



DITOGA

Digital tracking of VET graduates via auto-analytics
to enhance the quality and sustainability
of vocational and educational training programmes

IO.1 DITOGA VET Graduate Tracking Strategy

Key Data Fields

BOOKLET



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DITOGA VET Graduate Tracking Strategy

The DITOGA VET Graduate Tracking Strategy is the first core intellectual output of the project, providing VET professionals with a detailed description of the framework, aims and objectives as well as fields for application of the DITOGA VET graduate tracking strategy by clarifying how the data of VET graduates collected digitally through the key factors will contribute to the ongoing evolution of VET programmes and how the VET graduate tracking strategy can be implemented successfully.

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1. Introduction

The main objective of the DITOGA project is to enhance the quality and sustainability of vocational and educational training programmes by collecting relevant data from VET graduates. This data will provide VET institutions with necessary information on the success but also on potential fields of improvement of their current programme contents and enable them to align their repertoire according to current needs in the labour market. This includes hard skills in various professions, knowledge, skills, and competences, but also soft skills and personal attitudes. To achieve these objectives, the **DITOGA VET Graduate Tracking Strategy (IO1)** is the first milestone of the project and therefore a core product.

DITOGA VET Graduate Tracking Strategy (IO.1)

VET institutions in Europe are characterised by their diversity in terms of their programmes, methodological approaches, socioeconomic and cultural environments, needs of their target groups (especially if learners with fewer opportunities are involved), and demands of the labour market. To ensure the practical value of all further project outputs, partners on one hand identified relevant key factors that are necessary for VET centres in order to enable an ongoing alignment of training contents with actual needs of the field of work as well as the required systemic framework for implementation in the course of a transnational investigative research study.

For instance: relevant soft skills (personal, social, methodological competences) and meaningful aspects of their graduate's professional life (e.g. promotion, further training, job change) as well as internal processes of quality assurance and development of training programmes.

Using a qualitative methodological approach, national focus groups involving representatives of all target groups were combined with a comprehensive desk research. The result is a long-term VET graduate tracking strategy including guidelines on how the data collected will contribute to the continuous improvement of VET programmes and how the strategy can be implemented successfully.

Never before has there been a digital graduate tracking system custom-tailored to the needs of VET institutions, because even on university level the development of such approaches is still at the beginning. However, the demand for a graduate tracking system is very real and constantly increasing due to digital and technological revolutions that consequently lead to rapid changes in the field of work.

Thereby, the DITOGA project breaks new ground in attempting to develop an efficient and resilient graduate tracking system allowing VET providers to increase the quality and sustainability of their training programmes by continuously adapting them to the ever-changing requirements in the working world in a flexible and timely matter. The three core outputs developed by the DITOGA project will provide VET institution exactly with these opportunities. The necessary data will be acquired from VET graduates through an app for mobile devices (IO2) and then evaluated and interpreted by the VET centre using a custom-made analytics software (IO3), thereby combining the technological benefits of both instruments.

Furthermore, the **DITOGA VET Graduate Tracking Strategy** is defined in form of guidelines presented in **IO1** along with a profound research study on the key factors required by VET providers in order to enhance the quality and sustainability of their training programmes.

2. Key Data Fields for the tracking of VET graduates

2.1. Introduction

Based on the empirical evaluation of the surveys and the additional thoughts and remarks of the people interviewed- 61 VET staff and 30 business representatives-, the project partnership has deduced 71 key data fields relevant for tracking VET graduates. Moreover, the results of the nationwide researches and experiences of the different VET institutions and businesses have been incorporated into the deduction.

The following descriptions should define the different key data fields more detailed. Consequently, they also serve as a basis for VET institutions and training centres what to take into consideration when designing and altering their trainings to match the demands of the working world. This allows to quickly adjust to possible changes of the demands of entrepreneurs.

Moreover, special attention in the development of the key data fields was given to the correlation with the CEDEFOP key competences defined for VET institutions.

Key competences:

- Communication in the mother tongue
- Communication in foreign languages
- Competences in maths, science and technology
- Digital competence
- Learning to learn
- Interpersonal, intercultural and social competences, civic competence
- Entrepreneurship
- Cultural expression ¹

Finally, there is a practical approach at the end of every section about the correspondent educational mission of the VET institution or the training centre.

¹ <http://www.cedefop.europa.eu/en/publications-and-resources/key-documents>
<http://www.cedefop.europa.eu/en/publications-and-resources/publications/4041>
http://www.cedefop.europa.eu/files/4041_en.pdf
http://www.cedefop.europa.eu/files/8083_en.pdf

2.2. Theoretical competences

<p>1</p> <p>Key Data Field: Verbal skills</p>	<p>This means to which extent a person can approach words and sentences. It also defines to which extent someone can comprehend meanings and know how to use meanings and words and communicate in an understandable and logical context. These skills are partly inborn and further trained using mother tongue. Moreover, these skills are also acquired from official public education (e.g. school). Verbal skills are a dynamic process and can be trained life-long. They are not always interdependent from a person's educational level or grammatical knowledge.</p>
<p>2</p> <p>Key Data Field: Writing skills</p>	<p>Writing skills do not only include the correct use of spelling, grammar and syntax, but also the written expression of someone's thoughts and ideas. Additionally, it includes a structured approach and the ability to think in a structured and clear way to write something meaningful and understandable by other people.</p>
<p>3</p> <p>Key Data Field: Technical understanding</p>	<p>This can be an inborn ability and can be furthered through proper training and education. It means the logical approach to how machines, computers and technical systems in general work. A well-developed ability of spatial imagination, manual dexterity and problem solving helps to develop a good technical understanding.</p>
<p>4</p> <p>Key Data Field: Concentration and memory</p>	<p>Concentration is the ability to focus on something that one is currently doing and on nothing else whereas memory describes the ability to reckon events, feelings, situations, structures, language, simple to complex adaptations and acquired or learnt contents in a meaningful, logical and linear way.</p>
<p>5</p> <p>Key Data Field: Speed</p>	<p>Speed in this context means how much time it takes to finish given tasks and work within a short amount of time. Nevertheless, the tasks should not only be carried out fast, but also precise to avoid mistakes and possible hazards to oneself or others.</p>
<p>6</p> <p>Key Data Field: Logical thought</p>	<p>This describes the process of moving from one related thought to another and to clearly structure these. Logical thought is necessary in all areas of human life and requires more focus in certain contexts of work.</p>
<p>7</p> <p>Key Data Field:</p>	

<p>Accuracy to perform tasks</p>	<p>The accuracy to perform tasks requires a good and constant concentration to perform tasks and processes in a precise and correct way. Work should be carried out properly and accurate to avoid mistakes and/or delays.</p>
<p>8</p> <p>Key Data Field: Mathematics</p>	<p>This is the science of numbers and forms. In this context it includes basic accounting types and more complex forms, depending on the job carried out.</p>
<p>9</p> <p>Key Data Field: Official language</p>	<p>This describes the country-specific language accepted and used by the government, authorities, public bodies, schools and other educational systems in the respective country. It is spoken and written by the majority of people in the country.</p>
<p>10</p> <p>Key Data Field: Vocational language</p>	<p>Describes the language used at work. This includes not only typical customer related phrases and idioms, but also special technical or mechanical terms, depending on the performed tasks and the job carried out. Special emphasis needs to be given to politeness and dealing with situation that might require a sophisticated vocational language. Vocational language can be trained through practical trainings in job interviews, telephone language and how to deal with customers. Additionally, vocational language is provided and trained in VET schools and practical training in general.</p>
<p>11</p> <p>Key Data Field: Foreign language</p>	<p>This defines a language that is different to the speaker's country. Moreover, it is also a language not spoken in the native country of the person referred to.</p>
<p>12</p> <p>Key Data Field: Writing reports and proposals</p>	<p>This is essential for professions that require a lot of office work. However, it might also be necessary for certain technical jobs, or when dealing with customers.</p>
<p>13</p> <p>Key Data Field: Innovation</p>	<p>In colloquial language, the term is used in the sense of new ideas and inventions and for their economic implementation. In the narrower sense, innovations only result from ideas when they are converted into new products, services or processes that are actually successfully applied and penetrate the market.</p>
<p>14</p> <p>Key Data Field: Planning & delegation</p>	<p>Planning is the process of thinking about the activities required to achieve a desired goal.</p>

	Delegation is the assignment of any responsibility or authority to another person (normally from a manager to a subordinate) to carry out specific activities. ²
15 Key Data Field: Business trend awareness	This describes one person's skill to being mindful to market developments that are becoming popular and broadly accepted by the market and society.
16 Key Data Field: Entrepreneurial thinking & management	Entrepreneurial thinking skills refer to the ability to identify marketplace opportunities and discover the most appropriate ways and time to capitalize on them. Sometimes, it is simply referred to as the ability to find and pursue the problem-solution fits. Entrepreneurial management is the practice of taking entrepreneurial knowledge and utilizing it for increasing the effectiveness of new business venturing as well as small- and medium-sized businesses. ³

2.3. Practical skills

17 Key Data Field: Accomplished practical activities	The ability to initiate and finish practical activities successfully. Depending on the complexity of the given tasks, guidance and supervision might be useful or required.
18 Key Data Field: Interaction with customers	Being able to interact with customers in a fluent, open-minded and result-oriented way. This may also require a certain sense of conflict management.
19 Key Data Field: Digital skills	Disposes of the required set of digital skills including information and data literacy, communication and collaboration through digital technologies, digital content creation, safety and problem solving. ⁴
20 Key Data Field:	Job-specific skills are those abilities that allow a candidate for employment to excel in a particular job. Some skills are attained

² <https://en.wikipedia.org/wiki/Delegation>

<https://en.wikipedia.org/wiki/Planning>

³ <https://www.cleverism.com/skills-and-tools/entrepreneurial-thinking/>

<https://news.gcase.org/2011/10/24/what-is-entrepreneurial-management/>

⁴ <https://www.itu.int/en/ITU-D/Digital-Inclusion/Documents/ITU%20Digital%20Skills%20Toolkit.pdf>

Occupational specific skills	by attending school or training programs. Others can be acquired through experiential learning on the job. The skills that are needed for a specific job are also known as a skill set. ⁵
21 Key Data Field: Applying school knowledge and skills at work	The ability to apply school knowledge and skills acquired at school in a given enterprise context, whereby it is important to be open-minded, think creatively and to be flexible in finding an adequate, fit-for-purpose solution for a specific situation.
22 Key Data Field: Presentation skills and public speaking	Presentation skills are the skills you need in delivering effective and engaging presentations to a variety of audiences. These skills cover a variety of areas such as the structure of your presentation, the design of your slides, the tone of your voice and the body language you convey. ⁶
23 Key Data Field: Research	The skills required to search for answers to questions, to construct reasoned arguments or theories based on evidence and to increase understanding in a particular field of inquiry. ⁷

2.4. Train and use soft skills

24 Key Data Field: Self-marketing	<p>Self-marketing is sometimes called personal branding because it uses branding tools to create an image around an employee rather than a product (...). It gives candidates more opportunities to effectively communicate their values, skills, experiences, and vision to potential employers.⁸</p> <p>It is important to see that self-promotion is a leadership skill. It is your responsibility to talk about what you and your team have achieved, not only for your own benefit, but also for the team and the company. It's how to create influence. It's how you sell your ideas across the organization. It's the basis of building relationships with key stakeholders and gaining access to the power networks.⁹</p>
25	

⁵ <https://www.thebalancecareers.com/what-are-job-specific-skills-2063755>

⁶ https://wiki.ubc.ca/Presentation_Skills

⁷ <https://www.heacademy.ac.uk/knowledge-hub/research-skills>

⁸ <http://www.marketing-schools.org/types-of-marketing/self-marketing.html>

⁹ <https://www.forbes.com/sites/bonniemarcus/2015/03/02/self-promotion-is-a-leadership-skill/#1945cf814e77>

<p>Key Data Field: Identifying of and dealing with personal strengths and weaknesses</p>	<p>The ability to define the difference between a required skill standard and the actual presence of a skill. In addition, the ability to reinforce and promote one's strengths and to compensate for or improve skills that lack behind. The continuous alertness and search for learning situations that allow a skill to be reinforced.</p>
<p>26 Key Data Field: Teambuilding including remote teams</p>	<p>Teambuilding involves strong collaboration and communication skills, it is also about planning, negotiating and problem solving. It is the ability to make explicit the common goal and the steps to achieve it. It is about organising oneself and the group to achieve those goals in an efficient and effective way.</p>
<p>27 Key Data Field: Conflict management</p>	<p>Use accurate written and verbal communication to avoid conflicts, address problems before they reach crisis stage, use of mediating skills (listening, drawing out the perspective of the other), express disagreement based on facts and with a solution-oriented mind-set, use of negotiation skills.¹⁰</p>
<p>28 Key Data Field: Time management</p>	<p>Ability to be punctual and follow breaktimes and working hours. Ability to plan own schedules and follow them.</p>
<p>29 Key Data Field: Giving and receiving feedback</p>	<p>Ability to give appropriate and constructive feedback to co-workers and supervisors. Ability to receive all kinds of feedback from co-workers, supervisors and customers, cope with it and learn and improve from it.</p>
<p>30 Key Data Field: Ability to be in front of people and communicate</p>	<p>Ability to be front of people and communicate in appropriate way for example when working with customers. Ability to tell about own work or products, give advices and guidance to customers.</p>
<p>31 Key Data Field: Building self-confidence</p>	<p>Ability to learn to trust own skills, to become more confident when getting positive feedback, to take all kinds of feedback as opportunity to improve own work.</p>
<p>32 Key Data Field: Adapting ethical values</p>	<p>Ability to recognise the and adapt to ethical values concerning certain occupation or company. Work according to values and maintain good quality.</p>

¹⁰ <https://www.thebalancecareers.com/conflict-management-skills-2059687>

<p>33</p> <p>Key Data Field: Capability to learn and understand skills, knowledge and tasks required in the occupation</p>	<p>Ability to learn and understand what kind of knowledge and skills are needed in certain job or occupation, to learn and understand what kind of tasks certain job or occupation consists of.</p>
<p>34</p> <p>Key Data Field: Willingness to improve and learn</p>	<p>The apprentice/trainee/new worker is willing and motivated to learn new things and improve his/her work. Understands the demands of lifelong- learning.</p>
<p>35</p> <p>Key Data Field: Telling opinions and suggestions</p>	<p>Ability to clearly express own opinions. The apprentice/ trainee/ new worker has enough courage to tell what they like and dislike and give suggestions to develop his/her work or procedures in working place.</p>
<p>36</p> <p>Key Data Field: Dealing with uncertainty</p>	<p>Ability to deal and admit uncertainty. The apprentice/ trainee/ new worker can manage not having enough knowledge or not knowing how to do something. He/she can manage that things don't always go as planned. This requires flexibility, too.</p>
<p>37</p> <p>Key Data Field: Dealing with physical environment</p>	<p>Ability to deal with different circumstances or demands of working environment, for example height, heat, cold, noise, isolation, smell. An example: Daycare- center as a working environment can be really noisy or construction worker must not be afraid of heights.</p>
<p>38</p> <p>Key Data Field: Courage</p>	<p>The apprentice/ trainee/ new worker has courage to ask, to try new things, to encounter different and challenging situations at work, to meet new and different people etc.</p>
<p>39</p> <p>Key Data Field: Initiative</p>	<p>The ability to use your judgment to make decisions and do things without needing to be told what to do.</p>
<p>40</p> <p>Key Data Field: Creativity</p>	<p>Producing or using original and unusual ideas.</p>
<p>41</p> <p>Key Data Field: Critical thinking</p>	<p>The process of thinking carefully about a subject or idea, without allowing feelings or opinions to affect you.</p>
<p>42</p> <p>Key Data Field:</p>	

<p>Proactivity</p>	<p>Being proactive means taking control and causing something to happen, rather than just adapting to a situation or waiting for something to happen. The individual does not need to be asked to act, nor do they require detailed instructions. It requires: envisioning, planning, enacting and reflecting.</p>
<p>43 Key Data Field: Emotional intelligence</p>	<p>The ability to understand and control your own feelings, and to understand the feelings of others and react to them in a suitable way, using this skill to make good judgments and to avoid or solve problems.</p>
<p>44 Key Data Field: Self-leadership</p>	<p>The process by which you influence yourself to achieve your objectives, having a developed sense of who you are, what you can do, where you are going coupled with the ability to influence your communication, emotions and behaviour on the way to getting there.</p>
<p>45 Key Data Field: Flexibility/adaption</p>	<p>The ability to change or be changed easily according to the situation.</p>
<p>46 Key Data Field: Problem solving</p>	<p>The process of finding solutions to problems.</p>
<p>47 Key Data Field: Listening skills</p>	<p>The ability to accurately receive and interpret messages in the communication process by active listening, being fully in the moment, putting yourself in the other shoes, picking up key points and letting the speaker know you did and developing curiosity, an open mind, and desire for continuous growth.</p>
<p>48 Key Data Field: Tacking Initiative</p>	<p>Doing something that needs to be done out of your own personal drive with a desire to make things better than they were before or improve processes and ways of doing things. It supposes doing more than your normal work duties and adding a little unexpected surprise for others at work and requires logical thinking, creative thinking, and to pass to action.</p>
<p>49 Key Data Field: Learning from criticism</p>	<p>To be able to take in negative or constructive feedback and make changes. It requires to be able to understand criticism as an opportunity to improve our work.</p>
<p>50 Key Data Field: Collegial behavior</p>	<p>Behaving in an outgoing and friendly manner, sharing thoughts and ideas in a non-competitive manner and can be divided into:</p>

	<p><i>Proper interaction with colleagues:</i> Clear communication with colleagues, collaboration with colleagues</p> <p><i>Highlight the ability to work in harmony with others.</i> Work in an agreeable fashion with colleagues, communicating and working in coherent manner with colleagues, co-ordinating work objectives with those of colleagues.</p> <p><i>Give credit where is due to colleagues and team members:</i> Acknowledge the contribution made by colleagues, thank and praise colleagues, instil confidence in colleagues through affirmation and praise, pay tribute to colleagues when and where it is deserved.</p>
<p>51</p> <p>Key Data Field: Communication skills</p>	<p>The ability to communicate efficiently, concisely and clearly both in terms of receiving and conveying meaning and information. This can be divided into:</p> <p><i>Understanding the benefits of clarity in communication and the consequences of a lack in clarity in communication:</i> Understanding through examples the importance of clear and unambiguous communication, as well as the consequences of conveying ambiguous or otherwise unclear information.</p> <p><i>How to interpret high levels of detail in communication:</i> Examining component parts of a communication, written or verbal, to organise high levels of detail into meaningful and structured information. Specifying key important aspects of a verbal or written communication.</p>
<p>52</p> <p>Key Data Field: Courtesy</p>	<p>Behaving in a polite and good natured manner toward colleagues. Affording colleagues common courtesy in dialog and conversation, avoiding brashness and vulgarity. It can be divided into:</p> <p><i>Politeness, courteous; well-mannered; considerate conduct:</i> Engaging with colleagues and co-workers in a gracious and respectful manner, showing courtesy and respect to colleagues while communicating with them.</p> <p><i>Having good manners with customers and co-workers:</i> Be conscious of the impact on colleagues of your communication style, and observe through example differing personal styles of communications, both verbal and written.</p>
<p>53</p> <p>Key Data Field: Adapting rules of working life</p>	<p>Learning to acclimatise to the work environment, formal rules and informal expectations. Learning a sense of work environment culture and norms. Familiarising yourself with work rules and expectations — learning to fit in. This can be divided into:</p> <p><i>How to develop and display a positive attitude to work:</i> Learning how to behave in constructive and helpful manner toward colleagues. Portraying confidence and being encouraging to colleagues.</p>

	<p><i>Stress the importance of discipline and punctuality:</i> Understand the importance of promptness and reliability in timekeeping, being on time for work, work appointments, meetings and work breaks, avoiding lateness and planning and time management.</p>
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2.5. Motivation factors

