



**Modularising multilingual and multicultural  
academic communication competence for BA and  
MA level**

Progress Report

Public Part

## Project information

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## Executive Summary

The work of the ERASMUS Multilateral project: Modularising Multilingual and Multicultural Academic Communication Competence for BA and MA level (MAGICC) will be of particular interest to students, higher education teaching staff, faculties and higher education institutions, professional associations as well as to employers for the description, development, assessment and internationally comprehensible and comparable documentation of graduates' multilingual and multicultural communication profiles.

MAGICC is a three-year project (October 2011-September 2014) funded by the Commission of the European Communities Lifelong Learning Programme. The main aim of the project is to design and implement, on the basis of a conceptual framework and within an academic ePortfolio structure, a transversal module containing a set of curricular scenarios for developing students' multilingual and multicultural core communication competences, relevant for different communities of users, using integrated and broad approaches for the assessment of these competences, with clear criteria for reflective practice. The scenarios will be accompanied by tools to improve transnational transparency and comparability.

The MAGICC consortium comprises nine partner organisations and 25 individuals from seven different countries. It is coordinated by the University of Lausanne in Switzerland. A majority of participants have experience working in previous European Commission funded projects in the area of languages and several have worked together before. The different partners are involved in various research and development projects promoting multilingualism in their own institutions and in relation to the different planned activities.

The methodology applied aims at ensuring the quality of the results. It comprises desk research in order to ensure the innovative character of this project. It ensures that EHEA quality criteria such as social relevance, action orientation, learner-centred perspective, transnational readability and comparability are applied, and uses systematic consultation and feedback procedures with the key communities of users at all stages of the project.

During the first half of its lifetime, the project produced a synthesis report mapping the field and containing definitions, intercultural and multilingual competence descriptions, approaches and assessment forms. Each partner institution carried out guided interviews with three different communities of users: students, faculties and employers, in order to assess the importance and relevance of multilingual and multicultural academic communication competence for students. Partners also designed an implementation strategy for the MAGICC results. These aforementioned outputs fed into the development of the MAGICC conceptual framework, which will serve as a coherent basis for all developments in the second part of the project: innovative curricular scenarios for the development of students' multilingual and multicultural academic and professional communication competence, benchmark samples for level definition and marking procedures and academic ePortfolio. These will be produced and piloted in the partner institutions.

The results will be disseminated through promotion of the project's work at relevant conferences and meetings and at the final project conference to be held in September 2014 in Switzerland, to which a number of key stakeholders will be invited. Outputs will be implemented in the partner institutions and made freely available after the end of the project.

For further information visit the bilingual French-English project website: [www.magicc.eu](http://www.magicc.eu). This also provides access to the report on mapping the field, the questionnaires for stakeholder consultations, the synthesis report on the outcomes of interviews with key stakeholders as well as the MAGICC conceptual framework.

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# 1. Project Objectives

MAGICC aims to bring together a range of specialists and stakeholders to produce and implement, on the basis of a conceptual framework and within an academic ePortfolio structure, a set of scenarios and tools for the appropriate development, criterion-based assessment and transnational documentation of students' multilingual and multicultural academic and professional communication competence.

The main objectives of the multilateral project over its three year duration are to:

- map the field in terms of learning outcomes, assessment criteria and types of activities in relation to multilingual and multicultural academic communication competence. This will be done by focussing on innovative practices, initiatives in partner institutions and relevant earlier national and European projects, European reference documents and studies. The aim is to identify what areas of this emerging and still under-conceptualized domain are already covered and what needs to be developed by the project for the conceptual framework
- develop a descriptive reference document, the MAGICC Conceptual Framework, based on the state-of-the-art concept of multilingualism at theoretical level and in systematic consultation with faculties, students, employers and experts in different fields. This will be carried out by identifying transnationally shared learning outcomes defining the constitutive elements of multilingual and multicultural academic and professional core communication competences and independent learning skills and strategies with aligned assessment criteria. The conceptual framework offers a common European meta-language in terms of competences, comprehensible to all communities of users, it also favours common understanding and transparency and comparability and coherent operationalization through the different practical applications planned by the project.
- based on the conceptual framework, a further objective is to develop, disseminate and implement:
  - 1) a set of scenarios for BA and MA level, including innovative tasks for developing students' multilingual and multicultural core communication competence with aligned assessment forms and criteria as a basis for reflective practice and more reliability in assessment;
  - 2) a set of benchmark samples of student performance for level definition in relation to European reference levels of *the Common European Framework of Reference for Languages* plus procedures for marking to improve the quality of broad forms of assessment and to promote recognition by other universities and employers;
  - 3) an ePortfolio structure containing all elements developed during the project and allowing students' multilingual and multicultural profiles to be highlighted in a transnationally comprehensible manner and in a lifelong learning perspective.
- design strategies and material to disseminate the project and its results to its different communities of users.
- design strategies and modalities of integration of modules of scenarios as transversal key competences in at least one faculty or programme in each different partner institution. The status and degree of integration of language studies are very different in different countries, institutions and even discipline areas and programmes. Thus each partner has to find a means appropriate to his/her specific situation to implement the new modules for

the development of multilingual and multicultural academic and professional communication competence at his/her institution.

