NQF-SQF
National Qualifications Frameworks
Sectoral Qualifications Frameworks

KCH International

Final case studies report

Construction – IT – Logistics - Retail

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Short summary:

The objective of the project NQF SQF is to create a common grounds for referencing national and sectoral frameworks to EQF. Therefore an employability grid has been developed. This employability grid should be the basic instrument for the referencing NQF's and SQF's to EQF.

The objective of this case study is to test the value of the methodology developed within WP2. In WP2 a draft employability grid has been developed. The elements of this employability grid are researched in the case study. Four sectors are subject of the case study: construction, ICT, logistics and retail. Of each sector a separate report has been made. This case study report summarises the conclusions of all sectors and draws conclusions from the findings. The final report will provide recommendations for further investigation and discussion regarding the employability grid based on the four case studies. Thus providing the basis for the final employability grid.

In the 4 sectors staff has been interviewed over 3 different functions existing in their company. These functions are representative functions for the sector at national and transnational level. Each sector has used the same questionnaire. The same set of functions were researched in two European countries. The results of the interviews are used to refine the draft employability grid.

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(1) Introduction

The objective of the case studies is to test the value of an instrument called the employability grid (deliverable 5). The development of this employability grid is a main objective of the NQF/SQF project. In constructing the concept of the employability grid two main issues were taken into account, the basic issues for describing the work objectives and the EQF terminology.

In summary this lead to the following statements.
Statements:
1. The EQF descriptors are related to each other in a hierarchical sequence. Competence steers skills and knowledge, skills steer knowledge and thus competence is the overarching category that should rule the assignment to levels.
2. The differences between the levels are not self-explaining. This is caused by:
    -   The use of indefinite words as 'some'
    -   The equal use of two different actions for characterising the same level, or even contradicting characteristics
    -   The absence of equally visible yardsticks for the differentiation of levels. Specific issues appear at certain levels but are absent at other levels. Which leads to questions as: don't they exist at the other level or is it implicit?

In order to find a way to deal with the imperfections of the EQF the draft employability grid focused on the key terms of the competence descriptions. These are: actions, and context.
In order to eliminate the mentioned mismatches the draft employability grid filtered the EQF descriptors and described the competences at each level in key words which were categorised by three key terms.
-   Action with regard to the action of others: varying from being steered at the lowest levels to steering others at the higher levels
-   Action with regard to the context: determined by the context or the possibility to influence the context
-   Context: from stable, not changing and structured to changing.

This categorisation is directly derived from the competence descriptions of the EQF. The differences between each level are minor. The final draft of the employability grid was presented as you can see in the scheme at the next page. Notice that at level 5 and 6 the categorisation does not lead to differences in descriptors. Reading the competence descriptions very closely one can sense a slight difference in the description of the context and in the description of the responsibility for the development of self and others. The difference is that at level 6 one should be able to manage complex activities or projects as to contexts subject to unpredictable change at level 5. And the breadth of the responsibility for the development of others is broader at level 6 than level 5.
These subjects of the draft employability grid will be taken into consideration in this report.

Scheme 1: First draft of the employability grid based on the EQF competence descriptions

levelsofcompetence	Competence in EQF terms	Action with regard to action of others	Action with regard to context	Context
1	Work or study under direct supervision in a structured context	Steeredbyactionothers	Determinedbycontext-	Not changing structured
2	Work or study under direct supervision with some autonomy	Steeredbyactionothers	Determinedbycontext	Not changing Not structured
3	Take responsibility for completion of tasks in work or study adapt own behavior to circumstances in solving problems	neutral	Determinedbycontext	Not changing changingcircumstances
4	Exercise self-management within guidelines of work or study contexts that are usually predictable, but are subject to change Supervise routine work of others, taking some responsibility for the evaluation and improvement of work or study activities	Steeringactionofothers	Determinedbycontext	Changing/not changing
5	Exercise management and supervision in contexts of work or study activities where there is unpredictable change Review and develop performance of self and others	Steeringactionofothers	Determined by context	changing
6	Manage complex technical or professional activities or projects , taking responsibility for decision making in unpredictable contexts Take responsibility for managing professional development of individuals and groups	Steeringactionofothers	Determinedbycontext	changing
7	Manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches require new strategic approaches Take responsibility for contributing to professional knowledge and practice and/or reviewing the strategic performance of teams	Steeringactionofothers	Determining context transforming	changing
8	Demonstrate substantial authority, innovation, autonomy, scholarly and professional integrity and sustained commitment to the development of new ideas or processes at the forefront of work or study contexts including research	Steeringactionofothers	Determining context transforming and replacing	changing

2.1   The draft employability grid

The objective of the case studies was to test the value of the methodology of the draft employability grid. The draft employability grid is described in delivery 5. In delivery 5 the EQF and the features of the EQF is extensively reviewed. The previous paragraph summarises the main findings. The elements that are important in reflecting on work and education are described in the draft employability grid.

The following scheme pictures the main elements that were taken in account in delivery 5, the draft employability grid :

Scheme 2: elements of the draft Employability grid

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Elements of the draft Employability grid

- The work objective steers work process

Basic issues for describing work process

1. Specific character of the work subject
2. The scope of the work subject
3. The needs of the users of products /services
4. The needs of the organisation
5. The needs of individuals who work for the organisation
6. Needs arising from the environment
7. The way how work is organised

The work of an individual is defined as a contribution to achieve the work objective according to the individual's position in the organisational structure

Definition of actions

1. Work supervised in a work process determined context
2. Work supervised in a work result determined context
3. Work not supervised and not supervising in a work result determined context
4. Supervise work in a still predictable or predictably changing context
5. Supervise and manage work in an unpredictably changing context
6. Manage work in an unpredictable context[1]
7. Manage work and change context
8. Change and redefine context

Context

changing/not changing and structured/ non structured

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[1]The difference between level 5 and 6 is the complexity of the context and the related actions of the person in charge

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It's a rough sketch of elements of the EQF that could be seen as key elements to focus on in order to relate EQF to the world of work. These were also taken as the key elements for the case studies. Taken all this into account it was decided to focus the case studies on companies in the designated sectors Construction, IT, Logistics and Retail.

2.2 The main topics of the case studies

Main topics of the case studies were:

- The assumptions made in the draft employability grid – are they recognisable within companies?

- How do companies score functions on elements of the EQF?

  - o What are key considerations to chose for a particular answer in a series of possibilities?

  - o How does this relate to the function under investigation and the available formal information about that function?

- What does this mean for the draft employability grid?

A questionnaire was developed. The first part of the questions focused on the basic issues for describing the work process, the assumptions made in the draft employability grid. The second part focused on functions and key issues related to the competences. As a bases for this second part the used NQF descriptions of Ireland were taken as a reference and were adapted. This NQF based on the EQF describes the aspects of competences more extensively than the sole words used in the employability grid. The assumption was that by using these descriptions and asking for examples that specify the choice, more information could be gained. This information should give input for the refinement of the employability grid. The choice of using the used grid was based on some pragmatic reasons.

- The levels seemed to be adequately described in an orderly manner
- The descriptions seemed to be fit for testing the descriptors structured/not structured, changing/ not changing, being steered/ steering, range of action and extent to which a person can influence the context
- The descriptions could possibly add missing elements to the employability grid
- Ireland is no partner in the project so none of the partners should feel committed to this grid. Every partner could be rather neutral towards this grid, having no direct need to defend criticism.

For the research some adaptations were made in order to fit the aim of the research.

Level 1 was left out, 7 and 8 were taken together.The description of the level referring to EQF level 8 was excluded because of the scope of the research, the focus on vocational education and training.

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2.3 Case studies: approach

- per sector: 3 common functions classifiable at EQF level 1-6/7 had to be researched in two different countries. The functions should be recognizable in the European countries and as a reference the following functions were advised.

	Function 1	Function 2	Function 3
Construction	'construction employee'	Team leader/ supervisor	Manager
ICT	IT employee	IT network administrator	IT manager
Logistics	Order picker	Logisticsteamleader	Head of logistics operations
Retail	Salesassistant	Store assistant /branch manager/	Store manager/ owner

- Research within small – medium and large enterprises. In order to see the differences in context
  For the assigned sector the partner was asked to assemble information on
    o 3 functions in a small company < 10 (if possible)
    o 3 functions in a company 10-50 employees
    o 3 functions in a company > 100 employees

  In order to be efficient one could research these functions within one company. When researching a company with less than 10 employees it was probable that it would be only possible to research 1 or 2 functions.

  When describing more than one function within one organisation, the first part of the questionnaire needed to be filled in only once, the second part had to be filled in for each separate function.

- Method: interviewing staff/ hrd/ entrepreneur using the description of the function used by the company (organisational function description/ sectoral description) and using the given document with questions/ subjects for gathering the information. For the second part it was emphasised that additional information explaining the choice that was made was important. This would explain or specify the given answer.

3   First rough results case studies

3.1   Response

The objective of the case studies was to gather information within the four sectors that would cover the EQF levels 1 to 6 or 7. For each sector some functions were suggested as a guideline. It was also asked to gather the information in different sized companies. When all the sectors would cover the different functions in different sized companies in two countries this could result in data on 72 functions.

The amount of gathered data was less than planned. Eventually the research resulted in information on 23 functions divided over the four sectors and divided over five countries. This is far less than the amount of 72. But still it provided useful information for the project and input for the employability grid.

Suggested functions

	Function 1	Function 2	Function 3
Construction	'Construction employee'	Team leader/ supervisor	Manager
ICT	IT employee	IT network administrator	IT manager
Logistics	Order picker	Logisticsteamleader	Head of logistics operations
Retail	Salesassistant	Store Assistant /branch manager/	Store manager/ owner

In order to get a division over the EQF levels the partners were asked to research functions at several levels as indicated above. For all sectors this succeeded fairly well, according to the ranking based on the answers of the interviewee

Researched functions

	Function 1	Function 2	Function 3
Construction	Lock smith Technician	Planner	Team leader Site director Production and method Manager
ICT	Junior software developer	IT programmer IT network administrator	IT senior consultant IT Business developer
Logistics	Order picker Forkliftdriver	Warehouse operator Administrative clerk	Logistics team leader Head of logistics operations
Retail	Salesassistant	Assistant store manager Manager Spare parts Management Assistant	Shop manager/ owner Business Leader Central service manager

3.2 Results of the studies

3.2.1 Results per sector, size of the company and division of functions

	Small company < 10			Medium sized 10- 50 (-100) employees			Large >100		
	F1	F2	F3	F1	F2	F3	F1	F2	F3
Construction	-	-	-	1	1	1	1	2	3
ICT	-	1	-		1		1	1	1
Logistics	-	-	-	1	1		1	1	1
Retail	-	-	1	1	3	3	-	-	-

Number of employees

	Small company < 10	Medium sized 10- 50 employees	Large >100
	Number of employees	Number of employees	Number of employees
Construction		20 60	4.400 4500 /11.000 (WW)
ICT	2		170
Logistics		53	185 350
Retail	0 (2 owners)	52 45	

3.2.2 Basic issues for describing the work process

One of the main assumptions of the employability grid is that the work objective steers the work process. The basic issues that should be taken in consideration describing the work process were divided in seven issues. The interviewees were asked to give their view on these subjects in relation to the core work objective. The following tables show the answers on the various subjects. The subject 'needs of individuals' is not added in the interview list, due to the fact that this factor was added in a later phase of the employability grid and was overlooked in the construction of the interview list.

Objective	How would you characterise the objective of the organisation? (key words)
construction	• To give the best service for our customer. • Give the best service to our customers for their loyalty and increase our potential, develop our turnover and stay informed in new technology (new energy) to stay in the competition • Customer satisfaction (Maintenance service company in the building) • Close at the end of the year with profits, Customer Satisfaction • Providing quality services for complex and sitting in electrical and thermal energy production • the quality and efficiency of human resources, • the increase of productivity • the increase of motivation for the employed personnel • innovation, meet the needs of our customers for their profit, be close to

	our customers, listen to them, empathy, be involved in everything related to the construction
IT	• Development of high quality individual software • Mission Critical IT Service Provider • Provider of specialised IT-technology und -consulting • Producer of IT Equipment (speziell Mainframes, Server)
Logistics	• Forwarding agent • To provide complete logistics services in one package • National and regional haulage of goods
Retail	• Independent • Retail, selling DIY goods to consumers, • To merchandise and repair Volkswagen/Audi best possible in our area of responsibility in the market. • To earn money (a minimum of the gain, 8 or 9 percent) that the company is able to survive. To maintain jobs • To satisfy customers with service and repair. To earn money • To repair Cars and to advice customers. To earn money and to maintain jobs to assure the growth of the business. Satisfied employees = satisfiedcustomers

Between the sectors slight differences consists in describing the objective of the organisation. Quality of service, customer satisfaction and the company's turnover can be seen as the common denominators. Each individual company will have it's own specific vision of these elements and will realise these objectives in its own specific way.

