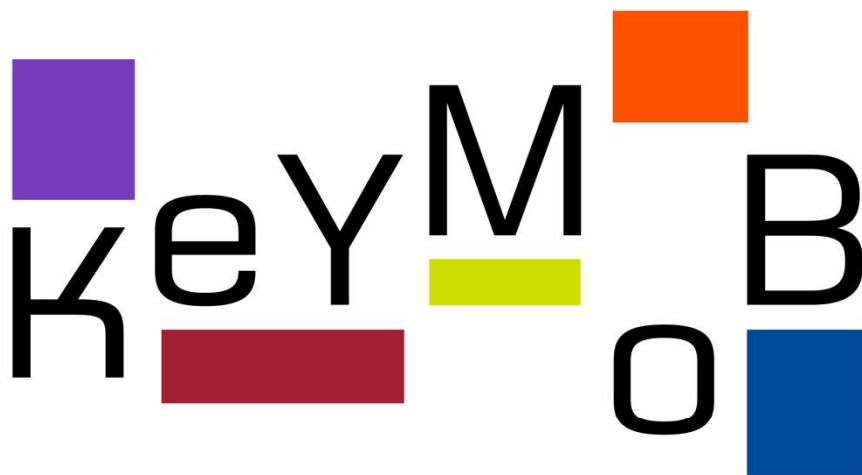


Curriculum
of Transversal
Competences
in the context of
transnational mobility
Methodological Framework

Part 2



Key skills in youth mobility

Co-funded by the
Erasmus+ Programme
of the European Union



Foreword

The Keymob project started with a question asked: how to recognise and validate the role of mobility in the acquisition of transversal competences by VET Students?

This document is an attempt at delivering the first stage of an answer, merely about how to design learning and assessment activities and tools that will support this recognition – validation process. Another document will assist actors in implementing it.

Purpose of the document

This document intends to describe a methodological framework for the actors of Education communities to help them to:

- get a referential of Transversal Competences for students in VET;
- have a clearer idea of the use of Learning Outcomes and their value, especially when thinking about mobility for their students;
- be able to shift towards the use of Learning Outcomes in their modules, programmes and curricula;
- understand how the use of Learning Outcomes can help them to recognise and valorise the acquisition by their students of transversal competences thanks to mobility activities.

It presents the results of the work of the Keymob consortium on these issues.

The contents of this documents are largely inspired by the documents issued by

- CEDEFOP;
- different European Project acting in the domain (AKI, Vivagogy, AEGEE, TrainVet4Jobs, XXITrainer, see the Bibliography at the end of the document);
- different European organisations (AEFA, REFERNET France, Skilla, see the Bibliography at the end of the document).
- Different recommendations of EC institutions and standards (EQF, ECVeT, etc.)

The target of the document is the Keymob network of partners and stakeholders.

Content of the document

The first part sets the frame of the Transversal Competences as we name and use them in the Keymob project. It explains how this choice is guided by two elements: the suitability with mobility and the context of VET studies. It also gives some general insights about the idea of recognition and validation of competences in the Keymob context. It gives some examples of competences descriptors for a subset of transversal competences chosen to exemplify the Keymob methodological framework.

The second part elaborates on how to issue learning programmes that would enable, support and recognise the key role of mobility for acquiring transversal competences. It explains the rationale of using Learning Outcomes to describe learning programmes, especially when parts of this learning programme will be achieved abroad, in a company and through less formal learning. Then it proposes a way to embed the design of the learning programme throughout the mobility process.

The last part details some elements of the frameworks by taking the example of a subset of Transversal Competences. By taking assumptions about this subset, we are able to exemplify the methodological process from competence to learning outcome and to validation of the competence.

A bibliography is available at the end of the document for complements, references and details.

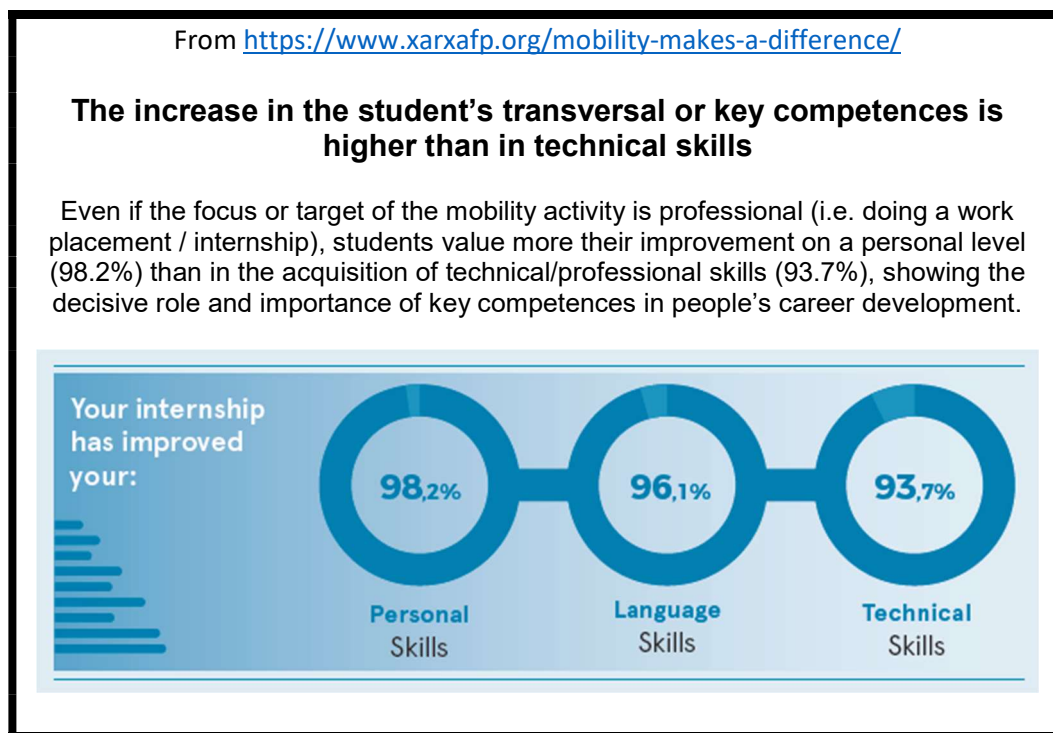
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1. Transversal Competences and mobility: the Keymob Model

Transversal competences: Mobility as a Key Asset for VET students



Remark: On the use of the term "competence"

A lot has been written about the use of the word "competence". It is generally agreed that a competence is made of knowledge, skills and behaviour (or attitude). Nevertheless, in Keymob, the purpose is not to discuss the idea of competence in general, but rather to apply the idea of how transversal competences may be gained through mobility. Thus, we will refer to the CEDEFOP definition on competences.

Transversal competences are more and more recognised as extremely important by companies. Most of them, big and small, are stressing the value of such competences as team work, innovative thinking, interpersonal and social abilities, self-confidence, adaptability and flexibility, digital competences, etc. The education institutions is now taking more and more into account the necessity to have students skilled in such areas when they leave the educational system.

In the Keymob project we are specially focused on VET students and how VET students may acquire some transversal competencies, or enhance their acquisitions, by benefiting from their times in mobility.

We are referring here to mobility in two kinds of situations: first, the mobility between school and company, whether it be during internship or in more alternate forms of learning, such as in apprenticeship; then the international mobility, when the students spend a time abroad, be it for going in another school or for a stay in a company. We summarize these different situations in the following schema

Mobility = school ↔ company / home ↔ abroad

Mobilities are moments when students experience different ways of working, of living, of learning, different situations in different environments, different kinds of relationship, or work organisation, of school organisation. They meet new people; they are more than often out of their "comfort zones"; they develop a great capacity to solve all these issues. This why so many actors of the education community recognise the important impact of mobility periods of time on their students. Maybe, one remark that could "summarize" all others is that they come back "with a greater maturity".

In Keymob we try to go beyond this common-sense appraisal and develop a methodological framework so that all actors in the learning process would be able to write down learning outcomes adapted to transversal competences that would be validated through mobility experiences.

A bottom-up experienced based model – the role of practice collection in the overall process

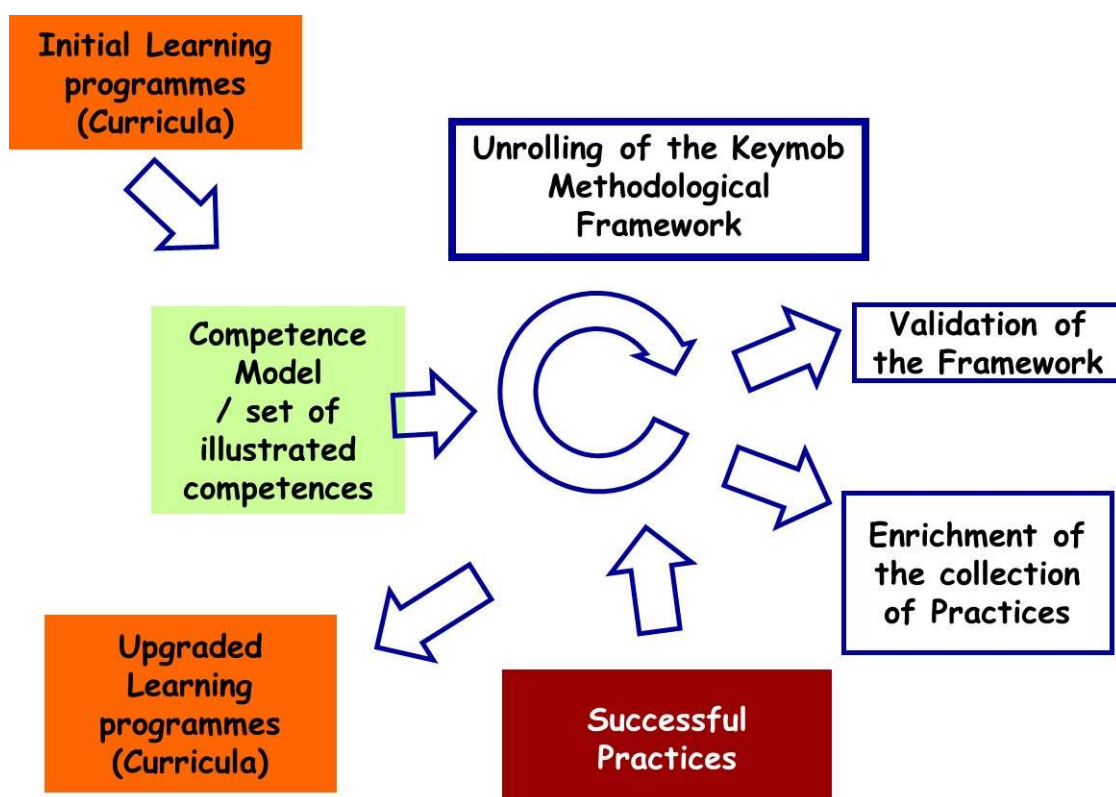


Fig 1. – Experience based process for setting up the Keymob Methodological Framework

The process developed for the Keymob project is strongly relying on the practices of professionals and field actors. Their actions, and the lessons learned from them, are the roots from which we are entitled to develop the methodological framework and the tools and recommendations that will also nurture the handbook for a practical implementation. We reckon it is quite never possible to replicate a good practice, but there are always elements that can be extracted from their context and reused in another context. Relying on "things that work" always give an encouraging support to dare innovating in one's institution and territory.

