

# SAME

SECTOR SKILLS STRATEGY  
IN ADDITIVE MANUFACTURING

Project No. 601217-EPP-1-2018-1-BE-EPPKA2-SSA-B

## Kit of templates – Revision and Creation of Professional Profiles



## Document Details

Deliverable Number:	D3.2
Due Date :	August 2022
Leading Organisation:	EC Nantes
Participating Organisations:	EFW
Languages(s):	EN
Dissemination level:	Public

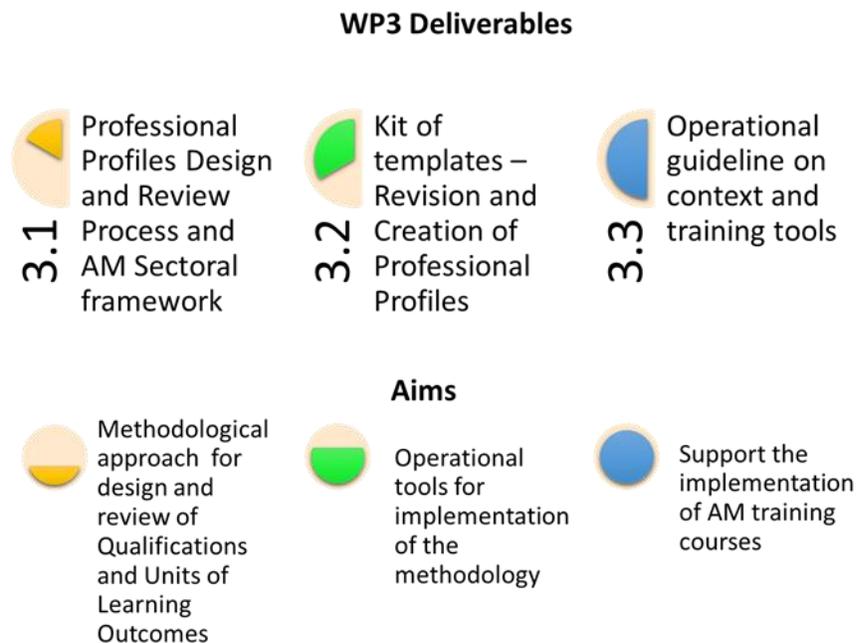
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## 1. Executive Summary

The Sector Skills Strategy in Additive Manufacturing Project (SAM) tackles the current need for an effective system to identify and anticipate the right skills for the Additive Manufacturing (AM) sector.

Work package 3 (WP 3), is composed of three deliverables (see Figure 1), that focus on specific fields, thus contributing to the definition of a methodology for designing and revising professional profiles to enable skills adopted within the SAM project. The Methodology is based on three pillars: firstly, the methodological approach for design and review of learning pathways (qualification guidelines) based on the existing and/or emerging Professional Profiles in the AM sector, secondly the operational tools for implementing the methodology and thirdly a practical guide on existing contexts and tools for implementing the qualifications guidelines.



*Figure 1- WP3 Deliverables overview*

This document consists in Part 2 of the methodology, containing a set of templates to operationalize the methodology towards designing and revising professional profiles in the Additive Manufacturing sector. Based on the classification of skill gaps (i.e. Qualification, Technological progress, and Material progress), presented in the D3.1, a series of templates have been developed for each particular skill gaps, to enable the implementation of both design and revision of the impacted professional profiles.

Moreover, this document contains a set of tools to implement RPL (Recognition of Prior Learning) process. Based on the European harmonized scheme for RPL in the AM sector, a kit of templates supports the implementation of the RPL scheme, described in the successive phases in the D3.1.

## 2. Introduction

The focus of the SAM methodology is to describe and map a systematic process for designing and revising professional profiles that address the skills requirements of the AM sector, within the framework of the SAM project. From an overall perspective, the kit of templates has been structured on a classification of skill gaps, which requires a new professional profile to be designed, or current professional profiles to be revised. The detail of the classification of skill gap origin, shown in Figure 2, has been described in D3.1.

