

Faculty of Humanities  
Pompeu Fabra University



**GUIDE TO THE PORTFOLIO  
OF CROSS-DISCIPLINARY COMPETENCES**

**GLOBAL STUDIES**

2016- 2017 academic year

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## Introduction

One of the aspects relating to the latest situation of the European Higher Education Area (EHEA) is the promotion of the cross-disciplinary competences of students. Indeed, aside from the specific competences in their respective bachelor's degree programmes, students will need to develop a command of cross-disciplinary competences as much as possible.

The syllabus for the Bachelor's degree in Global Studies envisages promoting and assessing some of the most pertinent cross-disciplinary competences such as written and oral communication in several languages, information searching and use of new technologies, teamwork and interculturality.

In order to encourage the attainment of the aforementioned competences, the Faculty of Humanities has designed the activity of the Portfolio of cross-disciplinary competences. It shall be carried out during the degree programme, shall involve tutoring and shall result in the delivery of a portfolio where students shall certify the extent to which they have attained those competences.

In order to clarify the activity, we have drawn up this guide.

## 1. What is the Portfolio?

The Portfolio offers a **host of compiled information and documentation** representing a learning process.

It consists of an **education instrument** that incorporates an analysis and reflection on actions carried out and the design of plans for improvement, which are fundamental components in encouraging self-learning and promoting continuing training during future careers.

It is also an **accreditation instrument** as it enables the individuals undergoing the learning process to show **what** they have learnt and **how** they have learnt it in a highly personal, comprehensive manner, documenting the whole process using representative material.

During the three-year degree programme, students will need to draw up a portfolio on the six cross-disciplinary competences that are a priority goal for the Faculty:

- Oral communication to an auditorium
- Written communication
- Search for information and use of new technologies
- Teamwork
- Interculturality
- Access to employment

Along with the ability of learning to learn, these competences are fundamental to any professional. The Portfolio is an excellent tool for fostering their development.

In order to monitor the Portfolio, Mahara, a web application for open code social network digital portfolios, will be used.

The following sections set out the dynamic for the preparation of the Portfolio.

## 2. How is the Portfolio structured?

The Portfolio that will need to be submitted at the end of the third academic year is structured into six sections, one for each competence.

Each section will have two components:

1. For each competence, a **written report** will need to be submitted for the first component of no longer than one page, to be drawn up at the end of the third year. It will be an open piece of writing on the experience witnessed for each competence throughout the study programme (see example in annex 7.3.). It should set out:

- a. **“What” has been learnt and “how” it has been learnt.** This relates to the specific aspects of each competence which have been learnt over these years (at the university and/or elsewhere) and to the activity (or activities) that have fostered this learning. For instance, in the competence of oral communication, the question of “what” has been learnt may be to control the presentation time and the question of “how” it has been learnt may be through repeated practice or certain strategies learnt from a lecturer, a classmate, a presentation manual, and so on.
- b. **“Strengths”** or aspects that have been achieved to the greatest extent for each competence. For instance, in the competence of oral communication this may be effective control of presentation time, a presentation organised with the aims set out at the start and a clear summary at the end, positive engagement with the audience, etc.
- c. **Attempts at improvement carried out.** This relates to improvements made during the second and third years. Improvements shall be planned in the various meetings with the Portfolio tutor. When an improvement is planned it is advisable to envisage how it may be

documented. For instance, in the aforementioned competence of oral communication, if the plan is to improve the supporting audiovisual resources, the evidence will consist of the material prepared; however, if the plan is to improve control over presentation time it will be necessary to envisage how the improvement can be documented (template for the analysis of an oral presentation, annex 7.2.).

2. In the second component it will be necessary to provide **representative material** in order to document the statements set out in the report on each competence. Therefore, it would be suitable in particular to detail the “strengths” and the improvements referred to using representative material accordingly. This material may be in paper format, a video recording or any other evidence students deem suitable.

Although the evidence shall refer to activity carried out at university, it may also incorporate activities conducted outside the university setting.

