NQF-SQF
National Qualifications Frameworks
Sectoral Qualifications Frameworks

KCH International

Case study
Logistics

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Prepared by:	Marijke Mesdag		
With contributions from:	AFT, Dekra Akademie		

Short summary:

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

The objective of this case study is to test the value of the methodology developed within WP2. In WP2 a draft employability grid has been developed. The elements of this employability grid are researched in the case study. Four sectors are subject of the case study: construction, ICT, logistics and retail. Of each sector a separate report has been made. This case study report summarises the conclusions of logistics 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. The interviews were planned in small, medium sized and large companies. 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.

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 categorised 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.
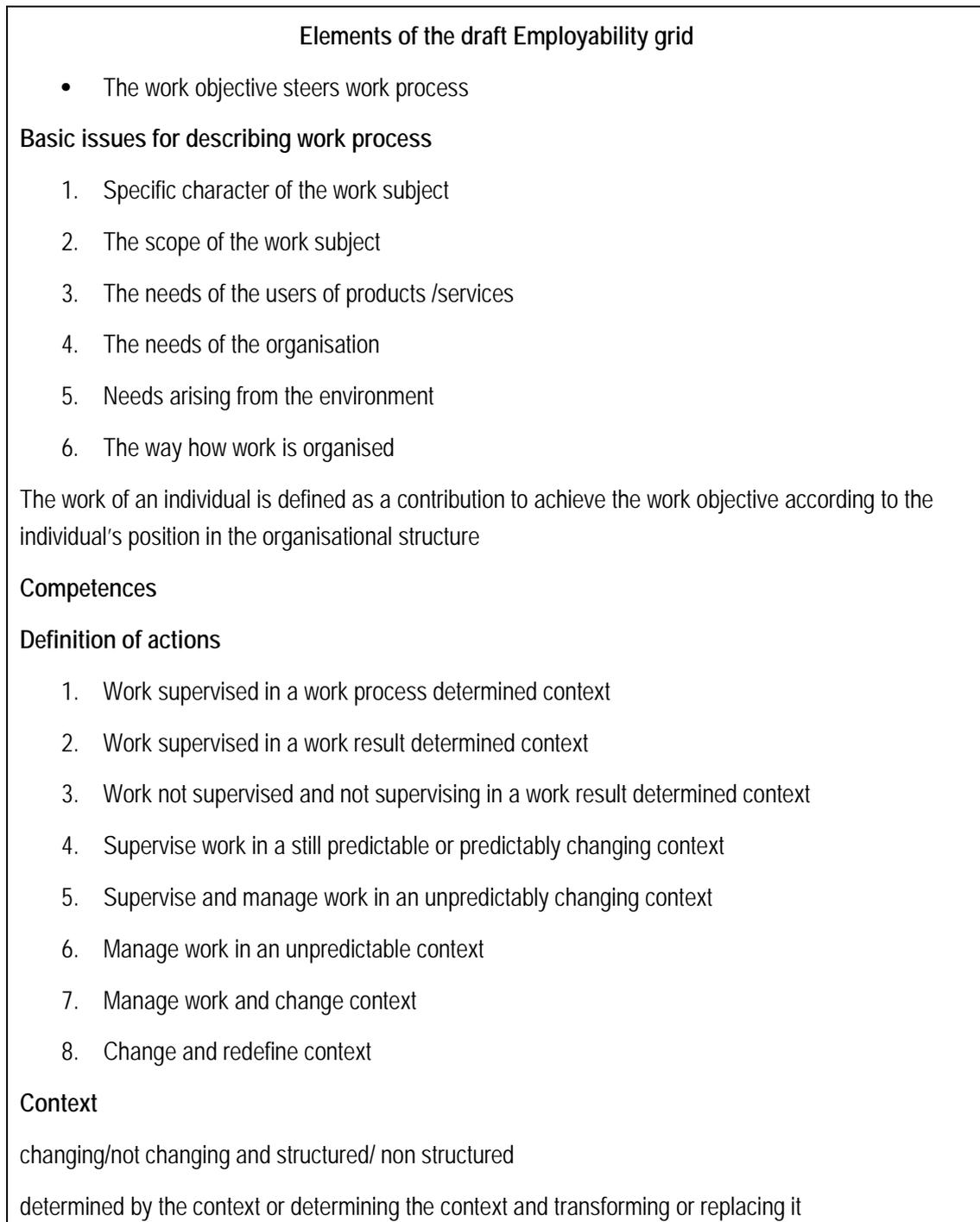
Scheme 1: EQF competences level

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 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

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

Competences

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

determined by the context or determining the context and transforming or replacing it

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

Main topics of the case studies were:

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

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

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

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

- What does this mean for the draft employability grid?

