TRACK-VET project:

"Developing, assessing and validating transversal key competences in the formal initial and continuing VET"

COUNTRY REPORT – FRANCE

Intellectual Output 5

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Foreword

Abbreviations and acronyms

AFPA. Agence Nationale pour la Formation Professionnelle des Adultes (*National Association for Adult Vocational Training*)
Vocational training body serving the regions, the State, occupational sectors and businesses. It offers vocational training courses leading to the award of a vocational qualification from the Ministry of Labour.

ANI. Accord National Interprofessionnel (*National inter-industry agreement*)
An agreement negotiated between social partners at national level which covers all sectors.

ANLCI. Agence nationale de Lutte contre l'Illettrisme (*National Agency for the Prevention of Illiteracy*).
Set up in 2000, as a public interest group, to bring together and optimise State, local government, business and civil society resources for combatting illiteracy. To this end, the ANLCI mobilises various actors on the ground to prevent and tackle illiteracy. Its role is to identify priorities for action and speed up their implementation: literacy assessments, the development and dissemination of a common standards framework, instigation and coordination of projects. It also helps to spread good practice. It relies on the implementation of regional plans to give greater visibility to partnerships between the State, local government, civil society and businesses which help to prevent and address illiteracy.

App. Ateliers de pédagogie personnalisée (*Personalised learning workshops - see box chapter 2*)

Bac Pro. Baccalauréat professionnel (EQF level 4) (*vocational baccalaureate)*

BP. Brevet Professionnel (EQF level 4) *(vocational certificate) in continuing education only*

CAP. (EQF Level 3). Certificat d'aptitude professionnelle (*basic vocational certificate)*

CCF. Contrôle en cours de formation (*continuous assessment*)
Assessment which takes place throughout the school year and in which teachers assess their own pupils.

CCI France. Chambres de commerce et d'industrie (*Assembly of French Chambers of Commerce and Industry*)
National institution which oversees the network of chambers of commerce and industry and brings together 26 national, regional and local public bodies.

CléA. Socle de connaissances et de compétences professionnelles (*Common Core of Vocational Knowledge and Competences*).
A qualification which is automatically included in the inventory and which is based on the standards framework developed by the COC for COPANEF. It is automatically included in the inventory because its creation was documented in inter-industry agreements

CMA. Comité mondial des apprentissages tout au long de la vie (World Committee for Lifelong Learning)
Through its actions, the CMA, a partner of **UNESCO**, serves one of the UN specialised agency's fundamental objectives: sustainable development goal 4 for the operation of the global Education 2030 agenda.

COC. Comité Observatoires et certifications (*Observatories and Qualifications Committee*).
A technical authority of COPANEF, it is responsible for promoting the implementation of common qualifications such as inter-sectoral qualifications (CQPI), optimum use of methods and tools, the pooling of common or mutual qualifications (whole standards frameworks or parts of them) and establishing the Common Core of Vocational Knowledge and Competences. (CléA)

CONSEIL SUPERIEUR DES PROGRAMMES. (*High Council for Programmes*).
The Act of 8 July 2013 relating to orientation and planning for the restructuring of the school system established the Conseil supérieur des programmes. Its role is to deliver opinions and put forward proposals, either at the minister's request, or by dealing with an issue which falls within its responsibility. Its opinions and proposals are made public. The CSP brings together academics, researchers, experts on the education system, politicians and elected representatives of civil society.

COPANEF: Comité paritaire interprofessionnel pour l'emploi et la formation (*Inter-industry Joint committee for Employment and Training*)
On 16 April 2014, the trade unions and professional associations the CGPME, the CGT, MEDEF, the UPA, the CFDT, the CFE-CGC, the CFTC and the FO came together to consider the initiatives required for a successful reform of **vocational training** and set up COPANEF. This new body has been operational since 19 May 2014. Definition of joint policies in the area of training and employment. Its missions are to define the policies implemented by the FPSPP. Its composition is set out in articles L.6123-5 and R 6123-5 of the Labour Code.

COPAREF. Conseil paritaire interprofessionnel Régional pour l'emploi et la formation (*Regional Inter-industry Joint Council for Employment and Training*)
Implements the joint policies defined by the ANIs. In accordance with regional agreements, they draw up regional lists of training courses eligible for the CPF (personal training account).

CPNE. Commissions paritaires Nationales pour l'Emploi (*Joint National Employment Commissions*).
Bodies in which social partners discuss future orientations and actions with regard to employment and vocational training for employees in an occupational sector

CPNAA. Commissions paritaires Nationales en Application de l'Accord (*Joint National Commissions on Application of the Agreement*)
National body whose mission is to specify the rules for applying the provisions relating to vocational training contained in the national inter-industry agreements for businesses which fall outside the scope of an occupational sector

CQP/ CQPI. Certificat de Qualification Professionnel/interbranche (*Sectoral /Inter-sectoral qualifications*)
Qualification developed by one or more occupational sectors and issued by the CPNEs for these sectors.

DGEFP. Délégation Générale à l'emploi et à la Formation Professionnelle (*General Delegation for Employment and Vocational Training*).
Central office of the Ministry of Labour, responsible for the application of policies relating to employment and vocational training.

DGESCO. Direction Générale de l'Enseignement Scolaire (*Directorate General for School Education*)
It develops education policy and oversees the implementation of programmes for primary schools, *collèges* (lower secondary schools)*, lycées* (upper secondary schools) and *lycées professionnels* (vocational upper secondary schools)*.*

FPSPP. Fond Paritaire de Sécurisation des Parcours Professionnels (*Joint Fund for Safeguarding Career Paths*).
It acts on behalf of COPANEF and coordinates training and employment policies, draws up the *liste nationale interprofessionnelle* (LNI - national inter-industry list) - a list of training courses eligible for the *compte personnel formation* (CPF - personal training account) - and monitors qualitative and quantitative progress in implementing the account

GRETA. Groupement d'établissements publics locaux d'enseignement (*Cluster of local state schools*).

Gretas are the Ministry of Education bodies which organise adult education provision for most occupations. Students can either study for a vocational qualification, from the CAP to the BTS (Higher technician certificate), or simply follow a training module.

INVENTAIRE (Inventory):
A register set up by the *Commission Nationale de la Certification Professionnelle* (CNCP - National Commission for Vocational Certification) listing additional qualifications which do not really correspond to an occupation. They certify courses which are shorter than the qualifications registered in the *Répertoire national de la certification professionnelle* (National register of vocational qualifications), which constitutes the French national qualifications network.

MEN. Ministère de l'Education nationale (*Ministry of Education*)

MCCP. Maîtrise des compétences clés de la propreté (P*roficiency in the key competences for cleaning services*)
Cleaning services sector qualification, added to the inventory in 2015

MELEC. Métiers de l'électricité et des environnements connectés (Bac pro) (*Electrical and connected environments trades - Bac pro*)

MLDS. Mission de lutte contre le décrochage scolaire (*Campaign to reduce school dropout rates*)
Dropout prevention initiative in state schools. It intervenes before and after pupils leave the system. Before, by working to prevent students from dropping out. After, by identifying young people who left the system less than a year before reaching the initial level of training. They are welcomed, re-motivated in a training programme and work towards an occupational qualification.

OPCA. Organisme Collecteur Paritaire Agréé. (*Authorised joint collection bodies*).
Controlled and authorised by the State, they are responsible for collecting, pooling and redistributing companies' vocational training dues. They can also provide assistance and advice for businesses and workers in the sector on any matters relating to employment and training solutions.

PCEPC. Procédés de la Chimie, de l'Eau et des Papiers-cartons (Bac pro) (*Chemical, Water, and Paper and cardboard Processes - Bac Pro*)

PFMP. Période de Formation en Milieu Professionnel (*Period of workplace training*).
Applies to pupils studying for vocational qualifications who spend time working and training in companies.

PIC. Plan Investissement compétences (*Skills investment plan*).

RCCSP. Référentiel des compétences clés en situation professionnelle (*Key competences in the workplace*) Standards framework produced by the ANLCI. This standards framework was created at the request of a number of partners to help young people who do not hold an occupational qualification to make the transition into work.

RNCP. Répertoire national des certifications (*National register of vocational qualifications*)
Viewed as the French national qualifications framework, the RNCP registers vocational qualifications for a period of between one and five years. The qualifications are categorised by level and by sector.

Preparation of the report

The French initial and continuing training system is quite diverse. For example, it involves a significant number of ministries which award qualifications. Education, Labour, Agriculture, Culture, Sport, Health, Defence, etc. To this multiplicity of ministries, we can add a similar range of private training bodies. This diversity leads to some overlap between qualifications. It is, therefore, not feasible to examine the system in its entirety in this report.

It is, therefore, based primarily on the vocational education provided by the Ministry of Education (hereafter MEN). This involves vocational qualifications at levels 3 and 4 in the European Qualifications Framework (hereafter EQF). Firstly, the vocational baccalaureate (*baccalauréat professionnel)* (level 4 in the framework, available in either initial or continuing training) but also, to a lesser degree, because student numbers are lower, the *brevet professionnel* (hereafter BP, also a level 4 qualification but open only to workers) and the *certificat d'aptitude professionnelle* (hereafter CAP, ranked at level 3 in the EQF and open to both school pupils and workers).

There are various reasons for this choice. Firstly, the number of pupils following these programmes compared with other similar courses from the other ministries which issue qualifications. The diversity of their contents is another aspect. We should also emphasise the leading role of this ministry in the changes which have taken place in French education over the last thirty years. For example, it was for this ministry's vocational qualifications that the learning outcomes-based approach was first introduced. Therefore, this ministry's interpretation was taken up by the other ministries which award qualifications. The French qualification system has used these vocational qualifications as its model for more than 40 years. Finally, this ministry and the vocational qualifications it awards still symbolise the French state school system.

The Ministry of Education's vocational qualifications (*baccalauréat professionnel* and CAP) can be taken in the school system or via continuing training; but the former is by far the most frequent. In terms of content, there are no significant differences between these routes, particularly for the more important of the two qualifications, the *baccalauréat professionnel*. As we mentioned, the BP cannot be taken in initial education. It differs from the *baccalauréat professionnel* not so much in its assessment methods than in the lesser importance it accords to general education. Its vocational objectives are also different.

Although the MEN qualifications can be studied in continuing education, we thought it necessary to focus on dedicated continuing education schemes for workers and the unemployed. Schemes which, as we just mentioned, are designed for people in continuing education, and also - and perhaps most importantly - those created and regulated by (single-industry) employers' organisations and trade unions; in other words by "economic and social" interest groups.

In France, the role of employers' organisations in the construction and development of vocational training goes back a long way. Firstly, employers, with their various viewpoints, have very often been the government's preferred interlocutor in matters relating to state vocational and technological education. Secondly, they have sometimes also developed their own courses and qualifications, independently of state provision. So they have a decision-making role. It seemed more useful to focus on these qualifications rather than look at qualifications from other ministries. The French qualification system is not exclusively administered by the State and it would seem that this is less and less the case. What importance do employers' and workers' organisations attach to these transversal key competences (hereafter TKCs) and how do they interpret them?

The French public - but also in many cases private - qualification system is generally highly centralised and hierarchical. This in spite of the existence, for over 30 years, of laws designed to extend the role of the regions in matters relating to training, especially provision for job-seekers. This structural feature influenced the approach we adopted for the MEN's vocational qualifications, of course, but also for qualifications which are not administered by the State.

So, for the former we began our investigation by interviewing people who work at central/national level: general inspectors, central government officials. These people were best placed to provide a general opinion on these TKCs, which are not always apparent, whilst possibly mentioning tangible achievements at more decentralised levels. So we used them as both sources of knowledge and opinions and as informants on various initiatives which might be relevant to the subject under study. In other words, our approach can be described as a top-down procedure. After conducting preliminary research at central level, we directed our attention to more local levels (regional inspectors[1], civil servants, teachers), including experiments involving these key competences at this level. In fact, as they are few in number and relatively inconspicuous in the national programmes for vocational qualifications - as we will demonstrate -, studying TKCs also involves consideration of experimental initiatives which are quite often on the periphery - in short, things that are often achieved through local initiatives. To view the list of interviews, please refer to Appendix 1.

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[1]Mainly Ministry of Education inspectors (hereafter IEN) or local education authority inspectors (hereafter IA/IPR)

1   Overview of formal initial and continuing VET

As we have already mentioned, the French training and qualification system has, for over 50 years, been highly structured. This arrangement in levels was originally based on the duration of courses and was applied to all qualifications - vocational or not - administered by the Ministry of Education, Higher Education and Research. This approach, which gradually became established throughout the 1950s and 60s, also had a profound impact on the qualifications awarded by other ministries and even private training bodies, as the MEN qualifications were used as models. This organisation in levels is linked to levels of responsibility and, as we shall see, has an influence on the way in which some TKCs are formulated.

All the MEN's vocational qualifications deliver both general education (French, mathematics, history and geography, etc.) and vocational training which prepares students for specific occupations; hence their value. Obviously, the number of hours allocated to each varies depending on the level of the vocational qualification concerned. The qualifications of the other ministries do not always include any general education. Therefore, the Ministry of Labour's many long-established vocational qualifications have no general education component. This aspect of MEN vocational qualifications is important because certain competences explored in this study ("social and civic competences", "cultural expression" or even "learning to learn") relate just as much, if not more, to general education as they do to vocational education. The existence of both types of education in the MEN's vocational qualifications will broaden the scope of the examination of these key competences. Firstly, these key competences will be explored with respect to general education or components which are common to both types of vocational qualification (French, history and geography... and also economics and management, see below); teaching content laid down in the programmes. Secondly, consideration will also be given to their place in vocational education courses, which are by definition specialised and each defined by its own specific standards framework.

For vocational qualifications, the content of the general or, more broadly, common elements is laid down by programmes. As they form part of education policies which they must include or reflect, these programmes are developed at national level. Dealt with by the *Conseil supérieur des programmes* (High Council for Teaching Programmes), which draws up specifications, a request to create a programme or revamp an existing one involves different teams of civil servants and the drafting of new programmes entails the setting up of expert panels, often chaired by a general inspector. These expert panels are the linchpin of the drafting process, which involves various consultations with different education stakeholders (teaching unions, parents' groups..). The programmes often have a disciplinary tone driven by, among others, the inspection teams and teachers involved in developing the programmes. However, in

the case of vocational qualifications, some aspects of this content depart from this disciplinary tendency. Therefore, some of the content of the CAP *"moral and civic education"* programme does appear quite disciplinary, such as that for "*The person and the Constitutional State".* In contrast, for others *("exercer sa citoyenneté dans la République française et l'Union européenne"* - Exercising citizenship in the French Republic and the European Union), the disciplinary aspect is far less obvious. Furthermore, the content of these programmes certainly involves the notions of knowledge and learning but also the notion of competence, for which the wording is sometimes identical to that found in the standards frameworks. In this study, we have selected the parts of programmes which are most closely related to the TKCs.

Since 1985, the vocational component of the qualifications has been set out in a standards framework. This document is drawn up centrally, under the leadership of a general inspector responsible for the specialism, for the educational side; the regulatory dimension being handled by central government. However, in contrast to the programmes, these technical objects are also developed with input from professionals (officials from employer organisations for the profession covered by the vocational qualification, and even company employees). Working in ad-hoc groups coordinated by the general inspectorate, they identify the vocational tasks which will be used for each vocational qualification; their actual role is the subject of some debate.

The occupational standards frameworks list the tasks, in the form of standards, which candidates must be able to perform. These tasks are broken down into learning outcomes which set the vocational objectives for candidates (and, therefore, for teachers). There is little or no difference between vocational tasks and learning outcomes (*compétences in French)*: being competent means "*being capable of performing"* a set task. Very similar to tasks to be performed, they are expressed as action verbs in the infinitive.

The vocational qualifications are, therefore, no longer built around teaching which delivers knowledge whose acquisition is to be assessed, but with reference to vocational tasks which are arranged in levels and serve as benchmarks for assessment. This final stage is crucial. It is intended as a "*certifying assessment"* to confirm that the vocational objectives set for candidates in each examination have (or have not) been achieved. And, therefore, that a student who has passed can do or is "*capable of doing"* the tasks listed in the standards framework. Very often, the tests lead to an "achieved/not achieved" result. This only becomes summative at a later stage, when the marks from the different examinations are aggregated to give overall average scores.

For the general examinations, as for the vocational ones, there are two main methods of assessing candidates, depending on the institutions in which they are studying: one-off assessments or continuous assessment (hereafter CCF). In both cases, it is teachers (sometimes assisted by professionals for vocational examinations) who conduct the assessments. However, in the case of continuous assessment, candidates

are assessed by their own teachers. It should be emphasised that assessing their own pupils for the award of a qualification is not easy for teachers. It is the subject of considerable debate among them. In the case of one-off assessments, the teachers do not know the candidates - some of the tests (the national written examination, for example) may even be completely anonymous. In the case of the vocational dimension, there is little variation in the examinations from one environment to another. The general education examinations may differ: a one-off written examination instead of the production of a project followed by an oral examination in the case of continuous assessment.

For the vocational qualifications, the style of the examinations may vary considerably. They may be written, national and anonymous - particularly in the case of general (French, history...) and common (economics and management...) education courses. For the specialised vocational courses the examinations differ more widely. There are also practical assessments which take the form of "role-play situations". Assessment may involve "*périodes de formation en milieu professionnel*" (PFMP - periods of workplace training). It can consist of oral presentations or involve reports or projects on a specific theme. Finally, portfolio assessment is now starting to develop. It is important to stress that during the conduct of these examinations teachers may (particularly in the case of practical examinations) have to make significant adjustments to the assessment framework created at national level. Examining assessment procedures involves continuing analysis of the practices of examiners or assessors.

The French training and qualification system is both centralised and decentralised. Therefore, as we have seen, the programmes and standards frameworks for the vocational qualifications are drawn up at national level but are applied at local level (by teaching staff in schools). Teachers play a vital role in implementing what was created at national level. In most cases, therefore, responsibility for pupil assessment rests primarily with them. An implicit principle underpins the relationships between these levels: teachers will comply with national requirements. In this both centralised and decentralised system, the quality of the education delivered depends, first and foremost, on the construction processes developed at national level and primarily on the involvement of industry professionals in setting up the vocational qualifications. They are, so to speak, the guarantors/security deposit for the professional nature of the qualifications. But, as it is teachers who conduct the assessments, we cannot, strictly speaking, talk about external assessment.

The MEN does have inspection teams but their direct involvement in the work of teachers is limited. It is confined to occasional, one-off educational inspections. Inspectors play no part in the assessment of candidates.

In addition to these vocational qualifications, we thought it important to provide information about CléA (the common core of vocational knowledge and competences), an initiative designed for (poorly educated) workers and job-seekers and set up by a

number of employers' organisations and trade unions. Although created only recently, this qualification has made a considerable impact. It is offered by both private and public training providers. Furthermore, the assessment reference framework (which is designed as a common core) associated with it identifies some of the competences which are studied in this report.

VET in French education and training system

ADULT LEARNING/CONTINUING TRAINING (outside the school system)

Curricula for employees — Curricula for the unemployed — Curricula for vulnerable groups

All those certifications are accessible through continuing training

TERTIARY LEVEL

EQF 8

EQF 8
PHD, 3 years

EQF 7
Specific or regulated trainings & Programs at public or private higher colleges of excellence («Grandes écoles»)

EQF 7
Master's degree 1-2 years

EQF 7
Master's degree & Engineering diploma, 2 years

EQF 6
Bachelor's degree 3 years

EQF 6
Vocational bachelor's degree 3 years

EQF 5
DUT & BTS 2 years

18   12+

SECONDARY LEVEL

18   12
17   11
16   10   EQF 4
15   9
14   8   EQF 2
13   7
12   6

EQF 4
General education 3 years Baccalauréat

EQF 4
Technological baccaulauréat 3 years

EQF 4
Vocational baccaulauréat 3 years

EQF 3
CAP 2 years

EQF 4
Vocational certificate 2 years

Lower secondary programs

Age   Years in education and training

General education programs

Vocational Education and Training (VET)

Programs combining VET and general education

A Accessible through apprenticeship

Level of qualification reached (European Qualification Framework - EQF)

CAP: First vocational certificate
DUT: Tertiary technical diploma
BTS: Higher technician certificate

2 Overview of transversal key competences in formal VET

In France, the State, regional councils, social partners, occupational sectors and private training providers have a diverse range of interest in the key competences. They are generally mentioned explicitly in the objectives of education or training courses which target levels below the initial vocational qualification levels, currently situated at the equivalent of EQF level 3 in France. In this part, we will look at how they are covered in education or training, that is as much in initial training as in training for adults or the unemployed, within the school system or outside it.

2.1 The importance of the common core in school programmes

In the school system, vocational qualifications have not escaped the curriculum changes which have affected general education in primary and secondary schools. In fact, this general education has undergone a number of reforms since 2005, culminating in particular in the creation of a "Common Core of Knowledge and Competences" and the revision of programmes. *Lycée* programmes, particularly those for common courses, were also revised before the introduction of new reforms affecting all *lycées* (general, technological and vocational). We do not currently know everything they contain and are not able to fully assess their effects.

Act no. 2005-380 of 23 April 2005 relating to orientation and planning for the future of schools, stipulates, in article 9, that "*Compulsory education should at least provide all pupils with the necessary means to acquire a common core made up of knowledge and competences which must be mastered to successfully complete their schooling, continue their studies, forge their personal and professional future and become successful members of society*".

This common core was directly inspired by work done by international organisations or European institutions, including the OECD and the European Commission. Furthermore, decree no. 2006-830 of 11 July 2006 relating to the common core of knowledge and competences and modifying the Education Code makes explicit reference to the 2006 European recommendation on key competences. Originally enforced by the Minister of Education's office, which prioritised it over its administrative (central government) and educational (General Inspectorate) services, this common core was nonetheless adopted following a "consensus on reform" between those who are in favour of education for all[2] and more conservative organisations which advocate

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[2] In particular the signatories to the "Manifeste pour un débat public sur l'école" (Manifesto for public debate on the school system). These signatories, celebrities, teaching unions, parents' representatives and education experts, including P. Merieu, are proposing a new project for schools, to promote success

a "back to basics" approach (Clément, P. 2012). But, beyond this apparent adherence to the European recommendation that education should go hand-in-hand with the new economy or the "new knowledge society", the French common core appears, above all, to have been an opportunity to *reinstate the educational mission of schools,* by re-stating *the fundamental principles of the Republican school system* (Nordmann, J-F., 2016).

This first common core, which all pupils must have acquired during their compulsory schooling (between the ages of 6 and 16), was broken down into 6 key competences or domains, which were supplemented by a further two competences - "social and civic competences" and "autonomy and initiative". Each competence in the common core, which is also laid out in the programmes, is broken down into knowledge, aptitudes and attitudes. The decree establishing the common core also stresses that acquired knowledge should be assessed by means of a "pupil record book". As an extension to the common core, *collège* (lower secondary school) programmes were revised from 2007 onwards following this model, with the exception of the French and history-geography programmes, which still focused very much on the subjects themselves and from which the attitudes had *vanished into oblivion* (Clément, P. 2012). However, following a change of government, the programmes were revised again under Act no. 2013-595 of 8 July 2013 relating to orientation and planning for the restructuring of the school system. This legislation established the *Conseil supérieur des programmes*, which was tasked by article 13 with putting forward proposals for the elements to be included in a new common core and the methods by which it would be gradually acquired, which were laid down in decree no. 2015-372 of 31 March 2015 relating to the Common Core of knowledge, Competences and Culture. The new version of the common core, now known as the "Common Core of Knowledge, Competences and Culture", includes five domains, which are more transversal than the previous ones.

The five domains of the Common Core of Knowledge, Competences and Culture

Languages for thinking and communicating (understanding and expressing oneself using four types of language: French; foreign or regional languages; mathematical, scientific and technological languages; the language of the arts and body language)

Methods and tools for learning (learning to learn individually or collectively, inside or outside the classroom: access to information and documentation, digital tools, conduct of individual and collaborative projects, organisation of learning)

Personal and citizenship education (transmitting the fundamental values and principles enshrined in the constitution: learning about participation in society, collective action and citizenship; moral and civic education; respect for personal choices and responsibilities)

Natural and technical systems (scientific and technical view of the Earth and the Universe to develop observational and problem-solving skills)

Representations of the world and human activity (domain covering understanding societies in time and space; interpreting human cultural production and gaining an understanding of the contemporary world.

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for all and no longer just an elite. The common core is designed to address the issue of academic failure, as it provides a means of creating a common culture.

Therefore, all the teaching delivered in primary school and the *collège*[3] is intended to contribute to the acquisition of the "competences" in the common core covering the compulsory education phase. Furthermore, the 2015 decree gives a definition of a "competence" as an educational and socialisation tool:

"A competence is the ability to mobilise one's resources (knowledge, skills, and attitudes) to perform a task or deal with a complex or unprecedented situation"

The declared objective of the school system, therefore, would no longer be to impart knowledge but to ensure that it is implemented in a variety of different situations. So the common core would offer *an inversion of educational rules,* in the sense that it sets general objectives for programmes, which are then developed in various subject areas (Clément, 2018). As defined in the law, the objectives must come first and the teaching content for the subject second. All of this is reflected in the new Programme Charter which reaffirms the school system's remit not only to instruct but also to educate. It also requires that primary and secondary subject programmes, which are divided into cycles, be drafted in a new way. Each programme must describe the different contributions the course in question makes to the common core and then provide precise details of the content. The *competences* to be worked on are set out in a standard format[4] and are systematically related to one of the domains of the common core as well as the outcomes expected at the end of the cycle. Instead of the old tables showing the competences expected, knowledge imparted and attitudes developed, all components of the 2009 programmes, the new tables list the different "associated knowledge and competences" and, in particular, a new element, examples of "situations, activities and resources for the pupil". This format concerns mainly primary and lower secondary education, but it also applies, as we shall see in the next chapter, to the programmes for certain common subjects in *lycées* (including *lycées professionnels*), which will de facto target the expected outcomes of the common core.

