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**The Promotion and Transparency of Competencies
– throughout Europe**

The Exemplo - Toolkit



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Partners:

Finland



France



ZURFLÜH-
FELLER

Germany



Norway



Poland



Spain



UK

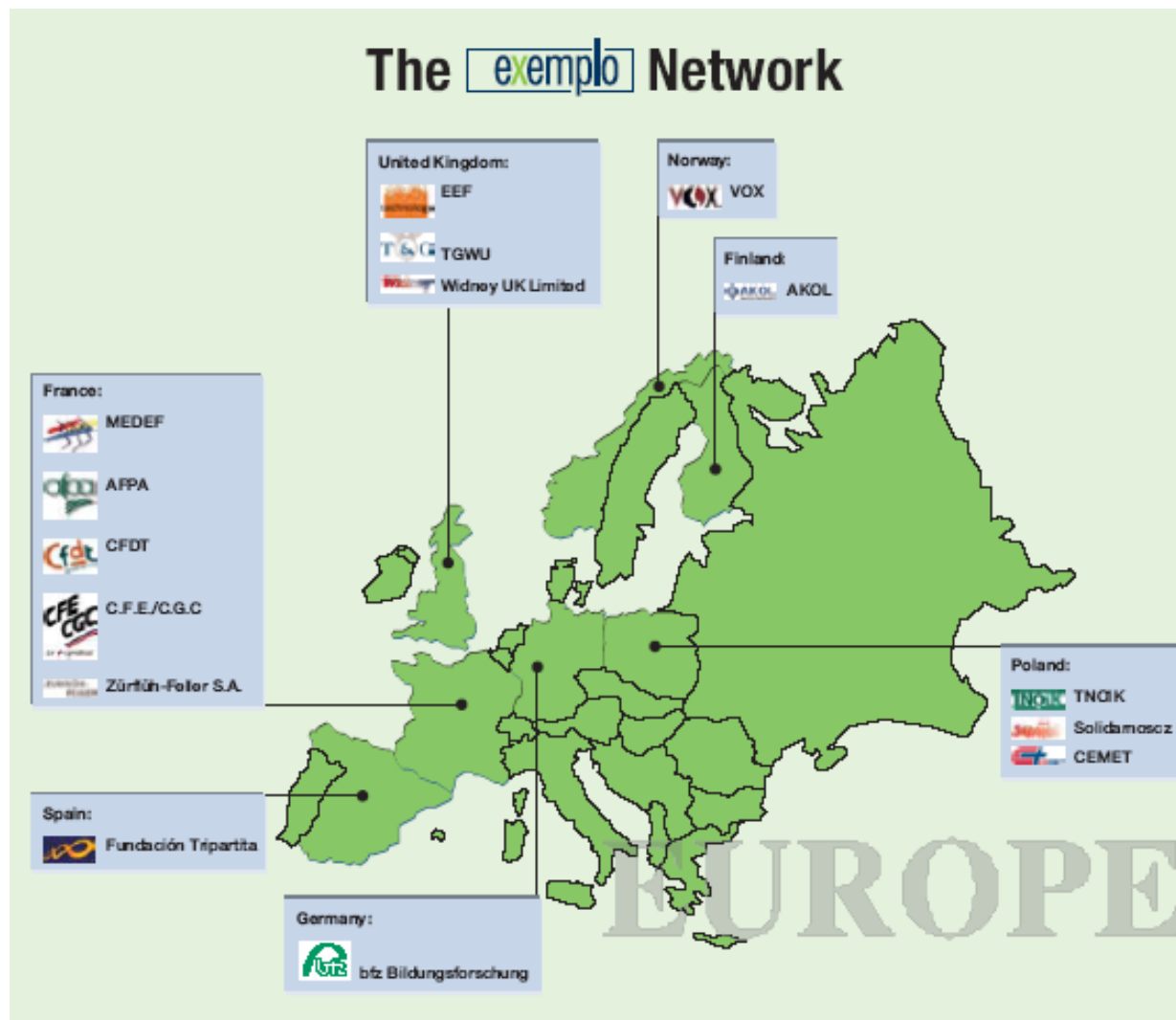




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The main Goals of Exemplo

- **to provide tools that give SMEs and their [experienced] employees information about competencies acquired**
- **to promote informal learning in SMEs**
- **to use the wide range of experiences in different countries**



