



Indicator Matrix – Professionalisation module

2022

# Pillar I. Legal, Regulatory, and Policy Framework

Indicator 1. The legal framework includes appropriate regulations on public procurement professionalization

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| **Sub-indicator 1(a)**  **Rules on professionalization**  The legal framework meets the following conditions: |
| **Assessment criterion 1(a)(a):** Professionalisation of the procurement function is established unambiguously as a strategic objective |
| **Conclusion**: Choose an item. |
| **Red flag**: Choose an item. |
| **Qualitative analysis** |
| **Gap analysis** |
| **Recommendation** |
| **Assessment criterion 1(a)(b):**  The roles, functions and responsibilities of public bodies with regard to professionalisation are clearly defined and assigned. |
| **Conclusion**: Choose an item. |
| **Red flag**: Choose an item. |
| **Qualitative analysis** |
| **Gap analysis** |
| **Recommendation** |
| **Sub-indicator 1(b)**  **Rules on private sector participation**  The legal framework meets the following conditions: |
| Assessment criterion 1(b)(a):  Ensures that there are no barriers to participation in the public procurement professionalisation market. |
| Conclusion: Choose an item. |
| Red flag: Choose an item. |
| Qualitative analysis |
| Gap analysis |
| Recommendation |
| Assessment criterion 1(b)(b):  Establishes rules for the participation in the public procurement professionalisation market of publicly funded entities and state-owned enterprises that promote fair competition. |
| Conclusion: Choose an item. |
| Red flag: Choose an item. |
| Qualitative analysis |
| Gap analysis |
| Recommendation |

Indicator 2. The legal framework includes appropriate regulations on public procurement professionalization

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| **Sub-indicator 2(a)**  **Recognition of public procurement as a professional function**  The implementing rules, policy documents and other instruments recognise: |
| **Assessment criterion 2(a)(a):**  Public procurement as a profession |
| **Conclusion**: Choose an item. |
| **Red flag**: Choose an item. |
| **Qualitative analysis** |
| **Quantitative analysis** |
| **Gap analysis** |
| **Recommendation** |
| **Assessment criterion 2(a)(b):**  Procurement as a specific function with different professional levels, specialization, and a high degree of multidisciplinarity. |
| **Conclusion**: Choose an item. |
| **Red flag**: Choose an item. |
| **Qualitative analysis** |
| **Gap analysis** |
| **Recommendation** |
| **Assessment criterion 2(a)(c):**  The importance of professionalisation for the performance of the public procurement system. |
| **Conclusion**: Choose an item. |
| **Red flag**: Choose an item. |
| **Qualitative analysis** |
| **Gap analysis** |
| **Recommendation** |
| **Assessment criterion 2(a)(d):**  The impact of professionalisation on public finances quality of expenditure (in regulations and policy documents governing public finance management and/or public governance systems). |
| **Conclusion**: Choose an item. |
| **Red flag**: Choose an item. |
| **Qualitative analysis** |
| **Gap analysis** |
| **Recommendation** |
| **Sub-indicator 2(b)**  **Implementing regulations define the professionalisation policy** |
| Assessment criterion 2(b)(a):  The implementing regulations complement and detail the legal provisions on professionalisation, in accordance with the principles established in the law. |
| Conclusion: Choose an item. |
| Red flag: Choose an item. |
| Qualitative analysis |
| Gap analysis |
| Recommendation |
| Assessment criterion 2(b)(b):  The regulations that develop the principles of professionalisation are clear and comprehensive (including at least a clear definition of prioritized objectives, anticipation of systematic evaluation of professionalisation activities and their impact on institutional capacity building, among others). |
| Conclusion: Choose an item. |
| Red flag: Choose an item. |
| Qualitative analysis |
| Gap analysis |
| Recommendation |
| Assessment criterion 2(b)(c):  The implementing regulations includes a strategy for: (i) profiling the procurement jobs; (ii) defining a career path with appointment/promotion competitive and based on qualifications and competencies specified; (iii) reinforcing the continuity of the professionals in the career path; (iv) developing a systematic approach to learning and development to build and update practitioners’ knowledge and skills; and (v) ensuring that procurement professionals achieve a threshold level of knowledge and practice requirements in order to obtain senior procurement positions and key procurement responsibilities. |
| Conclusion: Choose an item. |
| Red flag: Choose an item. |
| Qualitative analysis |
| Gap analysis |
| Recommendation |
| Assessment criterion 2(b)(d):  The implementing regulations consider the need to gradually implement the requirements for professionals of the public procurement, so as to balance the needs of professionalisation with those of operations continuity. |
| Conclusion: Choose an item. |
| Red flag: Choose an item. |
| Qualitative analysis |
| Gap analysis |
| Recommendation |
| Assessment criterion 2(b)(e):  The implementing regulations include a clear strategy of involvement, participation, and empowerment of stakeholders in the definition, implementation and evaluation of the professionalisation policy. |
| Conclusion: Choose an item. |
| Red flag: Choose an item. |
| Qualitative analysis |
| Gap analysis |
| Recommendation |
| Assessment criterion 2(b)(f):  The implementing regulations define a strategy to promote the participation of the productive sector, academia, and civil society in the professionalisation policy. |
| Conclusion: Choose an item. |
| Red flag: Choose an item. |
| Qualitative analysis |
| Gap analysis |
| Recommendation |
| Sub-indicator 2(c)  Strategic and specialised procurement, horizontal policy objectives and international obligations |
| Assessment criterion 2(c)(a):  The professionalisation policy considers the needs of strategic and specialty areas of public procurement as an integral part of the professionalisation effort and not as an exception to it. |
| Conclusion: Choose an item. |
| Red flag: Choose an item. |
| Qualitative analysis |
| Gap analysis |
| Recommendation |
| Assessment criterion 2(c)(b):  The professionalisation policy considers the development and mastery of knowledge, skills and values that promote support for country's horizontal policy objectives, such as sustainable procurement, promoting economic development, social development and environmental protection and innovation. |
| Conclusion: Choose an item. |
| Red flag: Choose an item. |
| Qualitative analysis |
| Gap analysis |
| Recommendation |
| Assessment criterion 2(c)(c):  The professionalisation policy considers the impact in public procurement of due compliance of obligations derived from membership in international and/or regional associations or binding international/regional agreements. |
| Conclusion: Choose an item. |
| Red flag: Choose an item. |
| Qualitative analysis |
| Gap analysis |
| Recommendation |

