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**PREMO: ECVET and EQF Unit referring to job profile “Mobility agency operator”**

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## **PREMO: ECVET and EQF Unit referring to job profile “Mobility agency operator”**

The realisation of transnational learning mobility is considered as a central issue in the process of making Europe a society and economic based on knowledge that is a reference for the other areas of the world. According to the EU Commission, mobility should be a reality available for all European citizens, thus supporting people's employability, improving skills for life and work, favouring the internationalisation of education and training, and supporting the consolidation of European citizenship. Nevertheless, still too many obstacles are hindering mobility: low involvement of enterprises, lack of information on opportunities, and need to conciliate mobility with normal working or school activity. To overcome these barriers four Italian administrations (Province of Trento, Region Friuli Venezia Giulia, Region Marche, Province of Turin), decided to improve their capacity to support mobility, by adopting models and tools to support preparatory activities addressing young persons wishing to carry out mobility. The infrastructuration of services to prepare mobility has been done by transferring in Italy good practices developed in Germany, Cataluña and France. The partner Arbeit & Leben made available its model of agency for mobility, which includes tools to realise the pedagogic and cultural preparation. The French APCMA and the Chambre régionale de métiers et de l'artisanat - Languedoc-Roussillon made available the models contained in their portals for mobility, which are specifically focussed on apprenticeship. The Spanish Generalitat de Cataluña made available its experience about mobility and the work in alternation. The work plan included the identification of quality principles and standards to support mobility, the identification of the specific skills that operators should have to support mobility, the training of operators according the skills identified, the identification of Guidelines for opening local desks to support mobility, the design of a vertical portal to improve the offer of services for mobility. A collaboration agreement has been conceived to structure future cooperation in matching demand and offer of mobility.

This is the result n. 12 of the PREMO project and was produced within the work package n. 5: “Transfer to national contexts”.

This document is articulated in three parts: an introduction provides for the methodological choices in selecting skills and competences and in codifying them. The ECVET Recommendation of the European Parliament and Council - published in 2009 - was taken into account for the structure in knowledge, skills and competences and for the relative definitions.

The second part describes the profile of mobility agency operator in terms of professions, professional attitude, EQF level, role and responsibility, core tasks, languages and legislation. The third part contains the list of main activities (key activities) of the operator. For each key activity, component activities are provided; component activities are a description of tasks linked to the results that the operator should achieve. The third part contains also the description of knowledge, skills and competences linked to component activities.

Please note that this structure is modular and that the profile may be referred to more than one operator in the agency, dealing with different professional activities.

## **Introduction**

The EU has invited the Member States to use an approach based on learning outcomes when defining and describing qualifications. This will improve the transparency, and the comparability of citizens' qualifications. Learning outcomes are statements of what a learner knows, understands and is able to do on completion of a learning process.

Learning Outcomes can be used to establish descriptors of qualifications frameworks, define qualifications, design curricula, guide assessment based on knowledge, skills, and competences, etc. For each level of the European Qualification Framework (EQF), the learning outcomes are established in line with the respective level according to the level descriptors for each level within the EQF.

A coherent (there are different ways to define units, but what is the point is that they the learning outcomes in a unit are a coherent set of activities corresponding to a process, an outcome, a working method etc.) set of learning outcomes makes up a study unit, and a collation of study units make a full qualification. To implement ECVET, it is necessary that qualifications are described using units of learning outcomes so as to be able to relate the outcomes of assessed or validated learning experiences in a common methodology. Learning outcomes are defined in terms of knowledge, skills and competence.

“Knowledge” means the outcome of the assimilation of information through learning. Knowledge is the body of facts, principles, theories and practices that is related to a field of work or study. In the context of ECVET and EQF, knowledge is described as theoretical and/or factual.

“Skills” means the ability to apply knowledge and use know-how to complete tasks and solve problems. In the context of ECVET and EQF, skills are described as cognitive (involving the use of logical, intuitive and creative thinking) or practical (involving manual dexterity and the use of methods, materials, tools and instruments).

“Competencies” means the proven ability to use knowledge, skills and personal, social and/or methodological abilities, in work or study situations and in professional and personal development. In the context of ECVET and EQF, competence is described in terms of responsibility and autonomy.