Section 6 of this guide sets out a series of guidelines for preparing the Portfolio. For each of the six competences, the following information is provided:

- a) A definition of the competence.
- b) Guiding questions to assist with the analysis in terms of “strengths” and “weaknesses” (analysis templates, annex 7.1.) and to draft the written report. It is not necessary to respond to all of them, they are simply included for the purposes of reflection.
- c) Any likely situations in which the competence has or may be developed.
- d) Several examples of material that may be provided.

The annex incorporates the templates for the analysis of each competence (annex 7.1.), the template for the analysis of an oral presentation (annex 7.2.) and an example of a report for the competence “Oral communication to an auditorium” (annex 7.3.).

### **3. Who will provide support in the preparation of the Portfolio?**

The individual in charge of the Portfolio is lecturer Gemma Rodríguez, attached to the Academic Coordination Office (OCA), who will always be at the disposal of students and tutors to address any aspect relating to this project.

All students shall work on the Portfolio with their tutor and shall meet with them at least twice during year two and three. The dynamics of these meetings shall be explained in the pertinent academic year.

Access to employment competences shall benefit from support from advisors from the Career Services unit (optional).

**As of the first academic year students will need to begin compiling all documentation prepared at university or elsewhere which is associated with the six competences: oral communication, written communication, information searching and use of new technologies, teamwork, interculturality and access to employment.**



## **4. Chronology of the Portfolio of cross-disciplinary competences**

### **Year one:**

Information and compilation of material relating to the six competences.

### **Year two:**

Meeting between the student and the tutor in the first and the third terms.

### **Year three:**

Meeting between the student and the tutor in the first and the third terms (October and April).

Handing in the Portfolio at the end of the academic year.

## 5. How will the Portfolio be assessed?

The presentation of the Portfolio at the end of year three, in accordance with the minimum requirements set, shall suffice in order to successfully complete the assessment of the exercise.

The minimum requirements for obtaining a positive assessment for the Portfolio are as follows:

- **Attending all meetings** with the tutor as specified in section 4 of this guide.
- **Handing in the Portfolio** at the end of year three with the following content for each competence:
  - o A written reflection report of one DA4 page (at the most!).
  - o Material chosen as representative, at least three documents per competence.
  - o The three templates from the student-tutor meetings signed and dated.

The Portfolios shall be assessed by the project leaders and there will be **two** possible qualifications:

- a) **Positive / successful:** the Portfolio is presented on the date planned, it is complete and includes all the sections required, and it meets the minimum requirements.
- b) **Unsuccessful:** the Portfolio is not presented on the date planned or does not meet the minimum requirements.

A positive assessment for the Portfolio shall imply a 20% contingency in relation to the final grade for the bachelor's degree final project subject (10 ECTS) in year three.

## **6. Guidelines for preparing the Portfolio**

### **6.1. Oral communication to an auditorium**

#### **Definition**

This competence relates to communication of information in public, i.e., the ability to convey information verbally to a group of individuals and to speak in front of an auditorium. All communication requires careful, effective presentation and should encourage, convince and generate an exchange of ideas in the auditorium.

Evidence of an ability for oral communication in the bachelor's degree programme languages will need to be presented: English and Spanish (or Catalan or both), and in the language chosen as part of the bachelor's degree programme requirements: Arabic, French, Chinese or Russian.

**Questions to encourage reflection and identify strengths and weaknesses in the action carried out:**

#### **a) Basic analysis (year one and two)**

- What aspects of oral communication do you find easy and difficult? How do you feel when you are in front of a group of people? What do your classmates think about your presentations?
- Do you set out the aims of your presentation at the start of it? Do you give a clear summary at the end?
- Does the presentation have an organised structure and a clear order making it easier to understand the content?
- Do you take into consideration the knowledge of the audience?
- Do you verify the quality of the information you present (reliable sources of information)?

- Do you take into account the volume of information that could be conveyed in the time expected? Do you keep watch over the time available to you?
- Do you choose suitable visual resources (PowerPoint, etc.)?
- Do you check that everything is ready before beginning your presentation to prevent any unwanted "mishaps" (computer, projector, etc.)?
- Do you work on your vocabulary and on pronouncing key words of your presentation accurately in the foreign language, if applicable?

