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Methodological guidelines for design of the pilot multi-country occupational profiles for African Continental Qualifications Framework (ACQF)

30 April 2026

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This methodology has been consulted with the ACQF Cluster 3 at the cluster online meeting on 30 June 2026.

1. Introduction

These guidelines provide methodological guidance for the design of pilot multi-country occupational profiles in the countries involved in the implementation of the [African Continental Qualifications Framework](#) (ACQF).

The ACQF is a continental policy instrument developed by the African Union Commission, the African Union Member States and regional economic communities to deliver on the objectives of enhanced transparency and comparability of qualifications in Africa. The [ACQF Policy Document](#) stipulates seven core activity areas including the development of qualifications profiles adequate for common continental use related to new and emerging occupations, technology skills, and occupations linked with continental integration policies such as the African Continental Free Trade Agreement (AfCFTA); and to continental strategies in specific economic sectors, notably in sustainable agriculture, sustainable transport, sustainable energy, and services which are poised to be major contributors to growth and jobs.”

The present methodology is largely based on the methodological approaches, ideas and know-how acquired and applied in the ETF project DARYA - [Dialogue and action for resourceful youth in Central Asia](#) **which involved development of the prototypes of the multi-country occupational profiles in this region.**

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

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

2. The goal and scope of usage of the multi-country occupational profiles

Multi-country occupational profiles are designed through cooperation between different countries, thus sharing common content and features typical of the national occupational and qualification profiles of these countries. They can be regarded as bridging elements of the national qualifications systems in the particular region applied to promote transparent, sustainable and mutually beneficial labour migration, fostering corporate investments and cross-border cooperation between the education and training. This means that multi-country occupational profiles focus only on the essential requirements for competences and typical learning outcomes of the related qualifications in the countries of the region and do not cover all the elements of the national occupational or qualification standards.

In this context, multi-country occupational profiles will serve as supplementary instruments for different cooperation initiatives and partnerships between the countries in developing VET and HE curricula and micro-credentials, as well as for the international cooperation initiatives of the enterprises in the field of human resource management and development (recruitment and training of the migrant workers, executing professional activities in multiple countries of the region , etc.). They would also serve as a benchmark for comparing the content of the competence-based vocational and professional qualifications and micro-credentials awarded in the countries involved in the ACQF.

The development of the multi-country occupational profiles in the countries involved in the ACQF creates multiple benefits for the ACQF implementation. The development and introduction of the multi-country occupational profiles will:

- 1) Enhance intensive and focused cooperation between the stakeholders and experts involved in the development of qualifications in the engaged countries.
- 2) Increase transparency and quality of the national qualifications and their systems in the regions of the ACQF.
- 3) Facilitate mutual recognition of competences and qualifications acquired by learners and skilled workers in the ACQF countries, thus leading to sustainable and beneficial workforce migration and preventing its negative effects, such as over-qualification of the migrant workers, when they occupy jobs requiring a lower level of qualification than they possess.
- 4) Support and enhance mutual trust between the stakeholders and institutions in the ACQF countries, thus facilitating implementation of the ACQF, especially in the areas of reciprocal recognition of qualifications and competences.
- 5) Create better preconditions for the visibility and recognition of qualifications of the ACQF countries globally, also in the destination countries for migrants (e.g., European Union or European Economic Area countries), by creating links with their standards and comparability tools.

- 6) Support economic cooperation and mutual investments within engaged countries by easing the international mobility of workers and learners.
- 7) Foster exchange and development of the expertise and know-how in the design and development of qualifications between the ACQF countries, thus enabling innovations in this area; create additional channel for the policy learning in the design and development of qualifications and their systems.