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The Background

The increasing importance of competencies acquired through non-formal and informal learning processes for European

- employers and**
- employees.**



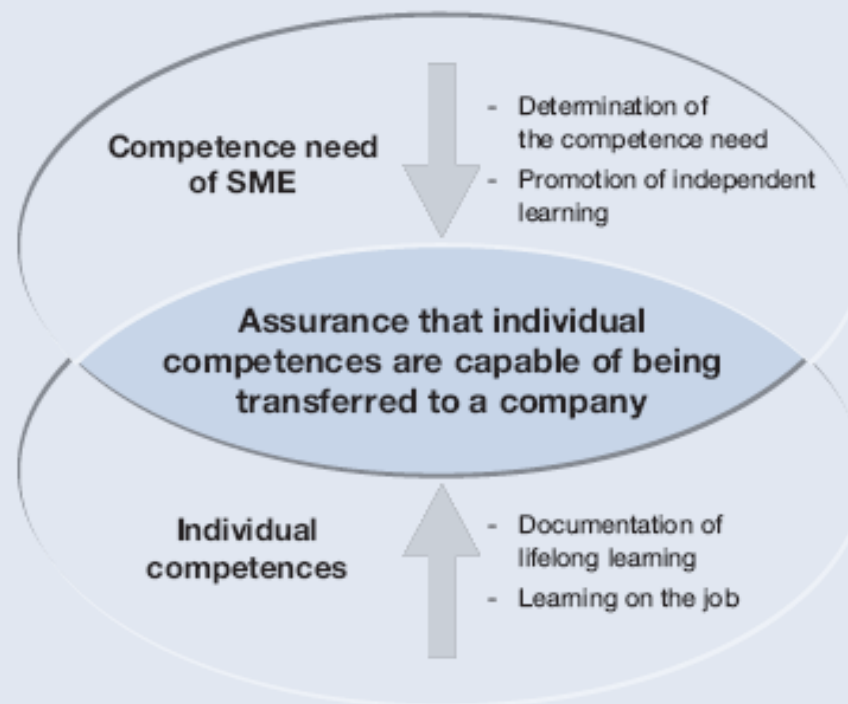
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Toolkit for SME



The Exemplo Project

selecting, testing and developing tools for the

- **measuring**
- **documenting**
- **improving**
- **promoting**
- **certifying**

