NQF-SQF
National Qualifications Frameworks
Sectoral Qualifications Frameworks

KCH International

Case study
Construction

Deliverable:	No 17	Version:	**03 final**
WP:	5	Last update:	**27 06 2012**
Prepared by:	Marijke Mesdag		
With contributions from:	ACPART, CREDIJ		

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 summarizes the conclusions of the retail 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.

NQF-SQF:
Case study Construction

"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 DC
Lifelong Learning Programme

1/22
prepared by KCH

(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. One of the observations within deliverable 5, stated that 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 minimal. 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. This leads to the question if this is desirable and if not if it's avoidable.

In order to eliminate this kind of mismatches the draft employability grid filtered the EQF descriptors and described the competences at each level in key words which were categorized by three key terms.
- Action with regard to the action of others: varying from being steered at the lowest levels to steering others
- 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 represented as you could see in the scheme at the next page.

Scheme 1: EQF competences level

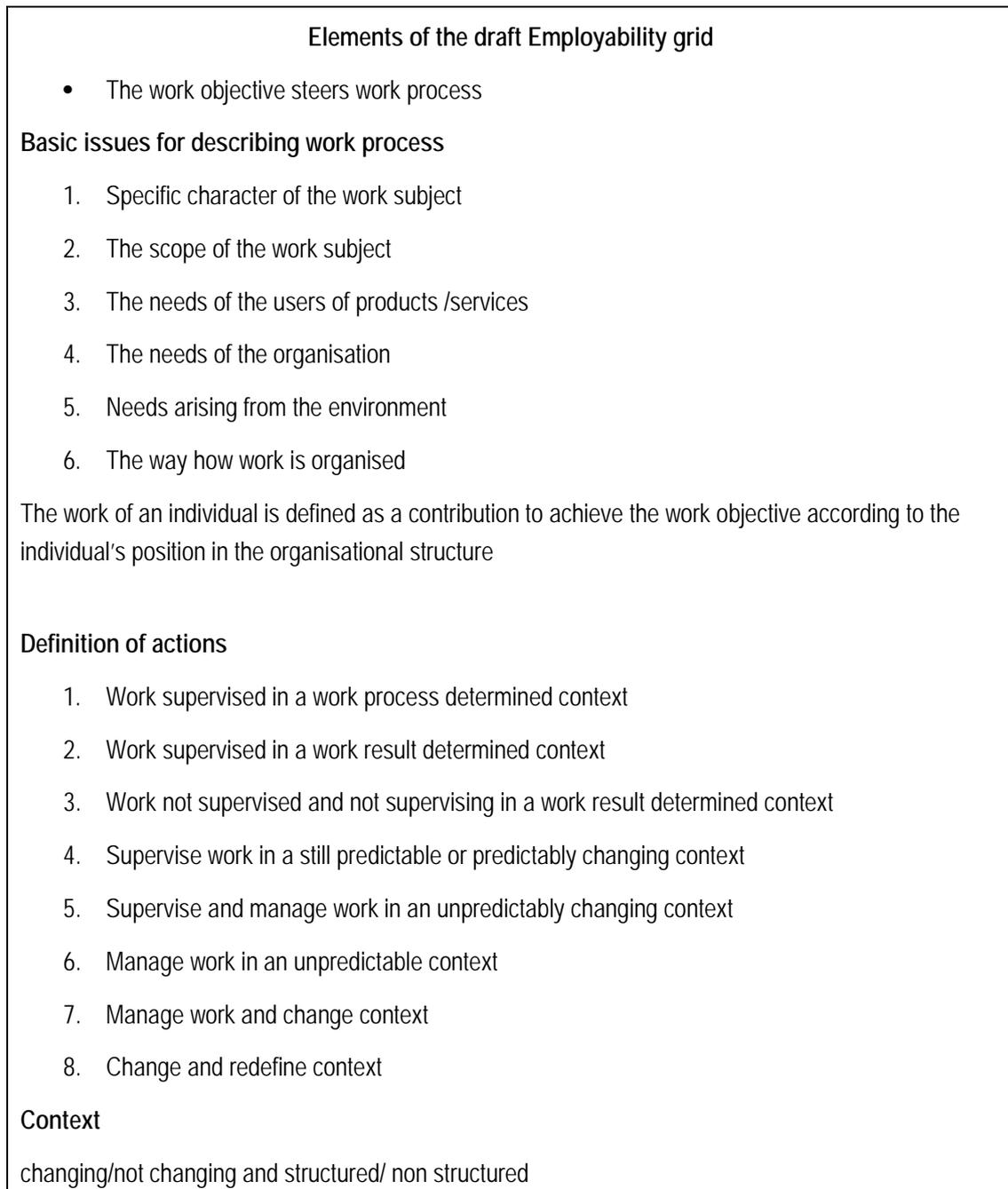| levels of competence	Competence in EQF terms	Action with regard to action of others	Action with regard to context	Context	?
1	Work or study under direct supervision in a structured context	Steered by action others	Determined by context-	Not changing structured	
2	Work or study under direct supervision with some autonomy	Steered by action others	Determined by context	Not changing Not structured	
3	Take responsibility for completion of tasks in work or study adapt own behavior to circumstances in solving problems	neutral	Determined by context	Not changing including changing circumstances	
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	Steering action of others	Determined by context	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	Steering action of others	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	Steering action of others	Determined by context	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	Steering action of others	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	Steering action of others	Determining context transforming and replacing	changing	