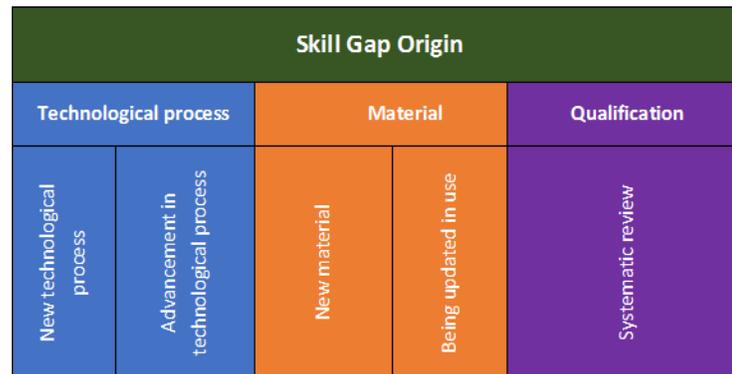


Figure 2 – Classification of origin of the skill gaps

Once the origin of the skill gap has been identified, the next step is to determine whether designing a new professional profile or revising a current one is required. The SAM global flowchart, see in Appendix A, separates these two routes into distinct paths for revision (green) and creation (orange) of professional profile, respectively. Both paths follow the same logic, through initial review/definition related to job functions and job activities, and secondly design and review of knowledge and skills, shown in figure 3. Therefore, the kit of templates carefully follows the subsequent steps of this process, as described in D3.1, towards an accurate implementation of the methodology.

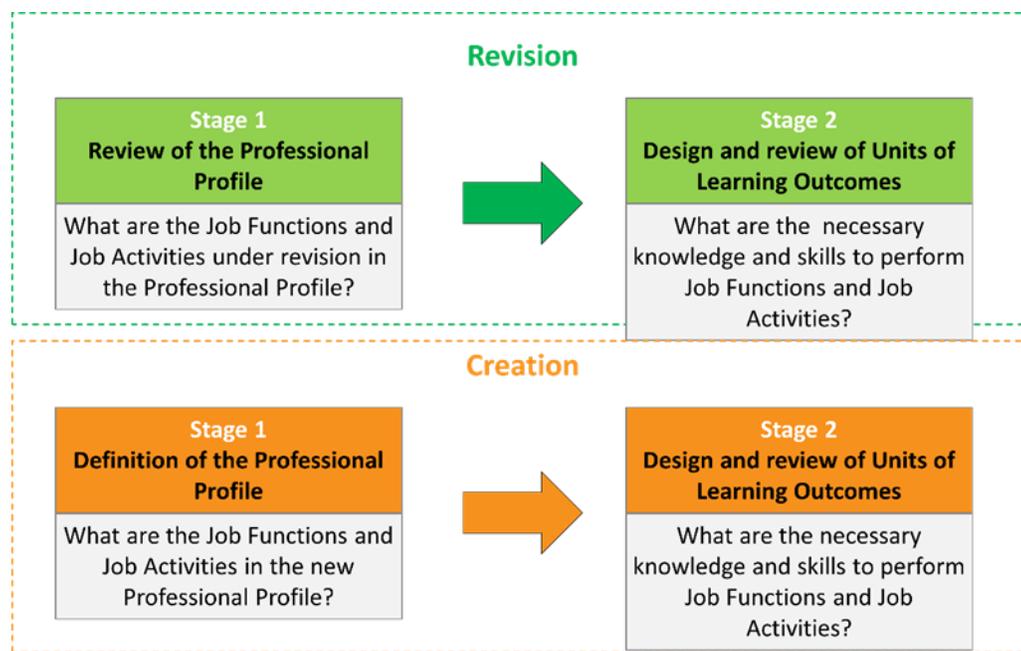


Figure 3 – Stages of revision/creation professional profile

Furthermore, SAM methodology has expanded and adjusted the RPL scheme in the AM sector, which was developed in the CLLAIM project. SAM RPL scheme includes four steps; beginning with “Information and Documentation” and “Recognition” phases, respectively, then follows “Assessment” phase and ends with “Qualification” phase, see the Figure 4. Therefore, this document provides a set of templates according to the necessary actions to be executed at each phase, enabling implementation of the whole RPL procedure.

