



TRANSVERSAL SKILLS AND EUROPEAN QUALIFICATIONS FRAMEWORK



HANDBOOK

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RECOGNISING
TRANSVERSAL
SKILLS RELATED TO
EMPLOYABILITY AND
CERTIFICATIONS
QUALIFICATIONS –
RECTEC+ (LEVELS 5
TO 8 OF THE EUROPEAN
CERTIFICATION
QUALIFICATIONS
FRAMEWORK)



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INTRODUCTION

The purpose of this handbook is to present the output and results of the RECTEC+ project (ERASMUS+ funding), which was developed between September 2019 and September 2021, to European stakeholders in the fields of lifelong education and training.

These intellectual outputs, which were developed by strategic and associated partners, benefited from the contribution of three experts throughout the project:

Jean-Claude BEACCO, professor emeritus at the University of Paris 3, New Sorbonne ;

Jean-Marie DE KETELE, professor emeritus at the Catholic University of Leuven;

Habib MARANDE, ECVET expert and former deputy rapporteur for the French National Commission for Vocational Qualifications.

The University of Le Mans mobilised two PIX experts¹ – Michel JAMES and Emmanuel LEMAITRE. Their very specific contributions, which were supported by the European DIGCOMP reference guide and the French reference guide, provided the missing expertise needed to classify digital skills.

Viviane DEVRIESERE, an expert in ESCO and assessing European projects and the coordinator of the ANGE project contributed to the identification and definition of management skills in schools, in conjunction with Marie-Jeanne SPITERI.

This document is divided into three parts:

1. The first chapter by Mariela DE FERRARI is devoted to presenting the reference guide for graduated transversal skills and the methodology for developing it and aligning it with the European Qualifications Framework (hereafter the EQF). The theoretical background is a continuation of what was explained in the RECTEC handbook².
2. The second part presents the configuration of the experiments that were carried out to prove the relevance of the reference guide for various uses and purposes. The experiment sheets, as well as some example tools, are available online on the project website: <http://rectec.ac-versailles.fr/les-livrables/>.

An analysis of the methodologies and resulting effects was carried out by Jean-Marie DE KETELE, who has written chapters two and three. Each type of use is accompanied with advice, in order to facilitate their use by the European stakeholders who wish to adopt the 'graduated transversal skills' related to employability and qualifications approach.

3. Finally, points to watch out for and recommendations are outlined, echoing the analysis of the experiments.

1. French public service for assessing and certifying digital skills
2. Available in French and English at <http://rectec.ac-versailles.fr>

1. DEVELOPMENT AND CHARACTERISTICS OF THE RECTEC+ REFERENCE GUIDE

The first principle of the European Pillar of Social Rights states that *'Everyone has the right to quality and inclusive education, training and life-long learning in order to maintain and acquire skills that enable them to participate fully in society and manage successfully transitions in the labour market.'*

European employment markets are experiencing a period of significant upheaval: demographic changes and economic migrations, alongside the increasing complexity of jobs. The need to objectify and recognise transversal skills is appreciated by employers and professionals in the fields of education and training, as well as those involved in certification, including universities, in recent years. There are various interpretations around the idea of 'transversal skills', with some even going so far as to list personal traits and psychological states, which are hard to see and even more difficult to assess within the framework of professional and third-level training.

Other needs for objectification have been identified, echoing developments and the construction of pathways:

- within the framework of the Validation of Acquired Experience (VAE), the positioning of technical aspects is not sufficient to recognise the skills from the experience and Student Success Support Centres do not have any details about the expected skills that would allow them to position what candidates have learned;
- higher education reforms announce transversal skills with vague names and, when they are defined, teachers do not include them in their work.

Reformed recruitment methods in the public sector aim at listing the transversal skills to complement their training. Private and public recruiters also want to identify the transversal skills that relate to the positions they need to fill.

The characterisation of transversal skills is becoming a major challenge. This challenge concerns the end of secondary education for guidance, access to the job market, university education, continuous training for adults, skills assessment and the validation of acquired experience.

As a result, needs are observed in order to construct pathways for students, job-seekers and employed executives, who are confronted with desired or achieved mobility and increasingly common reorientation.

In the continuity of the RECTEC project (2016–2019)³, having formalised a reference guide of twelve transversal skills, which have been graduated and aligned with the first four levels of the EQF, the RECTEC+ project went on graduating transversal skills for levels five to eight of the EQF. The use of this graduated reference guide should satisfy most of the needs outlined above, as demonstrated by the analysis of the experiments developed by Jean-Marie DE KETELE in a later section.

3. See the handbook and the reference guide at www.rectec.ac-versailles.fr

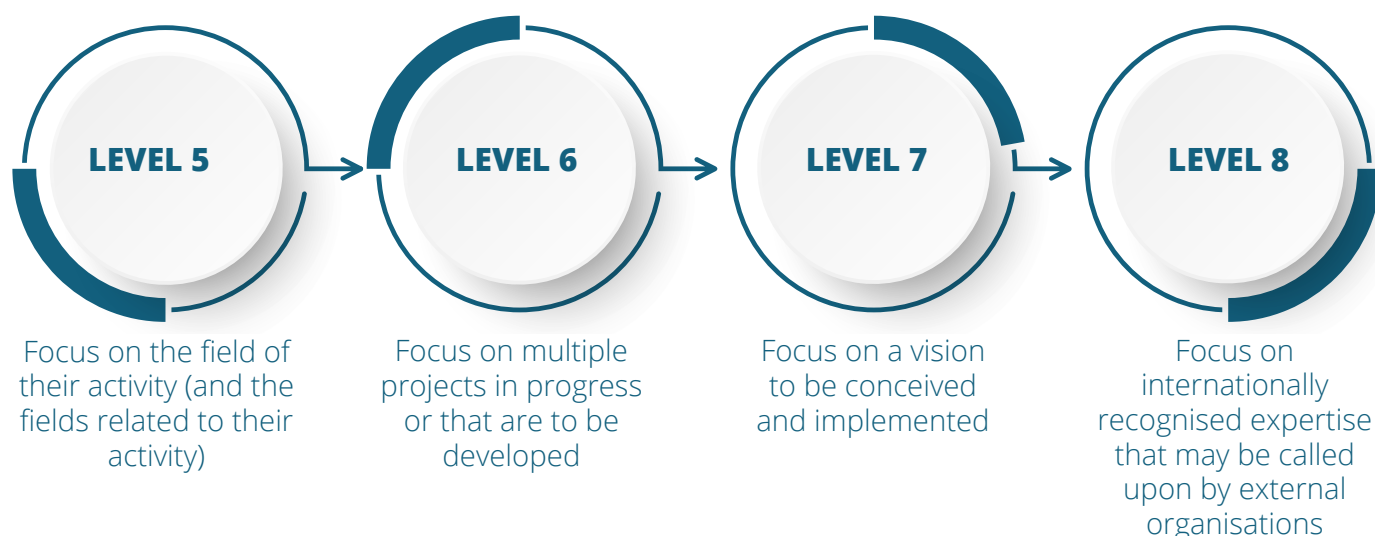
The recommendation from the Council of the European Commission on May 22nd 2017 concerning the EQF presents two considerations, which are useful to recall before explaining the methodology for developing the RECTEC+ reference guide: *‘Qualifications serve a variety of purposes. They signal to employers what their holders in principle know and are able to do (‘learning outcomes’). They may be a prerequisite for accessing certain regulated professions. They help education and training authorities and providers to determine the level and content of learning acquired by an individual. They are also important for an individual as an expression of personal achievement. Therefore, qualifications play an important role in raising employability, easing mobility and access to further education.*

Qualifications are the formal outcome of an assessment and validation process by a competent authority and typically take the form of documents such as certificates or diplomas. They determine that an individual has achieved learning outcomes to given standards. Those learning outcomes may be achieved through a variety of paths in formal, non-formal or informal settings, whether in national or international contexts. Information on learning outcomes should be easily accessible and transparent.⁴

We measure the importance of identifying the gaps between the learning outcomes and the outcomes related to obtaining a qualification that corresponds to the EQF levels. Issues such as the length of training and obtaining a qualification are deduced by recognising these outcomes. One of the research hypotheses that was investigated during the experiments concerns the role of graduation as a means of facilitating the recognition of learning outcomes and objectifying gaps.

1.1 FROM THE EQF TO THE LOGIC OF PROGRESSION OF RECTEC+ SKILLS CLUSTERS

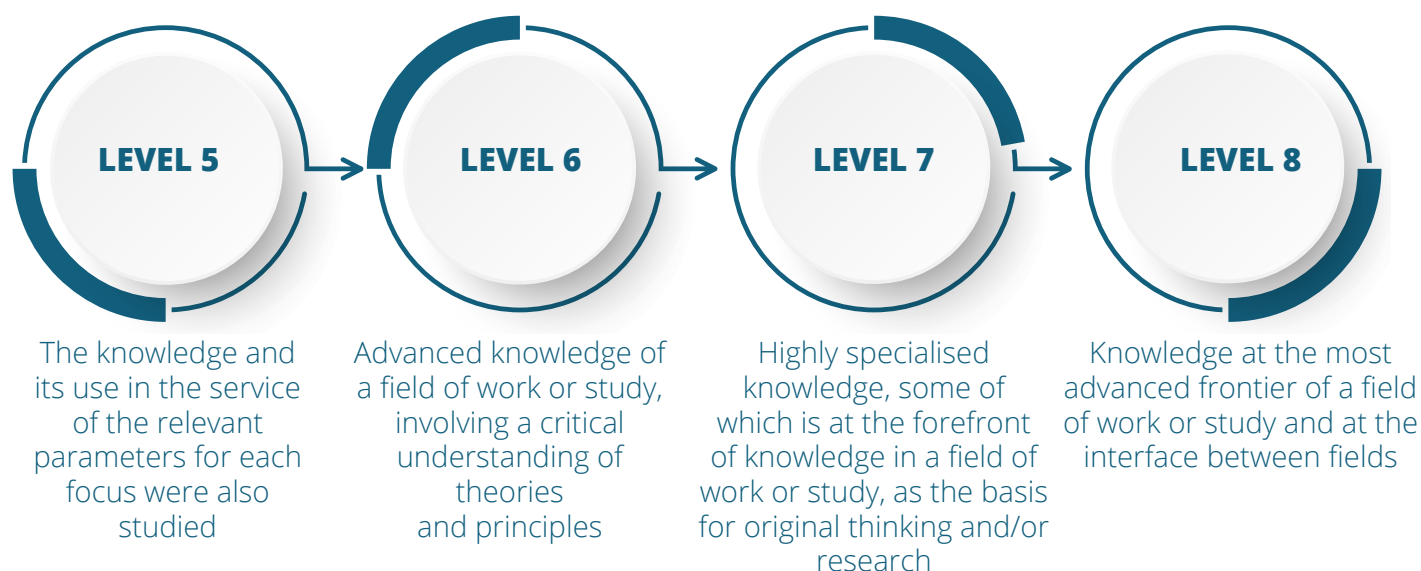
The methodology for developing these graduations is based on the progressive clarification of the parameters outlined on page 17 of Annex 2 of the 2017 recommendation⁵ from the European Commission regarding the EQF. First, the parameters outlined by the EQF for the autonomy and responsibility criteria were analysed. This shows the elements to focus on for each of the levels developed:



4. <https://europa.eu/europass/system/files/2020-05/Legal%20text-FR.pdf>

5. <https://europa.eu/europass/system/files/2020-05/Legal%20text-FR.pdf>

The knowledge and its use in the service of the relevant parameters for each focus were also studied:



- a comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problem (**LEVEL 5**)
- advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialised field of work or study (**LEVEL 6**)



- specialised skills required to solve problems related to research and innovation, in order to develop new knowledge and procedures and to integrate knowledge from different fields (**LEVEL 7**)
- the most advanced and specialised 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 (**LEVEL 8**)

This extract from Annex 2 of the EQF recommendation from 2017 shows the proximity between levels 5–6 and 7–8 in terms of the skills required to mobilise knowledge related to the professional or academic fields detailed and explored in qualifications 5–6 (middle management positions) and 7–8 (managerial positions, researchers, senior civil servants, international experts), which require highly specialised knowledge that can be found at the crossroads of several fields and which is mobilised for the development of new knowledge as part of research and/or innovation.

Based on this analysis, the RECTEC+ project partners and experts calibrated the degrees of autonomy, responsibility and complexity related to the three skills clusters⁶ for the higher levels of the EQF. The levels become stages in the 'graduated skills map' approach, in order to facilitate the logic of progression, particularly for the construction of professional and qualification pathways, around three skills clusters: organisational, reflexive and communicative. The table below is filled in with examples of associated job positions/statuses and is found in full in **Appendix 1**.

6. Explained for levels 1 to 4 by the RECTEC handbook (pp. 15–19) available at <http://rectec.ac-versailles.fr>

THE AUTONOMY, RESPONSIBILITY AND COMPLEXITY PARAMETERS AND THE LOGIC OF PROGRESSION FOR GRADUATED TRANSVERSAL SKILLS CLUSTERS

SPECIFIED PARAMETERS FOR RECTEC+ GRADUATIONS	STAGE 5	STAGE 6	STAGE 7	STAGE 8
AUTONOMY AND RESPONSIBILITY ORGANISATIONAL CLUSTER	Coordination and assessment within a team in order to implement the strategic vision of the institution or company.	Fulfilment of a responsibility in the implementation of new projects that fall within the remit of the institution or company.	Responsibility for designing a strategic vision for the future of the institution or company.	Role of representing or delegating one or more institutions or companies at the strategic and managerial levels.
COMPLEXITY REFLEXIVE CLUSTER COMMUNICATIVE CLUSTER	<p>Wide range of information to prioritise and manage with a great variety of contacts: funders, partners and operational decision-makers.</p> <p>Analyses of interactions and actions between people and projects for which responsibility is granted.</p>	<p>Lots of different types of information and knowledge of the 'system' in which they operate.</p> <p>Participation in interactions and actions, which should be promoted internally and externally, to introduce or sustain innovation in the institution or company.</p>	<p>Supervision and management of information needed to create a strategic vision. High-stakes strategic interactions for maintaining and developing activities. Speeches developed and delivered on behalf of the institution or company, using different social-cultural codes.</p>	<p>Analyses of emerging factors and changes that impact – and that will impact – society in more general terms.</p> <p>Creation of new models. Interactions between networks of recognised experts who are involved in considering societal changes and challenges that concern the institution or company.</p>

To this end, each skills cluster has its own logic of progression: the organisation of the activity is governed by the autonomy and responsibility that can be developed according to the scope of the action and the assigned duty. Communication is based on the complexity induced by oral and written interactions, solicited in one or more languages, the individuals involved in these interactions and the challenges related to the topic of these communications.

