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Lifelong Learning Programme

**Leonardo da Vinci Programme – European Commission**

VALuing education Beyond the university - VAB

**VAB Project -** 



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# Portfolio – May 2010

Personal presentation

DATE : .....

Student's name .....

University Year

University Cursus

University	Year	expected diploma /certification
Y		
Y-1		
Y-2		
Y-3		
Y-4		
Y-5		

## Index

**Part 1-** The VAB portfolio for University teachers/trainers.....p 11

Goal

A tool & a method

Objectives

Methodology for valuing non formal and informal learning

Preliminary questions - Reasons for filling a portfolio

Proposed methodology

**Part 2-** The portfolio meant to value students' skills & competences .....p 19

Preliminary questions

Motivations

Experiences

Competences

**Part 3 -** From the University to the labour market .....p 35

Further steps to enhance the professional integration

Use of the portfolio towards potential employers and employment services

**Annex-** VAB Project – European context

The VAB project in the European perspective – EQF ..... p 39

# Part 1 – the VAB portfolio for University teachers/trainers

# The Vab portfolio – public and goal

The users of the portfolio are University teachers and trainers.

The purpose of the VAB portfolio is:

- to propose University teachers & trainers a tool and method to integrate the learning outcomes acquired by their students outside the University, in expressing them in terms of pre-existing or developed competences, linking them with the University cursus of the student ;
- to provide a common basis of analysis to facilitate the building of an individual professional project for the students, in order to facilitate their first integration on the labour market, but also to enhance a sustainable employability ; the portfolio should be updated by the students (for their experience) together with the support of the teachers/trainers (for the assessment);
- to develop a reference document , with a mutual recognition, for Universities and especially the services in charge of the professional integration of the students ; the use of the portfolio should enhance this recognition in insisting on its benefits for the professional integration of the students.

Thanks to the methodology proposed in the portfolio :

- University teachers /trainers will be able to identify the experience of their students and express it in terms of skills & competences ;
- a level of competences or official qualifications may be assessed and might lead to a validation by the University teachers & trainers, in the framework of their evaluation of the global learning outcomes of their students , for instance in delivering ECTS ;
- University teachers/trainers might advise the students to improve other competences for instance in completing their experience or/and in following a complementary training.

There are three ways for learning:

- theoretical learning : ***learning acquired thanks to a training, a self-training, prior or continuous learning;***
- practical learning : ***experience gained on the field, through action, exchanging with others ;***
- a combination of both : ***most of the time, learning is both practical and theoretical.***

# The Vab portfolio – a tool and a method

A portfolio is a process, both a tool and method, to identify and gather the activities/experiences fulfilled by students outside the University, and help them reveal the corresponding competences acquired in order to assess them. It takes the form of a “diary” which takes into account the individual path. It is describing activities and competences, in the case of students, respectively fulfilled and developed in complement of the University course.

A portfolio is an organized collection of materials that presents and verifies skills and knowledge acquired through experience. It is of particular relevance to validating non-formal and informal learning because it allows the individual candidate to contribute actively to the collection of evidence and also offers a mix of approaches strengthening the overall validity of the process.<sup>1</sup>

A portfolio might include documents such as:

1. resumés (CV Europass, Youthpass ...);
2. performance appraisals (training periods);
3. reference about jobs (student work...);
4. evidence of work (achievement and experiences...).

These elements are considered as « evidence of experience » for students that prove the reality of the activities fulfilled.

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<sup>1</sup> Cedefop, « European guidelines for validating non-formal and informal learning », Office for Official Publications of the European Union, Luxembourg, 2009.

## The Vab portfolio – main objectives

The proposed portfolio in the framework of the VAB project must answer two main objectives:

- 1- supporting students to identify, express, value and use the special competences acquired or developed outside the University in order for them :
  - to be more self-confident in their professional future but also in their studies ;
  - to facilitate their integration on the labour market ;
  - to share their experience with the University teachers, volunteers to use the VAB portfolio.
  
- 2- Opening professional perspectives for students thanks to :
  - A special tool : a portfolio and its digital development – an e-portfolio ;
  - A professional support to help them identify and express their competences in order for their teachers to be able to integrate them in the global assessment of their learning outcomes.

The process to fill the portfolio should allow the teachers/trainers in the University :

- To select the experience and relevant competences acquired by their students in complement to the University ;
- To initiate a reflexive approach on their experience ; the students will have to think of what they have done in the perspective of skills & competences they might have acquired ;
- To help students think of their professional future ;
- To integrate their « extra-University » project (in associations, active citizenship, culture, sports....) in their professional perspectives.