A questionnaire was developed. The first part of the questions focused on the basic issues for describing the work process, the assumptions made in the draft employability grid. The second part focused on functions and key issues related to the competences. As a bases for this second part the 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 foreseen that it would be probably impossible to research more than 2 functions.

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

- Method: interviewing staff/ hrd/ entrepreneur using the description of the function used by the company (organisational function description/ sectorial description) and using the given document with questions/ subjects for gathering the information. For the second part it was emphasised that assembling examples was important in order to underline and specify the given answer.

3 The results case study logistics

This chapter shows the results of the case study in the logistic 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 logistics was gathered in France and Austria. Two large companies and a medium sized company participated in the research. In France 3 companies participated in the research, two medium sized companies participated and one large company. On 6 functions the information was gathered. No small company participated in the research. Of eight different functions the information was gathered. The gathered information will be seen as an indication, because of the limited amount of data.

Results sector, size of the company and division of functions

	Small company < 10			Medium sized 10- 50 (-100) employees			Large >100		
	F1	F2	F3	F1	F2	F3	F1	F2	F3
Logistics				1	1		1	1	1

Logistics: EQF levels related to the functions under investigation		
EQF 1-2	EQF 3-4	EQF 5-6-7
Order picker	Warehouse operator	Logistic team leader
Forklift driver	Administrative clerk	Head of logistics

Number of employees

	Small company < 10	Medium sized 10- 50 employees	Large >100
	Number of employees	Number of employees	Number of employees
Logistics		53	185
			350

It was intended to gather the information for three different functions in the selected organisations. The first part of the study gathered some general information. When more functions per company were surveyed it was sufficient to answer those questions only once.

Within the three different organisations information was collected on six functions, divided over all function groups, the lower functions, order picker and forklift driver, an intermediate level like warehouse operator, administrative clerk, and at a management level the team leader and head of logistics. The answers were given by the Hr manager and the director. In the other companies the employees of the function under investigation personally answered the interview list.

Mind that 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.

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. The interviewees were asked to give their view on these subjects in relation to the core work objective. The following tables show the answers on the various subjects. The subject 'needs of individuals' is not added in the interview list, due to the fact that this factor was added in a later phase of the employability grid and was overlooked in the construction of the interview list.

Objective	How would you characterise the objective of the organisation? (key words)
Logistics	• Forwarding agent • To provide complete logistics services in one package • National and regional haulage of goods

The logistic task is mentioned as the characterising objective.

Needs	How would you characterise the needs of those who use products or services in relationship to the core work objective?
Logistics	• To find clients • national and international transport services, storage, value-added logistical services, logistics consultation • to find and satisfy clients

Logistic services are said to be the main needs of the users of the logistic companies.

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
Logistics	Economical 3x, Legally defined tasks (2x) • As a private company, we have economical needs and we are binded by legal requirements which include environmental, security and safety precautions; • As a private company we bear a regulated economical activity with more and more environmental constraints.

The needs of the organisations are economical. Companies have to comply with environmental regulations.

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)
Logistics	• yes, health and safety, ecological regulations'

	• Yes, there are more and more legal, safety and environmental needs

All companies have to comply with environmental and health and safety regulations.

Function description, organisation chart and sectorial descriptions

Functions under investigation:
- warehouse operator (WO), Clerk for administrative management of Transport & logistics operations (AM)
- Order picker (OP), team leader (TL), head of logistics (HL) (3 Functions)
- Forklift driver

Function description	Is a function description available? Can you provide the organisational structure and show where the function is classified? Please add the organisational structure
Logistics	• yes, in form of a job description, Company description (Austria) (will be provided at a later stage). The interviewee is not aware of any sectoral function descriptions • Sectoral description (2x France) • The forklift driver is hierarchically placed right under the Warehouse Manager. (no structure provided)

AFT IFTIM provided job descriptions of the Forklift driver, warehouse operator and clerks for administrative management of transport/logistics. The French companies answered that the job descriptions are sectorial descriptions:

Forklift Driver
The forklift driver is responsible for the safe loading, unloading of goods from vehicles and the movement of goods within the warehouse. They ensure goods are placed in the correct storage locations and may operate within the warehouse or yard. They are also responsible for ensuring the daily maintenance of their forklift is carried out

Warehouse Operator/Operative
The warehouse operators may work in a particular area or may be classed as multifunctional. They normally receive deliveries of goods and check them against the relevant documentation which may include scanning incoming goods. They may use a forklift truck to load, unload and move goods and have responsibility for replenishing stock. The work may also include order picking, inspection, weighing and packing ordered goods
.
Clerks for administrative management of transport/logistics
He/she organises freight load/unload. He/she works on administrative documents. He/she makes invoices and receipts. He/she checks suitability for transport of means of transport and eligibility of transport documentation. He/she may also support customs procedures.