The more the roles are associated with the representation of the institution or company, the more the communicative skills will be mobilised. Finally, reflexivity is also based on how complex the information and knowledge to be processed and mobilised in the service of guiding and organising the activity and the communications needed to carry out these activities.

Communicative and reflexive skills are at the service of those skills used to guide and organise the activity. These are the twelve transversal skills, which have been established and named so as to facilitate the continuum of levels one to eight.

ORGANISATIONAL CLUSTER	COMMUNICATION CLUSTER	REFLEXIVE CLUSTER
<ul style="list-style-type: none"> • Managing and organizing activities • Reacting to the unforeseen • Cooperating and fostering collaboration • Managing mathematical, budgetary and statistical data 	<ul style="list-style-type: none"> • Using oral communication in one or several languages • Taking social and cultural norms into account • Using written communication in one or several languages • Using digital resources 	<ul style="list-style-type: none"> • Managing information and knowledge • Assuring quality procedures and processes • Building one's career path • Developing one's skills

These skills 'intersect' all professional sectors and are mobilised in the contexts explored by this project (public service, private sector, universities), with some of them more in-demand depending on the focus of the professional activities: on people, objects or artefacts or on the administration. A list of situations was drafted by the project partners, in order to verify the relevance of the links established between each level of the EQF and jobs or roles.

A summary of this list, with all of the situations, can be found in Annex 2 and is available on the RECTEC+ website (<http://rectec.ac-versailles.fr/les-livrables/>), accompanied by a specific work produced by the partners of the Belgian and French public services, which makes it possible to index jobs to the graduation parameters and the RECTEC+ reference guide.

1.2 GRADUATED TRANSVERSAL SKILLS: THE RECTEC+ REFERENCE GUIDE

The development of the skills descriptions for each of the twelve transversal skills could be carried out at the end of the two aforementioned phases, namely:

- the alignment and specification of the autonomy, responsibility and complexity parameters for levels five to eight;
- the list of situations, jobs and roles corresponding to levels five to eight, in the context of the public service, private sector and universities.

The reference guide can be found in [Annex 3](#) in circular – whole and hollow – and table formats for the continuum from one to eight.

The <https://diagoriente.beta.gouv.fr/> platform, which is supported by Id6, a strategic partner organisation for the first RECTEC project, integrated both the RECTEC and RECTEC+ reference guides. The platform allows professional stakeholders to extract information from all stages or skills axes, which are adapted to different uses or purposes. It is based on the RECTEC methodological approach and facilitates the creation of professional pathways via graduations, ranging from level one to level eight of the EQF.

1.2.1 DISTRIBUTION OF MANAGERIAL SKILLS

The learning outcomes mobilised in jobs corresponding to levels five to eight of the EQF combine managerial skills with activities, human resources and quality. RECTEC+ referentialisation resulted in them being distributed primarily among four transversal skills:

ORGANISATIONAL CLUSTER	REFLEXIVE CLUSTER
<ul style="list-style-type: none"> • Managing and organizing activities • Cooperating and fostering collaboration 	<ul style="list-style-type: none"> • Assuring quality procedures and processes • Developing one's skills

This distribution was guided by the analysis of the list of situations, which shows how management today is no longer handled exclusively by specialists; quality is also no longer guaranteed, as it is not managed exclusively by high-quality experts. Conversely, these specialists may be called to develop skills when they are not trained specialists. This contextual shift introduces new ways to guide and manage. Objectifying these may be one use of the RECTEC+ approach, with the graduation of transversal skills.

This approach allows users to demonstrate their positioning on each skills stage, using indicators and examples of their experiences or examples associated with professional activities that are specified by job or trade sheets, using the corresponding qualification reference guides, if necessary. Similarly, other skills specify the way in which digital resources are managed in order to perform the activity, for example.

ORGANISATIONAL CLUSTER

TRANSVERSAL SKILLS	STAGE 5	STAGE 6	STAGE 7	STAGE 8
Managing and organizing activities	Coordinates and monitors the activities of their team	Plans and supervises the activity of one or several teams	Develops strategic guidelines for the organization and ensures their implementation	Devises and/or validates global strategic perspectives
Reacting to the unforeseen	Identifies and assesses unforeseen problem situations and recommends solutions	Assesses and ratifies solutions related to the unforeseen problem situations	Develops procedures adapted to exceptional situations	Creates strategies for anticipating and managing new or emerging risks
Cooperating and fostering collaboration	Fosters individual involvement to the benefit of their work group	Ensures cooperation between teams and contributes to role assignment	Co-constructs methodologies intended to improve collaboration schemata/mechanisms	Creates strategies meant to promote internal or external networks
Managing mathematical, budgetary and statistical data	Collects and controls the quantitative and qualitative results of a budget	Analyses and controls statistical and budgetary data	Develops new forms of data processing	Devises methodologies for data control and monitoring

REFLEXIVE CLUSTER

TRANSVERSAL SKILLS	STAGE 5	STAGE 6	STAGE 7	STAGE 8
Managing information and knowledge	Selects and organizes the dissemination of the information necessary to the internal activity	Mobilizes a monitoring system and organizes the circulation of information both internally and externally	Elaborates popularization and dissemination formats to the benefit of the strategic vision	Provides expertise on reference sources and produces knowledge related to societal and /or strategic stakes
Assuring Quality Procedures and Processes	Audits the quality of services provided	Creates follow-up indicators concerning the project quality	Supervises quality in relation to the strategic vision evolution	Devises a management approach through quality assurance
Developing one's skills	Implements a self-development and team's development-oriented approach	Builds plans for self-development and several teams' development	Elaborates development plans adapted to the organization strategies and updates their skills accordingly	Devises development policies in keeping with societal mutations and updates their expertise
Building one's career path	Makes their skills assessment related to their action area / sphere of action	Mobilizes resources and opportunities for their professional evolution	Analyzes and orients their career choices function of their skills	Projects themselves in relation to jobs and positions with future societal stakes

The skills in the reflexive cluster are mobilised in an 'overhanging' manner around activities and experience throughout a training and professional itinerary. The closer to six, seven and eight you are, the more the increase in reflexivity helps to shift from 'thoughtful action to considered or reflexive action'⁷. With 'thoughtful action', the attention centres on the action in process, but draws on prior learning outcomes, while 'considered or reflexive action' shifts towards the deliberate examination of how valid these prior learning outcomes are.

1.2.2 COMMUNICATIVE AND MULTILINGUAL SKILLS

This skills cluster aims at identifying and positioning skills based on the level of complexity of the interactions, information and knowledge mobilised for these communications in one or more languages. It highlights the importance of these skills, which are often overlooked or reduced to mere spelling. The role of mastering several foreign languages (and not just one language of international communication) is emphasised.

7. Mezirow, Jack. 2001. « Penser son expérience », *Chronique Sociale*, pp.122-131.

COMMUNICATIVE CLUSTER

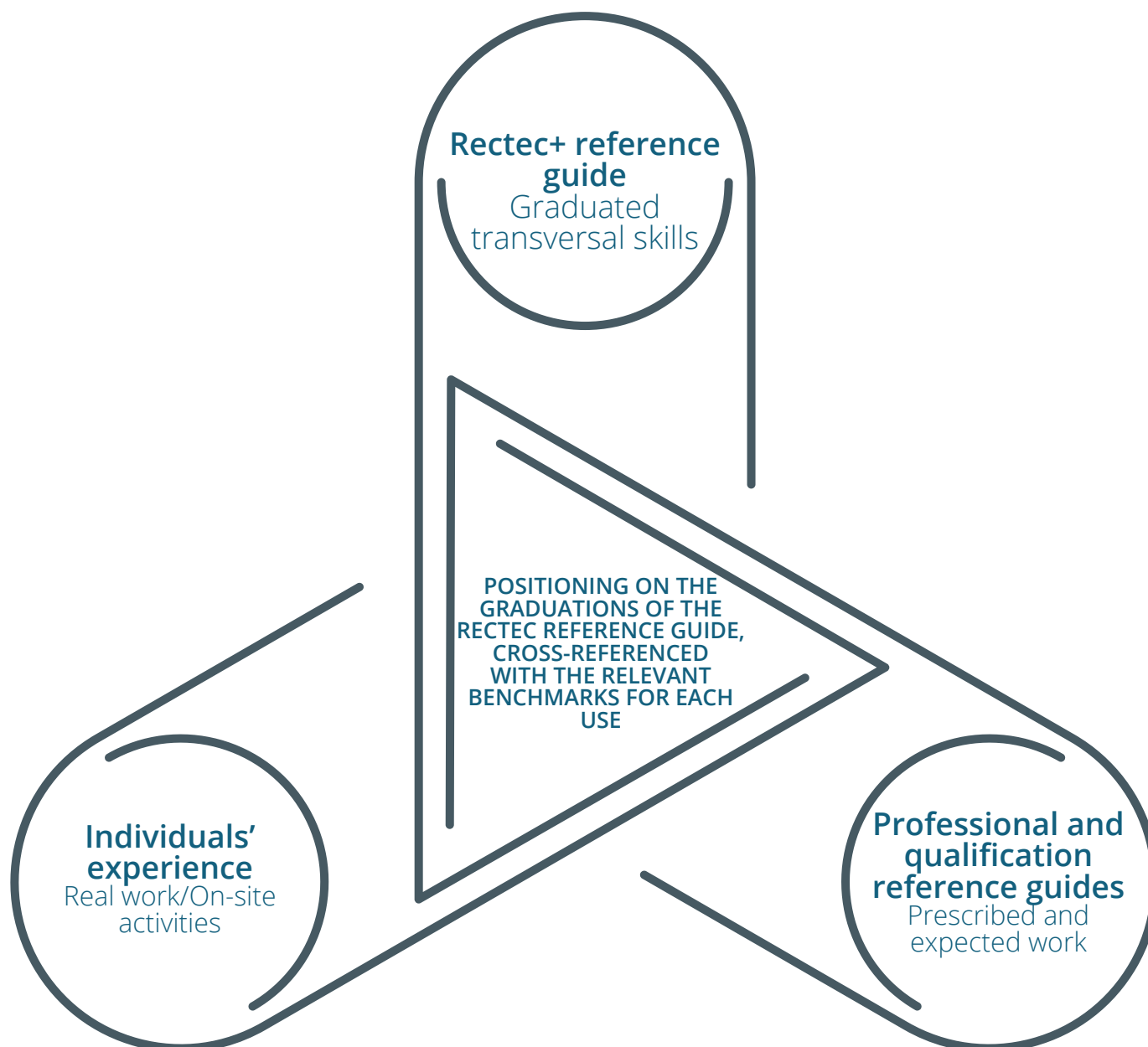
TRANSVERSAL SKILLS	STAGE 5	STAGE 6	STAGE 7	STAGE 8
Using oral communication in one or several languages	Prepares and delivers presentations related to their sphere of action / action area Manages internal and external day-to-day interactions	Explains well-argued choices on the development of the activity Handles conflicting standpoints and facilitates/allows for consensus building approaches	Mobilises and develops speaking strategies Adapts their interventions to multiple goals, stakes and to different targeted audience	Devises argumentations meeting the goals, the stakes and the targeted audience Leads and arbitrates in exchanges with strong strategic societal and international stakes
Taking social and cultural norms into account	Facilitates individual and collective understanding of the norms related to their activity	Formalizes norms according to the wide range of roles and contexts	Develops strategies for taking into account various cultural contexts	Valorizes diversity and builds consensus-based norms
Using written communication in one or several languages	Produces informative and explanatory texts within their scope of action	Deals with and produces documents pertaining to their action area	Elaborates multipurpose texts or texts comprising new knowledge	Creates and disseminates texts comprising pioneering knowledge or providing benchmark information
Using digital resources	Proposes digital resources to others and supervises their appropriation	Assesses the choice and the use of digital resources mobilized in teams' work	Develops mechanisms and practices to assist the digital impact on an organization	Supervises the development of leading-edge / pioneering solutions related to the strategy

The 'Taking social and cultural norms into account' skill is mobilised with oral skills and also involves the oral skills connected to internal or external interactions with the organisation and the growing scope and diversity of audiences, depending on the stages/levels where the jobs or roles occupied are positioned. The case of research or research and development managers is a good example of this challenge: these individuals may be required to participate in various interactions to expand the partner network, in order to disseminate or develop the activity. The challenges of these interactions have a major impact on the progress of research and the opportunities for development, including the development of new knowledge.

The use of digital resources has been linked with this skills cluster due to its connection to writing and oral communication. The simultaneous use of the four communicational skills is increasingly common in new forms of remote collaborative work, with one skill still ‘dominant’ and the other three used to guide and organise the digitised activity.

This ‘integrated’ approach to transversal skills views the technical and interpersonal aspects as different components that add content to the transversal skills, in order to position and contextualise them each time they are called into play by personal experience (real work) and qualification reference guides (prescribed work).

The following diagram shows the role played by graduations and the recognition of transversal skills



The reference guide for graduated transversal skills acts as a guiding tool for the explanations required by this methodology. The feedback from the experiments that will be analysed in the next chapter shows the extent to which this methodology adapts and varies, depending on the purpose of each use of the framework.

2. POTENTIAL USES OF THE REFERENCE GUIDE

Initially, the RECTEC+ graduated transversal skills reference guide was designed so that its use could be expanded to the public sector, private industry, higher education and professional training. As a result, the stakeholders are diverse.

The uses and their purpose are equally diverse:

- professional recruitment, retraining and integration
- the recognition and validation of experience for orientation or certification purposes
- support for professional and student mobility
- professionalisation and initial training in a university context or the public service
- professionalisation and continuous training with an international dimension and skills linked to European projects

Three hypotheses were posed in order to guide the analysis of the data collected during the experiments:

Hypothesis 1: is the graduated transversal skills reference guide relevant for with respect to its use in the targeted contexts?

Hypothesis 2: do the graduations in the transversal skills reference guide allow us to:
 (i) verbalise/explain/objectify the levels of mastery of the identified skill in connection with the jobs and situations encountered?
 (ii) create training programmes?