The data provided by the students to fill the Vab portfolio is private and confidential; ***students won't be able to use it as a legal or official document.*** It belongs to the students: ***the information provided is confidential.*** This is a dynamic process; ***students will have to update it and inform their University teachers of it*** for a further assessment.

The portfolio doesn't have, yet, a legal nor official status. There are legal basis for the process to value informal and non formal learning (for instance the "VAE" perspective in France ) but tools and methods used for it are unofficial.



## Vab project - methodology for valuing non-formal and informal learning <sup>2</sup>

**The VAB project is integrating two approaches for validating non formal and informal learning : formative and summative assessment. Indeed, University teachers will be able to integrate in the global evaluation of their students the learning outcomes they would have assessed (or not) thanks to the Vab portfolio .**

Validating non formal and informal learning must be considered as an element of the National qualification framework (NQF). The assessment process that leads to validation can have two main forms (formative and summative) :

- the formative approach to assessment (1) is important as it draws attention to the identification of knowledge, skills and wider competences, a crucial part of lifelong learning ;
- the summative validation (2) needs to have a clearly defined and unambiguous link to the standards used in the national qualifications system (or framework).

These two approaches for assessing non formal and informal learning don't lead to a certification.

Formative approaches (1) to assessment do not aim for formal certification of learning outcomes, but provide feedback to the learning process or learning career, indicating strengths and weaknesses and providing a basis for personal or organizational improvement. This approach fulfils an important role in numerous settings ranging from guidance and counselling to human resource management in enterprise. Summative approaches to assessment and validation (2) aim explicitly at the formalization and certification of learning outcomes and are linked to, and integrated into, institutions and bodies authorized to, award qualifications. The process of summative assessment needs to consider national standards.

For instance, in the Vab project focused on Higher Education, University teachers will be able to integrate in their global evaluation the learning outcomes of their students thanks to the portfolio meant to assess non formal and informal learning. As a result, they will consider either the summative approach in assessing the learning outcomes of their students through ECTS or the formative approach (in taking into account these special learning outcomes only in their qualitative evaluation).

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<sup>2</sup> Cedefop, « European guidelines for validating non-formal and informal learning », Office for Official Publications of the European Union, Luxembourg, 2009.



## Preliminary questions

To fill the *VAB portfolio*, University teachers and trainers must clarify the objectives of the pedagogical tool for the students. It is most important, since the very beginning, that they could answer the following questions:

- **Why should I fill a portfolio for my students?**  
altruism (ethical purpose), financial motive (financial support provided by the University), prestige (*My students are employable*)
- **For which purpose should I fill it?**  
*for the University to prove it is supporting its students on the labour market, for personal aim (to support my students), in a professional perspective (the process is financially supported by my University)*
- **May I use the portfolio in the educational course?**  
*The process of the portfolio isn't part of my regular duties ; it is voluntarily additional work*
- **When could I integrate it in the evaluation process of the students?**  
*In the case of a validation, for instance delivering ECTS*
- **What kind of professional councils may I provide to my students?**  
*In close partnership with the employment services in the University*
- **How could I update the portfolio and propose a follow up in the evaluation of my students?**  
*The question of following the students after they have left the University is raised ; after the students graduation, it is technically impossible*

## Why should I make my students fill a portfolio?

Would you agree with the following motivations:

- ***I am deeply concerned in the professional future of my students*** : the diploma they are looking for must allow them to have an access to a job but this first step is long and more and more difficult ;
- ***I think that the evaluation of a student must be more global and shouldn't be limited to theoretical knowledge*** ; the learning outcomes of the diploma have been expressed in terms of competences but this new approach based on competence (for education goals, pedagogical methods and studies) is still very new and must be explained ;
- ***I am convinced that students would be more motivated in their studies if all their activities and competences, including the ones developed beyond the University would be taken into account*** : students lack sometimes of motivations for their studies and some of them won't finish their studies because they feel they wouldn't be enough linked with the requirements of the students' profile ;
- ***I do think that an evaluation must integrate qualitative elements (competences developed by the students, with their level) and not only quantitative elements (grades obtained at the exams)***: the knowledge of activities fulfilled by my students outside the University will allow me to better understand their profiles and skills ;
- ***I think that students need to be individually informed and supported***; the same diploma won't open the same professional opportunities ; they depend on the personality of the students, their motivations and the resources they may raise ; it is important to support them to express and take into account their aspirations and value their resources ;
- ***I need a tool and method that would be adapted to the needs of my students*** : the University teachers and trainers don't know nor use very well the portfolio proposed by Europass that would allow to value linguistic skills (with a very detailed grid), learning outcomes developed through a transnational experience, the detail of a diploma followed (supplement to the diploma) or sport activity, culture activity, involvement in associations , active citizenship... ; it is still difficult to use the Europass portfolio in a national context ;



