Skills4Employability

Enhancing the presence of Soft Skills in Higher Education Curricula

IO1.A2:

COLLECTION OF SOURCES OF LITERATURE AND PRACTICES RELATED TO SOFT-SKILLS IN UNIVERSITIES

Contents

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INTRODUCTION

Higher education (HE) is considered to be a decisive asset for finding employment and having successful careers. Following this logic, in its renewed EU agenda for higher education (COM/2017/247 final), the Commission highlighted the importance of increasing the number of HE graduates to 40% and placing HE at the centre of innovation, job creation, competitiveness and sustainability (Europe 2020 Strategy). There are, however, increasing concerns that HE is not providing graduates with the knowledge and skills needed to thrive in a rapidly evolving educational and employment environment, and there remain continued skills mismatches in some Member States.

Knowing the requirements of the labour market is essential to match the supply and demand of skills so to improve the competitiveness of graduates. Indeed, providing students with the right skills for employment has been identified as one of four priorities of the flagship initiative 'An agenda for new skills and jobs' (COM/2010/682 final). In recent years, the growing importance of soft-skills in fostering student academic achievement and long-term success has been recognised by actors involved in education and in the labour market all across Europe. Soft skills are cross-cutting across jobs and sectors and relate to personal competences and social competences. Its development is intended to enable and enhance personal development, participation in learning as well as improve career prospects.

Higher education institutions (HEI) in Europe should react fast and shape its educational programs in order to ensure that its graduate students enter the work equipped with the sort of skills required by employers. HEIs can indeed play an important role in identifying needs at the local level and facilitating the transition from education to employment. Their direct involvement in the local socio-economic fabric would allow to enhance the employment environment and positively contribute to the overall labour market performance. For universities to have a real impact on labour market outcomes, it is essential that their educational offer matches the skills gaps at local and regional level. Equally, it is increasingly important to make the existing curricula more competitive and tuned to the forthcoming changes. One of the keys to making HEIs more responsive to skill demands is to help them effectively assess the extent to which their programs offer an appropriate curricula for acquiring and developing the skills that are relevant to the labour market.

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OBJECTIVES

This project seeks to support universities in their efforts to improve the quality of education by adapting curricula to the soft-skill demands of the labour market and, as a result, ensure a greater impact on the employment situation of future graduates. The project aims at strengthening HEIs capacity to assess whether and to what extent their programs match the soft-skills that are particularly valued in the labour market. Skills4Employability is structured in two different outputs:

> •The IO1 (intellectual output 1) will carry out a preliminary research about the definition, relevance and gaps regarding soft-skills in the context of higher education and employment. The research will help to define what the most relevant soft-skills are, the objective being to establish a common set of soft-skills that will later serve as a basis for the development of the assessment procedure in IO2. First partners will focus on the higher education context and then move focus to the labour market.

> •The main objective of IO2 (intellectual output 2) is to explore the best way of measuring the soft-skill content of universities curricula and identify those criteria and indicators that better capture the soft-skill dimension within HEIs. The soft skill assessment will allow universities to learn how they include these skills in their curricula and boost the adaptation of their programmes in accordance with the project's result.

COMPILATION OF PIECES OF LITERATURE AND GOOD PRACTICES (IO1.A2.)

This document is the result of the developed actions for the second phase of the first objective (IO1) in the research. Each partner has collected five pieces of literature and five good practices about how soft skills are defined, identified, training and assess in the Higher Education's institutions.

The material has been analysed according the following criteria:

- Characteristics of the documents:

    o   identification of the partner

    o   year,

- o   country of origin

- o   and type of material (e.g. papers, book, report, etc.)

- • Contents of the document:

- o   key documents (yes or not)

- o   target of the main of the good practice (training, identification, etc.)

- o   target group are addressed to.

The quantitative target of the task IO1_A2 has been accomplished, since each partner has contributed with at least 5 literatures and 5 good practices.
The documents are quite up to date. Most of them **were published in the last decade.**

Table   1.

Contributions from each partner

Partners	Literature	Practice	Total
AQU	5	6	11
Conexx	5	7	12
KTU	5	5	10
La Sapienza	5	5	10
UPB	5	5	10
Total	25	28	53

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Table 3. Types of documents

Category of the document	Count
Brochure	1
Certification	1
NQF	1
Offer of activities on campus	1
Summary of research	1
Workshop	1
Book	2
Tool for self-assessment	2
Book/practical guide	4
Course	4
Platform/web portal	4
Programme	5
Report	6
Paper	20
Total	53

Table 4. Origin of the documents

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The compilation shows a wide **variety of documents**
34 documents are from Europe, 12 from Amercian continent, 4 from Asia and 1 from Africa.

Table 5. Description of the main processesses developed by pieces of literature

Contents	Count
Accompaniment	1
Assessment	1

Definition, identification, implementation	1
Identification, assessment	1
Identification; definition; assessment	1
Identification; implementation	1
Training	1
Training, assessment	1
Training; assessment	1
Training; implementation	1
Identification; definition; training; implementation; assessment; certification	1
Identification; definition; implementation; assessment	2
Implementation	2
Identification	5
Other	5
Total	**25**

The **pieces of literature** have been classified according to the soft skills development process on which the text has been focused: identification, definition, training/accompaniment, implementation, assessment, and certification.
Most of them deal with **identification** and soft skills **training.**

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Table 6. Key documents

Title (piece of literature)	Identification	Identification;implementation	Identification; definition;training; implementation;assessment; certification	Total
"Lost in translation". Soft skills development in European countries		1		1
Definition, development, assessment of soft skills and their role for the quality of organizations and enterprises			1	1
Hard evidence on soft skills	1			1
The employability of higher education graduates. The employers' perspective	1			1
Total	**2**	**1**	**1**	**4**

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Table 7. Classification of good practices

4 pieces of literature are identified as a **key document.**

These documents were shared to be read by all partners.

Target group	Case study	Certification	Identification	Mentoring	Organizational/ academic implementation	Self-assessment	Training	Training and accompaniment	Information	Total
All type of learners						1	1			2
Deans of faculty	1									1
Faculty							2			2

										Total
HEI			1		3					4
HEI and employers	1									1
PhD candidates, post-docs, teaching staff and team leaders							1			1
PhD and master's students							1			1
PhD Student							1		1	2
Student	1	1		1		1	7		1	12
Students and PhD students								1		1
VET's learners						1				1
Grand Total	**3**	**1**	**1**	**1**	**3**	**3**	**13**	**1**	**2**	**28**

COLLECTION OF SOURCES OF LITERATURE

CONEXX

1.	Title / Title in English
	A commentary on learning objectives for accounting education programs: The importance of soft skills and technical knowledge

2.	Country
	United States

3.	Category
	Scientific literature

4.	Abstract or Executive Summary
	This paper addresses these issues and further questions the balance between soft skill development and coverage of technical accounting knowledge. Although not a zero sum proposition, it is clear that as emphasis on soft skills development increases there has to be a decreased emphasis on technical issues given the class time constraints. It should be noted that we do not take the position that developing soft skills is not important or desirable. Instead, we focus on how accounting faculty members, given their expertise, can best use the limited time they have to educate our students and to prepare them for careers as accounting professionals.

5.	References
	Rebele, J. E., & St. Pierre, E. K. (2019). A commentary on learning objectives for accounting education programs: The importance of soft skills and technical knowledge. Journal of Accounting Education, 48, 71–79.

6.	Link to source

| | https://www-sciencedirect-com.gate3.library.lse.ac.uk/science/article/pii/S0748575119301472 |

1.	Title / Title in English
	Effects and mediation of a soft skills program through the development of cognition incorporated in university students

2.	Country
	Perú

3.	Category
	Scientific literature

4	Abstract or Executive Summary
	Soft skills have received a great Attention with respect to various methods of evaluation. However, there are still few studies about statistically significant methods for to be able to train them. The embodied cognition allows pose a theory of how these would be identified from the awareness of embodied abilities that have to be developed and maintained in a context socio-cultural history to bring them to a level superior in stages mediated by interoception.