### **b) Advanced analysis (year three)**

- When preparing the presentation are you clear about what information you wish to convey? Do you plan which questions you would like to answer? Can you identify a main message and secondary messages?
- Do you detail specific aspects using concrete examples?
- Do you use any particular strategy to catch the attention of the audience at the start of your presentation (raising an issue, telling an anecdote, etc.)?
- Do you reveal the sources of information for any tables and figures shown in the presentation?
- Are you familiar with and do you use the "rules for successful use of PowerPoint" in oral communications (volume and size of letters, colour combinations, etc.)?
- Do you interact with the audience (questions, humour, etc.)?
- Do you check whether the audience are following the presentation? Do you maintain eye contact with the whole audience? Do you consider how you would keep the attention of the audience for longer segments (voice modulation, pace changes, moments of silence, proverbs, anecdotes, illustrations, etc.)?
- Do you take into consideration non-verbal aspects: gaze, body stance, gestures, use of the space? And paralinguistic aspects: volume, intonation, fluency, articulation?

### **Situations in which the competence arises**

Presentations of scientific papers; presentation of teaching content in class; Problem-Based Learning (PBL) sessions; moderation of public events (assemblies, conferences, etc.); representation tasks; other experiences outside the university.

### **Examples of material**

Communication structure outlines; PowerPoint presentations; documents certifying the performance of presentations or event moderations (scientific workshop programmes, round tables, public events, etc.); marks for

presentations given during the study programme which have been assessed;  
presentation recordings on video; presentation analysis template (annex 7.2.);  
tutor reports on activities during research placements.

## 6.2. Written communication

### Definition

This relates to the ability to convey any information or demand with a specific purpose in writing. This communication should be correctly drafted and presented. It should also be carried out using all the working languages of the bachelor's degree programme: English and Spanish (or Catalan or both), and in the language chosen as part of the bachelor's degree programme requirements: Arabic, French, Chinese or Russian.

**Questions to encourage reflection and identify strengths and weaknesses in the action carried out:**

### a) Basic analysis (year one and two)

- What aspects of written communication do you find easy and difficult? How do you feel when you are required to produce communications in writing? What do others think about your work? Are you able to write and set out what you think easily?
- Do you keep the goal of the document in mind when writing the text? Do you use the most appropriate strategy: narration, description, explanation or argument, as the case may be?
- Is the text structured and coherently put together in order to meet its specific aims: to inform, convince, persuade, demonstrate, arouse interest, suggest, question, etc.?
- Do you take care with the introductory and concluding expressions in your written texts?
- Do you thoroughly review spelling, punctuation marks, use of abbreviations, symbols and acronyms?
- Do you ensure the length of the written text is in accordance with the guidelines set?

- Are you careful to ensure you name all institutions and centres you make reference to correctly?

**b) Advanced analysis (year three)**

- Do you use clear and precise language? Do you use dictionaries to avoid repeating words and enrich your vocabulary?
- Do you structure the text (introduction, body and conclusion) and apply the most suitable strategies for each part (to highlight the interest of the issue and appeal to your readership in the introduction, to demonstrate the various statements made in the body of the text and to sum up the content in the conclusion)?
- Do you use any technique to decide on the content and the essence of the text before beginning to write (brainstorming, outlines, concept maps, etc.)?
- Do you plan what the primary message and the secondary messages in the text will be before you begin to write? Do you know how to summarise?
- Do you use punctuation marks correctly: commas, semi-colons, full stops, etc.?
- Do you carry out a careful final review of verb tenses, repetitions, sentence length, etc.?
- Do you quote the bibliographical sources used appropriately?
- How good is your command of written Catalan, Spanish and English?
- Do you know how to draft a covering letter? And a CV?