of competencies

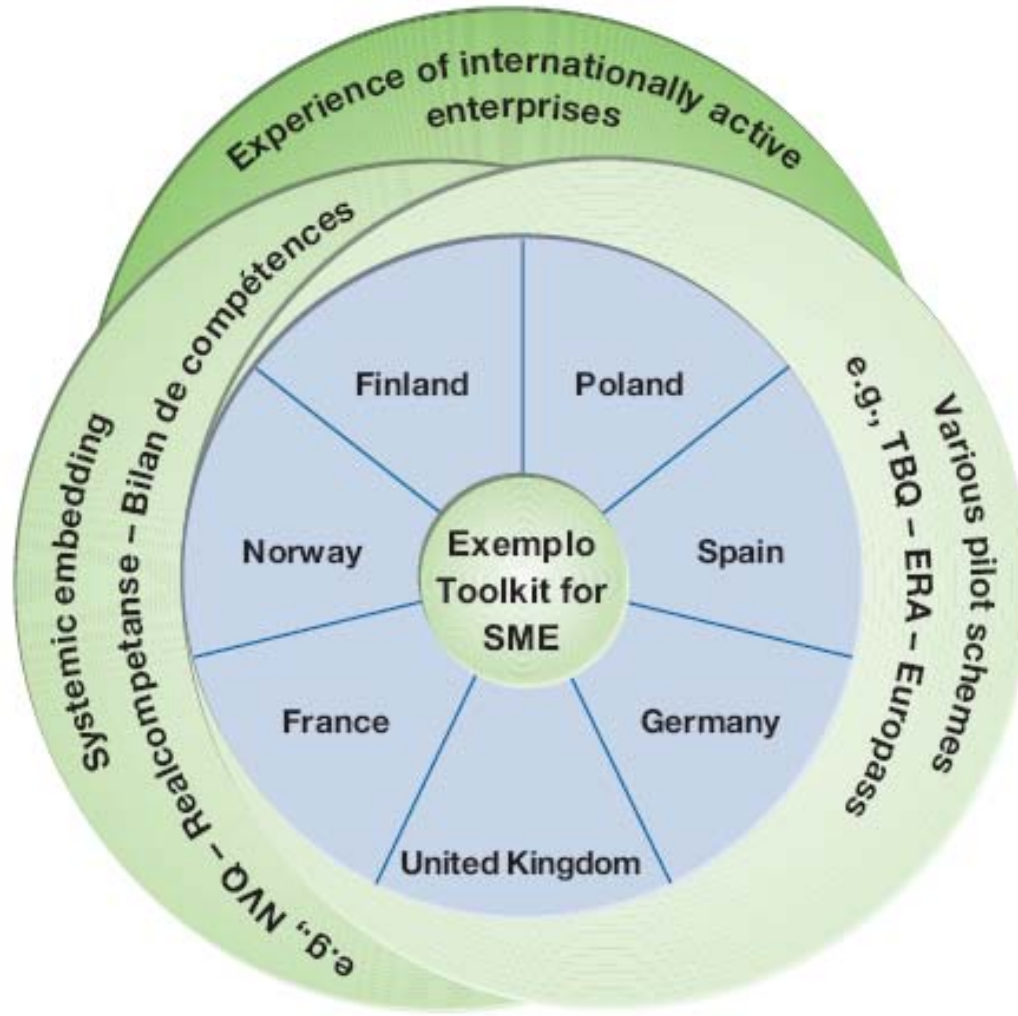
The Exemplo –Procedure

- **European Co-operation**
in selecting, testing and developing tools
 - **Involvement of social Partners**
in considering the demands of both
employers and employees
 - **Testing of Tools in Firms**
from different European countries
- **Development of a Toolkit**
for various requirements



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Selection criteria for the tools - **Step 1:**

Exemplo-Tools have to meet at least 3 criteria:

- **Independence from specific national VET-systems**
- **Usability in different European countries**
- **Adaptability to various prerequisites and demands of companies and employees**



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Selection criteria for the tools - Step 2:

The Exemplo-Toolkit has to meet various requirements:

- **assessing the *current level* of competencies**
- **planning, supporting and evaluating the *development* of professional competencies**
- **supporting and evaluating the *transfer* of formal vocational training into the workplace**
- ***certifying / validating* competencies**



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An overview

- **Competence Card for workplace (N)**
- **RARPA - Recognising and Recording Progress and Achievement in non-accredited learning (UK)**
- **Transparency of Competencies (D)**
- **Stimulating and Supporting Learning Processes at work (D)**
- **FIT - Formation Intégrée au Travail (F)**
- **ERA - Evaluation, Recognition and Accreditation of professional competencies (E)**
- **Staff Development Matrix (PI)**



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Classification criteria of the Exemplo-Tools:

. Who is the subject of the assessment of competencies?

. What does the method primarily focus on?

. Who is at the centre of the process?

. What kind of competencies are to be measured / validated?

Self-assessment	Assessment by others
Assessment of competencies	Development of competencies
description	Validation, certification
Employer-oriented	Employee-oriented
Professional competencies	Personal and social competencies

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Tool: Competence Card for workplace (N)

Self-assessment	Assessment by others
Assessment of competencies	Development of competencies
description	Validation, certification
Employer-oriented	Employee-oriented
Professional competencies	Personal and social competencies



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Tool: RARPA - Recognising and Recording Progress and Achievement in non-accredited learning (UK)

Self-assessment	Assessment by others
Assessment of competencies	Development of competencies
description	Validation, certification
Employer-oriented	Employee-oriented
Professional competencies	Personal and social competencies

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Tool: Transparency of Competencies (D)

Self-assessment	Assessment by others
Assessment of competencies	Development of competencies
description	Validation, certification
Employer-oriented	Employee-oriented
Professional competencies	Personal and social competencies

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Tool: Stimulating and Supporting Learning Processes at work (D)

Self-assessment	Assessment by others
Assessment of competencies	Development of competencies
description	Validation, certification
Employer-oriented	Employee-oriented
Professional competencies	Personal and social competencies

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Tool: FIT - Formation Intégrée au Travail (F)