5	References
	Magro Lazo, G. (2017). Effects and mediation of a soft skills program through the development of cognition incorporated in university students. Apunt. cienc. soc. 2017; 07(02)

6.	Link to source
	http://journals.continental.edu.pe/index.php/apuntes/article/view/532

1.	Title / Title in English
	Executive Perceptions of the Top 10 Soft Skills Needed in Today's Workplace

2.	Country
	United States

3.	Category
	Scientific literature

4.	Abstract or Executive Summary
	Hard skills are the technical expertise and knowledge needed for a job. Soft skills are interpersonal qualities, also known as people skills, and personal attributes that one possesses. Business executives consider soft skills a very important attribute in job applicants. Employers want new employees to have strong soft skills, as well as hard skills. This study identified the top 10 soft skills as perceived the most important by business executives: integrity, communication, courtesy, responsibility, social skills, positive attitude, professionalism, flexibility, teamwork, and work ethic.

5.	References
	Marcel, M.M. (2012). Executive Perceptions of the Top 10 Soft Skills Needed in Today's Workplace. Business Communication Quarterly 75(4). 453-465

6.	Link to source
	https://www.researchgate.net/publication/258126575_Executive_Perceptions_of_the_Top_10_Soft_Skills_Needed_in_Today's_Workplace

1.	Title / Title in English
	Soft Skills Overview

2.	Country
	United States

3.	Category
	Scientific literature

4.	Abstract or Executive Summary
	A teacher's success is predicated on effective mastery of two requisite skill categories: technical competencies and personal competencies (soft skills). Technical skills are the specific skills and factual knowledge intrinsic to a specific job. Technical competencies elemental to teaching include instruction, assessment, and classroom management. Personal competencies, on the other hand, are skills broadly applicable to almost all professions; they create the foundation that enables a person to effectively use technical skills. Personal competencies basic to teaching include high expectations, love of learning, active listening, ability to adapt to novel situations, empathy, cultural sensitivity, positive regard for students, and good time management. Personal competency research shows large effect sizes, ranging from 0.72 to 0.87, for effective teacher-student relations that increase student academic performance and improve classroom climate. Unfortunately, teacher preparation and on-the-job staff development neglect this important training. To remedy the situation, more research is required to better define the field of personal competencies, and expanded training, including coaching, must be adopted during pre-service and induction.

5.	References
	States, J., Detrich, R. & Keyworth, R. (2018). Overview of Teacher SoftSkills. Oakland, CA; The Wing Institute.

6	Link to source
	https://www.academia.edu/40809691/Soft_Skills_Overview_Wing_Institute_Original_Paper_

1.	**Title / Title in English**
	Responsible team players wanted: an analysis of soft skill requirements in job advertisements

2.	**Country**
	Germany

3.	**Category**
	Scientific literature

4.	**Abstract or Executive Summary**
	During the past decades the importance of soft skills for labour market outcomes has grown substantially. This carries implications for labour market inequality, since previous research shows that soft skills are not valued equally across race and gender. This work explores the role of soft skills in job advertisements by drawing on methods from computational science as well as on theoretical and empirical insights from economics, sociology and psychology. We present a semi-automatic approach based on crowdsourcing and text mining for extracting a list of soft skills. We find that soft skills are a crucial component of job ads, especially of low-paid jobs and jobs in female-dominated professions. Our work shows that soft skills can serve as partial predictors of the gender composition in job categories and that not all soft skills receive equal wage returns at the labour market. Especially "female" skills are frequently associated with wage penalties. Our results expand the growing literature on the association of soft skills on wage inequality and highlight their importance for occupational gender segregation at labour markets.

5.	**References**
	Calanca, F., Sayfullina, l., Minkus, L., Wagner C. & Malmi, E. (2019). Responsible team players wanted: an analysis of soft skill requirements in job advertisements. EPJ Data Science volume 8, Article number: 13 (2019)

6.	**Link to source**
	https://www-sciencedirect-com.gate3.library.lse.ac.uk/science/article/pii/S0748575119301472

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UPB

1.	Title / Title in English
	The Value of Soft Skills in the Labor Market

2.	Country
	United States

3.	Category
	Scientific literature

4.	Abstract or Executive Summary
	Economists are increasingly focused on the importance of so-called "soft skills" for labor market success. The evidence is overwhelming that these skills — also called "non-cognitive skills" — are important drivers of success in school and in adult life. Yet the very term soft skills reveals our lack of understanding of what these skills are, how to measure them, and whether and how they can be developed. And the term "non-cognitive" is simply used to mean "not predicted by IQ or achievement tests."

5.	References
	Deming, D. (2019). The Value of Soft Skills in the Labor Market. NBER Reporter 2017 Number 44.

6.	Link to source
	https://www.nber.org/reporter/2017number4/deming.html

1.	Title / Title in English
	The Growing Importance of Social Skills

2.	Country
	United States

3.	Category
	Scientific literature

4.	Abstract or Executive Summary
	The labor market increasingly rewards social skills. Between 1980 and 2012, jobs requiring high levels of social interaction grew by nearly 12 percentage points as a share of the U.S. labor force. Math-intensive but less social jobs-including many STEM occupations-shrank by 3.3 percentage points over the same period. Employment and wage growth were particularly strong for jobs requiring high levels of both math skill and social skills. To understand these patterns, I develop a model of team production where workers "trade tasks" to exploit their comparative advantage. In the model, social skills reduce coordination costs, allowing workers to specialize and work together more efficiently. The model generates predictions about sorting and the relative returns to skill across occupations, which I investigate using data from the NLSY79 and the NLSY97. Using a comparable set of skill measures and covariates across survey waves, I find that the labor market return to social skills was much greater in the 2000s than in the mid-1980s and 1990s.

5.	References
	Deming, D. (2017). *The Growing Importance of Social Skills*. The Quarterly Journal of Economics, 132(4), pp. 1593–640.

6.	Link to source
	https://doi.org/10.1093/qje/qjx022

1.	Title / Title in English
	Promise and Paradox: Measuring Students' Non-Cognitive Skills and the Impact of Schooling

2.	Country
	United States

3.	Category
	Scientific literature

4.	Abstract or Executive Summary
	The paper presents the results gathered using a self-report surveys on a broad set of non-cognitive skills from 1,368 eighth graders. At the student level, scales measuring conscientiousness, self-control, grit, and growth mindset are positively correlated with attendance, behavior, and test-score gains between fourth grade and eighth grade. Conscientiousness, self-control, and grit are unrelated to test-score gains at the school level, however, and students attending over-subscribed charter schools score lower on these scales than do students attending district schools. Exploiting admissions lotteries, we find positive impacts of charter school attendance on achievement and attendance but negative impacts on these non-cognitive skills. It provide suggestive evidence that these paradoxical results are driven by reference bias or the tendency for survey responses to be influenced by social context.

5.	References
	West, M., Kraft, M., Finn, A., Martin, R., Duckworth, A., Gabrieli, C. & Gabrieli, J. (2016). *Promise and Paradox: Measuring Students' Non-Cognitive Skills and the Impact of Schooling*. Educational Evaluation and Policy Analysis, 38(1), 2016, pp. 148–170.

6.	Link to source
	https://doi.org/10.3102/0162373715597298

1.	Title / Title in English
	OECD Skills Outlook 2019 – Thriving in a Digital World

2.	Country
	United States

3.	Category
	Report from Agencies

4.	Abstract or Executive Summary
	New digital technologies, including information and communication technologies (ICTs), artificial intelligence and robotics, are reshaping the way people live, work and learn. Digitalisation presents immense potential to boost productivity and improve well-being. It can give people more power over what they learn, where and when they work, and how they engage in society. However, it can also increase inequalities if some people or regions are left behind. By improving the skills of their populations, countries can ensure the new technologies translate into better outcomes for all. This requires a comprehensive and co-ordinated policy intervention, with skills-related policies as the cornerstone of this package.