## **Methodology**

This unit is structured following ECVET and EQF descriptive frame: knowledge, skills, and competencies, as defined above. To realise the unit, a comprehensive skill analysis was carried out within the PREMO project: it encompassed both the description of existing professional figures who are active as mobility operators in partner countries and the observation of concrete working processes adopted

by the German, Catalan and French partners. The skill analysis brought to the definition of the training path for operators that took place in November 2013 till February 2014. The results of the analysis are systematised here using the ECVET / EQF format. The analysis brought out three main functions (or areas of activity) of the profile:

- developing mobility projects and the mobility agency
- developing outgoing processes
- developing incoming processes (this activity is realised only in the Arbeit Und Leben Hamburg agency, not in other countries).

The three functions are dealt with here in a modular way: a single profile with different activities and different complexity. In fact, to the different identified areas, several key activities are related. We propose here those activities that seem the most common, with reference to the skill analysis carried out by partners. Related to key activities, component activities are a description of tasks and consequently the results that the operator should achieve.

By now, the ECVET points column is empty, and will be filled in if partners believe it is useful.

As for EQF level, it has to be remembered that a person might possess and express different levels of Knowledge, Skills and Competences. Knowledge workers and highly specialized technicians score a higher level of knowledge in comparison to the level of autonomy and responsibility. Therefore, it is pragmatically advised to use the “prevalence” criterion of the knowledge and skills applied in job or informal training practices and in the professional and human development<sup>1</sup>.

The lexicon used to describe the KSC of the Unit is based on the syntax provided by the Region of Veneto, Department of Labour to develop 46 ESF regional projects in the 2009-2011 period.

The syntax was provided by the Technical Assistance organisation Italia Lavoro Spa in April 2010.

Knowledge lexicon: *A phrase: i.e., methods, techniques, processes, procedures, etc. + a noun specifying the reference (e.g., “sales”, “quality control”).*

Skills lexicon: *Verb expressing a concrete action (i.e., to use, to apply, etc.) + a noun expressing the object of the action and/or its features (i.e. analysis techniques).*

Competence lexicon: *Infinitive verb + object defining the outcome + description of the basic conditions where the competence is expressed.*

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<sup>1</sup> “Guida alla metodologia per la rilevazione delle competenze in ambiti non formali e informali di apprendimento (Salvatore Garbellano)” in “Competenze e ruoli nell’innovazione”, edited by the Partnership of the Project SKILL-INN- Skill per l’innovazione, 2011

## Part 1: Profile description.

<b>Professions</b>	Mobility agency operators are: Agency managers, out going mobility operators, in coming mobility operators, training planners, quality securing managers, competence - skills assessors.
<b>Typical professional attitude</b>	The mobility agency operator is the responsible person for the efficient organization of incoming and outgoing interventions of learning mobility. He / she has the communicative and relation-making attitude to interact and negotiate with the several actors involved in mobility action organization: mobility seekers, companies, training agencies, hosting organizations, Europass National Centres. His /her task and result oriented attitude makes him / her use experience to perform better, to improve the organization of the agency, the quality of offered services and the satisfaction of mobility seekers and companies.
<b>EQF level</b>	6. Skills and competence identified here are very variable as for the level of autonomy. So the level should be different from case to case. However, the EQF level indicates a certain ‘thinking’ level of the person. In that sense it is not very likely that there are more EQF levels in one profile. The learning outcomes within a unit should have the same EQF level. That is why in the end it was chosen only one level and with great autonomy. Please note that in some partner countries level 6 pertains only to university education.
<b>Role and responsibilities</b>	The Mobility agency operator has many responsibilities during the organization of mobility interventions, from the very beginning (when mobility seekers contact the agency) till the end (when learning outcomes are validated). The operator may cover different roles, from desk operator to agency manager. The operator may have a supervising, coordinating or operative role, depending on the context. His / her responsibility and roles are multi task and multi faceted, as the operations he / she may carry out are many. He / she may coordinate the activities of other operators or third parties, such as hosting organizations, companies, training bodies. He / she works within the agency and may have the status of dependent or independent worker.
<b>Core tasks</b>	<ul style="list-style-type: none"><li>▪ dealing with mobility requests</li><li>▪ analysing mobility funding sources</li><li>▪ preparing out going mobility seekers</li><li>▪ defining learning processes</li><li>▪ caring for intercultural aspects.</li><li>▪ welcoming and allocating in coming mobility seekers</li><li>▪ planning and implementing mobility training paths</li><li>▪ monitoring and evaluating mobility</li></ul>

- assessing learning outcomes acquired during mobility
- applying EU policies for validating Los

