

Typology of SQFs based on their referenceability to work processes

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Prepared by: P9 – Politecnico di Torino

With contributions from:

- P2 – DEKRA
- P4 – AFT
- P5 – FLM
- P6 – ACPART
- P8 – CREDIJ
- P12 – Kenniscentrum

For further information on the project please consult: www.project-nqf-sqf.eu

For further information on the paper please contact: demartini@polito.it & stefania.lanzafame@polito.it

Short summary:

The objective of WP4 is to describe the way of referencing SQFs to the EQF.

SQFs are available in various aggregate states: sometimes there is only a draft available, sometimes “isolated” sectoral qualifications neither to be considered a part of a sectoral nor NQF, sometimes already elaborated systems exist which could work like full-fledged NQFs.

Although their relationship to the work process seems obvious according to their sector-orientation, it is not self-evident that this relationship is properly expressed in a way that the sectoral qualification becomes comparable with similar qualifications embedded in NQFs.

In order to decide how sectoral qualification approaches could best be referenced to the EQF – directly or over NQFs – it is also important to know what the relationship of sectoral systems to national systems is.

It has therefore to be investigated which stakeholders are supporting a SQF and if they are able and willing to fulfill quality assurance issues comparable to those mentioned in the list of referencing criteria provided by the EQF Advisory Group.

The aim of deliverable 13 is categorize SQFs analyzed in deliverable 12 according to their referenceability to the work process by exploiting the employability grids developed in WP2.

(1) Working methodology

For the collection of relevant information from the Partners, a template containing some key questions has been developed (Annex 1). Partners involved in this work package had to identify required data by means of a desk research mainly based on interviews with experts.

The schema used to classify SQFs focuses on the capability to make reference to work processes. The first three questions stress the specific SQF logic with respect to that adopted for EQF, also considering relationships which may hold among different SQF instances, when put in relation with EQF. The subsequent four questions explore the connection with work objectives, work processes and the way in which they link to abilities. Further three questions address issues related to autonomy, responsibility knowledge, skills and competence, suggesting also the use of other descriptors eventually introduced in addition or substitution of those mentioned in the EQ Framework. The analysis at that point intends to investigate the impact of those descriptors on the link to be expressed with EQF. The last three questions address a SWOT analysis and possible suggestions on potential improvements on the logic chosen for the SQF, this in order to make the link to EQF easier than that experienced in the initiatives dealt with in the investigation.

More specifically, the strategy planned for this phase of the project was to consider four sectors (public services, logistics, retail and construction), at a national level, while for the transnational level, one sector only (ICT). The following table shows the sectors investigated by each Partner.

Partner	Country	Short-name	Sector
P2	DE	DEKRA	ICT (Transnational perspective)
P4	FR	AFT	Logistics (National perspective)
P5	ES	FLM	Public services (National perspective)
P6	RO	ACPART	Construction (National perspective)
P8	FR	CREDIJ	Construction (National perspective)
P12	NL	Kenniscentrum	Retail (National perspective)

(2) Public Services sector (Spain)

(2.1) Overview

This SQF is clearly explicit in relation to what is the knowledge feature required to belong to certain professional groups while it is implicit in relation to what are levels of competences, skills, responsibility and, experience each group might have. This SQF is based on professional categories, each one embracing a certain number of levels. Levels are used in this schema as a means to embrace specific Professional Profiles pretty much related to job positions. In contrast to EQF, levels here are not related to higher degrees of knowledge but with specific kind of professional profiles. For each Professional Profile the knowledge level is specified in terms of Title/Certificate required where the general competence is described. Some profiles have also detailed tasks to be undertaken and responsibilities expected fully described. Some relationship can be established with the rationale of EQF that, in some way, also takes knowledge as a descriptor able to determine EQF level. This might be a bridge to be used. Levels here have a different meaning from that applied in EQF, however you may also find something similar to the EQF concepts of competences, knowledge and skills, not necessarily all of them in all the profiles neither in a complete form, but might be also useful as a bridge to EQF.

In the description template of qualifications work objectives are clearly stated in a form of a series of tasks that each professional profile has to sustain. Tasks assume the role of 'abilities' and are described as complementary information to help explain the general competence required for this professional profile mirroring in some way the work objective specification. Explicit references to "autonomy"/ "responsibility" is also found in the considered qualifications to emphasize the connection with the work objective. Explicit references to "knowledge" and implicit references to "skills" are discovered in any of the considered qualifications and, even if the relation among "competences", "skills" and "knowledge" is aligned with the logic of EQF, it does not follow the same logic structure,

so that it is necessary to dive into the professional profiles description and restructure the extracted content, in order to cope with EQF semantics.

The descriptors represented within the employability grid are not adopted for the definition of the SQF, thus showing there are currently no referencing of this SQF to EQF.

Relationship between SQF logic and the Employability grid semantics is depicted in detail in the following table.

SQF Typology Matrix - referenceability to work processes		
Work Objective Oriented		
Real	Theory	No
Orientation on EQF descriptors (SKC)		
Yes	Only in part	No
Core Work Objective		
The specific character of the work subject is described?		
Yes	Only in part	No
The scope of the work subject in relationship to other ones is described?		
Yes	Only in part	No
The needs of those who use products or services are considered?		
Yes	Only in part	No
The needs of the organization which arise from her specific character are considered?		
Yes	Only in part	No
The needs of individuals are considered?		
Yes	Only in part	No
Needs which arise from the environment are considered?		
Yes	Only in part	No
The way how work within an organisation is organized is considered?		
Yes	Only in part	No
Autonomy and Responsibility		
Present in the qualifications		Not present in the qualifications

Note:
 Real: SQF levels perfectly fit to the needs of the labour market
 Theory: SQF levels fit to the needs of the labour market only in theory
 No: SQF levels do not fit to the needs of the labour market
 SKC: Skills, Knowledge and Competences

Table 1 - SQF Typology Matrix – relationship between SQF logic and the Employability grid logic

(2.2) SWOT analysis

Strengths, weaknesses, opportunities and threats about the relationship between SQF logic and the Employability grid logic are depicted in Figure 1.

	Helpful	Harmful
	Strengths	Weaknesses
Internal Origin	<p>_The Employability grid descriptors match the autonomy and responsibility ones often used in the qualifications framework. This allows for an easier referencing process.</p>	<p>_ SQF are defined through collective agreements which are a lengthy process so the pace companies enter into EQF realm via this official way would be as lengthy as the agreements evolution is. _ Another aspect is that SQF is trying to be linked to NQF so that EQF can be reached as a consequence not as an end. In some way the EQF perspective is lost by the actors which are involved in this process, since their attention is focused on NQF.</p>
External Origin	<p>_ EU demands for homogenising education frameworks and improving mobility together with the lack of workforce in many sectors in Europe may help companies to take advantage from the qualification network emerging through the links provided by the SQF-NQF-EQF relationships.</p>	<p>_ Collective Agreements are old legal structures and procedures adopted by the labour market. To change the very fundamental pillars of these structures, as are the way in which professional profiles and categories are described, political decision and consensus among Labour Unions, Companies and Government are required. This implies investing a lot of time to argue and debate.</p>
	Opportunities	Threats

Figure 1 - SQF logic/Employability grid logic

(3) Construction sector (Romania)

(3.1) Overview

In Romania there isn't a fully developed Sectoral Qualifications Framework in the Constructions sector. Moreover, Romania is currently building the National Qualifications Framework related to the EQF principles that would encompass all sub-national qualifications obtained by formal, informal and non-formal learning. All the qualifications will be described in terms of learning outcomes, expressed by knowledge, skills and competences and aligned with the European initiatives in the field. Also a Sectoral Qualifications Framework will be developed,

but initiatives are still isolated. However, the Sectoral Qualifications Framework will be related to the EQF principles.

At national level professional qualifications are acquired (provided) based on occupational standards (adult training), training standards (IVET) or qualification description grids (higher education). All these instruments start from labour market needs surveys and occupational analyses. They also indicate the practical skills, theoretical knowledge, competences and attitudes needed for the successful achievement of work or learning related activities, with reference to the level of autonomy and responsibility involved and to the context (performance criteria and performance evidence). Therefore, while the work objectives were not taken into account explicitly, they are implicit in the qualifications descriptions. Obviously, abilities can be derived from work objectives.

Relationship between SQF logic and the Employability grid logic are depicted in the following table.

SQF Typology Matrix - referenceability to work processes		
Work Objective Oriented		
Real	Theory	No
Orientation on EQF descriptors (SKC)		
Yes	Only in part	No
Core Work Objective		
The specific character of the work subject is described?		
Yes	Only in part	No
The scope of the work subject in relationship to other ones is described?		
Yes	Only in part	No
The needs of those who use products or services are considered?		
Yes	Only in part	No
The needs of the organization which arise from her specific character are considered?		
Yes	Only in part	No
The needs of individuals are considered?		
Yes	Only in part	No
Needs which arise from the environment are considered?		
Yes	Only in part	No
The way how work within an organisation is organized is considered?		
Yes	Only in part	No
Autonomy and Responsibility		
Present in the qualifications		Not present in the qualifications

Note: SQF not fully developed

Table 2 - SQF Typology Matrix - relationship between SQF logic and the Employability grid logic

(3.2) SWOT analysis

A SWOT analysis about the relationship between SQF logic and the Employability grid logic wasn't developed because it's rather difficult to make a SWOT analysis in the context of a non-existing coherent SQF.

