



Sustainability Plan | D2.3

Project for the Assessment and Support of Key Skills/Competences (PASS)

SUSTAINABILITY PLAN

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Executive Summary

Key skills and competencies are critical knowledge, abilities, and attitudes that empower both organisations and individuals to thrive amidst digital transformation and evolving vocational demands. The PASS (Project for the Assessment and Support of Key Skills/Competences) initiative was designed to support the green and digital transitions by offering comprehensive tools to measure and assess the key skills needed by employees and students in this changing work environment.

Focusing specifically on soft skills such as Teamwork, Responsibility, Commercial Awareness, Decision-Making, Communication, Leadership, Presentation, Trustworthiness and ethics, Results Orientation, Problem-Solving, Innovativeness and creativity, Sustainability, and Organizational Skills, the project's analysis was grounded in research on the most in-demand competencies within targeted labor market sectors. The selected categories resulted from an initial analysis conducted by the project's partners.

The goal of PASS was to enable vocational training to meet current and future labour market needs, supporting the digitalisation of curricula in education and training providers. The project's outcomes, including a detailed case study and methodology, will serve as a model for best practices, ensuring continued use beyond the project's lifespan, with potential application to other industrial ecosystems and the public sector.

This sustainability report outlines the methodologies, tools, and guidelines developed through the PASS project, highlighting their transferability and capacity to further the project's mission of identifying and assessing key skills within the mobility ecosystem and beyond, in line with the requirements of the twin transition.

The purpose of the current document is

- to identify transferable elements to be used after the end of the project, to continue practical skill assessments;
- identify a solution to ensure the project's sustainability (how can the identified assessment process be continued in the future?);
- identify risks to the sustainability of the project and suggest mitigation solutions;
- ensure the continuity of the project.





1 Description of the transferable elements developed and used during the project

An overview of all tools and methodologies used during the project is necessary to identify transferable items and explore solutions for their continued use after the project's completion.

Tools/ Method	Description of the element as used in the project	Relevance for the future
Intelligence (WP3)	<p>Research, workshops and survey https://www.surveymonkey.com/r/3CXHXSC</p> <p>Reason for using the research methods:</p> <ul style="list-style-type: none"> - The consortium launched a survey and other research activities to identify which competencies are currently needed in the market. <p>Target</p> <ul style="list-style-type: none"> - The survey, workshops or research targeted large enterprises, small and medium enterprises (SMEs), and sectoral industrial associations, asking respondents to rank the skills they needed most for the future or other relevant information via workshops or other methods to get insights on the current needs in terms of key competence. <p>Use of results</p> <ul style="list-style-type: none"> - The results and the workshops organized following the survey have been analysed to extract a set of needs, requirements, and goals that ASA and other PFS partnerships can apply in the future*). 	<p>Since the market is evolving under the influence of green/digital transition, a similar research can be used in the future to identify the updated list of needs/requirements/ goals that should be addressed so that the workforce would be updated and prepared for the new market requirements.</p>
The methodology for assessors' preparation (WP4)	<p>Overall methodology, exercises, and templates</p> <ul style="list-style-type: none"> - to be maintained for further use and updated regularly - exercises to be used, expanded or amended for further use <p>Frequent work and contact with the assessor community</p>	<p>Assessor preparation should be meticulously planned after the project's conclusion. The methods and tools developed during the project can be regarded as transferable assets, ensuring that future assessments are conducted with the same level of efficiency and quality.</p>
Case Studies and Recommendations (WP5)	<p>Developed case studies contain experiences from assessments with valuable recommendation</p>	<p>May be used by the assessor community to improve or reflect the assessment and further enlarge the set of case studies in different countries and target groups.</p>





2 Sustainability of the project

The sustainability plan aims to ensure the continuous use, relevance, and maintenance of the tools and methodologies developed within the project for assessing key competencies and skills, with a particular focus on the automotive sector. This plan will enable stakeholders to continue benefiting from the project's outcomes beyond its initial lifespan. By establishing a dedicated Working Group within ASA, ensuring regular updates, promoting ongoing dissemination, and gathering feedback, the project will create long-lasting value for all stakeholders involved.

