



Manual
Generic Erasmus Competencies
Assessment Tool
March 2020

Output 2: VIVES University of Applied Sciences(Lead)



Introduction

This assessment tool was developed within the framework of the ERASMUS+ project STRENCO, which focuses on the development of competences for working collaboratively in mental health. The project looks to connect students working in the mental health area with academics, service users and practitioners to promote the area of collaborative working in mental health.

In addition to developing an assessment tool for competences in co-production, there is another goal to gain insight into the generic competencies that are required in an international collaboration. This assessment was developed specifically for students participating in an Erasmus+ project.

This assessment is the result of an intensive cooperation between 6 universities of applied sciences from 5 European countries. It was developed in a co-productive way and managed by the teaching and research staff of VIVES University of Applied Sciences, Faculty of Health Care, Kortrijk (Belgium).

This tool is based on the ICOMS (Leuven, 2014) and the Key Competences of lifelong learning drawn up by The Council of the European Union (The council of European Union, 2018) in which a selection was made of the most relevant competences in the context of the Erasmus+ STRENCO project.

There are 35 competences clustered in 6 domains. In the third column a description of the competences can be found. This tool uses a Likert scale from 0 to 5 stars. The number of stars reflects the level of the competence. The minimum level is zero stars, which stands for totally absent. The maximum is five stars, which stands for excellence.

The intention is to use this tool as a reflective self-evaluation. It is also possible to fill in with the help of and in consultation with the other participants in the international cooperation. By talking to the other participants, more insight into one's own generic competencies will be gained.

At the end of the assessment it is possible to visualize the scores clustered by domain in a spider web diagram. This makes it possible to compare multiple measurements with each other and to show a certain evolution.

Using the assessment Tool: step by step process

1. In this manual an overview of generic competences and their descriptions will be found. This can be helpful in indicating the level of the competence. The fourth column shows a score per competence marked by five stars. The number of stars reflects the level of the competence. The minimum level is zero stars, which stands for totally absent. The maximum is five stars, which stands for excellence. For the simplicity of filling in the form, it is better not to work with half stars.
2. Focus on the situation or setting in which you have worked with others in an international context and which is the subject of this reflection.
3. Start with the first competence. Read the description of each competence and reflect as to what extent you have mastered this competence. You can also get feedback from people with whom you have worked.
4. Complete this for each competence.
5. After step four, you can calculate the average for each domain in the fifth column. It is better to round the average value. For example ≥ 3.5 is 4 stars, < 3.5 is 3 stars.
6. When you have completed the six domains, transfer the average scores onto the spiderweb diagram. Now you can connect all the dots in one figure.
7. With subsequent assessments, use in a different colour and compare the outcomes with the previous mapping.
8. The outcome you obtain, can be used to start a dialogue with people or as a self-reflective exercise, to explore your acquisition of these competences.

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Domains	Compentences	Descriptions		
1. Language Skills	Writing a text in another language	The student can express themselves in writing in at least one language other than the mother tongue, in such a way that he is able to produce a clear, detailed text on a wide range of subjects related to their field of study.		
	Speaking a foreign language	The student is able to express themselves verbally in at least one language other than the mother tongue, in such a way that he presents detailed descriptions in work-related contexts, on a wide range of topics, and is quite able to participate in a fluent and spontaneous conversation with native speakers.		
	Being able to understand oral texts in a foreign language	The student is able to understand more complex argumentations and lectures related to their field of study, spoken in at least one language other than the mother tongue, and is able to replicate the main train of thought.		
	Being able to understand a written text in a foreign language	The student understands texts written in at least one other language other than the mother tongue and related to their field of study, and is able to replicate the most important trains of thought.		
2. Intercultural competence <i>"The ability to communicate effectively and appropriately in</i>	Cultural self-knowledge	The student knows and understands their own frame of reference and worldview and is able to link these to other view points.		
	Cultural flexibility	If necessary the student adapts their behaviour and communication style in an intercultural context and explores alternative behaviour patterns.		