(4) Logistics sector (France)

(4.1) Overview

The French Transport & Logistics qualifications framework is based on an explicit logic and is contained in the RNCP (French National Register for Vocational Certifications). Each qualification is referenced according to the career prospects it entails, especially in terms of autonomy and responsibility within a work organisation. Moreover, by law since 2002, qualifications are described in terms of learning outcomes.

The main difference between the logic of the EQF and that of the Logistics qualification framework in France is that the French framework contains 5 levels (against 8 levels for the EQF) and that the order is reversed since the highest level of the French framework is Level I (against Level 8 for the EQF). However, no definitive official referencing to the EQF exists to this date. The French National Commission for Professional Certification delivered in October 2010 its report on referencing the French NQF (which includes the Transport and Logistics framework) to the EQF. This report provides for a "block-to-block" referencing scheme through which, where it is possible, each level of the French framework is to be separately referenced to a particular level of the EQF.

Work objectives are at the core of the process of building qualifications in the Transport & Logistics sector in France. The first step in this process is always to outline a "REAC" (Référentiel Emploi Activités Compétences) which basically breaks down each job position first into activities, and then into the competences entailed. The qualification standards designed thus always derive from work objectives. These work objectives are obviously reflected in the Autonomy and Responsibility descriptors used. So work objectives are clearly visible in the description of qualifications.

Furthermore, in the French Transport & Logistics qualifications framework, levels are linked to “competences” which, in France, encompass what the EQF regards as “knowledge”, “skills” and “competences” altogether. So, the French descriptors are not linked to the EQF descriptors through an individual pattern – each descriptor at a time - but rather are weighted-in according to which level the standard fits best.

As “autonomy” and “responsibility” are often used to describe the qualifications in French Logistics qualifications, the descriptors of the Employability Grid, especially those pertaining to “action with regard to action of others” and “action with regard to context” often converge with those of these qualifications.

Relationship between SQF logic and the Employability grid logic are depicted in the following table.

SQF Typology Matrix - referenceability to work processes		
Work Objective Oriented		
Real	Theory	No
Orientation on EQF descriptors (SKC)		
Yes	Only in part	No
Core Work Objective		
The specific character of the work subject is described?		
Yes	Only in part	No
The scope of the work subject in relationship to other ones is described?		
Yes	Only in part	No
The needs of those who use products or services are considered?		
Yes	Only in part	No
The needs of the organization which arise from her specific character are considered?		
Yes	Only in part	No
The needs of individuals are considered?		
Yes	Only in part	No
Needs which arise from the environment are considered?		
Yes	Only in part	No
The way how work within an organisation is organized is considered?		
Yes	Only in part	No
Autonomy and Responsibility		
Present in the qualifications	Not present in the qualifications	

Table 3 - SQF Typology Matrix - relationship between SQF logic and the Employability grid logic

(4.2) SWOT analysis

Strengths, weaknesses, opportunities and threats about the relationship between SQF logic and the Employability grid logic are depicted in Figure 2.

	Helpful	Harmful
Internal Origin	Strengths _ The employability grid descriptors match the autonomy and responsibility descriptors often used in the French Transport and Logistics qualifications. This may allow for an eased referencing process. _ Once the referencing of logistics SQF in France is completed. the same descriptors as the EQF will be used. This implies it will experience the same strength as that featured by EQF.	Weaknesses _ As soon as the referencing of logistics SQF in France is completed, the same descriptors as those used in EQF will be applied. This implies it will experience the same weaknesses as those pertaining EQF.
	Opportunities The French Transport & Logistics qualifications framework is based on an explicit logic and is contained in the RNCP (French National Register for Vocational Certifications). Each qualification is referenced according to the career prospects in entails, especially in terms of autonomy and responsibility within a work organisation. Moreover, by law since 2002, qualifications are described in terms of learning outcomes.	Threats /
External Origin		

Figure 2 - SQF logic/Employability grid logic

(5) Retail sector (Netherlands)

(5.1) Overview

The Dutch VET qualifications are based on an implicit logic. Dutch SQFs are based on Occupational profiles. Because companies use competences to describe functions, the educational system changed to descriptions in competences. Since 1996 the efforts are focused on one universal system for all SQFs in order to achieve unity between the qualifications and especially to achieve one universal way to describe qualifications. So that it becomes possible to make comparisons between qualifications at the same qualification level. The Minister of Education is responsible for the implementation of the NQF and the EQF. In fact, the NQF has to relate the secondary general education, Vocational education & higher education and the adult education to EQF. In some cases the SQF is linked to the formal WEB qualification and this formal WEB qualification is in the NQF. It's an indirect linking. So, there's not really a clear relation between SQF and EQF.

In the WEB based qualifications work objectives, core tasks and accompanying work processes are described. The more general description of the function refers to work objectives. The qualification contains a description of the general situation in which one has to operate, which situations one has to deal with. At the level of the core tasks this is also extensively described. At a more detailed level the qualification document contains a description of each individual work process and the desired outcome. Here competences and the components of behaviour are described as well as performance indicators.

All descriptions in the VET qualification document describe which degree of autonomy and responsibility the functionary has in the function and in the various work processes of that specific function.

The VET qualifications have explicit references to knowledge and skills. These references are rather general (only the main subjects). The logic of the VET qualifications differs from the EQF logic. The essence of the profession is described in the core tasks and the work processes. A process competence matrix shows which competences are essential for a successful fulfilment of the work process. Competences have underlying definitions. The VET performance indicators describe the intended outcome of behaviour. Knowledge, skills and competences are implicit in the description. The descriptions refer implicitly to the level of the qualification. It has not an implicit or explicit referencing to the EQF.

The descriptors expressed in the employability grid are described in the considered qualifications only in part. Steering or steered by others is the most explicit descriptor. The qualifications have some reference to actions with regard to the context. The dossiers have no reference to the context descriptions. Implicitly one could derive it from the description.

Relationship between SQF logic and the Employability grid logic are depicted in the following table.

SQF Typology Matrix - referenceability to work processes		
Work Objective Oriented		
Real	Theory	No
Orientation on EQF descriptors (SKC)		
Yes	Only in part	No
Core Work Objective		
The specific character of the work subject is described?		
Yes	Only in part	No
The scope of the work subject in relationship to other ones is described?		
Yes	Only in part	No
The needs of those who use products or services are considered?		
Yes	Only in part	No
The needs of the organization which arise from her specific character are considered?		
Yes	Only in part	No
The needs of individuals are considered?		
Yes	Only in part	No
Needs which arise from the environment are considered?		
Yes	Only in part	No
The way how work within an organisation is organized is considered?		
Yes	Only in part	No
Autonomy and Responsibility		
Present in the qualifications		Not present in the qualifications

Table 4 - SQF Typology Matrix - relationship between SQF logic and the Employability grid logic

(5.2) SWOT analysis

Strengths, weaknesses, opportunities and threats about the relationship between SQF logic and the Employability grid logic are depicted in Figure 3.

Internal Origin	Helpful	Harmful
	Strengths	Weaknesses
	The essence of the profession is described in the core tasks and the work processes. A process competence matrix shows which competences are essential for a successful fulfilment of the work process.	<ul style="list-style-type: none"> _ In many cases official documents describing national qualifications cannot supply information that fully corresponds to EQF criteria. _ Definition of competence in Dutch VET and HE differs from that one defined in EQF.
External Origin	Opportunities	Threats
	<ul style="list-style-type: none"> _ The process of applying the EQF in its current form (and its further development) carries a genuine value in itself and might contribute to develop a common understanding of qualifications and learning outcomes across Europe. _ There is a broad consensus that employability and lifelong learning in Europe need to be fostered by transparency. Transfer and recognition of qualifications held by individual citizens. 	<ul style="list-style-type: none"> _ The Minister of Education is responsible for the implementation of the NQF and the EQF. In fact, the NQF has to relate the secondary general education, Vocational education & higher education and the adult education to EQF. In some cases the SQF is linked to the formal WEB qualification and this formal WEB qualification is in the NQF. It's an indirect linking. So, there's not really a clear relation between SQF and EQF.

Figure 3 - SQF logic/Employability grid logic

(6) Construction sector (France)

(6.1) Overview

The considered SQF is based on an explicit logic. The logic of the SQF is the same logic of the EQF. In fact, SQFs are included in the French NQF (called French National Directory for Vocational Certifications) and the French NQF is managed by the Commission Nationale de la Certification Professionnelle, which is the coordination point for EQF in France. However, it is important to keep in mind that the French sectoral qualifications have no levels. So, they can't be taken into account on the EQF. Certificates deal with/assess professional abilities/skills/competencies, and are only recognized by one sector/one branch. Furthermore, the French sectoral qualifications don't ensure the transferability of skills/competences.

