



ASSESS PLUS



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EUROPEAN FRAMEWORK OF COMPETENCES IN SKILLS AUDITS FOR ADULT EDUCATION

ASSESS PLUS.

Supporting skills audits in adult education
through digital tools

2019-1-FR01-KA204-062263

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INTRODUCTION

The European Framework of Competences in Skills Audits for Adult Education has been elaborated as part of the implementation process of ASSESS PLUS. Supporting skills audits in adult education through digital tools (No. 2019-1-FR01-KA204-062263) – a project funded by the European Commission, under Erasmus+ Programme, Strategic Partnerships for Adult Education.

The ASSESS PLUS project team includes professionals from 7 organizations from 6 countries: the coordinator ITG Conseil, France and the partners INFODEF, Spain; BEST, Austria; IASIS, Greece; La bien paga, Spain; Business Foundation for Education, Bulgaria and Innoquality Systems from Ireland.

ASSESS PLUS. Supporting Skills Audits in adult education's main objective is to make available skills identification and screening through innovative digital tools and products, including the validation of skills acquired through informal and non-formal learning, and to facilitate the progress of low-skilled and disadvantaged adults towards higher qualifications.

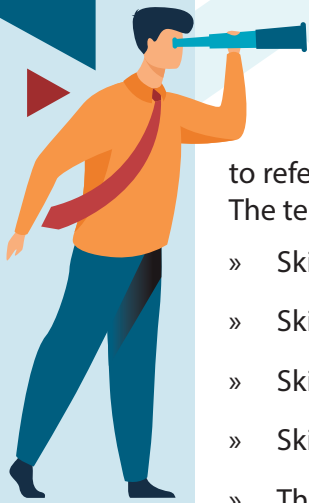
The European Framework of Competences provides a reference of competences in Skills Audits in Adult Education, using a common language to describe competences, skills, knowledge and proficiency levels that can be understood across Europe, following European standards and frameworks of reference such as the EQF. This product is designed to meet the needs of counsellors, guidance personnel, assessors and practitioners involved with validation and who may be working to support disadvantaged adults on accessing upskilling pathways by making skills identification and screening available through digital tools.

1. THE ROLE OF THE SKILLS AUDIT PROFESSIONAL

In 2017, 61 million adults aged 25 to 64 had ceased their formal education before completing upper secondary education. Through the Upskilling Pathways Recommendation, Member States agreed to adopt a strategic approach to provide joined-up learning opportunities to the EU's 61 million low-skilled adults, built on easily accessible pathways and comprising three steps, starting with skills assessment to identify existing skills and upskilling needs.

A skills audit is a process aimed at identifying and analysing the knowledge, skills and competences of an individual, including his or her aptitudes and motivations in order to define a career project and/or to plan a professional reorientation or training project; the aim of a skills audit is to help the individual analyse his/her career background, to self-assess his/her position in the labour environment and to plan a career pathway, or in some cases, to prepare for the validation of non-formal or informal learning outcomes. A skills audit in adult education is a means of enhancing the employment opportunities of all workers. It is estimated that the demand for skills audit professionals will continue to increase, and yet there is no single qualification that brings together the range of skills that these professionals need. In order to be effective, the skills audit process needs to be tailored to target groups.

When the term skills audit is used, it can actually refer to a different type of practice than what the Council Recommendation on validation suggests. For example, the term skills audit is used



to refer to large scale surveys in a country, region or a company in an English-speaking context. The terminology used more frequently is:

- » Skills profiling;
- » Skills diagnostics;
- » Skills assessment;
- » Skills portfolio;
- » The term 'bilan de competences' - a French is broadly used and sometimes also translated into other languages;
- » Some countries prefer to use the term competence instead of the term skills ('competence check, competence assessment');
- » Sometimes a skills audit is part and parcel of a larger validation process but designated with a specific term (other than validation).

Most skills audits have a common thread which consists of the following principles:

- » In most cases, the process is owned by the individual. This individual ownership results in one of the main effects of a skills audit: better awareness of ones' capabilities. This is often combined with the voluntary participation of individuals in the process. Some target groups are recommended or obliged to take part in a skills audit (for example, certain categories of unemployed or certain profiles of employees if it is a company-level initiative). In these cases, the skills audits may be owned by employers and public employment services rather than the individual;
- » Forms of assessment which combine narratives of past experience, interviews, and self-assessment are frequently used. There is typically some form of self-assessment which can be done on an individual basis or in a guided context. However, for some target groups, for example, people facing issues with literacy or with the language of the host country, support through trained counsellors is needed to help extract evidence from a persons' narrative.

The use of these approaches is typically sufficient if the aim of the process is to improve self-awareness, inform future choice, or better present one's capabilities to an employer¹.

The aim of ASSESS PLUS is to support Skills Audits in adult education through innovative digital tools and products to make available skills identification and screening, including the validation of skills acquired through informal and non-formal learning, and facilitate the progress of low-skilled and disadvantaged adults towards higher qualifications. To do so, among all countries, a European Framework of Competences in Skills Audits for Adult Education will be created in a transparent approach, i.e. through the application of EQF and ECVET, detailing the specific knowledge, skills as well as responsibility and autonomy necessary to promote, guide, assist, facilitate and assess effective skills audit.

Skills Audit Professionals will be able to operate in all contexts in which skills audit can be applied. Among them:

¹ Skills audits: tools to identify talent. Final report. Almina Besic, Emanuela Carta, Anette Curth, Ilona Murphy, Kate Regan, Michael Richardson, David McGuire, David Scott, Manuel Souto-Otero, Daniela Ulicna, July 2018



- audits for self-development
- audits for educational advancement
- audits for labour market integration
- audits for talent management in companies

2. MAIN TYPES OF SKILLS AUDITS

There are various ways in which skills audits could be grouped according to a typology. The most effective clustering of initiatives differentiates between four types according to the main purpose of a skills audit:

- » Type 1: Skills audits supporting self-development of the individual
- » Type 2: Skills audits supporting educational advancement of those wishing to (re)integrate education and training
- » Type 3: Skills audits supporting labour market integration of those outside employment or in transition
- » Type 4: Skills audits supporting talent management within an organisation

The types of skills covered, the extent to which standards are used as part of the process and if so which standards, the type of outcomes vary depending on the type of skills audit.

- » Skills audits for self-development

Aims: building self-awareness, developing a professional/training project for oneself, presenting one's experience convincingly

Typical providers: information and guidance services, third sector initiatives/volunteering/youth work

Use of standards: standards can be used as reference but they do not necessarily drive the process

Methods used: self-assessment, interviews, possibly complemented with personality tests/psychometric tools, sometimes observations

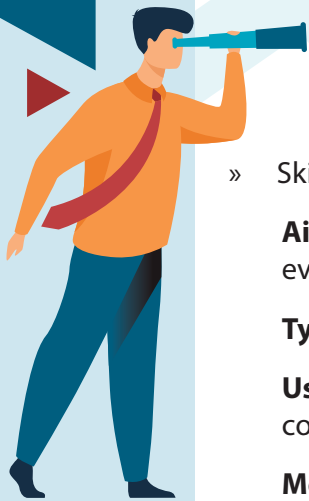
- » Skills audits for educational advancement

Aims: Reintegration into education and training, shortening of education/training, individualised training plan

Typical providers: Education and training providers

Use of standards: yes - education or qualification standards depending on the system

Methods used: broad range of methods but often includes demonstrations, performance and other observed activities.



» Skills audits for labour market integration

Aims: Finding and securing a position, matching candidates to job requirements, providing evidence to employers of past achievements

Typical providers: Public employment services

Use of standards: Occupational standards or qualification standards (which may also be combined with validation of NFIL and related certification)

Methods used: combination of soft methods with demonstrations, sometimes may include observation during a traineeship

» Skills audits for talent management in companies

Aims: Managing a workforce and supporting professional development within a company or a profession

Typical providers: Companies or public services

Use of standards: Occupational standards or company specific job descriptions

Methods used: self-assessment, feedback from line managers, feedback from peers, observations, past performance

LEARNING



3. NEEDS AND BENEFITS

A proposed description of qualifications has been prepared within the project ASSESS PLUS, which is aimed at supporting Skills Audits in adult education, to make available skills identification and screening through innovative digital tools and products, including the validation of skills acquired through informal and non-formal learning, and facilitating the progress of low-skilled and disadvantaged adults towards higher qualifications.

This EQF serves as a reference tool to compare the qualification levels of the different qualifications systems and to promote both lifelong learning and equal opportunities in the knowledge-based society, as well as the further integration of the European labour market, while respecting the rich diversity of national education systems.

The developed European Qualification Framework of the Skills Audit Professional in terms of knowledge, skills as well as responsibility and autonomy is based on learning outcomes as statements of what the learner knows, understands and is able to demonstrate after completion of the learning process (outcome-based approach).

Such learning outcomes have then been constructed around the following learning areas:

- » Design and plan skills audit
- » Develop skills audit
- » Deliver skills audit

It will contribute to the professional and personal (self) improvement of Skills Audit Professionals.