Hypothesis 3: does situational input, a characteristic of the RECTEC+ approach, allow us to:
 (i) assess/explain/recognise the degree of mastery of the skill?
 (ii) facilitate the functions and purposes explained above?

For each of the tested uses reviewed below, we will specify the extent to which these three hypotheses have been validated by the data collected during the experiments.

Use 1

2.1 USE 1: PROFESSIONAL RECRUITMENT, RETRAINING AND INTEGRATION

The strategic partnership between WebHelp, an international executive recruitment company, and “Dunărea de Jos” University of Galati is exemplary. WebHelp's discovery of RECTEC+ was an opportunity to realise the reductive nature of certain traditional psychological recruitment practices, especially when it involved recruiting profiles with transversal skills at level four or higher. As a result, it needed to create in-house training programmes that were not recognised or validated at the European level. The partnership with “Dunărea de Jos” University of Galati has not only made this possible, but was an opportunity for the university to professionalise university training.

Within the continuous training network operated by the French Ministry for National Education, improving the process for professional recruitment, mobilisation and integration relies primarily on continuous education consultants (CEC). However, these consultants have prior professional experience and are recruited, under the framework of professional mobility, to fulfil another profession (CEC) with people who are also part of a professional mobility and integration process. The RECTEC+ approach shows that using job descriptions alone is not sufficient for CECs: while these clearly identify the technical skills needed to fulfil professional duties, they do not contextualise the different professional situations that CECs have to manage, or the transversal skills that must be mobilised at a certain level in order to handle them, as experiments conducted in various academies (GIPAL in Lyon and GIP FCIP in Toulouse) have shown.

MECHANISMS

The projects tested cover a wide spectrum, from university training (Galati), then the recruitment of graduates by a private international organisation (WebHelp), to the monitoring of professional retraining and integration processes during their career with the help of continuous training consultants within public institutions (GIPAL and GIP). The comparative analysis of the actions carried out (see the table below) makes it possible to emphasise the importance of three stages (upstream, during the process and downstream) and the presence of some common approaches, which are certainly adapted to audiences and contexts, that we will highlight in the ‘Advice’ section.

UPSTREAM

<u>University « Dunărea de Jos » de Galați /Webhelp</u>	<u>GIPAL Lyon / GIP FCIP Toulouse</u>
<p>A strategic alliance between the two institutions:</p> <ul style="list-style-type: none"> to professionalise university training and benefit from guided internships in companies; to open recruitment to university graduates and improve the recruitment process. <p>Discovery of RECTEC+ by the managers of the two institutions:</p> <ul style="list-style-type: none"> RECTEC+ and DiagOriente documents; support from experts. 	<p>Raising awareness among managers: analysis of the needs encountered and the role of RECTEC+ in satisfying them :</p> <ul style="list-style-type: none"> > the need to enrich the conduct of professional interviews for the purpose of annual evaluations, recruitment, confirmation and trial periods. > the need to handle the diversity of situations in the professional activities affected by the four skills clusters in the CEC job description (dating back to 2005).

DURING THE PROCESS

<u>University « Dunărea de Jos » de Galați /Webhelp</u>	<u>GIPAL Lyon / GIP FCIP Toulouse</u>
<p>Several stages starting in February :</p> <ul style="list-style-type: none"> Selection and motivation of final-year students (the added value of the approach). An individual interview (guided self-positioning with DiagOriente) + group interview. Guided self-positioning on the RECTEC+ map + group interview. Galați/WebHelp meeting to work on the cross-referencing job descriptions and self-positioning on the RECTEC+ map. 	<p>The process unfolded over several months and was adapted based on the different pathways of the CECs: some are required to do oral presentations in front of peers as part of a probationary year, while others are asked to prepare for professional interviews.</p> <p>However, three common approaches describe working with CECs:</p> <ul style="list-style-type: none"> In-depth knowledge of RECTEC+: history, basics, approach, map and graduations. Presentation of the RECTEC+ map (clusters, axes, descriptions, logic of progression) and personal self-positioning, with a choice of which activity to describe. Explanatory interview about the chosen activity and positioning + discussions about expectations.

DOWNSTREAM

<u>University « Dunărea de Jos » de Galați /Webhelp</u>	<u>GIPAL Lyon / GIP FCIP Toulouse</u>
Specialised feedback with students about their comfort zone and effort zone in a professional environment.	A scheduled meeting intended for academies in the South/West with the goal of integrating RECTEC+ skills into the initial training sessions for CECs
Establishment of a shared digital workspace to share documentation and facilitate training and shadowing sessions between the different experts from the two institutions.	Design and operationalisation of professional interviews into three stages (preparation, discussion and downstream work): <ul style="list-style-type: none"> • assessment stage; • job interview; • at the end of the trial period; • integration stage.
Work on training synopses: integrating mandatory transversal skills for WebHelp's priority roles.	

EFFECTS

We can cite the following as priority effects that are shared by the different experiments conducted:

- Awareness of the importance of transversal skills for any activity by the different categories of stakeholders, whether when carrying out a student job or any profession; however, this requires work on the notion of a transversal skill itself.
- Discovery of the fact that the outline of technical knowledge and skills in the job description is not sufficient to characterize them; indeed, the mobilisation of this knowledge and skills occurs in very diverse contexts, even within a single professional field; therefore, the mobilisation of transversal skills that have been mastered to a certain level makes it possible to deal with the specific features of tasks and the context in which they are used.
- Perception of the importance of graduations within each skill to define a specific position, or to report on professional activities carried out, or to prepare for retraining, or simply to make progress in carrying out one's profession.

ADVICE

The three aforementioned effects (among others) encourage us to formulate some pieces of advice:

- Work upstream and downstream of the process itself is essential. Awareness-raising work among the different institutional managers about the RECTEC+ approach, the concepts that underpin it and the added value of its use should not be neglected upstream. The same is true for stakeholders who will be required to implement it for the first time. Feedback and analysis of the results of the process should be carried out downstream, alongside the institutional managers. These make it possible to manage or consolidate strategic alliances with other organisations that are involved, as was the case between the university and a private recruitment company, or as is envisaged between academic organisations for professional retraining and integration and other academic organisations or with the relevant professional sectors.
- The added value of using the RECTEC+ approach lies in the task of explaining situations that have been experienced or that are foreseen in terms of the graduation of transversal skills involved. The effectiveness of this work is based on the following essential processes: (i) personal guided self-positioning on a recessed RECTEC+ map (see Annex 3) with regard to past or predicted experiences; (ii) guided explanatory work (see the explanatory approach, webinar 1), not only individually but, if possible, as a group, in order to benefit from comparing different positions; (iii) a good mastery of the use of autonomy, responsibility and complexity criteria, in order to correctly perform the explanatory work of cross-referencing situations and skill graduations; (iv) this essential task of guided explanation deserves sufficient time because it is assumed that it will be carried out on a sufficient number and variety of situations.
- There are different kinds of interview, depending on the moment in the process and, as a result, on the objective being pursued: (i) the interview to assess the relevance of a job description or a training programme; (ii) the recruitment or job interview where the characteristics of the candidate's experience and the characteristics of the job are cross-referenced; (iii) the interview at the end of the trial period, in which the results of the work situation and their analysis are cross-referenced with the explicit expectations of the position in context; (iv) the professional integration interview, in which the possibility of progressing in the job and the context are examined, by analysing the result of the activities carried out; (v) the certification or validation interview, which will be examined later. Each kind of interview has its own specific features and requires a different kind of preparation (particularly in terms of the documents and approaches required from the stakeholders involved) and specific monitoring activity downstream. However, the explanatory interview is, in any case, the key step at the core of this process.

Use 2

2.2 USE 2 : RECOGNITION AND VALIDATION OF EXPERIENCE FOR ORIENTATION OR QUALIFICATION PURPOSES

Validation of acquired experience (VAE) has become increasingly important over time, especially as societal, technical, economic and professional changes are accelerating and inevitably requiring changes to the pathways taken by individuals. The validation process may occur within a formal institution for continuous training and result in qualification, as is the case with the experiment carried out at the University of Le Mans, which is aimed at candidates resuming their studies and validating their experiences.

However, it can also be carried out on a personal level, with as much support as possible and for the purpose of raising awareness about the experience gained in their current role /position and orienting their future activities. This is the case for the experiment conducted by Le Forem in Belgium (a 'Regional public administration and the Walloon public service for training and employment'), in which the RECTEC+ approach was implemented with the Director General and an external expert associated with this organisation. This was done at their request and with the idea of setting it up for job-seekers.

These two experiments are particularly useful for highlighting the distinction between the higher levels of graduation, in particular levels seven and eight, through the exercise carried out by the two senior executives at Le Forem.

MECHANISM:

While the purposes, contexts and stakeholders in this second category of use differ from those in the first category, we will be able to identify a certain number of shared approaches. In particular, we discuss the mechanism used by the University of Le Mans in details, because it can inspire other uses. Since the time is taken into account more for senior executives, the approaches are still present, but more restricted: the important thing here is mainly the downstream effects for the institution of Le Forem.

UPSTREAM

<u>University of Le Mans</u>	<u>Le Forem</u>
<p>Need of the VAE manager: a lack of identification of transversal skills in the training frameworks > Request: RECTEC+ training</p> <p>RECTEC+ training by experts and participation in the experiment > Identification of candidates for the experiment > Raising their awareness about the added value of the RECTEC+ approach</p>	<p>Le Forem executives were already aware of the RECTEC approach (levels one to four) and wanted to learn about RECTEC+ (levels five to eight) > Participation in the presentation of RECTEC+ during the Belgium Strategic Orientation Committee > Desire to apply the RECTEC+ approach, based on the analysis of the activities related to senior executive roles</p>

DURING THE PROCESS

<u>University of Le Mans</u>	<u>Le Forem</u>
<ul style="list-style-type: none"> • Firstly (approximately ten minutes), the VAE consultant presents the aims of the session, offers a reminder of the concept of transversal skills and the methodology for triangulation, and encourages VAE candidates to promote the skills and experiences they have developed through their training. • Secondly (carried out in a group for approximately twenty minutes), the skills map is presented with descriptions (idea of stages / levels and graduation), as well as the job description/reference guide for the relevant diploma. • Thirdly (approximately five minutes), each candidate chooses a focus that they can connect with the skills reference guide. As a result, we get several focuses that will subsequently be worked on, on the condition that they cover the three fields: prepare/coordinate/analyse (e.g. design animation materials and pedagogical tools; lead an SSE project). • Fourthly (individually for approximately twenty minutes), each of the candidates positions themselves on the skills map in relation to the situation/activity they have chosen. • The fifth section (in a group for approximately forty minutes) is devoted to a debriefing: each person presents and justifies the skills identified, on the basis of concrete examples; candidates who have targeted the same focus compare the skills identified and present their arguments. Guided work is carried out about the levels of mastery over the skills identified, depending on the situations encountered and with reference to the autonomy, responsibility and complexity criteria. 	<ul style="list-style-type: none"> • Première phase : les entretiens individuels auprès des deux cadres présentent les premiers résultats du projet, sur la base d'un recueil du descriptif des activités liées à la fonction en utilisant au maximum les techniques d'entretien d'explicitation pour accompagner au mieux cette description et récolter les verbatim. • Deuxième phase (environ une heure) : après présentation du référentiel, chacun des deux cadres a été invité à décrire une de ses activités caractéristiques de ses fonctions et de la mettre en lien avec les compétences transversales et les niveaux requis de la carte RECTEC+. • Troisième phase : un échange avec les deux personnes pour capter et discuter leur feedback.

<u>University of Le Mans</u>	<u>Le Forem</u>
<ul style="list-style-type: none"> The sixth section focuses on feedback and a review of the experience: on the spot, at the end of the session (for approximately thirty minutes), and remotely (within five days), based on the following questions: (i) how to integrate the approach into the drafting of their VAE file and their future VAE interview; (ii) what suggestions should be made to work on this approach, in the context of their role as manager or training consultant, with partners? (iii) what skills were not selected during the workshop, but are useful in connection with their VAE application (arguments about their relevance with examples of situations)? (iv) what do you think about the approach (identifying, explaining, positioning oneself), the workshop and the tools? 	

DOWNSTREAM

<u>Université du Mans</u>	<u>LE FOREM</u>
<ul style="list-style-type: none"> The VAE candidate will use the RECTEC+ reference guide during the 'VAE post-jury training' stage because it displays the expectations at different levels, in order to project oneself as part of an application for a job in a new company, or even a new field of activity. The VEA manager at the University of Le Mans plans to include graduations and descriptions from the RECTEC+ reference guide in the presentation brochure for the training mechanism for the diploma targeted by the VAE and, as a result, optimise the identification of relevant skills and missions/foci by the candidates. The RECTEC+ tools will be used as part of group workshops dedicated to supporting reflexivity about their pathways and the methodology for enhancing their skills in connection with the skills from the diplomas targeted by the VAE. 	<p>The exercise, which has been deemed interesting by the Director General, is a green light and an incentive to use the RECTEC and RECTEC+ approaches within the institution, not only for job-seekers, but also the consultants who support them.</p> <p>The exercise with the strategic expert linked with Le Forem has been deemed very useful for him and led him to suggest it to his superior, in particular because he struggles to assess the strategic expert's work and the latter often has to replace him. It allows him 'to put things into words' and 'calibrate the requested activities'.</p>

EFFECTS

VAE candidates carry out real work of appropriation, in the form of exchanging practices, thanks to the support from the VAE consultants. They come to understand the shortcomings of their documentation, the lack of details regarding context and partnerships to present their progress. However, some candidates also become aware of their strengths, particularly when presenting their professional context and highlighting interactions with colleagues, to the point of considering adding diagrams that can be used later when being interviewed by the jury.

Appropriation work conducted with RECTEC+ provides a broader overview of the culture of the profession in question and the VAE training and, as a result, opens up the understanding of the professional pathway. VAE candidates discover their progression between levels five and six, as well as the level that must be reached to move to a higher level. Therefore, it represents a dynamic interpretation of their improvement in transversal skills.

This work requires a proofreading of the entire VAE application file and candidates may not have the time to do this fully. Even in this case, though, the work is beneficial, as shown by the effects that the aforementioned parties experienced.

For senior executives (the Director General of a public institution or an associated strategic executive), the work describing and analysing the activities related to their role is a discovery in its own right, as shown by the reaction of the Director General ('Oh, that exists?!), ignoring the fact that these are described in the ISO 9000 certification.

