



FLORES

Offshore Renewable Energies
partnership in the Pact for Skills

Reskilling toolkit for the Atlantic pilot area.

Introduction to Professional Occupations and Job
Design in the Offshore Renewable Energy Sector

March 2025



Co-funded by
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About this Report

Forward Looking at the Offshore Renewables is promoting the core activity of the Large-scale partnership launching the Pact for Skills in the Offshore Renewable Energies (ORE) sector. FLORES supports the most committed stakeholders in ORE, underpinning the success of the offshore renewable energy strategy with the stimulation of dedicated training offers. The partnership promotes the skilling process for the new jobs expected in the sector, estimated to account for 124,000 new workers in the EU by 2030 and contributes to improve upskilling opportunities in the field of the actual ORE workforce.

Project duration: January 2023 – March 2025 (27 months)

www.oreskills.eu

Document information	
Short description	Syllabus and supporting training materials with teacher's guides to adapt to different target users.
Next steps	Use of the materials and adaptation to different target users and different formats.
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Task	T 5.2. – Adaptation of the training offer and supporting materials
Deliverable	D5.2.- Reskilling toolkit for the pilot areas
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or

UDC, (2025). Reskilling toolkit for Atlantic Pilot Area. Introduction to Professional Occupations and Job Design in the Offshore Renewable Energy Sector. Results of the FLORES project (www.oreskills.eu).

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Content

Introduction.....	4
Pilot action description.....	5
Syllabus.....	6
Introduction	6
Title and description	7
Teaching team	7
Target users.....	7
Prior knowledge.....	7
Estimated dedication	8
Learning objectives	8
Table of contents / Course Schedule.....	8
Evaluation criteria and course completion conditions	9
Certification.....	10
Dynamization.....	10
Contact information	11
Teacher’s toolkit	12
Introduction	12
Title and description	12
Prior knowledge.....	12
Learning objectives	12
Training materials	12
Course duration.....	13
Necessary resources	13
Activities and dynamization	14
Methodology and groups.....	14
Evaluation.....	14
Complementary activities.....	15
Impact and results	16
Pilot action course implementation dates.....	16
Pilot action language course	16
Pilot action course dissemination	16
Participants information.....	19
Qualitative feedback on the usefulness and relevance of the content.....	21
Pilot action impact	22

Introduction

FLORES project includes four pilot actions to address the changes in the ORE labour market and its rapid expansion. In particular, the challenge of developing reskilling processes to promote the mobility of workers from other energy sectors or the shipbuilding industry and upskilling the workforce to the specific ORE training needs in the multi-use of maritime space and marine spatial planning.

The training presented in this document, titled **“Introduction to Professional Occupations and Job Design in the Offshore Renewable Energy Sector”** is part of a set of pilot actions, that would create a training itinerary addressing the specific training needs in four areas of the Atlantic, the Baltic and the Mediterranean. This pilot action was developed in the Atlantic Sea Region.

The purpose of this report is to **facilitate the adaptation of the pilot action to different future target users**, including other contexts, approaches and needs. Moreover, to assist its replicability.

This document contains four main sections:

- **Pilot action description:** provides the information related to the pilot.
- **Syllabus:** addressed to meet the students' expectations.
- **Teacher's toolkit:** designed to provide the trainers with enough information in order to adapt the materials to their target context.
- **Impact and results:** this section analyses the pilot experience.

Furthermore, it should be emphasized that the syllabus and teacher's toolkit sections not only contain the information on the concrete pilot, but they also provide instructions on how to create them from scratch.

This document has been made accessible by publishing it in an open and electronic format and translating it into English, Spanish, French, and Italian.

Pilot action description

This Pilot Action aims to be part of the basic Offshore Renewable Energies (ORE) sector dedicated training offer and consists of a **30-hour online course** and awareness video campaign.

The course addresses some of the talent management knowledge essentials for **Talent Managers of metal sector companies, vocational training institutions, companies or services** with interest in responding with qualified workforce to the present and future needs of the Offshore Renewable Energy (ORE) sector, and the video campaign contribute to raise awareness on the need and importance to know about ORE Skills, include them in skill building processes and be part of the FLORES community to contribute to the success of the ORE sector in the long term.

The content of the Pilot action materials was meant for participants to be able to identify the most in-demand skills in the ORE sector and incorporate them into their workforce job design and skill-building processes and:

- Be more conscious of how the Offshore Renewable Energies (ORE) sector plays a key role in the green European transition and the blue economy,
- learning about the different technologies, processes and value chain involved in the Offshore Renewable Energies (ORE) sector and subsectors and how the regional industry responds to their needs,
- defining the Offshore Renewable Energies (ORE) occupational profiles, essential skills and competencies to include in ORE jobs design,
- identifying the most in-demand skills in the Offshore Renewable Energies (ORE) sector and the national-specific safety training requirements that need to be included in their workforce skills building and job design processes.