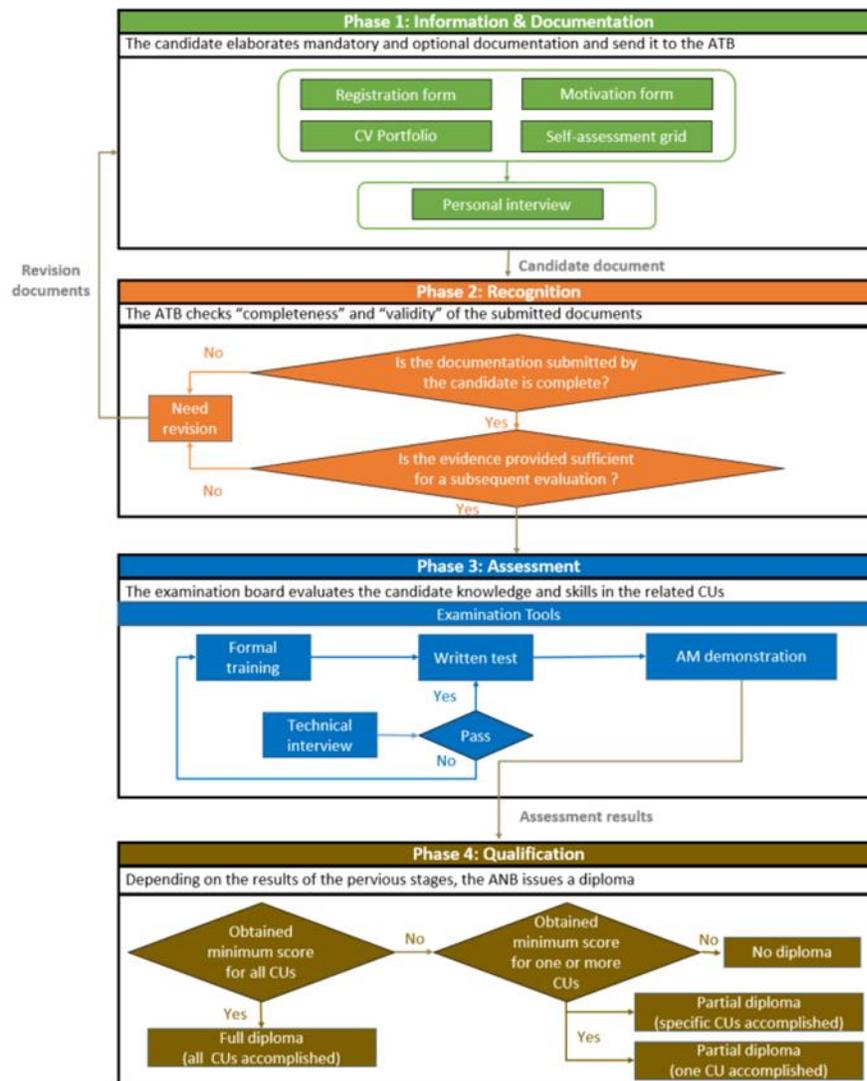


Figure 4 – RPL Scheme

### 3. Kit of templates for revising and designing professional profile

The SAM approach for classification of the causes of skill gaps begins with collecting inputs from SAM’s Forecast Methodology. Based on the classification of the origin of the skill gaps, shown in Figure 2, this section follows the same structure and provides a set of templates for each individual classified skill gaps (i.e. Qualification, Technological process, Material). Moreover, the core logic of the SAM methodology also reflects the two main stages of revision/creation professional profile in designing the kit of templates. The reference templates, in form of a matrix, shows skill gaps on the horizontal columns and stages of revision/creation in the horizontal rows, is shown in Figure 5.

		Skill gaps				
		Technological process		Material		Qualification
		Revision	Creation	Revision	Creation	Revision
Stages	Stage 0: Pre	Characteristics of new/update Technology	Characteristics of new/update Technology	Characteristics of new/update Material	Characteristics of new/update Material	
	Stage 1: Professional Profile	Updates in existing professional profile	Similarities with existing professional profiles	Updates in existing professional profile	Similarities with existing professional profiles	Updates in job functions and activities
			New job functions and activities		New job functions and activities	
			Complete characterization of professional profile		Complete characterization of professional profile	
	Stage 2: Units of Learning Outcomes	Update in CUs / LOs	Similarities with existing CUs / LOs	Update in CUs / LOs	Similarities with existing CUs / LOs	Update in CUs / LOs
		New CUs / LOs	New CUs / LOs	New CUs / LOs	New CUs / LOs	
			Full list of CUs / LOs		Full list of CUs / LOs	
			Full list of CUs / LOs		Full list of CUs / LOs	

Figure 5 – Reference of templates in the sequence order

Moreover, SAM methodology for designing and reviewing Professional Profiles and skills development in the AM sector is built upon three main principles:

- A **process approach**: Designing and reviewing professional profiles consists of procedural steps that are applied in a consistent way.
- **Analysis of similar situations** rather than starting from scratch: The focus is on revising/creating activities based on existing ones. It helps to revise/create activities based on those ones that have already been designed in similar situations.
- The **origin of skill gaps**: Since any development and revision of professional profiles is due to a specific skill gap related to an AM process, the origin of that gap may govern how to design professional profiles and skills development programs.

In order to apply the proposed **similarity-based approach**, we organize the concept of professional profile as shown in Figure 6

