D-Reskill@U

Learning, Teaching and Training Activity

Skills Intelligence Strategies for Career Guidance in Higher Education:
Lifelong Learning and Agile Continuous Education for Employability

LT&T Description:
The goal of the LTT sessions is to foster peer-learning, sharing of best-practice and build methodological and technical capacity across D-Reskill consortium institutions. Sessions are planned for teachers, researchers, and those interested in lifelong learning, agile continuous education and the role of skills alignment technologies and methodologies in higher education. The peer-learning and training sessions will be led by consortium participants including teachers, researchers, and technologists, and other European experts in the field of career guidance, skills intelligence and agile continuous education.

Training Themes:
1. **Innovations in Skills Alignment and Career Guidance in HE:** Skills demand analysis, Skills gap analysis, and Skills Mapping which highlights areas of an individual's skills profile where skill development may be needed.

2. **EU Skills Database for training and labour (ESCO)**: Understanding the role of EU Skills Databases (ESCO), semantic standards for learning, and a standardised expression of verifiable knowledge and skills in developing innovative products and services in higher education.

3. **Personalised Skills Matching for lifelong learners:** using computer-aided decision tools for "ESCO-indexed" self positioning and training pathway development.

4. **Designing the smart catalogue of training offers.** Training for teachers/trainers on how to develop their training offer in terms of modules (microcredentials), rate the learning outcomes, and match it with the skills-demand in the labour market.

5. **UX Design and Research:** understanding the need for integrating user-experience research and human-centred design into the D-Reskill@U development process.

D-Reskill@U LTT Objectives:
- To accelerate institutional dialogue and generate new initiatives for designing and implementing learner-centred digital career guidance tools which feature skills alignment methods and tools.

- To develop institutional training and capacity-building on the conceptual, methodological, and technical guidelines for designing an ESCO-compatible smart digital course catalogue with associated micro-credential training pathways

- To maximise the impact and sustainability of the D-Reskill project through an active learning, teaching and training process to ensure visibility and continued project sustainability.

LTT Learning Outcomes:

After attending the LTT, participants should be able to demonstrate the ability to:

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1. develop and integrate skills alignment methods for course or program development into their professional practice, such as a skill gap analysis, linked with the ESCO database

2. develop an approach for micro-credential design, following a common European approach, including minimum standards and common criteria, for reskilling or upskilling in HE

3. align your professional practice with initiatives on a European level around skills intelligence, skills data spaces and agile forms of continuous education through re-skilling or up-skilling

4. create and integrate the use of Open Badges for upskilling or reskilling into your professional practice

Relation between LTT and D-Reskill Project Objectives
Teachers, researchers and educational leaders interested in agile continuous education will get training on recent developments of the D-Reskill@U consortium in skills alignment technologies and skills intelligence in higher education. The structure of the career guidance software, its interfaces, and its dynamic modelling will be demonstrated in great detail. This training in the principles and structure of the smart catalogue and career guidance software will be crucial in the long-term (after the end of the EU funding) when the software will be scaled and implemented across partner institutions.

It will be an opportunity for participants to understand the conceptual, methodological and technical guidelines which underline the User Experience of the D-Reskill tool, including:

(a.) skills alignment technologies
(b.) identifying flexible and personalised learning pathways
(c.) developing a smart course catalogue which is the core functionality of the career guidance tools.

Dates and Location Sept 13-15 Poblenou, Barcelona (Can Jaumandreu)

