

# QUALIFICATIONS FOR THE MEDITERRANEAN Q4M PROJECT 2010–15



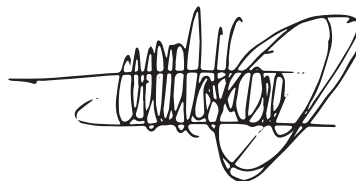


# FOREWORD

This publication marks both an end and a beginning. The European Training Foundation (ETF) coordinated a regional network of experts, social partners and policy makers in the qualifications field – now called Qualifications for the Mediterranean or Q4M – from its inception in 2010 to 2015. We have now changed our role from leading the network to adopting an advisory role. Concentrating the network's principal outputs in this publication brings ETF's leadership role in Q4M to a close. Partner countries are now taking the lead – passing the chair to them is a necessary step in the evolution to network ownership and decision making.

Q4M has had an experimental purpose from its beginning, and this publication records the results of that focus on testing and innovation. We wanted to make Q4M outputs available to a wider readership, or to expert communities, beyond the network's members, so that others can benefit from our work and use, modify and adapt the Q4M tools and approaches to suit national or sectoral needs.

As a European Union (EU) agency concerned with advising the EU's neighbouring countries on reforming their vocational education and training (VET) systems, we seek to advocate EU principles and methods, adapted to local or regional needs. Fundamental in this respect are the principles of labour market relevance, lifelong learning and broad participation by a range of stakeholders. So, you will find in this publication models, examples and methodologies, which are very much the outcome of a collaborative process. Q4M sought to go beyond ministry-only planning to engage industry actors and actually apply their expertise, reflecting their needs, through the tools developed. We hope they prove of value to you in your work.



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# INTRODUCTION

Q4M began in 2010 as the ETF project 'The regional dimension of qualifications in the Euro-Mediterranean area'. Its approach to the qualifications field was innovative, and brought together project partners from seven countries: Morocco and Tunisia (Maghreb), Jordan and Egypt (Mashreq) and France, Spain and Italy (Europe). In November 2014, Algeria joined the project.

The ETF led and facilitated the Q4M project from 2010 until the end of 2015. In those six years, the ETF guided the establishment of a network of regional experts, social partners and policy makers, and supported the development of technical tools. The ETF organised meetings for the technical teams at country level and workshops at regional level, as well as a number of regional peer learning activities (PLA). Over the years, a large number of ETF experts participated in Q4M, supporting the Q4M technical teams and later the EuroMed Strategic Committee (EMSC). The ETF also recruited local experts to support the technical country teams.

As this publication will show, Q4M has achieved tangible results in the six years of its existence. Its first achievement is the establishment and operational functioning of the Q4M network, comprising country-based technical teams, representatives from authorities responsible for qualifications and qualification systems, social partners and industry representatives. Its governing body is the EMSC. Secondly, this network has developed, tested and validated a number of technical tools that contribute to the quality, comparability, transparency and mutual understanding of qualifications across countries.

In late 2015 the ETF transferred the leadership of the project to the Q4M network. During the EMSC meeting in Cairo in June 2015, the Egyptian members of the group had offered to take over the Q4M leadership for one year, starting in November 2015. It is expected that the chair of the network will rotate among the partners.

This publication gives an overview of the Q4M project during the time of ETF's leadership. Part 1 describes the objectives, project partners, steering committee, phases and products, followed by some observations about the transfer from an ETF-led Q4M project to a sustainable Q4M regional network. Parts 2 and 3 contain the main methodologies that were developed. The publication has two appendices and a glossary. Appendix 1 contains the names of the members of the Q4M technical teams and the EMSC as well as the affiliated institutes. Appendix 2 provides links to Q4M documents.

# PART 1: THE Q4M PROJECT: 2010–15

## OBJECTIVES, PARTNERS, STEERING COMMITTEE, PHASES, PRODUCTS AND TECHNICAL TOOLS

1. Objectives
2. Project partners and their role
3. The Strategic Committee
4. Project phases
5. Applying the tools and outcomes at national level
6. Technical tools
7. Stocktaking and the future – From an ETF-led Q4M project towards a sustainable Q4M regional network

### 1. Objectives

The overall objective of the project was to boost the quality of qualifications and qualifications systems and make them more responsive to labour market needs.

Through closer regional cooperation in the field of qualifications, the participating partner countries sought to achieve transparency and mutual understanding of each other's qualifications and qualifications systems. This process was also intended to support the reform of national VET and qualifications systems in the region.

Q4M took a sectoral approach, with a focus on tourism and construction. These two sectors were chosen because they are both characterised by high levels of geographical mobility and internationalisation. Furthermore, they are both facing recruitment difficulties, impacted by migratory flows.

### 2. Project partners and their role

Four of ETF's partner countries, Morocco, Tunisia, Egypt and Jordan, have participated in the project from the start. The four partner countries were selected based on their past work on qualifications and qualifications frameworks. Algeria became a member of Q4M in 2014. All five countries were, and are, at different stages in the development of their qualifications systems and frameworks.

Each of the partner countries in Q4M established a technical team, bringing together representatives from the authorities responsible for qualifications and qualifications frameworks, social partners and representatives from the relevant economic sectors. The technical teams have developed a range of technical tools to enhance comparability, transparency and mutual understanding.

The three EU Member States (France, Spain and Italy) – all of which have close economic and educational links with the Southern and Eastern Mediterranean countries – have participated in the Q4M project from the start. They provide technical expertise and seek to ensure the compatibility of the project's outputs with EU tools and systems. Throughout the project, ETF experts kept the European Commission and the European Qualifications Framework (EQF) Advisory Group updated on the progress of Q4M.

### 3. The Strategic Committee

In 2013, the project partners, supported by the ETF, decided to strengthen cooperation at the policy-making level through the establishment of a governing body, the EuroMed Strategic Committee (EMSC), which provides a forum for high-level policy makers from government, social partners and sector organisations to meet. The EMSC oversees the implementation of the project and validates the products prepared by the technical teams. Further, the EMSC ensures that the results of Q4M at the regional level are linked with on-going reforms at the national level. The EMSC meets once or twice every year, depending on the project's needs.

### 4. Project phases

The Q4M project has gone through two main phases.

In the first phase, from 2010 to 2013, the Q4M network was created by bringing together representatives from the authorities responsible for qualifications systems and frameworks, social partners and economic sector representatives. An operational technical team was established in each of the partner countries. The technical teams developed country profiles to make their quite different qualification systems understandable to each other. Together they developed a common methodology to describe and compare qualifications, and created four common profiles of occupations in the two chosen sectors, tourism and construction (see Part 2 of this publication). An IT platform developed by the Polytechnic of Turin, Italy, supported the work on the common profiles. At the end of this first phase the EMSC was established.

In the second phase, from 2014 to 2015, the project built on the achievements of the first phase. The technical teams finalised two additional common occupational profiles and updated the methodology to provide a hands-on guide to producing common profiles. The methodology includes two examples of common profiles, describing one occupation from the tourism sector and one from the construction sector. The common profiles detail the knowledge, skills and competences required to carry out an occupation. The common profiles can be used as a reference to compare the national qualifications for these occupations. Common profiles can also be used to identify relevant sectoral qualification standards.

## PART 1: THE Q4M PROJECT: 2010–15

In the second phase, the technical teams also developed an operational methodology to analyse and compare qualifications. Each technical team identified the relevant qualifications in their country for the four occupations for which common profiles were developed in the first phase of the project. The methodology was then tested for these qualifications. To assess whether the analysis and comparison of qualifications contribute to transparency and trust, the technical teams peer reviewed each other's qualifications. The ETF compiled a synthesis report outlining the results of the analysis, comparison and peer review, with recommendations (see Part 3 of this publication).

### 5. Applying the tools and outcomes at national level

In order for the partner countries to continue their work at the regional level, it was, and remains, necessary that their work at the national level on qualifications systems and frameworks continues and bears fruit. Although not part of the Q4M project activities, carrying out such work at the national level was a condition for partner countries to continue to take part in the project. Thus the work of the Q4M technical teams has had an impact on national reform processes. For example, the technical work of the Moroccan Q4M team relates to the qualification assessment process that will be carried out for the implementation of the Moroccan National Qualifications Framework, and the Q4M work in Tunisia has a major impact on the country's PEFESE1 qualification reform programme. In the tests conducted for these two projects, the same qualifications were used as reference materials in order to provide a consistent set of overall results. In addition, it was decided to use the shared profile references as a base for developing and revising the training and qualification standards for the PEFESE programme. In addition, Egypt uses the knowledge, skills and competences defined in the Q4M bricklayer common profile in the project 'Career guidance for youth employment – Vocational training and apprenticeship for the Egyptian building and construction sector'. This is a joint project overseen by the International Labour Organisation and the Egyptian Building, Construction and Housing Federation.

### 6. Technical tools

Q4M has produced a set of technical tools to enhance the comparability, transparency and mutual understanding of qualifications. These are:

- a methodology to develop common occupational profiles (*Qualifications for the Mediterranean: common reference profiles for occupations – a user's guide – the methodology*);
- six common profiles for the occupations of bricklayer, supervisor and tiler in the construction sector; and waiter, receptionist and room attendant in the tourism sector (*The regional dimension of sectoral qualifications in the Euro-Mediterranean area – common profiles*);
- a methodology and set of tools for the analysis and comparison of qualifications (*Analysis, comparison and peer review of qualifications – a methodology to assess qualifications – Q4M regional synthesis report – creating transparency and trust in qualifications*);
- a methodology and tools for the peer review of qualifications (annexes T1 to T9 of the regional synthesis report).

All these tools are available to the Q4M network and to other interested parties through the ETF Qualifications Platform (see the links to these tools and products in Appendix 2). Parts 2 and 3 contain the methodologies for the development of common profiles of occupations, and for the analysis, comparison and peer review of qualifications. All of the products developed by Q4M have been validated by the EMSC.

1 Support Programme for Education, Vocational Training, Higher Education and Employability.

## **7. Stocktaking and the future – From an ETF-led Q4M project towards a sustainable Q4M regional network**

The timing of the transfer of the leadership of the Q4M project to the Q4M network was a conscious choice with a clear purpose. As indicated above, in its six years, Q4M has developed an operational network with a particular governance structure. This network had developed, tested and validated a set of technical tools to enhance the transparency and mutual understanding of the participating countries' qualifications and qualification systems – the overall objective of the Q4M project when it started in 2010. However, in the course of 2015 the Q4M project reached a watershed, and the main challenge for the future became the sustainability of the Q4M network. It was clear that as long as the ETF was leading and financing the project, the Q4M network would remain dependent on the ETF, rather than being owned by its members. Although it has relinquished the leadership role, the ETF remains engaged in Q4M as a policy and technical adviser, and it will help to establish synergy between work at the country level and the Q4M regional activities.

There are promising initial indications that Q4M can indeed become a sustainable regional network. The Egyptian leadership organised and chaired a meeting of the EMSC in April 2016, in which plans and funding possibilities were discussed. The ETF contributed expert advice. The EMSC agreed to pursue an application for an Erasmus+ project to explore the transferability of the tools and methodologies to other levels of qualifications. The French partners in Q4M will propose a methodology and a timetable for this application.

The Q4M network can continue to make use of the ETF Qualifications Platform. Q4M documents and tools can be accessed online via the Qualifications Platform. Appendix 2 provides the links to the documents.

# PART 2: COMMON REFERENCE PROFILES FOR OCCUPATIONS

## THE METHODOLOGY

### 1. Introduction

### 2. The approach

Annex 1. Example of a full occupational profile: Waiter in a restaurant/bar

Annex 2. Example of a full occupational profile: Tiler in the construction sector

Annex 3. The European Qualifications Framework for Lifelong Learning

Annex 4. Proposed action verbs for knowledge, skills and competences in the common profiles

## 1. Introduction

In the last four years, the ETF has coordinated the participating countries in the development of common reference profiles for occupations.

Four technical teams, facilitated by the ETF and supported by three Member States – France, Italy and Spain – were tasked with developing common profiles in the tourism and construction sectors. The teams, composed of sector and educational experts, have developed six common profiles, that is, three profiles in each of the two sectors of the project.

The common profiles for the tourism sector are:

- waiter,
- receptionist,
- room attendant.

The common profiles for the construction sector are:

- bricklayer,
- site supervisor,
- tiler.

In order to apply the methodology for creating common reference profiles, methodological and sectorial expertise is required.

### How should this document be used? Who is it for?

The results and experiences of the technical teams working on the common reference profiles are collected in this methodological guideline. This document is intended to support the partner countries in the development of reference and occupational profiles for other sectors and occupations.

The common profiles illustrate the content, the (hierarchical) position and the structure (building blocks) of each occupation. This makes it easier to compare occupations between different countries, and is the first

step in building trust between the partner countries and creating transparency. When we talk about transparency, we mean the creation of a common understanding concerning content and methodology, which then opens doors to the development of common occupational profiles and even qualifications. Particularly for sectors strongly internationally oriented, like the tourism sector, it is essential to create synergies in occupations and qualifications so that people can become more professional and competent in their jobs. For sectors strongly technically oriented, creating transparency in terms of technical content is key. A tiler from one country who is hired to do some tiling work in another country has to know the current methods, tools and technical aspects of the job that are common there in order to perform effectively.

The partner countries have already expressed their intention to extend the use of the common profiles produced in the project to achieve objectives such as improving job mobility and transferability, and the development and recognition of qualifications.

In this methodological guideline, examples are taken from the 'waiter' profile. Full 'waiter' and 'tiler' profiles are included in Annexes 1 and 2.

## Developing a common reference profile for occupations

The common reference profiles are occupational profiles that reflect the regional vision of the occupations in both sectors. The profiles are not a representation of a national occupational profile. Rather, each profile is the result of regional sectorial actors coming to an agreed consensus.

The occupation profiles describe the professional context, the core tasks, the subtasks and the descriptors, expressed as knowledge, skills and competences, which are required to carry out a particular occupation.

The following main conditions for the development of the common reference profiles formed the starting point of the process.

- The profile has to be based on the (core) tasks (or main work processes) of the relevant occupation.
- The profile must be interlinked with the profession's existing pathways (vertical promotion), and divided into essential subtasks.
- The knowledge, skills and competences are to be expressed in action verbs and related to the relevant context, taking into account the level of performance required to execute the various tasks.
- The profiles should be general and sustainable.

- The profiles need to be understandable by the employers.
- The profile is an agreed common reference for an occupation for the purpose of comparison, and can be further deployed by partner countries for different ends, including developing or modifying national qualifications or devising training programmes.

## 2. The approach

Figure 1 explains the methodology in more detail. This figure clearly shows that the resulting profile is not a representation of a national profile, but a *common reference profile*. This means that each of the countries can use this profile as a reference for their own purposes. The common reference profile clarifies the relationships between the countries' profiles, and in this way transparency and mutual trust can be improved within the sector.

It is particularly important that the partners can recognise elements of their own country's profiles, and thus can extract the elements that are relevant for their context. This is essential for a reference profile. A matrix with an

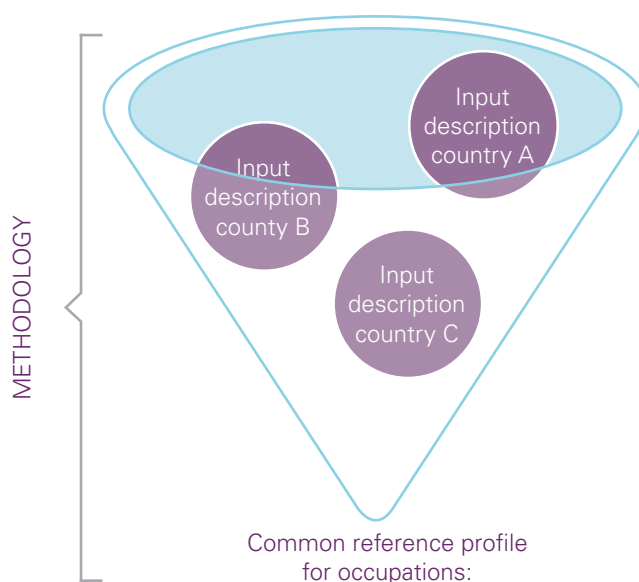
overview of all the profiles helps to provide an overview of how transparent the profiles are to each other.

The table in Figure 1 shows that all the countries recognise core tasks B and C in their occupations (in the example used here, this relates to 'taking orders' and 'serving food and drinks'). In this illustration, it seems that in most, but not all, countries, core tasks A and D are also part of the job. This might be due to sector-specific elements; for example, the fact that there is another occupation undertaking these tasks, or limitations in terms of companies' size, or because these core tasks are included in another sector-specific core task (E).

Figure 1 shows that the starting point for the development of the common reference profile is the input of the different countries. In the methodology, the following four main steps were carried out:

1. describing the occupation and the occupational context;
2. defining the core tasks;
3. defining the subtasks;
4. formulating the knowledge, skills and competences.

Figure 1. The Q4M methodology

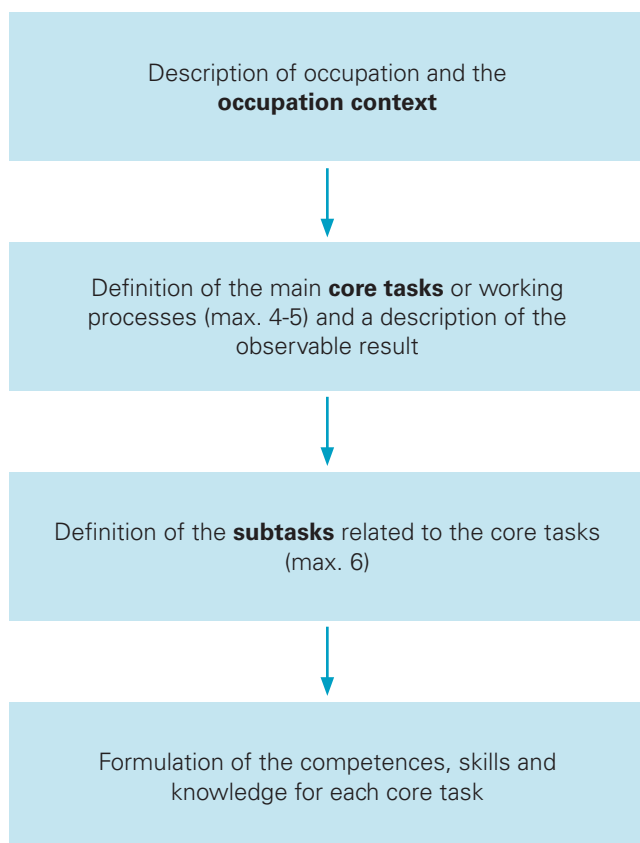


CORE TASKS	COUNTRY A	COUNTRY B	COUNTRY C	COUNTRY D	COUNTRY X
Core task A	X	X	X		X
Core task B	X	X	X	X	X
Core task C	X	X	X	X	X
Core task D	X		X	X	
Sector-specific task E		X			X

## PART 2: COMMON REFERENCE PROFILES FOR OCCUPATIONS

Each country develops a description of an occupational profile only for steps 1 and 2.