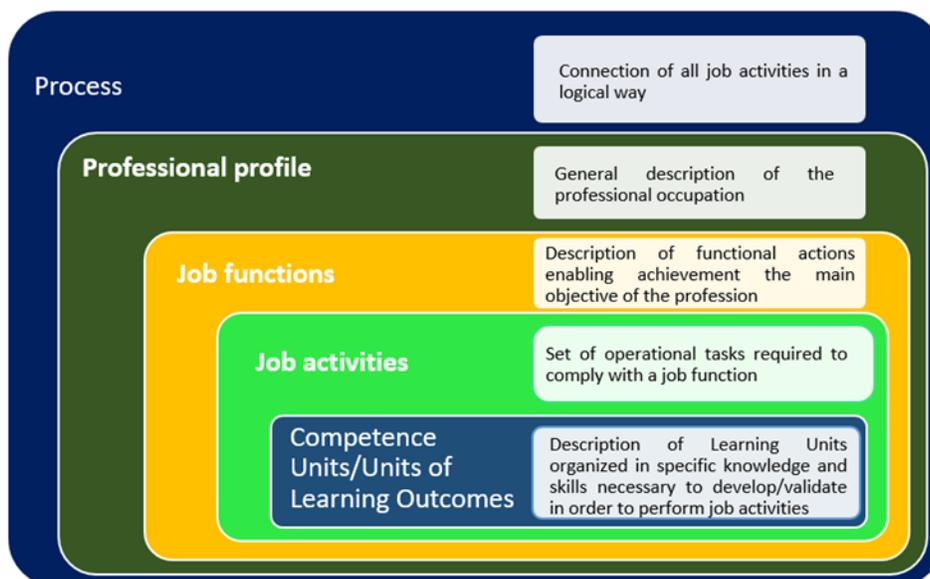


Figure 6 – Definition of concepts related to professional profile

### 3.1. Design and Review professional profile

This kit comprehends the full list of templates necessary for the design and review of professional profiles for the AM sector, considering the skills gaps sources. The kit is organized in two stages:

The following templates should be prefilled following D3.1 Methodological Guideline for Review Processes of Professional Profiles and AM Sectoral Framework considering the origin of the skills gaps and sent to the relevant Working Group within the AM Observatory for approval of the final version.

#### Stage 0 – Pre

##### **Skill gap origin**

*Key question:*

- What is the origin of the skill gap?

Skill Gap Origin				
Reference: SG		Instance Ref:		
Creator:		Creation date:		
Validator:		Validation date:		
New Professional Profile		Professional Profile designation		
Review of existing Professional Profile				
Technological process		Material		Qualification
New technological process	Advancement in technological process	New material	Being updated in use	Systematic review

### 3.1.1 Skill gaps: Technological process/Material

#### Characteristics of (new/updated in) Technological process/ Material

*Key questions:*

- What are the characteristics of the (new/updated in) technological process/material?
- Are there any similarities with other technologies/materials?
- For which AM professionals is the (new/update in) the technology/material relevant?

Stage 1 Review of the Professional Profile	Stage 1 Definition of the Professional Profile
What are the Job Functions and Job Activities under revision in the Professional Profile?	What are the Job Functions and Job Activities in the new Professional Profile?

Characteristics of (new/updated in) Technological process/Material			
Reference:		Instance Ref:	
Creator:		Creation date:	
Validator:		Validation date:	
Related/Used templates:			
New Technology/Material (Designation)		Update in Technology/Material (Designation)	
Characteristics of the (new/update in) technological process/material			
Material used Applicable AM technologies			
Similarities with other technologies			No
Technical, Material used, Performance, Standards			
Similarities with other materials			No
Material group, Applicable AM technologies, Performance, Standards			
Impacted Professional Profiles			
1) Revision the existing Professional Profiles		2) Design New Professional Profile	

### Stage 1 – Professional profile

*Key questions:*

- What (new, in case of revision) job functions and activities are required?
- Are these job functions and activities similar to other Professional Profile(s)?
- Which job functions/activities are common to other existing professional profiles?

Stage 1 Review of the Professional Profile
What are the Job Functions and Job Activities under revision in the Professional Profile?

Stage 1 Review of the Professional Profile
What are the Job Functions and Job Activities under revision in the Professional Profile?

List of new job functions/activities			
Reference:	Instance Ref:		
Creator:	Creation date:		
Validator:	Validation date:		
Related/Used templates:			
Job Functions	Job Activities	Similar to Professional Profile(s)	
JF <sub>1</sub>	JA <sub>11</sub>		
	.		
	.		
JA <sub>1i</sub>			
JF <sub>n</sub>	JA <sub>n1</sub>		
	.		
	JA <sub>nn</sub>		

### Updates in existing Professional Profiles (applicable only for revising professional profile)

*Key questions:*

- Which job activities/functions need to be kept as they are?
- Which job activities/functions need to be revised?
- Which job activities/functions need to be removed?

Stage 1 Review of the Professional Profile
What are the Job Functions and Job Activities under revision in the Professional Profile?