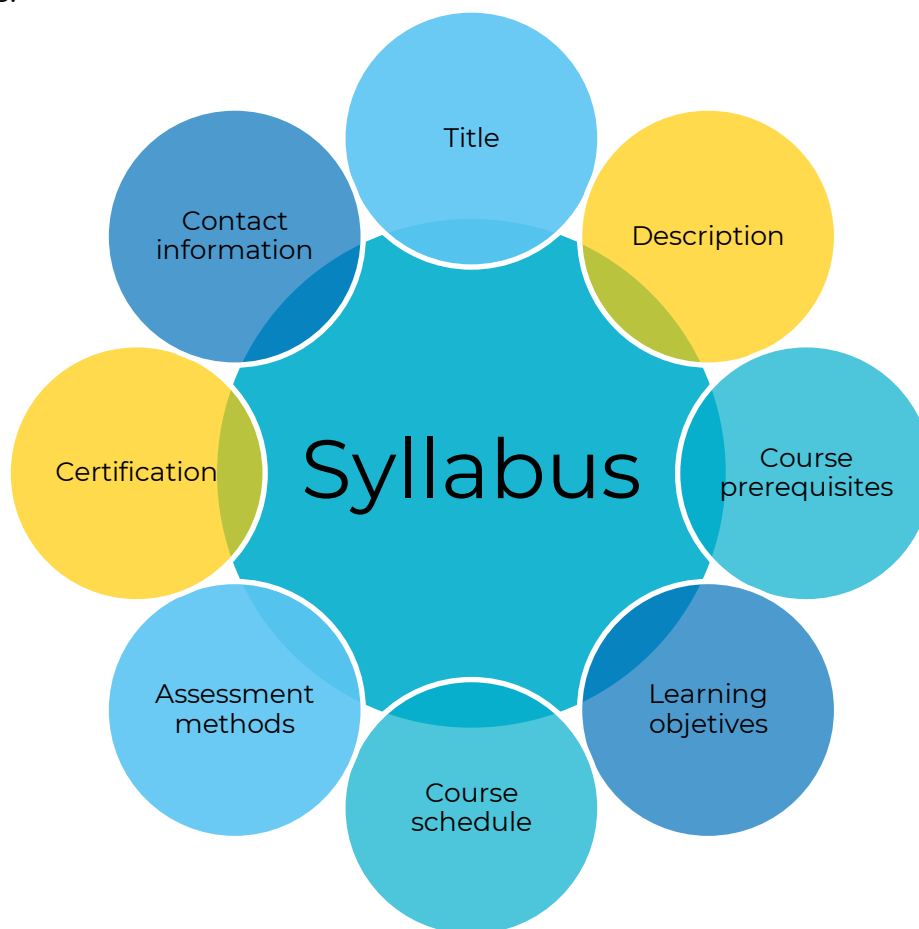
The pilot action was carried out entirely on the ASIME e-learning platform, from November 15, 2024, to February 1, 2025. However, the course will be available permanently on the ASIME e-learning platform (and the awareness campaign video could be used to reach successive groups of participants.

Syllabus

Introduction

A syllabus provides a **comprehensive guide for teachers and learners** with **essential information establishing a well-structured framework enabling an understanding of what to expect from the course and allowing both students and teachers to manage their responsibilities effectively.**

It usually includes the course title and description, the learning objectives, the course schedule, the assessment methods, the type of certification available, the course prerequisites, the contact information and other essential components that ensure effective teaching and learning. The required information to be included in the syllabus design depends on the type of training that is offered, and it should be adapted to each specific case.



A syllabus may be either a document or be designed in a multimedia format that presents the content, structures and expectations of the educational training. Independently to the format, it should be understandable and accessible not only for inclusion but also to ensure the student's engagement in the course. The syllabus gives students a first impression of what to expect from the course, and it can significantly influence their choice to enroll in the training or not.

For more detailed information about the development process of different training formats, download the document [“Guidelines to Promote Innovative Approaches in Life-Long Learning \(LLL\) for Offshore Renewable Energies \(ORE\), UDC, 2023”](#) developed within the framework of this same FLORES project.

Below, a syllabus format that has been completed considering the objectives of the pilot action is shown. To facilitate its development, various definitions and examples are provided. The following sections provide recommendations, which may be adapted to the specific needs of each training program.

If necessary, adding any extra sections is possible to facilitate the understanding of the training for future students.

Title and description

This section includes the title of the training and a brief description of the content.

"Introduction to Professional Occupations and Job Design in the Offshore Renewable Energy Sector"

An introductory course that includes an awareness campaign video about ORE occupational profiles and job design for Talent Managers.

Teaching team

Name, Surname(s): NOELIA LIBOREIRO GÓMEZ Organization: ASIME

Target users

This section specifies who the course is intended for. It helps the students to identify if the training is suitable for them.

Talent Managers in the broader sense of the word: CEOs and Technicians of small and medium companies, HR Talent generalist or Specialists, Vocational Education Trainers and Careers Advisers.

Prior knowledge

This section explains the required skills or prerequisites the students should ideally have before beginning the training. It is important to specify if it is recommended but not required, or if it is required. Examples:

- *Basic understanding [of relevant concepts in a specific topic]*
- *Experience in [relevant or related field]*
- *Proficiency in [basic skills, including ...]*
- *Familiarity with [specific software or tools]*

It could be also included in this section the technical requirements for participating in the online course, such as an internet connection or the specific necessary hardware or software. Example:

- *access to an internet connection, compatible web browser*

It is recommended but it is not required to have basic knowledge or professional experience in any kind of Talent Management including vocational training.

Technical requirements for participating in the online course:

Internet connection, compatible web browser (Google Chrome, Safari, Mozilla Firefox, etc.)

A computer with the following minimum requirements:

- 1024 MB of RAM
- Minimum ADSL 20mb/s Internet connection
- Sound card and speakers depending on the course contents
- Recommended browser: Google Chrome or Firefox
- Integrated office automation package (OpenOffice or LibreOffice) and document viewer in PDF format (such as Acrobat Reader)

For mobile phone/tablet:

- 1024 MB of RAM
- Minimum requirements Android 7 and iOS 11
- Internet connection at least for the first connection
- Quad Core Processor
- At least 2 Gb of RAM
- Recommended storage 8Gb or higher

Estimated dedication

In this section, it is specified not only the total expected dedication but also the estimated dedication per week. This is helpful for the students to know how much time they will need weekly to complete the course.

