



INTELECTUAL OUTPUT 2

ROUND TABLE REPORT ON DEVELOPMENTS OF EQF LEVEL 5 QUALIFICATIONS IN PARTNER COUNTRIES

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Introduction

This document is a second report within the Erasmus+ project *Development of Sectoral Qualification Descriptors for EQF level 5* aiming to provide basic elements and recommendations for development of sectoral qualification descriptors oriented towards increasing transparency and recognition of skills and qualifications, facilitating learning, employability and mobility.

Results of the Project Intellectual Outputs 1 and 2 will be used to prepare methodology for the development of Internationally comparable qualification descriptors at EQF level 5 in selected sectors. Internationally comparable qualification descriptors could be used as a platform for developing new qualifications, allowing learners to move more easily between different types of education (such as higher education and vocational) and between different levels (such as VET and higher education) at home institutions as well as internationally. Data for Project intellectual outcome 2 comes from the results of Roundtable discussions with different types of stakeholders organised in four partner countries.

Project “Desquades” takes into account the diversity of national systems and aims to improve tools for facilitates the translation and comparison of qualifications between countries. For this, reference to the EQF is a main tool which enables qualifications systems with their implicit levels or/and national and sectoral qualifications frameworks to relate to each other is very important. EQF allows each country reference its national qualifications (in terms of diplomas, certificates or awards) to the eight EQF levels via national qualifications frameworks or the implicit levels in the national qualifications systems. For Roundtable discussions reference to EQF level 5 descriptors of knowledge, cognitive and practical skills and competence are very important. In EQF level 5 knowledge are described as follows:

Knowledge:

- *Comprehensive, specialized, factual and theoretical knowledge within a field of work or study and an awareness of the boundaries of that knowledge;*

Cognitive and practical skills:

- *A comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems;*

Competence is described in terms of responsibility and autonomy.

Exercise management and supervision in contexts of work or study activities where there is unpredictable change; review and develop performance of self and others.

These descriptors serve as a good reference point, but the variety of qualifications linked to EQF level 5 and varied use of EQF level 5 in Europe suggest that these descriptors are too narrow to present full potential of this level and to present full range of knowledge, skills and competencies existing. Roundtable discussions organised within project

„Desquides“ aim to define in more comprehensive way main features of level 5 qualifications in partner countries, and so increase transferability of qualifications and the promotion of lifelong learning. The roundtable discussion served for several purposes: helped to identify the needs of main stakeholders and different groups of interest (representatives of employers, VET training and Higher education institutions, learners and broader public) and allowing to discuss broader possible benefits from EQF level 5 potential for learners, employees and labour market providing advanced VET skills and competences.

Roundtable discussions were organised as a focus events to closely explore specific issues identified elsewhere or to identify new issues of level 5 qualifications, not addressed before, and therefore can be used to explore solutions, define actions, develop strategies. This report of results of Roundtable discussions is intended to provide an overview of opinions expressed at an events held in 4 countries in 4 different sectors on qualifications at level 5 and possibility to exploit better the potential of this level.

Aims and structure for Roundtable discussions

The aim of round table discussion was to discuss need for and potential of EQF level 5 qualifications from the perspective of main existing and possible stakeholders. Also:

- Identify the function of qualifications at level 5;
- Find out what are the areas of occupational activity of the sector at level V;
- Specify the type of qualifications functioning in the labour market at level V;
- Identify “missing” or possible qualifications (if any).

Roundtable discussions supposed help to identify what could be possible interest of employers on development of new (or revision of existing) level 5 qualifications from the perspective of main stakeholders. Also round tables provided an opportunity for participants to share and explore perceptions, experiences and concerns surrounding the development of EQF level 5.

The round table discussions were organized during August and October 2017.