Figure 2. The methodology in four steps



In the following sections, each step is explained in detail, and for each step an example is provided for the occupation of 'waiter'. An illustration of how the full profiles of 'waiter' and 'tiler' could look is included in Annexes 1 and 2.

### 2.1 Step 1: The context of the occupation

The context of the occupation is the starting point for the development of the occupational profile and provides a coherent description of all the relevant elements of an occupation. It creates understanding around the main activities, the occupational context and the level of performance. This first step will have an impact on the following steps in the process. Therefore, it is crucial to have a common understanding and reach agreement on this first step.

Step 1 contains the following elements:

- **Description of the occupation:** A brief synthesis of the occupation (including the language dimension when relevant)

- **Occupational context:** In which contexts does this occupation exist?
- **Autonomy and responsibility:** What is the position of this occupation in relation to other occupations in the sector/company? The level of a worker's individual autonomy is also described here. An important element to take into account in this step is the relationship of this occupation to others in the same sector.
- **Professional attitude:** This defines the more 'non-technical' elements, such as communication and collaboration with others, ethical norms and values (related to displaying the right attitude in carrying out professional activities). These elements are crucial to the employer and influence a person's performance. It is therefore important for them to be reflected in the description of the knowledge, skills and competences.
- **Trends and innovation:** In order for a profile to be sustainable, it is advisable to include the most relevant trends and innovations in the sector, which might influence the knowledge, skills and competences.
- **Rules and regulations:** Are there any national, sectoral or company rules that have to be taken into account when practising the profession?
- **Tools and methodologies:** Are there any specific tools, machines and/or methodologies, which must be mastered to practise this occupation?
- **Professional challenges:** Obviously, there can be many challenges in any occupation and it is not possible to list them all, but it might be worthwhile to include some of them. These challenges often change the 'normal' context in which a person works, and the way each individual handles such challenges has an impact on their effectiveness. Proving themselves capable of meeting such challenges shows that a worker can adapt his or her professional behaviour and can carry out their duties in exceptional circumstances – not just in standard situations. The key qualities are adaptability, empathy and flexibility in the face of challenges, which should also be reflected in the description of the knowledge, skills and competences required.
- **EQF-level descriptors as a positioning tool:** The EQF-level descriptors are used to position and compare occupations.

## Example 1. 'Waiter' – Context of the occupation

<b>SECTOR:</b>	HOSPITALITY
<b>OCCUPATION:</b>	WAITER
<b>Description of the occupation</b>	<p>The waiter is responsible for the readiness, layout and general hygiene of the customers' dining area. He/she welcomes and seats customers, provides information and gives advice on the menu, takes orders and serves food and drinks, as well as providing counter/takeaway services.</p> <p>A waiter may also be responsible for taking reservations, promoting local products and attractions to customers, carving meat, preparing the customers' bills and handling payments.</p> <p>He/she ensures there is seamless coordination between the food production in the kitchen and the service in the dining area.</p>
<b>Professional context</b>	A waiter in the tourism sector works in hotels, restaurants, clubs, taverns and similar establishments. These range from small businesses to very large multinational hotel chains, including and catering.
<b>Autonomy and responsibility</b>	The waiter is responsible to a headwaiter, maître d'hôtel or restaurant manager, and usually – depending on the size of the establishment – works as a member of a team involving other waiting and kitchen staff.
<b>Professional attitude</b>	<p>The waiter must have a very customer-focused attitude and excellent 'people skills'. He/she must be well presented, have high standards of personal hygiene, and communicate well with customers and colleagues (both in the dining area and in the kitchen).</p> <p>The job requires high levels of stamina and a willingness to work on a flexible basis, often in the evenings and over weekends and holidays.</p> <p>All tasks and duties should be implemented courteously and with full regard to standards of hygiene.</p>
<b>Trends and innovation</b>	<ul style="list-style-type: none"> <li>• Ecological trends</li> <li>• Digital trends in recording orders (e.g. via a handheld device) and reservations</li> <li>• Special food trends</li> </ul>
<b>Rules and regulations</b>	<ul style="list-style-type: none"> <li>• Hygiene rules</li> <li>• Ethical rules conforming with restaurant policy</li> </ul>
<b>Professional challenges</b>	<ul style="list-style-type: none"> <li>• Dealing with complaints about the food and drinks</li> <li>• Dealing with aggressive and/or drunk customers</li> <li>• Dealing with particular dietary needs or preferences</li> <li>• Taking care of guests with specific needs</li> <li>• Dealing with customers with 'cash problems'</li> <li>• Dealing with large groups</li> <li>• Dealing with busy periods and crowded situations (a lot of people entering at the same time)</li> </ul>
<b>EQF level</b>	Level 3

## PART 2: COMMON REFERENCE PROFILES FOR OCCUPATIONS

### 2.2 Step 2: The core tasks

The core tasks can be defined as the main tasks or activities of the person who is carrying out the job. Although the title of the task can differ from country to country, it seems that the main tasks are more or less the same across the board. For example, the core tasks of the waiter are serving food and drinks and taking customers' orders. No matter what these core tasks are called, every waiter will carry out these activities. The core tasks often follow the logic of a number of working processes.

Defining the core tasks is an important first step towards achieving transparency between countries, and any

differences can immediately be distinguished at this stage. It is possible that some countries have more core tasks, which can be sector or region specific. The core activities are limited to a maximum of five.

When defining the core tasks, it is a good idea to describe the observable results as well. In practice this should comprise a very brief description of the result of the activities within the core tasks, described as far as possible in terms of observable outcomes. This will facilitate the description of the subtasks and the knowledge, skills and competences at a later stage. Additionally, it creates more understanding and thus transparency around the content of the core tasks.

#### Example 2. 'Waiter' – Core tasks

CORE TASKS	DESCRIPTION WITH OBSERVABLE RESULTS
<b>A. Preparation, opening and closing procedures of the dining room</b>	The waiter makes sure that the dining room is prepared according to the reservations taken and in line with the restaurant's etiquette and hygiene rules. The waiter will maintain in the dining room during and after the service.
<b>B. Taking orders</b>	The waiter receives the customers and takes their orders. He/she provides information on the food and drinks available, offers suggestions and makes recommendations.
<b>C. Serving orders</b>	The waiter contributes to a smooth serving process and serves food and drinks according to the orders and to the satisfaction of the customers, including takeaway and counter services. He/she prepares and maintains the buffet display and prepares food at the table where applicable.
<b>D. Billing</b>	The waiter prepares the bill and provides explanation of the charges where necessary. He/she is responsible for leaving the customer with a good final impression of the restaurant and the service.

### 2.3 Step 3: The subtasks

Defining only the core tasks is frequently insufficient to ensure transferability and transparency. Another step is necessary: defining the subtasks within the core tasks. The advantage of the subtasks is that smaller units are created which can easily be compared, transferred and understood in other contexts. Not having subtasks often leads to large and complex descriptions of core tasks.

It appears that defining these subtasks plays a valuable role in making occupations more comparable and transparent to

other countries and within the labour market. This process also requires some reflection on the essential nature of the profession.

The country technical teams have defined subtasks as smaller units, following the logic of the occupation. Subtasks can be designed around a specific task, a specific method or a set of coherent activities. It is recommended that the number of essential subtasks are limited to a maximum of six per core task. Too many subtasks will be difficult to handle and will *not* lead to more transparency.

METHODS FOR DEFINING SUBTASKS	EXAMPLES*
Clustering around a specific task	<ul style="list-style-type: none"><li>• Informing the customer about the food and drinks</li><li>• Welcoming customers</li></ul>
Clustering around a specific method/tool	<ul style="list-style-type: none"><li>• Handling the cash desk</li><li>• Grilling fish</li></ul>
Clustering around a set of coherent activities	<ul style="list-style-type: none"><li>• Cleaning the bathrooms</li><li>• Preparing and setting up the dining room</li></ul>

\* The examples are taken from different occupations.

When developing profiles, there is always the dilemma of how detailed the core tasks and subtasks should be. Some of the advantages and disadvantages are listed below. There is no general rule; a decision needs to be made according to the goal of the profiles.

Based on experience, it is recommended that occupational profiles are not based on units that are too small (core tasks and subtasks), as this makes them more difficult to read and compare. If the units are too small this can also lead to more detailed descriptions, and more details do not necessarily result in more transparency; on the contrary, this will make the descriptions more complicated.

	STRENGTHS/OPPORTUNITIES	THREATS/WEAKNESSES
Small units	<ul style="list-style-type: none"> <li>• can be trained in a short period</li> <li>• suitable for geographical mobility</li> <li>• suitable for lifelong learning (combining work and education)</li> </ul>	<ul style="list-style-type: none"> <li>• leads to fragmentation of the occupation</li> <li>• identifying the combination of knowledge, skills and competences in complex contexts can be difficult</li> <li>• less transparency</li> </ul>
Large units	<ul style="list-style-type: none"> <li>• the capacity to combine knowledge, skills and competences in a more complex context can be demonstrated</li> <li>• a small number of assessments</li> <li>• easier to compare and to read</li> </ul>	<ul style="list-style-type: none"> <li>• more learning activities are required to prepare for a unit</li> </ul>

Example 3. 'Waiter' – Subtasks, related to the core tasks A and B

CORE TASKS AND SUBTASKS	DESCRIPTION WITH OBSERVABLE RESULTS
<b>A. Preparation, opening and closing procedures of the dining room</b>  <i>Subtasks:</i>  A1. Cleaning and maintenance of the restaurant equipment  A2. Preparing and setting up the dining area  A3. Maintaining and cleaning the restaurant area  A4. Storing goods and equipment	The waiter makes sure that the dining room is prepared according to the reservations taken and the etiquette and hygiene rules of the restaurant. The waiter will maintain the dining room during and after the service.
<b>B. Taking orders</b>  <i>Subtasks:</i>  B1. Welcoming and receiving customers  B2. Providing information about the menu  B3. Making recommendations and up selling  B4. Noting the orders	The waiter receives the customers and takes the orders in an efficient (and clear) way. He/she provides information on the food and drinks, offers suggestions, makes recommendations and may promote certain items (e.g. courses or wines).

## PART 2: COMMON REFERENCE PROFILES FOR OCCUPATIONS

### 2.4 Step 4: The knowledge, skills and competences

The next step is to describe the subtasks in terms of knowledge, skills and competences (KSCs). The KSCs can be formulated and clustered following the logic of the core tasks and subtasks. It is important to take into account that being competent is not merely a matter of having technical skills and competences, but also involves questions of personal and professional attitude and behaviour. As described earlier, these elements are often more important to an employer than the technical skills (as these can be learned). They include such qualities as flexibility, adaptability, communication skills, taking the initiative and acting professionally.

#### 2.4.1 The European Qualifications Framework as external reference

As mentioned previously, for the purpose of understanding and comparing the scope and level of an occupation across the partner countries, the participating countries agreed to use the European Qualifications Framework (EQF) as a common reference, specifically its descriptors. These are knowledge, skills and competences, which the EQF Recommendation defines in the following way<sup>2</sup>:

- *Knowledge* 'means the outcome of the assimilation of information through learning. Knowledge is the body of facts, principles, theories and practices that is related to a field of work or study. In the context of the EQF, knowledge is described as theoretical and/or factual'.
- *Skills* 'means the ability to apply knowledge and use know-how to complete tasks and solve problems. In the context of the EQF, skills are described as cognitive (involving the use of logical, intuitive and creative thinking) or practical (involving manual dexterity and the use of methods, materials, tools and instruments)'.
- *Competence* 'means the proven ability to use knowledge, skills and personal, social and/or methodological abilities, in work or study situations and in professional and personal development. In the context of the EQF, competence is described in terms of responsibility and autonomy'.

#### 2.4.2 Describing the KSCs

When defining the KSCs, it is necessary to do more than cluster the KSCs from existing profiles. A thorough check has to be done if these are to be formulated in the correct way.

It is important to describe the KSCs in the occupational profile at the right *level of performance*, as this illustrates

the difference between occupations within the same sector (the vertical pathway). For example, the hotel manager and the management assistant might be occupied with more or less the same core or subtasks (for example, 'handling complaints'), but the level of performance and the complexity (responsibility and autonomy) will be different. This level has to be expressed using action verbs.

Example 4 considers the position of waiter. It is a part of the occupational profile of the waiter and shows the KSCs corresponding to the core task B and its subtasks. It gives concrete examples of how to use verbs to express the right level of performance, autonomy and complexity.

Based on Example 4, there are several elements, which should be taken into account when describing the KSCs:

- Describe the *complexity* and *autonomy* of the occupation. Does this person have to work under supervision or independently, or does this person supervise others? This is an important element when defining the other KSCs at the right level. It will also influence the assessment criteria.
- For the competences, use verbs such as 'is able to...'.
  - Competences include not only the employee's technical knowledge and skills, but also their *personal and social abilities*. Competencies thus have a more complex dimension than the skills and knowledge. They refer to acting as a professional and include elements such as collaboration, flexibility, taking initiative, planning and organising workload, and adaptability. In occupational profiles, it is often easier to start with the description of the competences, and employers often have clear ideas concerning whether an employee is competent or not. Competences are strongly related to the desired output of the activities. The skills and knowledge can then be defined as being necessary to achieve the competences.
  - It is not possible to take all possible *contexts* into account when describing KSCs, but the most important ones can be described as this gives a good indication of whether someone is competent or not.
  - Be concrete! The KSCs have to be formulated in an *active way*, not in the future tense and not as a statement of a process. Avoid phrases like 'will be aware of...' or 'will be introduced to...'. Describe the KSC in a relatively simple fashion. The KSCs should be achievable within the given time period and *observable* and *measurable*. The KSCs should be *understandable* to all the actors involved. They should be *specific* and *concrete*. Avoid using words such as 'some' or 'several'. Avoid phrases like 'is able to prepare several simple

<sup>2</sup> Recommendation of the European Parliament and the Council of 23 April 2008 on the establishment of the European Qualifications Framework for lifelong learning.

meals' ('simple meals' is too vague and how many is 'several'?).

- Verbs should describe measurable or observable actions, for example, 'explain', 'represent', 'apply', 'analyse', 'develop'. Verbal expressions such as 'to be familiar with' should not be used.
- The level of knowledge should also be specified. It is not enough only to mention the subject – does the job require 'knowing simple facts', or does it entail a more 'complex understanding' of methods and procedures. Although the subjects of knowledge can be the same for different occupations in the same sector, the level of knowledge can be completely different. For example, the level of knowledge about ingredients and food is set much higher for a cook than for a waiter, although both roles require some knowledge in this area.

## PART 2: COMMON REFERENCE PROFILES FOR OCCUPATIONS

Example 4. 'Waiter' – Knowledge, skills and competences related to the core/subtasks (core task B)

CORE ACTIVITIES AND TASKS	COMPETENCES	SKILLS	KNOWLEDGE
<b>B. Taking orders</b> (Sub)tasks: B1. Welcoming and receiving customers B2. Providing information about the menu B3. Making recommendations and up selling B4. Noting the orders 1. <i>Indicate the complexity of the role and the autonomy of the person in this occupation</i> 2. <i>Use verbs such as 'to be able to'</i> 3. <i>Competences include not only the technical knowledge and skills, but also the personal and social abilities</i> 4. <i>Where possible and relevant, describe specific professional contexts in which the person has to work and demonstrate skills and competences.</i>	<ul style="list-style-type: none"> <li>Works <b>under supervision</b> of the maître d'hôtel/dining area manager</li> <li>Is able to welcome guests in an appropriate way and <b>adapts</b> their style where appropriate (frequent visitors, special guests, large groups, etc.)</li> <li>Is able to communicate in an effective way with the kitchen in order to make sure that the orders are prepared correctly</li> <li>Is able to <b>communicate</b> with the customers in a polite and appropriate way during the entire service, including interpreting signs and non-verbal communication of the customers</li> <li>Is able to handle in a <b>flexible</b> and appropriate way difficult questions/complaints about the food, drinks and special wishes</li> <li>Is able to contribute to a positive and pleasant atmosphere in the restaurant</li> </ul>	<ul style="list-style-type: none"> <li>Welcomes the guests, using the correct techniques</li> <li>Directs and seats the guest, according to the table plan</li> <li>Communicates politely with the guests</li> <li>Processes guests' orders without delay or mistakes</li> <li>Keeps the work area tidy and hygienic</li> <li>Processes accurately multiple orders</li> <li>Presents the menu and recommends special items</li> <li>Applies sales techniques</li> <li>Provides accurate information on products</li> <li><b>Notes the order and passes it to the bar or kitchen</b></li> <li>Promotes and sells products and services</li> </ul>	<p><b>Sales</b></p> <ul style="list-style-type: none"> <li>Detailed knowledge about different order-taking techniques</li> <li>General understanding of personal selling techniques</li> <li>General understanding the principles of up selling and merchandising</li> <li>General knowledge about packages, offers and promotions</li> </ul> <p><b>Customer relations</b></p> <ul style="list-style-type: none"> <li>Detailed knowledge and understanding about hospitality attitudes and behaviour</li> <li>Detailed understanding of identifying types of guests' needs, wishes and requirements</li> <li>General understanding of different guest styles</li> <li>General knowledge about techniques for handling complaints</li> </ul> <p><b>Food and beverages</b></p> <ul style="list-style-type: none"> <li>Detailed knowledge about the entire menu and suggestions of the day</li> <li><b>General knowledge</b> about special ingredients</li> <li>Detailed knowledge about wine and food</li> <li>Detailed knowledge about the origin of food and beverages</li> </ul> <p><b>Mise en place</b></p> <ul style="list-style-type: none"> <li><b>Detailed knowledge</b> about the establishment facility and layout</li> <li>Detailed <b>understanding</b> of the table plan</li> <li>Detailed knowledge about the table service tools, utensils and equipment</li> <li>Understanding the standard sequence of meal service at table</li> </ul>

7. Specify the level of knowledge and what the person has to do with the knowledge

5+6. Describe the skills in an active and concrete way. They should be measurable and observable and tasks carried out within a given time period.