Indicator 3. Professionalisation is a key component of the public procurement system

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| **Sub-indicator 3(a)**  **The professionalisation policy is part of a broader public procurement capacity-building strategy**  The legal and regulatory framework, financial procedures, and systems for the sector, provide for the following: |
| **Assessment criterion 3(a)(a):**  is defined in support of a broader public procurement capacity-building strategy. |
| **Conclusion**: Choose an item. |
| **Red flag**: Choose an item. |
| **Qualitative analysis** |
| **Gap analysis** |
| **Recommendation** |
| **Assessment criterion 3(a)(b):**  Is based on an assessment of the public procurement system that guides the policy definition. |
| **Conclusion**: Choose an item. |
| **Red flag**: Choose an item. |
| **Qualitative analysis** |
| **Gap analysis** |
| **Recommendation** |
| **Assessment criterion 3(a)(c):**  Allows the procurement professionals to have the required qualifications and competencies for different professional levels for an outstanding performance in the procurement system within which they operate. |
| **Conclusion**: Choose an item. |
| **Red flag**: Choose an item. |
| **Qualitative analysis** |
| **Gap analysis** |
| **Recommendation** |
| **Assessment criterion 3(a)(d):**  Strives to deliver better results by adopting a more strategic approach focused on results rather than exclusively on process. |
| **Conclusion**: Choose an item. |
| **Red flag**: Choose an item. |
| **Qualitative analysis** |
| **Gap analysis** |
| **Recommendation** |

Indicator 4. Professionalisation takes place in an environment of planning, monitoring and evaluation