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 following scheme pictures the main elements of the draft employability grid :

Scheme 2: elements of the draft Employability grid

<div style="border:1px solid black; padding:1em">

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. Needs arising from the environment

6. 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

7. Manage work and change context

8. Change and redefine context

Context

changing/not changing and structured/ non structured

</div>

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.

NQF-SQF:
Case study Construction

4/22
prepared by KCH

Taken all this into account it was decided to focus of the case studies on the side of the companies in the project plan designated sectors IT, Construction, Retail and Logistics.

Main topics of the case studies were:

- The assumptions made in the draft employability grid – are they recognizable 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 Irish NQF descriptions were taken as a reference. 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. Deliberately level 8 was not taken in to the research. Because of the focus on VET and functions at an operational level. To take level 8 in to the research could lead to unnecessary rustle.

Case studies: approach
The chosen approach was:

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

	Function 1	Function 2	Function 3
ICT	IT employee	IT network administrator	IT manager
Construction	'construction employee'	Team leader /supervisor	Manager
Logistics	Order picker	Logistics team leader	Head of logistics
Retail	Sales assistant	Departmental manager /branch manager	Shop manager/ owner

- Research within small – medium and large enterprises. In order to see the differences in context

    Each partner should assemble for the given sector 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 hard to research 3

NQF-SQF:
Case study Construction

"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 DC
Lifelong Learning Programme

5/22

prepared by KCH

functions, and that it would be more likely that it would be at most two functions that could be under investigation within that company.

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/ sectorial 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   Results case study construction

This chapter presents the case study results of the construction sector.

In 3.1 information is given on the collected data: the response, the division of functions and size of the companies. In 3.2 and 3.3 the answers of the questionnaires are shown and some generalising comments are made. Due to the small amount of interviews this will not be extensive. 3.2 shows the answers of the first part of the questionnaire, 3.3. shows the answers related to the EQF.

3.1   Data gathering

The information on construction was gathered in Romania and in France. In Romania only a large company participated in the research. In France 3 companies participated in the research, two medium sized companies participated and one large company. The two large companies are international operating companies. At a national level those companies employ 4.400 and 4.500 people. No small company participated in the research. Of eight different functions the information was gathered.