1.1 Establishment of a Dedicated Working Group within the Automotive Skills Alliance (ASA)

To ensure ongoing sustainability, the project consortium will establish a dedicated **Working Group within the Automotive Skills Alliance (ASA)**. The **Working Group** within the Automotive Skills Alliance (ASA) will serve as the primary body responsible for sustaining the methodologies and tools developed during the project. Its mission is to ensure continuous engagement, market relevance, and promotion of the assessment tools, while also fostering collaboration among industry stakeholders. With structured meetings, strong stakeholder engagement, and strategic promotion through the Automotive Skills Alliance's network, the Working Group will play a key role in maintaining the relevance and impact of the project's outcomes.

Given the **Automotive Skills Alliance's** wide-reaching network, the Working Group will strategically engage stakeholders across the automotive ecosystem. This will help maximize the impact of the project's outcomes and ensure a broad adoption of the assessment tools. The Working Group will engage industry partners in promoting and integrating the assessment tools within their workforce development programs. With its strong academic connections, Newton University will lead the engagement with education providers, promoting the use of assessment tools in formal training and certification programs. The Working Group will ensure regional stakeholders are involved in promoting the assessment tools to local vocational education programs and industry partnerships.

- **Newton University, with its instrumental role in developing the key competencies assessment methodology and tools during the project, will take on the crucial role of Working Group Leader.** Their leadership, along with the ASA Secretariat, will set the strategic priorities for the Working Group, ensuring alignment with the Automotive Skills Alliance's goals and the evolving needs of the automotive sector. As the lead developer of the assessment methodology, Newton University will lead regular updates to ensure the tools remain aligned with industry trends and technological advancements.
- The Working Group will be the **custodian of the assessment methodology, tools, guidelines, and materials** developed during the project. This means they will have the authority and responsibility to make any necessary updates or modifications to the tools based on industry needs and market changes, ensuring their continued relevance and effectiveness.
- The Working Group will actively **promote the assessment tools through the project website and ASA website** with the assistance of the ASA team. This will include giving assessors visibility, using the assessment tools, and assessing results to maintain high engagement levels.
- The Working Group will actively **engage stakeholders within the automotive ecosystem**, leveraging the extensive network of the Automotive Skills Alliance. It will be responsible for promoting the assessment processes, ensuring visibility for assessors and upcoming assessments, and providing transparent access to certification processes.





- The Working Group will **meet regularly, at least once a year**, depending on the need, to assess the overall performance of the tools and methodologies, focusing on strategic planning for the coming year. Ad hoc meetings can be called as needed to address urgent issues, new developments in the industry, or any technological updates that may require immediate action.

The **Working Group** will sustain the existing outcomes and serve as a catalyst for future initiatives that expand the impact of the project. By leveraging the established tools, methodologies, and networks, the Working Group can pursue several future-oriented initiatives:

1. Expansion into New Sectors:

- a. Although the primary focus is the automotive sector, the Working Group could expand the assessment tools to other industries facing similar digital and green transitions (e.g., chemical sector, microelectronics, renewable energy, etc.). This could involve adapting the methodology to sector-specific competencies and skills.

2. Development of New Micro-Credentials:

- a. As the need for continuous upskilling and reskilling grows across various sectors, the Working Group will issue new micro-credentials based on the assessments done. These micro-credentials would allow workers to certify their skills in specific areas, thus enhancing employability and career flexibility. Micro-credentials used will be based on the piloted methods via Skills Hub (<https://skills-hub.eu>)

3. Innovation in Digital Learning Tools:

- a. The Working Group could explore innovative digital learning tools such as AI-driven learning platforms, virtual reality (VR) simulations, and gamified assessments to enhance the learning and assessment experience. This would improve the quality of assessments and make the learning process more engaging and accessible.

4. Collaboration with Policy Makers:

- a. By positioning itself as an expert body within the Automotive Skills Alliance, the Working Group could collaborate with European and national policymakers to influence education and workforce development strategies. This could lead to policy recommendations for vocational education and training (VET) reforms, aligning the curricula with the evolving needs of industries.

5. Securing Additional Funding for R&D:

- a. The Working Group could explore further funding opportunities through European Commission programs like Horizon Europe, Erasmus+, and the European Social Fund (ESF) to conduct additional research and development. These funds could be used to pilot new assessment models, develop cross-border certifications and competence development, or run large-scale initiatives. This funding objectives could be achieved as a task force streaming from this working group.

6. Partnership with Industry Leaders for Tailored Programs:

- a. By working closely with industry leaders, the Working Group could co-create tailored upskilling programs for companies within the automotive and related sectors. These programs could address the specific needs of companies adapting to Industry 4.0, sustainable practices, and the twin transitions of green and digital transformation. This will be also done as a collaboration with other projects such as TRIREME, FLAMENCO, and other as a part of the mission of the Automotive Skills Alliance as a large-scale partnership under the PFS.





