

# **DARYA Methodological guidelines for design of the pilot multi-country occupational profiles in Central Asia**

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## **Annex**

*Form of the descriptor of the multi-country occupational profile*

## 1. Introduction

These guidelines provide methodological guidance for the design of pilot multi-country occupational profiles in Central Asia. It is based on the methodological and organizational know-how of the experts and institutions from Central Asian countries and the international expertise provided by the ETF and engaged partners dealing with design and development of the national qualifications systems, national and regional qualifications frameworks, competence-based occupational standards and qualifications, comparison of qualifications, recognition of competences and learning outcomes, curriculum design, development of the new institutional settings and pathways of skill formation, development of the social dialogue in the skill formation and systems of qualifications, fostering transparent and sustainable patterns of migration of the skilled workforce.

The present methodology is largely based on the methodological approaches, ideas and know-how acquired and applied in the previous stages of the DARYA project, especially in executing of the mapping of the national qualifications and NQFs of Central Asian countries, as well as preparation of the glossary of terms and concepts in the area of qualifications and NQFs implemented in 2023-2024. Another important methodological reference for the design of the pilot multi-country occupational profiles is the toolkit developed by the European Training Foundation “Making Better Vocational Qualifications” (<https://www.etf.europa.eu/en/publications-and-resources/publications/making-better-vocational-qualifications-vocational>).

The core target readership of this document are the experts from CA countries working in the design of the multi-country occupational profiles pilots for this region. Guidelines provide methodological information and concrete recommendations for each step of the design of multi-country occupational profiles, starting from the identification of related occupations and qualifications, collecting, selecting an analysis of the secondary information and data, extracting the primary data and information from the expert interviews, drafting the descriptors of occupational profiles, including descriptors of the units of profiles and related competences, discussing the drafts of descriptors with the national experts/stakeholders, collecting their feedback and revising the descriptors.

Experts working in the design of the multi-country occupational profiles are invited to address their questions, critical remarks and suggestions concerning methodological aspects of design of the multi-country qualifications to STE Vidmantas Tūtlys who will provide the methodological support and guidance for the regional groups of experts ([vidmantas.tutlys@gmail.com](mailto:vidmantas.tutlys@gmail.com)).

## **2. The goal and scope of usage of the multi-country occupational profiles in CA**

Multi-country occupational profiles are designed in cooperation between different countries, thus sharing the common content and features typical for the national qualifications of these countries and mutually recognized and used in the areas of skill formation and human resource management in the related region. National qualifications are being developed and awarded by the competent bodies and stipulated by the national legislation and authorities. Multi-country occupational profiles can be regarded as bridging elements of the national systems of qualifications of the countries in the particular region applied for the transparent, sustainable and mutually beneficial labour migration, fostering corporate investments and cross-border cooperation between the education and training providers in the region. It means that multi-country occupational profiles focus only on the common requirements on competences and learning outcomes typical for the qualifications in the countries of the region and do not cover all the elements of the national qualifications. This is how the multi-country occupational profiles serve as key reference for the comparability of the national qualifications.

This instrument is preferably supplemented with the regional qualifications frameworks enabling smooth identification of the levels of qualifications in the different NQFs of the region. The design of the regional qualifications framework in the CA is at the stage of initial discussions.