The programmes referred to above relate to compulsory education and so apply to all pupils. *Lycée* pupils, therefore, are considered to have acquired the "knowledge, competences and culture" set out in the common core and normally certified by the award of the *Diplôme national du Brevet* (DNB) qualification certifying their achievements on leaving the *collège*[5]. But this is not necessarily the case, for a variety of reasons. The programmes for general and common subjects in *lycées professionnels* are aligned with the objectives and learning outcomes of the common core which they are designed to consolidate, extend, and even guarantee (see Table 1). In fact, in their introductory sections, the common courses in *lycées professionnels* incorporate the key competences formulated in the common core and hence also the European recommendations. So they include the 4 key competences which we are

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[3]The text specifies that "*each of the domains requires the transversal and collective contribution of all educational disciplines and initiatives*"

[4] For example "deliver a continuous speech lasting between 5 and 10 minutes" at cycle 4

[5] The students' achievements in the different domains of the common core are assessed by continuous assessment and recorded in their record book, which count toward the assessment of the lower secondary school certificate

concerned with in this study. Alongside these common courses, specialist courses, as we will demonstrate in the next chapter, can also develop some of these competences. In other words, all subject areas (even vocational ones) reformulate these objectives and competences in their own way (see ch. 3).

The programmes for general and common courses in *lycées professionnels*: Objectives and links with the common core

Applied Arts and Culture: programmes for the CAP (2010) and the Bac pro (2009)
*Consolidating the **requirements of the common core** and based on the expected outcomes of the vocational qualifications, the Applied Arts and Culture course enables students to develop:*
- the citizenship dimension by encouraging autonomy and a spirit of initiative, openness to others and the ability to work in a team, a sense of responsibility;
- personal development by expanding knowledge, encouraging the formation of personal opinions, cultivating taste and sensitivity by developing curiosity, critical thinking, creativity, expression and communication skills;
- ways of working as part of an experimental approach based on reasoned and rigorous argument.
It also includes a History of Art course which "consolidates the attainment targets of the common core, particularly in the case of pillar 5: possession of a humanist culture"

French Language: CAP programme (2010)
The CAP qualification ensures that by the end of the course, in line with the common core of knowledge and competences, candidates are able to:
- develop their personality: by starting to think about their identity and future role in society, their personal, family, educational and professional history;
- become an integral part of their peer group: by measuring how self-development depends on relationship with others;
- become an integral part of the working environment: by understanding the social and economic issues associated with professional discourse.
- become an integral part of the local community: by considering the relationship between customs and discourse to build a set of shared values in the current social framework.

French Language: Bac Pro programme (2009)
The requirements for French language instruction in preparatory classes for the baccalauréat professionnel are the same as those for French language teaching in the collège: a sound ability to express themselves orally and in writing as well as a strong cultural identity based on shared knowledge, values and common languages. The baccalauréat professionnel qualification ensures that by the end of the course, in line with the common core of knowledge and competences, the candidates are able to:
- work autonomously to build up their knowledge and put it into context
- express an opinion and their personal tastes, while respecting the views of others;
- think about themselves and about the world they live in;
- experience artistic productions, old and new, and from home and abroad;
- assert their choices.

Prévention Santé Environnement (PSE - Prevention Health Environment); standards frameworks for the CAP (2010) and the Bac pro (2009)
The Prevention Health Environment course consolidates the learning outcomes of the common core of knowledge and competences, particularly those relating to a scientific culture. It makes a significant contribution to the priority education and prevention strategies laid down in the national and European action plans in the areas of health, work and the environment.

Moral and Civic Education programmes: for the CAP and the Bac pro (2015)
Due to the nature of its objectives, moral and civic education is the responsibility of the whole educational community. Following on directly from the content delivered in the primary school and the collège, it covers the four dimensions of what a moral and civic culture should be: the development of a moral conscience, understanding of the role of rules and the law, the exercise of critical judgment, the sense of engagement in society. The values and concepts explored in previous years should be looked at in further detail in the lycée. The objectives of this course also cover two aspects of citizenship: one which aims to cultivate a sense of belonging to a community of citizens, the other which develops the desire to participate in democratic life and which can be put into practice in schools.

Finally, still in the school context, but on the periphery of the programmes, there are more transdisciplinary schemes which are also designed to develop these competences. We will look at them in more detail in the next chapter. They are very diverse. Some (such as "pathways") are open to all, others are aimed at particular

audiences (school dropouts, for example)[6], while others are more experimental. They do not always involve any assessment.

2.2 The Ministry of Employment - a relay point for the development of key competences outside the school system

For its part, the Ministry of Employment takes care of promotion and funding, through its local offices[7] for training activities, which in France we describe as "continuing education", for audiences from backgrounds other than initial education: young people who have left the school system, the unemployed, workers, people who are illiterate, newly arrived children who cannot be catered for in initial education, people with disabilities, prisoners... In other words, an audience of adults who are not always proficient in the competences in the common core or who no longer have the proficiency they once had. Until 2008, the ministry's work to support "proficiency in basic skills and knowledge and the acquisition of the key competences" was based on three initiatives: the *Ateliers de pédagogie personnalisée* (App - Personalised learning workshops), *Naviguer sur Internet* (NSI - Surfing the net) and the *Insertion, Réinsertion et Lutte contre l'illettrisme* (IRILL - Integration, Reintegration and Prevention of illiteracy) programmes. To consolidate and clarify these initiatives, the *Délégation générale à la formation professionnelle (*DGEFP) circular no. 2008/01 of 3 January 2008 relating to the Ministry of Employment's policy of intervention to provide access to the key competences for people entering the workforce refocuses State intervention on the education-to-work transition of those with only basic skills: jobseekers, young people who have left the school system and workers on state-aided contracts. The "proficiency in the key competences" programmes are also open to workers, subject to certain conditions and in collaboration with OPCAs or occupational sectors. They offer courses covering 5[8] of the competences in the European recommendation.

The App-labelled training bodies involved in this "proficiency in key competences" policy are implementing schemes to enable people to access training via a tutored self-study scheme or while drawing up and implementing their career plan. In fact, since their inception, the bodies in the App[9] network have been involved in a personalised

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[6] These are projects carried out under the auspices of the *Mission de lutte contre le décrochage scolaire* (MLDS - Campaign to reduce school dropout rates)

[7] The regional councils also contribute to this funding

[8] Comprehension and written expression, Mathematics, Science and technology, English, Office automation and internet, and Ability to develop one's knowledge and competences.

[9] There are currently 118 of them: they are clusters of local state schools which deliver continuing education (GRETA), groups of local councils, groups of *Centres de Formation par Apprentissage* (CFA - Ministry of Education apprenticeship training centres), *Centres de rééducation professionnelles* (CRP - vocational rehabilitation centres for people with disabilities), Chambers of commerce and industry and finally private training bodies.

learning initiative designed to promote independent learning and the acquisition of basic knowledge and competences.

Short history of Personalised Learning Workshops (App)

Apps, created in the wake of the youth riots in the Lyon suburbs in 1981, were designed to provide an alternative to the school-based approach and the long block-release placements proposed in the report produced by B. Schwartz (1981).
They were trialled in 1983 as resource centres, on the model of the tailor-made training for people of foreign origin in Quebec.
Between 1981 and 2008, the App scheme was administered by the State. It, therefore, came under the umbrella of the state-funded "youth" (16-25 years) initiatives, of which the Government relinquished control in 1989.
The DGEFP circular no. 2004/030 of 30 November 2004 introduced 7 basic principles which served as a basis for the redevelopment of the specifications for the approval of training bodies implementing this approach.
- Personalised training
- Diverse audiences
- General education and basic technology courses
- Links to the community
- A variety of funding sources
- Ability to cater for a continuous flow of students

The App label was launched in 2005, at the same time that the DGEFP decided to stop overseeing the scheme.
On 12 March 2007, the *Ateliers de pédagogie personalisée* (Apapp) network's (*Association pour l'animation nationale et le développement des activités (*Association for national coordination and the development of activities) was set up to coordinate the App scheme. The State then handed the App label over to it on 30 March of the same year.

Since 2008, the App label has been awarded, subject to certain conditions[10], to organisations seeking to enable their trainees to acquire all 8 European key competences.

Definition of 4 of the 8 competences developed in APPs

• **learning to learn** related to the ability to undertake and organise learning, both individually or in a group, according to one's own needs, to be aware of methods and opportunities;

• **social and civic competences** Social competence refers to personal, interpersonal and intercultural competences as well as all forms of behaviour that equip individuals to participate in an effective and constructive way in social and working life. It relates to personal and collective well-being. An understanding of the codes of conduct and conventions of the different environments in which people develop is essential. It is through their civic competences, particularly their knowledge of social and political concepts and structures (democracy, justice, equality, citizenship and civil rights) that they can become actively involved in civic and democratic life.

• **sense of initiative and entrepreneurship** refers to the ability to turn ideas into action. It includes creativity, innovation and risk-taking, and also the ability to plan and manage projects in order to achieve objectives. Students are aware of the context of their work and are able to seize any opportunities which arise. It is the foundation for the acquisition of more specific occupational qualifications and knowledge needed by those setting up or participating in a social or commercial activity. This should include awareness of ethical values and promote good governance.;

• **Cultural awareness and expression** which involves appreciation of the importance of the creative expression of ideas, experiences and emotions via a range of media (music, performing arts, literature, and the visual arts).
Taken from the National App specification of 2011 (Appendix 2)

Apps welcome students from a variety of backgrounds[11], mainly job-seekers (68%), although numbers of working people has risen slightly (up 2 percentage points to 16%),

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[10] If they comply with the App specifications listing the 7 basic principles set out above. 118 bodies currently hold the App label
[11] These are the statistics for 2017

women (65%) and low-skilled workers (44% hold a level V qualification, the equivalent of level 3 in the EQF).

The Apapp was also launched in 2014, as part of a large-scale project to create a qualification system for the European Key Competences, for which it secured funding from the ESF in 2016. This qualification, which focused on the *"apprendre à apprendre"*: "*Apprenant agile. Faire valoir ses capacités à apprendre et à s'adapter*" (learning to learn: agile learner. Demonstrating the ability to learn and adapt) competence, was created and then included in the "inventory"[12] on 8 October 2018.

Act no. 2014-288 of 5 March 2014 relating to vocational training, employment and social democracy (chapter III *Gouvernance et décentralisation*, Art 21) then entrusted regional councils with the responsibility for publicising the Common Core of Knowledge and Competences and organising its introduction. So, until the passing of the final Act no. 2018-771 of 5 September 2018 relating to the freedom to choose one's professional future, the regions (with a contribution from the European Social Fund) funded courses providing access to the key competences (ACCs) as part of their Regional Training Programmes, but the level of funding differed from region to region. This Act again modified the Government's policy on the acquisition of key competences. It introduced a Skills Investment Plan (2018-2022) with the main objective of improving the skills of young people and jobseekers, and sub-objectives including *"support the most vulnerable before, during and after their training, focusing particularly on the acquisition of the professional attitudes and interpersonal skills sought by recruiters"*.

Social partners, for their part, also worked to develop key competences, particularly in the wake of the investigation by the *Agence Nationale de Lutte contre l'Illettrisme* (ANLCI) which highlighted gaps in workers' "basic knowledge". The national inter-industry agreements, therefore, led to an increase in the number of schemes providing training to enable students to acquire these "basics". The ANI of 2004 and the agreement of 5 October 2009 (Art. 160) both refer to the creation of a common core of vocational competences. This was accomplished in the ANI on training of 14 December 2013 (appendix 12, Art. 44) which also established COPANEF to develop it. This ANI is set out in Act no. 2014-288 of 5 March 2014 relating to vocational training, employment and social democracy (see Appendix 3), and then decree no. 2015-172 of 13 February 2015 relating to the common core of professional knowledge and competences which established and defined CléA "the Common Core of Vocational Knowledge and Competences". CléA validates "*all the knowledge and competences people should master to facilitate their access to vocational training and their transition into the workforce. This common core should be assessed within a vocational context. This knowledge and these competences are also useful in social, civic and cultural life"*. As it was established by a decree, the CléA was automatically included in the Inventory. The working groups within the COC (which was also charged with the task

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[12] See the list of abbreviations for the definition

of defining the procedures for issuing it) modelled it on existing qualification standards frameworks: the Ministry of Education's Common Core, the European Recommendation of 2006, the ANCLI's "*Référentiel des compétences clés en situation professionnelle*" and the common cores of certain occupational sectors. As its name suggests, and unlike the training and qualifications delivered by App-labelled organisations, it only involves vocational, or rather transversal competences. As at 30 June 2017[13], 35,530 candidates had been assessed and 9,795 were ready for qualification. The typical CléA candidate is a female (57% of candidates) jobseeker under the age of 25. Jobseekers make up 85% of candidates and elderly people 30%.

CléA is a scheme for both delivering training and assessing key (vocational) competences which is currently being rolled out in Ministry of Education continuing education centres (GRETAs), AFPA centres, App-accredited institutions... provided that they meet two specifications[14], one relating to the assessment system and the other to training provision. CléA can also be funded and implemented as part of the PIC, since the plan is aimed at the most vulnerable members of society and, therefore, low-skilled unemployed people.

Some sectors - cleaning services, construction and health and social care - preferred to implement contextualised CléAs. These qualifications are generally tailored to the different professional contexts and are, therefore, less transversal than those delivered in Apps.

Some fifteen years earlier, the cleaning services sector had already created a scheme entitled "Maitrise des écrits professionnels" (proficiency in professional writing) for workers in the sector, all of whom came into contact with clients in the course of their work and who accounted for 85% of the turnover of the companies in the sector. Given the profile of its workers[15], it was felt within the sector that the CléA was still pitched at too high a level:

"the initial skill levels, which are obviously the ones that everyone is concerned about... at the end of the day, they're not very well understood by the people who make the decisions and when we talk about these levels... and, besides, they've already been decided by the EU because we're going to have levels...in France, we have level V, and at this level V and below, there's a huge difference and that's what we have to deal with. It's the same difficulty we face with any kind of scheme... we start out at level V and we think that... level V and below, we don't really know what's involved, it seems pretty much the same, but it's not at all" **"Training-employment attractiveness" policy**

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[13] See Fond Paritaire de Sécurisation des Parcours Professionnels (FPSPP). *Bilan. Appui du FPSPP à la mise en œuvre de la certification CléA (Report. The FPSPP's support in implementing the CléA qualification* https://www.fpspp.org/accueil/recherche-google/
[14]The main criteria are: experience with the levels and types of audience targeted by CléA, tried and tested tools and procedures for assessing and training them, specialist staff and finally, for assessment, the issuing of certificates of achievement by domain and subdomain. This certificate must specify what has and has not been achieved
[15]Many workers who were illiterate or for whom French is a foreign language

coordinator at the Fédération des entreprises de propreté (FEP - Federation of cleaning services companies)

The sector also turned this scheme which did not lead to a qualification into one that did, the *Maîtrise de compétences clés de la Propreté* (MCCP). Created in 2012, and added to the Inventory in 2015, its clientele is made up almost entirely of workers. 3,500 MCCP qualifications have been issued since 2012, as opposed to only around a hundred cleaning services contextualised CléAs.

The existence of these contextualised CléAs raises the issue of the value of developing qualifications with both vocational and transversal key competences - are these qualifications not essentially paradoxical? What should take precedence: the particular context or the transverse nature of the competences to be developed?

At least for the time being, the French system attributes no level to the qualifications referred to earlier: "Apprenant agile", CléA and the common cores developed in different sectors. They are, in fact, listed in the inventory and not in the RNCP (National register of vocational qualifications). Furthermore, they are generally intended for a more limited clientele than the Ministry of Education's qualifications which usually cater for everyone, particularly during the compulsory education phase. These qualifications - and it is the main characteristic of the schemes discussed in this part-, other than those implemented in the school system, are aimed at adults (in the sense of 'outside the school system') with low skill levels. CléA and the various sectoral common cores differ from the App scheme in that they focus solely on key competences related to or typical of professional situations.

"I don't think it's a good idea to assign levels to them, because, in any case, the first levels that will really be recognised in companies will be CAP-type ones at level 5, etc. The common core provides the basics which provide access to the rest, so it's difficult to say that it will be seen as an extra. It isn't an extra because you're making sure that you have good foundations to build on. So, basics won't get you anywhere, particularly in companies and from what we've seen.. .it's not an occupational level, you don't have an occupation with this common core, it's just the basics that you need, that will be useful for occupational training" **Interview with the leader of the COC**

Finally, in 2017, the Apapp, CCI France, COPANEF and the World Committee for Lifelong Learning (CMA) signed the "Charter for access to the key competences for all"[16]. The signatories to this charter justified their initiative by reference to studies carried out into access to the key competences in Europe: The 2016 OECD study which highlighted that France was lagging behind in this area and the 2017 CEDEFOP study which stressed the economic and social costs of this lack of training. By signing up to this charter, each of the signatories makes a commitment to:

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[16]This Charter was also officially endorsed by the European Commission and includes signatories from a number of member states. A Portuguese university, for example, has shown great interest in it and is considering whether it should be introduced in that country.

- Make access to the key competences a priority
- Restore the effectiveness of the right to education for all
- Guarantee access to basic level occupational qualifications and to the key competences
- Accord greater visibility to stakeholders involved in support and training, and finally
- Ensure the continued existence of CléA by guaranteeing universal access (for all, with a particular emphasis on priority groups)

3   The formulation of TKCs and their location in curricula

This chapter focuses on how these key competences are dealt with, firstly in the educational system: in vocational qualifications and also as part of transdisciplinary and experimental initiatives and those on the periphery of school programmes. It also covers other types of qualifications. These, which are just as characteristic of the French system, are designed for job-seekers or workers and are usually developed under the auspices of social partners. It will show the very diverse ways in which these key competences are dealt with both within the school system and outside it.

3.1   Key competences in the school system

How are TKCs, the subject of this report, expressed and formalised in vocational qualifications? To answer this question, we will firstly look at the programmes for certain general education or common courses which refer to them[17]. Given the (limited and vague) importance attached to them, we continue our study by looking at the vocational and, therefore, specific courses. Needless to say, it will not be possible to consider all the professional specialisms of the three vocational qualifications studied. Then, departing slightly from the official programmes, we will take a look at a number of experiments involving these TKCs. In short, we widened our approach to these key competences to better determine their actual status.

3.1.1   Difficulty in incorporating key competences into vocational qualifications...

3.1.1.1 The key competences reinterpreted by disciplinary programmes

As we saw previously, the general education programmes follow on directly from the teaching delivered in primary school and the *collège* and, therefore, from the previously "*common core of knowledge, competences and culture*" acquired which they are designed to reinforce. Their contents, some of which we will examine in this chapter, include the key competences. In this respect, they sometimes appear somewhat redundant, if we look at the objectives of these programmes (see Appendix 2). However, the key competences are not always clearly identifiable and do not necessarily appear under the same title. This also depends on the interpretation given to the key competence in question.

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[17] The courses referred to in this part are as follows: Applied Arts and Culture, French, Moral and Civic Education, Prevention Health Environment. For preparatory classes in the *baccalauréat professionnel* we can add Economics and Law in the tertiary sector and Economics and Management in the manufacturing sector.

At first glance, each ("disciplinary") programme approaches them and expresses them in its own way. We will show that although some of these courses mention one or other of these key competences (for example, civic competences in the case of moral and civic education or cultural expression in applied arts and culture), most of the time, they actually include several of them, linked or correlated with each other. When they are expressed, they appear under different titles, such as *"skills", "competences", "attitudes" or "knowledge"* (in the case of Entrepreneurial spirit in its narrowest sense). All these components often seem to be linked and associated with one another, but, from a single reading of the programme, it is impossible to determine those which will actually be taught. Interviews with the general inspectors responsible for developing these programmes provided assistance in interpreting them. The inspectors also point out that what is expressed in the programmes or the standards frameworks is not necessarily what is taught. Here again, disciplinary knowledge, under the guise of key competences, can predominate.

Diffuse and mutually correlated competences...

Some programmes seem from the outset to have been geared towards one or other of the 4 key competences. The programme for civic and moral education is geared towards civic competences and the applied arts and culture programme towards cultural expression. However, in the view of a regional inspector in the later subject, this course is designed to significantly develop civic competences:

"By the very nature of the subject, you've got everything for citizenship... the tendency is to start from the pupils' environment and give them the tools they need to understand their environment... the programmes include cultural competences and the ability to express oneself, that goes without saying because that's the very nature of the subject... If you're teaching applied arts, then you work on graphic design, you take graphic design and you try to put it, in inverted commas, into a legal context. It becomes more complex as you take it further... there's always that notion of citizenship" **Inspector for the Paris Regional Education Authority, specialising in applied arts and culture**

The citizenship aspect of this course also appears in its general objectives, alongside other attitudes: *"autonomy and sense of initiative",* the *"ability to work in a team",* the *"cultivation of good taste",* the *"development of curiosity, critical thinking, creativity, expression "* and also *"ways of working as part of an experimental approach" (see ch. 2, Box 1.* The programmes for common courses)

The programme for French is also a good example. In fact, the programme for the CAP includes a significant cultural dimension, as it involves *"helping to construct a cultural identity"* (see table below), but it also contains the other 3 key competences, which are listed under the term *"skills".* However, these skills are developed through the core element of this course: reading and writing in the mother tongue. The other key competences (critical thinking, becoming a part of the group or community...) are

instead intended to be developed by reading recommended texts, discussing them and expressing a personal opinion in writing. In this case, it is difficult to separate them from one another.

Preamble to the programme for French

Development of the personality	– Individualism and otherness – Introspection and self-affirmation – Margins and norms
Becoming part of the group	– Role-play and conflict resolution – Humour when talking about oneself and others – Integration rituals, rites of passage and traditions
Becoming part of the working environment	– Individual and collective responsibility – Perceptions, positive and negative views of work – Work and self-fulfilment/Work and self-negation
Becoming part of the local community	– local cultures and globalisation – Travel accounts and representations of the Other – Learning about others and clashes of values

Extract from the programme for French

A similar point can be made for the teaching content for *Prévention Santé Environnement* (Prevention Health Environment - PSE hereafter), except that, in this case, the key competences are listed as "*attitudes*". If we look through the PSE standards framework, we can see that it contains all the competences which are of interest to us:

Competences listed in the PSE standards frameworks for the CAP and the Bac pro

"ATTITUDES" LISTED	TRANSVERSAL KEY COMPETENCES
Objectivity and scientific approach	LEARNING COMPETENCE
Awareness of the influence of others/resistance to external pressure Self-respect and respect for others (civility, tolerance, etc.) Sense of responsibility for one's health Sense of responsibility towards others	PERSONAL AND SOCIAL COMPETENCES
Awareness of engagement, one's rights and responsibilities, the value of the Law and engagement Civic spirit/Awareness of the importance of voting and democratic decision-making Cultural openness Sense of solidarity Eco-friendly attitude/responsible consumption in terms of the environment and sustainable development	CIVIC COMPETENCES
Autonomy and motivation to implement one's career plan Sense of initiative	ENTREPRENEURIAL COMPETENCE
Critical or reasoned thinking (with regard to information, commercial offers...)	CATEGORIES RELATED TO MORE THAN ONE KEY COMPETENCE

Each "attitude" listed (see table above) is common to both the CAP and Bac pro standards frameworks. However, these "*attitudes*" are not always expressed independently but linked to "skills" which vary depending on the level of the vocational qualification. In fact, skills such as "*analyse*", "*explain*", "*argue*", "*suggest*" only apply to the Bac pro.

The extract from the PSE programme shown below also shows that several key competences can be linked and correlated with the same "skill", as though they can only be mobilised together.

SKILL	ATTITUDES
Get involved in an individual or collective action plan related to sustainable development, working life, society: - Identify the project's challenges - Identify the issues involved - Know one's own role in a project - Propose actions - Prioritise actions - Present the project	Cultural openness Eco-friendly attitude Civic spirit Sense of responsibility Sense of solidarity Critical attitude

Taken from the Bac pro reference framework for PSE

The key competences : knowledge, skills and attitudes

A further observation that can be made about this transversal teaching content is that the key competences, which are generally listed under the heading "*attitudes*", are linked to "*knowledge*" and "*skills*" and, therefore, do not appear in their own right. This presentation in tabular format complies with the instructions developed as part of the revision of programmes in 2007 (see ch. 2).

Extracts from the applied arts and PSE programmes are shown below by way of an example. The key competences are mostly included in the "*attitudes*" category, the "*skills*" column expressing mainly actions (verbs in the infinitive) or learning objectives.

Extract from the CAP Applied Arts programme, Spatial and Environmental Design topic

Skills	Knowledge	Attitudes

• Take legible visual notes
• Illustrate a plan, including the use of ICT
• Create a simple volume
• Experiment with relations between solids and voids
  — combinations of materials, textures
  — incidences of light and shade
  — movement paths
• Identify technical processes
• Compare productions using specific criteria
• Rank priorities
• Recognise some artistic and stylistic elements
• Formulate hypotheses for identifying users
	• Functions/Dimensions:
	  — Ergonomic
	  — Technical
	  — Aesthetic
	  — Semantic
	• Forms
	  — Structures
	  — 3D components
	  — Links between them
	• Construction principles, materials and equipment
	  — Identity
	  — Origin
	  — Intrinsic qualities
		• Demonstrate curiosity about one's environment, develop one's observation skills, broaden one's perspective from the specific to the universal
		• Develop an interest in reasoning based on argumentation
		• Identify the status of the creation
		• Develop critical thinking skills
		• Develop a spirit of citizenship: Be sensitive to other people's needs and become part of the community
		• Be aware of the implications of space, the product and communication on user behaviour
		• Position oneself as an informed consumer, a stakeholder in community development and a proactive force

● Make a suggestion as to how to organise space using the concepts studied			

The PSE standards frameworks or the programmes for French, all of which date from 2009-2010, were developed in the same format.

KNOWLEDGE	SKILLS	ATTITUDES DEVELOPED	ACTIVITIES - RESOURCES
4.3. Help to protect the environment			
Waste Waste management	Identify the impact of waste production on the environment. Identify waste linked to businesses. Describe how waste is managed in the workplace. Identify signs and logos giving information about recycling possibilities Describe collective and individual measures for protecting the environment	Sense of responsibility towards others, and towards the environment Interest in scientific and technological advances Civic-minded attitude	Analysis of documents and statistics relating to the production, consumption, environment relationship Analysis of news items relating to the impact of solid, liquid, gaseous and other specific waste. Collection of information on the system for sorting and recycling waste in the business sector. Analysis of symbols relating to the environment (labels, extracts from safety data sheets, manufacturer's sheet...)

Taken from the PSE standards framework

This format is compulsory, even as far as general inspectors are concerned and, therefore, raises many questions among them and teachers.

