



Transversal Competences in Situation of Mobility

A Storyboard



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The pitch

- Three youngsters:
- Jaime is studying servicing in Catalonia
- Anna is studying Hospitality Management in C.R.
- Martin is studying commerce in Germany
- Doing an internship in the same hotel in Stuttgart:
Jaime for the maintenance of technical devices,
Anna in the hotel reception and Martin as hotel
conciierge

The Actors



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

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.

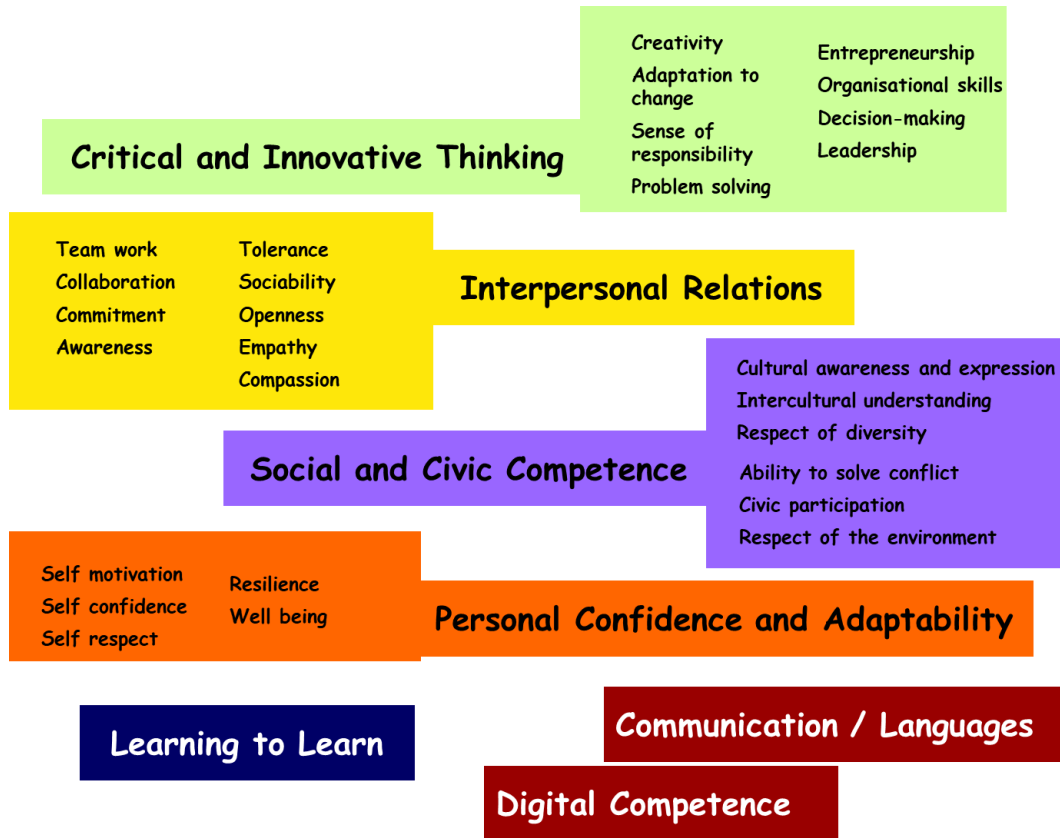
The competences already acquired before the mobility



- Before the mobility : “vertical” competences linked with their future qualification.
- some hints about "transversal" elements such as cultural awareness, language, curiosity, open-mindedness, sociability, etc.



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



The Keymob competence model



The expected benefits:

- Language (advanced)
- Intercultural understanding (advanced)
- Professional behaviour (advanced)
- Client services (improved)
- Team work (improved)

The competences they are practising during the mobility

Problem solving



Situation: Wifi is not functioning in the rooms



Situation:
Overbooking



Situation: Clients are asking for "good restaurants" address

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

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.