5.	References
	OECD (2019), *OECD Skills Outlook 2019: Thriving in a Digital World*, OECD Publishing, Paris, https://doi.org/10.1787/df80bc12-en

6.	Link to source
	https://doi.org/10.1787/df80bc12-en

1.	Title / Title in English
	Metrics for Students' Soft Skills

2.	Country
	Multicountry

3.	Category
	Scientific literature

4.	Abstract or Executive Summary
	This article presents a systematic approach to defining, applying, evaluating, refining, and revising metrics for students' soft skills—their abilities like critical thinking, problem solving, leadership and responsibility, communication, and collaboration. The importance of these skills in educational and work settings is growing rapidly. While such skills are easy to notice, they are hard to measure. Metrics do exist, but vary from one case to another, and are often rather implicit and vague. Contrary to that, this article proposes the use of precisely specified, measurable, low-inference indicators (metrics) to assess soft skills. The article also introduces an open set of principles that can be used to guide the specification of concrete, evidence-based metrics for different soft skills. Two case studies are used to illustrate the approach. These case studies are part of a larger research effort that has developed an open set of metrics for different soft skills; some of them are discussed in the article extensively. Generalizing the metrics used in specific educational contexts is also discussed.

5.	References
	Devedzic, V., Tomic, B., Jovanovic, J., Kelly, M., Milikic, N., Dimitrijevic, S., Djuric, D. & Sevarac, Z. (2018) *Metrics for Students' Soft Skills*, Applied Measurement in Education, 31:4, 283-296, DOI: 10.1080/08957347.2018.1495212

6.	Link to source
	DOI: 10.1080/08957347.2018.1495212

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LA SAPIENZA

1.	**Title / Title in English**
	Le "soft-skills" nella relazione insegnamento-apprendimento/ Soft skills in the teaching-learning relationship

2.	**Country**
	Italy

3.	**Category**
	Article

4.	**Abstract or Executive Summary**
	The article presents in a nut-shell how the soft-skills concept was born, why it is useful to cope with them within the education system of XXIst century and how teachers and education institutions could incorporate these skills in their training. Finally, the article provides a definition and a lists of the main soft skills to be taken into consideration.

5.	**References**
	Serenella Presutti, Le "soft-skills" nella relazione insegnamento-apprendimento, La Scuola Possibile, n. 66 – ottobre 2016

6.	**Link to source**
	http://www.lascuolapossibile.it/articolo/le--soft-skills--nella-relazione-insegnamento-apprendimento/

1.	Title / Title in English
	Soft skill e orientamento professionale/ Soft skills and professional orientation

2.	Country
	Italy

3.	Category
	Publication/ summary of research

4.	Abstract or Executive Summary
	This work aims at defining soft skills by their nature and typology, focusing also on their development and evaluation in order to sustain proper career development. The author underlines how soft skills could be stimulated and developed at all education stages, starting from nursery school.

5.	References
	Pelley M., Soft skill e orientamento professionale, 2017

6.	Link to source
	http://cnos-fap.it/sites/default/files/pubblicazioni/soft_skill.pdf

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1.	Title / Title in English
	Psicologia dell'accompagnamento: Il senso della vita e del lavoro nell'orientamento professionale/ Psychology of accompaniment: the meaning of life and work in professional orientation

2.	Country
	France

3.	Category
	Publication

4.	Abstract or Executive Summary
	The book presents a new way of understanding accompaniment to help people build their personal and professional identity. It is divided into 2 parts: the first one dedicated to theoretical frames and references, the second focused on the methods and principles of intervention and accompanied by an operational appendix for its practical applications. The book addresses students, counseling professionals and coaches, who want to benefit from a new psychological accompaniment device and concrete tools to enrich their practice.

5.	References
-	BERNAUD J. et alii, Psicologia dell'accompagnamento. Il senso della vita e del lavoro nel l'orientamento professionale, Trento, Erickson, 2015

6.	Link to source
	https://www.researchgate.net/publication/297020123_Psicologia_dell'accompagnamento_Il_senso_della_vita_e_del_lavoro_nell'orientamento_professionale

1.	Title / Title in English
	Supporting key competences and soft skills in higher education

2.	Country
	Italy

3.	Category
	Article in a scientific publication

4.	Abstract or Executive Summary
	In the actual scenario of the European labour market characterized by a continuous advancement in knowledge and a workforce high mobility rate, universities in European Union are questioning themselves how preparing their students for future work. The article, by analysing the state of the art and several methodologies for soft skills training, aims at defining pros and cos of a parallel or an embedded approach to soft skills teaching.

5.	References
	Claudio Melacarne, Carlo Orefce, Mario Giampaolo, Supporting key competences and soft skills in higher education, in Educazione in età adulta. Ricerche, politiche, luoghi e professioni. Pp 181-186, Firenze University Press, 2018

6.	Link to source
	https://www.researchgate.net/publication/328560625_Supporting_key_competences_and_soft_skills_in_Higher_Education

1.	Title / Title in English
	Soft skill per il governo dell'agire/ Soft skills for acting government

2.	Country
	Italy

3.	Category
	Publication/Book

4.	Abstract or Executive Summary
	Soft skills represent a re-proposition of virtues in a contemporary key. The intent of this is to ride this opportunity by inserting the theme into an approach in which the guiding role is assumed by wisdom. The aim is to insert soft skills into the great wisdom that represents the best that every human culture has developed on the art of living. A non-normative, but exhortative approach; not descriptive, but interpretative; not positivistic, but realistic. In this sense, the work addresses not scholars firstly, but precisely entrepreneurs, policy makers and common people who have the ambition and the desire to try their hand at trying to go-paint, at least in part, the sense of their own existence. In general, the approach to soft skills proposes a proactive attitude towards one's own existence and the social context of reference, which is characterized by immersing oneself in the world, accepting its challenges, playing with its rules , freeing itself from the conditioning of the contingent to challenge themselves, to discover ever new potential, to reach new goals.

5.	References
	CIAPPEI C., M. CINQUE (2014), Soft skills per il governo dell'agire, Milano, Franco Angeli

6.	Link to source
	https://www.researchgate.net/publication/272237208_Soft_skills_per_il_governo_dell'agire

AQU CATALUNYA

1.	Title / Title in English
	Infusing soft skills into the higher-education curriculum: key to the development of advanced human capital

2.	Country
	Perú

3.	Category
	Scientific literature (academic article)

4.	Abstract or Executive Summary
	The field of higher education is under pressue as never before to prepare students for active participation in the world of work. At present, employers want professionals who are able to demostrate soft skills - personal qualities that make them more adaptable, more proactive, more resilient and more responsible collaborators. This article seeks to open the debate on how to infuse softs skills into the curriculum of Higher-Education Institutions (HEIs) and its impact on the future employment of graduates. This relates to the demands of the labor market and the emphasis being currently placed on the development of said socioemotional skills. The methodology used was documental analysis, confronted with the author's own standpoints. The findings are related to the need to infuse soft skills into the curriculum and implement methodolodoly and assessment strategies for improving educational proposals. It concludes with a synthesis aimed at explaining the relationship betweeen key concepts and their implications for higher education.

5.	References
	Vera Millalén, F. (2016) Infusing soft skills into the higher-education curriculum: key to the development of advanced human capital. Revista Akademèia, vol. 7 (1), 53-73.

6.	Link to source
	http://revistas.ugm.cl/index.php/rakad/article/view/137

1.	Title / Title in English
	Definition, development, assessment of soft skills and their role for the quality of organizations and enterprises

2.	Country
	Italy

3.	Category
	Scientific literature (academic article)

4.	Abstract or Executive Summary
	Soft Skills is a very popular term nowadays, used to indicate personal transversal competences such as social aptitudes, language and communication capability, friendliness and ability of working in team and other personality traits that characterize relationships between people. Soft Skills are traditionally considered complementary of Hard Skills, which are the abilities to perform a certain type of task or activity. Soft Skills are strategic to be successful in personal and professional life then are essential for a candidate when he tries to obtain any kind of job. Enterprises generally hire new employees, in particular recent graduates, taking more in consideration their Soft Skills than their Hard Skills. This happens also for technical professions, such as engineers, because the company, in order to be competitive, needs to create good and effective teams and a collaborative working atmosphere. The quality of products provided by any industry then doesn't only base on the materials chosen and on the technology used, neither only on the expertise of workers who contribute to their fabrication, but also on the quality of the enterprise in its whole. And this quality strongly depends from the human resources involved and their capability of positively interacting to achieve a common aim: the company success.

