

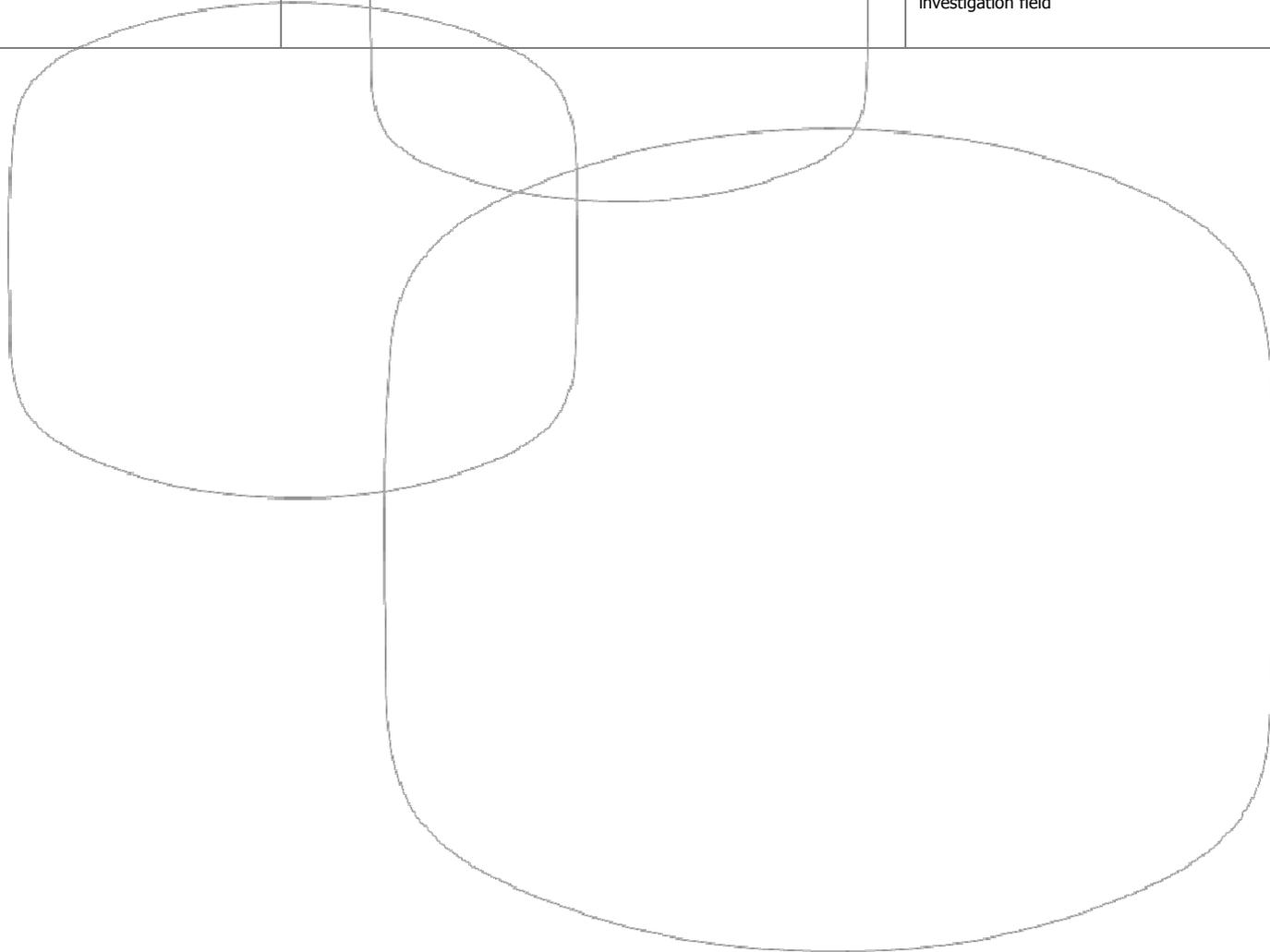
Module Descriptor and Units of Learning Outcomes