**Languages** The Mobility agency operator has to be able to communicate in different languages: English is a must.

**Legislation** European, national, local legal policies and regulations have to be taken into account.

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## Part 2. the Mobility Agency Operator

N	Key activities	Component activities /Results
1	Mobility seekers' needs identification and selection Learning Outcome: A clear insight in the needs and interests of the mobility seekers, based on the background and tuned to the personal motivation.	1.1 Gathering information on previous studies, VET, mobility, and professional background. 1.2 Analysis of personal motivations and interests in taking part in a mobility intervention.
2	Management of companies' network. Learning outcome: maintenance and expansion of the network with companies who are interested in sending and hosting trainees.	2.1 Maintenance of contacts with companies and bodies which want their staff to take part in learning mobility. 2.2 Maintenance of contacts with companies available for hosting apprentices / trainees. 2.3 Acquisition of new contacts related to companies and bodies.
3	Identification and selection of mobility implementing features. Learning outcome: A good preparation of the traineeship which matches both the expectation of the trainee as the hosting organisation.	3.1 Analysis of Programs and financial mechanisms available for mobility. 3.2 Matching mobility requests with available placements (both incoming and outgoing). 3.3 Realisation of the cultural, pedagogical and linguistic preparation. 3.4 Planning of logistic aspects.
4	Management of mobility interventions. Learning outcome: an effective and efficient management and monitoring of the mobility intervention	4.1 Management of logistic aspects. 4.2 Monitoring mobility interventions. 4.3 Quality assurance.
5	Management of validation and certification (?) of learning outcomes. Learning outcome: a qualitative way of validation and recognition of the learning outcomes	5.1 Elaboration of a learning agreement. 5.2 Assessment of learning outcomes. 5.3 Application of EU validation tools.

**Key activity 1: Mobility seekers' needs identification and selection.**

	Knowledge	Skills	Competences	EQF level
<p>Component activity 1</p> <p>Gathering information on previous studies, VET, and professional background.</p>	<p>K.A.1 Interview techniques.</p> <p>K.A.2 The structure of educational and VET systems.</p> <p>K.A.3 Selection procedures and criteria for mobility.</p>	<p>S.1.1 To ask for information on educational background.</p> <p>S.1.2 To ask for information on professional background.</p> <p>S.2.1 To fit person's background in the national educational and/or VET systems.</p> <p>S.3.1 To apply selection procedures referred to funding mechanisms.</p> <p>S.3.2 To apply selection criteria of specific Programs.</p>	<p>C.1.1 To interview mobility seekers on educational issues.</p> <p>C.1.2 To interview mobility seekers on their working experience.</p> <p>C.2.1 To assess the educational status of mobility seekers.</p> <p>C.3.1 To assess if educational and professional background of mobility seekers satisfy funding mechanisms procedures.</p> <p>C.3.2 To assess if educational and professional background of mobility seekers satisfy Programs' criteria.</p>	6

	Knowledge	Skills	Competences	EQF level
<p>Component activity 2</p> <p>Analysis of personal motivations and interests in taking part in a mobility intervention.</p>	<p>K.B.1 Interview techniques.</p> <p>K.B.2 Motivational analysis.</p>	<p>S.1.1 To interview mobility seekers on personal interests for mobility.</p> <p>S.2.1 To interview mobility seekers on motivations for mobility.</p>	<p>C.1.1 To identify mobility seekers' attitude in terms of interest for mobility.</p> <p>C.2.1 To identify mobility seekers' attitude towards mobility.</p> <p>C.2.2 To assess if mobility seekers' interests and motivations fit into mobility Programs frameworks.</p>	6

**Key Activity 2: Management of companies' network.**

	Knowledge	Skills	Competences	EQF level
<p>Component activity 3</p> <p>Maintenance of contacts with companies and bodies which want their staff to take part in learning mobility.</p>	<p>K.C.1 The local productive structure and companies' representative bodies.</p>	<p>S.1.1 To create and update contacts with companies wanting their staff to go in learning mobility.</p> <p>S.1.2 To create and update contacts with companies' representative bodies.</p>	<p>C.1.1 To monitor the availability of companies to send their staff in learning mobility, keeping contacts with HR developers.</p> <p>C.1.2 To assist firms in planning mobility interventions.</p> <p>C.1.3 To promote outgoing mobility.</p> <p>C.1.4 To feed and use a database with companies for outgoing mobility.</p>	6
<p>Component activity 4</p> <p>Maintenance of contacts with companies available for hosting apprentices / trainees.</p>	<p>K.D.1 The local productive structure and companies' representative bodies.</p>	<p>S.1.1 To create and update contacts with companies available for hosting apprentices / trainees.</p> <p>S.1.2 To create and update contacts with companies'</p>	<p>C.1.1 To monitor the availability of companies to host mobility, keeping contacts with HR developers.</p> <p>C.1.2 To assist companies to plan hosting mobility.</p> <p>C.1.3 To promote incoming mobility.</p>	6