Ultimately, the EQF developed within ASSESS PLUS project aims to contribute to wider lifelong learning goals and increase the learning and labour mobility, employability and social integration of the work forces..





4. COUNTRY SPECIFIC LEGAL FRAMEWORK IN THE PARTNERS' COUNTRIES

Certain countries have a legal framework which establishes skills audits as a universal right whereby participation is voluntary and open to all: Belgium, France, Luxembourg, and Italy. In other countries, skills audits are established as a legal right (voluntary participation) or legal obligation (compulsory participation) for specific categories of workers or learners (migrants in the Czech Republic, IVET adult learners in Denmark, lower secondary education students in Germany). The remaining countries do not have an overarching legal framework for skills audits, but have employment or education & training policy strategies covering skills audits with no legal rights or obligations attached. For instance, the promotion of skills audits is firmly rooted in policy frameworks relating to the validation of non-formal and informal learning (e.g. Austria, Czech Republic, Finland, Sweden).

AUSTRIA

In Austria there is no generally applicable legal framework that defines and regulates access to skills audits. However, there are various institutions that offer skills audits for different areas (e.g. languages, IT, vocational orientation), which are usually available free of charge to all interested persons. There are no systematic or standardised measures for skills audits of non-formally and informally acquired competences, but there are some initiatives that are mainly offered by adult education institutions, freelance counsellors or coaches and the Public Employment Service (AMS). There are no concrete standards to support validation. Some organisations develop their own standards or procedures to identify competences, mainly based on examples of good practice from abroad.

BULGARIA

In Bulgaria there is no official framework for Skills Audit. However, as of January 1, 2015, Ordinance № 2 of 13.11.2014 on the Terms and Conditions for Validation of Professional Knowledge, Skills and Competencies is in force. According to this Ordinance, Vocational Training Centres, which plan to perform validation, need to specify in the internal by-rules for their activity the validation procedure, the obligations and responsibilities of the participants in the validation process. The validation procedures in the vocational training centres are subject to control by the Bulgarian National Agency for Vocational Education and Training. To facilitate the vocational training centres in introducing a validation procedure, they can use a Manual for Validation of Professional Qualifications Acquired through Non-formal and Informal Learning, developed within the project BG051PO001-4.3.03 "Establishment of a system for identification and recognition of informally acquired knowledge, skills and competencies", funded by OPHRD. Upon successful completion of the validation, the person receives a document - Certificate for validation of the degree of professional qualification and Certificate for validation of professional qualification in part of the profession.



FRANCE

Skill audits in France are regulated by different laws² and are administrated by the Ministry of Labour.

Skill audits allows workers and unemployed people to analyse their professional and personal skills. It measures their motivation as well regarding any possible professional development project and, if necessary, it measures if training is required.

Anyone who is active can benefit from a skill audit, including: private sector employees, job seekers (the application must be made to the Employment Centre (labour office), APEC (labour office for managers) or Cap Emploi (labour office for people with disabilities), public sector employees (officials, non-incumbents, etc.).

The objectives of the skill audit are to analyse personal and professional skills, abilities and motivations, define professional project and, if necessary, support training, in order to support the user in undertaking a job, training or career development.

The summary document may be communicated as long as the skill audit is organized in a neutral space, outside the company; the advisor is subject to the obligation of professional discretion (the personal information entrusted to them in the performance of their duties cannot be disclosed); the skill audit is linked to the work done with the advisor and refers to the professional development project.

The length of the skill audit varies depending on the individual's need. It is a maximum of 24 hours. It is usually spread over several weeks.

The skill audit must consist of three phases – a preliminary phase, an investigation phase and a conclusion phase. The time spent in each phase varies depending on the actions taken to meet the person's need.

The preliminary phase is aimed at analysing the demand and need, determining the format most appropriate for the situation and need, jointly defining how the skill audit will proceed.

The investigation phase allows one to either to build a professional project and verify its relevance, or to develop one or more alternatives.

The conclusion phase, through personalized interviews, allows one to appropriate the detailed results of the investigation phase; to identify the conditions and means for carrying out the professional or projects; to provide the main modalities and steps of the professional projects, including the possibility of benefiting from a follow-up interview with the skill audit provider.

This phase concludes with the presentation to the beneficiaries of the detailed results and a summary document. The results of the skill are the property only of the beneficiary. They can only be communicated to a third party with their consent.

² Articles L. 1233.71, L. 6313-1, L. 6313-4 et R. 6313-4 à R. 6313-8 du Code du travail; Arrêté du 31 juillet 2009 relatif au bilan de compétences des agents de l'État; LOI n° 2018-771 du 5 septembre 2018 pour la liberté de choisir son avenir professionnel; Décret n° 2018-1330 du 28 décembre 2018 relatif aux actions de formation et aux bilans de compétences.



GREECE

There is limited regulation for skills audits in Greece. However, there are employment or education & training policy strategies covering skills audits. For instance, the promotion of skills audits is firmly rooted in policy frameworks relating to the validation of non-formal and informal learning. A policy as the ones mentioned before is the development of and the compliance with a National System for the Certification of Qualifications, under the National Qualifications Framework (NQF), which is in correspondence with EQF & National Coordination Point for EQF (NCP) and which is one of the main frameworks for validating someone's skills. In Greece, the main public body which is responsible for that is EOPPEP (exact translation in English: National Organisation of Skills Certification and Vocational Guidance in Greece). EOPPEP develops and implements the National Accreditation & Certification System for non-formal education, including initial and continuing vocational training and adult education, and provides scientific support to Vocational Guidance & Counselling services in Greece. Moreover, EOPPEP is the Greek Reference Point for ECVET and the National Centre for EUROPASS in Greece, which could also count as skill audit processes. Therefore, the organizations or institutions licensed by EOPPEP have all the adequate knowledge, in order to implement skills audit processes, always based of the Greek NQF.

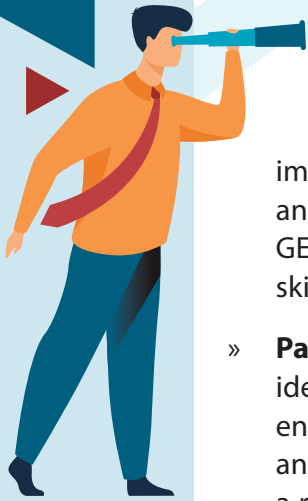
Furthermore, in Greece every individual is able to attend processes where skills audits can take place. It is a fact that EOPPEP mostly accredits organizations and independent professionals, who, however, could perform skills audit tools, assessment and career path planning to other individuals, even to vulnerable social groups (Special Centres for vulnerable social groups).

IRELAND

There is not a binding, nor nationally-applicable framework related to skills audits, nor to the notion of audits as a general concept within Irish education or industry. While some historic and ongoing Nationally-funded or led activities in this area are or have been conducted, and while there are a number of papers and reports which attempt to provide an overview of the requirements, it should be noted that these are not agreed nor instituted at a national level and these reports and projects do not address any form of legal framework or national support or guidance.

Nonetheless, some examples of such reports include:

- » **National Skill's Strategy 2025:** Ireland's Future: A short overview of efforts to promote skills audits within and across national policy is presented within this report, where it is noted that a key objective of the National Skill's Strategy (NSS) is to encourage people across Ireland to engage more in lifelong learning, elements of which include the use of skills audits to provide pathways to continued education and accreditation. It is further noted in the report that greater recognition of workplace learning (including in company training, on-the-job training and non-formal activities such as team work) are desirable, further supporting the role of skills audits.
- » **The Further Education and Training Strategy: 2014-2019:** The Further Education and Training (FET) Strategy aims to deliver "a higher quality learning experience leading to better outcomes for all those who engage in FET". As part of this report, a roadmap and



implementation plan is presented to attempt to provide a means of ensuring an effective and comprehensive Irish FET system to meet the needs of stakeholders engaging with or in GET - leading to improved social inclusion, economic development, etc. Elements related to skills audits are outlined, but not fully addressed as part of this report.

- » **Pathways to Work Strategy 2020-2024:** The Pathways to Work Strategy is aimed at identifying and addressing obstacles that have so far limited people with disabilities from engaging in the work force within Ireland. This seeks to do so by identifying ongoing issues and failings in resource and supports available to employment services staff and clients. As a result of the subject matter identified within this strategy, elements and areas within this project, skills audit are seen as playing a key role within this strategy. It should be noted however, that this is in the very early stages of development.

Based on the above policy strategies, reports and frameworks, there is no legal nor nationally-binding guidelines or frameworks for skills audits within Ireland.

SPAIN

In Spain there is not an official framework for Skills Audit, but the OECD (forum where governments work together to address the economic, social and environmental challenges of globalisation) published the “OECD Skills Strategy Diagnostic Report” (2015) which provides the country with a framework for developing co-ordinated and coherent policies that support the development, activation and effective use of skills..