**Situations in which the competence arises**

Reports on teaching activities which are assessed (free-elective subjects, conferences, research placements during summer, subject practical classes, etc.); PBL sessions; programme final project; scientific posters prepared during the study programme; assignments carried out in the various bachelor's degree subjects; reports; scientific papers; letters to the media; CVs; discussion forums; suggestion briefs; grant or scholarship applications; public debates; written



documents to classmates; miscellaneous documents (letters, applications, etc.); tutor reports on activities during research placements.

**Examples of material**

Representative material relating to the situations mentioned in the above paragraph; remarks or congratulations received in writing; marks for activities that have been assessed during the study programme (conferences, research placements, training placement reports, etc.); marks for individual assignments handed in for the various subjects.

### 6.3. Search for information and use of new technologies

#### Definition

This refers to the ability to efficiently find the right information and the use of new technologies in order to secure this information or achieve other competences and/or skills whether or not they are related to the disciplines covered by the Bachelor's degree in Global Studies.

#### Questions to encourage reflection and identify strengths and weaknesses in the action carried out

##### a) Basic analysis (year one and two)

- Do you consider the importance and relevance of knowing how to perform effective searches for your professional future? What sources of information do you use most frequently? What determines your information searching strategy?
- Before you begin your search, are you certain you know what specific information interests you and what the most reliable sources are to find it: books, scientific associations, publications in accredited journals, research projects, papers by experts, etc.?
- Do you use books to find information? Are you sure what type of information it is important to find in a book? And in a scientific journal? In others? And when to resort to *Google*?
- What role does the UPF library play? Do you make use of the library's web tools?
- Are you familiar with specific databases in the field of Global Studies? Are you able to access the full text of articles of interest? Do you use a quality and/or convenience filter to choose the material found before you begin reading the information compiled?
- Do you use and save electronic search strategies in order to return to them easily? Do you have a directory of websites of interest in order to access them easily (favourites)?

- What computer programmes are you familiar with? Which ones are you proficient in?

**b) Advanced analysis (year three)**

- Are you able to find as much quality, relevant information as possible on a specific aspect? Are you able to optimise the time devoted to searching?
- Do you make a critical assessment of the material found before reading it: author, institution, journal impact, article category, etc.?
- Are you able to find the full text in journals to which you have access via the library website (using the catalogue)?
- What have you learnt in relation to the use of new technologies while learning about the various disciplines of Global Studies? What specific programmes are you familiar with? What is your level of knowledge on programming? What other skills do you think you may need in your professional future?

**Situations in which the competence arises**

Use of the library; specific subjects taken in relation to the topic; other subjects in which there is frequent use of new technologies (almost all); searches made during the study programme to prepare individual or group assignments; PBL sessions; activities carried out aside from regular academic tasks (debate forum, cultural activities or solidarity actions, etc.).

**Examples of material**

Most of the material provided to certify written communication competence (to avoid repeating); some of the material provided to certify oral communication competence (PowerPoint presentations, etc.); search strategies; favourites list; examples of computer programmes used; marks for practical activities assessed; documentation on training courses taken; tutor reports on activities during research placements.

## 6.4. Teamwork

### Definition

This competence relates to the ability to perform any task that requires the assistance of various individuals to carry it out. It entails a mutual need to share skills or knowledge and a relationship of trust among the members of the group allowing work to be delegated and distributed.

**Questions to encourage reflection and identify strengths and weaknesses in the action carried out:**

#### **a) Basic analysis (year one and two)**

- What are the main problems you encounter when working in a team? Can you observe any difference when it comes to forming part of a natural (choice of members) or compulsory (chosen by alphabetic order) group? How do you value your involvement in the group (largely active or passive, a leadership role)?
- Are you responsible in your commitment to the team: following up on what has been agreed on, punctuality, etc.? During meetings are you ready with the task assigned? Do you know what tasks you are required to perform and what your responsibility is? How well can you accept criticism?
- Are you aware that working in a team means joining forces so that the final outcome represents all members? Do you employ strategies to enable others to give their opinion on your contribution? Do you endeavour to be familiar with the work carried out by your classmates sufficiently in advance so that changes could be incorporated if necessary?
- Are you able to express your emotions in the group comfortably (without holding back) and respect those of the other members? Are any conflicts arising analysed with a view to being solved? Do you take an interest in the wellbeing of your classmates?

