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Transport, logistics, travel & cleaning/garbage

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Introduction

1.1 Introduction of the EurOccupations project

How do occupations compare across countries? How can problems of incomparability of occupations be tackled? To answer these questions, 10 European universities and research institutes have joined their efforts to develop a European occupations database.

The EU funded project 'EurOccupations' aims to build a publicly available occupations database with approximately 1,600 most frequent occupations in 8 large EU member states (United Kingdom, Germany, France, Spain, Poland, Belgium, the Netherlands and Italy). The occupations cover the whole range of industries: varying from care & welfare to technology & manufacturing, from service occupations to agriculture & fishing, etc.

For all 1,600 occupations, the EurOccupations database includes occupational titles, ISCO-codes and educational levels. In addition, the database contains information about distribution of gender, education and age groups in each country for aggregate groups of occupations.

Expert research

For a selection of 150 key occupations¹, the EurOccupations database additionally includes information on skill levels, occupational content, occupational requirements and relevant social stratification measures. The information for these occupational dimensions was gathered through an expert research, in which occupational experts were asked to judge occupations of their expertise on these dimensions by means of an Internet enquiry.

Expert definition:

Experts are expected to have knowledge about occupations or groups of occupations within the countries involved in EurOccupations.

Experts are: representatives of employers' or employees' organisations, professional organisations, interest groups, vocational training bodies or knowledge centres, supervisors, researchers in the field of occupations (either from universities or from statistical offices), informants from a wide variety of branches of industry, vocational advisors, HRD professionals etc.

In addition: occupational workers enquiry

¹ Information was gathered for 10 additional key occupations as well. However, the EurOccupations team actively recruited experts for 150 'core' key occupations (not for the 10 additional occupations). As a consequence, information about these 10 additional occupations may be lacking.

Additionally, occupational workers were also asked to complete an Internet enquiry for these 150 key occupations. This so called 'occupational worker enquiry' included questions that can be answered by practitioners and focused on the actual education levels of occupational workers (and how these relate to occupational requirements).

Clusters of occupations

In order to structure and streamline the development of the EurOccupations database, the occupation database is organised along the lines of eight clusters of occupations. The clusters of occupations are divided as follows:

Table 1 Overview of the division of 8 clusters of occupations

Cluster title
1. Care & welfare
2. Construction & cars
3. Education, research & personnel
4. Information, communication, finance & legal
5. Manufacturing: food, metal, oil, gas & mining
6. Clerks, staff, management & army/police
7. Trade & agriculture
8. Transport, logistics, travel & cleaning/garbage

1.2 Introduction of the cluster 'Transport'

The EurOccupations database contains 197 occupations in the cluster 'transport, logistics, travel & cleaning/garbage'. These occupations vary from hotel manager to taxi driver and ship mechanic to asbestal removal worker. The cluster can be divided into three areas of work:

- Transport, logistics, port, airport
- Hospitality, tourism, leisure, sports
- Cleaning, housekeeping, garbage, waste

For a selection of 16 key occupations from the cluster 'transport, logistics, travel & cleaning/garbage'², detailed information is gathered on skill levels, occupational content etc. The overview on the next page presents the key occupations for each area of work in the cluster.

² Information was gathered for the key occupation 'cloak room attendant' as well. However, the EurOccupations team did not actively recruit experts for this key occupation. As a consequence, information about this additional occupation in the cluster 'transport' may be lacking.

Cluster 'Transport, logistics, travel & cleaning/garbage'	
Area of work	Key Occupations
Transport, logistics, port, airport	<ul style="list-style-type: none"> • Flight attendant • International truck driver • Taxi driver • Sailor • Ship mechanic • Transport clerk
Hospitality, tourism, leisure, sports	<ul style="list-style-type: none"> • Cloak room attendant • Restaurant cook • Waiter or waitress • Hotel manager • Kitchen helper • Swimming instructor • Travel agency clerk
Cleaning, housekeeping, garbage, waste	<ul style="list-style-type: none"> • Cleaner in offices, schools or other establishments • First line supervisor cleaning workers • Asbestos removal worker

1. Data collection

2.1 The EurOccupations data collection

As was mentioned earlier, an expert research was conducted in order to gather the relevant occupational information for our 150 key occupations³. In this expert research, experts were asked to judge these key occupations on the relevant dimensions by means of an Internet enquiry.

Expert definition:

Experts are expected to have knowledge about occupations or groups of occupations within the countries involved in EurOccupations.

Experts are: representatives of employers' or employees' organisations, professional organisations, interest groups, vocational training bodies or knowledge centres, supervisors, researchers in the field of occupations (either from universities or from statistical offices), informants from a wide variety of branches of industry, vocational advisors, HRD professionals etc.

Expert Internet enquiry

Experts were asked to complete two types of Internet enquiries:

- **The occupation expert enquiry for 150 key occupations**

In this enquiry, questions were asked about skill levels, occupational content and relevant social stratification measures. The occupation questionnaire is included in Appendix B.

For each key occupation, unique task descriptions (10-12 tasks) were included in the questionnaire. These task descriptions have been developed by means of international desk research, following standardised EurOccupations procedures (see procedures expert data collection available on: <http://www.euroccupations.org/main/researchlab/deliverablesyr1>). Experts were asked to judge these tasks on frequency and importance. We aimed to have at least 2 completed expert questionnaires for each key occupation in each country. For some key occupations, only one or even no expert questionnaires were completed. For these key occupations, information was collected using different sources (see occupational worker enquiry and partner questionnaire, described below).

- **The education expert enquiry for 1,432 occupations⁴**

In this enquiry, experts were asked to provide the required educational level for a number of occupations in the area(s) of work of their expertise (random selection of occupations from the area of work). The education expert questionnaire is included in Appendix C.

³ Information was gathered for 10 additional key occupations as well. However, the EurOccupations team actively recruited experts for 150 'core' key occupations (not for the 10 additional occupations). As a consequence, information about these 10 additional occupations may be lacking.

⁴ The education expert enquiry was based on the draft version of the extended list of occupations (containing 1,432 occupations). The final extended list of occupations contains 1,600 occupations.

2.1.1 Expert recruitment activities

In each of the countries, EurOccupations partners recruited experts by undertaking various actions (following the EurOccupations procedures for expert recruitment). The main expert recruitment activities included:

- Asking (inter)national **expert organisations** (e.g., employer organisations, knowledge centres, education institutes) to assist in recruiting experts in their networks, e.g. by contacting relevant experts, placing banners on their website, publish articles in their journals (e.g., using the text from the EurOccupations flyer). Additionally, representatives of expert organisations were also asked to complete the web enquiry themselves.
- Asking **individual experts** to join the EurOccupations expert network and complete the questionnaires (in person, by phone, e-mail, mailings, etc.).
- Sending **letters to relevant (expert) organisations** to ask for their cooperation.
- Subscribing experts to the **EurOccupations newsletter**.
- Publishing **articles** in relevant journals (e.g., using the text from the EurOccupations flyer).
- Attending conferences, workshops, seminars etc. to distribute information about EurOccupations (presentations, distributing flyers etc.).
- Publishing **banners** on relevant websites.

The most efficient way to approach experts and expert organisations differs between the participating countries. Therefore, the focus of expert recruitment activities differed between the countries.

Expert recruitment France (Céreq)

Céreq (the French centre on Education, training and employment) is placed under the aegis of both the French ministry of education and the French ministry of employment. This allowed it to organise institutional partnership in order to involve experts:

- In the Ministry of Education, during some sectoral meetings called "Commissions professionnelles consultatives", associating social partners and experts in vocational fields of all economical sectors,
- In the Ministry of Employment, also during some sectoral meetings associating social partners and experts, and when associating the specialists having taken part to the last French dictionary of occupations, called the ROME (Répertoire Opérationnel des emplois et des métiers).

Then, it has associated both representatives from its statistical databases system (INSEE, Institut national de la statistique et des études économiques) and from its labor market analysis (DARES, Délégation générale à l'emploi et à la formation professionnelle), in the EurOccupations Steering Committee. Thus, many colleagues have accepted direct or phone interviews (for researchers located all around France) that were later keyboarded or captured in the computer.

Céreq also possesses interesting databases, such as a unique dictionary of industry representatives associated to the French MEDEF (Mouvement des entreprises de France), the biggest

employer organisation. It has used all its details for all economic sectors, from A to Z (aeronautics to civil engineering). They were usually reached first by telephone, then by e-mail, and it was all the more successful because many professional contacts were already well known from Céreq, and they had already heard about the Céreq role in France.

Céreq has also organised direct communication during some meetings (at the Ministry of Education and during internal meetings of its own experts), as well as two institutional communication through its publications such as the monthly "Céreq Bref", issued in 6.000 copies, and then published online⁵. It has also associated all its sectoral experts employed as "Chargés d'études" (researchers), coming from sociological or economical backgrounds but specialised in the various economical sectors and French occupations. Then, some more experts could be found during the EurOccupations international meeting organised in Marseilles, at Céreq's city location, that represented a great opportunity and was very well organised by the Dutch coordinator (especially the Erasmus University of Rotterdam and AO Consult).

The answering rate of experts is a witness of the success of the operation: 345, properly balanced between the 164 benchmarked occupations.

Expert recruitment United Kingdom (IER, University of Warwick)

Intensive efforts in the early stage of recruitment to attract experts in relevant organisations directly by email (sent from Professor Peter Elias' email address) proved largely ineffective, probably because of the high volume of email traffic that such recipients receive and the tendency of busy individuals to delete without reading any emails from individuals that they do not recognise. The decision was therefore made to adopt a more personal approach:

- in line with previous practice, relevant websites were explored in order to identify, where possible, appropriate individuals to contact;
- a telephone call to the identified experts was then made to seek their cooperation;
- a follow-up email was sent giving standard information, appropriately amended for individual circumstances and containing direct links to the online questionnaire for specific occupations.

This strategy was more effective, although response numbers remained variable.

Organisations targeted

- A key focus for recruitment was the Sector Skills Council (SSC) relevant to each of the occupations. In some cases IER colleagues were able to recommend individuals in those Councils. Some SSCs responded directly, or recommended other useful contacts able to respond for a particular occupation in the sector.

⁵ - Translation of the EurOccupations flyer and dissemination with the project coasters.
- 2 Céreq Bref articles (mentioned in the previous dissemination reports);
- 1 Céreq electronic letter, September 2009: some issues about the EurOccupations meeting that hold in Marseilles in April 2009.

- For health-related occupations approaches were made to relevant sections within the UK National Health Service.
- Where appropriate, contact was with professional or trade associations.
- Professional contacts of the staff of the Institute for Employment Research were exploited, along with partner organisations in other projects conducted by the IER.
- The University of Warwick proved a useful source of experts across a range of the benchmarked occupations. Departments approached included: the Finance Office, Personnel Office and other central administrative functions; Sports Centre; Department of Psychology; Warwick Conferences; Estates Office.
- Contact was made with some lecturing staff in Colleges of Further Education involved in sectoral training programmes.

Other recruitment measures

- Dissemination of information about the project, via distribution of flyers, the EurOccupations banner and some text on the IER website, and a workshop organised in IER, were all aimed at promoting participation in the expert enquiry.
- Where continued difficulty was encountered in achieving expert recruitment via organisations as described in the previous sections, personal contacts with individuals working in an occupation were used in a few instances.
- For around 15 occupations where potential respondents were unable or reluctant to complete the questionnaire online, pre-completed questionnaires were sent to them for comment and amendment, and were then submitted from IER.
- Paper copies of the questionnaire were offered in one or two cases, but this approach did not work.
- Finally, the IER EurOccupations team completed partner questionnaires based on desk research and validated, where possible, by occupational experts.

Expert recruitment Germany (AWWW GmbH)

The main expert recruitment activities in Germany included:

- Setting up particular EurOccupations **web-sites** both in German and in English on the two main web-sites of the AWWW GmbH (awww.de / awww.eu).
- Placing information on EurOccupations and links to the online questionnaire on six thematic web-sites maintained by the AWWW GmbH.
- Asking **German expert organisations** (e.g., trade unions, employer organisations, chambers of commerce, ministries, research institutes, knowledge centres, education institutes) to assist in recruiting experts in their networks, e.g. by contacting relevant experts, placing banners on their website. Additionally, representatives of expert organisations were also asked to complete the web enquiry themselves.
- Asking **individual experts** to join the EurOccupations expert network and complete the questionnaires (in person, by phone, e-mail, mailings, etc.).

- Sending **letters to relevant (expert) organisations** to ask for their cooperation.
- Sending **e-mails to relevant (expert) organisations** to ask for their cooperation. The e-mails included the relevant direct links to the according occupations covered by the organisation, links to the AWWW GmbH web-sites, and the EurOccupations flyer as PDF attachment.
- Attending conferences, workshops, seminars etc. to distribute information about EurOccupations (presentations, distributing flyers etc.).

Expert recruitment The Netherlands (AO Consult)

In order to recruit sufficient experts to complete our expert web survey, we undertook different types of actions:

- We approached expert organisations (e.g., knowledge centres, branch organisations, large companies, vocational advise agencies). We found these organisations within our network of organisations or through the Internet. We contacted these organisations by telephone and organised a personal meeting with a representative to discuss how they could assist us in recruiting experts in their networks. Usually, these organisations asked employees, members or external contacts to complete EurOccupations questionnaires (occupation questionnaire and education questionnaire). In addition, some organisations placed a banner on their website including a link to our questionnaire (depending on the type of website visitors) and/or published articles in their newsletter or journal. In some cases, organisations also placed banners on their website linking to the occupational worker survey. If the response stayed behind, we contacted organisations again to ask whether they could undertake additional action in order to obtain a sufficient number of completed questionnaires. In total, we organised personal meetings with 47 representatives of expert organisations and additionally had telephone contact with 66 representatives.
- We asked individual experts to complete the questionnaires by telephone, e-mail or in person. For instance, we asked network contacts, colleagues, acquaintances, friends or family who are experts on specific occupations to complete questionnaires. All employees of Arbeid Opleidingen Consult mobilised their network in order to recruit as many experts as possible.
- We sent a large mailing to 430 expert organisations in November 2007, including a letter asking them to participate in our data collection and a number of flyers and business cards.
- We sent a large mailing to 68 occupation advisors in February 2008, including a letter asking them to participate in our data collection and a number of flyers and business cards.
- We presented the EurOccupations project at 9 conferences and (expert) meetings, asking participants to complete questionnaires about the occupations of their expertise.
- We sent a press release to 71 specialist journals.
- We placed EurOccupations-banners on our website (www.aiconsult.nl).
- Paper copies of the questionnaire were offered to experts upon request.
- Finally, partner questionnaires were completed based on desk research and validated, where possible, by occupational experts.

Expert recruitment Spain (CIREM)

- Introduction of information and invitation to participate (with a banner in order to facilitate it) in the web of CIREM Foundation. And also in the review "Herramientas", of the Foundation.
- Two great mailings (of about 500 e-mails in April and 200 in October 2008, and others little).
- Relations with the National Institute of Qualifications, in order to invite its expert teams to participate. The contacts included several meetings and the delivery of reports and flyers.
- Contacts and invitations with occasion of a National Conference on the occupations of the cluster on Education (in Madrid, April 2008), and the Marseille Conference (May 2008).
- Information and invitation to about 120 experts: directly, by telephone and by e-mail. Since November 2008 we have even helped about 15 experts in wide occupations fields to record the answers.

Expert recruitment Belgium (HIVA, Katholieke Universiteit Leuven)

For Belgium, complementary to the general recruitment strategy, following recruitment actions were taken.

- Professional organizations were contacted, and asked if they had some sort of communication to their members. Were they had one, we tried to have information on Eurooccupations included. E.g.: the Association of engineers publish a magazine, and included a small article and a call for experts. The meteorologists put information and a call for experts on their website.
- Intermediate organizations on the labor market were contacted, mainly employment agencies. For example, the Flemish government employment agency (VDAB) have a special research cell on occupational and competency profiles (VDAB – COBRA). This team agreed to input their knowledge in our project, and also helped us finding other people at VDAB with a broad knowledge on certain occupations.
- As a part of the Flemish social and economic council (SERV), the Flanders Technology Foundation (STV) has a team of people working around occupational and competency profiles. SERV agreed to input their knowledge into our project as well, by filling out questionnaires on over 40 occupations.
- Contact was established with the National Statistics office, who were in a review phase of the NOC. A mutual trade of knowledge and ideas has been established since then.
- We presented the project to the point of support concerning Work and Social economy, who supply end-users with information on labor market topics (in a broad sense) and have done important work on the harmonization of socio-economic administrative data, including occupation.
- Trade union involvement came about through the reactions of numerous trade unionists who reacted to the first calls for experts in the project, and direct contact with the information departments of the major trade unions.

- We attended to job-information fairs on a regular basis, to get in contact with people promoting or informing about certain occupations.
- We screened which international professional organizations were based in Brussels, and visited some of them who reacted to our mails on the project. This resulted, a.o. in the cooperation of the European Accountants Federation.
- We had topics on occupational harmonization put on the topic list for the master dissertations at the University⁶.

Expert recruitment Poland (Poznan University of Economics)

The main expert recruitment activities in Poland included:

- preparing the contact list included 717 organisations,
- sending e-mails to the expert organisations from the mailing list (January 2008), asking them to participate in data collection,
- phones and e-mails to the employees of Labour Ministry and National Statistic Office, who were involved in preparation of actual Polish occupational classification,
- phones, e-mails and meetings with members of Polish Human Resources Association (PSZK) to promote the idea of EurOccupation project among employees of HR departments and consulting company owners,
- contacts with employer organisations (Business Centre Club – BCC) and trade unions representatives (NSZZ Solidarnosc), asking them to participate in the project,
- inviting University employees, through the mailing list, to get interested in the project,
- asking individual experts (using network of personal contacts) to complete the questionnaires (by telephone, in person or e-mailing them direct link to specific expert questionnaire),
- EurOccupation presentations during Polish Human Resources Association (PSZK) meetings and seminars at the Poznan University of Economics,
- flyers dissemination at the trade union meetings and at the different conferences,
- banners and links at the web pages of expert organisations and at the professional portals,
- interview in regional Poznan TV,
- cooperation with HR Students Association at the Poznan University of Economics,
- looking for the additional funds to support the EurOccupation project, that enable to hire the pollsters - after the bureaucratic procedure we got the money from Polish government. In November 2008 we hired the pollsters to gather the expert questionnaires (paper version). Pollsters hired in Poznan, contacted individual experts and organizations in Poland, conducted the interviews (during the interview questionnaires were completed) and transferred the answers to the questionnaires at the web. This method enabled us to gather more than 300 questionnaires.

⁶ However, no student picked up the topic (so far).

We found that the most successful method of expert recruiting were: contacts with individual experts by sending them links to the selected questionnaires and cooperation with pollsters, who reached the experts asking them to fill in the paper questionnaires.

2.1.2 Additional data collection

Occupational worker enquiry

Additionally, occupational workers were also consulted in order to gather additional occupation information and to obtain insight in differences between actual and required educational levels. The occupational worker questionnaire is included in Appendix D. The occupational workers were recruited by means of weblinks on the WageIndicator websites (see www.WageIndicator.org) and additional recruitment activities by the EurOccupations partners.

Partner questionnaire

For occupations for which it was extremely difficult to recruit experts to complete occupation questionnaires, our national EurOccupations partners completed a partner questionnaire (see Appendix E). They completed this questionnaire based on desk research. If possible, experts were asked to validate the answers.

2.2 Response numbers for the cluster 'Transport'

This paragraph presents the response numbers for the cluster Transport. Each table presents the total response numbers, the response numbers per country and per key occupation. Table 2.1 presents of the expert enquiry, table 2.2 for the partner questionnaire and the table 2.3 reports the responses for the occupational worker enquiry.

Table 2.1 Response numbers of the EurOccupations expert Internet enquiry for key occupations in the cluster 'transport, logistics, travel & cleaning/garbage' in the 8 participating countries

Occupation	BE	SP	FR	GE	IT	NL	PO	UK	Total
Cloak room attendant		2					3		5
Flight attendant		4	2	12		2	4	4	28
Hotel manager		3	2	2	1	3	4	1	16
International truck driver	2	2	2	2	1	7	4	2	22
Kitchen helper	2	2	2	2		2	3		13
Restaurant cook	3	2	3	4		5	4		21
Sailor	1	2	2	3		1	3	4	16

Ship mechanic	2	2	1	3		2	3		13
Swimming instructor		7	4	5		35	7	2	60
Taxi driver		2	2	14		4	4	3	29
Transport clerk	2	2	2	3		4	1	2	16
Travel agency clerk	3	2	2	4	1	1	3		16
Waiter or waitress	5	4	2	3		3	3	1	21
Asbestos removal worker		3	2	3		3	4	3	18
Cleaner in offices, schools or other establishments		2	2	2		4	4	2	16
First line supervisor cleaning workers	1	2	2	2		5	3	1	16
Total	21	43	32	64	3	81	57	25	333

Table 2.2 Response numbers of the EurOccupations partner questionnaire for key occupations in the cluster 'transport, logistics, travel & cleaning/garbage' in the 8 participating countries

Occupation	NL	UK	Total
Flight attendant	1	1	2
Hotel manager	1	1	2
International truck driver	1	1	2
Kitchen helper	1	1	2
Restaurant cook		1	1
Sailor		1	1
Ship mechanic	1	1	2
Swimming instructor	1	1	2
Taxi driver	1	1	2
Transport clerk	1	1	2
Travel agency clerk	1	1	2
Waiter or waitress	1	1	2
Asbestos removal worker	1	2	3
Cleaner in offices, schools or other establishments	1	1	2
First line supervisor cleaning workers	1	1	2
Total	13	16	29

Table 2.3 Response numbers of the EurOccupations occupational worker enquiry for key occupations in the cluster 'transport, logistics, travel & cleaning/garbage' in the 8 participating countries

Occupation	BE	SP	FR	GE	IT	NL	PO	UK	Total
Cloak room attendant					1				1
Flight attendant		2		4	1				7
Hotel manager		3			1			1	5
International truck driver	2	2		1	1	9	1		16
Kitchen helper				1	1			1	3
Restaurant cook		2			3	2			7
Sailor					1				1
Ship mechanic					1	1			2
Swimming instructor			1		1	3		1	6
Taxi driver		1	1	5	1	7	4	1	20
Transport clerk		2			2	3	3		10
Travel agency clerk	2			1	1		1		5
Waiter or waitress		5		8	1	1	3		18
Asbestos removal worker	2				8				10
Cleaner in offices, schools or other establishments					2	6			8
First line supervisor cleaning workers					1		2		3
Total	6	17	2	20	27	32	14	4	122

3. Analyses EurOccupations data 'Transport'

This chapter reports the main findings of the expert research (including partner questionnaires) for the key occupations in the cluster 'transport, logistics, travel and cleaning/garbage'. Each paragraph presents a summary of the findings. The following occupation characteristics are presented in the summary in each paragraph:

- Countries for which expert and/or partner data are available;
- The EurOccupations task descriptions: frequency and importance in the different countries (modus: categories reported are the most frequent chosen categories. In case two categories are chosen by the same number of experts, this is indicated – e.g. daily/weekly);
- Suggested changes to the task list;
- Required educational entry level (ISCED-classification) in the different countries;
- Additional formal or legal requirements in the different countries;
- Competencies of major importance in the different countries (if a majority of experts indicates that a competency is of major importance for the occupation);
- Expected trends in size of occupations in the different countries (modus: categories reported are the most frequent chosen categories).

Additional information about key occupations is available from part 2 of the expert occupation questionnaire, which are reported in Appendix A on an aggregate level (see Appendix B for the expert occupation questionnaire). For the tables presenting the frequencies of the different occupation characteristics from the expert research, we refer to the EurOccupations website (<http://www.euroccupations.org/main/researchlab/deliverables>).

3.1 Occupation Flight attendant

Data are available for the following countries:

- UK
- Spain
- France
- Germany
- Netherlands
- Poland

Tasks Flight attendant: frequency and importance of competent performance

The frequency and importance of competent performance of all tasks of the Flight attendant in the different countries are reported below:

1. Attend pre-flight briefings concerning issues such as weather, altitudes, routes, emergency procedures, crew coordination, length of flight, food and beverage services offered, and number of passengers.
 - Frequency:
 - Daily: UK, Spain, France, Germany, Netherlands, Poland
 - Importance:
 - Of some importance: France
 - Of major importance: UK, Spain, Germany, Netherlands, Poland
2. Verify that first aid kits and other emergency equipment, such as fire extinguishers and oxygen bottles, are in working order, and check that food, beverages, blankets, reading material etc. are on board in adequate supply.
 - Frequency:
 - Daily: UK, Spain, France, Germany, Netherlands, Poland
 - Importance:
 - Of major importance: UK, Germany, Netherlands, Poland
3. Greet passengers, check boarding passes and care for the storage of hand luggage.
 - Frequency:
 - Daily: UK, Spain, France, Germany, Netherlands, Poland
 - Importance:
 - Of some importance: France
 - Of major importance: UK, Spain, Germany, Netherlands, Poland
4. Close and open aircraft doors.
 - Frequency:
 - Daily: UK, Spain, France, Germany, Netherlands, Poland
 - Importance:
 - Of some importance: France
 - Of major importance: UK, Spain, Germany, Poland
5. Announce and demonstrate safety and emergency procedures such as the use of oxygen masks, seat belts, and life jackets
 - Frequency:
 - Monthly/daily: Netherlands
 - Daily: UK, Spain, France, Germany, Poland
 - Importance:
 - Of some importance: France
 - Of major importance: UK, Spain, Germany, Netherlands, Poland
6. Prepare, following procedures, passengers and aircraft for take-off and landing, and check that all passengers have complied with safety regulations.
 - Frequency:
 - Daily: UK, Spain, France, Germany, Netherlands, Poland

- Importance:
 - Of major importance: UK, Spain, Germany, Netherlands, Poland
- 7. Serve beverages, refreshments, meals and snacks, distribute reading material, pillows and blankets, and sell tax-free articles.
 - Frequency:
 - Daily: UK, Spain, France, Germany, Netherlands, Poland
 - Importance:
 - Of some importance: France
 - Of major importance: UK, Spain, Germany, Netherlands, Poland
- 8. Make flight announcements and provide travel information e.g. about connecting flights.
 - Frequency:
 - Weekly: Netherlands
 - Daily: UK, Spain, France, Germany, Poland
 - Importance:
 - Of some importance: France, Netherlands
 - Of major importance: UK, Poland
- 9. Determine passengers' special assistance needs, e.g. those of small children, the elderly or disabled, and administer first aid to passengers when necessary.
 - Frequency:
 - Daily: UK, Spain, France, Germany, Netherlands, Poland
 - Importance:
 - Of major importance: UK, Spain, Germany, Netherlands, Poland
- 10. Take action in the event of decompression, turbulence, mechanical faults, or unlawful acts by passengers, and keep passengers calm in such situations.
 - Frequency:
 - Monthly/daily: France, Netherlands
 - Weekly: Spain
 - Weekly/daily: UK
 - Daily: Germany, Poland
 - Importance:
 - Of major importance: UK, Spain, France, Germany, Netherlands, Poland
- 11. Direct and assist passengers in emergency events, e.g. by helping evacuating the plane after an emergency landing.
 - Frequency:
 - Monthly/daily: France
 - Daily: UK, Germany, Netherlands, Poland
 - Importance:
 - Of major importance: UK, Spain, Germany, Netherlands, Poland

12. Complete paperwork, including a flight report, take inventory of headsets, alcoholic beverages and money, and report any lost and found articles, passenger medical problems and cabin equipment problems.

- Frequency:
 - Daily: UK, Spain, France, Germany, Netherlands, Poland
- Importance:
 - Of some importance: France
 - Of major importance: UK, Germany, Netherlands, Poland

The tasks of the flight attendant are fairly similar across the 6 countries for which information is available (UK, Spain, France, Germany, Netherlands, Poland). Most tasks are performed daily and are of some/major importance. There are some differences with respect to the following tasks:

- The Dutch respondents disagree on the task 'Announce and demonstrate safety and emergency procedures such as the use of oxygen masks, seat belts, and life jackets'. One respondent says it occurs monthly, whereas the other respondent says it occurs daily.
- In the Netherlands, 'making flight announcements and providing travel information e.g. about connecting flights' is said to occur weekly, whereas in all other 5 countries, this is a daily task.
- Almost all countries differ when it comes to the task 'Take action in the event of decompression, turbulence, mechanical faults, of unlawful acts by passengers, and keep passengers calm in such situations'. Even within France and the Netherlands, respondents do not agree on the frequency of task performance ('monthly/daily'). In Spain, it is said to occur 'weekly', in the UK 'weekly/daily' and in Germany and Poland 'daily'.
- In France, the answer is mainly 'of some importance' when asked after the importance of competent task performance. Only with the task 'Take action in the event of decompression, turbulence, mechanical faults, of unlawful acts by passengers, and keep passengers calm in such situations', the majority of French agrees that competent performance of this task is of major importance. All other countries see competent performance of all tasks as major important.

Suggested changes to the task list

The comments and suggestions as provided by the experts in the various countries result in a minor change in the EurOccupations standardised task list. One task is added to this task list. For some specific countries, country-specific tasks are included in the national task list additionally.

The following task should be added to the EurOccupations standardised task list based on the comments of experts in three countries:

- Perform security checks before and during the flight.

Additionally, the following tasks of the EurOccupations standardised task list should be changed based on the comments of experts:

- Task 3 should be changed: 3. Greet passengers, check boarding passes and care for the storage of hand luggage. → 3. Greet passengers, check boarding passes and make sure that hand luggage is stored properly.