The Keymob Model for Transversal Competences

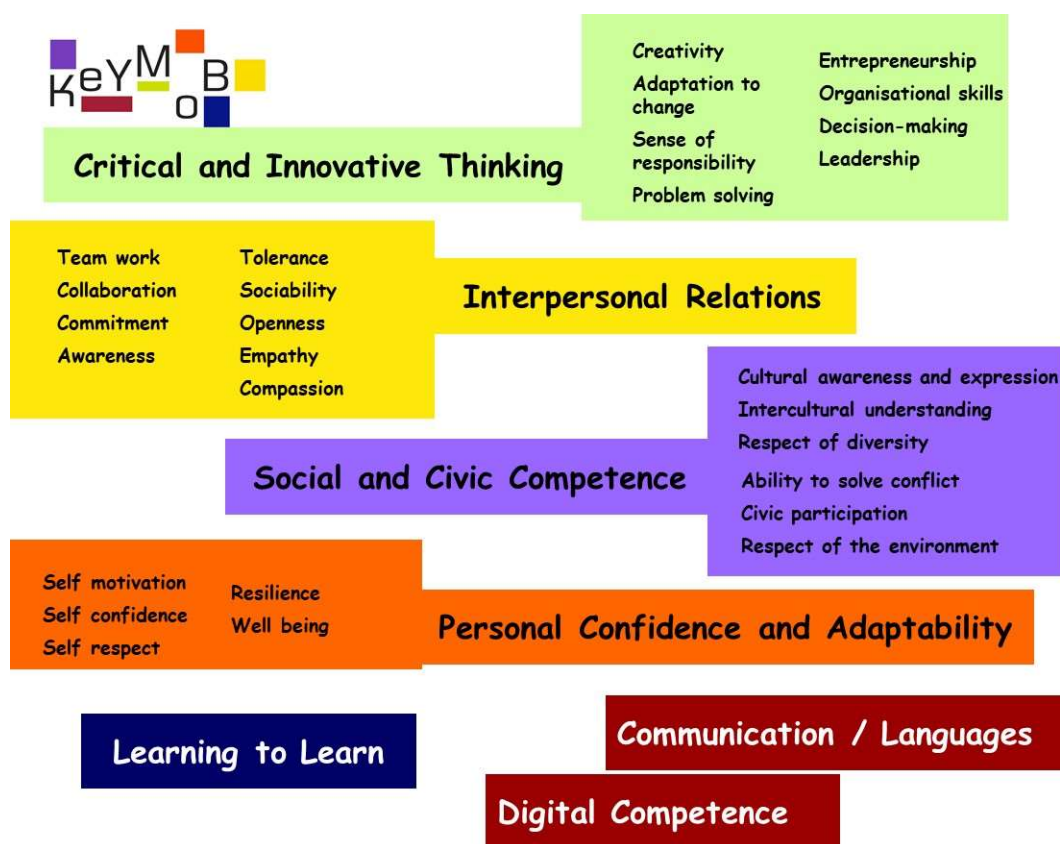


Fig.2 - the Keymob model of Transversal Competences

This model includes 32 competences.

About the choice of competences

This model is issued from the compilation of different models and recommendations

- CEDEFOP;
- different European Project acting in the domain (AKI, Vivagogy, AEGEE, TrainVet4Jobs, XXITrainer, see the Bibliography at the end of the document);
- different European organisations (AEFA, REFERNET France, Skilla, see the bibliography at the end of the document).

We tried to keep a model rather "compact" and nevertheless relatively complete. The documents cited above describe in more details each line of competence, and it would be too long to recopy all details in here for the 32 competences.

Further below there will be the choice of a subset of competences that we chose for their relevance both regarding VET students and regarding the situations encountered in mobility. Then we will give more details about this subset of competences in terms of competence descriptors.

About the choice of the representation in the competence model

The grouping in blocks is a bit arbitrary. The different models used may differ on that between them, and some elements are put in other groups, or even they are not grouped at all. We made a choice here that seemed convenient to the Keymob partners.

Naturally also, the different competences are not independent from each other, but rather dynamically interacting with each other. One may argue that "problem solving" is transversal to all other competences, as might be "digital competences", or "learning to learn" or "communication". Nevertheless, it is convenient to represent things at one moment with a rather simple model. The model here is a static representation that enables to have a general view of the different competences.

The dynamic of the interactions between the different elements of competence will probably reappear when writing down the Learning Outcomes and reflecting on the assessment process. It is probable that some learning outcomes may enable to validate several elements of competences – or possibly that some competence descriptors will be repeated in different competence sub-elements.

At the practical level, choices might be done, either to "streamline" the competence descriptors models to avoid repetitions, or to admit multiple occurrences and then recognise that a single set of learning outcome may enable to validate several elements of competences.

Example: A learning outcome such as:

"The learner demonstrates the ability to recognise the specificity of different situations in different cultural contexts and adapts the resolution of conflict to these different situation"

might contribute to the validation of elements of competence in interpersonal relations, intercultural understanding, conflict solving, and even communication.

The Keymob general methodological framework for competence validation

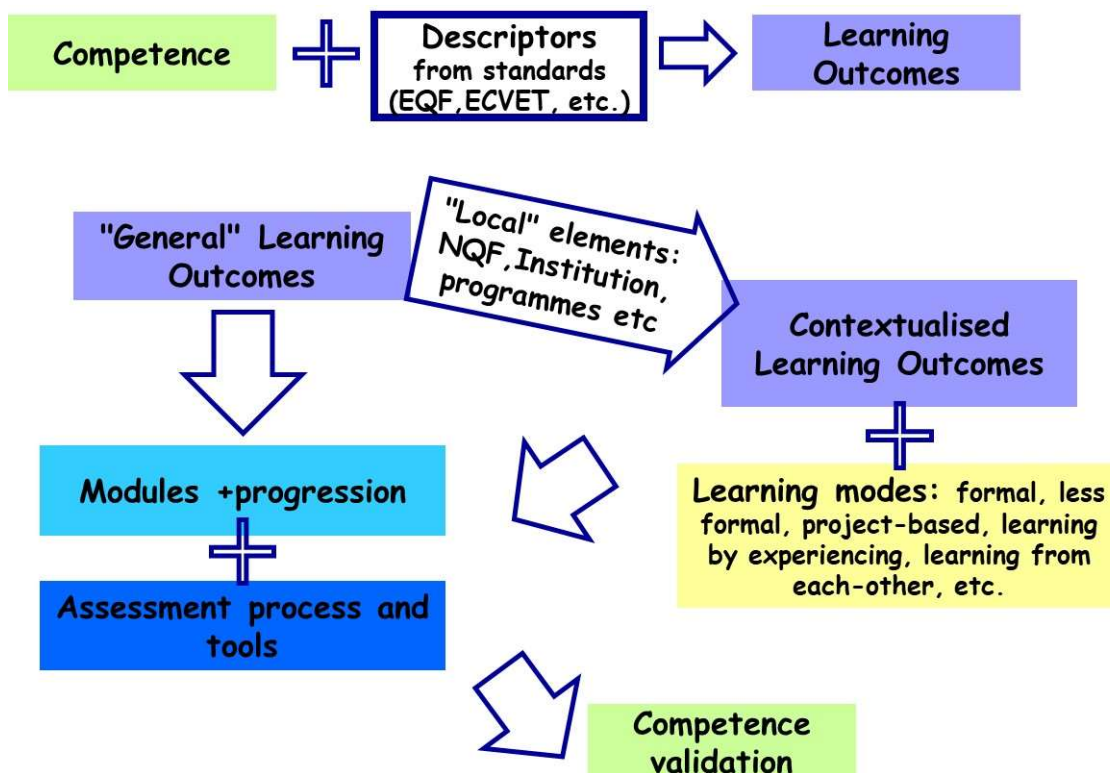


Fig.3 - The Keymob general methodological framework for competence validation

The figure above schematises both the model and the process of Transversal Competences validation as we develop it for the purposes of the Keymob project.

The first step of the process is to derive Learning Outcomes from the Competence model, following the recommendations and rules given by the European Standards. This set of Learning Outcomes is called "general" or "generic" learning outcomes: we want to keep them general enough to be usable in different kinds of learning contexts and situations and with different kinds of learning modalities.

A general assessment process is added to the model that give elements on how to recognise and valorise the acquisition of transversal competences through mobility activities. In Keymob the assessment model is specifically adapted to take into account the fact that some Learning Outcomes might be completed in a complex process: partly abroad, partly in company and partly in a less formal way.

To go further in applying the methodological framework, it is necessary to take into account the contextualised situations, in order to derive Learning Outcomes that are compatible with the "local" organisations of learning, the concrete conditions of the mobility (school \leftarrow \rightarrow school, school \leftarrow \rightarrow company, home \leftarrow \rightarrow abroad, duration, objectives, etc.), and the situation of the learner who is realising the mobility (age, qualification, level of study, type of diploma, etc.)

Keeping things at a general level enables to understand the global mechanisms, independently from the local specificities and constraints, which is important as we are looking for things happening during a mobility, which is by definition an action taking place in two different learning contexts.

The re-contextualisation process can only be made by the practitioners in the different institutions and in the different companies, taking well into account that companies here are also actors of importance in the learning process.

NB: In this document, we keep thus the different elements of the process at the general level.

Recognition and validation of Transversal Competences in mobility

In Keymob, we are particularly interested in the recognition of the acquisition of [some] transversal competences during mobility. One of the key issues here is how to recognise and valorise this acquisition, and possibly after, validate them to include them in the ECVET account of the learner.

It is important to notice here that the learning process is made not only of formal learning but also of less formal or even non-formal learning. During an international mobility, the students may follow formal courses modules in a foreign school. Then they will be submitted probably to a formal assessment according to the learning outcomes used in that school. During a stay in a company, they may be able to follow a formal in-company training, for example, that will come with a formal assessment at the end. But they will also experience situations of non-formal learning, in their stay in the company but also in the changes in their day-to-day life abroad, and their "confrontation" with unusual situations and cultural practices, not to speak about the use of a foreign language.

Transversal competences, more than others, are acquired through many different learning modalities. The issue is to be able to recognise their acquisition and to validate it, i.e. to transform it into credits. The simple process proposed here is to agree on the fact that some given Learning Outcome have been achieved, hence the importance of writing Learning Outcomes aligned with the Transversal Competences that are looked for.