As evidenced by the strategic expert, analysing their activities (such as 'making sure that strategic decision-makers are secure in their decisions') shows that we are certainly at levels seven and eight, depending on the case: 'anticipate', 'problematise', 'model', 'deliberate' are the verbs used that show it.

ADVICE

While we are still often in the sphere of 'doing' in the early RECTEC levels, we are increasingly moving to the sphere of 'acting' (Boutinet's words, 1998) when the levels of responsibility and autonomy required in the organisational cluster and the levels of complexity of situations and activities in the communicative and reflexive clusters increase. This is well illustrated in the mechanisms above. While there is experience-based knowledge generated by doing, if this is accompanied by pondering the effects, it is reflexivity that we need when dealing with 'reflective action' because, in addition to pondering the effects, we need to reflect on the reflection process itself when acting. This involves questioning how to problematise prior experiences and anticipate. The description of experiences (an experience is always unique to an individual and involves situated activities) and the process of linking them to levels of skill mastery are the major contribution of the RECTEC+ approach. This is not just a skills reference guide, but a graduated skills reference guide. As a result, the approach is operational and enables us to get rid of the vagueness of numerous prior skills reference guides.

While it is important to provide one or two periods for individual reflection (self-positioning on the graduations based on the analysis of the situated activities), the approach is, in our opinion, not sufficient in order to be wholly effective. Comparing the reflexive processes of several individuals (either in pairs or groups of three or collectively) facilitates greater appropriation of the differences between similar graduations related to the situations analysed. Particularly in the beginning, the presence of a guide, who knows the approach in detail because they have experienced it themselves, is essential.

The experiment conducted by the University of Le Mans also shows that, when the approach is spread out over a longer period of time, this makes it possible to see the appropriation progress, especially when this is reflected in written records and, ultimately, the VEA candidate sees the benefits of the validation process.

If, due to a major shortage of time, comparison with peers was not carried out (apart from interaction with the guide) among high-level executives in Le Forem's quick experiment, specialized literature related to this subject⁸ shows that, at level eight, experts are required to produce pioneering knowledge to other experts, which leads to comparisons that makes it possible for them to ponder mutually the reflection process in more detail. Top experts never present themselves as 'knowing', but in the process of 'co-creating'.

8. For example, see the analyses published in the journal 'Les Carnets de l'expertise', France éducation internationale, Sèvres.

Use 3

2.3 USE 3: SUPPORT FOR PROFESSIONAL AND STUDENT MOBILITY

This section looks at uses of the RECTEC+ approach in order to prepare and support two types of mobility: professional and student. Three experiments are analysed. Two of these are compared in terms of methodology and presented below in the form of a table; the third is analysed separately.

The mobility of executives and HR managers (level seven) from the local public administration and the Public Centre for Social Action⁹; the mobility of students, who are required to undertake academic mobility as part of their studies. In the former case, this involves an experiment conducted as part of the Regional Training Council (RTC); in the second case, this involves mobility between the University of Luxembourg and Saarland University.

MECHANISMS:

UPSTREAM

<u>Conseil régional de la Formation (CRF)</u>	<u>Luxembourg/Saarland</u>
<p>Three observations put forward by CRF:</p> <ul style="list-style-type: none"> • The need of reference guides to manage jobs and skills in advance. • Little consideration of transversal skills. • The impact of Covid-19 on professional positioning and certain jobs. <p>Sending of the reference guide (table) and interviews via videoconference (presentations of RECTEC+ and explanation of work situations using job descriptions</p>	<p>An upstream course, 'Linguistic and cultural preparation for mobility in a French- or German-speaking city'.</p> <p>And a 'two-day retreat' to complement the course and work on their representations of mobility, their expectations and their mobility-related project.</p> <p>Prior to the experiment interviews:</p> <ul style="list-style-type: none"> • Provision of tools developed by, and for the RECTEC+ project (see Appendices). • Extraction skills from the reference guide as targeted by the experiment: using oral communication in one or several languages; using written communication in one or several languages; taking into account social and cultural norms; reacting to the unforeseen; managing information and knowledge. • Logbook. • Online questionnaires.

9. Introduced by the change in the professions of the Walloon local civil service and a change in the methods of professional activity of FPL agents.

DURING THE PROCESS

<u>Conseil régional de la Formation (CRF)</u>	<u>Luxembourg/Saarland</u>
<p>Explanatory interview in several stages:</p> <p>Stage one: questions about work situations: typical and routine professional scenarios; critical or exceptional situations.</p> <p>Stage two: positioning on the hollow reference guide: prioritisation of transversal skills in relation to the work situations outlined; justification of the choice of a skill and its mobilisation.</p> <p>Stage three: graduation and development of skills: positioning on skill levels 3 to 8.</p> <p>Stage four: global summary of the prioritised transversal skills and discussion of the relevance and use of the reference guide.</p>	<p>Experiment 1 with students while experiencing mobility</p> <p>Phase 1: Logbook</p> <p>Phase 2: Questionnaire to de-fine significant situations</p> <ul style="list-style-type: none"> > Blind positioning on the reference guide > Modification of the positioning on the framework using descriptors > Justi-fication for the positioning and repositioning <p>Phase 3: second meeting one month later: take note of the situations again and group discussion</p> <ul style="list-style-type: none"> > take another look at the previously defined skills levels and potentially change them > justify any new posi-tioning or the lack of a change <p>Experiment 2 with students preparing for mobility</p> <p>Phase 1: an online meeting based on the responses to the questions sent in advance: identification of situations connect-ed to their mobility</p> <p>Phase 2: presentation of the five skills extracted from the refer-ence guide and explanation of the descriptors</p> <p>Phase 3: positioning of the par-ticipants on the five skills ex-tracted</p> <ul style="list-style-type: none"> > guides' monitoring of the participants' reasonings via shared Google Docs, and work on the justifications provided

DOWSTREAM

<u>Conseil régional de la Formation (CRF)</u>	<u>Luxembourg/Saarland</u>
<p>Four uses envisaged:</p> <ul style="list-style-type: none"> • recruitment via reskilling; • staff assessment in the form of a 'progress interview'; • creation of job descriptions; • development of job postings for agents. 	<ul style="list-style-type: none"> • Creation of a corpus of real-world situations that student experiencing mobility or preparing for mobility may encounter and solutions they have implemented to deal with them. • Use of the elements in this corpus to improve the course and prepare the interviews. • Perspective of using the RECTEC+ approach to assess the impact of different activities on students.

The third experiment pertains to the professional mobility of public agents in France, which are part of an interministerial approach. Since this experiment project began in 2017, it has benefited from specific support, hence the current development. The problem addressed nowadays concerns the training of the consultants responsible for supporting the mobility of state public agents.

PFRH AND TRAINING CAREER MOBILITY CONSULTANTS (CMC): AN IMPORTANT REQUIREMENT

The regional platform for interministerial support for the management of human resources (PFRH) is aware of the need to train CMCs to (i) help and support public agents in identifying and enhancing their transversal skills when building their professional pathway, (ii) assessing their employability and (iii) defining areas of mobility.

UPSTREAM

PFRH managers have expressed their interest in the RECTEC+ graduated reference guide. This should help agents to position themselves and identify the most frequently mobilised transversal skills helping them in elaborating their CV and preparing for a recruitment interview, a competition or a professional interview. As a result, there emerges a need to train the CMCs who are meant to support the agents in this process.

DURING THE EXPERIMENT

Since the needs for training are significant, a large-scale mechanism has been designed, since it impacts 50 CMC guides and an equal number of agents seeking to achieve professional mobility. The training used all the tools developed by RECTEC+: the reference guide in its various forms, the DIAGORIENTE online self-assessment tool, the methodological guide, the explanatory interview, etc. (See Appendix).

As with other mechanisms, particular attention has been paid to explaining real working situations, the logic behind the categories of skills and their graduation and its principles: the autonomy, responsibility and complexity criteria (see table above, p. 8). The explanatory interview was found to be necessary, in order to support reflection when analysing working situations.

DOWNSTREAM

A technical transfer of the tutelage provided by the General Directorate of Administration and Public Training (DGAFP) is under way, thanks to the deployment of the MENTOR e-training platform, which will present the tools and methodology developed as part of RECTEC and RECTEC+ projects for supporting guides' mobility and the training (CMC, HR professionals and managers).

Similarly, an online self-assessment tool is currently being developed in conjunction with the DIAGORIENTE state start-up.

These experiments gave rise to a joint CFF/PFRH project: job grading potentially impacting the interministerial reference guides is under way. These gradings are put into relation to the graduations and to 4 to 8 levels of the EQF (European Qualifications Framework). The initial results of this project show that a job may be between two levels, typically 4 and 5, 5 and 6 or 7 and 8.

EFFECTS

The managers of the institutions and the participants in the experiment in the three institutions note that the graduated skills reference guide (its tools and its approach, which are based on the situations description and analysis) is a useful pragmatic tool, both for managing human resources in the public sector (RTC and PFRH) and preparing and supporting students for mobility as part of their university education (Luxembourg/Saarland).

Their interest is based on identifying and analysing important work situations, not only routine situations, but also exceptional ones. Based on this, the priority skills for a job may emerge, as well as the level of mastery required or to be achieved for each of these skills. The RECTEC+ approach makes it possible to get a little distance from one's own situation, lacks, needs and potential progress.

Working in several phases and several periods over time, as in the case of the student mobility project, makes it possible to understand, on the one hand, approximations in the analysis of links between the situations identified and associated levels of mastery during self-positioning and, on the other hand, changes in knowledge acquired.

At the end of the experiments, managers, coaches and CMCs draw conclusions about the benefits of using the RECTEC+ approach. In this way, the RTC now envisages four uses to be developed (recruitment, career development interviews, job descriptions, job postings for agents). The trainers who coached the students preparing for mobility, or during mobility, also identify ways to capitalise scenarios and the knowledge acquired over time and how to assess the impact of the training and support approaches on students. The PFRHs are preparing to launch new, larger-scale experiments via the newly formed CMCs.

ADVICE

The distinction between typical significant situations and exceptional ones deserves particular attention. The transversal skills from the communicative and reflexive clusters are more relevant to this distinction than those from the organisation cluster. Indeed, exceptional significant situations are most often characterised by a greater level of complexity than more standard situations. They require highly developed reflexive skills. Thus, for example, an exceptional situation requires the executive to mobilize a monitoring system and organizes the circulation of information both internally and externally (level 6 of the skill 'Managing information and knowledge'), or even to 'Elaborate popularization and dissemination formats to the benefit of the strategic vision' (level 7), or even to 'Provide expertise on reference sources and produces knowledge related to societal and /or strategic stakes, in order to respond to the complexity of the situation. The same reasoning can be used for skills from the communicative cluster, in which the exceptional nature of the situation requires the professional to develop levels that are typically less frequently mobilised in skills such as 'using (oral or written) communication in several languages', 'taking into account social and cultural norms (not encountered) or 'using digital resources', in order to deal with the unprecedented nature of the situation.

In addition to identifying (standard and exceptional) significant situations connected to a professional or student job, it is therefore the reflex to resort to the criteria (see table at page 9) that define the logic of progression that should be developed and transferred by trainers to trainees. As a reminder, we refer to the autonomy and responsibility criteria required by the context defining the graduation of organisational skills, while the criterion concerning situation complexity defines communicative and reflexive skills. This is a major aspect in using this approach.

The approach implemented for the Luxembourg/Saarland project allows us to formulate a particularly useful piece of advice: in individual and group interviews, make sure to build a reasoning that allows us to correct the analyses and discover the progress made within a back-and-forth dynamic. For example, let's look at the following extract from the previous table: 'define significant situations > Blind positioning on the reference guide > Modification of the positioning on the framework using descriptors > Justification for the positioning and repositioning.'



2.4 USE 4: PROFESSIONALISATION AND INITIAL TRAINING IN A UNIVERSITY CONTEXT OR THE PUBLIC SERVICE

A wide variety of beneficiaries have been involved and as wide a variety of mechanisms have been tested in this context. These include (i) students from the MA in Secondary Teaching in Luxembourg, (ii) student tutors who are training for the Bac-3 to Bac+3 continuum at the University of Le Mans, and (iii) professionals who are in training for reassignment in the public service in the IRAs of Lyon and Bastia, as well as in the Conseil régional de la Formation (CRF).

MECHANISMS

The following table presents the two mechanisms pertaining to students being trained. After this table, we will present the mechanism envisaged by the IRA in Lyon and Bastia, which was carried out over a longer period of time and which is not completed at the moment of writing this handbook.

UPSTREAM

University of Luxembourg	University of Le Mans
<p>Need expressed by the Director of Education for the MA in Sec-ondary Teaching – ‘French lan-guage and literature’ stream :</p> <ul style="list-style-type: none"> to revise the syllabus; to better target the skills to be developed by stu-dents during their training. <p>Need expressed by the professor teaching language and media didactics course, who wants to take profit of the knowledge and skills acquired during mobility :</p> <ul style="list-style-type: none"> to eliminate students’ difficulty in verbalising the skills acquired during mobility; to modelise links between internships, ongo-ing training and reality in the job field. <p>An interview with the director was made prior to the experiment with students: positioning of expectations at the end of the MA using RECTEC+ gradu-ated skills reference guide (for all twelve skills).</p>	<p>Contexte du projet Thélème soutenu par la Commission européenne :</p> <ul style="list-style-type: none"> Susciter l’intérêt des lycéens pour les études supérieures. Mieux informer en amont sur l’université et les filières d’études à travers la relation entre pairs (lycéens/étudiants). Améliorer le continuum Bac-3 /Bac+3. <p>Création d’un cours « Accompagnement et tutorat, aide à l’orientation au lycée » à destination des L2 et L3 (TD + séances d’échanges et d’appui + rapport réflexif en fin de cours).</p>

DURING THE PROCESS

<u>University of Luxembourg</u>	<u>University of Le Mans</u>
<p>Experiment within two sessions with the MA students</p> <p>Session one:</p> <ul style="list-style-type: none"> Based on a preliminary questionnaire, question on the acquired knowledge during mobility and identify significant situations encountered. Identify the transversal skills mobilised and position the skills mobilised on the RECTEC+ framework. <p>Session two:</p> <ul style="list-style-type: none"> Based on the questions asked in advance in a Google Doc and sent via email, work on the transversal skills developed by the MA. Self-position on the levels of the 8 selected skills. 	<p>Experiment with student tutors:</p> <p>Stage one: getting familiar with the concepts of skills and transversal skills, which are unfamiliar to students.</p> <p>Stage two: working on the hollow transversal skills map and, in particular, on the more complex skills in students' opinion: 'Assuring Quality Procedures and Processes', 'developing one's skills', 'building one's career path'.</p> <p>Stage three: collectively working on the revised reference guide for the experiment (6 skills extracted and restatement of certain descriptors).</p> <p>Stage four: self-positioning of each student, based on an analysis of an activity from the job description.</p>

DOWNSTREAM

<u>University of Luxembourg</u>	<u>University of Le Mans</u>
<p>Validation exercise with young teachers having graduated the MA:</p> <ul style="list-style-type: none"> Identifying significant job situations, based on responses to a questionnaire sent in advance. Selecting transversal skills mobilised by the job situations and positioning on the graduation levels of the reference guide. Readjusting positioningss after discussions with peers. Data to help reconsider the MA: (i) the expectations of the MA in terms of graduated transversal skills (upstream exercise of the MA's Director); (ii) the transversal skills acquired during training, in the students' opinion; (iii) the graduated transversal skills in a real-world work context (in the young teachers' opinion). 	<ul style="list-style-type: none"> Willingness to integrate the tested approach into the students' training process, in order to make benefit the skills that were singularised during their tutoring experience. Willingness to consider the management of training time, in order to allow for a sufficiently detailed RECTEC+ approach. Work with beneficiary institutions.

| THE IRA'S MECHANISM IN LYON AND BASTIA IS LONGITUDINAL

The IRAs mechanism in Lyon and Bastia is longitudinal. As a result, it deserves our attention.