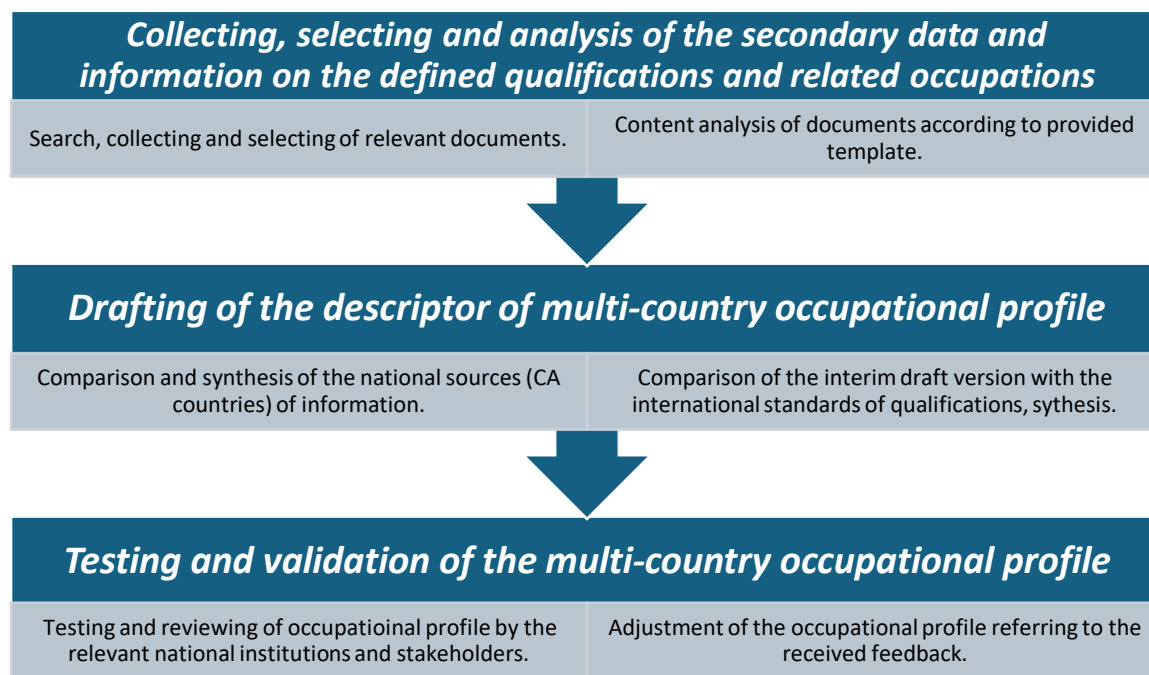
The design of the multi-country occupational profiles in Central Asia creates multiple preconditions for the development of the regional system of qualifications and regional qualifications framework of Central Asia. Design and introduction of the multi-country occupational profiles will:

- 1) Enhance more intensive and focused cooperation between the stakeholders and experts involved in the development of qualifications and their systems in CA countries.
- 2) Increase transparency and quality of the national qualifications and their systems in CA countries.
- 3) Make easier the mutual recognition of competences and qualifications acquired by learners and skilled workers in CA countries, thus leading to sustainable and beneficial workforce migration and preventing its negative derivatives, such as over-qualification of the migrant workers, when they occupy the jobs requiring lower level of qualification than they possess.

- 4) Support and enhance the institutions of the systems mutual trust between the stakeholders and of qualifications in CA countries, facilitate design and implementation of a potential regional qualifications framework.
- 5) Create better preconditions for the ‘opening’ and recognition of the qualifications of CA countries globally, also in the destination countries of the migration (e.g., EU or EEA countries).
- 6) Support intensification of the economic cooperation and mutual investments within CA countries.
- 7) Foster exchange and development of the expertise and know-how in the design and development of qualifications between CA countries, thus enabling innovations in this area; create additional channel for the policy learning in the design and development of qualifications and their systems.

### 3. Methodology and organization of designing of the multi-country occupational profiles

Suggested design of the multi-country occupational profiles consists of the following three steps:



### *3.1. Selecting, collecting and analysis of the secondary data and information on the defined qualifications and related occupations*

The national and international occupational standards, qualification profiles, competence frameworks, VET standards and curricula are the key sources of the secondary data and information for the design of the multi-country occupational profiles. These sources of information are selected by the following basic criteria:

- 1) The documents have to be valid and up-to-date.
- 2) Described qualifications largely correspond to the targeted multi-country qualification.
- 3) The documents are intended for the open-access usage. In the contrary case, the official consent of the document owners/developers has to be obtained.

For all five developed occupational profiles there will be formed a separate regional-sectoral group of experts from the all CA countries. The experts in the working group select all relevant and accessible secondary sources on the developed occupational profile from their countries and from the international sources.