It is useful also to specify other details as: the expected time for self-study, the opening period of the modules or whether the schedule is fixed or not.

The estimated dedication of this course is 30 hours.

Learning objectives

This section includes the training goals, aimed at the students. The learning objectives are usually written using verbs to explain to the learners what to do (what to learn). It is necessary to define the objectives in a short and specific way and the action might be measurable. These objectives will serve not only the students but also the teachers, to check at the end of the training if they address them.

The objective of this course is to learn about the occupations and professional competences demanded in the marine renewable energy sector to incorporate them into the processes of job design and the qualification and requalification of workers.

Table of contents / Course Schedule

In this section, a table of contents of the modules is usually included. They could be organized in thematic blocks or with any other justified criteria.

The idea is to index the content and to organise the different programmed activities of the course, including:

- *The supplementary material.*
- *The evaluation /assessment /test /questionnaire.*
- *The Forum.*

If the specific dates of the course are known, it would be useful for the students to include the course schedule.

Module 1		Title: The Offshore renewable energy sector as part of the green transition and the blue economy
1	Presentation of the module	
	1.1.	New European growth model: green transition, digital and blue economy
	1.2.	Education and professional skills in the green transition and blue economy
Module 2		Title: Offshore renewable energy value chain
2	Presentation of the module	
	2.1.	Offshore renewable technologies
	2.2.	The Offshore renewable energy value chain
	2.3.	The Galician Offshore Wind Industry business case
Module 3		Title: Professional occupations and recommendations for job design in the Offshore renewable energy sector
3	Presentation of the module	
	3.1.	Professional skills supply and demand
	3.2.	Offshore renewable energy sector occupations
	3.3.	Offshore renewable energy sector job design recommendations

Evaluation criteria and course completion conditions

In this section, the completion conditions and the evaluation criteria to assess the students are indicated. This information is usually adapted for each specific course and must be well-defined in order to promote transparency and meet the students' expectations. Different examples are shown below:

- Completion conditions:
 - Minimum requirements, specifying the compulsory activities.
 - Attendance policy and/or a minimum of hours connected.
- Evaluation criteria:
 - Definition and description of the assessment methods: exams, assignments, projects, presentations, quizzes, participation in the Forums, etc. Specifying the criteria or rubric that will be used to evaluate them.
 - The evaluation /assessment /test /questionnaire.
 - The Forum.

It is essential to take into consideration that if the platform allows to check that the student is performing the required action, such as watching videos.

A fundamental part of the learning process is evaluation. Throughout the modules, you will take a series of self-evaluation questionnaires, which are not part of the evaluation of

the course, but it will help your tutor to know your degree of acquisition of the learning objective.

Completion conditions for obtaining the attendance diploma:

- Initial questionnaire completed
- Awareness-raising video visualisation completed
- Training modules content visualisation completed

Completion conditions for obtaining the learning objective achievement diploma:

- Initial questionnaire completed
- Awareness-raising video visualisation completed
- Training modules content visualisation completed
- Compulsory Module 3 activity completed
- Final exam completed
- Participant Satisfaction Survey completed

Evaluation criteria:

At the end of the course, you will have a final exam that consists of 10 multiple choice/true or false questions in which you will be evaluated in relation to all the contents and skills of the course. The scoring of the final exam will be based on a scale from 0 to 10 where the minimum grade to pass the exercise will be 5.

Certification

This section explains the type of certification that would be provided if the students address the completion conditions. The certification indicates at least the title of the course, the estimated dedication (in total hours) and the identification of the student. It is also interesting to include, if possible, in the backside, an index with the contents.

ASIME attendance/ learning objective achievement diploma would be provided if the participants meet all the completion conditions related to each type.

Dynamization

This section explains to the students the relevance of sharing and conveying doubts both to the teachers and to the rest of the participants. This approach facilitates and enhances collaborative learning.

It includes a description of the participation tools and the rules of use of these tools. It could be a general forum where to introduce themselves, or/and forums by module to comment, suggest and ask any aspect about each of the thematic blocks.

If the platform where the course is hosted has any tool for implementing dynamization forums or similar, external platforms could be used. For example:

- Social media groups
- Collaborative online tools
- Interactive online whiteboards

The tutor will continuously monitor the evolution of the participants' learning. To do this, the tutor will fundamentally use a messaging communication tool. It is important that participants use the general forum to introduce themselves, comment, suggest, and ask any aspect of each thematic block to enhance collaborative learning.

A good way to get the most out of the course is to use group communication tools such as the forum. Remember that sharing doubts, experiences and knowledge on the subject is enriching for everyone.

Contact information

This section includes contact information for learning issues and technical or administrative support.

ASIME Training Department:

formacion@asime.es

Teacher's toolkit

Introduction

The teacher's toolkit is a **resource that supports educators in planning and managing their teaching practices**. It provides tools, materials and strategies to enhance the teaching and learning experience. Furthermore, due to the characteristics of the pilot action, this resource should provide ideas for the adaptation of the material to the target.

Below, instructions for the development of a teacher's toolkit are presented, as well as the template completed considering the objectives of the pilot action. To facilitate its development, various definitions are provided. The following sections provide recommendations; however, they can be adapted to the needs of each training program. If needed, it is possible to add any extra sections.

Title and description

This section is the same as in the syllabus design.

"Introduction to Professional Occupations and Job Design in the Offshore Renewable Energy Sector"

An introductory course that includes an awareness campaign video about ORE occupational profiles and job design for Talent Managers.

Prior knowledge

This section is the same as in the syllabus design.

It is recommended but it is not required to have basic knowledge or professional experience in any kind of Talent Management including vocational training.