UPSTREAM

The mechanism foresees theoretical training lasting for one year, job placement for six months, and return to training at the IRA in the middle of the placement period.

1. An assessment interview before being placed in a job
2. An assessment interview during placement (midway through the internship)
3. An assessment interview at the end of the placement period

Awareness was raised among managers and points of contact by RECTEC+ experts, using the traditional RECTEC+ tools (see [Chapter 1](#) and [Appendices 1 to 3](#)).

THE CORE PROCESS OF THE ONGOING EXPERIMENT

The experiment envisages and partially tests the following elements:

- For the interview before being placed in a job: work on the job description the trainee is placed in and use of the RECTEC+ approach (anticipating significant job situations, identifying the skills to be mobilised, linking the job situation and the level of mastery for each skill to be validated).
- For the interview during the placement period: application of the RECTEC+ approach to significant job situations experienced during the internship (details about the job context, the situations experienced, the skills mobilised and links with skill mastery levels); comparison with the results from the upstream interview.
- For the interview at the end of the placement: application of the RECTEC+ approach to the most significant job situations in context (any other details about the context, the most significant situations of the real job, the skills that were actually mobilised, links with the skill mastery levels for each skill mobilised on the job) + comparison with the results from the previous stages + assessment of any progress along the stages for each skill mobilised.

DOWNSTREAM

Two actions are planned after the experiment during the course :

- Exploring the possibilities for articulating transversal skills, training, preparing for the placement, assisting the placement period and assessing at the end of the placement with the directors of education from Lyon and Bastia.
- Continuing the experiment with a new cohort.

EXPERIMENT AT THE PROVINCIAL ÉCOLE PROVINCIALE D'ADMINISTRATION (EPA/CRF): A REFLECTION TO CONTINUE PURSUING

Integrated into the Conseil régional de la Formation (CRF) in Wallonia, the EPA offers training in administrative sciences, which can be used to enhance the careers of local and provincial government agents. This training lasts for three years and 450 hours of classes, plus an additional sixty-hour module.

UPSTREAM

CRF and EPA managers are increasingly convinced that the public service requires greater mobility for its human resources and enhanced flexibility in terms of its organisation. To this end, the mobility of agents from local and provincial public services would involve the ability to develop skills at levels 5 and 6 of the EQF, whereas, before training, they are set at level 3. This leads to the question of priority transversal skills to highlight in order to encourage professional mobility.

The presentation of RECTEC+ and the experiment project took place upstream with the aid of a PowerPoint presentation. Preparatory work was requested from the experiment's participants:

- For learners: self-positioning on the skills reference guide by explaining working situations and assessing the skills acquired during training;
- For course leaders: position their course goals on the guide and explain it using working situations.

DURING THE EXPERIMENT PROCESS

With the learners, the experiment was conducted through individual interviews:

- Presenting the project and RECTEC+ tools.
- Explaining working situations using real job descriptions.
- Self-positioning on the hollow framework: prioritisation of transversal skills that are mobilised in the working situations and as part of professional mobility.
- Choosing the level of skills mobilised and prioritised.

With course leaders, the Directors of the EPA and the RTC conducted individual and group interviews based on a predefined questionnaire:

- Analysis of educational goals, transversal skills and the level of skills mobilised.
- Analysis of working scenarios and activities in connection with the transversal skills and the educational goals of the courses.
-

DOWNSTREAM

Reflection is under way, particularly in terms of the following points:

- The need to integrate transversal skills into the goals of various courses – but how?
- The direct link between transversal skills and educational goals is not always clear.
- Some transversal skills seem to only pertain to a specific training module.
- It appears difficult to create a global skills map for all of the course modules.

EFFECTS

The presence of internships is the common denominator between the three mechanisms. Their use by coaches and points of contact helped us understand that, in order to identify the skills mobilised (an aspect that was considered as difficult by the different participants in these projects in the beginning), it was vital to identify and describe significant situations in a professional context. Therefore, analysing them with reference to the reference guide makes it possible relatively quickly to identify the priority skills mobilised by the activities encountered.

The task of assessing the levels of skills mastery is difficult for many participants, despite the presence of descriptors on the skills map. However, repeating the exercise over time makes it possible to distinguish stages of progress in qualitative terms.

The three experiments presented enable trainers and participants to discover the need to professionalise training programmes. In this context, it is not theoretical and technical knowledge that defines professionalisation but mobilising skills from the reference guide in contexts that may differ widely from one context to the next. Therefore, using a skill is never the same and it is the activity, situated in a specific context and time, that determines and calls for a certain level of mastery of that skill. As a result, it is easy to understand the remark made at the end of the experiment in Le Mans: 'This explanatory work made them aware of their difficulty in occupying the 'I' role, but also what this reveals/teaches them about themselves.' This is one of the most striking effects of using the RECTEC+ approach.

ADVICE

The mechanism employed at the IRA in Lyon and Bastia encourages us to recommend using the RECTEC+ approach over an extended period of time and with a regulatory assessment system that allows progress to be developed and experienced. This is certainly the case in this mechanism, thanks to the assessment interviews before, midway through and after the internship placement. This is also the case for university mechanisms that involve sessions to prepare for an internship or sessions that offer support with internships. However, we can still improve mechanisms like this by integrating assessments and sessions further upstream. These would aim at applying the RECTEC+ approach to students during their theoretical training. Sessions in the form of case studies using this approach may raise awareness concerning the importance of transversal skills when practising their job and their future profession, whatever that may be. This long-term outlook is crucial for solidifying the concept, which has become an essential part of life-long learning and training.

The use of the RECTEC+ approach modifies the conception of initial training. It is no longer a juxtaposition of course modules and validation periods, as it still is in too many circumstances. It becomes a pathway that capitalises on what has been learned through reflective action and the reflection on acting and which will enrich them with further opportunities for reflective action and reflection on acting. This involves viewing the student's profession in terms of action and reflectiveness rather than acquisition and reproduction. Designing the training as a pathway encourages the use of tools like logbook and reflective reports (these come in many forms, including digital versions). With these supports, the RECTEC+ approach becomes a powerful tool for analysis and progress.

The current reflection developed by IPA/RTC encourages us to say that the twelve transversal RECTEC+ skills cross, or should cross, albeit to varying degrees, all training modules, depending on the following parameters:

- (i) the content and technical skills that transversal skills are act on at different levels;
- (ii) the methodological mechanisms used by course lecturers in their modules (the use of transmission/reception mechanisms or the use of individual work or team work or the observation and formalisation of a case study, among others, call for transversal skills and varying levels of mastery).

Use 5

2.5 USE 5:

PROFESSIONALISATION AND CONTINUOUS TRAINING WITH AN INTERNATIONAL DIMENSION AND SKILLS LINKED TO EUROPEAN PROJECTS

Among the individuals who are eager to professionalise through continuous training, there are the ones who express a desire to experiment or steer their career into a specific field. This is the case with postgraduates, who are tempted by an international career and attend additional training with the Wallonia Export and Investment Agency (AWEX). This professional training includes an immersive internship with a company in Belgium, followed by an export-development mission overseas on behalf of this company (the Explort project).

Another category refers to individuals working for schools in the educational sector, the teaching area and professional training. In the training described below, principals, vice principals and teachers involved in pilot programmes have participated in a ClassLab Europe or a ClassLab Bordeaux¹⁰. They have a dual motivation: enrolment in European projects (including the creation of an EEA, European Education Area) and, as a result, an interest in innovation within their school.

METHODOLOGICAL APPROACH OF THE EXPERIMENTS:

The two mechanisms outlined below relate to two quite different fields: Explort targets the field of international cooperation and trade between countries, and ClassLab the educational, and professional and technical training sectors. However, we can highlight a certain number of shared characteristics between the mechanisms, in the work carried out both by the coaches/trainers and the candidates's enrolled in the continuous training envisaged.

10. ClassLab refers to 'a laboratory to support change in education, in conjunction with digital technologies and autonomy over actions. The concept behind ClassLab is based on an idea for developing 21st-century skills for stakeholders in the educational sector and learners in the training establishment. ClassLab is also a transformative place for the establishment.' (Source: Erasmus+ ANGE project glossary).

MECHANISMS

UPSTREAM

<u>EXPLORT</u>	<u>CLASSLAB</u>
<p>The existence of a partnership between Le Forem and AWEX.</p> <p>Presentation of the following elements to partners:</p> <ul style="list-style-type: none"> the reference guide for graduated transversal skills (Levels 5 to 8), which is developed in accordance with the EQF; the methodology for de-veloping the reference guide; the goals and processes for the experiments. <p>Training of the coaches involved in the experiment:</p> <ul style="list-style-type: none"> a webinar led by two RECTEC+ experts; appropriation of the ap-proach by the coaches; second webinar with questions and answers session and the prepara-tion of the experiment methodology. 	<ul style="list-style-type: none"> Existence of ClassLab Europe and ClassLab Bordeaux. It was expressed the need to get professional training for conducting and managing an experiment within an organisa-tion and for developping an internationalisation strategy. Raising awareness for an inter-national project leader, the ClassLab Europe trainer, through RECTEC+ meetings. There was a desire to organise RECTEC+ -oriented training sessions meant to professional-ise individuals involved in the ClassLab projects. Preparation of training with RECTEC+ experts' support.

DURING THE PROCESS

<u>EXPLORT</u>	<u>CLASSLAB</u>
<ul style="list-style-type: none"> Firstly, the candidates attended an interactive webinar (via Wooclap), during which the reference guide on graduated transversal skills and the expec-tations for the experiment were outlined (a PowerPoint to keep records). During the webinar, the stu-dents were invited to position themselves on a hollow skill wheel and to justify their posi-tioning. The goal of this exer-cise was to demonstrate the difficulty in objectively justifying this and to show the usefulness of the RECTEC+ descriptors. Secondly, the candidates indi-vidually positioned themselves on the RECTEC+ Wheel, using a description of an activity car-ried out during their internship, in order to highlight important skills: (1) Developing one's skills; (2) Building one's career path; (3) Managing information and knowledge; (4) using oral communication in one or sever-al languages; (5) taking into account social and cultural norms; (6) Reacting to the un-foreseen. Thirdly, each candidate made explicit their justification for their positioning during a work session organised in a smaller group and led by a coach, in order to offer confort or change their self-positioning. 	<p>Overall, the same approach was applied in both training groups:</p> <ul style="list-style-type: none"> Presentation of RECTEC+ and its tools Filling out the hollow RECTEC+ map or the empty Word table (identifying skills and reference situations) Analysis and discussion based on the outcomes of the exer-cise. <p>However, some elements are specific:</p> <p>A. Training for the ClassLab Europe group</p> <ul style="list-style-type: none"> Professionalisation focuses on the development of an interna-tionalisation strategy within an organisation. An hour-long interviews were conducted in each of the estab-lishments. <p>B. Training with the ClassLab Bordeaux group</p> <ul style="list-style-type: none"> Professionalisation focuses on managing an innovative pro-ject. Discussions were carried out in three smaller groups of ClassLab Bordeaux members.

DOWNSTREAM

<u>EXPLORT</u>	<u>CLASSLAB</u>
<p>A debriefing webinar was organised with the students and coaches, in order to collect comments and suggestions from participants.</p> <p>The students understood the benefit of using the reference guide descriptors as a way to use concrete elements to find their level.</p> <p>They will be able to better describe the activities they carried out during their internship, when writing their internship report, drawing up their CV or preparing a more effective presentation for a job interview.</p>	<ul style="list-style-type: none"> • 'Interlab' discussions to identify transversal skills via RECTEC+. • Annual training provided to people from ClassLab Europe and ClassLab Bordeaux. • Creation of a third ClassLab 'Learning Lab ASH' that allows individuals to take part in an inclusive approach towards learners within an organisation, in particular those learners that have a disability. • Launch of an in-depth reflective work around the issue of assessing graduated transversal skills (with self-positioning at the beginning and the end of the RECTEC+ training). • Creation of an 'Open Badge' to acknowledge RECTEC+ skills developed within ClassLabs.

EFFECTS

We can highlight effects from the two aforementioned projects that could easily be extrapolated to the uses described earlier.

Regardless of the candidates' field, they realise that the concept of transversal skills can be adapted to anything and, as a result, it is a matter of seeing it as acting and reflecting know-how in a situation and about a situation (a situation is always related to a specific context) that mobilises various resources that are acquired through experience or sought in the environment in order to react appropriately to the problems and requirements of the given situation.

This awareness results in a need to accurately describe the contexts and activities, so that they can be put into relation with the descriptors of skill levels.