Required educational entry level

The required educational level of the Flight attendant differs between the countries:

- ISCED 3: Germany, Netherlands, UK
- ISCED 4/5: France

Additional formal or legal requirements

In some countries, there are additional formal or legal requirements for this occupation:

- Certification (training / course), established/laid down in law/legal requirement: Netherlands
- Certification (training / course), established/laid down in branch of industry: Poland
- Working according to a professional code or protocol, established/laid down in law/legal requirement: France
- Working according to a professional code or protocol, established/laid down in branch of industry: Spain, Germany
- Other formal or legal requirements, established/laid down in law/legal requirement: Spain, France
- Other formal or legal requirements: Germany, Netherlands

Competencies

The following competencies are of major importance for the Flight attendant in the following countries (only major importance reported):

- Initiating action: UK, Germany, Netherlands, Poland
- Instructing co-workers: Germany, Poland
- Supervising: Germany, Poland
- Co-operating with colleagues: UK, Germany, Netherlands, Poland
- Communicating: UK, Germany, Netherlands, Poland
- Relating and networking: Germany
- Negotiating: Poland
- Reporting: Poland
- Applying know-how, professional expertise: UK, Germany, Netherlands, Poland
- Problem solving: Germany, Netherlands, Poland
- Developing new procedures and working methods: Poland
- Forming strategies: Poland
- Planning and organising: Germany, Poland
- Following instructions and procedures: UK, Germany, Netherlands, Poland

- Dealing with contingencies: UK, Germany, Netherlands, Poland
- Coping with stressful situations: UK, Germany, Netherlands, Poland
- Commercial thinking: Netherlands

An interesting result is that in Poland and Germany, several competencies are very important that are not major important in other countries, namely: instructing co-workers, relating and networking, negotiating, reporting, developing new procedures and working methods, forming strategies, planning and organising. In the Netherlands, commercial thinking is of major importance, and not of major importance in the other countries.

Trends in size of occupations

Expected trends in the size of the occupation Flight attendant differ between the countries:

- Declining occupation size: Poland
- Stable occupation size: France
- Increasing occupation size: Spain, Germany, Netherlands

3.2 Occupation International truck driver

Data are available for all 8 countries:

- UK
- Spain
- France
- Germany
- Netherlands
- Poland

Tasks International truck driver: frequency and importance of competent performance

The frequency and importance of competent performance of all tasks of the International truck driver in the different countries are reported below:

1. Prepare the delivery of the cargo, e.g. by planning the most appropriate route and calculating driving and resting hours.
 - Frequency:
 - Never: Italy
 - Weekly/daily: UK, Spain, Germany
 - Daily: Belgium, France, Netherlands, Poland
 - Importance:
 - Of some importance: France
 - Of some/major importance: Belgium
 - Of major importance: UK, Spain, Germany, Netherlands, Poland

2. Check the technical status of the lorry to ensure it is in good working order, e.g. by checking brakes, oil and tyres.
 - Frequency:
 - Weekly: Netherlands
 - Weekly/daily: UK, Spain
 - Daily: Belgium, France, Germany, Italy, Poland
 - Importance:
 - Of some/major importance: Belgium
 - Of major importance: UK, Spain, France, Germany, Italy, Netherlands, Poland
3. Perform minor maintenance and repairs to the lorry, e.g. change tyres and correct minor electrical faults.
 - Frequency:
 - Monthly: UK
 - Weekly: Germany, Italy, Netherlands
 - Weekly/daily: Belgium, Spain
 - Daily: France, Poland
 - Importance:
 - Of some importance: France, Italy
 - Of some/major importance: Belgium, Germany
 - Of major importance: UK, Spain, Netherlands, Poland
4. Manoeuvre lorries into loading or unloading positions following signals from loading crew.
 - Frequency:
 - Weekly/daily: UK, Belgium
 - Daily: Spain, France, Germany, Italy, Netherlands, Poland
 - Importance:
 - Of some/major importance: Belgium, Germany
 - Of major importance: UK, Spain, France, Italy, Netherlands, Poland
5. Load and unload cargo if required (e.g. by using a forklift) and secure it for transport (e.g. by using ropes, blocks and chains).
 - Frequency:
 - Never: Italy
 - Weekly/daily: UK, Belgium
 - Daily: Spain, France, Germany, Netherlands, Poland
 - Importance:
 - Not at all important/of major importance: Belgium
 - Of some importance: France, Poland
 - Of some/major importance: Germany
 - Of major importance: UK, Spain, Netherlands
6. Check the load (e.g. condition, quantity)

- Frequency:
 - Weekly/daily: Spain
 - Daily: UK, Belgium, France, Germany, Italy, Netherlands, Poland
 - Importance:
 - Not at all important/of major importance: Belgium
 - Of major importance: UK, Spain, France, Germany, Italy, Netherlands, Poland
7. Make sure all load-related national and international documentation is complete and accurate.
- Frequency:
 - Weekly/daily: UK, Belgium, Spain
 - Daily: France, Germany, Italy, Netherlands, Poland
 - Importance:
 - Of some/major importance: Belgium, Spain, Germany
 - Of major importance: UK, France, Italy, Netherlands, Poland
8. Drive the lorry and it's loads defensively to the destination and handle any hazardous road conditions.
- Frequency:
 - Monthly/daily: Belgium
 - Daily: UK, Spain, France, Germany, Italy, Netherlands, Poland
 - Importance:
 - Of some/major importance: Belgium
 - Of major importance: UK, Spain, France, Germany, Italy, Netherlands, Poland
9. Maintain logs, for example of working hours and lorry servicing, following relevant national and international regulations, e.g. by using a tachograph.
- Frequency:
 - Monthly/daily: Belgium
 - Daily: UK, Spain, France, Germany, Italy, Netherlands, Poland
 - Importance:
 - Of some importance: Poland
 - Of some/major importance: Belgium
 - Of major importance: UK, Spain, France, Germany, Italy, Netherlands
10. Report delays and problems such as lorry faults and damage, accidents and traffic violations to the base.
- Frequency:
 - Weekly/daily: UK, Spain, Germany
 - Daily: Belgium, France, Italy, Netherlands, Poland
 - Importance:
 - Of some importance: France, Germany
 - Of some/major importance: Belgium, Spain
 - Of major importance: UK, Italy, Poland

11. Obtain receipts or signatures when loads are delivered, and collect payment for services when required.

- Frequency:
 - Never/daily: Belgium
 - Weekly/daily: UK, Spain
 - Daily: France, Germany, Italy, Netherlands, Poland
- Importance:
 - Of some/major importance: Spain, Germany
 - Of major importance: UK, Belgium, France, Italy, Netherlands, Poland

Interesting results with respect to the tasks of the international truck driver:

- The frequency differs between some countries regarding the task: performing minor maintenance and repairs. It seems to occur in each responding country, but frequency varies from monthly to daily.
- Regarding the tasks: preparing the delivery and loading and unloading cargo, experts from Italy say it never occurs, while in other countries, these are weekly or daily tasks.
- There is not much agreement among experts from Belgium with respect to the frequency of the following tasks: drive the lorry and its load defensively to the destination and handle any hazardous road conditions, maintain logs and obtain receipts or signatures when loads are delivered (e.g., for some tasks, one expert indicates never or monthly while the other expert indicates daily). However, experts do seem to agree that competent performance of these tasks is important.

Suggested changes to the task list

The comments and suggestions as provided by the experts in the various countries do not result in changes in the EurOccupations standardised task list. For some specific countries, country-specific tasks are included in the national task list.

Required educational entry level

The required educational level of the International truck driver differs between the countries:

- ISCED 0: Italy
- ISCED 2: Germany, France, Netherlands, Poland
- ISCED 3: Germany

Additional formal or legal requirements

In some countries, there are additional formal or legal requirements for this occupation:

- Diploma (full educational programme), established/laid down in law/legal requirement: Netherlands

- Certification (training / course), established/laid down in branch of industry: France, Poland
- Working according to a professional code or protocol, established/laid down in law/legal requirement: France
- Other formal or legal requirements, established/laid down in law/legal requirement: Germany, Italy, Netherlands
- Other formal or legal requirements, established/laid down in federal government: Netherlands

Competencies

The following competencies are of major importance for the International truck driver in the following countries (only major importance reported):

- Initiating action: Germany, Netherlands
- Instructing co-workers: Italy
- Supervising: -
- Co-operating with colleagues: Poland
- Communicating: UK, Belgium, Netherlands, Poland
- Relating and networking: -
- Negotiating: -
- Reporting: UK, Poland
- Applying know-how, professional expertise: UK, Belgium, France, Italy, Netherlands, Poland
- Problem solving: Italy, Netherlands, Poland
- Developing new procedures and working methods: -
- Forming strategies: -
- Planning and organising: Poland
- Following instructions and procedures: UK, Belgium, France, Italy, Netherlands, Poland
- Dealing with contingencies: Belgium, Germany, Italy, Netherlands, Poland
- Coping with stressful situations: UK, Germany, Italy, Netherlands, Poland
- Commercial thinking: -

Six of the competencies listed above are not very important for an international truck driver. All countries agree that applying know-how and professional expertise and following instructions and procedures is very important for an international truck driver. Also many countries agree on the importance of dealing with contingencies and coping with stressful situations. Experts from Poland see more competencies as very important than experts from other countries (namely co-operating with colleagues, planning and organising). Only Italian experts see instructing co-workers as an important competency for this occupation.

Trends in size of occupations

Expected trends in the size of the occupation International truck driver differ between the countries:

- Declining occupation size: Italy
- Stable/increasing occupation size: UK, Germany, Poland
- Increasing occupation size: Spain, France, Netherlands

3.3 Occupation Taxi driver

Data are available for the following countries:

- UK
- Spain
- France
- Germany
- Netherlands
- Poland

Tasks Taxi driver: frequency and importance of competent performance

The frequency and importance of competent performance of all tasks of the taxi driver in the different countries are reported below:

1. Check the vehicle, e.g. lights, brakes and windscreen wipers, to ensure proper operation.
 - Frequency:
 - Weekly: France
 - Weekly/daily: UK,
 - Daily: Spain, Germany, Netherlands, Poland
 - Importance:
 - Of some/major importance: France
 - Of major importance: UK, Spain, Germany, Netherlands, Poland
2. Perform minor repairs and routine vehicle maintenance, e.g. clean, check tyre pressure, petrol, oil and water.
 - Frequency:
 - Monthly: UK
 - Monthly/weekly: France
 - Weekly: Spain, Poland, Netherlands
 - Daily: Germany
 - Importance:
 - Of some importance: France
 - Of major importance: UK, Spain, Germany, Netherlands, Poland
3. Communicate with the base using radio, telephone or computer systems, e.g. to receive requests for passenger service and to report delays or vehicle problems.

- Frequency:
 - Daily: UK, Spain, France, Germany, Netherlands, Poland
 - Importance:
 - Of some importance: France
 - Of major importance: UK, Spain, Germany, Netherlands, Poland
4. Pick up passengers, e.g. at prearranged locations, at taxi stands, or by cruising streets.
- Frequency:
 - Daily: UK, Spain, France, Germany, Netherlands, Poland
 - Importance:
 - Of some importance: France
 - Of major importance: UK, Spain, Germany, Netherlands, Poland
5. Assist passengers entering and exiting vehicles, and help in lifting luggage.
- Frequency:
 - Daily: UK, Spain, France, Germany, Netherlands, Poland
 - Importance:
 - Of some importance: France
 - Of major importance: UK, Spain, Germany, Netherlands, Poland
6. Determine the best route to passenger's destination, e.g. by using local knowledge or navigation equipment.
- Frequency:
 - Daily: UK, Spain, France, Germany, Netherlands, Poland
 - Importance:
 - Of some importance: France
 - Of major importance: UK, Spain, Germany, Netherlands, Poland
7. Drive the vehicle in a comfortable way following safety, traffic, taxi operation regulations, etc.
- Frequency:
 - Daily: UK, Spain, France, Germany, Netherlands, Poland
 - Importance:
 - Of some importance: France, Poland
 - Of major importance: UK, Spain, Germany, Netherlands
8. Inform and advise passengers, e.g. of delays or unforeseen circumstances.
- Frequency:
 - Daily: UK, Spain, France, Germany, Netherlands, Poland
 - Importance:
 - Not at all important: Poland
 - Of some importance: France
 - Of some/major importance: UK, Spain, Germany
 - Of major importance: Netherlands

9. Keep accurate records, e.g. of driver shifts, trip information (e.g. time and place of pickup and drop-off), fares and expenses.
 - Frequency:
 - Never: Poland
 - Daily: UK, Spain, France, Germany, Netherlands
 - Importance:
 - Of some importance: France
 - Of major importance: UK, Spain, Germany, Netherlands
10. Receive payments for fares and give change.
 - Frequency:
 - Daily: UK, Spain, France, Germany, Netherlands, Poland
 - Importance:
 - Of some importance: France, Poland
 - Of major importance: UK, Spain, Germany, Netherlands
11. Take adequate measures in case of accidents or emergencies, e.g. by notifying appropriate authorities, taking safety measures, etc.
 - Frequency:
 - Monthly: France
 - Weekly/daily: Spain
 - Daily: UK, Germany, Netherlands, Poland
 - Importance:
 - Of some importance: France
 - Of major importance: UK, Spain, Germany, Netherlands, Poland

Interesting results with respect to the tasks of the taxi driver are that there is a lot of agreement between countries on daily task performance and the importance of competent performance of almost all tasks. Some differences:

- French experts state that checking the vehicle is performed weekly instead of daily.
- Experts from the different countries do not agree on the frequency of the task 'performing minor repairs'. Frequency varies from monthly (UK) to daily (Germany).
- However all experts say that 'keeping accurate records...' is a daily task, experts from Poland say the task never occurs.
- Almost all counties agree that for all tasks, competent task performance is of major importance. Only French experts say that it is of some importance that tasks are performed competent. Experts from Poland indicate that 'informing and advising passengers' is not at all important for a taxi driver.

Suggested changes to the task list

The comments and suggestions as provided by the experts in the various countries do not result in changes in the EurOccupations standardised task list. For some specific countries, country-specific tasks are included in the national task list.

In Germany, this occupation should be separated into 2 occupations/occupational titles, namely 'taxi driver (employed)' and 'taxi driver (self-employed)'.

In the Netherlands, the occupation of *taxi driver* comprises several specialisations.

Required educational entry level

The required educational level of the Taxi driver differs between the countries:

- ISCED 1: Germany, Spain
- ISCED 2: France, Netherlands

Additional formal or legal requirements

In some countries, there are additional formal or legal requirements for this occupation:

- Certification (training / course), established/laid down in collective labour agreement: Spain
- Certification (training / course), established/laid down in law/legal requirement: UK
- Certification (training / course), established/laid down in branch of industry: Germany, Netherlands, Poland
- Working according to a professional code or protocol: France (collective labour agreement), Germany (collective labour agreement and law/legal requirement), Netherlands (other)
- Other formal or legal requirements: Germany (law/legal requirement), France (federal government), UK (other)

Competencies

The following competencies are of major importance for the Taxi driver in the following countries (only major importance reported):

- Initiating action: Spain, Germany
- Instructing co-workers: -
- Supervising: -
- Co-operating with colleagues: Germany, Poland
- Communicating: UK, Germany, Poland
- Relating and networking: France, Germany
- Negotiating: -
- Reporting: -
- Applying know-how, professional expertise: Spain, Germany, Netherlands, Poland
- Problem solving: Spain, Germany, Poland
- Developing new procedures and working methods: -

- Forming strategies: -
- Planning and organising: Poland
- Following instructions and procedures: Spain, Germany, Netherlands, Poland
- Dealing with contingencies: Spain, Germany, Netherlands, Poland
- Coping with stressful situations: Spain, Germany, Netherlands, Poland
- Commercial thinking: Germany

Interesting results are that most countries agree on the importance of applying know-how, following instructions and procedures, dealing with contingencies and coping with stressful situations. The other competencies are either not important, or just important according to some experts. Especially German experts see more competencies as major important for a taxi driver than do experts from other countries (e.g. initiating action, co-operating with colleagues, relating and networking, commercial thinking). Experts from Poland indicate 'problem solving' as an important competency for taxi drivers.

Trends in size of occupations

Expected trends in the size of the occupation Taxi driver differ between the countries:

- Declining occupation size: Germany, Netherlands
- Stable occupation size: UK, France, Poland
- Increasing occupation size: Spain, Netherlands

3.4 Occupation Sailor

Data are available for the following countries:

- UK
- Belgium
- Spain
- France
- Germany
- Netherlands
- Poland

Tasks Sailor: frequency and importance of competent performance

The frequency and importance of competent performance of all tasks of the sailor in the different countries are reported below:

1. Stand watch in ship's bow or bridge to look for obstructions or to locate navigational aids such as buoys and lighthouses.
 - Frequency:
 - Weekly/daily: UK, Spain

- Daily: Belgium, France, Germany, Poland
 - Importance:
 - Of some/major importance: France
 - Of major importance: UK, Belgium, Spain, Germany, Netherlands, Poland
- 2. Alert deck officers when other vessels, navigation marks or hazards are sighted.
 - Frequency:
 - Weekly: Netherlands
 - Weekly/daily: UK, Spain
 - Daily: Belgium, France, Germany, Poland
 - Importance:
 - Of some/major importance: France
 - Of major importance: UK, Belgium, Spain, Germany, Netherlands, Poland
- 3. Load or unload cargo to and from vessel and secure cargo.
 - Frequency:
 - Weekly/daily: UK, Spain, Poland
 - Daily: Belgium, France, Germany, Netherlands
 - Importance:
 - Of some/major importance: France, Poland
 - Of major importance: UK, Belgium, Spain, Germany, Netherlands
- 4. Steer ship under the direction of commander or navigating officer, following designated courses or direct helmsmen to steer.
 - Frequency:
 - Never: Belgium
 - Monthly/daily: Spain
 - Weekly/daily: UK
 - Daily: France, Germany, Netherlands, Poland
 - Importance:
 - Of some/major importance: France
 - Of major importance: UK, Spain, Germany, Netherlands, Poland
- 5. Stand by wheel when ship is on automatic pilot, and verify accuracy of course, using magnetic compass.
 - Frequency:
 - Never: Netherlands
 - Monthly/daily: Spain
 - Weekly/daily: UK
 - Daily: France, Germany, Poland
 - Importance:
 - Of some/major importance: France
 - Of major importance: UK, Spain, Germany, Poland

6. Handle ropes and wire mooring lines, gangways and ladders when the ship is berthing and unberthing.
 - Frequency:
 - Weekly/daily: UK, Spain, Poland
 - Daily: Belgium, France, Germany, Netherlands
 - Importance:
 - Of some/major importance: France
 - Of major importance: UK, Belgium, Spain, Germany, Netherlands, Poland
7. Stand gangway watches to prevent unauthorised persons from boarding ship when in port.
 - Frequency:
 - Never: Netherlands
 - Weekly/daily: UK, Spain, Poland
 - Daily: Belgium, France, Germany
 - Importance:
 - Of some importance: France
 - Of some/major importance: Poland
 - Of major importance: UK, Belgium, Spain, Germany
8. Operate, maintain and repair ship and deck equipment and appliances (e.g. winches, cranes, and derricks, cargo gear, rigging, and lifesaving and fire fighting devices).
 - Frequency:
 - Weekly: Poland
 - Weekly/daily: UK
 - Daily: Belgium, Spain, France, Germany, Netherlands
 - Importance:
 - Of some/major importance: France, Poland
 - Of major importance: UK, Belgium, Spain, Germany, Netherlands
9. Remove rust, treat and paint ship's sides and structures and assist in maintaining and repairing ship's engines and mechanical equipment.
 - Frequency:
 - Monthly/daily: Spain
 - Weekly: Poland
 - Weekly/daily: UK
 - Daily: Belgium, France, Germany, Netherlands
 - Importance:
 - Of some/major importance: Spain, France, Poland
 - Of major importance: UK, Belgium, Germany, Netherlands
10. Overhaul lifeboats and lifeboat gear, lower or raise lifeboats with winches or falls, and man lifeboats in emergencies.
 - Frequency:

- Monthly: Netherlands
 - Monthly/weekly: Poland
 - Monthly/daily: Spain
 - Daily: UK, Belgium, France, Germany
 - Importance:
 - Of some/major importance: Spain, France
 - Of major importance: UK, Germany, Netherlands, Poland
11. Maintain cleanliness of decks and structures, and clean ship's fresh water, ballast and oil tanks and cargo compartment.
- Frequency:
 - Weekly/daily: Spain
 - Daily: UK, Belgium, France, Germany, Netherlands, Poland
 - Importance:
 - Of some/major importance: Spain, France, Poland
 - Of major importance: UK, Belgium, Germany, Netherlands
12. Set and strike ship's flag.
- Frequency:
 - Weekly/daily: UK, Spain
 - Daily: France, Germany, Poland
 - Importance:
 - Not at all important/of major importance: Poland
 - Of some importance: UK, Spain, France, Netherlands
 - Of major importance: Germany

Most experts agree on the weekly/daily performance of most tasks. They also see competent performance of all tasks as of some or major importance. Nevertheless, there are some interesting differences between countries:

- Belgian experts indicate that 'steering the ship under direction... or directing helmsmen to steer' is a task that is never performed by a sailor. Spanish experts say it only occurs monthly/daily.
- Dutch experts indicate that the task 'standing by wheel when ship is on automatic pilot...' is never performed by sailors. Spanish experts again say performance of this task only occurs monthly/daily.
- Dutch experts say that sailors never stand gangway watches to prevent unauthorised persons from boarding ship when in port.

Suggested changes to the task list

The comments and suggestions as provided by the experts in the various countries do not result in changes in the EurOccupations standardised task list. For some specific countries, country-specific tasks are included in the national task list. In Germany, this occupation does not exist anymore.

Required educational entry level

The required educational level of the sailor differs between the countries:

- ISCED 0: Netherlands
- ISCED 1: UK
- ISCED 2: France
- ISCED 3: Germany, Netherlands

Additional formal or legal requirements

In some countries, there are additional formal or legal requirements for this occupation:

- Certification (training / course), established/laid down in law/legal requirement: Spain
- Certification (training / course), established/laid down in branch of industry: Germany
- Working according to a professional code or protocol, established/laid down in law/legal requirement: UK
- Working according to a professional code or protocol, established/laid down in branch of industry: Spain, France
- Other formal or legal requirements: Germany (law/legal requirement and branch of industry), Netherlands (law/legal requirement)

Competencies

The following competencies are of major importance for the sailor in the following countries (only major importance reported):

- Initiating action: Belgium, Spain, Germany, Netherlands
- Instructing co-workers: -
- Supervising: Poland
- Co-operating with colleagues: UK, Belgium, Germany, Netherlands, Poland
- Communicating: UK, Belgium, Germany, Netherlands, Poland
- Relating and networking: UK
- Negotiating: -
- Reporting: Netherlands, Poland
- Applying know-how, professional expertise: UK, Spain, Germany, Netherlands
- Problem solving: Spain, Germany, Netherlands
- Developing new procedures and working methods: -
- Forming strategies: -
- Planning and organising: Germany

- Following instructions and procedures: UK, Belgium, Spain, Germany, Netherlands, Poland
- Dealing with contingencies: Germany, Netherlands, Poland
- Coping with stressful situations: UK, Germany, Netherlands, Poland
- Commercial thinking: -

Experts from all responding countries indicate that following instructions and procedures is a competency of major importance for a sailor. All experts except those from Spain agree on the major importance of co-operating with colleagues and communicating.

Some interesting differences between countries:

- Initiating action is indicated as a major important competency for a sailor according to most experts in all countries except in the UK and Poland.
- Applying know-how, professional expertise is a major important competency for a sailor according to most experts in all countries except in Belgium and Poland.
- Coping with stressful situations is a major important competency for a sailor according to most experts in all countries except in Belgium and Spain.
- Supervising is a competency of major importance according to most Polish experts.
- Relating and networking is of major importance according to most experts from the UK.
- Most German experts see planning and organising as a major important competency for sailors.

Trends in size of occupations

Expected trends in the size of the occupation sailor differ between the countries:

- Declining occupation size: Poland
- Stable occupation size: Belgium, France
- Stable/increasing occupation size: Spain
- Increasing occupation size: UK, Netherlands

3.5 Occupation Ship mechanic

Data are available for the following countries:

- UK
- Belgium
- Spain
- France
- Germany
- Netherlands
- Poland

Tasks Ship mechanic: frequency and importance of competent performance

The frequency and importance of competent performance of all tasks of the Ship mechanic in the different countries are reported below:

1. Start ship engines and check operational readiness by operating main and auxiliary machinery and associated control systems.
 - Frequency:
 - Monthly/daily: Belgium
 - Weekly: Poland
 - Weekly/daily: Spain
 - Daily: France, Germany, Netherlands
 - Importance:
 - Of major importance: UK, Belgium, Spain, France, Germany, Netherlands, Poland
2. Inspect and maintain engines and associated control systems, following specifications, standards, safety regulations, etc.
 - Frequency:
 - Yearly/monthly: Poland
 - Monthly/daily: Belgium
 - Weekly: UK
 - Daily: Spain, France, Germany, Netherlands
 - Importance:
 - Of major importance: UK, Belgium, Spain, France, Germany, Netherlands, Poland
3. Conduct operational tests and monitor engine performance for signs of faults (e.g. smoke, excessive vibration), by using testing equipment, measuring instruments, etc.
 - Frequency:
 - Never/daily: Germany
 - Monthly/weekly: Belgium
 - Monthly/daily: Poland
 - Weekly: UK, Netherlands
 - Weekly/daily: Spain
 - Daily: France
 - Importance:
 - Of major importance: UK, Belgium, Spain, France, Germany, Netherlands, Poland
4. Locate the cause of faults of ship engines by disassembling and inspecting engines, using hand tools or electrical and electronic measuring and testing equipment.
 - Frequency:
 - Yearly/monthly: Poland
 - Monthly: Belgium, Netherlands
 - Weekly: UK
 - Weekly/daily: Spain

- Daily: France, Germany
 - Importance:
 - Of major importance: UK, Belgium, Spain, France, Germany, Netherlands, Poland
- 5. Replace, repair or adjust faulty engine parts (e.g. gears, magneto points, piston rings, spark plugs) and reassemble engines.
 - Frequency:
 - Monthly: Belgium
 - Weekly: UK
 - Weekly/daily: Spain
 - Daily: France, Germany
 - Importance:
 - Of major importance: UK, Belgium, Spain, France, Germany, Netherlands, Poland
- 6. Replace, repair or adjust other faulty mechanical equipment (e.g. propellers, propeller shafts, steering mechanisms, marine plumbing, power tilts, bilge pumps, power take-offs, etc.).
 - Frequency:
 - Monthly/weekly: Belgium
 - Weekly: UK
 - Weekly/daily: Spain
 - Daily: France, Germany
 - Importance:
 - Of major importance: UK, Belgium, Spain, France, Germany, Netherlands, Poland
- 7. Document relevant information, e.g. maintenance-, test- and repair reports.
 - Frequency:
 - Monthly/daily: Belgium, Poland
 - Weekly: UK
 - Weekly/daily: Spain, Netherlands
 - Daily: France, Germany
 - Importance:
 - Of some/major importance: Spain, Netherlands, Poland
 - Of major importance: UK, Belgium, France, Germany
- 8. Maintain and tend facilities, devices and equipment for fire defence and rescue in cases of distress.
 - Frequency:
 - Monthly: Belgium
 - Monthly/weekly: Poland
 - Weekly/daily: Spain
 - Daily: France, Germany
 - Importance:
 - Of some/major importance: Netherlands
 - Of major importance: UK, Belgium, Spain, France, Germany, Poland

9. Assist other workers on the ship (e.g. in loading or unloading the ship, securing cargo, keeping watch, fishing, etc.).

- Frequency:
 - Never/yearly: Netherlands
 - Monthly/weekly: Spain
 - Monthly/daily: Belgium
 - Daily: Germany, Poland
- Importance:
 - Not at all important: Netherlands
 - Of some importance: Spain
 - Of some/major importance: Belgium
 - Of major importance: Germany

With regard to the tasks of the ship mechanic, there is not much agreement the frequency and importance of competent task performance between the different countries. All task frequencies vary monthly to daily or even from never to daily. Even within countries there are several differences to be seen in the indicated frequency of task performance. This might indicate that there are several sorts of ship mechanics in the countries as well as within countries (e.g. by differences in educational level, by differences in task differentiation within the occupation or county-specific tasks). It also might have something to do with the focus on driving mechanisms in the task description and task list (see the suggested changes below).

Suggested changes to the task list

The comments and suggestions as provided by the experts in the various countries do not directly result in changes in the EurOccupations standardised task list. Nonetheless, several experts suggest that this task description should be revised thoroughly: the standardised task list is insufficient and focuses too much on driving mechanisms. Therefore, in the future, this task description should be revised based on further desk research. For now, for some specific countries, country-specific tasks are included in the national task list.

Required educational entry level

The required educational level of the ship mechanic differs between the countries:

- ISCED 3: Germany, Netherlands
- ISCED 4: UK
- ISCED 5: Belgium

These differences reflect the differences in perceived tasks between the countries.

Additional formal or legal requirements

In some countries, there are additional formal or legal requirements for this occupation:

- Diploma (full educational programme), established/laid down in branch of industry: Netherlands
- Certification (training / course), established/laid down in law/legal requirement: Belgium, Netherlands
- Certification (training / course), established/laid down in federal government: Germany, Netherlands
- Certification (training / course), established/laid down in branch of industry: Netherlands, Poland
- Other formal or legal requirements: Belgium, Germany, Netherlands (law/legal requirement), Germany (federal government and branch of industry)

Competencies

The following competencies are of major importance for the ship mechanic in the following countries (only major importance reported):

- Initiating action: Belgium, Spain, France, Germany, Netherlands
- Instructing co-workers: Poland
- Supervising: -
- Co-operating with colleagues: Belgium, France, Germany, Netherlands
- Communicating: Belgium, France, Germany, Netherlands, Poland
- Relating and networking: France
- Negotiating: -
- Reporting: Belgium, France
- Applying know-how, professional expertise: UK, Belgium, Spain, France, Germany, Netherlands, Poland
- Problem solving: Belgium, Spain, France, Germany, Netherlands, Poland
- Developing new procedures and working methods: -
- Forming strategies: -
- Planning and organising: France, Germany, Netherlands
- Following instructions and procedures: UK, Belgium, Spain, France, Germany, Netherlands
- Dealing with contingencies: Belgium, Spain, France, Netherlands, Poland
- Coping with stressful situations: Belgium, Netherlands, Poland
- Commercial thinking: -

The majority of the experts from the different countries agree on the importance of the competency 'applying know-how, professional expertise'. Experts from most countries (except UK) agree on the importance of 'problem solving' and all (except Poland) agree on the major importance of 'following instructions and procedures'. Only the majority of Polish experts indicate that 'instructing co-workers' is an important competency, the majority of only French experts see 'relating and networking' as of

major importance and only Belgian and French experts indicate that 'reporting' is a major important competency for a ship mechanic.