General agenda of the discussions is presented in the table:

Agenda for Roundtable discussion	
Introduction	Presentation of the Erasmus+ Programme and KA2 action project “Desquades” : aims and activities, partnership and results to be achieved.
Open Discussion	Type of EQF level V qualifications in sectors, role and functions of these qualifications. The EQF level 5 in
Questions for Roundtable discussions	
What could be possible interest of employers on development of new (or revision of existing) level 5 qualifications from the perspective of main stakeholders?	
What could be if any sector specific approaches defining learning outcomes: <i>Knowledge;</i> <i>Skills;</i> <i>Competence.</i> What is scope and level of key competences (Such as autonomy, responsibility, quality assurance, entrepreneurship)?	
Do these qualifications contribute to the promotion of lifelong learning:	<ul style="list-style-type: none"> -improving understanding of learning routes and qualifications and how they relate to each other; -improving access to education and training opportunities; -creating incentives for participation in education and training; - making progression routes easier and clearer; -increasing and improving credit transfer between qualifications; - ensuring that education and training providers meet certain quality standards; -securing international recognition for national qualifications.
How level V correlates with level 4 and level 6 qualifications? What could be learning pathways leading to qualification at level V in sectors?	
Summary and conclusions	

Types of participants of Roundtables

Approximately 150 participants (employers, training/ study providers, learners, representatives of employees’ associations) participated in events organised in four countries. 5 seminars have been organised in Lithuania and 1 in Spain, Portugal and Italy Table below shows the range of the different interest groups represented:

	<i>Spain</i>	<i>Italy</i>	<i>Portugal</i>	<i>LT</i>
<i>Types of stakeholders</i>				
Representatives from vocational education and training	√	√	√	√
Representatives from higher education institutions			√	
VET teachers and trainers	√	√		√
Representatives of employers from selected sectors;			√	√
Skilled employees from the sectors		√		√
Representatives of relevant professional bodies	√	√	√	√
Researchers		√		
State agencies, responsible bodies, including those responsible for qualifications, vocational training development		√	√	√

OUTCOMES OF THE ROUNDTABLE DISCUSSIONS

I. EQF level 5 qualifications across countries

Most EQF level 5 qualifications are clearly linked to occupations/professions. They are not only considered an intermediate step towards a bachelor degree, but also as independent qualifications with distinct professional profiles and labour market relevance providing advanced VET skills and competences, potentially responding quickly to new labour market demands. Many EQF level 5 qualifications are designed to upskill people already in employment and provide them with advanced technical and/or management skills. Learners enrolled in programmes leading to an EQF 5 qualification could be very different background from various groups as regards their education, age and/or work experience. Many EQF level 5 qualifications are designed to upskill people already in employment and provide them with advanced technical and/or management skills.

There is big diversity and complexity in types of level 5 qualifications based on learning outcomes across countries and these qualifications play a significant role in the labour market and for further learning. In the area of level 5 Higher VET and Short Cycle HE important types of qualifications, involving VET providers and HE institutions can be found at initial and continuing vocational education and training, general education, or entirely outside the formal education and training system. Typical level 5 qualification is provided by and are not limited to short-cycle higher education programmes.

Different types of qualifications can be found in DESQUADES partner countries at this level:

- Higher level VET technician
- Highest level of professional worker (specialist) in construction or metal industry

- Higher level professional qualifications (polytechnics);
- Higher VET Certificate.

Round table discussions have been organized in order to find out what could be the potential benefit from EQF level 5. From the discussions it could be concluded, that level 5 qualification could be regarded as an independent qualification with various professional profiles and labour market relevance providing advanced VET skills and competences, potentially responding quickly to new labour market demands.

In the Portuguese case, the level 5 qualification courses are still fulfilling operational objectives:

- to enable young people who complete secondary education to progress to a higher level of professional qualifications, through polytechnics (technologically privileged and highly vocational when it comes to work and business world), to the detriment of universities;
- to encourage young people to refine their scientific and professional competences by deepening the knowledge and skills acquired in Level 4 professional courses and opening the way to higher education qualifications, correcting the impartiality of the assessment by national examinations, which are based on general curricula insensitive to all the diversity of training courses that young people can attend until they reach admission to higher education.

Role of level 5 qualifications

The importance of level 5 qualifications is growing in all partner countries for several reasons. First, they are developed as response to increased needs for advanced technical and/or management skills in a rapidly changing labour market and ageing workforce. Second, the data show that EQF level 5 qualifications are especially attractive to students with vocational education and training (VET) backgrounds and those already in employment. They contribute to lifelong learning by being accessible and attractive for adults and non-traditional learners. Third, they are seen as valuable and relevant by employers, as most include some form of work-based learning.