## Annex 1. Example of a full occupational profile: Waiter in a restaurant/bar

### Waiter – Occupational description and context

SECTOR: OCCUPATION:	HOSPITALITY WAITER
<b>Description of the occupation</b>	<p>The waiter is responsible for the readiness, layout and general hygiene of the customers' dining area. He/she welcomes and seats customers, provides information and advice about the menu according to the commercial policy of the establishment, takes orders, serves food and drinks, and provides counter/takeaway services.</p> <p>A waiter may also be responsible for taking reservations, promoting local products and attractions to customers, carving meat, preparing the customers' bills and handling payments.</p> <p>He/she ensures smooth coordination between the food preparation in the kitchen and the service in the dining area.</p>
<b>Professional context</b>	A waiter in the tourism sector works in hotels, restaurants, clubs, taverns and similar establishments. These range from small businesses to very large multinational hotel chains.
<b>Autonomy and responsibility</b>	The waiter is responsible to a headwaiter, maître d'hôtel or restaurant manager, and usually – depending on the size of the establishment – works as a member of a team involving other waiting and kitchen staff.
<b>Professional attitude</b>	<p>The waiter must have a very customer-focused attitude and excellent 'people skills'. He/she must be well presented, have high standards of personal hygiene, and communicate well with customers and colleagues (both in the dining area and in the kitchen).</p> <p>The job requires high levels of stamina and a willingness to work on a flexible basis, often in the evenings and over weekends and holidays.</p> <p>See above revision.</p>
<b>Trends and innovation</b>	<ul style="list-style-type: none"> <li>• Ecological trends</li> <li>• Digital trends in taking orders (e.g. via handheld devices) and reservations</li> <li>• Special food trends</li> </ul>
<b>Rules and regulations</b>	<ul style="list-style-type: none"> <li>• Hygiene rules according to relevant standards</li> <li>• Ethical rules conforming to restaurant policy</li> </ul>
<b>Professional challenges</b>	<ul style="list-style-type: none"> <li>• Dealing with complaints about the food and drinks</li> <li>• Dealing with aggressive and/or drunk customers</li> <li>• Dealing with special diets/preferences</li> <li>• Taking care of 'special guests'</li> <li>• Dealing with customers with 'cash problems'</li> <li>• Dealing with large groups</li> <li>• Dealing with busy periods (a lot of people entering the restaurant at the same time)</li> </ul>
<b>EQF level</b>	Level 3
<b>Core tasks</b>	<p>A. Preparation, opening and closing procedures</p> <p>B. Taking orders</p> <p>C. Serving orders</p> <p>D. Billing</p>

## PART 2: COMMON REFERENCE PROFILES FOR OCCUPATIONS

### Waiter – Core tasks and subtasks

CORE TASKS AND SUBTASKS	DESCRIPTION WITH OBSERVABLE RESULTS
<b>A. Preparation, opening and closing procedures of the dining room</b>  <i>Subtasks:</i>  A1. Cleaning and maintenance of the restaurant equipment A2. Preparing and setting up the dining area A3. Maintaining and cleaning the restaurant area A4. Storing goods and equipment	The waiter makes sure that the dining room is prepared according to the reservations and the etiquette and hygiene rules of the restaurant. The waiter will maintain the dining room during and after the service.
<b>B. Taking orders</b>  <i>Subtasks:</i>  B1. Welcoming and receiving customers B2. Providing information about the menu B3. Making recommendations and up selling B4. Noting the orders	The waiter receives the customers and takes the orders in an efficient and clear way. He/she provides information on the food and drinks, offers suggestions, makes recommendations and may promote certain items (e.g. particular courses or wines).
<b>C. Serving orders</b>  <i>Subtasks:</i>  C1. Serving food and beverages C2. Preparing and maintaining a buffet display C3. Providing counter/takeaway service	The waiter contributes to a smooth serving process, delivering food and drinks, as ordered, to the satisfaction of the customers, including takeaway and counter services. He/she prepares and maintains the buffet display and prepares food at the table where applicable.
<b>D. Billing</b>  <i>Subtasks:</i>  D1. Preparation of the bill and taking payment	The waiter prepares the bill, providing explanation where necessary. He/she is responsible for leaving the customer with a good final impression of the restaurant and the service provided.

## Waiter – Knowledge, skills and competences

CORE TASKS AND SUBTASKS	COMPETENCES	SKILLS	KNOWLEDGE
<b>A. Preparation, opening and closing procedures</b> <i>Subtasks:</i> A1. Cleaning and maintenance of the restaurant equipment A2. Preparing and setting up the dining area A3. Maintaining and cleaning the restaurant area A4. Storing goods and equipment	<ul style="list-style-type: none"> <li>Works under the supervision of the maître d'hôtel/dining area manager</li> <li>Is able to collaborate with other waiters and the kitchen staff to ensure the smooth running of service in the restaurant</li> <li>Is able to apply norms and standards in the presentation of the tables and the dining room</li> <li>Is able to act quickly and show flexibility when faced with busy periods so that customers don't have to wait</li> </ul>	<ul style="list-style-type: none"> <li>Identifies restaurant equipment, furniture, cutlery and chinaware for each service</li> <li>Cleans and polishes restaurant equipment, applying the correct products and methods</li> <li>Uses, stores and stocks restaurant equipment</li> <li>Prepares service tables and sideboards: selects, folds and lays tablecloths and serviettes, equipping sideboards and setting up the 'mise en place'</li> <li>Carries and arranges cutlery</li> <li>Arranges items on the tables</li> </ul>	<b>Procedures and regulations</b> <ul style="list-style-type: none"> <li>Knows the safety and hygiene procedures and standards used in the company</li> <li>Knows the opening and closing procedures of the restaurant</li> <li>Knows the table cleaning procedures</li> </ul> <b>Cleaning</b> <ul style="list-style-type: none"> <li>Detailed knowledge of the methods and products used for cleaning</li> <li>Detailed knowledge of the restaurant's equipment, furniture, cutlery and chinaware and its purposes</li> <li>Detailed knowledge of polishing cutlery, glassware and crockery</li> </ul> <b>Mise en place/set up</b> <ul style="list-style-type: none"> <li>Detailed understanding of the table plan</li> <li>Detailed knowledge about the table service tools, utensils and equipment related to the table plan</li> </ul>

## PART 2: COMMON REFERENCE PROFILES FOR OCCUPATIONS

CORE TASKS AND SUBTASKS	COMPETENCES	SKILLS	KNOWLEDGE
<b>B. Taking orders</b> <i>Subtasks:</i> B1. Welcoming and receiving customers B2. Providing information about the menu B3. Making recommendations and up selling B4. Taking orders	<ul style="list-style-type: none"> <li>Works under the supervision of the maître d'hôtel/dining area manager</li> <li>Is able to welcome guests in an appropriate way, adapting the style used when appropriate (e.g. for frequent visitors, special guests or large groups)</li> <li>Is able to communicate in an effective way with the kitchen in order to make sure that the orders are prepared correctly</li> <li>Is able to communicate with the customers in a polite and appropriate way during the entire service, including interpreting customers' signs and non-verbal communication</li> <li>Is able to handle in a flexible and appropriate way difficult questions/complaints about the food and drinks and deal with special requests</li> <li>Is able to contribute to a positive and cohesive atmosphere in the restaurant</li> </ul>	<ul style="list-style-type: none"> <li>Welcomes the guests, using the correct techniques</li> <li>Directs and seats the guests, according to the table plan</li> <li>Communicates politely with the guests</li> <li>Processes guests' orders without delay or mistakes</li> <li>Keeps the work area tidy and hygienic</li> <li>Accurately processes multiple orders</li> <li>Presents the menu and recommends special items</li> <li>Applies sales techniques</li> <li>Provides accurate information on products</li> <li>Takes the orders and passes them to the bar or kitchen</li> <li>Promotes and sells products and services</li> </ul>	<p><b>Sales</b></p> <ul style="list-style-type: none"> <li>Detailed knowledge of different order-taking techniques</li> <li>General understanding of personal selling techniques</li> <li>General understanding of the principles of up selling and merchandising</li> <li>General knowledge of packages, offers and promotions</li> </ul> <p><b>Customer relations</b></p> <ul style="list-style-type: none"> <li>Detailed knowledge and understanding of attitudes and behaviour appropriate to the hospitality sector</li> <li>Detailed understanding of identifying types of guests' needs, wishes and requirements</li> <li>General understanding of different types of guest</li> <li>General knowledge of techniques for dealing with complaints</li> </ul> <p><b>Food and beverages</b></p> <ul style="list-style-type: none"> <li>Detailed knowledge of the entire menu and daily alternatives</li> <li>General knowledge of special ingredients</li> <li>Detailed knowledge of wine and food</li> <li>Detailed knowledge of the origin of specific food and beverages</li> </ul> <p><b>Mise en place</b></p> <ul style="list-style-type: none"> <li>Detailed knowledge of the establishment's facilities and layout</li> <li>Detailed understanding of the table plan</li> <li>Detailed knowledge of the table service tools, utensils and equipment</li> <li>Understanding of the standard sequence of meal service provided at the table</li> </ul>

CORE TASKS AND SUBTASKS	COMPETENCES	SKILLS	KNOWLEDGE
<b>C. Serving orders</b> <i>Subtasks:</i> C1. Serving food and beverages C2. Preparing and maintaining a buffet display C3. Providing counter/takeaway service	<ul style="list-style-type: none"> <li>Works under the supervision of the maître d'hôtel/dining area manager</li> <li>Is able to contribute to a positive and cohesive atmosphere in the restaurant</li> <li>Is able to communicate with the customers in a polite and appropriate way during the entire service, including interpreting customers' signs and non-verbal communication</li> <li>Is able to handle difficult questions/complaints about the food and drinks and deal with special requests in a flexible and appropriate way</li> <li>Is able to provide a smooth and efficient service, with no delays and mistakes in serving the orders</li> <li>Is able to communicate with the kitchen in an effective way during the service to fulfil the customers' preferences</li> <li>Can be flexible and adjust priorities during busy periods</li> </ul>	<ul style="list-style-type: none"> <li>Arranges the tables according to the guests' needs</li> <li>Picks up the beverage and food orders from the bar/kitchen</li> <li>Serves food and beverages</li> <li>Monitors the course of the meal thoroughly and provides supplements as requested</li> <li>Keeps and serves the food and beverages at the proper temperature</li> <li>Keeps appropriate condiments and accompaniments</li> <li>Keeps the work area tidy and hygienic</li> <li>Accurately processes multiple orders</li> <li>Answers questions about the specifications of the food and beverages</li> <li>Provides accurate information on products</li> <li>Maintains the buffet service tools, utensils, equipment and decorative items</li> <li>Stores and displays food and beverage items</li> <li>Replenishes food and beverage items</li> <li>Portions food and arranges it neatly</li> <li>Prepares food at the table</li> </ul>	<p><b>Procedures and regulations</b></p> <ul style="list-style-type: none"> <li>Detailed knowledge of the relevant safety and hygiene procedures and standards</li> </ul> <p><b>Customer relations</b></p> <ul style="list-style-type: none"> <li>Detailed knowledge and understanding of attitudes and behaviour appropriate to the hospitality sector</li> <li>Detailed understanding of identifying guests' needs, wishes and requirements</li> <li>General knowledge concerning the techniques for dealing with complaints</li> <li>Detailed knowledge of different serving techniques</li> </ul> <p><b>Food and beverages</b></p> <ul style="list-style-type: none"> <li>General knowledge of special ingredients</li> <li>Detailed knowledge of beverages and food</li> <li>Detailed knowledge about the origin of food and beverages</li> <li>Detailed knowledge of the proper temperatures for keeping and serving food and beverages</li> <li>Detailed knowledge of wine and wine-tasting</li> </ul> <p><b>Mise en place</b></p> <ul style="list-style-type: none"> <li>Detailed knowledge of the table service tools, utensils and equipment</li> <li>Understanding of the standard sequence of meal service provided at table</li> <li>Detailed knowledge of the styles of laying out and dressing a table</li> </ul>

## PART 2: COMMON REFERENCE PROFILES FOR OCCUPATIONS

CORE TASKS AND SUBTASKS	COMPETENCES	SKILLS	KNOWLEDGE
<b>D. Billing</b> <i>Subtasks:</i> D1. Preparation of the bill and taking payment	<ul style="list-style-type: none"> <li>Works under the supervision of the maître d'hôtel/dining area manager</li> <li>Is able to adapt in order to make adjustments to the bill when necessary, and can deal with payment problems when card authorisation is declined</li> <li>Is able to carry out the billing in an efficient and honest manner, in line with legal requirements and control procedures</li> <li>Is able to provide the customer with a good final impression of the restaurant and the service provided, thus making a positive contribution to customer relations</li> </ul>	<ul style="list-style-type: none"> <li>Prepares, presents and collects the bill</li> <li>Explains bill discrepancies</li> <li>Handles different payment methods</li> <li>Uses price lists, the cash register and a calculator</li> <li>Corrects cash errors, making adjustments to the bill when necessary</li> <li>Tracks cash reports correctly</li> </ul>	<p><b>Procedures and regulations</b></p> <ul style="list-style-type: none"> <li>Detailed knowledge of billing operating procedures</li> </ul> <p><b>Chasing payment</b></p> <ul style="list-style-type: none"> <li>General knowledge of manual systems and/or software programmes</li> <li>Detailed knowledge about the types of guest accounts/payments</li> </ul>

## Annex 2. Example of a full occupational profile: Tiler in the construction sector

### Tiler – Occupational description and context

<b>SECTOR:</b> <b>OCCUPATION:</b>	<b>CONSTRUCTION</b> <b>TILER</b>
<b>Description of the occupation</b>	Tilers install a range of different materials on a variety of surfaces, such as floors and walls. Tilers clean and level the surface to be tiled; they measure and cut tiles according to the design plans; they prepare and apply mortar and other types of adhesives; and they apply grout between tiles. They work according to health and safety procedures. The work environment of the tiler is usually clean as they install tiles after most of other construction processes are completed. The work of the tiler is physically demanding.
<b>Professional context</b>	A tiler works in the construction sector in all types of new and restored buildings and on all kinds of floors. Tilers work in both the public and private sectors, in small or large-scale business, or they can even have their own businesses. They can work on new builds or on renovating projects, or directly in the houses and apartments of clients.
<b>Autonomy and responsibility</b>	Tilers can work independently or the under the supervision of a foreman, or they may report directly to an engineer, according to the nature of the project. A tiler may work alone or as a member of a team of tilers. The tiler is responsible for checking his or her own work.
<b>Professional attitude</b>	Tilers must adhere to a code of professional ethics. Their working methods need to be precise and they should exhibit the right attitude when carrying out their work, which should conform to quality and safety standards and specifications. Moreover, tilers must have sufficient communications skills to deal with colleagues and managers, especially when working directly in clients' houses or apartments, that is, when working in an environment where people are carrying out their daily lives. This means that tilers have to work cleanly and with precision, and be able to communicate effectively about their work and its progress.
<b>Trends and innovation</b>	<ul style="list-style-type: none"> <li>• Technological developments (materials, work equipment and processing techniques)</li> <li>• Evolutions in business: the appearance or disappearance of tasks</li> <li>• Ecological and sustainable trends</li> </ul>
<b>Rules and regulations</b>	<ul style="list-style-type: none"> <li>• Rules regarding safety, quality and environmental protection</li> <li>• Safety and hygiene regulations and rules for sustainable development</li> <li>• Code of Ethics and Professional Conduct</li> </ul>
<b>Specific tools and machinery</b>	
<b>Professional challenges</b>	<ul style="list-style-type: none"> <li>• Managing difficult work situations</li> <li>• Handling running time constraints</li> <li>• Handling complex jobs</li> <li>• Managing relationships with other tradespeople</li> <li>• Making the work less physically strenuous</li> <li>• Accessing training throughout one's career</li> </ul>
<b>EQF level</b>	Level 3–4 (depending on whether the tiler is independent or part of a team)
<b>Core tasks</b>	A. Preparing the work B. Tiling C. Submitting the work D. Transversal tasks

## PART 2: COMMON REFERENCE PROFILES FOR OCCUPATIONS

### Tiler – Core tasks and subtasks

CORE TASKS AND SUBTASKS	DESCRIPTION WITH OBSERVABLE RESULTS
<b>A: Preparing the work</b>  <i>Subtasks:</i>  A1. Organising the work environment A2. Preparing the materials, tools and equipment A3. Preparing surfaces	The tiler organises his or her work in an efficient and effective way according to the set plan. He/she prepares the surfaces in the right way using the correct tools and methods. The result is the optimal preparation of the working area and the surface before the tiling begins.
<b>B. Tiling</b>  <i>Subtasks:</i>  B1. Setting tiles on the surface area B2. Repairing or restoring existing tiles or surfaces	The tiler sets the tiles in the correct way, using the correct products and methods, taking into account the surface materials and other relevant conditions. The tiler restores existing tiles to produce an 'invisible' restoration result.
<b>C. Submitting the work</b>  <i>Subtasks:</i>  C1. Carrying out complementary finishing work C2. Making a final check of the quality of the finished work	The tiler finishes the work by checking if complementary activities are necessary and confirms with the client if the results comply with their agreement and/or contract.
<b>D. Transversal tasks</b>  <i>Subtasks:</i>  D1. Maintaining effective work relationships D2. Maintaining health and safety procedures	During the work, the tiler adheres to the health and safety regulations that are applicable in the sector. The tiler maintains a good working relationship with the team, supervisor and the client so that all the parties are satisfied with the final result.