5. PROVIDERS OF SKILLS AUDITS OR SIMILAR ACTIVITIES RELATED TO THE DIFFERENT PHASES OF THE SKILLS AUDITS IN THE PARTNERS' COUNTRIES

The main provider of skills audits in the public sector are public employment services. Their objective is typically to identify and document the skills and knowledge of different target groups that access their services. Other public sector entities include vocational schools and higher education institutes (e.g. Austria, Croatia, Ireland, Netherlands, and Poland) or adult education centres (e.g. Austria and Finland). In the private sector, there is a relative diversity of skills audits providers: private education providers, freelance counselling practitioners, private companies. In Belgium, Sweden and the United Kingdom, social partners are involved in the provision of skills audits.

AUSTRIA

Skills audits are offered by various institutions in Austria. For example, the Austrian Integration Fund (ÖIF) offers free German tests for recognized refugees or people granted subsidiary protection and migrants. Various language institutes offer (online) tests for different languages (e.g. WIFI, Sprachschule AKTIV, Cambridge Institute). The Berufsförderungsinstitut (bfi) offers tests for languages as well as IT placement tests for private individuals. Job-seekers who take part in an AMS training measure can take language and IT tests at the respective training institutions - like BEST - and complete various competence assessment procedures.

The Public Employment Service Austria (AMS), for example, uses different approaches to competence assessment based on work experience and informal learning for refugees who have come to Austria in recent years. Vocational interest tests can also be carried out free of charge at AMS, BIZ (BerufsInfoZentren des AMS), the Chamber of Labour (AK). Within the framework of various training projects carried out by the Public Employment Service for job-seekers, the training institutions carry out a wide variety of competence assessment procedures, which are often developed/adapted in-house. The Economic Development Institute (WIFI) uses the potential analysis as a psychological test procedure with personal advice. Potentials and possibilities for further professional development are identified, as are which occupational areas and training courses may be particularly suitable. A psychological test procedure is used to determine which personality traits, motivation and interest structure, as well as key skills and potential are present. Non-formally and informally acquired competences are also included in the potential analysis.

BULGARIA

Activities related to the different phases of the Skills Audits are provided by different public institutions and private entities.

Vocational Training Centres which are private entities or sometimes part of vocational schools can perform validation of professional knowledge, skills and competencies.

According to the Bulgarian Pre-school and School Education Act, schools can validate competencies for a secondary level of education, validate professional qualifications or validate competencies in a subject not included in a high school diploma.



In the private sector, skills audits are often performed by the companies themselves (or by external for the company entities), but there is no unified practice or legal framework. Such skills audits are performed for the purposes of the companies themselves and are most often performed by their HR departments or external HR professionals.

FRANCE

Skill audit providers are financed by public funds or mutual funds; they are certified based on criteria defined by French State.

- » Skills audit operators (OPCO) with companies, training organizations and apprenticeship training centres (CFAs). They can be public or private companies. They are registered and recognized by the state.

Companies in France are not allowed to organize the competence skill procedure by themselves. The Skill audit is provided by a neutral organization outside the company.

The Ministry of Labour has developed a model of Certification to organize standardized certificates to prove the achievement of training actions, as well as for competency assessments, VAE actions (recognition of acquired experience - both formal and non-formal). This is also used for training actions in apprenticeships. This new law was set up 1/06/2020 by the associations „Transitions Pro“ (ATpro) This certificate is annexed to the following document.

In order to find the appropriate skill audit centre next to one's address, individuals can search using the following web site: www.bilandecompetences.fr

This is the national directory dedicated to Skills Audit.

Employees, civil servants, self-employed workers, job seekers, or those in a situation of unemployment or disability who may wish to prepare their development or retraining can undertake a skills audit. Choosing a skill audit allows one to benefit from individual support with a professional and to be guided in a professional project, training or a VAE (Validation des acquis de expérience).

This national system allows beneficiaries to identify the skill audit centres close to their address.

GREECE

The majority of the providers of assessment, self-assessment, career path panning, validation of non-formal and informal learning outcomes, etc. belong to the Greek Public sector. Some examples are the Ministry of Health, the Ministry of Labour, the Ministry of Economy, the Ministry of Education, EOPPEP, the various Universities, etc.

Some other providers include the Free Studies Workshops, Private Vocational Training Institutes, Vocational Training Centres, Counselling centres for career development for youth & adults or Special Centres for vulnerable social groups, which are mainly licensed or accredited by EOPPEP and the Ministry of Education.

IRELAND

For young people, including school leavers, youth organisations are primarily involved in the provision of activities related to skills audits. One leading example of same is <http://www.>



youthreach.ie/index.html, which seeks to provide young people who may or may not have left schools with “opportunities for basic education, personal development, vocational training and work experience.”. The youth reach support is now overseen by regional education and training boards in Ireland (<https://www.etbi.ie/>) which provide a variety of means of supporting the youth reach process, including learner assessment and career planning.

At the level of Higher Education, the development of systems for Recognition of Prior Learning (RPL) has been progressed through a range of leading HEI institutions, including the Cork Institute of Technology (www.cit.ie), who have identified processes for the assessment of skills gained through formal and non-formal education. The role of RPL and systems for same are outlined in Annex 2, but for the purposes of this report, the European definition of RPL is offered - “RPL incorporates prior formal, informal and non-formal learning and that which is validated within the context of a specified destination award from level one to ten on the national framework of qualifications” (p. 3, European Commission, Cedefop, ICF International; 2014).

There are a range of initiatives in the ICT sector aimed at collaboration with HEIs to identify processes around skills audits with a view to employer and industry needs. One example of a large scale skills audit undertaken across a specific sector is FIT - which is an industry-led initiative which works with government departments and HEIs, training agencies (both national and regional) to support the provision of high-quality IT graduates. This process includes “tech apprenticeships” to support an apprentice-orientated approach to IT jobs and the process for applicants involves attending an aptitude session, attending an interview, participating in CV and interview workshops. A key element within this was a national ICT skills audit which FIT undertook in 2018 (<https://fit.ie/wp-content/uploads/2019/08/10170-FIT-2018-ICT-Skills-Audit-Design-F.pdf>). This was conducted to gather detailed data on the skills needs of ICT companies nationwide and ensure that education and training provision in ICT is relevant and responsive to actual needs. The approach adopted was a pragmatic, bottom-up one, asking employers what their actual hiring plans were and what specific skills they are looking for.

In addition to this, the Register of Architects in Ireland provides the opportunity to utilize a process called the Architects Register Admission Examination (http://www.arae.ie/assessment_process.html), which is an examination through which practitioners can formalise their professional standing. This allows people to assess the skills they have acquired through practice - such as design skill and professional competence.

SPAIN

Spain has a number of mechanisms and systems in place for engaging stakeholders as important resources in i) making assessments, ii) interpreting quantitative labour market data (e.g. job postings, wages, employment) and iii) validating assessments of current and future skill needs, but they are not being fully leveraged at present. Examples of mechanisms that facilitate the engagement of stakeholders of skills assessment issues include: the General Council for Vocational Training, which brings together representatives of government and major stakeholder to discuss issues related to VET; the University Council, which convenes rectors of Spanish universities; and state school boards, which include representations from all sectors of the non-university educational community. However, the government reports experiences of having difficulty in engaging interest from enterprise, especially among SMEs, which comprise the bulk of Spanish enterprise.



6. EUROPEAN TRANSPARENCY TOOLS

A number of European instruments such as the European Qualifications Framework (EQF), Europass, ECVET, the multilingual classification of European Skills/Competences, Qualifications and Occupations (ESCO) and quality assurance frameworks have been developed and implemented to support the mobility of learners and workers. These tools are focused on improving transparency, making qualifications comparable across countries (EQF) and learning outcomes recognizable (ECVET), facilitating lifelong learning. These instruments were not developed in isolation from each other, they are closely linked, where the different tools and services - including transparency and recognition of qualifications, validation of non-formal and informal learning and lifelong guidance - are offered in a coordinated way designed to contribute to real European mobility where a person's knowledge, skills and competences can be clearly understood and quickly recognized.

The European Credit System for Vocational Education and Training (ECVET - <http://www.ecvet-toolkit.eu>) was developed to enable people to build on what they have learned in the past when wishing to achieve a qualification. Competent authorities may decide to use ECVET to give people the opportunities to receive recognition for learning outcomes they achieved abroad, but also for learning outcomes achieved through learning in another institution or system within the same country, or those acquired by experience. In the context of economic restructuring, where certain sectors are declining and laying off staff while others have difficulties in recruiting adequately qualified staff, there is a need for a flexible workforce. People are expected to have the aptitude but also the opportunities to continue learning and develop new knowledge, skills and competence. Given the demographic pressure in Europe, there is a strong need for improving employment rates and ensuring that the human and social capital of people in Europe is used to its best.

The implementation of ECVET in the European qualification system is designed to support the recognition of professional qualifications of employees in the European countries in which the system operates. The application of ECVET can result in an increase in social motivation to raise, extend and improve their professional skills throughout their working life in order to become more competitive on the European labour market. Employees should gather ECVET credits for all their working lives, to become more adaptable on the labour market. This process should function at every stage of professional preparation: formal, non-formal and informal learning. The resulting points may help to build a professional portfolio of a worker and an employee, characterizing the suitability of his/her qualifications for a specific professional sector.

