

PROMOTE

Promoting and Validating Key Competences in
Mobility and Traineeships in Europe



PROMOTE approach to learning in mobility

Concept Paper

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Where to start?

It would be good to start the preliminary phase (the preparation of the placement) with a presentation of the programme, maybe by presenting the aims and objectives of the PROMOTE placements.

One could also do this in a rather “activating” workshop concept – however the objectives should be comprised somewhere.

Assignment to the facilitators (“Promoters”):

Present the aims of the Placement for the students within the PROMOTE programme:

1. To explore the field
2. To identify the challenges in the field
3. To relate oneself to this field of work
4. To take over (a) concrete task(s) in this field (in cooperation with the host)
5. To approach the work in a problem/project oriented way
6. To evaluate the own project
7. To assess the work competences
 - a. Field (Project)
 - b. Social (to select the most important one)
 - c. Personal (to select the most important one)
 - d. Organisational (project management)

Remarks/Comments.

- It would be quite motivating if we could collect some motivating examples/cases of placements, best as videos (e.g. euromobility.eu).
- we should also put the common objectives also on the platform
- ...

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Preparation-Phase

Assignments to the learners:

Step 1: Approach the placement

- Select one general field where you want to do the internship (probably this is given in most cases)
- Research the internet about a possible placement (-> E. "getting curious and interested")
- Gather information (A., „doing when being instructed“, no assessment)
- Describe the field that the hosts are working in (->know why; A: test with open questions could be included)
- Relate: Chose the internship consciously.
Why is this attractive for you? How does this relate to you? What are your expectations
E: "developing a positive attitude"; Possible Assessment: Interview

