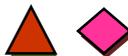


Steps 1 & 2

Please see your Guide for an explanation of the symbols and the activity

Skills for Work and Learning

EQF	Description:	√ Tick all that apply to you
	I can communicate effectively with other people, including customers/clients, colleagues, fellow students, work supervisors, vendors and other external work contacts.	
	I am able to source and use the appropriate materials and equipment to do my work/study.	
	I am able to handle many competing demands, manage my own workload and prioritise appropriately in order to complete tasks and projects.	
	I am able to identify strengths and areas of development in my work and take steps to repair or improve things where necessary.	
	I am able to work on my own or as part of a team in order to complete tasks or projects.	
	I am able to take directions from my line managers or supervisors.	
	I understand the health and safety requirements of my job and always act to ensure the safety of myself, my colleagues and my customers/clients.	
	I keep up-to-date with the latest trends in my sector of work/learning and can change and adapt the way I do my work, as required, including learning new skills.	
	I can work across a number of areas of my work and I am able to learn new information or skills as required by changes in my workplace.	
	I am able to work and co-operate with a wide variety of people (e.g. from different places, of different ages, with different areas of interest, etc.).	
	I maintain a high degree of professionalism at work, which is reflected in my values, behaviour and relationships.	
	I can complete my work to a good standard, maintaining attention to detail, and ensure it meets the stated requirements of my colleagues, fellow learners, customers, clients and supervisors.	
	I am confident in making decisions, both on my own workload and within a team to get work completed.	
	I am a strong leader within my workplace/community, and am confident in delegating tasks appropriately.	
	I enjoy public speaking and am able to give a strong delivery on whatever subject I have chosen/been asked to deliver.	

	I am competent with I.T., including Microsoft packages and am able to learn new software swiftly.	
	I am good with numbers and facts and am able to manipulate data to get the results requested of me and compile it into a legible and professional report.	
	I have a competent and professional writing style, however I am also able to target my style to meet the needs of the audience whoever they may be (fellow students, colleagues, clients, customers etc.).	
	I have a professional and polite telephone manner, and am able to answer queries and take notes, and know when to redirect a call if I am unable to respond appropriately.	
	I respect my colleagues and superiors and am prepared to accept criticism and advice where needed and take appropriate action.	
	I am able to actively listen when in a group situation or 1:1 and take note of any important facts or statements and action points for me and/or my team.	
	I work well with others and take the role of supporting and motivating my colleagues (or customers, clients, fellow students etc.) very seriously. I am well respected within my workplace/learning provider for taking on this role.	
	I am skilled in other language/s and can use it/them to communicate successfully on behalf of myself, my family, my employer/learning provider.	
	I am always punctual, both with attendance and completion and submission of work to deadlines.	
	I take a creative approach to my work/learning, and enjoy exploring new and innovative ways to complete the tasks in hand.	
	I know a lot about my subject, but I am always prepared to learn new knowledge and develop my understanding of all of my subject and related areas.	

Symbol:	What it means:	How many of these?
	Knowledge – (Theoretical and/or factual knowledge) (Knowing a lot about a particular subject, such as how subjects link together to prove a theory, how a car engine works or how best to look after small children)	
	Skills – Practical (applied knowledge and understanding) (Hands-on skills, like the ability to operate equipment, design and make a table, draw a picture or repair a broken bicycle)	
	Skills – Cognitive (e.g. evaluation, critical analysis) (Figuring things out, solving puzzles, sizing up situations, solving problems)	
	Competence - (responsibility and autonomy) (Planning things, prioritising, getting things done, working on your own or with others, making sure that work is finished and is of good standard)	

Step 3

Who do you think you are?



After you have tallied up the number of core skills associated with each of your selected activities or experiences, write the grand total for each symbol in the spaces below:



 If you have a low number for any of the symbols, that may indicate an area in which you could spend some time in training or education to improve your skills, or volunteer to get more experience.

Which of these symbols appear most often? (Which has the highest number in the boxes above?)

 **Expert**
 You have probably spent a lot of time on (and built up quite a lot of knowledge about) the things you're interested in; you could maybe even teach others a thing or two about your favourite subjects. Perhaps you find that family and friends often turn to you for information and advice. Try to think about how you could turn your knowledge to your advantage in your job search. Speak to a Careers Adviser about the kind of work that might relate to your favourite subjects and find out what kind of training or qualifications you could get to help you land a job in this area.