Needs	How would you characterise the needs of those who use products or services in relationship to the core work objective?
construction	• They need professionalism and responsiveness • They need professionalism, services and advices (with the new reglementation (rules)). • Acting quickly and effectively • Customers have become very demanding and very looking for rates sometimes it is a problem for the rentability (profitability). especially when these are public institutions that are launching their calls for tender selection criterion is primarily financial • Identifying a company as experienced and proven energy sitting • My mission is maintaining the infrastructure of big shops: My customer expect that the infrastructure stay as well as the first day. Professional job, and trust relation
IT	• Database-driven Web applications that are not available on standard solutions • Modernising applications • Data center-Transformation • Final user IT Support (Helpdesk, Lifecycle Management) • Outsourcing • Security (Access, identity management, biometrics)

Logistics	• To find clients
	• national and international transport services, storage, value-added logistical services, logistics consultation
	• to find and satisfy clients
Retail	• Selling responsive to consumers needs: accessory, actions
	• Small, tight relations with customers- diversity of assortment
	• To supply garage and customers with parts. Top goal is to satisfy the customers. Customer is first
	• Mainly personnel, but also complaints. I listen to the customers and try to calm. Fault analysis, feedback, reparation and compensation to the customers
	• No, as there are many administrative and organisational things to do, there is only little time for the main task.

Customers demand service and products that satisfy their needs. Professionalism, expertise are main needs of the users of the products or services. They need to be able to trust the company's expertise. At the level of abilities one could say that each individual contributes to this aspect. For each function this could mean that this should be a clear objective.

Needs 2	**How would you characterise the needs of the organisation that arise from her specific character as an enterprise or public institution? Economical / legally defined tasks / else**
construction	• we need customers, and retaining them for maintenance contracts
	• If we have no order, we can't occupy our technician
	• economical. We need the help of our bank and enough turn over to pay the salaries and finance our growth
	• I am not the right person to answer
	• Economical: into a tool to provide and Else: Staff training
IT	• The requirements for our services and products are based in a more complex environment, so several fields of our company take part.
Logistics	• As a private company, we have economical needs and we are binded by legal requirements which include environmental, security and safety precautions;
	• As a private company we bear a regulated economical activity with more and more environmental constraints.
Retail	• economical and a social function providing employment
	• We constantly have to learn: technically we need to have up to date knowledge – we need to have know how. Due to the crisis repair of articles has increased
	• To repair Cars and to advice customers. To earn money and to maintain jobs to assure the growth of the business. Satisfied employees = satisfiedcustomers

Additional information
• economical ENERGOMONTAJ S.A. is permanently concerned in keeping a high level of mechanisation, both qualitative and quantitative at international standards. In this aim during the last years the company made efforts for purchasing performance equipment. Due to the investment

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policy the company is able to keep up with the current requirements, both in internal and in international markets, in the scopes presenting an importance for ENERGOMONTAJ S.A

- The financial results achieved got after the company is privatisation classified ENERGOMONTAJ S.A. on honorable positions within the top of great Romanian companies, top made by Camera de ComertsiIndustrie (Trading and Industry Chamber) of Romania.

Needs 3 Environmental needs	Are there needs which arise from the environment within which the work objective has to be achieved? (f.i. security regulations, health and safety regulations, ecological regulations)
construction	- Ecological regulation: Today we install heat pumps in response to new regulations on energy saving. The customers ask for that. - I think security regulation and now ecological regulations. These aspects are managing by the direction - Yes, we have to take care about safety regulation, for example, we wanted to develop in the solar energy and ultimately the safety rules and administrative records to fill discouraged us. Also because ecological regulations we have to change our offer and to train our personal to new technology, we lost also a lot of time to fill folders to obtain permission needed for launching the working site. - Not really. Just a little with ecological regulations. Example: light bulbs with low energy consumption involve new work (work = construction or renovation) - Yes. Need for a medium and long term strategy of the Government in Privat energy market in Romania, the legal stability and predictability, not least in the tax area
IT	- No - yes
Logistics	- yes, health and safety, ecological regulations' - Yes, there are more and more legal, safety and environmental needs
Retail	- Arbo(Health and safety regulations), environmental regulations. When delivering a dish washer or a washing machine one is obliged to wear safety shoes. F.i.: We have to use professional equipment and separation of waste reduces costs. - Arbo (Health and safety regulations), environmental regulations - Our Business is EN ISO 9001:2000 certified and we have several requirements of the employer's liability insurance coverage. Additional there are annual checks of the waste water alliance - Disposal: waste separation, thinking of the environment is very important at our company. Compliance with the safety regulation (for example shoes) Manufacturer guidelines: planning of staff training There are also requirements of the manufacturer (Volkswagen, Audi), for example: customer satisfaction survey

Function description, organisation chart and sectoral descriptions

Functiondescription	Is a function description available? Can you provide the organisational structure and show where the function is classified? Please add the organisational structure
Construction	• No • No, We do not like, it does not classify positions, "the responsibility is not given but will be taken • Yes, there is a job description • Job description is made in terms of job description, job location, job description supervisor directly, according to the specific name of job superior activity, directly subordinate job description, summary of job duties and responsibilities • We don't need document, it is simple my managers are my directors, mainly Mr S for the technic • We have not document about our organisational structure. It is simple we have 2 directors, and we report to them. • Our organisation is very simple, I have not document to describe the structure, because it is very simple. We are two directors, I manage technical and sales part and my associate manages administrative part. We have recruited a team leader to oversee the technical team but he failed to take his place. He has the title but not the function. • No for the employees
IT	• No • Yes, It´s an internal more general description of required skills. It is complemented and specified by an individual description. • Company description • There are only 3 functions in the company: Programmer, test analyst, tester
Logistics	• yes, in form of a job description, Company description (will be provided at a later stage) • Sectoral description (2x France) • The forklift driver is hierarchically placed right under the Warehouse Manager. (no structure provided)
Retail	• No (2x) • function description in connection with job description (2) • yes, There are descriptions for every function in the company • yes • This is a franchise organisation. It's part of a holding consisting of 4 stores. This store has two kind of functions: sales assistant and two assistant departmental managers and a manager. The tasks and roles of the assistant managers and the manager are nearly the same. • Sector information: The social agreement for the specific retail sector contains a function list. DHZ CAO 2009-2011 Appendix function list

Scope of the work and outcomes of functions and the contribution to the work objective	
scope	How would you characterise the scope of the work of the function in relationship to the achievement of the overall goals?
Construction	• Like anyone in the technical team, we are producing. and the survival of our company depends on the quality of our work. • Normally I would oversee the technical team. But in fact I repair and install boiler to customers and supervision is don in the morning by the director. My participation in the company's goal is to do quality work. • I supervise the production, I buy the material, I manage the team and I control the quality with my partner all these activities are necessary for the achievement of the organisation's goals. • I do everything and so I am close to my employees. I help them every time, • Estimate, planning, orders, purchases after sales service, maintenance
IT	
Logistics	• Ground work • Yes (2x) • Every function plays an important role in completing tasks of an element of the supply chain. The functions cooperate in the business process. Each worker (each function) contributes an element to the process. In order to provide a service, a minimum have 5 functions would have to interact to complete it, no individual function can provide a service (element).
Retail	

Overall goal	Does the overall goal determine the work objectives? Does it really steer the work of the investigated function?
construction	• I think yes, it seems logical. • I don't know the overall goal I think it's to give a good image of our organisation, in this case I do my best. • The overall goal determine my activities. In a other hand I determine the overall goal with my partner. • Yes 2x • Fundamental, if not we would have problems!!!
IT	
Logistics	• Yes (2x) • Yes, in so far as all functions contribute to the overall achievement of work objectives (to provide logistical services). The work objective of each function is based on the fulfillment of their tasks within their elements in the logistical process. In order to fulfill the responsibilities of each function (including the three functions under investigation), the job holder has to have a sufficient understanding of the logistical process (up- and downstream work processes, the overall logistical chain)

Retail	• Yes • The shop owners have a lot of apprentices during the week and the year. Not only because of the workforce but also in order to educate them (societal function)

Outcomes	Will outcomes of the activities be useable for various work objectives?
Construction	• No 2x • Of course, when I sell a working site it's useable, when I prepare the interventions for my technical team • Yes, planning, ordering materiel needed for the work, After-sales service • Yes, we are a team, we have procedures, I control that the activities are well done • Of course yes... Our job isto studyhow to build constructions which arelivableand respectstandards. We can alsolookforachievements, to progress in our method.
IT	
Logistics	• Yes (2x) • No, the opposite: outcomes of activities are always one part of the completion of the overall work objective
Retail	• yes • Yes, to supply the employees of the garage and customers with spare parts

Maincontribution	Which is the main contribution of the employee in this function to the work objective?
Construction	• My main contribution is to do my work as well I can and to look professional • My main contribution is to do quality work, in a good timing. We need to solve the customer's problem during only one appointment if not it coststo the organisation • My main contribution is the strategic decision…and then the management of the project. • planning, ordering materiel needed for the work, After-sales service • I'm here with my teams to ensure that the job is done. I fix the objectives of my company • The site director exercises the leadership attributes for the execution of contracts grouped within the site on grounds of territorial (or structural works) • My main contributionis essentiallyto implement the strategyof the General Management, to overcome the difficultiesof myteams by listening to them and giving themthe needed resourcesand. Tensionsare permanent andmy role isthat we achieveour goals

IT	• Appropriate methods for quality assurance are used by this function: Creation of test protocols creation of unit tests as part of development
Logistics	• WO: He handles the incoming shipment of goods • AC: The clerk acts as an intermediary between ground workers and clients. • FD: His main contribution is that he allows for the management of stock. • OP: main contributions in storage, some in transport and value-added services: main responsibility: overall handling (loading, unloading, assembling orders, etc.) • TL: main contributions depending on the area of application (mostly in storage, value-added services): main responsibility: to ensure that the responsibilities of the team are fulfilled without faults and in an economically sound way • HL: main contributions to overall work objectives through ensuring the smooth running of all logistical activities: main responsibilities: ensuring that necessary resources, employees, surrounding conditions are available and have the best conditions for completing their responsibilities towards the overall work objective
Retail	• The objective is that customers are satisfied when leaving the shop with all the articles that they need for their do it yourself job. The behavior, actions and tasks of the employees should be tuned to that. Our goal is satisfied customers. Everything is attuned to that. • The (assistant) departmental manager monitors budgets, plans hours and personnel, recruits employees, sets priorities, and controls • Sales and assistant to the store/ location manager • Organisation of the operational sequences and personnel management • Problem solving: control and passing on of the problems

3.2.3 Functions and the EQF classification

In the following part of this research the answers given on the descriptions regarding the EQF are shown. The answers are described per sector. The table beneath shows the functions in the studies, divided per size of the company. At the following pages the given answers are shown. In order to understand the abbreviations that are used, a list of abbreviations is added on forehand.