Construction: number of employees		
Small company < 10	Medium sized 10- 50 employees	Large >100
Number of employees	Number of employees	Number of employees
	20	4.400
	60	4.500 /11.000 (WW)

It was intended to gather the information for three different functions in the selected organisations. The first part of the interview document contained more general information which needed to be filled in only once. In practice it wasn't always possible to collect the information on three functions. Within the four different organisations information was collected on eight functions, divided over the three function groups, the lower functions, like locksmith and technicians, an intermediate level like team leader and planner and functions at a management level. In one company the answers were given by the Hrm manager. In the other companies the employees of the function under investigation personally answered the interview list.

When looking at the results one should keep in mind the size of the research data. This report contains the results of 8 functions under investigation. The results can only be interpreted as indicators.

Construction: functions under investigation		
Small company < 10	Medium sized 10- 50 employees	Large >100
Functions	Functions	Functions
	Technician	Locksmith
	Team leader/technician	Team leader
	Director	Site director
	Planner	Production and Method Manager

The next table shows the EQF ranking of the functions according to the given answers.

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

3.2 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 which should be taken in consideration for describing the work process were divided in seven issues. This was based on the draft employability grid at the time of construction of the questionnaire. 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 organization? (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

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 their own specific way.

The basic issues

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 regulations).

NQF-SQF:
Case study Construction

"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 DC
Lifelong Learning Programme

8/22

prepared by KCH

	· Acting quickly and effectively
	· Customers have become very demanding and very looking for rates sometimes it is a problem for the rentability. 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
	· Skillness, trust, quality of the production, quality of the relationships, listening, understanding the need

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
	· Legally defined for that we have all we need in the company and else, Organisation and methods, and also, people very skilled, involved, with a good level, well trained. We need people with a strong ability for communication

The needs of the organisation are principally economical. To reach this, the products and services need to be good. Organisations invest to keep up with the requirements of customers and the market. Skilled employees, training of staff, investments in equipment are part of this needs.

Environmental needs

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 (travaux = 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 is only this, the RT 2012 is applicable in 3 weeks, the regulation for fire, regulations on fire and seismic risks
	• We work taking into account the regulation context in which we apply technics

All companies have to comply with environmental rules and rules and regulations concerning health and safety. This concerns both staff and products and services that the companies offer. For employees one could say that it's or should be an integral part of their job to care about health and safety and ecological rules.

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 done 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

For some the relationship of the scope of the work and the overall goals are more clear and obvious than for others. This is probably related with the position in the organisation. At the lower levels the day to day activities are steered by others, structured and focused on a limited range of routine tasks. The main objective is customer satisfaction and quality of work.

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!!!

NQF-SQF:
Case study Construction

"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 DC
Lifelong Learning Programme

10/22
prepared by KCH

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 is to study how to build constructions which are livable and respect standards. We can also look for achievements, to progress in our method.

The position in the organisation and the responsibilities associated with the function, the range of activities, the flexibility in action and influencing the process probably have influenced the given answer.

Main contribution	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 costs to the organization • 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 contribution is essentially to implement the strategy of the General Management, to overcome the difficulties of my teams by listening to them and giving them the needed resources and. Tensions are permanent and my role is that we achieve our goals

Functions under investigation and the availability of job descriptions and sectorial job descriptions

The second part of the questionnaire focused on the question if formal job descriptions were available at company level as well as sectorial level.
The next table shows , as showed before, which functions were investigated.

Construction: functions under investigation		
Small company < 10	Medium sized 10- 50 employees	Large >100
	Functions	Functions
	Technician	Locksmith
	Team leader/technician	Team leader
	Director	Site director
	Planner	Production and Method Manager

Function description	Is a function description available?				
	Available	4	Not available		4
	What kind of description is this?				
	Company description Company & Sectorial description	3 1			
	Do you know if more descriptions of similar functions exist?				
	no	8			
	No No, We do not like, it does not classify positions, "the responsibility is not given but will be take				
remarks					
	• Yes, but only the description of manager of project is really well done, for the other we have missions not noticed in the description. • sectorial description is the description of Syntec ingerierie • 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 http://www.saem.ro/english/scope_activity.php • Similar functions • Normally not, but in reality, we can have the same title, have the same description but in the fact we have different missions. We work with letters of assignment				

Although the questions are only answered by a small group of companies and individuals, it's noteworthy that the job descriptions are mainly company descriptions. Sectorial descriptions seem to be not or less relevant for the interviewed persons.