- ***I think that it is important to insist on the variety of the environment to acquire competences*** : students are still conscious that on one side their diploma will allow them to have a first employment and on the other side that they will have different kinds of employments during their professional life ; they must be conscious since the University that their activities and experience have to be taken into account and valued ;
- ***I think that the University is the perfect place to value learning outcomes*** : students musn't make a clear distinction between their University life and the other parts of their life ; they must be used to making links between their personal, social, professional and University lives ; this is an asset for their professional future and as citizens ;
- ***The relationship between teachers and students is usally considered in a hierarchical order*** : teachers and students are not considered as partners „a teacher is an agent, a student is a patient” ; the main point of the University education is that teachers themselves learn (acquire new knowledge) and students are partners in this process

Other kind of motivations : integral growth (of skills, knowledge and competence), lifelong flexibility in learning/experiencing ; new publics for University (adults and ageing people), the unemployment issue and retraining of workers, solidarity and partnership...

Please add any other motivations you would find relevant : -----  
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Two points deserve to be underlined among teachers/trainers that would use the proposed portfolio :

- Identifying their motivations may enhance a good understanding of the tool and method and so enhance the quality of their support towards students ;
- Thinking of the motivations even the hidden ones (unclaimed by students) might be useful to evaluate their personal and professional project and the professional orientation they have chosen to achieve it.

## Proposed methodology

The main goal of the present portfolio is to be used by University teachers and trainers to allow them to identify experience and value competences acquired and developed beyond the University by their students. This experience can be of different kinds : sport, art, association, student job.... A first issue is to value this experience and express it in terms of skills & competences ; another issue might be to validate this experience and the competences linked to it thanks to the delivering of ECTS.

The Vab portfolio is a tool meant to enhance the educational support for students, in complement to other existing tools proposed to University teachers/trainers in the Higher Education in order to facilitate the professional integration of their students. The employers and employment services in the University might also be most interested in benefiting in the process of the portfolio as the students will be able to speak about their competences.

For the students, the portfolio is a personal document meant to value their competences on the labour market. The information provided are confidential and should be used by the University teachers/trainers with the only view to value, sometimes validate the learning outcomes in the framework of the evaluation of knowledge and competences of the students. The employers and employment services might have access to part or the totality of the portfolio, depending on the choice of the students.

Two guides will be proposed to the University teachers/trainers :

- 1) A first guide with a technical purpose, on-line, to explain how to fill the e-portfolio ;
- 2) A second guide , with a proposed grid of evaluation , in complement to the e-training, to explain how to properly use the e-portfolio, especially the criteria to be taken into account to value the skills & competences and even validate them in delivering ECTS to the students.

## Part 2 – the VAB portfolio for the students

# Which experience should be integrated in the students' evaluation?

The process proposed under the Vab portfolio allows students to identify the learning outcomes linked to various kinds of experience in complement to their University cursus. This experience is to be expressed in terms of competences acquired and developed, in the form of non formal and informal learning.

The main kinds of experience that should be taken into account are the following :

- 1) **Sport, culture and art activities** : having practised a sport, having practiced an art or any other cultural activity (music, painting, theater) in an intensive way to be able to show concrete and valuable results ; having attended a championship or any competition in these activities are also relevant experiences ;
- 2) **Involvement in association and active citizenship** : any activity, function or elective mandate that might have been fulfilled by the students ; for instance delegate or tutor at school or at the University , executive manager in an association, member of a student trade-union or political party ;;
- 3) **Professional activities** : students often refer to training periods made during their University cursus as first representative experience ; but even the “students job” may be taken into account as first professional experience as they are a way to discover a socio-professional background, develop managerial skills, sometimes a spirit of initiative and entrepreneurship most appreciated by employers ; high schools (engineering and trade) have imposed such “working training period” for their students in order for them to be aware of the different steps in the production process (in plants) or distribution process (in a shop) ; entrepreneurship, tutorialship (including instructorship), apprenticeship ...
- 4) **Transnational /mobility activities**: students may have spent some years abroad, being born or having followed a training period or having studied in a foreign country ; it may be individual convention or in the framework of exchange programs mainly in Europe such as the European Voluntary service (since 1996 for a mission in an association) or Erasmus (for students following part of their Licence in another European University ), Leonardo mobility (training period abroad...)
- 5) **Other** : spare time activities and hobbies (recreation, travel...; responsibilities within the family (for instance valued in the European project : <http://www.famcompass.eu/index.php/about-the-project>).