Trends in size of occupations

Expected trends in the size of the occupation ship mechanic differ between the countries:

- Declining occupation size: Netherlands
- Stable occupation size: Germany
- Stable/increasing occupation size: Poland
- Increasing occupation size: UK, Belgium, Spain

3.6 Occupation Transport Clerk

Data are available for the following countries:

- UK
- Belgium
- Spain
- France
- Germany
- Netherlands

Tasks Transport clerk: frequency and importance of competent performance

The frequency and importance of competent performance of all tasks of the transport clerk in the different countries are reported below:

1. Confer with customers about services, tariffs, specific transport conditions, advisable packaging and organising freight into containers.
 - Frequency:
 - Monthly: Belgium
 - Weekly/daily: UK
 - Daily: Spain, France, Germany, Netherlands
 - Importance:
 - Not at all important: Belgium
 - Of some/major importance: France
 - Of major importance: UK, Spain, Germany, Netherlands
2. Calculate costs, and provide offers for storage, insurance etc.
 - Frequency:
 - Never/yearly: Netherlands
 - Monthly: Belgium
 - Weekly/daily: UK, Netherlands
 - Daily: Spain, France, Germany

- Importance:
 - Not at all important: Belgium
 - Of some/major importance: France
 - Of major importance: UK, Spain, Germany, Netherlands
3. Identify and plan the most appropriate routes and means of transportation taking into account nature of goods, costs, transit time and security.
- Frequency:
 - Monthly: Belgium
 - Weekly/daily: UK, Germany
 - Daily: Spain, France, Netherlands
 - Importance:
 - Of some importance: Belgium
 - Of some/major importance: France
 - Of major importance: UK, Spain, Germany, Netherlands
4. Carry out orders, i.e. dispose, arrange and monitor transportation and storage, keep track of shipment through all phases of the journey.
- Frequency:
 - Weekly: Belgium
 - Daily: UK, Spain, France, Germany, Netherlands
 - Importance:
 - Of some importance: Belgium
 - Of some/major importance: France
 - Of major importance: UK, Spain, Germany, Netherlands
5. Develop work schedules in line with priorities, devise and schedule shipment, record shipment data, such as weight, charges, space availability, and damages and discrepancies, for reporting, accounting and recordkeeping purposes.
- Frequency:
 - Weekly/daily: UK
 - Daily: Belgium, Spain, France, Germany, Netherlands
 - Importance:
 - Not at all important: Belgium
 - Of some/major importance: France
 - Of major importance: UK, Spain, Germany, Netherlands
6. Contact carrier representative to make arrangements and to issue instructions for shipping and delivery of goods in accordance with customer requirements.
- Frequency:
 - Yearly: Belgium
 - Weekly/daily: UK
 - Daily: Spain, France, Germany, Netherlands

- Importance:
 - Not at all important: Belgium
 - Of some/major importance: France
 - Of major importance: UK, Spain, Germany, Netherlands
7. Obtain, prepare, issue and check transportation documents to meet customs and insurance requirements, packing specifications, and compliance with overseas countries' regulations and fiscal regimes.
- Frequency:
 - Never: Belgium
 - Weekly/daily: UK, Germany
 - Daily: Spain, France, Netherlands
 - Importance:
 - Of some/major importance: France, Germany
 - Of major importance: UK, Spain, Netherlands
8. Arrange insurance and assist clients in the event of a claim (e.g. damage, loss).
- Frequency:
 - Never: Belgium, Netherlands
 - Yearly: Netherlands
 - Monthly: Netherlands
 - Weekly: UK, Netherlands
 - Weekly/daily: Germany
 - Daily: Spain, France
 - Importance:
 - Of some/major importance: France
 - Of major importance: UK, Spain, Netherlands
9. Examine shipment contents and compare with records, such as manifests, invoices or orders, to verify accuracy.
- Frequency:
 - Never: Belgium, Germany
 - Weekly/daily: UK, Spain
 - Daily: France, Netherlands
 - Importance:
 - Of some/major importance: Spain, France
 - Of major importance: UK, Netherlands
10. Arrange appropriate packing and delivery or warehousing of goods at their final destination.
- Frequency:
 - Never: Belgium
 - Weekly/daily: UK
 - Daily: Spain, France, Germany, Netherlands

- Importance:
 - Of some importance: France
 - Of some/major importance: Germany
 - Of major importance: UK, Spain, Netherlands

11. Undertake clerical and administrative work.

- Frequency:
 - Never: Belgium
 - Weekly/daily: UK
 - Daily: Spain, France, Netherlands
- Importance:
 - Of some importance: UK
 - Of some/major importance: France
 - Of major importance: Spain, Netherlands

Almost all tasks are performed weekly or daily in all different countries and are of some/major importance, except in Belgium. According to the answers of Belgian experts, it seems that in Belgium a transport clerk performs less (diverse or responsible) tasks than in other countries or might perform other tasks than mentioned. Only 'developing work schedules...' seems to be a daily task for Belgian transport clerk. The task 'carrying out orders...' seems to be a weekly task in Belgium and 'identifying and planning the most appropriate route...', 'calculating costs...' and 'conferring with customers...' are monthly tasks. Belgian experts indicate that all other tasks are performed never or yearly. Most of all do Belgian experts indicate that the tasks that do occur, are of no of some importance for a transport clerk.

Suggested changes to the task list

The comments and suggestions as provided by the experts in the various countries do not result in changes in the EurOccupations standardised task list. For some specific countries, country-specific tasks are included in the national task list. Additionally, in the future, it should be investigated whether this task description can be further improved. Some experts indicate that some task descriptions are too lengthy.

Required educational entry level

The required educational level of the transport clerk differs between the countries:

- ISCED 1: UK
- ISCED 3: Germany, Netherlands

Additional formal or legal requirements

In one country, there are additional formal or legal requirements for this occupation:

- Other formal or legal requirements, established/laid down in law/legal requirement: Netherlands

Competencies

The following competencies are of major importance for the transport clerk in the following countries (only major importance reported):

- Initiating action: Spain, Germany, Netherlands
- Instructing co-workers: Netherlands
- Supervising: -
- Co-operating with colleagues: UK, Germany, Netherlands
- Communicating: UK, Germany, Netherlands
- Relating and networking: Germany, Netherlands
- Negotiating: UK, Germany
- Reporting: -
- Applying know-how, professional expertise: UK, Spain, Netherlands
- Problem solving: UK, Spain, Germany, Netherlands
- Developing new procedures and working methods: -
- Forming strategies: -
- Planning and organising: UK, Germany, Netherlands
- Following instructions and procedures: UK, Spain, Germany, Netherlands
- Dealing with contingencies: UK, Germany, Netherlands
- Coping with stressful situations: Germany, Netherlands
- Commercial thinking: Germany, Netherlands

Only majorities of the UK, Spain, Germany and the Netherlands see some competencies as major important for a transport clerk. They all agree on the importance of problem solving and following instructions and procedures. Only the majority of Dutch experts see instructing co-workers as an important competency for a transport clerk.

Trends in size of occupations

Expected trends in the size of the occupation transport clerk differ between the countries:

- Stable occupation size: UK, France, Netherlands
- Stable/increasing occupation size: Spain
- Increasing occupation size: Germany

3.7 Occupation Cloak room attendant

Data are available for the following countries:

- Spain

- Poland

The cloak room attendant is one of the additional key occupations, for which the EurOccupations partners did not actively recruit experts. Therefore, information is lacking for several countries. For the tables presenting the frequencies of the occupation characteristics from the expert research, we refer to the EurOccupations website (<http://www.euroccupations.org/main/researchlab/deliverables>).

Suggested changes to the task list

The comments and suggestions as provided by the experts do not result in changes in the EurOccupations standardised task list.

3.8 Occupation Restaurant cook

Data are available for the following countries:

- UK
- Belgium
- Spain
- France
- Germany
- Netherlands
- Poland

Tasks Restaurant cook: frequency and importance of competent performance

The frequency and importance of competent performance of all tasks of the Restaurant cook in the different countries are reported below:

1. Prepare ingredients for consumption or cooking (e.g. wash, peel, cut and seed fruits and vegetables and cut meat).
 - Frequency:
 - Daily: UK, Belgium, Spain, France, Germany, Netherlands, Poland
 - Importance:
 - Of some/major importance: France
 - Of major importance: UK, Belgium, Spain, Germany, Netherlands, Poland
2. Check food quality, for example by tasting, smelling, piercing with utensils, etc.
 - Frequency:
 - Daily: UK, Belgium, Spain, France, Germany, Netherlands, Poland
 - Importance:
 - Of major importance: UK, Belgium, Spain, France, Germany, Netherlands, Poland
3. Weigh, measure and mix ingredients according to recipes, personal judgment, using various kitchen utensils and equipment.
 - Frequency:

- Daily: UK, Belgium, Spain, France, Germany, Netherlands, Poland
 - Importance:
 - Of some/major importance: France
 - Of major importance: UK, Belgium, Spain, Germany, Netherlands, Poland
- 4. Regulate the temperature of ovens, grills, roasters and other cooking equipment.
 - Frequency:
 - Daily: UK, Belgium, Spain, France, Germany, Netherlands, Poland
 - Importance:
 - Of major importance: UK, Belgium, Spain, France, Germany, Netherlands, Poland
- 5. Season and cook food according to recipes, personal judgment or experience, using a range of methods (e.g. baking, braising, frying, roasting, broiling and steaming).
 - Frequency:
 - Daily: UK, Belgium, Spain, France, Germany, Netherlands, Poland
 - Importance:
 - Of major importance: UK, Belgium, Spain, France, Germany, Netherlands, Poland
- 6. Divide food into portions and make sure it is well presented.
 - Frequency:
 - Daily: UK, Belgium, Spain, France, Germany, Netherlands, Poland
 - Importance:
 - Of some importance: France
 - Of major importance: UK, Belgium, Spain, Germany, Netherlands, Poland
- 7. Pass the dishes on to the waiters or serve to customers.
 - Frequency:
 - Daily: UK, Belgium, Spain, France, Germany, Netherlands, Poland
 - Importance:
 - Of some/major importance: Spain, France
 - Of major importance: UK, Belgium, Germany, Netherlands, Poland
- 8. Plan menus and estimate food requirements and costs.
 - Frequency:
 - Monthly/daily: Spain
 - Weekly: UK, Belgium
 - Weekly/daily: Poland
 - Daily: France, Germany, Netherlands
 - Importance:
 - Of some/major importance: France
 - Of major importance: UK, Belgium, Spain, Germany, Netherlands, Poland
- 9. Monitor, order, receive and store (food) supplies and protect them from going bad.
 - Frequency:
 - Yearly: Belgium

- Weekly: UK, Belgium
 - Weekly/daily: France
 - Daily: Belgium, Spain, Germany, Netherlands, Poland
 - Importance:
 - Of some importance: France
 - Of major importance: UK, Belgium, Spain, Germany, Netherlands, Poland
10. Inspect and clean the kitchen, kitchen equipment, serving areas, etc., to ensure safe and sanitary food-handling practices.
- Frequency:
 - Daily: UK, Belgium, Spain, France, Germany, Netherlands, Poland
 - Importance:
 - Of some/major importance: France
 - Of major importance: UK, Belgium, Spain, Germany, Netherlands, Poland

There is a lot of agreement among experts from all countries. Almost every task is indicated as a daily task. Only 'planning menus' is according to experts from Spain, UK, Belgium and Poland a monthly/weekly task. The same counts for the task 'monitor, order, receive and store (food) supplies...', which is according to experts from the UK and France a weekly/daily task and according to some Belgian experts yearly/weekly task. All tasks from the task list are of some/major importance.

Suggested changes to the task list

The comments and suggestions as provided by the experts in the various countries do not result in changes in the EurOccupations standardised task list.

Required educational entry level

The required educational level of the Restaurant cook differs between the countries:

- ISCED 1: UK
- ISCED 3: Belgium, Germany, Spain, France, Netherlands

Additional formal or legal requirements

In some countries, there are additional formal or legal requirements for this occupation:

- Diploma (full educational programme), established/laid down in collective labour agreement/branch of industry: Netherlands
- Certification (training / course), established/laid down in collective labour agreement: Netherlands
- Certification (training / course), established/laid down in branch of industry: Germany, Netherlands, Poland
- Working according to a professional code or protocol, established/laid down in collective labour agreement: Germany

- Other formal or legal requirements, established/laid down in collective labour agreement: Netherlands
- Other formal or legal requirements, established/laid down in branch of industry: Belgium, Netherlands

Competencies

The following competencies are of major importance for the Restaurant cook in the following countries (only major importance reported):

- Initiating action: UK, Belgium, Spain, Germany, Netherlands
- Instructing co-workers: Belgium, Germany, Netherlands, Poland
- Supervising: UK, Belgium, Germany, Netherlands, Poland
- Co-operating with colleagues: UK, Belgium, Germany, Netherlands, Poland
- Communicating: Belgium, Germany, Netherlands, Poland
- Relating and networking: Germany
- Negotiating: Germany
- Reporting: Germany
- Applying know-how, professional expertise: UK, Belgium, Spain, Germany, Netherlands
- Problem solving: Spain, Germany, Netherlands, Poland
- Developing new procedures and working methods: Poland
- Forming strategies: -
- Planning and organising: UK, Belgium, Germany, Netherlands
- Following instructions and procedures: UK, Belgium, Spain, Germany, Netherlands, Poland
- Dealing with contingencies: Belgium, France, Germany, Netherlands, Poland
- Coping with stressful situations: Belgium, Spain, France, Germany, Netherlands, Poland
- Commercial thinking: Belgium, Germany, Netherlands

The majority of experts from all countries agree on the importance of the competency 'following instructions and procedures' for a restaurant cook. Other interesting results:

- The majority of experts of almost all countries (except from the UK) indicate that dealing with contingencies and coping with stressful situations is of major importance.
- The majority of experts of almost all countries (except from Spain) indicate that supervising and co-operating with colleagues is a competency of major importance.
- Initiating action is a competency that is seen as a major competency for a restaurant cook by the majority of experts from all countries except Poland.
- The majority of only German experts indicate that relating and networking, negotiating and reporting are competencies of major importance for a restaurant cook.

- The majority of only Polish experts indicate that developing new procedures and working methods is a major important competency for a restaurant cook.

Trends in size of occupations

Expected trends in the size of the occupation Restaurant cook differ between the countries:

- Stable occupation size: UK, Netherlands
- Stable/increasing occupation size: Belgium
- Increasing occupation size: Spain, France, Germany, Poland

3.9 Occupation Waiter/waitress

Data are available for the following countries:

- UK
- Belgium
- Spain
- France
- Germany
- Netherlands
- Poland

Tasks Waiter/waitress: frequency and importance of competent performance

The frequency and importance of competent performance of all tasks of the Waiter/waitress in the different countries are reported below:

1. Set tables, e.g. with clean linen, cutlery, crockery and glasses.
 - Frequency:
 - Daily: UK, Belgium, Spain, France, Germany, Netherlands, Poland
 - Importance:
 - Of some importance: France
 - Of major importance: UK, Belgium, Spain, Germany, Netherlands, Poland
2. Welcome and seat customers and hand menus to them.
 - Frequency:
 - Daily: UK, Belgium, Spain, France, Germany, Netherlands, Poland
 - Importance:
 - Of some importance: France
 - Of some/major importance: Spain
 - Of major importance: UK, Belgium, Germany, Netherlands, Poland
3. Inform customers about daily specials, answer questions about menu and make recommendations upon request.

- Frequency:
 - Daily: UK, Belgium, Spain, France, Germany, Netherlands, Poland
 - Importance:
 - Of some importance: France
 - Of some/major importance: Poland
 - Of major importance: UK, Belgium, Spain, Germany, Netherlands
4. Take food and beverage orders from customers.
- Frequency:
 - Daily: UK, Belgium, Spain, France, Germany, Netherlands, Poland
 - Importance:
 - Of some importance: France
 - Of major importance: UK, Belgium, Spain, Germany, Netherlands, Poland
5. Memorise, write down or enter customers' orders into computers, and pass orders to kitchen and bar staff.
- Frequency:
 - Daily: UK, Belgium, Spain, France, Germany, Netherlands, Poland
 - Importance:
 - Of some importance: France
 - Of some/major importance: Poland
 - Of major importance: UK, Belgium, Spain, Germany, Netherlands
6. Serve food and beverages to customers.
- Frequency:
 - Daily: UK, Belgium, Spain, France, Germany, Netherlands, Poland
 - Importance:
 - Of some importance: France, Spain
 - Of major importance: UK, Belgium, Germany, Netherlands, Poland
7. Prepare or serve specialty dishes at tables as required.
- Frequency:
 - Weekly/daily: UK
 - Daily: Belgium, Spain, France, Germany, Netherlands, Poland
 - Importance:
 - Of some importance: France
 - Of some/major importance: Spain, Netherlands
 - Of major importance: UK, Belgium, Germany, Poland
8. Check with customers that they are contented and handle any problems.
- Frequency:
 - Daily: UK, Belgium, Spain, France, Germany, Netherlands, Poland
 - Importance:
 - Of some importance: France

- Of major importance: UK, Belgium, Spain, Germany, Netherlands, Poland
9. Prepare bills, present them to customers and handle money or credit card payments.
- Frequency:
 - Daily: UK, Belgium, Spain, France, Germany, Netherlands, Poland
 - Importance:
 - Of some importance: France, Spain
 - Of major importance: UK, Belgium, Germany, Netherlands, Poland
10. Prepare the restaurant for special events (e.g. weddings), by getting tables, chairs, glasses, etc. ready.
- Frequency:
 - Monthly: UK, Belgium
 - Weekly: Belgium, Netherlands, Poland
 - Daily: Belgium, Spain, France, Germany
 - Importance:
 - Of some importance: France
 - Of major importance: UK, Belgium, Spain, Germany, Netherlands, Poland
11. Clear and clean tables or counters, e.g. by carrying plates, glasses and cutlery to the kitchen for washing up.
- Frequency:
 - Daily: UK, Belgium, Spain, France, Germany, Netherlands, Poland
 - Importance:
 - Of some importance: France
 - Of some/major importance: Spain, Poland
 - Of major importance: UK, Belgium, Germany, Netherlands

There is a lot of agreement among the experts from all responding countries on the frequency and importance of competent task performance. Almost every task is indicated as a daily occurring task in all countries, except the task 'preparing and serving specialty dishes at tables...' (weekly/daily in France) and 'preparing the restaurant for special events...' (monthly in UK, weekly in Netherlands and Poland and no agreement among Belgian experts).

Competent performance of tasks is by all experts seen as of some or major importance. Only the French experts indicate more often that a task is of some importance than do experts from the other countries.

Suggested changes to the task list

The comments and suggestions as provided by the experts in the various countries do not result in changes in the EurOccupations standardised task list. For some specific countries, country-specific tasks are included in the national task list.

Required educational entry level

The required educational level of the Waiter/waitress differs between the countries:

- ISCED 1: UK
- ISCED 2: Netherlands
- ISCED 3: Belgium, Germany, Spain, France

Additional formal or legal requirements

In some countries, there are additional formal or legal requirements for this occupation:

- Diploma (full educational programme), established/laid down in collective labour agreement: Netherlands
- Working according to a professional code or protocol, established/laid down in branch of industry: Poland
- Other formal or legal requirements, established/laid down in law/legal requirement: Spain

Competencies

The following competencies are of major importance for the Waiter/waitress in the following countries (only major importance reported):

- Initiating action: Germany
- Instructing co-workers: Germany
- Supervising: Spain, Germany
- Co-operating with colleagues: UK, Belgium, Germany, Netherlands, Poland
- Communicating: UK, Belgium, Spain, Germany, Netherlands, Poland
- Relating and networking: -
- Negotiating: Germany
- Reporting: -
- Applying know-how, professional expertise: UK, Germany, Netherlands
- Problem solving: Belgium, Spain, Germany, Poland
- Developing new procedures and working methods: -
- Forming strategies: -
- Planning and organising: Spain, Germany
- Following instructions and procedures: UK, Belgium, Spain, Netherlands, Poland
- Dealing with contingencies: Belgium, Spain, Germany, Poland
- Coping with stressful situations: UK, Belgium, Spain, Germany, Poland
- Commercial thinking: Germany

The competencies that are seen as of major importance are seen as major important by the majority of most experts. The competency communicating is by the majority of experts from all countries indicated as of major importance for a waiter/waitress. The following competencies are indicated as of

major importance by the majority of experts from almost every country: co-operating with colleagues (except Spain), following instructions and procedures (except Germany) and coping with stressful situations (except Netherlands). Some competencies are seen as major important in the eyes of the majority of only German experts, e.g. initiating action, instructing co-workers, negotiating and commercial thinking. The competencies supervising and planning and organising are only indicated as major important by the majority of German and Spanish experts.

Trends in size of occupations

Expected trends in the size of the occupation Waiter/waitress differ between the countries:

- Declining/stable occupation size: France, Germany
- Stable occupation size: UK, Belgium
- Stable/increasing occupation size: Netherlands, Poland, Germany
- Increasing occupation size: Spain

3.10 Occupation Hotel manager

Data are available for the following countries:

- UK
- Spain
- France
- Germany
- Netherlands
- Poland

Tasks Hotel manager: frequency and importance of competent performance

The frequency and importance of competent performance of all tasks of the Hotel manager in the different countries are reported below:

1. Plan, organise, and coordinate the entire operation of the hotel (including guest services, personnel management and hotel administration).
 - Frequency:
 - Monthly: Spain, Poland
 - Monthly/weekly: France
 - Weekly/daily: UK, Germany
 - Daily: Netherlands
 - Importance:
 - Of some/major importance: France
 - Of major importance: UK, Spain, Germany, Netherlands, Poland
2. Manage, supervise and train personnel and apprentices.
 - Frequency:

- Monthly: Poland
 - Monthly/daily: UK
 - Daily: Spain, France, Germany, Netherlands
 - Importance:
 - Of some importance: France, Poland
 - Of some/major importance: UK
 - Of major importance: Spain, Germany, Netherlands
3. Recruit and assign new staff members.
- Frequency:
 - Yearly: Spain, Poland
 - Monthly: Spain, Netherlands
 - Monthly/weekly: Germany
 - Weekly/daily: France
 - Daily: Spain
 - Importance:
 - Of some importance: France, Poland
 - Of some/major importance: UK
 - Of major importance: Spain, Germany, Netherlands
4. Observe and monitor staff performance to ensure efficiency and adherence to policies and procedures.
- Frequency:
 - Monthly: Spain
 - Weekly/daily: France, Spain
 - Daily: UK, Spain, Germany, Netherlands, Poland
 - Importance:
 - Of some importance: France
 - Of major importance: UK, Spain, Germany, Netherlands, Poland
5. Confer and cooperate with managers of departments to ensure coordination of hotel activities.
- Frequency:
 - Weekly: Germany, Poland
 - Weekly/daily: UK, France
 - Daily: Spain, Netherlands
 - Importance:
 - Of some importance: France
 - Of some/major importance: Germany
 - Of major importance: UK, Spain, Netherlands, Poland
6. Control quality to ensure expected standards in guest services, decor, housekeeping, food, and banqueting etc.
- Frequency:

- Weekly: Spain
 - Daily: UK, France, Germany, Netherlands, Poland
 - Importance:
 - Of some importance: France
 - Of major importance: UK, Spain, Germany, Netherlands, Poland
7. Develop and promote marketing strategies.
- Frequency:
 - Yearly: Spain, France, Poland
 - Monthly: UK, Germany, Spain
 - Daily: Spain, France, Netherlands
 - Importance:
 - Of some importance: France
 - Of some/major importance: Germany, Poland
 - Of major importance: UK, Spain, Netherlands
8. Manage and coordinate accounting, budgets, statistical records, calculate operating figures, set room rates, and strive for achieving profit targets.
- Frequency:
 - Monthly/weekly: Germany
 - Weekly: UK, Spain, Poland
 - Daily: France, Netherlands
 - Importance:
 - Of some/major importance: France
 - Of major importance: UK, Spain, Germany, Netherlands, Poland
9. Supervise maintenance, supplies and furnishings, deal with contractors and suppliers, and organise effective security.
- Frequency:
 - Never: Poland
 - Monthly: UK
 - Weekly: Spain
 - Weekly/daily: Germany
 - Daily: UK, France, Netherlands
 - Importance:
 - Of some importance: France
 - Of major importance: UK, Spain, Germany, Netherlands, Poland
10. Coordinate front-office activities, and meet, greet and register guests.
- Frequency:
 - Never: UK, Netherlands, Poland
 - Daily: UK, Spain, France, Germany, Netherlands
 - Importance:

- Of some importance: France
- Of some/major importance: Germany
- Of major importance: UK, Spain, Netherlands

11. Answer enquiries about hotel policies and services, and deal with customer complaints and comments.

- Frequency:
 - Monthly: Germany, Poland
 - Weekly/daily: UK
 - Daily: Spain, France, Germany, Netherlands
- Importance:
 - Of some importance: Spain, Poland
 - Of some/major importance: France
 - Of major importance: UK, Germany, Netherlands

12. Ensure compliance with health, occupational safety, licensing and other statutory regulations.

- Frequency:
 - Yearly: Poland
 - Monthly: UK, Germany
 - Weekly: Spain
 - Daily: UK, France, Germany, Netherlands
- Importance:
 - Of some importance: France
 - Of some/major importance: Poland
 - Of major importance: UK, Spain, Germany, Netherlands

Although competent performance of most tasks is of some/major importance, there is a lot of disagreement between experts of the different countries when it comes to the frequency of task performance. Even within countries, experts do not agree on the frequency of performance of the tasks in their country. This might indicate variety in sorts of hotel managers (e.g. in level of education as seen below, differentiation in the occupation, etc.).

Interesting differences:

- The majority of Polish experts indicate that developing and promoting marketing strategies is a yearly task, whereas the majority of Dutch experts state it's a daily task.
- In Poland, 'supervising maintenance, supplies and furnishings ...' is not a task of a hotel manager, whereas in France and in the Netherlands, the majority of experts indicate it's a daily task.
- In Poland, 'coordinating front-office activities ...' is not a task of a hotel manager, whereas in Spain, France and Germany, the majority of experts indicate it's a daily task.

- The majority of Polish experts indicate that ensuring compliance with health, occupational safety...’ is a yearly task, whereas the majority of French and Dutch experts state it’s a daily task.

Suggested changes to the task list

The comments and suggestions as provided by the experts in the various countries do not result in changes in the EurOccupations standardised task list. For some specific countries, country-specific tasks are included in the national task list.

Required educational entry level

The required educational level of the Hotel manager differs between the countries:

- ISCED 2: UK
- ISCED 3: Germany, Poland
- ISCED 5: Belgium, Netherlands
- ISCED 6: France

Additional formal or legal requirements

In some countries, there are additional formal or legal requirements for this occupation:

- Diploma (full educational programme), established/laid down in branch of industry: Netherlands
- Certification (training / course), established/laid down in branch of industry: Germany, Netherlands
- Certification (training / course), established/laid down in law/legal requirement: UK
- Working according to a professional code or protocol, established/laid down in branch of industry: Spain
- Other formal or legal requirements, established/laid down in law/legal requirement: Netherlands

Competencies

The following competencies are of major importance for the Hotel manager in the following countries (only major importance reported):

- Initiating action: UK, Spain, Germany, Netherlands, Poland
- Instructing co-workers: UK, Netherlands, Poland
- Supervising: UK, Germany, Netherlands, Poland
- Co-operating with colleagues: UK, Poland
- Communicating: UK, Germany, Netherlands, Poland
- Relating and networking: Germany, Netherlands
- Negotiating: UK, Germany
- Reporting: France, Germany, Poland

- Applying know-how, professional expertise: UK, Spain, Netherlands, Poland
- Problem solving: UK, Spain, Germany, Netherlands
- Developing new procedures and working methods: France
- Forming strategies: UK, France, Germany, Netherlands
- Planning and organising: UK, Spain, France, Germany, Netherlands, Poland
- Following instructions and procedures: Poland
- Dealing with contingencies: UK, Spain, Germany, Netherlands, Poland
- Coping with stressful situations: UK, Germany, Netherlands, Poland
- Commercial thinking: UK, Spain, France, Germany, Netherlands

An interesting result is that all competencies are in at least one of the countries seen as of major importance by a majority of experts. There is most agreement between countries regarding the competencies initiating action, planning and organising, dealing with contingencies and commercial thinking. Only a majority of French experts indicate developing new procedures and working methods as a major important competency for a hotel manager. The competency following instructions and procedures is only by majority of Polish experts seen as major important for a hotel manager.

Trends in size of occupations

Expected trends in the size of the occupation Hotel manager differ between the countries:

- Stable occupation size: France
- Stable/increasing occupation size: UK, Netherlands
- Increasing occupation size: Spain, Germany, Poland

3.11 Occupation Kitchen helper

Data are available for the following countries:

- UK
- Belgium
- Spain
- France
- Germany
- Netherlands
- Poland

Tasks Kitchen helper: frequency and importance of competent performance

The frequency and importance of competent performance of all tasks of the Kitchen helper in the different countries are reported below:

1. Assist cooks in preparing food (e.g. wash and peel fruits and vegetables, cut bread and meat).
 - Frequency:

- Daily: UK, Belgium, Spain, France, Germany, Netherlands, Poland
 - Importance:
 - Of some importance: France
 - Of some/major importance: Germany
 - Of major importance: UK, Belgium, Spain, Netherlands, Poland
2. Measure and mix ingredients, e.g. by using scales and measuring jugs.
- Frequency:
 - Daily: UK, Belgium, Spain, France, Germany, Netherlands, Poland
 - Importance:
 - Not at all important: Poland
 - Of some importance: France
 - Of some/major importance: Germany
 - Of major importance: UK, Belgium, Spain, Netherlands, Poland
3. Prepare dishes for serving.
- Frequency:
 - Never: Poland
 - Daily: UK, Belgium, Spain, France, Germany, Netherlands
 - Importance:
 - Of some importance: France
 - Of some/major importance: Germany
 - Of major importance: UK, Belgium, Spain, Netherlands
4. Prepare simple food such as sauces, dressings, sandwiches, soups, desserts, etc.
- Frequency:
 - Never: Poland
 - Daily: UK, Belgium, Spain, France, Germany, Netherlands
 - Importance:
 - Of some importance: France
 - Of some/major importance: Germany
 - Of major importance: UK, Belgium, Spain, Netherlands
5. Monitor supplies and inform the supervisor when more needs to be ordered.
- Frequency:
 - Never: Poland
 - Weekly/daily: Belgium, Netherlands
 - Daily: UK, Spain, France, Germany, Poland
 - Importance:
 - Of some importance: France
 - Of some/major importance: Germany, Netherlands
 - Of major importance: UK, Belgium, Spain, Poland
6. Unpack and store supplies in refrigerators, cupboards and other storage areas.

