



**NEW VET**

NETWORK FOSTERING THE EUROPEAN WORK-BASED  
LEARNING SYSTEM FOR VET PROVIDERS

Co-funded by the  
Erasmus+ Programme  
of the European Union



# Optional mobility unit

**A French good practice  
to certify and valorise the skills  
acquired through mobility**

# MobilitéPro

- Delivery of a supplement to a vocational diploma: the certificate “MobilitéPro” (Option)
- Targets: pupils, apprentices, vocational trainees
- Vocational diplomas:
  - Professional baccalaureate [Bac Pro] (EQF level 4)
  - Professional certificate [Brevet Professionnel] (EQF level 4)
  - Certificate of professional competence [CAP] (EQF level 3)

- What is assessed:
  - Learning about professional context in mobility
  - Learning about cultural aspects in mobility

# Learning about professional context in mobility

<b>Skills</b>	<b>Description of skills (Being able to...)</b>	<b>Expected results</b>
<b>C1</b> <b>Understand and being understood in a foreign professional context</b>	<ul style="list-style-type: none"><li>- be informed, collect and analyse data and information</li><li>- identify oral and written instructions</li><li>- use a diversified and adapted mode of communication (attitudes, written, numerical, graphic, etc.).</li></ul>	<p>Transmit information and communicate using different media/means</p> <p>Act in accordance with the oral and written instructions received</p>

# Learning about professional context in mobility

<p><b>C2</b></p> <p><b>Characterise the foreign professional context</b></p>	<ul style="list-style-type: none"><li>- describe the hosting structure, in terms of geographical location, status, size, organisation, purpose and activities, main performance indicators</li><li>- describe the structure's operating rules (working hours, hierarchical organisation, confidentiality constraints, etc.)</li><li>- precisely situate the host department in the general organisation of the structure</li><li>- identify the structure's internal and external partners.</li></ul>	<p><b>Present</b> the structure and the working framework, the organisation chart, the service</p> <p><b>Name and explain</b> the structure's operating rules, oral and written instructions</p> <p><b>Name and locate</b> the structure's internal and external partners</p>
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# Learning about professional context in mobility

<p><b>C3</b></p> <p><b>Partially carrying out a professional activity, under supervision, in a foreign professional context</b></p>	<ul style="list-style-type: none"><li>- identify and implement the operations necessary to carry out the tasks given to them</li><li>- apply the instructions</li><li>- identify the professional risks linked to the tasks performed</li><li>- comply with safety rules.</li></ul>	<p>Correctly ensure that the professional tasks entrusted are carried out in compliance with the instructions and safety rules.</p>
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# Learning about professional context in mobility

<p><b>C4</b></p> <p><b>Compare similar professional activities, carried out or observed, abroad and in France</b></p>	<p>- describe an activity carried out or observed in a foreign context: tasks, context and conditions of exercise, methods, expected results.</p>	<p>Identify the similarities and differences between activities of the same type carried out or observed abroad and in France.</p>
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# Learning about cultural aspects in mobility

<p><b>C5</b></p> <p><b>Orienting in a new environment</b></p>	<ul style="list-style-type: none"><li>- situate the welcome structure spatially in relation to reference points</li><li>- characterise the space in which the host structure is located: urban, peri-urban, rural, degree of accessibility, transport modes, etc.</li></ul>	<p>Situate the learning place in relation to public places.</p> <p>Describe the space in which the host structure is located.</p> <p>Name four geographical characteristics of the host country (population, climate, relief, etc.).</p>
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# Learning about cultural aspects in mobility

<p><b>C6</b></p> <p><b>Identifying cultural characteristics of the host context</b></p>	<ul style="list-style-type: none"><li>- identify, in the foreign context (family or school or professional), cultural characteristics: eating habits, lifestyle, rhythms, schedules, etc.</li><li>- present a cultural item or event (visited or seen): monument, festival, cultural event, etc.</li><li>- present a piece of news or an event, local or national, which occurred during the stay.</li></ul>	<p>Describe cultural elements characteristic of the foreign context (family, school or professional).</p> <p>Present elements of similarity and differences between French and foreign cultural contexts.</p>
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# Evaluation

- In the foreign country, performed by staff from company or VET organisation (signed agreement) using a specific form → C1 and C3 [8 pts]
- In France (C2, C4, C5, C6), by the VET organisation, 20 min interview with 2 teachers (vocational and general) with 10 min presentation of a cultural item (paper file or slides) + questions [12 pts]

**UNITÉ FACULTATIVE DE MOBILITÉ**

**GRILLE D'ÉVALUATION DES ACQUIS D'APPRENTISSAGE  
À L'ISSUE DE LA PÉRIODE DE MOBILITÉ**

<b>NOM ET PRÉNOM DU CANDIDAT</b>	<b>Baccalauréat professionnel SPÉCIALITÉ</b>
<b>LYCÉE/CENTRE DE FORMATION</b>	<b>ENTREPRISE D'ACCUEIL</b>

