressions are sometimes most important for job matching, these terms can be used in cases where no adequate expression in plain language exist (i.e. if the plain language term would be misleading/inexact or if no alternatives in plain language exist). E.g. “rhinoscopy” is not exactly layperson’s language, but easily understood by jobseekers and recruiters in the health sector.

**Examples**

| **Pillar** | **Use** | **Do not use** |
| --- | --- | --- |
| OCC | gamekeeper //sm//sf//nC:\Users\Kargl\Desktop\PT_Bild.PNG | ghillie //sm//sf//n |
| SC | chemical kinetics C:\Users\Kargl\Desktop\PT_Bild.PNG| reaction kinetics | zero-order reactions |
| SC (exception) | object-oriented database model |  |

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| **Rule 3.2 – 4 Preferred terms should be transparent.** |
| Transparent terms that allow for an immediate understanding of a concept without the need for further explanation shall be given priority over terms that do not disclose their meaning immediately. |

**Examples**

| **Pillar** | **Use** | **Do not use as PT** |
| --- | --- | --- |
| SC | Radio Frequency Identification technology C:\Users\Kargl\Desktop\PT_Bild.PNG RFID | RFID |

***Note:*** In this case one could argue that ‘RFID’ is in fact better known and more commonly used than the full form, at least in the German speaking countries, and could therefore act as the preferred term. The full form is however more transparent for average users. In such cases it will be necessary to determine whether the acronym or the full form is more frequently used and better known across Europe.

**Examples**

| **Pillar** | **Use** | **Do not use** |
| --- | --- | --- |
| SC | Reflexlocomotion method C:\Users\Kargl\Desktop\PT_Bild.PNG| Vojta method | Vojtamethod[[7]](#footnote-7) |
| OG/SG | biology <PT1> | biochemistry and biophysics <PT2> | life sciences <PT3> | chemistry, biology, botany, zoology and related sciences |

***Rationale:*** Lists of words should be avoided in preferred terms, and in OG, SCG, and QG titles.

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| **Rule 3.2 – 5 Preferred terms should be worded in a consistent way.** |
| Terms must be formulated in a consistent manner throughout the entire taxonomy. Similar grammatical constructions should be used for similar terms wherever possible. |

**Examples**

| **Pillar** | **Use** | **Do not use** |
| --- | --- | --- |
| OCC | office cleaner//sm//sf//n, house cleaner //sm//sf//n, hotel cleaner //sm//sf//n | office cleaner, cleaner (restaurant) //sm//sf//n, cleaner in a hotel //sm//sf//n |
| OCC | college teacher of music //sm//sf//n university teacher of law //sm//sf//n secondary school teacher of history //sm//sf//n dancing teacher //sm//sf//n | music teacher at college level //sm//sf//n university teacher (law) //sm//sf//n language educator in secondary school //sm//sf//n dancing instructor (sm,sf,n) |
| OCC | archaeologist //sm//sf//n ethnologist //sm//sf//n sociologist //sm//sf//n | archaeological scientist //sm//sf//n ethnological scientist //sm//sf//n scientist in the field of sociology //sm//sf//n |

|  |
| --- |
| **Rule 3.2 – 6 Use well-established and widely used terms for preferred terms.** |
| Preferred terms should adhere to the familiar, well-established, and widely used formulation patterns of a language community (avoiding less well-established terms or formulations that cause confusion) and should be as neutral as possible (avoiding distracting connotations). |

**Example**

| **Pillar** | **Use** | **Do not use** |
| --- | --- | --- |
| SC | vehicle repair service | autocar engineering |

|  |
| --- |
| **Rule 3.2 – 7 Prefer productive terms.** |
| Terms that allow derivation and compounding – the forming of new words based on the chosen preferred term – should be prioritised.  Productive preferred terms that allow for the formation of derivatives and compounds (according to the conventions of an individual language) should be prioritised. |

**Example “herb” as bases for preferred term**

|  |  |  |
| --- | --- | --- |
| **Pillar** | **Use** | **Do not use** |
| SC | medicinal herbs C:\Users\Kargl\Desktop\PT_Bild.PNG derived terms:  herbal, herbalism, herbalist, herbal medicine | medicinal plant |

| **Rule 3.2 – 8 Prefer native language expressions.** |
| --- |
| Although borrowing from other languages is an accepted method of term formation, native-language expressions should be given preference over direct loan terms for the use as preferred terms.  Loan terms **may** be used as preferred terms for OCC and SC:   * + if no equivalent native-language term exists for a concept in a given language, OR   + if the equivalent native language term is substantially less common than the loan term, and the loan term is well-established and frequently used.   Alternative loan-terms or non-loan term expressions should always be added as synonyms. |

***Rationale:*** Loan terms e.g. of Greek or Latin origin but also from other languages such as “computer”, “management” or “pizza” can be used as preferred term as they have often become an integral part of native languages. In healthcare, for example, there are many of those loan terms that express medical knowledge, physical phenomena, or medical disciplines, and for which rarely exists a corresponding native language term. Consequently, these loan terms may also be used as preferred terms, for example “care of dementia patients”, “palliative medicine”, “paediatric physiotherapy”, “radiology”, “psychotherapy”, “pharmaceutics”, “cardiography”, etc..

**Examples**

| **Pillar** | **Use** | **Do not use** |
| --- | --- | --- |
| OCC | hairdresser//sm//sf//n C:\Users\Kargl\Desktop\PT_Bild.PNG  coiffeur//m//f//n C:\Users\Kargl\Desktop\NPT_Bild.PNG | coiffeur //sm//sf//n C:\Users\Kargl\Desktop\PT_Bild.PNG |
| SC | dentistry C:\Users\Kargl\Desktop\PT_Bild.PNG  oral and dento-facial medicine C:\Users\Kargl\Desktop\NPT_Bild.PNG | oral and dento-facial medicine C:\Users\Kargl\Desktop\PT_Bild.PNG |

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| **Rule 3.2 – 9 Avoid neologisms.** |
| The creation of a new term as a preferred term should be avoided. It is only allowed as a last resort in cases in which an equivalent term for a specific concept in a given language does not exist or is already used by another concept. |

***Note:*** Typically, loan terms or neologisms are used in multilingual taxonomies to avoid translation gaps. In the case a neologism has to be created, the ESCO SEC should always be informed.

## Gender sensitive and politically correct formulation of terms[[8]](#footnote-8)

ESCO terms must accord with the equal opportunities and anti-discrimination policy of the European Commission.

Disrespectful language can often be found in the following thematic contexts:

* age;
* migration status, ethnic and religious background;
* special needs, referring to physical impairment, mental disability, or social disadvantage;
* gender: in languages with an elaborated gender system, the correct and respectful use of gender forms plays a crucial role (see also 1.2 – Primary guiding principles and Rule 2.3-10);
* labour force without formal qualification.

It is important to use anti-discriminatory terminology consistently in all areas of ESCO and especially in sectors that relate to any of the above listed themes. Sensitive term formulation will be particularly significant in the context of social work and welfare but is not limited to this area.

ESCO must not contain any terms that could be considered offensive. Preferred terms should therefore always be expressed in a respectful and politically correct manner. However, slightly derogative terms that are frequently used may be added as hidden terms. Clearly offensive and derogative terms must not be included in ESCO at all.

|  |
| --- |
| **Rule 3.3 – 1 Prefer neutral terms and terms preferred by the group referred to.** |
| As a general rule, terms preferred by the group referred to by a respective term, and terms that are as neutral as possible should be prioritised. Wherever possible a consistent way of designating groups or persons should be used. |

**Examples**

|  |  |  |
| --- | --- | --- |
| **Pillar** | **Use** | **Do not use** |
| SC | care for persons with learning difficulties | care for mentally disabled |
| SC | ... for people with special needs | handicapped people |
| SC | ... for refugees, migrants, immigrants, displaced persons, ... | foreigners, aliens |
| SC | ... for people with impaired hearing | the deaf, deaf people |

***Note:*** Insensitive or colloquial language can be included as HT (hidden term) if it is widely used and understood.

Wherever possible a consistent designation should be used: e.g. if the decision is to use hearing-impaired people as preferred term (hearing impaired persons as NPT) the term “visually impaired people” should be used in parallel.

Similarly, terms containing spelling mistakes, typos etc. that have been harvested from the labour market, should be listed among hidden terms.

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| --- |
| **Rule 3.3 – 2 Preferred terms should represent both genders.** |
| As a general rule, terms referring to persons or groups must represent both genders. Neutral forms should be preferred. The grammatical rules of the specific respective language and language specific rules concerning gender sensitive language must be applied. |

***Rationale:*** As a principle, both male and female gender should be represented in preferred terms denoting persons or groups of persons. To guarantee this principle, different linguistic forms and grammatical patterns will be used, following the rules and conventions in the respective language.