Learning objectives

This section is the same as in the syllabus design. Nevertheless, it is expected a higher level of detail here, explaining not only the general objectives but also specific and transversal learning objectives.

The objective of this course is to learn about the occupations and professional competences demanded in the marine renewable energy sector in order to incorporate them into the processes of job design and the qualification and requalification of workers.

Training materials

The total training materials or a part of them are typically included in this section in a link format. Additionally, a link to the training is provided as a list of references or bibliography for the students.

The training material of this course was created by ASIME.

ASIME training platform link: <https://campus.asime.es/login/login-image/>

List of bibliography references:

Towards a green, digital and resilient economy: our European Growth Model
COM(2022) 83 final

Sdoukopoulos, E. et al. (2021). Baseline Executive Report on Present Skills Needs in Shipbuilding and Offshore Renewables Value Chains. Results of the MATES project (www.projectmates.eu)

Rodrigues, M, Fernández-Macías, E., Sostero, M., *A unified conceptual framework of tasks, skills and competences*, Seville: European Commission, 2021, JRC121897.

Sdoukopoulos, Eleftherios, (2024). Report on ORE skills needs. Results of the FLORES project (<http://www.oreskills.eu/>)

Course duration

In this section, the expected duration of the course is specified. For an online self-study course, the estimated time commitment required from the student is indicated. For a guided course, the number of sessions and the duration of each session are detailed.

The duration of this course and the estimated time commitment required from the student is 30 hours.

Necessary resources

This section includes the necessary tools for the training development, such as an internet connection and any specific software or online platforms, if applicable.

Technical requirements for participating in the online course:

Internet connection, compatible web browser (Google Chrome, Safari, Mozilla Firefox, etc.)

A computer with the following minimum requirements:

- 1024 MB of RAM
- Minimum ADSL 20mb/s Internet connection
- Sound card and speakers depending on the course contents
- Recommended browser: Google Chrome or Firefox
- Integrated office automation package (OpenOffice or LibreOffice) and document viewer in PDF format (such as Acrobat Reader)

For mobile phone/tablet:

- 1024 MB of RAM
- Minimum requirements Android 7 and iOS 11
- Internet connection at least for the first connection
- Quad Core Processor
- At least 2 Gb of RAM
- Recommended storage 8Gb or higher

Activities and dynamization

In this section, the activities to be carried out during the course are specified, including any proposed dynamization or engagement activities, if applicable. This section is similar to the one in the syllabus called “Dynamization”, however, in the teacher’s toolkit, the description of the dynamization activities is usually more detailed, explaining how they are developed.

The tutor will continuously monitor the evolution of the participants' learning. To do this, the tutor will fundamentally use a messaging communication tool. It is important that participants use the general forum to introduce themselves, comment, suggest, and ask any aspect of each thematic block to enhance collaborative learning.

A good way to get the most out of the course is to use group communication tools such as the forum. Remember that sharing doubts, experiences and knowledge on the subject is enriching for everyone.

Methodology and groups

It is essential to define the teaching and learning methodology. If the training is designed to be adapted for onsite training, then it usually includes the definition of the specific methodology, explaining the need for instructors based on the number of students, and also the roles of the trainers and the students in each group if necessary.

This is an online course. The learning methodology consists of participants learning from anywhere with an internet connection, going at their own pace, taking extra time if needed on certain topics, and reviewing materials as many times as they need to ensure they understand the content fully. This method enriches participants' learning experience and keeps them up to date on the latest trends. The tutor will contribute to a successful learning experience by carrying out the dynamization activities.

Evaluation

This section presents a description of the evaluation process. This includes an explanation of the evaluation methodology, the assessment criteria and the instructor's role. It is usually shown how the teacher assesses the students, such as through a designed rubric. Details are also given if the evaluation involves self-assessment by the students or peer assessment.

A fundamental part of the learning process is evaluation. Throughout the modules, you will take a series of self-evaluation questionnaires, which are not part of the evaluation of the course, but it will help your tutor to know your degree of acquisition of the learning objective.

Completion conditions for obtaining the attendance diploma:

- Initial questionnaire completed
- Awareness-raising video visualisation completed
- Training modules content visualisation completed

Completion conditions for obtaining the learning objective achievement diploma:

- Initial questionnaire completed
- Awareness-raising video visualisation completed
- Training modules content visualisation completed
- Compulsory Module 3 activity completed
- Final exam completed
- Customer Satisfaction Survey completed

Evaluation criteria:

At the end of the course, you will have a final exam that consists of 10 multiple choice/true or false questions in which you will be evaluated in relation to all the contents and skills of the course. The scoring of the final exam will be based on a scale from 0 to 10 where the minimum grade to pass the exercise will be 5.

Complementary activities

Optionally, alternative activities which could be interesting for the training can be included.

A complementary activity could be a practical case of elaboration of a job description related to an Offshore renewable energy sector occupation.

Impact and results

This section presents an analysis of the results and the impact of the pilot action that was realized during the FLORES project. It has been evaluated not only the participant quantity but also the quality of learning, accessibility and diversity, including gender representation.

Furthermore, it has been assessed how the course has contributed to improving practices within the ORE sector and any direct impacts on other organizations, institutions or partners as well as on the students that receive the training.

This analysis can be developed in different ways, tailored to each specific training. It is important to present the information in an informative format. Below are some key points that can be considered in the analysis to help measure the impact and results:

- *Implementation dates*
 - *Start and end dates of the training.*
- *Participants information*
 - *Total number of registrants and active participants*
 - *Course completion rate*
- *Accessibility and diversity of the sample*
 - *Gender distribution among participants*
 - *Geographic diversity of participants (countries of origin)*
 - *Representation of different age groups and professional sectors*
 - *Inclusion of minorities or underrepresented groups*
 - *Language of the course*
- *Feedback*
 - *Participant satisfaction surveys*
 - *Qualitative feedback on the usefulness and relevance of the content*

Pilot action course implementation dates

The development of this pilot action that includes the course and awareness-raising video took place from 15 November 2024 to 1 February 2025.