5.	References
	Cimatti, B. (2016). Definition, development, assessment of soft skills and their role for the quality of organizations and enterprises. International Journal for Quality Research, vol 10 (1), 97-130.

6.	Link to source
	https://www.researchgate.net/publication/301359980_Definition_development_assessment_of_soft_skills_and_their_role_for_the_quality_of_organizations_and_enterprises

1.	Title / Title in English
	Beyond Employability: Embedding Soft Skills in Higher Education

2.	**Country**
	Thailand

3.	**Category**
	Scientific literature (academic article)

4.	**Abstract or Executive Summary**
	Today, higher education institutions are being evaluated by the manners in which they react to the social and economic needs of society, that is, how they are expediting social mobility and wider access to higher education, hence this leads to their actions to enhance graduate employability. Therefore, this research was designed to examine the 34 lecturers who joined a workshop related to how they are transferring soft skills and sharing their experiences of their instructional activities. These 34 lecturers are eligible participants who have fulfilled the criteria given by Newton Fund Researcher Links Workshop comprising of 20 Thai, 13 United Kingdom, and one Vietnamese. A qualitative interview research method was employed. An interview protocol was used as an instrument to explore the key ideas from these participants on how to embed soft skills in detail to enhance graduate employability. Results of the study revealed that most of the higher education institutions have been facing the challenges head-on, rethinking the role of career services, academics, and even support services in boosting employability. In addition, results also indicated that in the United Kingdom higher education system has been emphasized on the vital importance of non-academic skills to employability. Besides, participants have highlighted a list of soft skills that graduates should possess and it seemed that the place where these skills will most often be instructed is in the lecture theatre, the tutorial room or the study group. Those soft skills are depending on how lecturers to ensure that they are embedded these soft skills in their course design and delivery.

5.	**References**
	Tang, K.N. (2019). Beyond employability: Embedding soft skills in Higher Education. The Turkish Online Journal of Educational Technology, April, vol 18 (2).

6.	**Link to source**
	https://files.eric.ed.gov/fulltext/EJ1211098.pdf

1.	Title / Title in English
	Report of the working group on transversal competences of the University of Barcelona

2.	**Country**
	Spain

3.	**Category**
	Report

4.	**Abstract or Executive Summary**
	The document is the result of a working group on transversal competences set up by the Vice-Chancellor's Office for Teaching Policy at the University of Barcelona. This group was formed by people involved in projects related to the development and assessment of competences. The team debated the meaning and implications of competencies in different working meetings, designed the necessary steps to implement the competency-based curriculum designs and provided examples that each of the experts had created in the framework of the innovation groups to which they belonged. As a result, this document was produced.

5.	**References**
	UB (2014). Report of the working group on transversal competences of the University of Barcelona

6.	**Link to source**
	https://www.ub.edu/portal/documents/814553/1000930/Informe+del+grup+de+treball+de+Compet%C3%A8ncies+Transversals+de+la+UB/d1fe85b9-c427-434c-97b7-0b0dd1364a11

1.	Title / Title in English
	Teaching and assessing soft skills

2.	Country
	Scotland

3.	Category
	Book

4.	**Abstract or Executive Summary**
	This book is the final report from the Measuring and Assessing Soft Skills Project (http://www.mass-project.org) which ran for the period 2009-2010 and partially funded under European Union's Lifelong Learning Programme, Leonardo da Vinci, as a Transfer of Innovation. It was written as a practical guide to the practitioners who want to get involved to teaching of soft skills to disadvantaged groups of young peoples. It is divided in three parts. The aim of the first part is to give an overview of the MASS project and establish the need for Soft Skills development. It contains two papers. The first paper serves as an introduction to the MASS project, while the second one serves as an introduction to the area of Soft Skills, elaborating the socio political background, giving the necessary definitions and presenting several international frameworks. The second part deals with the teaching and development of Soft Skills. It contains two papers. The first one is an extensive presentation of selected literature on the subject of teaching soft skills. The second one gives a detailed description and elaboration of the methodology of MASS project. It presents the historical background, the structure of the teaching materials, the characteristics of the target groups and the educational efforts undertaken by each partners' institution. The subject of the third part is Soft Skills assessment. It contains two papers, with the first one giving the background of Soft Skills assessment theory and proposed practices, while the second one elaborates on the methodology used and results obtained from the assessment efforts of the partners.

5.	**References**
	Kechagias, K. (Ed.) (2011). Teaching and Assessing Soft Skills. Mass Project, Thessaloniki.

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6.	Link to source
	http://research.education.nmsu.edu/files/2014/01/396_MASS-wp4-final-report-part-1.pdf

Co-funded by the
Erasmus+ Programme
of the European Union

KTU

1.	Title / Title in English
	"Lost in translation". Soft skills development in European countries

2.	Country
	Italy

3.	Category
	Scientific literature

4.	Abstract or Executive Summary
	The article explores some classifications of soft skills and presents a collection of best practices and methods for teaching and learning them at University level, taking into account different perspectives. The final goal is to provide an analysis aimed at the identification of the most important soft skills needed for a successful transition from University education to the labour market. The analysis includes a brief chronological excursus on relevant studies on the subject, a review of current literature on employability skills, quantitative (surveys) and qualitative (focus groups) researches from Europe and Third Countries, identifying the range of soft skills relevant for newly graduates.

5.	References
	Cinque, M. (2016). "Lost in translation". Soft skills development in European countries. *Tuning Journal for Higher Education*, 3(2), 389-427.

6.	Link to source
	http://www.tuningjournal.org/article/view/1063/1255

1.	Title / Title in English
	Hard evidence on soft skills

2.	Country
	USA

3.	Category
	Scientific literature

4.	Abstract or Executive Summary
	This paper summarizes recent evidence on what achievement tests measure; how achievement tests relate to other measures of "cognitive ability" like IQ and grades; the important skills that achievement tests miss or mismeasure, and how much these skills matter in life. Achievement tests miss, or perhaps more accurately, do not adequately capture, soft skills—personality traits, goals, motivations, and preferences that are valued in the labor market, in school, and in many other domains. The larger message of this paper is that soft skills predict success in life, that they causally produce that success, and that programs that enhance soft skills have an important place in an effective portfolio of public policies.

5.	References
	Heckman, J. J. & Kautz, T. (2013). Hard Evidence on Soft Skills. *Labour Economics,* 19(4), 451-464.

6.	Link to source
	https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3612993/

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1.	**Title / Title in English**
	The employability of higher education graduates. The employers' perspective

2.	**Country**
	Belgium

3.	**Category**
	Report from the European Commission

4.	**Abstract or Executive Summary**
	The study uses an innovative approach to look at employers' preferences for graduates, namely by simulating the selection process with hypothetical candidates. This conjoint study with responses from more than 900 employers in nine different European countries was complemented with in-depth interviews with employers as well as focus groups of relevant stakeholders in 12 European countries. The study provides insight into: 1) the major trends on the labour market for Higher Education (HE) graduates and how these trends impact the skills that HE graduates are supposed to have, 2) the key characteristics that employers look at when they recruit HE graduates, 3) the skills that graduates should possess in order to be employable, 4) how higher education institutions (HEIs) can best enable students to develop employable profiles, 5) the dilemmas that HEIs face when improving employability.

5.	**References**
	Haselberger, D., Oberhuemer, P., Pérez, E., Cinque, M. and Capasso, F. (2012). Mediating Soft Skills at Higher Education Institutions. *Guidelines for the design of learning situations supporting soft skills achievement*. Internet acces.