The core element of ECVET technical specifications is the use of learning outcomes. Learning outcomes describe what a person knows and is able to do and therefore they are neutral to how, in which context and over what duration, individuals' have developed their knowledge, skills and competence. They make it possible to recognise learning in view of achieving a qualification independent of where the learning took place and over what duration.

7. DEFINITION OF EUROPEAN QUALIFICATION FRAMEWORK

The aim of the Recommendation of the European Parliament and the Council of 23rd April 2008 on the establishment of the European Qualifications Framework for lifelong learning was „the creation of common reference framework intended to serve as a tool for comparing qualifications in both general and professional education“.

The Recommendation of the Council Recommendation of 22nd May 2017 on the European Qualifications Framework (EQF) for lifelong learning and repealing the recommendation of the European Parliament and the Council of 23rd April 2008 states the purpose of the EQF, which is to improve the transparency, comparability and portability of people’s qualifications.

The European Qualifications Framework for lifelong learning has been developed to allow easy comparison of qualifications achieved in different European countries. It is a common European reference framework, binding national qualifications systems of particular countries.

The European Qualifications Framework enables the linking the various national systems and qualifications frameworks based on eight reference levels. Eight benchmarks are described through learning outcomes.

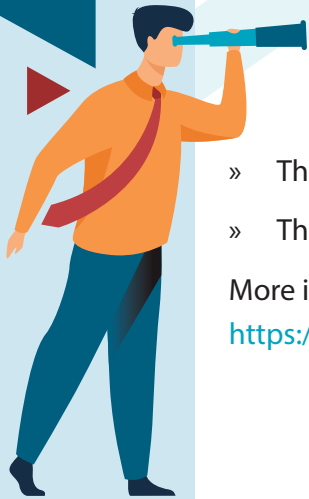
In the European Qualifications Framework, learning outcomes inform what a learner knows, understands and is able to do after completion of the learning process. Therefore, in the European Qualifications Framework, the effects of learning are particularly important. Learning outcomes are listed in three categories:

- » Knowledge
- » Skills
- » Responsibility and Autonomy

Principles underpinning the European Qualifications Framework are widely recognized by the countries of the Community.

Benefits of implementing the EQFs:

- » The qualifications are more readable and easier to understand in different countries and systems in Europe.
- » The citizens’ mobility between countries is promoted.
- » Lifelong learning is facilitated.
- » A comparison of learning outcomes in different European countries can facilitate cooperation between countries and institutions.
- » The common European reference point links different national qualifications systems and thus facilitates better communication among them.
- » A network of independent but interrelated and mutually understandable qualifications is created.
- » The transfer of qualifications between countries, systems and institutions is made comparable.
- » Access to lifelong learning and the scope of participation in this process is improved.



- » The validation of non-formal and informal learning is facilitated.
- » The transparency of qualifications awarded outside the national systems is encouraged.

More information is available at the following link:

<https://ec.europa.eu/ploteus/en/content/how-does-eqf-work>.

8. SKILLS AUDIT PROFESSIONAL EQF OVERVIEW

The European Qualification Framework for the Skills Audit Professional presents the following structure::

LEARNING AREA A: DESIGN AND PLAN SKILLS AUDIT

- Learning outcome A.1: Knowing and applying the legislative framework and background of skills audit
- Learning outcome A.2: Designing a skills audit process
- Learning outcome A.3: Coordination and management of relations

LEARNING AREA B: DEVELOP SKILLS AUDIT

- Learning outcome B.1: Organising and managing the parties involved in the skills audit and their relations
- Learning outcome B.2: Implement skills audit actions

LEARNING AREA C: DELIVER SKILLS AUDIT

- Learning outcome C.1: Delivering and managing a skills audit activity
- Learning outcome C.2: Coordination and management of relations

The three Learning Areas cover the overall planning-creation-implementation process of skills audit. For each Learning Area the specific Learning Outcomes have been detailed, expressing what individuals should know, understand and be able to do at the end of the learning process.

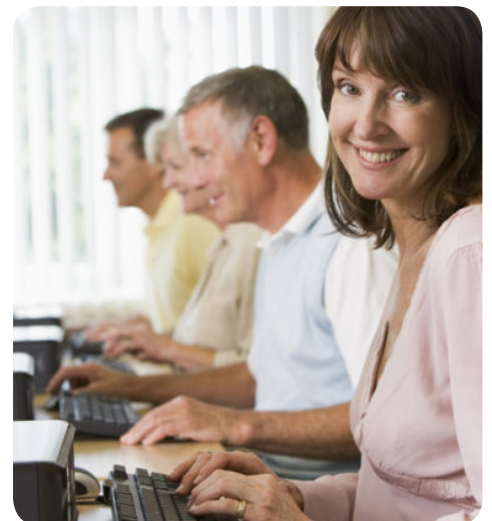
The developed EQF takes into account the different parties involved in the activity. The Skills Audit Professional should be able to establish positive relations with all the parties involved.

Learning Areas and Learning Outcomes have been formulated by the project partners according to the results of the national surveys each partner carried out, starting with the National Qualification Frameworks (where existing).

EQF Level 5 has been assumed as reference for the Skills Audit Professional.



	Knowledge	Skill	Responsibility and autonomy
Level 5	Comprehensive, specialised, factual and theoretical knowledge within a field of work or study and an awareness of the boundaries of that knowledge.	A comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems.	Exercise management and supervision in contexts of work or study activities where there is unpredictable change review and develop performance of self and others.



9. EUROPEAN QUALIFICATION FRAMEWORK FOR THE SKILLS AUDIT PROFESSIONAL EQF LEVEL 5

AUDITOR IN SKILLS AUDITS FOR SELF-DEVELOPMENT

LEARNING AREA A: COMPETENCES TO DESIGN AND PLAN SKILLS AUDIT

LEARNING OUTCOME A.1: Knowing and applying the legislative framework and background of skills audit

KNOWLEDGE	SKILLS	RESPONSIBILITY AND AUTONOMY
<ul style="list-style-type: none"> - Describe the laws regulating skills audit in his/her own country / sector 	<ul style="list-style-type: none"> - Apply the legislative framework of skills auditing; - Describe the laws regulating skills auditing; - Observe legal regulations relevant for implementing skills audit; - Select the useful documents to set up the skills audit; - Use computer programs to build databases with relevant information to design skills audit programmes; - Prepare contractual arrangements with potential users; 	<ul style="list-style-type: none"> - Find information on the national and the European educational systems; - Organize the documents and collected information inside an updatable database;

LEARNING OUTCOME A.2: Designing a skills audit process

KNOWLEDGE	SKILLS	RESPONSIBILITY AND AUTONOMY
<ul style="list-style-type: none"> - Recognize the four types of skills audit and their features: characteristics, aims, advantages and disadvantages; - Recognise the strengths and weaknesses of a skills audit; 	<ul style="list-style-type: none"> - Design measurable and achievable development and assessment criteria; - Design the skills audit path according to a specific planning process; - Identify the four types of skills audit; - Demonstrate an understanding of the meaning of the following terms: lifelong learning; formal education; informal training; 	<ul style="list-style-type: none"> - Assess the use of measures preparing for a skills audit; - Select materials, resources and equipment for supporting the skills audit process; - Anticipate and adapt the skills audit programme to changes and needs;



LEARNING OUTCOME A.3: COORDINATION AND MANAGEMENT OF RELATIONS

KNOWLEDGE	SKILLS	RESPONSIBILITY AND AUTONOMY
<ul style="list-style-type: none"> - Know rules and modern means of communication; 	<ul style="list-style-type: none"> - Point out the tasks and areas of responsibility of all skills audit actors; - Prepare for collaboration with external parties; - Apply communication rules and techniques appropriately in relevant situations; - Ensure that safety rules at work are respected; - Explain the role of the skills auditor; 	<ul style="list-style-type: none"> - Understand and accept different points of view; - Manage / Control various communicative situations; - Negotiate the situations and solve conflicts; - Help a client create a personal action plan based upon skills audit results;

LEARNING AREA B: COMPETENCES TO DEVELOP SKILLS AUDIT

LEARNING OUTCOME B.1: ORGANISING AND MANAGING THE PARTIES INVOLVED IN THE SKILLS AUDIT AND THEIR RELATIONS

KNOWLEDGE	SKILLS	RESPONSIBILITY AND AUTONOMY
<ul style="list-style-type: none"> - Discern the strategies and interaction techniques for identifying/anticipating/fulfilling different user expectations; 	<ul style="list-style-type: none"> - Contextualize a user's needs and expectations in customized audits; - Identify possibilities of collaboration with further parties involved in skills audits (regional, national, European); - Foster a sense of initiative and entrepreneurship 	<ul style="list-style-type: none"> - Understand how to give and receive feedback; - Adopt suitable behaviours to motivate and involve all parties in the process; - Develop synergies inside and outside of the audit process; - Interact in a collaborative and profitable way with all actors; - Study and apply solutions for difficulties or problems related to technical aspects or human relations in the working context; - Use collaborative networks;

