

PROJECT NUMBER - 2022-1-HU01-KA220-HED-000086240

SKIPPER - Skill Portfolio of Personal Development

WP3 Report

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Introduction

The 3rd implementation WP of the Skipper Project started in July 2023 and lasted until June 2024. Based on the results and developments of the WP2, this was the phase where the main product of the Project came together.

The main tasks of this WP can be seen in the following Table 1:

SKIPPER PORTFOLIO with Skills Passport WP3			
Task no.	Task name	Objectives	
WP3A1	Development of Skills Matrix	Skills Matrix	Establishing a Skills Matrix containing the key skills required from graduates, identified by desk research and stakeholder feedback (potential future employers, such as companies, SMEs, not-for profit organizations) Developing a Skills Portfolio, a gamified digital tool incorporating curricular and extra-curricular learning pathways that contribute to students' skills development
WP3A2	Development of a Learning Map	Learning Map	
WP3A3	Development of first version of the SKIPPER Portfolio	Conceptual form of SKIPPER Portfolio with possible learning paths, assessment Portfolio template and Passport	
WP3A4	Development of Portfolio and Passport in digital format	Digital form of SKIPPER Portfolio with possible learning paths, assessment Portfolio template and Passport	
WP3A5	QA - Implementation of evaluation, evaluations reviews	Quality Assurance and evaluation report of WP3	

Table 1

WP3A1: Skills Matrix

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. At the kick-off meeting we 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 (see Table 2) are the most suitable in the participating countries.

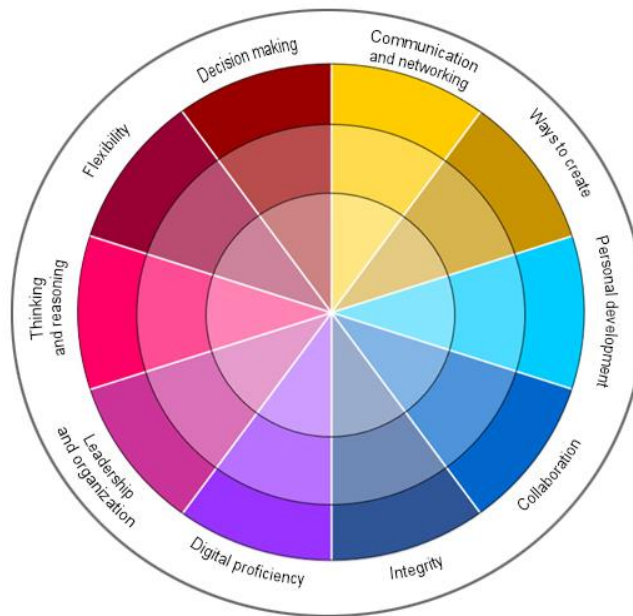
	Knowledge	Skills	Responsibility and autonomy
5	Comprehensive, specialised, factual and theoretical knowledge within a field of work or study and an awareness of the boundaries of that knowledge	A comprehensive range of cognitive and practical skills required to develop creative solutions to abstract 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
6	Advanced knowledge of a field of work or study, involving a critical understanding of theories and principles	Advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialised field of work or study	Manage complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work or study contexts; take responsibility for managing professional development of individuals and groups
7	Highly specialised knowledge, some of which is at the forefront of knowledge in a field of work or study, as the basis for original thinking and/or research Critical awareness of knowledge issues in a field and at the interface between different fields	Specialised problem-solving skills required in research and/or innovation in order to develop new knowledge and procedures and to integrate knowledge from different fields	Manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches; take responsibility for contributing to professional knowledge and practice and/or for reviewing the strategic performance of teams

Table 2

The research work and the iteration of desired and demanded skills and competences led to the creation of our 10 categories with eventually 3 sub-categories under each. In order to specify and

operationalize the categories, each sub-category had key elements defined and these were the basis of the self-evaluation questionnaire that is a behavior and thinking oriented rear-view mirror of achievements. The final Matrix is presented in Table 3.

The Skipper Category Wheel



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The final Skills Matrix (Table 3)

Flexibility	Leadership and organization	Personal development	Decision making	Ways to create	Collaboration	Communication and networking	Thinking and reasoning	Integrity	Digital proficiency
Flexibility	Leadership	Learning skills	Decision-making skills	Creativeness	Teamworking	Assertive communication	Critical Thinking	Responsible	Advanced computer handling
Dealing with uncertainty	Exercising influence over a group of individuals	Openness to development	Recognition of decisional situations	Assessing opportunities	Ability to cooperate	Active listening	Analysis	Take ownership of what you do	Computer literacy
Incorporating new information	Accomplishing on a common goal	Learning process management	Information Gathering and Analysis	Generating new ideas	Learning from others	Expressing oneself with confidence	Evaluation	Capacity to self-direct	Applying technology effectively
Managing change	Exhibiting leadership traits (integrity)	Ability to learn	Option Generation	Discovering new connections	Focus on goal	Mastery of assertiveness techniques	Inference	Set your own targets and objectives	IT skills
Focus on goal	Demonstrating necessary skills (problem-solving skills)		Decision Implementation	Exploiting new ideas		Persuasion	Self-reflection and correction	Willingness to take additional duties	Data managing
Adaptability	Organization (other-oriented)	Self-reflection	Independent working	Proactiveness	Working in a diverse team	Networking	Problem solving	Ethical approach	Collaborating in digital environment
Monitoring circumstances	Working independently	Ability to observe and evaluate cognitive processes	Self-motivation	Foreseeing problems	Generational diversity	Verbal and non-verbal communication	Problem sensitivity	Making fair and just decisions	Interacting in digital environment