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| **Sub-indicator 4(a)**  **Professionalisation planning**  The legal and regulatory framework, financial procedures and systems provide for the following: |
| **Assessment criterion 4(a)(a):**  Annual or multi-annual professionalisation plans are prepared by the normative/regulatory function. |
| **Conclusion**: Choose an item. |
| **Red flag**: Choose an item. |
| **Qualitative analysis** |
| **Gap analysis** |
| **Recommendation** |
| **Assessment criterion 4(a)(b):**  Professionalisation plans are based on the formal assessment of existing needs, capacities and gaps |
| **Conclusion**: Choose an item. |
| **Red flag**: Choose an item. |
| **Qualitative analysis** |
| **Gap analysis** |
| **Recommendation** |
| **Assessment criterion 4(a)(c):**  Professionalisation plans consider at least: (i) the preparation of a diagnostic in collaboration with the relevant stakeholders; (ii) a clear definition of the objectives; (iii) consensus building; (iv) shared goals; (v) detailed planning; and (v) monitoring. |
| **Conclusion**: Choose an item. |
| **Red flag**: Choose an item. |
| **Qualitative analysis** |
| **Gap analysis** |
| **Recommendation** |
| **Assessment criterion 4(a)(d):**  The professionalisation plans are linked to those of institutional strengthening and there are mechanisms in place to ensure consistency. |
| **Conclusion**: Choose an item. |
| **Red flag**: Choose an item. |
| **Qualitative analysis** |
| **Gap analysis** |
| **Recommendation** |
| **Assessment criterion 4(a)(e):**  The professionalisation plans are consistent with the other procurement system’s strategic plans in place. |
| **Conclusion**: Choose an item. |
| **Red flag**: Choose an item. |
| **Qualitative analysis** |
| **Gap analysis** |
| **Recommendation** |
| **Sub-indicator 4(b)**  **Public procurement information systems include data suitable for the efficient support of professionalization**  The country public procurement system meets the following requirements: |
| **Assessment criterion 4(b)(a):**  The public procurement integrated information system (centralised online portal) and/or other systems are easily accessible to all interested parties at no cost and provides up-to-date information relevant to the creation of evidence-based educational contents, targeted according to the performance of individual functions in the procurement system |
| **Conclusion**: Choose an item. |
| **Red flag**: Choose an item. |
| **Qualitative analysis** |
| **Gap analysis** |
| **Recommendation** |
| **Assessment criterion 4(b)(b):**  The public information system(s) provides public access, at least, to the following information (anonymized if needed):  -Detailed and disaggregated information on procurement processes;  -Results of monitoring actions and audits;  -Decisions on complaints and appeals in procurement processes;  -Existing needs, capacities and gaps;  -Relevant professionalisation plans and priorities defined by the normative/regulatory function and other authorities. |
| **Conclusion**: Choose an item. |
| **Red flag**: Choose an item. |
| **Qualitative analysis** |
| **Gap analysis** |
| **Recommendation** |
| **Assessment criterion 4(b)(c):**  The aforementioned information is available in open and structured machine-readable format, using identifiers and classifications (open data format). |
| **Conclusion**: Choose an item. |
| **Red flag**: Choose an item. |
| **Qualitative analysis** |
| **Gap analysis** |
| **Recommendation** |
| **Sub-indicator 4(c)**  **Monitoring and evaluation of the professionalisation policy** |
| **Assessment criterion 4(c)(a):**  The professionalisation policy includes mechanisms for monitoring and evaluation. |
| **Conclusion**: Choose an item. |
| **Red flag**: Choose an item. |
| **Qualitative analysis** |
| **Gap analysis** |
| **Recommendation** |
| **Assessment criterion 4(c)(b):**  The monitoring and evaluation of the professionalisation policy is integrated in the performance measurement system referred to in Sub Indicator 8 (c) of the core assessment methodology. |
| **Conclusion**: Choose an item. |
| **Red flag**: Choose an item. |
| **Qualitative analysis** |
| **Gap analysis** |
| **Recommendation** |
| **Assessment criterion 4(c)(c):**  The responsibilities of monitoring and evaluation are clearly assigned |
| **Conclusion**: Choose an item. |
| **Red flag**: Choose an item. |
| **Qualitative analysis** |
| **Gap analysis** |
| **Recommendation** |
| **Assessment criterion 4(c)(d):**  Monitoring comprises mechanisms for evaluating the impact of professionalisation on the performance of procurement operations. |
| **Conclusion**: Choose an item. |
| **Red flag**: Choose an item. |
| **Qualitative analysis** |
| **Gap analysis** |
| **Recommendation** |
| **Assessment criterion 4(c)(e):**  Results of monitoring and evaluation are used as a feedback mechanism to improve the professionalisation policy and its implementation plans. |
| **Conclusion**: Choose an item. |
| **Red flag**: Choose an item. |
| **Qualitative analysis** |
| **Gap analysis** |
| **Recommendation** |