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<p><i>intercultural situations based on one's intercultural knowledge, skills and attitudes" (Deardorff, 2006). "Intercultural competence is the proper and effective interaction management between people, who, to some extent, represent the different or divergent affective, cognitive or behavioural orientations of the world." (Spitzberg, 1989)</i></p>	<p>Cultural resilience</p>	<p>The student can deal with the difficulties and negative feelings that may arise in intercultural encounters in a constructive way.</p>		
	<p>Cultural responsiveness</p>	<p>The student listens to the vision and expertise of others and accepts the relativity of one's own vision and ideas.</p>		
	<p>Cultural knowledge</p>	<p>The student acquires knowledge about other cultures and employs this knowledge in an appropriate manner with respect for the uniqueness of each individual human being.</p>		
	<p>Cultural connectivity competence</p>	<p>In an intercultural context, the student develops a working relationship with colleagues, clients and other stakeholders and contributes to an atmosphere of trust.</p>		
	<p>Cultural communicative competence</p>	<p>The student examines the specific features of their own communication style, allows for a remedial approach if necessary and explores the communication style of other people.</p>		
	<p>Cultural conflict management</p>	<p>The student regards intercultural conflicts as learning opportunities and is aware of their own conflict management style.</p>		
	<p>Multi-perspective approach</p>	<p>The student approaches and understand a situation, an issue or a problem from multiple cultural perspectives.</p>		

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3. Global engagement	International orientation	The student can place local events and practices in an international context by indicating the international consequences of local events and the influence of the international or European contexts on these local situations.	☆☆☆☆☆	☆☆☆☆☆
	Forming an own opinion regarding societal or international topics	The student is able to develop an informed opinion about international social and / or political issues.	☆☆☆☆☆	
	Expressing an own opinion on societal or international topics	The student formulates and communicates their views on international social and / or political issues in a clear and convincing way.	☆☆☆☆☆	
	Showing social involvement	The student understands how they personally may be able to contribute to the societal solution of international problems in a positive way, and is able to act accordingly (either as an individual or as part of a socially involved organization).	☆☆☆☆☆	
4. Personal Growth	Being able to function independently	The student is able to independently do their work and / or internship	☆☆☆☆☆	
	Co-operating and networking	In work-related settings, the student can easily connect with people; is able to communicate in a clear way, and is able to function well in a team.	☆☆☆☆☆	
	Showing confidence	The student dares to take responsibility; can address the challenges at work or internship. This behaviour is based on a realistic understanding of their own skills and competences.	☆☆☆☆☆	