54	Key Data Field: Opportunity for advancement	Identifying opportunities to improve and progress at work. Seeking ways in which you can improve your standing at work and how colleagues view what you can do and what you are capable of.
55	Key Data Field: Mentoring and education	Discuss work challenges with colleagues, participate positively in team meetings, seek advice from colleagues when unsure, check your own understanding of tasks and operations with colleagues or supervisors.
56	Key Data Field: Regular feedback	Accept criticism without being defensive or overly sensitive.
57	Key Data Field: Challenge	Seeking advice when facing challenges at work, working collaborative with colleagues in solving practical or technical challenges, checking for existing standard operating procedure when faced with a work challenge.
58	Key Data Field: Satisfaction	Learning to derive satisfaction from work achievements, learning to deal with less challenging or monotonous tasks or procedures, taking pride in the quality of your work.
59	What is... Responsibility	Becoming familiar with the scope of your responsibility, knowing when to consult with supervisors for guidance or advice, being accountable for your work and taking responsibility, analysing errors and mistake and understanding their cause.
60	Key Data Field: Knowledge	Reading and understand technical and high detail information, understanding standard operating procedure and system instructions, being familiar with company work practices, reading and understanding datasheet and safety instructions.
61		

<p>Key Data Field: Recognition</p>	<p>It is the acknowledgement and appreciation of the effort and results that a person has achieved at the workplace. Appreciation is a fundamental human need as it confirms that one's good work is valued by others. Also, if a person feels appreciated in his/her work he/she is more satisfied and motivated to maintain and improve their work.</p>
<p>62 Key Data Field: Accomplishment</p>	<p>Accomplishment means the successful achievement of a task. A person whose motivation factor at work is accomplishment is a high performer who wants to stand out in their professional field. This person prefers to work on moderately difficult tasks that are achievable and whose success depends on their effort.</p>
<p>63 Key Data Field: Self-development & feeling competent</p>	<p>Self-development is a lifelong process, and many people prefer jobs where they have the opportunity to further improve their professional and personal competences. According to Maslow's theory on the hierarchy of needs (1970) all individuals have an in-built need to see themselves as competent, as well as a need for personal development which occurs through a process called self-actualisation. Self-actualisation means 'to become everything that one is capable of becoming', ie. to reach one's full potential.</p>
<p>64 Key Data Field: Opportunity for transnational mobility</p>	<p>One of the motivation factors when looking for a job can be represented by the opportunities of transnational mobility. Living and working for a period of time abroad but even going abroad for shorter periods is a good way to learn new skills and transfer know-how, improve one's language skills but even transversal skills, such as self-confidence and self-reliance (due to the fact that the young person has managed to "survive,, in an alien environment), adaptability and risk-taking (one must adapt to a new environment), communication and intercultural skills (the person gains an insight into the cultural norms that lie behind the language).¹¹</p>

2.6. Professional goal setting and career development

<p>65 Key Data Field: Realistic and motivating goals</p>	<p>According to the S.M.A.R.T. approach goals must be: S/specific - defined as specific as possible, so the chance to achieve them is much higher;</p>
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¹¹ http://www.cedefop.europa.eu/files/RR1_Kristensen.pdf

	<p>M/measurable – defined in a way that you can measure the achievement of your goals (using amounts, numbers, etc);</p> <p>A/achievable – defined that you can actually achieve them;</p> <p>R/relevant – relevant for yourself, thinking about what matters for you;</p> <p>T/time-bound - give yourself a deadline to reach your goals, nothing is as motivating as an approaching deadline.</p>
<p>66</p> <p>Key Data Field: Short-, medium- and long-term goals</p>	<p>The most effective way to achieve important goals is to break it into smaller ones. If you divide your goals into short-, medium- and long-term goals it helps you to stay on track and, by achieving successfully your short-term goals, it encourages you to keep going and to keep your motivation. First you have to set your long-term goal, for example to lose 20 kg of weight in two years. Then, set your reasonable medium-term goal between where you are now and where you want to arrive, for instance to lose 10 kg in about 9-12 months. Finally, set your short-term goals that you can achieve in a shorter time-frame, for example to meet a dietician or to join a gym.</p>
<p>67</p> <p>Key Data Field: Complementary goals</p>	<p>If there are complementary goals, there are two goals where the pursuit of goal A has a positive effect on the achievement of goal B. The two goals are the same. The closer a person comes to achieving one goal, the easier it becomes to achieve the other goal. An example: someone quits smoking and wants to do more for their fitness. The fulfilment of the first goal therefore has a positive effect on the second goal.</p>
<p>68</p> <p>Key Data Field: Competing goals</p>	<p>When there are competing goals, there are two goals where pursuing goal A has a negative impact on achieving goal B. The closer you get to achieving one goal, the more difficult it becomes to achieve the other. An example: someone wants to work more overtime for financial reasons. On the other hand, this person wants to do something for their fitness and therefore comes into a temporal conflict with the first goal.</p>
<p>69</p> <p>Key Data Field: Indifferent goals</p>	<p>If there are indifferent goals, there is no dependency between pursuing goal A and achieving goal B. The goals are independent of each other. If one comes closer to one goal, the effect on the other goal is neither positive nor negative. An example: someone would like to have his apartment painted. The second goal is to keep more order in the workplace.</p>
<p>70</p> <p>Key Data Field: Supportive factors to reach goals (parents,</p>	<p>When you have set your goals, it might be useful to identify, first, those people or institutions that can support you in the process. It is recommended then, as a next step, to identify in which way can</p>

<p>friends, VET school, employment center)</p>	<p>they support you. Supporting persons or institutions could be, for instance:</p> <ul style="list-style-type: none"> ▪ the public employment center that can provide you guidance service and inform you about (funded) training and job opportunities; ▪ your VET school that can help you with contacts and more tailor-made guidance service as they know your strengths, motivation and interests; ▪ your parents who can provide you emotional and maybe financial support; ▪ friends who know you well, therefore they can help you with ideas, emotional support, contacts.
<p>71</p> <p>Key Data Field: Importance of workplace values (independence, status, honesty, fast paced, flexible, etc.)</p>	<p>In the field of professional goal setting it's important to reflect on which are the most important workplace values for you. This will help you to understand what are the potential jobs that would complement your most important values. Workplace values can be, for example, independence (control of my own destiny), status (having influence and power over others), honesty (telling the truth and knowing that others are telling the truth), fast paced (many things happening at one time), flexible (work with no specific time schedule), but there are many more.</p>

2.7. Educational missions of VET centres and training institutions

Based on the different aspects and outcomes of the key data fields the project partnership has defined five important statements concerning the educational missions of VET centres and training institutions:

- ❖ ***Offer a better learning support provided by VET institutions, both internal and external to broaden the theoretical knowledge of VET students/participants/graduates.***
- ❖ ***Provide practical workshops, in-house trainings and guarantee a close cooperation with the working world to broaden the theoretical knowledge of VET students/participants/graduates.***
- ❖ ***Integrating soft skills and transversal skills training in regular (technical) training with authentic learning techniques to train and encourage the use of soft skills of VET students/participants/graduates.***
- ❖ ***Better and regular guidance/mentoring and meeting the trainee/new worker as an individual, giving enough and right kind of support to further the motivation of and minimize the drop-outs among VET students/participants/graduates.***
- ❖ ***Encourage VET students/participants/graduates to develop an action plan for their professional goals concerning their future career paths.***

3. Guidelines for VET institutions

3.1. Defining skills and competences

3.1.1. The European Perspective

The project partnership has individually dealt with the question how skills and competences can be defined in the different VET centres and training institutions. The results should also support other institutions in their further professional development.

Austria

Concerning VET education there is a guideline provided by the Austrian Chamber of Commerce (WKO) to ensure the quality of VET and to provide a legal framework by law.

The following provides a detailed description of how VET works in Austria:

'Austrian apprenticeship training is a model for many European countries. Around 40 per cent of young people in an age cohort choose one of around 200 apprenticeships each year and, after passing their final apprenticeship examination, make a significant contribution to strengthening the competitiveness of the Austrian economy as qualified skilled workers.

Through training within the framework of company work processes, apprenticeship training makes it possible like no other educational path to acquire a vocational qualification at the pulse of time. The success of apprenticeship training is essentially ensured by the dynamics inherent in the system. In addition, there is a need for a framework that extends beyond the company level and offers trainees and companies the best prerequisites for the success of an apprenticeship. This includes all measures for quality assurance and improvement in apprenticeship training.

The success and further development of apprenticeship training are achieved through partnership and cooperation of many institutions and facilities at different levels.

Federal level

Federal Ministry of Science, Research and the Economy (BMWFW)

The operational part of apprenticeship training falls within the competence of the Ministry of Economic Affairs.

The legal basis for apprenticeship training is laid down in the *Vocational Training Act* (Berufsausbildungsgesetz - BAG).

The training regulations for the individual apprenticeship occupations are issued by the *Ministry of Economics* after an expert opinion of the *Federal Advisory Board for Vocational Training*.

Federal Vocational Training Advisory Board (BBAB)

The members of the *Federal Advisory Board for Vocational Education and Training* are appointed by the *Ministry of Economic Affairs* to the following positions proposal of the social partners (Austrian Federal Economic Chamber, Federal Chamber of Labour).

It also includes vocational school teachers in an advisory capacity.

The *Federal Advisory Board on Vocational Education and Training* submits opinions and concepts to the *Ministry of Economic Affairs* which must be taken into account when issuing or amending regulations.

Federal Ministry of Education and Research (BMBWF)

The provisions relating to the organisation of vocational schools and the basic principles of the Curriculum regulations are laid down in the *Federal School Organisation Act*. The *Ministry of Education* prescribes the framework curricula for vocational schools for each apprenticeship occupation. 50% of the salaries for teaching staff in vocational schools are paid from federal funds.

State level

Apprenticeship

The apprenticeship offices located in the chambers of commerce of the individual federal states act as the vocational training authority of first instance. They examine (together with representatives of the *Chambers for Workers and Salaried Employees*), the suitability of the training companies with regard to the subject matter and personnel and are responsible for examining and recording the training contracts. In principle, they have taken care of all questions in the interest of the apprentice and to provide comprehensive advice in this regard. They are supported by the *Apprenticeship and Youth Protection Offices* of the *Chambers of Labour for Workers and Employees*. The chairmen of the examination boards are appointed by the head of the apprenticeship centre or by the *Apprenticeship Office Manager* on the basis of a report by the *Federal Apprenticeship Advisory Board* to order the proposal to be obtained. The final apprenticeship examinations as well as the grants for training companies are handled by the apprenticeship offices.

Ensuring and strengthening training quality

5 federal states

The federal states are responsible for setting up and equipping vocational schools. They also finance 50% of the salaries of teachers at vocational schools.

Provincial governors

In the federal states, the heads of state and their supporting *Office of the Provincial Government* as a vocational training authority of second instance. The provincial governors appoint the members of the respective provincial vocational training advisory boards.

Province Vocational Training Advisory Boards

The advisory boards for vocational training are set up as advisory bodies at state level, which are also staffed by social partners. They are responsible for drafting expert opinions, proposals and suggestions that directly affect the apprenticeship system in the respective federal state. They make a recommendation for the appointment of the chairpersons of apprenticeship-leave examination commissions.

State school inspectors

The state school inspectors are responsible for school inspection and for safeguarding the agendas falling within their remit, as well as for implementing the federal framework curricula in the form of the Land curricula.

Local level

Training companies

The authorised apprentice is the responsible body for apprentice training. In his company, the apprentice is trained to become a qualified specialist. He is supported in this by the trainers.

Vocational schools

The vocational school is integrated into the economic activities at its location. The direct contact with the training companies in the region is one of the most important preconditions in order to optimally fulfil the educational mission.¹²

Belgium

1. EVC = Previously Acquired Competences

Knowledge and skills gained during trainings, in education, at work etc. can be validated by different recognized EVC providers. The result of these (often practical) tests are translated into a qualification certificate or a certificate of competencies. This can be used this for exemptions in a course or on the labor market.¹³

2. Employment Agency Database – competence reports

Guidelines for job seekers or graduates for making an online competence report that can be uploaded on the national websites of the Employment Agency VDAB.¹⁴

3. Guidelines for drafting competences and competence profiles in the food industry:

¹² https://www.wko.at/service/bildung-lehre/Qualitaet_Lehre.pdf

https://www.wko.at/service/bildung-lehre/Qualitaet_in_der_Lehre.html

¹³ <http://erkennenvancompetenties.be/wat-is-evc/>

¹⁴ <https://partners.vdab.be/sites/web/files/doc/partners/cvs/Handleiding%20Competenties.pdf>

- Guidelines on defining competences¹⁵
- Guidelines for measuring competences¹⁶
- Guidelines for describing competences¹⁷

4. **Practical Guide on strategic and operational competence Management for companies. Guidelines, roadmap, competence dictionary by VOKA (Representing Flemish Network of Entrepreneurs and Chambers of Commerce).**¹⁸

5. **Tools to describe competences (by HrWijs)**

- 360° feedback-tool
- Personal Development Plan and guidelines
- SAM Scale to stimulate, orientate, coaching employees/graduates
- Coaching instruments for low skilled job seekers/employees¹⁹

Finland

Finland has requirements for vocational qualifications for the different fields of VET education. There is a web-based tool based on qualifications, Osaan.fi. Finnish national Agency for education is responsible for it and it is available in Finnish only. It can be used when defining skills and competences. The goal is that a holder of a vocational upper secondary qualification has broad-based basic vocational skills to work in different tasks in the field as well as more specialised competence and the vocational skills required in work life in at least one section of the field.

Reference: Ministry of education and Culture, 2018. Qualifications and studies.²⁰

In Finland students' competence is assessed in terms of the vocational skills requirements and assessment criteria determined

within the relevant National Core Curriculum. *Assessment of competence* forms the basis for awarding grades for all qualification units on students' certificates, using the following five-step grading scale: Satisfactory 1-2, Good 3-4, and Excellent 5.

In vocational qualification units, competence is assessed by means of vocational skills demonstrations, which entail performing work assignments relevant to the vocational skills requirements in the most authentic settings possible. This is called *competence demonstration*. Where necessary, other assessment

methods are used to supplement vocational skills demonstrations. Skills demonstrations are designed, implemented and assessed in co-operation with representatives of the world of work within the framework of the National Core Curricula. As far as possible, skills demonstrations are arranged as part of on-the-job learning periods, either in workplace or at vocational institutions. In competence-based qualifications, assessment is always based on the vocational skills requirements

¹⁵ http://www.competentindevoeding.be/competentiebeheer.aspx?url=p_1181.htm

¹⁶ http://www.competentindevoeding.be/competentiebeheer.aspx?url=p_1183.htm

¹⁷ http://www.competentindevoeding.be/competentiebeheer.aspx?url=p_1294.htm

¹⁸ https://www.talentontwikkelaar.be/sites/default/files/uploads/toolbox/Wegwijs_in_competenties.pdf

¹⁹ <http://hrwijs.be/thema/ontwikkeling-personeel/talenten-competenties>

²⁰ https://minedu.fi/en/qualifications-and-studies_vet

and assessment criteria determined within the relevant Qualification Requirements. Vocational skills are assessed by representatives of workplace assessor and educational sector assessor.²¹

Ireland

SOLAS²²

Established in 2013 under the Further Education and Training Act the Irish partner is an agency of the Department of Education and Skills and is governed by a Board. They have been tasked with building the identity and values of a world-class, integrated FET sector that is responsive to the needs of learners and the requirements of a changed and changing economy. SOLAS also manages the National Apprenticeship system, European Global Fund, eCollege, Safepass and the Construction Skills Certification Scheme.

SOLAS is a statutory agency that operates under the aegis of the Department of Education and Skills. Its annual budget is approximately €647m which is funded through the Irish Exchequer and the European Social Fund. This budget is used to fund the further Education and Training Sector annually. Most of this budget is used in the form of grants to 16 Education and Training Boards who in turn use this budget to deliver Further Education and Training Programmes nationally.

Within SOLAS there is a dedicated unit which research labour market trends and skills shortages and on the SOLAS website (www.solas.ie) it states that

“The SOLAS Skills and Labour Market Research Unit (SLMRU) provides research, data and analysis for SOLAS and the Expert Group on Future Skills Needs (EGFSN). The Skills and Labour Market Research Unit (SLMRU) publishes research and reports that facilitates development and review of policy and practice in the further and higher education sectors as well as other related sectors. The SLMRU also manages the National Skills Database and provides labour market data and analysis to the Education and Training Board sector (e.g., in support of the joint SOLAS/ETB annual business planning exercise).”²³

Expert Group on Future Skills Needs (EGFSN)

Established in 1997, the Expert Group on Future Skills Needs (EGFSN) plays a key role in identifying current and future skills needs of enterprises, advising the Irish Government on these needs. It has a central role in ensuring that labour market needs for skilled workers are anticipated and met. The Department of Business, Enterprise and Innovation provides the EGFSN with research and secretariat support.

The SOLAS Skills and Labour Market Research Unit provides the Group with data, analysis and research and manages the National Skills Database. The Department of Business, Enterprise and Innovation provides the Group with research and secretariat support. The Group’s work programme is managed by the Head of Secretariat based in the Department of Business, Enterprise and Innovation. The EGFSN’s budget comes from the National Training Fund.

On the Expert Group on Future Skills Needs website (<http://www.skillsireland.ie>) are listed the main functions of the group:

“Carries out research, analysis and horizon scanning in relation to emerging skills requirements at thematic and sectoral levels. Steering Groups comprising of experts from relevant enterprise sectors and the education and training sector may oversee sectoral research studies to be undertaken or commissioned by the EGFSN. Drawing on statistical input and analysis from the SLMRU and

²¹ https://www.oph.fi/download/131431_vocational_education_and_training_in_finland.pdf

²² <http://www.solas.ie/SolasPdfLibrary/FETStrategy2014-2019.pdf>

²³ The liability for this quotation lies with the project partner.

consultation with the enterprise/education experts as part of the study, draft reports setting out the projected needs are prepared by the EGFSN.

Engages with the HEA, SOLAS, QQI, the Regional Education Fora, education and training providers in the course of its research.

Engage with DES, HEA, SOLAS and other relevant bodies to produce agreed action plans to address the skills needs identified.

Submits the findings of its research and agreed Action Plans to the National Skills Council prior to publication.

Disseminates its findings to the Regional Skills Fora and other relevant groups.”²⁴

The Economic and Social Research Institute (ESRI)²⁵

The purpose of the Economic and Social Research Institute (ESRI) is to advance evidence-based policymaking that supports economic sustainability and social progress in Ireland. ESRI projects and initiatives help clarify and inform the challenges facing policymakers, focusing on 12 areas of critical importance to 21st Century Ireland.

The Institute was founded in 1960 by a group of senior civil servants led by Dr T.K. Whitaker, who identified the need for independent and in-depth research analysis to provide a robust evidence base for policymaking in Ireland, through independent research, which is free of ideological or political position.

Regional Skills Fora

The new Network of Regional Skills Fora being created as part of the Government’s National Skills Strategy provides an opportunity for employers and the education and training system to work together to meet the emerging skills needs of their regions. More structured engagement on the skills agenda and the work of the Fora will contribute to better outcomes for learners and support enterprise development.

On the Regional Skills national website, the outlines the services provided by a Regional Skills Forum, of which there are nine in the country, each providing:

- a single contact point in each region to help employers connect with the range of services and supports available across the education and training system
- more robust labour market information and analysis of employer needs to inform programme development
- greater collaboration and utilisation of resources across the education and training system and enhancement of progression routes for learners.
- a structure for employers to become more involved in promoting job roles and opportunities for career progression in their sectors.²⁶

²⁴ The liability for this quotation lies with the project partner.

²⁵ www.esri.ie

²⁶ www.regionalskills.ie

The Central Statistics Office

The Central Statistics Office (CSO) is Ireland's national statistical office and its purpose is to impartially collect, analyse and make available statistics about Ireland's people, society and economy. Specifically, the mandate of the Central Statistics Office under the Statistics Act 1993²⁷ is: *"The collection, compilation, extraction and dissemination for statistical purposes of information relating to economic, social and general activities and conditions in the State"*.²⁸

At national level, CSO official statistics inform decision making across a range of areas including construction, health, welfare, the environment and the economy. At European level they provide an accurate picture of Ireland's economic and social performance and enable comparisons between Ireland and other countries. The CSO is also responsible for coordinating the official statistics of other public authorities. In terms labour market information, the CSO regularly report on the following labour market related topics and also provides online databases for further and more detailed analysis:

- Monthly Unemployment
- Labour Force Survey Quarterly Series
- Live Register
- Industrial Disputes
- Labour Force Survey Detailed Employment Series
- Quarterly National Household Survey - Main Results
- Financial Business Sector
- Public Sector
- Earnings Employment and Productivity in Industry
- Retirement Planning
- QNHS Detailed Employment Series

Local Enterprise Offices²⁹

The Local Enterprise Offices (LEOs) network of 31 offices provides an extensive range of supports to local business communities. A confidential advisory service is open to anyone exploring self-employment as an option or for those who are currently operating a business:

"To assist the small business community in meeting the challenges of the business world, LEOs provide a wide range of high-quality training supports which are tailored to meet specific business requirements. Whether it is starting a business or growing a business there is something suitable for everyone."

