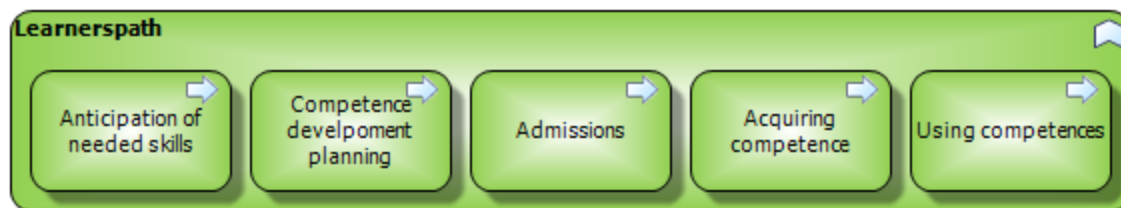


## T1.2: Personal learner plan

Under this task the project team has been developing the requirements for the electronic personal learner plan with tailored tools, contacts and information on relevant learning opportunities.

Within WP2 we have detailed the learners processes in their path for competence development, i.e. a learner path.



Upon the learner process development and simultaneously we have created detailed descriptions of the services to be developed and tested as well as detailed the timeline for the iterative service design and prototype development to be continued throughout WP2 and WP3.

[The identified key user groups chosen to guide the development can be found here.](#)

**As an outcome we are better equipped to develop useful learner-centred services that fit into the architecture and fulfill concrete and identified needs of both the users and reference groups.**

### Planned Learner Plan Implementation

The key aim is to create a link between the competence profile (including interests and existing competencies) and the provision of educational opportunities. Compared to prior phases, this phase includes real competencies as well as proper educational offers. The utilization of national (educational) databases within the service will be tested and illustrated.

In module 1, the prototype will enable presenting vocational education and training (VET) records as competencies. The educational aims of completed degrees can possibly be attached to these competencies. Initially, other previous study records are framed outside of learner plan and its modules, as one of the aims is to investigate the transformation of VET education and degrees into competencies specifically. This is due to the availability of VET core curriculum and competence requirements. The result of the project is a Proof of Concept (PoC), with which the properties of the service can be tested.

In module 2 a competence profile based on personal interest and existing competences is implemented. The competence profile is formed based on prior, accredited competence and information provided by the learner themselves. Through analytics, competences are formed based on this information. The ability to provide one's own interests and competencies is crucial, as accredited competence is not available to all focus group members. The learner can also provide their own interests in this prototype.

In module 3, with analytics functions, the learner is offered suitable education opportunities to supplement their competence through analytics based on their educational background,

other competencies and interests. In order to address the needs of citizens at risk of exclusion, focus is not only on existing study records but on interests and on the provision of interesting learning opportunities that complement the individual. User testing during the development process will aim to involve different user groups from young adults to immigrants and refugees.

### Identified Preliminary Stakeholder Needs

Under WP2 EDUFI collected stakeholder needs relating to the existing service framework, out of which the following needs for new service prototypes or interlinkages between services were identified. These have been translated into requirements, narrowed down, and prioritised for the digital service developers to work on:

#### **NEED 1: To help learner's identify, map and visualise current competencies (competence mapping)**

The prototype enables the user to create content relating to their competences and collect datapoints / materials for AI analytics.

The datamass will create visualised and verbalised content on the users competences. The content can be added to the users own competence profile.

#### **NEED 2: To help users understand what competencies they need and wish to have**

The prototype enables users to map and collect content for a personal competence profile, which also provides intelligent input on potential competence development opportunities.

The user can input their own interests and competencies and compare them to labour market needs with valuable feedback of further competence development needs.

The prototype includes links to various competence tests the results of which they can save to their own profile.

#### **NEED 3: Creating own competence profile (technical)**

The prototype enables users to sing into the service either with strong or weak authentication and create the basic profile.

The profile information is updated through competence mapping.

**NEED 4: Low threshold support and community**

The prototype enables users to share and discuss content.

**NEED 5: Linkages and movement between different digital services e.g. labour market platforms**

The prototype includes an interface and approval management tool, which provides content for the use of different education providers.

Own data from different relevant services can be transferred and shown in personal competence profile.

**NEED 6: Providing the necessary data and transitions for the comparing of education opportunities**

The prototype provides information and data as input for comparing educational opportunities.

The supply of education opportunities can be visualised into a map where area specific competence needs are highlighted.

The user can inform of interest to participate in training, or availability for moving in relation to competence needs.