How ECSTRA we can be?

Employability Competencies for Students Through Implementation and Recognition of Activities
Project Achievements
Future developments and legacy
What is the objective of ECSTRA?
Develop non-formal competence recognition auto-approval standards for students initiatives.
We developed an *almost perfect* model
Identification

Evaluation

Non-formal competence framework
Self-assessment questionnaire
Identification

Evaluation

Development

Non-formal competence framework

Self-assessment questionnaire

Internal labelised programmes
Certification

Quality assurance + Standardisation

Micro-credentials (certificate)
Identification
⇒ Active involvement of students.
⇒ Leveraging to not only politically engaged students
⇒ Pedagogical experts (SUP)
⇒ Political support and coordination.
⇒ Applicable only to specific activities (what about upscaling to others?)
Evaluation
Our achievements
Our achievements

- Creation of a self-assessment questionnaire
- 3 levels of complexity regarding the mastery of each of the 5 competences
- The levels are subdivided into several indicators
Our limits

- Difficulty to assess the intangible = a soft skill is not a concrete skill

- Lack of human resources in the Student Life Departments

- Question of legitimacy: How to be sure that the student does not answer in a biased way?

- Students interests first = they will be the main stakeholders at the end + essential to involve them in the process and consult them regularly + need to contextualize. Hints: Voluntary jury, peer-review systems.

- Emphasis on the trace/evidence + reflective analysis. Hints: Portfolio approach
**Our limits**

**Shared garden coordination meeting**

**Action de type Autre action**

1. **Compétences et niveaux associées**

   **Important**
   Si vous ajoutez des évaluations par le pair ou le tuteur au niveau d'une compétence, vous devez ajouter une évaluation par ce même acteur sur l'action globale tout en bas de cette page.

**TEAMWORK**

- Composantes essentielles prises en compte
- Situations professionnelles prises en compte
- Shared garden

**Sélections le niveau :**

**LEVEL 3: ADAPTING TO THE NEEDS OF THE GROUP**

**Apprentissages critiques, mobilisés**

- Suggesting improvements for the group's codes and rules focusing on group needs to ensure inclusiveness

**2. Aide pour mon travail réflexif et mon évaluation**

**3. Contextes et évaluateurs enseignants**

**4. Analyse et réactivité sur vos actions**

- When other group members are not happy about something or some are being excluded, I understand why and suggest improvements to formal and non-formal codes and rules of the group.
- I suggest improvement on our roles and division of tasks seeking particular impact.
- I provide suggestions how to improve our meetings so people would participate more actively.
- I provide suggestions how we can encourage other group members to provide relevant information and proposals proactively.
Development
Career centers

Student counselling

Training labelisation

Promotion of trainings
Strong cooperation with Student Life Departments

Career centers

Few courses
Certification
⇒ Digital badges
⇒ Certificates of Community Involvement
⇒ Diploma supplements
⇒ ECTS
Strategic Challenges
Methodological challenge

Students “Recognition Managers” Institutions

- Simplying questionnaires
- Incite students to choose this methodology
- Customization
Procedural Challenge

Students “Recognition Managers” Institutions

- Upscaling ECSTRA methodology to other extracurricular scenarii
- Simplifying procedures for an increasing mass of students
- Criteria for «labelling » external/internal training courses
- Adopting easy standards on portability
Political challenge

Students “Recognition Managers”

- Create legitimate policies on microcredentials, recognition policy to provide transferability and portability to these compétences.
- Lobbying for an European Approach on microcredentials
- Create frameworks (even IT) for a better quality assurance of this methodology.
Merci !