Finally, we have to keep in mind that we do not intend to cover in this document all kinds of situations, but rather to give a tool (a methodological framework), exemplified with a few elements, that professional will be able to appropriate in order to build their own applications in their own context.

The methodological framework is discussed more in details in the part 3: The case of Keymob cornerstones Transversal Competences.

Choice of the subset of illustrated competences"

The purpose of this document is not to cover exhaustively the set of Transversal Competences included in the model of Fig 1. This would probably be unnecessary as such, because it is up to the different learning communities in the different institutions to decide which precise competences they are looking for, depending on the programme, the curricula, the learners, and the qualifications frameworks.

We suggest the following subset of competences to exemplify the model and the process, hoping that it will be clear enough to be appropriable by the professionals and applicable in concrete situations. WE think that this subset is the more frequently looked for, on one hand, and that it is relevant for the situation of mobility on the other hand.

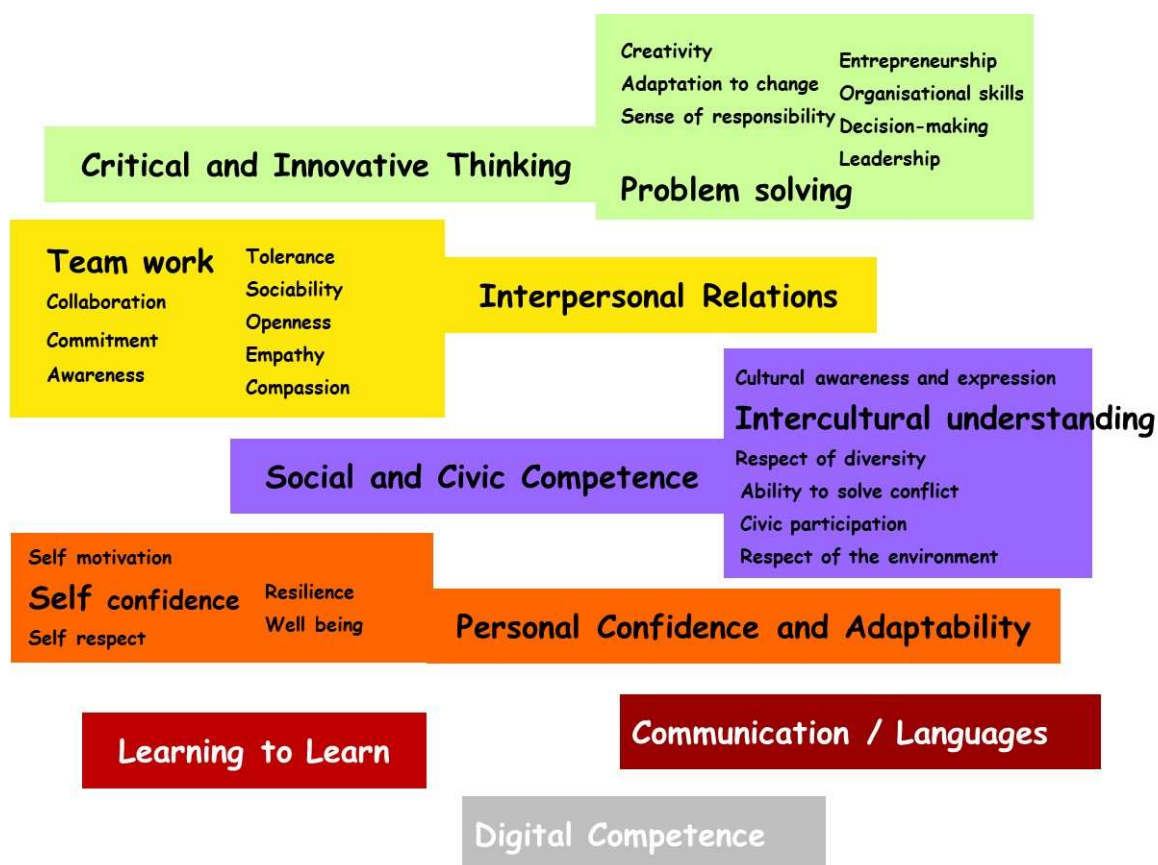


Fig.4 - The choice of a subset of Transversal Competences called "illustrated competences"

Here is the list of illustrated competences that we will develop and illustrate in this document:

- Critical and Innovative Thinking – Problem solving
- Interpersonal Relations – Team Work
- Social and >Civic Competences – Intercultural understanding
- Personal Confidence and Adaptability – Self Confidence

- Communication and Language
- LifeLong Learning – self organised learning

Illustrated Competence Descriptors - Examples

The list below is only a set of examples and should not in any case considered as exhaustive or even complete.

NB: in this table "levels" refer to a kind of "common understanding", and not to a specific qualification framework; levels above 5 should be considered when coming to professional situations like management for example.

Competence	Descriptors			
	Level 1	Level 2	Level 3	Level 4
Problem Solving				
Adapt to unknown situations and solve technical problems et	<ul style="list-style-type: none"> *Identify the nature of a problem *Ask for help if needed from the right person 	<ul style="list-style-type: none"> *Propose solutions to an identified problematic situation *Build and explain the response *Fill a report form *Identify the risks linked to a professional situation 	<ul style="list-style-type: none"> *Solve various problems and explain the solutions best adapted to each situation *Take into account the resources and constraints to act efficiently and in a relevant way *Develop a process to face current unknown situation: analyse the situation, adapt actions, take into account the time limits, work with the right persons Report on it 	<ul style="list-style-type: none"> *Anticipate possible problems in one's activity and modify the way of acting consequently *Propose various modes of organisation to vary the way of tackling problems *Propose possible improvements
Team Work				
Work efficiently in a group	<ul style="list-style-type: none"> *Be interested in the different persons building a group *Identify the rules of the life in the group 	<ul style="list-style-type: none"> *Adopt a watchful and kindly behaviour to work with other *Help other an accept to be helped 	<ul style="list-style-type: none"> *Take into account the different points of view, reformulate them 	<ul style="list-style-type: none"> *Vary one's actions, contributions and behaviour *Propose individual and collective adaptations to

	*Identify the role and position of each person and how they interact	*Understand the difference between working alone or collaboratively	*Adjust to others' actions and behaviours *Contribute in a positive way the group	the organisation and realisation of an activity *Act as a mediator in case of conflictual situation
Enhance one's disposition to networking				
Intercultural Understanding (professional situations)				
Understand, recognise and use the social codes linked to one professional contexts	*Identify some social rules lined to work (clothes, behaviours, relations, etc.)	*Respect the rules List and explain the relations within a professional group *Apply the principle of respect of others and politeness without judging	*Adapt to formal or unknown contexts *Observe the way people act and behave before acting, and explicit them	*Explain the codes of a given context to persons who do not know them
Understand the diversity of professional contexts and adapt to them	*Identify the changes from one place to another	*Adapt to new rules and explains some differences	*Observe people and behave professionally in new situations	*Explains the differences and how to adapt to them to persons who have not experience them
Interpersonal relations in multicultural context				
Self confidence				
Recognise one's strengths and limits				
Develop one's ability to take action				

Communication and Language				
NB: This competence should be completed by the one regarding the management of information				
Oral communication in professional situations	<ul style="list-style-type: none"> *Present one's identity Describe one's activity 	<ul style="list-style-type: none"> *Present one's background and one's project *Describe a professional situation *Reformulate information orally in known situations *Alert about unknown situations 	<ul style="list-style-type: none"> *Communicate face-to face in a fluid way *Explain a professional situation to various actors *Ask questions to understand *Transmit clear, precise and relevant information regarding a professional situation 	<ul style="list-style-type: none"> *Adapt one's way of communicating to any target and in any situation linked with professional life *Take initiative of speaking advisedly *Take distance in a conflictual communication situation
Written communication in professional situation	<ul style="list-style-type: none"> *Fill correctly a simple form *Write a short written message *Use a mail system *Identifies the nature and function of simple document 	<ul style="list-style-type: none"> *Understand and produce short documents related to the professional situation *Fill a form to report on a situation *Key in and/or modify a simple document *Open and complete a mail, open and read an attached file and close them 	<ul style="list-style-type: none"> *Understands the usual documents linked to the professional situation *Take notes from an oral communication and write them down correctly *Write a message using the correct professional vocabulary *Search, exploit and transmit technical information, and adapt the message to various targets *Read a map, a plan a schema and extract the useful 	<ul style="list-style-type: none"> *Understand various documents related to a professional situation *Analyse and correct one's production before transmitting them to institutional person *Produce adapted documents

			information from it *Present the results of an action *Write and update one's CV	
Learning to learn				
Learning and being trained all life long - Self-organised Learning	*Identify one's usual way of memorizing codes or simple elements (itinerary, routine, ..) *Identify what was learned formally and/or informally during a sequence *Detect valuable information sources or people	*Identify one's strengths and weaknesses regarding concrete situations *Identify new ways of learning when something is missing *Understand the necessity to learn and the added value of the learning Identify new relevant information sources, places and people	*Identify new strengths (acquired formally and informally) and possible new improvements *Look for information about competences linked to one's professional project and how to possibly acquire them *Use efficiently the new acquired skills in concrete situations, and possibly identify other lacks	*Develop a learning strategy Identify one's progression and pathway and define new objectives *Implement new working methods and strategies, new organisations in a team by using the skills acquired and recognised

Table 1. Examples of competence descriptors for Keymob illustrated competences

NB: This table is largely inspired from a document produced by AEFA and the French Erasmus+ Agency (*Evaluer les compétences transversales – Agenda Européen pour le Formation des Adultes – Coordination Française - 2015*)

2. Learning Transversal competences: Learning Outcomes in the context of mobility

The purpose of the Keymob project is to propose elements in order to help the different actors of the learning community to recognise and value the acquisition of Transversal Competencies by VET students through mobility.

Mobility may be understood as professional mobility (a time in company, at work, internship or alternate learning, etc.) and/or geographical mobility (a time spent abroad, in school and/or at work); intellectual mobility may also be taken into account (reorientation, change of Learning Outcomes, specialty, etc.)

Learning context: the mobility situation

The Learning context is a complex element that includes (inter alia):

- the place of learning
- the mode of learning
- the institutional / organisational environment
- the cultural / social environment
- the standards, both "local" and European
- the level of qualification (starting and to be achieved)
- the personal context of the learner

The learning context greatly influences the way something is learnt, and thus, may be appreciated.

The mobility time periods in the learning life of VET students create learning situations that are different and, among others, richer than usual ones; the learning is happening

- in different places: school, company, real life in a foreign context;
- in different cultural environments, with different languages;
- in different work situations, when the learner is experiencing works situations both at home and abroad;
- in different school organisations, when the learner is following school hours both at home and abroad;
- etc.