## Students' route – a relevant experience

This table is proposing various kinds of experience (sport, art, culture ; active citizenship ; mobility) fulfilled by students in complement to their University cursus. It is proposing a comprehensive view on their route.

Year	Sport, culture, art activities (1)	Active citizenship activities (2)	Professional activities (3)	Transnational mobility Activities (4)
20.. / 20..				

### (1) Category 1 - sport , culture and art activities

Please precise the time dedicated to the practice , eventually the awards received. Please privilege the qualitative assessment.  
ex. : judoka (number of years or level of competition) , pianist (number of years or any awards), artists (exhibitions / productions)...

### (2) Category 2 - active citizenship activities

Please mention the organisations, in which the student may have fulfilled an elective mandate or has been actively involved  
ex. : Animafac, Restos du cœur, Amnesty international, Unef/ Uni, local councils, Board of the University.

### (3) Category 3 - professional activities (paid staff or not )

Please indicate the different students jobs or training periods fulfilled  
ex. : mentoring at school, gardening, harvests, phoning, etc.

### (4) Category 4 - transnational mobility activities (training periods abroad or any significant time spent in a foreign country)

Please detail in which framework (formal or non formal) this time abroad has been spent  
ex. : European Voluntary Service, training period, studies in an academic way or in an individual way, exchange program, mobility for family reasons (expatriation...)

### (5) Category 5 - other experience (travels, responsibilities within the family)

Please detail the type of experience you would find relevant to value  
ex. : I have been travelling on the 5 continents



## Identifying the competences linked to this experience

On the basis of the experience described in the previous point, the main aim is to identify and formulate the transversal competences acquired or developed. To do so, the environment in which the experience has been fulfilled has to be detailed. These skills and competences could be acquired and/or developed on the occasion of this experience.

Ex : knowing how to organise oneself is a competence that might be acquired and/or developed in the framework of an association (knowing how to respect the deadline for a subsidy) or in a sport activity (knowing how to organise the time to prepare to the competition) or a professional activity (knowing how to organize a planning to fulfill expected tasks for instance in a restaurant....

Skills and competences may be acquired and developed in many ways : through formal learning (at school, at the University, by official training bodies) , non formal and informal learning (such as activities in associations, trade-unions, arts or sports...)

In the first column in the table below, the experience is presented. It corresponds to the different categories described below :

category 1 - sport , culture and art activities (theater, painting, music, sport... ) ;

category 2 - active citizenship activities ;

category 3 - professional activities (paid staff or not ) ;

category 4 - transnational mobility ;

category 5 – other (family, travel...).

They are gathered according the following main rubrics : competence linked to communication ; competence linked to general Management ; competence linked to the management of events ; competence linked to management of information ; competence linked to human resources management ; competence linked to





Leadership ; competence linked to making things ; competence linked to knowledge & innovation ; competence linked to creativity ; competence linked to Information and Communication ; other...

The second column is proposing a detailed description of the experience and its context : environment, available resources, constraints for its achievement... The resources may be widely understood: they may concern human resources ( number of colleagues, partners in a team, coaches, mentors...) but also financial resources (budgets) or material resources (offices, means of information and communication...). The constraints comprehend delays, financial issues, various risks...

The third column allows to provide any document proving the evidence of work and the reality of the experience.

The fourth column is dedicated to the competence ; it is deduced from the description of the experience. The more the experience has been described, the better the competence can be identified and transferable.

The fifth column is giving a level to the competence. The scale is ranking the level of competences, taking into account the autonomy and the achievement of the activity .