While a number of languages have no grammatical gender, some European languages (Slavic, Romance languages; German) are characterised by grammatical gender forms of nouns. Grammatical gender manifests itself not only in nouns but also when words related to a noun, such as determiners, pronouns, or adjectives change their form according to the gender of the (inherently or explicitly masculine or feminine) noun they refer to. In the context of occupation names and other terms referring to persons or groups this means that in languages with grammatical gender forms masculine and feminine occupational titles should be represented in a gender neutral way.

**For OCCUPATIONS, when both genders are represented, indications on the gender attribute need to be added directly following the term and each attribute preceded by a double slash (//): //sf, //sm, //f, //m, //n.**

The meaning of “sf, sm, f, m, n” is provided in the table below\*.

Table 1 - Gender attributes in ESCO

| Acronym | Gender | Meaning for occupations |
| --- | --- | --- |
| sf | Standard female | The **recommended term** to refer to a woman working in the occupation, e.g. in the CV of a woman. |
| sm | Standard male | The **recommended term** to refer to a man working in the occupation, e.g. in the CV of a man. |
| f | Female | The term can be used to refer to a woman working in the occupation, e.g. in the CV of a woman. |
| m | Male | The term can be used to refer to a man working in the occupation, e.g. in the CV of a man. |
| n | Neutral | The term can be used if the gender of the person working in the occupation is unknown, e.g. in a job vacancy. |

\*Source: Consortium’s elaboration on the basis of the ESCOpedia indications.

**However, in the context of this exercise, NPTs will not be translated. Translators should therefore always use the neutral version of the term and formulate it according to the specific language. The neutral PT will contain the label //sm//sf//n because it can be used for every user (no gender distinction).**

|  |
| --- |
| **Rule 3.3 – 3 Gender neutral forms should be preferred.** |
| When a neutral term exists that is commonly used it should be selected for the preferred term and additional male and female forms should be added as non-preferred terms. Specifically:   * the neutral PT will contain the label: //sm//sf//n because it can be used for every user (no gender distinction); * when a neutral PT is provided and there are synonyms, these terms need to be added as NPT with their gender variants and also labelling them with “//m” and “//f” preceded by a double slash; in case of synonyms which are neuter they need to be added with the label “//m//f//n”; * the female and male versions of a neutral PT will be added as NPT, repeating in separate terms each gender variant of the PT (standard male + standard female). Such NPT need to be labelled “//sm” and “//sf”.   NOTE: non-preferred terms will not be translated in this exercise. |

**Examples of neutral terms**

| **Pillar** | **LANG** | **#** | **Preferred terms** | **NPT** |
| --- | --- | --- | --- | --- |
| **OCC** | EN | 1 | salesperson //sm//sf//n | salesman //m |
| saleswoman //f  vendor //m//f//n |
| EN | 2 | firefighter //sm//sf//n | fireman //m |
| firewoman //f |
| EN | 3 | flight attendant //sm//sf//n | steward //m |
| flight-attendant //n  stewardess //f |
| DE | 4 | Flugbegleiter/ Flugbegleiterin //n | Flugbegleiter //sm  Steward //m |
| Flugbegleiterin //sf  Stewardess //f |
| FlugbegleiterIn //n |
| IT | 5 | Assistente //sm//sf//n | collaboratore //m |
| collaboratrice //f |

|  |
| --- |
| **Rule 3.3 – 4**  **Use slashes to separate gender forms (complete words).** |
| If no neutral term exists, **the male and female forms of a term should both be represented in the preferred term**. The two words will be separated by a slash (e.g. waiter/waitress) **and the “//n” will be indicated next to the term in order to indicate that it is a gender – neutral term.**  Only one slash per term is allowed. Do not use slashes to separate fragments of words or to separate a suffix from the word stem.  The male form will by convention be written before the slash. |

***Note***: This rule is to be considered general since it is applicable to most EU languages.

**Examples**

|  |  |  |
| --- | --- | --- |
| **Pillar** | **Preferred term** | **Do not use** |
| OCC | waiter/waitress //n | waiter |
| Arzt/Ärztin //n | Ärzt/in |
| Dermatologe/Dermatologin //n | Dermatolog/in; Dermatolog/e/in |
| učitelj/učiteljica //n | učitelj/ica |

***Rationale:*** The use of a suffix only (usually the female form) is not adequate to represent gender and does not comply with equality principles. Forms with more than one slash are hard to read and hard to pronounce.

|  |
| --- |
| **Rule 3.3 – 5 Repeat the full phrase in both gender forms, separated by a slash.** |
| Even for lengthy compound occupational titles, both gendered forms should be quoted. The two phrases will be separated by a slash. All the other principles as given in Rule 3.3 – 4 shall be applied. |

**Example**

|  |  |  |
| --- | --- | --- |
| **Pillar** | **Preferred term** | **Do not use** |
| OCC | jefe de equipo de producción agrícola/jefa de equipo de producción agrícola (n) | jefe/jefa de equipo de producción agrícola (n) |

***Rationale:*** A search with one of the gendered forms (the abbreviated one) might not create a hit in ESCO if it is not fully quoted.

**Note:** For such cases it is strongly recommended to look for alternative, shorter formulation. In general, lengthy terms should be avoided as PT.

## Grammatical number in PTs and NPTs

|  |
| --- |
| **Rule 3.4 – 1 Use the singular form of nouns for preferred terms.** |
| Preferred terms for OG, SCG, OCC and SC will normally use the singular form of a noun.  Please note the exceptions listed below. |

**Exceptions:**

* nouns that are used only in the plural;
* uncountable nouns which appear to be plural, but in fact are singular;
* proper names, fields of study, geographical names and the like that are typically used in the plural;
* terms for which the plural form is more commonly used and more appropriate as they refer to collective elements;
* Plural forms that form part of a noun phrase and modify the term
* For OG, plural forms of occupations may be added as NPT

**Examples of exceptions**

|  |  |
| --- | --- |
| **Type** | **May be used as or in preferred term** |
| plural nouns | clothes, glasses, electronics, tongs, cattle |
| uncountable nouns | mathematics, statistics, news, aesthetics, mechanics, thermodynamics, optics, acoustics, computer graphics |
| proper names, fields of study, geographical names | Citrix Systems, humanities, fine arts, United States, Netherlands |
| collective elements | sales and distribution, personal services, life sciences, knitted goods, medical information systems, renewable energies, electronic devices |
| NPT; variant of an OG | education managers  ... as NPT of an OG called “education management” |

***Note:***

Plural forms can be used in noun phrases (if the compound term is in singular).

Plural forms can be used in combination with verbs when formulating skills, competences or abilities.

**Examples of exceptions**

|  |  |
| --- | --- |
| **Type** | **May be used as or in preferred term** |
| compound term | family relations therapist //sm//sf//n, careers advisor //sm//sf//n, languages expert //sm//sf//n |
| in combination with verbs | care for clients, handling documents, advise clients and customers, production of non-woven fabrics |

## Proper names, names of products, tools, software etc.

|  |
| --- |
| **Rule 3.5 – 1 Avoid proper names, names of tools, products and the like in occupation titles.** |
| Proper names and names of tools, technologies, products, software and the like should not be used in the preferred terms of occupation titles.  They should not be used in preferred terms of OG or SCG. |

***Note:*** Exceptions might be considered for specialisations of occupations such as “SAP-programmer //sm//sf//n” or “Windows system administrator //sm//sf//n”.

Determining how to approach names of tools, technologies, products, software is particularly challenging in the context of **skills and competences.** Product names may be used in preferred terms without the inclusion of any additional information, thereby implying that vocationally relevant knowledge of the product, tool, software etc. is expressed by those terms. These terms are therefore applicable within different contexts ranging from, for example, the programming of software, to the operation of a machine/tool, to the basic use of it: e.g. Windows NT, SAP ERP, Astra Digital Radio, CNC machines, etc.

Skills and competences may also include the names of products, tools, and software when referring to a related concrete skill, for example: administration of IBM WebSphere Application Server, programming of J2EE Application Server, maintenance of MS .NET Server. The contextualisation of product names, tools, and software tends to produce a large number of similar terms. Reference to very specific tools and products (e.g. programming of Siemens Simatic S7 400 PLC) is often found in job vacancies alongside more general terms such as e.g. “programming of CNC machines” or, even more broadly, “programming of milling machines”.

Abbreviated forms of software products should be displayed as PT. *Example: SPARQL.* In case the abbreviated forms are not obvious cases, the complete form should be displayed in brackets. *Example: ITIL (Information Technology Infrastructure Library)*

In case of ambiguous cases, an explanation should be displayed in brackets. The PT of the broader term should preferably be used for this purpose. *Example: Chef (software program).*

While it is reasonable to use a more general level of detail in OCC profiles (give an overview of the scope of relevant SCs), in the context of job matching all level of details including very specific ones can be found (search for a (set of) concrete SC). For the moment the names of products, tools and software may therefore be used with or without contextualisation in ESCO and may cover different levels of detail.

## Preferred and non-preferred terms for OG and SCG

NOTE: OG and SG will not be translated in this exercise.