- Do you encourage get-togethers in order to work jointly? If there are any difficulties do you give in to other personal priorities?

**b) Advanced analysis (year three)**

- What is your attitude during teamwork? Do you foster an atmosphere of cooperation in order to reach a common goal?
- Do you use elements that encourage communication: active listening, positive reinforcement, constructive feedback, prioritisation of relevant aspects, reasoning, negotiation, agreement, open-minded attitude, willingness to learn from others, etc.?
- Are you aware that teamwork has its limitations: differing priorities, preferences, customs, behaviours, etc. on the part of the participants?
- Do you cut in when there are problems in order to offer a solution? Are you flexible with aspects of detail? Do you prioritise what is important?
- Are you able to moderate teamwork? Do you know how to direct teamwork?

**Situations in which the competence arises**

Compulsory academic tasks carried out and assessed during the study programme; group exams; voluntary academic tasks carried out in groups (study or support group, exam preparation, practical problem-solving, etc.); non-academic tasks carried out during the study programme (student representation, cultural activities or solidarity actions, etc.); events outside university (music, theatre, sports groups, etc.).

**Examples of material**

Documents produced as a team; marks for academic activities performed as a group and assessed in various subjects; documents certifying activities (cultural or solidarity-based) performed as a group; tutor reports on activities during research placements.

## 6.5. Intercultural competences

### Definition

The intercultural competence is formed by intercultural awareness, intercultural sensitivity and social skills, all of which are needed in order to effectively thrive in a multicultural social context. A person with intercultural competence has certain requirements, attitudes, skills and knowledge that will enable him to suitably meet the professional, interpersonal and emotional needs arising within the aforementioned multicultural contexts.

**Questions to encourage reflection and identify strengths and weaknesses in the action carried out:**

#### a) Basic analysis (year one and two)

- What are the main problems you encounter when working in multicultural environments? Do you notice any difference when being part of a working group whose members include people from different cultural environments to yours? How do you manage these differences? How do you value your involvement in the group (largely active or passive, a leadership role)?
- What is your attitude when expressing your opinions in multicultural environments? How do you place your opinions in context? How well can you accept criticism?
- Are you aware that when working in multicultural environments you need to be highly wary of making suitable use of language?
- Do you express your opinions in multicultural environments comfortably (without holding back) and respect those of the other members? Are any conflicts arising analysed with a view to being solved? Do you take an interest in the wellbeing of your classmates?
- Have you identified confusions or have you encountered confusing situations arising as a result of differing interpretations of gestures

and, in general, non-verbal language (whether or not it accompanies the verbal message) in different cultural environments? What communication or comprehension problems have resulted from this?

**b) Advanced analysis (year three)**

- What attitude do you adopt when working in multicultural environments when you are part of a minority group? What strategies do you employ to reach your goals? Do you feel excluded? To what extent do you get involved?
- Do you use elements that encourage communication: active listening, positive reinforcement, constructive feedback, prioritisation of relevant aspects, reasoning, negotiation, agreement, open-minded attitude, willingness to learn from others, etc.?
- Are you aware that working in multicultural environments has its limitations: differing priorities, preferences, customs, behaviours, etc. on the part of the participants?
- Do you cut in when there are problems in order to offer a solution? Are you flexible with aspects of detail? Do you prioritise what is important?
- Do you find that the processing of knowledge is governed by differing protocols in other cultural environments (i.e., in relation to the information sources used – books, the Internet, journals, etc. – or the hierarchy established between these sources, as well as the practice applicable to any kind of comparison, etc.)? Have you adapted without any issues when it comes to fairly interpreting and valuing the knowledge processed by classmates of differing origins on the basis of these guidelines?

**Situations in which the competence arises**

Compulsory academic tasks carried out and assessed during the study programme which are related to multicultural issues; voluntary tasks at university: linguistic volunteering, international students tutoring, university tours for groups of foreign visitors; non-academic tasks carried out during the study

programme (student representation, cultural activities or solidarity actions, etc.), events outside university (music, theatre, sports groups, etc.) provided they have a multicultural focus and this may be demonstrated.