Work objectives are clearly visible in the description of the professional profile (tasks and activities) and in the description of skills and competencies, which contribute to the achievement of work objectives (indicators of performance).

In a French "referential", the skills/competences are described including the following set of performance indicators: - level of autonomy and responsibility; - use of available means and resources; - expected performances and results.

Explicit references to "knowledge" and "skills" can be observed in a French "referential" in the grids which link competencies/skills and associated knowledge. Furthermore, the relation among "competences", "skills" and "knowledge" is aligned with the logic of the EQF.

At last, descriptors expressed in the Employability grid are clearly described in the qualifications.

Relationship between SQF logic and the Employability grid logic are depicted in the following table.

SQF Typology Matrix - referenceability to work processes		
Work Objective Oriented		
Real	Theory	No
Orientation on EQF descriptors (SKC)		
Yes	Only in part	No
Core Work Objective		
The specific character of the work subject is described?		
Yes	Only in part	No
The scope of the work subject in relationship to other ones is described?		
Yes	Only in part	No
The needs of those who use products or services are considered?		
Yes	Only in part	No
The needs of the organization which arise from her specific character are considered?		
Yes	Only in part	No
The needs of individuals are considered?		
Yes	Only in part	No
Needs which arise from the environment are considered?		
Yes	Only in part	No
The way how work within an organisation is organized is considered?		
Yes	Only in part	No
Autonomy and Responsibility		
Present in the qualifications		Not present in the qualifications

Table 5 - SQF Typology Matrix - relationship between SQF logic and the Employability grid logic

(6.2) SWOT analysis

Strengths, weaknesses, opportunities and threats about the relationship between SQF logic and the Employability grid logic are depicted in Figure 4.

	Helpful	Harmful
Internal Origin	Strengths _ The logic adopted in the employability grid is work process oriented, in a similar way the logic undertaken for this SQF is based on the recognition of required core competences, derived from work processes, to ensure that an individual is able to perform a specific job.	Weaknesses _ French sectoral qualifications have no levels: they can't be taken into account when linking to EQF. This point is currently under debate by experts and stakeholders.
External Origin	Opportunities _ In a French "referential", skills/competences are described including the following set of performance indicators: - level of autonomy and responsibility; - use of available means and resources; - expected performances and results.	Threats _ Sectoral Qualification certificates deal with/assess professional abilities/skills/competences and are only recognized by one sector/branch. _ Sectoral qualifications don't ensure transferability of skills/competences.

Figure 4 - SQF logic/Employability grid logic

(7) ICT sector (Transnational analysis)

(7.1) Overview

The ICT sector framework is based on the description of e-competence areas which can be populated by crossing two main layers: ICT Processes and ICT Knowledge areas. The ICT Processes (delivering the actual structure of e-competence areas) are subdivided as follows: Plan, Build, Run, Enable and Manage. The ICT Knowledge Areas determine the subjects of ICT work. It means that all competences required for work in the ICT field shall be interpreted as abilities to plan – build – run – enable – manage ICT processes. This is not the way how traditionally designed occupational profiles are normally structured, but the attempt to relate all German ICT professions to the e-Competence Framework seems to prove that these categories indeed cover all relevant fields of ICT activities. It shows that the competence areas of the e-Competence Framework are comprehensive with regard to the range of work processes covered.

Differences to the EQF approach as well as links to the EQF are described in the guideline for the development of the e-Competence Framework in a clear way: "...it is intended that the European e-competence framework will provide a bridge between performance standards in WORK or STUDY situations. As the EQF and e-competence framework address different topics, namely qualification relationships within EQF and IT professional competence

descriptors within the e-competence framework, it is not possible to use the same level definitions...". Concerning EQF competence definition in terms of responsibility and autonomy, whilst responsibility is not a readily transferable definition to the e-competence framework, autonomy is a recognizable parameter of competence. By using autonomy as one characteristic, we facilitate connection between the two frameworks. Nonetheless, autonomy alone is not sufficient to describe competence when applied to the work place and therefore further definition is required. So, the main difference between EQF and e-Competence Framework is that within the EQF, the dimensions "Autonomy", "Context Complexity" and "Behaviour" drown in the levels descriptions of competences, skills and knowledge. On the contrary, in the e-Competence framework these three dimensions are made explicit. Autonomy indicates competence height and ranges between 'Responding to instructions' and 'Making personal choices'. Context Complexity provides an indication of competence breadth and ranges between 'Structured – Predictable' situations and 'Unpredictable – Unstructured' situations. Behaviour can be described in terms of "core action verbs" and range between 'the ability to apply' and 'the ability to conceive'.

In the ICT sector framework there is a clear reference to work processes, that are understood as the fulfilment of tasks that are described with the help of the categories: plan – build – run – enable – manage ICT processes. This implies a relationship to work objectives, but does not formulate it. There is always a hierarchy of objectives, and if the relevant objective is placed too low, adaptation to technical changes cannot easily be achieved since the task-fulfilling individual is only oriented to the work objective immediately visible for her/him by planning, running, enabling, managing, and this could be to closely related to currently used tools of work.

The descriptors expressed in the employability grid are described in the considered qualifications, but only in part. Basically there is a comparable approach in considering competence as the decisive category, and by considering different levels of behaviour (as a parameter of autonomy). In order to differentiate between e-Competence levels an approach is applied that uses work immanent categories for differentiation. However, at the same time a very traditional model of levelling is used. Concerning number of levels, based on experience of employers, five levels of competence are commonly applied to support career and workforce development.

Relationship between SQF logic and the Employability grid logic are depicted in the following table.

SQF Typology Matrix - referenceability to work processes		
Work Objective Oriented		
Real	Theory	No
Orientation on EQF descriptors (SKC)		
Yes	Only in part	No
Core Work Objective		
The specific character of the work subject is described?		
Yes	Only in part	No
The scope of the work subject in relationship to other ones is described?		
Yes	Only in part	No
The needs of those who use products or services are considered?		
Yes	Only in part	No
The needs of the organization which arise from her specific character are considered?		
Yes	Only in part	No
The needs of individuals are considered?		
Yes	Only in part	No
Needs which arise from the environment are considered?		
Yes	Only in part	No
The way how work within an organisation is organized is considered?		
Yes	Only in part	No
Autonomy and Responsibility		
Present in the qualifications		Not present in the qualifications

Note: only Autonomy

Table 6 - SQF Typology Matrix - relationship between SQF logic and the Employability grid logic

(7.2) SWOT analysis

Strengths, weaknesses, opportunities and threats about the relationship between SQF logic and the Employability grid logic are depicted in Figure 5.

Internal Origin	Helpful	Harmful
	Strengths	Weaknesses
	_ Work process orientation is expressed in terms of a formalised way of work process representation, featuring a clear logic of description, clear assignments close to EQF.	_ Level is mainly referred to traditional generic job descriptions. Hierarchy of these job descriptions is not related to the concept of behaviour (which was claimed to be decisive for identifying differences of level) and use work immanent categories for level differentiation.

	Opportunities	Threats
External Origin	The eCompetence Framework delivers already a lot of very well developed possibilities to describe it according to the Employability Grid.	/

Figure 5 - SQF logic/Employability grid logic

(8) Conclusions

Concerning SQFs referenceability to work processes, investigated by exploiting the Employability Grid developed in WP2, it comes out for the majority of sectors QFs - and Logistics and Construction sectors in France are good examples - are work objective oriented following the “work core objective” represented in the employability grid. However, the work-orientation criterion is not as easy to consider in practice as it could be expected. In fact, SQFs are “real” work-objective oriented, when SQFs levels perfectly fit enterprises claims, instead they are “in theory” work-objective oriented, when SQFs levels fit only in part labour market needs.

Regarding SQFs orientation on EQF descriptors (SKC), it appears this orientation can be found more or less in any sector. However, only some cases – still Logistics and Construction sectors in France are good reference points - show the relation among “knowledge”, “skills” and “competences” is fully aligned with the logic of EQF. Another example is Spain, where, though the relation among “competences”, “skills” and “knowledge” is declared aligned with the logic of the EQF, nonetheless it does not apply the same semantics. For doing this, it is necessary to dive further into professional profiles descriptions and reprocess the content to extract the information needed.

To complete the whole picture, autonomy and responsibility concepts are visible and declared in all the sectoral qualifications frameworks analysed.

The following SWOT analysis shows the main strenghts, weaknesses, opportunities and threats concerning SQFs referenceability to the work process investigated by exploiting the Employability Grid developed in WP2.