National Business confederations and organisations

There also exists an extensive range of industry specific confederation and organisations who regularly identify and vocalise skills demand and shortage both in local and national labour markets. Typical organisations here include:

Construction Industry Federation	www.cif.ie
Irish Business & Employers Confederation	www.ibec.ie
Irish Small & Medium Enterprise Association (ISME)	www.isme.ie
Society of the Irish Motor Industry	www.simi.ie
Engineers Ireland	http://www.engineersireland.ie

²⁷ <http://www.irishstatutebook.ie/eli/1993/act/21/enacted/en/html>

²⁸ The liability for this quotation lies with the project partner.

²⁹ <https://www.localenterprise.ie/>

Technology Ireland	www.technology-ireland.ie
Irish Hotels Federation	www.ihf.ie
Cork Electronics Industry Association	www.ceia.ie

While this is just a very small sample of the overall list of organisations, many of which have a dedicated training and skill identification remit, and often time would collaborate with their local Education and Training Boards (ETBs) to devise specific skill training or traineeship programmes.³⁰

Education and Training Board Industry Liaison

Each local ETB has an appointed Industry Liaison staff member, whose role it is to effect and coordinate industry liaison, promote collaboration with industry through the development of training courses and training interventions. Education and Training Boards are committed to delivering quality education and training in response to the needs of business and future skills needs. Employers play a key role in identifying the skills needed for businesses to thrive. ETBs collaborate closely with employers and provides:

- Quality assured education and training programmes though employer feedback and collaboration
- Nationally and internationally recognised certification
- Professional staff
- Courses that are responsive to the needs of employers and labour market needs
- Post Leaving Certificate Courses
- Apprenticeships
- Traineeships³¹

Italy

Vocational training is a regional competence in Italy. However, a national harmonisation process has started in order to make regional qualifications comparable and recognisable.

That's why, the first important initiative we must mention in order to define skills and competences concerns the institution of a formal, non-formal and informal competence recognition and certification system that is uniform at national level, but that at the same time is sufficiently flexible (able to adapt to the regional specificities recognised by Italian legislation). As a result of years of debate and initiatives since 2012, a national legal framework on validation of competences has progressively developed in Italy:

- The National Law 92/2012, reforming the Labour market, foresees the immediate institution of a national system of competence certification and validation of non-formal and informal learning.
- Subsequently on 16 January 2013, the national Legislative Decree on the national certification of competence and validation of non-formal and informal learning was declared, starting with an implementation phase.

³⁰ www.cso.ie/px/u/NACECoder/NACEItems/9411.asp

³¹ www.traineeships.ie

On 30 June 2015, an Inter-Ministerial Decree, DI (Ministry of Labour and Ministry of Education) defined, as follows, the National Framework of Regional Qualifications according to Decree 13/2013 established:

- A mechanism of mutual recognition among regional qualifications
- Process, attestation and system standard procedures for the services of identification/validation of non-formal and informal learning and certification of competences.

Key points of the Decree 13/2013 concern the definition of three types of standards for validation and certification services:

- process standards that outline three main steps: identification, assessment and attestation
- attestation standards that outline what kind of information must be registered
- system standards that outline the roles and responsibilities and guarantee adequacy, quality and protection of beneficiaries.

The Decree 13/2013 mentioned above therefore establishes a ‘National Framework of Vocational, Education and Training qualifications. This tool, which is the single framework for the certification of competences at NA level, is a comprehensive collection of national, regional and sectoral frameworks that already exist, under the responsibility of the competent authorities or “entitling bodies”.

The **National Qualifications Framework** lists the different professional roles (*figure professionali* in Italian) and their respective qualifications and learning pathways, as well as minimum educational and training standards (applicable at national level). The qualifications referring to a given national professional role must be described in terms of learning outcomes and referenced to the correspondent EQF level.

Atlante del lavoro e delle qualificazioni

The second initiative which has been developed to define skills and competences and, in particular, has been created to support recognition among the different Italian regions, is promoted by a team of experts of Isfol and it is called “Atlante del lavoro e delle qualificazioni” (Atlas of Professions and Qualifications)⁶. This is a detailed map of professions and qualifications, described according to a common and shared language. It is composed by several informative tools, each one with a specific purpose and use. It is organized into three main sections:

- **Atlante Lavoro**, which describes the contents of different professions in 24 professional economic sectors following a scheme that identifies for each sector the work processes, the process sequences, the Areas of Activities (*Aree di Attività* - ADA) and the specific activities to be carried out.
- **Atlante e professioni** that collects the regulated professions (Directive 2005/36 / CE and subsequent additions), the apprenticeship professions framework (made of all the professional roles available in the National Collective Labour Contracts related to the vocational apprenticeship), the Associations of Professionals (Law n.4 / 2013) which gathers the professions not organized in professional registers.
- **Atlante e Qualifiche** which collects the qualifications issued in the various areas of the lifelong learning system: School, Education and Vocational Training, Higher Education and Regional

Vocational Training. “Atlante e Qualifiche” includes the National Framework of qualifications (mentioned in the first initiative) which consists of four different sections. At the moment only two of the four sections are available for consultation, in particular: **Vocational education and training**, which includes three-year and four-year vocational education and training (IeFP), higher technical education and training (IFTS and ITS); the **National Framework of Regional Qualifications** (at the moment the frameworks of 18 Regions are available).

Among others, Atlante del Lavoro e delle Qualificazioni is useful for:

- The transparency and reorganization of the qualification system of Italy
- The national recognition of regional qualifications and the identification of potential equivalences
- The recognition of formative credits / debits towards formal learning paths
- Support for the validation and certification of competences acquired in non-formal and informal learning contexts
- Career guidance, also with a view to profiling and skills audit
- Support in the planning the public training offer
- Support for the alignment of production needs expressed by the business system with the supply of skills provided in the qualification systems
- Support the evolution of skills in the demand of the labour market.

Regional Framework of Professional Roles – Tuscany

Referring to Tuscany region, where FormAzione CO&SO Network is located, the definition of skills and competences is well supported by the **Regional Framework of Professional Roles**. The professional Roles included in the Regional Framework of Professional Roles (RRFP), are connected to the 22 national roles referred to in the ministerial decree of 11 November 2011 and to the State-Regions Agreement of 19 January 2012 and represents the starting point for planning training courses aimed at the qualification as a result of three-year courses of Vocational Education and Training (IEFP).

A database⁹ allows access to the Regional Framework of Professional Roles of Tuscany Region, elaborated as part of a project for the construction of a standardized regional system for the recognition and certification of competences for individuals. The database allows to explore the contents according to three areas:

- Regional economical/professional sectors
- Professional roles
- Areas of Activities - Knowledge – Skills

This regional framework is part of the National Framework of Regional Qualifications.

Spain

At the moment there is no initiative that is sufficiently complete and signed up to by sufficient agents and/or entities.

There are many freestanding initiatives, but they do not go deep enough (Bertelsman Foundation, Mapfre Foundation, Atresmedia Foundation, Adecco, business associations etc.). A joint definition of competences and skills has not been reached: it seems that agents and entities are on the same page but have not agreed on a common starting point.

In the field of education perhaps the most complete initiative would be the work of Tknika around the Ethazi methodology in the Basque Country.³²

3.1.2. Institution-specific curricula and concepts to define skills and competences

Austria

Jugend am Werk Steiermark GmbH, respectively the VET sector of the organisation, namely the ‘Supra-Company Apprenticeship Training’ (*Überbetriebliche Lehrausbildung2, ÜBA2*) and the ‘Supra-Company Extended Apprenticeship Training’ (*Überbetriebliche Lehrausbildung Teilqualifizierung/Verlängerbare Lehre, ÜBA TQ/VL*) follow the legal guidelines provided by the Austrian Chamber of Commerce (WKO) to ensure and guarantee the quality and success of VET by law.

Additionally, there is a so-called ‘Ausbildungsdokumentation’, a training documentation. This is divided into the specific tasks related to the specific training years and is absolutely important to assess the skills and competences of apprentices together with the training companies.

There is an example of a training documentation in the annex, due to its size only two pages instead of 17. There is also a full version.³³

Belgium

The curricula that are being used are validated by both Syntra Flanders, their certifying body as well as by the sector commission, who, being a representative from the work field, gives input for the content (knowledge, skills and competences) and examination.

Sector commissions and our Syntra members in it, always rely also on official sources set out by institutions such as professional qualifications and professional competence profiles of the social economic council of Flanders.

Finland

The partner organisation is working in a field of VET education and we are using standardized requirements for vocational qualifications which are used in the all fields of VET education in Finland. All the VET students are making The Personal competence development plan with the teachers. In PCDP the skills and competences are defined in the beginning of studies and during the studies and it also includes career planning. The goal is that each student only studies areas in which he or she has no prior competence. The Personal competence development plan is official document in VET education in Finland.

The organisation also offers “competence evaluation” for the clients of the local employment office. The employment authorities are buying the service from our organization. There evaluation is based on interviews, tests or observations when the client is working in the workshop of our school.

³² <https://www.tknika.eus/en/cont/proyectos/ethazi-3/#>

³³ https://www.wko.at/service/bildung-lehre/Einzelhandel_Lebensmittelhandel_111228_v1_3.pdf

Ireland

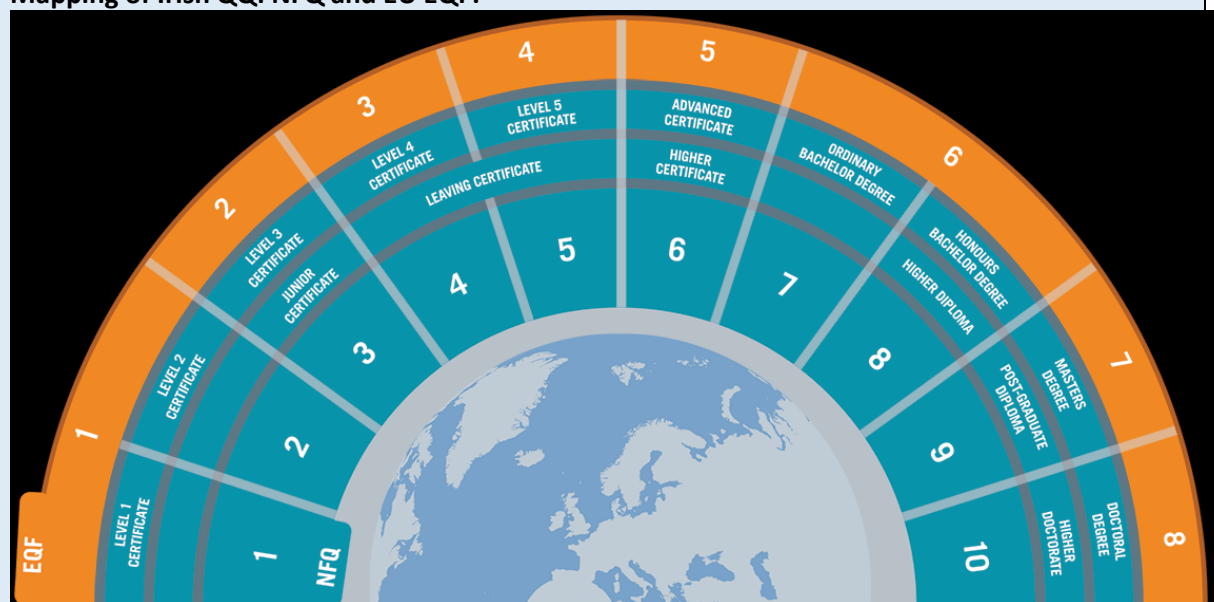
The Programme and Learner Support System (PLSS) contains three main operational elements, namely the National Programme Database, The Nation Course Calendar and the National Learner Database:

National Programme Database (NPD)	This is a database of course specification which details module descriptions, module durations, certification and award type and level, intended learner profile, employability statements, as well as any other resources used to support the programme specification. The National Programme Database contains some 1,776 courses.
Nation Course Calendar (NCC)	This is a live calendar of scheduled courses with operators in each of the 16 ETBs scheduling a variety of courses. Only those courses on the National Programme Database can be scheduled.
National Learner Database (LDB)	The National Learner Database stores personal information regarding learners and prospective learners, as well as recording course applications, course participation, as well as certification

A large proportion of the FET courses on the National Course Database lead to awards on the National Framework of Qualifications. The National Framework of Qualifications (NFQ) is a system of 10 levels which allows the different standards and levels qualifications to be compared. A diagram of the NFQ is on the website of the Quality and Qualifications Ireland (QQI)³⁴.

The following diagram maps the various award levels on the Quality and Qualifications Ireland (QQI) National Framework of Qualifications (NFQ) and indicates the equivalent level on the European Qualifications Framework (EQF):

Mapping of Irish QQI NFQ and EU EQF:



Mapping of Irish QQI and EU EQF

³⁴ www.qqi.ie

The clear majority of FET provision in Ireland is up and including NFQ Level 6, although most of the more recent non-craft apprenticeships³⁵ are now awarded at level 7 on the NFQ. However, a fewer number of courses on the National Programme Database contain awards which are specific industry standards.

Co-existing with the National Programme Database on PLSS is a facility to locally design and a create programme solely owned and schedulable by an individual ETB. This purpose of this “*local partition*” is to allow the creation of local courses which can respond quickly to the needs of local employers and the local labour market. Where two or more ETBs share such a locally devised course, the course can then be deemed to be a national course, which means that any ETB could then schedule it.

Italy

Vocational training is a **regional competence** in Italy. Regions issue **public calls** to subsidize different training courses at all levels (post-secondary school, post-graduation, updating, placement and relocation of workers). Accredited training agencies apply for these funds and, if the project is approved, they are entitled to start the training course. **Only accredited training providers can apply for grants** through public tenders. Public tenders are usually state funded / EU funded e.g. through ESF.

Our organization, FormAzione CO&SO Network, is part of the VET system of Tuscany region and is therefore accredited as training provider by Tuscany Region. Since vocational qualifications are recognized at regional level and a region may recognize a qualification that another one doesn't, actions realized by different organizations may be similar and overlapping. Therefore, the private sector plays a complementary, very important and active role in offering and organizing vocational training courses both for workers (lifelong trainings), for unemployed people of all ages, for disadvantaged, etc.

As far as the use of standardized curricula / concepts to define skills and competences, our training agency makes use of the **Regional Framework of Professional Roles (RRFP)** of Tuscany region or, if a professional role hasn't been implemented yet in this framework, we make use of the old Regional Framework of Professional Profiles (RPP) which is slowly disappearing. In fact, the RRFP is slowly replacing the RPP.

As already mentioned, the RRFP allows the exploration of professional roles through **Areas of Activities, (ADA)** that is to say a description of the worker's performance in a certain area of activity. Each area of activity has got a **unit of competence**, that is to say the indication of **skills and competences the individual must own in that specific area**.

This way of describing a Professional Role is more usable for credit transfer and recognition / comparison of professional roles/qualifications between different regions. Furthermore, the RPP didn't describe the professional profile using Areas of Activities, thus making the profile less transferable. Below there are attached two examples of job descriptions: both refer to the job profile of 'home care assistant' according to the old (RPP) and the new (RRFP) framework.

³⁵ www.apprenticeship.ie

REGIONE TOSCANA SETTORE PER IL SISTEMA DELLA FORMAZIONE E DELL'ORIENTAMENTO REPERTORIO REGIONALE DELLE FIGURE PROFESSIONALI (RRFP) DETTAGLIO SCELTA FIGURA PROFESSIONALE	
Denominazione Figura	Adetto all'assistenza di base (AS)
Settori di riferimento	servizi socio-sanitari (AS)
Ambito di attività	produzione di beni e servizi
Livello di complessità	gruppo livello A
Descrizione	Operatore del settore socio-sanitario, la cui attività è finalizzata a mantenere e/o recuperare le funzionalità nelle diverse attività di vita quotidiana (A.C.) e a sostituirle nell'equipaggiamento delle sue funzioni personali essenziali. Attività tecnico-operative che consistono nella performance del servizio e nell'assistenza, il mantenimento delle sue competenze, di occupazione delle cure e della gestione del servizio di vita domiciliare, nonché di interventi di accompagnamento, di assistenza e di emersione e servizio sanitario di alta qualità nel territorio, in base al risultato. Il ruolo di Adetto all'assistenza si svolge in prima attività in base a criteri di base dimensionali e alla possibilità in affiancamento di diverse figure professionali del settore (es. Assistenti socio-sanitari (infermieri, psicologi, ecc.) agenti in base alle competenze acquisite e in applicazione dei piani di lavoro e dei protocolli operativi previsti dal personale sanitario e sociale responsabile del processo assistenziale. La sua attività si svolge in servizi assistenziali e socio-sanitari a ciclo diurno o notturno e il suo piano di lavoro è definito dalla figura dell'Equipe Multidisciplinare (infermieri, psicologi, assistenti sociali) ed è finalizzato alla realizzazione degli obiettivi del piano personalizzato elaborato nella struttura. I suoi servizi domiciliari, attivi a piano di lavoro definito dal proprio responsabile in base agli obiettivi contenuti nel Piano Assistenziale Personalizzato dell'utente definito dai competenti Servizi Socio-Sanitari, promuovendo la partecipazione del caregiver familiare o assistente in altre figure volontarie del territorio.
Contesto di esercizio	
Tipologia Rapporti di lavoro	Soltanto la figura opera in qualità di dipendente di imprese con profitti e prodi che operano nel settore socio-sanitario, o come socio lavoratore di una cooperativa sociale. A tale figura possono applicarsi tutte le tipologie di rapporti di lavoro previste dalla normativa subalterna, autonoma, e collaborativa.
Colocazione contrattuale	Se il rapporto di lavoro è subordinato, il livello contrattuale della figura è indicato nel Contratto Collettivo Nazionale di Lavoro di riferimento. In ogni caso, i contratti preventivamente validi sono contratti di lavoro a progetto, predizione o occasionale.
Colocazione organizzativa	A seconda del contesto operativo in cui si trova ad operare, la figura svolge il proprio lavoro in base alle modalità organizzative previste dalla figura dell'Equipe Multidisciplinare che ha in carico il progetto assistenziale dell'utente, adattando le previsioni di lavoro in base al suo livello di autonomia del cliente e svolgendo la sua prestazione alle attività.
Opportunità sul mercato di lavoro	Il settore socio-sanitario offre all'operatore Adetto all'assistenza di base (infermieri socioprofessionali, della pedagogia, prevenzione di base, figure professionali afferenti ai strutture) molte opportunità lavorative, sia in termini di opportunità lavorative che in termini di opportunità lavorative. I servizi residenziali e semi-residenziali per anziani fragili e non autosufficienti o persone disabili; servizi socio-educativi residenziali e semi-residenziali per minori; servizi domiciliari di assistenza sociale o integrata.
Personi formative	La professionalità si forma attraverso il canale della formazione professionale regionale dopo l'assolvimento dell'obbligo di istruzione e il conseguimento della qualifica di Formazione Obbligatoria per Assistenti Familiari (permette il riconoscimento di crediti formativi in ingresso al percorso formativo diretto alla figura in oggetto).
Indici di conversione	
Sistemi di classificazione e fini statistiche	
ISCO 1988	513 - PERSONAL CARE AND RELATED WORKERS - 5133 - Home-based personal care workers 513 - PERSONAL CARE AND RELATED WORKERS - 5132 - Institutional-based personal care workers
ISTAT Professioni (CPD211)	5.4.4.3.0 - Adetti all'assistenza personale 5.4.4.1.0 - Personale di compagnia e personale qualificato di servizi alle famiglie 5.3.1.1.0 - Professioni qualificate nei servizi sanitari e sociali
ATECO 2007	87.10.00 - Strutture di assistenza infermieristica residenziale per anziani 87.30.00 - Strutture di assistenza residenziale per anziani e disabili 88.10.30 - Assistenza sociale non residenziale per anziani e disabili
Sistemi di classificazione e rapporti di descrizione	
Unificazione EXCELSIOR	30.04.06 - Adetti dell'assistenza socio-sanitaria
Repertorio Professioni ISPOL	