Experts have drafted a hierarchical structure for the skills/competence pillar. ESCO aims to serve a broad range of (end)users; it is not primarily a classification for taxonomy experts. Consequently, user-friendliness and intuitive comprehensibility must be given the highest priority in the development of the sectoral breakdowns and the formulation of preferred group terms.

A number of different approaches to the naming of groups can be found in established classifications. Generally speaking ISCO utilises personalised group names, NACE uses activity- and process-oriented titles, and ISCED takes an educational field-orientation approach. The different classification approaches effect of course also the naming of the groups. However, a common characteristic is the use of plain language expressions that are easy to understand for average (end)users, the use of (modified) nouns and noun phrases and the limitation of enumerations to e.g. a total of four (modified) nouns.

The following common rules for the formulation of OG and SCG preferred terms in ESCO can be defined.

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| **Rule 3.6 – 1 Accurate terms and simple wording.** |
| Prefer accurate, concise and unambiguous terms in plain language, simple wording and short syntax. |

**Examples**

|  |  |  |
| --- | --- | --- |
| **Pillar** | **Use** | **Avoid** |
| SCG | vocational education policy <PT1> vocational education administration <PT2>  vocational education management <PT3> | educational policy, administration and management in the field of vocational education |

***Note:*** Alternative spellings and synonyms will be used rarely in group names. They may, however, occur in certain fields, for example in the case of “computing” <PT>, where “electronic data processing” <NPT> could be quoted as a synonym. Synonyms might also be added for preferred terms of group concepts, which use enumerations.

**Example**

|  |  |  |
| --- | --- | --- |
| **Pillar** | **PT** | **NPT** |
| OG | education and training | education <NPT1> | training <NPT2> | |

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| **Rule 3.6 – 2 Accurate terms and simple wording.** |
| Use consistent wording and naming schemes wherever possible. |

**Example**

|  |  |  |
| --- | --- | --- |
| **Pillar** | **Use** | **Avoid** |
| OG/SCG | metal engineering <PT1> | metal processing <PT2> | metal production <PT3> |  production of metal <NPT of PT3> | metal engineering<PT1> | metal processing<PT2> | production of metal <PT3> |

***Note:*** the PTs in this example are not necessarily grouped under one common group concept, and they also do not necessarily sit on the same hierarchical level.

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| **Rule 3.6 – 3 Nouns or short noun phrases preferred.** |
| Prefer nouns or short noun phrases and avoid complex expressions: ideally not more than four nouns or noun phrases should be used in a group name.  Avoid complex and confusing term formulations such as “textile, fur and leather products machine operators not elsewhere classified”, “information and communications technology service managers” or “metal working machine tool setters and operators”.  Use consistent wording and naming schemes wherever possible. |

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| **Rule 3.6 – 4 Transparent group names preferred.** |
| Prefer transparent group names that provide a clear indication of the subordinated concepts to the user (avoid non-specific or vague group names such as “odd job persons”). |

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| **Rule 3.6 – 5 Avoid modifiers.** |
| Avoid the use of modifiers, but if necessary, only use short modifiers (e.g. use “private security services”). |

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| **Rule 3.6 – 6 No punctuation marks, comma excepted.** |
| Do not use punctuation marks (with the exception of the comma) in group names. |

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| **Rule 3.6 – 7 Avoid qualifiers.** |
| Do not use qualifiers. Information on excluded sub-areas should be part of the scope note.  e.g. do not use “product graders and testers (excluding foods and beverage)” or “engineering professionals (excluding electrotechnology)”. |

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| **Rule 3.6 – 8 Avoid general references.** |
| Do not include general references such as “other”, “not elsewhere classified”, “and related occupations” in terms of OG or SCG. Avoid:  other teaching professionals, other sales workers, craft and related workers not elsewhere classified, stationary plant and machine operators not elsewhere classified, etc. |

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| **Rule 3.6 – 9 Avoid levelling information.** |
| Do not include levelling information such as “specialist”, “expert”; “general”, “senior”, “junior” and the like in a group name. |

## Formulating preferred terms of OCC

In addition to the general formulation and spelling rules defined above, the following specific rules are to be applied in the formulation of preferred terms of occupations.

|  |
| --- |
| **Rule 3.7 – 1 Prefer nouns and noun phrases.** |
| Only nouns and noun phrases are allowed for occupations.  Use singular rather than plural; do not use initial articles.  Examples: dentist (noun), dialysis nurse, distribution manager (noun phrases); |
| **Rule 3.7 – 2 Indicative word at the beginning.** |
| Preferred terms should begin with an indicative word rather than with a general one; e.g. “automotive engineer” rather than “professional in automotive engineering”. |
| **Rule 3.7 – 3 Follow language specific rules for the use of verbs in OCC titles.** |
| Depending on the grammatical rules in the specific language, gerunds, participles or other derivations form verbs may be used to modify OCC terms. |
| **Rule 3.7 – 4 Use compound nouns.** |
| Preferably use compound nouns and avoid unnecessarily long terms. For example, use “data processing coordinator” rather than “coordinator of data processing”, “union chairman” rather than “chairman of a union". |
| **Rule 3.7 – 5 Proper names only as specialism.** |
| Use proper names and the names of products, technologies, and software only if no equivalent more general term can be found. This rule does not apply to specialism's such as e.g. "Java programmer" for “programmer” where the specialisation in a specific software (or production technique, technology, etc.) is expressed. |
| **Rule 3.7 – 6 Avoid qualifiers.** |
| Do not include references to qualifications (“event manager” rather than “certified event manager”, “graduate chemical engineer” is not an acceptable preferred term, while “chemical engineer” is). Avoid qualifying adverbs and adjectives such as: very, highly, general, expert, junior, senior, advanced, etc. |
| **Rule 3.7 – 7 Avoid umbrella terms.** |
| Avoid umbrella terms (worker, clerk, operator, ...). Use more specific terms where possible. For example use “paramedic” or “ambulance officer” instead of “ambulance worker”, use “purchasing agent” instead of “purchasing clerk”. |

**Examples of simple and complex preferred terms for OCC**

| **Components** | **Type** | **Preferred EN term** |
| --- | --- | --- |
| 1 component | noun | carpenter //sm//sf//n |
| 2 components | noun phrase | system administrator //sm//sf//n |
| 2 components | noun phrase | yarn spinner //sm//sf//n |
| 3 components | complex compound noun | product development manager //sm//sf//n |
| 3 components | noun phrase including verb derivation | data processing coordinator //sm//sf//n |
| 3 components | noun phrase including adjective | naval helicopter pilot //sm//sf//n |
| 4 components | complex compound noun | social security office manager //sm//sf//n |
| 4 components | complex compound noun | natural resource management teacher //sm//sf//n |

| **Rule 3.7 – 8**  **Labels for gender variants in OCC PTs and NPTs** | |
| --- | --- |
| For each ESCO occupation concept, gender variants need to be formulated as indicated in the rules below: | |
| **a) in the PT** | //sm//sf//n for neutral terms OR  //n as neuter for terms representing both male and female version, separated by a slash |
| **Examples** | **EN PT = kitchen assistant //sm//sf//n**  EN NPT1 = cuisine assistant //m//f//n  because the end user is unknown and it is not “standard” (the standard sm, sf are already in the PT kitchen assistant)  EN NPT2 = catering assistant //m//f//nbecause the end user is unknown and it is not “standard” (the standard sm, sf are already in the PT kitchen assistant)  EN NPT3–= kitchen assistants (plural form) //n  EN NPT4 = kitchens assistant (spelling variant) //n  |-------------------------------------------------|  **EN PT = waiter/waitress (n)**  EN NPT1 = attendant //m//f//n (end user is unknown)  EN NPT2 = waiter //sm gender specific variant as repetition of the PT, therefore standard male of the neutral gender formulation “waiter/waitress //n”  EN NPT3 = waitress //sfgender specific variant as repetition of the PT, therefore standard female of the neutral gender formulation “waiter/waitress //n”  |-------------------------------------------------|  **IT PT = cameriere/cameriera (n)**  IT NPT1 = barista //m//f//n (end user is unknown)  IT NPT2 = cameriere //sm gender specific variant as repetition of the PT, therefore standard male of the neutral gender formulation “cameriere/cameriera//n”  IT NPT3 = cameriera //sf as above – standard female of the neutral gender formulation “cameriere/cameriera //n” |
| **b) in the NPT** | formulating synonyms and adding variants, for example when the PT is neuter and it is possible to represent the gender versions in a synonym term, having similar meaning |
| **Examples** | EN PT = flight attendant //sm//sf//n  **EN NPT1 = steward //m;** is not the standard male //sm used for “flight attendant”; it is just a male //m version of a synonym  **EN NPT2 = stewardess //f;** is not the standard female //sf used for “flight attendant”; it is just a female //f version of a synonym  **EN NPT3 = air cabin crew member //m//f//n**; because the end user is unknown |
| IT PT = animatore turistico/animatrice turistica //n  IT NPT1 = addetto all’animazione //m; addetta all’animazione //f  IT NPT2 = animatore per campeggi //m; animatrice per campeggi (//f  IT NPT3 = assistente per l’animazione //m//f//n  **IT NPT4 = animatore turistico //sm;** this is the standard male //sm version used for “animatore turistico/animatrice turistica //n”  **IT NPT5 = animatrice turistica //sf;** this is the standard female //sf version used for “animatore turistico/animatrice turistica //n” |

The rules for adding gender labels to hidden terms (HT) follow the same principles; more details and examples can be found in the Checklist in the annex (5.1).