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?
	• Ground work • Yes (2x) • Every function plays an important role in completing tasks of an element

	of the supply chain. The functions cooperate in the business process. Each worker (each function) contributes an element to the process. In order to provide a service, a minimum have 5 functions would have to interact to complete it, no individual function can provide a service (element).

Overall goal	**Does the overall goal determine the work objectives? Does it really steer the work of the investigated function?**
	• Yes (2x) • Yes, in so far as all functions contribute to the overall achievement of work objectives (to provide logistical services). The work objective of each function is based on the fulfillment of their tasks within their elements in the logistical process. In order to fulfill the responsibilities of each function (including the three functions under investigation), the job holder has to have a sufficient understanding of the logistical process (up- and downstream work processes, the overall logistical chain)
Outcomes	**Will outcomes of the activities be useable for various work objectives?**
	• Yes (2x) • No, the opposite: outcomes of activities are always one part of the completion of the overall work objective
Main contribution	**Which is the main contribution of the employee in this function to the work objective?**
	• WO: He handles the incoming shipment of goods • AC: The clerk acts as an intermediary between ground workers and clients. • FD: His main contribution is that he allows for the management of stock. • OP: main contributions in storage, some in transport and value-added services: main responsibility: overall handling (loading, unloading, assembling orders, etc.) • TL: main contributions depending on the area of application (mostly in storage, value-added services): main responsibility: to ensure that the responsibilities of the team are fulfilled without faults and in an economically sound way • HL: main contributions to overall work objectives through ensuring the smooth running of all logistical activities: main responsibilities: ensuring that necessary resources, employees, surrounding conditions are available and have the best conditions for completing their responsibilities towards the overall work objective

The mutual dependency of functions as a part of the complete process is described in one of the comments. "All functions contribute to the overall achievement of work objectives (to provide logistical services). The work objective of each function is based on the fulfillment of their tasks within their elements in the logistical process. In order to fulfill the responsibilities of each function (including the three functions under investigation), the job holder has to have a sufficient understanding of the logistical process (up- and downstream work processes, the overall logistical chain)"
The employee contributes to the objective by fulfilling his tasks.

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. This is one of the first constructed National Frameworks. It links the EQF to the Irish Qualification Framework. 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.

No comments will be given on the given answers of this part of the survey. In delivery 21 you will find remarks on this part of the survey.

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

L OP   Orderpicker
L WO: warehouse operator
L FD: forklift driver
L AC: Administrative clerk
L TL: Logistic Team Leader
L HL: Head of logistics

1. Context/ complexity	C 1	C-2	C 3	C 4	C 5	C 6	C 7
Which description describes the context of this function the most appropriate? *Context of the function*	Act in a limited range of predictable and structured contexts	Act within a limited range of contexts	Act in familiar and unfamiliar contexts	Act in a range of varied and specific contexts, taking responsibility for the nature and quality of outputs; identify and apply skill and knowledge to a wide variety of contexts	Act in a range of varied and specific contexts involving creative and non-routine activities; transfer and apply theoretical concepts and/or technical or creative skills to a range of contexts	Utilise diagnostic and creative skills in a range of functions in a wide variety of contexts / Use advanced skills to conduct research, or advanced technical or professional activity, accepting accountability for all related decision making; transfer and apply diagnostic and creative skills in a range of contexts	Act in a wide and often unpredictable variety of professional levels and ill defined contexts
		L OP	L WO L FD L AC		L TL		L HL

Please specify this with examples

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

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

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

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

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

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

2. Role (Ai)	R 1	R2	R3	R4	R5	R6	R7
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
		x LOP x L WO x L FD		X L AC	x TL		x HL

Please specify this with examples

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

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

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

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

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

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

3. knowledge	K 1	K2	K 3	K 4	K 5	K 6	K 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
		L OP L WO L FD	L AC		TL		HL

3. knowledge	K 1	K2	K 3	K 4	K 5	K 6	K 7

Please specify with examples

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

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

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

L AC   The clerk must be able to grasp all the specificities of the consignees (including delivery schedules) and thus must be able to foresee a sort of typology of their needs (e.g. he must be able to have an intuitive idea of clients' needs based on their particular work objectives).