Job description

List of Areas of Activities

1st Area of Activities

Description of skills in this specific area

Description of competences in this specific area

Rpp chart

REGIONE TOSCANA SETTORE PER IL SISTEMA DELLA FORMAZIONE E DELL'ORIENTAMENTO REPERTORIO REGIONALE DELLE FIGURE PROFESSIONALI (RRFP) DETTAGLIO SCELTA FIGURA PROFESSIONALE	
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ATECO 2007	87.10.00 - Strutture di assistenza infermieristica residenziale per anziani 87.30.00 - Strutture di assistenza residenziale per anziani e disabili 88.10.30 - Assistenza sociale non residenziale per anziani e disabili
Sistemi di classificazione e rapporti di descrizione	
Unificazione EXCELSIOR	30.04.06 - Adetti dell'assistenza socio-sanitaria
Repertorio Professioni ISPOL	

Job description

Basic knowledge needed

Technical-professional knowledge needed

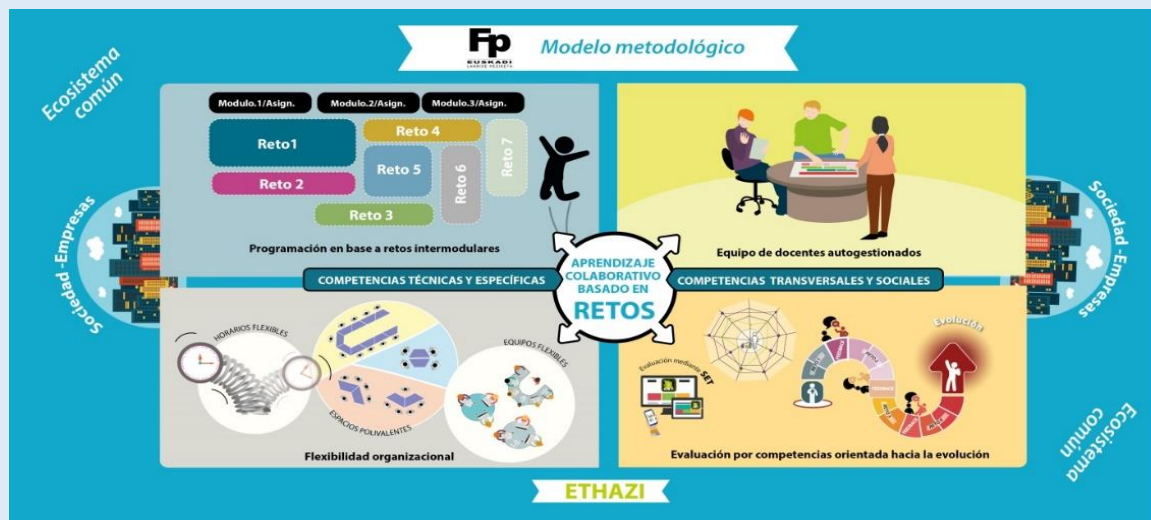
Transversal knowledge needed

RRFP chart

To conclude, the partners VET programmes are all based on the concepts developed in the RRFP: they can either issue a whole qualification and we can issue a certificate of competence, stating that the individual has acquired a specific Unit of Competence. In both cases, qualification and certificate of competence are built using the ADA concept.

Spain

The organisation follows the standardised state curriculum but has also developed its own to improve Basque training. Our centres are applying the Ethazi methodology – COLLABORATIVE, GOAL-BASED LEARNING, which entails a fairly deep study of soft skills, the need for them in the market and how to add them to daily routines in VET and in the classroom. This project has constituted a revolution in Basque VET.



Methodical Model

Likewise, the Basque Country's VET has **Specialisation Programmes** promoted by the Basque Government's Education Department, in partnership with the production industry, designed to meet the particular needs of businesses and sectors within the Basque production industry for staff with certain qualifications.

These programmes, which are published in a catalogue, allow students to deepen their knowledge in specific areas of expertise related to VET qualifications.

There is also a partnership in place with Confebask, the Basque Business Confederation, to attend to the needs of businesses and to act as quickly as possible to address them.

3.1.3. Correlations with EU initiatives

Austria

Most curricula are based on certain EU-initiatives.

One initiative is ECVET:

The European Credit System for Vocational Education and Training (ECVET)

According to the Recommendation (European Parliament and Council of the EU, 2009), the ECVET was to be applied gradually to VET qualifications at all EQF levels, and used for transfer, recognition, and accumulation of Learning Outcomes as from 2012.³⁶³⁷

The implementation of ECVET in **Austria** can be divided into the following aspects, based on information obtained in 2014.

Firstly, developing the orientation of learning outcomes (e.g. competence focused curricula, education standards in VET, competency models for professions in the health sector, etc), to allow a change from input, to output control. Secondly, make it more attractive to move between different countries for the purposes of learning. Another aspect is allowing more transparency within the national education system to mutually recognise learning competences which have already been achieved. Other vital aspects include a better recognition of formally, non-formally and informally achieved learning competences, along with an increase in employability in the Austrian and European labour market through better documentation of achieved competences.

Another one is EQF:

The European Qualifications Framework (EQF)

The Qualifications Framework of the European Higher Education Area (QF-EHEA), consisting of a three-tier system of degrees (Bachelor, Master and PhD), is compatible with the European or National Qualifications Framework. This enables the automatic assignment of acquired degrees to the EQF or NQF.

In December 2004, education ministers from 32 European countries reached an agreement (Maastricht Communiqué) to develop a common European Qualifications Framework. The EQF sees itself as a meta-qualification framework that links the qualification systems of different countries and thus helps to achieve greater transparency in the education landscape.

Main objectives:

- promoting cross-border mobility
- support for lifelong learning

Any qualification in any country of the European Union can be related to the EQF. The framework consists of eight reference levels defined by a series of descriptors. Each descriptor describes learning outcomes that are necessary to achieve the qualification corresponding to a specific level. Learning outcomes are not assigned directly to the EQF, but first to the level of a National Qualifications Framework, which then corresponds to the EQF level.³⁸

Belgium

Here the initiatives stand alone and there are no correlations.

³⁶ <http://www.cedefop.europa.eu/node/11836>

<http://www.ecvet-toolkit.eu/>

³⁷ https://ec.europa.eu/education/policy/vocational-policy/ecvet_en

³⁸ <https://lehr-studienservices.uni-graz.at/de/lehrrservices/europaeischer-hochschulraum/qualifikationsrahmen-eqr-nqr/der-europaeische-qualifikationsrahmen-eqr/>

Finland

The Vocational qualifications are connected to EQF. The European Parliament and the Council adopted the Recommendation on the European Qualifications Framework for Lifelong Learning (EQF) in 2008. The Recommendation was updated in 2017. The purpose of the EQF is to ease comparison of qualifications and qualification levels of different countries and to promote mobility and lifelong learning. In the EQF, qualifications and competences are allocated on eight levels. Each level is provided with a description of the knowledge, understanding and practical capability achieved at that level.³⁹

Ireland

Almost all of the above-mentioned country-specific initiatives have either active EU partner collaborations with similar organisations within the EU or are already involved in EU networks and projects.

- SOLAS is a board member of European Centre for the Development of Vocational Training (CEDEFOP) and is represented by Selen Guerin who is manager of the Skills and Labour Market Research Unit (SLMRU) in SOLAS.
- SOLAS is a very active as a CEDEFOP ReferNet partner and produced the Vocational education and training in Europe – Ireland. CEDEFOP ReferNet VET in Europe report 2016.⁴⁰
- SOLAS also participates in EU funded research projects, conferences and VET events across Europe. An example here is <http://www.solas.ie/Pages/NewsArticle.aspx?article=27>
 - Seamus McGuinness of the ESRI has been appointed as the Irish national expert to the European Employment Policy Observatory. The role consists of a number of elements, including providing regular assessments of the Irish National Reform Programme and thematic reports on labour market reform in Ireland. This work is funded by the European Commission.
 - The Central Statistics Office also provides the data on its website to a range of EU and other data sources:
 - Eurostat
 - European Central Bank (ECB)
 - Organisation for Economic Co-operation and Development (OECD)
 - United Nations Economic Commission for Europe (UNECE)
 - United Nations Security Council (UNSC)
 - International Monetary Fund (IMF)
 - CEDEFOP is used widely by the Further Education and Training (FET) Sector in Ireland and many FET providers and colleges have experience of participation in a range of EU funded FET transnational programme such as Adapt, Leonardo da Vinci, and Erasmus+
 - As follow-up to the New Skills Agenda for Europe⁴¹, the European Commission proposed and the Council adopted a Recommendation on tracking graduates in November 2017, with the objectives of encouraging Member States to develop comprehensive tracking systems for tertiary graduates at national level and to improve the availability of comparable data. The Expert Group on Graduate Tracking was set up as a key driver in achieving this mission. The

³⁹ https://www.oph.fi/english/curricula_and_qualifications/qualifications_frameworks

⁴⁰ http://libserver.cedefop.europa.eu/vetelib/2016/2016_CR_IE.pdf

⁴¹ <https://ec.europa.eu/social/main.jsp?catId=1223>

group is composed of 120 experts⁴² from countries across Europe whose backgrounds span higher education, student affairs, statistical research, employment and much more. Together, the expert group will lay foundations for European-wide graduate tracking, which has the potential to offer an invaluable contribution to improving the quality and relevance of higher education for learners, developing national skills strategies, and preparing education systems for the future.

Italy

The modular and the learning outcomes (LOs) approach has been implemented in different areas of the Italian qualifications system, although differences, mainly terminological, still remain among different subsystems.

To be included in the National framework each qualification must be referenced to EQF and over time there will be progressive work of descriptive standardisation to allow greater permeability between sub-systems and recognition of credits.

Thanks to this framework, therefore, it is possible to match the individual's competences in to a certain EQF level.

Application of ECVET principles to VET qualifications

According to the Recommendation (European Parliament and Council of the EU, 2009), the ECVET was to be gradually applied to VET qualifications at all levels of the EQF and used for transfer, recognition and accumulation of LO as from 2012. However, various reasons prevented rapid progress: lack of clarity of the ECVET concept and technical specifications and incompleteness of the testing phase seem to hinder Italy, followed by ECVET not being a priority, missing components and lack of capacity or resources.

VET and HE structures are compatible with ECVET principles. Most reforms included designing learning outcomes-based curricula and units. The Ministry of Education, University and Research issued guidelines for ET providers that include learning outcomes. Higher technical education and training is organised in modules and units; training credits are recognised by HE institutions and are ECTS-compatible. In principle, the ET system enables switching between learning pathways.

Spain

The Ethazi methodology applied in Basque VET centres complies with European criteria.

3.2. Tools and methods to identify skill gaps

3.2.1. The European Perspective

Austria

⁴² https://webgate.ec.europa.eu/cas/login?loginRequestId=ECAS_LR-53235339-EPOT5zrTlretgZvNGu7x4m6tSRdMmdJWH4lWs6Rp399cKQ9HDWCdumeooX1PBYIXR3IK4zssioTUWlpfnzOtxF4-jpJZscgsw0Krxef5XzTps-sJPsdXmpHOJGADA8STzVTUzuZiS3Cizca2tjruWP9NW

In *Prospects Workshop (Perspektivenwerkstatt)* which focuses on professional orientation for young people there is a suitability diagnostic that focuses on the strengths and weaknesses of the tested person on the one, and on cognitive abilities, like spatial imagination and logical-analytical thinking, on the other.

In the *'Supra-Company Apprenticeship Training' (Überbetriebliche Lehrausbildung², ÜBA²)* and the *'Supra-Company Extended Apprenticeship Training' (Überbetriebliche Lehrausbildung Teilqualifizierung/Verlängerbare Lehre, ÜBA TQ/VL)* we have to rely on the feedbacks provided by the companies. Former school reports also play a role to identify if an apprentice who e.g. does an apprenticeship in a technical sector has little knowledge in mathematics. Moreover, we offer regular learning support in German, mathematics and applied economics. There is more learning support in *'Supra-Company Extended Apprenticeship Training' (Überbetriebliche Lehrausbildung Teilqualifizierung/Verlängerbare Lehre, ÜBA TQ/VL)* as of course the demand is higher. Furthermore, we get feedback from vocational schools.

A lot of our participants also have youth coaching reports as these are done in schools at the age of 15 and these provide a good assessment of cognitive abilities. When participants are not able to do a regular apprenticeship due to cognitive abilities they can do an Extended Apprenticeship Training instead. In Austria, Training as an alternative to school is compulsory in any case up to the age of 18.

Belgium

To start with, the partner organisation used job descriptions, or function profiles. It contains the specific field in the organization and the supervisor of the field or domain, a description of tasks as well as a description of general and job-specific (technical) competences accompanied by their behavioral indicators.

Those competence profiles that are included in there, are used for our 360° competence assessments that take place every two years.

For this purpose, they use the Comet for all competence measurements. This is an online COmpetence MEasurement Tool, which can be customized, depending on the set goals and trainings. The tool

- enables the user to conduct a self-assessment – based on the 360° feedback model;
- enables the trainer/teacher/peer/colleague to give a score for each competence;
- enables the coach/supervisor (depending on the and) at the work place to rate the performance linked to the competency profile as well.

All results can be presented in a visually attractive way, both on an individual and team level.

Finland

The partner organisation is taking part of education forecasting in their area and that is one way to identify skill mismatches and skill gaps in the labour force. In Finland skills anticipation activities like education forecasting are well-established and linked to policymaking. Over recent years, socioeconomic factors such as the effects of the economic recession, the gradually decreasing

number of people in the labour force, and the ageing population increased the need for better matching between the skills supply and demand.⁴³

In the level of individual/ student skill mismatches and skill gaps are defined when doing the PCDP (Personal competence development plan) or the competence evaluation. The study plan is targeted for those skills that are missing.

Ireland

Skills shortage, skills mismatches and general labour market trends are identified and monitored through the following selection of both formal and informal sources:

- Regular national reports and research projects from SOLAS Labour Market Research Unit (SLMRU) and the Economic and Social Research Institute (ESRI) which can identify sectoral or general labour market trends and skill shortages. The SOLAS National Skills Bulletin series of publications is a very useful source of labour market information and skill demand trends.
- Trends identified through the Expert Group on Future Skills Needs (EGFSN) whose national publications focus on the prediction and quantification of skills shortage and shortages in labour market supply and demand.
- Position and policy papers published by the Department of Education, such as the 2015 National Skills Strategy⁴⁴ also provide context and development of the necessary skills and education required for the Irish economy and the development of the labour force.
- Specific operation departments within SOLAS such as those relating to apprenticeship and traineeship units within SOLAS provide informed communications regarding trends in apprenticeship registrations, as well as emerging and developments in emerging traineeships.
- Regular representation by ETBS on the Regional Skills Fora provides channels of information between employers and ETBs on emerging skills shortages and can enhance regional and local labour market intelligence. Regional Skills Fora also convene specific sectoral employer sub-committees to identify and address local or regional skills deficits in the labour market.
- ETBs themselves engage directly with local employers and through Post Leaving Certificate, Traineeship and Apprenticeship programmes, have frequent and often very structured dealings with local individual employer and local or national employer groups and federations.

Italy

Qualification courses must respect the contents and provide the knowledge / skills / competences that are required by the competent regional authority. These are described in the Regional Framework of Professional Roles (in the case of Tuscany Region) or similar.

In Tuscany accredited training providers (such as FCN) must involve companies in the evaluation process of each student during a qualification training course by supplying the company tutor a questionnaire to be filled in by the end of the internship / work placement period foreseen by the training. The questionnaire serves to understand the main tasks carried out by the student and skills acquired as well as possible skill gaps in relation to the profession in question.

An example of evaluation questionnaire used by FCN can be found below.

At last, for the whole duration of the vocational training course, some assessment grids may be used to assess students' entry or ongoing skills level. These evaluations may lead to further training path

⁴³ https://skillspanorama.cedefop.europa.eu/en/analytical_highlights/skills-anticipation-finland

⁴⁴ www.education.ie/en/Schools-Colleges/Services/National-Skills-Strategy/

(when the foreseen level of a specific skill hasn't been reached). However, these assessment grids are not mandatory.

SCHEDA VALUTAZIONE STAGE

La presente scheda deve essere compilata dal Tutor aziendale.

1. **Indichi i principali compiti svolti dall'allievo durante lo stage:**

2. **A suo parere l'allievo avrebbe voluto svolgere altri compiti durante lo stage?**
 sì no
 Se sì, quali?

3. **L'allievo ha incontrato difficoltà durante lo svolgimento dello stage?**
 sì no
 Se sì, quali? Come sono state affrontate?

4. **Esprimi una valutazione relativamente ai seguenti aspetti dell'allievo:**

	1	2	3	4	5
Attitudine al ruolo professionale					
Capacità di apprendimento					
Capacità di lavoro					
Capacità di relazione					
Capacità di iniziativa					
Capacità di autonomia					
Capacità di problem solving					
Capacità di gestione del tempo					
Capacità di gestione delle risorse					
Capacità di gestione del rischio					
Capacità di gestione della qualità					
Capacità di gestione dell'ambiente					
Capacità di gestione della sicurezza					
Capacità di gestione della salute					
Capacità di gestione della privacy					
Capacità di gestione della comunicazione					
Capacità di gestione della documentazione					
Capacità di gestione della informazione					
Capacità di gestione della tecnologia					
Capacità di gestione della ricerca e sviluppo					
Capacità di gestione della innovazione					
Capacità di gestione della sostenibilità					
Capacità di gestione della responsabilità sociale					
Capacità di gestione della etica					
Capacità di gestione della legalità					
Capacità di gestione della trasparenza					
Capacità di gestione della accountability					
Capacità di gestione della integrità					
Capacità di gestione della correttezza					
Capacità di gestione della equità					
Capacità di gestione della giustizia					
Capacità di gestione della solidarietà					
Capacità di gestione della cooperazione					
Capacità di gestione della collaborazione					
Capacità di gestione della partecipazione					
Capacità di gestione della inclusione					
Capacità di gestione della diversità					
Capacità di gestione della multiculturalità					
Capacità di gestione della interculturalità					
Capacità di gestione della globalizzazione					
Capacità di gestione della digitalizzazione					
Capacità di gestione della innovazione tecnologica					
Capacità di gestione della ricerca e sviluppo tecnologico					
Capacità di gestione della innovazione di processo					
Capacità di gestione della innovazione di prodotto					
Capacità di gestione della innovazione di servizio					
Capacità di gestione della innovazione di business					
Capacità di gestione della innovazione di modello di business					
Capacità di gestione della innovazione di sistema					
Capacità di gestione della innovazione di ecosistema					
Capacità di gestione della innovazione di settore					
Capacità di gestione della innovazione di territorio					
Capacità di gestione della innovazione di regione					
Capacità di gestione della innovazione di nazione					
Capacità di gestione della innovazione di mondo					
Capacità di gestione della innovazione di umanità					

5. **Voto globale in centesimi:** _____ / 100

Data _____

Firma del Responsabile dell'Azienda Ospitante _____

Firma Direttore Progetto _____

Finire documento

Main tasks

Evaluation of the student's attitude towards the job profile in question, his/her curiosity, commitment, punctuality, autonomy, team working, problem solving and time management skills, personal hygiene, ability to acquire new skills. Evaluation is on a 1-10 scale

Sample evaluation questionnaire

Spain

Basque VET centres have a department for the detection of training needs (DNFs) which, combined with the close relationship centres have with businesses, allows them to identify the real needs businesses have in terms of what they look for in workers, and to see any mismatches and gaps in the skills of new workers. In this way, VET centres provide occupational and continual training in the Basque Country, with the aim of helping to meet real needs, with a three-pronged approach: training students, training workers and training the unemployed. In the development of this training, collaboration also takes place with company unions.

3.3. Required systemic framework for implementation

3.3.1. Explanation

The project partnership has tried to define what is needed to successfully implement the VET graduate strategy and how the framework in VET centres and training institutions can contribute to that. Also, the question focuses on factors that go beyond the respective institutions' responsibilities.

3.3.2. The European Perspective

Austria

First of all, the students inside VET education need to be encouraged to use the future mobile app (IO.2). They need to be convinced that this tool is absolutely important for them, e.g. for self-motivation and personal success, but also for the VET centre on the other hand.