LEARNING OUTCOME B.2: IMPLEMENT SKILLS AUDIT ACTIONS

KNOWLEDGE	SKILLS	RESPONSIBILITY AND AUTONOMY
<ul style="list-style-type: none"> - Know the evaluation criteria for working experience; - Know the techniques and the methodology for the assessment of competences; - Understand the issues on psychology of personality and learning; 	<ul style="list-style-type: none"> - Check learning prerequisites; - Introduce users with all the relevant aims, tasks and content of the audit; - Apply suitable procedures for the selection of users for the different types of skills audit; 	<ul style="list-style-type: none"> - Activate the motivation and the user's involvement; - Link the expressed users' needs to the training context; - Help the user to focus on his/her future competences rather than on their shortcomings;



- Subjectively collect relevant information about the user's activity, by communication and/or observation;
- Distinguish between formal and informal assessment tools;

- Manage relationship with the users in order to highlight skills in problem solving and decision taking;
- Use communication techniques in accordance with the user's personality, learning style and zone of development;
- Stimulate the user to point out possible doubts;

LEARNING AREA C: COMPETENCES TO DELIVER SKILLS AUDIT

LEARNING OUTCOME C.1: DELIVERING AND MANAGING A SKILLS AUDIT ACTIVITY

KNOWLEDGE	SKILLS	RESPONSIBILITY AND AUTONOMY
<ul style="list-style-type: none"> - Know the functions of the auditing methods and the way they work; - Understand the process of operative development of a skills audit; - Know the dispositions ruling the process of a skills audit; - Understand the modular architecture of the process of skills audit; - Manage resources, administration and financial management techniques; - Comprehend the process and product quality management techniques; 	<ul style="list-style-type: none"> - Use the main auditing methods; - Elaborate a plan of activities; - Draw up the necessary documentation; - Present audit results to the user; - Control auditing processes and draw conclusions accordingly; - Reflect frequent reasons for termination of skills audit and take measures for its prevention; - Assess the application of digital skills; - Plan, implement and assess the methodological design of skills audit; - Describe criteria for the selection of auditing methods and substantiate the chosen methods; - Consider methodical principles in the development of the auditing process; - Identify the knowledge of the adult; - Identify the skills of the adult; - Identify the competences of the adult; - Analyse the knowledge of the adult; 	<ul style="list-style-type: none"> - Apply new ideas and suggestions; - Exploit facilities, equipment and materials according to instructions and criteria of economy, efficiency and safety established; - Apply accurate and strict observations and comply to quality rules; - Implement different skills auditing methodologies; - Optimize times/spaces/procedures/resources functionally for the development of the auditing process; - Perform a task with precision and expertise, and find positive solutions to possible problems; - Fix proper methods for comparison and communication; - Create the motivation to support a quick implementation of audit results; - Select auditing methods and media and apply them according to a specific situation; - Establish auditing-friendly conditions and a motivating auditing culture; - Offer additional learning opportunities, especially in the form of additional qualifications; - Provide constructive feedback based on preliminary set criteria;



- Analyse the skills of the adult;
- Analyse the competences of the adult;
- Use computerized or automated assessment instruments;
- Accurately and thoroughly conceptualize and diagnose users' needs based on different assessment tools and techniques;

LEARNING OUTCOME C.2: COORDINATION AND MANAGEMENT OF RELATIONS

KNOWLEDGE	SKILLS	RESPONSIBILITY AND AUTONOMY
<ul style="list-style-type: none"> - Recognize the user's needs; - Know CVs, personal characteristics of the user and group dynamics; 	<ul style="list-style-type: none"> - Ensure users are kept well informed and receive frequent updates on all aspects of the audit; - Consider the age-specific behaviour of users and important environmental influences while implementing the audit; - Reflect the role of the auditor as auditing facilitator; - Identify users with disadvantages according to their needs and offer guidance in case of difficulties; 	<ul style="list-style-type: none"> - Promote correct, clear, efficient, efficacious communication and respect; - Organize the context where the audit takes place and manage unexpected events; - Communicate with everyone who is involved in the auditing process in patient and responsible manner; - Handle conflicts in a constructive way by respecting intercultural difference; - Recognise unusual behaviour and typical conflict situations in the course of auditing in a timely manner, analyse it and apply strategies for a constructive handling of conflicts; - Reinforce users' confidence; - Support inclusive competencies, e.g. with regard to the needs of disadvantaged users;



AUDITOR IN SKILLS AUDITS FOR EDUCATIONAL ADVANCEMENT

LEARNING AREA A: COMPETENCES TO DESIGN AND PLAN SKILLS AUDIT

LEARNING OUTCOME A.1: KNOWING AND APPLYING THE LEGISLATIVE FRAMEWORK AND BACKGROUND OF SKILLS AUDIT

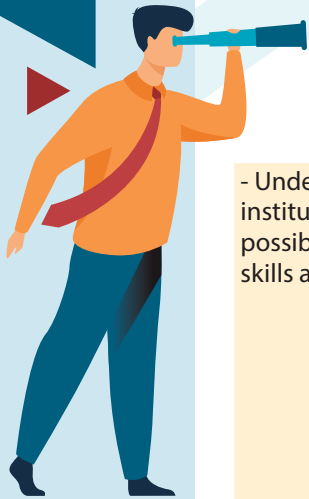
KNOWLEDGE	SKILLS	RESPONSIBILITY AND AUTONOMY
<ul style="list-style-type: none"> - Describe the laws regulating skills audit in his/her own country / sector 	<ul style="list-style-type: none"> - Apply the legislative framework of skills auditing. - Describe the laws regulating skills auditing; - Observe legal regulations relevant for implementing skills audit; - Design skills audit projects for learners according to rules to achieve expected audit outcomes; - Select the useful documents to set up the skills audit; - Use computer programs to build databases with relevant information to design skills audit programmes; - Prepare contractual arrangements with potential users; 	<ul style="list-style-type: none"> - Find information on the national and the European educational systems; - Organize the documents and collected information inside an updatable database;

LEARNING OUTCOME A.2: DESIGNING A SKILLS AUDIT PROCESS

KNOWLEDGE	SKILLS	RESPONSIBILITY AND AUTONOMY
<ul style="list-style-type: none"> - Recognize the four types of skills audit and their features: characteristics, aims, advantages and disadvantages; - Recognise the strengths and weaknesses of a skills audit; 	<ul style="list-style-type: none"> - Design measurable and achievable development and assessment criteria; - Interact and relates with teachers to identify the didactic programming: formulation of learning objectives in didactic processes, design of training actions and the assessment planning; - Design the skills audit path according to an annual or specific planning process; - Identify the four types of skills audit; - Demonstrate an understanding of the meaning of the following terms: lifelong learning; formal education; informal training; 	<ul style="list-style-type: none"> - Plan the skills audit path according to the student's curricula; - Assess the use of measures preparing for a skills audit; - Select materials, resources and equipment for supporting the skills audit process; - Anticipate and adapt the skills audit programme to changes and needs;

LEARNING OUTCOME A.3: COORDINATION AND MANAGEMENT OF RELATIONS

KNOWLEDGE	SKILLS	RESPONSIBILITY AND AUTONOMY
<ul style="list-style-type: none"> - Know rules and modern means of communication; 	<ul style="list-style-type: none"> - Point out the tasks and areas of responsibility of all skills audit actors; 	<ul style="list-style-type: none"> - Understand and accept different points of view;



- Understand the educational institution's processes and the possibilities to implement the skills audit within them;

- Prepare for collaboration with external parties;
- Apply communication rules and techniques appropriately in relevant situations;
- Design coordinated skills audit activities between the educational institution and the learners;
- Participate in the skills audit activities with professionals in the educational institution;
- Ensure that safety rules at work are respected;
- Explain the role of the skills auditor;

- Foster and raise awareness about skills audit culture in the educational institutions;
- Manage / Control various communicative situations;
- Negotiate the situations and solve conflicts;

LEARNING AREA B: COMPETENCES TO DEVELOP SKILLS AUDIT

LEARNING OUTCOME B.1: ORGANISING AND MANAGING THE PARTIES INVOLVED IN THE SKILLS AUDIT AND THEIR RELATIONS

KNOWLEDGE	SKILLS	RESPONSIBILITY AND AUTONOMY
<ul style="list-style-type: none"> - Discern the strategies and interaction techniques for identifying/anticipating/fulfilling different user expectations; - Recognize tasks of local bodies, institutions and companies and their real and potential relationships with the education and training system; 	<ul style="list-style-type: none"> - Communicate with the relevant stakeholders during the skills audit; - Contextualize a user's needs and expectations in customized audits; - Identify possibilities of collaboration with further parties involved in skills audit (regional, national, European); - Foster a sense of initiative and entrepreneurship 	<ul style="list-style-type: none"> - Understand how to give and receive feedback; - Adopt suitable behaviours to motivate and involve all parties in the process; - Develop synergies inside and outside of the audit process; - Interact in a collaborative and profitable way with all actors; - Study and apply solutions for difficulties or problems related to technical aspects or human relations in the working context; - Use collaborative networks;