6.	**Link to source**
	https://op.europa.eu/en/publication-detail/-/publication/ecbcc42d-349e-4903-a844-9820680baa1a

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1.	Title / Title in English
	Soft skills to enhance graduate employability: comparing students and employers' perceptions

2.	Country
	Italy

3.	Category
	Scientific literature

4.	Abstract or Executive Summary
	A research was carried out to examine and compare students' and employers' perceptions regarding the importance of soft skills in different European countries. Results show that 86% of respondents indicate an increased emphasis on soft skills over the last 5–10 years and that companies consider soft skills more important than students/graduates. Furthermore, major differences have also been identified in the ranking of the 20 soft skills listed in this paper, indicating different levels of priorities. This paper suggests that companies and Higher Education Institutions (HEIs) need to work together not only to increase students' awareness of the importance of soft skills but also to guide them in taking individual responsibility to acquire and develop these essential skills in order to continuously adapt to the changing labour market and improve their employability.

5.	References
	Succi, Ch. & Canovi, M. (2019). Soft skills to enhance graduate employability: comparing students and employers' perceptions, *Studies in Higher Education*, DOI: 10.1080/03075079.2019.1585420

6.	Link to source
	https://www.tandfonline.com/doi/full/10.1080/03075079.2019.1585420

1.	Title / Title in English
	Walk the talk: soft skills' assessment of graduates

2.	Country
	Italy/Germany

3.	Category
	Scietific literature

4.	Abstract or Executive Summary
	So-called soft skills become of crucial importance, but a lack of academic attention devoted to their development, and a deficit of companies in integrating soft skills in their selection,induction and training processes have been identified. The paper aims to discuss these issues. An exploratory study has been designed to describe the tools in use to assess soft skills, during the recruitment process and those to develop soft skills of graduates, during their first years on the job. In January 2017, two symmetrical online questionnaires have been sent to 500 HR managers and 240 graduates of a European business school, in Italy and Germany. Results show that graduates and managers describe differently the use of tools to develop graduates' soft skills. The large majority of HR managers indicate they offer formal training to young graduates and that they are involved in the performance appraisal sessions, while only 22 percent of students confirm they receive formal training and only 26 percent declare to be inserted in a performance appraisal process. Moreover, concerning the assessment of soft skills during the selection process, significant differences between Italian and German companies emerged.

5.	References
	Succi, C. (2018). Are You Ready to Find a Job? Ranking of a List of Soft Skills to Enhance Graduates' Employability. *International Journal of Human Resources Management and Development*. 28 (2), 114-125.

6.	Link to source
	https://www.emerald.com/insight/content/doi/10.1108/EJMBE-01-2019-0011/full/html

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PRACTICES RELATED TO SOFT-SKILLS IN UNIVERSITIES

CONEXX

1.	Title / Title in English
	Transmettre des compétences " qui ne s'apprennent pas ": étude d'un dispositif numérique d'identification et de développement des compétences douces / Passing on skills "that can't be learned" study of a digital device for identification and identification of the development of soft skills.

2.	Country
	France

3.	University or HEI
	Estrasbourg Business School

4.	Abstract or Executive Summary
	For higher education organizations, the issue of identifying and acquiring soft skills is a major one, given the challenges previously identified. Nevertheless, the pedagogical face-to-face is of little relevance to the learning of these particular skills. We therefore propose to study a pedagogical system designed and implemented at EM Strasbourg. It is intended for the five hundred first year students of two programmes of the School: the Grande Ecole Programme and the Bachelor's degree. The system consists of the autonomous use of a collaborative platform dedicated to the development of soft skills (autonomy, listening skills, audacity, tenacity ...). The digital tool was designed according to two pedagogical modalities: collaborative learning (Vygotski, 1934; Perreaudeau, 2006) and reflective experiential learning (Kolb, 1984; Argyris, 2003). Our study aims to provide an analysis of the construction and implementation of this pedagogical innovation, as well as an evaluation of these outcomes in terms of learning.

5.	References
	Delphine Theurelle-Stein, Isabelle Barth (2016). Transmettre des compétences " qui ne s'apprennent pas ": étude d'un dispositif numérique d'identification et

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	de développement des compétences douces.. Eduquer et Former au monde de demain 2016, ESPE Clermont, Clermont-Ferrand, FrancE

6.	**Link to source**
	https://econpapers.repec.org/paper/haljournl/halshs-01331675.htm

1.	Title / Title in English
	Study plans, soft skills and job search: the cases of faculty of engineering, faculty of social sciences in Buenos Aires University and argentine trains

2.	Country
	Argentina

3.	University or HEI
	Universidad de Buenos Aires

4.	Discipline
	Engineering and Social Sciences

5.	Abstract or Executive Summary
	This essay is a research advance on the discordant relationship between business related careers' study plans, and requirements for actual employment in companies. In order to approach the hypothesis in this exploratory stage, the study cases are the Faculty of Engineering, the Faculty of Social Sciences in Buenos Aires University and Trenes Argentinos Company.

6.	References
	Zapata, L (2017). Study plans, soft skills and job search: the cases of faculty of engineering, faculty of social sciences in Buenos Aires University and Argentine trains Fundación Universidad de Palermo	Graduate School of Business| Nº 16

7	Link to source
	https://search-proquest-com.gate3.library.lse.ac.uk/docview/2080199302/fulltextPDF/7FDF4E5D044345B6PQ/1?accountid=9630

1.	**Title / Title in English**
	Leadership soft skills of deans in three Malaysian Public Universities

2.	**Country**
	Malaysia

3.	**University or HEI**
	Research conducted in three public universities in Malaysia

4.	**Discipline**
	Soft skills in managerial positions

5.	**Abstract or Executive Summary**
	The main purpose of this study is to explain and interpret the implementation of the eight components of leadership soft skills, namely collaboration/teamwork, communication skills, initiative, leadership ability, people development/coaching, personal effectiveness/personal mastery, planning and organizing, and presentation skills. Findings showed that there are some similarities and differences between the deans with high and low leadership soft skills. This study attempts to advocates about the importance and value of leadership soft skills in higher educational institutions. Additionally, researchers hope that the findings can provide information to assist administrators in developing high-quality interpersonal relationships with their associates and support staff.

6.	**References**
	Tang Keow Ngang,Bouphan Prachak and Treputharan Saowanee (2013). Leadership soft skills of deans in three Malaysian Public Universities. Procedia - Social and Behavioral Sciences 93 (2013) 1182 – 1186

7.	**Link to source**
	https://pdf.sciencedirectassets.com/277811/1-s2.0-S1877042813X00278/1-s2.0-S1877042813034575/main.pdf?X-Amz-Security-

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1.	**Title / Title in English**
	Yes I Can. Évaluer mes compétences doctorales / How to evaluate my doctoral competences

2.	**Country**
	Belgium

3.	**University or HEI**
	UCLouvain

4.	**Discipline**
	Doctoral students

5.	**Abstract or Executive Summary**
	The purpose of this brochure is precisely to provide those who wish to do so, the necessary tools to achieve their skills assessment as part of the PhD. All in all, six tools and questionnaires were selected: four French and two English tools. Each of these tools has been tested, including during the Skills@Work workshops held at UCLouvain.

6.	**References**
	UCL Louvain doctoral cell (2018). Yes I Can. Évaluer mes compétences doctorales.

7.	**Link to source**
	https://alfresco.uclouvain.be/alfresco/service/guest/streamDownload/workspace/SpacesStore/52123155-67e7-4705-92a7-d986b0eeb4bd/Brochure%20PhDs@Work.pdf?guest=true

1.	Title / Title in English
	Improving Soft Skills of **University Students Through Software Development Team Projects**

2.	Country
	Malaysia

3.	University or HEI
	University of Malaya

4.	Discipline
	Software Engineering

5	Abstract or Executive Summary
	The success of a software project depends on many factors. It requires project team members to be well-equipped with technical knowledge and good soft skills. Among the many soft skills, the two basic soft skills that all project team members should possess are communication and negotiation skills. Today, communication skills are found to be lacking among the university graduates. This situation has resulted in the unemployment of 3 942 information technology graduates in 2006. A study was initiated to incorporate the teaching of communication and negotiation skills in the Project Management (PM) course through team projects undertaken by members of multi-racial composition. This paper presents feedback from 67 students on the teaching of communication and negotiation skills, and project management concepts through team projects.