Voluntary tasks outside university: activities carried out in multicultural environments. Experiences during stays abroad owing to work, external placements or even holidays (an evaluative justification of the activities performed will be needed).

Various activities that may involve an effort of knowledge and approximation to the culture of a specific cultural environment in the anthropological sense (i.e., cuisine, the press, photography, television, film, theatre, dance, etc.

During the period of your mobility placement:

(Compulsory) performance of an assignment / report on a specific aspect of the reality in the country visited. For instance, its education system, its university entrance system, the teaching model, extracurricular activities, campus life, the socio-cultural profile of the students at the host university.

Other examples of academic and non-academic activities may be added which strengthen your knowledge of a different culture and intercultural communication. Examples of academic assignments carried out during the placement abroad.

Participation in social networks aimed at promoting communication among students during the mobility period.

Occasional consultation or regular reading of newspapers, journals or publications from the host country, as well as viewing of series and other television programmes (particularly the news).

### **Examples of material**



Documents prepared in multicultural teams; marks for academic activities performed in multicultural environments of all types assessed in various subjects; documents certifying activities (cultural or solidarity-based); tutor reports on activities during research placements; copies of newspapers or the print press (or subscriptions to publications, if applicable), cinema or theatre tickets, etc.

## Tasks to perform during the bachelor's degree programme

### Year one

a) Attending **cultural activities related to languages** within the Global Studies programme, as well as workshops and courses at community centres related to interculturality.

**Type of evidence:** summaries on activities, material, objects created in workshops.

b) Relations with classmates from other cultural environments.

c) **Examples of academic assignments** that include an intercultural dimension.

**Type of evidence:** the assignment and a reflection on the intercultural dimension. The rubric should include one area that encourages reflection on the issue of "how differing sensitivities have had an influence".

d) **Intercultural leisure forum:** meetings with bachelor's degree classmates or friends with an intercultural background (theme-based or otherwise); trips to other countries (tours of history, art, ethnographic, world culture museums, etc.); popular music festivals.

**Type of evidence:** graphical material on the meetings.

e) Activities involving familiarising oneself with other cultural environments such as watching television series and programmes, consuming music, going to the cinema, etc.

**Type of evidence:** tickets, etc.

### Year two

a) **Activities** relating to language classes.

**Type of evidence:** attendance certificates and a micro-report on each activity.

b) Preparation of **mobility** (information on the academic system, political system, cultures, social customs, etc.).

**Type of evidence:** covering letter in relation to the culture of the country and the host university.

Others?

c) **Buddy programme** with foreign students from UPF (in the Study Abroad, Erasmus or exchange programmes) and/or participation in linguistic volunteering.

**Type of evidence:** report on activities carried out with the foreign student.

d) Planning and conception of cultural exchange activities (culinary gatherings, cultural debates, film forums, concerts, exhibitions) of all categories: for students in year one, for the university community in general.

**Type of evidence:** report incorporating: 1. The project idea; 2. The unfolding of it; 3. A critical analysis of the results.

e) Activities involving familiarising oneself with other cultural environments such as reading/consultation of newspapers and publications, going to the theatre, concerts, the performing arts spectacles, etc.

**Type of evidence:** first pages of copies, tickets, etc.

### Year three

a) Mobility diary.

Different types of **evidence:** an online diary (a daily blog):

- Reflecting on social-cultural customs; the media;
- Attending non-university courses relating to culture and the host society.

b) Examples of **academic assignments** carried out during the mobility period.

**Type of evidence:** the assignment + a reflection on the preparation process and the intercultural dimension of the assignment.

c) **Report on the host university/country/region** over the mobility period.

**Type of evidence:** reflection on the similarities and differences between the year two document (preparation of mobility) and the actual mobility experience.