Documents are analysed by using the questions provided (below) in the form of the descriptor of the occupational profile.

The following national documents should be analysed:

- 1) Available national occupational standards, assessment standards and qualification profiles.
- 2) Available VET curricula.
- 3) Occupational /qualification profiles and competence frameworks developed by the sectoral bodies and stakeholders (when available).
- 4) Legal acts stipulating the work/activity related to analysed occupation (health and safety protection, hygienic requirements, ergonomic specifications, minimal age, qualification requirements, etc.).

The following international documents should be analysed:

- 1) International occupational standards or qualification profiles (if available)
- 2) International sectoral qualifications and competence frameworks developed by the sectoral bodies and stakeholders (when available).
- 3) International quality standards related to the analysed activity.
- 4) Articles, papers and other publications on the technological, organizational, ergonomic and other changes in the given occupation or occupational area.

Each regional expert group at the beginning of activity will have to define the lists of relevant national and international documents to be analysed.

Experts from the regional sectoral group read the document and select/pick-up the information relevant for a given question. Such information can be interpreted and generalized referring to the question of analysis and transferred to the related fields of the below provided form. Each part of the form of the inert-country occupational profile can be used as a template for collecting and summarizing of analysed information. We would suggest the principle of complementarity in the analysis of the secondary sources and the usage of data and information for the drafting of the descriptors of multi-country occupational profiles. As a result, the analysis of the secondary sources of information leads to the initial/first draft of these descriptors. Collected information should be focused on the essential/necessary qualification requirements for the performance in a given occupation.

### *3.2. Drafting of the descriptors of multi-country occupational profiles*

After analysing all selected documents in a country the collected information (for each question) is synthesized by eliminating the repeating information and adding the complementing one. As a result, country-level draft descriptors for each designed occupational profile are prepared. These descriptors should be made accessible online (Google Doc, Google Drive, or similar option) to every expert in the group. .

The working group of experts from CA countries compares in an online workshop (1-2 workshops) developed ‘national level’ descriptors by following the same ‘complementarity principle’. After this comparison the resulting occupational profile, especially the list of units of profile and the corresponding competences are critically reviewed in the group discussion by following these suggested questions:

1. To what extent the defined units and competences correspond to the current demand of competences in a given occupation in the CA countries?
2. To what extent the defined units and competences correspond to the future requirements to competences in a given occupation in the CA countries related to technological change (digitalization of work processes), greening of economy (sustainability, circular economy, etc.), change of the work organization, etc.?
3. What units or competences can be added or replaced?

The synthesis of comparison leads to the preparation of the first draft of the profile of multi-country occupational profiles.

In the same way the first draft of the multi-country occupational profile is compared to the available and selected international standards and profiles of qualification. This can be executed in the regime of the desktop analysis by the individual delegated experts or in the common online workshop. Experts have to decide on how to treat the identified competencies and learning outcomes of the international standards which have no analogues in the first draft of the multi-country occupational profile. The following format of this analysis is suggested. Expert compares the descriptions of competences, learning outcomes, assessment criteria in the selected international standard and the draft of multi-country occupational profile by answering the following questions:

1. What international standard competences/learning outcomes of the correspond or are essentially similar to the competences defined in the draft profile of international occupational profile? Such correspondence can be recorded by marking the reference (title, year) of the international standard nearby/after the corresponding competence in the draft.
2. What competences or learning outcomes outlined in the international standard do not have any match to the competences in the draft of multi-country occupational profile? In case of identification of such competences these should be further analysed by responding to the following questions: 1) Are these competences currently relevant for the corresponding work processes executed in CA countries (e.g., in terms of technological, work organisation and other conditions)? 2) Can these competences be relevant for the performance in the work processes in the foreseeable future? If the answers to these questions are positive, then such competences can be included in the draft occupational profile by providing the reference to corresponding standard in the brackets (title of standard, year of publication). Here it is important to consider the current and future relevance of competences in all countries. If such competence is relevant at least in one CA country, it can be included in the draft profile of multi-country occupational profile.