EQF level 5 is often considered as the zone of overlap between vocational and higher education, although all levels of the EQF (i.e. also levels 6 to 8) are supposed to be open to qualifications acquired outside the higher education context. In this role of zone of overlap, level 5 can provide a missing link between different levels and types of education. It is clear, though, that today level 5 is underdeveloped and that its adoption would require more awareness and financing. Current close collaboration between key stakeholders will hopefully improve this situation.

In Lithuania developments of level 5 are strongly linked to the needs of learners and the labour market. It is necessary to provide opportunities to acquire higher level qualification for those who are already in the labour market. Therefore, higher level studies with a vocational focus and workplace learning represent a very valuable way to

address the concerns of high unemployment and the shortage of higher level skills required in a labour market.

There is a need to better understand the dynamics that need to be established between students, job market and schools to build level V courses that fulfil everyone's needs and that the government must be involved in the process and organization of these dynamics. A committee has been organized to further analyse and communicate conclusions to other stakeholders aiming to develop the implementation of Level V qualifications in society. Level V qualifications are a way to achieve society's goals, but their recognition in the professional and educational context is still weak. There is a need to implement more and better level V qualifications basically because of two very important reasons. The first reason is that it is a means to an end. In Portugal Level 5 qualification, in many cases represents the first step in acquiring a higher education for those that had never felt that need before. The second reason is to improve the professional skills of those that wish to enter the job market or to improve those that need to update their professional skills to better respond to the job market needs.

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Level V offers a pathway to higher education that relieves students of access exams.

It relates to the deepening the knowledge and skills acquired in Level 4 or Level 3, higher level of technical and management skills, progress in career and further education (at university level).

The variety of qualifications linked to EQF level 5 suggest that this level has the potential to play a very significant role in bridging subsystems in the transferability of qualifications and the promotion of lifelong learning. EQF level 5 can provide the opportunity to strengthen the connection between higher education and VET and adult education, as well as for widening access to higher education. However, EQF level 5 could also represent a second choice for students who do not have access to traditional academic routes or who have failed in it and so could appear to be at a dead end.

Involvement of social partners into qualification developments in sector

How social partners are involved into development of qualification differ from country to country. However, participants of roundtables agreed on the importance of the dialogue

among the actors involved in the development of the qualifications, especially new types of qualifications corresponding the needs of learners and the labour market.

In Spain, they are not involved directly. This work is done at very high level in the central government with national representatives of Ministry of Education, Ministry of Labour, Labour Unions and Trade Unions. In theory all these national representations take into account the needs and reality of all companies, workers and public policies distributed in all country.

In Italy, the ITS are the main organizations authorized at providing level V qualifications. They are regulated and disciplined by the Ministry of Education in their organizational structure, in concert with the Ministry of Labor. The training offer is planned by the single Italian Regions. The regulation disciplining ITS is a Ministerial decree of 2015; it establishes that once a year a conference of services must be held; this is currently at its early stage of implementation. In this conference all the actors of the economic and social partnership are involved. All the training offer of ITS is organized taking in account systematically and periodically the contributions coming from the economic and social partnership. Furthermore, the structure of the ITS itself includes these actors.

The Regional Catalogues of Qualifications are built by the Regions through mechanisms of consultation at local level that are organized by each Region autonomously according to their own dynamics. When the definition of new qualifications is needed, the Region consults and confronts the economic and social partnership, actively involving them.

Periodically, the Regions create lists of experts from sectorial fields and held courses at training experts as “Technician supporting identification and transparency of Competences” and “Technician for planning and carrying out evaluation activities”. Thus, in perspective, an increasingly active and operative involvement of local actors from the economical and entrepreneurial sectors linked to the qualifications is expected.

This involvement will contribute to map of the development of the productive fields in the specific sectors in determinate areas, enhancing the links between the world of education and the world of work.

As case of Portugal shows, all stakeholders have they individual need from level 5:

- learners/students – are those that have the dilemma about whether or not the investment in higher education is worth it.
- government departments – discussed the qualification needs in different sectors to better respond to employment and economic needs.

- providers of education and training – discussed the policies that may be necessary to promote more higher education.

- representatives of employers and workers discussed the necessity of qualifying workers.