Managers, coaches and trainers from both Explort and ClassLab projects are aware that, for certain jobs, the transversal skills required and the associated level of mastery have not been identified. It is the case for export sales agent (Explort), internationalisation strategy expert for an organisation (ClassLab Europe), or expert in managing innovative projects (ClassLab Bordeaux).

ADVICE

Previous uses have already demonstrated the importance of training those who will be required to implement the RECTEC+ approach, regardless of their purpose. We will never cease to emphasize the importance of applying this approach to one's personal professional situation, whether past and/or present and/or future (working on three types of experience that are spread over a period of time can be a very rewarding way to see the progress made in terms of level of mastery of certain skills).

Furthermore, for a coach or trainer, it is important to understand that the appropriation of the RECTEC+ approach requires repeated experience and application to various contexts (each group of candidates enrolled in the training is unique, both in terms of experience and the contexts in which they have acquired this experience). It is useful to provide space and time for reflection among coaches or trainers after a few experiences, based on the information collected.

Circumstances, such as the pandemic, have not always allowed meetings to be held in person, for the presentation of the RECTEC+ approach, the individual self-positioning interview, and, in particular, for the group interview meant to correlate positionings with the descriptions of activities in the given situations. Individual video interviews and group webinars had to be arranged. Creating an in-person effect remotely and interaction during discussions is essential and requires a mastery of digital tools and their features (e.g. raising your hand; chat function; sharing documents; questions and answers; voting; and so on).

2.6 RETURN TO OUR HYPOTHESES

As a reminder, three hypotheses have been put forward in order to guide the analysis of the data collected during the experiments.

- **The first hypothesis posed the following question: 'Is the graduated transversal skills reference guide relevant for with respect to its use in the targeted contexts?'**

In the previous sections, we could see how varied are the contexts in which the graduated skills reference guide is used: students or professionals; enrolled in initial and continuous training; in a public or private institution or a university; with purposes that range from certifying training, validating experience acquired, recruitment, retraining, professional integration, and potentially including an international reach. The analysis of the effects observed in terms of the tested mechanisms shows that not only are transversal skills mobilised in a very wide variety of contexts, but, moreover, the graduated nature of the reference guide is what makes it possible to account for the specific features of each context. Therefore, the first hypothesis has been validated.

- **The second hypothesis posed a two-part question: Do the graduations of the transversal skills reference guide make it possible to (i) verbalise/explain/objectify the levels of mastery of the identified skill in connection with the jobs and situations encountered? (ii) create training programmes?'**

All of the mechanisms have shown that identifying significant situations (both standard and exceptional) was an essential part of the approach and that analysing them using the levels of progression of a skill made it possible to avoid vagueness, which has been noted far too often by those who refer to the skills-based approach. Experiments have also demonstrated how important it was to clarify the concept. We have also seen, through certain experiments, that using the graduated skills reference guide, and the associated RECTEC+ approach, makes it possible to create training programmes, going from initial training to different forms and uses of continuous training. Furthermore, and very important, it makes it possible to raise awareness about the stages of progression that have been achieved when the approach is used at several different points during the course. Therefore, the second hypothesis has been validated.

- The third hypothesis also posed a two-part question, which was connected with the previous questions: Does situational input, a characteristic of the RECTEC+ approach, allow us to: (i) assess/explain/recognise the degree of mastery of the skill? (ii) facilitate the functions and purposes explained above? '

As we have seen in all of the experiments, identifying situations linked to a job description or a profession exercised always comes before identifying the skills of the reference guide, and evaluating the stages of progress for a skill is always done by referencing a situation (be it anticipated or experienced). The situational input, therefore, is a typical of the use of the graduated skills reference guide. We have also seen that the RECTEC+ approach uses the situational approach: (i) for recruitment (significant situations related to the job to be filled); (ii) retraining (past situations make it possible to identify skills, and their level of mastery, which are likely to be called upon in a new profession); (iii) professional integration (analysing prior situations in the given environment in order to identify the levels of skills that are likely to facilitate this integration); (iv) validation and qualification (it is not technical skills and knowledge that take priority, but the mobilisation of transversal skills at a certain level, in order to use this theoretical or technical knowledge in situations that are considered to be representative in the case of qualification or, in the case of VEA, prior situations). Therefore, the third hypothesis has been validated.

3. POINTS DE VIGILANCE ET PRÉCONISATIONS

Les expérimentations ont permis de dégager plusieurs points de vigilance dans l'usage du référentiel de compétences transversales graduées RECTEC+.

• POINT TO MONITOR 1: AN INITIAL REFLECTION ON THE USES OF RECTEC+ IN CLOSE CONNECTION WITH THE TARGETED GOALS

This reflection must be obviously conducted by RECTEC+ users (their names vary: coaches, consultants, coordinators, guides, trainers, etc.), but also, as far as possible, institutional managers (they have the power to permit, facilitate or impede, recognise or fail to recognise the work of the former category) and – why not? – the indirect beneficiaries (the institutions that will subsequently welcome individuals that have undertaken a RECTEC+ guided self-positioning programme). The experiments offer many examples. For example, we can mention the strategic alliance between the University of Galati and a large, private international recruitment company (WebHelp); the Managing Director or a public training and employment company (Le Forem), which is experimenting with the RECTEC+ approach and, as a result, is encouraging its staff to experiment with it in their turn; the managers of GIPAL in Lyon and Toulouse, who inform other academies in France about their experience, and so on.

• POINT TO MONITOR 2: A SITUATIONAL APPROACH AND AN ANALYSIS AND ASSESSMENT TOOL

In basic terms, assessing involves comparing a referred (in this case, a corpus of situations) to a referent (here, a reference guide for graduated skills) in order to extract value (the Latin etymology = e – valuer). As demonstrated by the experiments carried out, it involves identifying the right moment for this assessment process, the purpose or value to extract and, as a result, the characteristics of the situations that make up the referred, that is, the corpus that will be analysed. The RECTEC+ approach is, therefore, situated at three levels: temporality (moments), purposes and types of situations. This is summarised in this table:

Moments	Purposes	Types of situations
At the end of training... ... initial ... continuous ... after In relation to internships... ... before an internship ... during an internship ... at the end of an internship Reconsidering a job description ... the initial training curriculum ... the continuous training mechanism	> qualification > VEA > recruitment > preparing for the internship > support/integrate > assess (VEA) > improve relevance > professionalise > adapt/contextualise	... typical ... from the previous path-way ... qualification + pathway ... anticipated ... experienced in the con-text ... validation + pathway ... typical for the job ... typical for the profession ... typical for the context

These various scenarios influence the intervention and the educational engineering to be implemented. However, beyond these specific features, a set of shared approaches unite them: identifying and defining situations / self-positioning and comparing positionings with the reference guide for graduated skills / correlating levels of skill mastery with situations and justifying this by analysing the given situations.

- **POINT TO MONITOR 3: APPROPRIATING THE PRINCIPLES OF LEVELS OR STAGES OF PROGRESSION**

In addition to the fact that the three clusters and twelve skills make it possible to cover all situations encountered, what distinguishes RECTEC+ from many transversal skills reference guides or pseudo-guides (see the discussion on these aspects in the Introduction) is the graduated nature of the reference guide and the principles that govern progress in the skills map.

The experiments have demonstrated that trainers or coaches responsible for implementing RECTEC+ experienced difficulties when starting to use it with their audience, in terms of defining or getting definitions for the levels of mastery of a skill mobilised in a given or reported situation. This is most often because of ignoring or forgetting that criteria underpin the progress of the levels (see Chapter 1, table page 8). Reminding these criteria to trainers and coaches and working with them on examples of situations was the objective of the work carried out by the RECTEC+ project experts who supported the experiments. These trainers and coaches become, in their turn, experts who help their audience to mobilise these criteria when analysing situations and identifying levels of skills mastery. They also become experts who train other trainers and coaches.

- **RECOMMENDATION 1: MAKE KNOWN THE BENEFITS AND USAGE OF RECTEC+ AMONG INTERNATIONAL AND NATIONAL ORGANISATIONS RESPONSIBLE FOR MANAGING OR SUPPORTING PROFESSIONAL OR TRAINING PATHWAYS**

Following various, increasingly fast-paced changes that have disrupted social and professional life, international (like the European Commission with the CEC) and national organisations (public or private or training ones) are more and more convinced of the importance of steering training towards the development of transversal skills, which are likely to be mobilised in very diverse contexts, many of which are still unknown, and throughout our lives. However, many studies show that there is uncertainty about the concepts and uses that underpin transversal skills. As a graduated skills reference guide and as an approach to its use, RECTEC+ helps to eliminate uncertainty and can be applied to a very extensive range of situations that are encountered and, probably, likely to be encountered in the future.

- **RECOMMENDATION 2: SUPPORT THE PARADOX OF THE SPECIFIC NATURE OF SKILLS AND THE TRANSVERSAL NATURE OF SKILLS AS A SCHEME FOR ACTING AND PONDERING ON ACTION**

If mobilising a skill is always specific to a particular person in a situation that is equally specific in his/her experience, we paradoxically refer to and we need to refer to transversal skills as a way to designate abstract schemes for acting. These schemes are abstract objects with no objective reality, but they are indeed objects needed to ponder (this is also true of many other objects, such as mathematical objects, for example) and act (the skills reference guide is an object for acting and pondering on professional action, just like a research paradigm is an object for carrying out

research and reflecting upon it). While specifying the schemes for acting and pondering on this action makes it possible to consider the variety of situations in terms of autonomy, responsibility and complexity, this will never eliminate the specific nature of the skill mobilised (it is personal, experienced at a moment $[t]$, which is different from $t-1$ and $t+1$, in a context $[X]$ whose appropriation varies from one person to another and depending on their pathway). The diagram on page 13 shows the bridging role that the RECTEC+ reference guide plays in linking the singular nature of individual skills with the expectations of professional and certification reference guides.

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ANNEXES

ANNEX 1 : CHARACTERISATION OF STAGES/LEVELS

LES PARAMÈTRES QUI FONT PROGRESSION ET PRÉCISENT CEUX DU CEC (pages 16-17 recommandation 2017) PROGRESSION PARAMETERS SPECIFYING THOSE OF EQF

PARAMÈTRES À considérer Relevant parameters Tâches, activités Tasks, activities	Niveau 1 Level 1	Niveau 2 Level 2	Niveau 3 Level 3	Niveau 4 Level 4	Niveau 5 Level 5	Niveau 6 Level 6	Niveau 7 Level 7	Niveau 8 Level 8
	J'identifie et réalise quelques tâches simples. I identify and complete certain simple/basic tasks	J'applique, réalise des tâches et résous des problèmes courants. I apply, complete tasks, and solve current issues.	Je mets en œuvre mon activité en cohérence avec la situation qui m'a été confiée. I carry out my activity in line with the situation entrusted to me.	J'adapte l'organisation de mon activité et je m'adapte en fonction de la diversité des situations. I adapt the planning of my activity and I adapt myself to the diversity of situations.	J'assume des responsabilités à l'intérieur d'une équipe, évalue et développe des projets. I take on responsibilities within a team, assess and develop projects.	J'assume des responsabilités en interne et externe dans la réalisation et la conception de projets. I take on responsibilities, both internally and externally, in planning and devising projects.	Je conçois une vision stratégique ou des dispositifs nouveaux en vue de préparer l'avenir au sein de mon institution ou entreprise. I devise a strategic vision or new mechanisms in order to prepare the future within my institution or enterprise.	J'exerce une fonction créative et une expertise dans un réseau externe, dans une entité publique ou privée. Je produis des connaissances inédites. I perform a creative function and I provide expertise in an external network, in a public or private entity. I create pioneering knowledge.
Autonomie et responsabilité Autonomy and responsibility	Sous supervision permanente sur les tâches confiées. Under constant supervision on the assigned tasks.	Sous supervision mais avec une autonomie partielle. Under supervision but with partial autonomy.	Réalisation en toute autonomie de l'activité confiée. Fully autonomous performance of the entrusted activity.	Réalisation en toute autonomie, mais demandant des adaptations à la diversité des situations rencontrées. Fully autonomous performance, additionally requiring adaptations to the diversity of situations	Coordination et évaluation au sein d'une équipe pour mettre en œuvre la vision stratégique de l'institution ou l'entreprise. Coordination and assessment within a team in order to implement the strategic vision	Exercice d'une responsabilité dans la mise en place de projets nouveaux entrant dans le champ de l'institution ou l'entreprise. Fulfillment of a responsibility in the implementation of new projects falling within the	Responsabilité dans la conception d'une vision stratégique pour l'avenir de l'institution ou l'entreprise. Responsibility in devising a strategic vision for the future of the institution or enterprise.	Rôle de représentation ou délégation d'une ou plusieurs institutions ou entreprises, sur les plans stratégique et communicationnel. Role of representative or delegate of one or more institutions or companies, at the strategic and

LES PARAMÈTRES QUI FONT PROGRESSION ET PRÉCISENT CEUX DU CEC (pages 16-17 recommandation 2017)

PROGRESSION PARAMETERS SPECIFYING THOSE OF EQF

				encountered.	of the institution or enterprise.	scope of the institution or the enterprise.		communication levels.
Complexité Complexity	Informations et interactions liées à l'activité confiée. Messages directs, courts sur l'activité confiée auprès de collègues et tuteurs.	Informations sur le poste/métier et interactions sur des sujets familiers auprès de collègues et tuteurs.	Informations et interactions sur la réalisation et l'évaluation de l'activité, incluant clients/fournisseurs/instances de contrôle.	Informations d'origine multiple concernant le projet et l'équipe. Interactions variées avec transformation de messages.	Multiplicité d'informations à hiérarchiser et gérer auprès d'interlocuteurs très variés : financeurs, décideurs, partenaires opérationnels. Analyse des interactions et des actions entre les personnes et les projets dont on a la responsabilité.	Informations et connaissance du « système » dans lequel on évolue. Participation à des interactions et des actions, à promouvoir en interne et en externe, pour introduire ou pérenniser l'innovation dans l'institution ou l'entreprise.	Veille et gestion d'informations nécessaires à la construction d'une vision stratégique. Interactions à visée stratégique à fort enjeu pour le maintien et le développement de l'activité. Discours élaborés et tenus au nom de l'institution ou l'entreprise, avec variation de codes socio-culturels.	Analyse des facteurs en émergence et des mutations qui affectent et affecteront plus globalement la société et crée de modèles nouveaux. Interactions entre des réseaux d'experts reconnus impliqués dans la réflexion sur les mutations de la société et les enjeux sociétaux.
	Information and interactions related to the entrusted activity. Direct, short messages regarding the assigned activity to colleagues and tutors.	Job / position - related information and interactions on familiar topics with colleagues and tutors.	Job / position - related information and interactions on the performance and assessment of the activity, including customers / suppliers / control authorities.	Wide range of information to prioritise and manage with a great variety of interlocutors: funders, partner and operational decision-makers. Analyses of interactions and actions among persons and projects for which responsible is granted.	Information and knowledge about the system in which he/she evolves / they evolve. Participation in interactions and actions, to be carried out both internally and externally, in order to introduce and sustain innovation in the institution or enterprise.	Supervision and management of information necessary to the construction of a strategic vision. Strategically oriented interactions of major stake for further sustainment and development of the activity. Discourses elaborated and delivered on	Analyses of emerging factors and changes which affect and will affect society more globally and creation of new models. Interactions among networks of renowned experts involved in the reflection on societal changes and issues.	