Pilot action language course

The language course was Spanish.

Pilot action course dissemination

The dissemination of the course started on 31 October 2024, through different media and the potential audience reached by the dissemination reached more than 12,000 people and almost 1,000 companies.

Different channels were used to reach the potential audience: the training website, the ASIME newsletter, Oreskills LinkedIn, ASIME LinkedIn, Galician Offshore Energy Group, among others, as it could be seen in the following charts.

FLORES ASIME Training website
31/10/2024

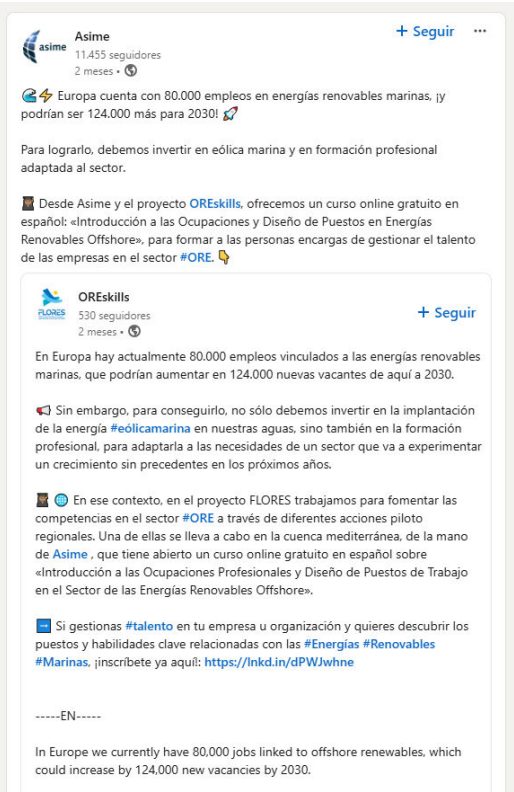
Newsletter
November 2024
Target audience 900 recipients

Cursos Formación sector Metal y Offshore 100% gratuitos y Online

LinkedIn OREskills
November 2024
Target audience 530 followers

LinkedIn ASIME

December 2024
Target audience 11.455 followers



Asime
11.455 seguidores
2 meses ·

⚡ Europa cuenta con 80.000 empleos en energías renovables marinas, ¡y podrían ser 124.000 más para 2030!

Para lograrlo, debemos invertir en eólica marina y en formación profesional adaptada al sector.

Desde Asime y el proyecto **OREskills**, ofrecemos un curso online gratuito en español: «Introducción a las Ocupaciones y Diseño de Puestos en Energías Renovables Offshore», para formar a las personas encargadas de gestionar el talento de las empresas en el sector **#ORE**.

OREskills
530 seguidores
2 meses ·

En Europa hay actualmente 80.000 empleos vinculados a las energías renovables marinas, que podrían aumentar en 124.000 nuevas vacantes de aquí a 2030.

Sin embargo, para conseguirlo, no sólo debemos invertir en la implantación de la energía **#eolicamarina** en nuestras aguas, sino también en la formación profesional, para adaptarla a las necesidades de un sector que va a experimentar un crecimiento sin precedentes en los próximos años.

En ese contexto, en el proyecto FLORES trabajamos para fomentar las competencias en el sector **#ORE** a través de diferentes acciones piloto regionales. Una de ellas se lleva a cabo en la cuenca mediterránea, de la mano de **Asime**, que tiene abierto un curso online gratuito en español sobre «Introducción a las Ocupaciones Profesionales y Diseño de Puestos de Trabajo en el Sector de las Energías Renovables Offshore».

Si gestionas **#talento** en tu empresa u organización y quieres descubrir los puestos y habilidades clave relacionadas con las **#Energías #Renovables #Marinas**, ¡insíbete ya aquí: <https://lnkd.in/dPWJwhne>

-----EN-----

In Europe we currently have 80,000 jobs linked to offshore renewables, which could increase by 124,000 new vacancies by 2030.

Galician Offshore Energy Group November 2024

Target audience 60 members

GOE-Asime | Iniciativas Offshore: proyectos y formación



Estimado miembro del **Galician Offshore Energy Group**,

Tal y como comentamos durante el GÖinterHUB en Ferrol, desde el GOE-Asime seguimos trabajando en **proyectos para impulsar la cadena de valor y la capacitación de futuros profesionales** en el ámbito industrial y energías renovables Offshore.

A continuación, te facilitamos **más información sobre las distintas iniciativas y te animamos a formar parte de las mismas**.

FORMACIÓN ONLINE

Introducción a las ocupaciones profesionales y al diseño de puestos de trabajo en el sector de las energías renovables marinas




FLORES
Co-funded by the European Union

CURSO ONLINE GRATUITO
Introducción a las ocupaciones profesionales y el diseño de puestos de trabajo en el sector de las energías renovables marinas

X OREskills

November 2024
54 followers



OREskills
@ORE_skills

Si gestionas **#talento**, descubre nuestro curso online gratuito con **@asimegalicia** sobre «Ocupaciones Profesionales y Diseño de Puestos de Trabajo en el Sector de las Energías Renovables Offshore».

oreskills.eu/es/curso-onlin...

youtube.com
Offshore Renewable Energies: an ocean of professional o...
Our seas and oceans concentrate one of the renewable energies with the greatest future projection. But to realize ...