Company size / Sector	Small	Medium sized		Large	
Construction		Technician	C T	Locksmith	C Ls
		Team leader/techn.	C TM/ T	Group leader	C TL
		Director Planner	C Pl	Site director	C D
		General manager	C Gd	Production and Method Manager	C PM
ICT	Programmer IT Pr			Junior software developer	It Jsd
				Senior consultant	It SC
				Business development director	It Bdd
Logistics		Warehouse operator	L WO	Forklift driver	L FD
		Administrative clerk	L AC	Order picker	L OP
				Team leader	L TL
				Head of logistics	L HL
Retail	Owner R OS	Sales assistant R S			
		Departemental manager Business leader & central service manager A BL/			
		Manager spare parts A Msp			
		Management assistance A Ma			
		Central service manager A CSM			

1. Context/ complexity	1 notchangingstructured	2 not changingstructured	3 not changing /changingcircumstances	4 Changing	5 Changing	6 Changing	7 Changing
Which description describes the context of this function the most appropriate? *Context of the function*	Act in a limited range of predictable and structured contexts	Act within a limited range of contexts	Act in familiar and unfamiliar contexts	Act in a range of varied and specific contexts, taking responsibility for the nature and quality of outputs; identify and apply skill and knowledge to a wide variety of contexts	Act in a range of varied and specific contexts involving creative and non-routine activities; transfer and apply theoretical concepts and/or technical or creative skills to a range of contexts	Utilise diagnostic and creative skills in a range of functions in a wide variety of contexts / Use advanced skills to conduct research, or advanced technical or professional activity, accepting accountability for all related decision making; transfer and apply diagnostic and creative skills in a range of contexts	Act in a wide and often unpredictable variety of professional levels and ill defined contexts
Construction	C Ls	C T		C TL C TM /T C PL	C Sd	C D C G M C PMM	CPMM
ICT		IT Jsd		IT Pr	IT Sc		IT Bbd
Logistics		L OP	L WO L FD L AC		L TL		L HL
Retail	Rs		R Adm		R OS	A Msp A Csm A Ma	A Blcsm A Msp A Csmpartly correct

C T	When we have a unfamiliar context of work, the director give the mission to a more experimented technician
C TM	When I am repairing or installing boiler each case is different. I have a long experience and a large range of skills which allow me to solve almost every problem I meet. Now it's more and more difficult with the new technology there is more electronic problems to solve, for that we need to be trained.
C d	I manage P. with my partner, I work in sales, production, marketing, technical, management contexts. We make our decisions after an diagnostic of customer needs, financial context, regulation context, available resources, We manage all the context necessary to reach our goal. Of course, we have to be creative and find new ideas for our strategy and in the means we use to reach our goals.
C sd	Coordinates technical and material resources to ensure (small mechanisation, raw materials, fuel, energy, supplies etc.) Coordinates necessary to ensure mechanical means; Coordinates staffing and ensuring its distribution to workstations; Coordinates directly or through the heads of batch/ execution outlets under contracts and execution of documentation; Coordinates activities of personnel-pay specific.
C TL	Manages, executes and is responsible for siting and site organisation, assigned lot. Responsible for fulfillment of the terms and final plan, internal graphics and software. Follow the timely preparation of reports to work leaders working to pay labor and signature attesting payment quantities of good works
C Ls	The locksmith performs his job duties respecting work program of the site and does not leave work without the agreement of his leader group and is not engaged in activities without consent
C Pl	Being able to identify the right skills avaible To allocate it to a construction site
C GM	More instinct than accounting. Instinctive reaction of the business. I follow people I know to guide my customer
IT Pr:	Takes responsibility for the software supplied (by check / fix bugs found during the tests)

1. Context/ complexity	1 notchangingstructured	2 not changingstructured	3 not changing /changingcircumstances	4 Changing	5 Changing	6 Changing	7 Changing

IT jsd   Task-related processing of orders as specified by the software-architect.

IT SC   Must be able to detect non-obvious relationship analysis and act accordingly when visiting the customer.

IT Bdd   x

L OP   The OP acts within a limited range of contexts as his contexts are pretty much restricted to order handling.

L WO   the warehouse operator handles the unloading of goods incoming from the local/regional area whilst dealing with similar and different types of parcels every day. These parcels are then shipped to the same or different destinations.

L FD   The forklift driver produces repetitive actions. For certain particular goods a specific treatment is required.

L AC   The administrative clerk answers incoming calls which pertain to a wide variety of topics, some are redundant (familiar context) and others are new (unfamiliar context)

L TL   The TL acts within a range of varied but specific contexts because the subject of his work is the organisations and coordination of his team's tasks. Dealing with people necessarily involves non-routine activities.

L HL   acts within a wide context in terms of strategic thinking and planning.

R OS*:*   Technical/repair: a lot of technical matters. Sometimes easy, sometimes difficult, sometimes very profound. Alternately a lot of possibilities.
         Sales: it's the same. You have to explain a lot. Machines have a lot of possibilities, one has to explain this. Furthermore the range is large.

R S   Sales assistant: the tasks of the sales assistant are clear, the tasks are carefully describe. The employees have to deal with standard procedures. Like how to order goods, how to handle complaints, all is clear. Only customers differ, but even than there's a set procedure. Deviations can occur but even than it's clear how to handle.

R ADM   (Assistant) departmental manager: less standards or guidelines. Standards are available for, personnel planning, planning of actions and personnel planning, how to cope with certain situations, unpredictable situations require flexible ways of problem solving

CAO function descriptions (no description of owner/entrepreneur available)
Technical/ montage:
Complexity: technical function aimed at the repair of electrical devices. Various activities, often routine, high accuracy, often with some time pressure.
Retail/ sales F
Complexity: Commercial function aimed at directing a branch or a large independent department in connection with the sale of electrical devices. The employee has to respond to various situations and problems. Subjects vary and new problems have to be tackled. Often one has switch from customer to customer, to other activities, including questions of others. The level of the job requires a training type and level corresponds to HAVO / MBO, a thorough orientation on specific aspects of the product range and the leadership aspects (possibly through a course).

2. Role	1 Steeredbyactionothers	2 Steeredbyactionothers	3 neutral	4 Steeringactionofothers	5 Steeringactionofothers	6] Steeringactionofothers	7 Steeringactionofothers
Which description describes the role of the function the most appropriate? – *definition of actions* *degree of support*	Act in a range of roles under direction	Act under direction with limited autonomy; function within familiar, homogeneous groups	Act with considerable amount of responsibility and autonomy	Exercise some initiative and independence in carrying out defined activities; join and function within multiple, complex and heterogeneous groups	Exercise substantial personal autonomy and often take responsiblity for the work of others and/or for the allocation of resources; form, and function within, multiple, complex and heterogeneous groups	Accept accountability for determining and achieving personal and/or group outcomes take significant or supervisory responsibility for the work of others in defined areas of work / Act effectively under guidance in a peer relationship with qualified practitioners; lead multiple, complex and heterogeneous groups	Take significant responsibility for the work of individuals and groups; lead and initiate activity
Construction	C T	C Ls C TM/T	C PL	C TL	C Sd		C D C GM
ICT				IT Pr	IT Sc		IT Bdd
Logistics		LOP L WO L FD		L AC	L TL		L HL
Retail			A Bl /csm R S		R Os A Ma		A Msp A Csm R Adm

2. Role	1 Steeredbyactionothers	2 Steeredbyactionothers	3 neutral	4 Steeringactionofothers	5 Steeringactionofothers	6] Steeringactionofothers	7 Steeringactionofothers

C T I know what my director expect. In the morning, before going to customer Mr S. give me directions for day.

C TM/T Every morning the director give me the list of customers I have to visit with explanation about the work I have to do there. I work alone, but sometime when I meet a problem I cannot solve, I phone to another technician. My autonomy is limited and I am under direction.

C D As P''s director, all the decision I take with my partner are our responsibility, nobody can contest it. I am involved in my own activities but also in the group that I manage. When I initiate an activity as using new technology, I manage the training of our team for the realisation, I sign contract with manufacturer (of this new technology) I sale the service and Icheckthat everythinggoes wellat the customer

C SD Assigns staff to the premises as execution graphs.

Negotiating with subcontractors quantities executed technological processes used, the conditions of quality, and time of execution and uniform tariffs and submit proposals. Contract management branch, attended the reception preliminary and final works, for it seeks technical preparation of construction specifications by technical reviewer, production and quality certificates by the department responsible.

C TL Prepares reports to sanction employees in the lot, that deviations discipline and safety at work. If found to be defective hoisting equipment, decides to stop

C Ls Perform any work ordered by his supervisor, respecting strictly specific norms and fire safety

C PI I make proposals, invoices, schedule. I am independent but I need to take advices from my manager

C GM I am self-taught, I have pleasure to train people. I'm the director, so of course, I initiate and manage all the activities.

IT Pr Implementation of customer requirements. Examination of customer demands for usability, consistency, testability

IT jsd Not applicable, operates mainly in a clearly defined role in the project without any responsibility

IT Sc Senior Consultant is responsible for at least a sub-project (including staff).

IT Bdd Directs the creation of a complex, large offer, including several businesses and workgroups.

L OP: generally, the handling of goods is carried out under clear specifications (direction), however, in some instances there is need for adaptation so a limited scope of autonomy

L WO The warehouse operator works within teams of 8-hour shifts.

L FD: The forklift driver works under the supervision of the Warehouse Manager.

L AC: The clerk helps in the organisation of the freight load (e.g. planning), works on administrative documents and even helps out in customs procedures. This makes him interact with different departments of the company.

L TL: copes with groups which are heterogeneous and complex, has responsibility for the work of his team

L HL: has full responsibility for logistics and its employees, leads the complete range of activities and also initiates activity through innovation, changes to work processes, etc.

R OS Courses and the internet is the source of information. Sales education, lots of experience and guiding apprentices

RS within the described framework. To order goods, presenting goods, etc. Some freedom to act, own responsibility..

R ADM: : activities that deviate from the daily routine, carry out, control and delegate deviant activities, setting priorities

A MSP: Take significant responsibility for the work of individuals and groups; lead and initiate activity

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3. knowledge	1	2	3	4	5	6	7
Which description describes the most appropriate the kind and breadth of knowledge needed in the function?	Knowledge narrow in range Concrete in reference and basic in comprehension	Knowledge moderately in range Mainly concrete in reference and with some comprehension of relationship between knowledge elements	Broad range of knowledge Mainly concrete in reference and with some elements of abstraction or theory	Broad range of knowledge Some theoretical concepts and abstract thinking, with significant depth in some areas	Specialised knowledge of a broad area Some theoretical concepts and abstract thinking, with significant underpinning theory	Specialised or detailed knowledge across a variety of areas / An understanding of the theory, concepts and methods pertaining to a field (or fields) of learning Recognition of limitations of current knowledge and familiarity with sources of new knowledge; integration of concepts across a variety of areas / Detailed knowledge and understanding in one or more specialised areas, some of it at the current boundaries of the field(s)	A systematic understanding of knowledge, at, or informed by, the forefront of a field of learning A critical awareness of current problems and/or new insights, generally informed by the forefront of a field of learning
Construction	C T	C Ls	C PL C TM/T	C TL	C Sd		C D C Gd
ICT		IT Jsd		IT Pr 2	IT SC		IT Bdd
Logistics		L OP L WO L FD	L AC		L TL		L HL
Retail		R s (starting)		R ADM		A Bl A Msp A Csm A Ma	R Os A Msp A Csm

C T   It's my first year of experience, when I meet an unfamiliar problem, I need help. I am in charge of simple task like maintenance of known boiler
C TM   I know very well the equipment we install and the old equipment we have to repair, because I work in this field since more forty years. I am a good technician.
C D   We have a good knowledge about our area. We are members of a network which makes a technology watch on the latest developments and keeps us informed about the latest regulations. On the other hand our relations with our partners allow us to be informed. We were awareness of the evolution of the market very early and then this network be created to inform us continuous about what is happening on our field.
C Sd   Job requires knowledge in the field of activity and also knowledge in quality management and environment, the protection of labor in preventing and extinguishing fires
C TL   The leader group has responsibilities in the filed of activity, but also in quality management, work security, prevention and firefighting and environmental protection responsibilities
C Ls   Knowledge about the work with the equipment used for assembling or processing the building materials
C PL   when there is an unexpected problem, I manage it. We try and we do (eg for example we have had the case of a broken window, even we have never done that before, we take the order and we have repaired it and