## Selection and Formulation of non-preferred OCC terms

NOTE: non-preferred terms will not be translated in this exercise.

Occupation names with the following characteristics shall be added as non-preferred terms **(NPT)** of preferred OCC terms:

* frequently used alternative terms and synonyms (e.g. pharmacist **//sm//sf//n** <PT> | drug-maker **//m//f//n** <NPT>; police officer **//sm//sf//n** <PT>| police constable **//m//f//n** <NPT> ); this includes terms that have not been chosen as preferred term because the formulation does not comply with the formulation rules for preferred terms.
* alternative spelling variants (e.g. firefighter **//sm//sf//n** <PT> | fire fighter **//m//f//n** | fire-fighter **//m//f//n**
* expressions of alternative standard varieties of a language; e.g. organiser **//sm//sf//n** <PT> | organizer <NPT > **//m//f//n**;
* alternative gender forms; as described above, each term should always be formulated in a male, female and gender-neutral version; e.g.:

1) flight attendant <PT> **//sm//sf//n** | steward **//m;** stewardess **//f** <NPT>;

2) salesperson **//sm//sf//n <**PT>| salesman **//m**; saleswoman **//f**

3) waiter/waitress **//n** <PT>| waiter**//sm;** waitress **//sf**

* frequently used loan terms or well-established translations of the loan terms that were used as preferred OCC terms; e.g. concierge **//sm//sf//n** <PT> | guest service agent **//m//f//n** <NPT>);
* “impure” synonyms: OCC names with a task- and skill set practically identical to that of the preferred term, which do not meet the criteria stated above for being regarded either as separate concept (PT) or as specialism of an OCC. Thus, a term may be added as NPT if it has a narrower scope than the PT; e.g. cook (sm,sf,n) <PT> | holiday resort cook (m,f,n) <NPT>.

Terms with a scope broader than the PT must not be added as NPT. Similarly, terms added as NPT should always (implicitly) belong to the same ISCO group as the PT.

Occupation names with the following characteristics shall be added as hidden terms **(HT)**:

* Outdated occupational titles
* Slang, colloquial terms
* Commonly found misspellings
* Slightly derogative terms, politically incorrect terms; clearly offensive and pejorative terms must not be included, not even as HT
* terms that do not fully comply with the rules for PT.

## SC concepts - Preferred and non-preferred terms for SC

NOTE: non-preferred terms will not be translated in this exercise.

**ESCO comprises** skills, competences and knowledge-related concepts that are relevant to the labour market **and are within the regional scope of ESCO.**

ESCO roughly distinguishes between occupation-specific and cross-sector or transversal skills and competences.

***Occupation-specific skills*** and competences are understood to be the technical abilities, aptitudes, proficiencies or knowledge required to fulfil the subject-specific tasks of one or more particular occupations (e.g. stair construction, weft knitting, make passpartouts). Many occupation-specific skills are transferable across occupations within one sector, a smaller number also across sector boundaries ( “trans-sector” SC). For example, “medical laboratory services” is an occupation-specific skill pertaining to the sectors health, life sciences, chemistry and others. Products, tools, technologies, software and the like represent a particular type of occupation-specific skills and competences (for more details see below).

The ESCO cross-sector (transversal) skills and competences cover the general key skills, transferable skills and basic skills every individual requires to be successful in the labour market. Within the skills and competences pillar, cross-sector skills and competences are organised in a hierarchical structure with the following five headings (source: ESCOpedia):

* 1. **Thinking** (e.g. the critical thinking skill “check facts”),
  2. **Language** (e.g. “Bulgarian”), ,
  3. **Application of knowledge** (e.g. “create electronic content”)
  4. **Social interaction** (e.g. “build relationships”), and
  5. **Attitudes and values** (e.g. “handle challenges”).

Transversal or cross-sector skills, competences and knowledge are generally treated the same way as occupation or sector specific terms. However, it must be decided within the validation process, if a general term that can be related to several sectors should be specified for a specific sector (where it might be used very frequently) or if the term should be defined as cross-sector term, meaning that it needs to be shifted to the cross-sector skills and competences sector within the S/C pillar.

## Formulating preferred terms for SC

In everyday language SC are expressed in a broad variety of styles ranging from simple keyword oriented noun and noun phrases to phraseological verb constructions. The optimal solution for naming a skill/competence concept is to find a short term that is easily understood without further explanation and which represents the given concept exactly.

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| --- |
| **Rule 3.10 – 1 Prefer key words.** |
| SC should be expressed in a keyword-like approach with simple or composite nouns, adjective-noun combinations, noun phrases derived from verbs or similar short and precise expressions.  As a principle, more phraseological formulations (noun phrases comprising prepositions and conjunctions) shall be added as non-preferred terms. |
| **Rule 3.10 – 2 Use phrases only if no other formulation is possible.** |
| SC should be expressed as phrases only if no other formulation is possible or if the phrase is frequently used.  Note the distinction in the wording of skills/competences and knowledge terms;  cf Rule 3.10 - 9. |
| **Rule 3.10 – 3 Be consistent in wording; cf Rule 3.2 - 5.** |
| Use wherever possible the same wording for similar skills; example:  For all tutoring skills use “teaching” in preferred terms; use other terms such as “coaching”, “tutoring”, “instructing” in non-preferred terms.  For verbs, consult the CEDEFOP glossary as a source for standardized terms; cf Rule 3.10 – 10. |
| **Rule 3.10 – 4 Use plain language; cf Rule 3.2 - 3.** |
| Use highly technical and expert terms only if alternative plain language terms are less meaningful, unavailable or misleading. |
| **Rule 3.10 – 5 Indicative word at the beginning.** |
| Start with an indicative word rather than an abstract one; e.g. “automotive engineering” instead of “engineering in motor vehicle technology”.  Avoid the use of introductory phrases such as “knowledge of”, “experienced in”, “ability to”, “maintenance of”, “installation of”, etc.  Use e.g. “problem solving ability” instead of “ability to solve problems”, use “database knowledge” instead of “knowledge of databases”. |
| **Rule 3.10 – 6 Use precise and specific wording.** |
| The preferred term should be understandable to the end user without consulting the hierarchy.  Do not implicitly imply the meaning of the superordinate term; e.g. use “ultrasonic diagnostics“ instead of simply “ultrasound” even though the term is subordinated to “diagnostics” or “diagnostic imaging techniques”.  Use “river transportation” instead of “rivers”.  Combine abstract words that do not allow for ambiguous interpretation within a term. |
| **Rule 3.10 – 7 Avoid combination of terms in enumerations.** |
| Do not combine diverse concepts or naming variants in one preferred term; e.g. use “distillation”, “distilling techniques” and “bottling” each as separate preferred term instead of “bottling, packaging, distillation, distilling techniques”. |
| **Rule 3.10 – 8 Avoid levelling and assessing expressions.** |
| Do not express a level of expertise, such as “excellent writing skills”. |

**Examples**

| **Use** | **Do not use** |
| --- | --- |
| ultrasonic diagnostics C:\Users\Kargl\Desktop\PT_Bild.PNG | ultrasound |
| river transportation C:\Users\Kargl\Desktop\PT_Bild.PNG | rivers |
| distillation C:\Users\Kargl\Desktop\PT_Bild.PNG distilling techniques C:\Users\Kargl\Desktop\PT_Bild.PNG bottling C:\Users\Kargl\Desktop\PT_Bild.PNG | bottling, packaging, distillation, distilling techniques |
| production of long-life bakery products C:\Users\Kargl\Desktop\PT_Bild.PNG | production of biscuits, rusks, crackers |
| writing skills C:\Users\Kargl\Desktop\PT_Bild.PNG | excellent writing skills |

| **Rule 3.10 – 9 Use standardized verbs from the CEDEFOP glossary.** |
| --- |
| For the sake of clarity and consistency, standardized verbs should be used in the formulation of skills/competences. A list of action verbs, structured around 7 areas, has been drafted by CEDEFOP (“CEDEFOP Action verbs glossary”). Use the relevant verbs for the formulation of S/C preferred terms as far as possible. |

Whenever possible, the proposed verbs should be used, both for the validation of verbs in English and for the translation into national languages. This rule underpins rule 3.10 – 3 and supports consistency as a general terminological principle.

The glossary to date contains 197 terms, in seven areas or sub-sectors. The terms are listed in English, and for each verb a definition is provided. Both definitions and the verbs themselves are translated into 23 languages (including English). To date no translations for Norwegian, Slovenian, and Turkish are available.