Update in Professional Profile					
Reference:			Instance Ref:		
Creator:			Creation date:		
Validator:			Validation date:		
Supporting documents:					
Professional Profile					
Topic	Section	Update required	Yes	No	
Professional profile description	Introduction	"item" updated to...			
Full description in page xx of guideline					
Topic	Section	Update required	Yes	No	

Update in Professional Profile							
Access conditions		2					
Full description in page xx of guideline							
Topic		Section		Update required		Yes	No
Qualification descriptors		I.1					
Full description in page xx of guideline							
Topic		Section					
Job Functions/Activities		I.2		Update required		Yes	No
CU Nr	Job Function	Job Activities		Job Function	Job Activities		
	JF <sub>i</sub> Pre-fulfilled from qualification guideline	JA <sub>i1</sub> Pre-fulfilled from qualification guideline		JF <sub>1</sub> "item" updated to...	JA <sub>1n</sub> "item" updated to...		
Update required in Competence Unit/Units of Learning Outcomes				Yes		No	
List of impacted CU/ULO							

**Full characterization of professional Profile (applicable only for designing professional profile)**

Key questions:

- What is the general description of this professional profile concerning its main tasks and responsibilities?
- What is the required previous knowledge (academic background) and/or experience in the field to attend the qualification course?
- What level of complexity and depth should be achieved in terms of knowledge, skills, autonomy and responsibility at the end of a qualification process?

Stage 1 Review of the Professional Profile
What are the Job Functions and Job Activities under revision in the Professional Profile?

New Professional Profile		
Reference:	Instance Ref:	
Creator:	Creation date:	
Validator:	Validation date:	
Related/Used templates:		
Professional profile description		
Access conditions to Qualification		
Qualification descriptors		
Knowledge	Skills	Autonomy & Responsibility
Job Functions/Activities		
Job Function	Job Activities	
JF <sub>i</sub>	JA <sub>i1</sub>	


### Stage 2 – Units of learning outcomes

#### Updates in Competence Units/Units of Learning Outcomes (Applicable only for Revising professional profile)

Key questions:

- What Competence Units/Units of Learning Outcomes need to be updated?

<b>Stage 2</b> <b>Design and review of Units of Learning Outcomes</b>
What are the necessary knowledge and skills to perform Job Functions and Job Activities?

Update in Competence Units/Units of Learning Outcomes									
Reference:					Instance Ref:				
Creator:					Creation date:				
Validator:					Validation date:				
Supporting documents:									
Topic			Section						
Competence Units			I.2		Update required	Yes		No	
CU Nr	Existing Learning Outcomes			Updated Learning Outcomes			Workload	Resources	Assessment
	Subject title	Detailed Knowledge	Skills	Subject title	Detailed Knowledge	Skills			
Update required in Qualification Guideline					Yes		No		
List of impacted qualification guidelines									

#### Similarities with existing Competence Unit/Units of Learning Outcomes (applicable only for Designing professional profile)

Key questions:

- What existing Competence Units/Units of Learning Outcomes directly contribute to the Professional Profile qualification?

<b>Stage 2</b> <b>Design and review of Units of Learning Outcomes</b>
What are the necessary knowledge and skills to perform Job Functions and Job Activities?

List of Competence Units/Units of Learning Outcomes relevant for the professional profile	
Reference:	Instance Ref:
Creator:	Creation date:
Validator:	Validation date:
Related/Used templates:	

CU NR	Designation				
Update required in competence unit/unit of learning outcomes		Yes		No	

*Key questions:*

- In case already existing Competence Units/Units of Learning Outcomes require an update, what needs to be changed?

Update in Competence Units/Units of Learning Outcomes									
Reference:					Instance Ref:				
Creator:					Creation date:				
Validator:					Validation date:				
Supporting documents:									
Existing Learning Outcomes			Updated Learning Outcomes			Workload	Resources	Assessment	
Subject title	Detailed Knowledge	Skills	Subject title	Detailed Knowledge	Skills				
Update required in Qualification Guideline						Yes		No	
List of impacted qualification guidelines									

**New Competence Units/Units of Learning Outcomes**

Stage 1 Review of the Professional Profile	Stage 1 Definition of the Professional Profile
What are the Job Functions and Job Activities under revision in the Professional Profile?	What are the Job Functions and Job Activities in the new Professional Profile?

*Key questions:*

- What new Competence Units/Units of Learning Outcomes are required?

New Competence Units/Units of Learning Outcomes	
Reference:	Instance Ref:
Creator:	Creation date:
Validator:	Validation date:
Related/Used templates:	

CU/ULO X - XXXXXXXX	RECOMMENDED CONTACT HOURS
SUBJECT TITLE	
X.X – TITLE IS THE SAME AS IN THE DETAILED KNOWLEDGE TABLE	
XXXX - TITLE IS THE SAME AS IN THE DETAILED KNOWLEDGE TABLE	

XXXX - TITLE IS THE SAME AS IN THE DETAILED KNOWLEDGE TABLE	
XXXXX - TITLE IS THE SAME AS IN THE DETAILED KNOWLEDGE TABLE	
<b>Total</b>	
<b>WORKLOAD</b>	