In order to be able to say more about answers in relation to the position in the organisation the organisational structure was asked for. In most cases this proved not so obvious. Perhaps the function and it's position in the organisational structure is clear to the employees, especially when the organisation is relatively small and not too complex.

Function description	Can you provide the organisational structure and show where the function is classified? Please add the organisational grid
	• 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.
	• I think security regulation and now ecological regulations. These aspects are managing by the direction
	• No for the employees
	• I have not the organisational structure, because I don't use it. But it exists and I know where my function is classified. I manage the Study and product, I manage four Department, I am in connection with the CEO.
	• http://www.saem.ro/english/images/organigrama.jpg

3.3   Linking to the EQF

The last part of the questionnaire aimed at the distinguishing of the levels connected to the investigated functions. As said before the description of the Irish Qualification Framework was used for this purpose.. Using this grid had some pragmatic reasons.

• 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. Therefore the topics were reduced to 'context of the function', 'role', 'knowledge, 'know how and skills' and 'insight'- the ability to learn.

• Ireland is no partner in the project, so none of the partners should feel committed to this grid.

For the research some adaptations were made. The description of the level referring to EQF level 8 was excluded because of the scope of the research. Furthermore the amount of levels were reduced to eight, leaving out the first level and by combining the two similar levels .

The answers to these part of the survey are shown at the next pages. In order to get some more background information it was emphasised that the explanation of the choice was important.

For the functions under investigation abbreviations were used. The next list explains the abbreviations. The C is used for the sector, the other letters to designate the function.

C ls   Construction Locksmith
C T   Construction Technician
C TM/T Construction Team Manager/ Technician
C D   Construction Director
C TL   Construction Team leader
C Sd   Construction site director
C PMM Construction Production and Method Manager

1. Context/complexity	1 not changing structured	2 not changing structured	3 not changing /changing circumstances	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 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

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

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 TM/T   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 Pl   Being able to identify the right skills available To allocate it to a construction site

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

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 PMM   I am responsible for the Production Management, the financial strategy . I have to anticipate needs, to determine the objectives and to control the achieved objectives. The technical studies that we realize are multidisciplinary and the subjects are often complex because they have to take into account the regulations I am also required to learn about subjects that are not mine, to get an idea of the other subjects of the company and to be able to better control. I realize critical analysis regarding used methodologies. I must respect the law, I manage the technicians contracts. My role is to manage.

2. Role	1 Steered by action others	2 Steered by action others	3 neutral	4 Steering action of others	5 Steering action of others	6] Steering action of others	7 Steering action of others
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 C PMM

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

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

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

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 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 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.

C PMM   I manage four department heads. My role is the validation and the assertion of subjects. I arbitrate the conflicts. I support the department heads to enable the successful achievement of work objectives I decide on the subcontracting, the temporary workers, the hiring. I have direct contact with the CEO on strategy I have a commitment to the material means. I attribute assignments. I am a force of proposal to the CEO

C D   As PUZIO'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 realization, I sign contract with manufacturer (of this new technology) I sale the service and I check that everything goes well at the customer

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 PMM	C D C Gd C PMM

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

C TM/T — 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 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 the customer has been satisfied.

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 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 GD — example: light bulbs with low energy consumption are not efficacent 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.

C PMM — I am responsible for the writing of technical guidelines and synthesis on transverse subjects and on highly varied domains. From all these analyzes we sort out proposals for positionning for our subsidiary on the subject.