	K.D.2 Quality standards and requirements for hosting apprentices / trainees.	<p>representative bodies.</p> <p>S.2.1 To explain to companies quality standards and requirements for hosting mobility.</p> <p>S.2.2 To check if the companies adopt and use quality standards and requirements.</p>	<p>C.1.4 To feed and use a database with hosting companies.</p> <p>C.2.1 To secure that companies are aware of quality standards and requirements to host mobility.</p> <p>C.2.2 To secure that mobility interventions are within quality standards and requirements.</p>	
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	Knowledge	Skills	Competences	EQF level
<p>Component activity 5</p> <p>Acquisition of new contacts related to companies and bodies.</p>	K.E The local productive structure and companies' representative bodies.	<p>S.1.1 To identify and contact new companies available to host incoming mobility.</p> <p>S.1.2 To integrate relations to support firms' involvement.</p> <p>S.1.3 To apply relevant interpersonal aspects such as extraversion,</p>	<p>C.1.1 To conceive a network strategy to involve new firms available to host mobility.</p> <p>C.1.2 To manage and maintain links and cooperation with new companies.</p> <p>C.1.3 To coordinate and improve cooperation with companies which</p>	6

		empathy, emotional stability, self-reflection, sense of justice and cooperativeness	host mobility.	
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**Key activity 3 Identification and selection of mobility implementing features.**

	Knowledge	Skills	Competences	EQF level
Component activity 6 Analysis of Programs and financial mechanisms available for mobility	<p>K.F.1 The financial sources to fund mobility.</p> <p>K.F.2 The application procedures for funding mobility.</p> <p>K.F.3 The Programs (Projects, Initiatives, Regulations,...) that support mobility.</p>	<p>S.1.1 To select between different financial sources for mobility.</p> <p>S.1.2 To identify the requirements to access funds.</p> <p>S.2.1 To identify application rules of the different financial sources.</p> <p>S.3.1 To identify and select Programs, Projects, Initiatives that support mobility.</p>	<p>C.1.1 To find out the most suitable financial source for mobility seekers and companies.</p> <p>C.1.2 To search for and arrange information and documents to fulfil financial requirements.</p> <p>C.2.1 To finalise the application for funds, taking into account all rules.</p> <p>C.3.1 To find out the most suitable Program (...) for mobility seekers and companies.</p> <p>C.3.2 To search for and arrange information and</p>	6

			documents to fulfil Program's requirements.	
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	Knowledge	Skills	Competences	EQF level
Component activity 7 Matching mobility requests with available placements (both incoming and outgoing).	K.G.1 The demand for outgoing mobility  K.G.2 The availability of placements abroad.  K.G.3 The demand for incoming mobility.	S.1.1 To process the request of mobility seekers.  S.1.2 To combine the request of mobility seekers with the requirements of Funding programs  S.2.1 To connect - via databases, correspondent organisations, PREMO vertical portal, other portals - seekers to available placements abroad.  S.3.1 To receive - via databases, PREMO vortal,... and to process the request of incoming mobility	C.1.1 To find out clearly the cultural, professional and learning needs of mobility seekers.  C.1.2 To start the matching outgoing seeker/placement.  C.2.1 To conclude the matching outgoing seeker / placement abroad.  C.3.1 To find out clearly the cultural, professional and learning needs of incoming mobility seekers.	6

		seekers. S.3.2 To check the financial, logistic and operative conditions for hosting mobility seekers.	C.3.2 To start the matching incoming seeker / placement.	
	K.G.4 The availability of placements at home.	S.4.1 To connect - via databases, PREMO vertical portal, other databases - seekers to available placement at home.	C.4.1 To conclude the matching incoming seeker / placement at home.	