In Spain stakeholders are not involved directly, as this work is done at very high level in the central government with national representatives of Ministry of Education, Ministry of Labour, Labour Unions and Trade Unions. In theory all these national representations take into account the needs and reality of all companies, workers and public policies distributed in all country.

As Lithuania lacks level 5 qualifications. Discussions with employers, however, have revealed a need for such qualifications, especially for master craftsmen technicians and supervisors. Policy-makers are currently setting up legal conditions for introduction of level 5 qualifications.

Correlation with EQF levels 4 and 6

It is obvious, that level 5 is very strongly interrelated level 4 and level 6 and in some cases even dependant on these levels.

In case of Italy, the level 5 represents an interstitial level between school and university. Given the above, professional profiles at level 4 operate in the “production”: the Operator does his job with a degree of problem solving that allows him to distribute and organize its work as well other’s work, on the basis of the activities do to. He has a deep comprehension of the phenomena and so he can be operative, organize and supervise the carrying out of the activities. The level 5 makes it clear that the approach of the levels in qualitative: the level 5 could be considered as parallel to the level 4; it is a technical and specialized professional figure that has a responsibility also on the quality of what it is realized, and so it has the capacity to evaluate products and processes realized.

In Portugal Level V offers a pathway to higher education that relieves students of access exams. When students finish a level V qualification, they may enter a level 6 course directly, in which some credits acquired during level V course will transition to the level 6 course, relieving them of the need to repeat some subjects.

In Lithuania Level 5 is under development, but still it often could be seen as insufficient, having a lower status – less than the Bachelor. In fact level 5 qualifications should be regarded as something different – having they own quality. So, it will in most cases compared with level 6 (by students, parents, influencers, politicians...) as insufficient for higher education diploma. From social partners view, level 5 qualifications could be trusted as quality mark for highest skilled specialists.

How in general qualifications at level 5 contribute to the promotion of lifelong learning?

Qualifications at level 5 contribute to the promotion of lifelong learners being an interstitial level between the productive and managerial ones and a bridge from the world of vocational education and the world of work.

What could be if any sectoral approaches (defining learning outcomes in terms of (Knowledge, Skills, Competence)

Discussion showed that Level 5 is still not well known in the labour market. Competences and responsibilities are often the same on level 4 and level 5 for jobs and positions in sectors.

The implementation process of a developing a level 5 programme (HVET and SCHE) takes rather a long time and that makes it different to react on changes in the labour market.

There is no link between Sectoral Qualification (SQF) and EQF in Spain so far. SQF's in general are described in "Professional Categories" NOT in Qualifications. These Professional Categories are pretty much related to Job positions than related to "competences".

Each professional category of SQF however is defined by collective agreements between labour and trade unions, linked to an official qualification described in NQF (which in Spain is already related to EQF but still not approved by the national parliament). The Qualifications of NQF in Spain are described in competences and skills with training modules associated to each competence.

From the discussion it was clear that, definitely, the logical and strategic syntax in defining the learning outcomes of a qualification is set to encompass the traits of some types of knowledge and create a real learning terminology. The transition from a disciplinary approach to a skill approach is not only technical, but it is also a matter of cultural change, and of the way of thinking at learning outcomes.

In Italy, there is a speed difference also with regard to the different productive sectors. An element that could act as accelerator of this process is the creation of a 'National Board of Qualifications', that will be available when the relative Decree will be adopted. The standardized process of references and a definite physiognomy specifying in qualitative terms the 8 different levels, will support a lot the description of the learning outcomes declined in knowledge, competences and skills.

Importance of key competencies at level 5

One of the tasks during discussions was to broader scope of general knowledge, competencies and skills that are considered important to EQF level 5 not related to any specific occupation or sector. Considering this as important aspect of development of new qualifications and assessing non-formally acquired skills it was important to find out what skills, knowledge and behaviour that lead to successful performance at level 5 are most important? The discussions outlined that at level 5 competencies more or less important for all sector can be grouped into 3 clusters: management related or organisational competencies, personal skills and behaviour and social skills.