Learning to Learn

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



Learning to Learn

Situation #2: after the mobility they also have an interview with the person in charge of the mobility in the sending institution



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



Critical and Innovative Thinking

Interpersonal Relations

Social and Civic Competence

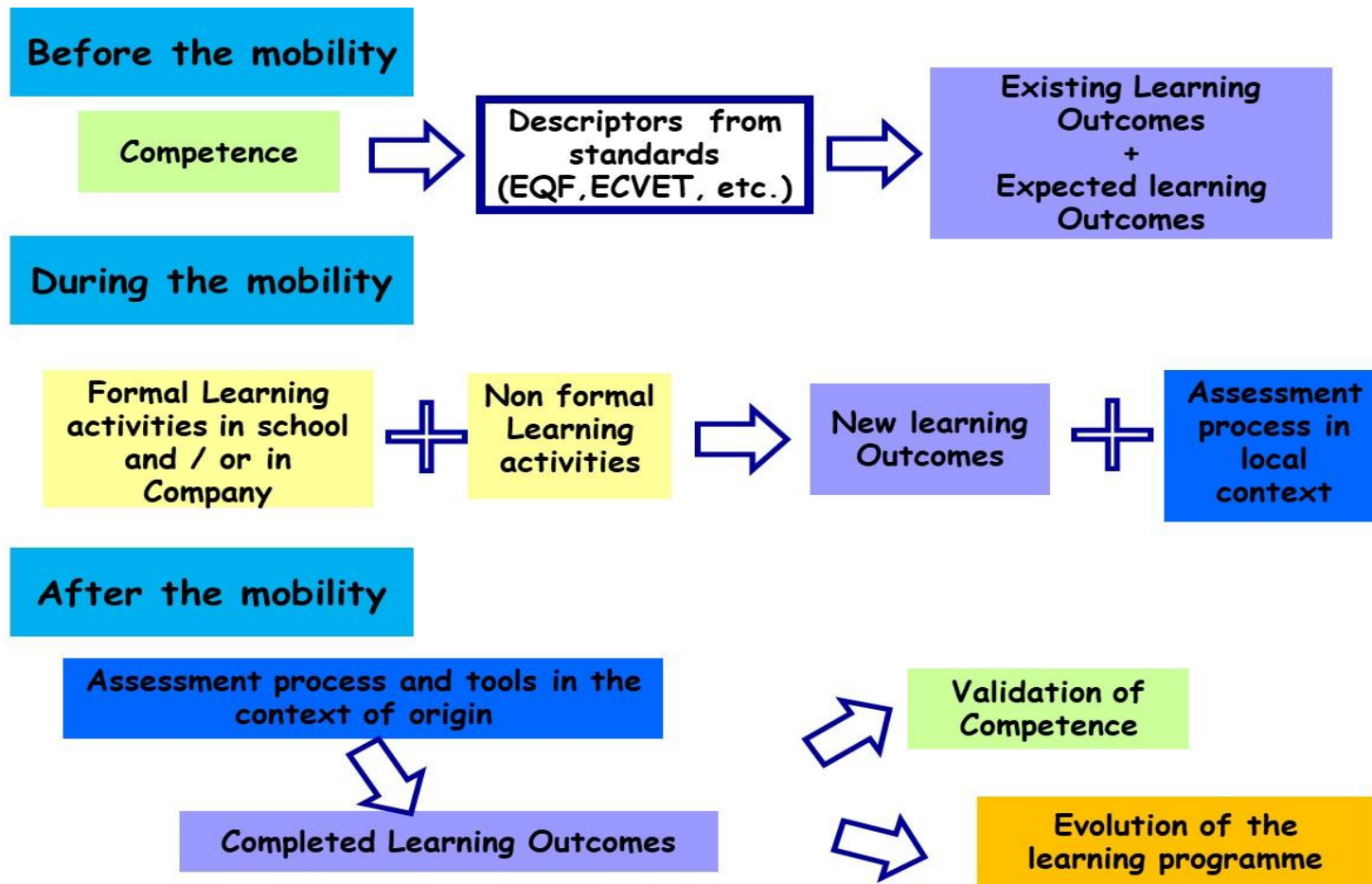