6	References
	Siew Hock Ow (2008). Improving Soft Skills of University Students Through Software Development Team Projects. Asian Social Science. Vol4., No.4

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7.	**Link to source**
	https://www.researchgate.net/publication/41846357_Improving_Soft_Skills_of_University_Students_through_Software_Development_Team_Projects

1.	Title / Title in English
	Cercles étudiants / Student associations

2.	Country
	Belgium

3.	University or HEI
	Université Libre de Bruxelles

4.	Abstract or Executive Summary
	The Université Libre de Bruxelles has a System to promote students participation and development of soft skills. Through its 'circles' students engage on different cultural or social activities on campus in issues regarding different kinds of topics as: Jazz, feminism, cinema, NGOs, ecological transition, anti-speciesism, LGBTQI or political currents where many opinions, passions and different social commitments are represented. By taking part in these circles the students develop their soft skills while they are studying at the university.

5.	References
	Cercles étudiants (2019). *Université Libre de Bruxelles*. Recovered from: https://www.ulb.be/fr/l-universite/folklore-et-cercles-etudiants

6.	Link to source
	https://www.ulb.be/fr/l-universite/folklore-et-cercles-etudiants https://aic.ulb.be/membres/

1.	Title / Title in English
	Best Soft Skills Track

2.	**Country**
	Belgium

3.	**University or HEI**
	KU Leuven

4.	**Abstract or Executive Summary**
	BSST is a programme used by the KU Leuven. It provides the student with the BEST Soft Skills Track! Consisting of 2 different tracks, each of it is foreseen to provide five sessions from five different companies who will each explain a certain soft skill and on how they can apply it within their company. Each session will thus focus on a different soft skill. After each session they organize a small networking event where you can talk with the company representatives.

5.	**References**
	BEST soft skills track 2020 (2019). Bestleuven. Recovered from: https://bestleuven.eu/bsst/

6.	**Link to source**
	https://bestleuven.eu/bsst/

UPB

1.	**Title / Title in English**
	Developing Soft Skills in Engineering Studies – the Experience of Students' Personal Portfolio

2.	**Country**
	Portugal

3.	**University or HEI**
	Technical University of Lisbon

4.	**Discipline**
	Engineering

5.	**Abstract or Executive Summary**
	The paper presents and analyses a work experience, now in its fifth year, to help students in developing soft skills, through execution and reporting, during a period of six semesters, of extra-curricular activities that are validated and evaluated by the faculty and, in a certain way, integrated in the curriculum throughout in the form of a 'Personal Portfolio'. The global objective of the Personal Portfolio is to develop the student's soft skills through the practice of extra-curricular activities and the reflection on that practice. In this paper we clarify the initial design of the learning environment, the objectives and regulation of Personal Portfolio, the information system that supports the activities and the evolution of students' numbers and of the faculty. Conclusions are drawn on the major activities that have been developed, the main results obtained, the differences between the experiences in two campuses and the evolution of the Portfolio concept resulting from the adoption of the Bologna Agreement.

6.	**References**
	Ferreira da Silva, A., Tribolet, T. (2007). *Developing Soft Skills in Engineering Studies – the Experience of Students' Personal Portfolio.* Proccedings of ICEE2007, Coimbra-Portugal, September 3 – 7, pp.

7.	**Link to source**

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	icee2007.dei.uc.pt/proceedings/papers/336.pdf

1.	Title / Title in English
	The Global Skills Gap: Student Misperceptions and Institutional Solutions

2.	Country
	United States

3.	University or HEI
	QS Intelligence Unit

4.	Abstract or Executive Summary
	While no university can be reduced to a single mission, or role, the primary extrinsic motivation for attending university, as expressed by students, is to further one's career goals.1 Research by Canadian academics Kennett, Reed, and Lam suggests that few students prioritise the intrinsic value of the learning they receive when considering their motivations for university attendance. Universities that perceive themselves as having a responsibility to their students should accordingly place the nurturing of employability towards the top of their agenda. The relationship between market and employer requirements and graduate competencies falls into two broad categories: first, a shortage of 'hard skills' such as tech companies being unable to find people that can code, or news corporations struggling to find writers; second, a 'soft skills' deficit including attributes such as flexibility, critical thinking, communication skills, and teamwork. Gaps in both these groups of skills exist across both nations and sectors. Often, soft skill gaps are considered to be more prevalent. Much research has been done over the past two years alone on the specific skills in short supply. A review of multiple sources has allowed us to identify patterns in the most-valued and most sought-after skills wanted by hiring managers.

5.	References
	Karzunina, D., West, J., Moran, J., Philippou, G. (2017), *The Global Skills Gap: Student Misperceptions and Institutional Solutions.* QS Intelligence Unit Report.

6.	Link to source
	https://www.reimagine-education.com/wp-content/uploads/2018/01/RE_White-Paper_Global-Skills-Gap-Employability.pdf

1.	Title / Title in English
	Scientific Thinking And Argumentation Skills For Problem Solving

2.	Country
	Egipt

3.	University or HEI
	DAAD

4.	Abstract or Executive Summary
	This course introduces and applies the basic skills of analyzing information. Attention is given especially to scientific thinking skills, problem solving, observation, analysis, making inferences, interpretation, and argumentation in reading, oral and written expression. By the end of the module, participants will be able to: ● Apply the steps of scientific method to solve a problem. ● Make scientific observations. ● Describe observations. ● Distinguish between positive and negative connotations. ● Distinguish among observations, facts, opinions, inferences, and assumptions. ● Make inferences from premises. ● Recognize good arguments. ● Detect faulty arguments. ● Report on how to provide a hypothesis for a given problem in any field of study. Analyze information gathered to confirm or reject a hypothesis.

5.	References

6.	Link to source
	http://dka.daadcairo.org/node/4

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1.	Title / Title in English
	Soft Skill Toolkit

2.	Country
	The Netherlands

3.	University or HEI
	Vrije Universitat Amsterdam

4.	Abstract or Executive Summary
	The aim of the course is to develop the skills necessary for master's and PhD students to share their ideas and thoughts about their work and research with a broader audience (inside and outside academia). Throughout the course we will focus on different ways to elicit interest and engage in elaborate and fruitful conversation. Furthermore, we will ask participants to put theory into practice: we challenge them to write a promotional speech, practice their promotional pitch, develop an 'onion model' presentation, create a scientific poster and write a project draft. Participants will also be asked to thoroughly prepare the sessions so that they can actively use their own work along with other people's, both in individual and in group sessions.

5.	References

6.	Link to source
	https://www.vu.nl/en/programmes/short/winter-school/courses/soft-skills-toolkit.aspx

1.	Title / Title in English
	Soft Skills Courses

2.	Country
	Qatar

3.	University or HEI
	Qatar University

4.	Abstract or Executive Summary
	The Community Service and Continuing Education Center offers e-Learning courses in collaboration with Cegos, a worldwide leader in training and development, with twenty years' experience in developing e-learning content, Through our collaboration with Cegos we have expanded our offerings to further empower our lifelong learners. Individuals will be able to develop their soft skills effectively in a self-paced environment in a number of languages tailored to the target learner. Our e-Learning catalogue includes courses in Management & Leadership, Applied Personal Development, Professional Efficiency, Project Management, Finance, Marketing & Innovation, Sales and Purchasing.