- Frequency:
 - Daily: UK, Belgium, Spain, France, Germany, Netherlands, Poland
 - Importance:
 - Of some importance: France
 - Of some/major importance: Spain, Germany,
 - Of major importance: UK, Belgium, Netherlands, Poland
7. Keep the work area clean (e.g. by cleaning work surfaces, kitchen equipment, cupboards and appliances).
- Frequency:
 - Daily: UK, Belgium, Spain, France, Germany, Netherlands, Poland
 - Importance:
 - Of some importance: France
 - Of some/major importance: Germany
 - Of major importance: UK, Belgium, Spain, Netherlands, Poland
8. Keep the kitchen clean (e.g. by sweeping and mopping floors and removing rubbish).
- Frequency:
 - Daily: UK, Belgium, Spain, France, Germany, Netherlands, Poland
 - Importance:
 - Of some importance: France
 - Of some/major importance: Spain, Germany
 - Of major importance: UK, Belgium, Netherland, Poland
9. Rinse and wash dishes and put them in the right place (e.g. in cupboards, drawers, etc.)
- Frequency:
 - Daily: UK, Belgium, Spain, France, Germany, Netherlands, Poland
 - Importance:
 - Of some importance: France
 - Of some/major importance: Spain, Germany
 - Of major importance: UK, Belgium, Netherland, Poland

The majority of practically all experts from the different countries indicate every task as a daily performed task by a kitchen helper. There are also some disagreements among experts:

- The majority of Polish experts indicate that preparing dishes for serving, preparing simple food and monitoring supplies is not a task of a kitchen helper.
- According to the majority of Belgian and Dutch experts, monitoring supplies is a weekly/daily task.

When looking at the importance of tasks, most experts agree that competent performance of the tasks is of some/major importance. An interesting finding is that whereas some Polish experts say measuring and mixing ingredients is not an important task, the same amount of Polish experts states that it is a major importance task.

Suggested changes to the task list

The comments and suggestions as provided by the experts in the various countries do not result in changes in the EurOccupations standardised task list. For some specific countries, country-specific tasks are included in the national task list.

Required educational entry level

The required educational level of the Kitchen helper differs between the countries:

- ISCED 1: Germany, UK
- ISCED 2: Netherlands
- ISCED 3: France

Additional formal or legal requirements

In some countries, there are additional formal or legal requirements for this occupation:

- Certification (training / course), established/laid down in branch of industry: Poland
- Certification (training / course), established/laid down in law/legal requirement: Poland
- Other formal or legal requirements, established/laid down in law/legal requirement: UK
- Other formal or legal requirements, established/laid down in branch of industry: Belgium, Poland

Competencies

The following competencies are of major importance for the Kitchen helper in the following countries (only major importance reported):

- Initiating action: Poland
- Instructing co-workers: -
- Supervising: -
- Co-operating with colleagues: UK, Belgium, Netherlands, Poland
- Communicating: Poland
- Relating and networking: -
- Negotiating: -
- Reporting: Poland
- Applying know-how, professional expertise: UK
- Problem solving: Poland
- Developing new procedures and working methods: -
- Forming strategies: -
- Planning and organising: Belgium, France, Netherlands
- Following instructions and procedures: UK, Belgium, Germany, Netherlands, Poland
- Dealing with contingencies: Belgium, Poland
- Coping with stressful situations: Belgium, Germany, Netherlands, Poland

- Commercial thinking: -

When analysing the results above, not much agreement can be seen between countries. The majority of experts from most countries indicate co-operating with colleagues, following instructions and procedures and coping with stressful situations as major important competencies for a kitchen helper. Polish experts add to this list also the competencies initiating action, communicating, reporting and problem solving. No majority of experts from other countries agree on this.

Trends in size of occupations

Expected trends in the size of the occupation Kitchen helper differ between the countries:

- Stable occupation size: UK, Belgium, France, Netherlands
- Stable/increasing occupation size: Germany
- Increasing occupation size: Spain, Poland

3.12 Occupation Swimming instructor

Data are available for the following countries:

- UK
- Spain
- France
- Germany
- Netherlands
- Poland

Tasks Swimming instructor: frequency and importance of competent performance

The frequency and importance of competent performance of all tasks of the Swimming instructor in the different countries are reported below:

1. Initiate, coordinate and hold swimming lessons to individuals and groups using various teaching methods and instructional material.
 - Frequency:
 - Daily: UK, Spain, France, Germany, Netherlands, Poland
 - Importance:
 - Of some importance: France
 - Of major importance: UK, Spain, Germany, Netherlands, Poland
2. Initiate, coordinate and guide recreational activities at the swimming facility for various groups (e.g. toddlers, pre-school children, elderly, disabled).
 - Frequency:
 - Never: UK
 - Weekly: France, Germany

- Daily: UK, Spain, Netherlands, Poland
 - Importance:
 - Of some importance: France
 - Of major importance: Spain, Germany, Netherlands, Poland
- 3. Establish clear objectives for all lessons and activities, and communicate objectives to the participants.
 - Frequency:
 - Monthly: Poland
 - Weekly: France, Germany, Poland
 - Weekly/daily: UK
 - Daily: Spain, Netherlands, Poland
 - Importance:
 - Of some importance: France
 - Of major importance: UK, Spain, Germany, Netherlands, Poland
- 4. Explain and demonstrate swimming and training techniques to participants.
 - Frequency:
 - Weekly: France, Poland
 - Daily: UK, Spain, Germany, Netherlands
 - Importance:
 - Of some importance: France
 - Of major importance: UK, Spain, Germany, Netherlands, Poland
- 5. Monitor and evaluate the progress of participants and adjust the teaching programme when necessary.
 - Frequency:
 - Weekly/daily: UK, Germany, Poland
 - Daily: Spain, France, Netherlands
 - Importance:
 - Of some importance: France
 - Of major importance: UK, Spain, Germany, Netherlands, Poland
- 6. Supervise swimmers and visitors to ensure their safety.
 - Frequency:
 - Never: UK
 - Daily: UK, Spain, France, Germany, Netherlands, Poland
 - Importance:
 - Of major importance: UK, Spain, France, Germany, Netherlands, Poland
- 7. Prevent injuries and dangerous situations and take action when they occur, e.g. by providing first aid.
 - Frequency:
 - Daily: UK, Spain, France, Germany, Netherlands, Poland

- Importance:
 - Of major importance: UK, Spain, France, Germany, Netherlands, Poland
8. Answer the questions of visitors, parents, swimmers, etc., and give information e.g. about facilities, activities, merchandise and participants' progress.
- Frequency:
 - Never: Poland
 - Weekly: Poland
 - Daily: UK, Spain, France, Germany, Netherlands
 - Importance:
 - Of some importance: Spain, Poland
 - Of some/major importance: UK
 - Of major importance: France, Germany, Netherlands
9. Check and record the water quality, air and water temperature, etc.
- Frequency:
 - Never: UK, Poland
 - Daily: Spain, France, Germany, Netherlands
 - Importance:
 - Of some importance: Spain
 - Of major importance: France, Germany, Netherlands
10. Make sure the swimming pool, locker rooms, showers, etc. are clean and tidy.
- Frequency:
 - Never: UK, Poland
 - Daily: Spain, France, Germany, Netherlands
 - Importance:
 - Of some importance: Spain, France
 - Of major importance: Germany, Netherlands

Most tasks are considered to be important and occur frequently in most countries. Some interesting results; Checking and recording the water quality and making sure the swimming pool, locker rooms, showers, etc. are clean and tidy, are tasks that are never performed by swimming instructors according to the majority of experts from the UK and Poland.

Suggested changes to the task list

The comments and suggestions as provided by the experts in the various countries do not result in changes in the EurOccupations standardised task list. For some specific countries, country-specific tasks are included in the national task list.

Additionally, there appear to be differences in occupational structure between the countries for this type of work. In Poland, this occupation should be separated into 2 occupations/occupational titles, namely 'swimming instructor' and 'swimming coach'. Additionally, some of the tasks in the

EurOccupations standardised task list of the swimming instructor are not part of the tasks of this occupation but of the occupation 'life saver'. It should be investigated if this occupation is already included in the EurOccupations extended list of occupations. In Germany, the 'swimming instructor' is not an occupation but a job that is part of a broader occupation, namely that of 'Fachangestellter für Bäderbetriebe'.

In the Netherlands, the 'swimming instructor' sometimes also performs tasks of other occupations, for example as a waiter or in sales.

Required educational entry level

The required educational level of the Swimming instructor differs between the countries:

- ISCED 1: UK
- ISCED 2: Netherlands, Germany, Spain
- ISCED 3: Germany, France

Additional formal or legal requirements

In some countries, there are additional formal or legal requirements for this occupation:

- Diploma (full educational programme), established/laid down in law/legal requirement: France
- Diploma (full educational programme), established/laid down in branch or industry: Netherlands
- Certification (training / course), established/laid down in collective labour agreement: Spain
- Certification (training / course), established/laid down in law/legal requirement: Netherlands, Poland
- Certification (training / course), established/laid down in branch of industry: UK
- Working according to a professional code or protocol, established/laid down in law/legal requirement: France
- Working according to a professional code or protocol, established/laid down in branch of industry: Netherlands
- Other formal or legal requirements, established/laid down in law/legal requirement: Netherlands

Competencies

The following competencies are of major importance for the Swimming instructor in the following countries (only major importance reported):

- Initiating action: UK, France, Germany, Netherlands, Poland
- Instructing co-workers: Poland
- Supervising: UK, Germany, Poland
- Co-operating with colleagues: Germany, Netherlands, Poland

- Communicating: UK, Germany, Netherlands, Poland
- Relating and networking: Poland
- Negotiating: -
- Reporting: Netherlands
- Applying know-how, professional expertise: UK, Germany, Netherlands
- Problem solving: Germany, Netherlands, Poland
- Developing new procedures and working methods: -
- Forming strategies: -
- Planning and organising: UK, Germany, Poland
- Following instructions and procedures: France, Netherlands, Poland
- Dealing with contingencies: France, Germany, Netherlands, Poland
- Coping with stressful situations: France, Germany, Netherlands, Poland
- Commercial thinking: Germany

Between countries, there is most agreement when it comes to the competencies initiating action, communicating, applying know-how and professional expertise, dealing with contingencies and coping with stressful situations. We must also mention that no majority of Spanish experts agrees on the importance of any of the competencies as listed above.

Some interesting differences:

A majority of Polish experts add the competencies instructing co-workers and relating and networking to the list of major important competencies for a swimming instructor. A majority of Dutch experts indicate reporting as a major important competency. A majority of German experts see commercial thinking as an important competency for swimming instructors.

Trends in size of occupations

Expected trends in the size of the occupation Swimming instructor differ between the countries:

- Declining/stable occupation size: France
- Stable occupation size: Netherlands
- Stable/increasing occupation size: UK
- Increasing occupation size: Spain, Germany, Poland

3.13 Occupation Travel agency clerk

Data are available for the following countries:

- UK
- Belgium
- Spain
- France
- Germany

- Netherlands
- Poland

Tasks Travel agency clerk: frequency and importance of competent performance

The frequency and importance of competent performance of all tasks of the Travel agency clerk in the different countries are reported below:

1. Converse with customers to determine destination, mode of transportation, travel dates, financial considerations, and accommodations required.
 - Frequency:
 - Daily: UK, Belgium, Spain, France, Germany, Netherlands, Poland
 - Importance:
 - Of some/major importance: France
 - Of major importance: UK, Belgium, Spain, Germany, Netherlands, Poland
2. Advise customers on travel options and tour packages, insurances etc. and provide travel information.
 - Frequency:
 - Daily: UK, Belgium, Spain, France, Germany, Netherlands, Poland
 - Importance:
 - Of some importance: France
 - Of major importance: UK, Belgium, Spain, Germany, Netherlands, Poland
3. Calculate costs of travel and accommodation, using calculator, computer, carrier tariff and hotel rate books, or quote package tour prices.
 - Frequency:
 - Daily: UK, Belgium, Spain, France, Germany, Netherlands, Poland
 - Importance:
 - Of some importance: France
 - Of major importance: UK, Belgium, Spain, Germany, Netherlands, Poland
4. Make bookings (e.g. sell tickets and package tours to customers or book hotels) using computer or telephone.
 - Frequency:
 - Daily: UK, Belgium, Spain, France, Germany, Netherlands, Poland
 - Importance:
 - Of some importance: France
 - Of major importance: UK, Belgium, Spain, Germany, Netherlands, Poland
5. Print or request transportation carrier tickets, using for example a computer printer system or system link to travel carrier.
 - Frequency:
 - Daily: UK, Belgium, Spain, France, Germany, Netherlands, Poland
 - Importance:

- Of some importance: France
 - Of some/major importance: Belgium
 - Of major importance: UK, Spain, Germany, Netherlands, Poland
6. Collect payment for transportation and accommodation from customers, and maintain records of bookings and payments.
- Frequency:
 - Daily: UK, Belgium, Spain, France, Germany, Netherlands, Poland
 - Importance:
 - Of some importance: France
 - Of major importance: UK, Belgium, Spain, Germany, Netherlands, Poland
7. Confirm bookings and notify customers about issues such as luggage limits, insurance, medical, passport, visa and currency requirements, and provide customer with brochures and publications containing travel information.
- Frequency:
 - Weekly/daily: Belgium
 - Daily: UK, Spain, France, Germany, Netherlands, Poland
 - Importance:
 - Of some importance: France
 - Of major importance: UK, Belgium, Spain, Germany, Netherlands, Poland
8. Assist with changes to travel plans.
- Frequency:
 - Monthly/daily: Poland
 - Weekly: UK
 - Weekly/daily: Belgium
 - Daily: Spain, France, Germany, Netherlands
 - Importance:
 - Of some/major importance: France
 - Of major importance: UK, Belgium, Spain, Germany, Netherlands, Poland
9. Deal with complaints.
- Frequency:
 - Monthly: Poland
 - Weekly: UK
 - Weekly/daily: Belgium, France
 - Daily: Spain, Germany, Netherlands
 - Importance:
 - Of some/major importance: France, Germany
 - Of major importance: UK, Belgium, Spain, Netherlands, Poland
10. Undertake clerical and administrative work, e.g. maintain customer database.
- Frequency:

- Weekly: UK, France, Poland
 - Weekly/daily: Belgium, Germany
 - Daily: Spain, Netherlands
 - Importance:
 - Not at all important/of some importance: France
 - Of some importance: UK, Poland
 - Of some/major importance: Belgium, Spain, Germany,
 - Of major importance: Netherlands
11. Maintain contacts with customers, providers and service companies.
- Frequency:
 - Monthly/daily: Germany
 - Weekly: UK
 - Weekly/daily: Belgium, Poland
 - Daily: Spain, France, Netherlands
 - Importance:
 - Of some importance: UK,
 - Of some/major importance: Belgium, Spain, France, Germany
 - Of major importance: Netherlands, Poland
12. Make efforts to meet sales targets by developing and promoting marketing strategies (e.g. special offers, special conditions for frequent travellers and companies, and promotion of particular destinations, tour packages etc.).
- Frequency:
 - Monthly: UK, France
 - Monthly/weekly: Belgium
 - Weekly: Netherlands
 - Weekly/daily: Spain
 - Daily: Germany, Poland
 - Importance:
 - Of some/major importance: Belgium, Spain, France
 - Of major importance: UK, Germany, Netherlands, Poland

There is a lot of agreement between countries on the frequency of task performance of most tasks. Almost all tasks are indicated by a majority of experts as daily tasks. Nevertheless, there are some differences between countries regarding the following tasks:

- Assisting with changes to travel plans is in most countries a daily task, but the majority of experts of the UK indicate this as a weekly task. Experts from Poland do not agree; some say it is a monthly tasks, where others say it is a daily task.

- Dealing with complaints is in most countries a daily task, but the majority of experts of Poland indicate this as a monthly task and a majority of experts from the UK indicate this as a weekly task. This might correlate with the average amount of complaints.
- Undertaking clerical and administrative work is a weekly task according to the majority of experts from the UK, France and Poland.
- Maintaining contacts with customers, providers and service companies is a weekly task according to the majority of experts from the UK.
- Making efforts to meet sales targets is al monthly task according to the majority of experts from the UK and France.

Suggested changes to the task list

The comments and suggestions as provided by the experts in the various countries do not result in changes in the EurOccupations standardised task list. For some specific countries, country-specific tasks are included in the national task list.

Required educational entry level

The required educational level of the Travel agency clerk differs between the countries:

- ISCED 1: UK
- ISCED 3: Germany, Spain, Netherlands

Additional formal or legal requirements

In some countries, there are additional formal or legal requirements for this occupation:

- Diploma (full educational programme), established/laid down in branch of industry: Netherlands
- Certification (training / course), established/laid down in law/legal requirement/branch of industry: Netherlands
- Certification (training / course), established/laid down in 'other': UK, Poland

Competencies

The following competencies are of major importance for the Travel agency clerk in the following countries (only major importance reported):

- Initiating action: Spain, Germany, Poland
- Instructing co-workers: -
- Supervising: -
- Co-operating with colleagues: UK, Germany, Poland
- Communicating: UK, Belgium, Germany, Netherlands, Poland
- Relating and networking: UK, Germany
- Negotiating: UK, Germany, Poland
- Reporting: -

- Applying know-how, professional expertise: UK, Belgium, Spain, Germany, Netherlands
- Problem solving: Belgium, Spain, Germany, Poland
- Developing new procedures and working methods: -
- Forming strategies: Germany
- Planning and organising: Germany, Netherlands, Poland
- Following instructions and procedures: Spain, Netherlands, Poland
- Dealing with contingencies: Belgium, Spain, Poland
- Coping with stressful situations: UK, Belgium, Germany, Poland
- Commercial thinking: UK, Belgium, Germany, Netherlands, Poland

Experts from most countries do agree on the importance of the competencies communicating, applying know-how and professional expertise, problem solving, coping with stressful situations and commercial thinking for a travel agency clerk.

Trends in size of occupations

Expected trends in the size of the occupation Travel agency clerk differ between the countries:

- Declining occupation size: France
- Declining/stable occupation size: Germany, Poland
- Stable occupation size: UK, Netherlands
- Increasing occupation size: Spain

3.14 Occupation Cleaner in offices, schools or other establishments

Data are available for the following countries:

- UK
- Spain
- France
- Germany
- Netherlands
- Poland

Tasks Cleaner in offices, schools or other establishments: frequency and importance of competent performance

The frequency and importance of competent performance of all tasks of the cleaner in offices, schools or other establishments in the different countries are reported below:

1. Assess the condition of surfaces to be cleaned and select cleaning methods (e.g. sweeping, mopping, washing, sealing, vacuuming, shampooing, polishing, degreasing, sanitising).
 - Frequency:

- Weekly/daily: Spain
 - Daily: UK, Belgium, France, Germany, Netherlands, Poland
 - Importance:
 - Of some importance: Netherlands
 - Of major importance: UK, Belgium, Spain, France, Germany, Poland
2. Develop work plans setting parameters for time and work flow.
- Frequency:
 - Never: UK, Netherlands
 - Monthly: France
 - Weekly: UK, Spain
 - Weekly/daily: Poland
 - Daily: France, Germany
 - Importance:
 - Of some/major importance: France
 - Of major importance: Spain, Germany, Poland
3. Select and prepare appropriate machines, tools, cleaning and surface treatment, and erect ladders.
- Frequency:
 - Weekly: Spain
 - Daily: UK, France, Germany, Netherlands, Poland
 - Importance:
 - Of some importance: France
 - Of major importance: UK, Spain, Germany, Netherlands, Poland
4. Prepare cleaning solutions by mixing water and detergents or acids in containers according to specifications.
- Frequency:
 - Daily: UK, Spain, France, Germany, Netherlands, Poland
 - Importance:
 - Of some/major importance: France
 - Of major importance: UK, Spain, Germany, Netherlands, Poland
5. Perform work, such as cleaning floors, corridors, stairs, and restrooms, shampooing carpets and rugs, removing rubbish, and cleaning waste containers.
- Frequency:
 - Daily: UK, Spain, France, Germany, Netherlands, Poland
 - Importance:
 - Of major importance: UK, Spain, France, Germany, Netherlands, Poland
6. Clean windows, glass partitions and mirrors using soapy water or other cleaners, sponges and squeegees.
- Frequency:
 - Never: UK, France

- Weekly: Netherlands
 - Weekly/daily: UK
 - Daily: Spain, France, Germany, Poland
 - Importance:
 - Of major importance: Spain, Germany, Netherlands, Poland
7. Identify surface soiling and change and document them.
- Frequency:
 - Never: Netherlands
 - Monthly: Netherlands
 - Weekly/daily: Germany
 - Daily: UK, Spain, France, Netherlands, Poland
 - Importance:
 - Of some importance: France, Poland
 - Of major importance: UK, Spain, Germany
8. Notify managers about the need for repairs.
- Frequency:
 - Monthly/weekly: Spain
 - Weekly: UK, Netherlands
 - Weekly/daily: Germany
 - Daily: France, Poland
 - Importance:
 - Of some/major importance: Spain, Germany
 - Of major importance: UK, France, Netherlands, Poland
9. Determine when more supplies and equipment is needed for cleaning and maintenance duties.
- Frequency:
 - Never: France
 - Monthly: France, Poland
 - Weekly: UK, Spain, Germany, Netherlands
 - Importance:
 - Of some importance: Germany, Netherlands
 - Of some/major importance: Spain
 - Of major importance: UK, Poland
10. Carry out the basic maintenance of the cleaning machinery.
- Frequency:
 - Never: Netherlands
 - Monthly: Spain, France
 - Weekly: UK, Germany
 - Daily: Poland
 - Importance:

- Of some importance: France, Germany
- Of some/major importance: Spain
- Of major importance: UK, Poland

There seems to be some disagreement on frequency of task performance among countries and within countries. There seems to be quite some variety in e.g. educational level and responsibilities of cleaners.

Although in most countries the suggested tasks are performed weekly or daily, there seems to be disagreement between the majorities of experts from several countries when it comes to the following tasks:

- developing work plans is never a task for a cleaner in the Netherlands and is monthly performed in France.
- Determining when more supplies and equipment is needed is in no country performed daily.
- Carrying out the basis maintenance of the cleaning machinery is a task which is never performed by cleaners according to the majority of Dutch experts and monthly according to the majority Spanish and French experts.

Suggested changes to the task list

The comments and suggestions as provided by the experts in the various countries result in a minor change in the EurOccupations standardised task list. For some specific countries, country-specific tasks are included in the national task list additionally. The following tasks of the EurOccupations standardised task list should be changed based on the comments of experts:

- Task 5 should be changed: '5. Perform work, such as cleaning floors, corridors, stairs, and restrooms, shampooing carpets and rugs, removing rubbish, and cleaning waste containers.'
→ '5. Perform work using the correct cleaning method, e.g. cleaning floors, corridors, stairs, and restrooms, shampooing carpets and rugs, removing rubbish, and cleaning waste containers.'

Required educational entry level

The required educational level of the Cleaner in offices, schools or other establishments differs between the countries:

- ISCED 1: Netherlands, Poland, UK
- ISCED 2: France
- ISCED 3: Germany

Additional formal or legal requirements

In some countries, there are additional formal or legal requirements for this occupation:

- Diploma (full educational programme), established/laid down in branch of industry:
Netherlands

- Certification (training / course), established/laid down in branch of industry: UK
- Certification (training / course), established/laid down in collective labour agreement: Germany
- Other formal or legal requirements, established/laid down in collective labour agreement : Netherlands
- Other formal or legal requirements, established/laid down in law/legal requirement: France
- Other formal or legal requirements, established/laid down in branch of industry: Poland

Competencies

The following competencies are of major importance for the Cleaner in offices, schools or other establishments in the following countries (only major importance reported):

- Initiating action: UK, Spain, Poland
- Instructing co-workers: UK
- Supervising: -
- Co-operating with colleagues: UK, Netherlands, Poland
- Communicating: UK, Netherlands, Poland
- Relating and networking: -
- Negotiating: -
- Reporting: Poland
- Applying know-how, professional expertise: UK, Spain, Germany, Netherlands
- Problem solving: UK, Germany, Poland
- Developing new procedures and working methods: -
- Forming strategies: -
- Planning and organising: Germany
- Following instructions and procedures: UK, Spain, Netherlands, Poland
- Dealing with contingencies: UK, Poland
- Coping with stressful situations: Poland
- Commercial thinking: -

Competencies most mentioned by majorities of experts from several countries are applying know-how and professional expertise and following instructions and procedures. In Germany, experts indicate that planning and organising is an important competency and in Poland, coping with stressful situations and reporting are indicated as a major competency by the majority of experts. Experts from the UK indicate that instructing co-workers comes with the occupation cleaner.

Trends in size of occupations

Expected trends in the size of the occupation Cleaner in offices, schools or other establishments differ between the countries:

- Stable/increasing occupation size: UK, France, Germany

- Increasing occupation size: Spain, Netherlands, Poland

3.15 Occupation First line supervisor cleaning workers

Data are available for the following countries:

- UK
- Belgium
- Spain
- France
- Germany
- Netherlands
- Poland

Tasks First line supervisor cleaning workers: frequency and importance of competent performance

The frequency and importance of competent performance of all tasks of the First line supervisor cleaning workers in the different countries are reported below:

- Supervise and coordinate the activities of cleaning staff, plan and prepare employee work schedules and assign duties.
 - Frequency:
 - Daily: UK, Spain, France, Germany, Netherlands, Poland
 - Importance:
 - Not at all important: Belgium
 - Of some/major importance: France
 - Of major importance: UK, Spain, Germany, Netherlands, Poland
- Instruct staff in work policies and procedures, and in the use and maintenance of equipment
 - Frequency:
 - Monthly: Belgium, Poland
 - Monthly/weekly: UK
 - Weekly: Spain, Netherlands
 - Daily: France, Germany
 - Importance:
 - Not at all important: Belgium
 - Of some/major importance: France
 - Of major importance: UK, Spain, Germany, Netherlands, Poland
- Recruit and train employees and recommend promotions, transfers or dismissals.
 - Frequency:
 - Never: France, Netherlands

- Yearly: Poland, Netherlands
 - Monthly: UK, Belgium, Germany, Netherlands
 - Monthly/weekly: Spain
 - Weekly: France, Netherlands
 - Daily: Germany
 - Importance:
 - Of some importance: Belgium, Netherlands
 - Of some/major importance: Germany
 - Of major importance: UK, Spain, France, Poland
4. Inspect and evaluate the facilities to determine the cleaning work required.
- Frequency:
 - Yearly: Belgium
 - Monthly: Poland
 - Weekly: Netherlands
 - Weekly/daily: Spain, France
 - Daily: UK, Germany, Poland
 - Importance:
 - Of some importance: Belgium, France, Netherlands
 - Of some/major importance: Spain
 - Of major importance: UK, Germany, Poland
5. Check cleaning equipment (e.g. vacuum cleaners, pressure washers) to ensure it is in working order, and arrange equipment maintenance and repairs.
- Frequency:
 - Never: Belgium
 - Monthly: Netherlands
 - Weekly: Spain, Poland
 - Weekly/daily: UK
 - Daily: France, Germany
 - Importance:
 - Of some/major importance: UK, Spain, France
 - Of major importance: Germany, Netherlands, Poland
6. Select the most suitable cleaning agents for different types of furniture, flooring, and surfaces.
- Frequency:
 - Yearly: Belgium, Poland
 - Weekly: Netherlands
 - Weekly/daily: UK, Spain, France
 - Daily: Germany
 - Importance:
 - Of some importance: Belgium

- Of some/major importance: Spain, France
 - Of major importance: UK, Germany, Netherlands, Poland
7. Inspect work performed to ensure it meets contract specifications.
- Frequency:
 - Yearly: Belgium
 - Weekly/daily: Spain, Netherlands
 - Daily: UK, France, Germany, Poland
 - Importance:
 - Of some importance: Belgium
 - Of some/major importance: Spain, France
 - Of major importance: UK, Germany, Netherlands, Poland
8. Investigate complaints about service and equipment, and take corrective action.
- Frequency:
 - Yearly: Belgium
 - Weekly: UK, Netherlands
 - Weekly/daily: Spain, Germany
 - Daily: France, Poland
 - Importance:
 - Of some/major importance: Spain, France, Germany
 - Of major importance: UK, Netherlands, Poland
9. Liaise with other departments to ensure that services are provided in an efficient and timely manner.
- Frequency:
 - Yearly: Belgium
 - Monthly/weekly: Spain, Netherlands
 - Weekly: UK
 - Daily: France, Germany, Poland
 - Importance:
 - Of some importance: Netherlands
 - Of some/major importance: UK, Spain, France, Germany
 - Of major importance: Poland
10. Take inventory of stocks to ensure supplies are adequate, and order supplies.
- Frequency:
 - Yearly: Belgium
 - Monthly: Poland
 - Monthly/weekly: Spain
 - Weekly: UK, Germany, Netherlands
 - Weekly/daily: France
 - Importance:

- Of some importance: Belgium
- Of some/major importance: UK, Spain, France
- Of major importance: Germany, Netherlands, Poland

11. Prepare and control budgets, estimate costs and keep financial records.

- Frequency:
 - Never: Belgium, France, Netherlands
 - Yearly/monthly: Poland
 - Monthly: Spain, Netherlands
 - Weekly: UK, France, Germany, Netherlands
 - Daily: Spain
- Importance:
 - Not at all important: Netherlands
 - Of some importance: France
 - Of major importance: UK, Spain, Germany, Poland

12. Make sure that relevant hygiene, technical and occupational health and safety standards are followed.

- Frequency:
 - Yearly: Belgium, Poland
 - Weekly/daily: Spain
 - Daily: UK, France, Germany, Netherlands, Poland
- Importance:
 - Of some/major importance: France
 - Of major importance: UK, Belgium, Spain, Germany, Netherlands, Poland

Regarding the task list, the experts from the different countries disagree a lot on the frequency of performance (from 'never' to 'daily'). Interesting results:

- There is only one task on which the majorities of experts from all countries agree, namely supervising and coordinating the activities of cleaning staff. All experts say this is a daily task.
- Especially Belgian experts indicate a lot of tasks in the task list as occurring less frequent than do experts from other countries.
- Even within countries, experts do not agree on the frequency of task performance in their own country (e.g. regarding the task 'recruiting and training...' and 'preparing and controlling budgets...')