 **Active**
 Sitting behind a desk all day is your idea of torture. You'd rather be *doing* things, moving around, going from place to place, or using your hands. You have a good grasp of the subjects that interest you and you're able to put your knowledge to work in practical ways. Maybe you're good at fixing things that are broken, cooking a meal, using specific tools or drawing and sketching. Think about practical things like this that you're good at, and speak to your Adviser about how you can research jobs that are related to practical skills.

 **Thinker**
 Your head is more than simply a place to keep your hat! You tend to spend time on activities that require you to think, evaluate, judge and analyse information and situations. You can be relied upon to consider everything very carefully and to work out the best way of doing things before you tackle them. You may be good at weighing up one side against another, spotting mistakes, solving problems and making decisions. Talk to a Careers Adviser about the kinds of jobs that require analytical skills.

 **Organiser**
 You love it when a plan comes together! Whether you're on your own or working with others, your activities often require you to take responsibility and to get things done. When you work with others, you may lead the group or follow instructions given by someone else but, regardless, you are dedicated to finish the work and to do it right. You work well with supervisors, but you don't always need them because you know a job well-done when you see it. A Careers Adviser could help you research jobs that require a high degree of organisational ability.

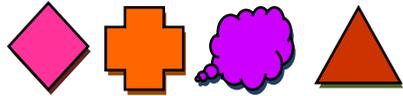
Step 4 Examples of Experience – Worked Example



Instructions: This is an example of what a completed worksheet might look like. Try to be as specific as possible with your own example, especially with regards to the amount of time and money involved and your level of responsibility.

<p>What exactly did you do?</p> <p>I was responsible for planning and organising my company's festive party every December for five years. I had to book the venue, organise decorations and order food and drink for around 25-30 people each year.</p>	<p>Was this a regular activity? If so, how often did you do it?</p> <p>I took on the responsibility in 2002 and did it every year until 2007.</p>	<p>Were you responsible for handling money or managing a budget? If so, how much?</p> <p>I had a budget of around £500 to pay for the venue and decorations, food and drink.</p>	<p>What skills, talent and knowledge did you need for this activity?</p> <p>Knowledge of employee dietary requirements, including allergies and intolerances.</p> <p>Ability to work with a wide variety of people, including work colleagues, supervisors and external companies.</p> <p>Creativity and imagination required to come up with new and interesting themes for the party decorations each year.</p> <p>Time management skills & knowledge of how to prioritise multiple competing demands on my time.</p> <p>Ability to source the best quality materials for decorations, food and drink, keeping to the allotted budget amount.</p>
<p>What was your level of leadership? Were you supervised or did you supervise or did you supervise yourself?</p> <p>I was solely responsible for organising the event, but I enlisted the help of others in the office to get specific tasks done.</p>	<p>What have you learned through doing this? What skills have you learned that you could use in other situations in future?</p> <p>I learned how to work with a wide variety of people, including some that I did not know very well from other departments.</p> <p>I learned to prepare for emergencies when the catering company failed to turn up for our party on time one year. I was able to improvise and source food and drink from local shops to tide us over until the catering arrived.</p> <p>I learned that it is important to keep to a schedule so that everything gets done on time, but it is also important to keep calm and be flexible when things don't go exactly to plan.</p>		
<p>Whose idea was it? Was anyone else involved in planning or organising it?</p> <p>I offered to take responsibility for the planning of this event shortly after my employment began. I was responsible for almost all of the planning and organising.</p>			

Step 4 Examples of Experience – Worksheet



Instructions: Think of a specific example – the best example you can think of – that highlights your skills and experience.

<p>What exactly did you do?</p>	<p>Was this a regular activity? If so, how often did you do it?</p>	<p>Were you responsible for handling money or managing a budget? If so, how much?</p>	<p>What skills, talent and knowledge did you need for this activity?</p>
<p>What was your level of leadership? Were you supervised or did you supervise yourself?</p>	<p>What have you learned through doing this? What skills have you learned that you could use in other situations in future?</p>		
<p>Whose idea was it? Was anyone else involved in planning or organising it?</p>			

Step 5



EQF Benchmarking Exercise - Knowledge

Instructions for Adviser: Print in full colour and laminate. Use wipe-off markers so the documents can be re-used.

Instructions for Participant: Read through each of the statements and select the ones that represent your skills and experience by marking them with a tick in the small white box. You may tick all that apply. Your Adviser will guide you through the rest of the process.