Self-assessment	Assessment by others
Assessment of competencies	Development of competencies
description	Validation, certification
Employer-oriented	Employee-oriented
Professional competencies	Personal and social competencies

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Tool: ERA - Evaluation, recognition and accreditation of professional competences (E)

Self-assessment	Assessment by others
Assessment of competencies	Development of competencies
description	Validation, certification
Employer-oriented	Employee-oriented
Professional competencies	Personal and social competencies

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Tool: Staff Development Matrix (PI)

Self-assessment	Assessment by others
Assessment of competencies	Development of competencies
description	Validation, certification
Employer-oriented	Employee-oriented
Professional competencies	Personal and social competencies

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- assessing the *current level of competencies*
- planning, supporting and evaluating the *development* of professional competencies
- supporting and evaluating the *transfer* of formal vocational training into the workplace

What employers should know:

- What are the current competencies of our employees and of our potential employees?
- Where and at which workplace can we derive the greatest benefit from our employees' competencies?
- How can we develop training programs in order to **improve** our employees' competencies with respect to our company's strategic objectives?
- How can we support our employees in **transferring** formally acquired professional knowledge into the workplace?
- ...



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- assessing the *current level of competencies*
- planning, supporting and evaluating the *development* of professional competencies
- supporting and evaluating the *transfer* of formal vocational training into the workplace

Employees benefit from:

- The *assessment of current competencies* reveals the entire spectrum of the employee's professional knowledge and expertise, and thus contributing to the employee's employability.
- Individualised training programs can be designed to *improve* the competencies of every employee – redundant learning can be avoided.
- The *transfer* of formally acquired professional knowledge to the workplace is supported.
- ...



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3 examples of tools for
3 different requirements

Assessment of the current level of competencies

⇒ **Competence Card for workplace (N)**

***In-house* development of professional
competencies in SME**

⇒ **RARPA (UK)**

**Support and evaluation of the
transfer of formal vocational training into professional practice**

⇒ **Transparency of Competencies (D)**



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Assessment of the current level of competencies:

Competence Card for workplace (N)

Including:

- Curriculum Vitae
- Competence Pass

Objective: “supporting individuals in obtaining documentation of their knowledge, skills and competencies with a focus on the workplace; providing companies with a better overview of their human resources as a basis for successful competence development strategies.”

Method: Self-assessment of competencies by employees

Result: “Competence Pass“ of professional competencies which is signed by both employer and employee.



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Assessment of the current level of competencies:

Competence Card for workplace (N)
Including:

- Curriculum Vitae (CV)
- Competence Pass

The Curriculum Vitae: assessment of

- work experience
- education and training
- valid certificates and diplomas
- courses
- other types of experience, including volunteer work
- ...

CV

Personal data			
Name:			
Gender:			
Mother language:			
Date of birth:			
Address:			
Zip code:			
City:			
E-mail address:			
Office tel.:	Private tel.:	Mobile tel.:	
Current employer:			
Current position:	Employed since	Percentage of FT employment: %	

Work Experience					
Employer	Position	Period from -to	%	Work description	Annex no.
		-	%		
		-	%		
		-	%		
		-	%		
		-	%		
		-	%		

Education and Training			
School / studies	Branch / Faculty / Specialization	Completed in (year)	Annex no.

Valid certifications and diplomas			
Name of certificate	Detailed description	Valid from - to	Annex no.



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Assessment of the actual level of competencies:

Competence Card for workplace (N) including

- Curriculum Vitae (CV)
- Competence Pass

The Competence Pass:

Identifying and describing the most important work areas

- professional skills
- professional abilities
- social and personal skills
- management skills

which are essential to fulfil the requirements of the job. Classification from level A (basic knowledge and skills) to level D.

COMPETENCE PASS
A national system for confirming competence

Personalia	
Name:	
Employer:	
Occupation:	
Employed from / to:	
Full / part time employment:	
Date of Birth:	

Important work areas	Description of work tasks

Work organization – Work methods

Specification of vocational competence		Level
Level 1 = Follow instructions for simple tasks Level 2 = Work independently within specified area.	Level 3 = Professional responsibility; advise/instruct others. Level 4 = Good professional/trade insight; develop work progress independently	
Important vocational competence at work:		
Computer skills – ICT:		
Economics:		
Security/environmental measures at work:		
Areas of work/project development:		
Technical know how:		
Foreign languages:		



National Institute for Adult Learning
www.vox.no



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**The Competence Card for the
Workplace is available in five
languages on the Exemplo-Website:**

www.exemplo.de/products/

**For further information please
contact**



www.vox.no



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In-house development of professional competencies in SME

RARPA - Recognising and Recording Progress and
Achievement in non-accredited learning **(UK)**

including 7 Checklists:

Objective: Planning, instructing, evaluating and creating **skills development programs** at companies

Method: support in developing skills and competencies at work through various instruments and check lists

Result: Improvement of employees´ competencies according to the firm´s strategic objectives.