3. Methodology and organization of design of multi-country occupational profiles

Suggested design of the multi-country occupational profiles consists of the following three steps (Figure 1):

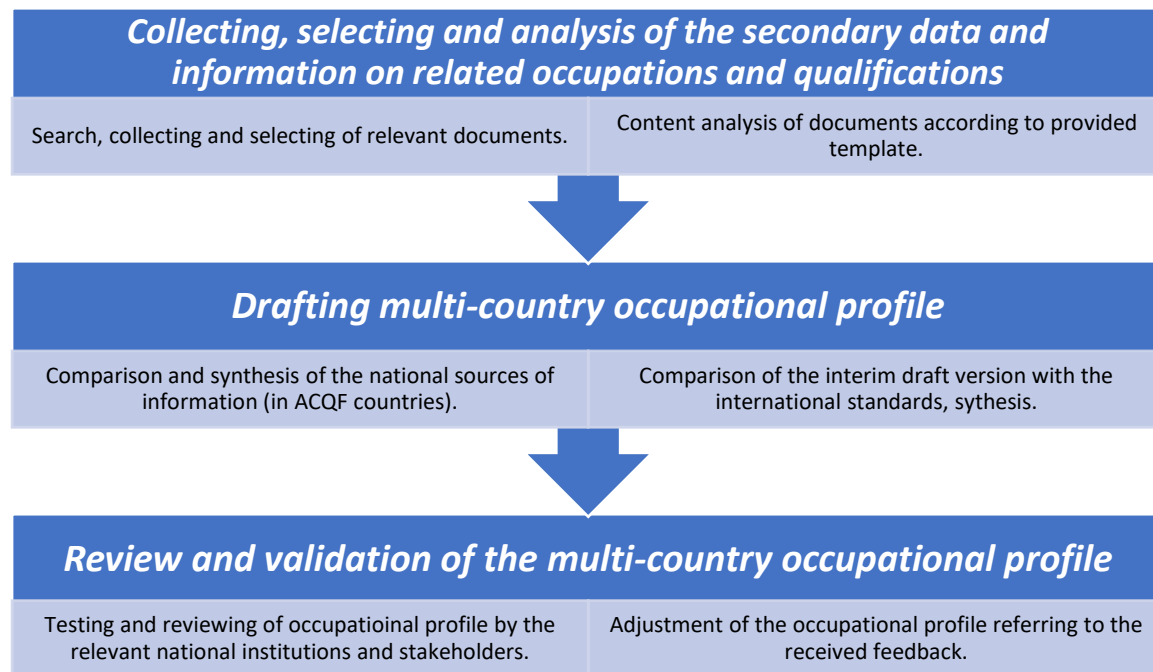


Figure 1. Steps of design of the multi-country occupational profile

3.1. Selecting, collecting and analysis of the secondary data on related occupations and qualifications

National and international occupational standards, qualification profiles, competence frameworks, VET standards and curricula, and higher education study field descriptions are the key sources of the secondary data and information for the design of multi-country occupational profiles. These sources of information are selected according to the following basic criteria:

- 1) The documents have to be valid and up-to-date.
- 2) The described occupations and qualifications largely correspond to the targeted multi-country occupational profile.
- 3) The documents are intended for the open-access use. Otherwise, the official consent of the document owners/developers has to be obtained.

The experts in the working group select all relevant and accessible secondary sources on the identified occupational profile from their countries and from international sources.

The following **national documents** should be analysed:

- 1) Available national occupational standards, assessment standards and qualification profiles.

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

The following **international documents** should be analysed:

- 1) International occupational standards or qualification profiles (if available)
- 2) International sectoral qualifications and competence frameworks developed by the sectoral bodies and stakeholders (when available).
- 3) International quality standards related to the analysed activity.
- 4) International/regional databases on occupations, skills and qualifications such as:
 - [ACQF Dashboard - Common Occupational profiles](#);
 - Skills for Jobs Database: [ILO Skills for Jobs](#)
 - [UNEVOC-UNESCO Global Skills Tracker](#);
 - European Skills, Competences, Qualifications and Occupations ESCO: <https://esco.ec.europa.eu/en/classification>;
 - [ACQF Qualifications and Credentials platform](#)
- 5) Articles, papers and other publications on the technological, organizational, ergonomic and other changes in the given occupation or occupational area.