Basic Knowledge Skills

Basic factual knowledge of a field of work or study

Factual and theoretical knowledge in broad contexts within a field of work or study

Knowledge at the most advanced frontier of a field of work or study and at the interface between fields

Critical awareness of knowledge issues in a field and at the interface between different fields

Advanced knowledge of a field of work or study, involving a critical understanding of theories and principles

Knowledge of facts, principles, processes and general concepts in a field of work or study

Comprehensive, specialised, factual and theoretical knowledge within a field of work or study and an awareness of the boundaries of that knowledge

Highly specialised knowledge, some of which is at the forefront of knowledge in a field of work or study, as the basis for original thinking and/or research



EQF Benchmarking Exercise - Knowledge

Instructions for Adviser: Print in full colour and laminate. Use wipe-off markers so the documents can be re-used.

Instructions for Participant: Read through each of the statements and select the ones that represent your skills and experience by marking them with a tick in the small white box. You may tick all that apply. Your Adviser will guide you through the rest of the process.

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Comprehensive, specialised, factual and theoretical knowledge within a field of work or study and an awareness of the boundaries of that knowledge

Highly specialised knowledge, some of which is at the forefront of knowledge in a field of work or study, as the basis for original thinking and/or research



EQF Benchmarking Exercise - Practical Skills

Instructions for Adviser: Print in full colour and laminate. Use wipe-off markers so the documents can be re-used.

Instructions for Participant: Read through each of the statements and select the ones that represent your skills and experience by marking them with a tick in the small white box. You may tick all that apply. Your Adviser will guide you through the rest of the process.

The most advanced and specialised practical skills and techniques required to solve critical problems in research and/or innovation and to extend and redefine professional practice

A comprehensive range of practical skills required to develop creative solutions to abstract problems

A range of practical skills required to accomplish tasks by selecting and applying basic methods, tools, materials and information

Basic practical skills required to carry out simple tasks

Specialised problem-solving practical skills required in research and/or innovation in order to develop new knowledge and procedures and to integrate knowledge from different fields

A range of practical skills required to generate solutions to specific problems in a field of work or study

Basic practical skills required to use relevant information in order to carry out tasks using simple rules and tools

Advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialised field of work or study



EQF Benchmarking Exercise - Thinking Skills

Instructions for Adviser: Print in full colour and laminate. Use wipe-off markers so the documents can be re-used.

Instructions for Participant: Read through each of the statements and select the ones that represent your skills and experience by marking them with a tick in the small white box. You may tick all that apply. Your Adviser will guide you through the rest of the process.

Specialised problem-solving thinking skills required in research and/or innovation in order to develop new knowledge and procedures and to integrate knowledge from different fields

A range of thinking skills required to generate solutions to specific problems in a field of work or study

A range of thinking skills required to solve problems by selecting and applying basic methods, tools, materials and information

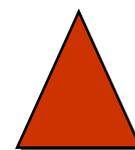
Basic thinking skills required to carry out simple tasks

Basic thinking skills required to use relevant information in order to solve routine problems using simple rules and tools

The most advanced and specialised thinking skills and techniques, including synthesis and evaluation, required to solve critical problems in research and/or innovation and to extend and redefine existing knowledge or professional practice

Advanced thinking skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialised field of work or study

A comprehensive range of thinking skills required to develop creative solutions to abstract problems



EQF Benchmarking Exercise – Competence

Instructions for Adviser: Print in full colour and laminate. Use wipe-off markers so the documents can be re-used.

Instructions for Participant: Read through each of the statements and select the ones that represent your skills and experience by marking them with a tick in the small white box. You may tick all that apply. Your Adviser will guide you through the rest of the process.