## Tiler – Knowledge, skills and competences

CORE TASKS AND SUBTASKS	COMPETENCES	SKILLS	KNOWLEDGE
<b>A. Preparing the work</b>  <i>Subtasks:</i>  A1. Organising the work environment  A2. Preparing the materials, tools and equipment  A3. Preparing the surfaces	<ul style="list-style-type: none"> <li>• Works under the specific instructions and supervision of the foreman, with limited autonomy</li> <li>• Is able to work in a team and can interact with colleagues</li> <li>• Is able to adapt his/her professional behaviour adequately in the presence of risks and other changing circumstances</li> <li>• Is responsible for reading and interpreting specifications and acting accordingly</li> <li>• Is able to report on the selection of the relevant materials and tools needed to perform the assigned work</li> </ul>	<ul style="list-style-type: none"> <li>• Plans and prepares assigned work phases in accordance with the general work planning, using time schedules and technical specifications in response to tasks set by the foreman and/or supervisor</li> <li>• Checks work area for plumbing and electrical installations</li> <li>• Calculates the dimensions of the work area, the volume of the required materials and the necessary supplies</li> <li>• Plots the setting of the tiles according to the design specifications</li> <li>• Marks levels, right angles, perpendicular elements and alignments</li> <li>• Draws simple sketches</li> <li>• Applies quality control procedures to selecting materials, tools, equipment and machinery</li> <li>• Prepares adhesives and surfaces, and applies initial treatment</li> <li>• Uses levelling tools and instruments</li> <li>• Installs and stabilises scaffolding safely</li> <li>• Checks types, quantities and quality of stored materials</li> <li>• Applies quality control procedures to stored materials</li> </ul>	<ul style="list-style-type: none"> <li>• Interprets drawings, sketches, work documents, technical data sheets and manufacturers' instructions</li> <li>• Understands specifications and specialist terminology</li> <li>• Knows, recognises and identifies the uses, characteristics and technical specifications of materials, tools and equipment</li> <li>• Knows, recognises and identifies a range of hand and mechanical tools and equipment and their uses</li> <li>• Knows, recognises and identifies different types of adhesives and fixing materials used in tiling processes</li> <li>• Understands and interprets technical data and specifications to select, use and maintain materials and equipment</li> <li>• Understands different techniques in preparing different surfaces</li> <li>• Understands safe methods for storing materials and equipment</li> <li>• Understands the basics of mathematics and geometry and their applications in calculating quantities</li> </ul>

## PART 2: COMMON REFERENCE PROFILES FOR OCCUPATIONS

CORE TASKS AND SUBTASKS	COMPETENCES	SKILLS	KNOWLEDGE
<b>B. Tiling</b>  <i>Subtasks:</i>  B1. Setting tiles to the surface area  B2. Repairing or restoring existing tiles or surfaces	<ul style="list-style-type: none"> <li>• Works under the specific instructions and supervision of the foreman, with limited autonomy</li> <li>• Is able to work alone or in a team within a framework of coactivity</li> <li>• Is able to maintain effective work relationships</li> <li>• Is responsible for the quality and quantity of his/her own output</li> <li>• Is able to accept and respond to supervision and guidance</li> <li>• Is able to adapt his/her methodology, tools and products in response to changing and/or unforeseen circumstances</li> <li>• Is able to communicate in an effective and appropriate way with his/her clients in order to give a professional impression of him/herself and of the final result</li> </ul>	<ul style="list-style-type: none"> <li>• Sets reference levels and constructs basic tile lines for both horizontal and vertical axes</li> <li>• Cuts tiles according to required dimensions using suitable techniques</li> <li>• Mixes the right mortar and/or prepares adhesives, taking into account the surface material and the material and size of the tiles</li> <li>• Uses different techniques and materials to set tiles to surfaces, taking into account the location (e.g. indoor, outdoor, humid conditions), material and position of the surface (vertical or horizontal), and the material and size of the tiles</li> <li>• Applies quality control procedures</li> <li>• Follows health and safety instructions and environmental protection procedures</li> <li>• Works professionally and keeps the working area clean</li> </ul>	<ul style="list-style-type: none"> <li>• Knows and recognises different materials and adhesives, and their characteristics</li> <li>• Knows and understands current terminology related to tiling processes</li> <li>• Knows, understands and determines the correct methods for using tools and equipment</li> <li>• Knows, understands and describes maintenance and repair techniques to suit different conditions</li> <li>• Understands correct methods and techniques for cutting tiles and setting them to surfaces</li> <li>• Knows and understands the principles of mixing mortar and/or using different types of adhesives</li> <li>• Knows and understands the principles of handling and applying mortar and other fixing materials</li> </ul>

CORE TASKS AND SUBTASKS	COMPETENCES	SKILLS	KNOWLEDGE
<b>C. Submitting the work</b>  <i>Subtasks:</i>  C1. Carrying out complementary finishing work  C2. Making a final check of the quality of the finished work	<ul style="list-style-type: none"> <li>Works under the specific instructions and supervision of the foreman, with limited autonomy</li> <li>Is able to verify that his/her work conforms to quality and safety standards and specifications</li> <li>Is able to report on completed work to his/her supervisor clearly and accurately</li> <li>Is able to adapt methodology, tools and products in response to changing and/or unforeseen circumstances</li> <li>Is able to communicate in an effective and appropriate way with his/her clients in order to give a professional impression of him/herself and of the final result</li> <li>Is able to leave the client and the supervisor with a good impression of the end result</li> </ul>	<ul style="list-style-type: none"> <li>Monitors and checks that the completed work complies with the plans and specifications and with standards of quality and safety</li> <li>Applies techniques and procedures of quality control</li> <li>Applies correct procedures for cleaning tools and equipment</li> <li>Applies procedures to protect completed work</li> <li>Disposes of hazardous materials according to standards</li> <li>Dismantles scaffolding safely and correctly</li> </ul>	<ul style="list-style-type: none"> <li>Knows, understands and determines both quantitative and qualitative aspects of the finished job</li> <li>Knows different techniques to make a final check of his/her work</li> <li>Understands the basic principles and/or appropriate treatment of hazardous materials</li> <li>Understands and identifies the correct procedures for upholding quality control and statutory safety regulations</li> <li>Understands the basics of cleaning and protecting the workplace with different tools and equipment</li> </ul>
<b>D. Transversal tasks</b>  <i>Subtasks:</i>  D1. Maintaining effective work relationships  D2. Maintaining health and safety procedures	<ul style="list-style-type: none"> <li>Complies with health and safety legislation and professional standards</li> <li>Is able to adapt methodology, tools and products in response to changing and/or unforeseen circumstances</li> <li>Is able to communicate in an effective and appropriate way with his/her clients in order to give a professional impression of him/herself and of the final result</li> <li>Is able to adhere to professional ethics</li> </ul>	<ul style="list-style-type: none"> <li>Interprets and responds to verbal, non-verbal and written communication</li> <li>Applies the rules and standards of health and safety at work</li> <li>Applies considerations of individual safety;</li> <li>Communicates in an appropriate manner according to different situations</li> <li>Applies communication and report-writing skills in interactions with line managers and colleagues</li> <li>Applies standards in the disposal of hazards and waste</li> </ul>	<ul style="list-style-type: none"> <li>Knows and understands the basic types and techniques of communication and the principles of mutual interaction and respect on worksites</li> <li>Knows, recognises and identifies how to handle hazardous materials in order to maintain individual safety</li> <li>Knows, recognises and identifies health and safety rules and standards in terms of protection and prevention</li> </ul>

## PART 2: COMMON REFERENCE PROFILES FOR OCCUPATIONS

### Annex 3. The European Qualifications Framework for Lifelong Learning

See the leaflet from DG Education and Culture that can be accessed at: [https://ec.europa.eu/ploteus/sites/eac-eqf/files/leaflet\\_en.pdf](https://ec.europa.eu/ploteus/sites/eac-eqf/files/leaflet_en.pdf)

### Annex 4. Proposed action verbs for knowledge, skills and competences in the common profiles

KNOWLEDGE	SKILLS (MOST COMMON + TECHNICAL VERBS)		COMPETENCES
<ul style="list-style-type: none"> <li>Identify</li> <li>List</li> <li>Define</li> <li>State</li> <li>Relate</li> <li>Memorise</li> <li>Locate</li> <li>Write</li> <li>Summarise</li> <li>Outline</li> <li>Determine</li> <li>Illustrate</li> <li>Interpret</li> <li>Name</li> <li>Read</li> <li>Express</li> <li>Recall</li> <li>Paraphrase</li> <li>Conclude</li> <li>Provide examples</li> <li>Exemplify</li> <li>Indicate</li> <li>Clarify</li> </ul>	<p><i>Application</i></p> <ul style="list-style-type: none"> <li>Arrange</li> <li>Use</li> <li>Produce</li> <li>Apply</li> <li>Make</li> <li>Draw</li> <li>Change</li> <li>Complete</li> <li>Report</li> <li>Solve</li> <li>Construct</li> <li>Sketch</li> <li>Collect</li> <li>Prepare</li> <li>Display</li> <li>Present</li> </ul> <p><i>Analysis</i></p> <ul style="list-style-type: none"> <li>Analyse</li> <li>Classify</li> <li>Examine</li> <li>Separate</li> <li>Point out</li> <li>Distinguish</li> <li>Contrast</li> <li>Subdivide</li> <li>Select</li> <li>Differentiate</li> <li>Survey</li> <li>Take apart</li> <li>Infer</li> </ul>	<p><i>Synthesis</i></p> <ul style="list-style-type: none"> <li>Combine</li> <li>Produce</li> <li>Organise</li> <li>Develop</li> <li>Substitute</li> <li>Propose</li> <li>Plan</li> <li>Design</li> <li>Imagine</li> <li>Add to</li> <li>Predict</li> <li>Improve</li> <li>Role play</li> <li>Rearrange</li> </ul> <p><i>Evaluation</i></p> <ul style="list-style-type: none"> <li>Evaluate</li> <li>Appraise</li> <li>Recommend</li> <li>Critique</li> <li>Compare</li> <li>Assess</li> <li>Argue</li> <li>Judge</li> <li>Weigh</li> <li>Estimate</li> </ul> <p><i>Any other technical verbs related to the profession, for example</i></p> <ul style="list-style-type: none"> <li>Take a guest's order (for the waiter)</li> <li>Knock at the door (for the room attendant)</li> </ul>	<ul style="list-style-type: none"> <li>Be able to</li> <li>Work with</li> <li>Behave</li> <li>Communicate</li> <li>Be in contact with</li> </ul>

# PART 3: ANALYSIS, COMPARISON AND PEER REVIEW OF QUALIFICATIONS

## A METHODOLOGY TO ASSESS QUALIFICATIONS

1. Introduction
  2. Methodology and tools for analysis and comparison
  3. Types of qualifications
  4. Findings
  5. Peer review of qualifications
  6. Conclusions and recommendations
- Annex 1. Tools for the analysis, comparison and peer review of qualifications

### 1. Introduction

The Qualifications for the Mediterranean (Q4M) project aims at increasing transparency and trust in qualifications, and thereby creating the conditions for the recognition of qualifications across countries. To support these aims Q4M developed and tested a series of methodologies. The first is a methodology for building occupational reference profiles (common profiles) used by the Q4M technical teams to define and validate common profiles for occupations in the tourism and the construction sectors (see Part 2 of this publication).

Part 3 of this publication describes a second methodology, with tools<sup>3</sup> to *assess qualifications*, consisting of the following three sections:

1. *Analysis*: an assessment of the quality of qualifications;
2. *Comparison*: an assessment of the content of qualifications by comparing qualifications to (common) occupational profiles;
3. *Peer review*: an assessment of transparency and trust in qualifications through a peer review of the results of the analysis (1) and comparison (2).

The Q4M technical teams used the first and second sections of this methodology to analyse and compare existing qualifications in their countries. The technical teams, assisted by national and international experts, thus produced a wealth of data about their qualifications and qualifications systems. They made these data accessible through country reports, Certificate Supplements, questionnaires and templates.

To assess whether the analysis and comparison of qualifications contribute to transparency and trust, the technical teams then used the third section of the methodology to peer review each other's qualifications.

The peer reviewers looked at the qualifications from two perspectives, by answering two hypothetical questions<sup>4</sup>.

- Sectoral perspective: Would you recruit a person holding this qualification?
- National perspective: Would you recognise this qualification in your country?

The peer review procedure, guidelines and assessment tool were tested during the Q4M regional conference in Cairo in June 2015.

This regional synthesis report, compiled by the ETF, describes the methodology and tools together with the main findings of the work by the technical teams. The content of the report is based on the results of the technical work executed by the four southern Mediterranean partner countries, Egypt, Jordan, Tunisia and Morocco. The main sources of information are the country reports and the Certificate Supplements compiled and validated by the technical teams.

Chapter 2 describes the methodology and tools used for the analysis and comparison of the qualifications. Chapter 3 provides background on the country's qualification types. Chapter 4 looks at the findings of a review of the analysis and comparison of qualifications by the technical teams. Chapter 5 describes the methodology and tools used for the peer review of qualifications. This chapter also describes the results of the peer review test. Chapter 6 offers conclusions and recommendations concerning the usefulness of a wider application of the methodology and tools to create transparency and trust, and the contribution of the technical work to ongoing national developments.

<sup>3</sup> Methodologies and tools were developed by the ETF, tested by the Q4M technical teams and validated by the EMSC.

<sup>4</sup> The questions raised here are intended to challenge peer reviewers to assess the trust they have in a qualification. In fact, a qualification does not give its bearer direct access to recruitment, and formal procedures for recognising foreign qualifications in the VET domain are not yet available.

## PART 3: ANALYSIS, COMPARISON AND PEER REVIEW OF QUALIFICATIONS

### 2. Methodology and tools for analysis and comparison

This chapter describes the methodology and tools employed for the analysis and comparison of qualifications in six steps.

ANALYSIS AND COMPARISON OF QUALIFICATIONS	TOOLS <sup>5</sup>
1. Select qualifications	<ul style="list-style-type: none"> <li>Simple typology (T1)</li> </ul>
2. Analyse the quality of the selected qualifications	<ul style="list-style-type: none"> <li>Annotated questionnaire (T2)</li> </ul>
3. Compare the content of the qualifications with the common profiles	<ul style="list-style-type: none"> <li>Instruction (T3.1)</li> <li>Templates for common profiles (T3.2)</li> </ul>
4. Compile a Certificate Supplement for each of the selected qualifications	<ul style="list-style-type: none"> <li>Annotated enriched format of the EU Certificate Supplement (T4)</li> </ul>
5. Compile reports including the main findings and recommendations concerning the analysis and the comparison of qualifications	<ul style="list-style-type: none"> <li>Outline reports (T5.1 and T5.2)</li> </ul>
6. The country technical team validates the Certificate Supplements and country reports	

#### 2.1 Step 1: Selection of qualifications

We asked each technical team to identify the qualifications for analysis and comparison based on this straightforward question:

Which qualifications are available in your country for the occupations of bricklayer, supervisor (construction), receptionist and waiter?<sup>6</sup>

We decided to use the term 'qualifications' broadly; that is, as referring to diplomas or certificates whether for initial or continuing training, formal or non-formal, which cover (part of) the occupations of bricklayer, supervisor, receptionist and waiter. This resulted in a wide range of different types of qualifications. To make comparisons between the different types easier we used a simple typology of qualifications [T1].

<b>Target group</b>	Young people in full-time education	Adults; employed or unemployed
<b>Status</b>	Secondary IVET	Other
<b>Purpose</b>	Qualification leads mainly to further education	Qualification leads mainly to work

The target group for a qualification could be young people in full-time education (initial VET (IVET)) or adults. Adults could be either employed or unemployed (upgrading skills). Qualifications could also be accessible to both young people and adults, for example VET qualifications in Morocco. Regarding the status of a qualification, we distinguished between secondary IVET qualifications and 'Other' qualifications. Secondary IVET qualifications come under the authority of the Ministry that is responsible for VET. Often this is the Ministry of Education, but it could also be another Ministry; in Tunisia the Ministry of Vocational Education and Employment is responsible for all VET. Secondary IVET qualifications are part of a country's public VET system. They give students access to the next qualification level within that system. The category 'Other' could be according to the authority that awards the certificate, for example the Ministry of Housing, the Ministry of Labour or a sectoral body such as the Jordanian Hospitality and Tourism Education Company. 'Other' qualifications do not normally give students access to the next qualification level in the public VET system, although progress within the sector is often possible.

Qualifications can have different purposes. One primary aim is to give those qualified access to work (most adult qualifications fall into this category), while another could be gaining entry into further education – for example, the Matura gives people access to university. Qualifications can thus lead to both work and further education.

#### 2.2 Step 2: Analysis of the quality of qualifications

To analyse the quality of selected qualifications we looked at what lies behind a diploma or certificate (for example, its relevance to the labour market, standards/learning outcomes, and assessment). A qualification is transparent if this is clear. To facilitate the analysis, the ETF provided an annotated questionnaire [T2]. The questionnaire is based on the five building blocks for vocational qualifications, according to the scheme below.

<sup>5</sup> Some of these tools were adapted to make them more user friendly as well as consistent with each other and with the peer review tool (see Chapter 5). All tools can be downloaded from the Q4M Community on the Qualifications Platform. See Annex 1 for the relevant links.

<sup>6</sup> These four occupations were chosen because common occupational profiles have been compiled and validated for them.

Figure 1. Five building blocks for vocational qualifications



- Block 1. Relevance of qualifications for the labour market**  
 Is the qualification relevant for the labour market? How is this relevance ensured?
- Block 2. Standards behind a qualification**  
 What are the standards behind a qualification? What is the difference between occupational and educational standards? Who is involved in the development of these standards? Are standards periodically modified?
- Block 3. The learning process**  
 What is the learning path for this qualification: school-based, work-based or a mix of the two? What is the duration of the education/training programme? What is the ratio between theoretical and practical training? How many learners were enrolled in the programme in the last school year?
- Block 4. Assessment for certification**  
 Who develops exams; who organises them; who grades them? What are candidates assessed against? What types of assessment are used? Is assessment for certification open to people who did not follow or complete an education/training programme?
- Block 5. Certification**  
 Who awards the diploma or certificate for this qualification? What is the level of the qualification (national or estimated EQF level)? What is the progression route to further studies for this qualification?