As the project partner is used to a good communication among the different teams, it is quite easy to extract the necessary data provided by the students or graduates who use the app. This data is further used to quickly adapt educational contents. It makes sense here, that one person oversees dealing with the data and also with the future database of IO.3.

Since the VET centre has a close cooperation with its business partners, it makes sense to promote efficient public relations work in order to make this tool public and also incorporate the companies and make them aware of the benefits this tool provide.

Moreover, it would be a good idea to also inform public bodies and the Austrian Labour Market Service (AMS) about the VET graduate tracking strategy.

Belgium

No data provided by the project partner.

Finland

It is important that the management, teachers and students of the VET institutions and representatives of the working life/ companies are committed to the VET graduation tracking system and see the importance of it.

In Finland the VET funding system rewards education providers for their outcomes, efficiency and effectiveness of their activities. The focus of funding is on completed units and qualifications, employment or placement in further studies after the education as well as the feedback collected from students and working life.

In the future 15 % of the funding is based on effectiveness. It's very important that graduated students have all the needed skills that they can be employed. From the VET institutions perspective, it is extremely important to get feedback what should be done differentially or how the education should be developed to better respond to working life.

This effectiveness-based funding is one thing why the management and teachers probably see the importance of the VET graduate tracking system. Their understanding of the importance of the issue is really needed.

The students should be motivated to use the VET graduate tracking system. They must have suitable device and the digital skills to use the app. They must learn to use the system and become familiar with it. This can be done during studies. Students should learn to use the app during on-the-job learning. Students should feel that the VET tracking system is also useful for them. That's how they get motivation to use the app. Probably the rewards from the app aren't enough. Students should be rewarded for using the app –maybe the good way is for example allot of movie tickets among the respondents.

When the VET institution receives feedback through the VET graduate tracking system, it should use it and learn from it, disseminate the information internally and improve the education programs.

Ireland

Due to its wide range of activities the Cork Training Centre is able to provide an adequate systemic framework. Moreover, the project partner already has experience with the tracking of graduates.

Nation Course Calendar (NCC)	This is a live calendar of scheduled courses with operators in each of the 16 ETBs scheduling a variety of courses. Only those courses on the National Programme Database can be scheduled.
National Learner Database (LDB)	The National Learner Database stores personal information regarding learners and prospective learners, as well as recording course applications, course participation, as well as certification

In addition, staff members will have to be in charge of evaluating and analyzing the provided data in order to further adjust their trainings to meet the demands of the working world even more efficiently.

With the variety of local provider methods for gathering FET graduate outcomes and feedback, there are great inconsistencies in method, type and extent of data gathered. Providers are seeking outcomes and feedback from their former learners at varying stages, using varying methodologies, gathering differing types of data, to greater or lesser effect.

The result of this approach is the data gathered is not consistent and can often rely on unsubstantiated learner information regarding their economic, social welfare or educational status.

However, recent tested developments using anonymised key learner data which gleans consistent and reliable data from administrative datasets, provides a firm footing for the gathering of FET graduate outcomes.

This approach ensures reliability and consistency of method and can provide a complete data set regarding FET graduate outcomes. Not only can it provide baseline data against which FET outcomes can be measured, but it can also provide regular reliable updates, for example year-on-year metrics comparable to the baseline values for the targets relating to 2018, 2019 and 2020 and beyond.

Italy

Inside the training institution:

- first of all, all parties involved in the VET graduate tracking strategy (students, VET teachers, managers, etc) should be committed to use the VET graduate tracking APP. To do so, it is firstly necessary to adopt it officially: the institution director should approve it through an official document.
- Then, the next step would be the implementation of “marketing moments” in the graduating classes in order to explain how to use the APP and to motivate students and teachers to make use of it as it is beneficial both for them and for the training provider.
- Regarding motivating factors, each training institution should try to get different rewards to motivate the use of the tracking system. Rewards may be provided by sponsors (shops, restaurants, etc).
- For a good implementation of the VET graduate tracking strategy, it is important to contact already graduated students e.g. after a year from graduation, in order to assess their situation and progresses.
- To increase the commitment, VET teachers / trainers should be in charge of the contacts with graduated students.

Outside the training institution - at systemic level (training providers, public employment services, other bodies and authorities related to vocational education, training and employment, public administrations such as accreditation bodies, business organisations and trade unions):

As the VET graduate tracking system supports VET providers in assessing whether their training courses match with the demands of the labour market, different institutions and authorities (see above) should promote the use of this tool and should use it.

Furthermore, all these organisations should work together and not separately, so that VET courses match with the labour market needs.

Spain

In order to track Spanish VET students' employability and the direct impact that acquiring skills has on it, educational and employment authorities, along with business organisations, must all work hand in hand, and not separately as they do currently.

At the moment, these entities have different criteria as to what type of tracking is done and how best to successfully perform it. They need to share information and resources and agree on the role of each institution to achieve the following:

- **Impress upon the general public the importance of acquiring technical and transversal skills** throughout an individual's career, which will keep them employable and allow them to grow professionally whilst being less vulnerable to changes and providing more value. This task must be carried out in educational institutions, but also within businesses with employment institutions taking the lead.
- **Reach agreement on the definition of transversal skills**, which ones are key for each qualification, the specific levels each should be divided into and how to confirm that each skill level has been attained. These definitions for technical skills already exist, meaning that the same level of training in technical skills is provided wherever the course is delivered. This allows businesses to be guided by the candidate's qualification when hiring staff, knowing what skills they will have and to what level. By contrast, they have no information on the candidate's transversal skills.

Educational institutions could take the lead on this, but this must be agreed with businesses as they will be more aware of their own needs. There are also certain high-level skills that should be acquired within the businesses themselves, through experience in certain senior roles such as management of personnel, strategy, operations, sales teams, delivery of conferences etc. It would therefore be the businesses' role to define these transversal skill levels and link them to specific posts.

They should also define the skills to be acquired and how this can be achieved, for the benefit of any qualified people who are interested.

- **Design institutional non-formal training provision:** the non-formal training offering of education and employment institutions should adapt to all these levels of transversal skills so that people can visualise their route to personal and professional growth as is the case with technical skills.

- **Train teaching staff so that they know the key transversal skills for the courses** they offer and how to train their students in these skills to the level defined. They will also have to come to an agreement with the rest of the staff on how best to work on these skills.

Every teacher is trained and qualified to deliver a module so that their students acquire a set of specific technical skills to a certain level. The teacher is the only one responsible for their group of students and to do this job they have a basic curricular model at their disposal.

However, no staff are formally qualified in training students in transversal skills (as no such qualification exists) and no individual member of staff trains each group specifically in these skills. Naturally, therefore, no basic curricular model or related materials are available either.

Transversal skills training is vague and non-specific and is a responsibility shared between all members of the teaching staff.

- **Track the working life of graduates:** agreeing the data to be collected so as to obtain real statistics which are taken at regional and national level. Each institution should ensure tracking is carried out in their area of work (colleges can gather data from their students and from alumni associations and job centres; likewise, employment agencies from the unemployed and those on training programmes to improve their employability, and businesses from their staff. The involvement of statistics offices could complete the tracking process.

It will also be important for institutions to sign agreements with statistics offices on what data to track and how this will be done in the statistical studies.

In the case of Spain, with so many organisms involved in each autonomous region and bearing in mind the many differences between them, it is very difficult to coordinate the efficient functioning of this complex ecosystem at national level in a short period of time. It is simpler to start by signing agreements and putting projects into motion at regional level and then exporting best practice to the other regions. Thus, different systems can be tested simultaneously.

3.4. Methodologies

3.4.1. Explanation

The term methodology can be briefly described as a system of ways of teaching, studying or doing something. The project partnership outlines some aspects of methodologies as they are already used in the respective organization or will be used. Thus, the following overview should provide additional support for other VET centres and training organisations.

3.4.2. The European Perspective

Austria

The Austrian partner already uses a wide range of methodologies concerning the training of VET students. There is a plan containing different modules which focus on the different requirements of the working life, such as telephone- and interview training sessions, proper application training and further development of soft skills.

This is done by using different methodologies for furthering all necessary skills, e.g.

- role-plays
- visual presentations
- lectures
- brainstorming
- group discussions
- simulations
- learning support and computer-based learning and
- workshops
- group work
- etc.

The VET professionals have an educational specific background and come from different fields. This guarantees the use of a wide range of methods helping to improve training and output alike.

In correlation with the CEDEFOP definitions of the key competences in VET, the methodologies need to be adjusted to

- Communication in the native language
- Communication in foreign languages
- Competences in maths, science and technology
- Digital competence
- Learning to learn
- Social and civic competences
- Entrepreneurship
- Cultural expression

Belgium

No data provided by the project partner.

Finland

In Finland inside, vocational upper secondary qualifications are common unit studies which are similar in all qualifications. These common unit studies contain for example languages, digital skills, social and civic competences and entrepreneurship. It's very important that students can improve these skills also in vocational qualification units, for example when learning skills of a certain occupation in a workshop.

Communication in the native language

Students should have a lot of social interaction during studies. This means for example group work in changing groups. In groups students must use native language and it also includes working with different people. Students can improve their native language only by using it in real situations. It is important that also the shy and introvert students can get courage in safe environment. Students should have a lot of oral and written rehearsals during studies. Good way to learn communication is to interact with customers in real service situations. All students should have lot of these chances during studies.

Students can improve their written skills only by writing. Students written skills has deteriorated because the interaction between youngster is mostly happening in social media where the written language is incomplete. In vocational studies students can improve their writing skills by doing writing exercises related to their own professional.

Communication in foreign language

Students should have various oral and written exercises in a foreign language during their studies. Finnish students have usually good writing skills, but they have difficulties in speaking foreign language. It's important that students can meet immigrants and use foreign language in real situations with people.

Competences in maths, science and technology

Students often feel that at least mathematics and science are difficult study modules. It's important that these studies are practical. That way the students feel that also math and science are important for their own professional skills. Teachers should use many kinds of teaching methods and learning materials (for example digital materials, written materials, learning by doing). The goal is to motivate students to learn in meaningful way. It's also important that students can learn technology during on-the-job learning.

Digital competence

Many young students today have good technology skills. However, there are adult students in VET institutions and their digital competences are not always good. It's important that all students and VET staff have at least basic digital skills. Different digital learning environments should be used in studies. There should also be enough digital device, for example well equipped computers and tablets in VET institutions. At the moment there are not enough digital device.

Learning to learn

Learning to learn should be part of the education from the beginning to the end. Students should know what their best way is to learn. Self-assessment should be part of all studies – what are the students strengths and weaknesses. They should also get feedback from teachers.

Social and civic competences

Students should have a lot of social interaction during studies. This means for example group work in changing groups. In groups students can meet different people and they can learn how to get along with different people. It's important that in VET institutions students learn to interact with each other and staff appropriately and in good manner. Students should always get feedback on their activities and behavior. Social and civic skills can be also learned in real situations with customers. Students get feedback from customers and they can develop their activities based on feedback.

Entrepreneurship

All vocational upper secondary qualifications contain studies on entrepreneurship. Students learn what is needed if they set up their own business. The more important is the internal entrepreneurship: this means that students are responsible and motivated in their work. Students must get lot of feedback (positive and encouraging but also developing feedback during education. That's how their motivation and responsibility also increase.

Cultural expression

Students should be able to interact with different people. When they meet people from different backgrounds and cultures, they can learn to accept the difference. Students can learn from each other.

Ireland

The focus in methodology is set on a variety of methods to sustainably further the development of soft skills and specialist trainings. Based on the SOLAS Apprenticeship Curriculum Version 4 in 2016, the participants work a lot with Moodle and generally spoken, acquiring new knowledge and skills is supported by technology-enhanced learning methods.

This strategy has encouraged ETBs to experiment with new delivery modes for education and training taking advantage of existing and emerging technologies.

Besides a wide range of practical trainings where simulations and working manually and practically are the key methods for success, special attention is given to soft skills using methods like group-discussions, workshops, groupwork, visual presentations and many more.

The SOLAS Strategy for Technology-Enhanced Learning in Further Education and Training 2016–2019 states:

“Within education and training, new opportunities created by technology are transforming learning experiences and outcomes. There has been an explosion in the availability of IT software and systems; ways of developing, storing and retrieving learning resources; infrastructural supports; and use of the internet to enhance the learning environment, regardless of where teachers¹ and learners are located. The appropriate use of technology allows people to decide when and where they learn. Technology can also facilitate high-quality, individualised feedback between teachers and learners. Individuals can interact and share learning in online learning groups and communities of practice. Complex concepts can be illuminated using simulated and virtual worlds. Technology has transformed access, meaning location is no longer an issue, and barriers which were previously created by distance, disability, illness, for those with caring responsibilities, or those in part- or full-time work can be overcome.”⁴⁵

Through eighteen practical actions, grouped under three themes, this strategy aims to build on existing capacity and establish technology-enhanced learning as an intrinsic part of further education and training in Ireland. Success in implementing this strategy will mean that by 2019, all learners and teachers in further education and training are using technology to support exciting, high-quality learning and achievement. Key partners in achieving the strategy are learners and teachers within each of the sixteen Education and Training Boards (ETBs), community education and training centres and other providers, supported by management and administration colleagues.

⁴⁵ The liability for this quotation lies with the project partner.

SOLAS will support and facilitate achievement of the strategy through its funding and co-ordinating responsibilities, and there will be close liaison with teams working on national initiatives to build shared service platforms and technology infrastructure.

Italy

While training VET students, the VET teachers at the project partners institution try to use a wide range of interactive and non-formal methodologies so to rise their engagement and interest in the lesson. Examples of various methods that may be used include:

- role-playing
- visual presentations
- lectures / readings
- brainstorming
- group/class discussions
- simulations
- use of video / other on-line materials
- workshops
- group work

In general, it is preferable to use experiential methods or blended methodologies which promote the learning by doing approach.

VET trainers come from different fields / backgrounds therefore they can use different methodologies/ tools according to their specific skills.

Since in Italy vocational qualifications are recognized at regional level, transversal competences to be acquired are outlined in the Regional Framework of Professional Roles (RRFP), e.g. in the case of Tuscany region, or, if a professional role hasn't been implemented yet in this framework, we make use of the old Regional Framework of Professional Profiles (RPP). This standard must be respected by accredited training centers. In this Framework, professional roles / qualifications are described according to Areas of Activities (ADA) which is a description of the worker's performance in a certain area of activity. Then, each area of activity has got a unit of competence, which is the indication of skills and competences the individual must own in that specific field. For this reason, some transversal competences and some ADA look transversal to different qualifications. EU Key competences are not specified separately, but they are eventually part of the unit of competence to be acquired.

Spain

The Spanish organisation has set out to make progress in all of these areas:

- As a first step for carrying out VET graduate career tracking, they have created a **specialised common jobseeker database of Basque Country career profiles** (until now this depended on individual colleges and was carried out on a voluntary basis). This system, which allows graduates to fill in their CV using a form on a mobile app ([Ikasenplegu](#)), requires people to add information on skills acquired and training undertaken as well as work experience. Businesses can then use this information when hiring staff. Over time, more skills will be added, and they will be better defined, allowing businesses to advertise for candidates with specific profiles, detailing the particular skills they are looking for.

- They work **hand in hand with the business world**; they have agreements in place with business associations and other relevant institutions. In future they will try to work with them to agree definitions of skills and work together to increase their value and carry out VET graduate tracking.
- This is especially relevant as their colleges tend to offer dual training programmes, with a part of the transversal skills training being delivered in the form of apprenticeships with businesses.
- **They train teaching staff in transversal skills** and in how to work on them with their students. A lot of ICT skills training has been carried out in recent years, as well as some courses in other skills such as “Helping students to take control their career”, “Time management”, “Visual Thinking”, “Creating a striking presentation” and “Quick prototyping of business models”. In total 55 courses have been delivered to more than 600 people. There are currently 20 designed courses available and there is an option to organise custom-designed courses. Additionally, new courses are added each year (this year there will also be courses on emotional intelligence).
They participate in all projects in this area wherever possible with the aim of making progress and learning from other experiences and visions.
- They are implementing the **Ethazi methodology in all of their colleges**, which has meant training staff, updating infrastructure and a change to a methodology focused on goal-based learning which also helps students to develop transversal skills.
- As there is no description of the skills and to what level they should be mastered for each qualification, teaching staff and businesses alike find it very difficult to assess students on these. The Spanish partner has therefore implemented **a project (Gizalider) to determine the key skills for each qualification**, the specific levels each skill should be divided into and how to confirm that each skill level has been attained. VET staff and businesses will work together on this task. The final classification will be applicable to all VET programmes in the Basque Country, which will help to improve the Ethazi system and will serve as a set of common criteria for educational institutions, businesses and others.
At present, some transversal skills are very well defined within the basic curricular model, such as communication in the native language, communication in foreign languages, competence in maths, science and technology and digital competences. The necessary training for staff teaching these skills is specified, as is the skill level expected to be attained for each qualification. Nevertheless, there is a major gap when it comes to skills such as learning to learn, social and civic competences, entrepreneurship and cultural expression, for example. The Spanish partner hopes that this project will solve this issue.

3.5. Internal quality assurance

3.5.1. Explanation

Keeping the quality of their respective organisations at a high level is the aim of the project partners. The following is not only a description of what is already implemented and how the different organisations deal with the matter of a good internal quality assurance, but also provides steps and thoughts that could be done in the future concerning the VET graduate tracking strategy.

3.5.2. The European Perspective

Austria

Internal quality assurance can be divided into two parts the first of which is obligatory by law.

1.

Apprenticeship training = Dual vocational training

Apprenticeship training has a long tradition in Austria and is highly valued internationally. It is open to all persons who have completed nine years of compulsory schooling. Completion of an apprenticeship leads to qualified and complete vocational training.

The training takes place at two learning locations: in the company and at the vocational school. The apprentice is thus in an apprenticeship relationship with his company and at the same time a pupil of a vocational school. In-company training covers most of the apprenticeship period. The apprentice spends about 80% of his training time in the company and receives practice-oriented training there. One to two days a week or several weeks in blocks, the vocational school provides theoretical and general instruction.

Depending on the chosen apprenticeship occupation, an apprenticeship lasts two, two and a half, three, three and a half or four years. Most apprenticeships last three years.

Apprenticeship training concludes with the apprenticeship-leave exam (LAP). This is taken by professional experts. Through the examination, an apprentice qualifies as a skilled worker in the learned occupation.

The legal basis for apprenticeship training is laid down in the Vocational Training Act (*Berufsausbildungsgesetz - BAG*).

In-company training is regulated by law for each apprenticeship occupation by its own training regulations (refer to the '*training documentation*'- '*Ausbildungsdokumentation*'- in the annex). It contains the job description - a kind of "curriculum" for the training company.

2.

As the Austrian partner provides the *Supra-Company-Apprenticeship-Training* (UEBA2) and the *Extended- Supra-Company-Apprenticeship-Training*, with partial qualification, if necessary, (UEBA TQ/VL) there is an internal quality-based curriculum provided by the Austrian Labour Market Service (AMS). This describes the target group, the qualitative framework, the contents and the aims of the provided training and is only accessible by institutions that provide these types of VET training. VET institutions which act on behalf of the Austrian Labour Market Service (AMS) are bound to these specifications.

Belgium

No data provided by the project partner.

Finland

In Finland the quality of education and training is seen as a key factor related to the efficiency and excellence of education and training as well as the equality of individuals.

Quality assurance in Finland comprises the quality management of education providers, the national steering of VET and external evaluation.

Local autonomy in education is extensive in Finland. In addition to practical teaching arrangements education providers are responsible for the effectiveness and quality of the education provided.

Today, the ideology is to steer through information, support and funding. The activities of education providers are guided by objectives laid down in legislation as well as the national core curricula. In addition, education providers are encouraged to develop quality on a voluntary basis. National authorities support this by providing tools and support, such as quality awards in VET and quality recommendations.

The system also relies on the proficiency of teachers and other personnel. All personnel are encouraged to develop their work as well as participate in the quality improvement of their institutions.

Quality assurance is one of the main policy priorities. VET education providers were obligated to have systems for effective quality assurance and improvement from 2015.⁴⁶

VET-feedback for students who have completed a vocational qualification.