The definitions sometimes include synonyms of the verbs. For example, the verb **“demonstrate (marketing)”** is defined as **“to display, operate, and explain the working of (a machine, product, etc.)”.** Hence, “demonstrate” should be used in PTs whenever possible, while “display, explain” (and other synonyms) should only be used in NPTs.

**Knowledge versus skills/competences**

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| **Rule 3.10 – 10 Verbs for skills/competences; nouns for knowledge** |
| For **skills and competences,** verbs and verb phrases should be used.  For **knowledge** terms, nouns and noun phrases should be used.  The word class must not change when formulating synonyms (NPT, hidden terms) and during translation.  ***Note***: When a PT worded as verb is translated as noun phrase, it would automatically be perceived as a knowledge term instead of as skill or competence. |

**Examples**

| **Type** | **Use** |
| --- | --- |
| Referring to **knowledge:** | |
| noun/keyword | cardiology C:\Users\Kargl\Desktop\PT_Bild.PNG |
| composite noun | hand surgeryC:\Users\Kargl\Desktop\PT_Bild.PNG database knowledge C:\Users\Kargl\Desktop\PT_Bild.PNG |
| noun phrase | knowledge of databases C:\Users\Kargl\Desktop\NPT_Bild.PNG  engineering in motor vehicle technology C:\Users\Kargl\Desktop\PT_Bild.PNG |
| adjective-noun combinations | automotive engineering C:\Users\Kargl\Desktop\PT_Bild.PNG  computer-aided planning of diets and nutrition |
| noun phrase derived form verb | MIG welding C:\Users\Kargl\Desktop\PT_Bild.PNG when referring to a knowledge) |
| Referring to **skills/competences:** | |
| verb phrase | train patients C:\Users\Kargl\Desktop\PT_Bild.PNG  provide training to patients C:\Users\Kargl\Desktop\NPT_Bild.PNG |

**Skills and competences** are formulated in ESCO v0.1 with the citation form of the verb, i.e. the **infinitive** in many languages, while **knowledge** concepts as part of the skills and competences pillar are formulated as **nouns** (nominalisation of verbs) or noun phrases. Knowledge terms

* do not make use of action verbs; and they
* do not include verbs like “know” or nouns like knowledge.

As a consequence, formulations in the 24 languages need to reflect the original nature of the term: to the extent possible, do not transform a verb phrase into a noun phrase and vice versa. If the PT is a skill, DO NOT add a knowledge term as NPT.

Nevertheless, such a transformation of the “term nature” could occur when translating from English to the target language, as in some languages there is not a separate and impersonal form to state the infinitive of a verb; hence it will be formulated as the language itself suggests (i.e. with noun phrases). In this respect, please refer to the language specific guidelines.

***Note***: The formulation of the PT for the optional Knowledge concepts used in the profile of the specialised doctor (cardiology, neurology, etc.) should be based on the titles of the qualifications mentioned in the EU Directive 2005/36/EC, where each medical specialty is already translated in the different EU languages.

**Explanatory note on Transversal skills and competences**

Transversal skills, competences and knowledge contribute to mobility in the labour market. Their use in ESCO should draw the user’s attention to new work fields and job opportunities.

In the formulation process, transversal S/C terms are generally treated the same way as occupation or sector specific terms. However, it must be decided within the validation process, if a general term that can be related to several sectors should be specified for a specific sector (where it might be used very frequently) or if the term should remain a cross-sector term.

Observe the following rules specifically when formulating or translating transversal terms.

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| **Rule 3.10 – 11 Specify transversal skills/competences if necessary.** |
| Transversal skills should be specified for a sector or a (group of) occupation(s) if the term is very frequently used in a sector or for an occupation. Otherwise the term should remain transversal, so that it can be used across sectors and thus facilitates labour mobility.  If necessary, specify the meaning by supplementing the PT. |

## Selecting and formulating NPTs for SC

NOTE: non-preferred terms will not be translated in this exercise.

Commonly used alternative formulations of preferred SC terms should be added as non-preferred terms. NPTs may cover a broad range of alternative expressions.

| **Rule 3.11 – 1 Add alternative formulations as NPT** |
| --- |
| * prepositional constructions derived from compound nouns, noun phrases * different standard variety expressions * commonly used loan terms * inversions of words and rearranging phrases; singular or plural forms * abbreviations and acronyms commonly used instead of the full form * different spellings of eventually included numbers * frequently used modified forms of the preferred term, e.g. (for S/C only) alternative verb phrases, like gerund construction from infinitive (subject to the language specific rules) |

**Examples of knowledge**

| **Pillar** | **PT** | **NPT** |
| --- | --- | --- |
| SC (occ.-spec.)  **Knowledge** | package design | packaging design | designing packages | design of packaging | design of packages | |
| SC (occ.-spec.)  **Knowledge** | air quality measurement | measuring air quality | air quality assessment  measurement of air quality |
| SC (occ.-spec.)  **Knowledge** | computed tomography | CT | CT scan | computer axial tomography | computer assisted tomography | CAT scan  X-ray computed tomography | computerised tomography | computerized tomography |
| SC (occ.-spec.)  **Knowledge** | direct sale | direct selling  direct sales |

|  |
| --- |
| **Rule 3.11 – 2 Add “improper” synonyms as NPT.** |
| Add “improper” synonyms that are closely related to the preferred term or possess a partially overlapping or narrower scope of meaning. In order to avoid duplicates, this is only allowed if the term is not used elsewhere as PT (“specialism”).  Terms with a broader scope must not be added as NPT. |

**Example**

| **Pillar** | **PT** | **NPT** |
| --- | --- | --- |
| SC (occ.-spec.) | e-learning | NPT 1: electronic learning | multimedia learning | technology enhanced learning NPT 2 (narrower term): computer-based training, CBT NPT 3 (narrower term): web-based training | WBT | internet-based training | IBT |
| SC (occ.-spec.) | drive vehicles | NPT: drive taxis |

***Note:*** In the example above (e-learning) the problems arising from the addition of abbreviations or acronyms as synonyms of preferred terms are clearly visible. If “internet-based training” and its acronym “IBT” are both added as NPTs for “web-based training”, “IBT” will also be interpreted as a synonym for “web-based training”, which is not precisely accurate. It would be useful if a relationship between synonyms could be created that allows for the direct linking of the synonym “IBT” to the synonym “internet-based training”.

Furthermore, the example above shows how difficult it might be to decide whether a term should be regarded as a synonym or a narrower term of the PT.

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| **Rule 3.11 – 3 Add context information related to target group or specialisation.** |
| Provide target group or specialisation information; e.g. add “advise patients”, “advise clients” as NPTs to the preferred term “advise customers”. |

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| **Rule 3.11 – 4 Add alternative loan term expressions.** |
| Address alternative loan term expressions; e.g. add “confectionery”, “pastry shop”, “patisserie” as NPTs to the preferred term “confectionary”. |

**Examples**

| **Pillar** | **PT** | **NPT** |
| --- | --- | --- |
| SC (occ.-spec.) | advise customers | advise patients | advise clients |
| SC (occ.-spec.) | confectionary | confectionery | pastry shop | patisserie |

# Metadata in ESCO

## Descriptions

### General understanding

Descriptions in ESCO serve to:

* describe a concept;
* distinguish a concept from other concepts;
* classify a concept in relation to other concepts in the hierarchy;
* delimit a concept for the purpose of normative terminological work.

**Descriptions** should be the starting point for selecting and analysing the preferred term. When selecting or seeking an appropriate preferred term it is necessary to begin with a clear understanding of the concept and to have clearly determined its intension and its extension.

**Definitions** are to be intended as formal definitions either widely accepted or legally binding throughout the EU. Within ESCO, this applies only to regulated professions. For those, no descriptions will be drafted; instead, definitions will be adopted from national registers.