As reported by the quasi totality of students going abroad, the mobility is, first of all, a great self-satisfying experience.

It has also been largely reported that the realisation of mobilities by the students (and also by staff members) are huge opportunities to increase the efficiency of learning processes and learning programmes.

In order to benefit from that, it is important to be able to develop agreements between the actors of the mobility (school at home, company at home, school abroad, company abroad, and the student) despite the diversity of situations in different countries. The European Institutions have put a lot of efforts on that, has have all the institutions implied in organising and facilitating mobilities for their students.

Learning modalities: focus on mobility

Formal vs less formal learning

In Keymob, we are concerned by the fact that competences or, as said above, abilities, may be gained through several different learning channels:

- by undertaking a programme in a school, which is the most typical form of "formal learning";
- by reflecting actively on activities made at the workplace
- by taking part in project-based activities
- by reflecting actively on activities taking place in the social, family, day-to-day, life
- by undertaking personal, collaborative, team, work activities

all these ones being part of what is called non-formal or informal learning (we are not here interested in discussing the differences – if any – between these two modes, but rather in examining how such less-formal learning – used as a more general expression – is relevant in our problematic).

We are especially concerned in Keymob in two different less formal learning modes: learning by experiencing and learning from each other.

Learning by experiencing

Learning by experiencing is especially important when dealing with students in VET programmes, and more especially for those enrolled in alternate learning programmes (apprenticeship), because experiencing is a large part of their learning situations.

Learning by experiencing may include formal and semi-formal modalities such as Project-based learning, and less formal learning modalities, such as learning at workplace in general.

Learning from each other

Learning from each other is also a mix of semi-formal modalities such as team work and group work (more generally collaborative work) and less formal situation such as companionship, or event relationship with other people.

Rationale for using Learning Outcomes

European standards vs local diversity

European context

European Institutions have worked during several multi-years' programmes to produce elements that can be used to support the work of institutional actors in Education in designing and implementing learning programmes.

The key elements that frame our reflexion in Keymob are the following

- the definition of the Key Competences framework;
- the European Qualification Framework (EQF);
- the European Credit System for VET (ECVet).

One important consequence of the will to comply to these standards is the use of **Learning Outcomes** to describe the achievements of Learners.

if one wants to put in place educational programmes that will enable students to be involved in mobility programmes, it is important to take these standards into account.

Local (National / Regional) context

At the "local level" ("local" here means the policy level that is relevant when dealing with the VET Education system in one hand and the Institutional / organisational concrete elements that influence the design and implementation of the programmes, modules, contents, modalities, assessments, etc.).

At local level, one has to take into account:

- the National Qualification Framework;
- the organisation of VET programmes (policy making, organisation, criteria, etc.);
- the institutional context (how things happen in one school);
- the historical elements (how things have been done so far) and the change management elements (how to foster and support changes);

Reconciling European Standards and local diversity

It is sometimes not that easy to be able to combine the will to comply with European recommendations and the possibility to influence the local conditions and constraints.

In this document, we can only go as far as the general European context applies.

Thus, we will reason in terms of "General" (or "generic") Learning Outcomes.

The application within the Local context to produce specific concrete Learning Outcomes, their implementation in learning modules and in an educational process and the specific assessment and validation processes can only be dealt with at institutional level by the partners.

Keymob is centred around the key element of mobility for VET students. That is why it is very important to take as much as possible into account the European standards and the way they influence our way of designing and implementing Learning Outcomes. This is the only way to hope having some elements of comparison (if not transferability) between what will happen in two different environments (school ↔ company, at home ↔ abroad).

[The validation of competences in mobility situations requires to use Learning Outcomes](#)

A lot of institutions and actors of the learning community are still used to the concept of "curriculum", which is the description of a teaching / training programme with the point of view of the teaching / training institution and context. Most of the times, curricula are expressed in terms of content-matters, schedule, progression, summative assessments, etc. It has worked very well, and still is in many situations.

Now, if we are compelled to comply with the EC standards and the European recommendations in Learning Policy, organisation and evaluation, we need to make the shift to the methodology advised by the European institutions. For VET Education, most of the contents can be found in the documents issued by the CEDEFOP. Regarding the qualifications frameworks, "the EQF Recommendations requires that the link between the levels of national qualifications and the levels of the EQF is defined based on learning outcomes. Moreover, the Recommendation also insists that individual qualifications should be described and defined in learning outcomes " (Defining, writing and applying Learning Outcomes, 2018) "The main role of Learning Outcomes is related to the willingness to actively engage learners in management of their learning process"....The use of Learning outcomes increases" the transparency of learning and the recognition of learning" ... "to the benefit of the stakeholders within countries as

well as to those who need to understand qualifications systems of a given country from abroad"...."the attention is directed towards what a learner know, understands and is able to do independently of the learning process" (ibid p.4)).

"Increasingly, competence-based approaches and learning outcomes are being introduced as a guiding mechanism to inform (..) education (..). The emphasis is on defining key competences and learning outcomes to shape the learner's experience rather than giving primacy to the content of the subjects that make up the curriculum" (ibid p. 9).

"The drive to redefine VET qualifications and curricula using learning outcomes (...) may be explained by the goal ascribed to VET, preparing learners to an immediate transition into the labour market. (...) The mix of school-based and work-based learning is now focused more and more on the learning outcomes" (ibid p.9). It also favours "the growing priority given to recognising non-formal learning" (ibid p.10)

Learning Outcomes in different contexts

"Comparing the descriptions of qualifications across Europe, it is clear that there is a diversity of approaches" to how learning outcomes are described. The level of details depends on the context and on the purpose of the writing (ibid p.19).

For our own purpose, we will consider rather the context of Qualifications / Qualification Frameworks, and more specifically the European Qualification Framework, which is the more relevant when trying to write general Learning Outcomes that can be used in the case of learning activities taking places in different contexts (school ↔ workplace and home ↔ abroad).

"In the context of EQF Recommendations, a qualification is understood as a formal outcome of an assessment and validation process which is obtained when a competent body determines that an individual has achieved learning outcomes to a given standards" (ibid, p28).

Something important for our purpose regarding the inclusion of Transversal Competences in qualification frameworks is that "a qualification standard is not exclusively about promoting skills relevant to the labour market, but must address a broader set of competences relevant to life and society in general" (Defining, writing and applying learning outcomes – a European handbook – CEDEFOP, 2017, p.19).

Competence-based qualifications and the writing of learning outcomes

Using the term "competence-based qualification" (...) underlines "the role of the learning (and working) context and how this influences" the process of "actually achieving learning outcomes".(...)

"Competence based qualifications thus states that a person is qualified to work in a specific field or occupation" (ibid, p31). We have to keep in mind that, in our case, we are focused on Transversal Competences, namely competences that are transversal" to any kind of work and include more general knowledge and concerns about ethical, cultural and social skills. So, in our case the competence general descriptors, and thus the way to write learning outcomes should, at a first stage, be necessarily described in a sufficiently general way.

However, the notion of "level of qualification" as found in the Qualifications Frameworks (EQF and/or NQFs) is still applicable. This is the main criteria that will differentiate the "general / generic learning outcomes" and the "contextualised learning outcomes" as described in the general methodological framework.

Evaluation of the learning experience in mobility

Assessment principles, method and tools when using Learning Outcomes

As always, assessment strategies, processes and tools have to be adapted to fit the learning strategies and processes.

"An appropriate teaching and Learning strategy enables learners to achieve learning outcomes, an appropriate assessment method is used to check if the learning outcomes have been achieved. The alignment between learning outcomes, teaching, learning and assessment helps to make the overall learning experience more coherent, transparent and meaningful for learners" (defining, writing and applying Learning Outcomes - 2018) -

This is especially true when dealing with less formal learning processes. Some assessment method should then be particularly privileged, such as:

- self-assessment
- peer assessment
- collaborative and participatory appreciative assessment processes

Recognition and valorisation / validation of competences acquired in in less formal or hybrid learning situations (e.g. mobility)

The issue of recognising and valuing competences acquired through less formal learning processes has been discussed and documented since several years (see all the work done for recognition of prior learning).

It is slightly different to speak of recognition and valorisation (which are; in themselves, less formal valorisation processes) and to speak of validation (which is necessary a more formal process).

How to assess competences acquired in mobility

A mobility enables to experience a new context, with new educational cultures and practices, and new work situations, organisations and practices as well.

The Learning taking place is partly formal (school modules or in-company trainings), partly less formal (learning by experiencing, learning at workplace) or totally informal (participating in local life, ...).

It is largely recognised by all studies that the fact of travelling abroad has a radical impact on young people behaviour and maturity.

Beyond that, the Keymob project aims at exploring the impact on a larger set of transversal competences, and also at giving methodological tools to recognise and valorise the acquisition of these competences through the mobility process (before – during – after).

The assessment process is embedded in the whole mobility process

The mobility does not only consist of the time spent abroad or in company. It is a larger process, now well documented. It is commonly agreed to consider three different stages:

- Before mobility: preparation, anticipation
- During mobility: enjoy!
- After mobility: time for assessment and appraisal, time for improvement of the process

Here is an example of how to embed the reflexion about transversal competences in the three stages:

Before	During	After
<p>Prepare the mobility Explain the goals and the desired benefits Reflect with the learner about, for example, what she may experience and how she apprehends the novelty, etc. Let the learner have access to information to get better prepared</p>	<p>Experience the novelty Be aware of the similarities and differences Understand cultural, social and personal elements at work Be openminded</p>	<p>Debrief the mobility Have the learner reflect about what happened (at least on the learning level), what she enjoyed most, and the concrete "1st degree" benefits</p>
<p>On the side of the Learning Community: Start reflecting on the kind of Transversal Competences that are expected, desired or looked for</p>	<p>Reflect on the actual learning process taking place regarding the transversal competences Adapt (if necessary) the recognition process</p>	<p>Go through the recognition process Possibly go up to a formal validation, granting the learner with additional credits</p>

Table 2 - An example of how to organise the reflexion on transversal competences aligned to the mobility process

In the same way, the assessment process for the Transversal Competences acquired in mobility should be developed from the beginning of the reflexion about the mobility, in order to be consistent with the whole framework of Learning Objectives design and assessment design, as shown in fig 5.

NB: keep in mind that we consider all kinds of mobility, going abroad in a school and/or a company of going in a company even at home.