The VET- feedback is one of the main tools that is used when assessing quality of the vocational upper secondary education in Finland. The purpose of the VET-feedback survey is to obtain student feedback on the way the studies are implemented. The responses will be used to improve the activities. The students are supposed to respond to the questions based on their personal experience. The feedback is given anonymously, and the responses will not be reported at the individual level. All responses will be reported in groups of at least five respondents. The student will be asked to give VET-feedback twice during the studies: when they begin and when they are about to complete their studies. At the final phase of studies, they are asked to estimate what they will be doing after finishing studies, for example are they going to be employed.⁴⁷

Quality of vocational labour market training assessed with OPAL- feedback

Vocational labour market training is primarily intended for adults who are unemployed or at risk of losing their jobs and who have completed their compulsory education. When assessing the quality of labour market training, the tool is called OPAL- feedback. The purpose of OPAL- student feedback is to gather information about how the training has succeeded in the students' point of view. Feedback will be used to further developing the training program. All information is confidential. During the course there is several feedbacks: intermediate feedback during the training and final feedback at the end of the training.⁴⁸

⁴⁶ https://www.oph.fi/english/education_development/quality_assurance_and_evaluation

⁴⁷ https://wiki.eduuni.fi/pages/viewpage.action?pageId=68258693&preview=/68258693/70202919/Amispalaut_e_kysymyksen%2001-07%202018%20alkaen%20EN.docx

⁴⁸ www.te-palvelut.fi

Future processes should more and more be connected with the employment or placement in further studies. The feedback from the working- life should be taken into consideration.

Ireland

Internal Quality Procedures

The 16 ETBs in the Irish Republic are statutory bodies, established under the Education and Training Boards Act (2013)⁴⁹ with responsibility for the provision, amongst other services, of Further Education and Training across the country. Under the Qualifications and Quality Assurance (Education and Training) Act 2012⁵⁰, (revised 2014), ETBs are recognised as providers of Further Education and Training programmes, and as such as required under the act, to have in place agreed Quality Assurance policies and procedures.

Following the amalgamation of the then city and county Vocational Educational Committees (VEC) and the former SOLAS training services in the region (Training Centres), ETBs have been operating under three legacy Quality Assurance (QA) agreements with QQI. However, ETBs are now in the process of developing their own new integrated Quality Assurance policies and procedures.

Outlined in the Department of Education & Skills' Circular Letter No 0018/2015⁵¹, are clear guideline on the obligations on ETB pertaining to quality assurance, citing the following key areas in Appendix X of this document:

- Quality Service Standards
- Equality/Diversity
- Physical Access
- Information
- Timeliness and Courtesy
- Complaints
- Appeals
- Consultation and Evaluation
- Official Languages Equality
- Better Co-ordination
- Internal Customer

The explanatory text relating to Quality Service Standards describes the requirement to “*publish a statement that outlines the nature and quality of service which learners/customers can expect and display it prominently at the point of service delivery*”. One of the purposes of this circular was to establish a shared and common understanding of quality assurance policies and practices across all 16 ETBs.

Governance Structure for ETB Quality Assurance:

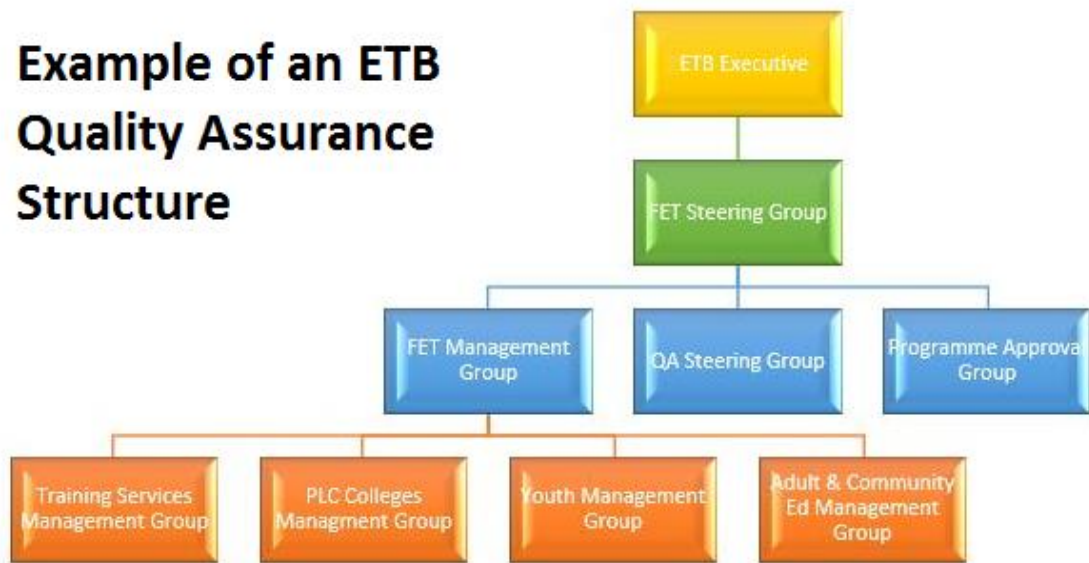
While the following information specifically refers to Cork Education and Training Board, it is typical of the organisation of quality assurance process across ETBs generally:

⁴⁹ <http://www.irishstatutebook.ie/eli/2013/act/11/enacted/en/html>

⁵⁰ <http://www.irishstatutebook.ie/eli/2012/act/28/enacted/en/html>

⁵¹ www.education.ie/en/Circulars-and-Forms/Archived-Circulars/?q=0018/2015&t=id&f=&l=en

Example of an ETB Quality Assurance Structure



Sample ETB Quality Assurance Structure

- An ETB **Executive Group** provides governance and decision making on the implementation of the ETB Strategic Plans and Annual Service Plans. Typically, the members of the ETB Executive group are the Chief Executive and the Directors of Further Education and Training (FET), Directors of Organisational Support and Development, and Director of Schools.
- The **FET Steering Group** provides oversight and governance on the implementation of Further Education and Training provision across the ETB, including approval and monitoring of the ETB's FET strategic plan and Annual Business Plan. This group also draws on the members and expertise to support, guide and advise the work of the FET sector within the context of the principals, guidelines, policies, procedures and quality assurance developed by the ETB. It also seeks to maximise the sustainable impact of the ETB's available resources.
- The **Quality Assurance Steering Group** provides oversight and governance for ETB's Quality Assurance System. The role of this group is to provide oversight and governance on the ETB Quality Assurance function. It will provide informed opinion and analysis to the FET Steering group to support their decision-making processes. Developing and managing a mature Quality Assurance System is central to good Governance and compliance with the ETBs requirements under its legislative and QQI⁵² and other Certifying bodies responsibilities, (for example City & Guilds, ITEC, SIPTAC, Microsoft, Sun, Pearson Vue etc).
- The **Programme Approval Group** is responsible for programme approval, programme development and submitting programmes for evaluation and validation. The role of this group is to manage programme development, review and approval for the ETB in accordance with guidelines from QQI and other awarding bodies. The purpose of this group is to provide an oversight of the validation of Cork ETB programmes
 - Ensure the fair and accurate implementation of the process of evaluating programmes
 - Make recommendations on behalf of the ETB to QQI or other awarding bodies to validate programmes.
 - Evaluates for approval proposals from centres to develop new programmes.
 - Evaluates for approval proposals from centres to review existing programmes including adding additional components to a programme or improving the descriptors.
 - Responsibility for overseeing the review of programmes to ensure their relevance and efficacy in line with the QQI and other awarding bodies review schedules.
 - Report to the FET Steering group on programme evaluation and approval.

- Ensure the fair and accurate implementation of the process of evaluation of programmes.

Italy

In Italy, qualification courses must respect the contents and provide the knowledge/skills/competences that are required by the competent regional authority. These are described in the Regional Framework of Professional Roles (in the case of Tuscany Region) or similar.

In Tuscany accredited training providers (such as FCN) must involve companies in the evaluation process of each student during a qualification training course by supplying the company tutor a questionnaire to be filled in by the end of the internship / work placement period foreseen by the training. The questionnaire serves to understand the main tasks carried out by the student and skills acquired as well as possible skill gaps in relation to the profession in question.

For the whole duration of the vocational training course, some assessment grids may be used to assess students' entry or ongoing skills level. These evaluations may lead to further training path (when the foreseen level of a specific skill hasn't been reached). However, these assessments grids are not mandatory.

Future processes to be applied

For an effective implementation of the VET graduate tracking strategy in VET institutions, a EU-referenced and very well-known model that can be used is the EQAVET (European Quality Assurance in VET) because:

- It improves EU VET systems in order to raise competence levels and the relevance of these competences
- It builds trust across and within different systems with a view to strengthening mobility, permeability and flexibility of learning pathways
- It improves qualifications' recognition in the labour market.

Therefore, it responds to our need of having a more efficient VET system, adapted to the labour market.

Here below we present the key elements of the EQAVET model VET providers may use in order to ensure the implementation of the VET graduate tracking strategy. This model and its key elements guarantee both internal and external quality in the process:

- **PLANNING:** set up clear, appropriate and measurable goals and objectives. This step may include the promotion of the VET graduate tracking strategy inside the organization (making use of "marketing moments"), the activation of different kind of rewarding so to engage and motivate students and teachers, the definition of objectives and indicators each VET organization wants to achieve e.g. identification of the VET course that needs to be evaluated, number of students to involve in the survey, etc.

⁵² <http://www.qqi-qaguidelines.com/sector-spec-etb.html#sector-etb-issuu>

- **IMPLEMENTATION:** it establishes procedures to ensure the achievement of goals and objectives. This step may include the use of the VET graduate tracking APP in different moments: during the last year of course, at the end of the course, after 3, 6 and 12 months the course is finished.
- **ASSESSMENT and EVALUATION:** it designs mechanisms for the evaluation of achievements by collecting and processing data to assess. This step may involve the use of a software in order to analyse data collected through the VET graduate tracking APP. It helps to understand the utilisation of acquired skills at the workplace.
- **FEEDBACK and PROCEDURES for CHANGE:** develop operations in order to achieve the objectives after discussion with key stakeholders. This step involves the co-operation among different stakeholders.

Spain

In this area Spain is focusing on clarifying concepts, promoting teamwork and collaboration between organisms and creating more efficient common tools for VET graduate tracking. These include their jobseeker database which transcends the individual colleges, and groups people in the Basque Country together using a common set of criteria, allowing real data to be gathered in the future.

3.6. Development of training programmes

3.6.1. Explanation

What all VET centres and training institutions- not only the project partners, but generally spoken- have in common is that they always try to further develop their training programmes. This needs to be done in order to react to and meet the needs of the different target groups on the one, and on the other hand also to react to possible new demands of the business world. The following section should not only give an overview to the readers of how trainings are done at the different project partners' organisations, but also provide other VET centres and training organisations with ideas on how they could adjust and further improve their trainings.

3.6.2. The European Perspective

Austria

The Austrian project partner has developed a module plan which will be followed by all trainers. This plan complies with the key competences in the VET sector defined by CEDEFOP. It comprises modules which are designed for interactive learning and also the independent development of contents with the help of different methods. On the one hand, it is about classroom training, on the other hand, emphasis is placed on sustainable learning success. The modules are designed in such a way that they are constructive but can also be changed quickly if necessary. For this reason,

consideration is also given to those participants who may not have attended previous training courses.

Apart from this module plan, there is always the possibility to bring guest lecturers on different topics to the training institution, who will also work out contents with the young people. All further practical contents are developed and trained in the form of obligatory practical courses, which are indispensable for the training, directly in the companies.

Vocational orientation in the Extended Supra-Company Apprenticeship Training (UEBA TQ/VL) area plays a special role: this is an orientation lasting several months in which young people with an increased need for support pass through different areas, such as workshops, in order to be prepared for further apprenticeship training in the long term. As a result, the young people always have a vocational training assistant at their side during their training, who is also in contact with the company. Social pedagogical needs are covered by social pedagogues.

Apart from the fact that - as already mentioned - there is a strict guideline from the Austrian Labour Market Service (AMS), the contents of the training programme are further developed by the VET professionals themselves in order to achieve maximum output from the target group.

Belgium

No data provided by the project partner.

Finland

At WinNova, the Finnish project partner, they have for example these two teaching/ training/ coaching tools, which improve students working skills during education.

1.

In practical nurse education there have been developed interactive digital methods of learning in authentic home surroundings with the elderly. Two contemporary needs meet with in this: on the one hand, the pedagogic need to use methods close to the students' world, and on the other, the need for new professional skills necessary in modern home care services.

The young students today have a swift and natural way with mobile technology. Their skills in the digital environment can add a lot to their individual and personal learning processes. They can learn to collect, reflect and share vocational information in real-life home care settings with the elderly. Home has become the main environment for providing a wide and demanding variety of care for the elderly and the disabled. This means challenging and exceeding old professional boundaries and skills. The new workers in home care must be prepared to make decisions independently and act upon their own professional and ethical judgement even in unforeseen situations. All this means the home care professionals must learn to make use of the modern technology more effectively.

This way of learning brings the practical nurse students to real-life situations safely under the guidance of the teaching staff. They will get a closer look into the lives of old people and learn to appreciate the vast responsibility that home care requires. This, in turn, will raise their self-esteem and strengthen their commitment to high professional standards and thus make the choice of home care work more attractive in future.

2.

The other one is a project called Winkkari. The aim of the project is to promote students' rapid and smooth transition to working life. The project focuses particularly on the transition from education to the labor market. The target group is mainly young people and young adults, including immigrants. Special target groups for the project are students with special needs. The project is run by the West Coast Training Ltd WinNova and the city of Rauma as a project partner.

The objectives of the project are: Create model of individual guidance to support student transition to working life after graduation, matching employers and jobseekers, to create a model of training for a training institution, which will make the provision of higher education institution more concrete for applicants, developing after-employment support and coaching for the student and/or the workplace. In the project the students can improve their working life competences, written, oral skills and digital skills when applying work. They also gain internal entrepreneurship when planning their own careers.

Ireland

The following are key developments in further education and training delivery within ETBs:

- With the advent of the national SOLAS Apprenticeship Curriculum Version 4 in 2016, modules of Teamwork and Communications were formally introduced as an integral part of the apprenticeship curriculum delivery. During these modules, apprentices use Moodle⁵³ to upload communications and teamworking portfolios, as well as the submission of craft/technical portfolios, which are then subsequently marked and scored online via Moodle.
- Toward the end of 2015 SOLAS devised its Strategy for Technology-Enhanced Learning In Further Education And Training (2016–2019)⁵⁴. The objective of this strategy is:

“This strategy aims to establish technology-enhanced learning as an intrinsic element of further education and training in Ireland. The strategy has been developed through a consultative process with learners, with colleagues in Education and Training Boards (ETBs), with the enterprise community and with colleagues in other parts of the education and training system.”

This strategy has encouraged ETBs to experiment with new delivery modes for education and training taking advantage of existing and emerging technologies.

- At September 2018 SOLAS launched a new initiative “Supporting Working Lives and Enterprise Growth in Ireland”⁵⁵ aimed at focussing ETB resources into delivery of training for people at work. While ETBs already delivered such training on an ad hoc and often only reactive manner, this policy aims to develop a more structured and systematic approach to training for the employed. This strategy specifically refers to training in “soft skills” as a very clear priority in to the future:

“The importance of soft or social skills in the workplace is becoming increasingly apparent. A series of research reports, including a 2018 study of Europe by the World Bank, contends that strong cognitive and socio- emotional skills make workers more resilient to the possible adverse effects of technology change, by equipping them with a greater ability to learn, adjust and deliver non-routine

⁵³ <https://moodle.com/>

⁵⁴ http://www.solas.ie/SolasPdfLibrary/TEL_Strategy.pdf

⁵⁵ http://www.solas.ie/SkillsToAdvance/Documents/SupportingWorkingLives_EnterpriseGrowth_PolicyFramework_Sept2018.pdf

cognitive and interpersonal tasks. Supporting the current and future workforce to upskill in this area is good for inclusion but also for economic growth. In a similar vein, successive surveys of employers, including those by the global social media platform LinkedIn, identify soft skills as a number one priority among employers for talent acquisition and development.”

- Traineeship is a training model which relies heavily on employer engagement both in course inception, design and delivery, and as such can yield very high rates of learner job placements. Traineeships are generally of at least six months to two years duration, 30% of which is spent by the learner at a host company. The five stages of the development of a Traineeship are:

Step 1 - Liaison with industry partners to identify skills need

Step 2 - Collaborative programme development

Step 3 - Programme promotion and recruitment

Step 4 - Programme delivery

Step 5 - Outcome: Employment and progression

The recent Department of Education and Skills publication entitled “*Action Plan to expand Apprenticeship and Traineeship in Ireland (2016-2020)*” sets out clear targets for Traineeship learner participation on a year by year basis, with each of the 16 ETBs agreeing these targets with SOLAS:

“As part of implementation of the Further Education and Training Strategy and in response to a Europe-wide Quality Framework for Traineeships⁵⁶, introduced by the European Commission, an initiative to further develop the traineeship route, got underway in 2014, co-ordinated by SOLAS and in partnership with Education and Training Boards. Titled ‘career traineeships’, two pilot programmes were developed with the hospitality industry. Career traineeships build on the existing traineeship model with partnership between employers and education and training providers. Developmental materials have been devised as part of the project, including a systematic approach to develop occupational skills profiles within different industries and a training programme for workplace supervisors to enable them to support on-the-job learning”.

Italy

In Italy, all VET trainers must adhere to the accredited training programme for a specific qualification (e.g. Basic Care worker), therefore they cannot change it. However, they can decide the teaching resources, tools and methods they wish to adopt. Of course, while doing so, they can keep into consideration attitudes and background of their students e.g. if they are disadvantaged students, they will use pictures or more visual aids.

Italian vocational trainings are mainly classroom-based; however, the internship in a company is considered very important. The internship is also foreseen in the training curriculum and it plays an important role in the qualification pathway, as it allows students to acquire practical skills and transversal competences (e.g. interaction with colleagues and clients / users).

Both the classroom-based part of the vocational training and the internship are compulsory in order to obtain the qualification diploma: only a certain amount of absences is permitted (usually no more than the 30% of the total amount of hours foreseen for the whole duration of the qualification).

Spain

The most interesting programmes at the moment come from the Basque Country:

⁵⁶ <https://ec.europa.eu/social/main.jsp?langId=en&catId=1045&>

The Ethazi model

Basque VET is considered to be among the world's best and is used as a model by many countries. In 2017, the EU chose Basque VET as a benchmark for education in Europe. The Basque government realised that in order to support the acquisition of soft skills by students it had to completely transform teaching methodologies. Thus, as well as the launch of dual VET in the Basque Country and the close relationships with businesses, what makes this model unique is the transformation of its training cycles into "High-Performance Cycles" using the Ethazi methodology⁵⁷.

This methodology is already in its deployment and implementation phase. The central element around which the whole learning model evolves is collaborative, goal-based learning⁵⁸.

The main characteristics of the Ethazi model are:

'Intermodularity'

Goals are designed to be as similar as possible to the reality of the workplace for each training cycle. This requires deep analysis of professional competences and the cycle's learning results with a view to improving the efficiency of learning.

Self-managed teaching staff

Starting by fostering teamwork and responsibility within the teaching staff themselves, a small group of people who take responsibility for the entire training cycle. With a high degree of self-management, they will be able to freely adjust their schedules, make the best use of available space, and arrange cover and substitutions etc. to suit the learning needs of their students at each point.