After defining the list of units of profile and competences, the experts should discuss and suggest the assessment criteria.

### 3.3. Testing and validation of the drafts of multi-country occupational profiles

The testing of the draft descriptors can include the following activities performed by the selected stakeholders in the CA countries:

<u>Type of stakeholders/institutions performing the testing</u>	<u>Testing actions</u>
<u>Stakeholders and institutions responsible for the design of qualifications, occupational standards, VET standards (including multipartite sectoral bodies)</u>	<u>Comparison of the multi-country occupational profiles with the corresponding national occupational/qualification standards, or VET standards in seeking to evaluate the potential of the usage of profile in the following areas:</u> <ul style="list-style-type: none"> <li>• <u>Reference for maintenance and updating of the national occupational/qualification standards, or VET standards.</u></li> <li>• <u>Object for more systemic cooperation and exchange of expertise and know-how with the stakeholders and institutions of the other CA countries in design and</u></li> </ul>

	<p><u>development of the national qualifications and standards.</u></p> <ul style="list-style-type: none"> <li>• <u>Basis for further work on improving transparency and international comparability of vocational qualifications.</u></li> </ul>
<u>VET providers</u>	<p><u>Reviewing of the multi-country occupational profile by evaluating the suitability and potential of this instrument in the following areas:</u></p> <ul style="list-style-type: none"> <li>• <u>Serving as reference for design and updating of the VET curricula.</u></li> <li>• <u>Reference instrument for planning and organising of the mobilities of the VET students between CA countries.</u></li> <li>• <u>Serving as reference for more systemic exchanges and cooperation between the VET providers of the CA countries in the fields of VET curriculum design and competence development of the VET teaching staff.</u></li> </ul>
<b><u>Competence assessment and qualifications awarding bodies</u></b>	<p><u>Comparison of the multi-country occupational profile with the corresponding national occupational standards/qualification standards/VET standards used as references for assessment of competence and awarding of qualification, in order to evaluate the suitability and potential of usage of multi-country occupational profile in the following areas:</u></p> <ul style="list-style-type: none"> <li>• <u>Serving as reference for assessment and recognition of the competences, units of qualifications/partial qualifications and the whole qualifications of the workers and VET students from the other CA countries for the purposes of employment or further training (including recognition of the informal and non-formal learning).</u></li> <li>• <u>Reference for the assessment and recognition of the competencies and qualifications of the citizens of country acquired in the other CA countries.</u></li> <li>• <u>Potential instrument for the establishment of the automatic recognition of competences and qualifications in the region of CA.</u></li> <li>• <u>Potential instrument for improving the comparability and recognition of the vocational qualifications from the CA countries in the other regions of the world.</u></li> </ul>

<u>Governmental institutions, state agencies and bodies responsible for the employment and migration policies.</u>	<u>Reviewing of the multi-country occupational profiles and provision of expert evaluation about the suitability and potential of these instruments in the following areas:</u> <ul style="list-style-type: none"> <li>• <u>Instrument for employment policy, including serving as reference for vocational /career guidance.</u></li> <li>• <u>Instrument for the transparent and sustainable regulation of the labour migration in the CA countries.</u></li> </ul>
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The feedback of testing and reviewing should be obtained in the written form outlining the strengths and potential of the inter-country occupational standard in the concerned areas, as well as their shortages and possible areas for improvement.

It would be necessary to get such reviews from the competence assessment and qualifications awarding bodies in all CA countries. The reviews from the other indicated institutions and bodies are optional, but could significantly contribute to the further implementation and development of multi-country occupational standards in the CA region.

The feedback of above outlined institutions and bodies can be collected either through face-to-face/online presentations and discussions, or by distributing these descriptors and getting written comments by email. Collected feedback is used for the finalisation of the pilot descriptors of the multi-country occupational profiles.