4. Know how & skills	1 Determined by context	2 Determined by context	3 Determined by context	4 Determined by context	5 Determined by context	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 across an area of study Demonstrate mastery of a complex and specialised area of skills and tools; C PMM 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 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 PMM	C D

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

C TL: — He knows the proper use of machinery, equipment, tools, dangerous substances, transport equipment and other inputs.

C TM/T — 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 Sd:

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.

C PPM — I'm in the prospective. I distribute the projects to the department heads, my own area of expertise is fire safety

C D — I have technical skills as well as my basic training is technical and managerial as I am director of Puzio 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.

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	Assume limited responsibility for consistency of self-understanding and behaviour	Assume partial responsibility for consistency of self-understanding and behaviour	Assume full responsibility for consistency of self-understanding and behaviour	Express an internalised, personal world view, reflecting engagement with others	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 /	Scrutinise and reflect on social norms and relationships and act to change them
	Learn to learn in a disciplined manner in a well-structured and supervised environment	Learn to learn within a managed environment	Learn to take responsibility for own learning within a supervised environment	Learn to take responsibility for own learning within a managed environment	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
Construction	C T	C Ls	*C TM/T*	C TL C PL	C Sd C GD	C PMM	C D

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/T   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 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   transferring my skill is a real pleasure. I get much than I give, I help and I support my teams

C PMM   I always listen to my team. You are recognized and listened to by your team when it is evident that you know their job. My engineers are very good, unfortunately they are   locked in an autism for writing. I intervene more or less depending on the teams managers. I strongly believe in communication, there is always space for improvement. Occasionally I require, I ask for my team's involvement. Error is accepted. Our working tool is human beings.

C D   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

According to the given answers one could classify the functions in a to EQF referenced classification. Not as a goal in itself, but to see which conclusions can be deduced from the clarifications of the answers and to see in what way this could help to refine the employability grid. In delivery 21, the overview of the complete research, this overview is given and one can read the analysis.

Construction: EQF levels related to the functions under investigation		
EQF 1-2	EQF 3-4	EQF 5-6-7
Locksmith	Group leader	Director
Technician	Team leader/technician.	Group leader
	Planner	Site director
		Production and Method Manager

List of references:

Annexes:

For further information on the project please consult:

www.project-nqf-sqf.eu

For further information on the paper please contact:

Please add your e-mail here.

Additional information from ENERGOMONTAJ S.A. (Roumenia)

ENERGOMONTAJ S.A. develops every year professional training plans for all personnel categories, with the union advice. The professional training programme is an integrant part of the Collective Work Contract and it is carried out either by various organizers of qualification and training courses, authorized by the National Council for Adult Vocational Training, or by internal training courses.

Needs

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 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 privatization classified ENERGOMONTAJ S.A. on honorable positions within the top of great Romanian companies, top made by Camera de Comert si Industrie (Trading and Industry Chamber) of Romania.

Evaluation of the data collection Roumenia

Te interview was conducted with the human resources department manager at a large company in Romania, SC. Energomontaj SA – www.saem.ro - , which has approximately 4400 employees. The interview was done both by phone and through email. We had received responses to the request to complete the first part of the interview, the description of the company and its objectives. For the second part, the employer interviewed said that he had no time to complete the questionnaire received, but he can provide the job descriptions of three posts to carry out the case studies.

Studying these documents, we see clear differences in responsibility from station to station. Each of the three positions have defined limits of competence and context in which they are applied hierarchically. There are also specified work tasks that differ in depth and degree of responsibility and knowledge. All three stations have specified responsibilities' in terms of security and fire safety and prevention and environmental protection responsibilities, these responsibilities are largely the same for the three stations, station manager of the site with yet more responsibilities on the protection of labor

Comments from France

This last one seems more interesting, because this man understood the questionnaire and answered easily.

It was not obviously the case with the previous interviews, as the questionnaire seemed very difficult (too conceptual) to some of the workers we met, even though they were heads in their companies….

Education and Culture DC

Lifelong Learning Programme