We adapted the original questionnaire and checklist to make it more user friendly and to bring it into line with the proposed minimum criteria for gauging the quality of qualifications (see Chapter 4) and the assessment tool for

peer review. To facilitate completion of the questionnaire, the ETF provided an annotated version with explanations and examples. This annotated version combines a questionnaire and checklist in one tool.

### 2.3 Step 3: Comparison of qualifications with common profiles

The common profiles are a specific tool produced by the Q4M project; they are the output of a regional cooperation process designed to define the core tasks and required knowledge, skills and competences for an occupation. The EuroMed Strategic Committee (EMSC) has validated the common profiles; thus they can be considered as common occupational reference profiles for the Q4M partner countries.

The technical teams used the common profiles as a reference for the content of the selected qualifications. The aim of the comparison was to identify and analyse the differences and commonalities between the common profiles and existing qualifications. The questions was: To what extent are the tasks and the knowledge, skills and competences as defined in the common profile for a qualification covered by the selected qualifications for this occupation? To facilitate the comparison, the ETF provided instructions [T3.1] and a template for each common profile with the defined tasks and knowledge, skills and competences [T3.2].

### 2.4 Step 4: The customised EU Certificate Supplement

The analysis and comparison produced a significant amount of data regarding a qualification. To make these data accessible and comparable we used the format of the EU Certificate Supplement. In order to make the Certificate Supplement a better fit for this purpose we added blocks for information about the types of qualifications, the relevance of the qualification to the labour market, standards and assessment. We asked the technical teams to use this enriched format of the Certificate Supplement to summarise the main features of a qualification. To facilitate the completion of the Certificate Supplement the ETF provided an annotated version with explanations and examples [T4.1].

### 2.5 Step 5: Country reports

The technical teams described the process involved in their technical work and the findings from the analysis and comparison in the country reports. These reports also contain recommendations for the improvement of qualifications in the national context as well as suggestions for refining the methodology and tools. The ETF provided outlines for the reports [T5.1 and T5.2]

## PART 3: ANALYSIS, COMPARISON AND PEER REVIEW OF QUALIFICATIONS

### 2.6 Step 6: Validation by the country technical teams

The technical teams verified and validated the information in the Certificate Supplements and the country reports. We can therefore consider the Certificate Supplements and the country reports official documents within the scope of the Q4M project.

### 3. Types of qualifications

This chapter gives an overview of the types of qualifications that were selected by the technical teams for analysis and comparison. The chapter gives some background information on the country's qualification system where this helps to clarify qualification types. It does not provide

a comprehensive overview of the country's qualifications systems. This information can be found elsewhere (for example, in the NQF inventories on the Qualifications Platform).

#### 3.1 Egypt

Egypt selected six qualifications, from which we can distinguish two main types of VET qualifications:

1. secondary IVET qualifications, targeted at young people, which lead to work and/or further education; and
2. other sectoral qualifications, targeted at adults, which lead to work.

Figure 2. Types of qualifications in Egypt

#### 2 TYPES, 6 QUALIFICATIONS

- 1** Formal IVET qualifications targeted at young people leading to work and to further education: **2 qualifications**
- 2** Other; sectoral qualifications targeted at adults leading to work: **4 qualifications**

Target group	Young people in full-time education	Adults
Status	Secondary IVET	Other
Purpose	Qualification leads mainly to further education	Qualification leads mainly to work

The **sectoral qualifications** are tailored to specific occupations and benefit from the strong involvement of the sector in the development of standards, provision and assessment. Both the tourism sector and the construction sector have these types of qualifications. They are recognised by the sector and by a line ministry such as the Ministry of Tourism or the Ministry of Housing, but not by the Ministry of Education. This means that holders of these qualifications can only progress to further training and qualifications within the sector; they cannot move on to acquire formal qualifications under the authority of the Ministry of Education. In addition, qualifications awarded by universities are not accessible to holders of these sectoral qualifications.

The technical team selected a sectoral qualification for each of the four occupations.

- The sectoral qualifications 'skilled bricklayer' and 'supervisor' were developed in 2005 as part of the donor-led National Skills Standards Project (NSSP). The Egyptian Federation for Construction and Building Contractors was involved in the NSSP from the beginning. The training packages and assessment for these qualifications are based on NSSP standards. Training centres under the authority of the Ministry of Housing and the Training Centre of the General Syndicate of Construction and Timber Industries conduct the training and assessment for these qualifications. The training centres issue certificates

of training, while the Ministry of Manpower issues a working licence for holders of these qualifications.

- The sectoral qualifications Food and Beverage Skills Development Programme for the occupation of waiter, and the Front Office Skills Development Programme for that of receptionist are developed by the Egyptian Tourism Federation. The Federation has an international agreement with the American Hotel and Lodging Association (AHLA). The Egyptian Tourism Federation develops sectoral qualifications based on AHLA training programmes, but with special amendments to adapt them to the needs of the Egyptian tourism market. Occupational standards are modified on a yearly basis.

The Egyptian technical team questioned the relevance of secondary IVET qualifications for the construction and tourism sectors because of the limited links between the formal education sector and the labour market. The technical team selected two secondary IVET qualifications related to the occupation of waiter but rejected secondary IVET qualifications related to the occupations of bricklayer, supervisor and receptionist for various reasons.

- For the construction sector the technical team analysed the three-year secondary school Technical Diploma for Construction. This qualification has four specialisations. The Q4M construction team made an in-depth assessment of curricula and related documents and concluded that the curricula do not focus on a clear outcome and are therefore not relevant for the occupations of bricklayer or supervisor. The team

referred to the curricula as comprising 'a cocktail of different things'.

- For the tourism sector, the three-year secondary school Technical Diploma for Hotels – office section front relates to the occupation of receptionist. The tourism team initially selected this qualification and completed a questionnaire and Certificate Supplement for it. However, in the validation meeting the tourism team finally decided to reject this qualification, giving as its reason that foreign-language skills are a key requirement for a receptionist in Egypt's hotels, but are not part of the secondary IVET qualification. This is why Egyptian hotels tend to recruit university graduates with language skills for the position of receptionist instead of secondary VET graduates.

The technical team was positive about the content and labour market relevance of the secondary IVET qualification for waiters offered by the Tourism and Hotel School in Fayoum, Egypt. This qualification was developed under a project initiated by the International Organisation for Migration in cooperation with the Egyptian Ministry of Education and the Italian Elena Cornaro di Jesolo Institute, after studies had indicated that a huge percentage of illegal migrants to Italy come from the village of Fayoum.

### 3.2 Morocco

Morocco has one type of VET qualification – secondary IVET – targeted at both young people and adults and leading primarily to work.

## PART 3: ANALYSIS, COMPARISON AND PEER REVIEW OF QUALIFICATIONS

Figure 3. Types of qualifications in Morocco

### 1 TYPE, 4 QUALIFICATIONS

**1** Secondary IVET qualifications targeted at young people and adults leading mainly to work: **4 qualifications**

Target group	Young people in full-time education	Adults
Status	Secondary IVET	Other
Purpose	Qualification leads mainly to further education	Qualification leads mainly to work



Morocco has a labour-market-oriented IVET system. The same qualification may be obtained either after formal initial training in a residential setting, as part of a sandwich course (apprenticeship) or in continuing education. Since 2003, the VET system has adopted a competency-based approach to the development of training; all training providers have subscribed to this approach. The involvement of professionals throughout the training development process ensures that the qualifications are relevant and that the competences taught meet their needs and expectations.

The permeability of the IVET system is low. Most IVET qualifications do not give direct access to a higher level of qualification.

The Moroccan technical team selected the qualification 'service en restauration' for the occupation of waiter, 'réception d'hôtel' for the occupation of receptionist, 'ouvrier qualifié en maçonnerie' for the qualification of bricklayer and 'chef de chantier' for the occupation of supervisor in the construction sector.

### 3.3 Tunisia

Tunisia has one type of VET qualification – secondary IVET – targeted at young people and leading both to work and to further education.

Figure 4. Types of qualifications in Tunisia

#### 1 TYPE, 4 QUALIFICATIONS

**1** Secondary IVET qualifications targeted at young people leading to work and to further education: **4 qualifications**

Target group	Young people in full-time education	Adults
Status	Secondary IVET	Other
Purpose	Qualification leads mainly to further education	Qualification leads mainly to work



Tunisia has a centralised IVET system, managed by the Ministry of Vocational Education and Employment. In the Tunisian vocational education system, the same qualification can be obtained either by taking an initial formal training course in an academic environment (residential course, combined study-and-work placement, apprenticeship) or by continuing training, or, in the future, through accreditation of prior experiential learning (currently being developed). Therefore, the only VET currently available is targeted at young people, with the exception of a few continuing training courses for employees – neither of which leads to a national qualification at present.

The Tunisian technical team selected the following qualifications for analysis:

- in the construction sector:
  - for the supervisor profile, the ‘construction site lead technician’;
  - for the bricklayer profile, the ‘CAP bricklayer’ (professional aptitude certificate in masonry);

- in the tourism and hotel sector:
  - for the receptionist profile, the ‘BTP reception technician’ (vocational technician certificate in reception work);
  - for the waiter profile, the ‘BTP bar and restaurant technician’ (vocational technician certificate in bar and restaurant work).

Tunisia is in the middle of a new VET reform process as part of the PEFES<sup>7</sup> programme, funded by the European Union. The reform is geared towards the phasing out of current training programmes based on APC (competency-based approach, a Canadian methodology) in favour of the accreditation of institutions under a specific ‘skills’ process. The use of APC in Tunisia dates from 1995, but the system was never fully implemented because of its complexity and high costs.

<sup>7</sup> The support programme for education, vocational training and higher education linked to the employability of young graduates.

## PART 3: ANALYSIS, COMPARISON AND PEER REVIEW OF QUALIFICATIONS

### 3.4 Jordan

Jordan's VET system is relatively complex and fragmented. Its qualifications are not easy to categorise within our simple typology. Jordan selected nine qualifications; using our typology we distinguish six types.

Figure 5. Types of qualifications in Jordan

#### MANY TYPES, 9 QUALIFICATIONS

- 1** Secondary IVET qualifications for young people and adults leading to work and to further education: **2 qualifications** (waiter & receptionist)
- 2** Secondary IVET qualifications for young people leading to work and to further education: **1 qualification** (bricklayer)
- 3** (Post-) Secondary IVET qualifications for adults leading to work and to further education: **1 qualification** (supervisor)
- 4** Other qualifications for young people leading to work: **3 qualifications** (bricklayer & receptionist)
- 5** Other qualifications for young people and adults leading to work: **1 qualification** (waiter)
- 6** Other qualifications for young people leading to work and to further education: **1 qualification** (waiter)

Target group	Young people in full-time education	Adults
	<b>1 2 5 6</b>	<b>1 3 4 5</b>
Status	Secondary IVET <b>1 2 3</b> (post-secondary)	Other <b>4 5 6</b>
Purpose	Qualification leads mainly to further education <b>1 2 3 6</b>	Qualification leads mainly to work <b>1 2 3 4 5 6</b>



Based on the information provided by the technical team, Jordan has:

- secondary IVET qualifications awarded by the Ministry of Education related to the occupations of waiter and receptionist, targeted at young people and adults, leading to work and further education;
- a secondary IVET qualification related to the occupation of bricklayer, targeted at young people, leading to work and further education (qualification expected to be withdrawn in 2015, although at the time of writing no formal decision had been taken);
- a post-secondary VET qualification – Technical Diploma in Construction Engineering – related to the occupation of supervisor, awarded by Al Balqa Applied University (BAU), targeted at adults and leading to work and higher education;
- four qualifications titled Hospitality Skills, Advanced Level 2, related to the occupation of waiter (awarded by the Vocational Training Corporation (VTC) and

the Jordanian Hospitality and Tourism Education Company (JHTEC)), and two related to the occupation of receptionist (awarded by the JHTEC). All four qualifications are targeted at young people, with only the VTC qualification for waiters aimed at adults. VTC and JHTEC qualifications lead primarily to work, although some graduates continue to higher education;

- an Occupational Competencies Certificate related to the occupation of bricklayer awarded by the National Employment and Training (NET), targeted at young people and leading primarily to work.

The Centre for Accreditation and Quality Assurance issues an occupational licence to holders of all of these qualifications, apart from the BAU qualification for supervisors. An occupational licence is valid for five years and can be renewed after expiration without reassessment. The BAU qualification for supervisors is accredited by the Higher Education Accreditation Commission.

## 4. Findings

In this chapter we discuss the findings from the work of the technical teams. We review firstly the analysis and secondly the comparison activity. In terms of the **analysis of the qualifications**, we take as our reference the five elements that are important for the quality of vocational qualifications:

- relevance to the labour market,
- standards behind the qualifications,
- learning process,
- assessment for certification,
- certification.

After making some observations, we propose some minimum criteria for the quality of qualifications, which can be used by the peer reviewers to assess the quality of each other's qualifications. This chapter does not offer an opinion

about the quality of the qualifications analysed; that is for the peer reviewers to assess.

In terms of the **comparison of the content of the qualifications**, our reference point is the common profiles. In this section we also look at the levels of the qualifications.

Note that this section is based on the information provided by the technical teams, with the Certificate Supplements forming the prime source of information for comparison. Where information was not clear or lacking, we looked at the completed questionnaires and the templates used for the comparison with the common profiles. The country reports provided background information about the selection of qualifications and the country qualifications systems as well as the working process of the technical teams. In the sections about standards and assessment, we used information from the ETF study *Making better vocational qualifications*<sup>8</sup>.

### 4.1 Analysis of the quality of qualifications



<sup>8</sup> European Training Foundation, *Making better vocational qualifications: Vocational qualifications system reforms in ETF partner countries*, ETF, Turin, 2014. See [www.etf.europa.eu/web.nsf/pages/Making\\_better\\_vocational\\_qualifications\\_EN](http://www.etf.europa.eu/web.nsf/pages/Making_better_vocational_qualifications_EN)

## PART 3: ANALYSIS, COMPARISON AND PEER REVIEW OF QUALIFICATIONS

### 4.1.1 Relevance for the labour market

Regarding the question of how the labour market relevance of a qualification is ensured, the technical teams refer to a range of *surveys, research and statistics*, for example, surveys canvassing employer and student satisfaction with particular qualifications and assessing the employability of students; sectoral studies; forecasts of employment per occupation; various government departments' statistics (Jordan); registered job vacancies and signed employment contracts (Tunisia); labour market research, employer surveys and the opinion of professional federations (Morocco).

Despite all these surveys, research and statistics, reliable data demonstrating the labour market relevance of qualifications is not easily accessible. The Moroccan and the Jordanian teams both explicitly mention a lack of reliable data. How can the labour market relevance of qualifications be identified or confirmed in the absence of reliable, quantitative data? Can we define minimum criteria to ensure the labour market relevance of particular qualifications?

The Egyptian and Jordan teams used the *relevance of a sector for the economy* as a main factor to demonstrate labour market relevance. Tourism and construction were identified as priority sectors. They supported this argument by statements about investments in these sectors and the urgent need for qualified personnel. For example, the Egyptian government has made an official pledge to build one million flats in the next five years, and Jordan has a pressing need for bricklayers – the majority of the bricklayers in Jordan are currently migrants from a neighbouring Arab country, mostly Egyptians or Syrians. This argument demonstrates the need for qualified personnel in the sector, but does not necessarily demonstrate the relevance of a specific qualification to the sector.

A second argument used to demonstrate the labour market relevance of a qualification is the *involvement of employers in defining the training needs*. In Egypt, the Federation for Construction and Building Contractors identifies the needs for vocational education and training in the construction sector, while the standards of operation required in hotels and other types of visitor accommodation, derived from employers' surveys, form the basis for qualifications profiles in the tourism sector. VET qualifications in Morocco are based on an analysis of the work situation (*analyse de la situation de travail*). This analysis describes the reality of the practice of a profession and is a reflection of the consensus reached by a group of labour market experts regarding the description of a profession.

Combined, these two arguments can be used to demonstrate the labour market relevance of qualifications.

#### Suggested minimum criteria to ensure the relevance of a qualification for the labour market

- Justification that the sector and the occupation is relevant to the country
- Involvement of labour market actors<sup>9</sup> in defining training needs for a qualification

### 4.1.2 Standards behind the qualifications

According to the technical teams, two types of standards determined the qualifications that they analysed: occupational and educational standards. Typically, occupational standards form the basis for sectoral qualifications, as seen in Egypt and in Jordan's VTC, JHTEC and NET qualifications and also in the Jordanian Technical Diploma in Construction Engineering awarded by Al Balqa Applied University. Formal VET qualifications, which fall under the responsibility of the Ministry of Education, are typically based on educational standards, as seen, for example, in the secondary VET qualifications in Egypt and Jordan and the Tunisian qualifications.

The Moroccan technical team chose to leave the block about the type of standards in the Certificate Supplement empty, due to the lack of an explanation of the meaning of 'standard' in relation to a certificate. However, in the questionnaires they mention that their qualifications are based on occupational and educational standards developed by the OFPPT/FNBTP (the VET training centres and Building Federation, respectively).

To be able to compare qualifications we need to establish a common understanding of the concept of standards and have an appreciation of what standards look like in particular countries. For the concept of standards, we refer to the ETF study *Making better vocational qualifications* (Ibid.). The study defines occupational and educational standards as the main types of standards behind qualifications.

- Occupational standards set the **requirements for performance in an occupation**. They describe the occupational competence needed to perform certain tasks and activities. Occupational competence can help to keep qualifications relevant to the needs of the labour market while providing information to learners on the job profile targeted by the qualification.
- Educational standards are measures of the quality of the education process or the outputs of the education

<sup>9</sup> Examples of labour market actors are employers, enterprises, employers' organisations and trade unions.

system, which can be described as the **expected knowledge and abilities at the end of a formal learning process** but also as entry requirements, examination passes, and so on. Education standards are often described in terms of disciplines or subjects.

The study argues that in most European countries, qualifications take both standards into account (Ibid., p. 12). Occupational and educational standards are integrated and linked together to make the relationship between employment requirements and learning more evident. In some countries, occupational standards are directly linked to sectoral qualifications to train and certify people who are already in employment (Turkey and Estonia).

Two examples of such integration of the standards behind qualifications are highlighted below.