- Level 1 : assisted competence – I can fulfill the activity with the support of other people
- Level 3 : collaborative competence – I can support other people to achieve this activity
- Level 2 : autonomous competence – I can fulfill the activity by myself
- Level 4 : expert competence - I can transfer the competence to anyone
- Level 5: creative competence – I can create a new activity

Please indicate the category concerned C1, C2, C3 , C4 or C5	Description of the experience Please describe its context, in order to demonstrate the acquisition of the competence Explain concretely, with examples, how the skill/competence has been acquired	Documents provided proving the experience	Competence deduced from the experience (knowing how to, being able to)	Level of achievement
<p><i>Ex 1:</i> <i>Member of the judo female team (C1)</i></p>	<p><i>I have organised my practice and my planning at the University to prepare a competition for the selection of the French team for the Olympic games.</i></p>	<p>Medals, level of competition</p>	<p><i>Being able to forecast and prepare a sport competition</i></p>	<p><input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5</p>
<p><i>Ex 2 :</i> <i>President of an association to defend bears C2</i></p>	<p><i>I have written a leaflet for my association together with several papers in order to inform the local councilors to defend the ecological diversity</i></p>	<p>leaflet</p>	<p><i>Being able to present written information in a clear and synthetic way for local councilors</i></p>	<p><input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5</p>
<p><i>Ex 3 :</i> <i>Cashier in a shop C3</i></p>	<p><i>I have checked the financial documents and the registrations ; I have balanced my cash and the liability of the means of payment</i></p>	<p>Work contract</p>	<p><i>Knowing how to prepare the accountancy ; keeping and checking cash money, etc.</i></p>	<p><input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5</p>

<b>Ex 4 :</b> <b>Volunteer in Haiti for an association struggling against starvation</b> <b>C4</b>	<i>I have been to Haiti, alone, for a two week mission to organise access to the water for an orphanage after the earthquake ; in this difficult social and human environment, I had to act in emergency and with very few resources</i>	Professional contract	<i>Knowing how to manage stress to be efficient and fast faced to difficult conditions</i>	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
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In the following tables, competences are gathered according the main following issues :

- Competences in the field of communication ;
- Competences in the field of general management ;
- Competences in the field of management of events ;
- Competences in the field of management of information ;
- Competences in the field of human resources management ;
- Competences in the field of leadership ;
- Competences in the field of making things (assembling, building, engineering ...) ;
- Competences in the field of knowledge and innovation (production, dissemination, information management...) ;
- Competences in the field of management of creativity (creation, promotion, support...) ;
- Competences in the field of information and communication technologies (computers, Internet...) ;
- Other competences

These proposed competences should be enriched till the end of the VAB project.

## Competences linked to communication

<p><i>Please precise the category : C1, C2, C3, C4 or C5</i></p>	<p><i>Description of the experience</i></p>	<p><i>Documents provided</i></p>	<p><i>Corresponding competence</i></p>	<p><i>Level of competence</i></p>
			<p><i>Being able to communicate ideas and information with others and to work with people with different profiles</i></p>	<p><input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5</p>
			<p><i>Being able to communicate in an oral way on an initiative or a project with the general public, with the medias</i></p>	<p><input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5</p>
			<p><i>Being able to present information in a written way (reports, articles, minutes) with style and a synthetic spirit.</i></p>	<p><input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5</p>

## Competences linked to general management

Please precise the category : C1, C2, C3, C4 or C5	<i>Description of the experience</i>	<i>Documents provided</i>	<i>Corresponding competence</i>	<i>Level of competence</i>
			<i>Knowing how to use a software for typing, typing documents, filling forms, selecting materials etc.</i>	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
			<i>Knowing how to prepare accountancy, to manage a budget; to prepare balance sheet and to apply the rules of accountancy</i>	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
			<i>Knowing how to organise activities according to time ; to make a hierarchy in the priorities</i>	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5

## Competences linked to management of events

<p><i>Please precise the category : C1, C2, C3, C4 or C5</i></p>	<p><i>Description of the experience</i></p>	<p><i>Documents provided</i></p>	<p><i>Corresponding competence</i></p>	<p><i>Level of competence</i></p>
			<p><i>Knowing how to take in charge the all organisation since the beginning ; being able to actively participate to events, to be deeply involved for the success of the event</i></p>	<p><input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5</p>
			<p><i>Being able to select and organize useful and relevant information to identify the needs and resources ; being able to select the appropriate supports (newspaper, reviews, Internet...)</i></p>	<p><input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5</p>