	Helpful	Harmful
Internal Origin	Strenghts	Weaknesses
	<ul style="list-style-type: none"> _ The logic adopted by the Employability Grid is work process oriented, and the logic of SQF is based on recognition of the required/needed core competences implied by work processes to ensure that an individual is able to perform that specific job. _ There is a broad consensus that employability and lifelong learning in Europe needs to be fostered by transparency, transfer and recognition of qualifications held by individual citizens. 	<ul style="list-style-type: none"> _ The work-orientation criterion is not so easy to consider in practice. In fact, SQFs could be “real” Work-Objective oriented, if SQFs levels perfectly fit the enterprise needs, or “in theory” work-objective oriented, if SQFs levels fit only in part to the labour market needs. _ Only in some cases the relation among ‘knowledge’, “skills” and ‘competences’ of SQFs is aligned with the logic of EQF.
External Origin	Opportunities	Threats
	<ul style="list-style-type: none"> _ EU demand of homogenising education frameworks and improve mobility given the lack of workforce in many sectors may help companies to get acquainted with the qualification framework (SQF-NQF-EQF). 	<ul style="list-style-type: none"> _ Collective Agreements are old legal structures and procedures adopted by the labour market. To change the very fundamental pillars of these structures and the way professional profiles and categories are described requires political decisions and consensus among Labour Unions, Companies and Government. To get it a long and complex debate might be implied.

Annex 1

Template for the collection of material from Partners

1) Categorize SQFs according to their referenceability to the work process

- Is the considered SQF based on an implicit/explicit logic?
- What is the relation between the logic of the SQF and the logic of the EQF?
- How was the relation between possibly different logics taken into account while referencing to the EQF?
- How were work objectives taken into account in the description of considered qualifications?
- Are work objectives clearly visible in the description of considered qualifications, or a relation with work objectives can only be assumed (and, in the latter case, what makes this assumption reasonable)?
- Assuming that abilities are derived from work objectives ruling work processes, what is the relation between abilities and work objectives?
- How could relations between work objectives and required abilities be described?
- Can explicit/implicit references to “autonomy” or “responsibility” be found in the considered qualifications?
- Can explicit/implicit references to “knowledge” and “skills” be discovered in the considered qualifications?
- Can explicit/implicit references to other (narrower/broader) descriptors be identified in the considered qualifications?
- Are the relation among “competences”, “skills” and “knowledge” aligned with the logic of the EQF, with descriptions of “knowledge” and “skills” delivering clear references to “competences”?
- To what extent are “knowledge”, “skills”, “competences” or other descriptors used for referencing to the EQF?
- How far are the descriptors expressed in the employability grid described in the considered qualifications?
- To what extent are descriptors expressed in the employability grid adopted while referencing considered qualifications to the EQF?
- Which strengths, weaknesses, opportunities and threats can be identified in the logic adopted by the considered SQF, comparing with the logic behind the employability grid?
- How can the logic adopted by the considered SQF be enhanced?
- How far can the logic adopted by the considered SQF be migrated to different contexts and how?

Annex 2

Questionnaires provided by the Partners

Annex 2.1

“Public services” sector (Spain)

Along your questionnaire we will mention NQF meaning NQF VET ONLY, seeing Spanish NQF is not completed. University levels are still in progress.

1) Categorize SQFs according to their referenceability to the work process

- **Is the considered SQF based on an implicit/explicit logic?**
It is clearly explicit in relation to what is the knowledge levels required to belong to certain professional groups and levels. It is implicit in relation to what are the levels of competences, skills, responsibility levels, experience each group might have.
- **What is the relation between the logic of the SQF and the logic of the EQF?**

- **How was the relation between possibly different logics taken into account while referencing to the EQF?**
SQF is based on professional categories which are ranged in 3 Groups, each one embracing certain nr Levels. The groups are establishing explicitly according to Knowledge levels and implicitly responsibility level over other individuals. They are actually called Professional Qualification Groups.

Groups	Levels	Professional Profiles (examples)
1 (Higher Knowledge/Qualifications)	7	
	6	
	5	
2 (medium Knowledge/Qualifications)	4	
	3	Cultural Guide
		Sanitary Officer
		Communication Officer
		Warehouse Officer
Driver		
	2	Kitchen Operator
		Roads Operator
		Forest Operator
1 (low Knowledge/Qualifications)	1	Services Assistant (cleaning)
		General Assistant
		Telephone Operator

Levels here are used to embrace specific Professional Profiles pretty much related to JOB positions. As oppose to EQF, Levels here are not related to higher degrees of knowledge but with specific kind of professionals profiles. Group 2 has 3 different levels, all of them have the same levels of knowledge (the one specified by group 2) however professionals profile of level 2 are different from level 3 in the same group.

For each Professional Profile the knowledge level is specified in terms of Title/Certificate required, the general competence (they are not mentioned in this term) is described, some profiles have also detailed tasks to be undertaken and responsibilities expected described.

To enter in one Group or another the criteria is much more related to internal promotion schemes which have implicit variables as experience level, responsibility, additional training / specializations, initiative, work complexity etc. However these variables are not explicitly categorized, described, measured and related to the levels officially in the document.

Some relation can be establish with the logic of EQF that in some way also considers knowledge as a descriptor to determine EQF levels. This could be a bridge to be used. Levels here have a different logic concept of EQF however you may find in some way or another competences, knowledge and skills, not necessarily all of them in all profiles neither complete, but could be also useful as a bridge to EQF (requiring in this case a redesign effort).

- **How were work objectives taken into account in the description of considered qualifications?**
The description of Professional Profiles are undertaken by commissions comprised by representatives of companies and labour unions.
- **Are work objectives clearly visible in the description of considered qualifications, or a relation with work objectives can only be assumed (and, in the latter case, what makes this assumption reasonable)?**
The work objectives are clearly stated in a form of a series of tasks that each professional profile has to be able to do.
- **Assuming that abilities are derived from work objectives ruling work processes, what is the relation between abilities and work objectives?**
In this case tasks assume the role of 'abilities' and are described as a complementary information to explain the general competence required from this professional profile (which is stated) that in some way mirrors the work objective.
- **How could relations between work objectives and required abilities be described?**

Same previous answers.

- Can explicit/implicit references to “autonomy” or “responsibility” be found in the considered qualifications?

Explicitly in the majority of cases. In some profiles is implicit.

- Can explicit/implicit references to “knowledge” and “skills” be discovered in the considered qualifications?

Explicit in all cases. Skills are implicit.

- Can explicit/implicit references to other (narrower/broader) descriptors be identified in the considered qualifications?

Yes. These descriptors however are pretty much related to schemes concerned to previous categories agreements that have been changed along the years, years of experiences, bonus, salary levels etc.

- Are the relation among “competences”, “skills” and “knowledge” aligned with the logic of the EQF, with descriptions of “knowledge” and “skills” delivering clear references to “competences”?

In some way yes but not following the same logic structure as can be seen on question 2 and 6. It is necessary to dive into the professional profiles description and restructure the content.

- To what extent are “knowledge”, “skills”, “competences” or other descriptors used for referencing to the EQF?

At the moment they ARE NOT USED seeing in Spain SQF’s are NOT related to EQF. They ARE NOT even related to NQF. This specific agreement is the 1st initiative detected in the country and links the professional profiles to formal qualification / certification describe in the NQF.

- How far are the descriptors expressed in the employability grid described in the considered qualifications?

It is possible to find a relation seeing within the Professional Profiles descriptions one can derive the variables C, Ai and Ac.

- To what extent are descriptors expressed in the employability grid adopted while referencing considered qualifications to the EQF?

They are not adopted seeing there are no referencing of SQF to EQF.

- Which strengths, weaknesses, opportunities and threats can be identified in the logic adopted by the considered SQF, comparing with the logic behind the employability grid?

Strengths: Although its structure is not totally explicit one can derive the variables C, Ai and Ac from them however it requires an effort in redesigning all structure.

Opportunities: Currently there are other sectoral agreements being draft and all are considering to establish links between SQF and NQF.

Weaknesses: The actors in this process foresee links between SQF and NQF however NQF receives criticism from some sectors seeing it is not updated in the same pace of marked changes, also there are controversies in relation to the levels adopted by the NQF and the shop floor reality.

Threats: Collective Agreements are old and legal structures and procedures adopted by the labour marked. To change the very fundamental pillars of these structures as are the way professional profiles and categories are describe requires a political decision and a consensus among Labour Unions, Companies and Government. This can be translated in: LOT of time ahead.

- How can the logic adopted by the considered SQF be enhanced?

At least reorganizing its Professional Profiles description structures more explicitly and similar to NQF qualification description structures.

- How far can the logic adopted by the considered SQF be migrated to different contexts and how?

This logic, as it is right know, is actually being transferred to the drafts of other sectoral agreements labour unions are dealing with.

Annex 2.2

“Construction” sector (Romania)

1) Categorize SQFs according to their referenceability to the work process

- Is the considered SQF based on an implicit/explicit logic?

In Romania we do not have a fully developed Sectoral Qualifications Framework in Constructions yet but there are concerns for the development of such an instrument. Moreover, Romania is currently building the National Qualifications Framework related to the EQF principles which would encompass all sub-national qualifications obtained by formal, informal and non informal learning. In the past 9 years various

attempt have been made at all levels of the education and training system (initial VET, adult training and higher education) to develop the NQF by implementing important projects with a view to developing methodologies for the description and validation of qualifications and the assessment of competences and prior learning. All these efforts have in common a concern for describing qualifications in terms of learning outcomes, expressed by knowledge, skills and competences, aligned with the European initiatives in the field (EQF and the QF for EHEA).