In case of Italy the level 5 professional figures are characterized by the competences as autonomy, responsibility, capacity of evaluation of the work from the qualitative point of view, it's a kind of internal evaluator of the production services. Also, the profiles at level 5 should have good communication skills, since these professionals have the opportunity to contribute to the improvement of the internal quality within the working environment in which they act. Is for this reason that level 5 places side by side to level 4 (that has an executive role) and is also a support for level 6 professionals, that have a management role. In facts, the level 6 is the one dealing with the overall management and so its competences involve roles of high responsibility of all the phases of the productive and managerial process. Level 6 qualifications represent the following step of the level 4, while level 5 -as said- is placed in an interstitial position between the two.

Main key competences mentioned during roundtable discussions refer to independence or autonomy of work, responsibility and entrepreneurship and such an important aspects as quality assurance.

KEY FINDINGS

Knowledge, skills and competence at level 5 in different sectors

Key competencies for level 5

Basically these competencies were mentioned as important for this level:

Organisational

Personal

Social

Leadership and Management and distribution of tasks	Flexibility (ability to adapt to new situations)	Communication with customers and upper management
Planning materials, tools, equipment and resources	Autonomy	Ability to work in an international context
Management of risk and problem solving	Critical and self-critical abilities	Negotiation competence
Management and distribution of tasks	Entrepreneurship, imitativeness	Conflict management
Quality control	Capacity to applying knowledge and imbedding innovations	Customer orientation
Project management	Learning to learn	Ability to work in team
Training of lower qualification subordinates	Quality orientation	

The list of key competencies mentioned in the discussions helps to define better what level 5 actually means in an organisation, that management related task can be entrusted for the professional at this level and even the relationship with the levels 4 and 6.

In Italy all the participants involved agreed on the extreme importance of key competences at level 5. Quality assurance competence is the one characterizing the profiles at level 5. Autonomy is identified as a crucial one, defining the further step from qualifications at level 4 and so characterizing the profile at level 5. Autonomy in organizing and carrying out the work is strictly linked to responsibility, a competence that level 5 qualifications should develop.

The capacity of coordinating a team, the capacity of doing the job responsibly and interacting with the other professional profiles of the sector, knowing their roles and their peculiarities have been considered very important too. Key competences all stakeholders highlighted that at level 5 should be held and improved are the digital ones: they are essential to carry out the daily work and communicate with colleagues and beneficiaries of the services, as well as to plan and organize social animation initiatives. The debate highlighted the need of including among the key competences of level 5 profiles in the Social Sector (Social Animator), the knowledge of one or more foreign languages. Nowadays, in facts, is constantly increasing the number of migrants and people coming from other Countries (including not accompanied minors) that are beneficiaries of social services initiatives, and being able to communicate with them is essential.

To adequately interact with individuals of different background and understand their needs, intercultural competences should be also developed at level 5.^[1] Last but not least,

from the discussion held it was clear that entrepreneurial competences are relevant both to organize the daily work both to foster the capacity of taking initiative and foster self-employability.

What could be further developments in sectors or in general related to the level 5 qualifications in your country:

The 'European Level 5 qualifications domain is a relatively new concept for Europe, giving an excellent opportunity to link the sectors for Vocational Education and Training (VET) and Higher Education (HE) to each other. Then it is about looking at qualifications at level 5 of the European Qualifications Framework for Lifelong Learning (EQF) and using them for cooperation between the involved institutions, as their providers.

This can lead to more flexible learning paths for students and employees ('adult learners'), making them possible at all times in their lives. Particularly by using also at level 5 programmes and qualifications beyond the formal public-financed system - such as business education, in-company training and vocational courses - effective procedures for recognizing skills acquired earlier and elsewhere as 'recognition of prior learning', can be put in place. It is useful to have further discussions and to share experiences and good practices in the years to come.

Experiences and good practices of adult learners in formal and non- formal programmes on level 5 (offered by institutions that are selected by companies) must be used for developing in the next years new and creative arrangements, to have more flexible work-based learning pathways starting from level 4. This can help to raise the status of Higher VET at level 5, if adult learners want to get a qualification at a higher level. It can also represent a choice for youngsters for a more attractive HVET programme, next to a study in Higher Education.

II. Main features of level 5 in VET (indicated)

Work-based learning and apprenticeships Higher level studies with a vocational focus and workplace learning represent a very valuable way to address the concerns of high unemployment of young people and the shortage of higher level skills required by SMEs, since most of these qualifications are designed with input from employers. Apprenticeships at higher education level, in particular, could help overcome the problems above, since they allow students to acquire a recognised professional qualification at higher level while building up practical skills in real work environments. Universities have strong experience in providing professional training in many fields and

could support SMEs and apprentices. A solution therefore could be to create stronger networks of HEIs and SMEs and other stakeholders involved in apprenticeships.