- The non-formal, sectoral qualifications for the construction sector in Egypt were first developed under the National Skills Standards Project (NSSP) in 2005. The project was a cooperative venture partnering the Scottish Qualifications Authority with the Egyptian Federation of Construction and Building Contractors. The project developed occupational standards, qualification standards<sup>10</sup> and educational standards for a number of occupations. The standards were recognised by the Scottish Qualifications Authority and endorsed by the Egyptian Industrial Training Council. NSSP standards have not been formally modified since their development in 2005.
- VET qualifications in Morocco are defined in terms of competences and are based on an analysis of the work situation. The content elements of this analysis' report, which also has a training purpose, are translated into transversal and specific competences (référentiels de compétences – competency frameworks). These competences are structured and articulated in an integrated training project aimed at preparing the trainee for practising a trade. The training programme document is accompanied by supporting guides (a teaching guide, a pedagogical and material organisation guide, and assessment guidelines) to aid the educational support staff in the implementation of training. Among the documents used to describe the job are the lists of occupations (Répertoire des emplois-métiers (REM)) and descriptions of occupational competences (Référentiel des emplois et des compétences (REC)) sheets, which are tools developed by the profession for human resources management at the enterprise level. These tools have helped to structure jobs in a given sector.

<sup>10</sup> Besides occupational and educational standards, the Scottish Qualifications Authority uses the concept of 'qualification standards', defined as the levels of knowledge and skills required to achieve a qualification. The ETF defines the concept as standards, which set the requirements for the award of a certificate.

#### **Suggested minimum criteria for the quality of standards behind a qualification**

- All standards behind a qualification should relate to the skills and competence requirements for an occupation or a group of occupations.
- All standards are outcome-based.
- Labour market actors are involved in defining the standards of a qualification.

#### **4.1.3 The learning process**

To maintain the quality of a learning process for a VET qualification, it is important that the learning outcomes be based on educational standards that are related to employment requirements.

The learning process is a broad topic that can cover many elements: from the development of written curricula to teaching in the classroom; from didactics to teacher training. Within the scope of the analysis of qualifications, we look at the evidence provided by the technical teams regarding the learning path, the duration of the educational pathway or training programme, and the ratio of classroom theory to practical training.

Obviously, learning processes differ according to the type of qualification sought. A training programme for a sectoral qualification, targeted to update the skills of people already working in the occupation, can be short and have a limited scope; whereas, IVET qualifications for young people will entail a longer training period and have a broader scope, for instance covering the core skills. As an example, we look at the learning process for the occupation of waiter in the four countries under review here.

- In Morocco a young person or adult can choose between a school-based learning path with an internship or a 50/50 block release system alternating between school and business. The duration of both schemes is the same, 1 080 hours. Both public schools (OFPPT) and private schools (EFP) offer the qualification, although some EFP schools are not accredited. The majority of students for the qualification 'service en restauration' enrol in the public OFPPT schools – 1 300 students in the school year 2013/14, compared to 50 enrolments in private EFP schools. It is not clear from the data provided what percentage of students chose the school-based learning path rather than the block-release system. The duration of the internship in the school-based path is not clear either.
- In Jordan, a young person or adult can follow a six-month (1 400 hours) workplace-based learning programme at either a VTC or JHTEC training centre, or a two-year (840 hours) school-based programme at

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a school for secondary education. The ratio of theory to practice is 30:70 at the JHTEC and VET training centres and 60:40 at the secondary VET school. Most students are enrolled in the JHTEC and VTC training centres – almost 1 000 enrolments in 2013/14 compared to 150 in the school-based secondary education programme. The VTC offers both a six-month (1 400 hours) training programme leading to a semi-skilled certificate and a one-year training programme leading to a skills certificate. From the data provided it is not clear how these relate to the six-month JHTEC training programme.

- In Egypt a young person can go to the Fayoum school or one of the other secondary VET providers. The Fayoum school has close ties with an Italian hospitality institute. The ratio of theory to practice is 40:60 for the Fayoum school and 90:10 for the other providers. In 2013/14 some 5 600 young people enrolled – 2 000 at the Fayoum school and 3 600 at other secondary VET schools. An adults already working as a waiter can update his or her skills in a nine-day training programme run by the Egypt Tourism Federation (eight days of training sessions; one day of revision and assessment). Practical training makes up 75% of this programme, with 25% devoted to theory. In 2013/14 some 3 300 adults enrolled in this programme.
- In Tunisia young people can follow an education programme of 1 800 hrs, 82% of which is spent in school and 18% as an intern in the professional context. The number of students enrolled in this programme in 2013/14 was 212.

### **Suggested minimum criteria for a learning process leading to a vocational or professional qualification**

- The learning outcomes relate to the standards behind a qualification (skills and competence requirements for an occupation or a group of occupations).
- The learning process has a substantial practical component so that students can acquire skills and competences and not only theoretical knowledge.

#### **4.1.4 Assessment for certification**

To become qualified, a candidate has to go through an assessment process. If the candidate passes the assessment, he or she receives a certificate or diploma. The quality of a qualification therefore depends on the quality of the assessment and certification processes. Two basic requirements for the quality of the assessment processes are validity and reliability. These are critically important for transparency and trust. The ETF study *Making better vocational qualifications* describes these criteria as follows (Ibid., p. 41):

‘First of all, the assessment method must be *valid*: it must guarantee that we are assessing the right thing. The assessment tool must match the use for which it is intended and it must be tailored to the qualification it relates to. One simple example of an assessment mismatch would be a written exam to assess a manual skill.

The assessment method must also be *reliable*: if we repeat the assessment, we must reasonably be able to expect the same results. Many factors are at play here: the assessing environment and its equipment, the competence of individual assessors and rapidly changing qualification requirements in some fields are just a few examples.’

To what extent are the assessment processes for the selected qualifications valid and reliable?

- Regarding validity, we look at what is assessed and certified. Is the assessment related to the standards of a qualification? Are the types of assessment appropriate for testing whether a candidate has acquired the required knowledge, skills and competences?
- Regarding reliability, we examine the objectivity and independence of the assessment processes. Who is responsible for developing, organising and grading exams? Who are the assessors?

We look at these questions based on the evidence provided by the technical teams.

#### *Validity: What is assessed?*

Most of the time the assessment for certification takes place at the end of a learning process<sup>11</sup>. Assessment is typically based on the curriculum. This is unproblematic as long as the curriculum is based on learning outcomes that relate to the skills and competency requirements for an occupation or a group of occupations.

Assessment consists of written theory exams and practical tests in the school or training centre. The reports for Morocco and Tunisia also refer to oral theory exams and case studies. Practical exams are executed in a realistic workplace setting, or in a company or hospitality establishment if part of the learning takes place within a business. Examples of this are training given in a professional context and through block release in Morocco and the sectoral qualifications for the tourism sector in Egypt.

#### *Reliability: How objective are assessment processes?*

Education and training providers are responsible for developing, organising and grading exams and the

<sup>11</sup> Procedures for validation of non-formal and informal learning (VNFIL) are not available in the Q4M partner countries.

teachers/trainers are the assessors. This applies to all qualifications analysed by the technical teams. In a few cases, representatives from the work field are involved in the assessment. In Morocco, private providers (EFP) use mixed juries, including external professionals, to carry out the assessments. In Egypt, the Ministry of Manpower and beneficiary companies' representatives have the right to attend the exams for the construction sector, but they have to make a formal request to do so. In Tunisia the assessment process is under review, and professionals will be involved once the reforms are implemented.

**Suggested minimum criteria for assessment for certification leading to a vocational or professional qualification**

- Assessment is related to the standards behind a qualification (skills and competence requirements for an occupation or a group of occupations).
- Assessment has a substantial practical component for students so that they can acquire skills and competences and not only theoretical knowledge.
- External professionals are involved in the assessment of skills and competences.

#### 4.1.5 Certification

Besides developing, organising and grading exams, education and training providers are also the awarding bodies; they issue the certificates. The certificates are often accredited or recognised by the Ministry of Education or a line ministry, which potentially gives the certificate a national value. The Egypt Federation for Tourism is the only sectoral organisation that issues certificates. Its certificates are accredited by the Ministry of Housing.

#### *Progression to further education*

An important question for someone acquiring a certificate is whether it gives him or her access to further education. In principal, certificates for formal qualifications awarded under the authority of the ministry responsible for VET, give the holders access to a higher qualification level. The VET qualifications in Morocco, which do not allow entry to further education, are an exception in this regard.

On the other hand, non-formal qualifications, which are not part of the formal VET system, do not share this automatic access to a higher qualification level. However, holders of these qualifications can often progress within the sector; for example, a waiter in Egypt can become a qualified restaurant supervisor and then a restaurant manager. Holders of a Jordanian VTC or JHTEC qualification can progress to a higher qualification level if they have five years' experience or have enrolled in a certified programme and passed the relevant level test.

#### *Certificate versus occupational licence*

VET qualifications in Jordan are not only certificates but also occupational licences; certificates and occupational licences have separate assessment and certification processes.

- The VET provider is responsible for the assessment and awarding of the *training certificates*. Assessment is based on the curriculum and consists of written and practical tests in the school or training centre. The assessors are the teachers/trainers.
- The Centre for Accreditation and Quality Assurance is responsible for assessment and awarding the occupational licences. Assessment is based on particular criteria and consists of a practical exam at the company's workplace. Assessors are external professionals. Occupational licences expire after five years and must be renewed before expiration.

**Suggested minimum criteria for certification leading to a vocational or professional qualification**

- The certification has national value and is awarded by a competent body (e.g. ministry or federation).
- The qualification allows for progression to further education or training.
- A numerical level is allocated to the qualification so that it can be compared with related qualifications from other countries.

#### 4.2 Comparison of the content of the qualifications

In terms of the recognition of qualifications, a vital element in determining their quality is of course their content. What occupational skills and competences are covered by a qualification? The common profiles developed under the Q4M project represent a common agreement between the sectoral representatives of the partner countries concerning the core tasks and subtasks and the related knowledge, skills and competences required for the occupations of bricklayer, supervisor, waiter and receptionist. Consequently, we asked the technical teams to use the common profiles as a reference for assessing the content of the related qualifications. We wanted to know to what extent the core tasks and subtasks and the knowledge, skills and competences defined in the common profile are covered in the qualifications. What are the differences and commonalities between the common profiles and the existing qualifications? The comparison exercise proved somewhat difficult because the structures of the qualifications and the education and training programmes in the individual countries do not match the structure of the common profiles. Nevertheless, all the technical teams managed to complete the exercise for all the qualifications and entered the results of the

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comparison in Block 3 (Profile of Skills and Competences) of the Certificate Supplement. In completing Block 3, Egypt and Jordan followed the structure of the common profiles in tasks and subtasks, while Morocco and Tunisia followed the structure of their qualifications, described in terms of competences. In every case, the completed annex 4 (T4) provided additional information and evidence. Whether this comparison with the common profiles leads to transparency and trust in the content of the qualifications is a topic for the peer review.

### 4.2.1 An example of comparison of the content of the qualifications: waiter

The common profile<sup>12</sup> of a waiter identifies four core tasks:

- Task A: Preparation, opening and closing procedures – this core task has four subtasks;
- Task B: Taking orders – this core task has four subtasks;

- Task C: Serving orders – this core task has three subtasks;
- Task D: Billing – this core task has one subtask.

For each of these core tasks the required knowledge, skills and competences (KSCs) are described. The technical teams identified the KSC elements in the selected qualifications for the occupation of waiter and compared them with the KSC aspects of the common profile.

Figure 6 shows part of this work by the Egyptian technical team. The left side of the figure shows part of the completed template for the qualification 'three-year secondary school Technical Diploma for Hotels, Restaurant Department'. The right side shows the completed Block 3 of the Certificate Supplement (Profile of Skills and Competences).

Figure 6. Comparison of the content of qualifications in Egypt

### A WAITER PROFILE IN EGYPT

ANNEX 4.4 TEMPLATE FOR COMPARISON COMMON PROFILES WITH QUALIFICATIONS

COUNTRY: Egypt.

COMMON PROFILE: WAITER			QUALIFICATION TITLE: Technical Diploma of Secondary School for Hotels with 3 year Education System, Restaurant Department		
Task A: Preparation; Opening and Closing procedures			Subtasks: A1. Cleaning and maintenance of the restaurant equipment A2. Prepares and set up the dining area A3. Maintains the cleaning of the restaurant A4. From Stock to Storing management		
Covered in qualification (yes/no) A1 ..... Yes ..... A2 ..... Yes ..... A3 ..... Yes ..... A4 ..... No .....					
Common Profile Knowledge	Related standards for this qualification:	Assessed	Common Profile Skills	Related standards for this qualification:	Assessed
Technical & professional • Defines methods for cleaning • Lists polishing cutlery, glassware and crockery techniques • Identifies equipment, furniture, cutlery and chinaware • Understands the table plan • Distinguish table service tools, utensils and equipment • Defines the effectiveness of various cleaning materials	• Standards of service operations.	×	Technical & professional • Stocking of the restaurant/table equipment • Applies restaurant equipment, furniture, cutlery and chinaware • Clean and polish restaurant equipment • Using and storing restaurant equipment • Choosing and using cleaning materials and methods • Preparing service tables and sideboards: laying tablecloths, equipping	• Preparing the dining area for welcoming and receiving the guest. • Setting the <del>mis</del> en place of the table in a restaurant. • Preparing the dining area for welcoming and receiving the guest.	×
	• Forms of restaurants services. • Types of services. • Standards of service operations	×		• Contributing to preserving clean and tidy environment • Works under supervision	×
	• Types of services. • Standards of service operations	×		• Maintaining the safety, hygiene and sanitation in the work area. • Work as a team player	×

3. PROFILE OF SKILLS AND COMPETENCES
The most important duties of Technical Diploma of Secondary School for Hotels with 3 year Education System, Restaurant Department are:
<b>Core Task A: Preparation; Opening and Closing procedures</b> A1: Cleaning and maintenance of the restaurant equipment A2: Prepares and set up the dining area A3: Maintains the cleaning of the restaurant
<b>Core Task B: Taking orders</b> B1: Welcomes and receives the customer B2: Provides information about the menu B3: Makes recommendations and up-selling B4: Takes guest orders external services
<b>Core Task C: SERVING ORDERS</b> C1: Serves food C2: Serves beverages (Alcoholic and non-alcoholic) C3: Prepares and maintains a buffet display
<b>Core Task D: BILLING</b> D1: Preparation of the note and check cashing.
<b>Core Task E: Preparing halls</b> E1: Preparing the banquet hall. E2: Preparing the conference hall

<sup>12</sup> See <https://goo.gl/WqXccE> on the Qualifications Platform for the complete common profiles for all four occupations.

All the technical teams completed this template for the qualifications that they selected for the occupation of waiter. Figure 7 shows a rough comparison of the coverage of core tasks and subtasks in the qualifications. The completed templates provided the evidence for this table.

Figure 7. Coverage of tasks in qualifications

**EXAMPLE: WAITER**

Country	Core task A A1–A4	Core task B B1–B4	Core task C C1–C4	Core task D D1
Egypt 3 qual.	A1–A3 <span style="color: green;">✓</span> A4 <span style="color: red;">✗</span>	All subtasks <span style="color: green;">✓</span>	C1–C3 <span style="color: green;">✓</span> C4 <span style="color: red;">✗</span>	D1 <span style="color: green;">✓</span>
Jordan JHTEC/VTC	A2–A4 <span style="color: green;">✓</span> A1 <span style="color: red;">✗</span>	B1–B3 <span style="color: green;">✓</span> B4 <span style="color: red;">✗</span>	C1–C3 <span style="color: green;">✓</span> C4 <span style="color: red;">✗</span>	D1 <span style="color: red;">✗</span>
Jordan MoE	All subtasks <span style="color: green;">✓</span>	B1–B3 <span style="color: green;">✓</span> B4 <span style="color: red;">✗</span>	C1–C3 <span style="color: green;">✓</span> C4 <span style="color: red;">✗</span>	D1 <span style="color: green;">✓</span>
Morocco	A1–A2 <span style="color: green;">✓</span> A3–A4 <span style="color: red;">✗</span>	All subtasks <span style="color: green;">✓</span>	C1–C2 <span style="color: green;">✓</span> C3–C4 <span style="color: red;">✗</span>	D1 <span style="color: red;">?</span>
Tunisia	All subtasks <span style="color: green;">✓</span>	All subtasks <span style="color: green;">✓</span>	C1–C2 <span style="color: green;">✓</span> C3 <span style="color: red;">✗</span> C4 <span style="color: red;">?</span>	D1 <span style="color: green;">✓</span>

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Figure 8 shows how the technical teams completed Block 3 of the Certificate Supplement based on comparison of the content with the common profile.

Figure 8. Block 3 of the Certificate Supplement

### BLOCK 3 OF THE CERTIFICATE SUPPLEMENT

#### EXAMPLE: WAITER

**3. PROFILE OF SKILLS AND COMPETENCES**

The most important duties of Technical Diploma of Secondary School for Hotels with 3 year Education System, Restaurant Department are:

**Core Task A: Preparation: Opening and Closing procedures**

A1: Cleaning and maintenance of the restaurant equipment  
A2: Prepares and set up the dining area  
A3: Maintains the cleaning of the restaurant

**Core Task B: Taking orders**

B1: Welcomes and receives the  
B2: Provides information about  
B3: Makes recommendations  
B4: Takes guest orders externally

**Core Task C: SERVING ORDERS**

C1: Serves food  
C2: Serves beverages (Alcohol)  
C3: Prepares and maintains a

**Core Task D: BILLING**

D1: Preparation of the note and

**Core Task D: Preparing hall**

E1: Preparing the banquet hall  
E2: Preparing the conference hall

**3. Description du métier**

**Spécifier la mission, le champ d'intervention et d'une manière macro les activités**

Le Serveur a pour mission l'accueil et le service des clients du restaurant en cherchant à optimiser les ventes. Il réalise la mise en place de la salle, l'accueil et le placement de la clientèle. Il prend des commandes, réalise le service en salle en liaison avec la cuisine ou le bar. Selon les établissements, il peut établir et encaisser l'addition. Il encadre parfois une petite équipe.

