SKIPPER

SKILLS PORTFOLIO OF PERSONAL DEVELOPMENT

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Wroclaw **UNIVERSITY OF ECONOMICS AND BUSINESS**

EF | **UNIVERSITY OF LJUBLJANA** School of Economics and Business

University of Pannonia Faculty of Business and Economics

MENAT

Co-funded by the Erasmus+ Programme of the European Union

LEARNi the S&D company

Our aim

Our project is aimed at creating a **Skills Portfolio of Personal Development (SKIPPER)** for students that contains their achievements during the university years in a way that both curricular and extra-curricular activities are recognised.

In order to make the Portfolio useful and part of the everyday practice of higher education institutes, we assessed the skill mismatches, and we promote the skills development to ensure that students, universities understand the necessity of the improvement of skills.

Specific objectives

Assessing the gap between the competencies/skills developed by higher education institutions and the skills expectations of the labour market.

Establishing a Skills Matrix containing the key skills required from graduates, identified by desk research and stakeholder feedback.

Developing a Skills Portfolio, a gamified digital tool incorporating curricular and extracurricular learning pathways that contribute to students' skills development

Devising a Skills Passport based on the Skills Portfolio, serving as a diploma supplement to graduates, providing an objective depiction of their skills.

TARGET AUDIENCES

Students

Higher education

World of work
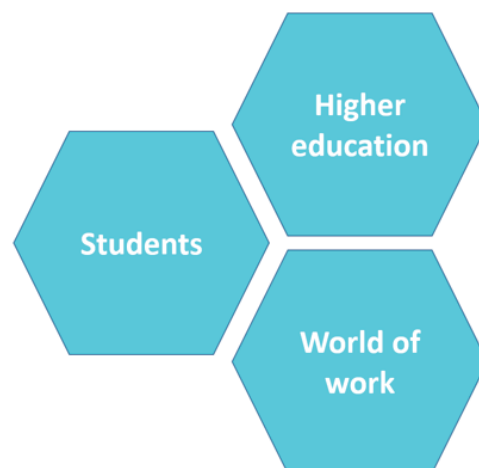
Fisrt milestone

Identification of the relevant skills and competencies that should be included in the SKIPPER Passport was one of the most important decisions in the project.

- **Desk research** focused on competencies and skills of students/graduates that are gained during and outside of the education process and what is required on the labour market.
- **Scientific literature review** based on papers included in Web of Science and focusing on competence demand and mismatch, gap analysis, needs analysis of target groups in the EU countries, existing skill portfolios, best practices of companies and universities in the field of non-formal education and competence development, learning path development and measurement, competence models and similar.

Categories were discussed and amended in order to arrive at 10 categories where each category includes 3-4 subcategories. A full agreement was reached for the next 10 categories: **Flexibility, Leadership and organization, Personal development, Decision making, Ways to create, Collaboration, Communication and networking, Thinking and reasoning, Integrity, Digital proficiency.**

Skills Matrix Categories

Flexibility	Leadership and organization	Personal development	Decision making	Ways to create

Collaboration	Communication and networking	Thinking and reasoning	Integrity	Digital proficiency

Focus GroupsFocus Groups

Eight focus groups were organised in Hungary, Poland and Slovenia that in total included 54 participants, who listed mainly learning paths for the next categories: Collaboration, Decisions, Digital skills, Flexible, Network + Communication, Personal, Thinking, Values, Ways to create.

The focus group interview also explored participants' views about an application. Here, facilitators tapped into the following topics: the functionalities of the app; the user-interface that would motivate participants to continuously use the app; the motives for potential use of the app.

Skills Matrix and Working Competence

The creation of the skill matrix is based on two approaches. One is the review of fresh literature on **skill demand from the world of work** and scientific publications on recent studies that are counting the effects of the Pandemic. The other viewpoint is the **actual processes of companies** that need solid proof that the employees they hire are equipped with the skills needed for the job.

Therefore, we designed the matrix to be easily understandable and ready to use by students and HR experts and company leaders.

The third aspect is the **level of education**. Partners decided to use the EQF as a reference for the complexity of skills and measurement levels. We examined the competence requirements for the higher education output and found that the 5th, 6th and 7th levels of the EQF are the most suitable in the participating countries.

In the SKIPPER Portfolio, the Matrix is the backbone of the measurement system, with regard of the Learning Paths and personal development.

Second milestone

WHAT HAPPENS IN THE APP?

CATEGORIES – self evaluation Q
Decision making
Thinking and reasoning
Ways to create
Leadership and organization
Communication and networking
Digital proficiency
Flexibility
Integrity
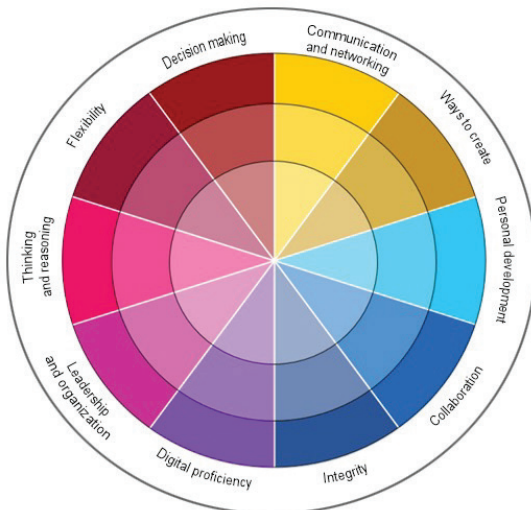Personal development
Collaboration

VALIDATION PROCESS
With Learning Paths
With Mentor / Supervisor
Document / Narrative / Protocol
Personal / Online
Badges / Strengths

**Digital Certification by the University**

Development of Skills Matrix

The Skills Matrix is a useful and flexible tool that includes the main demands of the world of work in the aspect of competence development in HEIs. We selected 10 set of skills in the Skills Matrix to assess and evaluate with a modular structure. The Matrix is easy to understand by both university educators and employers. It consists of 10 great categories, with 3 sub-categories under each. This adds up to a total of 30 skills and competences with 3-5 key elements per sub-category in order to precisely define them for the measurement.

