

## *Transparency of competences in European SME: outcomes of the "exemplo" project*

### Mobility beyond borders

Workshop C

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### Background:

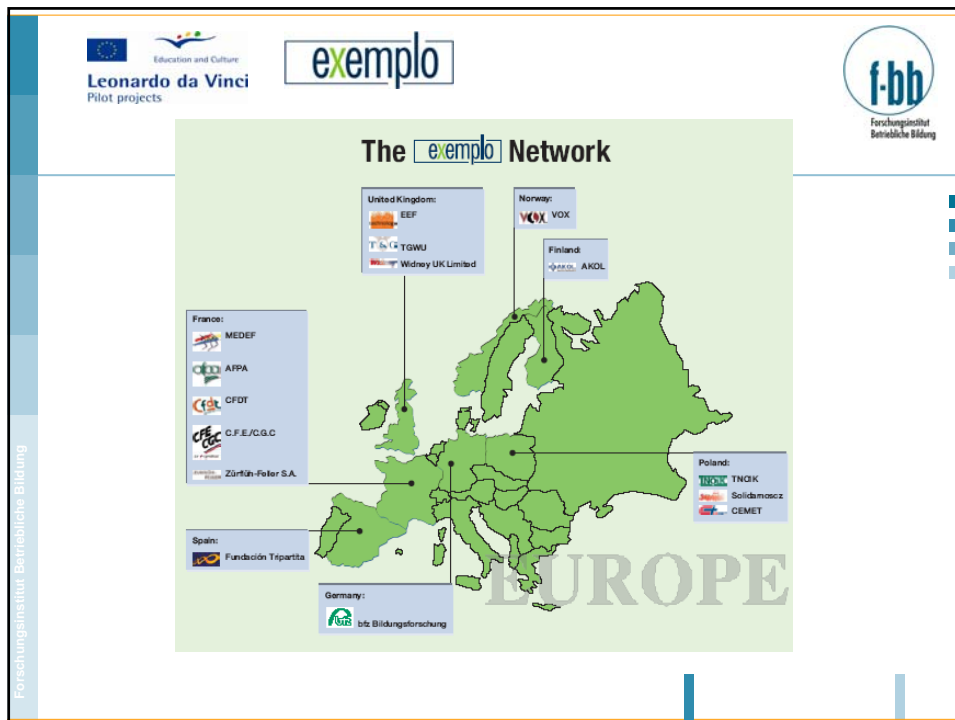
- Increasing cross-border mobility of trainees, employees – but also of companies.
- Increasing importance of non-formal and informal learning.
- ⇒ Transparency of competences is required not important *where* and *how* (formal, non-formal or informal) they have been acquired.

## Objectives of Exemplo

- To provide tools to support SMEs and their employees in assessing informally acquired competences
- To promote informal learning in SME
- To use the wide range of experiences existing in European countries regarding the assessment of informal learning

## Multi actors partnership:

<b>Finland</b>					
<b>France</b>					<b>ZURFLÜH-FELLER</b>
<b>Germany</b>					
<b>Norway</b>					
<b>Poland</b>					
<b>Spain</b>					
<b>UK</b>					