## Competences linked to management of information

<i>Please precise the category : C1, C2, C3, C4 or C5</i>	<i>Description of the experience</i>	<i>Documents provided</i>	<i>Corresponding competence</i>	<i>Level of competence</i>
			<i>Knowing how to search and find the relevant information ; being able to make a clear synthesis to propose solution</i>	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
		Indicate the software used together with productions/documents	<i>Knowing how to use software such as Word, Excel, Access; knowing how to use Internet and e-mail; being able to develop a weblog</i>	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
		Indicate the certificates achieved, the special preparations followed	<i>Being able to understand and speak foreign languages ; being able to use them in a professional context</i>	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5

## Competences linked to human resources management

<i>Please precise the category : C1, C2, C3, C4 or C5</i>	<i>Description of the experience</i>	<i>Documents provided</i>	<i>Corresponding competence</i>	<i>Level of competence</i>
			<i>Being able to supervise and to dispatch the responsibilities and the roles among the members of the team</i>	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
			<i>Being able to select relevant candidates ; being able to make recruitment interviews</i>	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
			<i>Being able to planify and develop human resources for developing a project ; to define objectives, to propose steps and deadlines for the deliverables</i>	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5



			<i>Being able to identify special situations and to propose a solution in case of emergency</i>	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
			<i>Being able to face human conflict situations and to propose a balanced solution , fair for all</i>	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
			<i>Being able to identify a cultural problem and to develop a sense of diplomacy</i>	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
			<i>Being able to be open to others and show empathy, to let people speak, to answer questions, to take into account the demands expressed</i>	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5

			<i>Being able to find and express a relevant information for the situation and the demanding people</i>	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
			<i>Being able to facilitate a debate to make it be constructive ; to find satisfactory solutions for both parts ; to take into account cultural dimension and to bring the « commercial » aspect (win-win situation)</i>	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5

## Competences linked to Leadership

<p><i>Please precise the category : C1, C2, C3, C4 or C5</i></p>	<p><i>Description of the experience</i></p>	<p><i>Documents provided</i></p>	<p><i>Corresponding competence</i></p>	<p><i>Level of competence</i></p>
			<p><i>Being able to manage a situation in emergency with an appropriate solution in the short term ; knowing how to identify potential sources of stress depending on the professional or cultural environments</i></p>	<p><input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5</p>
			<p><i>Being able to take responsibilities for the choices made, to take strategic decisions to go forward ; being able to lead a group/a team</i></p>	<p><input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5</p>

		<p><i>Being able to create a collaboration spirit ; being able to cooperate to achieve common goals ; being able to understand and accept other points of view and cultural backgrounds</i></p>	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
		<p><i>Being able to create and develop partnerships with individuals and organisations ; to understand networks and their specificities, personal and professional networks</i></p>	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
		<p><i>Knowing how to encourage people to participate</i></p>	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5

## Competence linked to making things (assembling, building, engineering ...)

<i>Please precise the category : C1, C2, C3, C4 or C5</i>	<i>Description of the experience</i>	<i>Documents provided</i>	<i>Corresponding competence</i>	<i>Level of competence</i>
				<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
				<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
				<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5

**Competences in the field of knowledge and innovation (production, dissemination, information management...)**

<p><i>Please precise the category : C1, C2, C3, C4 or C5</i></p>	<p><i>Description of the experience</i></p>	<p><i>Documents provided</i></p>	<p><i>Corresponding competence</i></p>	<p><i>Level of competence</i></p>
				<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
				<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
				<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5

**Competences in the field of management of creativity (creation, promotion, support...)** ;

<i>Please precise the category : C1, C2, C3, C4 or C5</i>	<i>Description of the experience</i>	<i>Documents provided</i>	<i>Corresponding competence</i>	<i>Level of competence</i>
				<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
				<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
				<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5

**Competences in the field of knowledge and innovation (production, dissemination, information management...)**

<p><i>Please precise the category : C1, C2, C3, C4 or C5</i></p>	<p><i>Description of the experience</i></p>	<p><i>Documents provided</i></p>	<p><i>Corresponding competence</i></p>	<p><i>Level of competence</i></p>
				<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
				<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
				<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5



## Competences in the field of information and communication technologies (computers, Internet...)

<i>Please precise the category : C1, C2, C3, C4 or C5</i>	<i>Description of the experience</i>	<i>Documents provided</i>	<i>Corresponding competence</i>	<i>Level of competence</i>
				<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
				<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
				<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5

## Other competences

<i>Please precise the category : C1, C2, C3, C4 or C5</i>	<i>Description of the experience</i>	<i>Documents provided</i>	<i>Corresponding competence</i>	<i>Level of competence</i>
				<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
				<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
				<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5