3. knowledge	1	2	3	4	5	6	7
	the customer has been satisfied.						
C GD	example: light bulbs with low energy consumption are not efficient if you turn off the lights often, this solution consumes more. I am informed by my partners. I don't use a lot computer because I am not used to this tool.						
ITpr	Requires thorough knowledge of programming / database skills which are used for the project. Needs to be able to convert and use usual theories / standards.						
IT jsd	x						
IT sc	x						
IT bdd	Leadership concerning Methods of the company's consulting methodology, training of staff in this method, further development and completion of exploratory learning or experience						
L OP:	his knowledge is concrete and related to his tasks in handling, he does however have understanding of the logistical process, up- and downstream work processes (interrelations).						
L WO	The warehouse operator must have some moderate arithmetical and geographical knowledge so as to have an understanding of the proportion of goods coming from or bound for particular destinations.						
L FD	The Forklift driver must handle specific products-related contraindications and take into account each client's needs.						
L AC	The clerk must be able to grasp all the specificities of the consignees (including delivery schedules) and thus must be able to foresee a sort of typology of their needs (e.g. he must be able to have an intuitive idea of clients' needs based on their particular work objectives).						
L TL:	specialised knowledge of a broader area of work, thorough understanding of the logistical process and its concepts						
L HL:	very good and broad knowledge of logistics, knowledge of changes in the field, informed acting with regard to innovations, process improvement, hence need for up-to-date knowledge						
R Os	Based on 18 years of experience- broad range of knowledge						
R S:	Between a starting sales employee an experienced employee exists a difference. The knowledge of a starting employee is at a lower level. When employing sales assistants a certain level of knowledge is a precedent, but it's more important that a person has good communicational skills, that he has some experiences with DIY, fits in the team, has a good appearance. Behavior is often harder to change, one can acquire knowledge. Age is no issue. We like to have a healthy mix of ages. Some one who is older has more life experience. Customers will accept advise more easily. (mbo retail (level 2) is the preferred qualification)						
R ADM:	knowledge is more important. For instance on subjects such as: leadership, retail, organisation, financial leadership. One should be able to interpret figures, to steer on figures and budgets, margins. One should have at least mbo 4 level with a lot of experience or a hbo level. One can grow to this level and get prepared for the function						
A Bl/csm:	open orders. I have to deal with several topics and orders at the same time, because of that I'm a kind of trouble shooter in case of problems and shortage						
A MSP	Detailed knowledge and understanding in one or more specialised areas, some of it at the current boundaries of the field(s)						
CSM:	Detailed knowledge and understanding in one or more specialised areas, some of it at the current boundaries of the field(s) Because of his leading position						

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Should organise the work/ activities efficiently and effectively, taking into account the dictates of the presence of customers. Freedom of action with respect to the design is quite high, given the limited instructions. Supervision is not intense, even indirect. One can be confronted with less concrete problems or problems where several factors have to be mutually tuned. Most of the contacts within the company are related to the normal business (information transfer, business matching, etc.), aimed at unhindered flow of goods and information within the company. Sometimes things beyond normal handling. Manage a department or division of a large (up to 12 employees

4. Knowhow& skills	1 Determinedbycontext	2 Determinedbycontext	3 Determinedbycontext	4 Determinedbycontext	5 Determinedbycontext	6 Determining context transforming	7 Determining context transforming and replacing
Which description describes the most appropriate the **The scope and range of skills and knowledge?** **'selectivity'**	Perform a sequence of routine tasks given clear direction Demonstrate limited range of basic practical skills, including the use of relevant tools	Select from a limited range of varied procedures and apply known solutions to a limited range of predictable problems Demonstrate a limited range of practical and cognitive skills and tools	Select from a range of procedures and apply known solutions to a variety of predictable problems Demonstrate a moderate range of practical and cognitive skills and tools	Evaluate and use information to plan and develop investigative strategies and to determine solutions to varied unfamiliar problems Demonstrate a broad range of specialised skills and tools	Formulate responses to well-defined abstract problems Demonstrate comprehensive range of specialised skills and tools	Exercise appropriate judgement in (a number of complex) planning, design, technical and/or supervisory (or management) functions related to products, services, operations or processes (including resourcing) Demonstrate specialised technical, creative or conceptual skills and tools x msp a across an area of study Demonstrate mastery of a complex and specialised area of skills and tools; use and modify advanced skills and tools to conduct closely guided research, professional or advanced technical activity	Select from complex and advanced skills across a field of learning; develop new skills to a high level, including novel and emerging techniques x msp a Demonstrate a range of standard and specialised research or equivalent tools and techniques of enquiry
Construction	C T C Ls			C TL C TM/T	C Sd C Pl	C GD	C D
ICT		IT Jsd	IT Pr	IT SC			IT Bdd
Logistics	L FD	L OP	L WO L AC		L TL	L HL	
Retail		R s (starting)		R Adm R Os	A ma	A Msp A Bl /csm A Csm	A csm

C T   Today, I gettothe controlsof equipmentunder maintenance contract.This mission presents no difficulty, the procedureis always the same

C TM   With my experiences and my knowledge about boiler, I can diagnose problems and I will find the solution even if the case never showed up

C D   I have technical skills as well as my basic training is technical and managerial as I am director of P for over 10 years. Our development shows that it has made good strategic choices. We have many sources of

4. Knowhow& skills	1 Determinedbycontext	2 Determinedbycontext	3 Determinedbycontext	4 Determinedbycontext	5 Determinedbycontext	6 Determining context transforming	7 Determining context transforming and replacing
	information that allow me to make decisions. Of course for some time we also use other sources like the web to keep us informed and anticipate training needs, and adapt our offer of services to answer to the new needs. For me the technical level is enough that I hold in my role, training is for the technicians and mainly for enhance the production, my role is to manage the human resources to meet the need of our market.						
C Sd:							
C TL:	He knows the proper use of machinery, equipment, tools, dangerous substances, transport equipment and other inputs.						
C Pl:	We have several store managers. if a problem occurs, it occurs and the solutions are applicable to other stores						
C GD:	I am humble. Instead, I have an instinctive approach to solve problems. I am the manager so it is me who makes the decisions.						
It Pr	Implementation of a problem with known algorithms. Analysis of aproblem and transmission into the source code. e.g. Programming of a search with different SQL queries, use of indexed arrays as caches						
IT jsd	x						
It Sc	x						
IT bdd	Leadership concerning Methods of the company's consulting methodology, training of staff in this method, further development and completion of exploratory learning or experience						
L OP:	has a certain range of different procedures for routine tasks, skills and is able to use a limited range of (technical) tools						
L WO	The warehouse operator must be able to sort and store goods in the correct location.						
L FD	The forklift driver must follow indications and must perform his tasks in a predefined order.						
L AC	The clerk must be able to carry out certain procedures based on computerised software tools.						
L TL	has a broad range of skills he can apply in different contexts and a broad range of problem-solving skills, has comprehensive ability to use a range of (technical) tools						
L HL:	creative and conceptual skills, planning and managing logistics area						
R OS:	One has to deal with many different types of customers. They come with all kind of different (technical) problems, and ask for advise (dishwashers, washing machine etc.)						
R S:	routine tasks, suggest solutions for problems etc, self reflection, thinks along with customers. The sales employee proposes how things can be improved (for instance a commercial presentation) within his reach						
R Adm	responsible for the daily state of affairs of the organisation, achieve targets within the budget. The holding provides the tools: like budgets, employing personnel (with assistance of the holding). Within the given frame the managers have the freedom to achieve the targets						
A BL/csm:	Time management. I have to stay up to date.						
a Msp	Demonstrate mastery of a complex and specialised area of skills and tools; develop new skills to a high level, including novel and emerging techniques						
csm a	problem solving in the garage						

CAO function descriptions (no description of owner/entrepreneur available)
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Retail/ sales F Complexity: Commercial function aimed at directing a store or a large floor in connection with the sale of electrical devices. The employee has to respond to various situations and problems. Subjects vary and new problems have to be tackled. Often one has switch from customer to customer, to other activities, including questions of others. The level of the job requires a training type and level corresponds to HAVO / MBO, a thorough orientation on specific aspects of the product range and the leadership aspects (possibly through a course)**.** Contacts with customers on all aspects of sales and customer relations. Failures cause progress stagnation in the branch / department, obscure external relationships so that revenue loss can occur, disrupting the provision of accurate, more or less vital information or influence the atmosphere in a branch negative.

5. insight	1	2	3	4	5	6	7
Which description describes the most appropriate the insight that could be expected of employees in the function **And the ability to learn expected of employees in the function?**	Demonstrate awareness of independent role for self Learn to learn in a disciplined manner in a well-structured and supervised environment	Assume limited responsibility for consistency of self-understanding and behaviour Learn to learn within a managed environment	Assume partial responsibility for consistency of self-understanding and behaviour Learn to take responsibility for own learning within a supervised environment	Assume full responsibility for consistency of self-understanding and behaviour Learn to take responsibility for own learning within a managed environment	Express an internalised, personal world view, reflecting engagement with others Learn to evaluate own learning and identify needs within a structured learning environment; assist others in identifying learning needs	Express an internalised, personal world view, manifesting solidarity with others / Express a comprehensive, internalised, personal world view manifesting solidarity with others Take initiative to identify and address learning needs and interact effectively in a learning group / Learn to act in variable and unfamiliar learning contexts; learn to manage learning tasks independently, professionally and ethically	Scrutinise and reflect on social norms and relationships and act to change them Learn to self-evaluate and take responsibility for continuing academic/professional development
Construction	C T	C Ls	C TM/T	C TL C PL	C Sd C GD	C GD	C D
ICT	IT jsd		IT Pr	IT SC		IT SC	IT Bdd
Logistics		LOP L FD	L WO L AC		L TL	L HL	
Retail		R S		R Adm		R Os A Msp A Bl /csm A Csm A Ma	A Csm A Msp

C T	I would like to be more independent. I would like to learn more about the new boilers and I ask it to my Director. Here, we learn by working with an experienced technician
C TM	I do not know how to respond, I have little room to maneuver. Is expected of me as I manage the technicians' team. I think I could not take my role, and now I have no legitimacy to do so. The distribution of work in the morning is made by the director and not by me. On the other hand I think they appreciate my technical skills and my experience of customer
C D	It is we whoare introducingsocial standardsthrough rules and customs.For example, eachyearwe all leavefor a weekendof leisuretotightenlinks andencourage entrepreneurshipand teams. Also for our training needs,we learnby experiencemainly
C PI	Yes, I meet the expectations of my manager and I refer to him. I act very often in a hurry. Ja did not have time to train unfortunately
C GD	transfering my skill is a real pleasure. I get much than I give, I help and I support my teams
ITPr	Must stay educated about the latest technical developments by themselves (study of books, internet research, study of magazines)
IT jsd	
IT Sc	Is also expected to be used in internal change management projects.
IT BdD	As the person responsible for a market-relevant programs in five countries, it is necessary to agree on the specifics of each country and to constantly adapt the behavior and social contacts. Continuous feedback from

5. insight	1	2	3	4	5	6	7

discussions of the current behavior is continuously evaluated.

L OP: has to be able to assume responsibility for their actions, learns under direction

L WO   The warehouse operator uses light equipment and simple information tools which he learns to master under the supervision of the Warehouse manager.

L FD   The forklift driver does not necessarily need training and can learn to learn within the workplace.

L AC   The administrative clerk sets, under his own responsibility and keeping in mind the work objectives, appointments for drivers. In doing so, he is under supervision but mostly is expected to learn from his mistakes and thus improve this scheduling.

L TL: has to be able to identify learning needs of his team, has to assess his own learning.

L HL: has to be able to identify and address the learning requirements of employees (individuals and groups), has to be able to learn independently without any senior "guiding" him.

R SO*:   Experience and insight – one has to deal with views of people – one has to analyse what's going on.

R S: responsibility, but restricted. The opportunity to learn is there. When someone is motivated, has the capacities to learn, is showing initiative than he will get the opportunity to learn. When qualified at a certain level it doesn't mean that the function changes according to the achieved qualification level.

r:AdM   (Managers have the full responsibility. They have to be the example (role model). (Employees copy the behavior of the managers.) The managers also have courses, like how to cope with aggression, hrm courses

A B/csmL   Coordination of the whole team and departmental meetings. Most important points are: continuity, consequence and control. Continuous readiness for further education.

a msp   Learn to act in variable and unfamiliar learning contexts; learn to manage learning tasks independently, professionally and ethically
Learn to self-evaluate and take responsibility for continuing academic/professional development

a csm: leading function

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Contacts with customers on all aspects of sales and customer relations. Failures cause progress stagnation in the branch / department, obscure external relationships so that revenue loss can occur, disrupting the provision of accurate, more or less vital information or influence the atmosphere in a branch negative.