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

Experts from the sectoral group read the documents and select information relevant for the parts of the multi-country occupational profile (see Annex 1 for the template). The experts should use the template for collecting and comparison of information. The following order is suggested:

- 1) The template is uploaded on the cloud or online disc made accessible to all experts in the group (Google Doc, Google Drive, or similar option).
- 2) The experts during the online meeting define the title of the occupational profile and references to the levels of the NQFs of their countries (if available).
- 3) The parts 1 and 2 of the template are filled by inserting the concise information from each country in the given windows of matrices. The experts can use the guiding questions provided in the tables 2 and 3 below in sections 4.2 and 4.3. It is advised to identify the country from which the information is provided by indicating the title of country or distinguishing the information from each country using agreed script colours, types, bottoms etc. Afterwards, the lead expert of the group or other agreed experts compare the inserted information and prepare the synthesis following the principle of complementarity. Following this principle means, that when the experts suggest the country-related information for the profile, this information is compared and included in the profile by reflecting the full range of suggestions. In cases, when

the provided information is typical only for one country, the experts can decide to indicate it by providing the title of the country in the brackets (it is optional, not obligatory).

Example:

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

<i>Guiding questions</i>	<i>Country A</i>	<i>Country B</i>	<i>Synthesis (information for profile)</i>
<i>What are the key deliverables/outputs of the activity in terms of products and/or services?</i> <i>What kind of instruments, tools and equipment is used in the work processes of occupation?</i> <i>To what extent the work processes are automatized and digitalized?</i>	Bread, pastries, culinary semi-products Dough mixing machine, electric oven for bread, electric oven for pastries. Mainly manual, using electric machinery for the preparation of the dough, no automatized and digitalised work involved.	Bread, traditional bread products, cakes, pastries, pizzas Dough mixing machine, oven for traditional bakery products, pizza oven, electric oven for bread, electric oven for pastries. Electric machinery for the preparation of the dough, digitaly controlled bakery ovens.	<i>Bread, traditional bread products, cakes, pastries, pizzas, culinary semi-products.</i> <i>Dough mixing machine, oven for traditional bakery products, pizza oven, electric oven for bread, electric oven for pastries.</i> <i>Manually and digitally controlled bakery technologies, including electric machinery for the preparation of dough and digitally controlled bakery ovens.</i>

- 4) Description of units and competences. First the experts in the multi-country group decide about the list of the key work processes typical for the analysed occupation by referring to the analysis of national and international sources. This can be done in the online meeting. The key work processes correspond to the units. Once the units are clear, the competences needed for the execution of work process are described by following complementarity principle explained above. For example, in drafting the profile of turning machine operator, experts from the country A suggest to include the competence of the manual operation of turning machines, country B experts suggest the competence of the CNC operation of machine, whereas experts from the country C – digital control of the whole production unit of turning. All these competences should be included in the profile, by defining the corresponding units. In case, when

experts from the different countries suggest the same information with the different formulation, the group decides what formulation fits best in terms of clarity. For each competence the assessment criteria should be provided (for more details and examples see paragraph 4.4).

- 5) Finally, experts fill in the parts 4 and 5 of the template by providing the references to the national and international standards and qualifications.

3.2. Drafting of the descriptions of multi-country occupational profiles

Once the first draft of the occupational profile is prepared, the list of units of profile and the corresponding competences should critically reviewed in the group discussion of experts by following these suggested questions:

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

In the same way, the first draft of the multi-country occupational profile is compared to the available and selected international standards and qualification profiles. This can be carried out through desktop analysis by the individual experts or in a joint online workshop. Experts have to decide how to treat the identified competencies and learning outcomes of the international standards that have no analogues in the first draft of the multi-country occupational profile.