**Note: To be fulfilled only for functional CU/ULO**

LEVEL	JOB FUNCTION	JOB REQUIRED ACTIVITIES	RECOMMENDED CONTACT HOURS	WORKLOAD
XXX				

LEARNING OUTCOMES – XXXXXX	
COMPETENCE UNIT/ULO	XXX
KNOWLEDGE	
SKILLS	

DETAILED KNOWLEDGE: CU..	
	DEPTH*
	CONTACT HOURS
	RECOMMENDED CONTACT HOURS
DETAILED SUBJECT Title XXXXXX XXXXX XXXXX XXXXX XXXXXXXXX XXXXXXXXX XXXXXXXXX	X
DETAILED SUBJECT Title XXXXXX XXXXXX XXXXXX	X
DETAILED SUBJECT Title	

<b>DETAILED KNOWLEDGE: CU..</b>		
	<b>DEPTH*</b>	<b>XX</b>
	<b>CONTACT HOURS</b>	<b>RECOMMENDED CONTACT HOURS</b>
XXXXXX		X
XXXXXX		

**Full list of Competence Units/Units of Learning Outcomes**

<b>Stage 1</b> <b>Review of the Professional Profile</b>	<b>Stage 1</b> <b>Definition of the Professional Profile</b>
What are the Job Functions and Job Activities under revision in the Professional Profile?	What are the Job Functions and Job Activities in the new Professional Profile?

*Key questions:*

- What is a full list of Competence Units/Units of Learning Outcomes?

<b>Full list of Competence Units/Units of Learning Outcomes relevant for the professional profile</b>		
<b>Reference:</b>	<b>Instance Ref:</b>	
<b>Creator:</b>	<b>Creation date:</b>	
<b>Validator:</b>	<b>Validation date:</b>	
<b>Related/Used templates:</b>		
<b>CU NR</b>	<b>Designation</b>	<b>Other impacted qualification guidelines</b>

**3.1.2 Skill gap: Qualification**

This kit provides the full list of templates necessary for the review and design of professional profiles for the AM sector considering the qualification skill gap. The following templates should be pre-fulfilled following D3.1 Methodological Guideline for Review/Design Processes of Professional Profiles and AM Sectoral Framework considering and sent to the AM Observatory relevant Working Group for approval of the final version.

**Stage 1 – Professional profile**

**Systematic review of Qualification/Professional profile**

*Key questions:*

- What job functions/activities are reviewed to update the qualification/professional profile?

Systematic review of Qualification/Professional Profile							
Reference:				Instance Ref:			
Creator:				Creation date:			
Validator:				Validation date:			
Supporting documents:							
Professional Profile/qualification/Unit of Learning Outcomes							
Topic		Section		Update required		Yes	No
Professional profile description		Introduction		"item" updated to...			
Full description in page xx of guideline							
Topic		Section		Update required		Yes	No
Access conditions		2					
Full description in page xx of guideline							
Topic		Section		Update required		Yes	No
Qualification descriptors		I.1					
Full description in page xx of guideline							
Topic		Section		Update required		Yes	No
Job Functions/Activities		I.2		Update required		Yes	No
CU Nr	Job Function	Job Activities		Job Function	Job Activities		
	JF <sub>i</sub> Pre-fulfilled from qualification guideline	JA <sub>i1</sub> Pre-fulfilled from qualification guideline		JF <sub>1</sub> "item" updated to...	JA <sub>1n</sub> "item" updated to...		
Update required in Competence Unit/Units of Learning Outcomes				Yes		No	
List of impacted CU/ULO							

## Stage 2 – Units of learning outcomes

### a) Updates in Competence Units/Units of Learning Outcomes

Key questions:

- Which Competence Units/Units of Learning Outcomes need to be updated?

Systematic review of Competence Units/Units of Learning Outcomes							
Reference:				Instance Ref:			
Creator:				AM Observatory Management Team		Creation date:	
Validator:				Validation date:			
Supporting documents:							
Competence Unit/Unit of Learning Outcomes							
Topic		Section		Update required		Yes	No
Competence Units		I.2		Update required		Yes	No

Systematic review of Competence Units/Units of Learning Outcomes							
CU Nr	Existing Learning Outcomes		Updated Learning Outcomes		Workload	Resources	Assessment
	Detailed Knowledge	Skills	Detailed Knowledge	Skills			
Update required in Qualification Guideline					Yes		No
List of impacted qualification guidelines							

**b) New Competence Units/Units of Learning Outcomes**

*Key questions:*

- What new Competence Units/Units of Learning Outcomes are required?