4.   The answers regarding the EQF in detail

The functions can be classified in EQF. The next tables show per sector the division of functions per sector per EQF level.

Construction: EQF levels related to the functions under investigation

EQF 1-2	EQF 3-4	EQF 5-6-7
Locksmith	Team leader	Director
Technician	Team leader/technician	Site director
	Planner	Production and Method Manager

ICT: EQF levels related to the functions under investigation

EQF 1-2	EQF 3-4	EQF 5-6-7
Junior software developer	IT programmer	IT Senior Consultant
		IT Business Development Director
		Director
		Site director
		Production and Method Manager

Logistics: EQF levels related to the functions under investigation

EQF 1-2	EQF 3-4	EQF 5-6-7
Order picker	Warehouse operator	Logistic team leader
Forklift driver	Administrative clerk	Head of logistics

Retail: EQF levels related to the functions under investigation

EQF 1-2	EQF 3-4	EQF 5-6-7
Sales assistant	Shop owner	Business leader
	Departmental manager/	Manager spare parts
		Central Service Manager

4.1   Analysing the results per level

Aim of the employability grid is to overcome the gap between occupational profiles and the occupational reality on the one hand and the qualification profiles and educational practice on the other hand. The EQF should be the device for overcoming the gap. The employability grid tries to find an accessible language that helps to denominate the proper EQF level for both professions and education unambiguously. The characterising feature of the employability grid should be practical and concrete,

that it has a high degree of practical reference and that by using the level descriptors the level is obvious without any discussion.

In the analyse of the answers of the second part of the studies we've focused at functions at EQF levels 1 and 2, 3 and 4 and levels 5 to 7. As said before the level 8 functions were not taken into account in the studies. This because of the focus on VET.

As described before the language used in the EQF is not always congruent. Sometimes different terminology is used describing the features of the varying levels. This seems not logic from the point of view of 'linear' reading, but from the point of view of functions this might be a logic approach. Logic because of a shift of emphasise in the function or the different levels of abstraction at the different EQF levels. For instance, at the level of EQF 1 and 2 the work is very structured and the autonomy of the worker is none or at a low level. These features are probably the most important features describing the level. At the higher levels more elements are added and at the highest EQF levels the components knowledge and skills are more designating elements of the EQF. But even if this explanation is correct, one could still criticize the implicitness.

In order to be able to provide recommendations the gathered information will be analysed for the levels 1 and 2, 3 and 4 and 5,6 and 7 separately.

The level 1 and 2 functions in the four studies are:

Construction	Locksmith
	Technician
IT	Junior Software developer
Logistics	Orderpicker
	Forklift driver
Retail	Sales Assistant

The subjects that were taken in account were context, role, knowledge, know how and skills and insight and learning abilities. In this part of the study we focus on the explanation of the choice that was made: 'Why did the interviewee classify the function at that position?' This information is important gaining insight that could help to refine the employability grid.

The context

Context	Level 1	Level 2
EQF	under direct supervision and structured'	some autonomy under direct supervision
studies	Act in a limited range of predictable and structured contexts	Act within a limited range of contexts

The following remarks were made on the subject context in relation to the level 1 and 2 classified functions:

1   The locksmith performs his job duties respecting work program of the site and does not leave work without the agreement of his leader group and is not engaged in activities without consent

NQF-SQF:
Case studies

"This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein."

Education and Culture DG
Lifelong Learning Programme

28/55

prepared by KCH

1   the tasks of the sales assistant are clear, the tasks are carefully described. The employees have to deal with standard procedures, like how to order goods, how to handle complaints, all is clear. Only customers differ, but even than there's a set procedure. Deviations can occur but even than it's clear how to handle.

2   When we have a unfamiliar context of work, the director give the mission to a more experimented technician

2   Task-related processing of orders as specified by the software-architect.

2   The order picker acts within a limited range of contexts as his contexts are pretty much restricted to order handling.

3   The forklift driver produces repetitive actions. For certain particular goods a specific treatment is required.

Conclusion

The context is familiar, structured, and the tasks are predictable and limited. At level 1 the autonomy is nihil, at level 2 the employee has some (limited) autonomy), within a structured context and a limited range of actions.

Role

Description of role	Level 1	Level 2
EQF description	Not explicitly specified	Not explicitly specified
Description in the studies	Act in a range of roles under direction	Act under direction with limited autonomy; function within familiar, homogeneous groups

Remarks on the positioning of the function

-    Not applicable, operates mainly in a clearly defined role in the project without any responsibility

1   I know what my director expects. In the morning, before going to the customer Mr S. gives me directions for the day.

2   Every morning the director gives me the list of customers I have to visit with explanation about the work I have to do there. I work alone, but sometime when I meet a problem I cannot solve, I phone to another technician. My autonomy is limited and I am under direction.

2   Perform any work ordered by his supervisor, respecting strictly specific norms and fire safety

2   generally, the handling of goods is carried out under clear specifications (direction), however, in some instances there is need for adaptation so a limited scope of autonomy

2   The forklift driver works under the supervision of the Warehouse Manager.
     within the described framework. To order goods, presenting goods, etc. Some freedom to act, own responsibility.

Conclusions

Resuming the answers and taken the context into consideration as well one could postulate that one could come to the following description to pinpoint the position of employees at level 1 and 2 EQF:

Level 1: Defined role, no autonomy, basic responsibility for the assigned task, under direct supervision, no responsibility for others or other tasks

Level 2: Defined role, some autonomy, basic responsibility for the assigned task, under direct supervision.

The given answers all relate to supervision and being steered.

At EQF level 1 the employee has no autonomy, has a strictly defined role and the employee is responsible for the assigned task, which is simple and requires only basic skills and a basic general knowledge. All of this under direct supervision and in a structured context. The needed knowledge at level 2 is more factual and focused on a work area. The employee has the skills to use relevant information to carry out tasks and solve routine problems using simple rules and tools.

This implies that the employee has a limited autonomy within a described framework.

The context and role are the most explicit denominators of level 1 and 2. And probably mostly for level 1. At level 2 the field of work and related skills and knowledge is added.

context	Level 1	Level 2
Suggestions for the employability grid	No autonomy – action steered by others in a structured context	No autonomy or limited autonomy – action steered by others in a limited variety of contexts

Knowledge

Description of knowledge	Level 1	Level 2
EQF	Basic general knowledge	Basic factual knowledge of a field of work or study
studies	narrow in range. Concrete in reference, and basic in comprehension	moderately in range, mainly concrete in reference and with some comprehension of relationship between knowledge elements

Remarks on the positioning of the function

1   It's my first year of experience, when I meet an unfamiliar problem, I need help. I am in charge of simple tasks like maintenance of known boiler

2   Knowledge about the work with the equipment used for assembling or processing the building materials

2   his knowledge is concrete and related to his tasks in handling, he does however have understanding of the logistical process, up- and downstream work processes (interrelations).

2   The warehouse operator must have some moderate arithmetical and geographical knowledge so as to have an understanding of the proportion of goods coming from or bound for particular destinations.

2   The Forklift driver must handle specific products-related contraindications and take into account each client's needs.

2   Between a starting sales employee and an experienced employee exists a difference. The knowledge of a starting employee is at a lower level. When employing sales assistants a

certain level of knowledge is a precedent, but it's more important that a person has good communicational skills, that he has some experiences with DIY, fits in the team, has a good appearance. Behavior is often harder to change, one can acquire knowledge. Age is no issue. We like to have a healthy mix of ages. Some one who is older has more life experience. Customers will accept advise more easily. (VET retail level 2 is the preferred qualification).

Conclusion

The majority of functions within this category are ranged at level 2. The knowledge is related to a field of work and can be categorised as basic and factual. The knowledge is clearly related to the tasks. One could say that at EQF level 1 the knowledge is narrow in scope, concrete and basic, hardly related to a field of work. At level 2 knowledge still is basic and concrete but more factual and related to a field of work and thus more related to the sector and the specific function/profession.

knowledge	level 1	level 2
Suggestions for the employability grid	Narrow in range Concrete in reference Basic in comprehension Hardly related to a field of work	moderately in range mainly concrete in reference Basic factual Related to a field of work

Know how and skills

Description of know how and skills	Level 1	Level 2
EQF description of skills	Basic skills required to carry out simple tasks	Basic cognitive and practical skills required to use relevant information in order to carry out tasks and solve routine problems using simple rules and tools
Description in the studies	Perform a sequence of routine tasks given clear direction Demonstrate limited range of basic practical skills, including the use of relevant tools	Select from a limited range of varied procedures and apply known solutions to a limited range of predictable problems Demonstrate a limited range of practical and cognitive skills and tools

Remarks on the positioning of the function

1   Today, I get to the controls of equipment under maintenance contract. This mission presents no difficulty, the procedure is always the same

1	has a certain range of different procedures for routine tasks, skills and is able to use a limited range of (technical) tools
1	The forklift driver must follow indications and must perform his tasks in a predefined order.
2	routine tasks, suggest solutions for problems etc, self reflection, thinks along with customers. The sales employee proposes how things can be improved (for instance a commercial presentation) within his reach.

Conclusion

The comments on the positioning of the function refer to the context and the variability of the context and the related actions. At EQF level 1 and 2 the context is pretty determined, and the scope and range of the tasks is based on routine and direct supervison. At EQF level 1 it's hardly expected that an employee has specific skills. At EQF level 2 it's expected that an employee can make some decisions based on some know how in the field of work or some practical skills in the field of work. The employee should be able to handle routine problems. Problems that are predictable and problems to which known solutions can be applied. The employee should be able to select from a limited range of procedures.

know how and skills	level 1	level 2
Suggestions for the employability grid	Sequence of routine tasks simple and basic practical skills Limited range of practical and cognitive skills useof relevant tools	Limited range of varied procedures Limited range of practical and cognitive skills Routine problems, common solutions

Insight and ability to learn.

Description ability to learn	Level 1	Level 2
EQF description of ability to learn	-	-
Description in the studies of insight an	Demonstrate awareness of independent role for self Learn to learn in a disciplined manner in a well-structured and supervised environment	Assume limited responsibility for consistency of self-understanding and behaviour Learn to learn within a managed environment

Remarks

1	I would like to be more independent. I would like to learn more about the new boilers and I ask it to my Director. Here, we learn by working with an experienced technician
2	has to be able to assume responsibility for their actions, learns under direction
2	The forklift driver does not necessarily need training and can learn to learn within the workplace.

2	responsibility, but restricted. The opportunity to learn is present. When someone is motivated, has the capacities to learn, and is showing initiative then he will get the opportunity to learn. When qualified at a certain level it doesn't mean that the function changes according to the achieved qualification level.

In the EQF the aspect of learning, lifelong learning is not explicitly described, it's a bit part of the competences. At the lower levels it's mostly steered by the higher steering levels. From EQF level 4 the aspect of insight and ability to learn is part of the competences. At EQF level 1 and 2 it's implicitly part of the working under supervision, and the steering of others.

Suggestion for the employability grid. Keep this element in mind to check if it will be an element to add.

EQF level 3 and 4
The functions in the studies that are positioned at EQF level 3 and 4 are:

Construction		Teamleader
			Team manager/Technician
			Projectleader
IT			Programmer
Logistics		Warehouse operator
			Administrative clerk
Retail			Assistant department Manager
			Shop owner

The context

Context	Level 3	Level 4
EQF	Take responsibility for completion of tasks	Exercise self-management Supervise routine work of others
studies	Act in familiar and unfamiliar contexts	Act in a range of varied and specific contexts, taking responsibility for the nature and quality of outputs; identify and apply skill and knowledge to a wide variety of contexts

Remarks on the positioning of the function
3	The warehouse operator handles the unloading of goods incoming from the local/regional area whilst dealing with similar and different types of parcels every day. These parcels are then shipped to the same or different destinations.
3	The administrative clerk answers incoming calls which pertain to a wide variety of topics, some are redundant (familiar context) and others are new (unfamiliar context)

4   (Assistant) departmental manager: less standards or guidelines. Standards are available for, personnel planning, planning of actions and personnel planning, how to cope with certain situations, unpredictable situations require flexible ways of problem solving

4   When I am repairing or installing boiler each case is different. I have a long experience and a large range of skills which allow me to solve almost every problem I meet. Now it's more and more difficult with the new technology there is more electronic problems to solve, for that we need to be trained.