LES PARAMÈTRES QUI FONT PROGRESSION ET PRECISENT CEUX DU CEC (pages 16-17 recommandation 2017)

PROGRESSION PARAMETERS SPECIFYING THOSE OF EQF

									behalf of the enterprise, using different socio-cultural codes.	Fonction
Rapport aux métiers / secteurs Relation to the profession or the field	Réalisation partielle de certaines tâches d'un métier. Partial completion of certain tasks of the job / profession.	Réalisation de quelques activités comportant plusieurs tâches. Completion of certain activities involving several tasks.	Réalisation de toutes les activités liées à un métier/ ou une fonction assurée. Completion of all the activities related to the profession/ job or to the position fulfilled.	Réalisation de toutes les activités liées au métier/ fonction, y compris dans des situations diversifiées ou fluctuantes. Completion of all the activities related to the profession / position, including in diverse and changing situations.	Fonction de coordination des interactions et actions de plusieurs instances internes. Coordination of the interactions and actions of several internal instances.	Fonction de coordination de plusieurs équipes internes et externes chargées de projets. Coordination of several internal and external project teams.	Fonction de veille par rapport à la vision stratégique de son institution ou entreprise. Supervision of the strategic vision of the institution or the enterprise.		Expertise and production of knowledge widely exceeding the institution or the enterprise.	
Statut, rapport aux emplois et au travail Job examples	Apprentis, stagiaires ou apprenants participant à des plateaux techniques Apprentices, interns, trainees participating in technical platforms	Aide-cuisiniers Manœuvres (ex aide-maçons) ... Kitchen helps, labourers (assistant bricklayers)...	Commis de cuisine Premier commis Maçons Coiffeur Opérateur call center ... Kitchen helps, chef trainees, bricklayers, hairdressers, call centre operators	Cuisiniers Contremaîtres Chefs d'équipe Managers-coiffeurs... Cooks, kitchen chefs, foremen, managers of hair salons.	Chargés de mission, chefs de projet Développeurs informatiques Tuteurs disciplinaires /métiers Official representatives / delegates, project managers, software developers, academic/professional related tutors	Directeurs spécialisés Responsables et conseillers en formation Business analystes/tes ou ... Specialised managers, training managers and consultants, business analysts	Directeurs de cabinet Cadres supérieurs fonctionnels Enseignants-chercheurs... Executive directors, functional senior managers, professors and associate professors	Cadres administratifs centrales, décideurs Directeurs généraux, chefs d'entreprise Directeurs de laboratoire ou d'école doctorale. Senior managers, decision-makers, managing directors, business managers, heads of doctoral schools or research laboratories.		

ANNEX 2 : SUMMARY LIST OF SITUATIONS

STAGES	SETTINGS	PUBLIC ROLE	PRIVATE SECTOR	UNIVERSITY
Level 5	<u>Scope</u>	<p>Manages professional and vocational projects aimed at continuously improving their theme within interministerial or inter-service stakeholders</p> <p>Associates and integrates private and/or associated partners within public services, depending on the professional field</p>	<p>Achieves IT developments based on the written analysis by the Business Analyst</p> <p>Follows up on customers' requests on the front lines</p>	<p>Leads a group of university or highschool students for a short period around a specific theme</p> <p>Responds to requests from internal and external contacts</p>
	<u>Scenarios</u>	<p>Ensures project leadership</p> <p>Establishes and coordinates steering committees</p> <p>Manages communication with all stakeholders (internal and external to the project)</p> <p>Schedules meetings with relevant stakeholders</p>	<p>Writes IT programs</p> <p>Responds to requests for intervention from customers</p>	<p>Conveys concepts and methodologies; shares student experience</p>
	<u>Examples</u>	<p>Mission leaders, transversal consultants, project leaders</p>	<p>IT developer</p> <p>IT support</p>	<p>Disciplinary student tutors or tutors for secondary school students</p>

STAGES	SETTINGS	PUBLIC ROLE	PRIVATE SECTOR	UNIVERSITY
Level 6	<u>Scope</u>	<ul style="list-style-type: none"> - Encourages, supervises and coordinates the activity of several departments - Contributes to defining the management strategy - Offers guidance by implementing action plans - Continuously and consistently expresses the purpose of the strategy - Identifies levers for change and encourages the transformation of what has been appropriated 	<p>Manages IT development projects via the 'agile' method</p> <p>Coordinates project-related activities, by mobilising internal and external human resources for the company</p>	<ul style="list-style-type: none"> - Supports and coordinates the implementation of international mobility mechanisms - Establishes a link between different partners - Supervises and monitors the implemented action - Makes suggestions to improve or transform practices
	<u>Scenarios</u>	<ul style="list-style-type: none"> - Implements the establishment plan - Develops a roadmap with respect to national guidelines - Participates in managing committees - Leads their steering committee 	<ul style="list-style-type: none"> - Writes analyses - Analyses available data - Organises project meetings - Manages communication between project stakeholders 	<ul style="list-style-type: none"> - Supports mobility among students - Structures the organising of tutoring activities
	<u>Examples</u>	JSCS regional directors, deputy SGARs , deputy sub-director of HR strategy, head of the economic analysis and strategic monitoring office, head of social accounts, 'economic intelligence' mission leader	Business Analyst within a company	Educational coordinators

STAGES	SETTINGS	PUBLIC ROLE	PRIVATE SECTOR	UNIVERSITY
Level 7	<u>Scope</u>	<ul style="list-style-type: none"> - Encourages, supervises (monitors?) and coordinates the activity of several departments in a complex, high-stakes environment - Identifies and implements levers for change as part of a forward-thinking and innovative logic - Sets the strategic and operational goals for their departments in a complex, high-stakes environment - Defuses conflicts by negotiating with those involved about various challenges 	Chooses and coordinates development projects based on the analysis of strategic data or market trends	<p>Coordinates research activities</p> <p>Develops new teaching contents</p> <p>Leads strategic meetings</p> <p>Promotes membership of research teams in projects of the laboratory or of the institution</p>
	<u>Scenarios</u>	High-level expert in their area of expertise, he/ she develops the most appropriate responses	<p>Identifies strategic projects for developing the company</p> <p>Organises, in a strategic manner, the activity of departments and staff under their coordination</p>	Works in a network within the establishment and as part of an educational and research team – areas that involve high-stakes internal and external challenges
	<u>Examples</u>	<p>A - 'Functional' senior executive, SGARs , General Director of the ARS, Rector in the academy, Deputy General Director in charge of a cluster, Director under the authority of the DGS</p> <p>B - High-level expert (local benchmark for the legal sector, specialist in public health policy, etc.) responsible for monitoring reforms, project manager in the aeronautics sector responsible for monitoring international funds, managing data administrator.</p>	Company director (IT or property company)	<p>A – Professor and Associate professor (Unilu and Galati)</p> <p>B – Professor and Associate Professor, former head of a research laboratory, university department and doctoral school</p>

STAGES	SETTINGS	PUBLIC ROLE	PRIVATE SECTOR	UNIVERSITY
Level 8	<u>Scope</u>	<p>A - Chooses and supervises public action, particularly in situations of crisis.</p> <p>Assumes state responsibility at the highest level</p> <p>B - Is the national expert in their field: takes a stance in high-stakes scenarios and/or periods of crisis</p>	<p>Participates in, and develops projects outside their main field of work: innovative projects with external partners, activities linked to higher education area</p>	<p>A - Develops high-impact projects for the reputation of the company and for the community as a whole</p> <p>Seizes international opportunities</p>
	<u>Situations</u>	<p>Designs and develops the institution's service offering in accordance with European, federal and regional political guidelines</p> <p>Participates in the decision-making process concerning key issues within the institution:</p> <ul style="list-style-type: none"> - development of information system -forward-thinking management of in-house jobs -managing HR and monitoring budgets <p>Participates in and/or chairs working groups with national and European partners</p> <p>Takes responsibility for the implementation and maintenance of the ISO 9001-certified management system</p> <p>Represents management with socio-economic and institutional stakeholders</p>	<p>Identifies strategic projects for developing the company</p> <p>Organises, in a strategic manner, the activity of departments and staff under their coordination</p>	<p>Elaborates benchmark texts on behalf of a scientific committee or transcribes a political decision.</p> <p>Finds a pioneering solution that is applicable and not discussed</p> <p>Deals with highly impactful and engrossing issues that require the mobilisation of stakeholders with a political scope (e.g. a new way of managing the establishment)</p> <p>Participates in an international network as an expert in their field</p> <p>Occupies the intersection of several international networks</p>

STAGES	SETTINGS	PUBLIC ROLE	PRIVATE SECTOR	UNIVERSITY
Level 8	<u>Situations</u>	For the expert profile Secures decision-making of strategic decision-makers - by identifying societal changes and the impact of these societal changes on general and operational policy - by documenting the issues in order to inform decision-makers - by designing strategic responses that are appropriate to the situations, in order to structure suitable action plans		
	<u>Examples</u>	A - 'Decision-making' senior executive, executive director of central administration, prefect, executive director of a ministerial cabinet, managing director of services B - High-level expert and 'national expert in their field', ministerial spokesperson	Business manager (IT or estate agency)	A – Professors and Associate professors (Unilu and Galati) B – Professors and Associate Professors, former head of research laboratory, university department and doctoral school

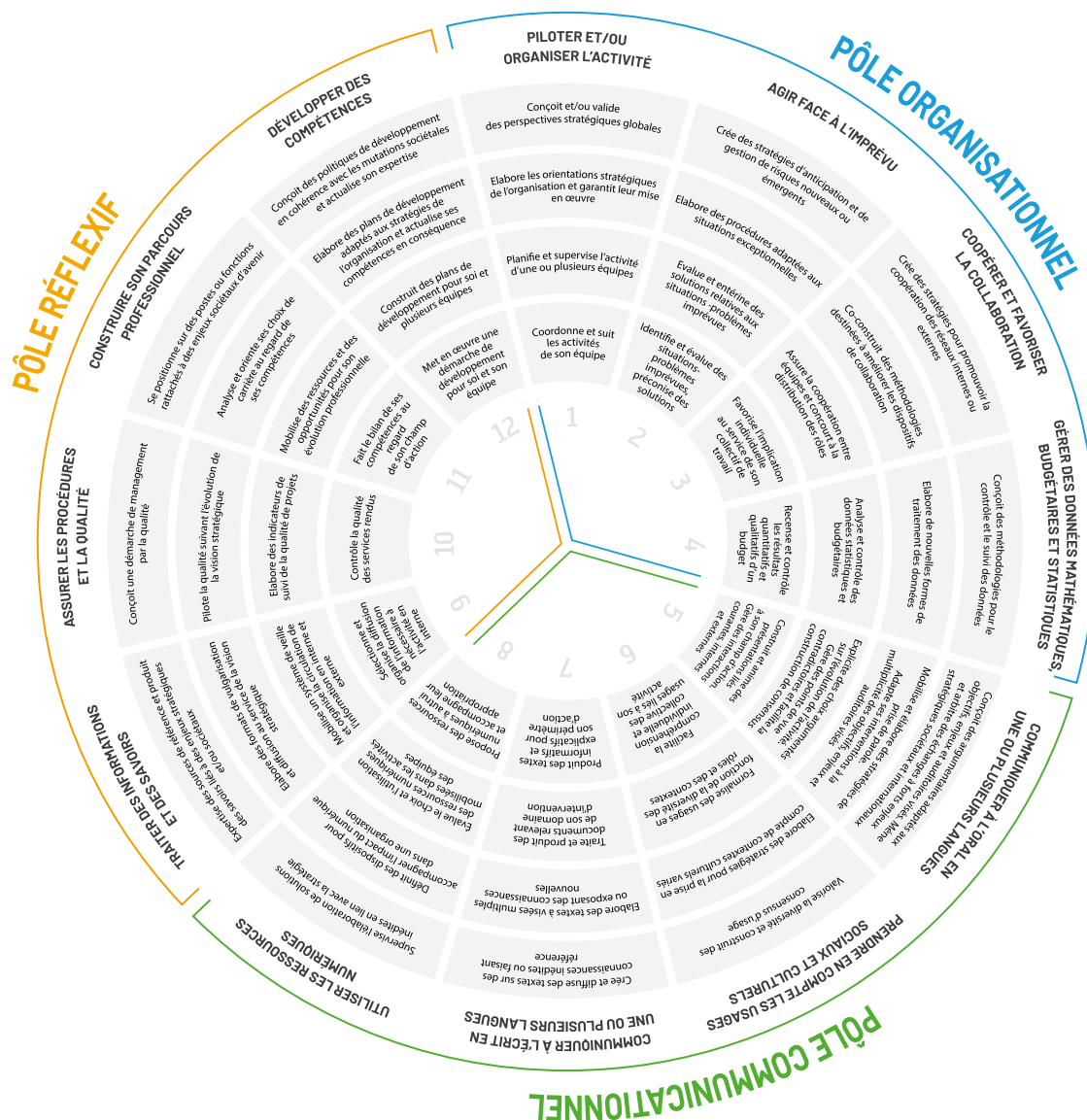
ANNEX 3 : REFERENCE GUIDE (TABLES ONE TO EIGHT) MAP, FULL

LES COMPÉTENCES TRANSVERSALES

Ce document recense les 12 compétences transversales répertoriées par le projet RECTEC+ (2019-2021) mises en correspondance avec les niveaux 5 à 8 du Cadre européen des Certifications.

Les niveaux 1 à 4 sont disponibles sur un autre document.