Some people, such as the general inspector for life, health and social sciences and technology, who is responsible for the PSE standards framework, explains that beyond the formal characteristics of its framework, the PSE course does not yet formally include key competences but remains focused on knowledge

"It isn't necessarily written in terms of key competences... it concentrates on associated knowledge. We've got to see how ultimately, with regard to the key competences, what associated knowledge young people will need to develop and acquire them and that's really is something we have to do in conjunction with the other subject areas" **General inspector for the Life, health and social sciences and technology group**

For the regional inspector for French, history and geography, and civic and moral education, it is actually teachers who tend to focus on knowledge

"I'd say that very often teachers don't see the competences because they seem so obvious that you forget them and concentrate on the subject, or the content which has to be covered... in the tables, they [the teachers] focus on the concepts that the

students need to grasp" **Regional inspector for French, history and geography, and civic and moral education**

More generally, they all wonder whether each of these components has a shared or common meaning. For them, in the programmes, these components refer to different things. Some of them focus on the "*attitudes*" category, where we often find the key competences we are of interest to us. But what exactly do they refer to? Can they be assessed?

According to this applied arts inspector, an "*attitude*" is not objectifiable and, therefore, cannot be assessed. However, in his opinion, the subject area for which he is responsible goes beyond the transmission of basic knowledge, even though what is transmitted is not always assessed:

"If he could do that, even if it wasn't marked, he was able to respond to that communication request so, in turn, you get the sense that there's something that has improved his critical thinking skills. But it's true that there's no assessment. And, in addition, we've always kept to the idea that 'assessment must be objective', and tried to ensure that we use objective criteria. And it is the case that attitudes are often not part of these criteria, per se... So that's why we believe in educating someone beyond just knowledge but it's not in terms of assessment but in the nature of what we teach them". **Regional inspector for applied arts and culture**

The new format for programmes introduced by the Programme Charter of 2015 did not make things any clearer. This is evident in the new programme for civic and moral education. The "*attitudes*" column has been replaced by examples of situations and applications, but the "*competences*" column has become very disparate. What we find, in fact, is a jumble of what could previously have been listed under the heading "attitudes" (personal expression, argumentation, critical thinking, involvement in teamwork). We also find a very general description of a competence; "mobilise knowledge", the definition also given in the common core. There is one final element which would seem to allude to knowledge, but which is expressed as a verb in the infinitive (identify ethical values). Does the "*identify and explain ethical values...*" competence which is expected of pupils imply that the teacher should try to develop and share these values or principles with the pupil or simply refer to them?

"Exercising citizenship in the French Republic and the European Union" topic

Competences	Knowledge	Examples of situations and applications
• Identify and explain ethical values and the civic principles involved. • Mobilise required knowledge. • Develop personal expression, argumentation and critical thinking skills. • Get involved in teamwork.	• The notion of European citizenship • Citizenship and nationality: comparison of different democratic regimes. • Engagement: the notion of militancy; the major forms of political, trade union and voluntary engagement. • The organisation of national defence and the issues involved. • Ethical questions posed by individual and collective use of digital	• Voting: who should have the right to vote and why? To vote or not to vote? Is voting a civic duty? • Paying taxes: organisation of discussions on the subjects of taxes and citizenship, taxes and solidarity, taxes and equality, and taxes and ethics. • Getting involved: analysis of works of art; films; literary, philosophical or historical texts on the issues involved in engagement (documentary record approach recommended).

| | technology. Some legal principles which regulate this use. | • Defending the nation: discussion on the ethics and issues related to conflict with national defence stakeholders through academic triads. Presentation on defence careers. |
| | | • Organising discussions on actual or potential violations of freedom and human dignity through certain uses of digital technology, with a particular emphasis on the question of social media. |

Taken from the CAP moral and civic education programme

The programmes for most of these common courses also contain recommendations on how they should be taught. The programme for applied arts and culture (2009) states the need to implement an appropriate teaching method, and places considerable emphasis on personalised support and project-based learning. This emphasis on practical work means students will have to be taught in small groups. Practise, perform, learn by doing, these are the tasks set for pupils on these courses. The PSE programme highlights the value of employing active teaching methods based on "*real situations from social and professional life"* This guidance is reinterpreted by regional inspectors who sometimes produce guides recommending that PSE teaching should involve project-based approaches (involving groups of pupils), the use of digital technology and periods of workplace training[18].

Obviously, these recommendations apply to all the teaching content and not just the key competences. However, in the case of moral and civic education, which is focused on citizenship, the question arises as to whether the recommended teaching methods - discussions based on a preliminary group task involving the collection of relevant documentation - are not a way to go beyond the transmission of disciplinary content.

"Yes, it's a method, we try to work in a different way and really leave it to the pupils to engage with it. So, whether it involves speaking, or project work, we can also have companies and organisations involved in the project, a real-world example, for instance. **Regional inspector for French, history and geography, and moral and civic education**

Transversal competences closely linked with disciplinary knowledge - "entrepreneurial competences"

Following on from the previous considerations, we will show that these "competences" can take on a very much "subject knowledge" aspect. According to the descriptive categories mentioned in the project, the "*entrepreneurial*" competence refers to a broad and vague set of actions relating to decision-making and taking the initiative, without

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[18] See also - but this is just an example - PETITJEAN, P. *Guide de recommandations académiques : enseigner-évaluer la PSE en Bac pro.* https://sbssa.enseigne.ac-lyon.fr/spip/spip.php?article1112&lang=fr

any clear indication as to the scope or importance of these actions. In short, the level of responsibility involved remains vague, which leaves a great deal of room for interpretation when analysing the documents. What exactly do the terms "*decision*" and "*initiative*" cover? What do they refer to? In a narrower sense, this competence makes the person who has acquired it a manager capable of running a small production unit (business) with everything that entails in terms of management, finance, human resources...

Some vocational courses common to all *baccalauréats professionnels* refer, with varying degrees of explicitness, to these "entrepreneurial" competences. We are thinking in particular here of the economics and management courses (for the "industrial" *baccalauréats professionnels*) or the economics and law courses (for the same qualification's "tertiary" specialisms). Setting up or taking over a business may even be mentioned explicitly in programmes. So there can be no question that this competence is part of the "*entrepreneurial competence*". For the other two vocational qualifications studied here, the CAP and the BP, there are no transversal and vocational economics or management courses.

In the case of the *baccalauréats professionnels*, these two subjects are allotted 28 hours a year, a relatively small allocation. They are set by the programmes rather than the standards frameworks. In the case of economics and management, the programme is structured around five "*key areas*", each of which is divided into 17 multidisciplinary "*themes*" (economics, management, law...). These key areas and themes are broken down into "*competences*" and "*knowledge*". The competences are worded in the conventional way, using verbs of action in the infinitive - *spot, identify, analyse, describe* - and are linked to particular areas of knowledge. Broadly speaking, the division of the programme into a set of competences does not obscure its highly disciplinary nature.

Of the 17 themes, only one is dedicated to *"business creation or takeover projects"*. The relatively minor importance accorded to this theme reflects the way it is viewed: one of the many elements in the career plans of future bac holders *as "Business creation or takeover projects"* is situated in a relatively distant time frame and stamped "*possibility*": "*help prospective baccalauréat students [...] possibly with a view to possibly setting up or taking over a business".* Based on the study of documents, this theme covers the different stages involved in setting up or taking over a business - from planning to implementation, - and particularly the economic and legal aspects.

Taken from "course programme - economics and management key area" (*baccalauréat professionnel*, industrial specialisms)

Key areas of the programme	*Competences*	Associated knowledge	Scope of knowledge
THEME 4.3 Starting up or taking over a business			
- "Enterprise"	C 4.3.1 **DESCRIBE** *Entrepreneurial spirit*		*- identify opportunities for development...*

- The idea, the project, the approach	C 4.3.2 **IDENTIFY** *the different execution phases of the project*	The business creation or takeover project	*- identify different types of ideas, project sources...*
	C 4.3.3 **IDENTIFY** *the key issues associated with industrial and intellectual property* C 4.3.4 *TAKE the necessary steps with regard to confidentiality, the protection and enforcement of property rights*	Industrial property and intellectual property	*- identify and define the issues involved in ...*

The economics and law programme is even more focused on knowledge. Knowledge is central to everything, that is, to quote an extract from the programme's introduction, it is designed to target "*the acquisition of a body of legal and economic knowledge, combined with knowledge of the diversity of organisations*". So what we have here is the traditional interpretation of a programme in which disciplinary knowledge makes up the core and essence of what should be taught. It will be "*reinvested*" in various "*studies*" which the pupils are required to conduct. The notion of competence is virtually non-existent in this programme's teaching content which is divided into 5 themes and then further broken down into "*discussion topics*" and "*fields of knowledge*". None of the themes covers entrepreneurial spirit.

The theme of entrepreneurial spirit is not the only one linked to the economics and management course. Through its disciplinary content geared towards the professional world and society, this subject can potentially help to create an economic, social and legal culture to "*bolster citizenship education*". "*Help to develop citizenship*" is one of the programme's explicit objectives. Broadly speaking, any course with both disciplinary and cultural content - we are thinking in particular of history-geography and, above all, French for the BP and CAP vocational qualifications - tends to be presented as a course which can reinforce citizenship and develop critical thinking skills. This is a further example of the correlated aspect of these TKCs mentioned above.

3.1.1.2   A slightly different status in specialised courses?

How are these key competences incorporated into particular specialised or vocational courses? In this chapter, attention is given to two types of TKCs: personal and social competences, on the one hand, and entrepreneurial spirit on the other. In fact, the latter are more specifically associated with work. We will, however, make little mention of the other competences, civic competences or cultural expression, even though they are sometimes included in the standards frameworks.

Level of qualifications and "responsibilities" at work

The standards frameworks for vocational qualifications present a broader view of entrepreneurial spirit, well beyond simply taking over or setting up a business. It is not our intention here to study all vocational qualification specialisms. We have focused on vocational qualifications in occupational specialisms - "crafts" (baking, chocolate making, hairdressing...) and the "tertiary sector" (management and administration), in view of the link between this competence and management activities. Our analysis of industrial specialisms was more limited in scope.

In the case of French vocational qualifications, the ranking system is very rigid and clearly delineated, particularly with respect to the degree of responsibility of a holder of a particular qualification; the higher the level, the greater the responsibility. Therefore, the CAP is often associated with a "performer", a term often used as a general description of those who hold this qualification. This aspect can be seen, for example, in the description of the tasks and competences relating to their work: "*applies*", "*follows instructions*", "*transmits to their superiors...*" (standards framework for the CAP baker qualification or the standards framework for the "*Commercial employee*" CAP), acts "*under the authority of...*" (standards framework for the "*production plant operator*" CAP). When their degree of autonomy is mentioned, it is most often in a restricted context: "*autonomous and responsible within the scope of instructions from their superiors*" (standards framework for the CAP chocolatier qualification),"*under the supervision of a technician*" (standards framework for the CAP in hairdressing). These qualification holders' supposed autonomy will be incomplete, regulated and to some extent defined by its limits. At best, holders of CAP qualifications can "*offer*" solutions, "*help to... the decision*". They are assistants or people who "pass on" information. Similarly, they are not asked to be "*leaders*" but rather to be part of a team and assist with the work (standards framework for the CAP in hairdressing). Very often seen as "performers", holders of these vocational qualifications are not perceived as potential acquirers or creators of businesses and these qualifications are not about "running a business" or "a production unit", but managing the (their) "work station". Defined as "producers", these qualification holders will nonetheless often have had a very basic grounding in economics, covering knowledge of the economic environment in which they work: the job, the business, the sector. These are collectively known as "*the professional context*", in the case, for example, of a bakery business.

For vocational qualifications ranked at level 4 of the EQF (BP or *baccalauréat professionnel*), the fields of the economy and management are developed in more detail and hence the area of responsibility opens up and becomes less restricted. For all that, if the creation or takeover of a business is mentioned, it is more in terms of a future possibility. The immediate future envisaged involves the management of a "*unit*" (of production).

Taking the baker BP as an example, this possibility is clearly mentioned in the definition of the trade associated with this qualification: "Over time, they should be able to set up, take over and manage a bakery business" (occupational standards framework for the baker BP). However, this possibility is barely included in the professional duties

and competences associated with this vocational qualification. It is only in the area of knowledge that we find wording that refers explicitly to the theme of taking over a business. But this knowledge forms only a small part of section S5 on "*the economic and legal environment and business management*". The section is divided into around thirty issues to be addressed, and setting up a business features in only one of these. In other words, it is of little importance where knowledge is concerned. The creation or takeover of a business is a medium-term possibility, so this theme cannot feature prominently in the courses leading to the vocational qualifications discussed here. Similar observations could be made on the basis of the analysis of vocational qualifications (CAP and BP) in the field of hairdressing.

However, the description of the "management of a unit" function (one of this qualification's 5 functions) actually focuses on the "day-to-day management" of a unit or business. Hence, the qualification holder is expected to demonstrate the "*ability to take the initiative and make proposals*" in the areas of materials, finance and human resources, which is not expected of holders of the CAP qualification. In short, those who hold the BP are expected to be much more than simply manufacturers of baked goods. Their work is deemed to cover everything relating to the actual manufacturing process.

Tasks and competences associated with Function 5 (management) of the BP baker qualification

Function 5		Management of a bakery unit and/or business	
Main tasks		capability	**Terminal competences**
5.1 Human resources	**L**ead a team	**C4**	**C4.2 C**onvey instructions **C4.5 S**upervise the production team: motivate, advise, train team members
	Participate in the recruitment process and help to assess members of the team	**C1**	**C1.9 I**dentify skills needs with superiors
5.2 Economic and financial	**C**alculate production yields, the production cost and determine the selling price	**C1**	**C1.8 M**aximise the business's profit margins
	Analyse and use accounting records	**C3**	**C3.4 A**nalyse the business's results
	Assist in making investment choices relating to manufacturing operation	**C4**	**C4.4** Work with superiors to analyse investment needs

However, holders of the BP are expected to demonstrate initiative in the areas of administration, employee management, etc. They should have a sense of and a willingness to take on responsibility in a variety of areas. Some of the competences which feature in the standards framework are shown below:

- "*plans work in time and space. And organises workspaces*". Which means that they help to identify skill needs
- "*optimises the installation of manufacturing equipment*"
- "*is creative and innovative*" etc.

In the "*Quality and progress system*" function:

- "*offers solutions, applies them and monitors their progress*"

- "*communicates with the various stakeholders in the sector*" etc.

In short, in terms of responsibilities, holders of a BP qualification differ markedly from holders of the CAP. Not considered "performers", BP holders are expected to demonstrate initiative and include a management component in their work; even if, as might be expected, the production "unit" they are responsible for managing is still relatively small. These aspects also apply to other specialisms, particularly those which can be seen as crafts (hairdressing). This managerial aspect is also apparent in industrial specialisms through "*skills*" such as "*run the production units*". It might also be said that it is this aspect which perhaps distinguishes level 3 qualifications most from those at level 4 (EQF).

These aspects feature again in the *baccalauréat professionnel* qualifications. So the baker/pastry chef specialist includes a significant "*operations management*" function and also another covering "*marketing communication*". Several competences already identified for the baker BP are linked to these functions. These include:

- "*identify the human, material, commercial and financial resources required*"
- "*prepare work spaces*"
- "*collect, process and organise information (manufacturing - sale of goods, creation - takeover - growth of business, ...)*"
- *lead a team...*" etc.

There are many competences which involve taking "*decisions*", the "*initiative*". To some degree or other, this qualification's different specialisms all include an administrative component in their content. This seems to be most substantial in the case of the specialisms leading to craft occupations (baker, butcher...), but it is also a feature of the industrial specialisms. So, among the 10 competences identified in the "*production line manager*" Bac pro, we find the following:

- "*prepare for organisational and managerial work*"
- "*manage the technical competences of staff working on the production line*"
- "*suggest improvements and ideas for solving problems*". etc.

There are many competences which, like those listed in the standards framework for the baker qualification, involve taking "*decisions*", or taking the "*initiative*".

Social competences in qualifications for occupations involving interpersonal relations

The standards frameworks discussed in this part are those for the qualifications which relate to "customer relations" jobs, whether in the fields of business, advice or support, and in which one would actually expect to find references to personal and social

competences. These qualifications include the CAP and Bac pro qualifications in Hairdressing or Beauty, in which particular emphasis is placed on competences relating to customer relations. We will also look at a home care services or support in care homes qualification in which the care-giving relationship is prioritised.

In these qualifications, the competences relate to the relationships which the future professional will have to have with customers or with the members of a team, and which are generally grouped under a "communicate" meta-competence. In contrast to their status in the programmes or standards frameworks for common general or vocational courses, the key competences here are usually[19] contextualised or linked to other more technical competences, those which could be described as "core skills".

In the standards frameworks for the CAP qualifications in Beauty, Hairdressing and Perfumery and Hairdressing, this meta-competence is, in most cases, referred to as a "function" and is broken down into various competences such as "*welcome (the customer)*" or "*become part of a team*". These competences are sometimes incorporated into a stand-alone certification module and are, therefore, intended to be assessed in their own right. This is the case for the CAP in hairdressing

Functions	Skills	Competences	Certification modules
ADVICE AND SALES	C4. Communicate	C 4.1 Welcome customers C 4.2 Receive and convey a message C 4.3 Advise and explain C 4.4 Become part of a work team	**UP3** COMMUNICATION

Taken from the CAP Hairdressing standards framework

It still remains to be established whether the relationships involved are generally geared towards sales. This focus is actually outlined in more detail in the CAP Beauty, Hairdressing and Perfumery qualification, particularly because the "social competences" in it include both commercial and managerial dimensions; running a beauty salon, for example, in this case. It should be noted that, in this case, there is no mention of "entrepreneurial spirit" (see below).

Key areas	COMPETENCES		CERTIFICATION MODULES
Area 3: RUNNING A BEAUTY AND WELLNESS SALON Relationship with customers and life in the beauty salon	C31: Welcome and serve customers C32: Give advice and sell cosmetics... C33: Showcase and sell products C34 Organise a schedule...	C31.1 Adopt a professional attitude C31.2 Create a welcoming atmosphere C31.3 Hold a conversation C31.4 Make sure customers are comfortable C31.5 Comment on the service being provided... C31.6 Fill in and update a customer record	**UP3** RUNNING A BEAUTY AND WELLNESS SALON

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[19] That is in the reference frameworks which set out the attainment targets for specific vocational content

	C35 Participate in the life of the beauty salon	C35.1 Become part of a team C35.2 Arrange and organise workspaces C35.3 . Collect information C35.4. Manage stock C35.5 . Help to set selling prices	

Taken from the CAP Beauty Hairdressing Perfumery standards framework

However, in most cases, the two types of relationships - those we have with the customer (a more commercial one) and those we have in a team - are kept separate in the qualification standards frameworks and are linked to two different certification modules.

The Bac pro in Beauty, for example, includes the "*Welcome and serve customers*" competence. So, this competence, which can also be found in the CAP Beauty, is not specific to a particular level of qualification (in the classification). It is linked, as above, to a certification module geared towards commercial activities, whereas the "communicate with different people" competence is linked to another module (U2) which includes more technical or managerial competences.

KEY AREAS	COMPETENCES		CERTIFICATION MODULES
Area 3: RELATIONSHIP WITH CLIENTELE	C31: Welcome and serve customers C32: Analyse customers' expectations... C33: Give advice and sell cosmetics...	C31.1 Adopt a professional attitude C31.2 Create a welcoming atmosphere C31.3 Hold a conversation C31.4 Make customers comfortable C31.5 Comment on the service being provided ... C31.6 Fill in and update a customer record	**U31** RELATIONSHIP WITH CLIENTELE
Area 4: RELATIONSHIP WITH STAFF	C41: Lead and supervise staff	C41.1 Know one's role in the business and in the work team. C41.2 Identify training needs C41.3 Make suggestions for continuing training C41.4 Train the company's staff	**U2** CUSTOMISATION OF BEAUTY TECHNIQUES AND RUNNING THE BUSINESS
Area 5: TECHNICAL, ADMINISTRATIVE AND FINANCIAL MANAGEMENT	C51 Communicate with different people C52 Collect information... C53: Lead the business C54 Set up and manage workspaces	C51.1 Communicate with manufacturers; suppliers, professionals C51.2 Use information and communication tools	

Taken from the Bac Pro Beauty Hairdressing Perfumery standards framework

It is also noticeable that competences C41 and C51 which appear in the table above, because they refer to team leadership or management activities, are typical of a higher

level (equivalent of level 4 in the EQF). The previous observation holds true for the Bac pro Support, Care and Personal Services. The "social competences" ("*Welcome and communicate people, their family, their companions*" and "*Communicate with the team, other professionals, departments, partners*") are also divided into 2 different units.

FUNCTIONS	COMPETENCES		CERTIFICATION MODULES
COMMUNICATION - RELATIONSHIPS	C1: *1* Welcome and communicate with people, their family, their companions	C1.1.1 Put in place practical arrangements for welcoming customers C1.1.2 Create a climate conducive to conversation, foster dialogue, encourage people to express themselves, secure the cooperation of the family and companions C1.1.3 Analyse the request C1.1.4 Respond appropriately to different situations including disputes and emergencies C.1.1.5 Refer people to professionals and services ...	**U 31.** Assistance with everyday tasks in the home
	C1.2 . Communicate with the team, other professionals, departments, partners...	**C1.2 1 to 1.2.6**. **C 1. 2. 7** Lead a work meeting **C 1. 2.8** Represent the department in meetings	**U32:** Organisation of home-based assistance
ORGANISATION - MANAGEMENT - QUALITY	C2.1 . Organise work in a professional team	C2.1.1 Join a pluri-professional team … C.2.1.5	

Taken from the Bac pro Support, care and personal services

The inclusion of "professional attitudes" in industrial vocational qualifications

The industrial vocational qualifications mentioned in this part are positioned at the equivalent of EQF level 4, which seems to be the most appropriate level for these specialisms. The qualifications in question are, firstly, the Electrical and connected environments trades (MELEC) Bac pro which leads to employment as an electrician in the construction sector or industry and, secondly, the Chemical, Water, and Paper and cardboard processes (PCEPC) Bac pro which leads to employment as a technician "*responsible for plant and equipment installation in manufacturing or the physical, chemical, biochemical or biological processing of matter*". They are developed under the responsibility of the same general inspector. These two qualifications refer to "*professional attitudes*", which are all related to a professional context, are never identified independently of the technical competences and so are never assessed as such:

"the key competences are drowned in all the competences in the standards frameworks. But I have to say that I don't even know if it'd be worth looking for them because they're not even dealt with separately. There's no effort to list them separately in a set of competences, they've been fully incorporated, depending on their nature, into the competences in the standards framework or, in some cases, into the "attitudes" which are listed, and possibly linked to the traditional competences" **Interview with a**

general inspector for industrial sciences and Technology who is also responsible for developing the MELEC and the PCPEC.

The PCEPC includes 8 "*professional attitudes*" which, in some cases, include the "*personal and social competences*" of the final EU recommendation:

« AP1 : Acknowledge that the situation is changing
AP2 : Remain calm in occasional tense situations
AP3 : Acknowledge the existence of conflict
AP4 : Behave in ways which are consistent with the company's values and ethics
AP5 : Get involved with the team
AP6 : Share one's skills with the team
AP7 : Respond to the customer's requests
AP8 : Embrace the company's objectives

It was the professionals in the working group who incorporated these "attitudes" into the standards framework. They modelled it on the standards framework for "behavioural competences for the chemical and environment sector" developed by AXERELA[20], the competitiveness hub for the Rhône-Alpes region. All these "attitudes", according to the standards framework, "*complement professional tasks...and cannot be disconnected from them*". They cannot, therefore, be independent and each sheet in the standards framework describing the tasks which the qualification holder will have to perform includes a selection of these "attitudes". It seems that for the general inspector responsible for the development of these industrial qualifications, the best way to develop these "attitudes" is through project-based learning, which additionally expands and develops all the required competences.

"...ultimately, creativity, project work, entrepreneurial spirit, all that can be learned because there are methods. With project work, it's obvious, you've got to divide up the labour, you've got to have a project leader, you've got to manage deadlines, you've got to have a schedule. It's clear that that can be learned" **Interview with a general inspector for industrial sciences and technology who is also responsible for developing the MELEC and the PCPEC.**

The MELEC qualification replaces the old ELEEC, in which personal and social competences were scarce and were expected to be acquired during periods of workplace training. The MELEC, in contrast, mentions a set of 5 *"professional attitudes".*

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[20] A competitiveness hub is a cluster of small, medium and large businesses, research laboratories and training institutions in a clearly identified region and with a specific theme. To consult the reference framework, see https://www.axelera.org/evolution-des-competences-et-formation/

*"**AP1**: demonstrate rigour and precision*
***AP2**: demonstrate team spirit*
***AP3**: demonstrate curiosity and be a good listener*
***AP4**: demonstrate initiative*
***AP5**: demonstrate critical thinking"*

These attitudes, as set out in the standards framework, are defined as being "*necessary for full acquisition of the competences in the standards framework*"[21]. So, as stated in the standards framework, they are completely linked to, attached to ,"*associated*" with, the other competences listed . Here are some examples

C2 ORGANISE THE JOB IN ITS CONTEXT
●**AP1**: demonstrate rigour and precision ●**AP2**: demonstrate team spirit ●**AP4**: demonstrate initiative
C3 DECIDE HOW AN INSTALLATION WILL BE CARRIED OUT USING PREDETERMINED SOLUTIONS
●AP1: demonstrate rigour and precision ●AP2: demonstrate curiosity and be a good listener ●AP4: demonstrate critical thinking"

Taken from the MELEC standards framework

This link between professional attitudes and competences is automatic, and this is the case for all the 13 competences listed, whether they are technical or more interpersonal in nature. The aim is not to separate them because they would not be in professional life.

