

4th Newsletter



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POZNAŃ UNIVERSITY
OF ECONOMICS
AND BUSINESS



SMILE enters universities: the Model moves into the piloting phase



Following the design, development and training activities carried out in the previous Work Packages, the **S.M.I.L.E. – Skill Match in an Intelligent Learning Environment** project has entered its most application-oriented phase: the **piloting of the SMILE Model within the partner universities**.

WP4 represented a crucial step in verifying, under real-life conditions, the effectiveness, applicability and transferability of the approach developed by the partnership. Its aim was to provide Higher Education Institutions with a shared methodological and technological toolkit capable of supporting the analysis of students' competence needs and helping to reduce the gap between university pathways and labour market expectations.

The piloting involved partner universities in **Italy, Spain, Poland and North Macedonia**, with lecturers, guidance practitioners and career services specialists called upon to apply the S.M.I.L.E. Model directly with students.

This was the moment when S.M.I.L.E. moved **from design to practice**.

A transnational laboratory for smarter career guidance

The piloting was designed as a shared pathway, while remaining flexible enough to adapt to the specific features of the different university contexts.

The university partners selected lecturers, career guidance counsellors and career services specialists through transparent and inclusive procedures, giving priority to professionals directly involved in teaching, guidance, employability and placement processes. Each university was expected to involve at least nine professionals, as part of a pilot implemented overall in three EU countries and one non-EU country.

Before using the tools with students, participants explored the S.M.I.L.E. Model in greater depth through the **five microlearning OERs** and the **video tutorials**, acquiring the knowledge required to make informed use of the methodologies and technological solutions developed by the project.

The partner universities thus became genuine **innovation laboratories**, where teaching, career guidance, Artificial Intelligence and labour market needs were brought together to test new ways of supporting students as they prepare for their professional futures.



From competences to occupational profiles: testing TaiLENT



One of the central elements of the piloting was the use of the tools and services available on the smile.tailent.it platform, through which lecturers and guidance professionals were able to apply new approaches to analysing students' competences.

The pathway included self-assessments based on the European DigComp, GreenComp and EntreComp frameworks, together with six transversal competences identified by the partnership: collaboration, communication, negotiation, organisational culture, problem-solving and project management.

The testing also enabled participants to:

- create, with the support of AI, self-assessment questionnaires linked to specific ESCO occupational profiles;
- analyse students' CVs by relating their competences and experience to a target occupational profile;
- develop hetero-assessment quizzes manually or through the AI Generator;
- test with students an AI-based virtual interview with an Avatar linked to the ESCO occupations identified in the different national contexts.

The aim was to generate evidence that could help identify strengths, competence gaps and possible professional development pathways for future labour-market entrants, based on the real needs of businesses.



“Guide to the Future”: knowing yourself to shape your future

The piloting broadened the assessment perspective through the use of the <https://guidetothefuture.conform.it/> platform, integrated into the S.M.I.L.E. ecosystem. Lecturers, guidance practitioners and career services specialists applied at least three tools with students, choosing from:

Skills Assessment, Personal SWOT Analysis, Compass of Aspirations based on the RIASEC model, Focus on Soft Skills and Business Orientation.

These tools make it possible to go beyond the measurement of competences alone, also exploring professional interests, aspirations, self-awareness, planning ability and understanding of business and market dynamics.

In this way, the S.M.I.L.E. Model connects what a person **knows and is able to do** with what they **aspire to become**, the professional opportunities available to them and the competences required by the labour market.

Through the S.M.I.L.E. Model, career guidance therefore becomes a more personalised, evidence-based process, capable of supporting students from self-awareness through to the development of a more marketable professional profile.

Universities and businesses working together to validate the results

The piloting did not stop within the universities.

Indeed, one of the distinctive features of WP4 was the involvement of businesses in the validation process. Even before the piloting began, the partners organised opportunities for discussion with SME representatives to verify the Model's **content, methodological and technological consistency** and to gather feedback on the relevance of the competences assessed in relation to real business needs.

At the end of the testing, the results produced by students and the assessments carried out by lecturers and guidance practitioners were also shared with businesses in order to gather further feedback.

Among other aspects, companies were asked to assess whether:

the competences identified were recognisable and valuable in a business context; the gaps detected were consistent with professional expectations; the link with ESCO profiles helped to provide a clearer understanding of employment opportunities; and the guidance tools provided credible information on aptitudes, career decision-making maturity and the ability to understand business dynamics.

It was precisely this dialogue between **universities and businesses** that made the piloting a genuinely validation-oriented process aimed at reducing the skills mismatch.



**STAY UPDATED ON
S.M.I.L.E. ACTIVITIES!**



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