Work-Based Learning (WBL) and degree apprenticeships represent two of the most effective channels to connect VET, HE and the employment sector. These systems are being increasingly applied in some countries, such as France and the UK. It is worth to spend a word on the development of an innovative form of combination of degree and apprenticeship, the so-called degree apprenticeship, which is constantly growing in demand between trainers and employers.

EQF level 5 in service sector (textile)

EQF level 5 in Social Sector: The professional profile of the Social Animator – Analysis of the characteristics and peculiarities of the profile, its knowledge, competences and skills. Aim of the discussion - sharing of reflections and experiences from the point of view of the participants, analysis of the need of new qualifications at EQF level 5 and the involvement of the stakeholders in the process. Sharing ideas and proposals.

Participants of discussion

- 6 representatives from Kaunas region private and public limited liability textile companies (“Liteksas”, “LTP”, “Introstyle”, “Kauno Baltija”, “Scapa Baltic”)
 - 5 representatives from Kaunas region VET and HE institutions (Karalius Mindaugas VTC, Kauno buitinių paslaugų ir verslo mokykla, St. Ignatius Loyola College)
 - 3 representatives from Karalius Mindaugas VTC administration
- 14 participants overall

Filling in the assessment table provided

- What knowledge and skills are important for “highly qualified staff” in your industry in respect to provided list of professional activity areas? Which professional activity areas are the most important?

Regarding the demand of “highly qualified staff”

- Currently “highly qualified staff” are being trained in companies with the help of other experienced staff or by sending staff to individual/random trainings to acquire specific competences.
- Employers have expressed interest in cooperation with VET institutions preparing “highly qualified staff” for textile industry. As very important aspects flexible learning schedule and ability to combine work with learning at the same time has been mentioned.
- The observations of the participants of discussion allows to assume the demand for employees with EQF level V qualification.

Regarding specific competences and skills of “highly qualified staff”

- Overall “highly qualified staff” must have experience in the professional field and must possess general competencies.
- The skills “highly qualified staff” is missing at the moment:
 - Field specific skills - lack of construction skills and high quality sewing skills. However, talking about possible curriculum the participants of discussion stressed the need of training modules designed to broaden understanding of the industry and acquire more general industry related knowledge instead of going deeper into very specific field or competence.
 - General skills - responsibility, leadership, training of others, communicability, planning, organization, process management, stress management.
- The most important skills to be developed while preparing “highly qualified staff” in terms of professional activity areas are: quality assurance, occupational safety assurance, improvement of working methods and technologies, management of lower qualification staff, risks and unexpected problems management.

EQF level 5 in metal sector (Welding)

General part of the discussion aiming to identify what functions do professionals at EQF level 5 perform and what could be examples of their job task descriptions? How do we know that this is level 5 professional, that shows that competences are higher than EQF level 4 but lower than EQF level 6?

The growing internationalization of products and services value chains has triggered an increasing number of international (sectoral) qualifications industry-based training and certifications, based on standards developed by international companies or sectoral organizations, like the welding sector.

Specific part of the discussion trying to identify what skills and competences are important in specific sector (metal industry, construction, service sector or health care sector).

Discussion led to identify key areas EQF level 5 qualification welder. These are: welding processes, welding materials, production processes, visual evaluation and control of welding joints.

Also, it was agreed that the most important competence for EQF level 5 qualification welder are:

Demonstrate mastery in Combining welding equipment;
Perform welding processes in accordance with welding procedural descriptions;
Prepare welding materials for welding;
Measure main welding parameters;
Distribution of tasks;
Training of lower qualification welders and evaluate competences of welders;
Adopting new working methods;
Employing spoilage preventative measures;

Act properly in critical situations;
 Estimate the innovations of the processes and comprehensive technology;
 Organise general welding safety measures.

Table presents the essential knowledge and skills of highly skilled workers of welding sector. Discussion also allowed to agree that competences of EQF level 5 qualification in this sector could be divided in two groups: to professional welder competences and organisational/managerial competences.