In addition to these "*professional attitudes*" which have a special status in these standards frameworks - they are mentioned but not designed to be assessed -, competences similar to those mentioned in the previous paragraph are also listed along with their set of "professional attitudes". This is C12 for the MELEC Bac pro

C 12 COMMUNICATE ABOUT THE JOB WITH PROFESSIONALS
● **AP2**: demonstrate team spirit ● **AP3**: demonstrate curiosity and be a good listener ● **AP5**: demonstrate critical thinking

Taken from the MELEC standards framework

And also C13, "communicate about the job with the customer or user"

We also regularly find competences related to hygiene, safety, the environment and sustainable development in the standards frameworks for industrial qualifications. For example, C4 "Carry out an installation in an eco-friendly way" in the standards framework for the MELEC or C2 "Assess risks in terms of safety, health, environment and quality", C4 "Implement professional risk prevention, environmental protection and

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[21] See *Reference framework for the MELEC Baccalauréat professionnel,* p. 54

quality compliance measures" in the PCEPC. It should also be noted with regard to this standards framework that function 4, entitled "Quality, hygiene, safety, environment, sustainable development, industrial risks" corresponds to the PSE content mentioned previously (see box "The programmes for the common content...", ch. 2 and appendix 2). In fact, the *Course handbook: baccalauréat professionnel, Chemical, Water, and Paper and Cardboard Processes,* a document produced under the responsibility of the general inspector for the sector, contains a table summarising and linking the "professional attitudes" listed in the PCEPC to those in the PSE standards framework. These synergies between the PCEPC and PSE standards frameworks extend as far as the identification of workplace training as the environment for developing and, as we will see later, assessing these types of competences/attitudes.

It should be noted that for the general inspector responsible for these qualifications, these "professional attitudes" (which can be linked to several types of key competences, to "social" competencies or even more broadly) can be developed in any training situation, in the workplace or in school. For this reason, he tried to implement a "work placement portfolio" which both the student and teaching staff can use to assess the competences required by the qualification. We will look at that in the next chapter.

3.1.2 …TKCs covered more explicitly in more transdisciplinary and experimental initiatives

3.1.2.1 Experiments, a more favourable context for the development of key competences

Mini-enterprises

Looking further into the "entrepreneurial spirit" competence, we saw that, within the *Direction générale de l'enseignement scolaire* (DGESCO) an "education-economy" mission had been developed to bring schools closer to the business world through partnerships with local businesses. The 'future pathway' is one of the resources to support the development of partnerships, but there is also the "*campus des métiers*" programme which groups secondary schools and higher education institutions providing initial or continuing training by region and under a sector of excellence.

Another initiative which was developed, in this case at regional level, is the "mini enterprise" in partnership with the "*Entreprendre pour apprendre*" (EPA) association. The association belongs to a European network, but is very involved in the French school system, having received official recognition from the Ministry of Education and the General Secretariat for Catholic education. "Mini-entreprises" involve pupils from

collèges and *lycées* and take the form of a business project led by a number of pupil volunteers from the same class (10-15 pupils) supervised by teachers and local business people ("sponsors"). The project lasts for one school year (approximately 60 hours per year) and consists of several stages - from the creation to the development of a product - and is entered for a regional championship at the end of the year.

For example, the classes which take part in this scheme sell handicrafts or recycled products, chosen on the basis of the resources available in the region (for example, a spelt cushion) or the CAP specialisms if in a *lycée professionnel*, "innovative" products (a multi-purpose ballpoint pen, for example) or their business could also involve original sales systems (the provision of baskets of vegetables on a weekly basis through an internet ordering service) or support for various organisations. These projects, which revolve around the creation, development and merchandising of a product are also designed to enable pupils to "find out how a company works and to learn about the business world". Furthermore, these objectives set by EPA include the main characteristics of entrepreneurial spirit as defined by the key competences of 2018: *"They [citizens] should have an understanding of the economy, of the economic and social outlook and issues facing employers, organisations and businesses. They should also be aware of the ethical principles of and the challenges posed by sustainable development and know their own strengths and weaknesses"*.

The aims of mini-enterprises

To enable pupils to learn how a business operates.

- Improve their understanding of the business world.
- Develop their ability to work in a team and address others
- Develop their ability to make decisions, take on responsibility and organise themselves.
- Awaken, stimulate and develop their personal qualities (creativity, solidarity, autonomy, sense of initiative).
- Assist pupils in making career choices through hands-on experience of the various departments in a company.

The Mini Entreprise-EPA involves setting up a full-scale company. Over a school year or a semester, a group of young people, along with a teacher and a business person, work together to set up and run a business. The Mini Entreprise-EPA is an innovative initiative which enables young people to gain first-hand experience of the business world. Prior to the creation of the Mini Entreprise-EPA, the programme enables students to learn about project management and acquire the skills required to translate an idea into action. When the business has been set up, the mini-entrepreneurs see for themselves how a business is organised and learn how to meet the targets they have set for themselves.

Taken from the EPA information brochure

In this initiative, entrepreneurial spirit is mobilised in the true sense of the word (i.e. in actually undertaking an activity, a project), and the more transversal competences related to autonomy, teamwork or even taking the initiative are assessed in terms of "*the development of personal qualities*". As Lucie Tanguy points out, it involves recruiting a team of "student entrepreneurs" - the finance team, the managing director and those responsible for administration and marketing - which involves a particular economic and social model of the business world, in which there are no workers. It is in this context that: *"For these youngsters, entrepreneurial spirit, which is so lauded as a synonym for sense of initiative, excelling oneself and creativity, becomes merged*

with the sense of subordination required to achieve the objective - to set up and run a profitable business" (Tanguy, L., 2007)

Experiences of "learning to learn"

Among the key competences under consideration, "*learning to learn*" is quite unique: it is included in the texts but is somewhat difficult to pin down. It is more implied than named or identified in the standards frameworks or programmes, which focus on the expected learning outcomes rather than the pupils' work or approaches. For example, what is expected of them is "*high-quality, well-reasoned thinking*" or "*clarity and rigour in written expression*" (baker-pastry cook *baccalauréat) professionnel)*

At the same time, for almost a decade, a number of measures have been introduced to help pupils to learn. Therefore, since 2010, "*personalised support*" has been provided in *lycées professionnels* to help pupils with their work. There are three official objectives:

- "*to improve pupils' key competences in general subjects*
- *to prepare the student for a new direction, through improvement in a particular subject area"*
And particularly for what we are interested in here;
- "*to provide methodological support (for example, learning to take notes and training in how to conduct research...*)"

Nonetheless, putting this support into practice raises problems and it seems that it is implemented in very different ways in different institutions, classes, and years. In this section, we will look at two somewhat different experiments related to this competence. These experiments were brought to our attention by inspection bodies. They have different content and illustrate the variety of areas these competences might cover.

The first experiment aims to prepare holders of the *baccalauréat professionnel* for success in higher education, as holders of this qualification are increasingly choosing to continue their studies. The idea is to get the pupils to work at home. So, this may involve support and incentives. Support - through assistance provided through personalised learning workshops focusing on how to organise their work, plan the work to be done at home, etc. Incentives - through "*flipped assessment*":

"I try - it doesn't always work - to use flipped teaching to encourage them to work, and we correct their work and go into it more deeply in class. This means that all students have a wide range of materials at home to work with, they have their books and electronic resources. And tutorials and videos. The objective is for pupils to have their lessons on different media which they can access at home. And to encourage them to work at home - because they usually don't want to work - I use flipped assessment. Every term, students have a mark of 20 and if they work and if they do the little task I ask them to do at home... even if they get it wrong... they keep their mark of 20. And if they don't do it, I take marks away. We do this on an assessment grid. If they have an average of 20, they're generally more motivated and so I can develop differentiated learning with various resources. They will choose the one which best suits their needs,

either I'll listen to "how to prepare for the oral" or I'll read another document. They choose when they want to work, they're motivated. Often, though, they always do well and will keep their 20. During lessons, I simply check that they've done the work. I correct things, identify those who haven't understood and fill in the gaps...the whole class makes faster progress" **(teacher).**

In a sense, it involves "motivating" - a term which is frequently used by teachers - through positive reinforcement. These activities can only take place with important teaching content, which justifies the importance of work at home. Other initiatives can be included: a group exercise on assessment, so the pupils understand what is expected of them and can themselves be assessors. Sharing personal work on career plans... Quite often these initiatives are designed to put them in the position of an actor.

The second proposed experiment is based on the following observation. Before going on to vocational education, which the vast majority of them have chosen not to do, these pupils have had a difficult school career. Their previous experiences at school have left them somewhat "battered" and they do not have a very positive self-image. This difficult past and the feeling of worthlessness which it causes is not conducive to learning or commitment to schoolwork. The activities undertaken in this type of experiment will be designed to focus on self-esteem, so as to restore the pupils' confidence. In fact, they are more geared towards pupils who are just entering vocational education.

Based on research into the workings of the brain, this type of experiment starts from the hypothesis that there is a strong relationship between wanting to learn - and effective learning - and image and self-confidence:

"There's a very strong link between emotion and learning. It's a link that has been observed by researchers - because of their emotions, people don't learn in the same way. So that's really important for us. If you'd asked me the question 5 years ago, I perhaps wouldn't have said this [...] so there's been little research into the area of emotional and social development so far, but more and more attention is being paid to emotions" **(Regional inspector, IEN).**

The initiatives implemented take many different forms. They can begin with a "module" on how the brain works. From there, the content of the initiatives, which are not mutually exclusive, take different forms and have different content. For example:

- The formation of groups or "*talking circles*", to enable students to talk about these emotions and negative feelings. These groups are designed to be therapeutic and foster goodwill in the classroom.
- The reorganisation of the beginning of the school year, to focus on student induction and discussion on questions such as "what does it mean to be a pupil?" These induction programmes, which can last for a month, or possibly several, involve some reorganisation of courses and putting the programme on temporary hold.
- The introduction of other ways of teaching (for teachers) and learning (for pupils). This means taking into account every pupil's "*multiple intelligences*" when planning teaching and learning activities. However, if such practices are

to be implemented effectively, a number of practical considerations need to be taken into account.

Furthermore, these different teaching methods may be linked to assessment practices which are also different, and less punitive.

We have no overall view of these experiments. Nevertheless, in spite of their novelty, it seems that they are being increasingly well received among teachers, inspectors and even school leaders, despite the difficulties they raise (considerable amount of work outside school hours, some reappraisal of subjects and programmes...). The importance of ensuring pupil success, particularly in this part of the education system, provides a compelling argument for disseminating them.

3.1.2.2   Rarely implemented learning pathways

Since 2015, four learning pathways (Future, Health, Arts and cultural education, Citizenship) have been introduced. Covering all years of lower and upper secondary education, they follow pupils throughout their school careers and are designed to be transdisciplinary. According to the official documents (Appendix 3) these are "pathways" both from the point of view of the educational institution - that is they are incorporated into its educational structure - and from the point of view of the pupil who will have to take ownership of the pathway(s). These pathways, which complement the general education programmes, have similar themes to the European key competences, and are distinctive in that they involve people from outside the school system. We describe them briefly below:

The Future pathway: this pathway is geared towards careers guidance and enables pupils to learn about the business world and the world of work. There are three stated objectives: to gain an understanding of the world of business and the world of work, as well as the variety of jobs and training courses available; to develop a sense of commitment and a spirit of initiative; and to develop an education and career plan. For example, projects such as "careers forums" provide guidance and give pupils the opportunity to display job descriptions they have developed over the course of the year with their teachers in each subject area, and to meet and talk to professionals. This pathway, which is geared more towards *collège* pupils, is being developed in collaboration with teachers, careers officers, educational psychologists and external professionals.

The art and cultural education pathway: linked to the general education programmes from primary school to *lycée*, this pathway involves: "*encounters with artists and works of art, individual and collective activities in various fields of the arts and knowledge which enables the pupil to acquire cultural markers and develop the capacity to judge and the ability to think critically.*" It should be noted that it was made compulsory by the law on the restructuring of the school system (2013), and that it has its own standards

framework which is organised in cycles. It takes the form of interdisciplinary projects conducted by the education institution, a transdisciplinary teaching team, together with external partners (arts and crafts organisations, museums...). For example, participation in competitions such as the "Artistic and cultural audacity prize", in which the school sets up an arts project with a class in partnership with a local authority or cultural organisation. The projects, which can be very diverse in nature (archaeology, painting, music, cinema...) are then judged by a panel of professionals (actors, authors, teachers, musicians...) and institutional representatives who select one project per cycle for its qualities and its commendable fulfilment of several criteria such as the acquisition of appropriate language for talking about art, the project's impact in the local area or how it was set up in the school.

The citizenship pathway: This pathway is based on "*knowledge dispensed during lessons, discussions with civic stakeholders or institutions and involvement in educational projects or activities with a citizenship dimension*". It involves project-type activities based on the programmes for moral and civic education and media studies. For example, the school may participate in special themed days such as "Europe Day" or "World Poverty Day" which provide an opportunity to engage a class group in transversal themes and raise their awareness of the issue of inequality or of European policies.

The health pathway: this covers all year groups from nursery school to *lycée*. It has 3 key areas: "*health education, based on the development of psychosocial competences linked to the common core of knowledge, competences and culture; prevention: risk-taking behaviours, addictive behaviours, etc.; health protection: an environment conducive to health and well-being*". It offers activities on the themes of food, hygiene, lifestyles, safety and health risk prevention and is organised in partnership with healthcare workers or external organisations. Partnerships with organisations which work in areas such as the prevention of cardiovascular disease or improving education for pupils who are ill are examples of possible ways of raising the awareness of pupils on this pathway.

However, in reality and in the experience of three of our interviewees, these pathways are only sporadically implemented in schools due to the heavy burden in terms of time and the logistical mobilisation of teaching staff, especially in *lycées professionnels.* It is as if these pathways simply justify existing projects in schools or external involvement in teaching programmes. Furthermore, after the recent reform - which is yet to be implemented - of general education and the vocational route, these pathways are likely to either disappear or take a new, more global form, such as the development of educational projects.

Difficulty in implementing these pathways and various other types of support appears to be a recurrent theme in the French education system. In other words, anything which deviates from the programmes, standard assessment procedures or even from the norm will struggle to become established.

3.2 The inclusion of key competences in non-school qualifications

The network of App-labelled training bodies is one of the signatories to the Charter for "Access to the key competences for all". The specifications drawn up by the Apapp in 2011 (see ch. 2) introduce, for the first time, explicitly and verbatim, the 8 European key competences.

The educational approach proposed by the APPs for developing these key competences is based on the trainee's career plan and take constraints (time, cycle, social...) into account: do they want to find a job, a course, pass an entrance examination, learn French or improve their level of proficiency...? This plan is jointly developed with the trainee during the first meeting and then a personalised educational solution is offered. Obviously, the main feature of the App-labelled training bodies is to provide a "resource centre" offering a wide range of educational materials. So, depending on their career plan and previous learning achievements, an App trainee may be offered:

- Supported self-study sessions: the instructor directs the trainee towards specific educational resources, and/or
- Group learning sessions
- Methodological workshops ("learning to learn")
- Tutoring (organised for people on other courses)
- Themed workshops (debates and discussions on general topics, discovery workshops and cultural workshops)

Example of a training situation in an App

... in Apps, students come from a range of backgrounds, so there were jobseekers sent by the Job Centre, young people on city council schemes, people retraining, workers, etc... so in an App, you automatically have this diversity and I saw the instructor with a record sheet for each student and she said, "did you watch the news yesterday? What story interested you most?" and they replied ,"We didn't understand. They were talking about generic medicines, what does that mean?". So she said, "Listen carefully, what I suggest is that those of you who are confident using the internet work with somebody who's not very familiar with it and you can go and do some research" and then, the instructor said "get into pairs and go off and do some research, etc.". And she walked around to see how they were doing and I could see her ticking things off on her record sheets... teamwork, digital technology, reading, reformulation etc. Then, after about a quarter of an hour, everybody came back together and she asked "so what did you find out, what do you think about it?". This discussion lasted for an hour, and after that she went back to each participant's record and highlighted their achievements... and then, when the guidance teacher saw them individually, she told them "you know, you really reformulated what you'd read on the internet and you're confident with it and we can validate that. From what I've seen of your achievements, you know, you can get accreditation, your first qualification and I can help you, if you like..." "Yes, yes, I'd like that". **President of the Apapp**

At the same time, trainees are required to make a note of all the sessions they have attended and the work they have done in the "trainee record book". Their career plan and the various meetings with their supervisor are also included. The record book also contains evaluation grids which can be used for assessing the key competences. The

"Apprenant agile. Faire valoir ses capacités à apprendre et à s'adapter" (Showcasing one's capacity to learn and adapt) qualification (see Appendix 3), now issued by the Apapp, is based on a competence which it considers crucial because it influences all the others: "learning to learn"

In the inventory record which contains the content of this qualification, "learning to learn" is broken down into a variety of competences:

- Engage in action and gain confidence so as to be able to put forward suggestions.
- Manage resources to help manage a situation effectively.
- Identify and analyse one's success strategies so as to be better organised and more efficient.
- Transfer one's success strategies to other contexts so as to be able to learn more effectively.
- Transfer one's success strategies to other contexts so as to be able to work more effectively.

There are also six transversal competences which appear to be essential in all situations:

- Communication: regulate one's communication so as to understand others and be understood by them.
- Cooperation: coordinate one's own actions with those of other people in pursuit of a shared team goal.
- A methodical approach: stick to a single method for the sake of efficiency.
- Use creative skills: use imagination and inventiveness so as to be innovative.
- Think logically: employ a logical approach for the sake of consistency.
- Think critically and ethically: employ a critical and ethical approach so as to put different visions of the world into perspective and be respectful in one's values and personality.

Finally in this standards framework we find several European key competences: mainly personal and social competences, but also other competences which fall into several categories such as "use of creative skills" or "critical thinking and ethics". So the training delivered in App-labelled organisations focuses on the development of competences which can be mobilised in a variety of areas of one's personal and professional life:

"If we concentrate on the professional side of things, we risk overlooking the real issue which is "if I validate transversal competences, I make them visible and that, in turn, can enrich all vocational qualifications or expected vocational competences" **Interview with the director of the *Association pour la promotion du Label App* (Apapp - Association for the promotion of the App label)**

Conversely, the CléA qualification, which is more recent, focuses more on "basic vocational training". When putting together the standards framework, in a working group within the COC, the developers referred to other standards frameworks which we have also looked at, chiefly in chapter 2:
- The 8 key competences identified by the European Parliament and the council of 18 December 2006 on the key competences for education and training
- The Common Core of Knowledge and Competences (Ministry of Education)
- Circular DGEFP no. 2008/01 of 3 January 2008 relating to the Ministry of Employment's policy of intervention to provide access to the key competences for people making the transition into the workforce (Annexe 3)

- The Référentiel des compétences clés en situation professionnelle (RCCSP) produced by the l'Agence nationale de lutte contre l'illettrisme (ANLCI) (Appendix 3), the second version of which was drawn up in 2013[22]

The CléA standards framework is divided into 7 domains, 28 subdomains (and, as we will see later, 108 assessment criteria), 3 or 4 of which can be linked to the key competences with which we are concerned.

CléA DOMAINS AND SUBDOMAINS	EUROPEAN KEY COMPETENCES
Domain 4 : Work within the rules laid down by a work team 4.1 Respect the rules of community life 4.2 Work in a team 4.3 Make a contribution in a group 4.4 Communicate	PERSONAL AND SOCIAL COMPETENCES
Domain 5 : Work independently and achieve an individual objective 5.1 Understand one's working environment 5.2 Achieve individual objectives as part of a single action or a project 5.3 Take the initiative and be proactive	ENTREPRENEURIAL COMPETENCE
Domain 6 : Learning to learn throughout life 6.1 Build up experience and learn from it 6.2 Remain curious and motivated in one's occupation 6.3 Optimise the learning environment (from theory to professional practice)	CATEGORIES RELATED TO MORE THAN ONE KEY COMPETENCE
Domain 7 : Work ergonomically and respect basic hygiene, safety and environmental regulations 7.1 Comply with safety, hygiene and environmental regulations and a quality control procedure 7.2 Adopt suitable behaviour and react appropriately so as to avoid risks 7.3 Know basic first aid 7.4 Help to protect the environment and save energy	PERSONAL AND SOCIAL COMPETENCES

Taken from the CléA standards framework

We saw earlier that CléA is both a filtering (or **assessment of prior learning**) tool and a list of objectives for a training course. It eventually becomes a qualification if all the domains are validated before or at the end of a full or partial course. COPANEF accredits bodies for assessment and training separately (chapter 2) In the absence of observations or interviews in the labelled organisations (which we were unable to conduct), it is difficult to ascertain how this common core is implemented and how, according to what principles, and with what methods the course is organised. However, interviews conducted in some (CléA-authorised) GRETAs (organisations which are organised into a network at national level) stress that the training delivered there is personalised. It is based on the results of a preliminary assessment and on the creation of practical situations, which should be more appealing for the candidate. It appears that these situations also provide an opportunity to work on the transversal competences in the standards framework at the same time. The method used is to

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[22] The ANLCI reference framework has a distinctive feature - it presents all the competences in 3 levels of proficiency. The levels of professional proficiency indicate an estimated level of achievement and proficiency in the corresponding activity. For example, faced with an unexpected obstacle, there is a gradation between "detect the presence of a fault, "list known solutions" and "take the necessary decisions". So, at level 1 we find imitation, at level 2 adaptation, and at level 3 transposition.

assign CléA candidates specific and concrete tasks ("missions") which mobilise several competences at once, so as to cover the 7 domains:

"When I lead CléA training sessions for teams, I explain to them that this ranking gives them a snapshot of the competences and that beyond it, they have to focus on a situation that they have to exploit, that could simply be the space around us "what is there around us?", how can I use it? I can work on it using the 7 CléA domains and as the 7 trainees don't need to work on anything specific, I select a focus, hence the **missions** *I was telling you about. For some of them, the mission will be to deliver a presentation to explain this type of poster and those who want to use IT will produce a PowerPoint, others will only need to look at the safety aspect, so who's already created this type of poster, why? What is Vigipirate? Why do we need logos? How you use a place, tools, teaching resources to focus on a particular area, certainly, but by mobilising the other domains, that can't be detached, because in my view it's a coherent whole. The aim is to increase confidence and independence, you can only become more independent by reinvesting your competences. It's not about making them work on what they've already acquired, it's about mobilising them".* **Interview with a continuing training advisor from the Ministry of Education**

Some sectors have also developed a contextualised CléA (ch. 2). This is the case, for example, in the cleaning sector, which has also developed its own common core. In fact, according to managers in the sector, the competences required by the CléA still seem to be set at too high a level for workers or future workers in the sector. This is why the stakeholders in the sector looked to the RCCSP standards framework drawn up by the ANCLI when they developed their common core entitled *Maîtrise des compétences clés de la Propreté* (Proficiency in the key competences for cleaning services). Again, as with CléA, the key competences are highly contextualised and applied to professional situations. The MCCP's standards framework includes 7 skills:

- Understand and express oneself orally,
- Read and write,
- Perform calculations and use digital tools,
- Situate oneself in space and time,
- Attitudes and behaviour
- Cultural openness and finally
- Gestures, postures and observation.

As in the RCCSP, the "skills" listed are broken down into several levels of proficiency. Those which come closest to the European key competences are the following ones

Attitudes and behaviour and cultural openness

ATTITUDES/BEHAVIOUR	KEY COMPETENCES
Emphasise the concept of customer service (Level 1) **...** Consider how the way one dresses and speaks affects customers Position oneself as a discreet participant who respects confidential information … Consider other people's points of view Consider the points of view of one's superiors (Level 2) Maintain a good working climate with colleagues … Welcome a new colleague and help them to settle in Try to reach a consensus with colleagues and one's superiors Make successful communication with the customer and users a priority (level 3)	PERSONAL AND SOCIAL COMPETENCES
Suggest a technical improvement to one's superiors (level 3)	ENTREPRENEURIAL COMPETENCE
CULTURAL OPENNESS	**KEY COMPETENCES**
Level 2: Take into account the values of the business Take into account the values and expectations of the customer … Maintain the appropriate distance from the customer Embody the values of the company … **Level 3:** Differentiate between one's own point of view and that of one's superiors Identify confidential information …	PERSONAL AND SOCIAL COMPETENCES
Level 2: Recognise what can be communicated and what should be kept secret Ask questions which are appropriate to the situation Put oneself in someone else's position Know one's place in the team and in the line structure **Level 3:** Compose messages to suit the receiver	CULTURAL AWARENESS/PERSONAL AND SOCIAL COMPETENCES

In this standards framework, the competences listed - even when they refer to the plurality of cultures, values - relate less to "civic competences" or "cultural awareness" than to the company's values and team work (teams in the sector are, in fact, generally multi-cultural). So they are closer to social competences as defined in the European recommendation.

The analysis of the various qualifications mentioned in this part highlights common ground in the way the competences are to be developed. The suggested teaching methods for developing them which, it would seem, also apply to all kinds of competences, include two key features. Firstly, they are intended to get the pupil or trainee involved in a project, possibly conducted in a group (a career plan in the case of Apps, a project related to workplace training for those in vocational education...).

Secondly, they are based on practical or simulated situations (from daily or professional life). The following example is taken from an interview with a teacher of the Bac Pro ASSP (Support, care and personal services). In this bac pro, the development of interpersonal competences is becoming a major issue, and this teacher intends to train her pupils through either role-plays or the analysis of practices observed in the workplace.

"in practical classes, I sometimes get rid of the models and put the pupils in the beds, so we can work on how I enter the room, how I introduce myself, how I tell the person that I've come to give them a wash. In practical lessons, a lot of activities involve interpersonal competences. And I tell them, "there was something missing there, it wasn't kind enough, let's start again", as if they are actors. You have to use role-play situations, role-plays should be the main method employed in classrooms because that's where they first put their skills to the test. Afterwards, in all honesty, when we analyse practices, 9 times out of 10 it's the interpersonal competence that stands out, after care-giving, which you learn quickly... something everyone learns, whereas interpersonal skills are something special, and communicating in a team too...that causes them problems like finding a work placement.. If there were imperatives to add to vocational courses, it would be hours of analysis of practice, I do this on top of my normal teaching load... it's extremely useful to us... at the beginning of the course, we devote a lot of time to the concept of caring, these concepts are covered very early on in the first year of study. We discuss professional discretion, professional confidentiality and respecting people's privacy... We show how we do it and then ask them to repeat it and afterwards we ask them to work on identifying models and counter-models while they are out on placement. When we analyse practice, we ask them to tell us what kind of nurse they chose as a role model and what they saw by way of counter-models during their placement and we then work on the counter-model. We're always asking "in relationships, is the pupil able to identify people's needs, requests? Were they able to respond to a patient's request?... routinely before they go out on placement we look at the grid "look, in this final year, a lot is expected of you in terms of interpersonal skills" **Bac pro ASSP teacher**

In the next part, we will look at how situations met or simulated can also become the tool of choice for assessing these competences or even competences in general.