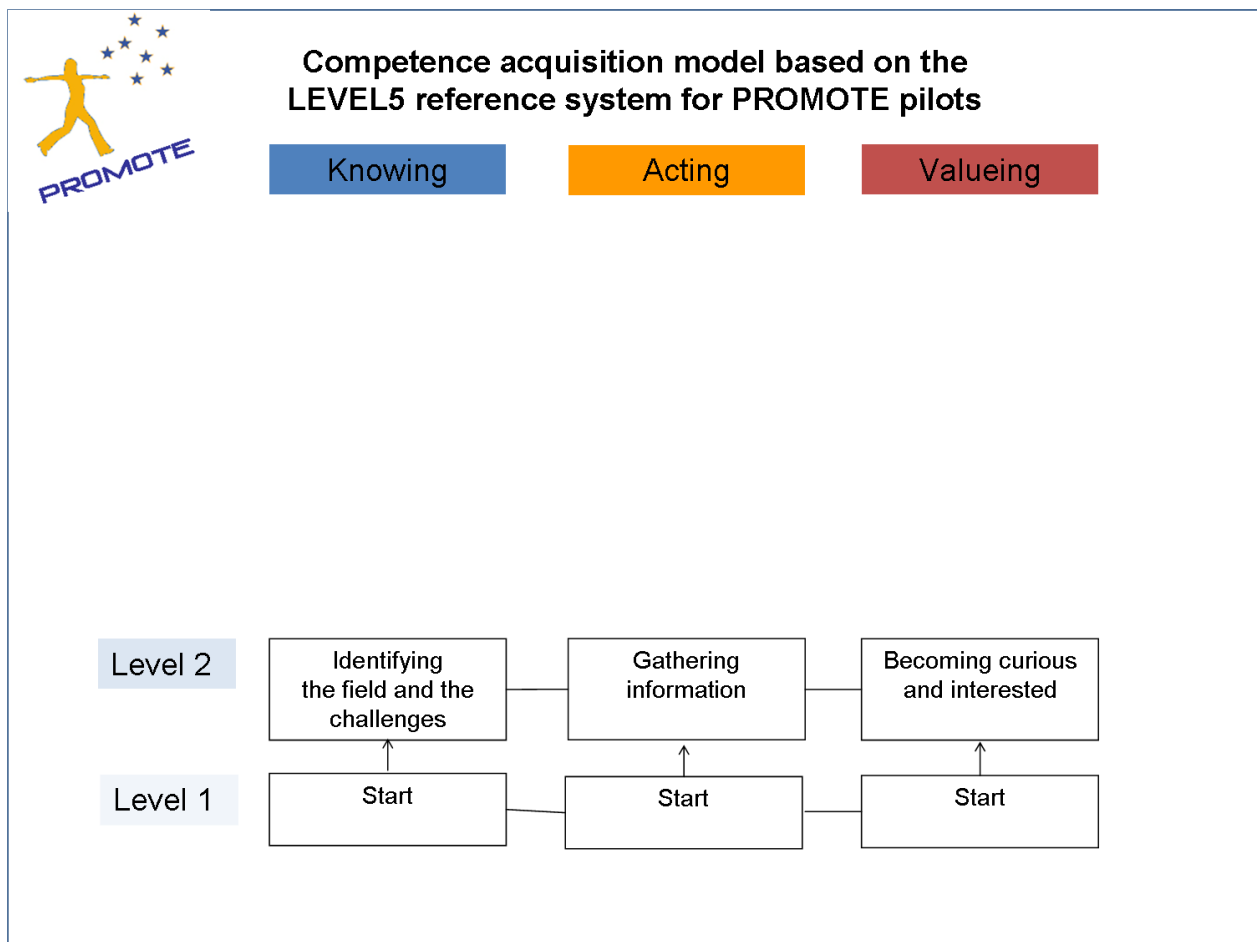


Fig. 1: Competence acquisition on levels 1 to 2

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Step 2: Plan the placement

1. Plan Phase #1 (at home):
 - a. Identify challenges in the field and in the respective work area of your placement and Start to plan your internship!
 - i. Derive a concrete task/problem that you want to tackle. (Either for yourself and/or for the host company¹).
 1. Knowledge: Reflect on causes and consequences
 2. Activities: analyse, schematise, structurise (according to project development techniques)
derive a plan and send it to your host in advance
 3. Relate it to yourself – to your situation or your strengths