<i>Areas of competence/level of competence</i>	<i>Knowledge/information</i>	<i>Skills (ability to perform)</i>	<i>Demonstrate mastery</i>	<i>Not relevant</i>
1. Welding processes;			√	
1.1. Stainless steel welding in various dimensional positions (PA, PB, PF, PG);			√	
1.2. Automated welding (orbit MIG, TIG welding)		√		
1.3. Laser welding		√		
2. Identify need and calculate welding materials		√		
3. Organise and control production processes		√		
4. Provide visual evaluation and control of welding joints.		√		
5. Manage work of subordinate welders		√		
6. Train other employees and assess their competences		√		
7. Constantly improve working methods and technologies		√		
8. Assure quality of work			√	
9. Perform risk management and act in		√		
10. Implementation of sectoral innovations and trends of technological processes		√		
11. Ensuring safety at work			√	
12. Rational use of the resources		√		

EQF level 5 in construction

Discussion: who is 5 level (highly qualified specialist) in construction sector

- What functions they perform ?

- what could be an example of qualification profile?
- How the assessment and the evaluation of qualification could be performed
- *Are employers willing to perform certification for these specialists?*
- How new qualifications or new aspects of related qualifications can be defined? (for example transfer of technologies, time management and so on).

Level 5 qualification in construction

A most important work in the frame of construction projects is to link the phases of planning and execution. Employees in charge with this work do not have to be able to execute planning themselves, but they must understand principles and forms of planning and be able to transform the results of planning into detailed, short termed work plans and into a practical work organisation on site. They also have to be able to conduct and to supervise the work, to dispose labour, equipment and material in the frame of the overall planning, and to take responsibility for the fitting of results with tender specifications, quality norms and deadlines. Last but not least, they must be able to take over responsibility for health and safety as well as for environmental issues. For this work knowledge, skills and competence on level five are required.!

<i>Areas of competence/level of competence</i>	<i>Knowledge/information</i>	<i>Skills (ability to perform)</i>	<i>Expertise</i>	<i>Mastery (high level of professional skills)</i>
Tools, equipment	√			
Construction materials	√			
Rules, regulations, documentation	√			
Work organisation procedures	√			
Basic and new construction technologies and work process				√
Overlapping/interrelated technologies				√
Team work/ Organisation of work flow			√	
Communicate with client and construction engineers/project managers			√	
Planning work of oneself and the others			√	
Training of lower qualification workers			√	
Ability to train apprentices			√	
Ensure safety and health at work			√	
Rational use of the resources	√		√	

Responsibility for overall quality				
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Round table discussion indicated that for level 5 professional in construction has to have knowledge in technology of construction, materials, tools and equipment used on site for production and how it functions, also have to know how to apply instruments and tools of measurement and to read working drawings for construction projects. Other important aspect is knowledge in regulations, norms and standards on national as well as EU levels relevant to the functions performed on site, also safety and health at work regulations, environment issues and be able to control how these regulations are respected in working place.

Level 5 in construction professional also knows how to apply methodology and procedures of planning, transformation of planning into production, control construction projects, quality control, surveying, marking and measurement, management of production on site (labour, equipment, material) including timetables, cost and return control systems, how to organise non-formal and support informal learning on site.

Also this level professional is involved in all stages of construction project management processes: taking part in planning (materials, tools, resources), organising and executing (taking care of the main work flow and distribution of tasks as well as monitoring and assessing of results and overall quality).

KEY FINDINGS

Knowledge, skills and competence at level 5

Knows in comprehensive manner technology of construction, in particular tools and equipment used on site for production: their functioning, modes of use and features of performance as well as the boundaries of capability and applicability, how to operate equipment for application on site; knows methods and tools for measurement and representation of land and construction details and of working drawings; knows in principle about statics in construction, knows budget software.

Material

Knows in comprehensive manner material used on site for production, its characteristics, modes of use and behaviour when processed as well as the boundaries of capability and applicability, how materials are delivered and stored on site; how hazardous material has to be handled.

Rules, norms, regulation

Knows in comprehensive manner standards, rules, norms and legal duties on national as well as EU levels relevant for production on site, applied topography, management of sites and production processes, quality management and vocational training in particular concerning health and safety and environmental issues.