Pour plus d'informations voir site rectec.ac-versailles.fr

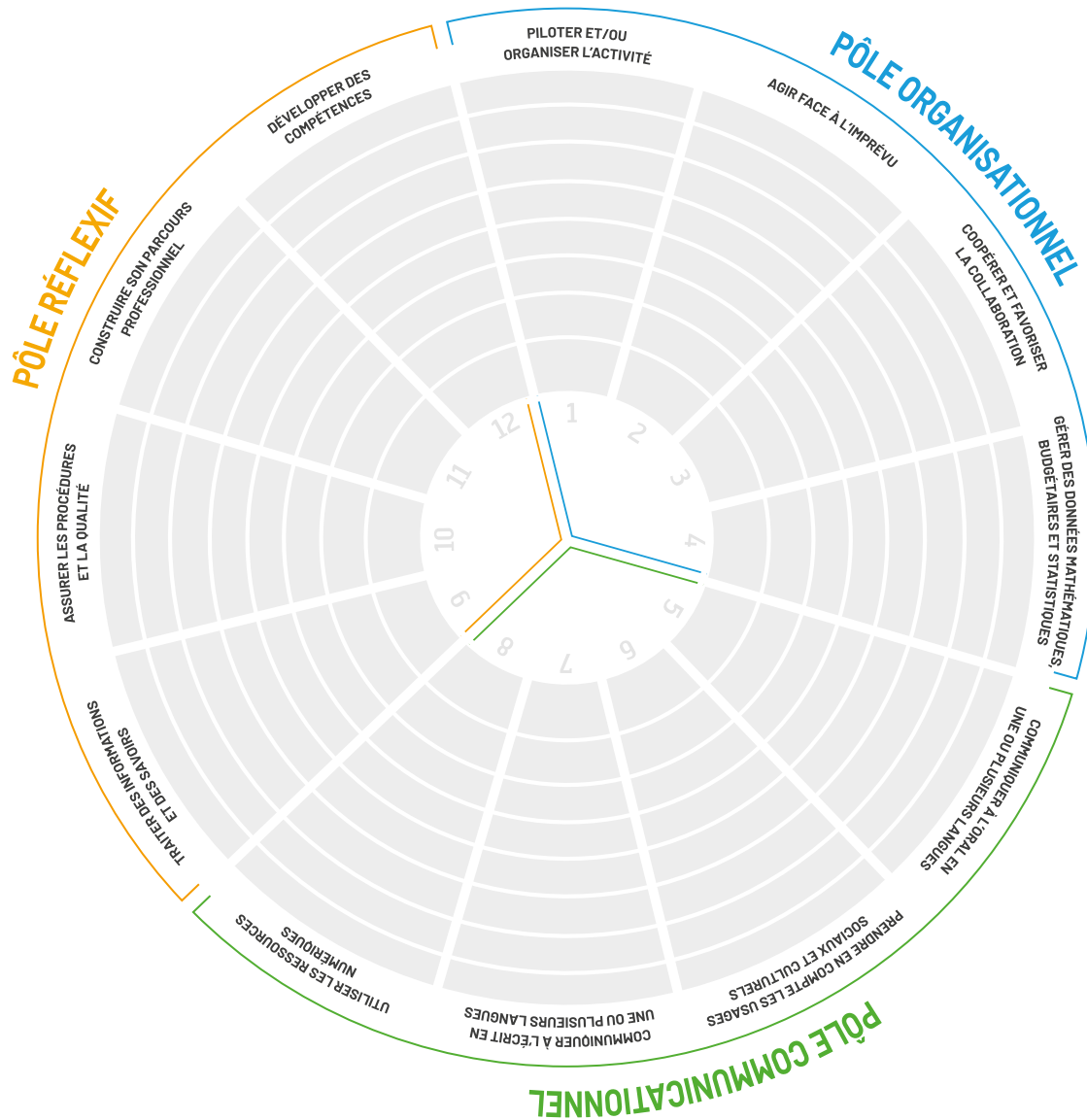


LES COMPÉTENCES TRANSVERSALES

Ce document recense les douze compétences validées par les partenaires du projet.

Les compétences sont graduées en corrélation avec les 4 premiers niveaux du Cadre Européen des Certifications.

Les principes « autonomie et responsabilité » orientent ces graduations.



Ce projet a été financé avec le soutien de la Commission européenne.
Cette publication n'engage que son auteur et la Commission n'est pas responsable de l'usage qui pourrait être fait des informations qui y sont contenues.





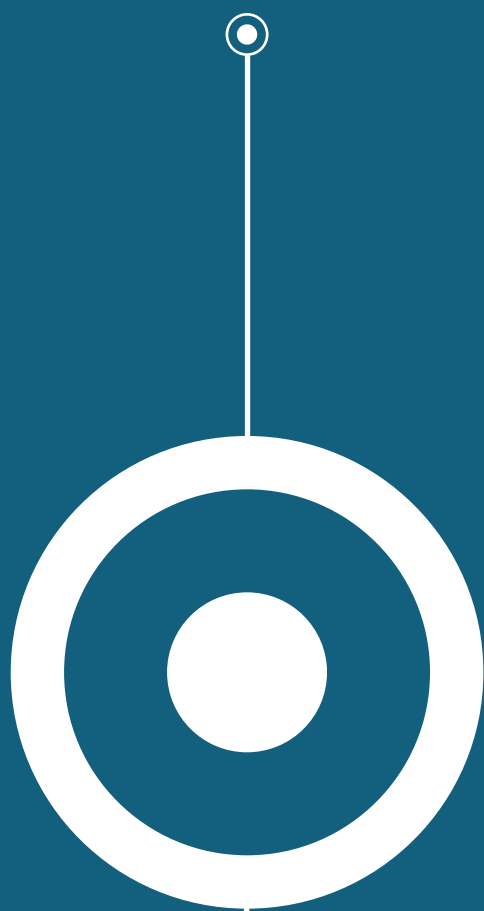
LES COMPÉTENCES TRANSVERSALES

Ce document recense les 12 compétences transversales validées par les projets RECTEC+ (2019-2021) et intègre celles proposées par le projet RECTEC (2016-2019), soutenus par l'agence ERASMUS+ dans le cadre des partenariats stratégiques.

Les graduations sont mises en correspondance avec les paramètres autonomie et responsabilité proposés par le Cadre européen des certifications.

Pour plus d'informations voir site rectec.ac-versailles.fr

	1	2	3	4	5	6	7	8	
PÔLE ORGANISATIONNEL	PILOTER ET/OU ORGANISER L'ACTIVITÉ	Identifie les éléments structurant l'organisation de l'activité prévue	Applique l'organisation prévue pour son activité	Adapte son organisation aux exigences d'une situation	Prévoit et organise son activité et/ ou celle de son équipe	Coordonne et suit les activités de son équipe	Planifie et supervise l'activité d'une ou plusieurs équipes	Elabore les orientations stratégiques de l'organisation et garantit leur mise en œuvre	Conçoit et/ou valide des perspectives stratégiques globales
	AGIR FACE À L'IMPRÉVU	Identifie et alerte sur la présence d'un problème ou d'un événement imprévu	Identifie la procédure et propose une solution aux imprévus	Met en oeuvre la procédure adaptée aux problèmes courants liés à son activité	Résout des problèmes courants dans son activité et/ou celle de son équipe	Identifie et évalue des situations- problèmes imprévus, préconise des solutions	Evalue et entérine des solutions relatives aux situations -problèmes imprévus	Elabore des procédures adaptées aux situations exceptionnelles	Crée des stratégies d'anticipation et de gestion de risques nouveaux ou émergents
	COOPÉRER ET FAVORISER LA COLLABORATION	Identifie les modalités de fonctionnement d'une équipe	Situe le rôle des participants et sa position dans le groupe	Fait des propositions et prend en compte les avis des membres de l'équipe	Anime et développe le travail collectif, peut varier sa place et son rôle	Favorise l'implication individuelle au service de son collectif de travail	Assure la coopération entre équipes et concourt à la distribution des rôles	Co-construit des méthodologies destinées à améliorer les dispositifs de collaboration	Crée des stratégies pour promouvoir la coopération des réseaux internes ou externes
	GÉRER DES DONNÉES MATHÉMATIQUES, BUDGÉTAIRES ET STATISTIQUES	Effectue des calculs simples liés à des situations récurrentes	Applique les opérations et les mesures dans des situations de calcul liées à son environnement	Choisit des raisonnements mathématiques adaptés à une situation donnée	Adapte des raisonnements mathématiques appropriés à des situations diversifiées	Recense et contrôle les résultats quantitatifs et qualitatifs d'un budget	Analyse et contrôle des données statistiques et budgétaires	Elabore de nouvelles formes de traitement des données	Conçoit des méthodologies pour le contrôle et le suivi des données
PÔLE COMMUNICATIONNEL	COMMUNIQUER À L'ORAL EN UNE OU PLUSIEURS LANGUES	Communique très partiellement en situation d'échange de face à face	Communique dans des interactions concernant des sujets familiers	Communique en fonction de ses besoins dans des situations variées	Adapte sa manière de communiquer aux enjeux des interactions	Construit et anime des présentations liés à son champ d'action. Gère des interactions courantes, internes et externes	Explicité des choix argumentés sur l'évolution de l'activité. Gère des points de vue contradictoires et facilite la construction de consensus	Mobilise et élabore des stratégies de prise de parole. Adapte ses interventions à la multiplicité des objectifs, enjeux et auditoires visés	Conçoit des argumentaires adaptés aux objectifs, enjeux et auditoires visés. Mène et arbitre des échanges à forts enjeux stratégiques sociétaux et internationaux
	PRENDRE EN COMPTE LES USAGES SOCIAUX ET CULTURELS	Identifie les usages élémentaires liés à son environnement professionnel	Applique les conventions en usage dans son environnement professionnel	Met en oeuvre les conventions dans toutes les situations liées à l'activité confiée	Assure l'adaptation aux différents usages, y compris implicites	Facilite la compréhension individuelle et collective des usages liés à son activité	Formalise des usages en fonction de la diversité des rôles et des contextes	Elabore des stratégies pour la prise en compte de contextes culturels variés	Valorise la diversité et construit des consensus d'usage
	COMMUNIQUER À L'ÉCRIT EN UNE OU PLUSIEURS LANGUES	Identifie les éléments clés d'un écrit informatif très court. Écrit quelques mots relatifs à son contexte	Identifie les informations pertinentes dans des textes courts de son environnement. Écrit de textes informatifs courts relatifs à son contexte	Utilise la plupart des écrits nécessaires à son activité. Rédige des documents relatifs à son activité et à son contexte	Gère et traite des textes complexes et variés. Produit des écrits élaborés	Produit des textes informatifs et explicatifs pour son périmètre d'action	Traite et produit des documents relevant de son domaine d'intervention	Elabore des textes à visées multiples ou exposant des connaissances nouvelles	Crée et diffuse des textes sur des connaissances inédites ou faisant référence
	UTILISER LES RESSOURCES NUMÉRIQUES	Réalise des tâches élémentaires sur ou avec un outil numérique connu	Utilise des fonctions de base de quelques outils numériques	Utilise régulièrement les ressources numériques en fonction de l'activité et du contexte	Personnalise les ressources numériques au service de sa situation et de ses besoins	Propose des ressources numériques à autrui et accompagne leur appropriation	Évalue le choix et l'utilisation des ressources numériques mobilisées dans les activités des équipes	Définit des dispositifs pour accompagner l'impact du numérique dans une organisation	Supervise l'élaboration de solutions inédites en lien avec la stratégie
PÔLE RÉFLEXIF	TRAITER DES INFORMATIONS ET DES SAVOIRS	Identifie les informations mises à disposition pour son activité	Vérifie la disponibilité des informations nécessaires à son activité	Sélectionne des informations en fonction des objectifs et des circonstances de l'activité	Evalue la pertinence de l'information et la diffuse de façon appropriée	Sélectionne et organise la diffusion de l'information nécessaire à l'activité en interne	Mobilise un système de veille et organise la circulation de l'information en interne et externe	Elabore des formats de vulgarisation et diffusion au service de la vision stratégique	Expertise des sources de référence et produit des savoirs liés à des enjeux stratégiques et/ou sociétaux
	ASSURER LES PROCÉDURES ET LA QUALITÉ	Identifie les règlements associés à son activité	Applique les consignes et procédures liées à son activité	Intègre l'ensemble des nouvelles procédures dans l'ensemble de l'activité	Assure et contrôle l'application conforme des consignes et procédures	Contrôle la qualité des services rendus	Pilote la qualité suivant l'évolution de la vision stratégique	Pilote la qualité suivant l'évolution de la vision stratégique	Conçoit une démarche de management par la qualité
	CONSTRUIRE SON PARCOURS PROFESSIONNEL	Emet une ou plusieurs idées pour son projet professionnel	Confronte son projet professionnel aux réalités des métiers visés	Définit et explique son projet professionnel	Planifie la ou les étapes de mise en oeuvre de son parcours professionnel	Fait le bilan de ses compétences au regard de son champ d'action	Mobilise des ressources et des opportunités pour son évolution professionnelle	Analyse et oriente ses choix de carrière au regard de ses compétences	Se positionne sur des postes ou fonctions rattachés à des enjeux sociétaux d'avenir
	DÉVELOPPER DES COMPÉTENCES	Enonce ses manières habituelles d'apprendre	Envisage des manières d'enrichir et varier ses façons d'apprendre	Met au point de nouvelles stratégies d'apprentissage pour améliorer son action et son projet	Propose de nouvelles manières d'apprendre –pour soi et éventuellement pour son équipe	Met en œuvre une démarche de développement pour soi et son équipe	Construit des plans de développement pour soi et plusieurs équipes	Elabore des plans de développement adaptés aux stratégies de l'organisation et actualise ses compétences en conséquence	Conçoit des politiques de développement en cohérence avec les mutations sociétales et actualise son expertise



TRANSVERSAL SKILLS AND EUROPEAN QUALIFICATIONS FRAMEWORK



rectec⁺

RECOGNISING TRANSVERSAL SKILLS
RELATED TO EMPLOYABILITY AND
CERTIFICATIONS QUALIFICATIONS –
RECTEC+ (LEVELS 5 TO 8 OF THE EUROPEAN
CERTIFICATION QUALIFICATIONS
FRAMEWORK)

<http://rectec.ac-versailles.fr/>

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