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

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

4. Know how & skills (Pa)	K /S 1	K/S 2	Pa K/S 3	Pa K/S 4	Pa K/S 5	Pa K/S 6	K/S 7
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	Select from a limited range of varied procedures and apply known solutions to a limited range of predictable problems	Select from a range of procedures and apply known solutions to a variety of predictable problems	Evaluate and use information to plan and develop investigative strategies and to determine solutions to varied unfamiliar problems	Formulate responses to well-defined abstract problems	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)	Select from complex and advanced skills across a field of learning; develop new skills to a high level, including novel and emerging techniques
	Demonstrate limited range of basic practical skills, including the use of relevant tools	Demonstrate a limited range of practical and cognitive skills and tools	Demonstrate a moderate range of practical and cognitive skills and tools	Demonstrate a broad range of specialised skills and tools	Demonstrate comprehensive range of specialised skills and tools	Demonstrate specialised technical, creative or conceptual skills and tools across an area of study Demonstrate mastery of a complex and specialised area of skills and tools; use and modify advanced skills and tools to conduct closely guided research, professional or advanced technical activity	Demonstrate a range of standard and specialised research or equivalent tools and techniques of enquiry
	x L FD	x L OP	x L WO X L AC		x L TL	x L HL	

Please specify with examples

L OP: has a certain range of different procedures for routine tasks, skills and is able to use a limited range of (technical) tools

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

L FD   The forklift driver must follow indications and must perform his tasks in a predefined order.

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

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

L HL: creative and conceptual skills, planning and managing logistics area

5. insight	Ac 1	Ac2	Ac 3	Ac 4	Ac 5	Ac 6	Ac 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
		x L OP x L FD	X L AC X L WO		x TL	x HL	

Please specify with examples

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

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

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

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

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

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

According to the given answers one could classify the functions in EQF. 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.

Annexes

Organigramme du site de Montpellier

General remarks on the questionnaire by the Austrian company

General remarks on the questionnaire and the model:

the interviewee finds it difficult to substantiate the context of the functions at examples because it is already predetermined through the definitions of the levels. (Austria)

Know how & skills: This section was found to be most difficult with regard to substantiating through examples, especially due to not so clear-cut selectivity

The interviewee found the section insight to be not relevant to work. He suggested that there could be order pickers with a more committed approach in this field than some team leaders (for instance) which would not necessarily impact on their fulfillment of tasks, however, might impact upon the ability of, in this instance, order pickers' to further their career or work in workers' representation, etc. etc. The attitudes listed here might give more information on a person's ability to progress in functions. Overall, it was noted that this section moves more into the area of privacy out of the area of work.

With regard to the separation effect of the levels:
It was noted that in many cases it was very difficult to clearly distinguish between the different levels. Often, the difference was only made through one word (For example: 4. Know-how and skills "a **limited** range of practical and cognitive skills." and "a **moderate** range of practical and cognitive skills and tools". This is the case in many of the definitions and the interviewee mentioned that is was very difficult to identify the appropriate level for each function in those instances. With regard to Section 4 know-how and skills, the interviewee noted that the top row of definitions was more comprehendible than the bottom part.

He also mentioned that he found that in some of those cases, especially levels 2 and 3, the difference between the levels seemed very low. The interviewee expressed that there might be need to further substantiate the levels in order to clearly indicate where the limits of each level are. In the course of the discussion, the interviewee mentioned that in some of the cases it might make sense to lower the number of levels and instead possibly add the option of a +/- addition, indicating whether the level was filled out in more basic terms or in more substantiate terms.

It was discussed that a sector-specific approach might lead to more precise formulations in the level descriptions.

In terms of practical applicability:
The interviewee stated that through his previous involvement in projects dealing with the EQF and the formulation of learning outcomes, he found it relatively easy to grasp the concept, however, prior to this experience he would have had difficulty in understanding the purpose and definition of the model. He stated that practitioners in companies would probably have difficulty understanding such a model and would hence be hesitant in applying it.

In general, he found the model very theoretic and abstract with a low degree of practical reference and possibly relevance. It was stated that for companies. The scope for practical application in companies' personnel departments seemed low, according to the interviewee. This should be remedied by better level descriptions (possibly through a sectoral approach?) and more practice-references (e.g. through giving examples between the aspects of different levels).

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.

When it's a company description: Is a sectoral description of the function available?

- the interviewee is not aware of any sectoral function descriptions (Austria)

Do you know if more descriptions of similar functions exist?

- No (2x)
- -

Can you provide the organisational structure and show where the function is classified?

- Will be provided at a later stage
- The forklift driver is hierarchically placed right under the Warehouse Manager. (no structure provided)

Please add the organisational structure