Conclusion

This chapter illustrates the different ways in which key competences are handled in the school system, on the one hand, and in non-school qualifications on the other. In the context of vocational qualifications, the competences are diluted and mixed with the disciplinary content. In contrast, in non-school qualifications, they are identified more explicitly as something to be assessed and taught. The importance of subjects (and

also assessment) in the French system might explain these contrasts. The experiments described are sometimes successful in setting these subjects apart, but their impact remains limited.

The non-school qualifications discussed in this report are primarily designed for young people and adults who, in most cases, are not academically gifted. The purpose of these qualifications is different from that of vocational qualifications. The training delivered during vocational courses is designed both to prepare future citizens for a particular career and for further study. The non-school qualifications, on the other hand, are designed to certify the ability to enter the workforce and take up a job with a sufficient degree of autonomy. So everything which is deemed to develop or provide evidence of a degree of autonomy, initiative, the ability to learn and adapt to change is exploited. We can see that there is a big emphasis here on the key competences which we are concerned with. At the same time, the question arises as to what learning content and what specific teaching methods are actually employed in these non-school qualifications, particularly because some studies illustrate the sometimes academic nature of these initiatives.

4 Assessment and validation of TKCs

A study of assessment tests can clarify to some extent what is important to those who design and develop qualifications. Assessment involves raising the importance of certain aspects of the education provided, and playing down others, especially in a certifying approach. So just what status is accorded to these TKCs in the tests for common or specialised courses? Another issue raised - particularly in chapter 3 - is whether the assessments carried out provide a little more clarity about what is meant by the terms "competences" and "skills" which are sometimes used in the programmes.

To establish the importance accorded to TKCs in the different tests, we will provide an overview of them based on the different assessment methods used. For the common courses, assessment takes the form of oral and written tests only. The tests for specialised courses are more varied. Furthermore, these written and oral tests are sometimes supplemented by situated assessments - of which there are many - and, in a still embryonic way, by portfolios. It is also important to note that the kind of assessment under consideration in this chapter is, in most cases, formal assessment, as stipulated by official texts and documents. Further, more detailed work would be required to enable the study of actual assessment practices.

4.1 Writing, a frequently used method for assessing...

4.1.1 …common courses

Writing is the most commonly used method of assessment in tests for general (French, visual arts...) or common (PSE...) courses. The table below summarises the assessment methods used for these courses.

Assessment methods used for general or common courses

	CAP	Brevet Professionnel	Baccalauréat prof.
French	**Writing - continuous assessment/one-off test**	**Expression and World Knowledge**	**Writing - continuous assessment and one-off test**
History-Geography Civic Education	**Writing - one-off test** (Oral - continuous assessment)	**Writing - continuous assessment/one-off test**	Writing - one-off test (Oral - continuous assessment)
Applied arts			(Oral)
Economics/Management or Management/Law			Writing - one-off test (Oral - continuous assessment)
Prevention Health Environment (PSE)			**Writing - one-off test and continuous assessment**

Writing - the typical way of testing knowledge - is by far the most frequently used method for common courses in *Lycées professionnels.* This in itself indicates the secondary status of the key competences in these courses. In fact, the importance accorded to them is both limited and difficult to ascertain with any degree of accuracy. So, for the 2-hour (written) history/geography/civic education test for the baccalauréat professionnel, one of the three sections focuses specifically on moral and civic education, which is the part most likely to mention citizenship- and civic spirit-related key competences. In the one-off test, this section represents only 1/5 of the overall mark (4 out of 20). The questions on this topic in the 2015 examination (for example) covered "the organisation of the UN and its missions"; candidates were issued with a document to help them. Can we really speak of assessment of competences?

A similar observation can be made for French language. However, the transversal competences in the programme content for French are not assessed directly in continuous assessment, which we could put down to the length of the test and also to its rather knowledge- and "know-how"-based nature. In the Bac pro, French is tested through continuous assessment in the 2nd year of the course and consists of four 40-minute stages over three weeks. The candidate is required to provide written answers to vocabulary and comprehension questions on a fictional text and then produce a piece of writing in three stages. A reading-comprehension-vocabulary session takes place beforehand to introduce the other sequences which go back over the stages previously mentioned in the CAP. It should be noted that the main competence assessed is still the ability to produce a written text, which is not one of the key competences covered here.

The common vocational tests for the baccalauréat professionnel confirm what was said above. The (one-off) written test in management for school-based students is made up of two parts. In the first, candidates are required to *"answer a series of questions related to the key areas of the programme"*, of which, as we saw earlier, there are 17. There is no indication as to what importance will be accorded to the topic of *"setting up or taking over a business"*. Will it be covered in the questions? Similarly, in the second part of the test, the candidate selects and *"discusses an economic or management issue"* from a choice of three. Here too, there is no certainty, as was the case for candidates in 2018, that there will be a question on the topic of setting up/taking over a business.

The official document for this test specifies *"that candidates are assessed on their ability to mobilise their knowledge, use and analyse documents, produce structured written responses and establish the connection between the areas of economics and management and those of the professional specialism"*. This clearly illustrates of the crucial role of (disciplinary) knowledge in assessment.

The criteria for the baccalauréat professionnel PSE written test refer to disciplinary knowledge but also go beyond it. However, they only rarely relate to the attitudes listed in the programme and, therefore, to the key competences:

- *"the quality of the reasoning and analysis"*;
- "*the accuracy of the knowledge"*;
- *"the relevance and practicality of the proposed solutions";*
- *"the effectiveness of the approach in an emergency".*

4.1.2 …specialised professional tests: case studies which present a promising outlook for the assessment of certain key competences

The importance of writing extends beyond tests for common courses. It is also used to assess specialised courses, that is those connected with the vocational qualification. As we already mentioned in chapter 3, key competences are sometimes referred to in the vocational courses for certain qualifications. This is particularly the case for "*entrepreneurial"* or *"personal and social"* competences, the other key competences covered in this study featuring rather less[23].

In France, the entrepreneurial competence is closely linked to management training and, where assessment is concerned, to the existence of management tests (often called "applied management") related to particular specialisms, particularly the craft specialisms at level 4. So the baker BP includes a (one-off) written test in applied management with a high coefficient: 6[24]. It includes two sub-tests, one of which covers *"the economic and legal environment and business management".* For the hairdressing specialism, the management test consists primarily of a "sub-test in the management and administration of a hair salon" with a coefficient of 3. This consists of a one-off written test (3 hours) and oral and written tests (2 hours) in the form of continuous assessment. The assessment covers, among other things, "*the ability to analyse an organisational, managerial or administrative problem*" and the relevance and consistency of the analysis based mainly on legislation. In response to questions on the different aspects of management (financial management, human resources management...), candidates may be required to*" suggest solutions for developing the hair salon".* But they may also be required to study documentation for a forthcoming installation; in which case, they will be asked to make a choice and then justify it. In fact, the subjects' ability to carry out an analysis supported by the mobilisation of knowledge is of great importance.

Written tests of this type are also found in other craft specialisms: butchery, culinary arts, etc. They are not totally absent from the industrial specialisms, but they are of lesser importance. So the *"Process manufacturing installations manager"* BP includes a written test (coefficient 2) entitled "*production management analysis".* Furthermore,

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[23] It should be noted, however, that "civic competences" tend to spread incrementally as the qualifications incorporate the sustainable development dimension.

[24] We must emphasise that for the BP qualifications there are no transversal economics/management course for all the specialisms. This one is specific to certain specialisms

the job of running the business itself is not without a managerial dimension which involves *"optimising results"*. In other words, the managerial dimension and the key competences may result in separate assessments. But they can sometimes also be assessed in combination with other competences.

As regards the baccalauréat professionnel, the existence of a transversal economics/management/law test does not preclude the use of specific management-related (written or oral) tests for some specialisms. So the baker qualification includes an *"applied management"* test (coefficient 5)[25] made up of three sub-tests, one of which is entitled *"economic, legal and management environment"* (coefficient 2 out of 5)

This written test - used in one-off and continuous assessment - is designed to *"check that candidates have acquired knowledge of the economic, legal and management environment, and more specifically to assess their ability to use documentation describing the context of the setting up, take-over and operation of businesses in the specific sector of the food industry covered by the qualification".[26]* So taking over or setting up a business, a kind of hard core in this key competence, is clearly examined in the assessment.

The assessment criteria focus on: *"the accuracy of the knowledge acquired in the areas of economics, law...", "the quality of the thinking and argumentation", "the adequacy of the responses", "the clarity and rigour of the writing", etc.* These expected outcomes highlight the somewhat academic nature of the assessment carried out in these tests, an assessment which, in this instance, emphasises academic and disciplinary knowledge; the knowledge covered by this test is, in fact, specified. The *"business management"* test for the baccalauréat professionnel for *"dry cleaning trades",* which is entirely focused on the *"rigorous", "appropriate"* and *"coherent"* mobilisation of disciplinary knowledge, can also be mentioned here. Finally, the same comments made with relation to the industrial specialisms of the brevet professionnel could be made for those of the Baccalauréat professionnel.

Written tests are used less frequently in the assessment of personal and social competences. As these competences are not as closely linked to particular disciplines as entrepreneurial ones (economics, management, law), their assessment is more closely linked to those related to the technical skills specific to a trade or occupation. The baccalauréat professional in beauty provides an illustration of this.

This qualification includes a written technical test (continuous assessment or a one-off test) with a coefficient of 5. The precise title is: *"Customisation Of Beauty Techniques And Running The Business".* The title clearly shows an association or relationship between different aspects. The test may or may not take the form of 4 key technical

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[25] Other qualifications (pork butcher…) include this test.
[26] The "fishmonger, fish scaler, caterer" baccalauréat professionnel mentions an *"ability to use documentation describing the context of the setting up, take-over and operation"* of a business in the sector.

areas; one of these examines "relationships with staff" through the assessment of the following competences

Technical test for the Bac pro in Beauty: "social" competences assessed (extract)

C41: Lead and supervise staff	
Observable competences	**Assessment indicators**
C41.1 Know one's role in the business and in the work team.	- Identification of the roles and specific skills of all members of the business
C41.2 Identify training needs	- Ordered list of training needs

However, this key area and these competences are not separated from the main technical competences associated with the trade. It would be useful to see how much importance is actually attached to them in the different subjects and how they are assessed.

4.2 A very different status for oral assessment depending on the nature of the test

For vocational route qualifications, oral tests, where appropriate, are used as an alternative method of assessment or are supplementary to written tests. A test may be based on both, with a dossier (of work) followed by an oral, or one of these methods might be preferred for practical reasons.

In oral tests, the criteria are often expressed as "macro-standards", which are attained through the "mobilisation" of a number of resources, and particularly disciplinary knowledge (in history or geography, economics...) of a given field. So the interpretation of the concept of competences in this kind of test is the traditional one; it is the one that was chosen for the "common core of knowledge, competences and culture" and that we frequently find for general courses.

Finally, it should be noted that the oral test takes two different forms depending on whether it is used to assess common courses or specialised vocational courses. In the first case, candidates are questioned about a dossier produced individually or collectively on a set theme. In the second case, candidates are questioned about situations encountered during periods of workplace training or based on a case study.

4.2.1 In the case of common courses, privileged status given to the ability to communicate... or so it would seem

Studying the assessment grids for common courses, we see that oral assessment is based on macro-criteria which refer to the quality of the delivery and the quality of the candidate's dossier.

So, in the case of civic and moral education, assessment consists of an oral test involving the presentation of a dossier, produced in a group or individually, which includes three or four documents of different types, and an analysis of them in the light of an issue covered in class. The main theme is either a history topic or a geography topic. The presentation is followed by an interview with teachers (10 minutes), in which candidates must justify the choices they made in their work. The type of assessment employed is somewhat hybrid, including both summative and formative dimensions. This test includes both the dossier, with the work done and monitored in class, and an oral test with a mark which counts towards the CAP qualification. In the case of the Bac pro, this teaching content is also assessed in an oral test based on dossiers - one for history and one for geography - with more time for questions. The topics of civic and moral education must appear in one of the documents studied in these dossiers and are also examined in the interview. It should also be noted that for trainees following continuing education courses, the course content is assessed in a one-off test lasting 15 minutes, but following the same methods used in continuous assessment, namely the oral presentation of a dossier. Therefore, whether it takes the form of a one-off test or continuous assessment, the moral and civic education test is transversal to history and geography. It is based on civic topics (democracy, secularism, for example) included in either the history or geography sections. Consequently, the importance actually attached to it in the dossiers or during the oral tests is very vague. So it is extremely difficult to determine the importance of this component. Assessment relates primarily to the disciplines of history and geography.

The individual assessment sheets for the history and geography oral tests, for both the Cap and Bac pro qualifications, set out the major expected outcomes - or standards - of the test and its various components (presentation, interview): *"candidates should..."*. We find the conventional and familiar wording: action verbs in the infinitive *("present", "justify"...).* Consequently, these major expected outcomes provide precious little information about the criteria for assessing these *"competences"* or *"skills"*; the vocabulary is often vague and can vary from one general inspector to another. This idea is reinforced by the comments of the inspector for history and geography. In fact, the assessment sheet makes no reference to civil and moral education and focuses on the methodology of the oral test rather than to the students' knowledge. Finally, these extracts outline part of what is expected or what *"disciplinary knowledge"* will have to be *"mobilised"*.

Extract from the baccalauréat professionnel assessment sheet for history and geography

In their oral analysis of the historical or geographical situation, candidates should:

➢ **During the presentation:**
- talk about the subject matter of the dossier (the issue),

- justify their choice of documents and extract information which is relevant to this issue,
- respond to the question set by making reference to the documents and providing additional knowledge.

➤ **During the interview:**
- listen to the questions and respond appropriately,
- justify their choices and the points made.

➤ **Throughout the test:**
- use historical or geographical vocabulary,
- mobilise disciplinary knowledge, demonstrate a general understanding of the historical or geographical situation.

The same observation can be made for the CAP applied arts test, although the format of the expected outcomes is a little different from the previous example. The continuous assessment is divided into two parts: the preparation of a summary dossier covering all the common, compulsory and optional elements and based on the topics studied in class, and a second summary report with an oral presentation. An assessment sheet including all the criteria to be assessed during the presentation of these dossiers has been produced for teachers. These criteria are linked to the pupils' ability to meet a number of very general expected outcomes: *"various avenues are explored"*, "*the delivery is satisfactory*"... Oral expression is another requirement. But here, too, the criteria are not adequately explained. The "clarity" of a presentation covers more than simply vocabulary. So quality of the oral presentation is just one of the important "criteria" for assessment.

Extract from the CAP Applied arts assessment sheet (continuous assessment)

Second assessment situation: Summary report and oral presentation *(Additional material limited to 5 sheets: personal research and oral presentation lasting 10 minutes)* *Issue discussed:*			
Assessment criteria	-	=	+
The personal research shows that experiments are open and that various avenues are being explored			
The proposal is selected appropriately, it fits a clearly defined specification, it is justified			
The presentation (drawings, visuals, brief comments) is totally satisfactory.			
The oral presentation is clear and is expressed in appropriate and accurate language; technical vocabulary is used			

Like the CAP test, the Bac professionnel in applied arts by continuous assessment involves the assessment of a dossier prepared in class in the second year of the course and a study and research project which is presented orally in the final year. The assessment criteria are more detailed than for the CAP; they include references to critical thinking and visual expression. It should be noted that the one-off test is a written test based on a prescribed set of documents.

Extract from the Bac pro assessment sheet (continuous assessment)

Resource file: Well-reasoned compilation of resources in the form of a dossier			
Criteria	-	=	+
The documentation (visual, textual, audio...) is wide-ranging and methodically collected. The choice of resources is justified in relation to the chosen topic and the field selected.			
A critical look at the resources compiled reveals several methods of analysis: linkage of collected data			
The resources compiled are accompanied by visual or written comments to emphasise the point of view reached.			
They are presented clearly and articulately			

The tests for the common vocational courses for the baccalauréat professionnel (economics with management and economics with law) follow the same pattern, namely a written test focusing on knowledge and an oral test based on a dossier produced by the student. The assessment criteria reveal an emphasis on the oral delivery and then the adequacy of the responses provided by the students.

The evaluation criteria area expressed as follows:

- *" The quality of the presentation,*
- *The project's coherence,*
- *The ability to argue a point and convince others,*
- *The adequacy of the responses*
- *The clarity and rigour of the oral presentation".*

These criteria mostly refer to the oral delivery and the way the candidate communicates, whereas those relating to knowledge of the workings of a business seem secondary. Only a field study would enable us to ascertain which competences are further assessed in these oral situations.

4.2.2 The oral test, a means of ascertaining work done and assessing certain key competences

Oral assessment takes on another purpose, has other functions, in tests for specialised courses. It becomes, to some extent, a means by which the members of the assessment panel can access work done previously (case study, work done during periods of workplace training). And so the oral itself is of no great importance. From a test of communication in its own right, it becomes a means of obtaining information and is no longer - at least on the face of it - the purpose of the assessment.

The oral test for the CAP in Beauty (continuous assessment) illustrates this. It is based on a dossier describing the students' experiences during their work placement. It

consists of a 10-minute presentation and a 15-minute interview with the members of the assessment panel, which is made up of a professional and a teacher. One of the competences covers *"participation in the life of the (beauty) salon".* And it refers to the social competence *"become part of a team"*, albeit with a somewhat crude assessment indicator. Other, wide-ranging competences are also mentioned *("collect information", "help to set selling prices").* In short, this competence (C 35) covers all aspects of the work involved and, among other things, candidates' roles and social relationships.

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Extract from the assessment sheet for competence C3.5 assessed as part of test EP3, situation 2

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C35: Participate in the life of the beauty and wellness salon	
Detailed competences	Assessment indicators
C35.1 Become part of a team	Identification of one's role in the business and in the work team.
C35.2 Arrange and organise workspaces and reception, sales and storage areas	- Suitable layout and organisation of workspaces
C35.3 Collect information	- Inventory of reliable and diverse academic, professional and regulatory information sources
C35.4 Manage stock	- Correct recording of stock movements - Preparation of the purchase order for restocking - Efficient procurement
C35.5 Help to set selling prices and label products	- Selling price linked to the organisation's environment - Articles stored, labelled and recorded

Oral tests based on case studies are similar to the previous situation in which the oral is a means of obtaining information. Therefore, for the personal care assistant baccalauréat professionnel, the *"organisation of home-based assistance"* topic involves a one-off oral test lasting 2 hours, 30 minutes of which is allocated to the presentation and interview.

The assessment panel (a teacher in that field and a professional) outline a home care scenario, providing the context along with the number of people the candidate has to deal with. The candidate is required to organise the care to be delivered by the team members, and also a meeting, which is reflected in specific assessment indicators for these work situations. Competence C1.2, for example. Communicate with the team, other professionals, departments, partners, in particular, and the following sub-competences:

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Competence 1.2 Communicate with the team, other professionals, departments, partners

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Competences	Assessment indicators
C 1.2.6 Plan a work meeting	Matching of the agenda to the topic Invitations sent out with no oversights and within the statutory time limit Transfer of documents Appropriateness of the chosen communication media
C 1.2.7 Lead a work meeting	Clarity in the presentation of the objectives Allocation of speaking time Recapitulation of the main points and discussions Closing of the meeting

So the social competences associated with communication - in an actual work situation - are clearly identified here for assessment purposes. It all appears as though the key competences associated with certain qualification specialisms, if they are mentioned, received greater recognition, but in a specified work context.

4.3 Situated assessment and scenarios

Situated assessment is one mode of evaluation which features frequently in the assessment of specialised vocational courses. The situation may be simulated (with role-playing exercises) and conducted in schools (one-off tests) or based on periods of workplace training (continuous assessment). As in the previous chapter, we have prioritised personal and social competences, or cultural ones in the case of qualifications of an aesthetic nature. Situated assessment raise a tricky question: what is really assessed in the constructed situation? So it is highly likely that certain aspects of "management competences" (making the right decision when faced with an unexpected problem), which are not mentioned here, are in fact assessed, although the situations do not feature in the standards framework; at least they are not standardised. An appropriate reaction when faced with an unexpected situation generally goes down very well with examiners.

We see different situations from one qualification to another. If we take CAPs, for example, in the qualification in hairdressing, a job which includes a significant inter-personal dimension, these competences, or at least some of them (welcome customers, receive and convey a message), are identified and the indicators are both more specific and more varied than those for competence C1.2, which was discussed in the previous chapter.

CAP in hairdressing, competence and assessment indicators

Be able to/competence	Assessment indicators
C4.1 – welcome customers Make contact Initiate dialogue	- Appropriate, smart appearance - Well-managed physical behaviour – Welcoming attitude (cheerful, polite, discreet, patient)
Take one's leave	- An attitude appropriate for the other person or people (a new customer, a regular, a child, suppliers) - Customer care (willingness of the person welcoming the customer, quality of the attention paid, commitment to the quality of the reception area and customer comfort) - Building of trust and provision of the service requested by the customer

The situations differ depending on whether the test is conducted as a one-off or as part of continuous assessment. In the case of one-off tests, the situation is simulated and a member of the assessment panel (a teacher or professional) plays the role of the customer. In the case of continuous assessment, the candidate is put in a situation during a period of workplace training and assessment is carried out by a tutor - a business professional - who awards a mark.

These social and personal competences are assessed somewhat differently in the case of baccalauréat qualifications. Firstly, it should be noted that in some cases these competences are identified. For example, the standards framework for the baccalauréat professionnel "*Support, care and personal services"* course distinguishes between competence C1 *"communicate with people, their family, their companions"* and C2 *"communicate with the team, other professionals, departments, partners".*

Competence 1.1 Welcome and communicate with people, their family, their companions

Competences	Assessment indicators
C 1. 1. 1 Put in place practical arrangements for welcoming customers	Taking into account resources, personal limitations and constraints related to the work environment Organisation of reception conditions which guarantee the confidentiality, sociability, comfort and safety of customers and their companions
C 1. 1. 2 Create a climate conducive to conversation, foster dialogue, encourage people to express themselves, secure the cooperation of the family and companions	Compliance with professional ethics Appropriate appearance and attitude Quality of attention paid to customer Quality of expression Quality of questioning Quality of reformulation, if required

As in the case of CAPs, the situations differ depending on whether the test takes place as a one-off assessment or as part of continuous assessment (see above) and the two competences C1 and C2 are assessed in two tests with coefficients 4 and 2. However, these two tests do not focus specifically on these competences. They include and assess other, more technical competences which focus on the key elements of the job, the provision of care, for example, such as "carry out hygiene- and comfort-related tasks", "monitor the person's state of health and act accordingly", etc. Ultimately, how important are these social competences in these tests? This question is amplified if we concede that teachers' practices are a decisive factor in assessment, even though these may be increasingly frequently defined.[27]

What about competences in other specialisms, particularly industrial ones? We would reiterate that some standards frameworks did mention "professional attitudes" which

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[27] In the grids and mark scheme of one education authority, social competences represent ¼ of the overall score. The bulk of the marks are allocated to technical competences relating to the provision of care.

are not intended to be assessed, except occasionally during periods of workplace training. These attitudes are not mentioned in the official grids consulted. This would also appear that the same applies to the teachers, but this would require further investigation.

However, the standards frameworks for these industrial specialisms may identify competences related to verbal communication in the workplace, for example: *"communicate about the activity with professionals"* or *"communicate with the customer"* (baccalauréat professionnel in electricity) and also *"share information with the right person..."* (baccalauréat professionnel in the operation of chemical processes).

Extract from the standards framework for the MELEC ("Electrical and connected environments trades") baccalauréat professionnel

COMPETENCE C13, "communicate about the job with the customer or user"		
Main tasks mobilising the competence	**Criteria for assessing the competence (extracts)**	**Main areas of knowledge and associated professional attitudes**
T 5-2 discuss how activities are progressing...	Customers' needs are sought … Technological and economic choices are explained ….	**Knowledge** energy chain …… Communication
T5-3 advise customers, offer them an additional service...	The progress of the operation and its constraints are explained …. Information on customer satisfaction is collected	**Professional attitudes** demonstrate curiosity and be a good listener demonstrate initiative demonstrate critical thinking

These communicational competences are assessed as part of more comprehensive tests (construction and delivery of an installation) and, in the official grids, represent between 20% and 25% of the mark awarded.

As we saw in the previous chapter, non-school qualifications put the emphasis on key and transversal competences. These competences are, in fact, identified in their own right in the standards frameworks but are also intended to be assessed individually. Generally, several methods of assessment are combined, the scenario being one of the most popular. We will look at the second of these in the next chapter.

It normally involves a simulated scenario which has the advantage of sometimes being a group exercise. The collective nature of this scenario undoubtedly provides an opportunity to assess these "social competences", especially teamwork. It was rather difficult to obtain precise details of how these assessments are actually carried out. The App- and CléA-labelled organisations are actually in a competitive market and do not want their approaches to be described in detail. So the information we include here was obtained, on the one hand, from interviews in which our interviewees mentioned typical, and no doubt imaginary, scenarios and, on the other, from the assessment

criteria in the CléA standards framework or the App trainee record book, which we are not allowed to reproduce in full.

In the case of the "Apprenant agile" (Apapp) qualification, it is difficult to determine with precision to which assessment scenario the criteria listed in the trainee record book correspond. So we will take a look at them in the next chapter. As for CléA, however, its implementation in the GRETA network undoubtedly includes scenarios.[28] These scenarios are organised around "missions" which are assigned collectively to a group of trainees and which mobilise all the CléA domains, for example:

"...for us, the scenario we give them - the organisation of an event - works extremely well. The first thing we do in assessment and training is still establish a collective dynamic... we begin with a collective task and at that stage we're not really looking for a response to what we ask of them. This first task is all about "come to an agreement, you've got to organise a journey, come to an agreement on the destination, the date, how you're going to break down the budget, you've got constraints to contend with, here are the profiles of the participants, what they're looking for, you've got a budget of this much, you've got to think about transport, entertainment, accommodation. That's basically what tasks 1 and 2 are like and that allows us to see how they interact but we tell them what we see, we don't hide things from them. We tell them "you won't be assessed on 'did you stay within your budget?' 'Is it a nice destination?' What we're going to look at is how you involve everybody, how much you respect everyone's opinion, what role you play in this dynamic. We won't be judging you on that but we will offer a view on your effectiveness in a team. Then you'll have a candidate who has not validated certain competences in domain 1 who you'll ask to go and sit at a desk and write the invitation email explaining the event and argue its merits. So we'll be working on writing skills, and someone else will have to send it by email..." **Continuing training advisor, GRETA network**

A total of 10 missions are available to cover the 7 CléA domains. They vary in length. The first two missions are collective and are also the longest (lasting up to 1½ hours), while the other shorter ones can last from 5 to 20 minutes each. To take this procedure even further, the GRETA network has, as part of the renewal of its CléA accreditation, suggested setting up workstation scenarios:

"We asked for more flexibility where scenarios are concerned so that they're done at the workstation, because when they're done in our centres, you have complicating factors, like just getting to a school. If we leave them in a familiar environment, in which they feel comfortable and are already demonstrating their competences on a daily basis, and allow them to be thrown into a situation which is close to what they're used to but which is not what they're used to, we'll have preliminary assessments which will perhaps more systematically lead to qualifications and, at any rate, which will make for a better experience" **Continuing training advisor, GRETA network**

So we have relatively little information about the scenarios which are suggested and simulated to assess (and train students in) the 7 domains which make up the standards framework. Can they be representative of all the situations which candidates might

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[28] These scenarios are mentioned in the accreditation application produced in line with COPANEF's specifications

have to take part in? Nothing could be further from the truth. In any case, they alone cannot guarantee that candidates - even if they do well in the situation in question - will do so in another situation, in other words that what they have achieved is truly "transversal". For this reason, representatives of the Cleaning Services sector decided to assess candidates in a series of different scenarios.