### General criteria for the formulation of ESCO descriptions

The formulation of descriptions must be based on a precise understanding of each concept and its relation to other concepts. Undertaking the definition of superordinate concepts before the definition of subordinate ones is recommended to ensure that the already defined superordinate concepts can be used as a reference point to define the subordinate concepts. Special attention must be paid to the length and comprehensibility of the descriptions: simple wording and syntax is essential.

|  |
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| **Rule 4.2 – 1 Describe a single concept in a description.** |
| The description should be referred to only one concept. If two or more differing concepts are included in the description, this can be an indication that the term represents more than one concept and should be reformulated.  Refer to appropriate characteristics in order to clarify the concept and the differences between it and other concepts. |
| **Rule 4.2 – 2 Use plain language and simple expressions.** |
| Use simple expressions, short sentences and plain language. Take the knowledge level of the audience into consideration.  Apply a consistent use of designations. Use the same wording and definition patterns for related terms. |
| **Rule 4.2 – 3 Provide the full form of abbreviations and acronyms used in preferred term.** |
| If acronyms or abbreviations are used in a preferred term, either in parentheses or in the case of well-known and widely used acronyms like SAP, the full form should be provided in the description. |
| **Rule 4.2 – 4 Use non-discriminatory and gender sensitive language; cf chapter 3.3.** |
| If persons or groups of persons are addressed in a description, the principles of equality and anti-discrimination must be secured, by following the rules described in chapter 3.3. As a guiding rule, neutral expressions to designate persons or groups should be preferred. |
| **Rule 4.2 – 5 Describe the concept, not the preferred term.** |
| A description should always describe a concept, not the words or elements of the preferred term. Describe the concept itself rather than stating what it is not, and do not list exclusions.  Describe the respective concept only, and do not include hidden definitions of other concepts that might play a role in the concerned concept illustration (no definition of further concepts). |
| **Rule 4.2 – 6 Be precise and accurate.** |
| A description should be as concise as possible and as complex as necessary. Therefore do not include irrelevant information, redundancies, and tautologies, neither include characteristics that logically belong to superordinate or subordinate concepts.  Synonyms of the preferred term should be avoided within a description whenever possible, as they are not self-explanatory. |
| **Rule 4.2 – 7 Descriptions are closed by a full stop.** |
| A description is always closed by a full stop, even if it does not represent a whole sentence. |

### ESCO description for OG and SCG

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| **Rule 4.2 – 8 Descriptions for groups.** |
| Descriptions of OG and SCG differ from term descriptions for OCC and SCin the sense that they should provide an overview on the subordinate groups and concepts. Therefore, OG and SCG described contents might take the form of an extensional definition, which means that the subordinated groups and concepts are defined through a listing process. |

**Example**

|  |  |
| --- | --- |
| **PT for SCG** | **Extensional description** |
| marine fisheries | <marine fisheries><includes the> sub-divisions: marine fisheries on foot collection, marine fisheries on boat collection. |

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| **Rule 4.2 – 9 Intentional descriptions are allowed if necessary.** |
| Provide an intentional description if the preferred term of a group is not self-explanatory and should be explained; or combine an extensional approach with an intentional description. |

***Note:*** This is likely to be the case for groups at a lower level of the hierarchy where the preferred term may prove so specific that it requires a term **definition** (not only its description).

**Example**

|  |  |
| --- | --- |
| **PT for SCG** | **ISCED 1997 definition[[9]](#footnote-9)** |
| security services | <security services><is the> protection of property and persons: <and includes> police work and related law enforcement, criminology, fire-protection and fire-fighting, civil security; Military. |

### ESCO descriptions for OCC

Intentional descriptions are a very explicit and precise method of concept description and should therefore be used for the description of OCC andSC concepts in ESCO. There are, however, additional requirements with regard to e.g. the formulation of OCC descriptions. As OCC have been defined as a series of jobs characterised by the same or a similar set of skills/competences and tasks, the description of an OCC concept should refer to the jobs clustered within a given OCC and provide a rough overview on relevant task sets. The skills/competences that are relevant for the OCC will be linked separately to the OCC in the context of OCC profiles (specific relations between the ESCO pillars).

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| **Rule 4.2 – 10 Intentional descriptions for occupations.** |
| OCC descriptions should at least include:   * a concise statement of what the concept is; * a rough overview on activities and tasks fulfilled; * where necessary a reference to the delimiting characteristics in terms of tasks and skills/competences sets of the respective OCC in relation to other OCCs. |
| **Rule 4.2 – 11 Specific characteristics as additional content.** |
| If OCC descriptions refer to additional specific characteristics of an OCC (e.g. professional regulation), the explanatory text should be added and treated as formal definition. |

**Example**

| **OCC PT** | **Description** |
| --- | --- |
| Pharmacist | <Pharmacists><are> healthcare professionals who practice in pharmacy, the field of health sciences, focusing on safe and effective use of medication. Pharmacists are responsible for distributing, storing, developing, producing and testing medicinal products. They sell medicine and advise clients on the appropriate use, effects and risks of pharmaceutical products.  Note: **In most countries, pharmacists are subject to professional regulation (in this case the formal definition is used).** |

***Note:*** If an occupation may not be defined in a way that clearly differentiates one concept based on its skills and task sets from others, this may indicate a synonym or subordination relationship.

### ESCO descriptions for SC

As ESCO skills are understood as “the ability to apply knowledge and use know-how to complete tasks and solve problems”, and competences are understood as “the proven ability to use knowledge, skills and personal, social and/or methodological abilities, in work or study situations and in professional and personal development”, ESCO descriptions of SC should describe the (proven) abilities covered by a given SC concept and refer to what a person is able to do.

|  |
| --- |
| **Rule 4.2 – 12 Intensional descriptions for skills/competences.** |
| SC descriptions should at least include:   * a concise statement of what the concept is; * a reference to important distinctive characteristics (description of specific ability or skill). |

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| **Rule 4.2 – 13 Context and type of SC as additional information.** |
| SC descriptions may include:   * information on the context in which the SC is applied or required; * explicit or implicit information on the type of skill/competence covered: technical skill, activity, knowledge, personal ability, product, software, material, etc.; * references to producers of e.g. a certain product, software, tool etc. |

***Note:*** In some cases a SC description may refer to a product for which several abilities could be relevant. In these cases descriptions should focus on a short description of the product only. If, however, the product is used in a “contextualised” way and within a SC term that expresses a specific skill or competence, the description will refer to the concrete ability or skill.

**Examples**

| **SC PT** | **Description** | **Referring to** |
| --- | --- | --- |
| accountancy | <accountancy><is the> ability to capture the economic processes of an enterprise by producing consistent financial statements that help management to control its economic resources. | activity, ability, specific knowledge |
| weaving | <weaving><is the> manual or machine supported production of textiles in which two distinct sets of yarns or threads are interlaced. | specific manual skill |
| discretion | <discretion><is the> personal ability to treat a secret or challenging issue with the necessary confidentiality. | behavioural skill |
| good hearing | <good hearing><is the> physical ability to perceive acoustic differences in tones, sounds and noise effectively. | physical ability |
| bio cosmetics | <bio cosmetics><are>care substances produced through ecologically sound and sustainable methods that are used to enhance the appearance or odour of the human body. | (know-how concerning a) product |

## Scope notes

The intended scope of a concept in a classification does not always correspond with the most common meaning associated with a preferred term (or any of the non-preferred terms). Scope notes are therefore used to clarify the boundaries of a concept and the intended use. Furthermore, scope notes help to distinguish concepts and preferred terms that possess overlapping meanings.

***Note***: Scope notes will not be translated; therefore the following rules are only applicable for English, within the development of the thesaurus in English.

|  |
| --- |
| **Rule 4.3 – 1 Use scope notes to clarify boundaries of concepts.** |
| Scope notes are used to   * clarify the boundaries of a concept; * clarify the intended use of the concept; * help to distinguish concepts and preferred terms that possess overlapping meanings. |

***Note:*** Scope notes refer to essential and optional elements that are often associated with a concept, or typical features that comprise the extension of a concept. Scope notes complement the definition and - while not mandatory – help to explain the boundaries of a particular concept, both individually and in relation to other concepts.

|  |
| --- |
| **Rule 4.3 – 2 Scope notes are not mandatory.** |
| Create a scope to complement the description and/or the definition, in case one of them alone is not sufficient to define the boundaries of a concept. |
| **Rule 4.3 – 4 Use plain language and simple expressions.** |
| Apply the same principles and rules for the formulation of scope notes as described in chapter 4; cf Rules 4.2 – 2 and 4.2 -4 in particular. |
| **Rule 4.3 – 5 Use a consistent pattern of formulation.** |
| Apply similar grammatical constructions and patterns of formulation whenever possible. Preferably start a scope with “Use ...”, “Use for”, “Use in”, “Use in cases ...” etc. |

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| **Rule 4.3 – 6 Scope notes for groups to specify subordinate concepts (subgroups).** |
| Scope notes for OG and SCG should be used to clarify the extensions and above all the limitations of a given group concept in the event that the preferred group term and accompanying definition prove insufficient.  Scope notes should   * complement the definition; * specify in more detail which subordinate concepts belong to that particular group; * specify which subordinate concepts are excluded (belong to another group). |

***Note:*** Scope notes may refer to subordinate concepts that could be expected to form part of the given group, but in fact do not, or to subordinate concepts that may have been expected to form part of another group, but were actually included in the given group.