5.	References

6.	Link to source
	http://www.qu.edu.qa/cce/elearning/soft-skill

LA SAPIENZA

1.	Title / Title in English
	Sapienza Academy

2.	Country
	Italy

3.	University or Higher Education Institution
	Sapienza Università di Roma

4.	Discipline (where applicable)
	N.A.

5.	Abstract or Executive Summary
	Sapienza Academy is a pilot initiative, launched in 2019 and addressed to first year phd students (about 1.000 per year), in order to train them on soft research-based skills of their interest. Each student can join one or more lessons that are proposed several times during an agreed and communicated week. In 2019 we organised classes on the following topics: 1. Grants for research and international mobility 2. research evaluation: how to use an institutiuonal repository for publications 3. Research ethics. Ideas for future include the possibility to enlarge soft skills portfolio, and to have both a winter and a summer school for supporting phd students' soft skills training.

6.	References

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	N.A.

7.	**Link to source**
	https://www.uniroma1.it/it/pagina/dottorati-di-ricerca

1.	**Title / Title in English**
	Talent Lab Sapienza

2.	**Country**
	Italy

3.	**University or Higher Education Institution**
	Sapienza Università di Roma

4.	**Discipline (where applicable)**
	N.A.

5.	**Abstract or Executive Summary**
	Sapienza has just ended the second edition of its incubation path for business projects, developed in collaboration with the venture capital group Lventure, and aimed primarily at Sapienza students and phd students. The incubation process aims to transform business projects and ideas into a Minimum Viable Product (MVP), for the development of an innovative product and the launch of new Start Ups, based on the "Innovation Action Lab" program, considered one among the best incubation routes in Europe. This training and accompaniment path aimed at testing and validating innovative ideas and projects addresses the following soft skills with specific training modules: business potential, vision and mission, context analysis, strategy and strategic planning, customer discovery, validation of the offer, business model, finance for start-up, business plan, intellectual property protection, effective communication and elevator pitch.

6.	**References**
	N.A.

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7.	**Link to source**
	https://www.uniroma1.it/it/pagina/talentlab-sapienza

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1.	**Title / Title in English**
	Test autovalutazione soft skills AlmaLaurea/Soft skills self evaluation tool by AlmaLaurea

2.	**Country**
	Italy

3.	**Category**
	Self evaluation tool proposed by one of the most reliable Italian university career service

4.	**Abstract or Executive Summary**
	The self evaluation tool lists and briefly describes the following 14 soft skills, that would be relevant for university students entering a work environment, and ask to self assess the proficiency in each skill from 1 to 10: Autonomy Self-confidence Flexibility Resistance to stress Good planning Accuracy Learning continuously Achieving goals Information management Entrepreneurship Communication skills Problem solving Team work Leadership

5.	**References**
	N.A.

6.	**Link to source**
	https://www.almalaurea.it/info/aiuto/lau/manuale/soft-skill

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1.	Title / Title in English
	Io Scelgo, Io Studio – Il portale dell'orientamento al secondo grado e al post diploma/ I choose, I study - The portal for orientation to the secondary school and post diploma

2.	Country
	Italy

3.	Category
	Web portal

4.	Abstract or Executive Summary
	This is a website created and managed by the Italian Ministry for Education aimed at supporting students, through information, experts advise and real cases, to choose an educational path and their future career. This website promotes the national guidelines for permanent orientation, representing a new model of training orientation capable of guaranteeing support at all times of choice and transition of the person, throughout the life course, and promoting employability, social inclusion and growth.

5.	References
	N.A.

6.	Link to source
	https://www.istruzione.it/orientamento/

1.	Title / Title in English
	Schede di autovalutazione delle soft-skill/Self assessment for soft skill

2.	Country
	Italy

3.	University or Higher Education Institution
	N.A. The tools have been developed by a psycologist

4.	Discipline (where applicable)
	N.A.

5.	Abstract or Executive Summary
	Dr. Lucia Bizzaro proposes a set of exercises aimed at supporting the soft-skills self assessment in order to understand and evaluate the level of "ability" of some skills capable of influencing professional success. The set of exercises deals with: - professional diary - communication skills - empathy - changemaking - conflicts resolution.

6.	References
	N.A.

7.	Link to source

| | https://www.luciabizzarro.it/schede-di-autovalutazione/ |

AQU CATALUNYA

1.	Title / Title in English
	Catalan Higher Education Qualifications Framework. Using ex-ante accreditation to assess the implementation of the Spanish national qualifications framework (MECES)

2.	Country
	Spain

3.	University or Higher Education Institution
	Catalan University Quality Assurance Agency (AQU Catalunya)

4.	Discipline (where applicable)
	Any

5.	**Abstract or Executive Summary**
	This document is an initiative of AQU Catalunya derived from the experience acquired in the accreditation of university degrees. This experience has shown that the synoptic nature of the Spanish Higher Education Qualifications Framework (MECES, 2011) needs to be deployed to meet one of its objectives: to be adapted for curricula design and the subsequent process of accreditation thereof. The goals of this document are: 1. To unfold the legal document of the Spanish Higher Education Qualifications Framework (MECES) to adapt it to the present needs of the Catalan Higher Education System (CHES). The result of this deployment is presented as the Catalan Higher Education Qualifications Framework. This deployment is compatible with the European and the Spanish Framework but has improved some aspects such as the structure, definitions, etc., in order to make it more useful to its end users. It also has the function of making the HE levels in Catalonia more understandable to society. 2. To propose a useful framework for design, verification and accreditation purposes, and one aligned with the European, Spanish and Catalan assessment criteria used for these purposes. This document is addressed to students, academics, employers and society in general. It must allow them to compare Catalan degrees with those delivered in other European countries. It must also inform them about what should be the expected profile of a student that has been awarded a specific academic degree. It is also addressed to universities for design purposes, to organisations involved in verification and accreditation processes, and to employers to gain a better acquaintance of the educational objectives of a qualification and identify possible shortcomings.

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6.	**References**
	AQU Catalunya (2019). *Catalan Higher Education Qualifications Framework. Using exante accreditation to assess the implementation of the Spanish national qualifications framework* (MECES).

7.	**Link to source**
	http://www.aqu.cat/doc/doc_54247988_1.pdf

1.	**Title / Title in English**
	Transversal competences in the University of Barcelona's degree courses. Guidelines for their development

2.	**Country**
	Spain

3.	**University or Higher Education Institution**
	University of Barcelona (UB)

4.	**Discipline (where applicable)**
	Any

5.	**Abstract or Executive Summary**
	The present book is the result of the work carried out by a group of university teachers who have incorporated the learning of transversal competences into their undergraduate courses within the framework of several teaching innovation projects. The aim of this work is to provide a characterization of the six transversal competences that the University of Barcelona considered essential to include in all of their undergraduate degrees adapted to EHEA. On the one hand, the identification of both the dimensions that need to be taken into account in each competence and their distinctive features will assist teachers in their successful interpretation of the six transversal key competences. On the other hand, the proposal made about the different stages of competence development – together with the expected learning outcomes– will help the Faculties to integrate these competences into course syllabi. In addition, this proposal will contribute to planning a schedule that will allow students to acquire them during their undergraduate studies. Last, the characterization of each of the six transversal key competences includes some ideas to work on them in class and some suggestions for their assessment.

6.	**References**
	Sayós, R. (Coord.). (2013). *Competències transversals a les titulacions de grau de la Universitat de Barcelona. Orientacions per al seu desenvolupament*. Barcelona, Octaedro.

7.	**Link to source**
	http://diposit.ub.edu/dspace/bitstream/2445/53669/1/DIG%2027%20QUA_cat.pdf

1.	Title / Title in English
	Transversal competences

2.	Country
	Spain

3.	University or Higher Education Institution
	Polytechnic University of Valencia (UPV)

4.	Discipline (where applicable)
	Any

5.	**Abstract or Executive Summary**
	The project on UPV's transversal competences is an initiative of the Vice-chancellor for Studies, Quality and Accreditation, currently supported by the UPV2020 strategic plan. The main aim of this project is to accredit the transversal competences of UPV students who have graduated from any of the official degrees taught at the Polytechnic University of Valencia. The specific objectives should therefore focus on: • Defining what is a transversal competence, taking into account the different approaches in national and international references. • Determining what the thirteen transversal competences of the UPV are. • Incorporating transversal competences into the traditional training of students using different routes or strategies. • To design flexible and innovative evaluation and accreditation processes for transversal competences. • To implement the evaluation and accreditation processes of these competences in all the degrees taught at our university. • To give society visibility of the results acquired by students.