Practice test of these pilot profiles after their design lies outside the scope of the DARYA multi-country pilot, but could involve the following activities:

- 1) Testing the pilot multi-country qualifications descriptors as reference instruments for the assessment of competences and recognition of the full and partial qualifications of the mobile learners and employees in the CA region.
- 2) Testing multi-country qualifications as references used by the VET and HE providers of different CA countries in their initiatives of designing common VET and HE programmes.
- 3) Testing the pilots of multi-country qualifications in the function of information sources and references in the design of the occupational standards, VET standards and VET curricula in CA countries.

#### 4. Structure and content of the multi-country occupational profile descriptor

This part provides guiding questions and comments on the information which is needed to be filled in the template of the multi-country occupational profile. The regional group of experts working on the drafting of profile should agree on the division of the roles and responsibilities of the group members in collecting, analysing and inserting the information according to below provided questions and topics, The group should select a coordinator who will be responsible for the drafting

of text on the basis of the text parts provided by the experts. Each experts from the group should take responsibility for collecting and provision of the information on the particular parts of profile to the group coordinator. This division of roles and responsibilities should be established in the first meeting of the group.

#### 4.1. *Title of multi-country occupational profile and reference to the levels of the NQFs of CA countries*

The title of the occupational profile is selected on the basis of comparison of the corresponding titles of qualification in CA countries and beyond this region (e.g., EU). The dominant version of the title should be applied. In case of important differences of titles synonym versions can be provided in the brackets.

#### 4.2. *Outline of occupations and work processes related to qualification*

In the framework of this analysis it is suggested to follow the following definitions of the occupation and qualification provided by the ESCO and EC:

*An occupation is a grouping of jobs involving similar tasks and which require a similar skills set. Occupations should not be confused with jobs or job titles. While a job is bound to a specific work context and executed by one person, occupations group jobs by common characteristics.* (ESCO, <https://esco.ec.europa.eu/en/about-esco/escopedia/escopedia/occupation>).

*The EQF defines a qualification as ‘the formal outcome of an assessment and validation process obtained when a competent body determines that an individual has achieved learning outcomes to given standards’.* (EC 2018, [https://ehea.info/Upload/TPG\\_A\\_QF\\_RO\\_MK\\_1\\_EQF\\_Brochure.pdf](https://ehea.info/Upload/TPG_A_QF_RO_MK_1_EQF_Brochure.pdf)).

The following guidance questions should be concisely answered and the requested information should be provided.

### **The title of occupation and code according to the national classifiers and ISCO**

Here there is provided a title of occupation and the codes from the national classifiers of occupations of the CA countries and ISCO: <https://ilostat.ilo.org/methods/concepts-and-definitions/classification-occupation/>

### **The goal of related activity/work process**

- *What is the main goal of the activity/work process?*
- *Who are the main users and beneficiaries of the deliverables of activity?*

### **Main objects and outputs of work (deliverables, products, services, instruments and tools, resources needed)**

- *What are the key created deliverables/outputs of the activity in terms of products and/or services?*
- *What kind of instruments, tools and equipment is used in the work processes of occupation?*
- *To what extent the work processes are automatized and digitalized?*

**Brief outline of the key characteristics of the work processes:**  
**typical workplaces, work organization forms, specific requirements of work execution, work safety specifications, environmental impact**

- *Please indicate the key characteristics of the workplace: indoor/outdoor; requirements for spacing, lighting, air ventilation and temperature, posture of worker/employee at the workplace, occupational health and safety risks related to workplace.*
- *Please describe briefly typical work organization form(-s): individual / collective performance; organization of the working time (work in shifts), autonomy of performer and supervision of the work execution.*
- *Please describe briefly the specific requirements of the work for the physical and mental health of work performer.*
- *Please outline the key specific work safety specifications: risks of work safety, applied measures to deal with these risks.*
- *Please describe briefly negative impact of the work for the ecological environment, including pollution of air, water and soil, waste generation, contaminating emissions, impact for the nature (plants, animals, etc.); outlining the key measures applied to mitigating negative impact of work for ecology.*

**4.8. Role and place of occupational profile in the corresponding economic sector of CA countries**

The following guidance questions should be concisely answered and the requested information should be provided.