Methodical Model

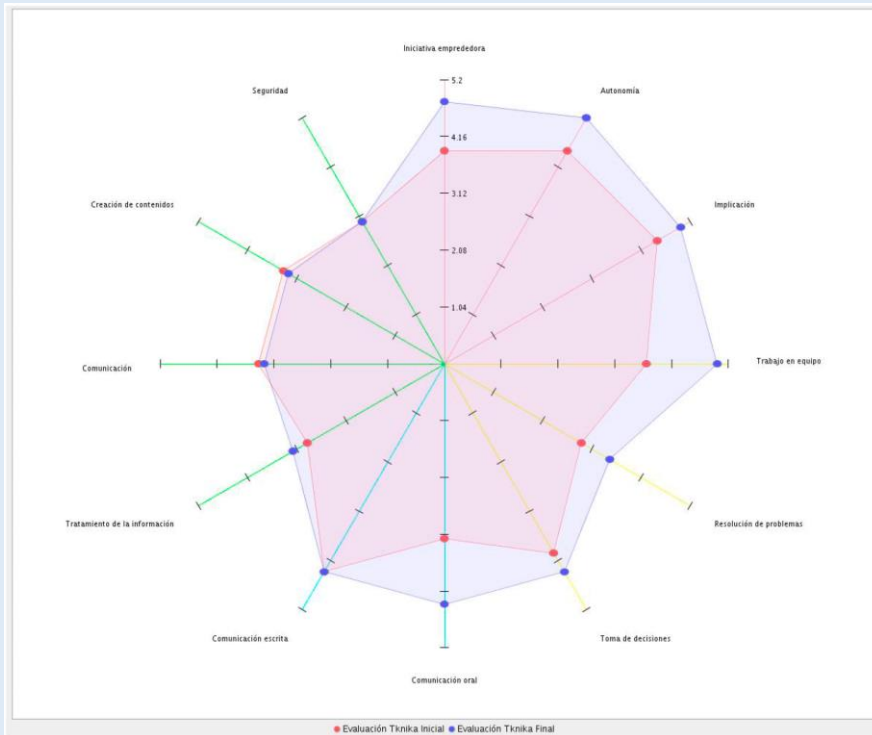
Evaluation for the development of competences:

Evaluation is integrated as a key element in the student learning process, providing regular feedback on their development and progress towards acquiring the intended professional competences. In order to promote this evaluative approach and encourage participation in this respect by staff

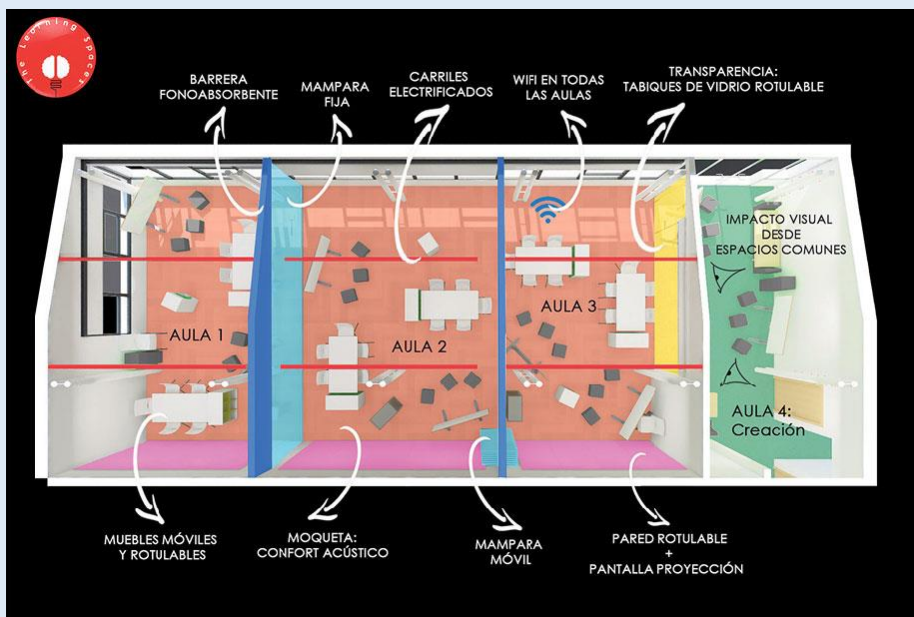
⁵⁷ <https://www.tknika.eus/en/cont/proyectos/ethazi-3/#>

⁵⁸ <https://www.tknika.eus/en/cont/applying-lean-in-ethazi/>

and students alike (personally and as integral team members) and by others who can contribute to the evaluation process, the purpose-designed SET (Skills Evaluation Tool) has been developed.



Skills Evaluation Tool



Spatial Plan



Furnished room

We apply Lean in Ethazi⁵⁹ to “design and to experiment with innovative educational approaches and activities, introducing ETHAZI cycles into these cycles, taking both ETHAZI and LEAN concepts into account”. The main idea is to integrate both concepts (Ethazi and LEAN) in the classroom to improve students’ and teachers’ performance and thereby improve intermediate cycle results.

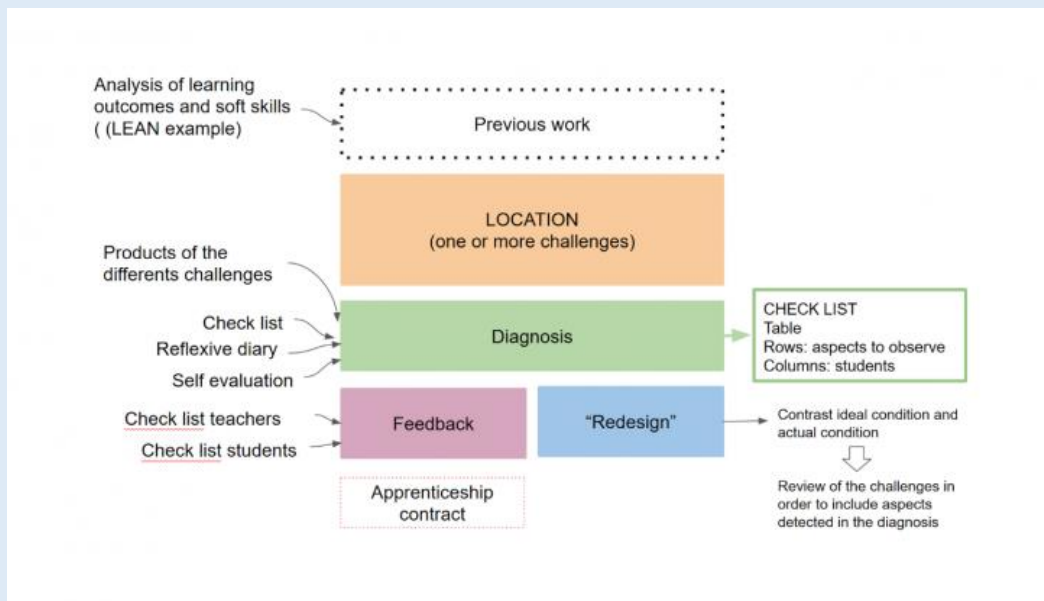
Two Tknika departments have designed this approach (Research on Learning Methods and Processes and Continuous Improvement) with the collaboration of six VET centres (Easo, Maristak, LSB, Miguel Altuna, Otxarkoaga and Usurbil). These colleges have experience in both the Ethazi and LEAN methodologies in the intermediate cycle (EQF level 3), which allows us to adjust the models to their specific needs.



Lean in Ethazi model

The following steps have been taken:

- Identification of the training needs of Intermediate Cycle (EQF level 3) students with regards to instrumental, soft and technical skills.
- Design of Location Challenges which, in addition to including technical learning results, allow the project partner to detect/analyse/diagnose student characteristics in order to design and plan each student's individualised learning throughout the subsequent challenges.



Location Challenges

- Validation of the criteria and characteristics to be considered in the Location Challenge.
- Validation of the Location Challenges proposed by colleges.
- Definition of the design guidelines for Location Challenges.
- Sharing in Biltegi Digitala of the challenges and methodological tools proposed.
- Design of subsequent challenges based on the diagnosis.
- Establishment of a deadline for completed work to be transferred to the colleges.

Gizalider Project

The Spanish partner has recently implemented the Gizalider project in collaboration with our colleges and Bilbao Bizkaia Bank (BBK).

The programme falls under the commitment made by public VET colleges in Bizkaia to establish of a culture and environment that are favourable to economic and social innovation, particularly as regards the transformation of the education system.

The general objectives of the programme are, firstly, to strengthen the implementation and certification of transversal skills using a level-based approach and, secondly, to work with local businesses to provide all students with tools which allow them to lead their own professional development more effectively.

⁵⁹ <https://www.tknika.eus/en/cont/applying-lean-in-ethazi/>

Within 3 years, the project specifically aims to:

- Develop the description of which transversal skills are expected to be acquired and to what level for each qualification. (Action ZeharGait I).
- Collaboratively promote and design tools for transversal skills acquisition, which will be published with an ISBN (Action ZeharGait II).
- Contribute to the introduction of transversal skills assessment systems with the twofold objective of formally certifying them on academic transcripts and collecting real evidence which provides a good basis for public VET colleges, businesses and institutions to optimise the design of future activities (Action ZeharGait III).
- Encourage Young people and adults with VET training to adopt a proactive attitude in taking ownership of their own professional development (Action BiziLEADER).
- Set up a help service allowing anyone undertaking a degree course or lifelong learning programme (Lanerantz LB) to a) proactively find out where they stand in terms of the skills sought after by businesses and business confederations, which will help to motivate them and b) to receive personalised advice on the best way for them to proceed. To allow Ikaslan access to social impact indicators flagged up by the help service programme (Action HobeLEADER).

Ikasneplegu⁶⁰ Jobseeker Database

The project partners newly launched jobseeker database constitutes an important step forward as:

- It centralises the jobseeker databases of all colleges into one that is specifically for people with a VET background.
- It uses a unique CV template for all professionals which includes a section for transversal skills.
- It motivates students and alumni to share data on their employability and acquisition of skills as this helps them when looking for work and stimulates their professional growth.
- It standardises the transversal skills criteria used by education and employment institutions as the same skills are referred to when completing CVs and in job offers published by businesses. The Gizalider project will help to make great progress in this respect.
- It highlights the value of transversal skills as users can see how these helps them find work and which skills tend to be asked for by businesses. To this end, in future we will work towards a LinkedIn-style model.

⁶⁰ <https://enplegu.ikaslanbizkaia.eus/>

4. Practical general advice

Austria

One observation that could have made within the last years is that the target group has significantly changed. This means that there are new challenges nobody had thought before and VET professionals are therefore faced with different backgrounds the participants of the target group have. These range from lack of perspectives and motivation to sometimes severe mental problems that are not visible at the very beginning. On the other hand, companies are seeking new employees/apprentices.

A possible approach to bridge that gap is to be in constant exchange with the target group and the companies which provide the practical training. Focus needs to be given on the individual participant and one has to be aware that everybody is different and acts differently, too. This means that a sophisticated case-management is required together with constant training and development of soft skills. Moreover, an intense mentoring is required in a lot of cases.

Also, a close and open teamwork among VET professionals is needed and information gaps need to be avoided to ensure that all trainers are at least roughly informed about all participants. This guarantees that the trainers will pull together in the same direction.

It is important to make the participants aware that although they have permanent support in the background, the actual course of the training depends solely on them and only they can influence it - whether positively or negatively.

Belgium

No data provided by the project partner.

Finland

The Finnish project partner provides citations from VET professionals and business representatives to give some practical advice:

'Individual differences are big. Trainees vary very much: some have sufficient skills, some very good and some are lacking these skills. However, most trainees/ new workers want to develop in their work and profession and also the VET graduate tracking strategy and its tools can help them to do so.'

'The trainees show their knowledge and skills to the employers during VET education in practical learning periods which are carried out in companies. This is their place to show how good they are, and they usually understand this too. They understand that is their chance to get employed. They also notice that even if they'll get a job, the learning will go on and they still need to practice new things.'

'There are areas that depend very much on the individual in question. Some youngster/ newly graduated are very good at analysing their own weaknesses and strengths- some are bad at this. This has to do with the phase of development of the person in question. Normally girls are better at these skills than boys because their phase of development (mentally) is bit ahead compared to boys. This should be taken into consideration when using the app/ implementing graduate tracking strategy. Some certain field could always get good feedback or not so good feedback depending

how skilfully their graduates can analyse their skills and competences. If you are not good at analysing those kind of aspects, it doesn't always mean that you aren't a skilful worker in your field.'

'The employment situation also effects the implementation of this model. If there is lot of jobs available, the students will find work easily and probably are more willing to use the app and give feedback from the working life. If there are no jobs in a certain field, it will be difficult to get the feedback and implement the model.'

Ireland

- In both the design and delivery of further education and training programmes, engagement and collaboration with employers and employer sectoral groups increased the relevance of the programme to the local or regional labour market. The ability to design courses quickly and respond to local labour market needs as they arise appears to be a key factor in terms of speed of response. This ability also facilitates input into the design process, which can yield a more focussed and employer relevant training course.
- The use of technology in programme delivery can strengthen online learning, which if supported by part time one day classroom-based attendance can create a very flexible delivery model. This "blended" model of one day workshops is very well suited to learners who are employed or who are geographically dispersed. In the SOLAS document Technology-enhanced Learning in Further Education and Training (2016–2019)

"This first strategy for technology-enhanced learning contributes to the development project underway. The strategy spans the further education and training system as a whole and builds on the excellent practice that already exists. It supports the overarching strategy for further education and training 2014–2019 and the goals to provide skills for the economy, active inclusion, quality provision, progression to integrated planning and funding and to improve the overall standing of further education and training in Ireland. It also aligns Ireland with leading practice on technology-enhanced learning in Europe and further afield."

- Marketing of the further education offering by providers is essential in making prospective employer aware of the detail of training courses, as well as helping to improve the likely outcomes for learners. The advent of the Programme and Learner Support System (PLSS) web service facility in 2016 enabled all 16 Education and Training Boards (ETBs) to promote their scheduled courses automatically to the publicly facing website⁶¹, allowing employers to see and examine training courses across the country and allowing prospective learners to apply online.
- Also Using a Virtual Learning Environment (VLE), sometimes referred to as a "flipped classroom" can great enhance the learner experience particularly for those who have physical or geographical obstacles to attending class. Moodle⁶² is available as option on all scheduled ETB courses and can significantly enhance learning on both full-time, part-time or blended learning programmes.

⁶¹ www.fetchcourses.ie/courses/about

⁶² www.moodle.com

Italy

- Skills to be acquired by students through VET courses must be agreed among relevant authorities and this round tables should include trade unions and employers representants so to facilitate an effective matching between offered vocational trainings and the labour market real needs;
- Often, employers are not aware of the skills VET students gain throughout the vocational training course. Marketing educational opportunities to employers might be a key factor since they would be aware of what is offered at educational level;
- Lack of information about students. Trainers must be informed about the students (e.g. special needs, specific situations). Teamwork among VET teachers / staff would be beneficial to support the exchange of information;
- Lack of motivation and engagement in the VET students. Tecniquest to boost motivation of students would be of great help for the VET teachers. They would need more training on this matter. Sometimes, motivation and engagement of students should also be boosted: the VET graduate tracking APP might support this recommendation;
- At last, there is a new challenge in teaching since the cultural and social background of VET students has changed (e.g. in Italy the presence of students with a migrant background is increased in the last years). This challenge requires different and new competences for VET teachers, who sometimes need to use different teaching methods / tools like, for instance, more visual aids or visual methods. Therefore, in certain situations, they need to be more skilled in the use of technologies. Furthermore, in order to support these students, a more intense mentoring might be useful, as well as more preparation on intercultural competences for teachers.

Spain

Consensus around key skills for each qualification

- Firstly, educational institutions should choose the key skills for each training family and module, define said skills and divide each into various levels required for each qualification and type of VET (basic, intermediate and advanced). A practical and specific definition of what a graduate of a given programme should be capable of doing should be supplied.
- Employment organisations should validate the definitions supplied by educational institutions according to the real needs of businesses and should fill out the levels of each skill according to their consideration of how graduates should develop their mastery of different skills over time during their apprenticeship and on the job.
- Educational and employment institutions should agree upon methods whereby students can not only acquire but certify their acquisition of these skills, since teaching staff do not currently seem able to assess their students' levels of transversal skills and, of course, the students themselves are totally incapable of doing so. Nevertheless, this is what is asked of them when completing surveys and CVs.

For their part, with the intention of helping to develop good practice, they have implemented the Gizalider project.

Teamwork

One of the issues highlighted in Spain with VET graduate employability tracking and raising awareness of the impact transversal skills have on the process is that various institutions are active in this area and they work independently of one another.

Consequently, Spain advises that organisations work together to define the key data to be tracked and to agree on which studies need to be carried out, by whom, when and how. Institutions should sign agreements to take this idea forward with the help of statistics centres and should share information obtained in order to extract more valuable conclusions.

Work to standardise the content of all jobseeker databases (mainly those of employment organisations)

In order to stress the practical value of transversal skills and to show their real impact on employability, institutions must ask jobseekers to provide information about them when they are completing their CV for inclusion in official databases. It must be possible for transversal skills to be officially certified and recognised by everyone and they should be included in job offers and descriptions. As a first step, institutions could modify the forms they use for their jobseeker databases.

For their part, Spain has started by creating the common jobseeker database, Ikašenplegu.

Campaigns to disseminate information about and raise awareness

This should be done among teaching staff, students and businesses of the importance of acquiring technical and transversal skills throughout one's working life in order to remain employable. In addition, institutions should lead by example and show that they really do deeply value transversal skills in a practical way, such as through the training programmes they promote and by requesting that people include them in their CVs, among other things.

5. Annex

The following material should provide other VET centres and training institutions with additional tools that can be used for and adapted to training contents.

All materials provided by the project partners are freely to use.

5.1. Soft skills and transversal skills (AT)

The Austrian partner provides a list of soft- and transversal skills⁶³⁶⁴ for the planning of training contents:

Communicative competence

moderation skills | repartee | empathy | negotiation skills | rhetorical competence | networking expertise | presentation skills | persuasiveness | conflict competence

Social Competence

empathy | intra-/intercultural competence | knowledge of human nature | networking expertise | ability to work in a team | nonverbal sensitivity | conflict competence | critical competence | motivational capacity

Personal competence

empathy | repartee | moderation skills | intra-/intercultural competence | self-confidence | self-marketability | knowledge of human nature | constructive attitude to life | reading and learning skills

Managerial competence

motivational capacity | systemic thinking | decisiveness | critical competence | delegation competence | time management expertise | conflict competence | persuasiveness | presentation skills

Mental Competence

knowledge of human nature | constructive attitude to life | reading and learning skills | nonverbal sensitivity | stress management ability | creativity | motivational capacity | systemic thinking | decisiveness

Implementation competence

reading and learning skills | self-marketability | moderation skills | creativity | initiative and perseverance | negotiation skills | decisiveness | time management expertise | presentation skills

⁶³ <https://www.soft-skills.com/soft-skills-wuerfel/>

⁶⁴ <https://unevoc.unesco.org/go.php?q=TVETipedia+Glossary+A-Z&id=577>

5.2. 'Ausbildungsdokumentation'-training documentation (AT)

This sample training documentation⁶⁵ is provided by the Austrian partner (German only):



⁶⁵ https://www.wko.at/service/bildung-lehre/Einzelhandel_Lebensmittelhandel_111228_v1_3.pdf

AUSBILDUNGSDOKUMENTATION
Ausbildungsnachweis für den Lehrberuf Einzelhandel Schwerpunkt

Lebensmittelhandel

Lehrbetrieb:		Lehrzeit:	3 Jahre
Ausbilder:		Beginn:	
Lehrling:		Ende:	