Work or study under direct supervision in a structured context

Take responsibility for completion of tasks in work or study

Take responsibility for contributing to professional knowledge and practice and/or for reviewing the strategic performance of teams

Demonstrate substantial authority, innovation, autonomy, scholarly and professional integrity and sustained commitment to the development of new ideas or processes at the forefront of work or study contexts including research

Manage complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work or study contexts

Review and develop performance of self and others

Work or study under supervision with some autonomy

Adapt own behaviour to circumstances in solving problems

Exercise self-management within the guidelines of work or study contexts that are usually predictable, but are subject to change

Exercise management and supervision in contexts of work or study activities where there is unpredictable change

Take responsibility for managing professional development of individuals and groups

Manage and transform work and study contexts that are complex, unpredictable and require new strategic approaches

Supervise the routine work of others, taking some responsibility for the evaluation and improvement of work or study activities

Step 6

My Skills - The Expert



	<p>The Expert - Knowledge and Understanding</p> <p>You have probably spent a lot of time on (and built up quite a lot of knowledge about) the things you're interested in; you could maybe even teach others a thing or two about your favourite subjects. Perhaps you find that family and friends often turn to you for information and advice. Try to think about how you could turn your knowledge to your advantage in your job search. Speak to a Careers Advisor about the kind of work that might relate to your favourite subjects and find out what kind of training or qualifications you could get to help you land a job in this area.</p>
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Describing My Skills:

One of the most challenging things about filling in applications or forms (whether for employment or education, PDP, reviews at work etc.) is finding a way to express all of **the knowledge, skills and experience** you have gained over the years. This activity is designed to help you describe exactly what you can do *in detail* so that those who read your application, form or CV can decide if you are a match for the job or course they are advertising/reviewing.

- In each of the statements below, the first statement is an example of how you could describe your skills more formally.
 - The text beneath each main point describes the skill less formally and in more detail.

Wherever you see words [in brackets] you can remove the brackets and substitute your particular area of expertise. For example, "I have a deep knowledge and understanding of [a particular subject]" could be changed to read "I have a deep knowledge and understanding of *automobile mechanics*."

Tick these statements if you agree with them and think that they describe you:

- I have a deep knowledge and understanding of [a particular subject]
 - For example, I know a lot about automobile mechanics, sewing, painting and decorating, music, keeping fit, childcare, cooking (or some other subject)
- I have extensive experience in dealing with [this particular subject]
 - In other words, I have been dealing with this subject for a long time and I am familiar with many different aspects of it
- I have a long-term interest in [the subject]
 - In other words, this is something in which I have invested a great deal of my own time, energy and/or money over a long period of time. It is not just a casual interest

- Over the years, my knowledge and understanding of [this subject] has increased
 - I have made an effort to become better at this particular activity and I've come a long way since I first started learning about it
- I feel comfortable talking about [this subject] with others
 - I know enough about it and understand it well enough to share my knowledge with people who have less experience than I do
- I am always interested in learning more about [this subject]
 - I don't think of myself as a perfect expert in this subject. I am always learning as much as I can about it, because it is one of my biggest interests
- Others recognise that I have some expertise in [this subject]
 - Other people sometimes ask me for information, advice or help regarding this subject because they are aware that I know a lot about it

My Skills Statement:

In the space below, write a sentence or two that sums up and describes the activity or responsibility that is the *best example* of your strengths in the core skill area: **(Knowledge and Understanding)**. You can use this statement on applications or on your CV to provide proof of your skills.

Use the statements above and refer back to the "My Examples" exercise for some ideas.

For example: *"Because of my extensive knowledge and experience with the Engine Doctor 3000, I took on the responsibility for training all employees on how to use the equipment, including basic operations, cleaning and maintenance and general repairs. Over the course of ten years in this role, I was responsible for training more than 40 employees."*

TOP TIP:

 Be as detailed as possible. Include any exact figures that can help fully describe your experience, such as how many people were involved, how much money you were responsible for handling and/or how much time you devoted to it.

My Skills - Active



Active - Practical Skills

Sitting behind a desk all day is your idea of torture. You'd rather be *doing* things, moving around, going from place to place, or using your hands. You have a good grasp of the subjects that interest you and you're able to put your knowledge to work in practical ways. Maybe you're good at fixing things that are broken, cooking a meal, using specific tools or drawing and sketching. Think about practical things like this that you're good at, and speak to your Advisor about how you can research jobs that are related to practical skills.

Describing My Skills:

One of the most challenging things about filling in applications or forms (whether for employment or education, PDP, reviews at work etc.) is finding a way to express all of **the knowledge, skills and experience** you have gained over the years. This activity is designed to help you describe exactly what you can do *in detail* so that those who read your application, form or CV can decide if you are a match for the job or course they are advertising/reviewing.

- In each of the statements below, the first statement is an example of how you could describe your skills more formally.
 - The text beneath each main point describes the skill less formally and in more detail.