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In-house development of professional competencies in SME

RARPA - Recognising and Recording Progress and Achievement in non-accredited learning (UK)

including various checklists e.g.:

- **SWOT Analysis:** Analysing the future skills needs of the company and of individuals in order to determine learning aims for teams and individuals
- **Training Needs Analysis Grid:** Analysing further training needs based on the assessment of the current status of competencies: *"Who needs training in what?"*
- **Training program:** Identifying suitable and suitably challenging learning aims and tasks; planning and implementing training
- **Form for recording progress in skills development:** Documenting and monitoring of learning progress
- **Skills Matrix:** Sheet for the final evaluation of training progress that shows future opportunities and needs for the further development of competencies



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In-house development of professional competencies in SME

RARPA - Recognising and Recording Progress and Achievement in non-accredited learning (UK)

**RARPA - checklist:
Training Needs Analysis Grid**

Checklist 2: Training Needs Analysis Grid - 2 A: Who does what work tasks?	2A
---	----

1st step: Work(place) analysis: Breakdown of the activities at the workplace into individual work steps and tasks

2nd step: Determine what tasks each employee (in the team) has to perform in his or her work

Note: The Training Needs Analysis Grid is completed in the following steps!

Example:

Tasks Name	Task 1	Task 2	Task 3	Task 4	Task 5	Task n	Notes
Johnny Walker							
Francois Hardy							
Karol Walesa							
Johan Johansson							
Umberto Sico							
Mark Mustermann							
Michel Michelsen							

For example

The work of warehouse workers could be broken down into the tasks of folding, assembling, packing, storing, outgoing goods / consignment sales ... and possibly further tasks as well.



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Checklist 2: Training Needs Analysis Grid - 2 B: Who can do what task(s) how well?	2B
---	----

3rd step: Determine what and how many tasks each individual can do how well and how many employees in the group are able to perform the individual tasks.

Important: Supplement self-evaluation with external evaluation, e.g. by group leaders.

Tasks Name	Task 1	Task 2	Task 3	Task 4	Task 5	Task n	Notes
Johnny Walker							
Francois Hardy							
Karol Walesa							
Johan Johansson							
Umberto Sico							
Mark Mustermann							
Michel Michelsen							
Actual: Employees performing the task	5	5	6	4	6		

- = cannot do the task well, training necessary / planned
- = can do the task with supervision
- = can do the task almost completely
- = can do the task completely; can supervise others

Checklist 2: Training Needs Analysis Grid - 2 C: Who has what skills development needs?	2C
--	----

4th step: Determine skills needs of the group / of individuals.

Note: Best done by group leader, involvement of the team important.
Everybody does not have to be able to do everything - and not all tasks are equally important!

Tasks Name	Task 1	Task 2	Task 3	Task 4	Task 5	Task n	Notes
Johnny Walker							
Francois Hardy							
Karol Walesa							
...							
Actual: Employees performing the task	5	5	6	4	6		
Target: Number of employees who <i>should</i> be able to do the task							
Difference = training needs)							
Difficulty							1 to 5
Frequency	Daily	Weekly	Weekly	Monthly	Daily		



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In-house development of professional competencies in SME

RARPA - Recognising and Recording Progress and Achievement in non-accredited learning (UK)

**RARPA - checklist:
Skills Matrix**

Checklist 7: Skills Matrix 7

A Skills Matrix is a simplified version of the Training Needs Analysis. This makes the current ability of employees to perform individual jobs transparent and gives a visual picture of skills development needs. However, a Skills Matrix is only a momentary snapshot, it can only show specific needs for further development in relation to the *continuous skills development* of employees as a process.