9:58 a. m. · 27 nov. 2024 · 14 Visualizaciones


Other posts on LinkedIn

The awareness-raising video as well as its inclusion in the course was disseminated the different posts on LinkedIn.

However, to achieve this, we must not only invest in the deployment of offshore wind energy in our waters, but also in vocational training to adapt it to the needs of a sector that is set to experience unprecedented growth in the coming years.

In this context, in the FLORES project we are working to promote skills in the **#ORE** sector through different regional pilot actions. One of them is carried out in the Mediterranean basin, with the help of Asime Galicia, which has opened a free online course in Spanish on 'Introduction to Professional Occupations and Job Design in the Offshore Renewable Energy Sector'.

If you manage **#talento** in your company or organisation and you want to discover the key positions and skills related to **#Renewable #Energies #Marine**, register now here: <https://lnkd.in/dSjuHCft>



Offshore Renewable Energies: an ocean of professional opportunities

asime
Galician Association of Marine Industries and Associated Technologies

FLORES
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9

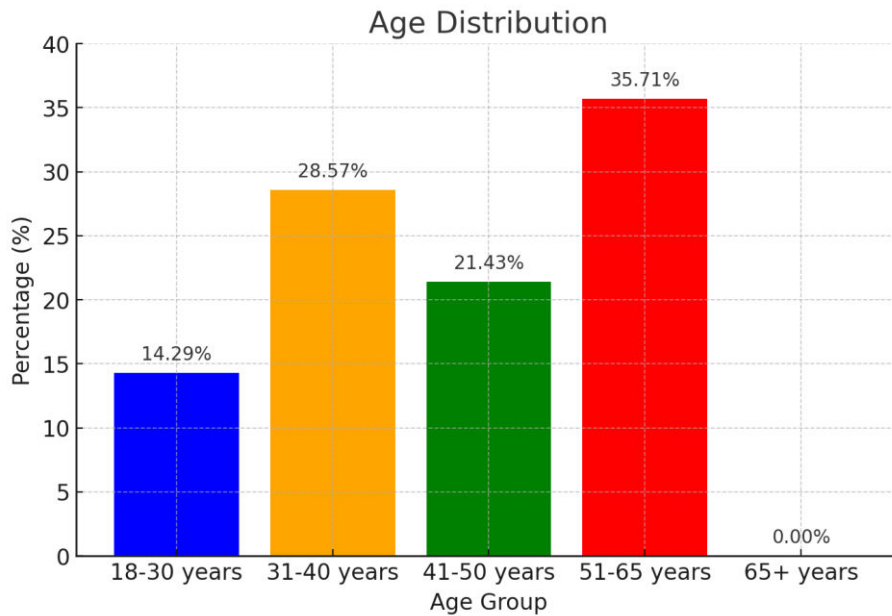
2 veces compartido

Participants information

A total of 27 participants have registered for the course and 11 of them have successfully followed the course, reaching the learning objective (course completion rate 40,74%).

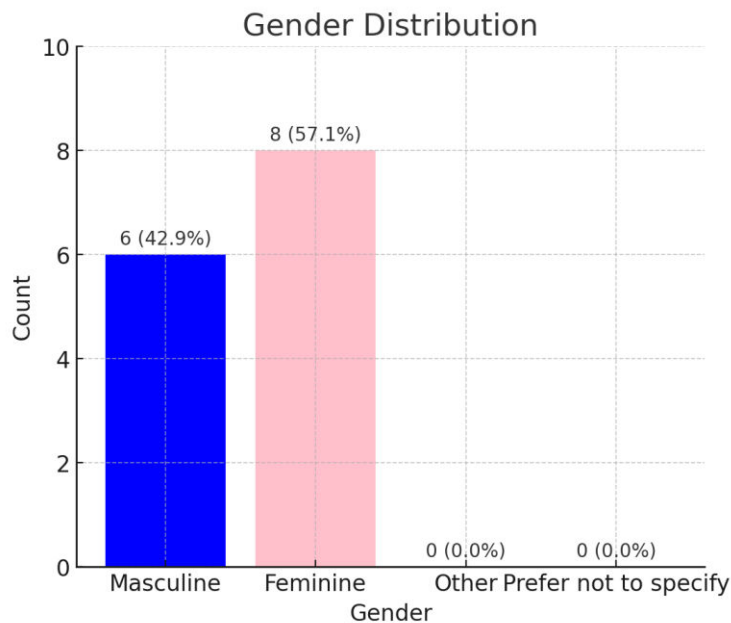
The characteristics of the active participants are diverse:

Distribution by age

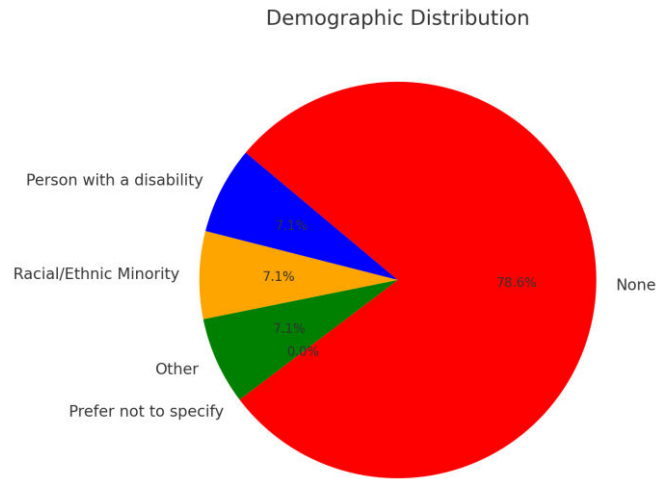


The percentages are quite similar, although the participants in the last phase of their professional career stand out.