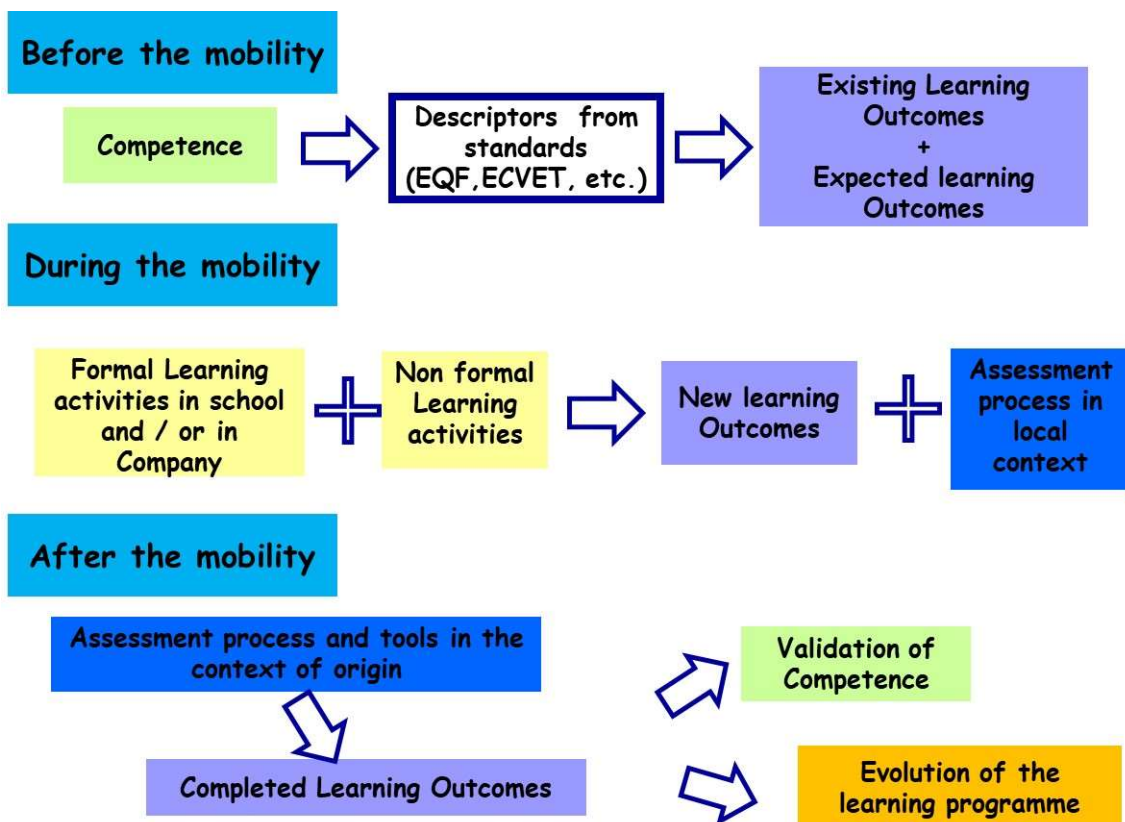


Fig.5. The assessment process of competences acquired during mobility

In Fig.5 we understand that the mobility process is unrolling in three different phases (see the outcomes of European projects like Euroapprenticeship or RE-FRAME for example).

- Before mobility, there is an existing situation / context in the institution, with Learning Programmes and sets of Learning Outcomes (existing Learning Outcomes). Sending students in another place (whether it be another country or a company at home or abroad) is fostered by the expectation that the young people will achieve new Learning Outcomes (Expected Learning Outcomes).
- During the mobility, activities are taking place, possibly in another school abroad, and/or in a company at home or abroad. The activities enable the students to develop new skills (or to reinforce already existing skills). It may happen during formal training sessions (in school or in company) and/or during less formal learning activities at the workplace or in daily life. these acquisitions may already be evidenced / assessed "locally", through formal validation (in school) or less formal appraisal processes (peer-assessment individual and collaborative, appreciation in a report from the company's tutor, etc.)
- After the mobility, there is a need to recognise what was accomplished outside of the sending school in order to grant the student with the credits gained. Again, it might be a formal process (equivalence between schools programmes, grading of the student's report) or a less formal one (recognition and valuation of the reports from the company, for example), and, most probably a mix of both. the acquisition of new competences (or the reinforcement of them) by the students may also lead to an evolution of the initial curriculum to better include elements learned from the process, and thus better prepare the following students for further mobility.

The Keymob Methodological Framework for writing Learning Outcomes related to Transversal Competences

"Many providers have agreed to use a common set of rules for writing learning outcomes. (...) An example is from Spain where all learning outcomes in the VET programmes have the following characteristics:

- they are "achievements", clearly identifiable (written in the infinitive);
- they must be achievable within the training environment;
- they are feasible for students;
- they must have an observable behaviour;
- they have to be measurable;
- as a consequence, they can be assessed;
- they establish an educational level and are related to a specific [national] skill and competence level."

(Defining, writing and applying Learning Outcomes, 2018)

It is important to consider that, when writing Learning Outcomes, one should consider to "give room to innovation and exploit the unexpected present in any situations. (...) "learning should be understood as deeply contextualised and not separated from social identity, value, and relationships". "The learner is "an active constructor of knowledge, who not only "assimilates" but also "accommodates" knowledge, skills and competences based on previous experiences". (...) Thus, the Learning Outcomes statement should be "descriptive (not prescriptive) and holistic (...) They are process and context oriented and need to avoid a too rigid definition of outcomes." (ibid p39-40). In this way, Learning Outcomes enable to develop "a common language allowing stakeholders and practitioners at different levels and in different contexts to work together in the same direction" (Defining, writing and applying learning outcomes – a European handbook – CEDEFOP, 2017, p. 41)

The learner	The verb	The object and scope	The context
A Master of Occupational Therapy Science...	has insight into can critically test can give advice	the organisation of health care these insights in the field on policy for the organisation and progress of occupational therapy	at regional, national and international level from the perspective of the principles of management and quality assurance of therapeutic interventions
He/she...		Is able to take responsibility	

To be presented in summary (414 characters):

A Master of Occupational Therapy Science has insight into the organisation of health care at regional, national and international level and can critically test these insights in the field and give advice on policy. He/she is able to take responsibility for the organisation and progress of occupational therapy from the perspective of the principles of management and quality assurance of therapeutic interventions

(ibid p. 64)

Table 3 - Example of learning outcomes presentation

Being able to write relevant Learning Outcomes is a competence of members of Learning Communities and Educational Policy Bodies in charge of developing the Qualifications Frameworks, programmes, curricula, training modules, etc. Concretely, it is an iterative process resulting from a collaboration between all the members of the Learning Community to ensure stating learning Outcomes that are suitable (adapted) and workable (usable). The final formulation of the Learning Outcomes must be agreed by all actors that will be in charge of using them in a concrete situation. It is thus not possible to give here an exhaustive set of "appropriate Learning Outcomes" that would be suitable for concrete learning situations. What is explained here is a methodological process presenting the rationale for doing this way and the process through which one can reasonably expect to be able to produce "good" learning outcomes.

3. The case of Keymob Illustrated Transversal Competences

The competence validation process adapted to mobility situations

General methodological framework

The general framework was already presented in the first part.

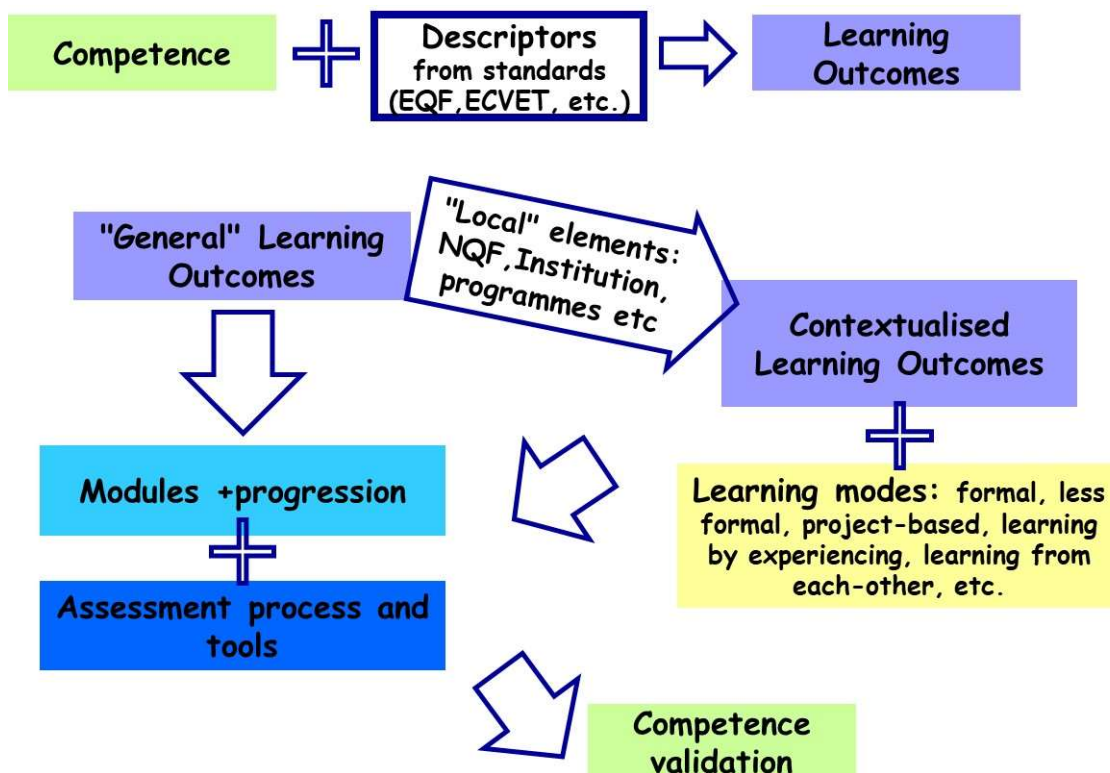


Fig.2 The Keymob general methodological framework for competence validation

This general methodological framework supports a general process of implementation which is detailed below.

The use of the Good practices collection as a learning resource

In parallel with the Methodology for building the Learning Outcomes and the Validation / Recognition Process, another key activity of the project taking place is the collection of Good Practices coming from the partners' territories and beyond. These Good Practices will constitute a very important component of the Learning modality part, i.e. as a reservoir of case studies for the Teachers and School Heads in order to enhance the quality of the programmes that they will design and impellent, and possibly as a source of content for the training modules if necessary.

It means that, beyond what is already existing locally in every institution, the Good Practices collections:

- enables to enrich the practical experience and to take into account the specificities of local cultural, social and educational contexts, which is a great enabler in the process of preparing for mobility;
- gives example and references about learning outcomes that could be shared and thus facilitate the validation of competencies acquired partly in different places;
- supports a collaborative work between the different institutions and learning communities across borders, to set up a long term cooperation which is a recognised key success factor for developing fruitful mobilities, not only for the students, but also for the learning community as a whole (teachers, school heads, staff, companies' tutors, etc.);

Detailed process of action

This general methodology is built, around two main phases:

- A) the building of the reference framework, including the Transversal Competence Model and the general process to describe and design the Learning Framework Process (Learning Outcomes, Learning Modalities and Assessment Process) (fig. 5);
- B) the recommendations to design and implement the general elements in a concrete contextualised situation (a school, a programme) (fig. 6).