Personal Confidence and Adaptability

Communication / Languages

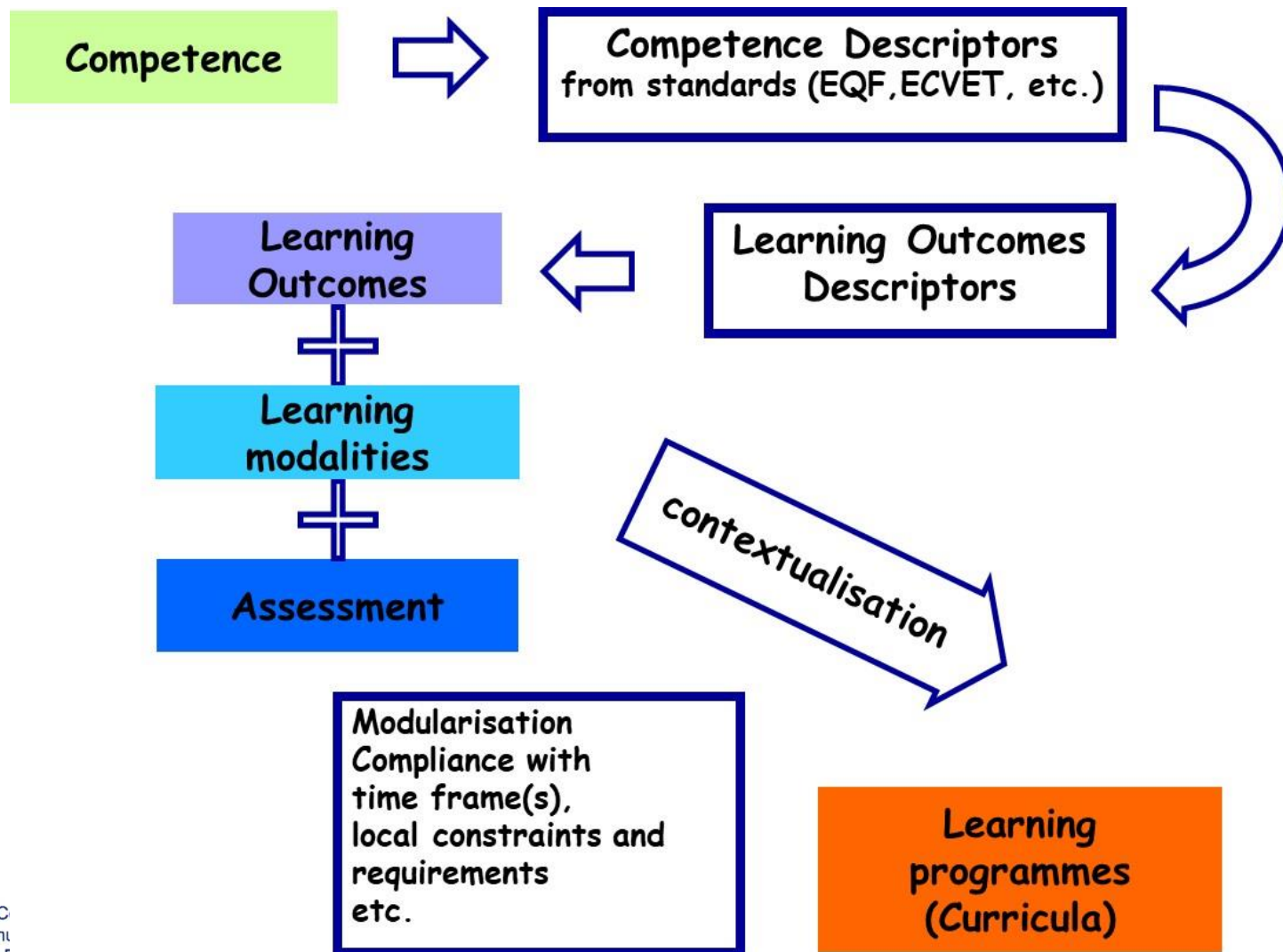
Learning to Learn



Validation of Competences acquired through mobility



Methodology for building competence based Learning Programmes



how to enhance the curricula in 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!





Kevin



Anna



Martin

Thank you !

Q & A