Gender distribution



Demographic representation



It should be noted that the design of the course included Universal Design for Learning guidelines such as the inclusion of not only visual but also sound recordings.

Contenido interactivo Módulo 1 ORE_FLOREST > Contenido interactivo Módulo

El sector de las energías renovables marinas como parte de la transición verde y la economía azul

El sector de las energías renovables marinas como parte de la transición verde y la economía azul

0% COMPLETA

ÍNDICE

Índice

CONTENIDOS

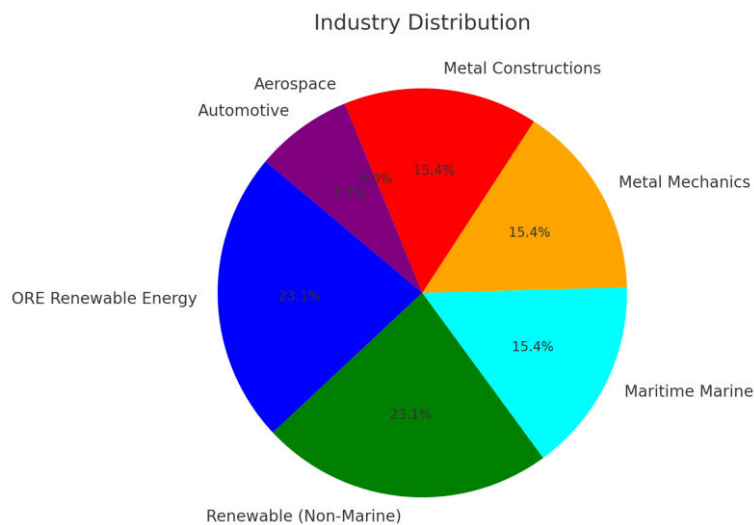
Nuevo modelo de crecimiento europeo: transición ecológica, digital y

Este módulo introduce a los participantes en como el sector de las energías renovables marinas **desempeña un papel clave en la transición verde europea y la economía azul**, ofreciendo oportunidades de negocio tangibles, pero que necesita de una numerosa fuerza laboral cualificada y especialista en las competencias profesionales requeridas en el sector de las energías renovables marinas.

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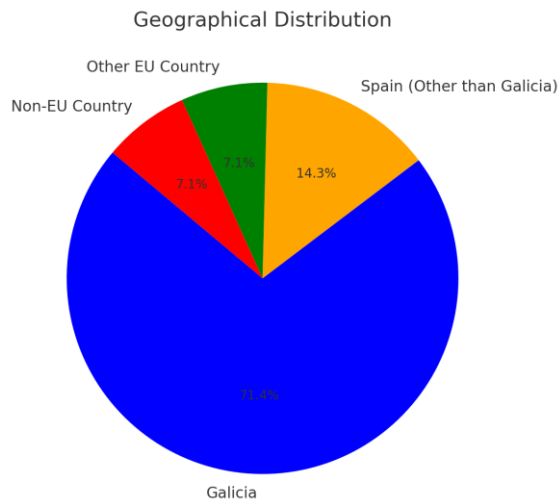
Salir de la actividad

Industry sectors representation



This distribution by sector reflects the interest in knowing the professional profiles of the ORE renewable energy sector of people working in other sectors related to renewable energies.

Geographical Distribution

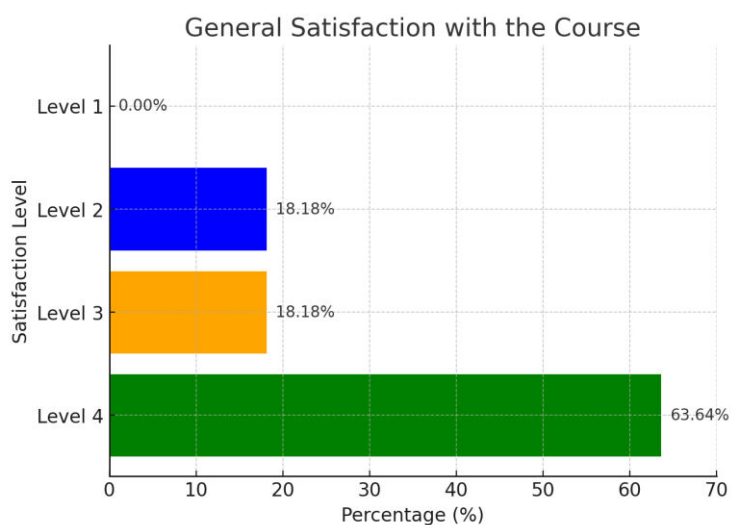


Most active participants work in Galicia, 14.29% come from other parts of Spain and the course had participants from other EU and non-EU countries. The course has had not only regional or national participants but also participants from other parts of the world who are interested in the development of the ORE renewable energies sector.

Qualitative feedback on the usefulness and relevance of the content

The relevance and use of this course is directly related to the satisfaction with the course and the content and to its applicability in talent management processes by the participants, who mostly agree that it will help them in job design processes.