New Competence Units/Units of Learning Outcomes	
Reference:	Instance Ref:
Creator:	Creation date:
Validator:	Validation date:
Related/Used templates:	

CU/ULO X - XXXXXXXX	RECOMMENDED CONTACT HOURS
<b>SUBJECT TITLE</b>	
X.X – TITLE IS THE SAME AS IN THE DETAILED KNOWLEDGE TABLE	
XXXX - TITLE IS THE SAME AS IN THE DETAILED KNOWLEDGE TABLE	
XXXX - TITLE IS THE SAME AS IN THE DETAILED KNOWLEDGE TABLE	
XXXXX - TITLE IS THE SAME AS IN THE DETAILED KNOWLEDGE TABLE	
<b>Total</b>	
<b>WORKLOAD</b>	

Note: To be fulfilled only for functional CU/ULO				
LEVEL	JOB FUNCTION	JOB REQUIRED ACTIVITIES	RECOMMENDED CONTACT HOURS	WORKLOAD
XXX				

LEARNING OUTCOMES – XXXXXX	
COMPETENCE UNIT/ULO	XXX
KNOWLEDGE	
SKILLS	

DETAILED KNOWLEDGE: CU..		
	DEPTH*	XX
	CONTACT HOURS	RECOMMENDED CONTACT HOURS
DETAILED SUBJECT Title XXXXXX XXXXX XXXXX XXXXX XXXXXXXXXX XXXXXXXXXX XXXXXXXXXX		X
DETAILED SUBJECT Title XXXXXX XXXXXX XXXXXX		X
DETAILED SUBJECT Title XXXXXX XXXXXX XXXXXX XXXXXX XXXXXX XXXXXX XXXXXX		X

**Full list of Competence Units/Units of Learning Outcomes**

Key questions:

- What is a full list of Competence Units/Units of Learning Outcomes?

Full list of Competence Units/Units of Learning Outcomes relevant for the professional profile		
Reference:	Instance Ref:	
Creator:	Creation date:	
Validator:	Validation date:	
Related/Used templates:		
CU NR	Designation	Other impacted qualification guidelines

#### 4. RPL templates

This kit provides the full list of templates encompassing the whole RPL process (as shown in Figure 4), for the AM professional profile relevant to the candidate's application.

The following templates should be prefilled following D3.1 RPL Scheme for phase 1 and phase 3, and sent to the ANB to decide about the qualification diploma according to the given results.

##### 4.1. Kit of templates for Information and Documentation phase

###### 4.1.1. Registration form and CV Portfolio

Personal data			
Full name			
Type of identification card		Identification card number	
Validity until (dd/mm/yy)		Issued by	

Identification of the highest education or training level			
Qualification/Course			
Grade awarded		Level of Qualification (EQF)	

Identification of professional training*						
Date of realisation** (dd/mm/yy)	Name of the training activity/course	Provider	Total duration (in hours)	Grade awarded	Acquired knowledge/skills	Evaluation methods***

\*Describe the main training actions you attended. You should describe the training actions taken, both in training entities and companies, as well as internships, seminars and other events that you deem relevant  
 \*\*From the most recent to the oldest  
 \*\*\*Name the evaluation method(s) for the identified training activity/course (e.g. written exam, oral exam, project,...)

Identification of professional job activities*						
Period** (dd/mm/yy)	Duration (years/months)	Employer / Company***	Branch of activity	Professional category	Positions held	Tasks/Responsibilities****
From: _/_/_						

To: / / _						
From: / / _						
To: / / _						

\*Describe all the jobs you have had so far, regardless of whether they are related to the application for certification. It is important that you describe your entire career path. In this field, you should mention only your employment experience.  
**\*\*From the most recent to the oldest**  
**\*\*\*In this field you should also mention the self-employment experience**  
**\*\*\*\*In this field you should include information about the conditions of work performance: a)Information received to carry out the tasks – type of information, who gives it and how it is transmitted; b) Information transmitted to others in the course of their task – what kind of information it gives, whom, how, and why it does it; c) Professional relations with the outside of the company, for example, with clients or suppliers; d) Control of your work (by whom, how and when this is done, who decides the organization of your work).**

Identification of non-professional activities/experiences*	
Identification of work developed	Duration (years / months)

\*Indicate the information that you consider useful for the evaluation of your professional experience. You should mention in this field the activities/ tasks/ functions performed on a voluntary basis).

Other relevant information	
Language proficiency	
ICT proficiency	
Certifications/Licenses	
Other	

Attachments*	
Attachment	Remarks

\*You should seek to gather evidence to demonstrate that you are able to perform the tasks you have pointed out.