LEARNING OUTCOME B.2: IMPLEMENT SKILLS AUDIT ACTIONS

KNOWLEDGE	SKILLS	RESPONSIBILITY AND AUTONOMY
<ul style="list-style-type: none"> - Know the evaluation criteria for working experience; - Know the techniques and the methodology for the assessment of competences; - Understand the issues on psychology of personality and learning; 	<ul style="list-style-type: none"> - Check learning prerequisites; - Introduce users with all the relevant aims, tasks and content of the audit; - Apply suitable procedures for the selection of users for the different types of skills audit; - Subjectively collect relevant information about the user's activity, by communication and/or observation; - Distinguish between formal and informal assessment tools; 	<ul style="list-style-type: none"> - Activate the motivation and the user's involvement; - Link the expressed users needs to the training context; - Help the user to focus on his/her future competences rather than on their shortcomings; - Manage relationship with the users in order to highlight skills in problem solving and decision taking;



		<ul style="list-style-type: none"> - Use communication techniques in accordance with the user's personality, learning style and zone of development; - Stimulate the user to point out possible doubts;
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LEARNING AREA C: COMPETENCES TO DELIVER SKILLS AUDIT

LEARNING OUTCOME C.1: DELIVERING AND MANAGING A SKILLS AUDIT ACTIVITY

KNOWLEDGE	SKILLS	RESPONSIBILITY AND AUTONOMY
<ul style="list-style-type: none"> - Know the functions of the auditing methods and the way they work; - Understand the process of operative development of a skills audit; - Know the dispositions ruling the process of a skills audit; - Understand the modular architecture of the process of skills audit; - Manage resources, administration and financial management techniques; - Comprehend the process and product quality management techniques; 	<ul style="list-style-type: none"> - Use the main auditing methods; - Elaborate a plan of the activities; - Draw up the necessary documentation; - Present audit results to the user; - Control auditing processes and draw conclusions accordingly; - Reflect frequent reasons for termination of skills audit and take measures for its prevention; - Assess the application of digital skills; - Plan, implement and assess the methodological design of skills audit; - Describe criteria for the selection of auditing methods and substantiate the chosen methods; - Consider methodical principles in the development of the auditing process; - Identify the knowledge of the adult; - Identify the skills of the adult; - Identify the competences of the adult; - Analyse the knowledge of the adult; - Analyse the skills of the adult; - Analyse the competences of the adult; - Use computerized or automated assessment instruments; - Accurately and thoroughly conceptualize and diagnose users' needs based on different assessment tools and techniques; 	<ul style="list-style-type: none"> - Apply new ideas and suggestions; - Exploit facilities, equipment and materials according to instructions and criteria of economy, efficiency and safety established; - Apply accurate and strict observations and comply to quality rules; - Implement different skills auditing methodologies; - Optimize times/spaces/ procedures/resources functionally for the development of the auditing process; - Perform a task with precision and expertise, and find positive solutions to possible problems; - Fix proper methods for comparison and communication; - Create the motivation to support a quick implementation of audit results; - Select auditing methods and media and apply them according to a specific situation; - Establish auditing-friendly conditions and a motivating auditing culture; - Offer additional learning opportunities, especially in the form of additional qualification; - Provide constructive feedback based on preliminary set criteria;

LEARNING OUTCOME C.2: COORDINATION AND MANAGEMENT OF RELATIONS

KNOWLEDGE	SKILLS	RESPONSIBILITY AND AUTONOMY
<ul style="list-style-type: none"> - Recognize the user's needs; - Know CVs, personal characteristics of the user and group dynamics; 	<ul style="list-style-type: none"> - Ensure users are kept well informed and receive frequent updates on all aspects of the audit; - Consider the age-specific behaviour of users and important environmental influences while implementing the audit; - Reflect the role of the auditor as auditing facilitator; - Identify users with disadvantages according to their needs and offer guidance in case of difficulties; 	<ul style="list-style-type: none"> - Promote correct, clear, efficient, efficacious communication and respect; - Organize the context where the audit takes place and manage unexpected events; - Communicate with everyone who is involved in the auditing process in patient and responsible manner; - Handle conflicts in a constructive way by respecting intercultural difference; - Recognise unusual behaviour and typical conflict situations in the course of auditing in a timely manner, analyse it and apply strategies for a constructive handling of conflicts; - Reinforce users' confidence; - Support inclusive competencies, e.g. with regard to the needs of disadvantaged users;



AUDITOR IN SKILLS AUDITS FOR LABOUR MARKET INTEGRATION

LEARNING AREA A: COMPETENCES TO DESIGN AND PLAN SKILLS AUDIT

LEARNING OUTCOME A.1: KNOWING AND APPLYING THE LEGISLATIVE FRAMEWORK AND BACKGROUND OF SKILLS AUDIT

KNOWLEDGE	SKILLS	RESPONSIBILITY AND AUTONOMY
<ul style="list-style-type: none"> - Describe the laws regulating skills audit in his/her own country / sector - Define the professional needs of the different economic sectors 	<ul style="list-style-type: none"> - Apply the legislative framework of skills auditing; - Describe the laws regulating skills auditing; - Observe legal regulations relevant for implementing skills audit; - Design skills audit projects for the target group according to rules to achieve expected audit outcomes; - Select the useful documents to set up the skills audit; - Recognise the professional competences for an occupation and the corresponding performance patterns; - Use computer programs to build databases with relevant information to design skills audit programmes; - Prepare contractual arrangements with potential users; 	<ul style="list-style-type: none"> - Assesses changes on the labour market, especially due to the progressing digitization; - Organize the documents and collected information inside an updatable database;

LEARNING OUTCOME A.2: DESIGNING A SKILLS AUDIT PROCESS

KNOWLEDGE	SKILLS	RESPONSIBILITY AND AUTONOMY
<ul style="list-style-type: none"> - Recognize the four types of skills audit and their features: characteristics, aims, advantages and disadvantages; - Recognise the strengths and weaknesses of a skills audit; 	<ul style="list-style-type: none"> - Design measurable and achievable assessment criteria; - Design the skills audit path according to an annual or specific planning process; - Identify the four types of skills audit; - Demonstrate an understanding of the meaning of the following terms: lifelong learning; formal education; informal training; 	<ul style="list-style-type: none"> - Assess the use of measures preparing for a skills audit; - Select materials, resources and equipment for supporting the skills audit process; - Anticipate and adapt the skills audit programme to changes and needs;

LEARNING OUTCOME A.3: COORDINATION AND MANAGEMENT OF RELATIONS

KNOWLEDGE	SKILLS	RESPONSIBILITY AND AUTONOMY
<ul style="list-style-type: none"> - Know rules and modern means of communication; 	<ul style="list-style-type: none"> - Point out the tasks and areas of responsibility of all skills audit actors; 	<ul style="list-style-type: none"> - Understand and accept different points of view;



- Prepare for collaboration with external parties;
- Apply communication rules and techniques appropriately in relevant situations;
- Ensure that safety rules at work are respected;
- Explain the role of the skills auditor;

- Manage / Control various communicative situations;
- Negotiate the situations and solve conflicts;

LEARNING AREA B: COMPETENCES TO DEVELOP SKILLS AUDIT

LEARNING OUTCOME B.1: ORGANISING AND MANAGING THE PARTIES INVOLVED IN THE SKILLS AUDIT AND THEIR RELATIONS

KNOWLEDGE	SKILLS	RESPONSIBILITY AND AUTONOMY
<ul style="list-style-type: none"> - Discern the strategies and interaction techniques for identifying/anticipating/fulfilling different user expectations; - Identify the users' needs and those of the market; 	<ul style="list-style-type: none"> - Communicate with the relevant stakeholders during the skills audit; - Find the proper match between the employee's training needs and the chances offered by the companies; - Contextualize a user's needs and expectations in customized audits; - Carry out actions to improve the interaction process within the world of work; - Identify possibilities for collaboration with further parties involved in skills audit (regional, national, European); - Foster a sense of initiative and entrepreneurship 	<ul style="list-style-type: none"> - Understand how to give and receive feedback; - Adopt suitable behaviours to motivate and involve all parties in the process; - Develop synergies inside and outside of the audit process; - Interact in a collaborative and profitable way with all actors; - Study and apply solutions for difficulties or problems related to technical aspects or human relations in the working context; - Use collaborative networks;