**Spread of the jobs related to profile in the different types of enterprises (SME's, big enterprises, national capital/international capital, geographical distribution)**

- *What kind of enterprises (large, SMEs, local, international, located in the cities, located in the rural areas and small towns) employ the holders of qualifications related to this profile?*

**The role/place of occupational profile in the context of the technological and organizational development of the sector (digitalization, automation, robotization of work processes, greening of economy and work processes, etc.)**

- *Are the work processes related to the described occupational profile impacted by the digitalization and robotization? If so, how the trends of digitalization, robotization and automation change the qualification requirements of employees (new qualifications, new units/modules of qualifications, new competencies and skills)?*
- *Are the work processes related to occupational profile impacted by the development of environmentally friendly/neutral activities and approaches of work? If so, how the trends of 'greening' of economic activities change the qualification requirements of employees (new qualifications, new units/modules of qualifications, new competencies and skills)?*

**Mobility of workforce and workplaces related to occupational profile: mobility within the CA region, mobility outside the CA region (just indication of trends, no statistical data).**

- *What are the trends of mobility of the holders of qualifications related to the inter-country occupational profile between CA countries and outside the CA region?*
- *What are the trends of creating new jobs related to the inter-country occupational profile because of foreign investments with the CA region and from the countries outside CA?*

#### 4.4. Descriptor of units and competences

We would suggest using the modular structure in structuring the content of the inter country occupational profile . Each unit of qualification consists of competences formulated by referring to the **key work tasks**, and then further split into the categories of knowledge, skills, autonomy and responsibility. Key work task is the action – constituent unit of work process contributing to it's accomplishment and structured by the sequence of work execution order, specificities of the products/services/applied technologies, or work organisation requirements. Such structure enhances the focus of the design of the multi-country occupational profile on the neutral/universal requirements of the work process, reducing the risk of counter-productive discussions on the comparability of particularities of national curriculum structures. Besides, it further promotes competence orientation and allows enough flexibility.

Here are some examples of the key work tasks:

Work process of the road freight transport driver: *Transportation of the dangerous cargo.*

Key work tasks:

- 1) *To load the dangerous cargo on the tent or hard sided trailer.*
- 2) *To load the liquid dangerous cargo in the tank truck.*
- 3) *To drive the vehicle with the loaded dangerous cargo.*
- 4) *To monitor the state of the dangerous cargo during the transportation.*

Work process of the car mechatronic: *car motor diagnostics and repair.*

Key work tasks:

- 1) *To execute the diagnostics of the car motor by using digital diagnostic systems and instruments.*
- 2) *To repair the motor.*

**Units of occupational profile are derived from the key work processes typical for a given occupation.**

For example, in the case of the road freight transport driver, the following work processes can be distinguished: *exploitation and driving of the C and CE road transport measures, the transportation of cargo, transportation of dangerous cargo.*

**Each work process consists of identification of competences.**

**key work tasks, serving for the**  
 For example, the work process

“exploitation and driving of the C and CE road transport measures” can be split into the following key work tasks<sup>1</sup>:

- 1) *To exploit the road cargo truck with trailer, semi-trailer, several trailers.*
- 2) *To detect and remove small/routine malfunctions of the road freight truck and trailer.*
- 3) *To drive the road cargo truck with trailer, semi-trailer.*

**Knowledge** related to the execution of the key work tasks is described in terms of concrete topics or clusters of the factual, procedural and methodical knowledge, for example:

*General structure of vehicles, purpose of aggregates and assemblies, systems and mechanisms, operating principles, used consumables. Features of tire construction, installation, correct use and maintenance. Main parts of brake devices, speed limiters, principles of operation, rules of use and daily maintenance. Rules for using the anti-lock braking system. Types of vehicle coupling systems, main parts and operation, rules for use and daily maintenance of the coupling device.*

**Skills** refer to the practical, psycho-motor and/or mental actions applied in executing key work task:

*To install, correct and maintain the tires. To execute routine maintenance of brakes, speed limiters. To use anti-lock braking system. To operate and maintain vehicle coupling device.*

**Autonomy and responsibility, transversal competences** is defined by referring to the decision making process in executing the work, as well as to the assumed responsibility. This column can also contain the information about other transversal competences.