In parallel with the development of the national overarching framework, there were attempts to define qualifications from a sectoral perspective, but rather isolated, not systematic. When we narrow things down to the SQF in Constructions, mention should be made that Romania participated in a project that aimed at developing a sectoral framework of qualifications for the Construction Sector agreed at European level, so there is a fundamental reference document for the recognition of training of employees in this sector.

The project -Developing and introducing Sectoral Qualifications Framework for the European Construction Industry - SQF-CON was funded by the Leonardo da Vinci Programme and aimed at enabling actors in national construction industries and training organizations to relate their national standards, qualifications, networks and certificates to a common framework, in order to improve transparency between national training systems, comparability of VET results by using learning outcome approach and better functioning of the labour market. This project focused on creating a transnational network of actors who have a significant role in defining a sectoral framework of national qualifications. The purpose was to create a reference framework consistent with the philosophy and structure of the European Qualifications Framework and including specific details of occupations in industry practice identified in relation to work activities and phases of work. The project partners developed matrices for sectoral qualifications levels describing qualifications in the constructions field in terms of learning outcomes, detailed as knowledge, skills and competences, covering EQF levels 1-5.

- **What is the relation between the logic of the SQF and the logic of the EQF?**

As indicated above, the SQF created is consistent with the philosophy and structure of the European Qualifications Framework.

- **How was the relation between possibly different logics taken into account while referencing to the EQF?**

There were no different logics, and the referencing with the EQF was from the very beginning embedded in the SQF philosophy, since it was designed to be consistent with the EQF structure.

- **How were work objectives taken into account in the description of considered qualifications?**

Besides the initiative described above, at national level professional qualifications are acquired (provided) based on occupational standards (adult training), training standards (IVET) or qualification description grids (higher education). All these instruments start from labour market needs surveys and occupational analyses. They also indicate the practical skills, theoretical knowledge, competences and attitudes needed for the successful achievement of work or learning related activities, with reference to the level of autonomy and responsibility involved and to the context (performance criteria and performance evidence).

Therefore, while the work objectives were not taken into account explicitly, they are implicit in the qualifications descriptions.

- **Are work objectives clearly visible in the description of considered qualifications, or a relation with work objectives can only be assumed (and, in the latter case, what makes this assumption reasonable)?**

Work objectives are implicit in the qualifications descriptions and they can be reasonably assumed as such descriptions include indications to the work/learning context, autonomy and responsibility in the performance criteria and performance evidence they detail.

- **Assuming that abilities are derived from work objectives ruling work processes, what is the relation between abilities and work objectives?**

Abilities can be derived from work objectives, when formulated.

- **How could relations between work objectives and required abilities be described?**

Work objectives are implicit in the qualifications descriptions, while they explicitly indicate necessary skills, knowledge and competences, based on an occupational / labour market needs analysis.

- **Can explicit/implicit references to "autonomy" or "responsibility" be found in the considered qualifications?**

Yes. The sectoral qualifications described above were defined according to the EQF philosophy and structure. Moreover, all qualifications to be included in the national qualifications framework are described with an indication of autonomy and responsibility level, in line with the EQF level descriptors.

- **Can explicit/implicit references to "knowledge" and "skills" be discovered in the considered**

qualifications?

Yes, qualifications are explicitly described in terms of “knowledge”, “skills” and “competences”.

- **Can explicit/implicit references to other (narrower/broader) descriptors be identified in the considered qualifications?**

All qualifications (IVET, CVT, HE) include reference to the EQF/NQF level descriptors.

- **Are the relation among “competences”, “skills” and “knowledge” aligned with the logic of the EQF, with descriptions of “knowledge” and “skills” delivering clear references to “competences”?**

Yes. The logic of competences doesn't differ from the logic of EQF.

- **To what extent are “knowledge”, “skills”, “competences” or other descriptors used for referencing to the EQF?**

All qualifications (IVET, CVT, HE) are described in terms of knowledge”, “skills”, and “competences” with an indication of the level of autonomy and responsibility, in the qualification level (from 1 to 8).

- **How far are the descriptors expressed in the employability grid described in the considered qualifications?**

They are not explicit, but implicit, as indicated by reference to autonomy an responsibility level and description of performance criteria and evidence.

- **To what extent are descriptors expressed in the employability grid adopted while referencing considered qualifications to the EQF?**

As they are implicit in the qualifications descriptions, they will be implicit in the referencing as well. The referencing will compare the NQF (mapping all qualifications, no matter the sector) with the EQF.

- **Which strengths, weaknesses, opportunities and threats can be identified in the logic adopted by the considered SQF, comparing with the logic behind the employability grid?**

It's rather difficult to make a SWOT analysis in the context of a non-existing coherent SQF.

- **How can the logic adopted by the considered SQF be enhanced?**

Since the philosophy and structure follow the NQF/EQF ones, any enhancement could be achieved only by sector-specific added value elements.

- **How far can the logic adopted by the considered SQF be migrated to different contexts and how?**

This specific example is very interesting in this perspective since it was from the very beginning designed from a European perspective and implemented as such. Since the same applies for our NQF, it would be easy, on the one hand, to map the sectoral qualifications thus described against the NQF and reference them to the EQF. On the other hand, this example may be multiplied in other sectors and/or used successfully in assessment of competences acquired in non-formal and informal environments and recognition of prior learning.

Annex 2.3

“Logistic” sector (France)

1) Categorize SQFs according to their referenceability to the work process

- **Is the considered SQF based on an implicit/explicit logic?**

The French Transport & Logistics qualifications framework is based on an explicit logic. It consists in 5 levels- Level I being the highest and Level V the lowest- and is contained in the RNCP (French National Register for Vocational Certifications). Each qualification is referenced according to the career prospects in entails, especially in terms of autonomy and responsibility within a work organisation. Moreover, by law since 2002, qualifications are described in terms of learning outcomes (“résultats de l'apprentissage”).

- **What is the relation between the logic of the SQF and the logic of the EQF?**

The main difference between the logic of the EQF and that of the Logistics qualification framework in France is that the French framework contains 5 levels (against 8 levels for the EQF) and that the order is reversed since the highest level of the French framework is Level I (against Level 8 for the EQF).

Another difference between both logics is reflected by the fact that though the degree of autonomy and responsibility can be explicitly used as a descriptor in the French framework, it is only implicitly used within the EQF. Overall, however, the convergence as regards these descriptors is strong.

- **How was the relation between possibly different logics taken into account while referencing to the EQF?**

The CNCP (French National Commission for Professional Certification) delivered in October 2010 its report on referencing the French NQF (which includes the Transport and Logistics framework) to the EQF.

This report provides for a “block-to-block” referencing scheme through which, where it is possible, each level of the French framework is to be separately referenced to a particular level of the EQF, using a “best fit” approach. For instance, when a particular level of the French NQF can potentially be related to two different levels of the EQF (e.g. the knowledge descriptor pointing to a different level of the EQF than that of the skills descriptor), the choice is made to reference this level to one single level of the EQF which overall fits best the considered level of the French NQF.

- **How were work objectives taken into account in the description of considered qualifications?**
Work objectives is at the core of the process of building qualifications in the Transport & Logistics sector in France. The first step in this process is always to outline a “REAC” (Référentiel Emploi Activités Compétences) which basically breaks down each job position first into activities, and then into the competences entailed. The qualification standards designed thus always derive from work objectives. These work objectives are obviously reflected in the Autonomy and Responsibility descriptors used.
- **Are work objectives clearly visible in the description of considered qualifications, or a relation with work objectives can only be assumed (and, in the latter case, what makes this assumption reasonable)?**
Yes, the work objectives are clearly visible.
- **Assuming that abilities are derived from work objectives ruling work processes, what is the relation between abilities and work objectives?**
Abilities are circumstantial conditions for the fulfilment of work objectives.
- **How could relations between work objectives and required abilities be described?**
These relations can be described through the use of specific descriptors and/or indicators.
- **Can explicit/implicit references to “autonomy” or “responsibility” be found in the considered qualifications?**
Yes implicit references to autonomy and responsibility can often be found in Transport & Logistics qualification standards. For instance, it can be stated that a qualification should allow for the beneficiary to perform alone a certain task.
- **Can explicit/implicit references to “knowledge” and “skills” be discovered in the considered qualifications?**
Yes a French Logistics qualification standard mentions the skills and knowledge which need to be assessed.
- **Can explicit/implicit references to other (narrower/broader) descriptors be identified in the considered qualifications?**
No, other than Autonomy and Responsibility, the Transport and Logistics descriptors are “competence”-based, this term encompassing in France knowledge, skills and competences altogether.
- **Are the relation among “competences”, “skills” and “knowledge” aligned with the logic of the EQF, with descriptions of “knowledge” and “skills” delivering clear references to “competences”?**
In the French transport & Logistics qualifications framework, levels are linked to “competences” which, in France, encompass what the EQF regards as “knowledge”, “skills” and “competences” altogether. However it cannot be affirmed nor undoubtedly demonstrated that the “knowledge” and “skills” descriptors point to “competences”.
- **To what extent are “knowledge”, “skills”, “competences” or other descriptors used for referencing to the EQF?**
The process of referencing the French Logistics framework to the EQF entails that descriptors of the French Transport and Logistics qualification standards, including “autonomy”, “responsibility”, “technicality” are referenced to the EQF through a prior referencing to the three EQF descriptors. This process is carried out according to a “best fit” approach : the French descriptors are not linked to the EQF descriptors through an individual pattern –each descriptor at a time- but rather are weighted-in according to which level the standard fits best.
- **How far are the descriptors expressed in the employability grid described in the considered qualifications?**
As “autonomy” and “responsibility” are often used to describe the qualifications in French Logistics qualifications, the descriptors of the Employability Grid, especially those pertaining to “action with regard to action of others” and “action with regard to context” often converge with those of these qualifications.
- **To what extent are descriptors expressed in the employability grid adopted while referencing considered qualifications to the EQF?**
- Autonomy”, “responsibility” and “technicality” were specifically used in the process of referencing the French NQF (to which Transport & Logistics qualifications are referenced) to the EQF. Hence, “action” and “context” were implicitly used in the process.