"The assessment process has to include that dimension and enable people to progress individually and also to progress in terms of assessment, whilst also ensuring that, when they validate a competence, we can be sure that it is acquired in a transversal manner, so not simply as a one-off because they did well on that particular day, but that this is also reflected in mark books and in different scenarios". **Training manager at the Federation of Cleaning Services Companies**

As regards the assessment criteria[29], we reiterate that they do not only apply to the situated assessment, but it may be useful to compare them with those used in the tests for the specialised vocational courses which we mentioned in the previous chapter and which relate primarily to social competences.

We can, for example, compare the meta-competence from domain 4, *Work within defined rules, work in a team* (see Appendix 4) with the following competences:

- C 4.4 *Become part of a work team* from the CAP in hairdressing, for example, or
- C1.2 *Communicate with the team, other professionals, departments, partners* from the ASSP Bac pro
- C1.6 *Share information, orally or in writing, with the correct (internal or external) contact by an appropriate method* from the PCEPC Bac pro

Some criteria seem to be common to all, particularly when it comes to identifying one's position and role in one's working environment. In this case, the work context needs to be identified and each individual's role specified, which means that everyone can get in contact with the right person using appropriate means of communication and language registers and consider the effects of their actions. Except in the vocational specialisms, these 'social competences' are, from the outset, contextualised, applied to specific work contexts: they involve establishing and maintaining relationships with the staff and patients of a care facility in the case of the ASSP Bac pro, and the staff of a hair salon in the other case. Relationships which are specific working relationships and not characteristic of all kinds of relationships.

The "Take the initiative and be proactive" competence from domain 5 - *Work independently and achieve an individual objective -* is, from this point of view, possibly even more significant (see Appendix 4). The expected outcomes for this competence are "deal with an unexpected event" and "suggest improvements in one's area of work". Here too, we see that no context is specified, nor is the reason for taking action (what

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[29] For CléA, see the extract from the standards framework (including the criteria) in Appendix 4

kinds of unexpected events?). Similar to Bernard Rey's observation (2015) regarding the formulation of these "transversal competences", we have here a clear assumption: *"that an approach or an attitude can remain unchanged, irrespective of the situation it is applied to".* To put it simply, how can we say that if someone can handle an unexpected incident on a production line, they can also deal with an unexpected reaction from an elderly person in a retirement home? We should, however, bear in mind that these scenarios are part of a preliminary interview in which candidates are required to show what they have learned, on this occasion in one or more specified situations, but do these potential achievements also apply systematically to other situations they might have to face?

We see, in this case, that in an attempt to remove any context or specific purpose, it has been necessary, for CléA, to develop normative assessment criteria *(rules are applied, schedules are respected, polite forms of address are used, the dress code is observed...)* or criteria which relate only to performance and effectiveness in the specific work context. Therefore, for domain 5 - *Work independently and achieve an individual objective -,* the criteria relate to tangible results: *common issues are identified and resolved, improvements are made[30], the action or project is completed...* We find more or less the same normative criteria in the "professionalism" section of the App "trainee record book". As for the competence, we only see here the single "expected outcome", but this outcome is in a given situation, so can it be guaranteed in other situations and how?

4.4 Portfolios: a method of assessment which is complementary at best

Schools have recently seen the introduction of various kinds of "pupil record books" or "files of evidence"[31] which are akin to portfolios and can be used for assessment purposes, even though, for the moment, they tend to be used indirectly and in conjunction with other methods of assessment.

In the case of learning pathways, for example, a digital platform (the FOLIOS application) went online in 2016 for monitoring the learning pathways which we looked at in chapter 3. It was created by the Ministry of Education to enable pupils to keep track of their achievements and develop a degree of independence in their learning. Pupils can use it to record their experiences and academic and extra-curricular achievements in the final two years of their school career. Unlike the "record book"[32] which is filled in by the teacher, in this case it is the students themselves who compile

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[30] Whereas the objective set is simply to make suggestions for improvements
[31] We are mainly thinking of the file of evidence which candidates are required to provide as part of the VAE procedure (cf Accreditation of prior and informal learning procedures)
[32] It should be noted that the record book normally records all the learning outcomes of the Common Core.

and update their electronic "CV", the aim being to involve pupils in *the process of lifelong guidance and learning* and encourage them to reflect on their progress.

As part of the recording process for the MLDS (Campaign to reduce school dropout rates), trainees also have a "competences portfolio" which includes competences assessed in different ways. Tutors in businesses fill in work placement record sheets which include an *"assessment of trainees' social competences (time-keeping, politeness...), sense of initiative, interest shown in the work, and then, if they find it easy to talk to the teams, with customers when they come into contact with customers and I check with the manager and finally the tutor and ask them to write down for me using trade terms the tasks that the young people have performed and they have to add whether this competence is developed or very well developed, if they can do it as well as a permanent employee"*.

Then, the portfolio contains all records of work placements in the form of self-assessment. These records are actually reworked in "class", where students consult the assessment sheet along with the instructor who also seeks to ascertain what trainees thought of their placement and what they got out of it. Finally, this booklet also includes an assessment of *psycho-social competences (Appendix 3)* which is designed to reflect the pupils' progress.

The other initiatives in this area have similar objectives. They are used, first and foremost, to make learners think about their experiences and learning. In other words, these types of portfolios are, above all else, used in an assessment procedure which is essentially formative. In fact, the record books which we will be looking at now are currently only used indirectly in the assessment of learning, although plans are under way to extend their use.

These "portfolios" are seen as alternatives to practical tests (or scenarios), which are time-consuming and also somewhat artificial because they are intended to replicate a work situation.

"Why we create a situation to make sure they've acquired the competence... it's basically nonsensical. I know that what causes problems for teachers... they've already got this testing culture, just look what a shambles the bac is at the moment... it annoys them that there's no official time called the "assessment situation" or any test with a notification to attend, in other words a degree of formality. But basically, I think it's stupid. However, what's interesting where what you're studying is concerned, it really means that we're going to have to check on an ongoing basis, from different training situations in educational institutions and in the workplace, where they are in terms of competences acquired" **General inspector for industrial sciences and technology**

Another important detail is that these record books are not intended to focus on key and transversal competences; they cover all the competences acquired by pupils in training centres or in the workplace.

So, in the MELEC Bac pro, several tests mention the use of a "work placement portfolio". This booklet, which is filled in during periods of workplace training, is compulsory for candidates who are being continually assessed, and is recommended for the others. The aim is to draw up a kind of inventory of the scenarios and activities completed and also to *"develop candidates' ability to analyse their activities".* It contains a record sheet for each activity which describes the activity in question and its context. This analysis should not only mention successful outcomes, but should also include unexpected situations encountered, the degree of autonomy, responsibilities undertaken and the professional attitudes acquired. It should be noted that the activities mentioned in this booklet relate to a given work context. Used as part of sub-test E32 *Delivery of an future installation,* it can be used to assess, among others, competence C1.3 *Communicate with the customer,* although, as we mentioned in the previous chapter, this competence represents only 20 to 25% of the mark.

In the ASSP Bac pro, we mentioned previously how a teacher[33] used a 'practice analysis' procedure based on the "training pathway" booklet to develop pupils' interpersonal competences, which would seem to be the key competences in domiciliary care or care home jobs. The pupils are asked to provide information over the 3 years of their course in a document which objectives are mentioned at the beginning of the booklet:

- "Analyse their professional practice
- Report back to third parties (teachers or instructors)"
- Be aware of their progress
- Create their life and career plan
- Learn more about themselves

The booklet can be used in various ways. For example, it can be used alongside analysis practice activities, especially at the end of a period of workplace training. At the moment, it is not directly included in the Bac score, but it is mentioned in the pupil's record book which is consulted during deliberations regarding the award of the qualification. The teacher in question also uses it as a resource when preparing for the "Health education" oral test:

"You'll find it in the final assessment in the pupils' files when they reach the bac... It enables us to work on it a bit with them "compared to this time last year, when you started the course, have things changed? " For example, they have an oral test in health education which is very interesting in terms of relationships and communication because they have to take on the role of a health educator, and that's no easy task. They have to lead a group of people or work with an individual to produce a health education plan based on the problem identified (e.g. diabetes...) They have to put together a sequence and go and present it to the patient or a group of patients. In the oral test, they'll tell us how they put the project together, they show us the materials...

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[33] This is a local initiative

they've collected all that in a file. They don't get any marks for that but they do for the oral presentation. And into this presentation we reinject things we worked on with them in the Training pathway, such as what's changed in your attitude as a future carer and what efforts did you make to get your point across? And often, when they're completing their file, we often ask them to wrap it all up and look ahead... That's also considered in the final assessment of the pupil's file, we always add something about their attitude. The Training pathway consists of 2 parts; you have the 6 work placement situations and then there's a second part called 'about me'" **ASSP Bac pro teacher**

Whilst various types of portfolios exist in the context of qualifications, and of specialised courses in particular, they are not as yet really used as a medium for assessment, although their use is sometimes thought of as an option for the future.

The "dossiers" compiled for non-school qualifications seem to serve similar functions but are also used as a medium for assessment alongside role-play scenarios. They are helpful in drawing up a career and/or training plan and can be used as a medium for analysing experience or practice, an integral part, it would seem, of these "learning to learn" qualifications.

App courses use the "record book" which should also include the trainees' reflections on their own learning.

"For us, it's a vital tool because it's shared by both the teaching staff and the learner. With this record book, we have this sharing and teamwork between the learner and the App team... we formalise it even more, for "learning to learn" we have particular times set aside when students reflect on what they were able to do in the App scheme and take ownership of it, so they ask themselves questions and reformulate what they've learned" **Apapp manager**

The "Apprenant agile..." qualification, which also focuses on "learning to learn", attaches great importance to the acquisition of a degree of autonomy *(use the resources available, seek assistance from instructors, manage one's time...)* which is essential when planning a project and creating a *success strategy.* "Learning to learn", the acquisition of a degree of autonomy, the drawing up of a career plan and success would seem to be inextricably linked, in any case they are the main objectives of these qualifications. In domain 6 of the CléA qualification, "learning to learn throughout life", many competences also relate to the preparation and consolidation of a career plan (Appendix 4). So, here again, we have a very narrow perception of "learning to learn".

These booklets are most often used as a medium for the formative assessment of "transversal competences". Furthermore, the Inventory record sheet for the "Apprenant agile" qualification issued by App-labelled organisations (App) mentions "formative assessment based on project-based learning". We have no information on how this assessment is carried out, nor the criteria involved. But according to the

information sheet submitted for the application for inclusion in the inventory, candidates are required to *"formalise their achievements and compile a file of evidence".*

Also under the umbrella of "file of evidence" we find a type of portfolio required for the award of the CléA qualification. Alongside the role-playing scenarios for CléA candidates, the assessment mechanism also includes, and first of all, a preliminary "positioning" interview. This interview is used in the GRETA network, is designed to identify candidates' prior achievements before they potentially embark on a training course. It is based on the production of a file of evidence. This evidence can take various forms. Candidates are required to produce documents (certificates, individual interview sheet in the case of paid employment...) or evidence of all manner of achievements:

"it can even be a photo, photos of the cake they made on the pastry chef course, we start with the photo, have a look at what they've achieved, that proves that they did it but we'll explore it further, particularly for the interview. "I know that you made this cake so I want you to tell me how you did it using a standard recipe to find out how you set out to make one for 12 people and how you got hold of the ingredients"... in this case, I can validate all the CléA competences because the student explained how they did it. And, in CléA we validate competences based on proof, by doing things, explaining and demonstrating. Then, there's evidence that they give straight to us: reports they've written, emails they've sent, a collaborative website they've created, a blog... they bring us whatever they want. Their report on their job interview provides plenty of information and, of course, any qualifications they have... you might have someone who got a BAFA (Youth Leadership Certificate) when they were young... there are some who don't have any qualifications but have a CACES (industrial vehicle) licence, which requires knowledge of many safety issues and loads to be carried I know that the assessors use this a great deal in domains 2 and 7. **Continuing training advisor, GRETA network**

The compilation of this file of evidence is considered a test in itself because it means that candidates have to be conscious of what they've achieved or become aware through this interview.

As regards validation, the "Apprenant agile" qualification takes the form of two digital badges which include the identities of the issuers and the recipients, along with a description of the competences recognised and supporting evidence. At level one, we find the "builder" badge and above it the "architect" badge which certifies *initiative, autonomy and accountability in highly complex situations.* To gain the badges, candidates are required to provide a copy of their project in written, visual, tangible or audio form. These badges must be validated by a qualified App instructor who submits the certification for an opinion to a panel made up of 3 people: a contact person from Apapp, someone representing the App label and at least one person from the *business world or from the field of occupational integration.*

The CléA qualification can be partially validated; the domain or domains acquired are valid for 5 years, after which time candidates must gain the whole qualification. The candidate in question's instructors may not act as assessors. All results, even partial ones, are entered into a national digital platform and the certificate, if applicable, is drawn up by COPANEF and issued by COPAREFs or the CPNEs for the relevant sectors. To earn the CléA qualification, candidates must eventually acquire 75% of all the competences listed in the standards framework.

5 Opinions of key stakeholders regarding development, assessment and validation of TKC

5.1 What does the future hold for TKCs?

Before considering the future of these TKCs, we will firstly look again at the importance attached to them in the training and qualification system and the way they are perceived by the various parties involved. This is what we will be looking at in this first part.

5.1.1 Rather forced interest

With regard to MEN qualifications, which we will look at first, the points made earlier showed that in this case the identification, inclusion, visibility, etc. of the key competences were doubtful, vague and problematic, for various reasons which we will return to later. It also appears that the perceived value of these competences is not always obvious to the educational leaders (inspectors) from the Ministry of Education whom we met. They are not something which will become established naturally. But neither are they totally rejected, as they still have some relevance.

 "You're asking me about the general subjects, it's an issue now because we are in a situation at the moment where there's really fierce competition between the different vocational qualifications. Obviously, the Ministry of Education issues lots of qualifications but it no longer has a monopoly. In any case, its model is under great threat from sectoral qualifications, from other qualifications, and other ministries which are working on them and which are working not only on the vocational aspect but we can see that even sectoral qualifications are beginning to consider general, transversal training. Key competences - you have the CléA qualification, for example, which has just come out; ok, fine, it's not completely new but it's still something to think about..." **General inspector, MEN**

The French qualification system encourages a degree of competition between the different types of qualifications. This situation can sometimes lead to the spread of characteristics (the learning outcome-based approach, for example) which then become common to all qualifications. So it's difficult for certifying bodies to steer clear of certain developments which seem to be required across the board. The people we spoke to were sometimes reticent or confused about TKCs, however they cannot disregard them; some acknowledged that they had *"done a bit of revision"* before the interview, which reflects their relative level of interest in them.

"We're very divided". When we did an inventory of the key competences as they are expressed almost everywhere, even in the sectors... we found it extremely bitty, we couldn't figure out what was behind them. But now, the European key competences are ok, but there's eight of them, and it seems like a list of unrelated items. Sometimes it's a bit to do with the slogan. Because once when my colleagues and I were having a discussion about 'learning to learn', that made us think from the educational perspective, from a training perspective, etc. what does "learning to learn" really mean, it can be interpreted differently in different contexts" **General inspector, MEN.**

A series of questions and doubts runs through our interviews. We can group them under two headings. The first questions the existence of these key competences, particularly those examined in this study. The second looks at them in relation to the other competences.

Most of the people we spoke to express a degree of puzzlement as to the relevance, or even the existence, of these competences. To support their comments, they point to the diversity of the lists and sometimes refer to them as a *'list of unrelated items'.*

"And as everyone invents their key competences to some extent, there really is a kind of mishmash which..." **General inspector, MEN**

Or even

"We don't always know exactly how far they extend. The European definition is in itself a problem - the different competences overlap so you can no longer be sure where one ends and another begins. They think they can resolve the problem of defining them by drawing up ever-longer lists of "competences": key ones, transversal ones, behavioural ones and emotional ones" **General inspector, MEN**

As soon as we move away from "literacy" or "numeracy", the contents and content of these key competences actually become fuzzy, paving the way for segmentation and various lists. The fuzzy nature[34] and complexity of these competences came up frequently in our interviews. The issue of identifying them was also mentioned many times. The use of terms such as "skills", "attitudes", "competences" to express them reflects how difficult they are to identify or describe, which results in a profusion of "lists" which, to some extent, compete with each other. For some of the people we spoke to, this ambiguity also extends to the notion of "*competence*" (in French) itself. Opinions on this notion are sometime divided although, as we have already mentioned, all the standards frameworks for vocational qualifications conflate *competence* and performance.

This ambiguity and these doubts are all the more significant given that the employers' demands and expectations of these competences are low. We should remember that employers' representatives "are involved" in the production of occupational standards

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[34] This ambiguity applies to all the key competences. However, "learning to learn" and "entrepreneurial spirit" raise even more questions for the people interviewed: *"Because once when my colleagues and I were having a discussion about 'learning to learn', that made us think from the educational perspective, from a training perspective, etc. what does that really mean?" (General inspector, MEN)*

frameworks. The lack of precise demands on their part, except for a number of attitudes (punctuality), does not help to clear up the questions.

"What's funny about Europe is that... it's true that even if there is sometimes room for improvement... you've seen the work the professional consultative committees do, but we still tend to listen to what our own professionals want. But I don't hear many of them asking for key competences... When professionals say what you're saying, I don't think they're necessarily thinking about the competences... they're reacting like I just did then, they want kids who have more or less all the social skills: they want them to understand that you can't just turn up when you like, to behave in a socially appropriate way, say hello'... Really it's just good old-fashioned common sense, there's nothing new about it" **General inspector, MEN**

Our interviewees from the Ministry of Education were not alone in mentioning the ambiguity of the key competences. This point of view is shared by certain experts:

"Still, in spite of the efforts made to define frameworks and recommendations for the sake of maximum consistency, the many steps taken to define them and specify the contents are proving to be extremely disparate, both in terms of the underlying concepts and even the way these key competences are expressed. Therefore, competences and key competences are still very much characterised by the ambiguity of the copious literature, which has failed to produce a consensual theoretical framework which might remove the ambiguities they convey." **Expert, academic.**

The ambiguity which characterises these key competences does not prevent teachers from sometimes engaging in activities which refer them to some extent. In fact, these activities reflect the difficulties faced by pupils on these vocational courses: difficulty in engaging in their schoolwork, low self-esteem and difficult relationship with "citizenship"...

"We tried to do things around the civic engagement week at X, to bring everyone together to... it was a way of making it clear that we were going to put our heads together, hold discussions, host performers and partner organisations for a whole week in which all colleagues are involved because they know that it lasts all week. If you want to get a whole school involved, you have to tone it down, make it something real, so you can work on the issues together, different colleagues, different classes with a clear picture of what's going on outside." **Teacher**

So, it cannot be said that "nothing is being done" in schools. But what is being done in schools very often has a special status, a bit peripheral, and more often than not extra-curricular and not assessed. The TKCs reflect the realities which exist in *lycées professionnels.* However, the way in which teachers approach these realities is not necessarily through emphasising these competences (autonomy, for example) but wider success objectives.

Increasingly forced to make do with these competences, the inspection bodies responsible for vocational courses have concerns about their role and status in training.

So another important question runs through the interviews. How are ("occupational") competences and key competences linked? Can we tell them apart or, conversely, are they not closely linked? Behind these questions looms the issue of identifying them. "When reading the standards frameworks and the comments collected, one opinion seems to predominate: that the competences and key competences are mixed up together.

"For me, from what I've seen which is a bit complicated is that we've heard of the key competences, we're familiar with them but where you're right is that theoretically, especially for me for the Industrial Science and Technology baccalauréat, we've not done anything in particular, that's what's a bit problematic. The key competences are drowned in all the competences in the standards frameworks. But I have to say that I don't even know if it'd be worth looking for them because they're not even dealt with separately" **General inspector, MEN***.*

This frequently expressed view of the non-specificity of these competences illustrates the importance attached to them up to now. The reasons for this vary, as we have already shown. In the case of general and transversal courses, we should firstly mention the importance and centrality of disciplinary knowledge. This can be so significant and so obvious that it affects the way people view these key competences.

"But you really do see that in these competences that we're looking at... this knowledge because you see how they're written, it's: knowledge, skills. It's a programme that, depending on the institutions perhaps, is to a certain extent covered with a learning outcome-based approach. **General inspector, MEN**

This says it all about the uncertain status of these competences. As far as (specific) vocational courses are concerned, the key competences are generally considered as "*embedded competences*", which are linked to professional competences. The designation "task"/"competence" in the standards frameworks does little to help in the identification and specific consideration of these key competences. In the standards framework, it is the tasks to be performed which come first. And, strictly speaking, "autonomy" is not a task.

"With the key competences, there's no effort to list them separately in a set of competences, they've been fully incorporated, depending on their nature, into the competences in the standards framework or, in some cases, into the "attitudes" which are listed, and possibly linked to the traditional competences" **General inspector, MEN**

Some of these key competences have to be considered essential for the chosen occupation - and so formulated as "tasks" - if they are to have any great visibility. For example, starting up your own craft business (with its implications in terms of concrete actions) is conducive to the development of entrepreneurial spirit.

If the key competences are to have greater visibility, then the programmes, with their disciplinary content, or the occupational objectives/tasks have to be given less

importance and take on a secondary role. This is exactly what has been done in various experiments - including those for school dropouts - which often involve moving away from these programmes and objectives. In these experiments, the primary objective is very often to socialise or resocialise the pupils, which helps to showcase some of these key competences.

"Obviously teachers are keen to make pupils feel comfortable and enable them to succeed. But basically they say 'it's very difficult for us to start straightaway on working on the professional competences', and so we'd like to devote the first six weeks to working on the key competences, not all of them, the social and civic competences; because some of our classes are also a bit... This means covering issues such as the school climate and stigmatisation by people in the classes. So the idea of working on certain key competences is to help the students to feel more comfortable in the school community. In any case, time is not wasted as we said at the beginning of the interview these key competences are worked on again as part of the professional competences so the idea would be to work on them at some time during the first term of their first year in the lycée." **General inspector, MEN**

This analysis is backed up by investigations into the schemes put in place by professional organisations. As long as they are not adapted by a particular sector, these schemes prioritise the key competences that they bring out. Firstly, they are not linked to a specific occupational objective. As the professional or occupational competences are little in evidence, if at all, they do not replace the key competences. Secondly, these schemes have only a limited disciplinary content. Not surprisingly, the qualification standards frameworks concerned focus on the key skills. For our interviewees, these key competences make perfect sense as they help to build a core which is required for "employability" for certain young people, or for salaried employees who are in a "vulnerable" position.

"Which means we have a problem with the core. Now we have to keep count if I'm not mistaken and I'm taking my figures from the Office for Statistics... there must be between 5 and 6 million people who have nothing and who are considered very weak academically, it's something we can't afford to ignore in a knowledge society which is going to get more and more competitive. So if we want to rebuild or develop something, we've really got to make sure that the fundamentals are in place and a priori these different elements lead us to believe that quite a lot of people still do not have all these basics." **Employers' representative**

It should be stressed that through these schemes, as had been the case for the Ministry of Education's Common Core of Knowledge and Competences (2006), the idea emerged that the key or "basic" competences only concern or are designed for the least academically gifted or those who are having problems at school. Is this an essentially French characteristic?

To reiterate the comments quoted previously, which pointed out the multiplicity of lists of key competences, we note that in the schemes mentioned, the TKCs do not overlap

with those used by the MEN qualifications. As already mentioned, the former decided not to include civic competences in their lists and to prioritise other ones on the grounds that they would be important in work contexts and assessable.

"'Learning to learn', great. It's one of the components of our core, it doesn't say that we mustn't go back over it... Now, personally, if they back up 'learning to learn' with methodologies to enable you to analyse a situation, get hold of information and manage, I'm all for it... I think it's great because it's backed up with technical details, methodologies, ideas and it's very useful especially in a society in which knowledge, people can't understand it any more... So you've got to figure out how to find information, organise it, process it, I think that's vital. I don't know if what we've done in the context of CléA is sufficient or not and I'd say that it's an area which should be made completely separate from CléA. It might be just as useful for a bac +8, but there'd perhaps be more work to be done. Entrepreneurial spirit, it's like everything else, if it's well handled and if it meets requirements in terms of skills but what knowledge and expertise are called on behind them and do we have the capacity to assess the whole thing, why not? It's like motivation, what is it? How do you assess it? How do you generate it? It's a key element in learning, but is it a form of behaviour? It's like curiosity... they're perhaps elements which precisely in learning to learn they generate a need to better organise one's knowledge, to accumulate certain types of knowledge for the sake of making links... I'm comfortable with the first, as for the second, I'm not troubled by it, it's Europe, entrepreneurial spirit, it's nice to see..." **Employers' representative**

In contrast, in school-based qualifications, the very concept of TKCs is questioned, there is no sorting to pick out those which would be of value. Furthermore, the "lists" are put into perspective and all these competences are questioned.