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| **Rule 4.3 – 7 Reciprocal scope notes.** |
| If a scope note refers to content covered in another group, a reciprocal reference should be made in the scope notes of the both groups. |

**Example**

|  |  |
| --- | --- |
| **SCG PT** | **NACE rev2 scope note[[10]](#footnote-10)** |
| freshwater aquaculture | <freshwater aquaculture includes: >fishfarming in freshwater including farming of freshwater ornamental fish, culture of freshwater crustaceans, bivalves, other mollusks and other aquatic animals, operation of fish hatcheries (freshwater), farming of frogs. <freshwater aquaculture excludes:> aquaculture activities in salt water filled tanks and reservoirs, see 03.21, operation of sport fishing preserves, see 93.19. |

***Note:*** As defined in Rule 4.3 - 7, a corresponding reciprocal reference should be made here in the scope notes of the groups 03.21 and 93.19.

|  |
| --- |
| **Rule 4.3 – 8 Create scope notes for OCC and SC f the concept may be easily confused.** |
| Scope notes for OCC and SC will be used only if the concept or preferred term may be easily confused with another concept. They will then clarify extensions and limitations. |

**Examples**

|  |  |  |
| --- | --- | --- |
| **SCG PT** | **SC PT** | **Scope note** |
| transport services | transport of hazardous materials | Use if no formal qualification and only relevant experience with clearance and settlement of hazardous materials is required. Prefer “driving licence for transporting hazardous materials”, if a licence is required. |
| driving licences | driving licence for transporting hazardous materials | Use if a special licence is required as qualification. Prefer “transport of hazardous materials” instead if only relevant experience is required. |

# Annex: Documents used in the validation process

This section comprises guiding material used by the experts during the validation process. It can be useful for translators in formulation activity, also as a synthesis of main rules of the guidelines.

## Checklist for the ESCO formulation

***OCC terms:***

| **ITEM** | **MEANING** |
| --- | --- |
| PT | Preferred term: a *term* refers to the linguistic description of a concept, while a concept is the actual meaning of the term |
| *In many cases, a language contains more than one term to refer to the same or a very similar concept. Therefore, in ESCO v1 each concept will not only be associated with one preferred term but* ***also*** *with as* ***many non-preferred terms and hidden terms*** *as relevant for each ESCO language (Source: ESCOpedia).* | |
| **NPT** | Non preferred terms can be synonyms and variants of the preferred term. NPTs can be:   * words with a similar or the same meanings. * the extended version of a neuter PT/NPT * a variant (such as plural forms) of the PT/NPT.   For example, if the PT is waiter/waitress //n, possible NPTs are: waiter //sm; waitress //sf; in this way we label the two terms in a separate and individual version (1 standard male + 1 standard female). For the plural forms, the label //n will be used. |
| **HTs** | The hidden term is a type of term, next to the preferred and non-preferred term. Hidden terms are commonly used on the labour market to refer to a concept but are at the same time considered as outdated, slang, misspelled or politically incorrect. (Source: ESCOpedia). |
| **//**sm//sf | Gender label to indicate the standard male and standard female version of a term; used only for the Preferred Terms and for those NPT that repeat the PT in its male and female version. |
| **//**n | Gender label to indicate “neutral” term when both masculine and feminine forms compose the PT: waiter/waitress //n |
| **//**m//f//n | Gender label to indicate that the term - being synonym (NPT) - is not STANDARD, hence just masculine, feminine and/or neuter. |

**Gender labels for OCCUPATIONS**

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| --- |
| **See Rule 3.3 – 3: Gender neutral forms should be preferred.** |
| When a neutral term exists, that is commonly used, it should be selected for the preferred term and additional male and female forms should be added as non-preferred terms. Specifically:   * **the neutral PT will contain the label: /**/sm//sf//n**because it can be used for every user (no gender distinction);** * when a neutral PT is provided and there are synonyms, these terms need to be added as NPT with their gender variants, labelling them with “//m” and “//f”: //m or //f; in case of synonyms which are neuter they need to be added with the label //m//f//n; * when the female and male versions are added as NPT, so repeating in separate terms each gender variant of the PT (standard male + standard female), this NPT need to be labelled accordingly, using “//sm” and “//sf”. |

**Examples for the use of neutral terms**

| **Pillar** | **LANG** | **#** | **Preferred terms** | **NPTs** | **HTs = hidden terms** |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| OCC | EN | 1 | salesperson //sm//sf//n | vendor //m//f//n | vender //m//f//n |  |  |
| salesman //m | saleperson //m//f//n  Terms are misspelled |  |  |
| seller //m//f//n  saleswoman //f | saler //m//f//n |  |  |
| EN | 2 | firefighter //sm//sf//n | smokejumper //m//f//n; | pipeman //m//n  Term is slang |  |  |
| fireman //m | firman //m  Term is misspelled |  |  |
| firewoman //f |  |  |  |
| firefighters//n | - |  |  |
| EN | 3 | flight attendant //sm//sf//n | steward //m |  |  |  |
| stewardess //f |  |  |  |
| flight-attendant //m//f//n | flight attendent //m//f//n |  |  |
| DE | 4 | Flugbegleiter/ Flugbegleiterin //n | Steward //m \* | - |  | - |
| Stewardess //f\* | - |  | - |
| Flugbegleiter //sm | - |  | - |
| Flugbegleiterin //sf |  |  |  |
| FlugbegleiterIn//n |  |  |  |
| IT | 5 | assistente //sm//sf//n | collaboratore //m | -colaboratore //m | - |  |
| collaboratrice //f | - colaboratrice //f | - |  |

\*Please note that capitalisation is valid only for German. It should not be used for the equivalent English term.

The following table summarises the main points to be considered in the validation and translation process.

| .**Item** | **Description** | **Example** |
| --- | --- | --- |
| PT & labour market reality | The PT needs to be clear, concise and simple, worded in plain language, using labour market and education terminology. Preference should be given to the labour market reality. | EN PT = ICT analyst //sm//sf//n  IT PT = analista ICT //sm//sf//n  preference for “ICT” because it is very much used on the Italian labour market |
| PT and uniqueness | One preferred term for one concept | PT1 = flight attendant //sm//sf//n  PT2 = cabin crew manager //sm//sf//n |
| PT and terms’ formulation nature | The “nature” of the PT (= word class; verb, noun, etc) should remain the same in all languages – this applies also to the NPT of the PT:   * If the PT is formulated as verb (SC), please formulate it as a verb both in PT and NPT * If the PT is formulated as noun or noun phrase (OCC or Knowledge), please formulate it as a noun both in PT and NPT   NOTE: By changing the nature – from verb to just noun – it automatically changes the category to which the PT belongs (knowledge rather than skill, for instance) | EN PT = meet sales targets = SKILL  ERROR: EN NPT = sale targets (worded as noun, therefore considered as KNOWLEDGE)  **Correct version:** EN NPT= achieve sales target  ERROR: IT PT = obiettivi di vendita = KNOWLEDGE  **Correct version**: raggiungere gli obiettivi di vendita |
| Non preferred term (NPT) | Please check:  Is the term similar to the PT? Can their meanings be exchanged?  If yes 🡪 insert them in the NPT category together with the gender labels | EN PT = travel **agency** manager //sm//sf//n  EN NPT = travel **agency**  director //m//f//n  -----------------------------  IT PT = portiere d’albergo //sm//sf//n  IT NPT = facchino //m//f//n |
| Is the term a slight variation of the PT (e.g. plural form, gender specific form)?  If yes 🡪 insert it in the NPT | EN PT = organiser //sm//sf//n  EN NPT = organi**z**er //m//f//n  -------------------------------  IT PT = programmatore software/programmatrice software **//**n  IT NPT = programmatore **di** software //sm; programmatrice **di** software //sf |
| Hidden Term (HTs) | Please check:  Does the term appear “mistaken”? It might be slang, politically incorrect, not used anymore on the market. PLUS  If yes 🡪 insert it in the HTs category together with the gender labels | EN PT = sewing machine operator //sm//sf//n  NPT = sewing technician //m//f//n  HT = seamstress //f (outdated)  -----------------------------  EN PT = firefighter //sm//sf//n  NPT = firefighters //m//f//n  HT = firfighter [misspelled]  -----------------------------  EN PT = trucker //sm//sf//n  NPT = lorry driver //m//f//n; truck driver //m//f//n  HT 1 = truker //m//f//n [misspelled]  HT 2= truk driver //m//f//n [misspelled] |
| Gender variants in PT | Please check:  Is the PT formulated with both gender variants representation?  If yes 🡪 add (n) next to the term | PT = waiter/waitress //n |
| Is the PT formulated with a gender-neutral term?  If yes 🡪 add (sm, sf,n) next to the term | PT = attendant //sm//sf//n |
| Is the PT formulated only in a standard female form?  Is the PT formulated only in a standard male form?  If yes 🡪 add (sf) or (sm) next to the term | PT = midwife //sf  PT = tenor //sm |
| Gender variants in NPT | Please check:  When the PT is formulated in its gender-neutral form (sm,sf,n), did you add synonyms with their gender variants?  If yes 🡪 add (m) or (f) next to the term **(see example 1)**  If it is another gender-neutral term 🡪 add (m,f,n) next to the term **(see example 2)** | EXAMPLE 1:  IT PT = assistente di volo //sm//sf//n  NPT1 = steward //m = *LOAN TERM*  NPT2 = hostess di volo //f= *LOAN TERM*  --------------------------------  EXAMPLE 2:  PT = midwife //sf  NPT = childbirth assistant //m//f//n |
| When the PT is formulated in its gender-neutral version, including both male and female in the PT, the male and female versions should be added as separate NPT:  If so 🡪 add (sm) or (sf) next to the term **(see example 3)**  When the PT is used only in its male OR female version, it is possible to add the alternative gender variant in the NPT  If so 🡪 add the (m) or (f) next to the term **(see example 4)** | ------------------------------------------  EXAMPLE 3:  DE PT = Flugbegleiter/Flugbegleiterin //n  DE NPT = Flugbegleiter //sm  DE NPT = Flugbegleiterin //sf  ------------------------------------------  EXAMPLE 4:  IT PT = sviluppatore di database //sm//n  IT NPT = sviluppatrice di database //f |

## Frequently Asked Questions

The frequently asked questions were developed in the course of the validation and translation work. The version presented here is based on the version of January 2016. It was slightly modified, where clarification or more precision was needed.