Tick these statements if you agree with them and think that they describe you:

- I am naturally skilled with practical tasks
 - In other words, I am good with my hands and any kind of practical work comes naturally to me
- I am very flexible in my attitude and enjoy working in an energetic environment
 - I don't mind things changing all the time. It doesn't bother me if no two days are the same or if I have to change the way I work to suit different circumstances
- I prefer to be actively involved instead of observing or supervising others
 - When something needs to be done, I feel better if I can do the work myself, rather than watch someone else doing it
- My hobbies and leisure activities tend to be active or practical in nature
 - Even in my spare time I tend to do active things such as sport/fitness, crafting, mechanics, sewing/needlework, woodworking, hill walking (or other active hobbies)

- I often undertake additional work on my own initiative
 - In other words, I notice when something needs to be done and I just get on with it without being told. Sometimes I volunteer to do certain tasks, simply because I enjoy having the chance to get my hands on something new

- I enjoy putting my practical skills to work in a challenging environment
 - In other words, I prefer “hands on” practical work that keeps me active, rather than work that requires me to sit still or spend too much time thinking, talking and planning – I would rather be *doing*

- Others recognise that I have strong practical skills
 - Other people sometimes ask for my help with practical tasks because they know that I’m good at them

My Skills Statement:

In the space below, write a sentence or two that sums up and describes the activity or responsibility that is the *best example* of your strengths in the core skill area: **(Practical Skills)**. You can use this statement on applications or on your CV to provide proof of your skills.

Use the statements above and refer back to the “My Examples” exercise for some ideas.

For example: *“Using my practical skills with gardening tools and woodworking equipment, I worked alongside three of my neighbours to create a new vegetable garden patch for us to share. As part of this project, I used our collective budget of £200 to build a small storage shed and two wooden benches for seating. In addition, I helped a neighbour to lay paving stones to create a small patio.”*

TOP TIP:

Be as detailed as possible. Include any exact figures that can help fully describe your experience, such as how many people were involved, how much money you were responsible for handling and/or how much time you devoted to it.

My Skills - The Thinker



	<p>The Thinker - Thinking Skills Your head is more than simply a place to keep your hat! You tend to spend time on activities that require you to think, evaluate, judge and analyse information and situations. You can be relied upon to consider everything very carefully and to work out the best way of doing things before you tackle them. You may be good at weighing up one side against another, spotting mistakes, solving problems and making decisions. Talk to a Careers Advisor about the kinds of jobs that require analytical skills.</p>
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Describing My Skills:

One of the most challenging things about filling in applications or forms (whether for employment or education, PDP, reviews at work etc.) is finding a way to express all of **the knowledge, skills and experience** you have gained over the years. This activity is designed to help you describe exactly what you can do *in detail* so that those who read your application, form or CV can decide if you are a match for the job or course they are advertising/reviewing.

- In each of the statements below, the first statement is an example of how you could describe your skills more formally.
 - The text beneath each main point describes the skill less formally and in more detail.

Tick these statements if you agree with them and think that they describe you:

- I am a natural problem-solver
 - In other words, I don't give up easily. If a task is challenging, I try to look at it from all sides and find a way to accomplish what I need to do with the tools I have at hand
- I have strong analytical skills
 - I am good at sizing up a situation, figuring out what is needed and coming up with the best solution
- I carefully consider all aspects of tasks before I begin work
 - When something needs to be done, I don't usually jump in right away. I may make lists or talk to someone to help me think things through and compare alternatives before I get started, as I find this saves time and effort in the end
- I particularly enjoy work that requires a great deal of thought and planning
 - I am happiest and most confident when I am thinking about interesting, complicated or even difficult ideas or tasks

- I have a creative approach to solving problems
 - In a group of people, I tend to be the one who comes up with lots of ideas. I often come up with new ways of doing things or suggestions for making improvements

- I have an eye for detail
 - In other words, I am good at spotting mistakes or abnormalities (e.g. typos, things that need repair, objects that don't belong to a group, noticing when someone is lying, etc.)

- My hobbies and leisure activities tend to be the analytical type
 - Even in my spare time, I favour activities that require thinking and analysing, such as solving puzzles, playing strategy games, helping friends with their problems, etc.

- I am attracted to things that are intellectually challenging
 - I actually like it when the answers aren't very simple or obvious and I enjoy the process of deciding what is best

My Skills Statement:

In the space below, write a sentence or two that sums up and describes the activity or responsibility that is the *best example* of your strengths in the core skill area: **(Thinking Skills)**. You can use this statement on applications or on your CV to provide proof of your skills.