6.	References
	-

7.	Link to source
	https://www.upv.es/entidades/ICE/info/Proyecto_Institucional_CT.pdf

1.	Title / Title in English
	Planning, deployment and assessment of generic competences

2.	Country
	Spain

3.	University or Higher Education Institution
	Polytechnic University of Catalonia (UPC) and Institute of Education Sciences

4.	Discipline (where applicable)
	Any

5.	Abstract or Executive Summary
	It is a material designed for the conduct of a training workshop which aims to discuss the incorporation of competences in the EHEA-oriented curricula. The workshop is aimed at teachers with some experience in working by competences, and aims to establish methodological elements that allow systematic work in subjects that have to train in certain generic competences. The workshop aims to ensure that participants are capable of: ● Describe the basic sequence of the deployment of qualifications by competences ● Formulating a generic competence in the service of a given degree ● Select the most appropriate tool for the evaluation of a competence Design activities

6.	References
	Piqué, R. (2008). *Planning, deployment and assessment of generic competences.* Training workshop material. Igualada, UPC.

7.	Link to source
	https://www.upc.edu/rima/ca/grups/greco/activitats-del-grup/activitats-realitzades/cursos-impartits/pique.-competencies-generiques-en-assignatures-eueti-digualada-2008

1.	**Title / Title in English**
	Key skills & employability assessment service for young and adult learners (KEYSTART2 WORK)

2.	**Country**
	Spain

3.	**University or Higher Education Institution**
	• Chamber of Commerce, Industry and Navigation of Granada (Spain) • Berufsfoerderungsinstitut Oberoesterreich/BFI OÖ (Austria) • Militos Consulting S.A. (Greece) • University of Padua (Italy) • European Vocational Training Association/EVTA (Belgium) • PAIZ Konsulting Sp. z o.o. (Poland)

4.	**Discipline (where applicable)**
	VET learner's

5.	**Abstract or Executive Summary**
	KeySTART2Work – Key Skills & Employability Assessment Service for Young and Adult Learners is an EU co-funded project under the Erasmus+ programme (2015-2016) implemented by 6 partners from 6 EU countries (Spain, Italy, Austria, Greece, Poland, and Belgium), experts in the fields of transversal competences empowerment and VET. KeySTART2Work aims to bridge the gap between the labour market needs and the labour force skills, upskilling young and adult learners through the development of an innovative ICT tool for self-assessment of Transversal Competences (TCs) of VET learners and transferability guidelines and recommendations for the creation of a Support Service for further training the TCs of VET learners. The specific outcomes of the project consist in: • A Comprehensive Synthesis Report on Good Practices and Assessment Tools • A Catalogue of Transversal Competences Key for Employability • A Self-Assessment ICT Tool • Transferability Guidelines and Recommendations for a Support Service Creation

6.	**References**
	-

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7.	**Link to source**
	http://www.keystart2work.eu/es/

1.	Title / Title in English
	Guide to working and assessing transversal skills in degree courses

2.	Country
	Spain

3.	**University or Higher Education Institution**
	Rovira and Virgili University (URV)

4.	**Discipline (where applicable)**
	Any

5.	**Abstract or Executive Summary**
	This is a document on transversal competences as a guide that the URV provides to the degrees with the aim of making it useful in the process of planning and implementing competence-based assessment in the new degrees. It is oriented towards the definition of the competence, the identification of the learning results according to the different levels of domain of the competence, examples of rubrics for assessment are provided, it offers possible learning activities and possible methodologies for their assessment.

6.	**References**
	-

7.	Link to source
	http://www.urv.cat/media/upload/arxius/SRE/AVA.%20X%20COMPETENCIES/guia_compet_transversals_1_06_09.pdf

KTU

1.	Title / Title in English
	KTU EDU_Lab / KTU Laboratory for teaching, learning, education

2.	Country
	Lithuania

3.	University or HEI
	Kaunas University of Technology

4.	Discipline
	Any

5.	Abstract or Executive Summary
	EDU_Lab is a framework for the development of learning and teaching competences ensuring that the process of the University's studies involves the use of contemporary learning and teaching methods consistent with the current reality that provide conditions for the effective involvement of students in the learning process and thus help the students to develop their professional and soft competences contributing to their personal development, active citizenship, social integration and employment.

6.	References

7.	Link to source
	https://en.ktu.edu/edu_lab/

1.	Title / Title in English
	GIFTed programme

2.	**Country**
	Lithuania

3.	**University or HEI**
	Kaunas University of Technology

4.	**Discipline**
	Any

5.	**Abstract or Executive Summary**
	It is a talent development platform providing all the possibilities for the talented students of Kaunas University of Technology (KTU) to improve and realise their abilities in science and business areas by participating in the "Challenge" activities. The students work with career mentors – professionals in the business sector of chosen study field. Students learn about their professional area with the help of 20 career mentors selected according to their professional recognition, social activities and scientific achievements. Students participate in the programme "7 Habits of Highly Effective People" for *personal development and emotional intelligence development*. Students plan the development of their personal competences.

6.	**References**

7.	**Link to source**
	https://students.ktu.edu/services/gifted/#First-year

1.	Title / Title in English
	GUIDed programme

2.	**Country**
	Lithuania

3.	**University or HEI**
	Kaunas University of Technology

4.	**Category**
	Any

5.	**Abstract or Executive Summary**
	Mentorship is a programme aiming to develop intelligence in a broader context, to transfer available knowledge and to facilitate integration in a new academic, socio-cultural environment. The persons who have had a mentor in their life adapt more quickly and successfully, their achievements are higher and they do not repeat the same mistakes. Mentorship provides students with a possibility to have their personal teacher and role model who cares about the student's achievements, who can listen, teach the student to learn more efficiently, think critically and creatively, give advice, and help to develop the competencies required for the student's career.

6.	**References**

7.	**Link to source**
	https://students.ktu.edu/services/guided/

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1.	Title / Title in English
	WANTed programme

2.	**Country**
	Lithuania

3.	**University or HEI**
	Kaunas University of Technology

4.	**Discipline**

5.	**Abstract or Executive Summary**
	Become "WANTed" in the labour market by developing marketable and required employee competencies. It provides possibilities for your personal and professional development. "WANTed" programme is a great possibility to develop your career competencies, plan your studies with focus and purpose, and relate them to your future career. Participate in the events, seminars, receive consultations on the career issues, and look through the job and internship offers.

6.	**References**

7.	**Link to source**
	https://students.ktu.edu/services/wanted/

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1.	Title / Title in English
	DIGITAL BADGES

2.	**Country**
	Lithuania

3.	**University or HEI**
	Kaunas University of Technology

4.	**Discipline**
	Any

5.	**Abstract or Executive Summary**
	Non-formal education: digital badges for acknowledgment of the activities of the development of competences. Digital badges are digital micro-certificates; it is a new digital standard for acknowledgment of the non-formal learning and education achievements. With the graduation diploma students get personal Portfolio of Competencies. The badges are a visual record of experience and achievements. Student could be awarded three types of certificates: 1) **A file of competences** - It is a summary of your activities provided in accordance with 7 types of activities (volunteering; additional and volunteer internship; membership of KTU organisation; additional education (learning) at KTU; research activities; transfer of knowledge and experience; achievements at the Olympiads and competitions and contests). A certificate reflects participation in various activities. 2) **Certificate of participation in the programme** - A certificate reflects participation in the activities of a particular project. Student involvement and activeness in various programmes is important. **Certificate of participation in accordance with the types of activities** – student can choose particular activities currently relevant to her/him and receive a certificate with a consistent representation of participation in these activities.

6.	**References**

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7.	**Link to source**
	https://students.ktu.edu/digital-badges/

https://students.ktu.edu/digital-badges/