Suggested changes to the task list

The comments and suggestions as provided by the experts in the various countries do not result in changes in the EurOccupations standardised task list. For some specific countries, country-specific tasks are included in the national task list.

Required educational entry level

The required educational level of the First line supervisor cleaning workers differs between the countries:

- ISCED 0: Belgium
- ISCED 1: Netherlands, Poland
- ISCED 2: Netherlands
- ISCED 3: Germany, France

Additional formal or legal requirements

In some countries, there are additional formal or legal requirements for this occupation:

- Diploma (full educational programme), established/laid down in branch of industry: Netherlands
- Certification (training / course), established/laid down in branch of industry: UK
- Certification (training / course), established/laid down in law/legal requirement: Spain, Germany, Netherlands
- Certification (training / course), established/laid down in collective labour agreement: Netherlands
- Other formal or legal requirements: Netherlands
- Other formal or legal requirements, established/laid down in law/legal requirement: Germany

Competencies

The following competencies are of major importance for the First line supervisor cleaning workers in the following countries (only major importance reported):

- Initiating action: UK, Spain, Germany, Netherlands, Poland
- Instructing co-workers: UK, Germany, Netherlands
- Supervising: UK, Germany, Netherlands, Poland
- Co-operating with colleagues: UK, Germany, Netherlands, Poland
- Communicating: UK, Germany, Netherlands
- Relating and networking: Poland
- Negotiating: Poland
- Reporting: Poland
- Applying know-how, professional expertise: UK, Spain, Germany, Netherlands, Poland
- Problem solving: UK, Spain, Netherlands, Poland
- Developing new procedures and working methods: -
- Forming strategies: Poland
- Planning and organising: UK, Spain, Germany, Netherlands, Poland
- Following instructions and procedures: UK, Spain, Netherlands, Poland
- Dealing with contingencies: Spain, Netherlands, Poland

- Coping with stressful situations: Netherlands, Poland
- Commercial thinking: Spain, Germany, Poland

No majorities of experts from Belgium and France see competencies as mentioned above relevant for a first line supervisor cleaning workers. Experts from other countries do agree on some competencies, namely initiating action, supervising, co-operating with colleagues, applying know-how and professional expertise, problem solving, planning and organising and following instructions and procedures.

A majority of Polish experts sees in addition to these competencies, also competencies as relating and networking, negotiating, reporting and forming strategies as important for first line supervisors cleaning workers.

Trends in size of occupations

Expected trends in the size of the occupation First line supervisor cleaning workers differ between the countries:

- Stable occupation size: Belgium
- Stable/increasing occupation size: UK, Spain, Germany, Netherlands, Poland
- Increasing occupation size: France

3.16 Occupation Asbestos removal worker

Data are available for the following countries:

- UK
- Spain
- France
- Germany
- Netherlands
- Poland

Tasks asbestos removal worker: frequency and importance of competent performance

The frequency and importance of competent performance of all tasks of the asbestos removal worker in the different countries are reported below:

1. Prepare construction sites, e.g. erect barriers and scaffolding
 - Frequency:
 - Never: Poland
 - Weekly/daily: UK
 - Weekly: Spain
 - Daily: France, Germany, Netherlands
 - Importance:

- Of some/major importance: France
 - Of major importance: UK, Spain, Germany, Netherlands
2. Select or request equipment or machines, and transport or set them up.
- Frequency:
 - Never: Poland
 - Weekly/daily: UK
 - Weekly: Spain
 - Daily: France, Germany, Netherlands
 - Importance:
 - Of some importance: Spain
 - Of some/major importance: France
 - Of major importance: UK, Germany, Netherlands
3. Identify asbestos, that need to be removed, e.g. by using monitoring devices.
- Frequency:
 - Never: UK, Netherlands, Poland
 - Weekly: Spain
 - Daily: UK, France, Germany
 - Importance:
 - Of some/major importance: France
 - Of major importance: UK, Spain, Germany
4. Wear respirators for protection from dangerous airborne particles and protective suits that completely protect from hazardous materials (e.g. disposable or reusable overalls, gloves, hardhats, shoe covers, safety glasses or goggles, chemical-resistant clothing, face shields, and devices to protect hearing).
- Frequency:
 - Daily: UK, Spain, France, Germany, Netherlands, Poland
 - Importance:
 - Of some/major importance: France
 - Of major importance: UK, Spain, Germany, Netherlands, Poland
5. Perform demolition and deconstruction work.
- Frequency:
 - Never: UK, Poland
 - Weekly: UK, Poland
 - Daily: Spain, France, Germany, Netherlands, Poland
 - Importance:
 - Of some importance: UK
 - Of some/major importance: France, Poland
 - Of major importance: Spain, Germany, Netherlands

6. Remove asbestos from the surfaces of walls and structures, using a variety of hand and power tools (e.g. vacuums and scrapers).
 - Frequency:
 - Daily: UK, Spain, France, Germany, Netherlands, Poland
 - Importance:
 - Of some/major importance: France
 - Of major importance: UK, Spain, Germany, Netherlands, Poland
7. Package, transport and dispose asbestos in a safe manner.
 - Frequency:
 - Daily: UK, Spain, France, Germany, Netherlands, Poland
 - Importance:
 - Of some/major importance: France
 - Of major importance: UK, Spain, Germany, Netherlands, Poland
8. Respond to accidents and emergencies, clean up in case of accidents or emergencies.
 - Frequency:
 - Never: Poland
 - Weekly: Spain, Germany
 - Weekly/daily: Netherlands
 - Daily: UK, France
 - Importance:
 - Of some importance: Germany
 - Of some/major importance: France
 - Of major importance: UK, Spain, Netherlands

There is some agreement on the daily performance of tasks in all countries, e.g. wearing respirators for protection, removing asbestos from the surfaces of walls and structures and packaging, transporting and disposing asbestos in a safe manner.

Interesting to note is that the experts from Poland see quite some tasks performed less frequent by asbestos removal workers than do experts from the other countries.

Suggested changes to the task list

The comments and suggestions as provided by the experts in the various countries do not result in changes in the EurOccupations standardised task list. For some specific countries, country-specific tasks are included in the national task list.

Regarding the occupational structure in this field of work, German experts indicate that the range of tasks in this occupation are wider and more encompassing than the occupational title and task description suggest: the occupation does not exclusively focus on asbestos but in general on the separation of hazardous substances in demolition work. It should be investigated whether this also applies for the other countries.

Required educational entry level

The required educational level of the asbestos removal worker differs between the countries:

- ISCED 1: UK
- ISCED 2: Netherlands
- ISCED 3: Germany, France

Additional formal or legal requirements

In some countries, there are additional formal or legal requirements for this occupation:

- Certification (training / course): Poland (established/laid down in law/legal requirement), Germany, Netherlands
- Working according to a professional code or protocol, established/laid down in law/legal requirement: UK
- Other formal or legal requirements: UK, Poland

Competencies

The following competencies are of major importance for the asbestos removal worker in the following countries (only major importance reported):

- Initiating action: Spain, Germany
- Instructing co-workers: Germany, Poland
- Supervising: UK, Germany, Poland
- Co-operating with colleagues: UK, Germany, Poland
- Communicating: UK, France, Germany, Poland
- Relating and networking: Germany
- Negotiating: -
- Reporting: UK
- Applying know-how, professional expertise: UK, Spain, France, Germany, Netherlands
- Problem solving: Germany, Netherlands, Poland
- Developing new procedures and working methods: -
- Forming strategies: -
- Planning and organising: UK, France, Germany, Poland
- Following instructions and procedures: UK, Spain, France, Germany, Netherlands, Poland
- Dealing with contingencies: France, Germany, Netherlands, Poland
- Coping with stressful situations: Germany, Poland
- Commercial thinking: -

Some interesting results regarding competencies:

- The majority of all experts from all countries (except Poland) indicate that applying know-how and professional expertise is a major important competency.
- The majority of all experts from all countries indicate that following instructions and procedures is a major important competency.
- In Germany and Poland, also instructing co-workers and coping with stressful situations appear to be important competencies for an asbestos removal worker.

Trends in size of occupations

Expected trends in the size of the occupation asbestos removal worker differ between the countries:

- Declining/stable occupation size: UK
- Stable occupation size: Spain, France, Netherlands
- Stable/increasing occupation size: Germany
- Increasing occupation size: Poland

4. Revisions of the EurOccupations task descriptions

For most key occupations in this cluster of occupations, the input of various experts in the web enquiry does not result in changes in the EurOccupations standardised task descriptions. For all key occupations, nonetheless, *country-specific* tasks are added. These additional, country-specific tasks are included in the EurOccupations key occupations database. For some key occupations, the expert enquiry did however result in changes in the available task descriptions (see section 4.1) or additional tasks that should be added to the EurOccupations standardised task description (see section 4.2). Finally, experts have provided language-related comments to several tasks descriptions that are discussed in section 4.3.

4.1 Suggested changes in the EurOccupations standardised task descriptions

Flight attendant:

The following task of the EurOccupations standardised task list should be changed based on the comments of experts:

- Task 3 should be changed: 3. Greet passengers, check boarding passes and care for the storage of hand luggage. → 3. Greet passengers, check boarding passes and make sure that hand luggage is stored properly.

Ship mechanic:

Several experts suggest that this task description should be revised thoroughly: the standardised task list is insufficient and focuses too much on driving mechanisms. Therefore, in the future, this task description should be revised based on further desk research. For now, for some specific countries, country-specific tasks are included in the national task list.

Transport clerk:

Some experts indicate that some of the task descriptions are too lengthy. Therefore, in the future, it should be investigated whether this task description can be further improved.

Cleaner in offices, schools or other establishments:

The following task of the EurOccupations standardised task list should be changed based on the comments of experts:

- Task 5 should be changed: '5. Perform work, such as cleaning floors, corridors, stairs, and restrooms, shampooing carpets and rugs, removing rubbish, and cleaning waste containers.'
→ '5. Perform work using the correct cleaning method, e.g. cleaning floors, corridors, stairs, and restrooms, shampooing carpets and rugs, removing rubbish, and cleaning waste containers.'

4.2 Additional tasks that should be added to the EurOccupations standardised task list

Flight attendant:

The following tasks should be added to the EurOccupations standardised task list based on the comments of experts in 3 countries:

- Perform security checks before and during the flight.

4.3 Language related comments on the task descriptions

Sailor:

- In France, the '5.' is missing in task description 5: 'Se tient à proximité de la barre lorsque le bateau est en pilotage automatique et vérifie la conformité de la course à l'aide d'un compas magnétique.' → '5. Se tient à proximité de la barre lorsque le bateau est en pilotage automatique et vérifie la conformité de la course à l'aide d'un compas magnétique.'

Transport clerk:

- In France, in task description 8 the words 'fait jouer les assurances' should be replaced by 'fait intervenir les assurances'.

Cleaner in offices, schools or other establishments:

- In the Netherlands, in task description 1 the words are not correct: '1. Schat de staat in van de te reinigen oppervlakte en kiest de schoonmaakmethode (bijv. vegen, dweilen, wassen, dichten, stofzuigen, shampooën, poetsen, ontvetten, steriliseren).' should be replaced by '1. Schat de staat in van de te reinigen oppervlakte en kiest de juiste schoonmaakmethode (bijv. moppen, wassen, stofzuigen, shampooën, ontvetten, steriliseren).'

Asbestos removal worker:

- In the UK, in task 1, the words 'construction sites' must be replaced by 'work sites'.
- In the UK, task 3 is formulated incorrect: '3. Identify asbestos, that need to be removed, e.g. by using monitoring devices.' → '3. Locate the identified asbestos, that need to be removed, e.g. by using monitoring devices.'

5. Actual national educational levels

The tables included in this chapter present the average actual educational levels of occupational workers for (most of) the extended list occupations in this cluster of occupations. The average educational levels are based on calculations of WageIndicator data (period: last quarter of the year 2004 until last quarter of the year 2008), see: www.wageindicator.org.

Transport, logistics, port, airport

occupational code	occupation / occupational group	country							
		BE	DE	ES	FR	IT	NL	PL	UK
13230200000	Distribution centre or warehouse manager	4,2		3,0				3,8	4,1
13230300000	Airport manager			4,5					4,2
13230400000	Port manager			3,5				3,3	2,8
13230500000	Public transport manager	4,0		2,0	6,0			5,0	4,9
13230600000	Road, rail or air transport manager	4,7		4,7		5,0		4,7	4,3
31320200000	Steam engine operator	3,8		2,7			4,0	4,0	2,0
31500000000	Ship and aircraft controllers and technicians	5,0		3,0					4,0
31520000000	Ships' deck officers and pilots	4,0	3,4				3,8	4,5	3,7
31520100000	Ship captain			5,0				4,5	3,5
31520200000	Ship deck officer			3,0					4,1
31530000000	Aircraft pilots and related associate professionals	4,5	4,0	3,5			4,6		4,0
31530100000	Aircraft pilot, co-pilot			3,0					2,9
31530200000	Helicopter pilot								3,5
31540000000	Air traffic controller	3,8	4,1				4,3	4,0	3,6
31540100000	Train traffic controller	5,0		3,0		2,0		3,3	4,8
31550000000	Air traffic safety technician	5,0		3,4				4,5	3,5
33220000000	Clearing or forwarding agent	4,2					3,7	4,8	3,9

35411200000	Transmitting equipment operator	3,9		2,3				2,9	5,0
41300000000	Material-recording and transport clerks		2,0						
41310400000	Logistics worker			3,0		4,0		4,1	4,0
41330000000	Transport clerk	4,1	2,8	3,4		4,3	3,4	4,3	4,0
41330100000	Air transport operations clerk			3,2		4,0		4,9	4,6
41330200000	Cargo agent	5,0		3,0					4,3
51110000000	Travel attendants and travel stewards	4,4		3,4			4,0	4,5	3,6
51110100000	Aircraft purser							5,0	4,5
51110200000	Airport attendant	5,0		3,4	3,0			4,3	4,0
51110300000	Flight attendant			3,6				5,0	4,3
51110400000	Steward(ess) on a ship								3,0
51110500000	Steward(ess) on a train	3,0		3,7					
51120100000	Bus, tram or underground conductor			5,0					
51120200000	Stationmaster			3,6		4,0		3,0	3,6
51120300000	Train guard	3,3	2,2	2,3			3,1	4,5	3,3
72331500000	Ship mechanic			5,0					4,0
83110000000	Locomotive-engine driver	3,7	1,9	2,6			2,9	2,9	3,1
83110100000	Train driver	4,5		2,0				4,0	4,1
83120000000	Railway brakemen, signallers and shunters	2,7	2,2	2,8				3,2	3,3
83120100000	Rail-track laying or maintenance equipment operator			5,0				2,0	3,0
83120200000	Railway shunter							3,0	
83120300000	Railway signal or track switch repairer	5,0							4,3
83210000000	Motorcycle driver							3,5	
83210100000	Dispatch rider, courier	3,8		1,9					3,8
83220000000	Car, taxi and van drivers	3,1	1,8	2,4			2,7	3,3	2,8
83220200000	Car driver	2,5		2,0	3,7			2,6	3,6
83220300000	Taxi driver	2,0	4,0	1,0				1,0	3,9

83220400000	Van driver	5,0		2,0		4,0		3,1	3,7
83220500000	Private car driver		1,8	2,0				2,5	3,3
83310000000	Bus and tram drivers	2,9	1,8	1,7			2,5	2,1	3,0
83310100000	Bus driver public transport	3,0		1,7				2,0	3,6
83310200000	Bus driver for schoolchildren, handicapped persons			1,5					5,0
83310300000	Bus driver touring car	3,0		2,4	6,0			2,8	3,1
83310400000	Tram or metro driver			3,0				3,0	
83320100000	International truck driver	2,7		3,0	3,0			2,8	3,3
83320200000	Remover			2,0					
83320400000	Tank lorry driver	3,0		1,3		4,0		2,0	2,8
83320500000	Truck driver	2,8	1,6	1,6	3,0	3,0	2,5	2,9	3,0
83410000000	Motorised farm and forestry plant operators	2,0							
83430000000	Crane, hoist and related plant operators	3,7		2,0			2,7		2,4
83430200000	Bridge operator			2,7					
83430300000	Cable car operator					4,0			
83430500000	Canal or port lock-keeper			3,0					
83430600000	Chair-lift operator	3,0			1,0				2,0
83430800000	Crane operator	3,0		2,0				3,0	5,0
83431000000	Harbour master	5,0		3,8		4,0			3,0
83431300000	Ropeway or aerial operator	5,0							
83431400000	Sluice or dock operator	4,0							3,0
83440000000	Lifting-truck operator	3,5		1,9			2,4	2,9	3,0
83500000000	Ships' deck crews and related workers	5,0				4,0			3,0
83500200000	Sailor			1,5					
83500300000	Ship deck hand								4,0
93300000000	Transport and storage labourers	3,3		2,4		5,0	2,8	3,4	3,1
93310000000	Hand or pedal vehicle driver	4,5		2,0					5,0
93310100000	Cycle courier			3,5				2,0	2,3

93320000000	Driver of animal-drawn vehicles or machinery	4,0		1,7					5,0
93330000000	Freight handler	3,2		1,5					4,0
93330100000	Porter	3,0							3,5
93330300000	Remover helper			2,0					
93330400000	Road vehicles loader	4,5		2,3				4,5	3,6
93330500000	Ship loader								5,0
93330700000	Warehouse operative			2,7				3,7	3,7

Hospitality, tourism, leisure, sports

occupational code	occupation / occupational group	country							
		BE	DE	ES	FR	IT	NL	PL	UK
14100000000	Hotel and Restaurant Managers	4,2		3,9			3,4		3,8
14110000000	Hotel manager	5,0		4,1	5,0	4,0		5,0	4,3
14110100000	Holiday park manager			5,0					
14110200000	Hostel or bed and breakfast manager	5,0							3,0
14120100000	Catering manager			4,3					3,7
14320600000	Sports centre manager			3,8				5,0	4,1
14390200000	Casino or betting manager								3,3
14390300000	Travel agency manager	5,0		5,0					5,0
24590000000	Other creative or performing artist	4,3		2,7			4,5	5,0	4,3
24590200000	Entertainer	5,0		3,5	5,0	3,0			3,0
33140000000	Travel consultants and organisers	4,0	3,6	4,0		4,0	4,5	4,4	3,7
33140100000	Travel agent	4,3	3,1	3,9	5,0		4,0	4,4	3,7
33140200000	Travel consultant	4,0		5,0					4,2
33143000000	Travel organiser			5,0				5,0	5,0
33190500000	Conference or event organiser	5,0		5,0				4,0	4,5
33190600000	Conference or event planner	5,0		6,0				3,0	4,7
34410100000	Professional sportsperson	4,5		3,8			3,7	4,2	3,9

34420100000	Sports coach, trainer	3,0		5,0		4,0		5,0	3,1
34420200000	Sports official	5,0		5,3					3,0
34420300000	Sports umpire			0,0					
34430100000	Fitness instructor	5,0		3,8				3,0	4,3
34430300000	Outdoor adventure guide								3,0
34430400000	Recreation program leader	2,0						3,5	5,0
34430500000	Ski instructor								5,0
34430600000	Swimming instructor	5,0		2,0					4,1
42130000000	Bookmakers, croupiers and related gambling workers	2,0		2,3			3,8	4,0	3,5
42130100000	Bookmaker							5,0	5,0
42130200000	Bookmaking clerk			2,3					
42130300000	Casino worker			2,5					4,0
42130400000	Croupier			3,5					4,0
42130500000	Totalisator bookmaker			2,0					4,0
42210000000	Travel agency and related clerks		3,2						
42210100000	Travel agency clerk			3,7				4,8	4,7
42240000000	Hotel front desk receptionist	4,6		3,6	5,0	3,5		3,9	4,4
42240100000	Hotel porter			3,0					4,5
51130000000	Travel guide	4,8	3,1	3,1			4,0	3,9	3,0
51390100000	Bath or sauna attendant	3,0		3,0					2,0
51530000000	Companion or valet			4,2					3,7
51590000000	Other personal services worker			3,3		2,0	3,0		3,8
51590100000	Bed and breakfast services worker			3,0				2,0	3,5
51700000000	Chefs and Cooks	3,6	2,2	2,2			3,4	3,5	3,2
51710000000	Chef cook	3,7		2,3		2,0			4,1
51720100000	Fast-food branch manager	1,0		3,0					4,2
51720200000	Food preparation worker	4,0		2,0					4,3
51720300000	Institution cook	4,0		3,0				3,0	3,0
51720400000	Restaurant cook	4,0		2,3				5,0	2,7
51720600000	Other cook			1,8		4,0			2,4

51720700000	First line supervisor of food preparation or servicing workers			4,0				3,0	3,8
51810000000	Waiter or waitress	4,0		3,0	4,0	4,0		4,0	4,0
51810100000	Counter attendant cafeteria, lunchroom	4,0		2,2					4,5
51810200000	Food server, excluding restaurants	4,3		2,0					4,0
51810300000	Host or hostess	2,0		4,0					3,6
51810400000	Catering assistant			5,0				3,0	3,6
51810500000	Counter attendant snack bar			2,0					3,0
51820000000	Bartender	3,6	2,5	2,7		3,0	3,2	3,9	3,3
51820300000	Food server restaurant	3,8		2,0					5,0
83210200000	Pizza deliverer			1,0					
94110000000	Fast-food cook	5,0		3,0					4,5
94120000000	Kitchen helper	4,0	2,0	2,4				4,0	3,3
94120100000	Dishwasher	0,0		2,0		2,0			4,7
96290000000	Other elementary service worker	3,4		2,5		4,0	2,9	3,7	3,8
96290600000	Fair ground attendant			5,0	6,0				
96290800000	Leisure park attendant	3,3		3,0					3,5
96291000000	Public park attendant			3,0					3,0
96291100000	Ticket collector								2,6

Cleaning, housekeeping, garbage, waste

occupational code	occupation / occupational group	country							
		BE	DE	ES	FR	IT	NL	PL	UK
51200000000	Housekeepers	3,2	2,0	1,5			3,6	4,0	3,4
51210000000	Domestic housekeeper			3,0				2,0	3,5
51210100000	Butler	5,0		2,0					
51220000000	Housekeeper in hotels, offices or other establishments			2,3				2,0	4,3

51220100000	First line supervisor of housekeeping workers			3,5				2,8
71430200000	Chimney sweep	2,0						
91110000000	Domestic cleaners and helpers	2,9		1,7		2,7	3,2	3,2
91110100000	Domestic cleaner	3,1		1,0	4,0			5,0
91110200000	Domestic helper	2,8					4,0	3,5
91120100000	Cleaner in hotels	3,5		2,8	2,3		3,6	3,7
91120200000	Cleaner in offices, schools or other establishments	2,8	1,7	1,9	2,0	2,7	3,0	3,0
91120300000	Janitor			1,7			2,6	2,3
91120400000	Lavatory attendant				2,0			
91120500000	First line supervisor of cleaning workers			2,0			3,5	3,3
91210000000	Hand launderer or presser	2,4		1,5			4,0	3,0
91220400000	Train or bus cleaner	5,0		2,0			3,0	2,5
91230000000	Window cleaner	2,9		2,0		2,5	4,4	3,2
91290000000	Other cleaning worker			2,1			2,8	3,6
91290200000	Carpet or furniture cleaner	3,0		2,0			1,0	3,5
91290300000	Sewer pipe cleaner			1,3				
91290500000	Other hazardous materials removal worker			4,0			3,0	3,3
91290600000	Cleaner laboratory equipment			1,0				
96310000000	Garbage collector	3,3		1,8		2,2	4,0	2,3
96310200000	Recyclable material collector	3,0		2,4			4,0	3,4
96320000000	Refuse sorter			2,0			5,0	3,5
96330000000	Sweepers and related labourers	2,0		2,3		2,5	3,3	2,5
96330100000	Sweeper, street cleaner			1,9				4,3

6. Problematic occupations

Hotel manager

There is quite some disagreement among experts concerning the tasks of hotel managers, both between and within countries. This might indicate variety in sorts of hotel managers (e.g. in level of education as seen below, differentiation in the occupation, etc.). The finding that the required educational entry level of the hotel manager varies quite extensively (from ISCED 1 in the UK to 6 in France) further underlines this. Regarding educational level, the group of management occupations is an interesting case.

Swimming instructor:

Regarding this occupation, there appear to be differences in occupational structure between the countries. In Poland, this occupation should be separated into 2 occupations/occupational titles, namely 'swimming instructor' and 'swimming coach'. Additionally, some of the tasks in the EurOccupations standardised task list of the swimming instructor are not part of the tasks of this occupation but of the occupation 'life saver'. It should be investigated if this occupation is already included in the EurOccupations extended list of occupations. In Germany, the 'swimming instructor' is not an occupation but a job that is part of a broader occupation, namely that of 'Fachangestellten für Bäderbetriebe'.

In the Netherlands, the 'swimming instructor' sometimes also performs tasks of other occupations, for example as a waiter or in sales.

In Belgium, this occupation does not exist.

Taxi driver:

In Germany, this occupation should be separated into 2 occupations/occupational titles, namely 'taxi driver (employed)' and 'taxi driver (self-employed)'. In the Netherlands, the occupation of *taxi driver* comprises several specialisations.

Sailor:

In Germany, this occupation does not exist anymore.

Ship mechanic:

It is not clear what this occupation entails in the different countries. There is not much agreement between experts from the various countries concerning occupational content. Several experts suggest that this task description should be revised thoroughly: the standardised task list is insufficient and focuses too much on driving mechanisms. Therefore, in the future, it should be investigated what the correct occupational title for this occupation is and whether the task description should be revised

based on further desk research. For now, for some specific countries, country-specific tasks are included in the national task list.

Asbestos removal worker:

Regarding the occupational structure in this field of work, German experts indicate that the range of tasks in this occupation are wider and more encompassing than the occupational title and task description suggest: the occupation does not exclusively focus on asbestos but in general on the separation of hazardous substances in demolition work. It should be investigated whether this also applies for the other countries.

7. Proposed revisions for the EurOccupations extended list of occupations

7.1 Changes in occupational structure in the extended and key list

Kitchen helper:

- In Germany, this is not a separate occupation but a job.

Swimming instructor:

- In Poland, this occupation should be separated into 2 occupations/occupational titles, namely 'swimming instructor' and 'swimming coach'.
- In Poland, some of the tasks in the EurOccupations standardised task list of the swimming instructor are not part of the tasks of this occupation but of the occupation 'life saver'. It should be investigated if this occupation is already included in the EurOccupations extended list of occupations.
- In Germany, the 'swimming instructor' is not an occupation but a job that is part of a broader occupation, namely that of 'Fachangestellten für Bäderbetriebe'.
- In Belgium, this occupation does not exist.

Taxi driver:

- In Germany, this occupation should be separated into 2 occupations/occupational titles, namely 'taxi driver (employed)' and 'taxi driver (self-employed)'.

Sailor:

- This occupation does not exist anymore in Germany.

Asbestos removal worker:

- German experts indicate that the range of tasks in this occupation are wider and more encompassing than the occupational title and standardised task description suggests: the occupation does not exclusively focus on asbestos but in general on the separation of hazardous substances in demolition work. It should be investigated whether this also applies for the other countries.

7.2 Adjustments in occupational titles in the extended and key list:

Waiter or waitress:

- UK adjust occupational title: waiter or waitress → waiter

Kitchen helper:

- UK adjust occupational title: kitchen helper → kitchen assistant

International truck driver:

- UK adjust occupational title: international truck driver → lorry driver (international transport)

Ship mechanic:

- UK adjust occupational title: ship mechanic → engineer officer (shipping)

Cleaner in offices, schools or other establishments:

- UK adjust occupational title: cleaner in offices, schools or other establishments → cleaner (institutional premises)

First line supervisor of cleaning workers:

- UK adjust occupational title: first line supervisor of cleaning workers → cleaning supervisor

8. Conclusions and discussion

This chapter describes the main conclusion from the EurOccupations expert research for the cluster 'Transport, logistics, travel & cleaning/garbage'. First, some general findings are discussed. Second, a brief summary of the findings per key occupation in the cluster 'Transport, logistics, travel & cleaning/garbage' is presented.

8.1 General findings

EurOccupations task descriptions

In general, the EurOccupations task descriptions of the key occupations in the cluster 'transport' are recognised by the experts. For most key occupations, a majority of tasks occurs on a frequent basis and is important for competent performance. There are some differences between countries, but it never occurs that tasks do not occur in any of the countries.

Required educational entry level

Only for a limited number of countries (usually 4 or 5 countries per occupation), data is available about the minimum required educational entry level for the key occupations. These levels do seem to vary across countries quite often. E.g., occupations (e.g. transport clerk, restaurant cook, waiter/waitress, swimming instructor, travel agency clerk, asbestos removal worker) are often ISCED level 1 in the UK, while they are ISCED level 2 or higher in other countries. Also, there sometimes appears to be disagreement between experts of the same country concerning required education entry level. This indicates that for experts, it is quite difficult to assess occupations concerning educational entry levels. It might be better to provide estimates of actual educational levels of occupational workers in the occupation.