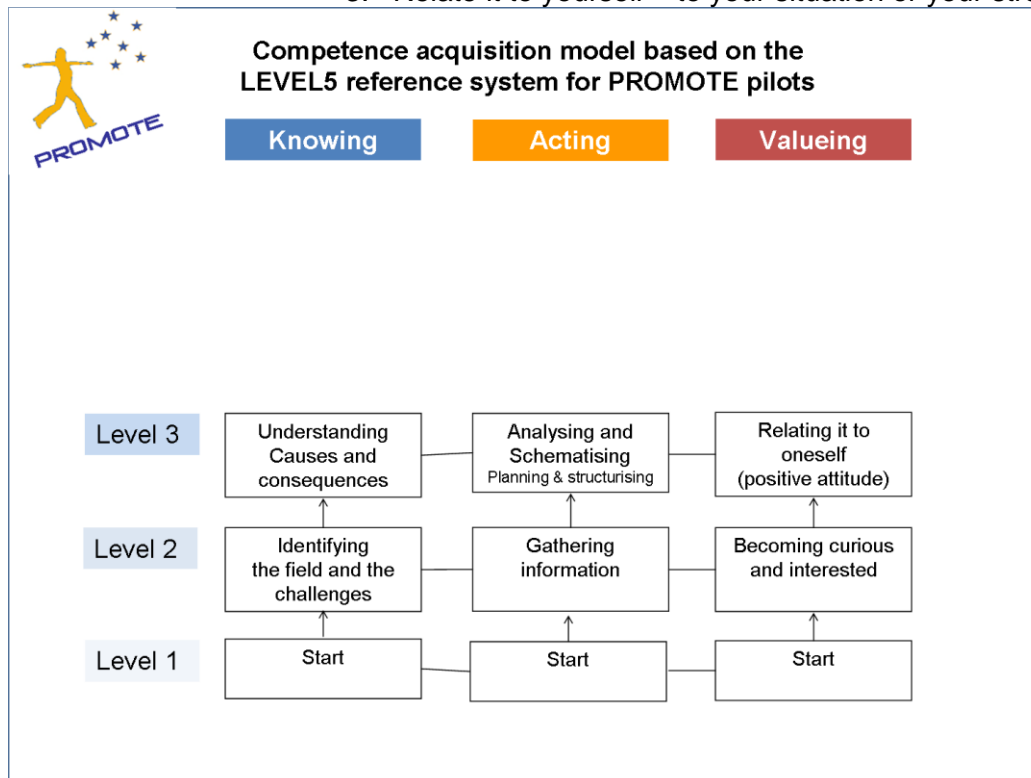


Fig. 2: Competence acquisition on levels 2 to 3

In parallel (to involve also other social and personal competences and to establish a profile:

- b. Identify and communicate your Competences:
 - i. Present your talents, your strengths and what you wish to learn
 - ii. Reflect on personal and social competences
(to be presented on the platform (competence frameworks))
rate yourself in regard to the key competence

This can be connected to the profile. A suitable instrument could be the ProfilPASS or the tools applied by Trendhuis.

¹ Maybe one could help with some supportive questions: What do you want to achieve there? What is a common problem in the field, where and how could you support? Output should be a short paragraph on possible project(s). in the next phase this should be substantiated (-> „PROMOTE Learning Placement Outline“; Kit page 17))

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2. Do Phase (in practice)

- a. Develop and realise your plan!
 - i. Discuss your plan (what do you want to do in the placement time) with your host (based on the project idea) and
 - ii. Substantiate your plan
 - iii. Realise the plan, regularly check it
 1. Knowledge: Finding applicable solutions for the challenge/problem/task and reflect them
 2. Activity: Plan (and if applicable) realise these solutions/approaches according to a SMART project planning
 3. Attitude: Value also other approaches/opinions and get a multi-perspective view on the issue