Experts compare the descriptions of competences, learning outcomes and assessment criteria in the selected international standard and the draft of the multi-country occupational profile by answering the following **questions**:

1. What competences/learning outcomes of the international standard correspond to, or are essentially similar to, the competences defined in the draft profile of the multi-country occupational profile? Such correspondence can be recorded by marking the reference (title, year) of the international standard next to the corresponding competence in the draft.
2. What competences or learning outcomes outlined in the international standard do not have any match with the competences in the draft of the multi-country occupational profile? In case of identification of such competences, these should be further analysed by responding to the following questions:
 - a. Are these competences currently relevant for the corresponding work processes executed in the countries (e.g., in terms of technological, work organisation and other conditions)?

- b. Can these competences be relevant for the performance in the work processes in the foreseeable future?

If the answers to these questions are positive, then such competences can be included in the draft occupational profile by providing the reference to the corresponding standard in the brackets (title of standard, year of publication). Here it is important to consider the current and future relevance of competences in all countries. If a competence is relevant in at least one involved country, it should be included in the draft profile of multi-country occupational profile.

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

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

The validation of the draft occupational profile can include the following activities performed by selected stakeholders in the involved countries:

Table 1. Review and validation of the multi-country profiles

Type of stakeholders/ institutions performing the testing	Review and validation actions
<u>Stakeholders and institutions responsible for the design of qualifications, occupational standards, VET standards and HE study field descriptions (including multipartite sectoral bodies)</u>	Comparison of the multi-country occupational profiles with the corresponding national occupational/ qualification standards, or educational standards with the aim of evaluating the potential use of the profile in the following areas: • As a source of information for the development or updating of the national occupational standards, qualifications, VET standards, HE study programmes, or micro-credentials. • As an object of more systemic cooperation and exchange of expertise and know-how with the stakeholders and institutions of the other ACQF countries in the design and development of the national qualifications and standards or micro-credentials. • As a basis for further work on improving transparency and international comparability of qualifications or micro-credentials.
<u>VET and HE providers</u>	Review of the multi-country occupational profile by evaluating the suitability and potential of this instrument in the following areas:

	• Serving as a reference for design and updating of the VET and HE curricula or micro-credentials. • As a reference instrument for planning and organising of mobility opportunities for VET and HE students between ACQF countries. • Serving as reference for more systemic exchanges and cooperation between the VET and HE providers of the ACQF countries in the fields of curriculum design and competence development of the teaching staff.
<u>Competence assessment and qualifications awarding bodies</u>	Comparison of the multi-country occupational profile with the corresponding national occupational standards/qualification standards/VET standards used as references for assessment of competence and awarding of qualification, in order to evaluate the suitability and potential of usage of multi-country occupational profile in the following areas: • Serving as reference for assessment and recognition of competences (including recognition of prior learning), as well as evaluation and recognition of units of qualifications/partial qualifications, micro-credentials and the whole qualifications of the workers and VET/HE students from the other ACQF countries for the purposes of employment or further training. • Potential instrument for the establishment of the automatic recognition of qualifications or micro-credentials in the regions of ACQF. • Potential instrument for improving the comparability and recognition of qualifications from the ACQF countries in the other regions of the world.
<u>Governmental institutions, state agencies and bodies responsible for the employment and migration policies.</u>	Reviewing of the multi-country occupational profiles and provision of expert evaluation about the suitability and potential of these instruments in the following areas: • Instrument for employment policy, including serving as reference for vocational /career guidance. • Instrument for the transparent and sustainable regulation of the labour migration in the ACQF countries.

The feedback of reviewing should be obtained in the written form outlining the strengths and potential of the inter-country occupational standard in the concerned areas, as well as their shortages and possible areas for improvement.

It would be necessary to get such reviews from the competence assessment and qualifications awarding bodies in several ACQF countries.

Reviews from the other indicated institutions and bodies are optional but could significantly contribute to the further implementation and development of multi-country occupational profiles in the ACQF regions.