Indicator 5. Professionalisation is based on sound principles and standards

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| **Sub-indicator 5(a)**  **Professionalisation policy is based on sound principles and standards**  The professionalisation policy: |
| **Assessment criterion 5(a)(a):**  Is based in principles that include competence, interdisciplinarity, accountability and professional judgement. |
| **Conclusion**: Choose an item. |
| **Red flag**: Choose an item. |
| **Qualitative analysis** |
| **Gap analysis** |
| **Recommendation** |
| **Assessment criterion 5(a)(b):**  Includes the recognition and evaluation of a combination of theoretical and practical knowledge through training and specific education, as well as on-the-job experience. \* |
| **Conclusion**: Choose an item. |
| **Red flag**: Choose an item. |
| **Qualitative analysis** |
| **Gap analysis** |
| **Recommendation** |
| **Assessment criterion 5(a)(c):**  Recognises the basic skills of professionals such as in the subject matter (technical skills) and of the markets (business skills) as well as negotiation, social and interpersonal skills. |
| **Conclusion**: Choose an item. |
| **Red flag**: Choose an item. |
| **Qualitative analysis** |
| **Gap analysis** |
| **Recommendation** |
| **Assessment criterion 5(a)(d):**  Includes the evaluation of procurement professional's performance. |
| **Conclusion**: Choose an item. |
| **Red flag**: Choose an item. |
| **Qualitative analysis** |
| **Gap analysis** |
| **Recommendation** |

Pillar III. Public Procurement and Market Practices

Indicator 6. The public procurement system has adequate financial mechanisms to finance the cost of education, training and certification of public procurement professionals

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| **Sub-indicator 6(a)**  **Existence of adequate budgetary resources**  Adequate budgetary resources are provided to cover: |
| **Assessment criterion 6(a)(a):**  The professionalisation-related expenditures of the normative/regulatory function. |
| **Conclusion**: Choose an item. |
| **Red flag**: Choose an item. |
| **Qualitative analysis** |
| **Gap analysis** |
| **Recommendation** |
| **Assessment criterion 6(a)(b):**  The education/training in procurement of their procurement staff. |
| **Conclusion**: Choose an item. |
| **Red flag**: Choose an item. |
| **Qualitative analysis** |
| **Quantitative analysis** |
| **Gap analysis** |
| **Recommendation** |

Indicator 7. Public procurement is recognised as a professional career line in the country’s public service

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| **Sub-indicator 7(a)**  **Existence of a public procurement competency framework** |
| **Assessment criterion 7(a)(a):**  A public procurement competency framework that includes different professional levels and specialties has been developed and is in use. |
| **Conclusion**: Choose an item. |
| **Red flag**: Choose an item. |
| **Qualitative analysis** |
| **Gap analysis** |
| **Recommendation** |
| **Assessment criterion 7(a)(b):**  The public procurement competency framework identifies the skills and competency levels required by all the key staff involved in the procurement process, for different professional levels |
| **Conclusion**: Choose an item. |
| **Red flag**: Choose an item. |
| **Qualitative analysis** |
| **Gap analysis** |
| **Recommendation** |
| **Assessment criterion 7(a)(c):**  The public procurement competency framework is suitable for conducting skills assessments, identification of educational, training and development needs, and career planning. |
| **Conclusion**: Choose an item. |
| **Red flag**: Choose an item. |
| **Qualitative analysis** |
| **Gap analysis** |
| **Recommendation** |
| **Sub-indicator 7(b)**  **Existence of a career path of public procurement within the civil service** |
| **Assessment criterion 7(b)(a):**  Career path of public procurement within the civil service where positions of different professional levels and specialties are distinguished. |
| **Conclusion**: Choose an item. |
| **Red flag**: Choose an item. |
| **Qualitative analysis** |
| **Gap analysis** |
| **Recommendation** |
| **Assessment criterion 7(b)(b):**  Career path in public procurement within the civil service covering all aspects of public procurement (planning, management of selection procedures, administration of contracts, supervision and management, among others). |
| **Conclusion**: Choose an item. |
| **Red flag**: Choose an item. |
| **Qualitative analysis** |
| **Gap analysis** |
| **Recommendation** |
| **Assessment criterion 7(b)(c):**  Existence of attractive, competitive, and merit-based career paths which allow for merit-based advancements, based on qualifications and professional certification. |
| **Conclusion**: Choose an item. |
| **Red flag**: Choose an item. |
| **Qualitative analysis** |
| **Gap analysis** |
| **Recommendation** |
| **Sub-indicator 7(c)**  **The career path of public procurement is competitive compared to the rest of the civil service** |
| **Assessment criterion 7(c)(a):**  Levels of remuneration of the public procurement career path are at least equivalent to the career path of technicians and professionals in critical areas of government (such as public budget or financial management). |
| **Conclusion**: Choose an item. |
| **Red flag**: Choose an item. |
| **Qualitative analysis** |
| **Gap analysis** |
| **Recommendation** |
| **Assessment criterion 7(c)(b):**  Career stability of the public procurement career path is at least equivalent to that available for other career paths. |
| **Conclusion**: Choose an item. |
| **Red flag**: Choose an item. |
| **Qualitative analysis** |
| **Gap analysis** |
| **Recommendation** |