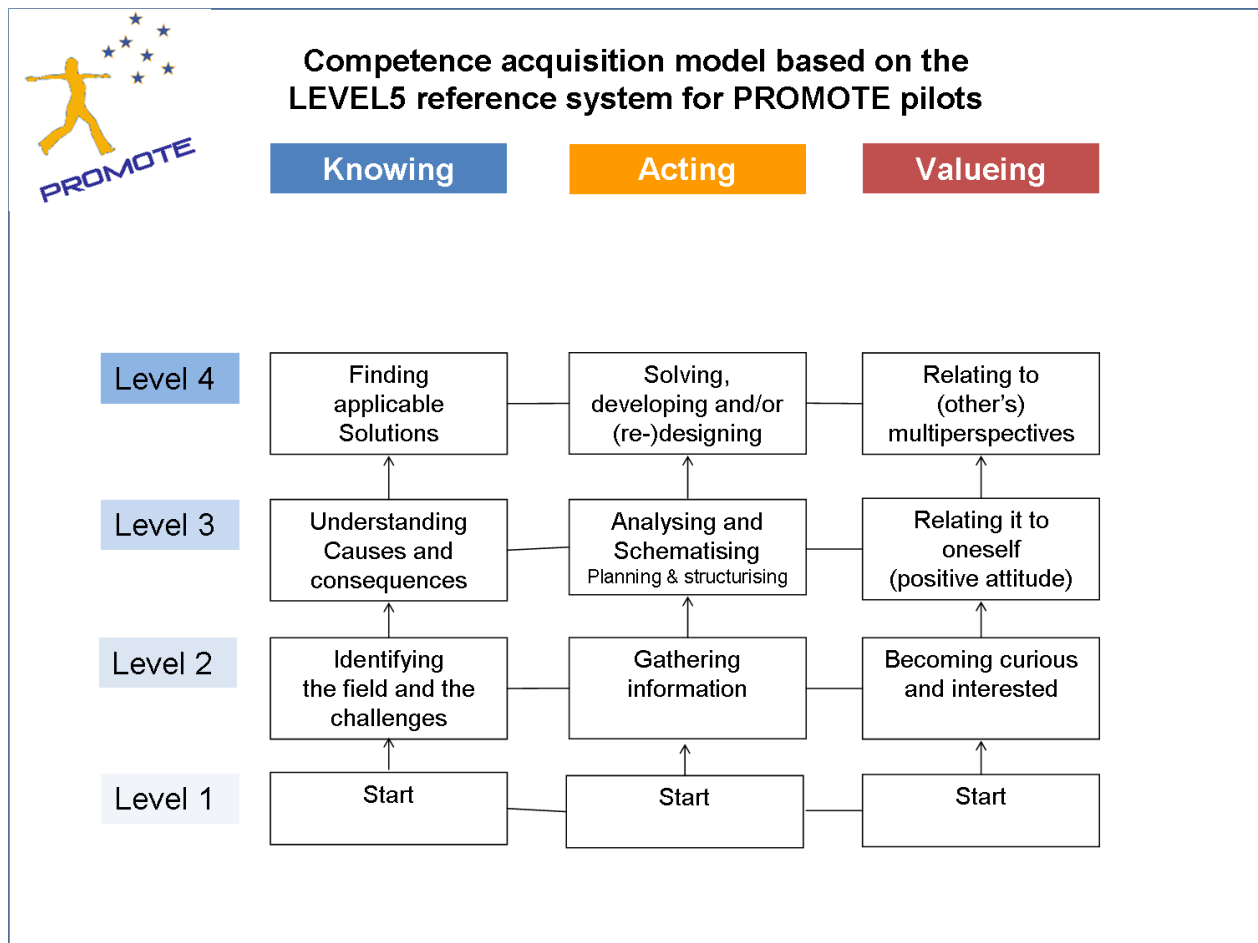


Fig. 3: Competence acquisition on levels 3 to 4

In parallel:

- b. Develop your competences:
 - i. Field competences
 1. Record what you have learnt in your learning diary
 - ii. Social competence

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1. ? tick boxes on the importance of the social competences
 2. select the one that you consider most relevant one in your work field
- iii. Personal competence
1. ? tick boxes on the importance of the personal competences
 2. select the one that you consider most relevant one in your work field
- iv. Organisational competence
1. ? tick boxes which competences have been developed
 2. select the one that you consider most relevant one in your work field
 3. or just take project development



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3. Check Phase

- a. **Project:** Evaluate your project
 - i. Project report
- b. **Competences:** Final questionnaire in Combination with a Reflective Interview
 1. **Field and Organisational competences** (project management)
 - a. For the selected one:
 - i. Use the preformatted questionnaire from the learning suite
 - ii. Rate your competence level at the beginning and at the end (tick boxes)
 - iii. Give reasons (or describe learning outcomes)
 - iv. Discuss the outcomes
 2. For social and personal competences:
 - a. tick boxes which competences have been mostly developed
 - i. which ones were mostly necessary in the field?
 - ii. Which ones did you develop the most?
 - b. select the one that you consider most relevant one in your (previous) work field
 - i. describe the most important learning outcomes related to this competence in the field
 1. Now, I know
 - a. that, how, when...)
 2. Now, I am able to <do>
 - a.
 - b. ...
 3. Now my feelings about the competence in the field are as follows



Conclusion:

The approach covers competence levels 1-4 (since 5 cannot be reached in an internship).