Important:

- Determine and document *future* training needs as well
- Document special abilities and skills of employees that have appeared in the course of training

Tasks	Task 1	Task 2	Task 3	Task 4	Task 5	Task n	Notes
Name							
Johnny Walker							
Francots Hardy							
Karol Walesa							
...							
Actual: Employees performing the task	5	5	6	4	6		
Target: Number of employees who should be able to do the task							
Difference = training needs)							



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**The RARPA - Tool is available on the
Exemplo-Website:**

www.exemplo.de/products/

For further information please contact



www.eef-techcentre.org.uk



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supporting and evaluating the *transfer* of formal vocational training into the workplace

Transparency of Competencies (D)



Transparenz beruflicher Qualifikationen

Objective: supporting and evaluating the *transfer* of formal vocational training into the workplace

Method: Self-assessment and assessment through others of the transfer of knowledge from courses into the workplace:
agreement on objectives – self-assessment – certification

Result: Certificate in applied knowledge emphasising professional development
(a certificate that demonstrates the ability to transfer class room knowledge into praxis)



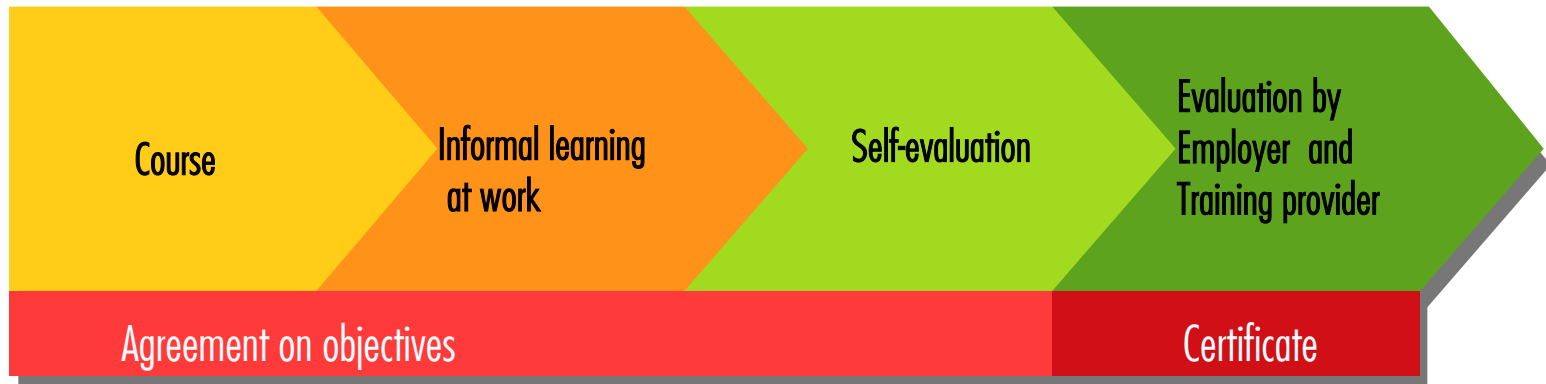
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Transparenz beruflicher Qualifikationen

The method:





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Transparenz beruflicher Qualifikationen

The result:

**Certificate in applied knowledge
emphasising professional development
(a certificate that demonstrates the ability to
transfer class room knowledge into praxis)**

an example:

Transparency of Competencies (TC)

Dealing with Complaints

The activities listed below were successfully transferred into the work place:

Basics

- Knowledge of complaints and their causes
- Knowledge of the problem of a factual and emotional level
- Expectations of a customer
- Recognising consequences/ effects of complaints
- Acknowledging complaints as chance for improvements

Personality aspects

- Coping with stress
- Keeping the inner balance
- Feeling not personally offended
- The right attitude: searching for solutions instead of being right
- Using positive formulations

Behavioural/conversational techniques

- Right reactions towards complaints / correct acceptance of complaints
- Taking the customer and his/her concerns seriously
- Showing understanding for the problem
- Shifting the conversation in a positive direction
- Assessing the significance of complaints
- Searching for solutions / making propositions for solutions and making decisions
- Thanking customers for the possibility of improvements
- Forwarding complaints to the people in charge

Supplements for further activities:

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**The Transparency of Competencies-Tool
is available on the
Exemplo-Website:**

www.exemplo.de/products/

For further information please contact



www.bildungsforschung.bfz.de