MAGICC also aims to support transnational transparency and comparability by building on existing European reference documents, such as the Council of Europe's Common European Framework of Reference for Languages ([www.coe.int/t/dg4/linguistic/source/framework\\_en.pdf](http://www.coe.int/t/dg4/linguistic/source/framework_en.pdf)) and the INCA-framework for intercultural communication competence assessment (<http://www.incaproject.org/>). It creates complementary tools specific to the needs and aims of Higher Education. This is to enhance acknowledgement and recognition by other universities, faculties and employers of students' academic communication competence developed through the MAGICC scenarios. This should contribute to promoting employability of graduates.

The MAGICC-project is intended to benefit students, language teachers, faculties, university decision makers, language policy makers, relevant specialist organisations and employers and members of the MAGICC consortium themselves. These different communities of users are involved systematically at different stages of the project by means of activities inbuilt from the very start. This involvement may take the form of, e.g., cooperation with specific faculties for data collection, consultation processes with student, faculty and employer representatives to ensure the social relevance of the learning outcomes proposed by the project, piloting of products with feedback used to revise them, events inviting university decision makers, policy makers and language specialists to comment on the approach and the elements developed. Dissemination activities are organised at different levels to inform and seek to raise awareness of the project activities and of the importance of the explicit development of students' multilingual and multicultural academic and professional communication competence in an internationalized European Higher Education Area.

MAGICC will benefit its communities of users in a number of ways. The project has both an immediate and a long-term impact:

- Project partners benefit from the opportunities offered by the project to share experiences and work together on developing a conceptual framework adopting a highly innovative multilingual and multicultural approach. Based on this they can develop scenarios that will support paradigm change in pedagogical approaches and practices, as well as benchmarks and an ePortfolio to implement multilingual and multicultural learning in their institutions.
- Language specialists and teachers can use the results directly or they can adapt the innovative scenarios and the ePortfolio for the development of multilingual competence in their settings. Alternatively they can use the templates and reference documents as a basis for designing supplementary innovative learning material using different alternative forms of assessment (teacher, self- or peer-assessment). In this way they can address issues related to communication in multilingual and multicultural settings and thus support innovation and change in practices, moving towards a student-centred, action-oriented and multilingual approach in their institutions. The common assessment criteria will support reflective practice and improve the reliability of broad and multi-dimensional forms of assessment.
- Employers will be made aware (by means of the academic ePortfolio) of what the students can do in terms of multilingual and multicultural academic and professional communication competence and how well they can do it. They will also be able to develop a better understanding of the meaning of the different reference levels through benchmark samples allowing an improving common understanding of specific levels and types of competences. This may allow making better use of graduates' multilingual and multicultural communication profile at the work place.

- Students will be able to develop an appropriate multilingual and multicultural profile in order to ensure optimal conditions for studying and to improve their chances of academic success in a multilingual and multicultural context. They will also be able to document their profile in an internationally comprehensible and comparable way which allows them to highlight their specific competences with the aim of improving their employability. Benchmark samples will allow them to assess their own multilingual competence profile in a more precise way.
- Academic institutions and faculties in the European Higher Education Area, policy makers and specialist organisations in Europe will have at their disposal a reference document offering a basis for coherent and guided choices and informed decision-making in relation to language policy and the development of the transversal key competence of multilingual and multicultural academic and professional communication competence essential for all higher education institutions and faculties in an internationalised European Higher Education Area, society and labour market.

## 2. Project Approach

The methodology used for the elaboration of the products aims at ensuring the quality of the results developed or to be developed. It takes into account first, the state of the art at theoretical level of the concept of multilingual and multicultural communication competence in order to ensure the innovative character of this project. Second, it ensures that EHEA quality criteria such as social relevance, action orientation, learner-centred perspective, transnational readability and comparability are systematically applied and that quality procedures (such as the Quality model of the Language Network for Quality Assurance, [www.lanqua.eu](http://www.lanqua.eu)) are taken into account. In general, the elaboration of the products is considered a reflective process, where different information sources are consulted (documents, potential communities of users, etc.). Drafts are commented on by project partners and/or stakeholders, assessed and revised in order to constantly improve the product and also to allow the creation of common understanding and agreement on content, structure and procedures. Regular face-to-face and virtual meetings ensure the common understanding and coherent elaboration of the results.