Procedures

Knows in in comprehensive manner methodology and procedures of planning, transformation of planning into production, control construction projects, quality control, surveying, marking and measurement, management of production on site (labour, equipment, material) including timetables, cost and return control systems, how to organise non-formal and support informal learning on site.

Frame of action, actors, interfaces

Knows in comprehensive manner responsibilities, roles, competence, rights, duties and way of work of other actors involved in construction projects

This level professional is involvend in all stages on management processes: taking part in planing (materials, tools, resources), organising and executing (taking care of the main work flow and distribution of tasks as well as monitoring and assessing of results and overall quality.

One of the tasks during discussions was to broader scope of competences and skills considered important to EQF level 5. organisational social and personal competences also have been discussed. Considering this as important aspect of development of new qualifications and assessing non formally acquired skills. Such competencies were mentioned as important for this level:

<i>Organisational</i>	<i>Personal</i>	<i>Social</i>
Leadership and Management and distribution of tasks	Flexibility (ability to adapt to new situations)	Communication with customers and upper management
Planning materials, tools, equipment and resources	Autonomy	Ability to work in an international context
Management of risk and problem solving	Critical and self-critical abilities	Negotiation competence
Management and distribution of tasks	Entrepreneurship, imitativeness	Conflict management
Quality control	Capacity to applying knowledge and imbedding innovations	Customer orientation
Project management	Learning to learn	Ability to work in team
Training of lower qualification subordinates	Quality orientation	

Discussions allow to provide a portrait of EFQ level 5 qualification holder, basically qualification could be divided into three main building blocks: sector or occupation related competence, managerial competence and competence related to the training, teaching, assessing of lower qualification workers. Through this could be regarded as a general tendency, this is not necessary the rule in all sectors, for example such a distribution have not been defined in health sector.

SECTOR/OCCUPATION RELATED COMPETENCE:

*Work Process Related Technologies, Innovations;
Tools, Equipment, Resources;
Norms, regulations, standards.*

MANAGEMENT/ORGANISATIONAL COMPETENCE

*Management and distribution of tasks for subordinates,
planning and organisation of work flow;
Management of risks and problem solving;
Work safety issues, Quality control.*

TRAINING/TEACHING/ASSESSING OF LESS QUALIFICATION STAFF

*Training of lower qualification subordinates,
Work place instructions,
Evaluation of work of others;
Training of apprentices;
Assessing competences of apprentices.*

Round table provided more detailed information about knowledge, cognitive and practical skills and competence than referential EQF descriptors, but all findings correspond to description provided in European Qualification Framework, showing that knowledge is of comprehensive, specialised nature, within *a field of work* or study and an awareness of the boundaries of that knowledge;

Knowledge:

- Comprehensive, specialized, factual and theoretical knowledge within *a field of work* or study and an awareness of the boundaries of that knowledge;

Cognitive and practical skills:

- A comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems;

Competence is described in terms of *responsibility and autonomy.*

Exercise management and supervision in contexts of work or study activities where there is unpredictable change; review and develop performance of self and others.

Another observation is that level descriptors can be formulated at different levels of abstraction according to the types of qualifications framework they are used in:

At the level of a *sectoral* qualifications framework;

At the level of a *national* qualifications framework;

At the level of a *regional* qualifications framework;

Potentially also at a *global* level.

Consult, identify and build consensus

Qualification descriptors identify the typical achievements and attributes associated with whole qualifications. Descriptors must be reasonably concise, and expressed in language that is accessible by all who will use them. The general terms need to be referenced in a manner that conveys the level of difficulty and complexity associated with tasks and functions performed at a workplace.

There is a need for a link between the European Standards and Guidelines for Higher Education and standards for the quality assurance in the world of work, controlled by other non-state organizations (national and international).

There is a need for a European Qualifications Framework for non-formal learning, with descriptors based on standards that are used by 'the world of work', like ISO and NEN – and with a 'conversion table' of this EQF-NF with the EQF for LLL.

The roundtable discussion served for several purposes: helped to identify the needs of main stakeholders and different groups of interest (representatives of employers, VET training and Higher education institutions, learners and broader public) and allowing to discuss broader possible benefits from EQF level 5 potential for learners, employees and labour market providing advanced VET skills and competences.