LEARNING OUTCOME B.2: IMPLEMENT SKILLS AUDIT ACTIONS

KNOWLEDGE	SKILLS	RESPONSIBILITY AND AUTONOMY
<ul style="list-style-type: none"> - Know the evaluation criteria for working experience; - Know the techniques and the methodology for the assessment of competences; - Understand the issues on psychology of personality and learning; 	<ul style="list-style-type: none"> - Check the learning possibilities by individuals in an occupation; - Check learning prerequisites; - Introduce users with all the relevant aims, tasks and content of the audit; - Apply suitable procedures for the selection of users for the different types of skills audit; - Subjectively collect relevant information about the user's activity, by communication and/or observation; - Distinguish between formal and informal assessment tools; 	<ul style="list-style-type: none"> - Facilitate the inclusion of a user in the labour market in accordance with the skills audit; - Activate the motivation and the user's involvement; - Help the user to focus on his/her future competences rather than on their shortcomings; - Manage relationship with the users in order to highlight skills in problem solving and decision taking; - Use communication techniques in accordance with the user's personality, learning style and zone of development;

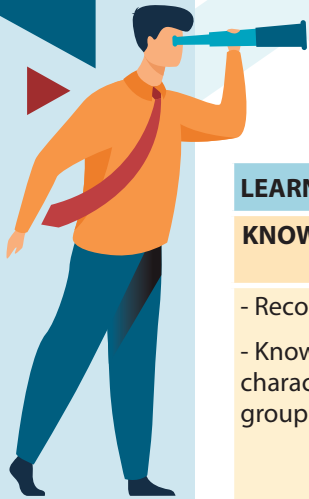


- Act as a guide for users in their choice of the activities to favour a proper introduction in the world of job;
- Stimulate the user to point out possible doubts;

LEARNING AREA C: COMPETENCES TO DELIVER SKILLS AUDIT

LEARNING OUTCOME C.1: DELIVERING AND MANAGING A SKILLS AUDIT ACTIVITY

KNOWLEDGE	SKILLS	RESPONSIBILITY AND AUTONOMY
<ul style="list-style-type: none"> - Know the functions of the auditing methods and the way they work; - Understand the process of operative development of a skills audit; - Know the dispositions ruling the process of a skills audit; - Understand the modular architecture of the process of skills audit; - Manage resources, administration and financial management techniques; - Comprehend the process and product quality management techniques; 	<ul style="list-style-type: none"> - Use the main auditing methods; - Elaborate a plan of the activities; - Draw up the necessary documentation; - Present audit results to the user; - Control auditing processes and draw conclusions accordingly; - Reflect frequent reasons for termination of skills audit and take measures for its prevention; - Assess the application of digital skills; - Plan, implement and assess the methodological design of skills audit; - Describe criteria for the selection of auditing methods and substantiate the chosen methods; - Consider methodical principles in the development of the auditing process; - Identify the knowledge of the adult; - Identify the skills of the adult; - Identify the competences of the adult; - Analyse the knowledge of the adult; - Analyse the skills of the adult; - Analyse the competences of the adult; - Use computerized or automated assessment instruments; - Accurately and thoroughly conceptualize and diagnose users' needs based on different assessment tools and techniques; 	<ul style="list-style-type: none"> - Apply new ideas and suggestions; - Exploit facilities, equipment and materials according to instructions and criteria of economy, efficiency and safety established; - Apply accurate and strict observations and comply to quality rules; - Implement different skills auditing methodologies; - Optimize times/spaces/ procedures/resources functionally for the development of the auditing process; - Perform a task with precision and expertise, and find positive solutions to possible problems; - Fix proper methods for comparison and communication; - Create the motivation to support quick implementation of audit results; - Select auditing methods and media and apply them according to a specific situation; - Establish auditing-friendly conditions and a motivating auditing culture; - Offer additional learning opportunities, especially in the form of additional qualification; - Provide constructive feedback based on preliminary set criteria;



LEARNING OUTCOME C.2: COORDINATION AND MANAGEMENT OF RELATIONS

KNOWLEDGE	SKILLS	RESPONSIBILITY AND AUTONOMY
<ul style="list-style-type: none"> - Recognize the user's needs; - Know CVs, personal characteristics of the user and group dynamics; 	<ul style="list-style-type: none"> - Ensure users are kept well informed and receive frequent updates on all aspects of the audit; - Consider the age-specific behaviour of users and important environmental influences while implementing the audit; - Reflect the role of the auditor as auditing facilitator; - Identify users with disadvantages according to their needs and offer guidance in case of difficulties; 	<ul style="list-style-type: none"> - Promote correct, clear, efficient, efficacious communication and respect; - Organize the context where the audit takes place and manage unexpected events; - Communicate with everyone who is involved in the auditing process in patient and responsible manner; - Handle conflicts in a constructive way by respecting intercultural difference; - Recognise unusual behaviour and typical conflict situations in the course of auditing in a timely manner, analyse it and apply strategies for a constructive handling of conflicts; - Reinforce users' confidence; - Support inclusive competencies, e.g. with regard to the needs of disadvantaged users;



AUDITOR IN SKILLS AUDITS FOR TALENT MANAGEMENT IN COMPANIES

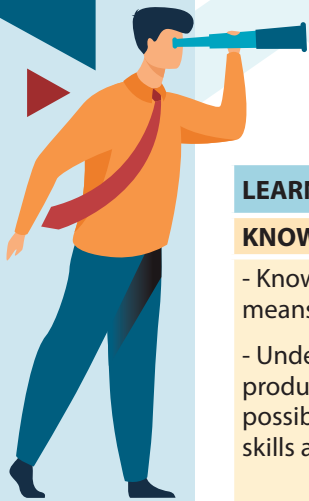
LEARNING AREA A: COMPETENCES TO DESIGN AND PLAN SKILLS AUDIT

LEARNING OUTCOME A.1: KNOWING AND APPLYING THE LEGISLATIVE FRAMEWORK AND BACKGROUND OF SKILLS AUDIT

KNOWLEDGE	SKILLS	RESPONSIBILITY AND AUTONOMY
<ul style="list-style-type: none"> - Describe the laws regulating skills audit in his/her own country / sector - Define the professional needs of the different economic sectors 	<ul style="list-style-type: none"> - Apply the legislative framework of skills auditing; - Describe the laws regulating skills auditing; - Observe legal regulations relevant for implementing skills audit; - Design skills audit projects for employees according to rules to achieve expected audit outcomes; - Select the useful documents to set up the skills audit; - Recognise the professional competences for an occupation and the corresponding performance patterns; - Use computer programs to build databases with relevant information to design skills audit programmes; - Prepare contractual arrangements with potential users; 	<ul style="list-style-type: none"> - Assesses changes on the labour market, especially due to the progressing digitization; - Organize the documents and collected information inside an updatable database;

LEARNING OUTCOME A.2: DESIGNING A SKILLS AUDIT PROCESS

KNOWLEDGE	SKILLS	RESPONSIBILITY AND AUTONOMY
<ul style="list-style-type: none"> - Recognize the four types of skills audit and their features: characteristics, aims, advantages and disadvantages; - Recognise the strengths and weaknesses of a skills audit; 	<ul style="list-style-type: none"> - Design measurable and achievable development and assessment criteria; - Design the skills audit path according to an annual or specific planning process; - Identify the four types of skills audit; - List and explain the importance of current trends in organizational life that affect workers and the work they do; - Demonstrate an understanding of the meaning of the following terms: lifelong learning; formal education; informal training; 	<ul style="list-style-type: none"> - Plan the skills audit path according to the employee's agenda; - Assess the use of measures preparing for a skills audit; - Organize the development of tasks of a skills audit programme in a progressive order taking into account the company's constraints; - Select materials, resources and equipment for supporting the skills audit process; - Anticipate and adapt the skills audit programme to changes and needs;


LEARNING OUTCOME A.3: COORDINATION AND MANAGEMENT OF RELATIONS

KNOWLEDGE	SKILLS	RESPONSIBILITY AND AUTONOMY
<ul style="list-style-type: none"> - Know rules and modern means of communication; - Understand the company's production processes and the possibilities to implement the skills audit in the workplace; 	<ul style="list-style-type: none"> - Point out the tasks and areas of responsibility of all skills audit actors; - Prepare for collaboration with external parties; - Apply communication rules and techniques appropriately in relevant situations; - Design coordinated skills audit activities between the company and employee; - Contribute to the planning and decision-making concerning the skills audit outcomes in line with the professional needs of a company/ organisation; - Participate in the skills audit activities with professionals in the company; - Ensure that safety rules at work are respected; - Explain the role of the skills auditor; 	<ul style="list-style-type: none"> - Understand and accept different points of view; - Foster and raise awareness about skills audit culture in the company/ organisation; - Manage / Control various communicative situations; - Negotiate the situations and solve conflicts; - Use the company's language;

LEARNING AREA B: COMPETENCES TO DEVELOP SKILLS AUDIT
LEARNING OUTCOME B.1: ORGANISING AND MANAGING THE PARTIES INVOLVED IN THE SKILLS AUDIT AND THEIR RELATIONS