The work starts with the agreement on the Model of Transversal Competences.

The next step is to write the Learning Outcomes related to the given set of chosen competences.

It is necessary to take care of Learning modalities, especially those focussed on the less formal aspects related o learning from a mobility situation.

Then it comes to defining the elements of the assessment process, with a stress upon formative and participatory aspects.

This second part enables each learning community to make the link with what is already existing, transform this taking into account what was said during the first stages and adapt to the standards.

This part is specific to each context, but is interesting to take into account what is already existing in the partner institutions, to enrich the local contents, and to start working collaboratively in preparation to developing learning mobilities.

From Competence to Learning Outcomes

A Learning Outcomes is defined either as "a statement of what a learner knows, understands and is able to do on completion of a learning process", or as "sets of knowledge, skills and/or competences an individual as acquired and/or is able to demonstrate after completion of a learning process (Defining, writing and applying learning outcomes – a European handbook – CEDEFOP, 2017, p.31).

A competence is "the proven ability to use knowledge, skills and personal, social and/or methodological abilities, in work or in study situations and in professional and personal development" (ibid p.31).

From Competence descriptors to learning Outcomes descriptors (examples

Expressing competence descriptors and Learning Outcomes descriptors is not very different. One has to keep in mind that, as abroad statement, the competence is "to do", and the learning outcomes is "to show that the competence was learned".

The description of a competence and/or a learning outcome in terms of descriptors is not unique. It generally results from a negotiation process within the learning community; it is a collaborative and iterative process. Thus, the expressions below are only possible suggestions, and should probably not be used like that, but discussed and appropriated.

Competence / Competence descriptors (general)	Learning Outcomes descriptors
Problem Solving / Adapt to unknown situations and solve technical problems	
<ul style="list-style-type: none"> *Identify the nature of a problem *Ask for help if needed from the right person 	<ul style="list-style-type: none"> *Analyse a situation and compare to others to see if it is problematic or not and what could be the nature of the problem *Appraise the need for help , and select the right person
<ul style="list-style-type: none"> *Propose solutions to an identified problematic situation *Build and explain the response *Fill a report form *Identify the risks linked to a professional situation 	<ul style="list-style-type: none"> *Demonstrate the ability to develop solutions to an identified problematic situation *Explain how to possibly implement the solutions *Prepare a report and send it appropriately

	*Explain how to identify and evaluate risks related to a given situation
*Solve various problems and explain the solutions best adapted to each situation *Take into account the resources and constraints to act efficiently and in a relevant way	*Demonstrate the ability to solve problems and illustrate how this can be adapted to the different situations *Analyse the situation in terms of resources and constraints
*Anticipate possible problems in one's activity and modify the way of acting consequently *Propose various modes of organisation to vary the way of tackling problems Propose possible improvements	*Build a reasoning model that enable to anticipate problems *Explain how to modify the way of acting consequently *Apply a method to develop various way of tackling problems *Describe and discuss it to reach possible improvements
Team Work / Work efficiently in a group	
*Be interested in the different persons building a group *Identify the rules of the life in the group *Identify the role and position of each person and how they interact	*Recognise elements of behaviour for different persons *Identify elements enabling to know who in an organisation is *Analyse the interaction processes between people
*Adopt a watchful and kindly behaviour to work with other *Help other an accept to be helped *Understand the difference between working alone or collaboratively	*Analyses a situation in a group *Understand how the group works *Analyse the strengths and weaknesses of group work compared to working alone *Appraise the context in which help is needed (give help, receive help)
*Take into account the different points of view, reformulate them *Adjust to others' actions and behaviours *Contribute in a positive way the group	*Reflect on the way to take into account different points of view *Adapt one' behaviour to a situation in order to contribute in a positive way
*Vary one's actions, contributions and behaviour *Propose individual and collective adaptations to the organisation and realisation of an activity *Act as a mediator in case of conflictual situation	*Propose different way to contribute in a group *Show understanding of the different parties *Mobilise knowledge of the personal/cultural situation of actors to understand the implicit or unconscious obstacles to find a solution

Intercultural Understanding / Understand, recognise and use the social codes linked to one professional contexts (professional situations)	
*Identify some social rules lined to work (clothes, behaviours, relations, etc.)	*Compare elements (clothes, behaviours, etc.) to known ones and recognise the existence of different social rules
*Respect the rules *List and explain the relations within a professional group *Apply the principle of respect of others and politeness without judging	*Recognise the existence of social and cultural rules *Appraise how the relations take place within a group (by possibly referring to a model) *Understand not to be judgemental *Show open mindedness
*Adapt to formal or unknown contexts *Observe the way people act and behave before acting, and explicit them	*Recognise the different contexts and behave in accordance with them. *Observe and understand the behaviour of people in the environment, take it into consideration before acting.
*Explain the codes of a given context to persons who do not know them	*Master the ability to behave in accordance with the context *Help other people to recognise the different contexts and behave appropriately *Give advices to newcomers and facilitate their integration to the team/group.
Intercultural Understanding / Interpersonal relations in multicultural context (professional situations)	
Intercultural Understanding / Understand the diversity of professional contexts and adapt to them (professional situations)	
*Identify the changes from one place to another	*Analyses the elements of contexts that enable to identify it *Recognise the differences between two different contexts
*Adapt to new rules and explains some differences	*Behave in accordance with the context *Give sense to my behaviour
*Observe people and behave professionally in new situations	
*Explains the differences and how to adapt to them to persons who have not experience them	

Self-confidence / Recognise one's strengths and limits	
Recognise one's strength and limits	<ul style="list-style-type: none"> *Be aware of and endorse responsibility of one's own successes *Demonstrates ability to look for others' help when needed
Self-confidence / Develop one's ability to take action	
Develop my ability to make decision and take action	<ul style="list-style-type: none"> * know how to make decisions for action according to the instructions / context *Take initiatives *Know how to make a diagnosis of a situation in order to act appropriately
Communication and Language / Oral communication in professional situations	
NB: This competence should be completed by the one regarding the management of information	
<ul style="list-style-type: none"> *Present oneself *Describe one's activity 	<ul style="list-style-type: none"> *Know how to present oneself and describe one's activity
<ul style="list-style-type: none"> *Present one's background and one's project *Describe a professional situation *Reformulate information orally in known situations *Alert about unknown situations 	<ul style="list-style-type: none"> *Know how to ...
<ul style="list-style-type: none"> *Communicate face-to face in a fluid way *Explain a professional situation to various actors *Ask questions to understand *Transmit clear, precise and relevant information regarding a professional situation 	<ul style="list-style-type: none"> *Show examples of fluid face-to-face communication *Present different professional situations and adapt advices depending on the audience *Ask relevant questions in a constructive approach * Transmit clear precise and relevant information regarding the situation
<ul style="list-style-type: none"> *Adapt one's way of communicating to any target and in any situation linked with professional life *Take initiative of speaking advisedly *Take distance in a conflictual communication situation 	
Communication and Language / written communication in professional situations	
<ul style="list-style-type: none"> *Fill correctly a simple form *Write a short written message *Use a mail system 	<ul style="list-style-type: none"> *Recognise a form and the instructions to fill it correctly *Apply the instructions *Write message according to a context

*Identifies the nature and function of a simple document	*Know how to use a mail system and demonstrate it in simple cases
*Understand and produce short documents related to the professional situation *Fill a form to report on a situation *Key in and/or modify a simple document *Open and complete a mail, open and read an attached file and close them	*know how to produce short documents following the instructions and according to a goal *Demonstrate ability to fill a form to report on a situation with relevant information *Know how to open, send a mail or an attachment, and use the communication technologies used in my work/living place.
*Understands the usual documents linked to the professional situation *Take notes from an oral communication and write them down correctly *Write a message using the correct professional vocabulary *Search, exploit and transmit technical information, and adapt the message to various targets *Read a map, a plan a schema and extract the useful information from it *Present the results of an action *Write and update one's CV	
*Understand various documents related to a professional situation *Analyse and correct one's production before transmitting them to institutional person Produce adapted documents	
Learning to learn / Learning and being trained all lifelong / Self-organised Learning	
*Identify one's usual way of memorizing codes or simple elements (itinerary, routine, ...) *Identify what was learned formally and/or informally during a sequence *Detect valuable information sources or people	*Reflect on one's learning process and how learning happens *Know where to find relevant and trustworthy information, and how to critically analyse and assess its impact on learning
*Identify one's strengths and weaknesses regarding concrete situations *Identify new ways of learning when something is missing *Understand the necessity to learn and the added value of the learning *Identify new relevant information sources, places and people	

<p>*Identify new strengths (acquired formally and informally) and possible new improvements</p> <p>*Look for information about competences linked to one's professional project and how to possibly acquire them</p> <p>*Use efficiently the new acquired skills in concrete situations, and possibly identify other lacks</p>	
<p>*Develop a learning strategy</p> <p>*Identify one's progression and pathway and define new objectives</p> <p>*Implement new working methods and strategies, new organisations in a team by using the skills acquired and recognised</p>	

Table 4 – Learning Outcomes descriptors

For the sake of simplicity, we have regrouped here the different levels coming from table 3. Examples of what it is meaning for different EQF levels are given below

Example of written LO:

Intercultural understanding:

Understand, recognise and use the social codes linked to one professional contexts.

- EQF1: Learner is expected to compare elements such as cloths, behaviours in different contexts of mobility (abroad or in a company) and recognise the different social or cultural rules and behave in accordance with.
- EQF2: Learner is expected to recognise the existence of social and cultural rules in the context of mobility, and appraise how the relations take place within a group (the work-team, classroom or group of friends), show open mindedness and avoid judgmental reasoning.
- EQF3: Learner is expected to recognise the different contexts and behave in accordance with the social and cultural rules he/she has identified. The learner demonstrates thoughtfulness in observing his/her environment and interaction between people, and analyse them before acting.
- EQF4: Learner is expected to master the adapted behaviour in accordance with the context, abroad or in a company. He/she identifies if someone is in difficulty with the social and cultural rules and help to understand them and behave appropriately. He/she gives advices and facilitate the integration of this person in the team/ group.

From Learning Outcomes to the recognition and validation of the Transversal Competences through mobility

The validation process for Transversal Competences acquired through mobility has several specific characteristics:

- due to the situation of mobility, it often results of a joint agreement from different parties about the fact that a learning objective, or a set of learning objectives have been achieved: the "sending" school, the "receiving" school, the company (or companies, if part of the stay is done at home and part abroad);
- due to the fact that it is about transversal competences, it is necessary to take into account the less formal learning situations; transversal competences like personal skills, social competences, intercultural concerns, adaptability, respect of diversity, communication in foreign language, etc. reveal themselves not only in situations in a classroom or at the working place, but also in life situations; this is especially true when it comes to life situation in a foreign, less known and more challenging environment,
- due to these two factors, it is important to give enough space to evaluation tools such as self-assessment and peer assessment; to formative assessment above summative one.