- Final reflection on general culture (based on the criteria by Holsfede, *et. al.*)

d) Internships/Training placements: aspects of intercultural management in the exercise of employment on training placements.

e) Reading of literature, an approximation to the artistic traditions of the host country, etc.

**Type of evidence:** reading cards, etc.

## 6.6. Access to employment competences

### Definition

The achievement of these competences will prepare students when it comes to their employability on the international labour market. They will enable students to define their professional goal and learn the job searching tools and strategies most suited to reaching it.

Questions to encourage reflection:

#### a) Analysis

- What are you like? What aspect defines you in terms of your personality? What is important in a job for you? What are you good at? What are you able to do? What are your fortes? What do you like doing? What are your preferences? Have you considered what you would like your job to be like?
- Are you certain about the reasons that lead you to choose an occupation? Are you certain about what your professional goals are? Do you know what career opportunities are associated with your study programme? Do you know what scholarships could you apply for? Have you considered studying further? Would you like to specialise in any particular discipline? What postgraduate programmes can you follow?
- What abilities and skills have you been developing? What competences are needed to access the international labour market? Do you need to improve in any aspect of these competences? What are your strengths? And your weaknesses? Have you thought about any actions and measures you could adopt to improve them?
- Do you know which extracurricular activities are likely to be useful to you in your professional future? How can you gain access to them?

- Do you think that doing a placement in a company will be important in your professional career? Do you know how to find training placements?
- What techniques for finding work/training placements are you familiar with? What channels are available in order to access vacancies/training placements? How can you reach out to companies? Do you think networking is important?
- What tools are you able to use in order to find work/training placements? Do you know how to prepare a CV? And a video CV? Do you have a 2.0 profile online? Do you know how companies see you online?
- Are you familiar with the international public and private labour market? What sources of information should we resort to in order to find out? What channels are available in order to access said market?
- How do you face a job interview? What aspects are important? What do you think is valued in a job interview?
- Do you organise initiatives to find work? Do you keep a record of them? Do you monitor the results obtained?

### **Situations in which the competence arises**

When defining the professional project:

Self-awareness tasks in order to be able to reach a definition of a professional goal.

Acknowledgment of one's own competences and their improvement.

Definition of potential professional goals.

Awareness of the labour market:

Tasks in order to gain an acquaintance of the international labour market.

When searching for opportunities:

Tasks in order to carry out a plan of action for finding work.

Tasks centred on searching for training placements and work in companies.

Strategies for finding training placements and work.

Search for extracurricular activities and training placements.

### **Examples of material**

**Private documents** with all individual work relating to self-awareness and the definition of goals; results of the self-assessment analysis (career anchors, Myers Briggs, strength survey test); competence improvement plan (courses); individual analysis (SWOT analysis). These are simply examples.

**Public documents**, such as the CV, the video CV and the covering letter; references from companies and lecturers; volunteerships. These are simply examples.

## **7. Annexes:**

7.1. Templates for the analysis of each competence (compulsory):  
material used in the meetings with the tutor (year two and three).

7.2. Template for the analysis of an oral presentation (optional):  
supporting material for working on oral communication to an auditorium. It may be useful to analyse a presentation after giving it (by filling it to yourself, one or more classmates, a lecturer, etc.). Carrying out this activity is already viewed as striving for improvement and the templates completed may serve as material to be included in the Portfolio.

7.3. Example of a competence report.

7.1.

**ORAL COMMUNICATION TO AN AUDITORIUM**

STRENGTHS (most successfully achieved aspects):

- 
- 
- 
- 

WEAKNESSES (aspects with room for improvement):

- 
- 
- 
- 

SUGGESTIONS (for each weakness):

- 
- 
- 
- 

CLOSELY-RELATED ACTIVITIES to strive for improvement:

- 
- 
- 
- 

Meeting date:

Student (signature):

Tutor (signature):



**WRITTEN COMMUNICATION**

STRENGTHS (most successfully achieved aspects):

- 
- 
- 
- 

WEAKNESSES (aspects with room for improvement):

- 
- 
- 
- 

SUGGESTIONS (for each weakness):

