What is Skillsbank?

An ECVET * oriented tool kit targeting career guidance, recognition of prior learning and individual training support

Core components and functions:

- Learning outcomes in structured matrixes
- Qualification definitions
- Occupational profiles
- Career guidance
- Individual profile building
- Recognition of prior learning
- Web based multilingual service
- Compatible with ECVET-EQF-ESCO *
- and the Europass documents

* The European Credit system for Vocational Education and Training (ECVET) - European Skills/Competences, qualifications and Occupations (ESCO)
Partners

- EUROMASC - European Masters of Skilled Crafts Ltd. (NO)
- e-motive (FR)
- Voksenopplæringsforbundet - VOFO (NO)
- Stowarzyszenie Rozwoju Edukacji Ustawicznej - TRANSFER (PL)
- Individual Learning Company Ltd. (UK)
- Norasonde AS (NO)
- Centre de Formation Professionnelle aux Techniques du Spectacle – CFPTS (FR)
- NTI-MMMM Ltd. Multilateral Monitoring and Management (NO)
- VOX (NO)
- 3s Unternehmensberatung GmbH. (AT)
Based on experiences from the projects:

- **PERMEVET** Permeability in post-secondary VET: Creating the EQF/ECVET bridge (PERMEVET)  
  www.hioa.no
- **SME MASTER Plus**  
  www.sme-master.eu

Skillsbank used as «engine» for the project:

- **Know-In: For the road transport manager**  
  www.know-in.eu
Core functionality

- Registration of a Qualification (QA) & formalised and non-formalised Learning Outcomes (LO) in a structured way
- Registration of assessment
- Registration of available courses & training
- Match (link) QA and LO with courses & training.
- Make it possible for individuals and guidance personnel to identify gaps in their background for a specific QA in a country and register personal education and training information.
Users

Matching Matrix

Competent institution

Assessor

Course providers

Guidance Officer

End User

Employer
Roles and access

- **Roles and access (interfaces):**
  - **Competent Institution (administrator):**
    - Register LO’s, Qualifications, and assessment data in the database.
    - Gives access to the institutions and assessors.
  - **Employeer/Institution/Organisation:**
    - Access to the system for an overview of individuals registered/the matrix and queries.
    - Defines end-users.
  - **Course providers:**
    - Import/register course details into the database, overview of the qualifications registered.
  - **Individual /End user:**
    - Overview of available courses/training.
    - Access to the qualification and the assessment module
    - Access to the “Matrix matching module”
  - **Guidance officer (mentors):**
    - Overview of available courses/training and when requested personal information.
    - Access to the “Matrix matching module”
  - **Assessor:**
    - Access to the assessment module and individuals.
Definition of Qualification:

<table>
<thead>
<tr>
<th>Title of the Qualification</th>
<th>Master Floristry Craftsperson</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total ECVET Points</td>
<td>100</td>
</tr>
<tr>
<td>EQF Level</td>
<td>AT</td>
</tr>
<tr>
<td>NQF Level</td>
<td></td>
</tr>
</tbody>
</table>

**Units of Learning outcomes**

| U1   | Accounting and Controlling |
| U2   | Budgeting, Calculation and Financing |
| U3   | Entrepreneurship |
| U4   | Human Resources Management |
| U5   | Tutoring |
| U6   | Marketing and Sales Management |
| U7   | Customer services and support |
| U8   | Floristry production |
| U9   | Assessment, quality assurance and documentation of process and product |
| U10  | Quality and Security Management |
| U11  | Vocationally-specific Business Administration |
| U12  | Communication in an international context (country specific unit) |

**Cross sectional Learning Outcomes**

To acquire the learning outcomes properly the following qualifications are essential:
- s/he is able to act with social and ecological responsibility,
- s/he is able to adopt a quality management,
- s/he is able to use information and communication technology.
### Examples of learning outcomes:

<table>
<thead>
<tr>
<th>EURTM-U1: Learning Outcome headings</th>
<th>DISCO terms</th>
<th>Knowledge</th>
<th>Competence</th>
<th>Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1: Administrative development</td>
<td>S/he is able to evaluate and improve the company’s organisational structures and processes.</td>
<td>To know the main legislative / regulatory issues (environmental / safety / labour / contracting)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.2: Administrative compliance</td>
<td>S/he is able to understand priorities in terms of ethics and compliance involving different corporate social responsibilities</td>
<td>To know internal corporate measures, procedures and standards To maintain accounts and compliance with rules.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.3: Operational administration</td>
<td>S/he is able to plan and organise work and business processes</td>
<td>To know the essential road freight transport elements within transport law To handle company related contracts and transfers properly</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.3.1: Work tasks</td>
<td>S/he is able to coordinate the main work tasks in the company’s fleet operation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.3.2: Core business processes</td>
<td>S/he is able to manage the company’s business processes</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Link between QA & LO

LO detail

LO

Link between LO & Unit

QA Unit

QA Unit

QA Unit

Qualification

LO Detail

LO detail

LO

LO detail

LO Detail

LO detail

LO
EURTM: 5 Human Resources Management

EURTM 5.1 Managing staff

EURTM 5.1.1 Staff health and safety

EURTM 5.1.1.1 Staff health and safety regulations

1.1 Explain the relevant organisational policies and procedures, in relation to developing productive working relationships, that relate to: health, safety and security, legal requirements, equality and diversity, and inclusion operating requirements

1.2 Explain the benefits of developing productive working relationships

1.3 Explain the importance of creating an environment of trust and mutual respect

1.4 Explain the roles and responsibilities of work colleagues
## RPL ASSESSMENT CONSOLIDATED

<table>
<thead>
<tr>
<th>USER NAME</th>
<th>ASSESSOR NAME</th>
<th>TOTAL SCORE</th>
<th>SELF ASSESSMENT</th>
<th>ASSESSOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hioa Student</td>
<td>Tron Inglar</td>
<td>40</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Hansen Janne</td>
<td>Tron Inglar</td>
<td>50</td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>