KNOWLEDGE	SKILLS	RESPONSIBILITY AND AUTONOMY
<ul style="list-style-type: none"> - Discern the strategies and interaction techniques for identifying/anticipating/ fulfilling different user expectations; - Recognize the company organization chart; - Identify the users' needs and those of the company; 	<ul style="list-style-type: none"> - Present information regarding the skills audit to companies; - Convince companies that skills audits provide benefits; - Communicate with relevant stakeholders during the skills audit; - Identify the companies willing to collaborate; - Find the proper match between the employee's training needs and the chances offered by the companies; - Contextualize the user's needs and expectations in customized audits; 	<ul style="list-style-type: none"> - Understand how to give and receive feedback; - Adopt suitable behaviours to motivate and involve all parties in the process; - Develop synergies inside and outside of the audit process; - Interact in a collaborative and profitable way with all actors; - Study and apply solutions for difficulties or problems related to technical aspects or human relations in the working context; - Use collaborative networks;



- Identify possibilities for collaboration with further parties involved in skills audit (regional, national, European);
- Select the suitable employees who meet the company's requirements;
- Foster a sense of initiative and entrepreneurship

LEARNING OUTCOME B.2: IMPLEMENT SKILLS AUDIT ACTIONS

KNOWLEDGE	SKILLS	RESPONSIBILITY AND AUTONOMY
<ul style="list-style-type: none"> - Know the evaluation criteria for a working experience; - Know the techniques and the methodology for the assessment of competences; - Understand the issues on psychology of personality and learning; 	<ul style="list-style-type: none"> - Check the learning possibilities by individuals in an occupation; - Check learning prerequisites; - Introduce users with all the relevant aims, tasks and content of the audit; - Apply suitable procedures for the selection of users for the different types of skills audit; - Subjectively collect relevant information about the user's activity, by communication and/or observation; - Identify the company's departments which fit best employee's cultural and professional characteristics; - Distinguish between formal and informal assessment tools; 	<ul style="list-style-type: none"> - Activate the motivation and the user's involvement; - Help the user to focus on his/her future competences rather than on their shortcomings; - Manage relationship with the users in order to highlight skills in problem solving and decision taking; - Use communication techniques in accordance with the user's personality, learning style and zone of development; - Stimulate the user to point out possible doubts;

LEARNING AREA C: COMPETENCES TO DELIVER SKILLS AUDIT

LEARNING OUTCOME C.1: DELIVERING AND MANAGING A SKILLS AUDIT ACTIVITY

KNOWLEDGE	SKILLS	RESPONSIBILITY AND AUTONOMY
<ul style="list-style-type: none"> - Know the functions of the auditing methods and the way they work; - Understand the process of operative development of a skills audit; - Know the dispositions ruling the process of a skills audit; - Understand the modular architecture of the process of skills audit; 	<ul style="list-style-type: none"> - Use the main auditing methods; - Elaborate a plan of the activities; - Draw up the necessary documentation; - Present audit results to the user; - Control auditing processes and draw conclusions accordingly; 	<ul style="list-style-type: none"> - Apply new ideas and suggestions; - Exploit facilities, equipment and materials according to instructions and criteria of economy, efficiency and safety established; - Apply accurate and strict observations and comply to quality rules; - Implement different skills auditing methodologies; - Optimize times/spaces/procedures/resources functionally for the development of the auditing process;



- Manage resources, administration and financial management techniques;
- Comprehend the process and product quality management techniques;

- Reflect frequent reasons for termination of skills audit and take measures for its prevention;
- Assess the application of digital skills;
- Plan, implement and assess the methodological design of skills audit;
- Describe criteria for the selection of auditing methods and substantiate the chosen methods;
- Consider methodical principles in the development of the auditing process;
- Identify the knowledge of the adult;
- Identify the skills of the adult;
- Identify the competences of the adult;
- Analyse the knowledge of the adult;
- Analyse the skills of the adult;
- Analyse the competences of the adult;
- Use computerized or automated assessment instruments;
- Accurately and thoroughly conceptualize and diagnose users' needs based on different assessment tools and techniques;

- Perform a task with precision and expertise, and find positive solutions to possible problems;
- Fix proper methods for comparison and communication;
- Create the motivation to support quick implementation of audit results;
- Match the needs with the real availability of the organisation;
- Select auditing methods and media and apply them according to a specific situation;
- Establish auditing-friendly conditions and a motivating auditing culture;
- Offer additional learning opportunities, especially in the form of additional qualification;
- Provide constructive feedback based on preliminary set criteria;

LEARNING OUTCOME C.2: COORDINATION AND MANAGEMENT OF RELATIONS

KNOWLEDGE	SKILLS	RESPONSIBILITY AND AUTONOMY
<ul style="list-style-type: none"> - Recognize the user's needs; - Know CVs, personal characteristics of the user and group dynamics; 	<ul style="list-style-type: none"> - Ensure users are kept well informed and receive frequent updates on all aspects of the audit; - Consider the age-specific behaviour of users and important environmental influences while implementing the audit; - Reflect the role of the auditor as auditing facilitator; 	<ul style="list-style-type: none"> - Promote correct, clear, efficient, efficacious communication and respect; - Organize the context where the audit takes place and manage unexpected events; - Develop auditing process based on the specificity of the company / organisation as well as on overall vocational- or work-specific work and business processes;



- Identify users with disadvantages according to their needs and offer guidance in case of difficulties;

- Communicate with everyone who is involved in the auditing process in patient and responsible manner;
- Handle conflicts in a constructive way by respecting intercultural difference;
- Recognise unusual behaviour and typical conflict situations in the course of auditing in a timely manner, analyse it and apply strategies for a constructive handling of conflicts;
- Reinforce users' confidence;
- Support inclusive competencies, e.g. with regard to the needs of disadvantaged users;



CONCLUSIONS

The European Framework of Competences in Skills Audits for Adult Education puts together the range which skills professionals need for facilitating the progress of low-skilled and disadvantaged young adults, which are the target group they are mainly working with, towards higher qualifications and better perspectives in the labour market. For skills auditors, the on-going trend of competence-orientation is a key issue in order to (re)integrate learners into the labour market. Assessing these competences, especially for young learners, helps them to gain more (self-)awareness and to get prepared for the requirements of self-presentation on the labour market. Skills auditors not only have to be able to apply the competences of the Framework independently and responsibly in their daily work, but also must know how to establish appropriate relations with all parties involved in the process.

The competences are classified according to the four different 'roles' of the skills auditors based on the different type of skills audits they perform. However, each of the skills audits passes through the same practical stages – planning, designing and delivering. This allows the framework to make a complete and comprehensive classification on the theoretical aspects of the process based on its practical performance.

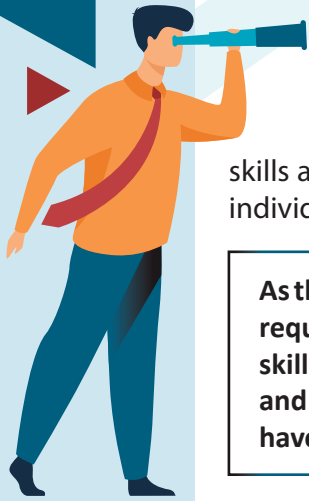
Skills audit initiatives do not seem to be evaluated very often, as in many European countries the process is not regulated and does not have a legal framework. The European Framework of Competences in Skills Audits is the first step towards regulating this matter in order to achieve better awareness in society for this instrument and to legally incorporate the instrument in the set of tools for self-improvement and labour market integration.

According to the vast European study on skills audits³ the most striking effect of these audits that has been observed, as well as reported by all stakeholders and beneficiaries, relates to the activation and motivational effect on individuals. Skills audit are reported as an important instrument through which individuals gain an insight into their own skills and capabilities, thus increasing awareness of individuals' potential and triggering activation mechanisms. Skills audits are deemed effective in increasing jobseekers' chances of entering the labour market if unemployed. Despite this, the impact of skills audit initiatives varies across target groups.

Concerning employers, skills audit results enable companies to design and optimise their recruitment and talent management strategies by identifying occupations and job profiles more clearly, optimise the training offer and better supporting the professional development of employees. These also help in the upskilling of low skilled workers to tackle skills shortages linked to technological developments in the sector. This was identified as a driver for companies to engage with skills assessment.

For stakeholders, including public employment services, job counsellors and other guidance counsellors, skills audits are considered a useful part of public employment services modernisation towards an individualised service offer. The outcomes of skills audits help public employment services job counsellors to make a more targeted offer towards a job or a suitable learning programme. The same applies for other types of guidance counsellors: the outcomes of

³ Skills audits: tools to identify talent. Final report. Almina Besic, Emanuela Carta, Anette Curth, Ilona Murphy, Kate Regan, Michael Richardson, David McGuire, David Scott, Manuel Souto-Otero, Daniela Ulicna, July 2018



skills audits help them to make a more targeted offer towards the right type of further training, individual support or the next steps in a persons' career.

As the European labour market is becoming more fluid and digital, and people are increasingly required to move between jobs throughout their professional career – the added value of skills audits will increase due to the capacity to make visible an individual's knowledge, skills and competences, regardless of the context (formal, non-formal, informal) in which they have been acquired.





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