**PARTIE 1- évaluée à l'étranger**

Compétences	Résultats d'apprentissage	Non acquis	Acquis
C1 Comprendre et se faire comprendre dans un contexte professionnel étranger	Comprend les consignes orales	<input type="checkbox"/>	<input type="checkbox"/>
	Comprend les consignes écrites	<input type="checkbox"/>	<input type="checkbox"/>
	Se fait comprendre à l'oral	<input type="checkbox"/>	<input type="checkbox"/>
C3 Réaliser partiellement une activité professionnelle sous contrôle dans un contexte professionnel étranger	Se fait comprendre avec un support écrit, graphique, numérique, etc.	<input type="checkbox"/>	<input type="checkbox"/>
	Adopte un comportement professionnel conforme	<input type="checkbox"/>	<input type="checkbox"/>
	Applique les consignes	<input type="checkbox"/>	<input type="checkbox"/>
	Tient compte des risques professionnels	<input type="checkbox"/>	<input type="checkbox"/>
	Réalise correctement les tâches confiées	<input type="checkbox"/>	<input type="checkbox"/>

**Observations**

Date

Nom, fonction et signature des évaluateurs

<b>ASSESSMENT GRID</b> Learning outcomes at the end of a foreign work placement			
SKILLS	COMPETENCY FRAMEWORK	VALIDATION OF SKILLS	
		NO	YES
<b>C1 - Understand and be understood in a foreign professional context</b>	<ul style="list-style-type: none"> <li>- Can understand oral instructions</li> <li>- Can understand written instructions</li> <li>- Can be understood when speaking</li> <li>- Can be understood from written documents, digital materials, graphic-design</li> </ul>		
<b>C3 - Partially carry out a professional task under supervision in a foreign professional context</b>	<ul style="list-style-type: none"> <li>- Show an appropriate and professional behaviour</li> <li>- Apply instructions</li> <li>- Take professional hazards into consideration</li> <li>- Carry out a task appropriately</li> </ul>		
<b>MARK : / 8</b>			
<b>Comments :</b>			

Deuxième partie : Évaluation de la présentation de l'environnement professionnel et culturel		
CRITÈRES D'ÉVALUATION	PROFIL DU CANDIDAT	
	NON ACQUIS	ACQUIS
<b>PRÉCISION DE LA DESCRIPTION DE L'ÉLÉMENT D'ORDRE CULTUREL ET DE L'ENVIRONNEMENT PROFESSIONNEL PRÉSENTÉS</b>		
<b>C2 CARACTÉRISER LE CONTEXTE PROFESSIONNEL ÉTRANGER</b>		
<ul style="list-style-type: none"> <li>- <b>Présenter</b> la structure et le cadre de travail, l'organigramme, le service,</li> <li>- <b>Nommer et expliquer</b> les règles de fonctionnement de la structure, les consignes orales et écrites,</li> <li>- <b>Nommer et situer</b> les partenaires internes et externes de la structure</li> </ul>		
<b>PERTINENCE DE LA COMPARAISON ENTRE PRATIQUES ÉTRANGÈRES ET FRANÇAISES</b>		
<b>C4 COMPARER DES ACTIVITÉS SIMILAIRES, RÉALISÉES OU OBSERVÉES, À L'ÉTRANGER ET EN FRANCE</b>		
<b>Identifier</b> les similitudes et les différences entre des activités de même type réalisées ou observées à l'étranger et en France		
<b>DISTANCIATION PAR RAPPORT AUX SITUATIONS VÉCUES ET OBSERVÉES À L'ÉTRANGER ET PAR RAPPORT À SES PROPRES PRATIQUES PROFESSIONNELLES ET CULTURELLES</b>		
<b>C5 SE REPÉRER DANS UN NOUVEL ENVIRONNEMENT</b>		
<ul style="list-style-type: none"> <li>- <b>Situer</b> le lieu d'apprentissage étranger par rapport à des lieux publics,</li> <li>- <b>Décrire</b> l'espace dans lequel s'inscrit la structure d'accueil,</li> <li>- <b>Citer</b> quatre caractéristiques géographiques du pays d'accueil (population, climat, relief...)</li> </ul>		
<b>C6 IDENTIFIER DES CARACTÉRISTIQUES CULTURELLES DU CONTEXTE D'ACCUEIL</b>		
<ul style="list-style-type: none"> <li>- <b>Décrire</b> des éléments culturels caractéristiques du contexte étranger (familial ou scolaire ou professionnel),</li> <li>- <b>Présenter</b> des éléments de ressemblance et de différence entre les contextes culturels français et étrangers.</li> </ul>		
Observations du jury (obligatoire si note inférieure à 6) :	<b>NOTE OBTENUE :</b> <span style="border: 1px solid black; padding: 2px 10px;"> / 12 </span>	
<b>Nom, fonction et signature des évaluateurs :</b>		