Formal or legal requirements

Additional formal or legal requirements for key occupations in transport are quite frequent in the Netherlands and Poland and also in Germany and the UK. The other countries demand fewer requirements for these occupations.

Competencies

- Applying know-how, professional expertise and following instructions and procedures are considered as competencies of major importance for almost all key occupations in almost all countries in the transport cluster;

- Co-operating with colleagues and communicating are also considered as major important competencies for some occupations in all countries, e.g. for occupations as flight attendant, sailor, ship mechanic, restaurant cook, waiter/waitress, swimming instructor, travel agency clerk, `
- In Poland and Germany, several competencies are important for quite some occupations in transport that are mainly not important in other countries, e.g. negotiating, relating and networking, reporting, planning and organising.

Trends in size of occupations

There are quite some differences between countries and between experts with respect to expected trends in size of the occupation.

8.2 Summary of results per key occupation

Flight attendant

- most tasks are performed daily in all countries. Only experts from France and the Netherlands do not always agree on the daily frequency of some tasks. The disagreements mostly concern task performed in emergency situations (e.g. taking action in the event of decompression, turbulence, mechanical faults, etc., or announcing and demonstrating safety and emergency procedures and directing and assisting passengers in emergency events). Concerning the task 'make flight announcements and provide travel information e.g. about connecting flights, the majority of Dutch experts say it is a weekly task and not a daily task as in all other countries.
- All tasks are of major importance in all countries except France and in some cases also in the Netherlands (e.g. make flight announcements and provide travel information).
- The following task should be added to the EurOccupations standardised task list based on the comments of experts in three countries: 'Perform security checks before and during the flight.'
- Additionally, the following tasks of the EurOccupations standardised task list should be changed based on the comments of experts: Task 3 should be changed: 3. Greet passengers, check boarding passes and care for the storage of hand luggage. → 3. Greet passengers, check boarding passes and make sure that hand luggage is stored properly.
- in Poland and Germany, several competencies are very important that are not major important in other countries, namely: instructing co-workers, relating and networking, negotiating, reporting, developing new procedures and working methods, forming strategies, planning and organising. In the Netherlands, commercial thinking is of major importance, and not of major importance in the other countries.

International truck driver

- The task: Performing minor maintenance and repairs seems to occur in each responding country, but frequency varies from monthly (UK) to daily (France, Poland).

- The tasks: Preparing the delivery and loading and unloading cargo seems to not occur in Italy, while in other countries, these are weekly or daily tasks.
- The comments and suggestions as provided by the experts in the various countries do not result in changes in the EurOccupations standardised task list. For some specific countries, country-specific tasks are included in the national task list.
- The required educational ISCED level seems to vary from 0 in Italy to 3 in Germany.
- In most countries, there are additional formal or legal requirements.
- All countries agree that applying know-how and professional expertise and following instructions and procedures is very important for an international truck driver. Also many countries agree on the importance of dealing with contingencies and coping with stressful situations. Experts from Poland see more competencies as very important than experts from other countries (namely co-operating with colleagues, planning and organising). Only Italian experts see instructing co-workers as an important competency for this occupation.
- UK adjust occupational title: international truck driver → lorry driver (international transport)

Taxi driver

- There is a lot of agreement between countries on daily task performance and the importance of competent performance of almost all tasks. Some differences: Experts from the different countries do not agree on the frequency of the task 'performing minor repairs'. Frequency varies from monthly (UK) to daily (Germany).
- However all experts say that 'keeping accurate records...' is a daily task, experts from Poland say the task never occurs.
- Almost all countries agree that for all tasks, competent task performance is of major importance. Only French experts say that it is of some importance that tasks are performed competent. Experts from Poland indicate that 'informing and advising passengers' is not at all important for a taxi driver.
- The comments and suggestions as provided by the experts in the various countries do not result in changes in the EurOccupations standardised task list. For some specific countries, country-specific tasks are included in the national task list.
- In Germany, this occupation should be separated into 2 occupations/occupational titles, namely 'taxi driver (employed)' and 'taxi driver (self-employed)'.
- In the Netherlands, the occupation of *taxi driver* comprises several specialisations.
- In most countries, there are additional formal or legal requirements.
- Most countries agree on the importance of the competencies applying know-how, following instructions and procedures, dealing with contingencies and coping with stressful situations.
- German experts see more competencies as major important for a taxi driver than do experts from other countries (e.g. initiating action, co-operating with colleagues, relating and networking, commercial thinking).
- Experts from Poland indicate 'problem solving' as an important competency for taxi drivers.

Sailor

- Most experts agree on the weekly/daily performance of most tasks. They also see competent performance of all tasks as of some or major importance. Nevertheless, there are some interesting differences between countries:
 - Belgian experts indicate that 'steering the ship under direction... or directing helmsmen to steer' is a task that is never performed by a sailor. Spanish experts say it only occurs monthly/daily.
 - Dutch experts indicate that the task 'standing by wheel when ship is on automatic pilot...' is never performed by sailors. Spanish experts again say performance of this task only occurs monthly/daily.
 - Dutch experts say that sailors never stand gangway watches to prevent unauthorised persons from boarding ship when in port.
- The comments and suggestions as provided by the experts in the various countries do not result in changes in the EurOccupations standardised task list. For some specific countries, country-specific tasks are included in the national task list.
- In Germany, this occupation does not exist anymore.
- In most countries, there are additional formal or legal requirements.
- Experts from all responding countries indicate that following instructions and procedures is a competency of major importance for a sailor.
- All experts except those from Spain agree on the major importance of co-operating with colleagues and communicating.

Ship mechanic

- There is not much agreement the frequency and importance of competent task performance between the different countries. All task frequencies vary monthly to daily or even from never to daily.
- Even within countries there are several differences to be seen in the indicated frequency of task performance. This might indicate that there are several sorts of ship mechanics in the countries as well as within countries (e.g. by differences in educational level, by differences in task differentiation within the occupation or county-specific tasks). It also might have something to do with the focus on driving mechanisms in the task description and task list.
- The comments and suggestions as provided by the experts in the various countries do not directly result in changes in the EurOccupations standardised task list. Nonetheless, several experts suggest that this task description should be revised thoroughly: the standardised task list is insufficient and focuses too much on driving mechanisms. Therefore, in the future, this task description should be revised based on further desk research. For now, for some specific countries, country-specific tasks are included in the national task list.

- Required educational entry levels vary from ISCED 3 in Germany and the Netherlands to 5 in Belgium.
- In Belgium, Germany, Netherlands and Poland, there are additional legal requirements.
- The majority of the experts agree on the importance of the competency 'applying know-how, professional expertise'.
- Experts from most countries (except UK) agree on the importance of 'problem solving' and all (except Poland) agree on the major importance of 'following instructions and procedures'.
- UK adjust occupational title: ship mechanic → engineer officer (shipping).

Transport clerk

- Almost all tasks are performed weekly or daily in all different countries and are of some/major importance, except in Belgium.
- According to the answers of Belgian experts, it seems that in Belgium a transport clerk performs less (diverse or responsible) tasks than in other countries or might perform other tasks than mentioned. Most of all do Belgian experts indicate that the tasks that do occur, are of no of some importance for a transport clerk.
- The comments and suggestions as provided by the experts in the various countries do not result in changes in the EurOccupations standardised task list. For some specific countries, country-specific tasks are included in the national task list.
- In the future, it should be investigated whether this task description can be further improved. Some experts indicate that some task descriptions are too lengthy.
- Only in the Netherlands, there are additional legal requirements for this occupation.
- Majorities of experts from the UK, Spain, Germany and the Netherlands agree on the importance of problem solving and following instructions and procedures.
- Only the majority of Dutch experts see instructing co-workers as an important competency for a transport clerk.

Restaurant cook

- Almost every task is indicated as a daily task in every country. There is only some disagreement concerning the tasks 'planning menus' (according to experts from Spain, UK, Belgium and Poland a monthly/weekly task) 'monitor, order, receive and store (food) supplies...' (according to experts from the UK and France a weekly/daily task and according to some Belgian experts yearly/weekly task).
- All tasks from the task list are of some/major importance.
- The comments and suggestions as provided by the experts in the various countries do not result in changes in the EurOccupations standardised task list.
- The required educational entry level appears to be ISCED 1 in the UK and ISCED 3 in all other countries.

- In Germany, the Netherlands, Poland and Belgium, there are additional legal of formal requirements.
- The majority of experts from all countries agree on the importance of the competency 'following instructions and procedures' for a restaurant cook.
- The majority of experts of all countries (except from the UK) indicate that dealing with contingencies and coping with stressful situations is of major importance.
- The majority of experts of all countries (except from Spain) indicate that supervising and co-operating with colleagues is a competency of major importance.
- Initiating action is a competency that is seen as a major competency for a restaurant cook by the majority of experts from all countries except Poland.

Waiter/waitress

- Almost every task is indicated as a daily occurring task in all countries, except the task 'preparing and serving specialty dishes at tables...' (weekly/daily in France) and 'preparing the restaurant for special events...' (monthly in UK, weekly in Netherlands and Poland and no agreement among Belgian experts).
- Competent performance of tasks is by all experts seen as of some or major importance. Only the French experts indicate more often that a task is of some importance than do experts from the other countries.
- The comments and suggestions as provided by the experts in the various countries do not result in changes in the EurOccupations standardised task list. For some specific countries, country-specific tasks are included in the national task list.
- The required educational entry levels vary from ISCED 1 in the UK to 3 in Belgium, Germany, Spain and France.
- In the Netherlands, Poland and Spain, there are additional legal of formal requirements.
- The competency 'communicating' is by the majority of experts from all countries indicated as of major importance for a waiter/waitress.
- Also of major importance are the competencies 'co-operating with colleagues' (except in Spain), 'following instructions and procedures' (except in Germany) and 'coping with stressful situations' (except in the Netherlands).
- UK adjust occupational title: waiter or waitress → waiter.

Hotel manager

- Overall, there is a lot of disagreement between experts of the different countries when it comes to the frequency of task performance. Even within countries, experts do not agree on the frequency of performance of the tasks in their country. This might indicate variety in sorts of hotel managers (e.g. in level of education as seen below, differentiation in the occupation, etc.).
- The majority of Polish experts indicate that 'developing and promoting marketing strategies' is a yearly task, whereas the majority of Dutch experts state it's a daily task.

- In Poland, 'supervising maintenance, supplies and furnishings ...' is not a task of a hotel manager, whereas in France and in the Netherlands, the majority of experts indicate it's a daily task.
- In Poland, 'coordinating front-office activities ...' is not a task of a hotel manager, whereas in Spain, France and Germany, the majority of experts indicate it's a daily task.
- The majority of Polish experts indicate that ensuring compliance with health, occupational safety...' is a yearly task, whereas the majority of French and Dutch experts state it's a daily task.
- The comments and suggestions as provided by the experts in the various countries do not result in changes in the EurOccupations standardised task list. For some specific countries, country-specific tasks are included in the national task list.
- The required educational levels of the hotel manager vary from ISCED 1 in the UK to 6 in France.
- In Germany, the Netherlands, UK and Spain, there are additional formal or legal requirements for this occupation.
- Regarding competencies, there is most agreement between countries regarding the competencies initiating action, planning and organising, dealing with contingencies and commercial thinking.

Kitchen helper

- The majority of practically all experts from the different countries indicate every task as a daily performed task by a kitchen helper.
- The majority of Polish experts indicate that preparing dishes for serving, preparing simple food and monitoring supplies is not a task of a kitchen helper.
- When looking at the importance of tasks, most experts agree that competent performance of the tasks is of some/major importance.
- The comments and suggestions as provided by the experts in the various countries do not result in changes in the EurOccupations standardised task list. For some specific countries, country-specific tasks are included in the national task list.
- The required educational levels of the kitchen helper vary from ISCED 1 in the UK and Germany to 3 in France.
- In Poland, UK and Belgium, there are additional formal or legal requirements for this occupation.
- There is not much agreement among experts from different countries when it comes to the competencies of a kitchen helper.
- The majority of experts from most countries indicate co-operating with colleagues, following instructions and procedures and coping with stressful situations as major important competencies for a kitchen helper.
- Polish experts add to this list also the competencies initiating action, communicating, reporting and problem solving. No majority of experts from other countries agree on this.
- UK adjust occupational title: kitchen helper → kitchen assistant.

Swimming instructor

- Most tasks are considered to be important and occur frequently in most countries.

- Checking and recording the water quality and making sure the swimming pool, locker rooms, showers, etc. are clean and tidy, are tasks that are never performed by swimming instructors according to the majority of experts from the UK and Poland.
- The comments and suggestions as provided by the experts in the various countries do not result in changes in the EurOccupations standardised task list. For some specific countries, country-specific tasks are included in the national task list.
- There appear to be differences in occupational structure between the countries for this type of work. In Poland, this occupation should be separated into 2 occupations/occupational titles, namely 'swimming instructor' and 'swimming coach'.
- Some of the tasks in the EurOccupations standardised task list of the swimming instructor are not part of the tasks of this occupation but of the occupation 'life saver'. It should be investigated if this occupation is already included in the EurOccupations extended list of occupations.
- In Germany, the 'swimming instructor' is not an occupation but a job that is part of a broader occupation, namely that of 'Fachangestellten für Bäderbetriebe'.
- In the Netherlands, the 'swimming instructor' sometimes also performs tasks of other occupations, for example as a waiter or in sales.
- The required educational levels of the kitchen helper vary from ISCED 1 in the UK to 3 in Germany and France.
- In France, the Netherlands, Spain and Poland, there are additional formal or legal requirements for this occupation.
- Between countries, there is most agreement when it comes to the competencies initiating action, communicating, applying know-how and professional expertise, dealing with contingencies and coping with stressful situations. However, no majority of Spanish experts agrees on the importance of any of these competencies.

Travel agency clerk

- There is a lot of agreement between countries on the frequency of task performance of most tasks. Almost all tasks are indicated by a majority of experts as daily tasks.
- Undertaking clerical and administrative work is a weekly task according to the majority of experts from the UK, France and Poland.
- Maintaining contacts with customers, providers and service companies is a weekly task according to the majority of experts from the UK.
- Making efforts to meet sales targets is a monthly task according to the majority of experts from the UK and France.
- The comments and suggestions as provided by the experts in the various countries do not result in changes in the EurOccupations standardised task list. For some specific countries, country-specific tasks are included in the national task list.
- In the Netherlands, Poland and the UK, there are additional legal or formal requirements.

- Experts from most countries do agree on the importance of the competencies communicating, applying know-how and professional expertise, problem solving, coping with stressful situations and commercial thinking for a travel agency clerk.

Cleaner in offices, schools, or other establishments

- In most countries, the suggested tasks are performed weekly or daily.
- There is some variation between countries, for example concerning the tasks 'developing work plans', 'determining when more supplies and equipment is needed' and 'carrying out the basis maintenance of the cleaning machinery'.
- The comments and suggestions as provided by the experts in the various countries result in a minor change in the EurOccupations standardised task list. For some specific countries, country-specific tasks are included in the national task list additionally.
- Task 5 should be changed: '5. Perform work, such as cleaning floors, corridors, stairs, and restrooms, shampooing carpets and rugs, removing rubbish, and cleaning waste containers.' → '5. Perform work using the correct cleaning method, e.g. cleaning floors, corridors, stairs, and restrooms, shampooing carpets and rugs, removing rubbish, and cleaning waste containers.'
- In most countries, there are additional legal or formal requirements.
- Competencies most mentioned by majorities of experts from several countries are applying know-how and professional expertise and following instructions and procedures.
- UK adjust occupational title: cleaner in offices, schools or other establishments → cleaner (institutional premises).

First line supervisor cleaning workers

- Regarding the task list, the experts from the different countries disagree a lot on the frequency of performance (from 'never' to 'daily').
- There is only one task on which the majorities of experts from all countries agree, namely supervising and coordinating the activities of cleaning staff. All experts say this is a daily task.
- Especially Belgian experts indicate a lot of tasks in the task list as occurring less frequent than do experts from other countries.
- Even within countries, experts do not agree on the frequency of task performance in their own country (e.g. regarding the task 'recruiting and training...' and 'preparing and controlling budgets...')
- The comments and suggestions as provided by the experts in the various countries do not result in changes in the EurOccupations standardised task list. For some specific countries, country-specific tasks are included in the national task list.
- The required educational levels vary from ISCED 0 in Belgium to 3 in Germany and France.
- In most countries, there are additional legal or formal requirements.

- Experts from UK, Spain, Netherlands, Poland agree on some competencies, namely initiating action, supervising, co-operating with colleagues, applying know-how and professional expertise, problem solving, planning and organising and following instructions and procedures.
- A majority of Polish experts sees in addition to these competencies, also competencies as relating and networking, negotiating, reporting and forming strategies as important for first line supervisors cleaning workers.
- UK adjust occupational title: first line supervisor of cleaning workers → cleaning supervisor.

Asbestos removal worker

- There is agreement on the daily performance of some tasks in all countries, e.g. wearing respirators for protection, removing asbestos from the surfaces of walls and structures and packaging, transporting and disposing asbestos in a safe manner.
- Experts from Poland see quite some tasks performed less frequent by asbestos removal workers than do experts from the other countries.
- The comments and suggestions as provided by the experts in the various countries do not result in changes in the EurOccupations standardised task list. For some specific countries, country-specific tasks are included in the national task list.
- Regarding the occupational structure in this field of work, German experts indicate that the range of tasks in this occupation are wider and more encompassing than the occupational title and task description suggest: the occupation does not exclusively focus on asbestos but in general on the separation of hazardous substances in demolition work. It should be investigated whether this also applies for the other countries.
- The required educational levels vary from ISCED 1 in the UK to 3 in Germany and France.
- In most countries, there are additional legal or formal requirements.
- The majority of all experts from all countries (except Poland) indicate that applying know-how and professional expertise is a major important competency.
- The majority of all experts from all countries indicate that following instructions and procedures is a major important competency.
- In Germany and Poland, also instructing co-workers and coping with stressful situations appear to be important competencies for an asbestos removal worker.

Appendix A Additional analyses EurOccupations data 'Transport, logistics, travel & cleaning/garbage'

Area of work 'Transport, logistics, port, airport' (6 key occupations)

How many subordinates do people working in this occupation, in general, formally supervise (EXCLUDING the coaching of less experienced co-workers, students or trainees)?									
L66bis	COUNTRY								Total
	UK	belgium	espagna	france	germany	it	netherl	poland	
None	10	3	3	4	11	1	13	6	51
	12.35	3.70	3.70	4.94	13.58	1.23	16.05	7.41	62.96
	90.91	100.00	23.08	100.00	57.89	100.00	76.47	46.15	
1-10 employees	0	0	9	0	6	0	3	6	24
	0.00	0.00	11.11	0.00	7.41	0.00	3.70	7.41	29.63
	0.00	0.00	69.23	0.00	31.58	0.00	17.65	46.15	
11-100 employees	1	0	1	0	1	0	1	1	5
	1.23	0.00	1.23	0.00	1.23	0.00	1.23	1.23	6.17
	9.09	0.00	7.69	0.00	5.26	0.00	5.88	7.69	
>100 employees	0	0	0	0	1	0	0	0	1
	0.00	0.00	0.00	0.00	1.23	0.00	0.00	0.00	1.23
	0.00	0.00	0.00	0.00	5.26	0.00	0.00	0.00	
Total	11	3	13	4	19	1	17	13	81
	13.58	3.70	16.05	4.94	23.46	1.23	20.99	16.05	100.00

How often does the work involve coaching or training of less experienced co-workers, students or trainees (EXCLUDING the subordinates that are formally supervised)?									
L67bis	COUNTRY								Total
	UK	belgium	espagna	france	germany	it	netherl	poland	
Regularly	1	0	0	0	4	0	3	2	10
	1.19	0.00	0.00	0.00	4.76	0.00	3.57	2.38	11.90
	9.09	0.00	0.00	0.00	21.05	0.00	14.29	15.38	
Occasionally	2	1	11	4	9	1	8	5	41
	2.38	1.19	13.10	4.76	10.71	1.19	9.52	5.95	48.81
	18.18	50.00	84.62	100.00	47.37	100.00	38.10	38.46	
Never	2	1	2	0	3	0	7	5	20
	2.38	1.19	2.38	0.00	3.57	0.00	8.33	5.95	23.81
	18.18	50.00	15.38	0.00	15.79	0.00	33.33	38.46	
It varies	6	0	0	0	3	0	3	1	13
	7.14	0.00	0.00	0.00	3.57	0.00	3.57	1.19	15.48
	54.55	0.00	0.00	0.00	15.79	0.00	14.29	7.69	

Total	11	2	13	4	19	1	21	13	84
	13.10	2.38	15.48	4.76	22.62	1.19	25.00	15.48	100.00

How much physical effort is generally required in this occupation?									
L68bis	COUNTRY								Total
	UK	belgium	espagna	france	germany	it	netherl	poland	
Not at all	1	0	1	1	3	0	1	0	7
	1.12	0.00	1.12	1.12	3.37	0.00	1.12	0.00	7.87
	7.69	0.00	7.14	25.00	15.00	0.00	4.76	0.00	
Some	10	1	10	0	12	1	12	5	51
	11.24	1.12	11.24	0.00	13.48	1.12	13.48	5.62	57.30
	76.92	33.33	71.43	0.00	60.00	100.00	57.14	38.46	
Much	2	2	3	3	5	0	8	8	31
	2.25	2.25	3.37	3.37	5.62	0.00	8.99	8.99	34.83
	15.38	66.67	21.43	75.00	25.00	0.00	38.10	61.54	
Total	13	3	14	4	20	1	21	13	89
	14.61	3.37	15.73	4.49	22.47	1.12	23.60	14.61	100.00

How much mental effort is generally required in this occupation?									
L69bis	COUNTRY								Total
	UK	belgium	espagna	france	germany	it	netherl	poland	
Not at all	0	0	0	0	1	0	0	0	1
	0.00	0.00	0.00	0.00	1.18	0.00	0.00	0.00	1.18
	0.00	0.00	0.00	0.00	4.76	0.00	0.00	0.00	
Some	11	3	12	2	3	0	7	10	48
	12.94	3.53	14.12	2.35	3.53	0.00	8.24	11.76	56.47
	84.62	100.00	92.31	50.00	14.29	0.00	41.18	76.92	
Much	2	0	1	2	17	1	10	3	36
	2.35	0.00	1.18	2.35	20.00	1.18	11.76	3.53	42.35
	15.38	0.00	7.69	50.00	80.95	100.00	58.82	23.08	
Total	13	3	13	4	21	1	17	13	85
	15.29	3.53	15.29	4.71	24.71	1.18	20.00	15.29	100.00

Is organising part of the work in this occupation?									
L70bis	COUNTRY								Total
	UK	belgium	espagna	france	germany	it	netherl	poland	
Yes,	1	0	0	0	0	0	0	0	1

organisation of staff	1.19 8.33	0.00 0.00	0.00 0.00	0.00 0.00	0.00 0.00	0.00 0.00	0.00 0.00	0.00 0.00	1.19
Yes, organisation of material	4 4.76 33.33	2 2.38 66.67	11 13.10 78.57	2 2.38 50.00	2 2.38 10.00	0 0.00 0.00	5 5.95 29.41	9 10.71 69.23	35 41.67
Yes, organisation of both	3 3.57 25.00	0 0.00 0.00	0 0.00 0.00	0 0.00 0.00	14 16.67 70.00	0 0.00 0.00	5 5.95 29.41	3 3.57 23.08	25 29.76
No	4 4.76 33.33	1 1.19 33.33	3 3.57 21.43	2 2.38 50.00	4 4.76 20.00	1 1.19 100.00	7 8.33 41.18	1 1.19 7.69	23 27.38
Total	12 14.29	3 3.57	14 16.67	4 4.76	20 23.81	1 1.19	17 20.24	13 15.48	84 100.00

Which of these categories best describes the use of computers required in this occupation?									
L71bis	COUNTRY								Total
	UK	belgium	espagna	france	germany	it	netherl	poland	
Not at all	7 7.87 50.00	1 1.12 33.33	0 0.00 0.00	2 2.25 50.00	7 7.87 35.00	1 1.12 100.00	8 8.99 38.10	1 1.12 8.33	27 30.34
Routine	7 7.87 50.00	2 2.25 66.67	14 15.73 100.00	0 0.00 0.00	10 11.24 50.00	0 0.00 0.00	9 10.11 42.86	10 11.24 83.33	52 58.43
Complex	0 0.00 0.00	0 0.00 0.00	0 0.00 0.00	2 2.25 50.00	3 3.37 15.00	0 0.00 0.00	3 3.37 14.29	1 1.12 8.33	9 10.11
Advanced	0 0.00 0.00	0 0.00 0.00	0 0.00 0.00	0 0.00 0.00	0 0.00 0.00	0 0.00 0.00	1 1.12 4.76	0 0.00 0.00	1 1.12
Total	14 15.73	3 3.37	14 15.73	4 4.49	20 22.47	1 1.12	21 23.60	12 13.48	89 100.00

When can people start working in this occupation?									
L82bis	COUNTRY								Total
	UK	belgium	espagna	france	germany	it	netherl	poland	
Immediately after completing formal education	5 6.10 35.71	1 1.22 33.33	4 4.88 28.57	1 1.22 100.00	11 13.41 55.00	0 0.00 0.00	8 9.76 50.00	1 1.22 7.69	31 37.80

Via in-company dual-learning trajectories after completing formal education	0	2	3	0	2	0	4	0	11
	0.00	2.44	3.66	0.00	2.44	0.00	4.88	0.00	13.41
	0.00	66.67	21.43	0.00	10.00	0.00	25.00	0.00	
Via apprenticeships	0	0	3	0	2	0	0	3	8
	0.00	0.00	3.66	0.00	2.44	0.00	0.00	3.66	9.76
	0.00	0.00	21.43	0.00	10.00	0.00	0.00	23.08	
Other	9	0	4	0	5	1	4	9	32
	10.98	0.00	4.88	0.00	6.10	1.22	4.88	10.98	39.02
	64.29	0.00	28.57	0.00	25.00	100.00	25.00	69.23	
Total	14	3	14	1	20	1	16	13	82
	17.07	3.66	17.07	1.22	24.39	1.22	19.51	15.85	100.00

How long does it generally take, after completing the required formal education, to become competent in this occupation?									
L84bis	COUNTRY								Total
	UK	belgium	espagna	france	germany	it	netherl	poland	
Up to 1 week	0	0	0	0	0	0	1	0	1
	0.00	0.00	0.00	0.00	0.00	0.00	1.37	0.00	1.37
	0.00	0.00	0.00	0.00	0.00	.	6.67	0.00	
1 week – 1 month	1	0	6	0	0	0	2	6	15
	1.37	0.00	8.22	0.00	0.00	0.00	2.74	8.22	20.55
	10.00	0.00	42.86	0.00	0.00	.	13.33	50.00	
1 – 3 months	0	1	4	1	6	0	4	3	19
	0.00	1.37	5.48	1.37	8.22	0.00	5.48	4.11	26.03
	0.00	100.00	28.57	100.00	30.00	.	26.67	25.00	
3 – 6 months	2	0	2	0	4	0	0	1	9
	2.74	0.00	2.74	0.00	5.48	0.00	0.00	1.37	12.33
	20.00	0.00	14.29	0.00	20.00	.	0.00	8.33	
6 months – 1 year	6	0	2	0	5	0	4	1	18
	8.22	0.00	2.74	0.00	6.85	0.00	5.48	1.37	24.66
	60.00	0.00	14.29	0.00	25.00	.	26.67	8.33	
1 – 5 years	1	0	0	0	5	0	3	1	10
	1.37	0.00	0.00	0.00	6.85	0.00	4.11	1.37	13.70
	10.00	0.00	0.00	0.00	25.00	.	20.00	8.33	
>= 5 years	0	0	0	0	0	0	1	0	1
	0.00	0.00	0.00	0.00	0.00	0.00	1.37	0.00	1.37
	0.00	0.00	0.00	0.00	0.00	.	6.67	0.00	
Total	10	1	14	1	20	0	15	12	73
	13.70	1.37	19.18	1.37	27.40	0.00	20.55	16.44	100.00

EQF level of knowledge									
L104bis	COUNTRY								Total
	UK	belgium	espagna	france	germany	it	netherl	poland	
1	0	0	1	0	0	0	0	0	1
	0.00	0.00	3.33	0.00	0.00	0.00	0.00	0.00	3.33
	0.00	0.00	9.09	0.00	0.00	.	0.00	0.00	
2	4	1	0	1	1	0	0	0	7
	13.33	3.33	0.00	3.33	3.33	0.00	0.00	0.00	23.33
	66.67	50.00	0.00	33.33	20.00	.	0.00	0.00	
3	2	1	1	0	2	0	2	0	8
	6.67	3.33	3.33	0.00	6.67	0.00	6.67	0.00	26.67
	33.33	50.00	9.09	0.00	40.00	.	100.00	0.00	
4	0	0	9	0	2	0	0	1	12
	0.00	0.00	30.00	0.00	6.67	0.00	0.00	3.33	40.00
	0.00	0.00	81.82	0.00	40.00	.	0.00	100.00	
5	0	0	0	2	0	0	0	0	2
	0.00	0.00	0.00	6.67	0.00	0.00	0.00	0.00	6.67
	0.00	0.00	0.00	66.67	0.00	.	0.00	0.00	
Total	6	2	11	3	5	0	2	1	30
	20.00	6.67	36.67	10.00	16.67	0.00	6.67	3.33	100.00

EQF level of skill									
L105bis	COUNTRY								Total
	UK	belgium	espagna	france	germany	it	netherl	poland	
2	3	1	1	1	0	0	1	0	7
	10.00	3.33	3.33	3.33	0.00	0.00	3.33	0.00	23.33
	50.00	50.00	9.09	33.33	0.00	.	50.00	0.00	
3	3	1	10	0	3	0	0	0	17
	10.00	3.33	33.33	0.00	10.00	0.00	0.00	0.00	56.67
	50.00	50.00	90.91	0.00	60.00	.	0.00	0.00	
4	0	0	0	2	1	0	1	1	5
	0.00	0.00	0.00	6.67	3.33	0.00	3.33	3.33	16.67
	0.00	0.00	0.00	66.67	20.00	.	50.00	100.00	
7	0	0	0	0	1	0	0	0	1
	0.00	0.00	0.00	0.00	3.33	0.00	0.00	0.00	3.33
	0.00	0.00	0.00	0.00	20.00	.	0.00	0.00	
Total	6	2	11	3	5	0	2	1	30
	20.00	6.67	36.67	10.00	16.67	0.00	6.67	3.33	100.00