This makes the validation process more difficult, but professionals in education are more and more aware of that that and able to cope with.

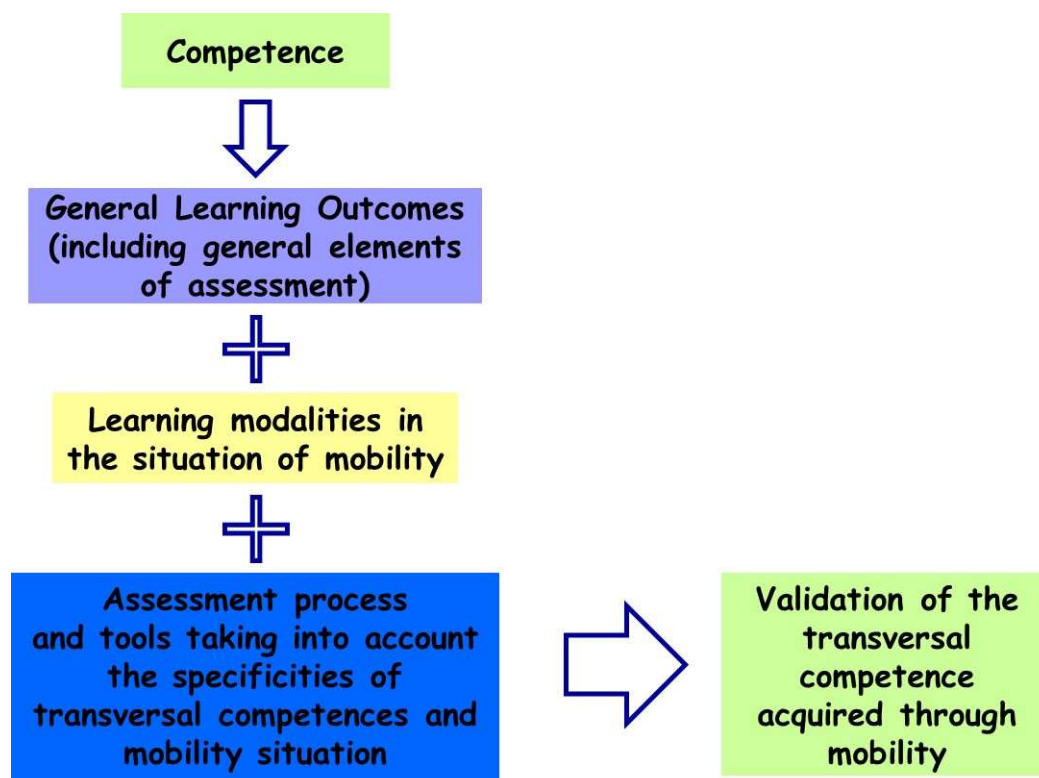


Fig. 6 – Specific framework for validation of a transversal competence acquired through mobility

Having well defined Learning Outcomes, resulting from a collaborative process between different actors (meaning that the company should be involved in the definition of the Learning Outcomes relatives to the in company learning, for example), enables to develop confidence relationship, also supported by the work done by the network of actors way upstream the mobility itself, in developing partnerships and long term agreements.

In writing Learning Outcomes, practitioners have thus to pay attention to the element of assessment and validation that are attached to them. A complete Learning Outcome description should contain the assessment elements.

Assessment modes

In the context of mobility, it is interesting to keep in mind the possible diversity of assessment modes. First of all, and more than in other situations maybe, one should consider the collaborative nature of assessment. In the case of mobility actors of both places are involved as well as the students themselves: the teachers, tutors, trainers, school heads and tiers implied in the mobility and in the learning activities on both sides of the boarder. Secondly, the assessment process should be adapted to the mobility situation, and to the application to transversal competences. It is not always easy to verify that some less technical Learning Outcomes have been achieved.

The table below gives some examples of different kinds of assessment that may be considered.

Assessment mode	Details	Elements used as support
Self-assessment (Statement from Learner)	The learner tells about the fact that she feels like having achieved the Learning Outcome	Story telling Concrete elements of "proof": documents, photos, videos, etc.
Peer assessment (statement from another learner)	The other learner explains why she thinks that her colleague has achieved the Learning Outcome	Id Group appreciation of project-based work
Collaborative assessment (agreed statement from a group of persons)	A group of persons (different possibilities including group of learners, group of actors in company, actors from the different institutions and companies, etc.) state why they think that the learner has achieved the Learning Outcome	Result of deliberation Concrete elements support the decision Group appreciation of project-based work
Company's assessment (statement from people in company)	People in company, responsible, tutors, individually or collectively, give their view about the fact that the learner has achieved the Learning Outcome	Formal statements from company (as used in employee's evaluation) and/or result of deliberation Concrete elements of proof (videos, achievements, etc.) Company's appreciation of project-based work
Formal assessment in classroom	Usual evaluation process Exam, report, quiz, oral presentation, etc.	Grade, credits

Creative assessment modes, other than statements	Role play, games, etc.	<i>Probably less used here as the "real life" situations are already various, concrete and enable to evidence rich and complex abilities</i>

Table 5 – Use of different assessment modes for the acquisition of Transversal Competences through mobility

The further step of "converting" the assessment outcomes into credits, relies upon the initial agreement about the "value" of the completion of Learning Outcomes. The credits may be attributed to the achievement one high level Learning Outcomes, or, more often, to the completion of a subset of Learning Outcomes grouped as characteristics of the validation of one specific competence or sub competence.

Recommendation for practical implementation of Learning Outcomes for Transversal Competences in curricula: contextualisation of the framework

What is a curriculum?

<p><i>Definition:</i> Inventory of activities related to the design, organisation and planning of an education or training action, including definition of learning objectives, content, methods (including assessment) and material, as well as arrangements for training teachers and trainers.</p> <p><i>Comments:</i> the term curriculum refers to the design, organisation and planning of learning activities while the term programme refers to the implementation of these activities.</p> <p><i>Source:</i> Cedefop, 2008; Landsheere, 1979.</p>
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The fig7. shows the unrolling of the whole process up to the creation -or updating – of the curricula in the institutions participating in the mobility.

There is a continuous step-by-step progress process that enables to enrich the different curricula taking into account the impacts of the increasing number and diversity of mobility actions.

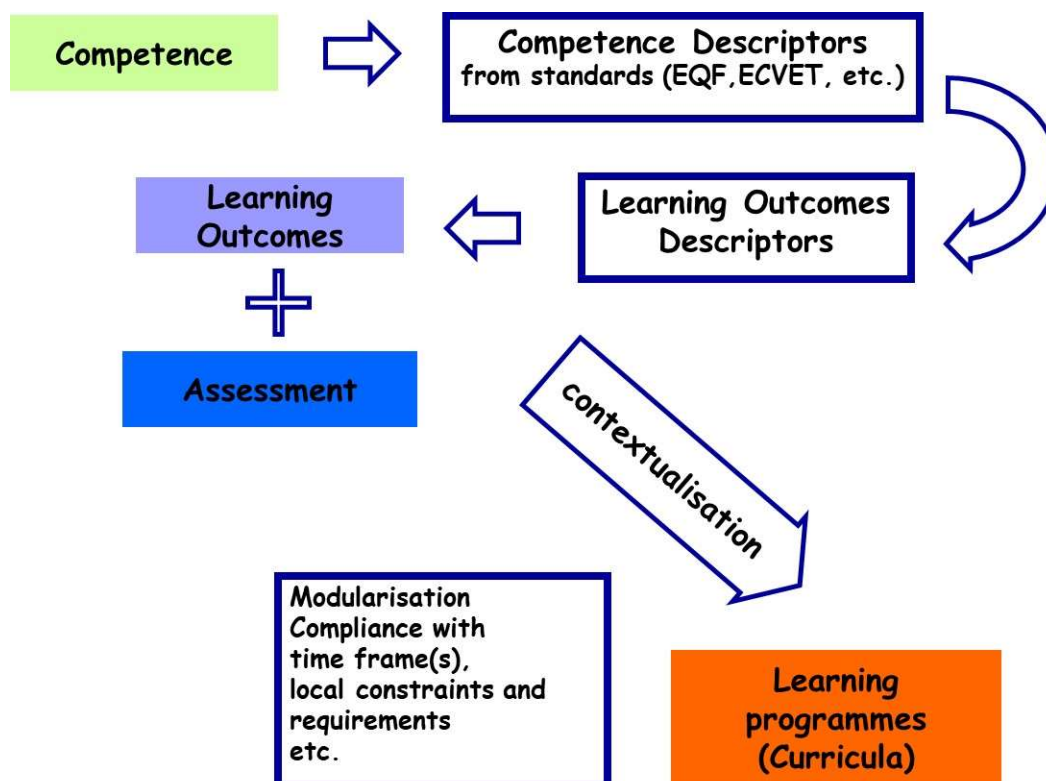


Fig. 7 - Methodology and process for building contextualised curricula according to the reference model

Benefiting from practices coming from another context

It is generally impossible to apply directly a practice, as good as it might be. It is necessary to "strip" the practice of the elements that are too related to the initial context (de-contextualisation) and then to "dress" it with the elements of the new context (re-contextualisation). A key aspect is also to be able to recognise elements of a practice or a set of practices that are universal enough to be re-appropriated as such.

Appraising the acquisition of transversal competences in different environments

Regarding the acquisition of transversal competences in general, several learning processes exist

- Formal learning processes: one can teach some transversal competences; one may even think about designing and teaching a complete course on how to acquire the transversal competences listed above. Nevertheless, one should keep in mind that, by nature, the acquisition of transversal competences is a ...transversal process, that may take place across different modules dealing with more "vertical" competences (professional ones).
- Less formal learning process: a lot of transversal elements of competences are acquired during activities, even the day to day like activities. It is important to explain this process to the students to make them aware of it, and able to recognise what they are learning informally when they are doing it. Self-reflectivity and self-appreciation are key elements here.

Appendices

Appendix 1 -An example of how the Methodological Framework is working - A storyboard

Transversal Competences in Situation of Mobility

A Storyboard



The actors



The context

- Kevin is trained in a technical learning programme. He has taken a few hours of German language, as well as looked at a few videos about Stuttgart. He likes sports and going out with friends, but is not too much interested in studies. The internship in Germany is an attempt of his school to help him get back to studies concerns. He lives in Montpellier.
- Anna is rather fluent in German. She is aware of the implication of client relationship, though she never experienced them by herself
- Martin is a bit younger than the other two. It is his first experience in a hotel. He is at the very beginning of his studies and wants to check if it is the "right job" for him. He likes basketball, owns a Vespa and uses to live in a small town in the countryside.