4   Manages, executes and is responsible for siting and site organisation, assigned lot. Responsible for fulfillment of the terms and final plan, internal graphics and software. Follow the timely preparation of reports to work leaders working to pay labor and signature attesting payment quantities of good works

4   Being able to identify the right skills available To allocate it to a construction site

4   Takes responsibility for the software supplied (by check / fix bugs found during the tests).

The answers that refer to EQF level 3 mention that the contexts vary from familiar to unfamiliar contexts. At level 4 the variability and responsibility of the tasks or situations are emphasised. At level 3 the responsibility is merely for the own tasks, at level 4 the tasks are already more related to the work of others. At level EQF level 3 one could say that the contexts are usually not changing and structured and that the work is determined by the context. At EQF level 4 the employee will act in a range of varied contexts, familiar and unfamiliar and in general not changing but subject to change.

Context	Level 3	Level 4
suggestion for the employability grid	Context: Familiar and unfamiliar contexts Not changing and changing circumstances Action: Determined by context	Context: Wide variety of contexts Mostly predictable Changing/not changing Action: Determined by context

Role

Description of role	Level 3	Level 4
EQF description	Take responsibility for the completion of tasks	Exercise self-management within guidelines
Description in the studies	Act with considerable amount of responsibility and autonomy	Exercise some initiative and independence in carrying out defined activities; join and function within multiple, complex and heterogeneous groups

Additional remarks

3	I make proposals, invoices, schedule. I am independent but I need to take advices from my manager
3	within the described framework. To order goods, presenting goods, etc. Some freedom to act, own responsibility.
4	Prepares reports to sanction employees in the lot, that deviations discipline and safety at work.
4	If found to be defective hoisting equipment, decides to stop
4	Implementation of customer requirements. Examination of customer demands for usability, consistency, testability
4	The clerk helps in the organisation of the freight load (e.g. planning), works on administrative documents and even helps out in customs procedures. This makes him interact with different departments of the company

Conclusions

The remarks on the level 3 choices emphasise the amount of responsibility and a limited autonomy. However it's not very specified. The level 4 answers emphasise the variety and the interaction. The given answers are in line with the EQF competence descriptions. At level 3 the responsibility for completion of tasks and adaption of behaviour to the circumstancesis emphasized. At level 4 the emphasis is also laid on the work of others and the evaluation or improvement of work of others.

Role	Level 3	Level 4
suggestion for the employability grid	Moderate or limited autonomy Steered by actions of others and limited steering of action of others	Moderate or full autonomy Steering actions of others

Knowledge

Description of knowledge	Level 3	Level 4
EQF description	Knowledge of facts, principles, processes and general concepts, in a field of work of study	Factual and theoretical knowledge in broad contexts within a field of work or study
Description in the studies	Broad range of knowledge Mainly concrete in reference and with some elements of abstraction or theory	Broad range of knowledge Some theoretical concepts and abstract thinking, with significant depth in some areas

Remarks on knowledge and the positioning of the function

| 3 | I know very well the equipment we install and the old equipment we have to repair, because I work in this field since more forty years. I am a good technician. |

3	when there is an unexpected problem, I manage it. We try and we do (eg for example we have had the case of a broken window, even we have never done that before, we take the order and we have repaired it and the customer has been satisfied.
3	The clerk must be able to grasp all the specificities of the consignees (including delivery schedules) and thus must be able to foresee a sort of typology of their needs (e.g. he must be able to have an intuitive idea of clients' needs based on their particular work objectives
4	The leader group has responsibilities in the filed of activity, but also in quality management, work security, prevention and firefighting and environmental protection responsibilities
4	Requires thorough knowledge of programming / database skills which are used for the project. Needs to be able to convert and use usual theories / standards.
4	knowledge is more important. For instance on subjects such as: leadership, retail, organisation, financial leadership. One should be able to interpret figures, to steer on figures and budgets, margins. One should have at least VET 4 level with a lot of experience or a hbo level (EQF level 5 or 6. One can grow to this level and get prepared for the function

Conclusions

The remarks on the functions that are located at level 3 refer to the palpability of the knowledge. The answers related to the choice for level 4 refer to the broad range of knowledge. The level of abstraction at EQF level 3 is still low. At level 4 the abstraction level becomes more prominent.

Knowledge	Level 3	Level 4
suggestion for the employability grid	knowledge (of facts, principles, processes, general concepts Mainly concrete to a certain extent a level ofabstraction In a field of work	Broad range a mix oftheoretical concepts and abstract thinking Factual and theoretical

Know how and Skills

Description of know how and skills	Level 3	Level 4
EQF description of skills	A range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying basic methods, tools, materials and information	A range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study
Description in the studies	Select from a range of procedures and apply known solutions to a variety of predictable problems Demonstrate a moderate range of practical and cognitive skills	Evaluate and use information to plan and develop investigative strategies and to determine solutions to varied unfamiliar problems. Demonstrate

	and tools	a broad range of specialised skills and tools

Remarks concerning the answer

3   Implementation of a problem with known algorithms. Analysis of a problem and transmission into the source code. e.g. Programming of a search with different SQL queries, use of indexed arrays as caches

3   The warehouse operator must be able to sort and store goods in the correct location.

3   The clerk must be able to carry out certain procedures based on computerised software tools.

4   He knows the proper use of machinery, equipment, tools, dangerous substances, transport equipment and other inputs.

4   one has to deal with many different types of customers. They come with all kind of different (technical) problems, and ask for advise (dishwashers, washing machine etc.)

4   responsible for the daily state of affairs of the organisation, achieve targets within the budget. The holding provides the tools: like budgets, employing personnel (with assistance of the holding). Within the given frame the managers have the freedom to achieve the targets

Conclusions

The answers at EQF level 3 refer to a limited range in which choices have to be made and the application of known solutions. The situation is rather predictable. At level 4 the answers refer to a broader range, still quite predictable. But they have to chose out of a broader range of solutions or use a broader range of skills or tools.

Know how and skills	Level 3	Level 4
Suggestions for the employability grid	Moderate range of practical and cognitive skills Applying known solutions to a variety of predictable problems	Broad range of practical and cognitive skills Ability to generate solutions to varied unfamiliar problems

Insight and ability to learn

Description of insight and ability to learn	Level 3	Level 4
EQF description	-	-
Description in the studies	Assume partial responsibility for consistency of self-understanding and behaviour Learn to take responsibility for own learning within a supervised environment	Assume full responsibility for consistency of self-understanding and behaviour Learn to take responsibility for own learning within a managed environment

Remarks on the choice

3   I do not know how to respond, I have little room to maneuver. Is expected of me as I manage the technicians' team. I think I could not take my role, and now I have no legitimacy to do so. The distribution of work in the morning is made by the director and not by me. On the other hand I think they appreciate my technical skills and my experience of customer

3   Must stay educated about the latest technical developments by themselves (study of books, internet research, study of magazines

3   The warehouse operator uses light equipment and simple information tools which he learns to master under the supervision of the Warehouse manager.

3   The administrative clerk sets, under his own responsibility and keeping in mind the work objectives, appointments for drivers. In doing so, he is under supervision but mostly is expected to learn from his mistakes and thus improve this scheduling

4   Yes, I meet the expectations of my manager and I refer to him. I act very often in a hurry. Ja did not have time to train unfortunately

4   Is also expected to be used in internal change management projects.

4   (Managers have the full responsibility. They have to be the example (role model). (Employees copy the behaviour of the managers.) The managers also have courses, like how to cope with aggression, hrm courses

Conclusions

The notion of learning is present and clearly related to the function. It has no high priority, it's subordinate to the fulfillment of the primary task. At EQF level 3 the competences are described as 'Take responsibility for completion of tasks, adapt own behaviour to circumstances in solving problems'. This involves some insight and the ability to learn. This comes close to the description of insight and ability to learn. It comes also close to the given answers on insight and learning. At EQF level 4 the notion of self-management and supervision is more present in the clarification of the answer. It gives also information on the view of the role of the employee in this function.

The subject of learning could be kept in mind in the adaption of the employability grid.

The EQF 5, 6 and 7 functions

The functions that were positioned at level 5,6 and 7 in the studies were

Construction	Site director
	Director
	General director
IT	Senior Consultant
	Business development director
Logistics	Team leader
	Head of logistics
	Forklift driver
Retail	Shop owner
	Automotive Business leader
	Automotive Manager spare parts

Automotive Central service manager
Automotive Management assistant

The context

Context	Level 5	Level 6	Level 7
EQF	Contexts where there is unpredictable change	In unpredictable contexts	Contexts that are complex and unpredictable and require new approaches
studies	Act in a range of varied and specific contexts involving creative and non-routine activities; transfer and apply theoretical concepts and/or technical or creative skills to a range of contexts	Utilise diagnostic and creative skills in a range of functions in a wide variety of contexts / Use advanced skills to conduct research, or advanced technical or professional activity, accepting accountability for all related decision making; transfer and apply diagnostic and creative skills in a range of contexts	Act in a wide and often unpredictable variety of professional levels and ill defined contexts

Remarks concerning the answers

5   Coordinates technical and material resources to ensure (small mechanisation, raw materials, fuel, energy, supplies etc.)
Coordinates necessary to ensure mechanical means;
Coordinates staffing and ensuring its distribution to workstations;
Coordinates directly or through the heads of batch/ execution outlets under contracts and execution of documentation;
Coordinates activities of personnel-pay specific

5   Must be able to detect non-obvious relationship analysis and act accordingly when visiting the customer.

5   The TL acts within a range of varied but specific contexts because the subject of his work is the organisation and coordination of his team's tasks. Dealing with people necessarily involves non-routine activities.

5   Technical/repair: a lot of technical matters. Sometimes easy, sometimes difficult, sometimes very profound. Alternately a lot of possibilities.
Sales: it's the same. You have to explain a lot. Machines have a lot of possibilities, one has to explain this. Furthermore the range is large.

6   I manage P. with my partner, I work in sales, production, marketing, technical, management contexts. We make ourdecisions after an diagnostic of customer needs, financial context, regulation context, available resources, We manage all the context necessary to reach our goal. Of course, we have to be creative and find new ideas for our strategy and in the means we use to reach our goals.

6   More instinct than accounting. Instinctive reaction of the business. I follow people I know to guide my customer

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7   acts within a wide context in terms of strategic thinking and planning.

Conclusions

At EQF level 5 the remarks on the given answer refer to the varied contexts and the non-routine activities. At level 6 one of the remarks addresses to the diagnostic and creative skills in the wide variety. The other remark isn't very precise in the accounting of the choice. The remark related to EQF level 7 relates to strategic thinking.

Context	Level 5	Level 6	Level 7
Suggestions for the Employability grid	Context a range of varied and specific contexts Unpredictable change Action determined by context	Context unpredictable contexts changing Action determined by context	Context complex, unpredictable requiring new approaches Action Determining context

Role

role	Level 5	Level 6	Level 7
EQF	Exercise management and supervision Review and develop performance of self and others	Manage complex technical or professional activities Take responsibility: for decision making, managing professional development of individuals and groups	Manage and transform work or study contexts that are complex. Take responsibility for contributing to professional knowledge
studies	Exercise substantial personal autonomy and often take responsibility for the work of others and/or for the allocation of resources; Form, and function within, multiple, complex and heterogeneous groups	Accept accountability for determining and achieving personal and/or group outcomes. Take significant or supervisory responsibility for the work of others in defined areas of work / Act effectively under guidance in a peer relationship with qualified practitioners; lead multiple, complex and heterogeneous groups	Take significant responsibility for the work of individuals and groups; lead and initiate activity

Remarks on the made choice for the subject Role

5   Assigns staff to the premises as execution graphs. Negotiating with subcontractors quantities executed technological processes used, the conditions of quality, and time of execution and

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uniform tariffs and submit proposals. Contract management branch, attended the reception preliminary and final works, for it seeks technical preparation of construction specifications by technical reviewer, production and quality certificates by the department responsible.