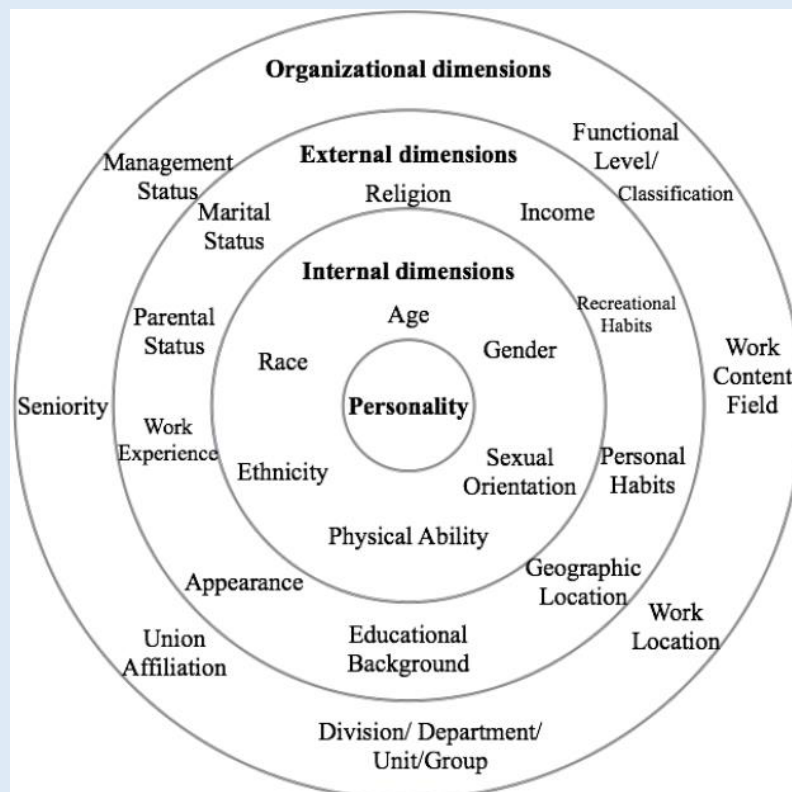
Pos	Fertigkeiten und Kenntnisse laut Ausbildungsordnung	½	1.	1 ½	2.	2 ½	3.
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1.	DER LEHRBETRIEB						
1.1	Kenntnis über den Lehrbetrieb						
	<ul style="list-style-type: none"> * Erster Lehrtag im Lehrbetrieb * Führung durch den Lehrbetrieb * Kennenlernen der betrieblichen Räumlichkeiten und Einrichtungen * Kennen möglicher Unfallgefahren im Betrieb * Vorschriftsmäßiges Verhalten bei Unfällen und im Brandfall * Bekanntmachen mit anderen Mitarbeitern und Erklärung ihrer Tätigkeits-, Verantwortungsbereiche und Aufgaben 						
1.1.1	Kenntnis der Betriebs- und Rechtsform des Lehrbetriebes						
	<ul style="list-style-type: none"> * Kennen der Betriebsform des Lehrbetriebes: <ul style="list-style-type: none"> - nach der Sortimentsgestaltung: Fachgeschäft, Spezialgeschäft oder Vollsortimenter, Verbrauchermärkte - nach der Verkaufsmethode: Selbstbedienung, Vorwahl-, Bedienung, Versandhandel * Kennen der Rechtsform des Lehrbetriebes: Einzelunternehmen, Personen-, Kapitalgesellschaft. 						
1.1.2	Kenntnis der Ziele und der Marktposition des Lehrbetriebes sowie der Standortinflüsse						
	<ul style="list-style-type: none"> * Information über die Branche (Fachbereich) des Lehrbetriebes. * Stellung des Lehrbetriebes auf dem Markt bzw. in der Branche: <ul style="list-style-type: none"> - auf Grund des Warensortiments - der Verkaufsform - der Angebots- und Preisgestaltung - der Serviceleistungen - der Anzahl der Qualifikation der MitarbeiterInnen * Standort des Lehrbetriebes: <ul style="list-style-type: none"> - Infrastruktur und Kundenkreis im Einzugsgebiet - Einfluss auf die Marktstellung und den Kundenkreis * Ziele des Lehrbetriebes 						
1.2	Einrichtungen, Arbeitssicherheit und Unfallverhütung						
1.2.1	Funktionsgerechte Verwendung der betrieblichen Einrichtungen und Geräte des Verkaufes						
	<ul style="list-style-type: none"> * Kennen der betrieblichen Einrichtungen und deren funktionsgerechte Verwendung (z. B. Türen, Fenster, Aufzüge, Regale...) * Kennen der technischen Geräte des Verkaufes und deren funktionsgerechte Handhabung (Maschinen, Waagen, Kassen, Printer...) * Kontrolle der Funktionsfähigkeit * Erkennen von Störungen (z.B. Kühlung) * fachgerechtes Verwenden (Beleuchtung, Beheizung, Belüftung, Maschinen, Waagen, Kassen, Printer) * sowie der Hilfsmittel (Reinigungsmaschinen und Reinigungsmittel) 						

5.3. Layers of diversity (AT)

The Austrian partner provides the 'Layers of diversity'⁶⁶ model which can be used for individual case-management settings:

In the Four Layers of Diversity by Lee Gardenswartz and Anita Rowe (1995), four levels of difference dimensions are cited. These are diversities that can induce social and structural processes of inclusion and exclusion in the most diverse areas of life. The core dimensions described above are depicted in the graphic as inner dimensions. Read from the inside out, the possibility of influencing the diversity dimension increases in these four levels. Accordingly, we can hardly influence the internal dimensions, while we can determine the external and organizational affiliations more strongly.⁶⁷



Layers of diversity

adapted from Gardenswartz & Rowe (2003)⁶⁸

⁶⁶ https://www.researchgate.net/figure/Four-layers-of-diversity-Source-adapted-from-Gardenswartz-Rowe-2003_fig3_282848702

⁶⁷ <https://erwachsenenbildung.at/themen/diversitymanagement/grundlagen/dimensionen.php>

⁶⁸ <https://www.gardenswartzrowe.com/why-g-r>

5.4. Work-Life-Balance Wheel (AT)

This tool can be used for individual case-management settings and strongly incorporates the respective client:

Introduction

Work-Life-Balance (according to H. Cobaugh/N. Peseschkian) means an interlocking of work and private life against the background of a changed and dynamically changing world of work and life. Since unemployment can have a negative impact on different areas of life, these are examined and analysed more closely. Just as important is the consideration of the areas with regard to the available resources that contribute to satisfaction and serve as sources of strength.

Goal:

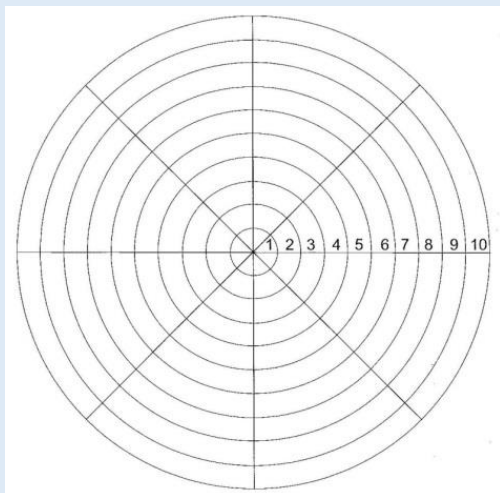
Recognize in which areas attention and energy are lacking in order to be in personal balance. Recognizing existing resources. Assessing satisfaction on a scale. Developing first steps to improve the quality of life in these areas.

Type of exercise

Individual work, triads, large group.

Material

Worksheet: "Life wheel" in which 8 segments with a scale of 0 - 10 are drawn; 2 coloured pencils



Instructions

- Each segment corresponds to one area of life
- Have segments labeled
- The center of the circle corresponds to the value 0 = little, the outer circle line 10 = much
- Draw now according to your current situation with a crayon color in each area of life, how much attention (time, energy, enthusiasm) flows into this area or how satisfied you are with this area (scale 0 - 10)
- Reflection (alone, with three, in a group)

- What do you mean, you don't know? Am I satisfied, am I missing something, is one area too full for me? How much energy do I get from this area?
- What resources are there?
- Where do you want to go? Determine the time and draw in the goal with a second color
- What is the first step per segment to become active?

Comments

The areas of life are:

- Work - meaning, fulfillment
- Material security/wealth
- Family (parents/grandparents, siblings/relatives)
- Partnership (cohabitation, spouse)
- Friends (social contacts)
- Health (diet, exercise, relaxation, quality of sleep, tendency to illness, regular visits to the doctor, addictive substances)
- I-time (hobbies; things that fulfill me, ...)
- Meaning in life/spirituality (interest in personal development, questions about where from, why and where of man, religion, ...)

Questions about resource work

- What do you find to be particularly helpful and supportive in the individual areas, even if you currently have no job?
- What are you satisfied and happy with, what are your sources of strength?

Scaling questions for further and target work

(pay special attention to areas with value ≤ 6 !)

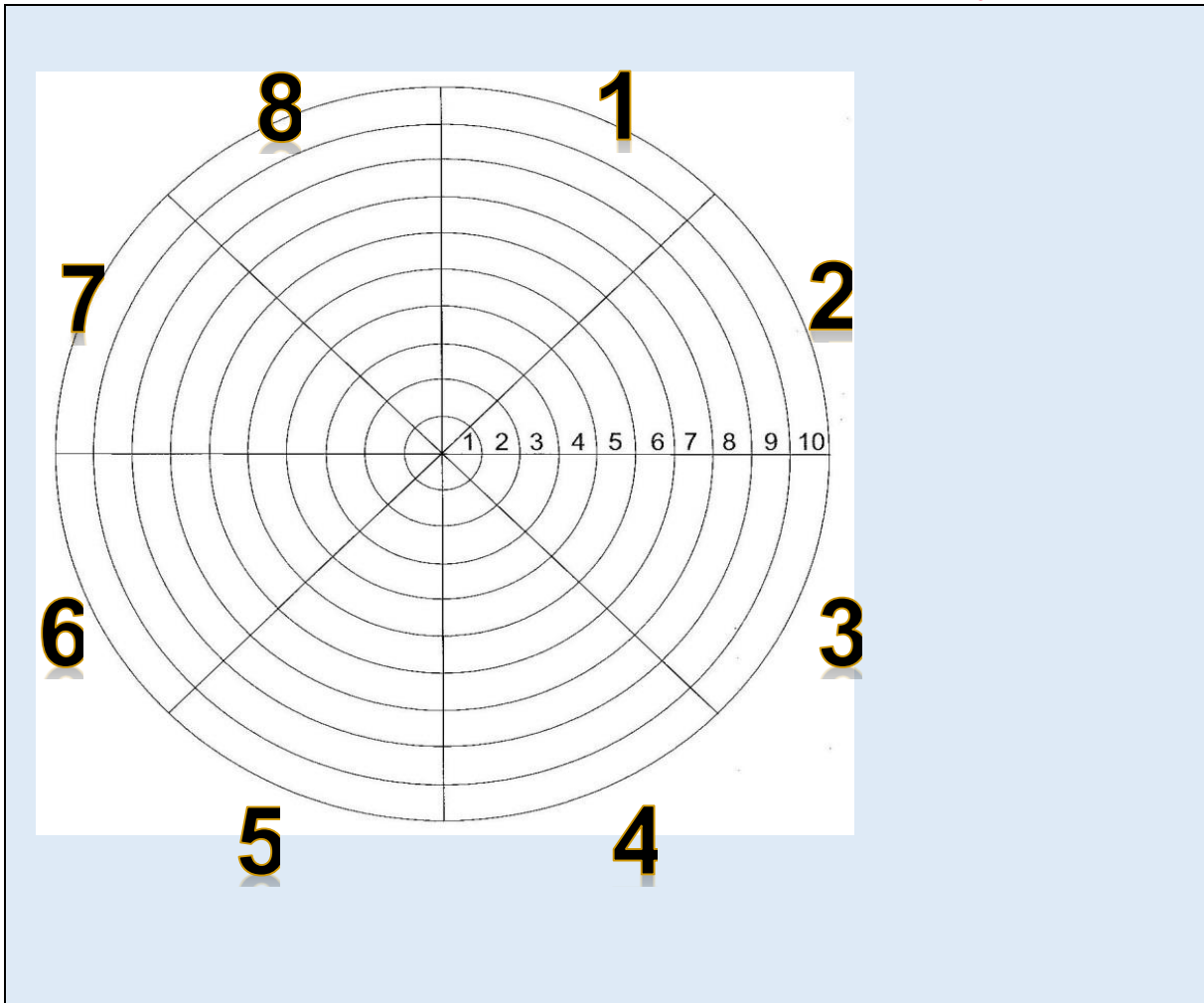
- What is different if you are one point higher in the scale?
- How would you know that?
- How would others notice it?
- What is possible? What else?
- Your 1st step is ... (solution orientation)

Source:

FREIDORFER, Birgit: Change - Werkzeugkasten für Veränderungen, Scriptum der WIFI Steiermark, 2011, p. 6.

The areas of life in the "wheel of life" are:

1. work - sense, fulfillment
2. material prosperity
3. family (parents/grandparents, siblings/relatives)
4. partnership (cohabitation, spouse)
5. friends (social contacts)
6. health (diet, exercise, relaxation, quality of sleep, tendency to diseases, regular visits to the doctor, addictive substances)
7. i-time (hobbies; things that fulfill me, ...)
8. meaning in life/spirituality (interest in personal development, questions about where from, why and where of man, religion, ...)



5.5. Example of third-party assessment (BE)

This sample of a third-party assessment is provided by the Belgian partner:

XXXX XXXX

VDO Accountmanager

Competenties

Bestaan uit gedrag, vaardigheden en kennis.
Als je de juiste competenties hebt ...

- voer je je takenpakket met **zelfvertrouwen** uit,
- beschik je over de juiste tools om jouw geplande **resultaten** te bereiken,
- is jouw werkgedrag **succesvol**, en jouw klant of werkgever **tevreden**.

Competenties

Tijdens je opleiding krijg je de kans om op verschillende tijdstippen jouw persoonlijke en professionele competenties in kaart te brengen met de COMET-tool. Je docenten helpen je daarbij.

RAPPORT

In dit rapport vind je het resultaat van jouw meting(en):

- Jouw eigen beoordeling;
- De beoordeling van de docent (of een gemiddelde van de docenten samen);
- De beoordeling van je stagementor (indien je stage liep).

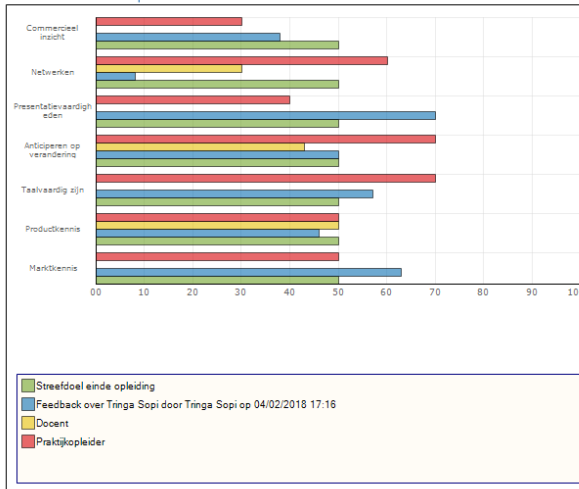
STAAFDIAGRAMMEN

De resultaten worden weergegeven in twee aparte staafdiagrammen. Enerzijds krijg je zicht op jouw ondernemerscompetenties (zoals samenwerken, communiceren, etc.) en anderzijds op je vaktechnische competenties. In één oogopslag kan je **jouw beoordeling** (en die van de docent en/of stagementor) **vergelijken met de norm** (= het streefdoel op het einde van de opleiding).

Ondernemerscompetenties

Competentie	Streefdoel einde opleiding	Feedback over Tringa Sopi door Tringa Sopi op 04/02/2018 17:16	Docent	Praktijkopleider
Maatbepalend verantwoord oordeel	50	50	50	50
Prijsbewustzijn	50	50	50	50
Plannen en organiseren	50	50	50	50
Stressbestendigheid	50	50	50	50
Levenslang leren	50	50	50	50
Probleemoplossend gedrag	50	50	50	50
Klantgerichtheid	50	50	50	50
Flexibiliteit	50	50	50	50
Ondernemerszin	50	50	50	50
Samenwerken	50	50	50	50
Communicatie	50	50	50	50

Vaktechnische competenties



FEEDBACK

De docenten hebben, waar ze dat nodig vonden, wat extra feedback gegeven per competentie. Deze kan je hieronder terugvinden en is zeker het lezen waard!

Check ook geregeld jouw digitale competentiedossier op bijkomende feedback van je docent en/of mentor.

• Ondernemerscompetenties

- Hoewel Tringa zeer zeker over de intellectuele capaciteiten beschikt om het te maken als account manager, mist ze een beetje de "drive" om te presteren. Ze geeft zelf aan dat ze een praktijkgerichte opleiding zocht en toch heeft ze geen stageplaats gezocht.

• Marktkennis

- onzeker en het werk was verre van volledig

• Productkennis

- Eens Tringa de branche heeft gevonden waarin ze actief wil zijn, zal ze zich zeker in de producten en hun technische eigenschappen verdiepen. Ze ziet er het belang van in om de voor- en nadelen van haar product/assortiment duidelijk in kaart te brengen.

• Anticiperen op verandering

- Tringa ziet kansen als ze zich aanbiedt en zal haar aanpak daarop afstemmen. Toch heb ik niet altijd het gevoel dat ze haar aanpak aanpast aan de behoeften van het ogenblik of de situatie.

• Netwerken

- Zowel op sociaal vlak als op professioneel vlak is netwerken nog een werkpunt.

UPSKILLEN?

Het inschalen van competenties heeft weinig zin als je er daarna niets méér mee doet. Met het resultaat moet je ook echt aan de slag! Daarom wordt gevraagd om hier even bij stil te staan (Reflectie) en te noteren welke punten je voor jezelf wil verbeteren of nog meer in de verf wil zetten (Actieplan onder elke Meetmoment in het Digitale Competentiedossier). Daarnaast kan je een individueel gesprek aanvragen met je docent of cursusbegeleider om te bekijken hoe je jouw werkpunten in en naast de les kunt verbeteren.

Hoe je het stuk Reflectie en het Actieplan invult, vind je terug in je digitale competentiedossier.

Indien je aan het einde van je opleiding nog niet helemaal tevreden bent, kan je je competenties verder verbeteren. Je docenten en cursusbegeleider helpen je hier graag mee verder!

SYNTRA WEST
EEN
PROFESSIELE



WENST JE
SUCCESSVOLLE,
CARRIÈRE!

5.6. Questionnaire (IE)

The Irish project partner has provided a questionnaire about the attributes a new worker should have in addition to the one developed by the project partnership:

<p>Attributes of a New Worker at an Interview or at Work.</p>	<p>The purpose of this short questionnaire is to establish the importance of behaviours and attitudes of a new worker both at interview and at work.</p> <p>Please rate the attributes below on how important they are in your opinion.</p>
--	---

How important is it?	Very Important	Important	Neither important nor unimportant	Less Important	Not at All Important
1. At work, a new worker needs to take the initiative.					
2. At work, a new worker needs to be open-minded and willing to improve.					
3. At work, a new worker needs to be punctual and adhere to break times.					
4. At work, a new worker needs to be able to cope with feedback and criticism.					
5. At work, it is important that a new worker asks question when they are unsure of something.					
6. At work, it is important that a new worker is not afraid to admit uncertainty.					
7. It is important that a new worker knows their own strengths and weaknesses.					
8. It is important that a new worker can identify what they like or dislike about the work.					
9. At an interview, the candidate must demonstrate that they can adapt to the requirements of the job.					
10. At work, a new worker should not over-estimate their own ability.					
11. At work, a new worker must understand the importance of personal protective equipment.					
12. A new worker needs to be able to deal with physical demands of the work (e.g. noise, heights, heat, cold etc.).					

How important is it?	Very Important	Important	Neither important nor unimportant	Less Important	Not at All Important
13. A new worker should have realistic understanding of the demands of the workplace.					
14. A new worker must recognise and adapt to the values of the workplace.					
15. A new worker needs to interact professionally with customers and co-workers.					
16. A new worker must have sufficient spoken and written language skills to meet the demands of the job.					
17. At an interview, the candidate should be able to identify unique selling points about themselves.					
18. A new worker must have the essential digital skills (data entry, updating systems or spread-sheets)					
19. At work, a new worker needs to identify any skill gaps they may have which could hinder performance.					
20. At work, a new worker needs to understand quality systems and processes.					
21. At an interview, the candidate needs to have a clear understanding of job related tasks, skill and knowledge.					
22. At work, a new worker must complete required documentation in accordance with quality practices.					
23. At work, a new worker should be a clear communicator and should contribute at meetings.					
24. At work, a new worker must understand the repetitive nature of some work.					
25. At an interview, the candidate needs to be able to portray themselves professionally to the employer.					
26. At work, a new worker must display flexibility and "help out" when required.					
27. At work, a new worker needs to understand the key performance indicators associated with the job.					
28. At work, it is important that a new worker admits when they have made a mistake.					

29. Can you identify **any other attributes or attitudes** that a new worker should be able to demonstrate at work?

A.	At work, it is important that the new worker
B.	At work, it is important that the new worker
C.	At work, it is important that the new worker
D.	At work, it is important that the new worker
E.	At work, it is important that the new worker

30. Of the attributes 1 to 28 and including A to E, can you now indicate **the top three most important attributes** that a new worker must demonstrate in the workplace?

Please circle one on each line:

Top 1	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 A B C D E
Top 2	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 A B C D E
Top 3	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 A B C D E

Finally, do you have any other comments observations which might be important when introducing new workers into the workplace?

Thank you for taking the time to complete this questionnaire.