	Knowledge	Skills	Competences	EQF level
Component activity 8 Realisation of the cultural, pedagogical, linguistic (and professional if the case) preparation.	K.H.1 Cultural, pedagogical, linguistic and professional (if the case) needs of mobility seekers.  K.H.2 Local education	S.1.1 On the basis of component activities 1 and 7, to design the education and training preparation of outgoing mobility seekers.  S.1.2 To realise the education and training preparation of outgoing mobility seekers.  S.2.1 To identify and	C.1.1 To articulate a education and training path for the preparation of outgoing mobility seekers.  C.1.2 To manage the cultural, pedagogical linguistic, and professional preparation of outgoing mobility seekers.  C.2.1 To arrange with	6

	and training providers' offer.	contact education and training providers for the preparation of outgoing mobility seekers.  S.2.2 To define the calendar of the preparation.  S.2.3 To check that the preparation is delivered.	providers the characteristics and contents of the preparation for mobility seekers.  C.2.2 To check on going delivery of preparation.  C.2.3 To verify that preparation produced expected outcomes.	
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	Knowledge	Skills	Competences	EQF level
Component activity 9  Planning of logistic aspects.	K.I.1 The situation of local transportation at home.          K.I.2 The ways to transport mobility	S.1.1 To identify transport options for welcoming incoming mobility seekers.    S.1.2 To identify transport options to move in the placement area.    S.2.1 To identify different ways to move	C.1.1 To provide for welcome service for incoming mobility seekers.    C.1.2 To provide for information on public transport, tickets,... in the placement area.    C.2.1 To choose between different options on the	6

	<p>seekers abroad.</p> <p>K.I.3 The situation of hospitality and restoration at home.</p> <p>K.I.4 The local regulations for insurance, and work related services.</p>	<p>outgoing mobility seekers abroad</p> <p>S.3.1 To identify different options for hosting and feeding incoming mobility seekers</p> <p>S.2.2 To identify the needs for insurances, certificates, agreements, linked to the realisation of the placement</p>	<p>base of safety of means and economical condition of ticket fees.</p> <p>S.3.1 To choose between different options on the base of the quality/ price ratio.</p> <p>C.2.2 To prepare the procedure for getting insurances, certificates, agreements linked to the realisation of the placement</p>	
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**Key activity 4: Management of mobility interventions.**

	Knowledge	Skills	Competences	EQF level
<p>Component activity 10</p> <p>Management of logistic aspects.</p>	<p>K.L.1 The situation of local transportation at home.</p>	<p>S.1.1 To describe public transport options for incoming mobility seekers.</p> <p>S.1.2 To design the logistic component of the social activities</p>	<p>C.1.1 To provide incoming mobility seekers with tickets, cards to move in the placement area.</p> <p>C.1.2 To organise the logistic component of the social activities</p>	<p>6</p>

	<p>K.L.2 The ways to transport mobility seekers abroad.</p>	<p>S.2.1 To plan transfer to/from airports and stations</p> <p>S.2.2 To plan the trip to the hosting country</p>	<p>C.2.1 To transfer mobility seekers to / from airport, stations</p> <p>C.2.2 To make reservations and buy tickets to/from placement destination.</p>	
	<p>K.L.3 The situation of hospitality and restoration at home.</p>	<p>S.3.1 To plan accommodation for incoming mobility seekers.</p> <p>S.3.2 To plan details on meals and dinners for incoming people.</p>	<p>C.3.1 To book an accommodation for incoming mobility seekers</p> <p>S.3.2 To manage aspects related to meals and dinners.</p>	
	<p>K.I.4 The local regulations for insurance, and work related services.</p>	<p>S.4.1 To identify needs in terms of insurances, health preservation, work activity</p>	<p>S.4.2 To stipulate all needed insurances, health preservation agreements, work activity certificates.</p>	



	Knowledge	Skills	Competences	EQF level
<p>Component activity 12</p> <p>Quality assurance. (for incoming mobility seekers)</p>	<p>K.N.1 Monitoring techniques and tools</p> <p>K.N.2 Quality standards and requirements of the funding program</p> <p>K.N.3 Quality standards in the learning agreement</p>	<p>S.1.1 To interact with placement tutor / company to identify trainee's progress and learning</p> <p>S.2.1 To apply standards and requirements of the funding Program.</p> <p>S.3.1 To apply quality standards contained in the learning agreement</p>	<p>C.1.1 To check if mobility learning objectives are met.</p> <p>C.2.1 To secure quality to mobility actions and the respect of requirements of the funding Program.</p> <p>C.3.1 To secure the respect of quality levels and of the learning agreement.</p>	6









