WP2 Research Report
Background research and development of supporting materials

Executive Summary

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Skills Portfolio of Personal Development
(SKIPPER)

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EXECUTIVE SUMMARY

This research report is the first output of the Erasmus+ project Skills Portfolio of Personal Development (SKIPPER). The project aims to create a skills portfolio passport for higher education students in Europe, recognising skills developed through curricular and extracurricular activities. The SKIPPER project has four objectives, including assessing the gap between university-developed competencies and labour market expectations, establishing a Skills Matrix, developing a Skills Portfolio, and devising a Skills Passport.

This research report serves three objectives: identifying relevant skills, conducting a literature review on skills gaps, and proposing an assessment matrix and prototype of an app passport. The report also summarizes findings from focus groups with students and provides chapters on country introductions, methodology, literature review, matrix and passport prototype, and focus group findings.

First, the literature review focused on various sources, including institutions like the European Union and CEDEFOP, desk research on student/graduate competencies and labour market requirements, previous Erasmus+ projects, and scientific literature. The review resulted in a short list of skills and competencies, which were further categorized into 10 main categories and 31 sub-categories. The 10 main categories are: flexibility, leadership and organizational category, personal, decision making, ways to create, collaboration, networking and communication, thinking, values, digital category.

Second, eight focus groups in Hungary, Poland and Slovenia that in total included 54 participants listed mainly learning paths for the next categories: Collaboration, Decisions, Digital skills, Flexible, Network + Communication, Personal, Thinking, Values, Ways to create. The proposed learning paths varied from developing categories through experiences in sports and dealing with inconveniences and changes in schedule, acquired through participation in several different organizations, through various means such as games, travel, student jobs and

some were associated with artistic endeavours and even watching tutorials on YouTube.

Third, participant of the focus groups advised that an app that could track level of skills shall have skills-tracking features of the app but have concerns about self-assessment bias and validation. They want a career-oriented and user-friendly app that promotes self-improvement and provides personalized feedback. Users also expect detailed skills analysis, CV integration, chatbot features, and a job matching system. Engagement features like achievement badges and social media integration are also desired.