5.1.2 An uncertain future

Using these comments, we can now sketch out how TKCs might develop in France. The simplest case is obviously qualifications developed by professional organisations which, as we have just seen, are focused on these competences. The questions which arise concern their future - quantitative - development and the role they might play in workforce management policies: a new standard? Current policies designed to reinforce vocational training through different measures such as the CPF (personal training account, 2015) make a case for their development.

The situation is far more vague and unclear where Ministry of Education policy and vocational education qualifications are concerned. The possible development of TKCs is less certain. As we have already outlined, any reinforcement would mean that academic disciplines would become less central. In other words, it would mean that

disciplines - general education subject areas - would make a different contribution to the training by being less centred on themselves.

"But then actually that implies that in a particular block[35] several disciplines are involved and in several places. The humanities, for example, will be involved in block 1, and in block 2, history and geography will be very clearly involved too, but do not have either block 1 or block 2 to themselves. So now no discipline has a monopoly. Yes, there will, however, be a subject time allocation for working on the common competences in those blocks. **General inspector, MEN**

However, this set-up does not prioritise disciplines and their associated knowledge. There is no certainty that it will meet with any great approval while the objective of further study in these courses is being declared more and more openly. In fact, this is conducive to the maintenance of a status quo in favour of disciplines.

The question of TKCs is somewhat different in the case of vocational and specialised courses. We have already seen that the way in which the qualifications are created prioritises occupational tasks, particularly in their technical component. At best mixed in with the other competences, TKCs have quite a mixed existence in vocational subjects. Situated assessments, which are essential in competence-based approaches, do not focus on them and are not based on them. In spite of this, the people we spoke to, both inspectors and teachers, agree that situated assessment - and particularly that which include a social component - is undoubtedly the most effective way of helping to develop these competences and even of assessing some of them.

In this respect, project-based learning often came up in the comments as a means of creating a fairly wide range of situations: in any case, more than "school" situated tests which focus on the performance of a practical task. However, this teaching approach, which is often well received by teachers, has run into obstacles in terms of time and teaching hours following the recent reform of the baccalauréat professionnel.

These findings may seem less than positive where TKCs are concerned. But it seems that the situation is not completely static. In vocational education, interest in these competences is quite recent and the reform plans have attempted to incorporate them. We will look at one of these plans to show that the situation is not totally static.

"There's a project on vocational training at the moment, a report's going to produced, a bit like the one on learning, and the minister's going to introduce a number of initiatives, make some provisions on the subject. And what has been suggested in this report, firstly they've produced a bit of a summary of everything that was said about key competences, European competences, CléA... We think that there are three blocks which seem to some degree key for us and which could be made up of general courses, along with other things. There's a first block that's been suggested should be called "mobilities"; It's a block that must address the problem of mobility - cultural,

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[35] We will return later to this aspect which involves the organisation of the teaching content around large blocks or themes (socialisation, mobility...) rather than around disciplines.

intercultural, geographic and others - and I have some colleagues in the humanities, history and geography, languages etc. who are going to do substantive work on it. It's not exactly the key competences... but it's still something quite crucial to think that it already involves young people in initial training, in school, on apprenticeships or even in continuing education it's a block that may also be relevant for socio-economic sectors. There's a second block which we've called 'socialisation and citizenship'. It's a bit more traditional, and yes it has to contain things which relate to moral and civic education, social codes, the ability to think critically, to be able to argue a point, everything relating to communication, discussion, etc. So that's a block that we find interesting. There's a third block called "professional development" which covers a whole package of competences which enable young people to adapt to different environments, to different working arrangements, collaborative working, projects. This professional development block will also include something based in some way on health and safety at work, including ergonomics, posture etc. There'll also be things touching on employment law, employment contracts, the three obligations, etc., etc. That's just an outline but we've set out a whole collection of things in it and we're going to put it forward. This means that all vocational qualifications, particularly those at levels 5 and 4, will be built around these general courses organised across these three blocks. And, apart from that, you've got the vocational blocks which exist in the qualifications, they exist even though these vocational units increasingly include general courses" **General inspector, MEN**

This project does not simply take up the list of key competences in the European recommendation, but identifies three *"blocks"* whose content more or less refers to the key competences, or at least some of them. It attempts to combine them under major topics ("blocks") which de facto become of primary importance. The disciplinary dimension becomes secondary to the organisation into "blocks". What form will this project take? Will it be adopted unaltered? Time will tell.

5.2 Review of assessments focusing on TKCs

5.2.1 In the context of common courses

To examine our interviewees' opinions on assessment, we firstly need to place their comments in the context of the general organisation of testing, which distinguishes three main types: written, oral or situated one. Secondly, the vocational nature (or otherwise) of the test must also be taken into account.

In the case of the general or common courses for MEN qualifications - but also a number of vocational education tests specific to a particular qualification - there was a convergence of opinions towards playing down the value of assessing these competences. Furthermore, these courses are often assessed by means of written tests (see above) which do not really lend themselves to the assessment of competences. And this aspect does not come in for any criticism; neither the teachers

nor the inspectors showed any desire to change the assessment methods. The reason for this is that assessing these key competences does not seem to be an absolute necessity.

"So that's why we believe in educating someone beyond just knowledge but it's not about assessment but what we teach them". **General inspector, MEN**

This extract can be interpreted in several ways, all of which are plausible. In the case of these competences, developing certain dispositions or "attitudes" is more important than assessing them. Assessment is secondary, as this interviewee confirms.

"So the nature of the request itself, he could do that, even if it wasn't marked, he was able to respond to that communication request so you get the sense that there's something that has improved his critical thinking skills. But it's true that there's no assessment" **General inspector, MEN**

These competences may be mentioned in the programmes/standards frameworks without necessarily being assessed. Mixed up and combined with others, which are better identified, they are assessed along with them.

"The 8 basic competences, we can only agree with those, however putting literacy and entrepreneurial spirit on the same level, that presents a problem... putting those 8 competences on a par... the same for 'learning to learn' that's fine but above all, it's subject knowledge that the French education system is based on." **Teacher**

All the knowledge, all the competences are not the same and assessment must first focus on those which really matter. The distinction between the programme - which is highly important - and the actions/experiments designed to develop a particular "attitude" is based on the same logic. Especially, as certain people pointed out, because assessing attitudes is no easy task and can raise questions of fairness.

"So as for behavioural attitudes in terms of socialisation and education, we've got kids who are no longer there, because the institution was tough on them, who don't particularly like it, as they often come from places where there's latent violence, things have been exacerbated and the pupil's attitude, such as it is, it's not a suitable basis for assessing an attitude. Ours is a subject area which is a factor of education and socialisation, a bit like physical education, so we tend to develop competences without assessing them." **Local Inspector, MEN**

Finally, we must mention that people have stronger reservations about competence-based approaches in these general and common courses than in vocational courses. Which does not encourage teachers to take them on board:

"For me the competence-based approach is a Trojan Horse, it's also designed to remove the focus on academic disciplines in schools and that really worries me in terms of equality, access to knowledge and empowerment. What do we expect of vocational education, simply to transmit skills? and the training that is provided has its

content watered down, in the CAP for example we're heading towards a 17% cut in timetable content, so the place of moral and civic education and even history-geography in the Lycée pro we're really going to be dealing with soft skills, history-geography would become history-geography/citizenship... we'll be organising it jointly with our colleague from administration and management and we're going to be working on writing for professional purposes, mobilising French-language skills for the sake of 'knowing how to put together a CV, a letter of application, knowing how to answer the telephone' these are the major trends we're observing and we're heading towards general applied courses" **Teacher.**

These comments illustrate what we have been saying throughout this report about the reservations which teaching staff have about competence-based approaches, and which are even stronger in general and common courses. And it is at the essential assessment stage that the chance of these reservations arising is greatest.

5.2.2 No independent assessment of TKCs in vocational courses

In the context of school-based qualifications, the assessment, independently, of TKCs (and also their development) does not appear to be necessary for the general inspectors responsible for defining vocational courses and drawing up standards frameworks. That is to say, they have not considered any particular method of assessing these competences. They are, in fact, considering following the lead of employers' and employees' representatives on professional consultative committees, who are more interested in vocational competences than transversal ones

".. at present, I don't think anyone is concerned about developing these competences in a more formal way. Anyway, we tend to listen to what our own employer and employee representatives ask of us, but I don't hear many of them asking for key competences. It's true that if an opinion is expressed in the professional world ... the real question we need to ask is who keeps inventing all this in Europe to the point that the business world couldn't care less..." **General inspector for industrial sciences and technology**

The assessment methods chosen generally depend on the vocational specialisms, the disciplines and, therefore, the inspectors, but sometimes also on the transversal competences in question. It is questionable whether these methods really are suitable for assessing these competences.

In fact, entrepreneurial spirit is intended to be assessed by means of written tests, as part of an "applied management" test based on a case study. Most of the time, these school-type tests serve primarily to check knowledge, for example in the areas of law or finance.

Personal and social competences are less frequently assessed by means of written tests and are generally assessed along with other more technical competences which are more specific to the intended occupation. They would lend themselves more to oral tests based on work situations met during periods of workplace training (PFMP) or simulated in training or examination centres. In other words, each of these assessments has a specified context. Generally speaking, the inspectors perceive TKCs as attitudes or behaviours which are not necessarily very objectifiable and therefore difficult to assess, except perhaps in the workplace. From this perspective, for some of them, periods of workplace training would be an appropriate situation for assessing these types of competence.

"Anyway, there are some competences where the business is the best place because it's the most specific, maybe all the transversal competences where in a business people are much more vigilant, perhaps as to what is going on in collaborative and team projects and interactions between the various trades. I still think that the business world is perhaps more logical for developing those competences" **General inspector for industrial sciences and technology**

Since they cannot assess candidates directly in the workplace, the inspectors have considered assessment methods which might reflect the work situations in which candidates have been placed. We are thinking here, for example, of the presentation of projects or the compilation of portfolios, a kind of file of situations which we will look at later because they represent another subject for discussion

Teachers in the area of vocational education and the industrial specialisms, in particular, do not immediately mention the assessment of periods of workplace training. They refer more often to practical tests, perhaps because they know all about them and even create the assessment situations. In this case, their opinions are similar to those expressed by the general inspectors. In fact, the vocational qualifications sometimes have tests designed to assess candidates' "ability to work in a team", for example in the Chemical Process Supervisor BTS, but they feel that these are rather artificial and ambitious for the bac pro qualifications

"In the BTS, they use a special test, we need to think about it...then, it's complicated because with that test you can only assess teamwork and not scientific competences. Perhaps it's a good thing to test teamwork but it's a bit remote, in any case, they'll work in a team but that might provide a bit of training for them but it has its limits" **PCEPC Bac pro teacher**

The opinions of teachers of other specialisms can differ. We are thinking here of a teacher in a specialism which prepares students for jobs involving inter-personal relations such as the Bac pro ASSP, who thinks that *"some of them could be assessed in isolation".* But in the bac pro, social competences are also professional competences which form part of the care-giving relationship. The same teacher also pointed out that

it might be interesting to assess the *"ability to analyse, ask oneself questions, make connections"*, a competence which is not among the 4 we have chosen.

5.2.3 Somewhat unspecific opinions in the area of non-school qualifications

As we mentioned earlier, a number of non-school qualifications have the objective of developing and certifying only transversal competences. Of course, those involved in creating the qualifications sometimes refute the term "key competences" to describe what they would prefer to call "fundamentals" or basic knowledge which, in their opinion, are not sufficiently developed in the initial education system. They obviously have not always chosen all the key competences which we are concerned with here. Employers' representatives, for example, have prioritised the competences which they consider most useful for professional life along with those which, in their opinion, would be objectifiable and, therefore, assessable:

"In fact, the key is can we objectivise these competences which we refer to as "soft skills", "interpersonal skills" , "behavioural competences". It goes off in all directions. Either we can write them in terms of requirements, in terms of context, because I can see what that covers and above all I can see what I'm going to be able to observe and assess... but, now, let's have good general, digital and complementary common cores for health and safety, learning to learn... teamwork, we can indeed identify situational competences, assess them, that makes sense.. we've got to find approaches which can be measured..., we have to create a standards framework and list what we'll be able to measure and observe at a particular level. We can do that for teamwork, but it's not as simple for others" **Employers' representative, Co-coordinator at the COC**

However, these representatives have no specific views on which methods should be used to assess this type of competences. They have drawn on relevant expertise from the most important and most prestigious training centres (affiliated to the Ministry of Education, the Ministry of Labour, Apps...) which they accredit in accordance with a specification. These bodies, even if they deploy significantly different assessment systems, sometimes use common methods, with simulated scenarios figuring strongly. As they are dealing with people who are generally fairly weak academically, everyone agrees that it is important not to discourage candidates. So the assessment methods selected usually follow an interview, which may take different forms, along with either the compilation of "files of evidence" or portfolios to enable assessors, at the very least, to ascertain (not automatically to assess) the candidates' achievements.

5.3 Portfolios: a new method which is not unique to TKCs

5.3.1 Unfinished attempts but room for development

Some general inspectors and sometimes instructors have put forward alternative methods for assessing competences. We can cite the work placement "passports" introduced as part of the MELEC Bac pro, the ASSP Bac pro's "training pathway" folders and the occupational passports used in the Bac pro in "Management and administration".

These new methods are designed to address the problem of assessing competences in general, not specifically transversal competences which, as we have shown, were not straightforward, either for those involved in drawing up the standards frameworks, or for the education or assessment experts whom we will discuss later. According to an inspector from IGEN (Inspectorate General for National Education), the method which he has tried to deploy in the Bac Pro in Management and Administration, for which he is responsible, would at least make it possible to assess a specific key competence which had not been mentioned previously: reflexivity and learning from one's experiences, which he sees as a potential means of developing other competences:

"... all young people should have the right to keep a complete record of all their activities; and even three years later should have this record somewhere. It's a stupid question, we've developed that but compared with work placement passports what are we doing, it allows us to have reflexivity and for the young people to keep going back over what they've done with the teachers, with others, with tutors with anything at all, so there we work on the key competence through the competence of reflexivity, which is about learning from your experience; so that means something to us and it can even lead to assessment, too" **General inspector, Economics and Management group**

As we saw in the previous section, the portfolio is not yet used systematically. It is being developed to a greater extent outside school-based education (as part of the MLDS dropout prevention campaign, in the CléA qualification, for example), as part of formative assessment, or for qualifications for which it is not the only method of assessment. It is, in fact, used in conjunction with other methods, simulated scenarios and interviews. In any case, it is not completely established. We can legitimately question the importance attached to it when ultimately it is used mainly in formative assessment (MDLS, the "apprenant agile" qualification) and comes up against fierce resistance from teachers. They are unclear about how to implement it and they feel as though they spend all their time carrying out assessments.

Another method mentioned involves the presentation and description of projects carried out by trainees, but this does not seem to focus specifically on TKCs:
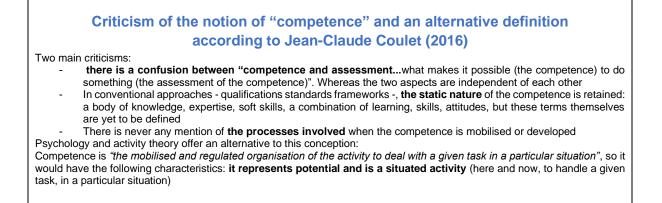
"Besides, there are plenty of tests based on projects, project work is something very common now, except that project-based learning exists - it really is very very widespread - but it doesn't involve working on key competences, you work on occupational blocks, occupational competences, so it's a raw material which is relatively underexploited, the ability to adapt to working environments, work processes, even posture and health issues." **General inspector, Economics and Management group**

5.3.2 Definitions and criticism of the notion of key competence: what are the effects on assessment methods?

Clearly, the assessment of competences is itself a problem, and the assessment of "key competences" even more so. The notion itself is problematic, vague and polysemous. In fact, what are the actual limits of each of these key competences when we see how they overlap in the European recommendation.

In this part, we will look at the opinion of experts in the fields of "competences", creating standards frameworks and designing assessment tests. They have questioned the notion and criticised the way it is interpreted in all types of qualifications. We cannot mention them all, so we will look at some of the comments. We will also report on an action research project, funded by Erasmus+ France, which involved trialling assessment methods tailored to the 4 key competences which we are discussing in this study. However, the solutions proposed apply not only to the assessment of key competences but to all competences.

As we mentioned right at the beginning of this report, those involved in drawing up qualifications perceive a competence as an expected outcome, an achievement which, according to Jean-Claude Coulet (2016), leads to an "impasse" and renders its assessment illusory. What the expert criticises above all else is this conception of competence as a result.

Criticism of the notion of "competence" and an alternative definition according to Jean-Claude Coulet (2016)

Two main criticisms:
- **there is a confusion between "competence and assessment...**what makes it possible (the competence) to do something (the assessment of the competence)". Whereas the two aspects are independent of each other
- In conventional approaches - qualifications standards frameworks -, **the static nature** of the competence is retained: a body of knowledge, expertise, soft skills, a combination of learning, skills, attitudes, but these terms themselves are yet to be defined
- There is never any mention of **the processes involved** when the competence is mobilised or developed

Psychology and activity theory offer an alternative to this conception:

Competence is *"the mobilised and regulated organisation of the activity to deal with a given task in a particular situation"*, so it would have the following characteristics: **it represents potential and is a situated activity** (here and now, to handle a given task, in a particular situation)

So, according to J-C Coulet, the competence would not be a result but potential, a process (an evolution) which involves a person at a certain stage of development.

He also points out that to streamline training policies and "*match competences required to competences acquired",* ever-longer lists of "competences" have been drawn up: key competences, transversal competences, behavioural competences and emotional competences. But these core competences, key competences and transversal competences are all equally ambiguous (Coulet, 2016). They are designed, in turn, as a standard to be achieved, the average performance of candidates assessed, the minimum level of competences required (the concept of a common core) to develop other competences, general competences which could be traced in each of the competences mobilised in the workplace.

One of the general inspectors interviewed also reiterates some of this criticism by calling into question the notion of a "common core":

"With the core there are a few reservations about the idea that it's something that you work on at a given time and then you'd just stop. Like the fact that the core will be validated at the end of compulsory schooling and then after there's nothing... That means that at a very practical level if the competence can be reduced to the achievement of an end result, that's not a problem, but the competence is almost an alternative to the assessment of an end result, it's clearly a process of acquiring, of progressing, of acquiring a competence, it's almost phased assessment rather than the assessment of the end result" **General inspector, Economics and Management group**

For Jean-Claude Coulet (2016), these comments on the nature of "competences" also have implications for the drafting of standards frameworks and for assessment. They apply to all competences, not only transversal competences but, in his view, first and foremost, we must not confuse *task (what is to be done)* and *activity ("what subjects do using their own competences, here and now, in the present situation, to handle this task")* (Coulet, 2016).

Yet when we speak of " basic competences", this distinction is not made. They are, in fact, viewed as what is essential for everyone (and not for an individual subject) in social life. Ultimately, introducing "key competences" would not be of much help. In fact, interpreted as a standard, they can, in his opinion, only be expressed in task standards frameworks and not in competence frameworks. So it is clear why the solutions he suggests revolve around the very notion of competence.

The other implication, according to Coulet, is that if we focus on assessing the competences of actual subjects, we would firstly have to describe the specific situations in which they were developed. And we would then have to talk to the individual subject who developed them in these situations. These unique situations can only be explained in a portfolio organised under the same headings as a competence framework because it is the actual subject who takes part in them and who identifies

categories of situations. This is an opinion shared by one of the general inspectors interviewed who, as we mentioned previously, tried to introduce portfolios into one of the qualifications for which he is responsible:

"In any case, these key competences, we're going to have to link them to identified situations, to workplace situations why not but also to identified social situations so we can assess them satisfactorily. But put simply socialisation is not going to be about the production of a social project that worked or didn't work it's about knowing how to handle a collection of socialisation situations which the young person might experience. That's why passports and traceability are important where the key competences are concerned, I believe, even more than elsewhere. So to assess key competences once again we've got to link them to situations, it's a way of trying to incorporate them in a different way it's something very nebulous, you might say."
General inspector, Economics and Management group

The portfolio would prove an interesting method of assessment firstly, because it is impossible, in an assessment situation and for the same candidate, to reproduce all the situations they would typically encounter in a particular trade or occupation. And secondly because if the competence is a process - a task performed by a subject - it would, for the experts quoted, doubtless be discernible in the reflection on and analysis of the experience required for the production of the portfolio.

Lastly, we will touch upon an action research project conducted in France as part of the AEFA (Renewed European agenda for adult education and training) national action plan funded by Erasmus+ France (De Ferrari, 2014). The Erasmus+ France agency called upon state and private adult education centres to try to develop standards frameworks for transversal competences and assess them in the work environment. The purpose of such a framework is not to assess or recognise acquired competences straight away by means of what we will call "formal qualifications". The aim, rather, is to assess transversal competences before identifying the qualification or qualifications best suited to the validation of those competences. This is why we have not described it in greater detail in the main body of the report.

This experiment was based on similar reflections to those mentioned previously, in so far as it was also based on activity theories. The scheme trialled has a number of strong points. As "situations" are the entry point to and the fulcrum of the scheme, the tasks and competences which will be used for assessment will be formulated through them. The competences will be broken down into different proficiency levels[36]. Assessment can take 3 forms: self-assessment, situated assessment and the collation of both of these. Finally, the methods, tools and situations differ according to the status of the candidates (jobseekers with or without experience, workers, etc.)

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[36] Certain non-school qualifications have also adopted this breakdown into different levels in line with the ALNCI standards framework. It should also be noted that these various degrees of proficiency may help to identify the most appropriate qualifications.

The action research mentioned above was continued by the RECTEC project (Reconnaître les compétences transversales en lien avec l'employabilité et les certifications/Recognising transversal competences in conjunction with employability and qualifications), which took place from 2016 to 2019. This project, again financed by the Erasmus + agency in France, involved a range of actors connected with the education-to-work transition and vocational training in three French-speaking countries) (Belgium, France and Luxembourg). Following on from the preceding project, it contributed to the development of a "map of transversal competences"[37] (12 competences grouped into four clusters: organisation, communication, capacity for action, personal development) to be used for assessment purposes and which was trialled in the three countries. Each of the competences is associated with various degrees of autonomy and responsibility which, in a new development, equate to four existing levels in the EQF. The recognition and validation of these competences may serve several purposes, including career guidance, training, qualification and recruitment. Thus, the aim of the project was to design a tool for assessing transversal competences in order that such competences can be recognised and validated by an existing qualification. The evaluation is a four stages process. In the first stage, an attempt is made to verify the extent to which candidates have appropriated the approach (vocabulary, map of competences, defined levels). Candidates are then asked to position themselves (or the positioning is determined with peers or with the trainer) relative to the various levels of the standard framework. They then have to transfer the same approach to assessment to other contexts (training course, jobs, etc.). In the final stage, the media best suited to making good use of these acquired competences have to be chosen in accordance with the objectives being pursued (portfolios, CV, interviews…)

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[37] See http://rectec.ac-versailles.fr/wp-content/uploads/sites/135/2019/06/RECTECA3.pdf

6 Conclusions and future prospects

In this concluding section we set out, firstly, the main conclusions to be drawn from our investigations. It should be noted that it was not our aim to find a formulation and a mode of assessment for each transversal competence in the formal qualifications. Rather, by analysing various standard frameworks or training schemes, we attempted to find indications of one or more of the transversal competences listed in the latest European recommendation. Consequently, the conclusions presented in this report are linked in part to this mode of operation.

Let us note straight away that there are no courses or programmes common to both types of qualifications considered in this report, namely qualifications obtained in the vocational training school system, on the one hand, and those awarded out of the school system, on the other. Thus, our conclusions will relate to one or the other type of qualification.

As far as vocational training qualifications are concerned, the key competences are, to put it succinctly, more easily listed than assessed.

They are, after all, often cited and named in training programmes or standard frameworks. And it cannot be said that they are absent from the latter. Nevertheless, actual identification of these competences is very often weak, vague and uncertain. Thus in general or common-core courses they are very often mixed together and are sometimes of uncertain status: knowledge, skills and competences are just some of the terms used to denote them. Similarly, these competences sometimes feature in training programmes and sometimes in reference frameworks. Furthermore, these competences may be closely associated or even combined with disciplinary knowledge, making it difficult to distinguish between the two.

In the specialised vocational courses based on standard frameworks, the identification and recognition of these competences – essentially those relating to the entrepreneurship or personal and social competences – is highly variable depending on the qualifications in question and their specialism. In the case of entrepreneurship, identification may be a function of the qualification's level of classification as well as of the occupational field in question. Thus, qualifications leading to care occupations or involving interpersonal relations tend to favour the identification of social and personal competences.

In certain industrial specialisms, these competences are taken into account in the form of professional attitudes, which constitutes a significant innovation. This point of view breaks with the idea of the "common core" (section 2.1) and links transversal with occupational competences. This is also the option adopted by the Ministry of Labour for its vocational qualifications.

Thus, in the qualifications considered above, identification of the transversal competences appears to be uncertain. There is virtually no assessment of them as

such, which is an indication of their uncertain status. In other words, they do not exist from the evaluation point of view. Three scenarios can be identified.

- These competences (more specifically in the general or common-core courses) are assessed by means of written tests, whose content and relevance are problematic.
- They are assessed at the same time as other, occupational competences, which means that it is impossible really to know what place they occupy in the assessment.
- It may be stated that they are not to be evaluated, as in experimental interdisciplinary schemes. They are considered to be "beyond the scope of the programme".

The key competences considered in this study do not occupy a central place, far from it. Furthermore, they appear to have a very uncertain future, despite their having a certain topicality. The influence of the individual disciplines, together with the primacy accorded to the occupational dimension in training programmes, make it unlikely that these key competences will be granted a bigger place. Nor have recent education policies helped to promote key competences and instead have encouraged young people to extend the time spent in education. The result is the slow but continuous metamorphosis of the vocational baccalaureates into qualifications giving access to higher education, which serves only to reinforce the influence of the individual disciplines..

Our observations concerning certain private qualifications that are regulated by the state but awarded outside of the education system are relatively different. After all, those mentioned in the present report have the explicit aim of validating transversal key competences, which account for some if not all of the competences listed in the two European recommendations. This focus on transversal competences, even though they are described as "occupational", is made possible by the fact that none of these qualifications has a tangible occupational target, such as a field of activity, a job or an occupation[38]. In this case, the competences adopted by those in charge of the qualification designing process to constitute the "core of occupational knowledge and competences" are those that appear to be the most useful to professional life and/or the most objectifiable, chief among them "learning to learn", or so it would seem. In some cases, consequently, it's goodbye to social and civic competences.