**3. bis Eléments de compétences visés**

**A remplacer par : Spécifier les aptitudes et compétences visées par le titulaire du certificat.**

Connaître les différentes formes de mise en place et les techniques de service en salle (à l'assiette, au guéridon, à l'anglaise, au plateau, en buffet, en banquet,...)  
Connaître le vocabulaire spécifique aux arts de la table Connaître les techniques de ventes en salle  
Connaître les différents vins et associations avec les plats  
Connaître les usages et règles en vigueur en matière d'accueil et de placement de la clientèle  
Connaître les us et coutumes des principales clientèles  
Connaître les normes d'hygiène et de sécurité alimentaire Connaître les principales régions viticoles marocaines  
Appliquer les règles de préséance lors de l'installation des clients et du service  
Appliquer les règles de mise en place et de service  
Appliquer les règles de balance et clôture des factures  
Utiliser les outils informatisés de prise de commande.  
Écouter et régler les réclamations des clients  
Accueillir et accompagner les clients à leur table

**3. Éléments de compétences acquis**

Spécifier les aptitudes et compétences acquises par le titulaire du certificat.


Capable de superviser l'organisation matérielle ainsi que le personnel pour répondre :  
s de la clientèle  
mesure de :  
ver l'ensemble des activités relatives aux services en restaurant et bar  
Les clients  
des commandes  
ets et les boissons  
r la facture

**évaluées :**

**Étendues générales :**  
la fonction de travail  
iquer en milieu de travail  
a qualité de service à la clientèle  
s liens entre le service des mets et des boissons et l'utilisation du matériel  
ir une équipe de travail  
iquer dans une troisième langue étrangère

**Étendues particulières/spécifiques :**  
et entretenir les locaux et le matériel de restaurant  
des mises en place  
e service des mets et des boissons  
s boissons

- ✓ Servir des mets
- ✓ Coordonner les activités de nettoyage et d'entretien des locaux et du matériel de restaura
- ✓ Coordonner les activités de services en restaurant
- ✓ Promouvoir la vente des mets et des boissons



### 4.2.2 Level of qualifications for the same professions

To be able to compare levels between countries we asked the technical teams to estimate the EQF level of a qualification, with the following results:

- **Bricklayer** – Estimated EQF levels: Jordan 2–3, Egypt and Tunisia 2 (common profile: EQF level 3);
- **Supervisor** – Estimated EQF levels: Jordan 5, Morocco 4, Egypt 3, Tunisia 2 (common profile: EQF level 4);
- **Receptionist** – Estimated EQF levels: Jordan 3–4, Morocco and Egypt 4, Tunisia 3 (common profile: EQF level 4);
- **Waiter** – Estimated EQF levels: Jordan 3, Morocco 4, Egypt and Tunisia 3 (common profile: EQF level 3).

The qualifications for a supervisor in the construction sector show the greatest variation in level, from level 2 (Tunisia) to level 5 (Jordan), while the estimated level of the common

profile is level 4<sup>13</sup>. We could consider whether the variation in levels between countries for apparently comparable qualifications is due to differences in the scope and content of the respective qualifications.

### 5. Peer review of qualifications

The technical teams peer reviewed each other's qualifications to assess whether the analysis and comparison of qualifications contributed to transparency and trust (third section of the Q4M methodology to assess qualifications). Peer reviewers looked at the qualifications from two perspectives, asking two basic questions.

- Sectoral perspective: Would you recruit a person holding this qualification?
- National perspective: Would you recognise this qualification in your country?

The primary document for peer reviewing a qualification is the Certificate Supplement, which provides condensed information on each qualification. In Q4M, we use an

<sup>13</sup> Although the EQF is a meta-framework, linking other frameworks to act as a translation device and common reference, and does not classify occupations, Q4M uses the EQF level descriptors (KSCs) to make an estimation of the level of the occupation and related qualifications.

enriched format of the Europass Certificate Supplement, with additional blocks on relevance to the labour market, standards and assessment.

The country reports form the secondary source of information, providing the main findings and recommendations from the analysis and the comparison of qualifications, as well as background information about the process followed by the technical team.

The third source of information is the background documentation for the analysis and comparison of qualifications: the completed questionnaires and the completed templates used for comparing the content of the qualifications with the common profiles.

All the Certificate Supplements were available to the peer reviewers in English and French. The country reports were also available in both languages. The supporting documents, such as completed questionnaires and templates, were not distributed among the peer reviewers; country teams could use them to provide more detailed information if this was requested by the peer reviewers.

The peer review procedure<sup>14</sup>, guidelines and assessment tool are based on a proposal that was approved by the EMSC in November 2014; they were tested during the Q4M regional conference in Cairo, in June 2015. To make the test feasible in the context of the conference we adapted and condensed the peer review procedure.

### 5.1 The test

The peer review test was executed in country teams. Each country team peer reviewed the qualifications of one other country. The teams included sectorial and national experts and one or two EU experts. The Algerian team, having only recently joined the Q4M, participated in the peer review as an observer and co-peer reviewer. Each team appointed a chair and a reporter. The country teams were paired as indicated below.

- Egypt and Morocco: Egypt peer reviewed the qualifications of Morocco and vice versa.
- Tunisia and Jordan: Tunisia peer reviewed the qualifications of Jordan and vice versa.

Participants received the Certificate Supplements and country reports for the peer review prior to the conference. To familiarise all the partners with the procedure and assessment tool, each country team started with a self-assessment, completing the assessment grid for some of their own qualifications. The teams then reviewed the qualifications of their partner country. Each team had around 60 minutes to review the provided Certificate

Supplements and fill in an assessment grid for each qualification in the digital template provided. The two country teams that had reviewed each other's qualifications then exchanged their findings and recommendations. In total, nine qualifications were peer reviewed.

To assess the peer review procedure and assessment tool, four questions were discussed within the country teams and in a plenary.

1. Is it possible to obtain sufficient information from the Certificate Supplements and country reports?
2. Does the peer review lead to a qualitative 'judgement' of the qualification?
3. Is the assessment grid a suitable tool for assessing the qualifications and formulating recommendations for improvement?
4. Does the outcome of this assessment contribute to greater transparency and mutual trust between the countries?

## 5.2 The results

The results are based on the discussions in the country teams and the plenary and on the completed assessment grids. We structure the results from the peer review test around the four questions mentioned above.

### 5.2.1 Is it possible to obtain sufficient information from the Certificate Supplements and country reports?

#### *Certificate Supplements*

Both the country teams and EU experts stated that many relevant features of the qualifications, as recorded in the Certificate Supplements, remained unclear. The completed assessment grids confirmed this observation. This was partly due to the format of the Certificate Supplement and partly to the restrictions in time (see 5.2.2 below). In order to make information about the quality and content of qualifications accessible, Q4M had employed the Europass Certificate Supplement, which we further 'enriched' by adding blocks for types of qualifications, labour market relevance, standards and assessment. In addition, the technical teams proposed a number of adaptations to make the Certificate Supplement more suitable for this initiative.

#### *Country reports*

The technical teams described the process involved in their technical work and the findings from the analysis and comparison in the country reports. The country reports also contain recommendations for the improvement of qualifications in the national context and suggestions

<sup>14</sup> See <https://goo.gl/WpGWgM>

## PART 3: ANALYSIS, COMPARISON AND PEER REVIEW OF QUALIFICATIONS

for refining the methodology and tools. Despite the ETF having provided an outline for the country reports, they were quite different in content and quality. The reports that contained extra information about the qualifications had some value for the peer reviewers besides the Certificate Supplements. Following a recommendation, we adapted the outline for the country reports, making clear distinctions between process, relevant information about qualifications and recommendations. This adapted format for a country report could be used as an annex to the Certificate Supplement, to provide extra information not always captured in the Certificate Supplement.

### 5.2.2 Does the peer review lead to a qualitative 'judgement' of the qualification?

The peer reviewers took their task extremely seriously, looking critically at the documents provided by the technical teams. They pointed out omissions and unclear issues in the documentation and shortcomings in the qualifications. They made a number of recommendations for improvements in the documentation and in the qualifications themselves, for example:

- It was stated that 'a waiter sometimes supervises a team', but this does not match the profile in Egypt, where waiters are responsible only for their own work. (Egyptian review of Moroccan qualification for waiter)
- The activities do not fully correspond to the supervisor profile – the training duration of 30 days is insufficient. (Moroccan review of Egyptian supervisor qualification)
- The 'international' agreement is a simple partnership agreement with a French training organisation. It is not an agreement between states, and should thus be moved to the 'More Information' block. (French review of Tunisia bricklayer qualification)
- To be specified in the Certificate Supplement:
  - How can the builder access levels 4 or 5 directly if he passes the Tawjihi examination?
  - The Tawjihi certificate holder may register with any university outside Jordan. (Tunisian review of Jordanian bricklayer qualification)
- The type of assessment is too theoretical (70%) and only partly relevant for the learning objectives. (Spanish review of Jordanian supervisor qualification)

However, the peer review test had two shortcomings that limited a qualitative judgement.

First, the time allowed for the peer review test was too short to execute a comprehensive, quality peer review. The

feedback by the country teams and EU experts as well as the completed assessment grids reveal many uncertainties that might have been solved had there been more time for questions and answers.

Secondly, the fact that the peer review was done in country teams rather than in multi-country teams gave rather diverse outcomes that were not further discussed. The Jordan country team, for example, was generally much more positive about the qualifications it assessed than the other country teams. Further discussion between the teams about their assessments is required to reach a common Q4M assessment of a qualification.

Indeed, as agreed by the EMSC, the peer review procedure is a time-consuming exercise, involving a great deal of face-to-face communication between peer reviewers from the Q4M partner countries. Given the time and budget constraints of the Q4M project, it seems barely feasible to execute such a procedure for all 23 qualifications selected by the technical teams. Therefore, during the regional conference in Cairo, the ETF introduced the Qualifications Platform and demonstrated how it could facilitate a *virtual* peer review, including online meetings using the Go-to-meeting tool. The EMSC agreed in principle to a virtual peer review procedure. The ETF piloted the procedure in the second half of 2015.

### 5.2.3 Is the assessment grid a suitable tool for assessing the qualifications and formulating recommendations for improvement?

The feedback of the technical teams and the completed assessment grids indicates that, with some fine tuning, the assessment tool is indeed useful for peer reviewing qualifications. The ETF has modified the assessment tool as indicated below.

- More room is given for evidence and comments in the grid.
- The assessment criteria reflect the minimum standards proposed for the quality of qualifications in Chapter 4.
- Assessment and certification are separated.

We have not followed the proposal of making the grid more specific by adding more defined criteria for the measurement of the quality of qualifications. We would not want the peer review to become a box-ticking exercise. The peer review is a method for discussing in depth with partners the quality of each other's qualifications.

### 5.2.4 Does the outcome of this assessment contribute to greater transparency and mutual trust between the countries?

The peer reviewers assessed each qualification from two perspectives.

- Sectoral perspective: Would you recruit a person holding this qualification?
- National perspective: Would you recognise this qualification in your country?

Looking at the completed assessment grid, the most frequently given answer to both questions was *Yes, but under specific conditions*; on a few occasions the answer was a straight *Yes* or *No*. Some examples are given below.

- The Egyptian technical team would consider recruiting a certified waiter from Morocco but would require them to take an accredited test by one of its certified training providers. To recognise the Moroccan qualification for waiter, the Egypt team would test whether the qualification is in accordance with the occupational standards for an Egyptian waiter.
- The Moroccan team would want more information about the length of time candidates' have spent in training and their learning outcomes before recruiting a certified supervisor from Egypt or recognising the supervisor qualification.
- The Tunisian team would consider recruiting a certified bricklayer from Jordan but would submit the candidate to a professional test and require additional training based on the test results. In order to recognise a particular qualification, the Tunisian team would send the relevant documentation to the Consultative Commission for the equivalence of foreign degrees and ask for a certificate of analysis.
- The Jordanian team would recognise the certificates for bricklayer and waiter from Tunisia and recruit holders of these certificates. The team expressed trust in these qualifications as the training is carried out both in school and in a professional environment.
- The EU experts were critical. French representatives reviewing the Tunisian qualifications for bricklayer and receptionist found a number of required elements in the qualification but considered these insufficient to proceed with the recruitment of any certificate holders. The Spanish representative from the construction sector reviewing the Jordanian qualification for the post of supervisor would not consider recognising this qualification or recruiting a holder of this certificate. He assessed the content of the qualification as outdated

and too theoretical, lacking relevant practical work in the private sector involved.

### 5.3 Status of the peer review test and follow-up

As a test, this peer review session achieved its goal. The participants peer reviewed qualifications following the procedure and using the assessment tool. Furthermore, they became familiar with the peer review procedure and tool and made recommendations for their improvement. Both the peer review procedure and assessment tool have been adapted based on these recommendations.

That said, the results of the peer review itself were limited since the test had certain shortcomings, as pointed out above. The results therefore cannot be considered to form a standard Q4M assessment of each qualification. To achieve this, and to increase the value of the assessment of qualifications we make the following recommendations.

- Technical teams should be able to revise the Certificate Supplement and report based on the comments of the peer reviewers. This is to make information about the qualifications more accessible.
- Technical teams should actively promote, at national level, the recommendations made by the peer reviewers for improving their qualifications.
- The validation of Certificate Supplements and reports by the ESMC should enhance the status of these documents.
- The EMSC could consider creating a Q4M area of trusted qualifications.

If these recommendations are not followed, there is a risk that this assessment of qualifications, with all the technical work involved, will remain a paper exercise, with only limited value in terms of establishing transparency and trust between countries.

## 6. Conclusions and recommendations

### Are the methodology and tools fit for purpose?

The Q4M technical teams have tested the methodology and tools described in this report. The results of the tests were documented and discussed in Q4M meetings, and recommendations for improvements were made. The methodology has since been improved and the tools adapted based on these results and recommendations. Particular care has been taken to synchronise various tools, such as the questionnaire for the analysis of qualifications and the assessment grid for peer review. The revised methodology and tools are now available for the Q4M network to use in their further work on creating

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transparency and trust as conditions for the recognition of qualifications.

### Do the Certificate Supplement and country reports contribute to transparency in qualifications?

The Certificate Supplement is one of the core tools in this methodology and the primary tool for documentation in the peer review. The analysis and comparison produce a significant amount of data on each qualification. To make this data accessible and comparable, we used the EU Certificate Supplement but we then added information blocks about types of qualifications, the relevance of the qualification to the labour market, standards and assessment to make the Certificate Supplement format a better fit for this initiative. The Q4M partners have repeatedly indicated that the Certificate Supplement is a valuable tool for increasing transparency in qualifications. However, the peer review showed that many relevant features of the qualifications were not captured in the Certificate Supplement.

The country reports were quite different in content and quality, and country reports that contained extra information about the qualifications had some value for the peer reviewers in addition to the Certificate Supplements. Based on a recommendation, we adapted the outline of the country reports, making a clear distinction between the work process and relevant information about the qualifications themselves. In order to provide additional information that is not always captured in the Certificate Supplement, we recommend using the adapted format country report (see link in Annex 1).

### Does the outcome of the peer review contribute to transparency and mutual trust between countries?

As a test, the peer review session has achieved its goal. The participants peer reviewed the qualifications following the procedure and using the assessment tool. They became familiar with the process and the assessment tool and made recommendations for improvement in both areas. Adaptations have subsequently been made based on these recommendations.

That said, the results of the peer review of the qualifications were limited because of certain shortcomings in the peer review test, as pointed out above. The results therefore cannot be considered to form a general Q4M assessment of each qualification. To achieve this, and to increase the value of the assessment of qualifications, we make the following recommendations.

- Technical teams should have the opportunity to revise the Certificate Supplement and report based on the comments of the peer reviewers. This will make information about each qualification more accessible.

- Technical teams should actively promote, at national level, the recommendations made by the peer reviewers for improving their countries' qualifications.
- The validation of Certificate Supplements and reports by the ESMC would give these documents an enhanced status.
- The EMSC could consider creating a Q4M area of trusted qualifications.

If these recommendations are ignored, there is a risk that this assessment of qualifications, with all the technical work involved, will remain a paper exercise, having limited value for transparency and mutual trust between countries.

### Does the technical work contribute to national developments?

Finally, the basis for transparency and trust in this area is having good quality qualifications. This is a national matter as qualifications are developed, maintained and implemented at national level. However, the regional Q4M network has a unique opportunity to support improvements in the quality of qualifications at the national level. The following list gives some examples of the impact of Q4M work in the partner countries.

- The technical work of the Moroccan Q4M team is related to the qualification assessment process that will be carried out to implement the Moroccan National Qualifications Framework.
- The Q4M work in Tunisia has a major impact on the PEFESE programme on qualification reform in Tunisia. In the tests conducted for Q4M and PEFESE, the same qualifications were used as reference materials in order to provide a consistent set of overall results. In addition, it was decided to use the shared profile references as a basis for developing and revising training/qualification standards for the PEFESE programme.
- Egypt uses the common profile of bricklayer in the project 'Career Guidance for Youth Employment – Vocational Training and Apprenticeship for the Egyptian Building and Construction Sector'. This is a joint project run by the International Labour Organisation and the Egyptian Building, Construction and Housing Enterprise-TVET Partnership (ETP). In its training process, the project uses the knowledge, skills and competences of the job, as defined in the Q4M bricklayer common profile (Q4M project).