- 
- 
- 
- 

CLOSELY-RELATED ACTIVITIES to strive for improvement:

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Meeting date:

Student (signature):

Tutor (signature):

**TEAMWORK**

STRENGTHS (most successfully achieved aspects):

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WEAKNESSES (aspects with room for improvement):

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- 
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SUGGESTIONS (for each weakness):

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CLOSELY-RELATED ACTIVITIES to strive for improvement:

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Meeting date:

Student (signature):

Tutor (signature):

<p style="text-align: center;"><b>INFORMATION SEARCHING AND USE OF NEW TECHNOLOGIES</b></p>
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STRENGTHS (most successfully achieved aspects):

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WEAKNESSES (aspects with room for improvement):

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SUGGESTIONS (for each weakness):

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CLOSELY-RELATED ACTIVITIES to strive for improvement:

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Meeting date:

Student (signature):

Tutor (signature):

**INTERCULTURALITY**

STRENGTHS (most successfully achieved aspects):

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WEAKNESSES (aspects with room for improvement):

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SUGGESTIONS (for each weakness):

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CLOSELY-RELATED ACTIVITIES to strive for improvement:

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Meeting date:

Student (signature):

Tutor (signature):

**ACCESS TO EMPLOYMENT**

STRENGTHS (most successfully achieved aspects):

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WEAKNESSES (aspects with room for improvement):

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SUGGESTIONS (for each weakness):

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CLOSELY-RELATED ACTIVITIES to strive for improvement:

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Meeting date:

Student (signature):

Tutor (signature):



### 7.3. Example of the competence report for "Oral communication to an auditorium":

Over the course of this study programme I have benefitted from the opportunity to practice "oral communication to an auditorium" on numerous occasions, as well as during one of my recreational pursuits: theatre. Indeed, this has helped me to gain confidence for speaking to an auditorium.

I now realise that there are basic aspects I have learnt through practice: the more I rehearse the better my presentation turns out, the better my command of the content and the more confident I feel when presenting. I have already mentioned that doing theatre has helped no end with my stage fright: when I go on stage I forget the auditorium because I immerse myself in the character I am portraying. This doesn't happen to me so often in class presentations where the enthusiasm I give to them depends on certain aspects: whether the topic interests me, whether there is coordination in our group and whether we agree on how to do it (for group presentations). Nevertheless, after a presentation I am very rarely aware of how it actually went. The remarks occasionally made by a lecturer or classmate on a specific aspect of the presentation help me and, lately, the use of the presentation analysis template helps me to gain a better idea of how I did.

I have also learnt how to control my presentation time. During practices we were required to strictly control our time (otherwise we were cut short) I ended up rehearsing so frequently that I discovered strategies that I felt would always help me, for instance: determining what moment is the midway point in the presentation and going faster or slower thereafter depending on whether or not the slide I was on suggested I was running behind or ahead; looking at my watch several times and establishing someone in the audience to control the time and warn me when I had three minutes left.

The aspects I believe I have most successfully achieved (strengths) with this competence are:

- The content of the presentation is well-structured, understandable by the audience and incorporates a summary at the end. This can be seen from the recording of the presentation "Photosynthesis" and the presentation preparation outline, attached as materials to this annex.
- The PowerPoint presentations do not show too much information and incorporate appealing images. I have attached two presentations. The second is the most recent and I believe it shows my progress in this regard.
- Excellent control of presentation time (see the remarks for this section in the analysis templates attached).

Over the years I have tried to improve certain aspects. Previously, I never gave examples to supplement presentation content and I found it hard to interact with the audience because my nerves get the better of me and I keep rattling on until the end, without thinking about it. I took these aspects into consideration when preparing the presentations I gave and an improvement was noticeable; there were examples thought out and I included a funny anecdote. I asked for feedback on the presentation from two classmates and my analysis templates filled in by me

and my classmates are attached. See the remarks on these aspects. I also failed to make a habit of setting out the aims of my presentation and as I believe this helps the audience I have started to do so. This can be seen in the PowerPoint for the presentation on "Benzodiazepines" attached.