Indicator 8. Market conditions favour the development of professionalisation

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| **Sub-indicator 8(a)**  **Competitive professionalisation market** |
| **Assessment criterion 8(a)(a):**  Education, training and certification are developed in an environment of open and free competition. |
| **Conclusion**: Choose an item. |
| **Red flag**: Choose an item. |
| **Qualitative analysis** |
| **Gap analysis** |
| **Recommendation** |
| **Assessment criterion 8(a)(b):**  The professionalisation policy, strategic plans and projects designed by the normative/regulatory function does not introduce undue distortions in the market. |
| **Conclusion**: Choose an item. |
| **Red flag**: Choose an item. |
| **Qualitative analysis** |
| **Gap analysis** |
| **Recommendation** |
| **Assessment criterion 8(a)(c):**  The provision of training by the normative/regulatory function and government funded providers of education and training should not have characteristics that inhibit or hinder the development of a private market for education and training. |
| **Conclusion**: Choose an item. |
| **Red flag**: Choose an item. |
| **Qualitative analysis** |
| **Gap analysis** |
| **Recommendation** |
| **Sub-indicator 8(b)**  **Access to professionalisation assets** |
| **Assessment criterion 8(b)(a):**  Professionalisation assets such as academic degrees, national accreditations and national/international certifications are available in the different degrees required for certain professional levels as specified in the competency framework. |
| **Conclusion**: Choose an item. |
| **Red flag**: Choose an item. |
| **Qualitative analysis** |
| **Gap analysis** |
| **Recommendation** |
| **Assessment criterion 8(b)(b):**  Academic and technical formal training programs based on competencies are provided by academic institutions and other training entities. |
| **Conclusion**: Choose an item. |
| **Red flag**: Choose an item. |
| **Qualitative analysis** |
| **Gap analysis** |
| **Recommendation** |
| **Assessment criterion 8(b)(c):**  The education and training programs available adequately deal with the interdisciplinary nature of public procurement. |
| **Conclusion**: Choose an item. |
| **Red flag**: Choose an item. |
| **Qualitative analysis** |
| **Gap analysis** |
| **Recommendation** |
| **Assessment criterion 8(b)(d):**  The education and training programs available are adapted to the country context and match the reality of the public service and its needs. |
| **Conclusion**: Choose an item. |
| **Red flag**: Choose an item. |
| **Qualitative analysis** |
| **Quantitative analysis** |
| **Gap analysis** |
| **Recommendation** |
| **Sub-indicator 8(c)**  **Open and inclusive professionalisation market** |
| **Assessment criterion 8(c)(a):**  The professionalisation policy and plans allow the beneficiaries (professionals and institutions) to determine, assessing proposals of quality, institutional prestige, contents, costs and other conditions, which of the different proposals will be selected, considering the needs and circumstances of each institution or individual. |
| **Conclusion**: Choose an item. |
| **Red flag**: Choose an item. |
| **Qualitative analysis** |
| **Gap analysis** |
| **Recommendation** |
| **Assessment criterion 8(c)(b):**  Mechanisms for cooperation between public and private sectors, professional associations, policy centres and knowledge centres that provide specific programs, education and training in procurement are in place. |
| **Conclusion**: Choose an item. |
| **Red flag**: Choose an item. |
| **Qualitative analysis** |
| **Gap analysis** |
| **Recommendation** |