Development of a Learning

This map is a visualization of possible learning paths with regard to the academic learning and the extra-curricular paths, integrating the formal and non-formal learning processes into the context of the holistic view of a person.

LEARNING PATHS
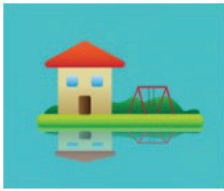
HOME	WORK	ART	HEALTH
SPORT	PLAY	COMMUNITY	INDIVIDUAL

PLAY

E-gaming / E-sport ⓘ

An E-gaming/E-sport learning path is an educational journey focused on developing skills and knowledge in...

Next

🗑
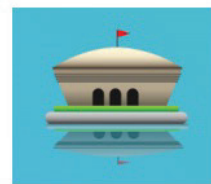
SPORT

Competitions/ races/ professional sports ⓘ

Professional sports are professional sporting activities in which athletes or teams compete at the highest level,...

Next

🗑

Role playing games / board gaming ⓘ

Role playing games / board gaming learning path is a structured approach to developing skills and knowledge in...

Next

🗑

Team play/ team sports ⓘ

Team sports are sports disciplines in which competitors must work together as a cohesive team in order to achieve..

Next

🗑

Development of SKIPPER Portfolio and Passport in digital format

The Portfolio consists of the Skills Matrix, the Learning Map and a Guide on how to use and implement them. It also has offering on a diploma supplement form (the Passport) and an assessment aid of skills and competences.
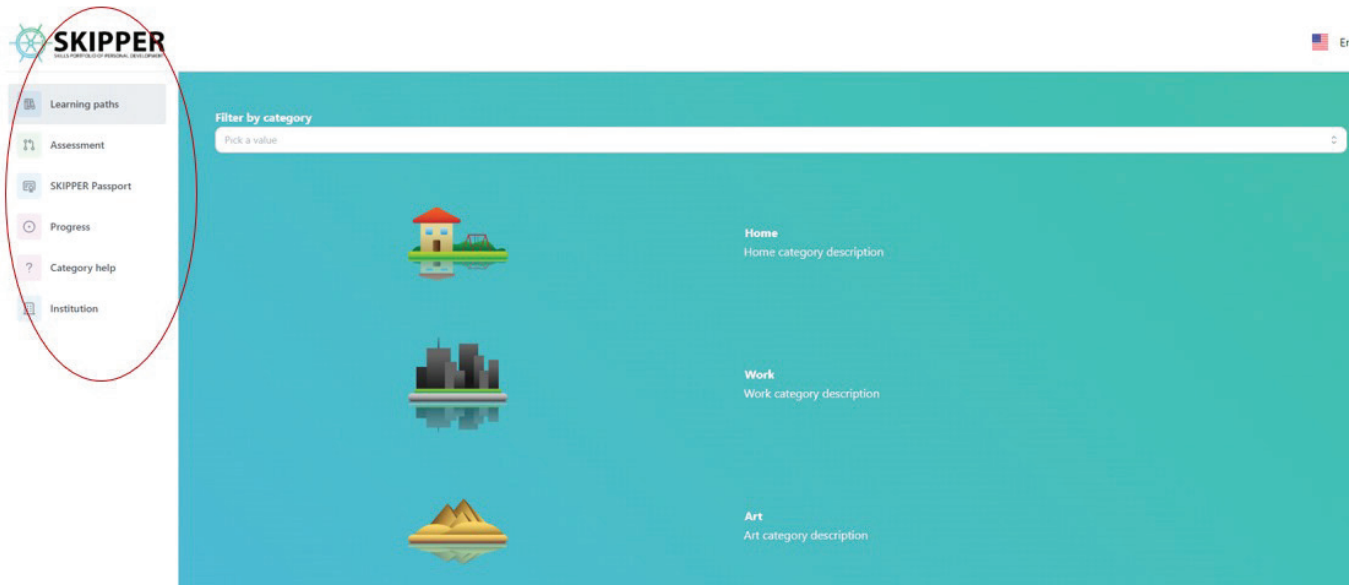
Communication and networking	Digital proficiency	Integrity	Decision making	Ways to create
40.4	**39.72**	**39.6**	**37.47**	**36.53**
Assertive communication	Advanced computer handling	Responsibility	Decision making skills	Creativeness
12.4	**13.6**	**9.2**	**10.6**	**11.2**
Networking skills	Collaborating in a digital environment	Ethical approach	Independent working	Proactiveness
14	**15.52**	**13.33**	**13.8**	**13.07**
Intercultural competence	Programming	Trustworthiness	Situational adaptability	Innovativeness
14	**10.6**	**17.07**	**13.07**	**12.27**

Into action

We are developing a **Digital guide** for educators and company leaders.

Staff training events will be organised at university partners. Developing a training schedule and program for mentors and administrative staff. **National conferences and workshops** will be held for calling the stakeholders' attention to the project results.

At least **75 students will get SKIPPER Passport,** min 25 will be handed out per participating universities /University of Pannonia, University of Ljubljana, Wrocław University of Economics/ at the end of the 2024/2025 semester. Incorporating the SKIPPER PASSPORT process into faculty practice, assigtning mentors and students to the Pilot and executing the pilot. MENAT and Learning Innovation will support the process with feedback on company aspects.