**ESCO: ENGLISH CHECK and FORMULATION – FAQs**

| **#** | **TOPIC** | **QUESTION** | **ANSWER** | **EXAMPLE** |
| --- | --- | --- | --- | --- |
| 1 | PT | What kind of check should I perform on the PT? Should I only verify if it is grammatically correct? | No.  The check on the Preferred Term must be done as thorough as possible in terms of:   * Labour market relevance; vacancies; employers’/employees’ use of the term; national or international sector classifications * Rules in the ESCO Terminological guidelines (i.e. see the ESCO orthography rules) * Grammar: UK grammar. If we want to add other “English language variants”, we use the NPT, HTs. * DUPLICATES NOT ALLOWED: If you change a PT and propose a new one, please be sure that this new PT is not already in the list of your sector * DESCRIPTION: The description helps us to frame and understand the concept. If you find any mistakes in the description, in terms of grammar or content, please correct it. If you change the PT, the description must be adapted. * SCOPE NOTE: It helps us to identify limitations and usage of that concept. | PT (provided by EC): art mediation developer  (new) PT suggestion: manager of education and visitor service //sm//sf//n  Explanation: Although Art mediation is sought after conceptually, no actual positions on the labour market in the UK/US seem to bear this title. NEW PT taken from "Museum Professions: a European Frame of Reference" produced by the International Council of Museums (ICOM) in 2008. |
| 2 | **NPT: senior and junior levels** | What should I do if, for an occupation, I can distinguish between senior and junior role? | It is possible to add both senior and junior roles in the same batch of NPT.  EXCEPTION: The description or scope note make clear that the specific occupation is specified for a senior or junior level (only).  In this case, we should avoid to add occupational titles (in the synonyms) that are “far” from the assumed level of the PT. | If a description uses verbs like *“manage - supervise - be responsible for”*, I understand that the occupation works at a senior level; *“operate - make - assist”*, probably are more suitable for a junior position. |
| 3 | **Language variants** | I’ve aimed to confirm or identify UK English terms and usage. A lot of the references are US/Canada/Australia and a lot of the terms that might be placed in ‘Hidden Terms’ are titles or slang from those countries. I’ve not used them unless they appear in multiple UK references. Is this correct? | NPT and HTs are the categories to include language variants (i.e. US/Canada/Australia), as well as slang, politically incorrect terms, slightly derogative terms or misspellings.  This applies to all country references, not only UK. Please introduce the regional/national language variants in the respective category:   * if the variant is commonly used, it is a NPT; * if it is slang (i.e. apparently not grammatically correct), a national variant, ... it's a HT.   For all the remaining cases please refer to the checklist as well. | PT: team manager //sm//sf//n  NPT: team leader //m//f//n  HT: boss //m//f//n exec //m//f//n  PT: headteacher //sm//sf//n 🡪 British English  NPT: principal //sm//sf//n 🡪 American English |
| 4 | **HT** | When a word is misspelled because of a typo, do I insert it in the Hidden Terms? | Yes.  If the misspelled word contains a typo of the PT or the NPT you have just created, it goes to the HTs. | PT: artistic director //sm//sf//n  NPT: venue programming manager //m//f//n  HT: venu programming manager //m//f//n  NPT: director //m//f//n  HT: aristic director //m//f//n |
| 5 | **HT** | Do I insert the “faux amis” in the HT? | Yes.  The “faux amis” go to the HT because they should not be associated with the concept and hence are incorrect. | PT: venue programmer //sm//sf//n  HT: head of programming//m//f//n = which is used for broadcasting |
| 6 | **Misspelling** | What kind of misspelling should I add? There might be many… | The misspellings should refer to the most frequent/potential typos and mistakes that a user makes when searching a term (i.e. “ck” against k, double letters like “ll”, “e” instead of “i”, “-or” instead of “-er” and vice versa, ...) | NPT: assistant  HT: assistent  NPT: broker  HT: brocker  NPT: equipment manager  HT: equiptment manager |
| 7 | **Compound words, phrases** | In compound terms, how do I treat “and”, “&”, and so on? | The “&” should not be included in the PT; “and” is preferable. | PT: evaluation and monitoring officer //sm//sf//n  NPT: evaluation & monitoring officer //m//f//n |
| 8 | **Order of words in compound terms** | If I change the order of two words that compose a PT/NPT, is it valid? | Yes.  This slight variation of the term corresponds to swapping two words in a phrase. | PT: prosthetics and makeup artist //sm//sf//n  NPT: makeup and prosthetics artist //m//f//n makeup & prosthetics artist //m//f//n |
| 9 | **Occupation Groups** | Do I need to check and add NPT for the Occupation Groups as well? | Yes.  The Occupation Group terms need to be dealt with the same way as the Occupation members, with one exception: no gender labels need to be added.  The Occ. groups are not "professions"; they represent sub-sectors, or groups of occupations within the sector your are working on.  As they are created as nouns, the formulations of NPT and HTs should also be worded as nouns | PT: art mediation and community arts  NPT: community dance  NPT: mediation and community arts  HT: art mediation&community arts |
| 10 | **Occupation vs. actions/ areas** | Are the NPT always professional figures? Or can they also be actions/groups? | The nature of the PT and all its variants (NPT, HT) should not change. If the term is an occupation, all the production needs to be done with terms that are occupations. No verbs, actions, areas and so on.  On the contrary, if the PT is an Occupation Group, all its variants will correspond to groups (plural forms) or areas/action | a) PT: artistic director //sm//sf//n  MISTAKEN NPT: artistic direction  CORRECT NPT: artistic **manager //m//f//n term denotes a person, not an area/action**  b) PT: arts and entertainment  MISTAKEN NPT: arts manager  CORRECT NPT: recreation |
| 11 | **Scope note** | Do I need to check and review also the scope note? | Yes. Usually in terms of contents the Scope Note shouldn’t be wrong, as it explains the area/dimension of the PT, together with its limitations; (... this concept includes “x” but not “y”).  Hence, the check and review in the majority of cases must be performed on:  - the consistency between the Scope Note and the related concept/PT  - grammar and correct English. | Orginal Scope Note:  *“Community artists may work with specific groups: people with mobility or sensorial limitations; families and neighbourhood communities, for example at community centres; professional groups; people with health conditions such as mental disease, Parkinson's disease, or Down's syndrome, for example at hospitals (even in this environment community artists are not healthcare occupations);.. “*  CORRECTION:  *“Community artists may work with specific groups: people with mobility or sensorial limitations; families and neighbourhood communities, for example at community centres; professional groups; people with health conditions such as mental disease, Parkinson's disease, or Down's syndrome, for example at hospitals (even in this environment community artists are not healthcare occupations);.. “* |
| 12 | **Labour market relevance** | In checking and formulating terms, do I need to produce only terms that are valid on the labour market today? Or also less known / less commonly used terms? | Outdated or less commonly used terms can be included. They correspond to Hidden Terms. | - |

1. ESCO (2012) SEC 066 [Cover Note] Draft ESCO Guidelines v1. Updated 04/06/2013, p.11f [↑](#footnote-ref-1)
2. ESCO (2012) SEC 066 [Cover Note] Draft ESCO Guidelines v1. Updated 04/06/2013, p.12 [↑](#footnote-ref-2)
3. ESCO (2012) SEC 066 [Cover Note] Draft ESCO Guidelines v1. Updated 04/06/2013, p.12 [↑](#footnote-ref-3)
4. Please also refer to ESCOpedia: https://ec.europa.eu/esco/portal/escopedia/Concept [↑](#footnote-ref-4)
5. Please also refer to ESCOpedia: https://ec.europa.eu/esco/portal/escopedia/Definition [↑](#footnote-ref-5)
6. Please also refer to ESCOpedia: https://ec.europa.eu/esco/portal/escopedia/Scope\_note [↑](#footnote-ref-6)
7. Václav Vojta developed techniques for the treatment of physical and mental impairment in humans. [↑](#footnote-ref-7)
8. As respectful and politically correct term formulation covers a broad range of possible expressions and depends fundamentally on the specific rules and conventions of a given culture and language. [↑](#footnote-ref-8)
9. International Standard Classification of Education, ISCED 1997, UNESCO, May 2006, p. 45 [↑](#footnote-ref-9)
10. NACE rev 2 (EN), p. 105 [↑](#footnote-ref-10)