These qualifications have certain points in common. Firstly, their purpose is to encourage people to enter the labour market or to remain in their jobs. In this respect, their primary aim is to encourage individuals to develop their autonomy and to draw up career or personal plans. Secondly, their target audience is young people or adults who have little in the way of educational qualifications. Another common point is that the training – even though it is difficult to ascertain how this is achieved – seeks to

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[38] It should be noted, however, that "contextualised" Clé.A are being developed, as mentioned in section 2.2.

escape from the classroom-based format, although apparently without totally succeeding in doing so.

However, these qualifications raise two questions. In order to promote total "transversality", the definitions of the "key and transversal" competences contained therein generally exclude any mention of the contexts in which they might be deployed. Thus, no specific situation or context, nor indeed the objects on which the activities in question are focused, is used to specify the competence defined in the standard frameworks[39]. According to some researchers, however, a competence can be deployed and assessed only in a clearly defined situation. Furthermore, a competence should not be confused with a performance or a result; rather, it is more akin to a process or potential. This also comes down to saying that there can be no a priori guarantee of a competence's transversality unless the competence can be assessed in all possible situations. The sheer impossibility of this task is the reason why, in these qualifications and elsewhere, competences or assessment criteria are formulated in such a way that they can only be normative (*the criteria are applied, the schedules adhered to, the polite phrases used and so on*) and relate more to what "must be done" than to what, under certain circumstances and with certain resources, individuals might manage to accomplish and how they might do so.

The final remark about this type of qualification concerns their possible future growth. Little used at present compared with formal qualifications, which are aimed at all, they could be promoted by greater use of personal training accounts, although this would also depend on companies making greater use of them in their human resources policies (section 5.1.2)

However, the limits on the development of the formulation and validation of the so-called "key" competences in France does not exclude certain deliberations or initiatives. It is true that what is paramount in France is what might be denoted not by the term transversal competences but rather in accordance with the types of training courses, the disciplinary knowledge or the learning processes "at the heart of the occupation". Thus, the initiatives that we will mention are not focused on transversal competences, some of which have also shown that they are nothing more than a supplementary term denoting various forms of performance (a *static* representation of a competence). On the other hand, these initiatives, taken as a whole, have sought to develop solutions to the problem of developing and assessing competences in general as complex, situated and dynamic phenomena.

As we have seen, some common-core courses (such as *Prévention Santé Environnement,* for example, taught to vocational high school pupils in their penultimate and final years), as well as some vocational programmes and the training leading to Clé.A, favour teaching methods based on concrete situations, both at work

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[39] It should be noted, however, that certain typical situations encountered during the working life at work seem to be reconstituted during training, or at least at the time of assessment (on this subject, see section 4.3)

and in everyday life (over periods of training in the workplace, for example). Some inspectors also try to encourage teachers to develop project-based teaching methods, whether they are put into practice during work placements or in the classroom, during the vocational training courses for manufacturing specialisms in particular. Projects take on a more personal form in the qualifications (and training programmes) provided by App or Clé.A-accredited training bodies or on the margins of programmes provided as part of multidisciplinary schemes.

Thus, the proposed solutions focus on concrete *situations*. These are conceived less as action contexts than as problem situations, resolution of which requires that everything to be acquired – whether it be knowledge or specific or transversal competences – has to be mobilised or developed concertedly.

When it comes to assessment, several approaches are used that are based on or attempt to recreate workplace or other concrete situations. These include **case studies**, for example as part of certain common-core courses, and simulated situations or scenarios. It can be relatively difficult to reconstitute a situation and to identify all its elements. Consequently, some inspectors or certifiers for certain vocational qualifications, for example, have considered another form of assessment, based on a **portfolio or "evidence file"**. Already in use as part of the validation of non-formal and informal learning (NFIL)[40], a scheme that has been in existence since the beginning of the 1990s, the evidence file is based on candidates' experience and highlights all the situations, particularly work-related ones, they have faced and which have enabled them to develop the competences that have to be acquired in order to obtain the desired qualification. Outside the NFIL scheme, something similar to these validation files or portfolios can be found in some specialist training courses (in certain occupational environments), in educational support schemes (such as interventions designed to combat early school-leaving) or even the FOLIOS app. This mode of assessment may also be based on projects completed during work placements, in the classroom or in the course of the activities associated with a normal social life. The value of a portfolio also lies in the fact that it encourages candidates **to reflect on their experience, with such reflection regarded as a potential source of development (of competences)**. This also amounts to saying that all portfolios include a dimension of **self-evaluation**. Such a section is also consistent with a subjective and dynamic definition of competence.

For the moment, this mode of assessment, which is also used for private but state-regulated qualifications (section 4.3), is still in embryonic form or used to complement other modes of assessment. It also arouses mistrust among teachers (and trainers),

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[40] The validation of non-formal and informal learning was formalised in France from 1992 onwards under the heading of "validation of on-the-job learning", since only work-related experience was recognised at that time and only vocational qualifications awarded within the national education system could be obtained. Its sphere of application was extended in 2002 in order both to recognise experience acquired through voluntary work and personal activities and to extend the range of qualifications that could be acquired to include all qualifications registered in the national register of vocational qualifications, which was acknowledged as the French national qualifications' framework.

who prefer practical tests, at least for the purposes of evaluation in vocational training programmes. After all, the use of such tests enables them to take control of the teaching and evaluation situations, since they devise them. They also give evaluators opportunities to observe candidates in context, how they deal with situations and what problems they may not manage to resolve. Such information can undoubtedly be precisely described in a portfolio. Nevertheless, it is still the case that evaluators have to take candidates' word for the accuracy of the information; according to evaluators themselves (teachers in this case), certain objective data on the situation may be missing.

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Appendices

Appendix 1: List of interviewees

Teachers/representatives of teacher associations

• Focus group 10 teachers from a lycée professionnel, on the "learning to learn" experiment
• History-geography and civic and moral education teacher in a lycée professionnel
• Teacher of vocational subjects for the baccalauréat professionnel industriel
• Teacher of vocational subjects for the baccalauréat professionnel tertiaire

Experts involved in designing curricula and assessment

• Lecturer at CNAM (National Conservatory of Arts and Crafts), former researcher at the Ministry of Education central office.

• Associate professor of education

Representatives of employer associations involved in the design of VET policies

• Co-coordinator at the COC, representative for matters relating to the training of employers in an occupational sector
• Training manager for a sectoral federation
• Manager from the Association for the promotion of the APP label
• Continuing education/CléA advisor for the GRETA network
• Continuing education advisor, responsible for CléA strands

Decision-/policy makers

Administrative side

• Representative for initial and continued vocational training (DAFPIC)
• Project coordinator, MLDS (local education authority)
• Head of the DGESCO's education and economics mission
• National project coordinator for key competences, particularly for CléA and in the hospitality and tourism sector, at the DGESCO (vocational training agency)
• DGESCO focus group, coordinators and deputies from initial and vocational training agencies

- Head of the DGESCO's vocational guidance and training agency
- Head of the department for research and development, innovation and experimentation (Mme. Robin)

Pedagogical side

- Ministry of Education general inspection assessor
- Dean of the history-geography strand
- General inspector for the design and crafts strand
- General inspector for life, health and social sciences and technology.
- General inspector for industrial specialisms.
- Local inspector of the Ministry of Education (IEN) for the biological sciences and applied social sciences strand
- Local inspector of the Ministry of Education (IEN) for humanities, history and geography
- Local inspector of the Ministry of Education (IEN) for applied arts and culture

Appendix 2: Contents of the transversal teaching programmes in Lycées professionnels:

Applied Arts and Culture: programmes for the CAP (2010) and the Bac pro (2009)

The CAP programme is made up of:
-        Compulsory courses (50% of total time allocation) in product, communication and spatial design
-        An additional course (25%) chosen by the teacher
-        An optional course (25%) sound arts, visual arts, heritage, live entertainment
For the Bac pro, it consists of 3 interrelated fields:
-        Understand their living space: raise pupils' awareness and help them to grasp the issues involved in the development and creation of design-related productions (space, products, graphics)
-        Build their cultural identity to help pupils to appreciate cultural diversity and recognise the equal dignity of its different expressions
-        Widen their artistic horizons, which has 2 components. An "artistic and cultural development" component (sound arts, visual arts, heritage, live entertainment) in which pupils conduct an artistic creation project. A "convergence between the applied arts and the other fields of the arts" component, which is designed to develop "sensitivity, curiosity, analytical skills... to identify interconnections between works through a process of investigation, experimentation and production
And also an additional area entitled "Methods and tools" to help them to develop their "power" of observation and analysis. Ultimately, the art history course is designed to develop analytical approaches based on knowledge of works of art from particular periods and from different geographical areas, approaches which promote creative expression and lastly proficiency in the means of expression, techniques and methods specific to any artistic approach
On average, this course takes up 1½ hours per week.

French Language: CAP programme (2010) and Bac pro programme (2009)

This course is designed to enable students to acquire 4 competences:
-        Oral interaction: listening, reacting, speaking
-        Written interaction: reading, analysing, writing
-        Become a competent and critical reader
-        Examine knowledge and values to build their cultural identity
In short, the objective is to develop their personality, help them become part of the group, part of the working environment and part of the local community through various reading practices during the CAP course.
Literature is approached as a form of mediation between the self and the world, human experiences, and moral, political and philosophical debates.
The programme for the Bac pro sets out topics of study for the 3 years:
-        Year one: the construction of information, tastes and colours and the characters' stories through discussion activities
-        Year two: fantasy, the philosophy of the Enlightenment and the fight against injustice, humankind and scientific and technological advances

- Year three: identity and diversity, humankind and its relationship with the world of the 20th century through literature and other fields of the arts, speech as performance

In the vocational strands, this course is taught by the same teacher in a unit which includes humanities, history, geography and moral and civic education, which represents between 3½ and 4½ hours a week in the CAP and the Bac pro, making it one of the main subjects in terms of teaching hours

Prevention Health Environment (PSE); standards frameworks for the CAP (2010) and the Bac pro (2009)

This course is designed to train future "actors in the field of prevention" by enabling them to acquire:
- Knowledge in the field of prevention, health and environment;
- A responsible attitude towards health and their environment:
- Social and civic competences which will enable them to be successful members of society who have respect for themselves and others;
- A grounding in science and technology to enable them to develop critical thinking skills;
- A methodology which includes an analysis and problem-solving strategy.

It is delivered in 4 modules in the case of the CAP and 12 in the case of the Bac pro. Some modules have similar titles in both qualifications: health education, consumer education, education in rights and responsibilities in the employment context and in prevention of workplace hazards (acquisition of a risk prevention and analysis strategy) and involvement in environmental protection.

The CAP course also devotes a specific module to the career plan which includes guidance on career choices, further study or job hunting. The Bac pro goes further in terms of risk prevention, in both the home and workplace, by including training in risk analysis and prevention strategies through "risk-centred" or "accident-centred" approaches.

The "programme" is quite ambitious in terms of its time allocation; in all cases in the state-run *lycées professionnels* which operate under the auspices of the Ministry of Education, between 22 and 28 hours a year are allocated for the CAP, and between 22 and 25 hours for the Bac pro, or 1½ hours a week.

Moral and Civic Education programmes: for the CAP and the Bac pro (2015)

This course is common to all strands - general, technological or vocational - in *Lycées*
For the Bac, the themes are covered gradually:
- Year one: the individual and the state and equality and discrimination
- Year two: exercising citizenship in the French Republic and the European Union and the ethical and civic issues of the information society
- Year three: pluralism of beliefs and secularism and biology, ethics, society and environment

For the CAP, 3 of these 4 themes must be covered: the individual and the state, equality and discrimination, pluralism of beliefs and secularism, exercising citizenship in the French Republic and the European Union. The last of these is compulsory.

This programme is set out in, and forms part of, the programme for humanities, history and geography, but takes up only half an hour per week in both the CAP and the Bac pro.

Appendix 3: Background documentation

<u>**Ch. 2**</u>

Act no. 2005-380 of 23 April 2005 relating to orientation and planning for the future of schools. Art. 9
https://www.legifrance.gouv.fr/telecharger_rtf.do?idTexte=JORFTEXT000000259787&dateTexte=29990101

Decree no. 2006-830 of 11 July 2006 relating to the common core of knowledge and competences and modifying the Education Code
https://www.legifrance.gouv.fr/telecharger_rtf.do?idTexte=JORFTEXT000000818367&dateTexte=29990101

Decree no. 2015-372 of 31 March 2015 relating to the common core of knowledge, competences and culture
https://www.legifrance.gouv.fr/telecharger_rtf.do?idTexte=JORFTEXT000030236421&dateTexte=29990101

Conseil supérieur des programmes. *Programme charter: charter covering the design, implementation and monitoring of teaching programmes and methods of assessing school pupils*
http://cache.media.education.gouv.fr/file/04_Avril/37/5/charte_programme_csp_312375.pdf

Teaching programmes for primary and secondary schools, special official bulletin, 26 November 2015
http://cache.media.education.gouv.fr/file/MEN_SPE_11/67/3/2015_programmes_cycles234_4_12_ok_508673.pdf

Programmes for applied arts and culture.
Preparatory course for the CAP: Ministry of education official bulletin no. 8 of 25 February 2010
http://www.education.gouv.fr/cid50634/mene0925395a.html
Preparatory course for the Bac pro: Ministry of education official bulletin no. 2 of 19 February 2009
http://cache.media.education.gouv.fr/file/special_2/23/8/arts_appliques_cultures_artistiques_44238.pdf

Programmes for French language:
Preparatory course for the CAP: Ministry of education official bulletin no. 8 of 25 February 2010
http://www.education.gouv.fr/cid50635/mene0925411a.html
Preparatory course for the Bac pro: Ministry of education official bulletin no. 2 of 19 February 2009

http://cache.media.education.gouv.fr/file/special_2/24/5/francais_44245.pdf

Standards frameworks for Prevention Health Environment courses
For the CAP: Ministry of Education Official bulletin no. 30, 23 July 2009
https://sbssa.ac-versailles.fr/IMG/pdf/Programme_CAP_PSE_BO_no30_23-07-2009.pdf)
For the Bac pro: the framework in the special official bulletin no. 2, 19 February 2009
https://sbssa.ac-versailles.fr/IMG/pdf/Programme_BAC_PSE_BO_no2_19-02-2009.pdf

Programme for moral and civic education
For the CAP and the Bac pro: Order of 12 June 2015
http://www.education.gouv.fr/pid25535/bulletin_officiel.html?cid_bo=90243

DGEFP circular no. 2008/01 of 3 January 2008 relating to the Ministry of Employment's policy of intervention to provide access to the key competences for people making the transition into the workforce
https://travail-emploi.gouv.fr/publications/picts/bo/29022008/TRE_20080002_0010_p000.pdf

Act no. 2014-288 of 5 March 2014 relating to vocational training, employment and social democracy
https://www.legifrance.gouv.fr/telecharger_rtf.do?idTexte=LEGITEXT000028685180&dateTexte=20190102

Apapp. *Cahier des Charges national App : cadre de référence du label App.* Rouen, 2011.
http://www.app-reseau.eu/upload/Cahier%20des%20charges%20APP%202011.pdf

Inventory record sheet for the "Apprenant agile - Showcase one's ability to learn and adapt" qualification.
http://inventaire.cncp.gouv.fr/fiches/4162/

Article 160 of the National Inter-industry Agreement of 5 October 2009 states that the COC will help to establish a Common core of competences
Article 12 of the National Inter-industry Agreement of 14 December 2013 states that "the COC will be responsible for establishing the Common core of vocational competences by the end of the first semester of 2014. It is also responsible for setting out the requirements for the issue of a qualification related to the Common core of vocational competences listed in the Inventory"

Act no. 2014-288 of 5 March 2014 relating to vocational training, employment and social democracy.

States that only courses which enable students to acquire the Common Core of Knowledge and Competences are eligible for the personal training account.

Decree no. 2015-172 of 13 February 2015 relating to the common core of vocational knowledge and competences.
Creates and defines the Common Core of Vocational Knowledge and Competences
https://www.legifrance.gouv.fr/affichTexte.do?cidTexte=JORFTEXT000030236421

Art D 6113-1 of the Labour Code sets out the requirements for the issue of the CléA qualification.
COPANEF is responsible for certification but the power to issue the qualification is also delegated to CPNEs
https://www.juritravail.com/codes/code-travail/article/D6113-3.html

Composition, role and missions of COPANEF are set out in articles L 6123-5 and R 6123-5 of the Labour Code: establish the direction of joint policies on vocational training and employment, coordinate these policies with government policies and those of other stakeholders, set out the policies to be implemented by the FPSPP, compile a list of courses eligible for the personal training account in conjunction with the government, monitor the implementation of the personal training account and carry out any studies and investigations which are deemed necessary and disseminate and promote the work of the COC
https://www.legifrance.gouv.fr/affichCodeArticle.do?cidTexte=LEGITEXT000006072050&idArticle=LEGIARTI000021340266&dateTexte=
https://www.juritravail.com/codes/code-travail/article/R6123-5.html

The composition and role of COPAREFs are set out in article L 613-6 of the Labour Code:
https://www.juritravail.com/codes/code-travail/article/L6123-6.html

COPANEF. *Socle de connaissances et de compétences professionnelles: cahiers des charges – Appel à propositions.* Paris, 2015.
Charter for access to the key competences for all
http://www.app-reseau.eu/upload/Charte_pour_lacces_de_tous_aux_CCE35.pdf

Ch. 3

Economics and management programme
For preparatory classes for the baccalauréat professionnel industriel
Ministry of Education official bulletin no. 2 of 19 February 2009
http://cache.media.education.gouv.fr/file/special_2/24/1/economie_gestion_44241.pdf

Economics and law programme
For preparatory classes for the baccalauréat professionnel tertiaire
Ministry of Education official bulletin no. 20 May 2010
http://www.education.gouv.fr/cid51643/mene1005147a.html

Standards Framework for Brevet professionnel - Baker
Order of 15 February 2012
http://eduscol.education.fr/referentiels-professionnels/e085.html

Standards Framework for Baccalauréat professionnel - Baker and pastry chef
Order of 2 July 2009
http://eduscol.education.fr/referentiels-professionnels/a096.html

Standards Framework for Baccalauréat professionnel - Production line manager
Order of 30 March 2012
http://eduscol.education.fr/referentiels-professionnels/index3a4a.html

Standards framework for the CAP in Hairdressing
http://eduscol.education.fr/referentiels-professionnels/b231.html

Standards framework for the CAP in Beauty Hairdressing Perfumery
http://eduscol.education.fr/referentiels-professionnels/cap_ecp.html

Standards framework for the Bac Pro in Beauty Hairdressing Perfumery
http://eduscol.education.fr/referentiels-professionnels/bacpro_esth_cosm_parf.html

Standards framework for the Bac pro in Support, care and personal services
http://eduscol.education.fr/referentiels-professionnels/a127.html

Standards framework for the Bac pro in Electrical and connected environments trades (MELEC)
http://eduscol.education.fr/referentiels-professionnels/indexdbe3.html

Standards framework for the Bac pro in Chemical, Water, and Paper and cardboard Processes (PCPEC)
http://eduscol.education.fr/referentiels-professionnels/a133.html

Future pathway
Order of 1 July 2015 relating to the Future Pathway
https://www.legifrance.gouv.fr/telecharger_rtf.do?idTexte=JORFTEXT000030852189&dateTexte=29990101

Art and cultural education pathway
Order of 1 July 2015 relating to the Art and cultural education pathway
http://www.education.gouv.fr/pid25535/bulletin_officiel.html?cid_bo=91164

Pupil's citizenship pathway
Circular no. 2016-092 of 20-6-2016
http://www.education.gouv.fr/pid285/bulletin_officiel.html?cid_bo=103533

Health pathway
Circular no. 2016-114 of 10-8-2016
http://www.education.gouv.fr/pid285/bulletin_officiel.html?cid_bo=105518

The ANLCI and its standards framework: Standards framework for key competences in the workplace (RCCSP)
http://www.anlci.gouv.fr/Mediatheque/Entreprises/Entreprise/Referentiel-des-competences-cles-en-situation-professionnelle-RCCSP

CléA standards framework
https://www.certificat-clea.fr/media/2018/05/Referentiel-CLeA.pdf

Standards framework for the Proficiency in the key competences for cleaning services (MCCP)
Inventory record sheet no. 127
http://inventaire.cncp.gouv.fr/fiches/127/
The complete standards framework:
https://www.mondeproprete.com/sites/default/files/referentiel_mccp_0.pdf

"Apprenant agile..." qualification
https://inventaire.cncp.gouv.fr/fiches/4162/

Ch. 5

The 10 psychosocial competences were drawn up by the WHO.
http://www.cartablecps.org/page-12-0-0.html

Appendix 4: Competences and assessment criteria in the CléA standards framework

Domain 4: Work within the rules laid down by a work team

Respect the rules of community life	
Expected observable and/or measurable results	**Assessment criteria**
Identify and apply rules (internal regulations, procedures...) Comply with schedules and work patterns	The rules provided are identified and applied. They are reformulated in line with expectations Schedules and work patterns are identified and respected. Should an unexpected event occur or if it is impossible to apply schedules and work practices, a reasoned report is sent
Employ the principles of politeness and respect for others	Basic politeness formulas are used and a respectful attitude is adopted
Dress appropriately for the job and the professional environment.	Clothing complies with health and safety regulations and is appropriate for the particular working environment
Work in a team	
Expected observable and/or measurable results	**Assessment criteria**
Understand the responsibilities of each member of the group	The responsibilities of each member of the group are identified and can be explained
Consider the impact on the group when performing actions	The impact of the action performed on those undertaken by the team is identified and adjusted
Make a contribution in a group	
Expected observable and/or measurable results	**Assessment criteria**
Take different points of view into consideration	Different points of view are taken into account; this is reflected in the way they are reformulated
Make a contribution in the interest of the group as part of the mission	The objectives of the mission are integrated and shared. The individual contribution feeds into the collective results expected
Get involved in concrete actions	Visible, measurable and quantifiable actions are described and verified
Communicate	
Expected observable and/or measurable results	**Assessment criteria**
Understand the scope and role of stakeholders in the work context (colleagues, superiors, clients...) Take account of the different stakeholders when communicating Assimilate and convey information and instructions required for the activity	The work context and environment are identified and explained Stakeholders (colleagues, superiors, clients...) are identified by their roles and responsibilities Written and oral communication is tailored to the different stakeholders The written down information and instructions required for the activity are understood and accurately transcribed

Domain 5: Work independently and achieve an individual objective

Understand one's working environment	
Expected observable and/or measurable results	**Assessment criteria**
Analyse simple solutions, relationships, the working environment	The characteristics of the work environment are well explained The analysis of situations is relevant and thorough
Seek assistance	People to be consulted are identified and are called upon judiciously
Find, process and transmit simple technical information	All necessary information is sought and collected, the selection of information is appropriate. All messages conveyed are clear and accurate All relevant information is conveyed
Achieve individual objectives as part of a single action or a project	
Expected observable and/or measurable results	**Assessment criteria**
Carry out an action - Organise one's time - Identify the main steps and appropriate working methods - Identify the main priorities, constraints and difficulties - Consult resource persons	The stated objectives are appropriate The action plan is clear and realistic and the deadlines are appropriate The approach outlined is appropriate for the nature of the action or project Common problems are correctly identified
Present the results of the action	The action or project is completed, the success criteria are met or shortfalls are explained
Take the initiative and be proactive	
Expected observable and/or measurable results	**Assessment criteria**
Collect information, consult resource persons	Information which will be useful for the activity is sought. Resources persons are mobilised. Shortcomings or simple errors; hazards are correctly identified, explained and corrected
Deal with a common hazard: - Identify a simple problem (malfunction...) - Put in place a solution in line with one's powers Suggest improvements in one's area of work	Common problems are identified, analysed and solved in an appropriate time frame. Appropriate actions are taken (alert the appropriate person, correct the problem...) Potential scope for improvement is identified. Tangible improvements are made in the activity

Domain 6: Learning to learn throughout life

<table>
<tr><td colspan="2">Build up experience and learn from it</td></tr>
<tr><td>Expected observable and/or measurable results</td><td>Assessment criteria</td></tr>
<tr><td>Identify one's main achievements formally and informally and one's areas for improvement</td><td>Strengths and areas for improvement are identified</td></tr>
<tr><td>Understand why what one is learning is necessary</td><td>The added value of the approach and the aim of this learning are fully grasped and understood</td></tr>
<tr><td>Demonstrate one's strengths through positive achievements</td><td>Strengths are identified and illustrated by concrete achievements</td></tr>
<tr><td>Draw up and update one's CV</td><td>A CV is finalised in accordance with a non-exhaustive list of required (professional and personal) information; the addition of further information which is deemed appropriate is considered and it is kept up to date.</td></tr>
<tr><td>Develop a realistic career plan</td><td>The career plan is drawn up. It is consistent with the person's profile</td></tr>
<tr><td colspan="2">Remain curious and motivated to learn in one's occupation</td></tr>
<tr><td>Expected observable and/or measurable results</td><td>Assessment criteria</td></tr>
<tr><td>Identify sources of information which can be mobilised in one's environment</td><td>A list of useful websites is drawn up in line with one's plan. Physical locations and resource persons are identified</td></tr>
<tr><td>Seek information about the activities and competence requirements associated with one's career plan</td><td>Information relevant to the career plan is collected and selected. Details of potential contacts are compiled in order to draw up an action plan. Concrete actions to be carried out</td></tr>
<tr><td colspan="2">Optimise the learning environment (from theory to professional practice)</td></tr>
<tr><td>Expected observable and/or measurable results</td><td>Assessment criteria</td></tr>
<tr><td>Establish a link between training objectives and professional objectives</td><td>The application of learning in professional practices is illustrated with concrete examples. Possible training needs related to the career plan are identified</td></tr>
<tr><td>Set quality standards</td><td>The means of meeting these quality standards are identified and formulated</td></tr>
<tr><td>Focus on the long term and stimulate one's memory (knowledge of a few appropriate methods to support these measures)</td><td>Reformulation is used to check if spoken information has been fully understood and the key messages identified</td></tr>
<tr><td>Identify one's progress and achievements</td><td>A status report traces the career plan from its starting point, showing achievements at a given moment and the ground still to be covered. Concrete examples are provided</td></tr>
</table>