Pillar IV. Accountability, Integrity and Transparency of the Public Procurement Sytem

Indicator 9. The professionalisation policy considers ethics and accountability

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| **Sub-indicator 9(a)**  **Ethical considerations in the professionalisation policy** |
| **Assessment criterion 9(a)(a):**  Professionalisation policy and strategic plans include provisions that foster ethics and integrity. |
| **Conclusion**: Choose an item. |
| **Red flag**: Choose an item. |
| **Qualitative analysis** |
| **Gap analysis** |
| **Recommendation** |
| **Assessment criterion 9(a)(b):**  The normative/regulatory function actively participates in local or international initiatives for the development and implementation of professional and ethical standards in the public procurement profession. |
| **Conclusion**: Choose an item. |
| **Red flag**: Choose an item. |
| **Qualitative analysis** |
| **Gap analysis** |
| **Recommendation** |
| **Sub-indicator 9(b)**  **Management for results and accountability** |
| **Assessment criterion 9(b)(a):**  Management for results and accountability of procurement professionals are included in the professionalisation policy. |
| **Conclusion**: Choose an item. |
| **Red flag**: Choose an item. |
| **Qualitative analysis** |
| **Gap analysis** |
| **Recommendation** |
| **Assessment criterion 9(b)(b):**  The professionalisation policy recognises the importance of procurement professionals to be held responsible and rewarded with respect to (i) the organization, and (ii) procurement stakeholders |
| **Conclusion**: Choose an item. |
| **Red flag**: Choose an item. |
| **Qualitative analysis** |
| **Gap analysis** |
| **Recommendation** |

Indicator 10. The country has mechanisms that support professional integrity in public procurement

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| **Sub-indicator 10(a)**  **Supplementary mechanisms for supporting professional integrity in place** |
| **Assessment criterion 10(a)(a):**  The country has in place audits and supervision actions that exceed compliance with legality, including review of performance and professional judgement. |
| **Conclusion**: Choose an item. |
| **Red flag**: Choose an item. |
| **Qualitative analysis** |
| **Gap analysis** |
| **Recommendation** |
| **Assessment criterion 10(a)(b):**  Audits and supervisory actions that include performance and professional judgement review are conducted on a regular basis. |
| **Conclusion**: Choose an item. |
| **Red flag**: Choose an item. |
| **Qualitative analysis** |
| **Gap analysis** |
| **Recommendation** |
| **Assessment criterion 10(a)(c):**  The results of the audits and supervision actions are publicly disclosed. |
| **Conclusion**: Choose an item. |
| **Red flag**: Choose an item. |
| **Qualitative analysis** |
| **Gap analysis** |
| **Recommendation** |
| **Assessment criterion 10(a)(d):**  There are mechanisms for anonymous report of unethical conduct in public procurement, which are widely promoted among civil servants, contractors, and civil society. |
| **Conclusion**: Choose an item. |
| **Red flag**: Choose an item. |
| **Qualitative analysis** |
| **Gap analysis** |
| **Recommendation** |
| **Assessment criterion 10(a)(e):**  Regular training programs on public procurement rules, principles, standards, and ethics are offered to public procurement professionals, auditors, journalists and civil society organizations. |
| **Conclusion**: Choose an item. |
| **Red flag**: Choose an item. |
| **Qualitative analysis** |
| **Gap analysis** |
| **Recommendation** |
| **Sub-indicator 10(b)**  **Implementation of mechanisms to sanction professionals for their unethical behaviour** |
| **Assessment criterion 10(b)(a):**  The civil service has mechanisms in place to prevent, detect and punish conduct contrary to ethics, including violations of the ethics code. |
| **Conclusion**: Choose an item. |
| **Red flag**: Choose an item. |
| **Qualitative analysis** |
| **Gap analysis** |
| **Recommendation** |
| **Assessment criterion 10(b)(b):**  Mechanisms are in place that sanction with the suspension or disqualification of the office to officials who intentionally contradict ethical rules. |
| **Conclusion**: Choose an item. |
| **Red flag**: Choose an item. |
| **Qualitative analysis** |
| **Gap analysis** |
| **Recommendation** |