EQF level of responsibility									
L106bis	COUNTRY								Total
	UK	belgium	espagna	france	germany	it	netherl	poland	
1	1	0	0	0	1	0	0	0	2
	5.00	0.00	0.00	0.00	5.00	0.00	0.00	0.00	10.00
	16.67	0.00	0.00	0.00	33.33	.	0.00	0.00	
2	1	1	1	1	0	0	1	0	5
	5.00	5.00	5.00	5.00	0.00	0.00	5.00	0.00	25.00
	16.67	50.00	20.00	100.00	0.00	.	50.00	0.00	
3	4	1	4	0	2	0	1	1	13
	20.00	5.00	20.00	0.00	10.00	0.00	5.00	5.00	65.00
	66.67	50.00	80.00	0.00	66.67	.	50.00	100.00	
Total	6	2	5	1	3	0	2	1	20
	30.00	10.00	25.00	5.00	15.00	0.00	10.00	5.00	100.00

In your country, is the occupation typically performed in small organisations & firms (= < 10 employees)									
L112_1	COUNTRY								Total
	UK	belgium	espagna	france	germany	it	netherl	poland	
No	11	3	5	3	10	0	15	17	64
	10.78	2.94	4.90	2.94	9.80	0.00	14.71	16.67	62.75
	73.33	75.00	35.71	75.00	43.48	0.00	68.18	89.47	
Yes	4	1	9	1	13	1	7	2	38
	3.92	0.98	8.82	0.98	12.75	0.98	6.86	1.96	37.25
	26.67	25.00	64.29	25.00	56.52	100.00	31.82	10.53	
Total	15	4	14	4	23	1	22	19	102
	14.71	3.92	13.73	3.92	22.55	0.98	21.57	18.63	100.00

In your country, is the occupation typically performed in medium-sized organisations & firms (11 -100 employees)									
L112_2	COUNTRY								Total
	UK	belgium	espagna	france	germany	it	netherl	poland	
No	8	2	7	3	18	1	12	14	65
	7.84	1.96	6.86	2.94	17.65	0.98	11.76	13.73	63.73
	53.33	50.00	50.00	75.00	78.26	100.00	54.55	73.68	
Yes	7	2	7	1	5	0	10	5	37
	6.86	1.96	6.86	0.98	4.90	0.00	9.80	4.90	36.27
	46.67	50.00	50.00	25.00	21.74	0.00	45.45	26.32	
Total	15	4	14	4	23	1	22	19	102

	14.71	3.92	13.73	3.92	22.55	0.98	21.57	18.63	100.00
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In your country, is the occupation typically performed in large organisations & firms (> 100 employees)									
L112_3	COUNTRY								Total
	UK	belgium	espagna	france	germany	it	netherl	poland	
No	4	4	10	3	14	1	17	17	70
	3.92	3.92	9.80	2.94	13.73	0.98	16.67	16.67	68.63
	26.67	100.00	71.43	75.00	60.87	100.00	77.27	89.47	
Yes	11	0	4	1	9	0	5	2	32
	10.78	0.00	3.92	0.98	8.82	0.00	4.90	1.96	31.37
	73.33	0.00	28.57	25.00	39.13	0.00	22.73	10.53	
Total	15	4	14	4	23	1	22	19	102
	14.71	3.92	13.73	3.92	22.55	0.98	21.57	18.63	100.00

In your country, is this occupation typically carried out in the public or private sector?									
L113	COUNTRY								Total
	UK	belgium	espagna	france	germany	it	netherl	poland	
Public sector	1	0	0	0	1	0	3	0	5
	1.16	0.00	0.00	0.00	1.16	0.00	3.49	0.00	5.81
	6.67	0.00	0.00	0.00	4.76	0.00	17.65	0.00	
Private sector	13	3	11	2	14	1	10	7	61
	15.12	3.49	12.79	2.33	16.28	1.16	11.63	8.14	70.93
	86.67	100.00	78.57	50.00	66.67	100.00	58.82	63.64	
Both	0	0	3	0	6	0	3	3	15
	0.00	0.00	3.49	0.00	6.98	0.00	3.49	3.49	17.44
	0.00	0.00	21.43	0.00	28.57	0.00	17.65	27.27	
Don't know	1	0	0	2	0	0	1	1	5
	1.16	0.00	0.00	2.33	0.00	0.00	1.16	1.16	5.81
	6.67	0.00	0.00	50.00	0.00	0.00	5.88	9.09	
Total	15	3	14	4	21	1	17	11	86
	17.44	3.49	16.28	4.65	24.42	1.16	19.77	12.79	100.00

Area of work 'Hospitality, tourism, leisure, sports' (7 key occupations)

How many subordinates do people working in this occupation, in general, formally supervise (<i>EXCLUDING</i> the coaching of less experienced co-workers, students or trainees)?									
L66bis	COUNTRY								Total
	UK	belgium	espagna	france	germany	it	netherl	poland	
None	3	3	2	1	0	1	24	8	42
	2.91	2.91	1.94	0.97	0.00	0.97	23.30	7.77	40.78
1-10 employees	37.50	37.50	10.00	33.33	0.00	100.00	61.54	50.00	
	4	4	14	2	6	0	13	7	50
11-100 employees	3.88	3.88	13.59	1.94	5.83	0.00	12.62	6.80	48.54
	50.00	50.00	70.00	66.67	75.00	0.00	33.33	43.75	
>100 employees	1	1	4	0	2	0	1	1	10
	0.97	0.97	3.88	0.00	1.94	0.00	0.97	0.97	9.71
Total	12.50	12.50	20.00	0.00	25.00	0.00	2.56	6.25	
	0	0	0	0	0	0	1	0	1
Total	0.00	0.00	0.00	0.00	0.00	0.00	0.97	0.00	0.97
	0.00	0.00	0.00	0.00	0.00	0.00	2.56	0.00	
Total	8	8	20	3	8	1	39	16	103
	7.77	7.77	19.42	2.91	7.77	0.97	37.86	15.53	100.00

How often does the work involve coaching or training of less experienced co-workers, students or trainees (<i>EXCLUDING</i> the subordinates that are formally supervised)?									
L67bis	COUNTRY								Total
	UK	belgium	espagna	france	germany	it	netherl	poland	
Regularly	2	2	2	2	5	1	13	3	30
	1.79	1.79	1.79	1.79	4.46	0.89	11.61	2.68	26.79
Occasionally	22.22	25.00	9.52	66.67	62.50	100.00	28.26	18.75	
	2	5	13	0	3	0	22	7	52
Never	1.79	4.46	11.61	0.00	2.68	0.00	19.64	6.25	46.43
	22.22	62.50	61.90	0.00	37.50	0.00	47.83	43.75	
It varies	0	1	2	1	0	0	4	6	14
	0.00	0.89	1.79	0.89	0.00	0.00	3.57	5.36	12.50
Total	0.00	12.50	9.52	33.33	0.00	0.00	8.70	37.50	
	5	0	4	0	0	0	7	0	16
Total	4.46	0.00	3.57	0.00	0.00	0.00	6.25	0.00	14.29
	55.56	0.00	19.05	0.00	0.00	0.00	15.22	0.00	
Total	9	8	21	3	8	1	46	16	112
	8.04	7.14	18.75	2.68	7.14	0.89	41.07	14.29	100.00

How much physical effort is generally required in this occupation?									
L68bis	COUNTRY								Total
	UK	belgium	espagna	france	germany	it	netherl	poland	
Not at all	1	1	4	0	1	0	2	0	9
	0.88	0.88	3.54	0.00	0.88	0.00	1.77	0.00	7.96
Some	4	2	10	0	3	0	23	6	48
	3.54	1.77	8.85	0.00	2.65	0.00	20.35	5.31	42.48
Much	4	5	7	3	4	1	21	11	56
	3.54	4.42	6.19	2.65	3.54	0.88	18.58	9.73	49.56
Total	9	8	21	3	8	1	46	17	113
	7.96	7.08	18.58	2.65	7.08	0.88	40.71	15.04	100.00

How much mental effort is generally required in this occupation?									
L69bis	COUNTRY								Total
	UK	belgium	espagna	france	germany	it	netherl	poland	
Not at all	1	2	0	0	0	0	0	1	4
	0.93	1.85	0.00	0.00	0.00	0.00	0.00	0.93	3.70
Some	5	3	12	3	0	0	18	7	48
	4.63	2.78	11.11	2.78	0.00	0.00	16.67	6.48	44.44
Much	3	3	9	0	8	1	23	9	56
	2.78	2.78	8.33	0.00	7.41	0.93	21.30	8.33	51.85
Total	9	8	21	3	8	1	41	17	108
	8.33	7.41	19.44	2.78	7.41	0.93	37.96	15.74	100.00

Is organising part of the work in this occupation?									
L70bis	COUNTRY								Total
	UK	belgium	espagna	france	germany	it	netherl	poland	
Yes, organisation of staff	1	0	0	0	1	0	1	1	4
	0.93	0.00	0.00	0.00	0.93	0.00	0.93	0.93	3.74
Yes,	2	2	9	0	0	1	14	9	37
	11.11	0.00	0.00	0.00	14.29	0.00	2.44	5.88	

organisation of material	1.87 22.22	1.87 25.00	8.41 42.86	0.00 0.00	0.00 0.00	0.93 100.00	13.08 34.15	8.41 52.94	34.58
Yes, organisation of both	5 4.67 55.56	3 2.80 37.50	6 5.61 28.57	2 1.87 66.67	6 5.61 85.71	0 0.00 0.00	24 22.43 58.54	2 1.87 11.76	48 44.86
No	1 0.93 11.11	3 2.80 37.50	6 5.61 28.57	1 0.93 33.33	0 0.00 0.00	0 0.00 0.00	2 1.87 4.88	5 4.67 29.41	18 16.82
Total	9 8.41	8 7.48	21 19.63	3 2.80	7 6.54	1 0.93	41 38.32	17 15.89	107 100.00

Which of these categories best describes the use of computers required in this occupation?									
L71bis	COUNTRY								Total
	UK	belgium	espagna	france	germany	it	netherl	poland	
Not at all	3 2.78 37.50	3 2.78 37.50	8 7.41 38.10	1 0.93 33.33	0 0.00 0.00	1 0.93 100.00	13 12.04 29.55	5 4.63 31.25	34 31.48
Routine	2 1.85 25.00	4 3.70 50.00	12 11.11 57.14	2 1.85 66.67	4 3.70 57.14	0 0.00 0.00	25 23.15 56.82	7 6.48 43.75	56 51.85
Complex	3 2.78 37.50	1 0.93 12.50	1 0.93 4.76	0 0.00 0.00	2 1.85 28.57	0 0.00 0.00	6 5.56 13.64	2 1.85 12.50	15 13.89
Advanced	0 0.00 0.00	0 0.00 0.00	0 0.00 0.00	0 0.00 0.00	1 0.93 14.29	0 0.00 0.00	0 0.00 0.00	2 1.85 12.50	3 2.78
Total	8 7.41	8 7.41	21 19.44	3 2.78	7 6.48	1 0.93	44 40.74	16 14.81	108 100.00

When can people start working in this occupation?									
L82bis	COUNTRY								Total
	UK	belgium	espagna	france	germany	it	netherl	poland	
Immediately after completing formal education	4 4.08 80.00	1 1.02 14.29	13 13.27 68.42	3 3.06 100.00	2 2.04 28.57	1 1.02 100.00	24 24.49 58.54	4 4.08 26.67	52 53.06
Via in-company dual-learning trajectories after completing	0 0.00 0.00	3 3.06 42.86	4 4.08 21.05	0 0.00 0.00	4 4.08 57.14	0 0.00 0.00	9 9.18 21.95	0 0.00 0.00	20 20.41

formal education									
Via apprenticeships	0	0	0	0	1	0	1	7	9
	0.00	0.00	0.00	0.00	1.02	0.00	1.02	7.14	9.18
	0.00	0.00	0.00	0.00	14.29	0.00	2.44	46.67	
Other	1	3	2	0	0	0	7	4	17
	1.02	3.06	2.04	0.00	0.00	0.00	7.14	4.08	17.35
	20.00	42.86	10.53	0.00	0.00	0.00	17.07	26.67	
Total	5	7	19	3	7	1	41	15	98
	5.10	7.14	19.39	3.06	7.14	1.02	41.84	15.31	100.00
Frequency Missing = 67									

How long does it generally take, after completing the required formal education, to become competent in this occupation?									
L84bis	COUNTRY								Total
	UK	belgium	espagna	france	germany	it	netherl	poland	
Up to 1 week	0	0	5	1	0	0	3	4	13
	0.00	0.00	4.90	0.98	0.00	0.00	2.94	3.92	12.75
	0.00	0.00	25.00	33.33	0.00	0.00	7.32	23.53	
1 week – 1 month	3	1	1	0	0	0	5	2	12
	2.94	0.98	0.98	0.00	0.00	0.00	4.90	1.96	11.76
	33.33	25.00	5.00	0.00	0.00	0.00	12.20	11.76	
1 – 3 months	0	0	7	0	2	0	8	4	21
	0.00	0.00	6.86	0.00	1.96	0.00	7.84	3.92	20.59
	0.00	0.00	35.00	0.00	28.57	0.00	19.51	23.53	
3 – 6 months	0	0	3	0	2	0	11	3	19
	0.00	0.00	2.94	0.00	1.96	0.00	10.78	2.94	18.63
	0.00	0.00	15.00	0.00	28.57	0.00	26.83	17.65	
6 months – 1 year	2	1	4	0	0	1	7	1	16
	1.96	0.98	3.92	0.00	0.00	0.98	6.86	0.98	15.69
	22.22	25.00	20.00	0.00	0.00	100.00	17.07	5.88	
1 – 5 years	3	1	0	1	3	0	5	3	16
	2.94	0.98	0.00	0.98	2.94	0.00	4.90	2.94	15.69
	33.33	25.00	0.00	33.33	42.86	0.00	12.20	17.65	
>= 5 years	1	1	0	1	0	0	2	0	5
	0.98	0.98	0.00	0.98	0.00	0.00	1.96	0.00	4.90
	11.11	25.00	0.00	33.33	0.00	0.00	4.88	0.00	
Total	9	4	20	3	7	1	41	17	102
	8.82	3.92	19.61	2.94	6.86	0.98	40.20	16.67	100.00

EQF level of knowledge

L104bis	COUNTRY									Total
	UK	belgium	espagna	france	germany	it	netherl	poland		
1	2	0	1	0	0	0	0	0	0	3
	6.67	0.00	3.33	0.00	0.00	0.00	0.00	0.00	0.00	10.00
	33.33	0.00	6.67	0.00	0.00	.	0.00	0.00		
2	1	1	0	0	1	0	0	1		4
	3.33	3.33	0.00	0.00	3.33	0.00	0.00	3.33		13.33
	16.67	50.00	0.00	0.00	25.00	.	0.00	100.00		
3	2	0	3	1	0	0	1	0		7
	6.67	0.00	10.00	3.33	0.00	0.00	3.33	0.00		23.33
	33.33	0.00	20.00	100.00	0.00	.	100.00	0.00		
4	1	0	7	0	3	0	0	0		11
	3.33	0.00	23.33	0.00	10.00	0.00	0.00	0.00		36.67
	16.67	0.00	46.67	0.00	75.00	.	0.00	0.00		
6	0	1	2	0	0	0	0	0		3
	0.00	3.33	6.67	0.00	0.00	0.00	0.00	0.00		10.00
	0.00	50.00	13.33	0.00	0.00	.	0.00	0.00		
8	0	0	2	0	0	0	0	0		2
	0.00	0.00	6.67	0.00	0.00	0.00	0.00	0.00		6.67
	0.00	0.00	13.33	0.00	0.00	.	0.00	0.00		
Total	6	2	15	1	4	0	1	1		30
	20.00	6.67	50.00	3.33	13.33	0.00	3.33	3.33		100.00

Frequency Missing = 135

EQF level of skill										
L105bis	COUNTRY									Total
	UK	belgium	espagna	france	germany	it	netherl	poland		
1	1	0	1	0	0	0	0	1		3
	3.23	0.00	3.23	0.00	0.00	0.00	0.00	3.23		9.68
	16.67	0.00	6.67	0.00	0.00	.	0.00	100.00		
2	2	1	0	0	1	0	0	0		4
	6.45	3.23	0.00	0.00	3.23	0.00	0.00	0.00		12.90
	33.33	33.33	0.00	0.00	25.00	.	0.00	0.00		
3	1	1	9	1	1	0	1	0		14
	3.23	3.23	29.03	3.23	3.23	0.00	3.23	0.00		45.16
	16.67	33.33	60.00	100.00	25.00	.	100.00	0.00		
4	2	1	1	0	2	0	0	0		6
	6.45	3.23	3.23	0.00	6.45	0.00	0.00	0.00		19.35
	33.33	33.33	6.67	0.00	50.00	.	0.00	0.00		
6	0	0	4	0	0	0	0	0		4
	0.00	0.00	12.90	0.00	0.00	0.00	0.00	0.00		12.90

	0.00	0.00	26.67	0.00	0.00	.	0.00	0.00	
Total	6	3	15	1	4	0	1	1	31
	19.35	9.68	48.39	3.23	12.90	0.00	3.23	3.23	100.00
Frequency Missing = 134									

EQF level of responsibility									
L106bis	COUNTRY								Total
	UK	belgium	espagna	france	germany	it	netherl	poland	
1	2	1	0	0	0	0	0	1	4
	11.76	5.88	0.00	0.00	0.00	0.00	0.00	5.88	23.53
	66.67	50.00	0.00	0.00	0.00	.	0.00	100.00	
2	1	1	2	1	0	0	0	0	5
	5.88	5.88	11.76	5.88	0.00	0.00	0.00	0.00	29.41
	33.33	50.00	25.00	100.00	0.00	.	0.00	0.00	
3	0	0	6	0	1	0	1	0	8
	0.00	0.00	35.29	0.00	5.88	0.00	5.88	0.00	47.06
	0.00	0.00	75.00	0.00	100.00	.	100.00	0.00	
Total	3	2	8	1	1	0	1	1	17
	17.65	11.76	47.06	5.88	5.88	0.00	5.88	5.88	100.00
Frequency Missing = 148									

In your country, is the occupation typically performed in small organisations & firms (= < 10 employees)									
L112_1	COUNTRY								Total
	UK	belgium	espagna	france	germany	it	netherl	poland	
No	2	2	3	0	3	1	30	16	57
	1.64	1.64	2.46	0.00	2.46	0.82	24.59	13.11	46.72
	22.22	25.00	15.00	0.00	37.50	33.33	65.22	64.00	
Yes	7	6	17	3	5	2	16	9	65
	5.74	4.92	13.93	2.46	4.10	1.64	13.11	7.38	53.28
	77.78	75.00	85.00	100.00	62.50	66.67	34.78	36.00	
Total	9	8	20	3	8	3	46	25	122
	7.38	6.56	16.39	2.46	6.56	2.46	37.70	20.49	100.00
Frequency Missing = 43									

In your country, is the occupation typically performed in medium-sized organisations & firms (11 -100 employees)									
L112_2	COUNTRY								Total
	UK	belgium	espagna	france	germany	it	netherl	poland	
No	1	4	9	2	3	1	12	19	51
	0.82	3.28	7.38	1.64	2.46	0.82	9.84	15.57	41.80

	11.11	50.00	45.00	66.67	37.50	33.33	26.09	76.00	
Yes	8	4	11	1	5	2	34	6	71
	6.56	3.28	9.02	0.82	4.10	1.64	27.87	4.92	58.20
	88.89	50.00	55.00	33.33	62.50	66.67	73.91	24.00	
Total	9	8	20	3	8	3	46	25	122
	7.38	6.56	16.39	2.46	6.56	2.46	37.70	20.49	100.00
Frequency Missing = 43									

In your country, is the occupation typically performed in large organisations & firms (> 100 employees)									
L112_3	COUNTRY								Total
	UK	belgium	espagna	france	germany	it	netherl	poland	
No	3	6	18	2	5	2	43	23	102
	2.46	4.92	14.75	1.64	4.10	1.64	35.25	18.85	83.61
	33.33	75.00	90.00	66.67	62.50	66.67	93.48	92.00	
Yes	6	2	2	1	3	1	3	2	20
	4.92	1.64	1.64	0.82	2.46	0.82	2.46	1.64	16.39
	66.67	25.00	10.00	33.33	37.50	33.33	6.52	8.00	
Total	9	8	20	3	8	3	46	25	122
	7.38	6.56	16.39	2.46	6.56	2.46	37.70	20.49	100.00
Frequency Missing = 43									

In your country, is this occupation typically carried out in the public or private sector?									
L113	COUNTRY								Total
	UK	belgium	espagna	france	germany	it	netherl	poland	
Public sector	0	0	2	0	1	0	3	0	6
	0.00	0.00	1.87	0.00	0.93	0.00	2.80	0.00	5.61
	0.00	0.00	10.00	0.00	14.29	0.00	7.32	0.00	
Private sector	2	6	13	2	4	0	8	14	49
	1.87	5.61	12.15	1.87	3.74	0.00	7.48	13.08	45.79
	22.22	85.71	65.00	66.67	57.14	0.00	19.51	82.35	
Both	7	1	5	1	2	3	30	3	52
	6.54	0.93	4.67	0.93	1.87	2.80	28.04	2.80	48.60
	77.78	14.29	25.00	33.33	28.57	100.00	73.17	17.65	
Total	9	7	20	3	7	3	41	17	107
	8.41	6.54	18.69	2.80	6.54	2.80	38.32	15.89	100.00

Area of work 'Cleaning, housekeeping, garbage, waste' (3 key occupations)

How many subordinates do people working in this occupation, in general, formally supervise (EXCLUDING the coaching of less experienced co-workers, students or trainees)?								
L66bis	COUNTRY							Total
	UK	belgium	espagna	france	germany	netherl	poland	
None	2	2	0	2	1	5	2	14
	5.88	5.88	0.00	5.88	2.94	14.71	5.88	41.18
	50.00	100.00	0.00	50.00	50.00	50.00	33.33	
1-10 employees	2	0	5	1	0	4	2	14
	5.88	0.00	14.71	2.94	0.00	11.76	5.88	41.18
	50.00	0.00	83.33	25.00	0.00	40.00	33.33	
11-100 employees	0	0	1	0	1	1	2	5
	0.00	0.00	2.94	0.00	2.94	2.94	5.88	14.71
	0.00	0.00	16.67	0.00	50.00	10.00	33.33	
>100 employees	0	0	0	1	0	0	0	1
	0.00	0.00	0.00	2.94	0.00	0.00	0.00	2.94
	0.00	0.00	0.00	25.00	0.00	0.00	0.00	
Total	4	2	6	4	2	10	6	34
	11.76	5.88	17.65	11.76	5.88	29.41	17.65	100.00

How often does the work involve coaching or training of less experienced co-workers, students or trainees (EXCLUDING the subordinates that are formally supervised)?								
L67bis	COUNTRY							Total
	UK	belgium	espagna	france	germany	netherl	poland	
Regularly	1	0	0	0	1	4	0	6
	2.78	0.00	0.00	0.00	2.78	11.11	0.00	16.67
	25.00	0.00	0.00	0.00	50.00	30.77	0.00	
Occasionally	1	2	7	1	1	6	0	18
	2.78	5.56	19.44	2.78	2.78	16.67	0.00	50.00
	25.00	100.00	100.00	33.33	50.00	46.15	0.00	
Never	0	0	0	0	0	2	2	4
	0.00	0.00	0.00	0.00	0.00	5.56	5.56	11.11
	0.00	0.00	0.00	0.00	0.00	15.38	40.00	
It varies	2	0	0	2	0	1	3	8
	5.56	0.00	0.00	5.56	0.00	2.78	8.33	22.22
	50.00	0.00	0.00	66.67	0.00	7.69	60.00	
Total	4	2	7	3	2	13	5	36
	11.11	5.56	19.44	8.33	5.56	36.11	13.89	100.00

How much physical effort is generally required in this occupation?								
L68bis	COUNTRY							Total
	UK	belgium	espagna	france	germany	netherl	poland	
Some	1	0	2	4	0	2	0	9
	2.56	0.00	5.13	10.26	0.00	5.13	0.00	23.08
	25.00	0.00	28.57	100.00	0.00	15.38	0.00	
Much	3	2	5	0	2	11	7	30
	7.69	5.13	12.82	0.00	5.13	28.21	17.95	76.92
	75.00	100.00	71.43	0.00	100.00	84.62	100.00	
Total	4	2	7	4	2	13	7	39
	10.26	5.13	17.95	10.26	5.13	33.33	17.95	100.00

How much mental effort is generally required in this occupation?								
L69bis	COUNTRY							Total
	UK	belgium	espagna	france	germany	netherl	poland	
Not at all	1	0	0	0	0	0	0	1
	2.86	0.00	0.00	0.00	0.00	0.00	0.00	2.86
	25.00	0.00	0.00	0.00	0.00	0.00	0.00	
Some	3	1	6	3	0	9	4	26
	8.57	2.86	17.14	8.57	0.00	25.71	11.43	74.29
	75.00	50.00	85.71	100.00	0.00	90.00	57.14	
Much	0	1	1	0	2	1	3	8
	0.00	2.86	2.86	0.00	5.71	2.86	8.57	22.86
	0.00	50.00	14.29	0.00	100.00	10.00	42.86	
Total	4	2	7	3	2	10	7	35
	11.43	5.71	20.00	8.57	5.71	28.57	20.00	100.00

Is organising part of the work in this occupation?								
L70bis	COUNTRY							Total
	UK	belgium	espagna	france	germany	netherl	poland	
Yes, organisation of staff	0	0	0	0	0	1	0	1
	0.00	0.00	0.00	0.00	0.00	2.70	0.00	2.70
	0.00	0.00	0.00	0.00	0.00	8.33	0.00	
Yes, organisation of material	3	1	2	0	1	0	3	10
	8.11	2.70	5.41	0.00	2.70	0.00	8.11	27.03
	75.00	50.00	28.57	0.00	50.00	0.00	50.00	
Yes,	1	0	2	2	1	5	3	14

organisation of both	2.70 25.00	0.00 0.00	5.41 28.57	5.41 50.00	2.70 50.00	13.51 41.67	8.11 50.00	37.84
No	0 0.00 0.00	1 2.70 50.00	3 8.11 42.86	2 5.41 50.00	0 0.00 0.00	6 16.22 50.00	0 0.00 0.00	12 32.43
Total	4 10.81	2 5.41	7 18.92	4 10.81	2 5.41	12 32.43	6 16.22	37 100.00

Which of these categories best describes the use of computers required in this occupation?								
L71bis	COUNTRY							Total
	UK	belgium	espagna	france	germany	netherl	poland	
Not at all	3 8.33 75.00	2 5.56 100.00	4 11.11 66.67	3 8.33 75.00	1 2.78 50.00	10 27.78 90.91	5 13.89 71.43	28 77.78
Routine	1 2.78 25.00	0 0.00 0.00	2 5.56 33.33	1 2.78 25.00	1 2.78 50.00	1 2.78 9.09	2 5.56 28.57	8 22.22
Total	4 11.11	2 5.56	6 16.67	4 11.11	2 5.56	11 30.56	7 19.44	36 100.00

When can people start working in this occupation?								
L82bis	COUNTRY							Total
	UK	belgium	espagna	france	germany	netherl	poland	
Immediately after completing formal education	0 0.00 0.00	2 6.06 100.00	2 6.06 33.33	1 3.03 33.33	1 3.03 50.00	4 12.12 40.00	5 15.15 71.43	15 45.45
Via in-company dual-learning trajectories after completing formal education	0 0.00 0.00	0 0.00 0.00	0 0.00 0.00	0 0.00 0.00	1 3.03 50.00	1 3.03 10.00	0 0.00 0.00	2 6.06
Via apprenticeships	0 0.00 0.00	0 0.00 0.00	0 0.00 0.00	0 0.00 0.00	0 0.00 0.00	0 0.00 0.00	1 3.03 14.29	1 3.03
Other	3 9.09 100.00	0 0.00 0.00	4 12.12 66.67	2 6.06 66.67	0 0.00 0.00	5 15.15 50.00	1 3.03 14.29	15 45.45
Total	3 9.09	2 6.06	6 18.18	3 9.09	2 6.06	10 30.30	7 21.21	33 100.00

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How long does it generally take, after completing the required formal education, to become competent in this occupation?								
L84bis	COUNTRY							Total
	UK	belgium	espagna	france	germany	netherl	poland	
Up to 1 week	0	0	2	0	0	2	0	4
	0.00	0.00	6.06	0.00	0.00	6.06	0.00	12.12
	0.00	0.00	28.57	0.00	0.00	25.00	0.00	
1 week – 1 month	1	1	3	2	0	3	1	11
	3.03	3.03	9.09	6.06	0.00	9.09	3.03	33.33
	25.00	50.00	42.86	66.67	0.00	37.50	14.29	
1 – 3 months	0	1	0	0	2	1	4	8
	0.00	3.03	0.00	0.00	6.06	3.03	12.12	24.24
	0.00	50.00	0.00	0.00	100.00	12.50	57.14	
3 – 6 months	1	0	2	0	0	1	1	5
	3.03	0.00	6.06	0.00	0.00	3.03	3.03	15.15
	25.00	0.00	28.57	0.00	0.00	12.50	14.29	
6 months – 1 year	1	0	0	0	0	0	1	2
	3.03	0.00	0.00	0.00	0.00	0.00	3.03	6.06
	25.00	0.00	0.00	0.00	0.00	0.00	14.29	
1 – 5 years	1	0	0	1	0	1	0	3
	3.03	0.00	0.00	3.03	0.00	3.03	0.00	9.09
	25.00	0.00	0.00	33.33	0.00	12.50	0.00	
Total	4	2	7	3	2	8	7	33
	12.12	6.06	21.21	9.09	6.06	24.24	21.21	100.00