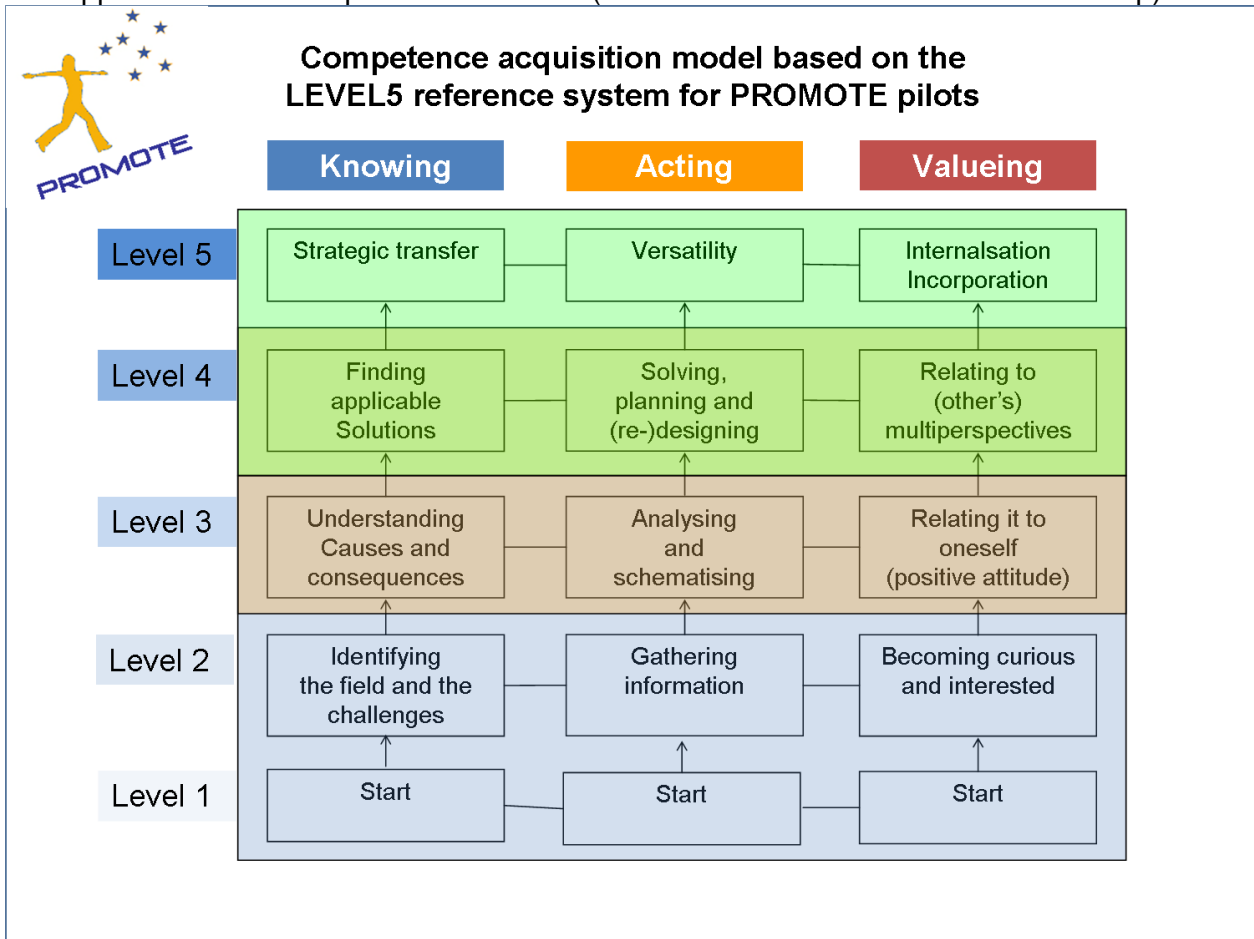


Fig. 4: Competence acquisition on all levels

Figure 4 shows that the initial phase is covered in the preparatory phase lifting the student from level 1 to 2. Level 3 is covered both at home and in the placement – “Know-how” is introduced firstly theoretically and later also in the practice. (overlapping orange area 3). In practice (green) levels 3 and 4 are covered. With more expertise in practice also levels like strategic transfer and versatility are reached. It seems mostly suitable for all dimensions that students could reach level5 on the affective (valuing) dimension.