Some situations during the internship

Martin

Martin has to wear a kind of uniform (a black suit) and help travellers finding places to visit or get a taxi, or whatever

Anna

Anna holds a strategic position at the desk, and she is worried both to please the clients and the managers. Sometimes she does not know what to do with unsatisfied clients and needs to get help

Kevin

Kevin deals with technical aspects, but he also has to be in good relationship not only with his supervisor but also with the clients who complain about things that are not working well.



The pitch

- Three youngsters: one from Catalonia (Jaime), one from Czech Republic (Anna), one from Germany (Martin), all following VET studies in their own countries
- Jaime is studying servicing in Catalonia
- Anna is studying Hospitality Management in C.R.
- Martin is studying commerce in Germany
- All three are involved together in an internship in the same hotel in Stuttgart: Jaime for the maintenance of technical devices, Anna in the hotel reception and Martin as hotel concierge

Personal background



Martin is not yet very engaged in studying. He has a good nature, he likes spending time with his mates and living casually.



Anna is not too much self confident, though she is a good student, she is able of making efforts and she wants to be successful in what she undertakes



Kevin always dreamt himself as a successful football player ... school is not too attractive to him/ nevertheless he is realistic and know that this internship is a great chance for him



Training elements during the internship



During the internship period, Martin, Anna and Kevin are following the hotel teamwork management program, which is for all employees. The hotel management thinks that a good spirit and a common concern for client management is necessary to have the hotel functioning well.

Kevin is also following an extra training in German



Anna and Martin are anxious to improve their skills in English by all means, which includes looking at self-training videos on the internet.



The competences already acquired before the mobility

- Most of the competences acquired by the three youngsters before the mobility could be qualified as "vertical" competences linked with their future qualification.
- They probably have at least some hints about "transversal" elements such as cultural awareness, language, curiosity, open-mindedness, sociability, etc. After all, they have agreed to do a mobility, and they have been "briefed" a bit by their teachers



The elements of competences they are expected to acquire during the mobility



The competences they are practising during the mobility

Problem solving



Situation: Overbooking



Situation: Wifi is not functioning in the rooms



Situation: Clients are asking for "good restaurants" address



The competences they are practising during the mobility

Problem solving



patience, analyse of the situation, communication, flexibility, collaborative work (find a solution together with clients), decision-making.



Situation: Wifi is not functioning in the rooms

diagnostic (chamber, floor, hotel): client does not know how to use it communication, compassion, flexibility, sense of responsibility



Situation: Clients are asking for "good restaurants" address

search for information (colleagues, Internet), critical thinking, communication, intercultural understanding, self confidence.



The competences they are practising during the mobility

Team work

Situation #1: organisation of a seminar for a group of clients



Situation #2: flat-sharing



The competences they are practising during the mobility

Team work

Situation #1: organisation of a seminar for a group of clients communication, time management, flexibility, intercultural understanding mobilising the training programme from the hotel



Situation #2: flat-sharing

intercultural understanding adaptability, flexibility collaboration, problem solving



The competences they are practising during the mobility

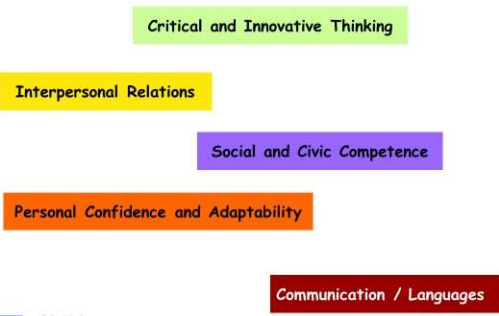
Self confidence



be successful overcome a problem recognise what I am capable of, and my limits take action be resilient



The learning outcomes they have eventually achieved at the end of the mobility



A collaborative self reflection process to help all actors recognising what they have learned

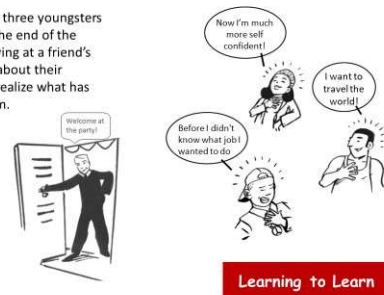
Situation #1: the three youngsters are celebrating the end of the mobility by partying at a friend's place. They talk about their experience and realize what has changed for them.



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A collaborative self reflection process to help all actors recognising what they have learned

Situation #1: the three youngsters are celebrating the end of the mobility by partying at a friend's place. They talk about their experience and realize what has changed for them.



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Validating the competences at the end of the mobility

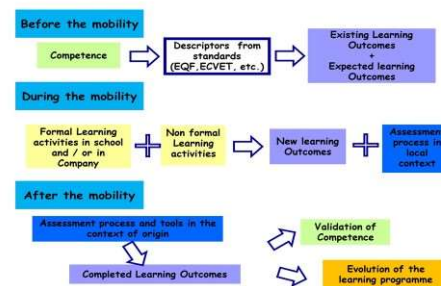
- Individual report
- Collective report
- Assessment + appraisal report from the hotel
- etc.

➔ Each schools finds corresponding Learning Outcomes in their Learning Programme and validate the equivalence in ECVeT.



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Validation of Competences acquired through mobility



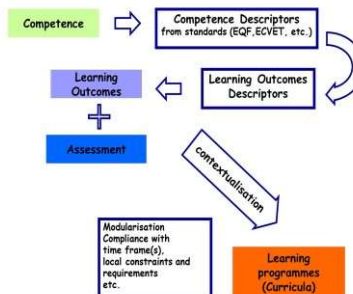
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Examples of how to integrate new learning outcomes in the different learning programs to better prepare students to a mobility

- Introduce Learning Outcomes related to the Transversal Competences
 - in specific activities: group work, case studies, role play games, etc.
 - together with the vertical technical competences: awareness of situations
- Introduce less formal Learning and assessment situations
- Some learning is anyway not well rendered through a curriculum description...

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Methodology for building competence based Learning Programmes



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Examples of how to enhance the curricula in the different schools to have further students better benefit from their mobility

- Break down the curricula into more flexible Learning Units
- Write directly the learning units in terms of Learning Objectives, "compatible" with the European standards
- Have the assessment processes evolve to take into account the achievement of Learning Outcomes
- Keep in mind the interaction between the description of the competences, the learning outcomes and the assessment and validation process
- The whole process is a virtuous spiral!



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Thank you !



Q & A

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Appendix 2 - More information about writing learning outcomes

(Defining, writing and applying learning outcomes – a European handbook – CEDEFOP, 2017, p.46)

Table A. Principles supporting the presentation of learning outcomes
The learning outcomes description should be 500 to 1 500 characters and be written considering the following elements

It should present the qualification from the perspective of the learner and what he/ she is expected to know, be able to do and understand.	It should use action verbs to signal the level of learning expected, normally with an (explicit or implicit) reference to the levels of the national qualifications framework and/or the EQF.	It should indicate the object and scope of the expected learning outcomes. This description should capture the main orientation of the qualification and the depth/breadth of the expected accomplishment. It can, if deemed appropriate, use domains as defined by NQFs/EQF.	It should clarify the occupational and/or social context in which the qualification operates.
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Table C. Exemplifying the vertical dimension of learning outcomes:
the increasing complexity of autonomy and responsibility (EQF descriptors)

	The learner	The action	The object	The context
EQF level 3	Learner is expected...	to take responsibility for	completion of tasks in work or study	adapting own behaviour to circumstances in solving problems
EQF level 4	Learner is expected...	to exercise self-management to supervise take some responsibility evaluate and improve	routine work of others work or study activities	within the guidelines of work or study contexts that are usually predictable, but are subject to change
EQF level 5	Learner is expected...	to exercise management, supervise, review develop	performance of self and others	in contexts of work or study activities where there is unpredictable change

Table D. **Before and after examples of course learning outcomes**

Broad and ambiguous	Direct and achievable By the end of the semester, successful students will be able to:
Students will become familiar with plant and animal species in southern Ontario (Comment: level of achievement/sophistication expected unclear)	Identify and describe 15 common plant and animal species found in the Carolinian Forest Region through field study and the development of an identification guide
Students will critique works of art (Comment: additional detail required)	Critique contemporary works of art based on an appropriate set of criteria through studio critiques and an independent essay
Students will be taught various decision-making models (Comment: teacher-centred, level of sophistication expected unclear)	Apply appropriate decision-making models in business and marketing through participation in a collaborative group project
Students will appreciate the ethical responsibilities of social scientists (Comment: too broad, unclear how this can be measured)	Assess the ethical implications of research in the social sciences through in-class discussion and an independent written report
Students will learn about research proposals (Comment: ambiguous, level of sophistication expected unclear)	Develop and present a research proposal (including appropriate research methods and a review of literature) on a relevant topic in primary or secondary education, through an independent presentation and written report

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On European frameworks

The two frameworks by the EC : EntreComp and DigiComp

<https://ec.europa.eu/jrc/en/publication/eur-scientific-and-technical-research-reports/entrecomp-entrepreneurship-competence-framework>

<https://ec.europa.eu/jrc/en/digcomp/digital-competence-framework>

In march 2018 the EC organised a conference to celebrate 10th anniversary of EQF – documents and presentations can be found here : <https://ec.europa.eu/social/main.jsp?catId=88&langId=en&eventId=1296>

On transversal competences

http://www.agence-erasmus.fr/docs/2497_aefa_referentiel-vf2.pdf

https://id6tm.org/wp-content/uploads/2018/02/aefa_guide_webversion.pdf

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<http://www.ecoman.ktu.lt/index.php/Ekv/article/download/5485/3479>

On Learning Outcomes

https://www.cedefop.europa.eu/files/4156_en.pdf - defining, writing and applying Learning Outcomes – a European Handbook, 2018

<http://www.cedefop.europa.eu/en/publications-and-resources/publications/4156> Defining, writing and applying learning outcomes – a European handbook – CEDEFOP, 2017

NB: many universities across the world give elements and/or training about how to write learning outcomes. One example: <https://www.gavilan.edu/research/spd/Writing-Measurable-Learning-Outcomes.pdf>

On the mobility learning process

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<https://www.reframe-wbl.eu/en/project>

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<https://eurspace.eu/ecvet/pedagogicalkit/framework-for-defining-learning-outcomes-knowledge-skills-competence/>

On the benefit of mobility for VET students

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<http://lianescooperation.org/wp-content/uploads/Outcomes-VETmobility.pdf> (a case study)
http://move-project.eu/fileadmin/move/downloads/MOVE_Policy_Brief_VET.pdf
<http://www.earlall.eu/working-group-details?mid=22&gid=26> about the role of Regions to support mobility in VET
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