#### 4.1.2. Motivation form

Personal data			
Full name			
Type of identification card		Identification card number	
Validity until (dd/mm/yy)		Issued by	
Attitude towards application			
What reasons led you to enrol in a validation of competences' process?			
What do you expect to achieve with this process?			
Any other motives you if you would like to point out			

--

### 4.1.3. Self-assessment grid

Self-assessment grid				
Candidate name	Date & place	Candidate signature		
Competence Unit				
Learning Outcomes	Professional experience*	Certificate and/or Diploma*	N.A	Evidences**
LO <sub>1</sub>				
LO <sub>n</sub>				
Competence Unit				
Learning Outcomes	Professional experience	Certificate and/or Diploma	N.A	Evidences
LO <sub>1</sub>				
LO <sub>n</sub>				
*Indicate where you gain knowledge and skills for the given Learning Outcomes				
**List the relevant evidences (e.g. Certificate, recommendation letters, ...)				

Checklist portfolio			
Candidate name	Assessor	Date & Time	
Type of document/evidences		Yes	No
Registration form**			N.A*
Motivation form**			
Self-assessment grid			
University diplomas			
School diplomas			
Diplomas for training courses**			
Diplomas of participation in seminars/workshops			
Certifications documents			
Min ... years' experience as ....**			
Others. Which?			
*N.A: Not Applicable			
**The presentation of this document/evidence is mandatory			

## 4.2. Kit of templates for the Assessment phase

### 4.2.1. Technical interview

Technical interview would be in form of an oral exam. For each skill identified for the selected CU, the candidate will answer 3 questions. According to the given answer for each question, the interviewer will choose a relevant option among “Correct”, “Wrong”, and “Incomplete”, and then, the score of that question will be automatically shown. In addition, the system will calculate the final score considering the given weight for each question.

Introduce number "1" on the corresponding cell: > if the answer is CORRECT, introduce "1" on cell "C" > if the answer is WRONG, introduce "1" on cell "W" > if the answer is INCOMPLETE, introduce "1" on cell "IC"						
Authorized Training Body (ATB) identification:						
Date and Place:						
Participant:						
Competence Unit ....						
Skills	Question/Answer	Answer			Score	Weighting
	Q11:	C	W	IC	0	1
	A11:				0	1
	Q12:				0	1
	A12:				0	1
	Q13:				0	1
	A13:				0	1
	Q21:				0	1
	A21:				0	1
	Q22:				0	1
	A22:				0	1
	Q23:				0	1
	A23:				0	1
	Q31:				0	1
	A31:				0	1
	Q32:				0	1
	A32:				0	1
	Q33:				0	1
	A33:				0	1
					0	9

#### 4.2.2. AM Demonstration

This template aims to assess the candidate's skill through the development of a set of practical exercises, designed by experts in the field, in which the candidate must bring his/her capability into practice for the skills identified for the selected CU. The skills addressed for each job function shall be listed in the "Activities" column in blue. On the other hand, a pre-defined list of "Assessment criteria" is shown in the green row, with possibility to set weight according to the nature of the selected CU. For each individual activity/skill, an assessor shall indicate if the candidate is able to demonstrate and accomplish every required criteria or not. If it is accomplished the candidate will get score 1, Pass, while for those not accomplished will get score 0, Fail. Then, at the end, the system will automatically calculate the final score.

		Assessment criteria											Total			
JOB FUNCTION	ACTIVITIES	Compliance with HSE rules		Ability to take decisions and solve problems		Demonstration of conceptual and technical knowledge		Compliance with the appropriate sequence of work		Selection and use of spaces, equipment, tools and materials		Quality of the final product/ result		Time spent in the execution		
		25%		20%		15%		15%		10%		10%			5%	
		PASS 1	1	PASS 1	1	PASS 1	1	PASS 1	1	PASS 1	1	PASS 1	1	PASS 1	1	16.67
		FAIL 0	0	PASS 1	1	PASS 1	1	PASS 1	1	FAIL 0	0	PASS 1	1	PASS 1	1	10.83
		PASS 1	1	PASS 1	1	PASS 1	1	PASS 1	1	PASS 1	1	PASS 1	1	PASS 1	1	16.67
		FAIL 0	0	PASS 1	1	PASS 1	1	PASS 1	1	PASS 1	1	PASS 1	1	PASS 1	1	12.50
		PASS 1	1	PASS 1	1	PASS 1	1	PASS 1	1	PASS 1	1	PASS 1	1	FAIL 0	0	15.83
		PASS 1	1	PASS 1	1	PASS 1	1	PASS 1	1	PASS 1	1	PASS 1	1	PASS 1	1	16.67
<b>Total</b>		<b>67</b>		<b>100</b>		<b>100</b>		<b>100</b>		<b>83</b>		<b>100</b>		<b>83</b>		
Final Assessment															<b>89.167</b>	
															<b>PASS</b>	

#### 4.2.3. Candidate status

Candidate status						
Professional profile				Qualification level		
Candidate name						
Competence Unit	Pathway		Status			
	Training	RPL	Not started	Under process	Done	
CU <sub>00</sub>						
CU <sub>nn</sub>						

## 5. Appendix

### A: Global (generic) flowchart for designing and reviewing professional profile in AM