*Makes autonomous decisions about everyday/routine exploitation of the vehicle. Assumes responsibility for monitoring of the technical state and servicing of vehicle during exploitation.*

### **Competence assessment criteria**

The assessment criteria can be formulated by defining the work tasks related to the demonstration of a given competence, by indicating applied references/sources for performance assessment (standards, rules, specifications, manufacturer recommendations, etc). For example:

Competence:

*To exploit the road cargo truck with trailer, semi-trailer*

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<sup>1</sup> Example from the following source: Kvalifikacijų ir profesinio mokymo plėtos centro direktoriaus Įsakymas Dėl transportavimo ir saugojimo paslaugų sektoriaus profesinio standarto patvirtinimo, 2021 m. Gruodžio 9 d. Nr. V1-240 Vilnius / The Order of the Centre for Development of Qualifications and Vocational Education and Training of Lithuania on the Approval of Occupational Standard of Transportation and Storage Sector, <https://www.e-tar.lt/portal/lt/legalAct/8c31a74058d711ec862fdcbc8b3e3e05>

**Assessment criteria:**

*The tires are installed and corrected by following the requirements of technical specifications of the vehicle and recommendations of the producer.*

*The maintenance of tires is executed according to the rules of use and recommendations of the manufacturer.*

*The routine maintenance of brakes and speed limiters is executed according to the requirements of their rules of use and technical specifications.*

*The anti-block braking system is used and checked by following all rules and procedures.*

*The vehicle coupling device is operated and maintained flawlessly according to the rules of use and technical specifications of the vehicle.*

Unit of qualification (key work process): Exploitation and driving of the C and CE road transport measures			
<b>Competence:</b> To exploit the road cargo truck with trailer, semi-trailer	<b>Knowledge:</b> General structure of vehicles, purpose of aggregates and assemblies, systems and mechanisms, operating principles, used consumables. Features of tire construction, installation, correct use and maintenance. Main parts of brake devices, speed limiters, principles of operation, rules of use and daily maintenance. Rules for using the anti-lock braking system. Types of vehicle coupling systems, main parts and operation, rules for use and daily maintenance of the coupling device.	<b>Skills:</b> To install, correct and maintain the tires. To execute routine maintenance of brakes, speed limiters. To use anti-lock braking system. To operate and maintain vehicle coupling device.	<b>Autonomy and responsibility, transversal competences :</b> Makes autonomous decisions about everyday/routine exploitation of the vehicle. Assumes responsibility for monitoring of the technical state and servicing of vehicle during exploitation.
Competence assessment criteria	The tires are installed and corrected by following the requirements of technical specifications of the vehicle and recommendations of the producer. The maintenance of tires is executed according to the rules of use and recommendations of the manufacturer. The routine maintenance of brakes and speed limiters is executed according to the requirements of their rules of use and technical specifications. The anti-block braking system is used and checked by following all rules and procedures.		

	The vehicle coupling device is operated and maintained according to the rules of use and technical specifications of the vehicle.		
Competence: To detect and remove small/routine malfunctions of the road freight truck and trailer.	Knowledge:	Skills:	Autonomy and responsibility:
Competence assessment criteria:			
Competence: To drive the road cargo truck with trailer, semi-trailer.	Knowledge:	Skills:	Autonomy and responsibility:
Competence assessment criteria:			

#### 4.5. Suggested criteria and specifications for assessment and recognition of competences/qualification in the CA countries: assessment and recognition bodies, procedures, resources