## Annex 1. Tools for the analysis, comparison and peer review of qualifications<sup>15</sup>

ANALYSIS AND COMPARISON OF QUALIFICATIONS	TOOL
1. Select the qualifications	Simple typology (T1), <a href="https://goo.gl/tW74RB">https://goo.gl/tW74RB</a>
2. Analyse the quality of the selected qualifications	Annotated questionnaire (T2), <a href="https://goo.gl/sHGIX2">https://goo.gl/sHGIX2</a>
3. Compare the content of the qualifications with the common profiles	Instruction (T3.1), <a href="https://goo.gl/2MrWST">https://goo.gl/2MrWST</a>  Template for each common profile (T3.2):  <ul style="list-style-type: none"> <li>• bricklayer, <a href="https://goo.gl/9oiwrm">https://goo.gl/9oiwrm</a></li> <li>• supervisor, <a href="https://goo.gl/eajerT">https://goo.gl/eajerT</a></li> <li>• receptionist, <a href="https://goo.gl/493T18">https://goo.gl/493T18</a></li> <li>• waiter, <a href="https://goo.gl/ajgegv">https://goo.gl/ajgegv</a></li> </ul>
4. Compile a Certificate Supplement for each of the selected qualifications	Annotated enriched format of the EU Certificate Supplement (T4), <a href="https://goo.gl/yQYw2A">https://goo.gl/yQYw2A</a>
5. Compile a report with the main findings of, and recommendations related to, the analysis and comparison of the qualifications	Outline report 1 (T5.1), <a href="https://goo.gl/LgMEDi">https://goo.gl/LgMEDi</a>  Outline report 2 (T5.2), <a href="https://goo.gl/oBndJe">https://goo.gl/oBndJe</a>
6. The country technical teams validate the Certificate Supplements and country reports	
PEER REVIEW OF QUALIFICATIONS	TOOLS
7. Peer review procedure as agreed by the EMSC	Procedure agreed by the EMSC (T6), <a href="https://goo.gl/WpGWgM">https://goo.gl/WpGWgM</a>
8. Peer review assessment	Assessment tool (T7), <a href="https://goo.gl/qJ43BU">https://goo.gl/qJ43BU</a>
9. Proposed minimum criteria for the quality of qualifications	Proposed minimum criteria (T8), <a href="https://goo.gl/6TL6Z5">https://goo.gl/6TL6Z5</a>
10. Virtual peer review test	Virtual peer review online process (T9), <a href="https://goo.gl/4wLjmS">https://goo.gl/4wLjmS</a>

<sup>15</sup> This annex provides links to the Q4M Community on the Qualifications Platform (<https://goo.gl/OCC7TF>), where the tools can be downloaded.

# APPENDIX 1. STRATEGIC COMMITTEE AND NATIONAL TECHNICAL TEAMS

## Egypt

INSTITUTION/AFFILIATION	PARTICIPANT	FUNCTION IN THE INSTITUTION
<b>EMSC members</b>		
National Authority for Quality Assurance and Accreditation of Education	Prof. Dr YOUHANSEN Eid	Chairman (May 2014–present)
	Dr MAGDY Kassem	Chairman (2008–May 2014)
Ministry of Housing	Eng. BOLTIA Hesham	Chairman of the Productive Training Authority for Building and Construction
Ministry of Tourism	Dr BADRAN Hussin	Adviser to the Minister
	Dr SOLIMAN Saber	Adviser to the Minister and Executive Director of Tourism & Hotel ETPs
Egyptian Federation for Construction and Building Contractors	Dr SHABKA Ibrahim Mohamed	Training expert
<b>Technical team members</b>		
National Authority for Quality Assurance and Accreditation of Education	Dr RASHWAN Maha	Technical office director
	Dr TAHA Dalia	Technical office member
	Dr SALEH Ossama	Technical office member
Construction sector	Eng. BOLTIA Hesham	Chairman of the Productive Training Authority for Building and Construction, Ministry of Housing
	Eng. ZIKRY Anis	EFCBC
Tourism sector	Dr SOLIMAN Saber	Advisor to the Minister of Tourism and Executive Director of Tourism & Hotel ETPs
	Dr HELMY Nahla	HRD Council Tourism

## Morocco

INSTITUTION/AFFILIATION	PARTICIPANT	FUNCTION IN THE INSTITUTION
<b>EMSC members</b>		
Confédération générale des entreprises du Maroc (CGEM)	Mr SLASSI SENNOU Mohammed	President, Training Commission
Fédération nationale du bâtiment et des travaux publics/CGEM	Mr CHERRADI Toufik	President, Training Commission
Union marocaine du travail	Mr ALAOUI Mohammed	Responsable, Union Education Training Department
Ministry of National Education and Vocational Training	Ms EL ALAM Amina	State Engineer, Vocational Training Department
Federations: FNBTP, FNPI, FMC, FMCI	Mr LYOUBI IDRISSE Abdellatif	Head of Service, Tertiary Sector Programmes Director General, Groupement interprofessionnel d'aide au conseil – Construction and Public Works
National Confederation of Tourism	Mr GOGUE Loïc	Vice President, Human Resources and Social Commission (2009–December 2015)
<b>Technical team members</b>		
Confédération générale des entreprises du Maroc (CGEM)	Mr SLASSI SENNOU Mohammed	President, Training Commission
Fédération nationale du bâtiment et des travaux publics/CGEM	Mr CHERRADI Toufik	President, Training Commission
Union marocaine du travail	Mr ALAOUI Mohammed	Responsable, Union Education Training Department
Ministry of National Education and Vocational Training	Ms EL ALAM Amina	State Engineer, Vocational Training Department
	Ms SAKOUT Touria	Head of Service, Tertiary Sector Programmes Head of Service, Vocational Training Department
Federations: FNBTP, FNPI, FMC, FMCI	Mr LYOUBI IDRISSE Abdellatif	Director General, Groupement interprofessionnel d'aide au conseil – Construction and Public Works
Fédération nationale de l'industrie hôtelière	Mr SAMIM Abdellaziz	Director, Directorate General
OFPPT	Mr ELFADIL Abdelghani	Director, Directorate General
	Mr BAROUTI Khalid	Head of Service, Directorate General
Fédération nationale du bâtiment et des travaux publics	Mr OUAZZANI Anas	Responsable, Training Department
National Confederation of Tourism	Mr GOGUE Loïc	Vice President, Human Resources and Social Commission (2009–December 2015)

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### Jordan

INSTITUTION/AFFILIATION	PARTICIPANT	FUNCTION IN THE INSTITUTION
<b>EMSC members</b>		
Centre of Accreditation and Quality Assurance (CAQA)	Eng. IRSHAID Mohammad Khair	Director
	Eng. BATAINEH Mohammad	Head of Licensing and Accreditation Section
Jordanian Chamber of Industry	Ms ALWAKED Nada	Director of Technical Support
Confederation of Trade Unions	Eng. ALABED Thaher	Vocational Training Representative
Higher Education Accreditation Commission	Mr KHARABSHEH Mohammad	Director of Universities Accreditation
Jordanian Construction Contractors Association	Mr ALFAZZA Omar	Captain
Ministry of Labour	Eng. ALSHGERAT Mohammed	Director of Strategic Projects Unit
Jordan Hotels Association	Mr MAJALI Yassar	Director
E-TVET Fund	Dr GHASSAN Abu Yaghi	General Manager
<b>Technical team members</b>		
Centre of Accreditation and Quality Assurance (CAQA)	Eng. BATAINEH Mohammad	Head of Licensing and Accreditation Section
	Ms MAHMOUD Heba	Quality Assurance Officer
Ministry of Education	Mr ALZYOOD Matrouk	Constructions Sector Specialist
Confederation of Trade Unions	Eng. ALABED Thaher	Vocational Training Representative
Ministry of Education	Mr MOMANI Osama	Head of Tourism and Hospitality Division
Al Balqa Applied University	Dr SHAMOUT Ahmad	Tourism and Hospitality Specialist
Jordan Armed Forces	Eng. GHABASHNEH Mohammed	Constructions Sector
Ministry of Tourism and Antiquities	Ms MUBAIDEEN Abeer	Tourism Sector
Jordanian Construction Contractors Association	Eng. ALHRAINEI Tareq	

## Tunisia

INSTITUTION/AFFILIATION	PARTICIPANT	FUNCTION IN THE INSTITUTION
<b>EMSC members</b>		
Directorate-General for Training Applicants Services, Ministry of Vocational Training and Employment	Mr MUSTAPHA Hassen	Director General
	Ms LARIBI Olfa	Deputy Director, Accreditation of Vocational Training Institutions
	Mr CHARFEDDINE Mohamed	Former Director General
	Mr BENBRAHIM Fayçal	Former Director, Norms and Evaluation
Syndicat général de la formation professionnelle – Union générale tunisienne du travail	Mr BOURAOUI Jabrane	Secretary General
Union tunisienne de l'industrie, du commerce et de l'artisanat (UTICA)	Mr FKI Maher	Central Director, Economic Affairs
Fédération nationale de la chimie – UTICA	Mr GHARBI Anis	Head of Department, Sectorial Federations
Fédération nationale du bâtiment – UTICA	Mr CHAABOUNI Lassaad	
Fédération tunisienne de l'hôtellerie – UTICA	Mr EL MESSABI Issam	President, Training Commission
<b>Technical team members</b>		
Fédération tunisienne de l'hôtellerie – UTICA	Ms BENNOUR Fatma	Chargée de mission
National Centre for Training of Trainers and Training Engineering – Ministry of Vocational Training and Employment	Mr ZAOUALI Ismail	Training Engineering Advisor
	Mr MAAOUI Abidi	Chief Engineer

## APPENDIX 1.STRATEGIC COMMITTEE AND NATIONAL TECHNICAL TEAMS

### Algeria

INSTITUTION/AFFILIATION	PARTICIPANT	FUNCTION IN THE INSTITUTION
<b>EMSC members</b>		
Secretariat General, Ministry of Vocational Training and Education	Ms SEMMANE Warda	Director of Studies
Ministry of Tourism	Mr ABDELLATIF Zaid	Director, École nationale supérieure du tourisme (ENST)
Ministry of Housing	Mr AFRA Hamid	Director General, Centre national d'études et de recherches intégrées du bâtiment (CNERIB)
Ministry of Vocational Training and Education	Mr KOUDIL Seddik	Pedagogical engineering
Patronat des employeurs	Ms BENCHOUBA Fatiha	
<b>Technical team members</b>		
Secretariat General, Ministry of Vocational Training and Education	Ms SEMMANE Warda	Director of Studies
Ministry of Tourism	Mr ABDELLATIF Zaid	Director, École nationale supérieure du tourisme (ENST)
Ministry of Housing	Mr AFRA Hamid	Director General, Centre national d'études et de recherches intégrées du bâtiment (CNERIB)
Ministry of Vocational Training and Education – INFEP (Pedagogical engineering) – Construction and Public Works Sector/Building	Mr CHIHI Lahcène	Head of Service, Development of curricula and teaching aids
Ministry of Vocational Training and Education – Hospitality-Tourism	Ms Samira Ould Brahim	IFEP teacher (trainer training)
Employers/Private sector Construction and Public Works/Building	Mr BENSOUNA Farid	Member, Confédération algérienne du patronat
Employers/Private sector Tourism-Hospitality	Mr BOULEFKHAD Azzedine	Member, Confédération algérienne du patronat

## France

INSTITUTION/AFFILIATION	PARTICIPANT	FUNCTION IN THE INSTITUTION
<b>EMSC members</b>		
Ministry of Labour, Employment, Vocational Training and Social Dialogue	Ms BOUQUET Brigitte	General Rapporteur, National Commission for Professional Certification
FAFIH	Mr CHASTRUSSE Didier	President (and chairman) of this sectoral organisation and representative of the employees
<b>Technical team members</b>		
Ministry of National Education	Mr HENRIET Alain	General inspector, head of the group in charge of tourism – replacing Mr MANIAK Richard
Ministry of Labour, Employment, Vocational Training and Social Dialogue	Mr MARANDE Habib	Alternate, Commission nationale de la certification professionnelle
Ministry of National Education	Mr MANIAK Richard	General inspector, head of the group in charge of tourism
Comité de concertation et de coordination de l'apprentissage du bâtiment et des travaux publics – Training Department	Mr LAWINSKI Marek	Manager, Transnational educative projects
Ministry of Labour, Employment, Vocational Training and Social Dialogue	Ms BOUQUET Brigitte	General Rapporteur, National Commission for Professional Certification
FAFIH	Mr CHASTRUSSE Didier	President (and chairman) of this sectoral organisation and representative of the employees

## Spain

INSTITUTION/AFFILIATION	PARTICIPANT	FUNCTION IN THE INSTITUTION
<b>EMSC members</b>		
Ministry of Education, Culture and Sport	Mr BLANCO-FERNÁNDEZ José Antonio	Technical Advisor, Prof. Support Unit, Vocational Training Directorate General
<b>Technical team members</b>		
Ministry of Education, Culture and Sport	Mr BLANCO-FERNÁNDEZ José Antonio	Technical Advisor, Prof. Support Unit, Vocational Training Directorate General
Fundacion Laboral de la Construcción	Mr GONZALEZ Lopez Javier	International Project Manager, International Projects
	Mr BARRIOS Luis Manuel	
Fehrcarem	Mr DIAZ Juan Ignacio	General Secretary

## APPENDIX 1.STRATEGIC COMMITTEE AND NATIONAL TECHNICAL TEAMS

### Italy

INSTITUTION/AFFILIATION	PARTICIPANT	FUNCTION IN THE INSTITUTION
<b>EMSC members</b>		
Divisione V, Ministry of Labour, DG PASLF	Ms MELINELLI Anna	Present official member for VET
Systems and Methodologies for Learning, ISFOL	Ms DI FRANCESCO Gabriella	Head of Unit
Formedil	Ms MARTINO Rossella	Co-director
<b>Technical team members</b>		
Divisione V, Ministry of Labour, DG PASLF	Ms MELINELLI Anna	Present official member for VET
Systems and Methodologies for Learning, ISFOL	Ms DI FRANCESCO Gabriella	Head of Unit, expert and previous EMSC member
Formedil	Ms MARTINO Rossella	Co-director, expert and previous EMSC member
Systems and Methodologies for Learning, ISFOL	Ms TRAMONTANO Ismene	Expert attending the webinar organised by the ETF in October 2015
Politecnico di Torino	Prof. Dr LAMBERTI Fabrizio	Associate professor, expert in Erasmus Plus and higher education
	Prof. Dr DEMARTINI Claudio Giovanni	Head of Control and Computer Engineering Department

## APPENDIX 2.

# LINKS TO KEY Q4M PROJECT DOCUMENTS

All the links below are accessible through the ETF Qualifications Platform, <https://goo.gl/OCC7TF>

1. Common reference profiles for occupations – the methodology, <https://goo.gl/2sdUrk>
2. Common profiles for the bricklayer, supervisor, waiter and receptionist occupations, <https://goo.gl/WqXccE>
3. Tiler profile, <https://goo.gl/7Nzqxb>
4. Room attendant profile, <https://goo.gl/WJosQA>
5. Analysis, comparison and peer review of qualifications – Q4M regional synthesis report, <https://goo.gl/kilbeb>
6. Annexes to the synthesis report (T1–T9), <https://goo.gl/OCC7TF>
7. Project info note, <https://goo.gl/luEVXy>
8. Project methodology, <https://goo.gl/03nUrr>
9. EMSC mandate, <https://goo.gl/aXMZ6h>
10. Project glossary in Arabic, English and French, <https://goo.gl/imFDAI>

# GLOSSARY

<b>Assessment of learning outcomes</b>	Methods and processes used to establish the extent to which a learner has in fact attained particular knowledge, skills and competences.
<b>Competence</b>	The proven ability to use knowledge, skills and personal, social and/or methodological abilities, in work or study situations and in professional and personal development. In the context of the European Qualifications Framework, competence is described in terms of responsibility and autonomy.
<b>Knowledge</b>	The outcome of the assimilation of information through learning. Knowledge is the body of facts, principles, theories and practices, which is related to a field of work or study. In the context of the European Qualifications Framework, knowledge is described as theoretical and/or factual.
<b>Learning outcome</b>	The set of knowledge, skills and/or competences an individual has acquired and/or is able to demonstrate after completion of a learning process, either formal, non-formal or informal.
<b>National qualifications framework</b>	An instrument for the classification of qualifications according to a set of criteria for specified levels of learning achieved, which aims to integrate and coordinate national qualifications subsystems and improve the transparency, access, progression and quality of qualifications in relation to the labour market and civil society.
<b>National qualifications system</b>	All aspects of a (Member) State's activity related to the recognition of learning and other mechanisms that link education and training to the labour market and civil society. This includes the development and implementation of institutional arrangements and processes relating to quality assurance, assessment and the award of qualifications. A national qualifications system may be composed of several subsystems and may include a national qualifications framework.
<b>Qualification/formal qualification</b>	The formal outcome (certificate, diploma or title) of an assessment and validation process, which is obtained when a competent body determines that an individual has achieved certain learning outcomes to, given standards.
<b>Recognition of learning outcomes</b>	The process of attesting to officially achieved learning outcomes through the awarding of units or qualifications.
<b>Skills</b>	The ability to apply knowledge and expertise to complete tasks and solve problems. In the context of the European Qualifications Framework, skills are described as cognitive (involving the use of logical, intuitive and creative thinking) or practical (involving manual dexterity and the use of methods, materials, tools and instruments).
<b>Validation of learning outcomes</b>	The process of confirming that certain assessed learning outcomes achieved by a learner correspond to specific outcomes, which may be required for a unit or a qualification.

# ACRONYMS

<b>AHLA</b>	American Hotel and Lodging Association
<b>APC</b>	Approche par compétences (competency-based approach)
<b>BAU</b>	Al Balqa Applied University
<b>BTP</b>	Brevet de technicien professionnel (vocational technician certificate)
<b>CAP</b>	Certificat d'aptitude professionnelle (professional aptitude certificate)
<b>EFP</b>	Établissement de formation professionnelle (vocational training school)
<b>EMSC</b>	EuroMed Strategic Committee
<b>EQF</b>	European Qualifications Framework
<b>ETF</b>	European Training Foundation
<b>ETP</b>	Enterprise-TVET Partnership
<b>EU</b>	European Union
<b>FNBTP</b>	Fédération nationale du bâtiment et des travaux publics (National Federation for Building and Public Works)
<b>IT</b>	Information technology
<b>IVET</b>	Initial VET
<b>JHTEC</b>	Jordanian Hospitality and Tourism Education Company
<b>KSCs</b>	Knowledge, skills and competences
<b>NET</b>	National Employment and Training
<b>NSSP</b>	National Skills Standards Project
<b>OFPPT</b>	Office de la formation professionnelle et de la promotion du travail (Office of Vocational Training and Promotion of Work)
<b>PEFESE</b>	Programme d'appui à l'éducation, la formation professionnelle, l'enseignement supérieur et l'employabilité (Support Programme for Education, Vocational Training, Higher Education and Employability)
<b>Q4M</b>	Qualifications for the Mediterranean
<b>VET</b>	Vocational education and training
<b>VTC</b>	Vocational Training Corporation





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