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

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

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

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

This part provides guiding questions and comments on the information to be filled in the template of the multi-country occupational profile. The sectoral group of experts working on the drafting of profile should agree on the division of roles and responsibilities of the group members in collecting, analysing and inserting the information according to questions and topics provided below. The group should select a coordinator who will be responsible for drafting of the text on the basis of the text parts provided by the experts. Each expert from the group should take responsibility for collecting and provision of the information on the particular parts of profile to the group coordinator. This division of roles and responsibilities should be established in the first meeting of the group.

4.1. Title of multi-country occupational profile

The title of the occupational profile is selected on the basis of comparison of the corresponding occupational titles or titles of related qualifications in the ACQF countries and beyond. The dominant version of the title should be applied. In case of important differences of titles synonym versions can be provided in the brackets.

4.2. Outline of occupations and work processes related to multi-country occupational profile

In the framework of this analysis, it is suggested to follow the following definitions of the occupation provided by the ESCO and ISCO classifications:

An occupation is a grouping of jobs involving similar tasks and which require a similar skills-set. Occupations should not be confused with jobs or job titles. While a job is bound to a specific work context and executed by one person, occupations group jobs by common characteristics. ([ESCO](#)).

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

Table 2. Guiding questions for drafting the information on occupation and work processes related to multi-country occupational profile

The title of occupation and code according to the national classifiers and ISCO Here provide a title of occupation and the codes from the national classifiers of occupations of the ACQF countries and ISCO: https://ilostat.ilo.org/methods/concepts-and-definitions/classification-occupation/	
The goal of related activity/work process	• <i>What is the main goal of the activity/work process?</i> • <i>Who are the main users and beneficiaries of the deliverables of activity?</i>
Main objects and outputs of work (deliverables, products, services, instruments and tools, resources needed)	• <i>What are the key deliverables/outputs of the activity in terms of products and/or services?</i> • <i>What kind of instruments, tools and equipment is used in the work processes of occupation?</i> • <i>To what extent the work processes are automatized and digitalized?</i>
Brief outline of the key characteristics of the work processes: typical workplaces, work organization forms, specific requirements of work execution, work safety specifications, environmental impact	• <i>Please indicate the key characteristics of the workplace: indoor/outdoor, requirements for spacing, lighting, air ventilation and temperature, posture of worker/employee at the workplace, occupational health and safety risks related to workplace.</i> • <i>Please describe briefly typical work organization form(-s): individual /</i>

	<i>collective performance; organization of the working time (work in shifts), autonomy of performer and supervision of the work execution.</i> • <i>Please describe briefly the specific requirements of the work for the physical and mental health of work performer.</i> • <i>Please outline the key specific work safety specifications: risks of work safety, applied measures to deal with these risks.</i> • <i>Please describe briefly negative impact of the work for the ecological environment, including pollution of air, water and soil, waste generation, contaminating emissions, impact for the nature (plants, animals, etc.); outlining the key measures applied to mitigating negative impact of work for ecology.</i>
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4.3. Role and place of occupational activity in the corresponding economic sector of ACQF countries

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

Table 3. Guiding questions for drafting the information on the distribution of jobs, the context of technological and organizational development and workforce mobility in relation to multi-country occupational profile

Distribution of jobs related to profile in the different types of enterprises (SME's, big enterprises, national capital/international capital, geographical distribution)	• <i>What kind of enterprises (large, SMEs, local, international, located in the cities, located in the rural areas and small towns) employ the holders of qualifications related to this profile?</i>
The context of the technological and organizational	• <i>Are the work processes related to the described occupational profile impacted by the digitalization and robotization? If so, how the trends of</i>

development of the sector (digitalization, automation, robotization of work processes, greening of economy and work processes, etc.)	<i>digitalization, robotization and automation change the qualification requirements of employees (new qualifications, new units/modules of qualifications, new competencies and skills)?</i> • <i>Are the work processes related to occupational profile impacted by the development of environmentally friendly/neutral activities and approaches of work? If so, how the trends of 'greening' of economic activities change the qualification requirements of employees (new qualifications, new units/modules of qualifications, new competencies and skills)?</i>
Mobility of workforce and workplaces related to occupational profile: mobility within African regions, mobility outside the continent (just indication of trends, no statistical data).	• <i>What are the trends of mobility of the holders of qualifications related to the inter-country occupational profile between ACQF countries and outside of the continent?</i> • <i>What are the trends of creating new jobs related to the inter-country occupational profile because of foreign investments within African regions and from the countries outside?</i>