Use the statements above and refer back to the “My Examples” exercise for some ideas.

For example: *“I helped three of my neighbours to resolve an old argument over the cleaning and maintenance of communal areas that are shared by four families. By talking to each family separately and listing their main concerns on paper, I was able to come up with a rota that everyone felt was fair, which settled the dispute.”*

TOP TIP:

 Be as detailed as possible. Include any exact figures that can help fully describe your experience, such as how many people were involved, how much money you were responsible for handling and/or how much time you devoted to it.

My Skills - The Organiser



The Organiser - Being Responsible and Working with Others

You love it when a plan comes together! Whether you're on your own or working with others, your activities often require you to take responsibility and to get things done. When you work with others, you may lead the group or follow instructions given by someone else but, regardless, you are dedicated to finishing the work and to doing it right. You work well with supervisors, but you don't always need them because you know when a job is well-done. A Careers Advisor could help you research jobs that require a high degree of organisational ability.

Describing My Skills:

One of the most challenging things about filling in applications or forms (whether for employment or education, PDP, reviews at work etc.) is finding a way to express all of **the knowledge, skills and experience** you have gained over the years. This activity is designed to help you describe exactly what you can do *in detail* so that those who read your application, form or CV can decide if you are a match for the job or course they are advertising/reviewing.

- In each of the statements below, the first statement is an example of how you could describe your skills more formally.
 - The text beneath each main point describes the skill less formally and in more detail.

Tick these statements if you agree with them and think that they describe you:

- I have a high degree of autonomy
 - In other words, I can decide what needs to be done and take action myself, without waiting to be told or needing a supervisor to tell me to do it
- I have a high degree of accountability
 - In other words, I am able to take responsibility for the work I do, ensuring that tasks are completed to a high standard and in good time
- I am careful and thorough in my work and I check to make sure it is of high quality before I move on to my next task
 - Although others may be responsible for checking my work, I know without being told when I have done a good job
- I naturally work well with a wide variety of other people
 - I have no problem working with people from all walks of life regardless of age, sex, race, ethnicity, etc.
- I am able to work with people at all levels

- I am comfortable talking to and working with people in various roles, including supervisors, managers, team leaders, co-workers and people under my supervision
- I am a good team player
 - I understand that almost every job requires team work. I always strive to make good contributions to group tasks and allow others to do the same. I am quick to lend a hand to others when it is required, and I am happy to ask for help when I need it
- I respect the contributions of other people, including those whose skills or ability levels are different from mine.
 - I know that it often takes all kinds of people with different skills to get a job done. Some people know more than I do, while others may need my help.

My Skills Statement:

In the space below, write a sentence or two that sums up and describes the activity or responsibility that is the *best example* of your strengths in the core skill area: **(Being Responsible and Working with Others)**. You can use this statement on applications or on your CV to provide proof of your skills.

Use the statements above and refer back to the “My Examples” exercise for some ideas.

For example: *“I was responsible for planning and organising the company’s holiday party every year, keeping within the company budget of £250 and collecting further contributions from more than 25 work colleagues. I worked alongside two clerical staff members to ensure that the venue and menu were agreed, deposits made in good time and employees were informed of the date, time and location of the event.”*

TOP TIP:

Be as detailed as possible. Include any exact figures that can help fully describe your experience, such as how many people were involved, how much money you were responsible for handling and/or how much time you devoted to it.

NAME _____

ADVISOR _____

DATE _____

Step 7

EQF BENCHMARKING

Skills Profile

Brief Description of Activity/Experience *(Your best example of your experience)*

Skills Gained:

APPROXIMATE EQF LEVEL (1-8):

My next steps will be:

NAME -----

ADVISOR -----

DATE -----

RECOGNITION OF PRIOR LEARNING

Below you will find spaces to record any previous learning you have done (e.g. classes you have taken, training programmes you have completed, certificates you have been awarded, etc.). It can be useful to keep an ongoing and complete record of your achievements, especially if you are planning to apply for employment, training or education at some point in the future.

Date	Course/Programme Name	Qualification or Certificate Awarded	Awarding Body
<i>Example: March 2009</i>	<i>HSE Approved 'First Aid at Work' course</i>	<i>'First Aid at Work' Certificate</i>	<i>HSE (Health and Safety Executive)</i>