Satisfaction with the course (4 very satisfied, 1 not at all satisfied)

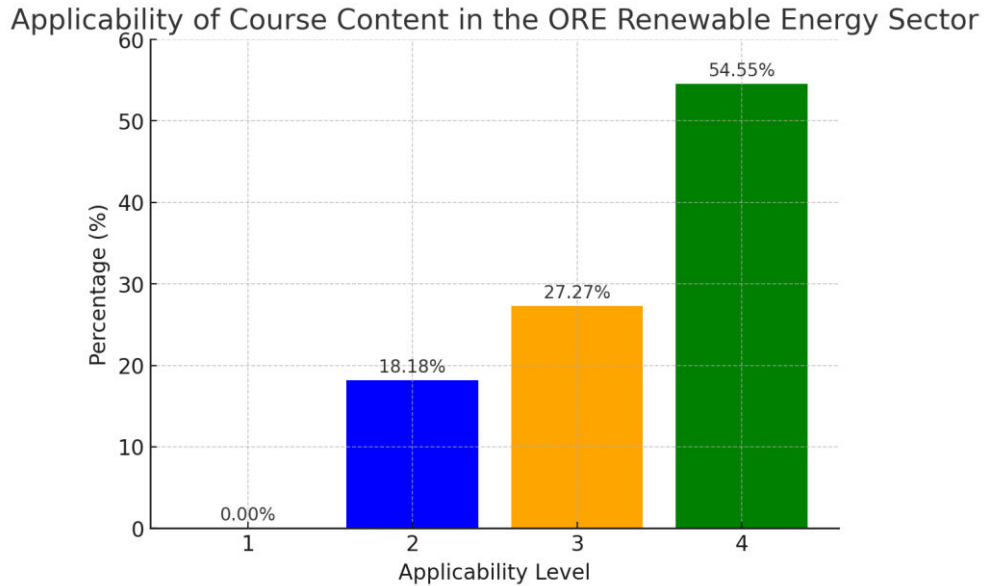


Active participants comments

Down below, there are some of the answers from the participants (originally in Spanish):

- "Very clear, very visual manual, communicates the existence of a new booming sector such as Galician offshore wind. Reflection for new job opportunities".
- "Thank you for the course, its content and supporting documentation."

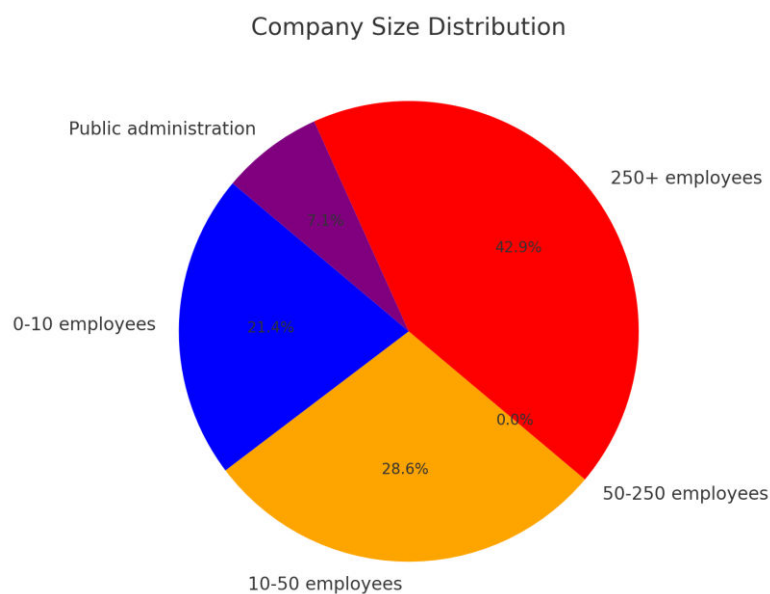
Applicability of the course



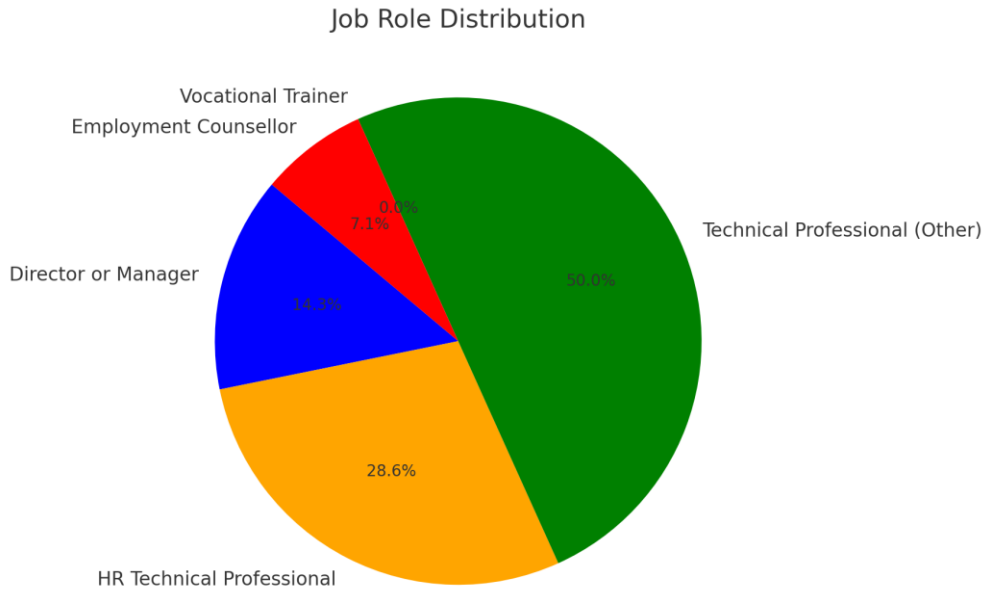
Pilot action impact

The implementation of this pilot action by technical professionals from large companies involved in the planning, strategy and recruitment processes will undoubtedly contribute to the dissemination of knowledge about the specific competencies necessary for the development of Offshore renewable energies, as well as their inclusion in the job design processes to contribute to the long-term success of the sector.

Company Size Distribution



Job role distribution of the active participants



Participation in Talent Management Processes of the active participants