Other competences should be added till the end of the VAB project

## **Part 3 – from the University to the labour market**

# Further step – a portfolio for the professional integration of students

## ▪ What is the aim of this part?

This part of the portfolio is meant for the University teachers and trainers to make the link between the University and the labour market

## ▪ How to use this part of the portfolio?

The acquisition of competences is a continuous process. The main point for University teachers and trainers is to decide upon personal objectives for the students in order for them to acquire and develop some competences that might be relevant for their professional future

## ▪ How to complete this part of the portfolio?

The main idea is to be realistic to decide upon achievable goals, with reasonable deadlines. It might be a professional orientation (or a new orientation) for their University course, studies abroad, a student job, a training period... any new activity or experience that might be enriching for their professional future.

## ▪ It is important, at the end of the process, to ask the following questions to the students :

1. Have they heard of a portfolio before?
2. Have they thought that the competences developed outside the University might be valued? even validated ?
3. Could they believe they had acquired/developed competences through non formal and informal learning?
4. Is the portfolio process (identification of learning outcomes and corresponding competences) difficult for them ? why?
5. Do they feel better prepared for their professional integration?



# Preparing a professional path

By filling the portfolio with the students, University teachers & trainers have identified competences students have developed beyond the University. Could they select the competences (a maximum of 3) they would advise their students to use in a professional perspective ?

1. first competence : \_\_\_\_\_
2. second competence : \_\_\_\_\_
3. third competence : \_\_\_\_\_

<b>Goal</b> Competence to develop in a professional perspective	<b>Action to lead</b> Relevant experience to acquire in order to improve the achievement of the competence	<b>deadline</b> estimated time to achieve the goal	<b>Result to achieve</b> (such as diploma, certification of training, any production or practical result )
<b>Competence 1</b>			
<b>Competence 2</b>			
<b>Competence 3</b>			



# Use of the portfolio

University teachers and trainers must keep in mind the following points :

- the portfolio has been filled at a certain date with a student ; it has to be updated ; the student might have access to his/her personal file but the assessment must be done together with a teacher/trainer to be valued ;
- the document might accompany a diploma ; in this case, going through the process of the portfolio, the teacher/trainer considers that the experience gained by the student and the skills and competences acquired through this experience should be validated, for instance by delivering European Credit Transfer System (ECTS) ;
- part of the portfolio might also be used by career centre or any service inside the University meant to support professional integration of students ; this is the student's choice to decide which part of the portfolio might be made public in order to enhance his/her professional future.

The portfolio is to be developed under a digital version, an e-portfolio with a collaborative platform. The presentation of the experience, skills and competences, should be made easier thanks to the digital platform.

The teacher/trainer who will be in charge of accompanying the students in the process of the VAB portfolio will have the final word on the skills and competences to be valued, in certain cases to be validated in delivering ECTS.

The students are responsible for updating their file with new experiences they might have acquired outside the University. This updating should be closely linked to the University cursus of the students : when the students have left the University for more than one year, the process of valuing/validating might be more difficult.

Another use of the portfolio could also be to allow potential students to have an access to some diploma proposed by the University. In this case, the process of the VAB portfolio would be to prepare the candidates for a jury dedicated to the valuing of his/her learning (formal, informal, non formal...). In France, we call these juries "VAE" (for Valuing Prior Learning).

## **Annex – European context**

## The Vab project in the European perspective – EQF<sup>3</sup>

**The Vab project has been conceived as an example for validating non-formal and informal learning. It is closely linked to the European qualifications framework for lifelong learning (EQF).**

The EQF is a common European reference framework which links countries' qualifications systems together, acting as a translation device to make qualifications more readable and understandable across different countries and systems in Europe.

The Recommendation formally entered into force in April 2008. It sets 2012 for countries to ensure that individual qualification certificates bear a reference to the appropriate EQF level. The European Qualifications framework for Higher Education (EQF-HE) also called “Dublin descriptors”, proposed under the Bologna process, is entirely compatible with the EQF. The Framework for Qualifications of the European Higher Education Area provides descriptors for cycles. Each cycle descriptor offers a generic statement of typical expectations of achievements and abilities associated with qualifications that represent the end of that cycle

The EQF is based upon a common European reference – composed of eight reference level which are described in terms of learning outcomes. The levels span the full scale of qualifications, from basic (Level 1, for example school leaving certificates) to advanced (Level 8, for example Doctorates) levels. Levels 6, 7 and 8 refer to Higher Education (levels LMD) . Learning outcomes are specified in three categories – as knowledge, skills and competence. This signals that qualifications – in different combinations – capture a broad scope of learning outcomes, including theoretical knowledge, practical and technical skills, and social competences where the ability to work with others will be crucial. In the context of EQF, competence is described in terms of responsibility and autonomy.