By driving these initiatives, the Working Group will ensure the sustainability of the project results and position itself as a leader in shaping the future of workforce development in the automotive and other key sectors across Europe.





1.2. Tools/Guidelines and Methodology checks

The specific Tools / Methodology / Guidelines identified during the project and described above are to be maintained and used during the Assessments after the project's end. Recommended frequency is mentioned below:

Item	Frequency	Details
Market check	Every 3 to 5 years	<ul style="list-style-type: none"> - New Launch of the Survey to identify required skills - Recommendation only! - The survey can be run to review the skills needed on the market and identify new sets of competencies and skills that should be assessed to keep up with the requirements of the twin transition and the market changes.
Assessment materials - review	Every 3rd year	<p>Purpose: to make sure that the assessments run have the same quality of results as during the project.</p> <ul style="list-style-type: none"> - Description of competencies /sub-competencies and their assessment solution - A Catalog Sheet to showcase assessment solution - Activities and exercises appropriate to assess each competency - Evaluation of competencies table - Evaluation scale - Assessor's Guide - Assessor's certificate - Behavioral recommendations and guidelines (during assessment) - Universal Observer's form
Online tools - check	Every 2nd year	<p>Purpose: check online tools, training and certifications (to ensure they are still valid and not affected by changes)</p> <ul style="list-style-type: none"> - Assessment registration form - Self-Assessment form - Final assessment process (assessment by assessors) - Certificate issued after assessment - Assessor's training





3 Risks

1. Compliance with GDPR

The main risk envisaged is the obligation of the Data Protection Officers to remove personal data from GDPR databases after a certain period of time, as retention is limited and subject to strict conditions.

Solution: The Working Group dedicated to Skills assessment will check data retention.

Potential risks identification and methods to avoid/minimise/mitigate them

2. Amendments to the flow and methodology of assessments

Solution: The Working Group dedicated to Skills assessment randomly checks that assessors are using the latest materials versions and follow all assessment steps.

3. Frequency of assessments run.

Solution: If the frequency of assessments is too low due to demand or assessors' availability, refreshers should be organized for assessors. The Working Group will monitor the frequency of the assessments and decide if refresher training or re-certification of the assessors is required.

4. No updated skills requirement list, according to market evolution in general

Solution: The Working Group dedicated to Skills assessment stays updated with market requirements and the reports and documentation issued at the EU level and decides if/when a new market analysis should be run using the survey.

5. Identification of other potential risks

Solution: The Working Group dedicated to Skills assessment may run ad-hoc brainstorming sessions to identify and address potential risks so that the assessment methodology won't be affected, and skill assessments can continue to be organised.

Ensure the sustainability of the mechanism.

6. The mechanism may stop working if people are unaware of the assessment methodology or if assessors are not available to run assessments.

Solution: The Working Group promotes the skill assessment methodology, the assessment schedule and the assessors' profiles on the project website and ensures promotion on social media or during events in which Working Group members participate.





4 Continuity

The continuity of the assessments created and implemented through the PASS project is linked to the following key elements:

- Promotion of the existing Methodology and tools.
- Opportunities for participants / assessors to provide input, feedback, and support for sustaining the project's continuity.
- Engagement of assessors/assessed people in the sustainability planning process.

The dedicated Work Group will ensure that those elements are observed and frequently monitored and take necessary decisions to ensure continuity of the assessments.





5 Conclusion

The Sustainability Plan outlines how all methods and tools identified and tested during the project will remain accessible for use after its conclusion, maintaining the same level of effectiveness and efficiency. It includes a comprehensive list of potential risks along with corresponding mitigation strategies, as well as designating the dedicated Working Group as the responsible entity for ensuring ongoing sustainability.

This plan emphasizes the long-term benefits of having established methods for assessing skills and competencies, enabling swift identification and resolution of any gaps to keep pace with the evolving green and digital transitions. The outcomes of the PASS project are not only transferable but also provide a robust foundation for skills assessments today, ensuring the process remains adaptable to changing market demands.

Additionally, the Sustainability Plan encompasses strategies for continuous improvement, stakeholder engagement, and monitoring and evaluation mechanisms to assess the effectiveness of the implemented methods over time. By fostering collaboration among key stakeholders and integrating feedback, the project will remain responsive to emerging trends and challenges in the labor market, ultimately supporting the ongoing development of a skilled workforce.