Specifications of the assessment and recognition of the units and the whole multi-country occupational profile in CA countries should be based on the existing common, shared or easily comparable national legal stipulations, norms and requirements in this area. At the beginning, commonly acceptable specifications and procedures can be briefly outlined, further indicating specific requirements of each CA country. The following questions should be answered:

- *How does this multi-country occupational profile can be used for the assessment and recognition of the competencies and qualifications acquired in CA countries?*
- *How does this multi-country occupational profile can be used for the assessment and recognition of the competencies and qualifications acquired outside the CA countries?*
- *How do assessment criteria, assessment procedures and outcomes defined my multi-country qualification correspond to learning outcomes or units/modules of the national qualifications (occupational standards, qualification profiles, VET standards) of the CA countries? Which are the most important assessment criteria and the most valid assessment methods to demonstrate that a candidate has achieved the learning outcome(s)?*

#### 4.6. References to the qualifications and standards of CA countries

Here there is indicated title of a corresponding standard(-s) and link(-s) on the Internet (if available).

Title of the standard and the link	Link on the Internet

#### 4.7. References to the other international qualifications and standards

Here there is indicated title of a corresponding standard(-s) and link(-s) on the Internet (if available).

Title of the standard and the link	Link on the Internet

### Annex

*Form of the descriptor of the multi-country occupational profile*

#### (Title of occupational profile)

Reference level of qualification in the National Qualifications Framework of Kazakhstan	
Reference level of qualification in the National Qualifications Framework of Kyrgyzstan	
Reference level of qualification in the National Qualifications Framework of Tajikistan	

Reference level of qualification in the National Qualifications Framework of Turkmenistan	
Reference level of qualification in the National Qualifications Framework of Uzbekistan	

1. Outline of occupations and work processes related to occupational profile:

Title of occupation	
Code of occupation in the national classifier of the CA country and ISCO	
The goal of related activity/work process	
Main objects and outputs of work (deliverables, products, services, instruments and tools, resources needed).	
Key characteristics of work processes: typical workplaces, work organization forms, specific requirements of work execution, work safety specifications, environmental impact	

2. Role and place of qualifications related to occupational profile in the corresponding economic sector of the CA countries

Spread of related jobs in the different types of enterprises (SME's, big enterprises, national capital/international capital, geographical distribution)	
The role/place of qualifications in the context of the technological and organizational development of the sector (digitalization, automation, robotization of work processes, greening of economy and work processes, etc.)	

Mobility of workforce and workplaces related to qualifications: mobility within the CA region, mobility outside CA region (just indication of trends, no statistical data)	
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### 3. Descriptor of units and competences

Unit of occupational profile (key work process):			
Competence:	Knowledge:	Skills:	Autonomy and responsibility, transversal competences:
Competence assessment criteria			
Competence:	Knowledge:	Skills:	Autonomy and responsibility, transversal competences:
Competence assessment criteria			
Competence:	Knowledge:	Skills:	Autonomy and responsibility, transversal competences:
Competence assessment criteria			

Unit of occupational profile (key work process):			
Competence:	Knowledge:	Skills:	Autonomy and responsibility, transversal competences:
Competence assessment criteria			
Competence:	Knowledge:	Skills:	Autonomy and responsibility,

			transversal competences:
Competence assessment criteria			
Competence:	Knowledge:	Skills:	Autonomy and responsibility, transversal competences:
Competence assessment criteria			

Unit of occupational profile (key work process):			
Competence:	Knowledge:	Skills:	Autonomy and responsibility, transversal competences:
Competence assessment criteria			
Competence:	Knowledge:	Skills:	Autonomy and responsibility, transversal competences:
Competence assessment criteria			
Competence:	Knowledge:	Skills:	Autonomy and responsibility, transversal competences:
Competence assessment criteria			

4. Specifications for assessment and recognition of competences/qualifications related to occupational profile in the CA countries: assessment and recognition bodies, procedures, resources.
5. References to the qualifications and standards of the CA countries.

Title of the standard and the link	Link on the Internet



6. References to the international qualifications and standards.

Title of the standard and the link	Link on the Internet