

Implementing EQF in Construction: the case of bricklaying

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VSD Conference, Zurich 2012

What is EQF?

- Meta framework allowing NQFs to be compared
 - Should help:
 - Employer determine ability and knowledge of employee from another country
 - Employee gauge level of his/her qualification in another country
 - Needs mutual trust to work, based on e.g.:
 - Similar VET systems
 - EU regulation (nursing, lorrydriving)
 - Extensive cross-national operations (e.g. Software)
- Zones of Mutual Trust (ZMTs) establishing arrangements for recognising equivalences in qualification levels (not scope)

Construction Sector Developments

- Overall stability of European Construction workforce 2010-2020 (Cedefop 2010)
- Stability in demand for intermediate levels of know-how over this period though masking one important trend:
 - The increasing importance of self and project management and communication abilities for construction workers over this period (Danish Technological Institute 2008)

Implementing EQF

EQF needs:

- to be implemented at sectoral and then occupational level in order to be workable
- a more nuanced set of categories which include different kinds of knowledge and know-how
- a description of the scope of bricklaying in each country

An Occupational Qualification Framework (OQF) for Bricklaying?

- *Project:* examine scope for mutual recognition of bricklaying qualifications within EQF design
- *Eight countries:* Belgium, Denmark, England, France, Germany, Italy, the Netherlands, Poland
- *Task:*
 - centred on EQF Levels 2-4
 - not enough to know qualification level, specification of knowledge and know-how needs detailing for meaningful mutual recognition

Findings

- *Diversity* amongst 8 countries but common ground between 6 of 8
- *Dominant occupational model* (e.g. D, NL),
 - designed to develop occupational capacity within broad occupational field
 - grounded in education system so that:
 - related to curriculum
 - learning outcome represents output of learning process or educational standard
- *Skills-based model* (e.g. England)
 - individual skills sets, meeting specific employer needs
 - based on employer demand
 - Learning outcome represents performance criteria in workplace related to defined tasks

Group	Country	Broad Curriculum	General/Civic Education	Project Management	School Based route	Dual Training route	Social Partnership	Typical Qualification Level and Currency
3	Denmark	√	√	√	minimal	√	√	3+ High
3	Belgium	√	√	√	√	√	√	3 High
3	France	√	√	√	Minor	√	√	3 High
3	Germany	√	√	√	Minor	√	√	3 High
3	Netherlands		√	√ level 3	√	√	√	2 High
2	Poland	√	√	√	√	Minor	limited	3 High
1	England	Narrow			dominant	Minor	marginal	2 Low
1	Italy	Regional variations					limited	2 Low/ Medium

Scope of bricklaying activities in VET (1): Know-how

Country Grouping			Group One countries				Group Two		Group Three Countries							
Country			England		Italy		Poland		France		Belgium	Denmark		Germany		Netherlands
Main Element	Main type of activity	Particular activities	Core	Minor	Core	Minor	Core	Minor	Core	Minor	Core	Core	Minor	Core	Minor	Core
Practical skills/ Know-how	<i>Brickwork & Masonry</i>	Laying bricks & blocks	X		X		X		X		X	X		X		X
		specialist masonry			X			X	X		X		X	X		
	<i>Concrete</i>	concreting		X		X	X		X		X	X		X		
		formwork				X		X		X	X		X	X		
		rendering				X			X				X		X	
	<i>Scaffolding</i>				X		X			X	X		X		X	
	<i>Flooring, tiling</i>					X						X			X	
	<i>Facades</i>	cladding		X			X				X	X		X		
	<i>Plastering</i>			X		X	X				X	X		X		
		rendering		X		X							X		X	
	<i>Roofing</i>			X									X			
	<i>Carpentry</i>					X		X			X		X		X	
	<i>Insulation</i>			X			X				X	X		X		
	<i>Jointing</i>										X	X			X	X
	<i>Gluing</i>										X	X				X
<i>Piping & drains</i>							X	X		X				X		
<i>Surveying</i>							X	X				X		X		