Deliberation	Power of concentration	Ability to observe and evaluate emotional states	Time Sharing	Adressing problems with possible solutions	Functional diversity	Relationship building	Analysis	Treating people fairly and equitably	Sharing information and content in digital environment
Changing plans	Accuracy	Ability to observe and evaluate behavioural processes	Initiative	Solution focus	Cultural diversity	Sustaining relationships	Solution Generation	Considering the impact on others	Engaging in citizenship through digital technologies
	Working under pressure		Resourcefulness			Social skills	Implementation		Collaborating through digital technologies
									Netiquette
Resilience	Self-management	Openness	Situational adaptability	Inovativeness	Presenting and public speaking	Intercultural competence	Analytic and logical thinking	Trustworthy	Programming
Self-assessment	Task management	Curiosity and perceptiveness	Selective Attention	Initiative	Language skills	Mastery of foreign languages	Deductive Reasoning	Honesty	Algorithmic thinking
Assessment of others	Responsibility management	Openness to experience	Fluency of Ideas	Embracing development	Non-verbal communication	Cultural literacy	Inductive Reasoning	Promise-keeping	Programming language proficiency
Situative elements	Time management	Taking up challenges	Originality	Utilizing connections	Presentation skills	Cultural Intelligence	Category flexibility	Loyalty	Software development practices
Mindset	Detail management		Resilience			Cross-cultural experience	Information ordering		Continuous learning in coding

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WP3A2: Learning Map

The second task was to develop a learning map that helps students navigate their experiences. In this process, focus groups were held at the three universities to find out what kind of activities our students engage in (what learning paths they have taken) and we also asked them to help us with the design and layout of the APP.

In the process, altogether 8 focus groups were conducted and 32 Learning Paths were listed by the students. In a two-step ranking process 19 of them were selected to be developed into the Learning Map (Table 4). The Map elements were organized into islands following the initial navigational metaphor of the project.

Each Learning Path in the app has a Name, an Island, a Definition, Utilization of experience in work-life and Exclusions that are not in that Path.

ISLANDS	LEARNING PATHS
HOME	DIY and house renovation Animal care (pets)
WORK	Event organizing, planning and executing Training and onboarding new colleagues Teamleader (work experience) Family business member work experience)
ART	Photography or video making and editing Playing music instruments or singing
HEALTH	Normal health awareness (own diet and fitness) Special healthcare needs (allergies, injuries, states of mind) Home nursing
SPORT	Professional sports, competitions or races Team sports
PLAY	E-gaming, E-sport Role playing games, board gaming
COMMUNITY	Language-, presentation- or debate club Student exchange or volunteering abroad
INDIVIDUAL	Self-development, self-help activities Home responsibilities (chores, repairs, maintenance)

Table 4

All islands have a graphic element in the Learning Map menu of the app. (Table 5)






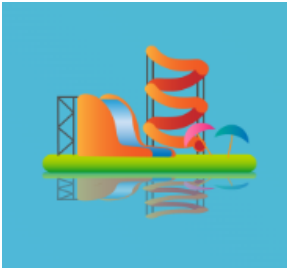


			
Home	Work	Art	Health
			
Sport	Play	Community	Individual

Table 5

In the menu of the Learning Map, the student has to give basic data about how they managed through the Path or Paths they completed or if the Path is not finished, they still can register them. The duration and frequency is also important and we ask them if this was a formal LP so there is some end document (diploma, result paper or anything) that supports the acquisition of skills.

WP3A3 and WP3A4: Development of first version of the SKIPPER Portfolio and the Development of Portfolio and Passport in digital format

These two activities were carried out parallel because of the availability of the IT developers and the experiences of the development. The first draft of the APP came together in a concept of Customer Journeys of the mentor and the student and then these were completed with the third role: the admin. After this process, the CJs were translated into IT functions and the APP description was developed. This process was done between May 2023 and January 2024. The actual IT development started in January 2024 and the main functions were delivered in May 2024. In this process, the project leading body consulted with the IT contractor, the IT Department of the UP on a regular basis about the ways of the use and buildup of the app.

The login page of the APP (UP copy)



SKIPPER
SKILLS PORTFOLIO OF PERSONAL DEVELOPMENT



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Bejelentkezés

A regisztrációval elfogadom az **Adatkezelési szabályzatot**.

The test version was live from May 2024 to September 2024 and the first public version was published in October 2024. In order to make it more useful as the result of testing a lot more small functions were added. There were another setback: because of the Hungarian Law, a digital signature had to be regulated within the university processes so UP had to develop a progress description based on the legal statements and this took a long time. Parallel with the legal struggle, the UP's own internal bureaucracy is taking an insanely long time to order and pay for the digital signature tool that is convenient, safe and useful for the APP.







The public version of the APP is available in all Partner languages and English here:



<https://skipper.uni-pannon.hu>

The WP4 begun in July 2024 with focus on the Guide on how to operate the APP.

The menu of the APP (UP copy)



-  Learning paths
-  Assessment
-  SKIPPER Passport
-  Progress
-  Category help
-  Institution

-  Profile
-  Logout