Wednesday (September 13)
10h-18h LTT Activity

Thursday (September 14)
9h-1730h LTT Activity

Friday (September 15)
9h-13:30h LTT Activity

Programme Structure

D-Reskill LTT Program Structure 10h-18h September 13-15			
	Time	**Session Theme**	**Responsible / Speaker**
	930h-10h	**Registration & Welcome**	
Day 1 13/09 Skills Alignment: Practices and approaches for employability in Higher Education	10h-11:15 h	**Welcome, LTT Overview and Introduction**	*Welcome greetings* **Marta Aymerich,** Director of e-Health Centre, Open University of Catalonia *Introduction* **Corinne Aubert,** D-Reskill Co-Lead, Sorbonne University **François Rochet**, D-Reskill Co-Lead, Sorbonne University **Antonella Baldi**, Deputy Rector for Internationalisation, University of Milan **Marina Carini**, Deputy Rector for the Third Mission, cultural activities and social impact, University of Milan **Denes Zarka,** Director of Institute of Continuing Engineering Education, Budapest University of Technology. **Francesco Bullini**
	11:15h-12h	**Session 1**: Lifelong Learning and Agile Continuous Education for Employability at the UOC	**Angels Fito:** UOC President (to be confirmed) **Carmen Pages:** Head of the Unit of Skills Forecasting and Labour Market Analysis, UOC
	12h-12:30h	**Coffee**	
	12:30-14:30	**Session 2:** European Year of Skills Masterclass	**Ildiko Mazar**: European Digital Credentials for Learning implementation support. NTT DATA and Euro Learning Model **Jan Luts:** Senior Data Scientist at NTT Data & ESCO **Mattias De Bievre:** Prometheus X Co-founder and member of DS4Skills **Anastasia Pouliou:** Expert in qualifications, credentials and Future of VET. Cedefop Chance for dialogue with EU institutions and innovative education and skills movements.
	14:30-16:00h	**Lunch**	
	16:00h-18h	**Session 3:** Modelling the D-Reskill Tool	**Ilaria G. Neirotti:** University of Milan

			François Rochet: D-Reskill Co-Lead, Sorbonne University **Francesco Bullini**: Bullini Enterprise
Day 2 14/09 Building flexible and personalised learning pathways	9h-11h	**Session 4:** Building a Smart Catalogue for an impactful UX	**François Rochet**: D-Reskill Co-Lead, Sorbonne University **Francesco Bullini**: Bullini EnterpriseFrancesco **Team UNIMI**
	11h-11:30h	Coffee	
	11:30-13:30	**Session 5:** The role of Open Badges in Higher Education	**Denes Zarka:** Director of Institute of Continuouing Engineering Education, Budapest University of Technology. **Eva Szalma:** Project Manager and Adult Learning Coordinator, Budapest University of Technology
	13:30-15h	Lunch	
	15h-1730h	**Session 6:** The Case for Institutional Transformation: Integrating Skills Intelligence into Higher Education Development	**Mitch Peters:** European Project Lead, UPAL, Open University of Catalonia **Marina Munoz:** Research Lead and GPS Product Developer, UPAL, Open University of Catalonia **Federico Christmann:** Research Lead for Labour Market Intelligence 4 Educators (LMI4E),UPAL, Open University of Catalonia **Carles Bruguera:** Research Lead Projecta't Qualitative and MMR., UPAL, Open University of Catalonia **Natali Basilica:** Research Lead Projecta't Quantitative and MMR, UPAL, Open University of Catalonia

Day 3 15/09 Sustainability and Future Directions	9h-11h	**Session 7:** From Ideation to Execution: Ideas and strategies for future funding and action	**Mitchell Peters:** UPAL, UOC **Carmen Pages:** Head of UPAL, UOC **D-Reskill@U Consortium**
	11h-11:30h	Coffee	
	11:30-13:30	**Session 8:** Post funding sustainability and Future Directions	**D-Reskill@U Consortium**
	13:30-15h	Closing and Lunch	

Day 1 September 13 10h-18h

Introductory Session: LTT Overview and Introductions	Activity Description **Lead:** Corrine Aubert, Francois Rochet **Facilitators:** one facilitators for each groups (7/8 groups with 5/6 people each)	Time 10-11:15

Session 1: Skills Alignment for Career Guidance in Higher Education	Activity Description **Lead:** Carme Pages, Angels Fito	Time 11:15-12h

Session 2: European Year of Skills and Micro-credentialing Masterclass	**Activity Description** **Lead:** Mitch Peters Masterclass on Skills Alignment, Lifelong Learning and Agile Continuous Education in Europe: Featuring the European Learning Model, ESCO, CEDEFOP and Micro-credentialing, and the Data Space 4 Skills consortium	Time 12:30h-14:30h
D-Reskill Interoperability with the Euro Learning Model- NTT Data Ildiko Mazar	**Masterclass Guiding Questions** How is your organisation putting Skills Intelligence and Agile Continuous Education for Employability into practice?	30
ESCO and Career Guidance		30
CEDEFOP and		30

Mirco-credentialing Anastasia Pouliou	What is your organisation's **vision of the future** of Skills Intelligence and Agile Continuous Education for Employability? How does your organisation want to change the world with their work, and what needs to happen to make it so?	
DS4Skills Mattias De Bievre		30