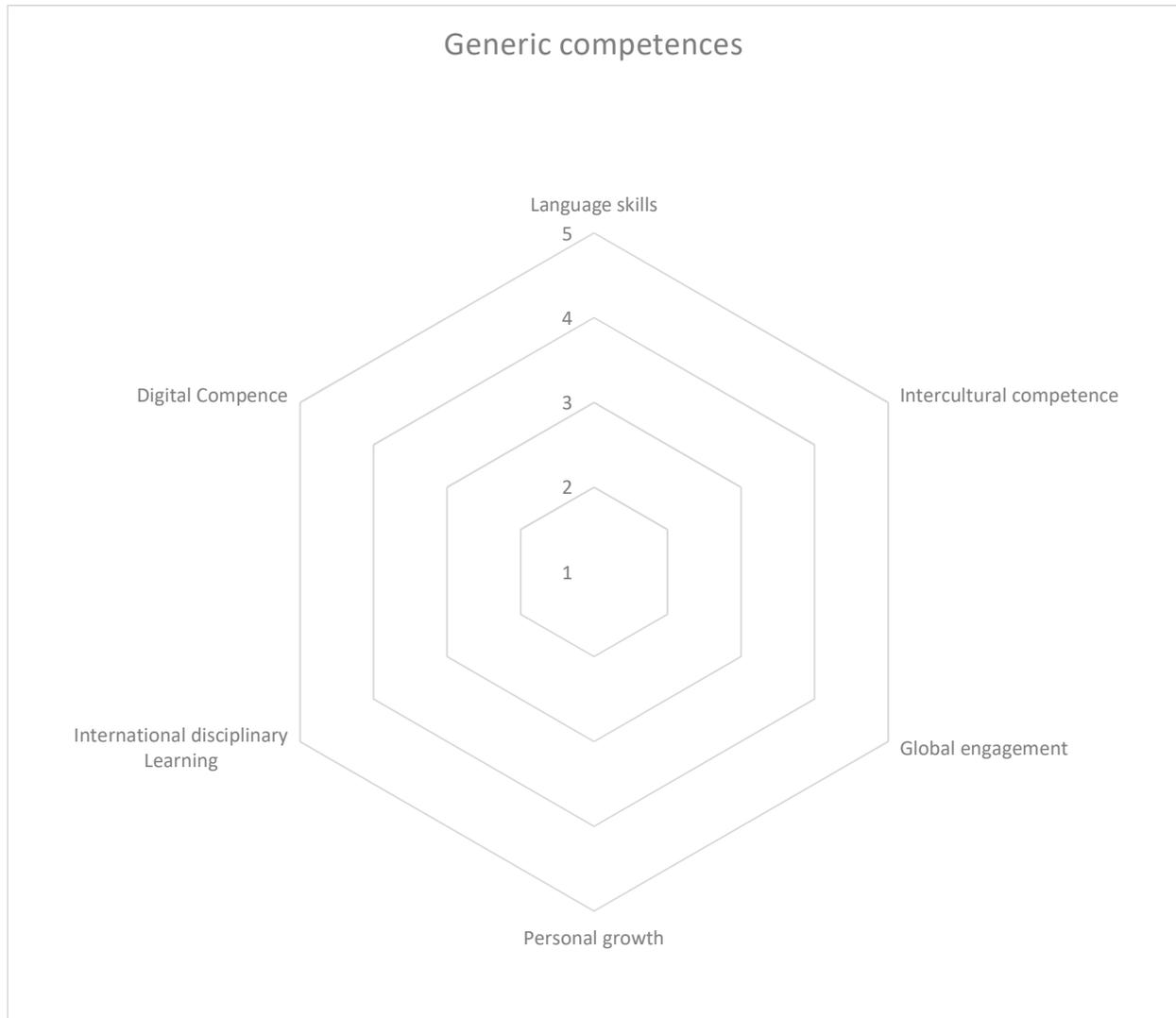
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	Showing a flexible attitude	If necessary the student can change plans and responds to unexpected events	☆☆☆☆☆	☆☆☆☆☆
	Investigating other perspectives	The student is open to alternative ideas and opinions, will examine them and considers the value of the alternatives.	☆☆☆☆☆	
	Showing creativity	The student devises innovative solutions to problems encountered at work or internship.	☆☆☆☆☆	
	Possessing a clear idea of the future	The student has a clear picture of future study or work choices based on a realistic insight and understanding of their own capabilities and interests	☆☆☆☆☆	
	Holding one's own in stressful situations	In stressful work-related situations, the student has relevant capacity and coping skills to either maintain their professional performance, or to seek appropriate support.	☆☆☆☆☆	
5. International Disciplinary Learning	Being able to situate their discipline within the international context		☆☆☆☆☆	☆☆☆☆☆
	Recognizing the fact that their domain is culturally determined		☆☆☆☆☆	
	Having a developed knowledge of the professional activities of their discipline in other countries.		☆☆☆☆☆	

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	Being aware of relevant international organizations within their field		☆☆☆☆☆	
6. Digital competence	Digital communication	The student is able to understand how digital competences can support communication.	☆☆☆☆☆	☆☆☆☆☆
	Digital creativity	The student is able to understand how digital competences can support creativity.	☆☆☆☆☆	
	Digital innovation	The student is able to understand how digital competences can support innovations.	☆☆☆☆☆	
	Digital citizenship	The student is able to understand how digital competences can support active citizenship.	☆☆☆☆☆	
	Digital awareness	The student is aware of the opportunities, limitations, effects and risks of digital technologies for example: mental health apps.	☆☆☆☆☆	
	Working with digital content	The student is able to use, access, filter, evaluate, create, program and share digital content.	☆☆☆☆☆	

Spiderweb diagram



References

Leuven, A. K. (2014). *Home*. Retrieved from Internationale competenties:

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