EQF level of knowledge								
L104bis	COUNTRY							Total
	UK	belgium	espagna	france	germany	netherl	poland	
1	1	0	0	1	0	0	0	2
	5.88	0.00	0.00	5.88	0.00	0.00	0.00	11.76
	33.33	0.00	0.00	50.00	0.00	0.00	.	
2	2	1	0	1	0	2	0	6
	11.76	5.88	0.00	5.88	0.00	11.76	0.00	35.29
	66.67	100.00	0.00	50.00	0.00	66.67	.	
3	0	0	1	0	2	1	0	4
	0.00	0.00	5.88	0.00	11.76	5.88	0.00	23.53
	0.00	0.00	16.67	0.00	100.00	33.33	.	
4	0	0	5	0	0	0	0	5
	0.00	0.00	29.41	0.00	0.00	0.00	0.00	29.41

	0.00	0.00	83.33	0.00	0.00	0.00	.	
Total	3	1	6	2	2	3	0	17
	17.65	5.88	35.29	11.76	11.76	17.65	0.00	100.00

EQF level of skill								
L105bis	COUNTRY							Total
	UK	belgium	espagna	france	germany	netherl	poland	
1	2	1	1	2	0	0	0	6
	11.76	5.88	5.88	11.76	0.00	0.00	0.00	35.29
	66.67	100.00	16.67	100.00	0.00	0.00	.	
2	1	0	1	0	0	2	0	4
	5.88	0.00	5.88	0.00	0.00	11.76	0.00	23.53
	33.33	0.00	16.67	0.00	0.00	66.67	.	
3	0	0	3	0	2	0	0	5
	0.00	0.00	17.65	0.00	11.76	0.00	0.00	29.41
	0.00	0.00	50.00	0.00	100.00	0.00	.	
4	0	0	1	0	0	1	0	2
	0.00	0.00	5.88	0.00	0.00	5.88	0.00	11.76
	0.00	0.00	16.67	0.00	0.00	33.33	.	
Total	3	1	6	2	2	3	0	17
	17.65	5.88	35.29	11.76	11.76	17.65	0.00	100.00

EQF level of responsibility								
L106bis	COUNTRY							Total
	UK	belgium	espagna	france	germany	netherl	poland	
1	2	0	0	1	0	0	0	3
	25.00	0.00	0.00	12.50	0.00	0.00	0.00	37.50
	100.00	0.00	0.00	100.00	0.00	0.00	.	
2	0	1	2	0	1	0	0	4
	0.00	12.50	25.00	0.00	12.50	0.00	0.00	50.00
	0.00	100.00	100.00	0.00	100.00	0.00	.	
3	0	0	0	0	0	1	0	1
	0.00	0.00	0.00	0.00	0.00	12.50	0.00	12.50
	0.00	0.00	0.00	0.00	0.00	100.00	.	
Total	2	1	2	1	1	1	0	8
	25.00	12.50	25.00	12.50	12.50	12.50	0.00	100.00

In your country, is the occupation typically performed in small organisations & firms (= < 10 employees)								
L112_1	COUNTRY							Total
	UK	belgium	espagna	france	germany	netherl	poland	
No	1	3	2	4	1	8	9	28
	2.27	6.82	4.55	9.09	2.27	18.18	20.45	63.64
	25.00	100.00	28.57	100.00	50.00	61.54	81.82	
Yes	3	0	5	0	1	5	2	16
	6.82	0.00	11.36	0.00	2.27	11.36	4.55	36.36
	75.00	0.00	71.43	0.00	50.00	38.46	18.18	
Total	4	3	7	4	2	13	11	44
	9.09	6.82	15.91	9.09	4.55	29.55	25.00	100.00

In your country, is the occupation typically performed in medium-sized organisations & firms (11 -100 employees)								
L112_2	COUNTRY							Total
	UK	belgium	espagna	france	germany	netherl	poland	
No	0	2	1	2	0	9	8	22
	0.00	4.55	2.27	4.55	0.00	20.45	18.18	50.00
	0.00	66.67	14.29	50.00	0.00	69.23	72.73	
Yes	4	1	6	2	2	4	3	22
	9.09	2.27	13.64	4.55	4.55	9.09	6.82	50.00
	100.00	33.33	85.71	50.00	100.00	30.77	27.27	
Total	4	3	7	4	2	13	11	44
	9.09	6.82	15.91	9.09	4.55	29.55	25.00	100.00

In your country, is the occupation typically performed in large organisations & firms (> 100 employees)								
L112_3	COUNTRY							Total
	UK	belgium	espagna	france	germany	netherl	poland	
No	2	2	4	1	2	5	9	25
	4.55	4.55	9.09	2.27	4.55	11.36	20.45	56.82
	50.00	66.67	57.14	25.00	100.00	38.46	81.82	
Yes	2	1	3	3	0	8	2	19
	4.55	2.27	6.82	6.82	0.00	18.18	4.55	43.18
	50.00	33.33	42.86	75.00	0.00	61.54	18.18	
Total	4	3	7	4	2	13	11	44
	9.09	6.82	15.91	9.09	4.55	29.55	25.00	100.00

In your country, is this occupation typically carried out in the public or private sector?								
L113	COUNTRY							Total
	UK	belgium	espagna	france	germany	netherl	poland	
Private sector	1	1	6	1	0	4	2	15
	2.78	2.78	16.67	2.78	0.00	11.11	5.56	41.67
	25.00	50.00	85.71	25.00	0.00	40.00	28.57	
Both	3	1	1	3	1	6	5	20
	8.33	2.78	2.78	8.33	2.78	16.67	13.89	55.56
	75.00	50.00	14.29	75.00	50.00	60.00	71.43	
Don't know	0	0	0	0	1	0	0	1
	0.00	0.00	0.00	0.00	2.78	0.00	0.00	2.78
	0.00	0.00	0.00	0.00	50.00	0.00	0.00	
Total	4	2	7	4	2	10	7	36
	11.11	5.56	19.44	11.11	5.56	27.78	19.44	100.00



Appendix B Occupation questionnaire for experts

EXPERT QUESTIONNAIRE KEY OCCUPATION [OCCUPATIONAL TITLE]

This questionnaire includes questions on the content of the occupation [insert occupational title]. Some questions might be difficult to answer. If you do not know the answer to certain questions, you can mark the box 'I don't know'.

Short description of the occupation

[Insert short description]

1. Do you currently work in this occupation?

Yes
 No

2. If any, what alternative job titles are used in your country for [insert occupational title] (max. of 3 job titles, please include those most frequently used)?

1.....
 2.....
 3.....

Below, the main tasks of this occupation are suggested. Please note that these task descriptions are preliminary. They are based on international deskresearch. You are more than welcome to provide comments and suggestions to revise the task list.

Suggested tasks:

1. [Insert task 1]
 2. [Insert task 2]
 3. [Insert task 3]
 4. [Insert task 4]
 5. [Insert task 5]
 6. [Insert task 6]
 7. [Insert task 7]
 8. [Insert task 8]
 9. [Insert task 9]
 10. [Insert task 10]
 11. [Insert task 11]
 12. [Insert task 12]

3. Are any key tasks missing in the task list?

1.....
 2.....
 3.....

5. How important is competent performance of this task in this occupation?

	Not at all important	Of some importance	Of major importance	I don't know
1. [Insert task 1]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. [Insert task 2]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. [Insert task 3]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. [Insert task 4]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. [Insert task 5]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. [Insert task 6]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. [Insert task 7]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. [Insert task 8]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. [Insert task 9]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. [Insert task 10]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. [Insert task 11]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. [Insert task 12]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6. What is the required educational entry level for this occupation in your country? Please note that the required educational entry level may differ from the average educational level of the people working in an occupation. We ask you to tick the required educational entry level. You can mark more than 1 box.

<input type="checkbox"/> [insert country-specific education categories]
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

7a. Are there additional formal or legal requirements for this occupation?

Yes, namely:

- diploma (full educational programme) → *question 7b*
- certification (training / course) → *question 7c*
- working according to a professional code or protocol → *question 7d*
- other, please specify → *question 7e*

No → *question 8*

I don't know

7b. How are the additional diploma requirements established/laid down?

collective labour agreement

law/legal requirement

federal government

branch of industry

other, please specify.....

I don't know

7c. How are the additional certification (training/course) requirements established/laid down?

collective labour agreement

law/legal requirement

federal government

branch of industry

other, please specify.....

I don't know

7d. How are the additional professional code or protocol requirements established/laid down?

collective labour agreement

law/legal requirement

federal government

branch of industry

other, please specify.....

I don't know

7e. How are the additional other requirements established/laid down?

collective labour agreement

law/legal requirement

federal government

branch of industry

other, please specify.....

I don't know

8. We want to know more about the transferability of skills. Therefore, we would like to know the relevance of the competencies mentioned below for this occupation.⁷

	Not at all important	Of some importance	Of major importance	I don't know
A Initiating action	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B Instructing co-workers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C Supervising	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D Co-operating with colleagues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E Communicating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F Relating and networking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G Negotiating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H Reporting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I Applying know-how, professional expertise	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J Problem solving	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K Developing new procedures and working methods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L Forming strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M Planning and organising	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N Following instructions and procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
O Dealing with contingencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P Coping with stressful situations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q Commercial thinking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

9. Do you expect the size of this occupation (how many people are working in the occupation) to decline, increase or remain stable in the next 5 years?

- Declining occupation size
- Stable occupation size
- Increasing occupation size
- I don't know

⁷ The list of competencies is based on the SHL Competency Framework (Bartram, D. (2005). The great eight competencies: A criterion-centric approach to validation. *Journal of Applied Psychology*, 90 (6): 1185-1203).

PART 2 EXPERT QUESTIONNAIRE (OPTIONAL)

11. How many subordinates do people working in this occupation, in general, formally supervise (*EXCLUDING* the coaching of less experienced co-workers, students or trainees)?

- none
- 1 – 10 employees
- 11 – 100 employees
- > 100 employees
- I don't know

12. How often does the work involve coaching or training of less experienced co-workers, students or trainees (*EXCLUDING* the subordinates that are formally supervised)?

- Regularly
- Occasionally
- Never
- It varies
- I don't know

13. How much physical effort is generally required in this occupation?

- Not at all
- Some
- Much
- I don't know

14. How much mental effort is generally required in this occupation?

- Not at all
- Some
- Much
- I don't know

15. Is organising part of the work in this occupation?

- Yes, it involves the organisation of personnel/staff
- Yes, it involves the organisation of equipment/material
- Yes, it involves the organisation of both personnel/staff and equipment/material
- No
- I don't know

16. Which of these categories best describes the use of computers required in this occupation?

Not at all
 Routine (e.g., word processing, spreadsheets and/or e-mail)
 Complex (e.g., for gathering/analysing information, design)
 Advanced (e.g., programming, IT development)
 I don't know

17. When can people start working in this occupation?

Immediately after completing formal education
 Via in-company dual-learning trajectories after completing formal education
 Via apprenticeships
 Other, namely.....
 I don't know

18. How long does it generally take, after completing the required formal education, to become competent in this occupation?

<input type="checkbox"/> Up to 1 week	<input type="checkbox"/> 6 months – 1 year
<input type="checkbox"/> 1 week – 1 month	<input type="checkbox"/> 1 – 5 years
<input type="checkbox"/> 1 – 3 months	<input type="checkbox"/> ≥ 5 years
<input type="checkbox"/> 3 – 6 months	<input type="checkbox"/> I don't know

19. How often do people working in this occupation have to update their knowledge and skills?

Never
 Yearly
 Monthly
 Weekly
 Daily
 I don't know

20. Are you familiar with the European Qualification Framework?

Yes → go to question 21
 No → go to question 24

21. Which of the following descriptions characterises the level of knowledge of this occupation best?⁸ Tick one box only. *If you do not know the answer to this question, you can select the box 'I don't know'.*

- This occupation requires:
- ... basic general knowledge
 - ... basic factual knowledge of a field of work
 - ... knowledge of facts, principles, processes and general concepts, in a field of work
 - ... factual and theoretical knowledge in broad contexts within a field of work
 - ... comprehensive, specialised, factual and theoretical knowledge within a field of work and an awareness of the boundaries of that knowledge
 - ... advanced knowledge of a field of work, involving a critical understanding of theories and principles
 - ... highly specialised knowledge of a field of work and critical awareness of knowledge issues in a field and at the interface between different fields
 - ... knowledge at the most advanced frontier of a field of work and at the interface between fields
 - I don't know

22. Which of the following descriptions characterises the skill level of this occupation best?⁹ Tick one box only. *If you do not know the answer to this question, you can select the box 'I don't know'.*

Definition:

Cognitive skills: use of logical, intuitive and creative thinking

Practical skills: involving manual dexterity and the use of methods, materials, tools and instruments

- This occupation requires:
- ... basic skills required to carry out simple tasks
 - ... basic cognitive and practical skills required to use relevant information in order to carry out tasks and to solve routine problems using simple rules and tools
 - ... a range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying basic methods, tools, materials and information
 - ... a range of cognitive and practical skills required to generate solutions to specific problems in a field of work
 - ... a comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems
 - ... advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialised field of work
 - ... specialised problem-solving skills required in research and/or innovation in order to develop new knowledge and procedures and to integrate knowledge from different fields
 - ... the most advanced and specialised skills and techniques, including synthesis and evaluation, required to solve critical problems in research and/or innovation and to extend and redefine

⁸ This question is based on the European Qualification Framework.

⁹ This question is based on the European Qualification Framework.

existing knowledge or professional practice
 I don't know

23. Which of the following descriptions characterises the level of responsibility and autonomy of this occupation best?¹⁰ Tick one box only. If you do not know the answer to this question, you can select the box 'I don't know'.

- This occupation involves:
- ... working under direct supervision in a structured context
 - ... working under supervision with some autonomy
 - ... taking responsibility for completion of tasks and adapting own behaviour to circumstances in solving problems
 - ... exercising self-management within the guidelines of work contexts that are usually predictable, but are subject to change and supervising the routine work of others, taking some responsibility for the evaluation and improvement of work activities
 - ... exercising management and supervision in work contexts where there is unpredictable change and review and develop performance of self and others
 - ... managing complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work contexts and taking responsibility for managing professional development of individuals and groups
 - ... managing and transforming work contexts that are complex, unpredictable and require new strategic approaches and taking responsibility for contributing to professional knowledge and practice and/or for reviewing the strategic performance of teams
 - ... demonstrating substantial authority, innovation, autonomy, scholarly and professional integrity and sustained commitment to the development of new ideas or processes at the forefront of work contexts including research
 - I don't know

We now want to ask some questions about expected changes and developments in the occupation.

24. Do you expect the content of this occupation to change within the next 5 years?

- Yes, in the following way:.....
.....
- No
- I don't know

25. Do you expect the educational requirements for this occupation to change within the next 5 years?

- Yes, in the following way:
.....
- No

¹⁰ This question is based on the European Qualification Framework.



Appendix C Education questionnaire for experts

EXPERT QUESTIONNAIRE EDUCATIONAL REQUIREMENTS

This questionnaire includes question on the educational requirements of occupations. Earlier, you have indicated your areas of expertise.

1. For how many occupations in your area(s) of expertise are you willing to indicate the required educational entry level?

<input type="checkbox"/> 5
<input type="checkbox"/> 10
<input type="checkbox"/> 15
<input type="checkbox"/> 20
<input type="checkbox"/> 25

Experts will answer the question below for a random selection of occupations in their area(s) of work, the number based on their answer to the question above.

2. What is the required educational entry level for these occupations in your country? Please note that the required educational entry level may differ from the average educational level of the people working in an occupation. We ask you to tick the required educational entry level.

COUNTRY SPECIFIC CODING SHEET

Thanks very much for your time and effort!!!



Appendix D Occupational workers questionnaire

QUESTIONNAIRE '[occupational title]' FOR OCCUPATIONAL WORKERS

YOUR OCCUPATION [OCCUPATIONAL TITLE]

Below, a number of tasks of your occupation is suggested. Please note that these task descriptions are preliminary. They are based on international deskresearch. You are more than welcome to provide comments and suggestions to revise the task list.

Suggested tasks:

Insert task 1
Insert task 2
Insert task 3
Insert task 4
Insert task 5
Insert task 6
Insert task 7
Insert task 8
Insert task 9
Insert task 10

1. Are any key tasks missing in the task list?

1.....
2.....
3.....
If respondents add tasks in this question, these tasks will automatically be included in questions 2, 3 and 4.

Room for comments on the task list

.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....

2. Could you indicate for each of the tasks how frequently the task is performed (never or on a daily, weekly, monthly or yearly basis)?

	Never	Yearly	Monthly	Weekly	Daily	I don't know
16. [Insert task 1]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. [Insert task 2]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. [Insert task 3]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. [Insert task 4]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. [Insert task 5]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. [Insert task 6]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. [Insert task 7]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. [Insert task 8]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. [Insert task 9]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. [Insert task 10]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26. [Insert task 11]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27. [Insert task 12]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. How important is competent performance of this task in this occupation?

	Not at all important	Of some importance	Of major importance	I don't know
16. [Insert task 1]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. [Insert task 2]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. [Insert task 3]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. [Insert task 4]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. [Insert task 5]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. [Insert task 6]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. [Insert task 7]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. [Insert task 8]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. [Insert task 9]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. [Insert task 10]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26. [Insert task 11]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27. [Insert task 12]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

.....				
-------	--	--	--	--

4. Is the task mainly performed under direct supervision of others or autonomous?

	Mainly under direct supervision	Mainly <i>not</i> under direct supervision	I don't know
1. [Insert task 1]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. [Insert task 2]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. [Insert task 3]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. [Insert task 4]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. [Insert task 5]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. [Insert task 6]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. [Insert task 7]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. [Insert task 8]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. [Insert task 9]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. [Insert task 10]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. [Insert task 11]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. [Insert task 12]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. What is your educational level?

<input type="checkbox"/> COUNTRY SPECIFIC CODING SHEET (NB DIFFERENT CODING SHEET THAN EXPERT WEBSURVEY!!)
--

6. Does your education level match the required education level?

<input type="checkbox"/> Yes → go to question 9
<input type="checkbox"/> No → go to question 7
<input type="checkbox"/> I don't know → go to question 8

7. What is the required educational entry level for this occupation in this country? You can mark more than 1 box.

COUNTRY SPECIFIC CODING SHEET REQUIRED EDUCATION (NB SAME CODING SHEET AS EXPERT WEBSURVEY!!)

8. Do you consider yourself under- or overqualified for the job?

<input type="checkbox"/> I am underqualified for the job
<input type="checkbox"/> I am overqualified for the job

I don't know

9. How important is labour experience for adequate performance of your job?

Not at all important
 Of some importance
 Of major importance
 I don't know

10. Do you expect the content of this occupation to change within the next 5 years?

Yes, in the following way:.....
 No
 I don't know

YOUR CAREER

11. What year did you start your first job?

..... (year)

12. How many times have you changed your employer since (including temporary jobs and self-employment)?

Never
 1-2 times
 3-4 times
 5-6 times
 7 times or more
 I don't know

13. In which year did you join your current employer or did you start your business? If the name of your company has changed, please include the period of time you spent with the company also when its name was different.

..... (year)

We are interested in your working conditions and the nature of your employment relationship. Therefore, we would like to ask you the following questions.

14. In your job, do you mainly work in a team or mainly individually?

Mainly in a team
 Mainly individually
 It varies

15. Are you an employee or self-employed?

- Employee
- Self-employed

16. How are you paid?

- Monthly salary plus performance
- Monthly salary only
- Weekly wage
- Hourly paid
- Piecework
- Other, namely.....

17. Do you have a pay scale with increments, either automatic or performance related?

- Yes
- No
- I don't know

18. If you want to quit your job, how much notice do you have?

- None
- Less than 1 week
- 1 week or over but less than 1 month
- 1 month or more but less than 3 months
- 3 months or more
- I don't know

19. Who decides what time you start and leave work?

- My supervisor decides
- I decide without limitations
- I decide with limitations

20. Do you have opportunities for promotion or career developments either within your organisation or by changing employer?

- Yes
- No
- I don't know

GENERAL

21. What is your year of birth?

19.....

22. What is your gender?

<input type="checkbox"/> Male <input type="checkbox"/> Female
--

23. Do you have any additional comments?

.....

24. A number of prizes is offered in a drawing among the participants of this survey. Do you want to be enrolled in this drawing?

<input type="checkbox"/> Yes, e-mail address:..... <input type="checkbox"/> No

Thanks very much for your time and effort!!!



Appendix E Partner occupation questionnaire

PARTNER QUESTIONNAIRE KEY OCCUPATION [OCCUPATIONAL TITLE]

This questionnaire includes questions on the content of the occupation [insert occupational title]. Some questions might be difficult to answer. If you do not know the answer to certain questions, you can mark the box 'I don't know'.

Short description of the occupation

[Insert short description]

1. If any, what alternative job titles are used in your country for [insert occupational title] (max. of 3 job titles, please include those most frequently used)?

- 1.....
- 2.....
- 3.....

Below, the main tasks of this occupation are suggested. Please note that these task descriptions are preliminary. They are based on international deskresearch. You are more than welcome to provide comments and suggestions to revise the task list.

Suggested tasks:

- 13. [Insert task 1]
- 14. [Insert task 2]
- 15. [Insert task 3]
- 16. [Insert task 4]
- 17. [Insert task 5]
- 18. [Insert task 6]
- 19. [Insert task 7]
- 20. [Insert task 8]
- 21. [Insert task 9]
- 22. [Insert task 10]
- 23. [Insert task 11]
- 24. [Insert task 12]

2. Are any key tasks missing in the task list?

- 1.....
- 2.....
- 3.....

Room for comments on the task list

.....

.....
.....
.....
.....
.....
.....

3. Could you indicate for each of the tasks how frequently the task is performed (never or on a daily, weekly, monthly or yearly basis)?

	Never	Yearly	Monthly	Weekly	Daily	I don't know
31. [Insert task 1]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32. [Insert task 2]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33. [Insert task 3]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34. [Insert task 4]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35. [Insert task 5]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
36. [Insert task 6]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
37. [Insert task 7]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
38. [Insert task 8]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
39. [Insert task 9]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
40. [Insert task 10]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
41. [Insert task 11]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
42. [Insert task 12]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
43.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
44.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
45.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. How important is competent performance of this task in this occupation?

	Not at all important	Of some importance	Of major importance	I don't know
31. [Insert task 1]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32. [Insert task 2]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33. [Insert task 3]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34. [Insert task 4]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35. [Insert task 5]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
36. [Insert task 6]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
37. [Insert task 7]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
38. [Insert task 8]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

39. [Insert task 9]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
40. [Insert task 10]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
41. [Insert task 11]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
42. [Insert task 12]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
43.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
44.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
45.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. How many subordinates do people working in this occupation, in general, formally supervise (*EXCLUDING* the coaching of less experienced co-workers, students or trainees)?

none
 1 – 10 employees
 11 – 100 employees
 > 100 employees
 I don't know

6. How often does the work involve coaching or training of less experienced co-workers, students or trainees (*EXCLUDING* the subordinates that are formally supervised)?

Regularly
 Occasionally
 Never
 It varies
 I don't know

7. How much physical effort is generally required in this occupation?

Not at all
 Some
 Much
 I don't know

8. How much mental effort is generally required in this occupation?

Not at all
 Some
 Much
 I don't know

9. Is organising part of the work in this occupation?

Yes, it involves the organisation of personnel/staff

Yes, it involves the organisation of equipment/material
 Yes, it involves the organisation of both personnel/staff and equipment/material
 No
 I don't know

10 Which of these categories best describes the use of computers required in this occupation?

Not at all
 Routine (e.g., word processing, spreadsheets and/or e-mail)
 Complex (e.g., for gathering/analysing information, design)
 Advanced (e.g., programming, IT development)
 I don't know

11 What is the required educational entry level for this occupation in your country? Please note that the required educational entry level may differ from the average educational level of the people working in an occupation. We ask you to tick the required educational entry level. You can mark more than 1 box.

[insert country-specific education categories]

12a Are there additional formal or legal requirements for this occupation?

Yes, namely:

- diploma (full educational programme) → question 12b
- certification (training / course) → question 12c
- working according to a professional code or protocol → question 12d
- other, please specify → question 12e

 No → question 13
 I don't know

12b How are the additional diploma requirements established/laid down?

collective labour agreement
 law/legal requirement
 federal government
 branch of industry



- other, please specify.....
- I don't know

12c How are the additional certification (training/course) requirements established/laid down?

- collective labour agreement
- law/legal requirement
- federal government
- branch of industry
- other, please specify.....
- I don't know

12d How are the additional professional code or protocol requirements established/laid down?

- collective labour agreement
- law/legal requirement
- federal government
- branch of industry
- other, please specify.....
- I don't know

12e How are the additional other requirements established/laid down?

- collective labour agreement
- law/legal requirement
- federal government
- branch of industry
- other, please specify.....
- I don't know

13 When can people start working in this occupation?

- Immediately after completing formal education
- Via in-company dual-learning trajectories after completing formal education
- Via apprenticeships
- Other, namely.....
- I don't know

14 How long does it generally take, after completing the required formal education, to become competent in this occupation?

- | | |
|---|--|
| <input type="checkbox"/> Up to 1 week | <input type="checkbox"/> 6 months – 1 year |
| <input type="checkbox"/> 1 week – 1 month | <input type="checkbox"/> 1 – 5 years |
| <input type="checkbox"/> 1 – 3 months | <input type="checkbox"/> ≥ 5 years |
| <input type="checkbox"/> 3 – 6 months | <input type="checkbox"/> I don't know |

15 How often do people working in this occupation have to update their knowledge and skills?

<input type="checkbox"/> Never <input type="checkbox"/> Yearly <input type="checkbox"/> Monthly <input type="checkbox"/> Weekly <input type="checkbox"/> Daily <input type="checkbox"/> I don't know

16 We want to know more about the transferability of skills. Therefore, we would like to know the relevance of the competencies mentioned below for this occupation.¹¹

	Not at all important	Of some importance	Of major importance	I don't know
A Initiating action	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B Instructing co-workers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C Supervising	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D Co-operating with colleagues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E Communicating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F Relating and networking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G Negotiating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H Reporting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I Applying know-how, professional expertise	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J Problem solving	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K Developing new procedures and working methods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L Forming strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M Planning and organising	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N Following instructions and procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
O Dealing with contingencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P Coping with stressful situations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q Commercial thinking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

17 Are you familiar with the European Qualification Framework?

<input type="checkbox"/> Yes → go to question 18 <input type="checkbox"/> No → go to question 21

¹¹ The list of competencies is based on the SHL Competency Framework (Bartram, D. (2005). The great eight competencies: A criterion-centric approach to validation. *Journal of Applied Psychology*, 90 (6): 1185-1203).

18 Which of the following descriptions characterises the level of knowledge of this occupation best?¹² **Tick one box only.** *If you do not know the answer to this question, you can select the box 'I don't know'.*

This occupation requires:

- ... basic general knowledge
- ... basic factual knowledge of a field of work
- ... knowledge of facts, principles, processes and general concepts, in a field of work
- ... factual and theoretical knowledge in broad contexts within a field of work
- ... comprehensive, specialised, factual and theoretical knowledge within a field of work and an awareness of the boundaries of that knowledge
- ... advanced knowledge of a field of work, involving a critical understanding of theories and principles
- ... highly specialised knowledge of a field of work and critical awareness of knowledge issues in a field and at the interface between different fields
- ... knowledge at the most advanced frontier of a field of work and at the interface between fields
- I don't know

19 Which of the following descriptions characterises the skill level of this occupation best?¹³ **Tick one box only.** *If you do not know the answer to this question, you can select the box 'I don't know'.*

Definition:

Cognitive skills: use of logical, intuitive and creative thinking

Practical skills: involving manual dexterity and the use of methods, materials, tools and instruments

This occupation requires:

- ... basic skills required to carry out simple tasks
- ... basic cognitive and practical skills required to use relevant information in order to carry out tasks and to solve routine problems using simple rules and tools
- ... a range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying basic methods, tools, materials and information
- ... a range of cognitive and practical skills required to generate solutions to specific problems in a field of work
- ... a comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems
- ... advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialised field of work
- ... specialised problem-solving skills required in research and/or innovation in order to develop new knowledge and procedures and to integrate knowledge from different fields
- ... the most advanced and specialised skills and techniques, including synthesis and evaluation, required to solve critical problems in research and/or innovation and to extend and redefine

¹² This question is based on the European Qualification Framework.

¹³ This question is based on the European Qualification Framework.

existing knowledge or professional practice
 I don't know

20 Which of the following descriptions characterises the level of responsibility and autonomy of this occupation best?¹⁴ Tick one box only. If you do not know the answer to this question, you can select the box 'I don't know'.

This occupation involves:

- ... working under direct supervision in a structured context
- ... working under supervision with some autonomy
- ... taking responsibility for completion of tasks and adapting own behaviour to circumstances in solving problems
- ... exercising self-management within the guidelines of work contexts that are usually predictable, but are subject to change and supervising the routine work of others, taking some responsibility for the evaluation and improvement of work activities
- ... exercising management and supervision in work contexts where there is unpredictable change and review and develop performance of self and others
- ... managing complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work contexts and taking responsibility for managing professional development of individuals and groups
- ... managing and transforming work contexts that are complex, unpredictable and require new strategic approaches and taking responsibility for contributing to professional knowledge and practice and/or for reviewing the strategic performance of teams
- ... demonstrating substantial authority, innovation, autonomy, scholarly and professional integrity and sustained commitment to the development of new ideas or processes at the forefront of work contexts including research
- I don't know

We now want to ask some questions about expected changes and developments in the occupation.

21 Do you expect the content of this occupation to change within the next 5 years?

- Yes, in the following way:.....
.....
- No
- I don't know

22 Do you expect the educational requirements for this occupation to change within the next 5 years?

- Yes, in the following way:
.....
- No

¹⁴ This question is based on the European Qualification Framework.