- Which strengths, weaknesses, opportunities and threats can be identified in the logic adopted by the considered SQF, comparing with the logic behind the employability grid?

The employability grid descriptors match the autonomy and responsibility descriptors often used in the French Transport & Logistics qualifications. This may allow for an eased referencing process. However, once the reform of the French NQF in France entirely completed, the same descriptors as the EQF will be used. This implies it will bear the same strengths, weaknesses, opportunities and threats as the EQF.

- How can the logic adopted by the considered SQF be enhanced?
It would be very positive to “refresh” the Transport and Logistics qualification framework so as to have it even more adapted to contemporary work processes. The oldest qualifications mirror work processes which date back to the 1970s.
- How far can the logic adopted by the considered SQF be migrated to different contexts and how?
Even though, referencing of Logistics & Transport qualifications to the EQF is available today, the ultimate version of the Transport & Logistics qualification framework in France is not yet available. This will necessitate further reform, beyond the mere referencing of NQF levels to EQF levels.

Annex 2.4

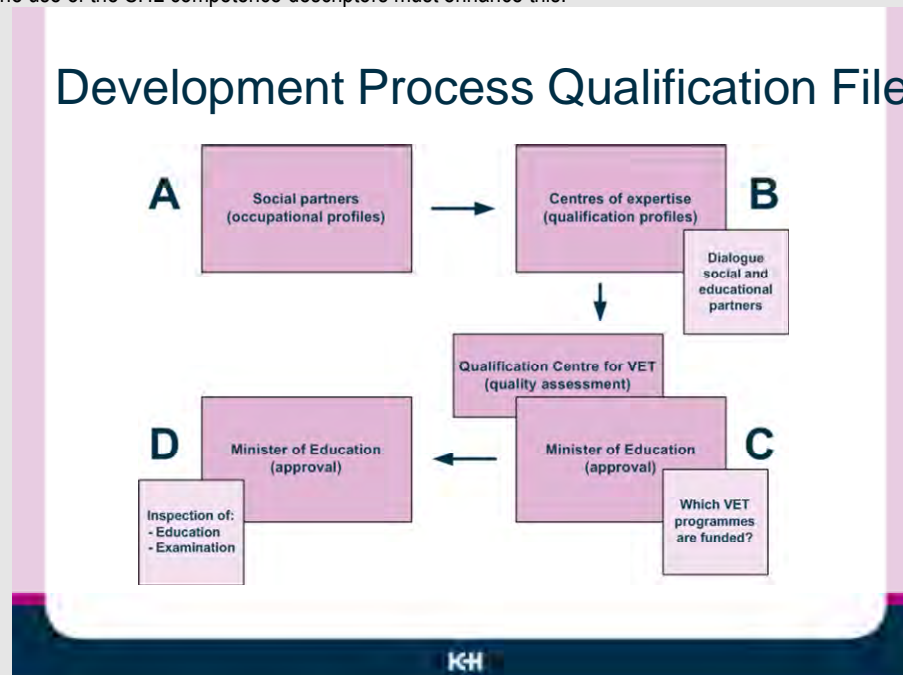
“Retail” sector (Netherlands)

1) Categorize SQFs according to their referenceability to the work process

- Is the considered SQF based on an implicit/explicit logic?

The Dutch VET qualifications are based on an implicit logic.

Dutch SQF's are based on Occupational profiles. Because companies use competences to describe functions, the educational system changed to descriptions in competences. This transition started in 1998. Then the first SQF's were described by competences. The transition to competence based qualifications started just after a system change that was implemented in 1996. Till 1996 the two kinds of VET existed next to each other: fulltime school education and the dual pathway. In 1996 a new act united those two systems in one act, the WEB. The EU treaty is implicit in the WEB (Article 150 and Article 47). Since 1996 the efforts are focused on one universal system for all SQF's in order to achieve unity between the qualifications and especially to achieve one universal way to describe qualifications. So that it becomes possible make comparisons between qualifications at the same qualification level. The use of the SHL competence descriptors must enhance this.



Process of development VET qualifications in the Netherlands

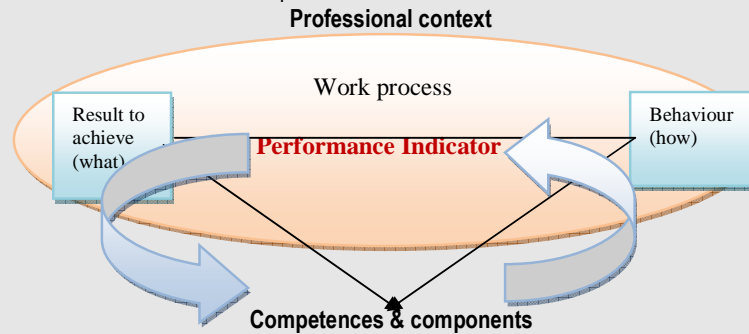
- What is the relation between the logic of the SQF and the logic of the EQF?

The VET qualifications are regulated by the WEB. The Minister of Education, and in case of the

agricultural education the Minister of Economics Agriculture and Innovation, is responsible for the implementation of the NLQF and the EQF. The NLQF has to relate the secondary general education, Vocational education and the higher education, adult education to EQF. In the Netherlands the formal VET structure is closely related to SQF. Some branches within the Vocational Education have their own Sectoral Qualification Frameworks. In retail some of these branches qualifications qualify for the Branch (such as Retail food sector) and qualify according to the 'WEB- retail qualification framework. In this case the SQF is linked to the formal WEB qualification and this formal WEB qualification is in the NLQF. It's an indirect linking. In future it possibly could be linked. The sector should then ask for a linking by the formal body.

There's not really a clear relation between SQF and EQF.

- **How was the relation between possibly different logics taken into account while referencing to the EQF?**
The Higher Education has a fixed place in the EQF and the NLQF due to the Bologna agreement. Both general education (including adult education) and vocational education had to get a place in the NLQF. Therefore compromises have been made. After the final draft was made a commission was formed to advise the Minister on five subjects. The commission had to research:
 - _ If the developed NLQF is a proper view/reproduction of the existing Dutch qualification levels
 - _ If the linking of the NLQF to EQF is proper
 - _ If the procedures for scaling are adequate and complete
 - _ If the conditions for integration in the NLQF of qualifications and education that are not based on educational acts are proper
 - _ How a National Coordination Point EQF can be accomplished
 In May the commission has presented the advise to the Minister of Education, Culture and Science. The Minister will come with a formal policy response in the coming months. But until now the NLQF still has the status of draft.
- **How were work objectives taken into account in the description of considered qualifications?**
In the WEB based qualifications (VET- EQF level 1-4) work objectives, core tasks and accompanying work processes are described. The more general description of the function refers to work objectives. The qualification contains a description of the general situation in which one has to operate, which situations one has to deal with. At the level of the core tasks this is also extensively described. At a more detailed level the qualification document contains a description of each individual work process and the desired outcome. Here competences and the components of behaviour are described as well as performance indicators.
- **Are work objectives clearly visible in the description of considered qualifications, or a relation with work objectives can only be assumed (and, in the latter case, what makes this assumption reasonable)?**
As described previous, the VET qualification description refers to work objectives. With close reading one can derive the work objective. The description of the function in general and at the level of core task intends to describe the aim of the function and the aim of the core tasks.
- **Assuming that abilities are derived from work objectives ruling work processes, what is the relation between abilities and work objectives?**
- **How could relations between work objectives and required abilities be described?**



- **Can explicit/implicit references to "autonomy" or "responsibility" be found in the considered qualifications?**

All descriptions in the VET qualification document (the general descriptions, the descriptions of the work processes belonging to a core task) describe which degree of autonomy and responsibility the

functionary has in the function and in the various work processes of that specific function.

- Can explicit/implicit references to “knowledge” and “skills” be discovered in the considered qualifications?