4.4. Description of units of occupational profiles (units of competences)

We would suggest using the modular structure in structuring the content of the multi-country occupational profile. Each unit of the occupational profile consists of competences formulated by referring to the **key work tasks**, and then further split into the categories of knowledge, skills, autonomy and responsibility. Key work task is an activity – constituent unit of work process contributing to its accomplishment and structured by the sequence of work execution order, specificities of the products/services/applied technologies, or work organisation requirements.

Such structure enhances the focus of the design of the multi-country occupational profile on the neutral/universal requirements of the work process, reducing the risk of counter-productive discussions on the comparability of particularities of national curriculum structures. Besides, it further promotes competence orientation and allows enough flexibility.

Here are some examples of the key work tasks:

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

Key work tasks:

- 1) *To load the dangerous cargo on the tent or hard sided trailer.*
- 2) *To load the liquid dangerous cargo in the tank truck.*

- 3) *To drive the vehicle with the loaded dangerous cargo.*
- 4) *To monitor the state of the dangerous cargo during the transportation.*

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

Key work tasks:

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

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

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

Each work process consists of key work tasks, serving for the identification of competences.

For example, the work process “exploitation and driving of the C and CE road transport measures” can be split into the following key work tasks¹:

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

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

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

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

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

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

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

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

Competence assessment criteria

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

Competence:

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

Assessment criteria:

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

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

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

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

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

Table 4. Description of units and competences (example)

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

	The maintenance of tires is executed according to the rules of use and recommendations of the manufacturer. The routine maintenance of brakes and speed limiters is executed according to the requirements of their rules of use and technical specifications. The anti-block braking system is used and checked by following all rules and procedures. The vehicle coupling device is operated and maintained according to the rules of use and technical specifications of the vehicle.		
Competence: To detect and remove small/routine malfunctions of the road freight truck and trailer.	Knowledge:	Skills:	Autonomy and responsibility:
Competence assessment criteria:			
Competence: To drive the road cargo truck with trailer, semi-trailer.	Knowledge:	Skills:	Autonomy and responsibility:
Competence assessment criteria:			

4.5. References to the occupational standards and related qualifications of the ACQF countries

Here indicate the titles of a corresponding standard(-s) and link(-s) on the Internet (if available).

Title of the standard and the link	Link on the Internet

4.6. References to the international occupational and qualification standards

Here indicate the titles of a corresponding standard(-s) and link(-s) on the Internet (if available).

Title of the standard and the link	Link on the Internet

Annex 1: Template for the description of a multi-country occupational profile

(Title of occupational profile)

Reference level(s) of related qualifications in the National Qualifications Framework of	
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Reference level(s) of related qualifications in the National Qualifications Framework of	

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

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

2. Role and place of occupational activity in the corresponding economic sector of the ACQF countries

Spread of related jobs in the different types of enterprises (SME's, big enterprises, national capital/international capital, geographical distribution)	
The role/place of related qualifications in the context of the	

technological and organizational development of the sector (digitalization, automation, robotization of work processes, greening of economy and work processes, etc.)	
Mobility of workforce and workplaces related to qualifications: mobility within the ACQF regions, mobility outside the African continent (only indication of trends, no statistical data)	

3. Descriptions of units and competences

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

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

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Competence assessment criteria			

4. References to the occupational standards and related qualifications of the ACQF countries.

Title of the standard and the link	Link on the Internet

5. References to the international occupational and qualification standards.

Title of the standard and the link	Link on the Internet