Mobility Coach

EQF QUALIFICATIONS DESCRIPTOR

Levels of Qualification	Knowledge	Skills	Competencies
Level 1	General basic knowledge	General basic skills for accomplish a simple task	Work/study under direct supervision in a structured context
Level 2	Basic factual knowledge in a working/study area	Basic cognitive and practical skills needed for the application of the adequate information to the accomplishment of tasks and current problem solving through simple rules and instruments	Work/study under direct supervision with some autonomy
Level 3	knowledge of facts, principles, processes and general concepts in a study/work area	Range of cognitive and practical skills necessary for the task accomplishment and problem solving through selection and application of instruments, materials and basic information	Taking responsibility for executing tasks in a study/work area. Adapt the behavior to circumstances in order to solve problems
Level 4	Factual and theoretical knowledge in broad contexts within a field of study/work	Range of cognitive and practical skills necessary for the conceiving for specific problem solving in a study/work area	Manage own work within the guidelines established in the context of study/work, usually predictable but liable to change. Supervise the routine work of third parts and taking responsibilities in terms of evaluation and activity improvements in study/work contexts
Level 5	Comprehensive, expertise, factual and theoretical knowledge in a study/work area and awareness of the knowledge limits	Large range of cognitive and practical skills for conceiving creative solutions for abstract problems	Manage and supervise in study/work contexts subject to unpredictable changes. Revise and develop the thirds development
Level 6	Deep knowledge for a specific study/work area which demands an critical comprehension of theories and principles	Advanced skills which show mastery and innovation for complex and unpredictable problem solving in a study/work specialized area	Management complex technical or professional activities or projects, taking the responsibility for decision making in unpredictable study/work contexts. Taking responsibilities in management for individual, professional and collective development
Level 7	Highly specialized knowledge, some of them are in the forefront of some study/work knowledge, that underpin	Specialized skills for problem solving in terms of investigation and innovation, to develop new knowledges and procedures in order to integrate them in different areas	Manage and transform study/work complex and unpredictable contexts which demand new strategies. Taking responsibilities in order to contribute to new knowledges and professional practices

	the capacity for original thinking		and/or review the strategic team performances
Level 8	Cutting-edge knowledge's at the forefront in a study/work area and in the interconnection of areas	The most advanced and specialize techniques, including synthesis and evaluation skills, necessary to solve critical problems in the investigation and innovation areas, for the enlargement and redefinition of the existing professional practices	Demonstrate a considerable level of authority, innovation, autonomy, scientific and professional integrity and assume a sustained commitment regarding the development of new ideas or processes in the forefront of study/work contexts, including the investigation field



MODULE DESCRIPTOR AND LEARNING UNITS

TRAINING COURSE/MODULE/QUALIFICATION: Mobility Coach										
UNITS OF LEARNING OUTCOMES	KEY UNITS	LEVEL		LEARNING HOURS	ECVET POINTS	GENERIC UNITS	LEVEL		LEARNING HOURS	ECVET POINTS
		EQF	NQF				EQF	NQF		
		Unit 1 – Induction Process	5-6		6		20%	Not applicable		
Unit 2 – Student/Trainer Assessment	5-6		12	50%						
Unit 3 – Assessment of the process	5-6		6	30%						

UNITS OF LEARNING OUTCOMES

UNIT 1: Induction Process

SUMMARY DESCRIPTION: Ability to find out, discuss the expectations for the working period and develop the induction program and consequent working activities.

LEARNING OUTCOMES	KNOWLEDGE	SKILLS	COMPETENCIES	LEVEL		ECVET POINTS
				EQF	NQF	
Identify the different approaches in mobility process.		Ability to promote social media networking for intercultural learning integrating diversity strategies in communication at work place.	Apply new approaches and strategies for learning: learning by doing and action oriented learning.			
Characterize action-oriented learning, learning tools and their applications.		Promote the approach of diversity in problem solving.	Apply action oriented methodology and didactics to differentiated individuals.			
Categorize intercultural communication in intercultural teams in view to training working culture.		Be able to understand the codes of conduct and manners generally accepted in different societies and environments.	Integrate creative solutions in an intercultural team in order to solve a problem, interacting with individuals and group from other cultures successfully.			
Discriminate learning tools that underpin the mobility process.		Masters the techniques to elaborate and negotiate personal/professional induction programs and ways to establish compromises by creating open, sharing and creative environments.	Support the development and manage common solutions taking into account cross-cultural differences and behaviors promoting powerful			
Recognize intercultural differences concerning tradition, prejudices, stereotypes, society, gender and age in the working environment.						
Collect and process information in order to						

<p>make use of it in a mobility process.</p> <p>Choose the proper negotiation strategies, models and techniques in a multicultural working context.</p> <p>Identify available opportunities for working activities.</p> <p>Analyze and interpret learning needs for the mobility process.</p> <p>Identify the value of cultures and harness richness for effective integration in a workplace.</p> <p>Identify typical obstacles to the implementation of the induction process of a student/trainee.</p>	<p>Plan, organize, manage and lead the instruction process, both as an individual and collaboratively in teams.</p> <p>Take into account varying individual intercultural needs when developing the mobility process.</p> <p>Search, collect and process information and use it in a critical and systematic way, to prepare the mobility process.</p>	<p>cooperation.</p> <p>Promote the importance of the feeling of belonging to the organization.</p> <p>Apply the correct intercultural standards to the work-process activities in different areas.</p> <p>Implement a mobility process setting objectives and identifying what is required and how to be carried out.</p>			
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UNITS OF LEARNING OUTCOMES

UNIT 2: Student/Trainer Guidance

SUMMARY DESCRIPTION: Ability to coach and mentor the student and reflect on own learning and attitudes.