The VET qualifications have explicit references to knowledge and skills. These references are rather general (only the main subjects and superficial). The description on the level of work process contains:

- _ The task and the elements of the task,
- _ The result of the task
- _ The SHL competences and the components, the performance indicator and knowledge and skills that are related.

- Can explicit/implicit references to other (narrower/broader) descriptors be identified in the considered qualifications?

The performance indicators contain descriptions of the intended outcome of behaviour.

- Are the relation among “competences”, “skills” and “knowledge” aligned with the logic of the EQF, with descriptions of “knowledge” and “skills” delivering clear references to “competences”?

The logic of the VET qualifications differs from the EQF logic. The essence of the profession is described in the core tasks and the work processes. A process competence matrix shows which competences are essential for a successful fulfilment of the work process. Competences have underlying definitions (see the SHL White paper). The VET performance indicators describe the intended outcome of behaviour. Knowledge, skills are implicit in the description.

- To what extent are “knowledge”, “skills”, “competences” or other descriptors used for referencing to the EQF?

The descriptions refer implicitly to the level of the qualification. It has not an implicit or explicit referencing to the EQF. The NLQF is the interface between to the EQF.

- How far are the descriptors expressed in the employability grid described in the considered qualifications?

Steering or steered by others is the most explicit descriptor. The qualifications have some reference to actions with regard to the context. The dossiers have no reference to the context descriptions. Implicitly one could derive it from the description.

- To what extent are descriptors expressed in the employability grid adopted while referencing considered qualifications to the EQF?

The NLQF adapted the EQF terminology. The NLQF is developed after the development of the current vocational qualifications. The employability grid has sorted out the most significant level specifying words in the EQF. And by adopting the EQF terminology in the NLQF one adopts the descriptors of the employability grid. Because of the draft status of the NLQF sectoral qualifications aren't individually referenced to the EQF.

In retail in the Netherlands there are some branch specific qualifications (like the food retail, the fashion and sports sector, the DIY sector. These branch specific qualifications link to the formal VET qualifications but emphasise the branch specific knowledge, skills. The branch specific knowledge and skills are important for the handling of goods and the advising of customers.

- Which strengths, weaknesses, opportunities and threats can be identified in the logic adopted by the considered SQF, comparing with the logic behind the employability grid?

Remark: One should reverse the question. When using the terms of the employability grid – the words that designate between EQF levels, is it possible to trace these words in descriptions? Make a SWOT analysis.

An example

CBL – educational framework

CBL is the representative organisation of the Supermarkets. The CBL has it's own educational framework (CBL- Opleidingenhuis). The CBL educational framework is attuned to the Sectoral retail qualifications framework. It's a specification for the supermarkets. The CBL educational framework uses the SHL terminology. The processes and rules that are important for supermarkets are included in the CBL educational framework. The qualifications refer for instance to subjects that are of major importance in the food sector, like HACCP. But they reference also to the safety rules that the sector has adopted.

In the process – competence matrix one could find words that could be linked to the descriptors of the employability grid.

Employability grid

Models are always an abstraction and thus artificial. The employability grid is an artificial construct, it's a model. The most important words in EQF, words that distinguish between levels of the EQF are the

descriptors of the employability grid.

SQF's are never developed with the intention to use this language, either implicitly or explicitly.

However functions or frameworks of functions - for instance as part of a collective labour agreement – are described with descriptors as complexity, autonomy and responsibility. So it's possible to read the documents searching for words that somehow refer to the descriptors. Each level will have other accents. At the lower levels following instructions is emphasised, at higher levels guiding and structuring the situation become more visible in the descriptions. The responsibility and autonomy raises. Also the reference to required knowledge and abilities is more comprehensive.

The CBL qualifications from the view of the employability grid.

Strengths	Weaknesses
<p>The CBL competence profile describes:</p> <ul style="list-style-type: none"> - the hierarchical position of the employee. - the tasks - the competences. Examples of expected behaviour specify the competences. <p>The language of the CBL competence profile and the VET Retail qualification is similar.</p> <p>The CBL qualification framework offers the possibility of double certification. Students can become WEB qualified (retail) and at the same time CBL qualified (supermarket).</p>	<p>At some points the CBL qualifications are very detailed.</p>
Opportunities	Threats
<p>The similarity to the VET qualifications makes it easier to link to NLQF and link to EQF more transparent.</p>	

- **How can the logic adopted by the considered SQF be enhanced?**
When the NLQF is formalized the SQF's could be compared with the NLQF. Or one could compare the SQF's directly with the EQF. When doing both one could research if there are major dilemmas in referencing.
some qualifications have been referenced to EQF.
On the other hand in the process of the maintenance of qualifications the EQF descriptors can be used to check if the descriptions of the qualifications are clear on the subject of the EQF/ or national EQF descriptors. In the long term this should lead to a more shared European language in qualifications.
When all parties use the same descriptors and use the same methodology it could lead to more unity.
See the TIPTOE project. This methodology is uniform and can used in all sectors.
- **How far can the logic adopted by the considered SQF be migrated to different contexts and how?**
See previous answers.

Annex 2.5

“Construction” sector (France)

1) Categorize SQFs according to their referenceability to the work process

- **Is the considered SQF based on an implicit/explicit logic?**
Explicit : see the RNCP (French National Directory for the Vocational Certifications) which is the French NQF which includes the French SQF.
- **What is the relation between the logic of the SQF and the logic of the EQF?**
Same logic : The RNCP is managed by the CNCP (Commission Nationale de la Certification Professionnelle) which is the coordination point for EQF in France.
- **How was the relation between possibly different logics taken into account while referencing to the EQF?**
The French sectoral qualifications have no levels. So, they can't be taken into account on the EQF.
SQ certificates deal with/ assess professional abilities/ skills/competencies, and are only recognized only by one sector/ one branch. Furthermore, the French sectoral qualifications don't ensure the transferability of skills /competences.
- **How were work objectives taken into account in the description of considered qualifications?**
In the description of the professional profile (tasks and activities).
In the description of skills and competencies, which contribute to the achievement of work objectives. (indicators of performance).

- Are work objectives clearly visible in the description of considered qualifications, or a relation with work objectives can only be assumed (and, in the latter case, what makes this assumption reasonable)?
In the description of the professional profile (tasks and activities).
In the description of skills and competencies, which contribute to the achievement of work objectives. (indicators of performance explicitly define the needs and the environment of the company).
[See www.europlastic.org]
- Assuming that abilities are derived from work objectives ruling work processes, what is the relation between abilities and work objectives?
Abilities : potential.
According to the definition in the employability grid: competence' means the **proven ability to use knowledge, skills and personal, social and/or methodological abilities**, in work or study situations and in professional and personal development.
So skills / competences are clearly visible and contribute to the achievement of work objectives.
- How could relations between work objectives and required abilities be described?
In the professional profile.
- Can explicit/implicit references to "autonomy" or "responsibility" be found in the considered qualifications?
In a French "referential", the skills / competences are described including a set of performance indicators:
 - Level of autonomy and responsibility
 - Use of available means and resources;
 - Expected performances and results.
 The level of autonomy / responsibility determines the level of the diploma.
- Can explicit/implicit references to "knowledge" and "skills" be discovered in the considered qualifications?
Yes, explicit references can be observed in a French "referential", in the grids which link competencies/ skills and associated knowledge.
- Can explicit/implicit references to other (narrower/broader) descriptors be identified in the considered qualifications?
No.
- Are the relation among "competences", "skills" and "knowledge" aligned with the logic of the EQF, with descriptions of "knowledge" and "skills" delivering clear references to "competences"?
Yes.
The definitions of those concepts in the employability grid are clear and suitable.
- To what extent are "knowledge", "skills", "competences" or other descriptors used for referencing to the EQF?
The definitions of those concepts in the employability grid are clear and suitable. They are used for referencing to the EQF.
- How far are the descriptors expressed in the employability grid described in the considered qualifications?
The definitions of the descriptors in the employability grid are clear and suitable.
- To what extent are descriptors expressed in the employability grid adopted while referencing considered qualifications to the EQF?
The definitions of the descriptors in the employability grid are clear and suitable.
- Which strengths, weaknesses, opportunities and threats can be identified in the logic adopted by the considered SQF, comparing with the logic behind the employability grid?
The logic adopted in the employability grid is work process oriented, and the logic of NQF/SQF is based on the logic of recognition of the required / needed core competences (based on the work process) to ensure that an individual is able to perform a job.
- How can the logic adopted by the considered SQF be enhanced?
The logic of SQF derives from NQF – It's the same logic in France, in terms of descriptors.
- How far can the logic adopted by the considered SQF be migrated to different contexts and how?
The logic of SQF derives from NQF – It's the same logic in France, in terms of descriptors. But the French sectoral qualifications don't ensure the transferability of skills /competences.

Annex 2.6

“ICT” sector (Transnational analysis)

1) Categorize SQFs according to their referenceability to the work process

- **Is the considered SQF based on an implicit/explicit logic?**

The framework is based on the description of e-competence areas which can be populated by crossing two main layers: ICT Processes and ICT Knowledge areas.