5   Senior Consultant is responsible for at least a sub-project (including staff).

5   copes with groups which are heterogeneous and complex, has responsibility for the work of his team

5   Courses and the internet is the source of information. Sales education, lots of experience and guiding apprentices

7   Directs the creation of a complex, large offer, including several businesses and workgroups.

7   As the organisation'sdirector, all the decision I take with my partner are our responsibility, nobody can contest it. I am involved in my own activities but also in the group that I manage. When I initiate an activity as using new technology, I manage the training of our team for the realisation, I sign contract with manufacturer (of this new technology) I sale the service and I check that everything goes well at the customer

7   has full responsibility for logistics and its employees, leads the complete range of activities and also initiates activity through innovation, changes to work processes, etc.

7   activities that deviate from the daily routine, carry out, control and delegate deviant activities, setting priorities

7   Take significant responsibility for the work of individuals and groups; lead and initiate activity

7   I have technical skills as well as my basic training is technical and managerial as I am director of this organisation for over 10 years. Our development shows that it has made good strategic choices. We have many sources of Information that allow me to make decisions. Of course for some time we also use other sources like the web to keep us informed and anticipate training needs, and adapt our offer of services to answer to the new needs. For me the technical level is enough that I hold in my role, training is for the technicians and mainly for enhance the production, my role is to manage the human resources to meet the need of our market.

Conclusions

The remarks concerning the level 5 choice address to the responsibility for the work of others. The remarks that are related to EQF level 7also mention the organisational tasks, just as it was stated in the description. The comments stay close to the descriptions.

Notable in the used description is the reference to the functioning in groups. The level 5 description is: form, and function within, multiple, complex and heterogeneous groups. The level 6 description mentions: act effectively under guidance in a peer relationship with qualified practitioners. Level 7 has no specific description regarding the professional functioning in groups.

Role	Level 5	Level 6	Level 7
suggestion for the employability	Exercise substantial personal autonomy	Accept accountability for determining and achieving personal and/or group	lead and initiate activity

grid		outcomes.	
	often take responsibility for the work of others and/or for the allocation of resources;	Take significant or supervisory responsibility for the work of others in defined areas of work	Take significant responsibility for the work of individuals and groups;

Knowledge

Knowledge	Level 5	Level 6	Level 7
EQF	Comprehensive, specialised, factual and theoretical knowledge in a field of work or study and an awareness of the boundaries of that knowledge	Advanced knowledge of a field of work or study, involving a critical understanding of theories and principles	Highly specialised knowledge, some of which is at the forefront of knowledge in a field of work or study, as the basis for original thinking and/or research Critical awareness of knowledge issues in a field and at the interface between different levels
studies	Specialised knowledge of a broad area. Some theoretical concepts and abstract thinking, with significant underpinning theory	Specialised or detailed knowledge across a variety of areas / An understanding of the theory, concepts and methods pertaining to a field (or fields) of learning Recognition of limitations of current knowledge and familiarity with sources of new knowledge; integration of concepts across a variety of areas / Detailed knowledge and understanding in one or more specialised areas, some of it at the current boundaries of the field(s)	A systematic understanding of knowledge, at, or informed by, the forefront of a field of learning A critical awareness of current problems and/or new insights, generally informed by the forefront of a field of learning

Remarks

5   Job requires knowledge in the field of activity and also knowledge in quality management and environment, the protection of labor in preventing and extinguishing fires

5   specialised knowledge of a broader area of work, thorough understanding of the logistical process and its concepts

6   open orders. I have to deal with several topics and orders at the same time, because of that I'm a kind of trouble shooter in case of problems and shortage

6   Detailed knowledge and understanding in one or more specialised areas, some of it at the current boundaries of the field(s)

7   We have a good knowledge about our area. We are members of a network which makes a technology watch on the latest developments and keeps us informed about the latest regulations. On the other hand our relations with our partners allow us to be informed. We were awareness of the evolution of the market very early and then this network be created to inform us continuous about what is happening on our field.

7   example: light bulbs with low energy consumption are not efficient if you turn off the lights often, this solution consumes more. I am informed by my partners. I don't use a lot computer because I am not used to this tool.

7   Leadership concerning Methods of the company's consulting methodology, training of staff in this method, further development and completion of exploratory learning or experience

7   very good and broad knowledge of logistics, knowledge of changes in the field, informed acting with regard to innovations, process improvement, hence need for up-to-date knowledge

7   Based on 18 years of experience- broad range of knowledge

7   Detailed knowledge and understanding in one or more specialised areas, some of it at the current boundaries of the field(s)

7   Detailed knowledge and understanding in one or more specialised areas, some of it at the current boundaries of the field(s), because of his leading position

Conclusions on the subject knowledge

The remarks emphasise the range of the knowledge. It seems to be more difficult to grasp the description of knowledge at the higher levels and thus be precise in explaining the positioning. In some cases one can question if the chosen position fits the level. Especially when persons choose the description of level 6 to clarify the choice for level 7. But this choice can also be caused by the descriptor itself. It makes clear that the description of knowledge at the higher EQF levels is delicate. The EQF description and the used description show differences that rather diverge. For instance the difference between:

EQF: Highly specialised knowledge, some of which is at the forefront of knowledge in a field of work or study, as the basis for original thinking and/or research

used: A systematic understanding of knowledge, at, <u>or informed by</u>, the forefront of a field of learning

The used descriptor at level 5 makes use of the as indistinct typified word 'some'. But in the context it's clear, not meaning one or ten, nearer to a handful, leaving room for some variation.

Knowledge	Level 5	Level 6	Level 7
suggestion for the employability grid	Specialised knowledge of a broad area. Some theoretical concepts and abstract thinking, with significant underpinning theory	Detailed knowledge and understanding in one or more specialised areas, some of it at the current boundaries of the field(s)	Highly specialised knowledge, some of which is at the forefront of knowledge in a field of work or study, as the basis for original thinking and/or research Systematic understanding Critical awareness of knowledge issues in a field and at the interface between different levels

Know how and skills

Know how and skills	Level 5	Level 6	Level 7
EQF skills	Comprehensive range of, cognitive and practical skills required to develop creative solutions to abstract problems	Advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialised field of work or study	Specialised problem-solving skills required in research and/or innovation in order to develop new knowledge and procedures and to integrate knowledge from different fields
studies	Formulate responses to well-defined abstract problems Demonstrate comprehensive range of specialised skills and tools	Exercise appropriate judgement in (a number of complex) planning, design, technical and/or supervisory (or management) functions related to products, services, operations or processes (including resourcing) Demonstrate specialised technical, creative or conceptual skills and tools across an area of study Demonstrate mastery of a complex and specialised area of skills and tools; use and modify advanced	Select from complex and advanced skills across a field of learning; develop new skills to a high level, including novel and emerging techniques Demonstrate a range of standard and specialised research or equivalent tools and techniques of enquiry

		skills and tools to conduct closely guided research, professional or advanced technical activity	

Remarks on the choice: Know how and skills

5   We have several store managers. if a problem occurs, it occurs and the solutions are applicable to other stores

5   has a broad range of skills he can apply in different contexts and a broad range of problem-solving skills, has comprehensive ability to use a range of (technical) tools

6   I am humble. Instead, I have an instinctive approach to solve problems. I am the manager so it is me who makes the decisions.

6   creative and conceptual skills, planning and managing logistics area

7   Leadership concerning Methods of the company's consulting methodology, training of staff in this method, further development and completion of exploratory learning or experience

7   Time management. I have to stay up to date.

6/7 Demonstrate mastery of a complex and specialised area of skills and tools; develop new skills to a high level, including novel and emerging techniques

7   problem solving in the garage

Conclusions

The given remarks are not so specific. Most of them merely repeat the made choice and reverberate words that somehow reflect some of their activities. Anyway they mention the words on which their choice is based.

Know how and skills	Level 5	Level 6	Level 7
suggestion for the employability grid	Formulate responses to well- defined abstract problems Comprehensive range of specialised skills and tools	Specialised technical, creative or conceptual skills and tools Exercise appropriate judgement in functions related to products, services, operations or processes	Select from complex and advanced skills across a field of learning; develop new skills to a high level, including novel and emerging techniques Demonstrate a range of standard and specialised research or equivalent tools and techniques of enquiry.

Insight / Ability to learn

Insight/ ability to learn	Level 5	Level 6	Level 7
EQF competence	Review and develop performance of self and others.	Take responsibility for managing professional development of individuals and groups.	Take responsibility for contributing to professional knowledge and practice and/or reviewing the strategic performance of teams
studies	Express an internalised, personal world view, reflecting engagement with others

Learn to evaluate own learning and identify needs within a structured learning environment; assist others in identifying learning needs | Express an internalised, personal world view, manifesting solidarity with others / Express a comprehensive, internalised, personal world view manifesting solidarity with others Take initiative to identify and address learning needs and interact effectively in a learning group / Learn to act in variable and unfamiliar learning contexts; learn to manage learning tasks independently, professionally and ethically | Scrutinise and reflect on social norms and relationships and act to change them

Learn to self-evaluate and take responsibility for continuing academic/professional development |

Remarks on the made choice: ability to learn, insight

5　　transferring my skill is a real pleasure. I get much (more) than I give, I help and I support my teams

5　　has to be able to identify learning needs of his team, has to assess his own learning

6　　has to be able to identify and address the learning requirements of employees (individuals and groups), has to be able to learn independently without any senior "guiding" him.

6　　Experience and insight – one has to deal with views of people – one has to analyse what's going on.

6　　Coordination of the whole team and departmental meetings. Most important points are: continuity, consequence and control. Continuous readiness for further education.

6   Learn to act in variable and unfamiliar learning contexts; learn to manage learning tasks independently, professionally and ethically

          Learn to self-evaluate and take responsibility for continuing academic/professional development

7   It is we who are introducing social standards through rules and customs. For example, each year we all leave for a weekend of leisure to tighten links and encourage entrepreneurship and teams. Also for our training needs, we learn by experience mainly

7   As the person responsible for a market-relevant programs in five countries, it is necessary to agree on the specifics of each country and to constantly adapt the behaviour and social contacts. Continuous feedback from discussions of the current behaviour is continuously evaluated.

7:      leading function

Conclusions

The remarks on insight and ability to learn reflect mostly the aspect of learning, the self evaluation and the responsibility to assist others as part of their task. It's somehow a self-evident part of the function at that level. The remarks do not refer to adding to professional or academic knowledge. It seems to be focused at the company and it's employees, or the team of the interviewee. The self reflection is less emphasised.

The EQF description and the used description differ they relate most clearly to knowledge.

learning	Level 5	Level 6	Level 7
Suggestion for the employability grid	Learn to evaluate own learning and identify needs within a structured learning environment; assist others in identifying learning needs	Learn to act in variable and unfamiliar learning contexts; learn to manage learning tasks independently, professionally and ethically	Learn to self-evaluate and take responsibility for continuing academic/professional development

4.2 Suggestions to refine the employability grid

Before giving suggestions for the refinement of the employability grid it's good to recall the basic line of thought which lead to the draft employability grid.

One element is the statement that competence is the leading principle of the EQF grid. Competence steers skills and knowledge and skills steers knowledge. It's hierarchical.

Another element is the inconsequence of the used terminology when reading the descriptions of the EQF in a linear way in which each following level consists of the elements of the underlying level and adds aspects. The EQF terminology used to differentiate between levels creates some problems. One of these problems is that the differences between the descriptions of some levels are very small and not accurate. For instance how to interpret the word 'some'. Another observation was that the language used to describe those differences accentuate different aspects in order to describe the differences. This creates uncertainty about the existence of that specific aspect at the other level, or it creates a choice for another level based on the used terminology which accentuates that aspect.

In order to find a way to deal with the imperfections of the EQF the draft employability grid focused on the key terms of the competence descriptions. These are: actions, and context.

The derived descriptors give not enough information to be a workable instrument. It doesn't give support to tag functions to a level, or to be an instrument to relate vocation/educational standards to the requirements of work. For being an useable instrument all aspects of the EQF should be taken into account to describe a level. Because assembled they give a more complete picture of a level and the differences between levels. But even then it's a challenge to find the adequate words to distinguish one level from the other in a way that it's unambiguous for all users.