A learning pathway could look like that:

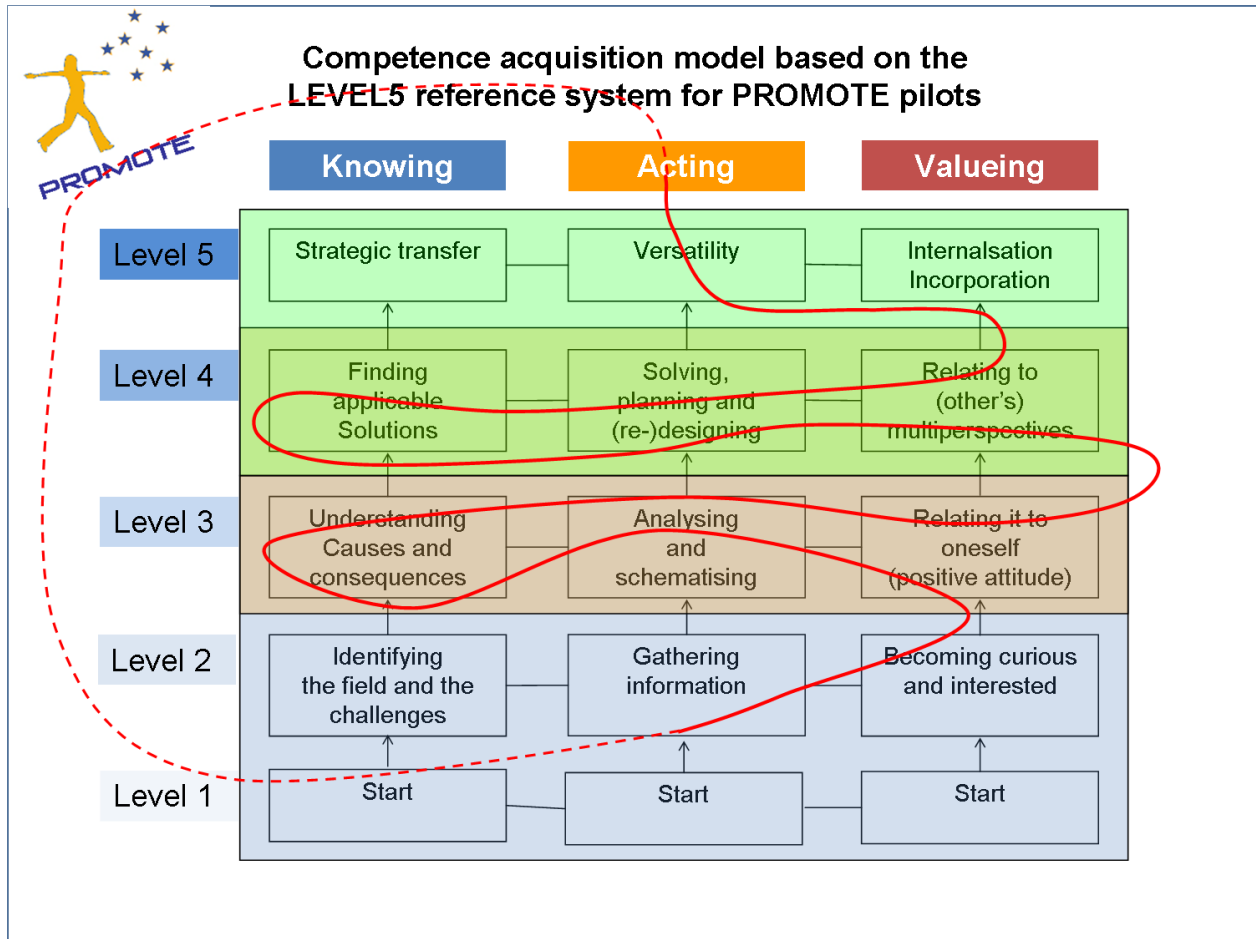


Fig. 5: Competence acquisition on all levels