LEARNING OUTCOMES	KNOWLEDGE	SKILLS	COMPETENCIES	LEVEL		ECVET POINTS
				EQF	NQF	
	Identify and assess own and others emotions in a coaching process.	Express or release own inner feelings and emotions.	Act as a coach in the personal/professional working process of each student/trainee.			
	Raise awareness for the importance of intercultural management in the process of welcoming foreigners and coach them.	Recognize, interpret, and respond constructively to emotions in yourself and others.	Apply extended communication and conflict solving strategies to a greater level of trust and responsibility.			
	Define intercultural conflict solving in a mobility process.	Interact with individuals and groups from other cultures successfully and appropriately.	Leverage cultural differences in view to integrate the student/trainee.			
	Give examples of intercultural conflict solving competence	Improve individual coaching skills in a mobility process.	Facilitate the introduction and coach sensitive the entire mobility process.			
	Decipher complex and layered cultural connotations in verbal and non-verbal communication	Act self-confidently.	Support the development and			

<p>Theorize the importance of intercultural management in organizations.</p> <p>Identify own strengths and weaknesses of and to be able to search for the education and training opportunities and guidance and/or support available.</p> <p>Masters the techniques of stimulating self-assessment by means of observation and active listening.</p> <p>Identify individual and team intervention needs, through the observation of “performance difficulties”.</p>	<p>Motivate others towards change.</p> <p>Acknowledge own and others sensitivity to act peaceful, respectful, self-confident in an intercultural dialogue.</p> <p>Perform diagnostic techniques to promote self-learning.</p> <p>Use error as learning process to prevent future error occurrence.</p> <p>Promote a coaching environment in which intercultural participants can be open and free, and feel confident and secure.</p> <p>Anticipate students/trainees needs at each stage of the mobility process.</p> <p>Use and handle technological tools and machines to coach and support the mobility process.</p>	<p>manage common solutions taking into account cross-cultural differences and behaviors.</p> <p>Adapt and practice an appropriate code of behavior.</p> <p>Organize the creation of a personal project.</p> <p>Create self-directed development opportunities.</p> <p>Facilitate the mobility process in which the students/trainees feel confident and secure and express themselves open-minded and self-confident way.</p> <p>Express interest in engaging in communities and networks for cultural, social and/or professional purposes.</p> <p>Show motivation and confidence to pursue the learning and coaching objectives.</p>			
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UNITS OF LEARNING OUTCOMES

UNIT 3: Assessment of the process

SUMMARY DESCRIPTION: Ability to do an objective assessment and establish a proper communication process and feedback.

LEARNING OUTCOMES	KNOWLEDGE	SKILLS	COMPETENCIES	LEVEL		ECVET POINTS
				EQF	NQF	
	<p>Identify and differentiate communication skills.</p> <p>Describe social competences involved in a mobility process.</p> <p>Identify the interrelation and interdependence of dominant values and believes-systems in work-life balance.</p> <p>List intercultural communication competencies.</p> <p>Describe practice active listening skills, communication, non-verbal communication and body language, language as a tool for self-expression.</p> <p>Decipher complex and layered cultural connotations in verbal and non-verbal communication.</p> <p>Plan and evaluate the entire process of a</p>	<p>Adapt communication techniques in order to create harmonious relationship with self and others.</p> <p>Summarize concepts and ideas discussed in an assessment meeting.</p> <p>Accept and provide feedback in culturally appropriate manner.</p> <p>Foster the process of active listening and active speaking.</p> <p>Use language as a tool for improvement of communication, considering values, traditions, stereotypes and prejudices of other cultures.</p> <p>Interact with students/trainees, contributing to a sustainable coexistence and responsible cooperation among all</p>	<p>Apply extended communication skills in order to support creative processes, to solve problems in interaction, to motivate participants.</p> <p>Develop and present a creative summary presentation, report in using new technologies.</p> <p>Reorganize strategies for resolving intercultural conflicts.</p> <p>Practice active listening skills, communication, non-verbal communication and body language.</p> <p>Promote training situations for participants for active listening and active speaking.</p> <p>Create a critical and constructive</p>			

	intercultural project.	people	dialogue with the students/trainees.			
	Identify possible techniques that can stimulate creative thinking.	<p>Acknowledge own's high sensitive and the sensitivity of others to act peaceful, respectful, self-confident in an intercultural dialogue.</p> <p>Adapting or generating imaginative or innovative ideas.</p> <p>Suggests appropriate solutions by thinking creative in challenging problems/situations.</p>	<p>Think and analyze critically.</p> <p>Show flexibility and adapt behavior to different requirements and situations.</p>			