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<sup>3</sup> Source : Direction Education & Culture, Commission européenne, <http://ec.europa.eu/dgs/education-culture>



As far as Knowledge is concerned :

- **level 1** : basic general knowledge ;
- **level 2** : basic factual knowledge of a field of work or study ;
- **level 3** : knowledge of facts, principles, processes and general concepts, in a field of work or study ;
- **level 4** : factual and theoretical knowledge in broad contexts within a field of work or study
- **level 5** \* : comprehensive, specialised, factual and theoretical knowledge within a field of work or study and an awareness of the boundaries of that knowledge ;
- **level 6** \*\* : advanced knowledge of a field of work or study, involving a critical understanding of theories and principles ;
- **level 7** \*\*\* : highly specialized knowledge, some of which is at the forefront of knowledge in a field of work or study, as the basis for original thinking and/or research; critical awareness of knowledge issues in a field and at the interface between different fields ;
- **level 8** \*\*\*\* : knowledge at the most advanced frontier of a field of work or study and at the interface between fields ;

\* The descriptor for the higher education short cycle corresponds to the learning outcomes for EQF level 5.

\*\* The descriptor for the first cycle corresponds to the learning outcomes for EQF level 6.

\*\*\* The descriptor for the second cycle corresponds to the learning outcomes for EQF level 7.

\*\*\*\* The descriptor for the third cycle corresponds to the learning outcomes for EQF level 8.



In the context of EQF, skills are described as cognitive (involving the use of logical, intuitive and creative thinking) and practical (involving manual dexterity and the use of methods, materials, tools and instruments).

- level 1 : basic skills required to carry out simple tasks ;
- level 2 : basic cognitive and practical skills required to use relevant information in order to carry out tasks and to solve routine problems using simple rules and tools ;
- level 3 : a range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying basic methods, tools, materials and information ;
- level 4 : a range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study ;
- level 5 \* : a comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems ;
- level 6 \*\* : advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialized field of work or study ;
- level 7 \*\*\* : specialized problem-solving skills required in research and/or innovation in order to develop new knowledge and procedures and to integrate knowledge from different fields ;
- level 8 \*\*\*\* : the most advanced and specialized skills and techniques, including synthesis and evaluation, required to solve critical problems in research and/or innovation and to extend and redefine existing knowledge or professional practice

\* The descriptor for the higher education short cycle corresponds to the learning outcomes for EQF level 5.

\*\* The descriptor for the first cycle corresponds to the learning outcomes for EQF level 6.

\*\*\* The descriptor for the second cycle corresponds to the learning outcomes for EQF level 7.

\*\*\*\* The descriptor for the third cycle corresponds to the learning outcomes for EQF level 8.



As far as competences are concerned, In the context of EQF, they are described in terms of responsibility and autonomy:

- level 1 : work or study under direct supervision in a structured context ;
- level 2 : work or study under supervision with some autonomy ;
- level 3 : take responsibility for completion of tasks in work or study ; adapt own behaviour to circumstances in solving problems ;
- level 4 : exercise self-management within the guidelines of work or study contexts that are usually predictable, but are subject to change ; supervise the routine work of others, taking some responsibility for the evaluation and improvement of work or study activities ;
- level 5 (\*) : exercise management and supervision in contexts of work or study activities where there is unpredictable change ; review and develop performance of self and others ;
- level 6 (\*\*): manage complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work or study contexts ; take responsibility for managing professional development of individuals and groups ;
- level 7 (\*\*\*) : manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches ; take responsibility for contributing to professional knowledge and practice and/or for reviewing the strategic performance of teams ;
- level 8 (\*\*\*\*) : demonstrate substantial authority, innovation, autonomy, scholarly and professional integrity and sustained commitment to the development of new ideas or processes at the forefront of work or study contexts including research.

\* The descriptor for the higher education short cycle corresponds to the learning outcomes for EQF level 5.

\*\* The descriptor for the first cycle corresponds to the learning outcomes for EQF level 6.

\*\*\* The descriptor for the second cycle corresponds to the learning outcomes for EQF level 7.

\*\*\*\* The descriptor for the third cycle corresponds to the learning outcomes for EQF level 8.