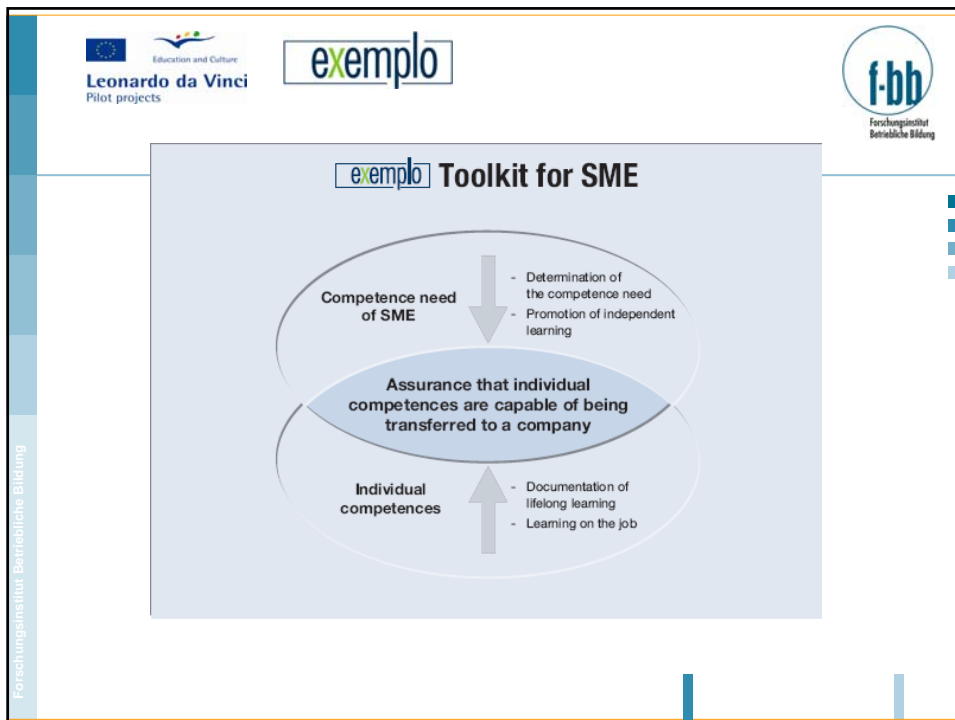




## Criteria for the Exemplo-Toolkit

- Usability in SME in different European countries
- Independence from specific national VET-systems
- Adaptability to varying demands of companies and employees

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## Classification of exempro-Tools:

- Who is the subject of the assessment?
- What does the method focus on?
- Who is in 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

## Tools for different requirements

– 3 examples:

*transfer* training results into professional practice:

⇒ Transparency of Competencies (DE)

*inhouse development* of competences in SME:

⇒ RARPA (UK)

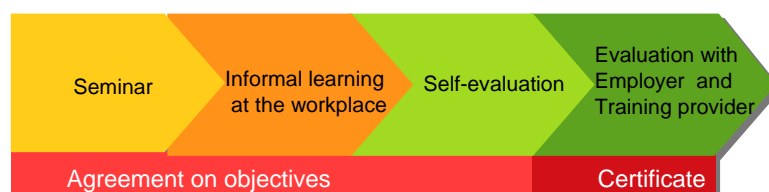
*(self-)assessment* of actual level of competences:

⇒ Competence Card for workplace (NO)



Transparenz beruflicher Qualifikationen

### Example I: Transfer of training results into professional practice



## Example II: RARPA (UK)

### Development / assessment of competences in SME

RARPA - Recognising and Recording Progress and Achievement in Learning (UK)

RARPA - classification:

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

**Checker 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.

**Importance:** - 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							
Jobstep							
Wähler							
Prüfung							
Fließband							
Kontrol							
Werkzeug							
...							
Actual: Employees performing the task	5	5	6	4	6		
Target: Number of employees who should be able to do the task							
Difference in training needs							

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## Example III: Competence Card for Workplace

### Assessment of the actual level of competences:

Competence Card for workplace (NO)

- Curriculum Vitae (CV)
- Competence Pass

### The Competence Card classification

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

CV

Personal data					
Name:					
Home 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	Assess. (1-5)
			%		
			%		
			%		
			%		
			%		
Education and Training					
School / Institute	Branch / Faculty / Specialization	Completed in (year)	Assess. (1-5)		
Valid certifications and diplomas					
Name of certificate	Detailed description	Valid from - to	Assess. (1-5)		

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## Outlook: Potential Areas of Conflict

- universal applicability vs. orientation towards identification of specific competences
- general standards vs. (company-)specific design of competence assessment procedures
- self-evaluation vs. evaluation by others
- simplicity of use vs. validity of results
- ...

## Conclusions:

- Identification of specific requirements of a company
- Decision about objectives of the competence assessment procedure
- Pragmatic approaches to be encouraged - experimental approaches welcome

*„All models are wrong, but some are constructive“*

(quotation after VOX, Norwegian exemplo partner)

Thank you for your attention

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*for more information see **Impuls, Vol 25 and the projects'**  
website [www.exemplo.de](http://www.exemplo.de)*