Scope of bricklaying activities in VET (2): Competences

Country Grouping			Group One countries				Group Two		Group Three Countries					
Country			England		Italy		Poland		France		Belgium	Denmark	Germany	Netherlands
Main Element	Main type of activity	Particular activities	Core	Minor	Core	Minor	Core	Minor	Core	Minor	Core	Core	Core	Core
Non-Manual Competences	<i>Planning work</i>					X	X		X		X	X	X	
		Reading drawings	X		X		X			X	X	X	X	X
		Setting out	X			X		X	X			X	X	X
		Assessing materials	X			X	X		X		X	X	X	
		Ordering materials				X				X	X	X		
	<i>Measuring</i>			X			X	X	X	X	X	X	X	
	<i>Applying health & safety measures</i>		X		X		X			X	X	X	X	
	<i>Quality control</i>					X	X			X	X	X	X	
	<i>Communicating</i>			X		X	X		X		X	X	X	
	<i>Training workers</i>					X		X						
	<i>Dealing with waste</i>			X		X			X			X	X	
	<i>Consulting third parties</i>											X	X	
	<i>Reporting to management</i>											X	X	
<i>Preservation/cleaning</i>								X				X		
	<i>internationalising</i>										X			

Scope of bricklaying activities in VET (3): Knowledge

Country Grouping			Group One countries			Group Two		Group Three Countries									
Country			England	Italy		Poland		France		Belgium	Denmark		Germany		Netherlands		
Main Element	Main type of activity	Particular activities	Core	Core	Minor	Core	Minor	Core	Minor	Core	Core	Minor	Core	Minor	Core	Minor	
Knowledge	<i>General education</i>	Language	X	X		X			X	X	X		X		X		
		Foreign language			X		X			X	X		X		X	X	
		Sciences			X	X				X	X	X			X		X
		Maths	X		X	X				X	X	X		X		X	
		ICT	X		X		X					X			X		
		Technical drawing			X	X				X		X		X			
		citizenship			X					X		X		X		X	
		Physical education								X							
	<i>Industrial</i>	Labour law			X		X			X		X			X		
		Materials			X		X		X		X	X		X		X	
		Building Technology	X											X		X	
		Health & safety	X	X		X			X	X	X	X		X			
		Environment protection			X	X			X		X	X		X			
Innovation-entrepreneur and self-employment											X			X			

Where can ZMTs be established in construction sector?

- Where common ways of working
- Through Sectoral Qualification Framework (SQF)-Con
- Where considerably convergence/cognate occupations e.g. German and Danish bricklaying
- Where families of cognate VET systems (e.g. Dual systems)
- Where mutual understanding of terms or transnational categories e.g. Knowledge, skills, competence, but
 - Multi-dimensional notions of competence in D, F and NL (Group 3) encompassing integration of knowledge into practice + social and personal qualities
 - Behavioural/functionalist concept in England (Group 1), with knowledge built around bundles of task descriptors

Requirements for implementing EQF

- *Bricklaying OQF* needs to work within broad structures of EQF and SQF-Con, but more nuanced set of categories including different kinds of knowledge and know-how
- *Description of abilities/activities* of bricklaying to be agreed
- *Referencing process* for sector for framework to be credible within labour market
- *Social partnership* to establish stable structures with all interested parties represented (may be problematic e.g. UK)

Requirements 2: agreeing conceptions of competence

- *As responsibility and autonomy*: linked to degree of managerial supervision or ability to work autonomously?
- As multi-dimensional competence of action-taking (*Handlungskompetenz*)
 - Integration knowledge, practical know-how, and social and personal dimensions of competence
 - Exercise of professional judgement and discretion

Structure of requirements for SQF-Con

Occupational competence		Personal competence		
<i>Knowledge</i>	<i>Know How</i>		<i>Social competence</i>	<i>Self-competence</i>
Tools, equipment, materials	<i>Skills:</i> Manual, Intellectual	<i>Transversal Abilities:</i> Planning, Organising, Controlling Assessing	Team/ leadership skills, involvement & communication	Autonomy/ responsibility, achieving results, reflectiveness and learning competence, taking responsibility
Depth/ Breadth, Systematic/ Non- Systematic		Scope of activities to be undertaken		

A Zone of Mutual Trust?

- Mutual recognition is a necessary but not sufficient condition for interchangeability.
- Interchangeability of qualifications will probably require:
 - A] a common and agreed set of descriptors
 - B] specification of core and optional elements.