TRANSFERABLE SKILLS & ACCREDITATION

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INTRODUCTION

Set of skills that are usable broadly in your life and/or your career, usually develop through a personal and professional experience.

For instance:

- Leadership
- Intercultural communication
- Team work
- Problem solving
- Autonomous learning
INTRODUCTION

Education responsibility goes beyond academic knowledge and hard skills.

Distinguish between “vocational” vs “academic” HE.

Focus on transferable skills gains momentum in the 80’s.

Transferable skills in order …

- To prepare students to become citizens.
- To ensure employability upon graduation.
- To train students as autonomous learners.
TRANSFERABLE SKILLS IN VOCATIONAL EDUCATION

Professional education is a historical legacy of Middle Ages apprenticeship and industrial revolution.

It led, for instance, to the Swiss dual system.

Vocational education and transferable skills:

- Provides transferable skills mainly through experiential learning activities
- Foster social maturity
- Enhance employability
TRANSFERABLE SKILLS IN ACADEMIC EDUCATION

During the Middle Ages academic education was mainly oriented toward theology. It then opened to sciences and humanities during the Renaissance.

Academic education and transferable skills:

- Provides transferable skills mainly through research, analysis and problem solving
- Develops critical thinking
- Enhance autonomous learning
WHAT WE SEE
STRUCTURAL TRENDS IN THE EUROPEAN CONTEXT

Focus on transparency, transferability and QA of national qualifications.

• Lisbon Strategy (2000) ➔ improve EU’s economy and boost employment.
• Dublin Descriptors (2005) ➔ standardized academic cycles and related LOs.
• Europe 2020 (2010) ➔ focus on employment at all ages; formal & informal learning.
ACADEMY – INDUSTRY RELATIONS

• This tells us about the interrelated evolution of the focus on skills development and assessment, on the one hand, and QA frameworks on the other.

• Meet academic learning with practical skills to address the needs of an quickly evolving industry.

• Research highlight the importance in terms of employability of soft business-related skills and competencies, as well as prior work experience, for young graduates.

• Reverse example: “accreditation of prior learning”.
SKILLS RECOGNITION AND ACCREDITATION

• Two trends in one.
• Accreditation gaining momentum as a quality indicator.
• In a globalized context of HE, accreditation provides “credibility” of the qualification awarded.
• Accreditation goes beyond traditional, national structures and now embraces professional recognition.
• The US accreditation & quality assurance model marked by employability requirements (“gainful employment policy” – Title IV programs).
• Accreditation standards do take into consideration the “view of the industry”.

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TRANSFERABLE SKILLS AND EHL’S COMMITMENT TO QUALITY ASSURANCE.
ORGANISATION

• Accreditation
  o National -> program accreditation via AAQ.
  o International -> institutional accreditation via NEASC.

• Hospitality and Tourism Industry Relations
  o Close historical links -> EHL set up by the Industry itself.
  o International Advisory Board.
  o 25'000+ Alumni network.
CURRICULUM (a)

Accreditation requires us to demonstrate that our curriculum is aligned with the demands of the industry we serve:

- Experiential education on campus during the preparatory year.
- Hands-on confrontation with industry reality, through an operational and a managerial internship.
- Cross-cultural immersion.
- Student Business Projects – consultancy-like work by students on a real-life problem brought forward by our industry partners.
In line with our American accreditation requirements, a General Education model, along with specific learning outcomes, were developed.

Ensure that our students receive the required transferable skills and that our curriculum valorizes their soft skills.
THINKING AHEAD
Given their impact on employability and continuous development of graduates, accreditation bodies should ensure that transferable skills are integrated within curricula.

- Are transferable skills properly identified within HE institutions? What are the related learning outcomes? What’s the underlying model?
- How can academic institutions learn from the types of transferable skills developed in professional institutions, as well as how they are taught, and vice-versa?
- How could the Campus environment foster the acquisition of transferrable skills and how to valorize them?