The ICT Processes (delivering the actual structure of e-competence areas) are subdivided as follows:

Plan	Build	Run	Enable	Manage
Examples: Conceiving, Designing	Examples: Developing, Integrating, Testing	Examples: Controlling and exploiting operations, Maintaining, Supporting, Training, Documenting, Transitioning	Examples: Security, Quality management, Marketing and selling, Distributing/ supplying, Procuring, Acquiring (incl. outsourcing), Disposing	Examples: Managing and operating, Defining strategies and applying, Risk management, Forecasting, Improving, Innovating

The ICT Knowledge Areas determine the subjects of ICT work:

ICT Knowledge Areas						
Microelectronics, Components, Semiconductors, etc.	Computing Hardware	Industrial Control Systems	Communication equipments and services	Software Infrastructure	Business applications	System Integration

The picture below shows an example of crossing ICT Processes with ICT Knowledge Areas:

ICT knowledge areas ¹⁾	Processes ²⁾				
	Plan	Build	Run	Enable	Manage
Microelectronics: Components, Semiconductors	Examples: Conceiving, Designing	Examples: Developing, Integrating, Testing	Examples: Controlling and exploiting operations, Maintaining, Supporting, Training, Documenting, Transitioning	Examples: Security, Quality management, Marketing and selling, Distributing/ supplying, Procuring, Acquiring (incl. outsourcing), Disposing	Examples: Managing and operating, Defin strategies and applying, Risk management, Forecasting, Improving, Innovating
Computing hardware					
Industrial Control Systems					
Communication equipments and services					
Software infrastructure					
Business Applications					
System integration					

build business applications (e.g. develop, integrate...)

The ability identified at the interface between the ICT Knowledge Area “Business Applications” and ICT Processes is the ability to build business applications. It can be seen that the differences in categories available for determining abilities can be found under ICT Processes which are considered under the titles Plan – Build – Run – Enable – Manage. They can be applied to various subjects of ICT products and services.

It means that all competences required for work in the ICT field shall be interpreted as abilities to plan – build – run – enable – manage ICT processes. This is not the way how traditionally designed occupational profiles are normally structured, but the attempt to relate all German ICT professions (which fulfill the formal requirements of describing occupational profiles in Germany) to the e-Competence Framework seems to prove that these categories indeed cover all relevant fields of ICT activities. It shows that the competence areas of the e-Competence Framework are comprehensive with regard to the range of work processes covered.

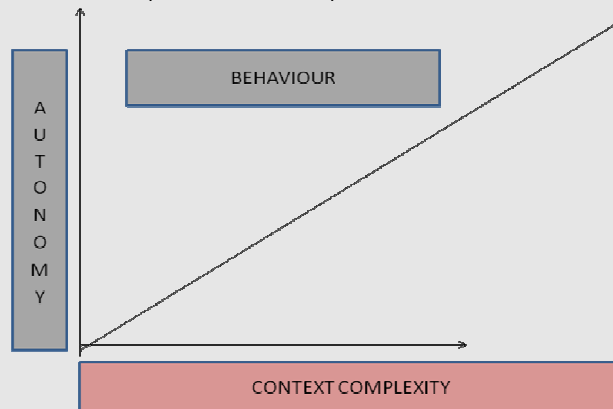
- **What is the relation between the logic of the SQF and the logic of the EQF?**
- **How was the relation between possibly different logics taken into account while referencing to the EQF?**

Differences to the EQF approach as well as links to the EQF are described in the guideline for the development of the e-Competence Framework in a way that should give clear answers on both

questions: "...it is intended that the European e-competence framework will provide a bridge between performance standards in WORK or STUDY situations. As the EQF and e-competence framework address different topics, namely qualification relationships within EQF and IT professional competence descriptors within the e-competence framework, it is not possible to use the same level definitions...".

Concerning EQF competence definition in terms of responsibility and autonomy, whilst responsibility is not a readily transferable definition to the e-competence framework, autonomy is a recognizable parameter of competence. By using autonomy as one characteristic, we facilitate connection between the two frameworks.

Nonetheless, Autonomy alone is not sufficient to describe competence when applied to the work place and therefore further definition is required. The diagram below uses three parameters to provide height, depth and breadth to competence level descriptors.



Three parameters to provide height, depth and breadth to competence level descriptors

The main difference between EQF and e-Competence Framework is that within the EQF, these three dimensions down in the levels descriptions of competences, skills and knowledge. On the contrary, in the e-Competence framework these three dimensions are made explicit.

Autonomy indicates competence height and ranges between 'Responding to instructions' and 'Making personal choices'.

Context Complexity provides an indication of competence breadth and ranges between 'Structured – Predictable' situations and 'Unpredictable – Unstructured' situations.

Behaviour can express the observable outcome of attitude; attitudes, i.e. cognitive, emotional, relational, social psychological dispositions, 'are the glue' which bind competence descriptions together but they are difficult to observe and articulate. On the contrary, behavior is a measurable and observable characteristic and may provide a third dimension for level construction. The manner in which individuals analyze, plan and execute tasks varies with competence progression. This developing behavior includes an element of experience which is a parameter often valued and referred to by employers. In the e-Competence Framework, behaviors can be described in terms of "core action verbs" and range between 'the ability to apply' and 'the ability to conceive'.

- **How were work objectives taken into account in the description of considered qualifications?**

There is a clear reference to work processes,. From the point of view of individuals, these work processes are understood as the fulfillment of tasks that are described with the help of the categories plan – build – run – enable – manage ICT processes. This implies a relationship to work objectives, but does not formulate it.

- **Are work objectives clearly visible in the description of considered qualifications, or a relation with work objectives can only be assumed (and, in the latter case, what makes this assumption reasonable)?**

See above, answer to question 4. The application of the above mentioned categories implies, of course, that there are objectives which shall be achieved by fulfilling the tasks, but the description of these tasks does not at any rate make it obvious at which level the objective has to be determined that really should steer work: There is always a hierarchy of objectives, and if the relevant objective is placed too low, adaptation to technical changes cannot easily be achieved since the task-fulfilling individual is only oriented to the work objective immediately visible for her/him by planning, running, enabling, managing, and this could be to closely related to currently used tools of work.

- **Assuming that abilities are derived from work objectives ruling work processes, what is the relation between abilities and work objectives?**

- **How could relations between work objectives and required abilities be described?**

Both questions cannot be answered without having explored how far the category behavior can be understood (as it is suggested in the text quoted under the answer on questions 2 and 3) in a way that it constitutes level assignment and thus implicitly delivers references to organizational hierarchies as described in the Employability Grid. This is a necessary investigation, but it exceeds the framework of this questionnaire.

- **Can explicit/implicit references to “autonomy” or “responsibility” be found in the considered qualifications?**

See previous answers.

- **Can explicit/implicit references to “knowledge” and “skills” be discovered in the considered qualifications?**

See previous answers.

- **Can explicit/implicit references to other (narrower/broader) descriptors be identified in the considered qualifications?**

See quoted text under answers on questions 2 and 3. This concerns behavior and context complexity used as parameters of autonomy.

- **Are the relation among “competences”, “skills” and “knowledge” aligned with the logic of the EQF, with descriptions of “knowledge” and “skills” delivering clear references to “competences”?**

Yes.

- **To what extent are “knowledge”, “skills”, “competences” or other descriptors used for referencing to the EQF?**

They are used in line with the EQF definitions.

- **How far are the descriptors expressed in the employability grid described in the considered qualifications?**

Basically there is a comparable approach in considering competence as the decisive category, and by considering different levels of behavior (as a parameter of autonomy) in order to differentiate between e-Competence levels an approach is applied that uses work immanent categories for differentiation. However, at the same time a very traditional model of leveling is used:

“Concerning number of levels, based on experience of employers, five levels of competence are commonly applied to support career and workforce development. A typical employer structure is displayed below:

e-Competence Level	Generic Job Description	Typical Tasks
5	Principal	IS strategy or programme management
4	Lead Professional or Senior Manager	IS strategy/holistic solutions
3	Senior Professional or Manager	Concepts/Basic principles
2	Professional	Consulting
1	Associate	Support/Service

It is therefore important to find a way to interpret the category behavior as described in the answer to question 7.

- **To what extent are descriptors expressed in the employability grid adopted while referencing considered qualifications to the EQF?**

See previous answers.

- **Which strengths, weaknesses, opportunities and threats can be identified in the logic adopted by the considered SQF, comparing with the logic behind the employability grid?**

Main strengths are: Work process orientation, formalized way of work process description, clear logic of description, clear assignment/limitation to EQF.

Main weaknesses are: Leveling mainly referring to traditional generic job descriptions, hierarchy of these job descriptions is not related to a concept of behavior (which was claimed to be decisive for identifying differences of level) using a common denominator for leveling

Main opportunity: The eCompetence Framework delivers already a lot of very well developed possibilities to describe it according to the Employability Grid.

Main Threat: Nothing for the moment.

- **How can the logic adopted by the considered SQF be enhanced?**
See previous answers.
- **How far can the logic adopted by the considered SQF be migrated to different contexts and how?**
This depends strongly on the transferability of the categories Plan – Build – Run – Enable – Manage.