Session 3: Modelling the D-Reskill Tool	**Activity Description** **Lead: Francois, Francesco, Ilaria**	**Time** **16h-18 h**
Interactive Activity A	**Session Goal**: Building a skill gap analysis with the ESCO database	
	Session introduction: the level of knowledge of ESCO Database (survey results) - Ilaria Neirotti, University of Milan	10 [min]
	Presentation of the digital career guidance software mock-up: presentation from the perspective of the learner	30 [min]
1st Part:	*From occupation to skills*: experts show a practical example for Analytical Chemist from Sorbonne University + Quick Q&A	30 [min]
2nd Part:	*From occupation to skills*: experts ask the audience to do the same task themselves but with occupations of their choice.	30 [min]
3rd Part	Feedbacks from participants: question time **During this session, you have seen how to use the skills and knowledge to develop a training path for a professional occupation (in the frame of the ESCO database).** **1) Assuming the perspective of the learner, how useful would you consider the digital career guidance software mock-up presented in this session, with the aim of developing professional skills for the labour market?** Please rate from 1 (not useful at all) to 5 (very useful). **2) Other feedback: please report here additional comments on strengths and weaknesses of the system or the approach.** They will help us in improving the system overall.	20 [min]

Day 2 September 14 9h-18h

Session 4: Building a Smart Catalogue for an impactful UX	Activity Description **Lead:** Francesco, Denis Intended audience: Professors / Trainer / Instructors **Session Goal**: Create an European Learning Model (ELM)/ESCO compliant training description from an existing training	**Time** **9h-11h**
Interactive Activity B.1	**1st Part** Presentation of the digital career guidance software mock-up, specifically focused on the functionality to develop a training from an existing description of the training. **2nd Part** *From description to training:* experts show a practical example on how to add training into the catalogue (simulated by a spreadsheet). *From training to occupation:* experts show a practice example to compare the training with a target occupation. **3rd Part** *From description to training:* audience will be asked to perform the exercise with a selection of training. **4th Part:** Feedbacks from the participants: question time 1) ==**Assuming teacher perspective**==**, how useful would you consider the digital career guidance software mock-up presented in this session, with the aim of designing training to develop professional skills?** ==Please rate from 1 (not useful at all) to 5 (very useful).== 2) **Based on the exercise conducted, how do you consider the existing descriptive information on the training: are they adequate or should it be expanded?** ==Please give a grade from 1 (not at all adequate) to 5 (very adequate). Report here possible solutions to improve the descriptive information.== 3) **Other feedback: please report here additional comments on strengths and weaknesses of the system or the approach** ==They will help us in improving the system overall.==	60 [mins]

| Interactive Activity B.2 | **Activity Description**
Lead: Francesco, Ilaria (UNIMI)

Session goal: Create micro-credentials from an existing training

Introduction to Micro-credential - Francesco Bullini

1st Part:
Presentation of the digital career guidance software mock-up for micro-credentialing

2nd Part:
From existing training to micro-credentials: experts demonstrate how to transform existing training (Cosmetic Chemistry trainings) in micro-credentials

3nd Part:
From existing training to micro-credentials:
Audience will be asked to transform an existing training into micro-credentials

4th Part
Feedbacks from the participants: question time

During this session we have seen how to design micro-credentials from an existing training.

1) **How would you rate the importance of "Micro-credentialing" for course design and curriculum renewal/course updating?**
Please rate from 1 (not important at all) to 5 (very important).

2) **How would you rate the importance of "Micro-credentialing" with the aim of developing professional skills for the labour market?**
Please rate from 1 (not important at all) to 5 (very important).