Suggestion 1

Based on the findings of the sector studies it's suggested to refine the draft employability grid by adding more information in the grid. One of the first statements of the draft employability grid is:

> Competence steers skills and knowledge, skills steer knowledge and thus competence is the overarching category that should rule the assignment to levels.

The first addition that could be made is adding the characteristics of skills and knowledge. These elements complete the level descriptions. The description of a level, certainly the lower levels, gives a clear description what to expect of an employee at that level.

For instance an employee within a function at level 2 works under direct supervision with some autonomy. The context is not changing, it's structured and his actions are determined by supervisor and context. His activities can be characterised as a limited range of varied procedures, using a limited range of practical and cognitive skills, solving routine problems. His knowledge can be described as moderately in range, mainly concrete in reference, basic and factual and related to the field of work of the specific function or profession.

Suggestion 2

The draft employability grid focuses on the distinction between the levels of the description of competence. This distinction is necessary in order to see the differences between all levels.
In order to be a tool which helps to locate the levels at the professional site one need more specifications.

As suggested earlier, each level should be seen in coherence. All elementstogether describe the level and thus the competence. The complete set of learning outcomes competence, knowledge and skills describe the level. And the description of each level differs on one or more elements from the related lower or higher level. The second part of the studies not only concentrated on the distinguished elements of the draft employability grid, but also on the EQF components knowledge and skills. The explanation of the given answers were analysed, in order to see if those answers gave input for refinement of the draft employability grid. This analyses was done in groups. Levels 1 and 2, 3 and 4 and 5 to 7 were taken together in the analysis. A refinement of the draft employability grid could also cluster groups.

The scheme on the following pages contains the expansions. The headings are also rearranged. The rearrangement is based on subjects that are important features in designating the level.
But in order to be used, this will not be enough. The scheme needs to be accompanied by descriptions of the levels. So that one can recognise the level and the differences with the previous and subsequent level.
The next page shows the extended employability grid, followed by a description per group of levels and separate level.

Scheme 1: Refinement of the employability grid based on the sector studies and the EQF competences

levelsofcompetence	Competence in EQF terms	Context & Action with regard to context	Action with regard to action of others	Knowhow&skills	Knowledge in field of work
1	Work or study under direct supervision in a structured context	Context: Not changing, structured Action: determinedbysupervisor	No autonomy Steered by action of others under direct supervision	Sequence of routine tasks simple and basic practical skills Limited range of practical and cognitive skills useof relevant tools	Narrow Concrete Basic Hardly related to a field of work
2	Work or study under direct supervision with some autonomy	Context: Not changing, structured Action: Determined by supervisor and context	No or limited autonomy Steered by action of others Direct supervision	Limited range of varied procedures Limited range of practical and cognitive skills Routine problems	Basic factual Concrete Related to a field of work
3	Take responsibility for completion of tasks in work or study. adapt own behavior to circumstances in solving problems.	Context: Familiar and unfamiliar contexts Not changing and changing circumstances Actions Determined by context	Moderate autonomy Steered by action of others Limited steering of action of others	Moderate range of practical and cognitive skills Applying known solutions to a variety of predictable problems	Broad range of knowledge Mainly concrete in reference with elements of abstraction or theoretical concepts
4	Exercise self-management within guidelines of work or study contexts that are usually predictable, but are subject to change. Supervise routine work of others, taking some responsibility for the evaluation and improvement of work or study activities.	Context: Wide variety of contexts Mostly predictable Changing/not changing Action: Determined by context	Moderate or full autonomy Steeringactionofothers	Broad range of practical and cognitive skills Ability to generate solutions to varied unfamiliar problems	Broad range *Some* theoretical concepts and abstract thinking Factual and theoretical
5	Exercise management and supervision in contexts of work or study activities where there is unpredictable change. Review and develop performance of self and others.	Context: Unpredictable Changing Action: Determined by context	Full autonomy Steeringactionofothers	Comprehensive range of specialised skills and tools Formulate responses to well-defined abstract problems	Comprehensive Factual and theoretical *Some* abstract thinking
6	Manage complex technical or professional activities or projects , taking responsibility for decision making in unpredictable contexts. Take responsibility for managing professional development of individuals and groups.	Context: Unpredictable changing Action: Determined by context	Full autonomy Steeringactionofothers	Specialised technical, creative or conceptual skills and tools Exercise appropriate judgement in functions related to products, services, operations or processes	Advanced Understanding of theory, concepts and methods Critical understanding of theories Of limitations of current knowledge familiarity of sources of new knowledge
7	Manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches require new strategic approaches. Take responsibility for contributing to professional knowledge and practice and/or reviewing the strategic performance of teams.	Complex unpredictable changing Determining context transforming and replacing	Full autonomy Steeringactionofothers	Select from complex and advanced skills Specialisedproblemsolvingskills	Highly specialised knowledge Systematicunderstanding Critical awareness of currentproblems or newinsights

"Description of the levels related to work"

Level 1 and 2

The Level 1 and 2 employees work under direct supervison in a structured context. The tasks are clearly defined. At level 1 and 2 the employees perform routine tasks which need only basic knowledge and basic practical skills

The level 1 employee has no autonomy. He works in a very structured context in which the actions are determined by the supervisor. The tasks are simple and basic and the range is limited. The knowledge in the field of work is narrow and concrete.
The level 2 employee has no or some autonomy. He works in a structured context that is not changing. He is steered by others and is able to fulfill the subscribed task autonomously. The range of the know how and skills is still limited, and the knowledge is basic, factual, concrete and related to the field of work.

Level 3 and 4

The level 3 and 4 employees are more autonomously in performing the tasks. They have more specialised knowledge and practical and theoretical skills than level 1 and 2 employees. Their occupational and technical knowledge and skills are broader and more specialised. At level 3 and 4 employees are able to plan their activities and organise the tasks and are able to take responsibility for completion of tasks, and are able to adapt their behaviour to circumstances when solving problems. They are capable to supervise routine work of others, and can take some responsibility for the evaluation and improvement of work activities.

The autonomy of the level 3 employee is still limited and moderate. But due to the broader range of knowledge and moderate range of practical and theoretical skills the level 3 employee is able to steer the action of others, at the same time the activities of the level 3 employee are steered by others. Due to the extension of know how and skills and the broader knowledge the level 3 employee is also able to work in less predictable circumstances and contexts and predictable. The actions are more determined by context.

The level 4 employee has moderate to full autonomy. He is able to adapt to a wide variety of contexts which are mostly predictable. This is due to the broad range of specialised skills and tools and the range of knowledge of the field of work (sector/profession) and the ability of some abstract thinking. The contexts can be changing or not changing.

Level 5,6 and 7 employees

The employees at level 5 and higher have full responsibility for the tasks they perform and full autonomy. They have a broader theoretical knowledge. The abstraction level is higher. The context in which the employees work is more unpredictable, and is changeable. At level 5 the level of abstraction is still limited

The level 5 employee has full autonomy, fulfills the tasks in an unpredictable environment. He can steer the actions of others. He has factual and theoretical knowledge in the field of work and is able to some abstract thinking. His know how and skills are specialised. And the level 5 employee is able to formulate responses to well-defined abstract problems. At this level tasks are often still operational.

The level 6 employee has full autonomy and is able to perform tasks in an unpredictable and changing context. He has the ability to influence the context. The employee has capabilities to steer actions of others which can also imply project management. The know how and skills are specialised. The employee is able to exercise appropriate judgements ….

Suggestion3

Several European projects have the EQF and the aim of a common framework as the main subject. One of these projects is EQUFAS. The overarching goal of this project is to create a common framework for the EQF that supports the implementation and application of the EQF in the countries involved. The participating countries in the project are Estonia, Finland, Austria, Spain, Greece and the Netherlands. This project built on the developments of an other project (4CYOURWAY) that tried to provide a common language to describe students competences across different educational levels in the Dutch Agricultural Educational system.

The 4CYOURWAY-model consists of 10 dimensions divided over 4 domains. The four domains are:

- Responsibility
- Range
- Complexity
- Transfer

The 10 dimensions are:

- Responsibility
- Autonomy
- Public
- Timeline
- Tasks
- Procedures
- Knowledge and understanding
- Ambiguity
- Change
- Range

TheEQUFAS- project constructed a framework that is a somewhat extended version of the EQF, providing a clear operational use of the 8 EQF-levels in terms of the 4 domains and 10 dimensions of

the 4CYOURWAY-framework. The 3 main building blocks of the EQF (knowledge, skills and competence) are covered by at least one or more dimensions of the 4CYOURWAY-framework. The resulting EQUFAS-framework is presented below.

		1	2	3	4	5	6	7	8
responsibility	**Responsibility**	carries out tasks under supervision	responsible for the tasks	responsible for its own actions + preparing, carrying out and closing	responsible for the full cycle of doing tasks, including reflection	responsible for the full cycle of doing tasks, including reflection on the tasks done by others	responsible for a team or a project	responsible for one or more teams, projects or a company	responsible for the stragety, vision and coordination of programmes
	Autonomy	carries out tasks under supervision after clear explanation	carries out tasks under supervision after clear explanation	carries out tasks autonomously after directed explanation * fully responsible for carrying tasks and shows initiative	carries out tasks autonomously in deliberation	has a mandate to carry out tasks autonomously and shows initiative	independant in the way they think and act * carries out tasks autonomously, entrepreneurial	independant in the way they think and act	fully responsible for carrying tasks and shows initiative
range	**Public**	I, you and he	students in classroom	colleagues and customers	contacts in the working environment	colleagues and customers	divers people from layman to specialists	all employees and regional contacts of the company	employees, national contacts of the company, critical customers, government and NGO's
	Timeline	Hours	Days	Weeks	Months	Months	1 to 5 years	5 to 10 years	next generation, 10 to 30 years, historical awareness and being able to deal with the short term and longer term constraint
complexity	**Tasks**	simple sub tasks	simple tasks	several tasks in the same time	schedules - combination of tasks	combines and coordinates tasks	is able to analyze the work that has to be done in several tasks	has an overview of the consequences of his own work and the work of others	has an overview and understands the complexity and diversity of tasks
	Procedures	routine production	basic, explorative, productive	is able to adjust standard procedures	orientation, exploring, produvtive	to able to adjust standard procedures	develop new procedures	methodically and systematic analyzing	To innovate is a basic strategy
	Knowledge and understanding	knows functional facts	knows facts and is able to understand simple explanations	knows facts and methods and is able to explain	knowledge of facts and methods; applying knowledge in concrete situations	knows facts and methods and is able to explain Knows facts and methods and is able to apply knowledge in practical situations	knows facts, methods and principles, is able to form arguments to analyze and to deliberate and is able to transfer special knowledge	combine facts, methods and principles and is able to integrate different disciplines to formulate arguments, to analyze and to deliberate,...	develops new theories, concepts and models
transfer	**Ambiguity**	transfer in steady context	transfer in situations with limited changing factors	transfer in situations with several changing factors	transfer related context	transfer in continuously changing context	transfer in a dynamic context	transfer in complex and hard to predict factors	integrates different contexts, making use of temporary,... and social-cultural aspects
	Change	changes under supervision	changes after instruction	is able to adjust oneself	is able to adjust the task in changning situations	is able to manage changes and to complete changes	is able to direct changes, to initiate changes, to come with new ideas for changes from practice	is proactive, comes first with new ideas, is able to design changes	is able to develop new concepts and takes the lead in realising changes
	Range	is able to transfer within the tasks	is able to transfer within the area of tasks	is able to transfer within the profession	is able to transfer within the sector	is able to transfer in related sectors	is able to transfer between the sector	able to integrate different disciplines	develops from another discipline

Interesting is that this framework in a way deals with the same issues as the EQF-SQF project. It's a way of refining the differences between each EQF level, avoiding the use of mystifying unspecific words. These refinement also contributes to the discussion on the EQF and its further enhancement. It overcomes the weaknesses determined in the draft employability grid. Strong elements of the EQUFAS grid are the elements that refine the EQF. The elements specify the distinction between the levels on the aspects of responsibility, range, complexity and transfer.

List of references:

www.equfas.com

Annexes:

For further information on the project please consult:

www.project-nqf-sqf.eu

For further information on the paper please contact:

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