3) **Other feedback: please report here additional comments on strengths and weaknesses of the system or the approach**
They will help us in improving the system overall. | 60 [mins] |

Session 5 The role of Open Badges in Higher Education	**Activity Description** **Lead:** Dénes ZARKA, Éva SZAMA (BME) Session Goal: To be able to collect open badges in repository, and to understand how stackable credentials work.	**Time 11:30h-13:30h**
Interactive Activity C1 Create an account for openBadge collescion	Goal: Participants will understand the role of Open Badges in the Digital credential ecosystem, and will create an account in BME DCP to collect their first Roadshow Badge 1.) Open badges and Microcredentials in HE - Presentation: Dénes Zarka 2.) Earn a badge and upload it to your DCP account - Interactive activity - Éva Szalma	50

Interactive Activity C2 Create a stacked openBadge for a micro-credential	Goal: Participants will understand the process and steps to issue an badge, and to define stackable badges of different microcredentials. Participants will earn a sample meta-badge from two sample microcredentials. 1.) The steps to define and issue an open badge representing a Microcredential - real time presentation of creating and issuing a badge Dénes Zarka - Horváth Cz. János 2.) The steps to define a meta-badge representing a learning pathway. - real time presentation of creating a metabadge - Dénes Zarka, Horváth Cz. János	50
Interactive Activity C3 On-line learning opportunities about openBadges and micro-credentials	Goal: Participants will be able to find relevant on-line training for Open Badges and Microcredentials created by Disco VET Consortium led by BME 1.) Training possibilities about Open badges and Microcredentials - Presentation - Éva Szalma 2.) Feedbacks from the participants: question time **During this session we have seen how to design stackable open badges representing microcredentials** 1) **How would you rate the importance of issuing and collecting <u>Open Badges In Higher Education</u>?** Please rate from 1 (not important at all) to 5 (very important). 2) **How would you rate the importance of stackability in the World of Microcredentials?** Please rate from 1 (not important at all) to 5 (very important). 3) **Other feedback: please report here additional comments on strengths and weaknesses of the system or the approach** They will help us in improving the system overall.	20

Session 6 The Case for Institutional Transformation: Integrating Skills Intelligence into HE Development	Activity Description **Lead:** Mitch Peters (UOC)	**Time 15h-17 30h**
Projecte 9 (Mitch Peters & Cris Girona)	**Multiple Case-study on Institutional Transformation at the UOC**	30
Professional GPS (Marina Munoz)	How is your project putting Skills Intelligence and Agile Continuous Education for Employability into practice?	30
Labour Market Intelligence 4 Educators (LMI4E) (Federico Christmann)	What is your project's **vision of the future** of Skills Intelligence and Agile Continuous Education for Employability?	30
Projecta't (Carles Bruguera & Natali Basilico)	How does your project want to change your organisation and the broader society with their work? What needs to happen to make it so?	30

Day 3

Session 7 From Ideation to Execution: Ideas and strategies for future action	Activity Description Lead: Carme	Time 9h-11h
Universities break out around strategies and initiatives for future action, including strategies for micro-credentialing	What needs to happen to put skills intelligence and agile continuous education into practice in your institution?	
	Thinking about next steps: What is needed for LMI tools to be ubiquitous in EU Higher Education Institutions?	
	QUESTION TIME 1) **How useful do you think it has been to share the pathway taken so far, with the aim of improving the training offer for employability in your university?** Please rate from 1 (not useful at all) to 5 (very useful). 2) **How INNOVATIVE would you consider the approach presented during this 3day training (based on career guidance software based on Skills Alignment methodology)?** *By innovation we mean in the capacity of the mock-up in linking the skills with the jobs, in matching skills in an exact way (using a common ontology/framework) and in linking the academic and industry fields in a more effective and precise way.* Please rate from 1 (not innovative at all) to 5 (very innovative). 3) **How AGILE (*) would you consider the approach presented during this 3day training (based on career guidance software based on Skills Alignment methodology)?** *(*) By Agility we mean the opportunity to parcell the training according to specific needs (micro-credentialing); the opportunity of changes of the learning path for the learners.* Please rate from 1 (not agile at all) to 5 (very agile). 4) **What is the most significant aspect (in terms of approach, system, knowledge, ...) that you take home from this 3day training?** 5) **If you wanted to sum up these three days in a few words / one sentence, what would you say?**	

Session 8 Post funding sustainability	Activity Description Lead: UOC	Time 11:30-13:30

Further Erasmus Proposals etc. and funding strategies	Begin conversation in Barcelona, connect it with Leadership School in Budapest	
University Alliances and Lifelong Learning	Part II: DReskill@U Sustainability: Exploring fundraising strategies aimed to ensure project sustainability after the end of this EU funding context.	
Evaluation Session: Focus groups?	Evaluation sessions, themes, activities etc. Linked to themes of leadership school	

Training Reading List

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