In order to ensure a sound basis for the conceptual framework, besides the experience and academic expertise of the MAGICC consortium, the following methodology was used:

- 1) Elaboration of the state of the art by means of structured data collection on the basis of a template. Each partner institution collected and analysed data on existing practices, innovative initiatives and tools in the MAGICC partner institutions, on national and European projects in the area, on the *Common European Framework of Reference for Languages* (CEFR) and on complementary studies and tools for the CEFR of the Council of Europe. The data collected allowed us to define the field and to determine new areas to be developed as a result of the multilingual and multicultural approach which breaks down the barriers between languages. Furthermore, all partners contributed feedback on the synthesis report, which was revised in consequence.
- 2) Consultation of stakeholders in order to take into account stakeholders' needs and ensure the social relevance of the learning outcomes proposed by the project and concerning multilingual and multicultural academic communication competence. Consultation questionnaires were designed and translated into all partner languages. Stakeholder consultations were conducted in the form of guided interviews at the nine MAGICC partner institutions with student, faculty and employer representatives. The results show that the learning outcomes to be described in the conceptual framework are considered by the majority of the stakeholders interviewed to be relevant for both Bachelor and Master level for two to four languages and to correspond to the existing needs in today's internationalised, multilingual and multicultural contexts, including those of academic study, professional career development, and working life.
- 3) Elaboration on this basis of the first draft of the MAGICC conceptual framework and evaluation of this draft by external experts and project partners for validation. During a feedback and dissemination event six specialists in different domains (quality, mobility, student employability, the labour market, academic success and institutional image) and four language specialists gave structured feedback and input for improvement of the first draft of the conceptual framework (relevance, structure, content, etc.). The results were used to adjust the draft framework to produce a second draft. Revision and updating of the framework will continue, but the main body is now completed.

In terms of integration of the multilingual and multicultural academic communication module in the partner universities, the disciplines to work with during and after the project were

integrated in the data collection and the consultation process and strategies of integration of the multilingual and multicultural academic communication module into this discipline were explored.

Regarding the products to be developed during the second part of the project (scenarios, competence level benchmarks for the European level, academic ePortfolio), these will all be based on the conceptual framework so as to ensure coherent development of these products. Feedback and revision processes will be applied and the prototypes will be piloted. Feedback from students and teachers will be collected through questionnaires and face-to-face meetings and revision will take place if necessary.

Given the aim of European-wide use of the MAGICC outcomes, the added value of the project's methodology is, besides quality assurance, its broad backing (active integration of multiple views of representatives of communities of users, of specialists in different domains, not only in the domain of languages, covering a wide geographical area). The solidity and credibility at a European level of the products is thus reinforced, as is also the furthering of common understanding of these new concepts. This is necessary for the implementation of new approaches at pedagogical and also at political level. Through their active implication, some end-users can already start to develop ownership of the project and the products to be developed. Furthermore, by means of this methodology, awareness-raising can take place. A wide range of stakeholders are encouraged to reflect on language needs and the role of language education in higher education, the economy and society, this being of great importance to further a more systematic integration of the development of multilingual and multicultural communication skills in study programmes.

Besides the inbuilt feedback and revision processes for all outcomes, the work and developments carried out by the consortium are evaluated by an external evaluator and adviser, who is an expert from a non-partner institution. The consultant attends the partner meetings and gives advice and recommendation in oral and written form. For the moment the results are considered to correspond to the initial MAGICC working plan designed in the project description. Each work package has its own internal evaluator from within the consortium, who provides written formative feedback to the work package members, the management and the external evaluator. Furthermore, the project has developed a meeting evaluation form for all participants of a meeting, which also allows monitoring whether, for example, the objectives of the meetings have been achieved, all members actively involved in the discussions and decision-making process, whether agreement on the different topics raised has been reached, etc. Thus the project has all the information necessary to adapt if necessary.

To date, the MAGICC dissemination strategy has focused on raising awareness concerning the project and its planned outcomes. This has been achieved through action at different levels:

- a bilingual project website ([www.magicc.eu](http://www.magicc.eu)) has been set up and will continue to be maintained and updated by the project coordinator after the end of the project
- a facebook page <https://www.facebook.com/MagiccProject> has been developed, allowing those interested to access information in a more dynamic way and so creating a community of practice
- a flyer and a shorter publicity postcard are also being designed and printed to promote awareness of the project. An introduction to the Portfolio approach for employers will also be elaborated
- a link to the MAGICC website is available on the website of all participating institutions. A link to the project can be found on the website of the European Language Council (ELC/CEL) and the website of the Associated partner of MAGICC, the European Centre

for Modern Languages of the Council of Europe (ECML). Both these latter are major associations at European level

Individual members of the consortium have given presentations and/or discussed the project with colleagues and key stakeholders at a variety of institutional, national and international meetings and targeted conferences to inform a wider audience of the project and its interim results. Articles and press releases were created for the launch meeting and the feedback and dissemination event.

Two dissemination events including representatives of the user communities and representatives of other projects in the area (e. g. the Erasmus Academic Network IntlUni which addresses the Challenges of the Multilingual and Multicultural Learning Space in the International University) are foreseen. The first feedback and dissemination event has already taken place and was a success. Besides the invited stakeholders, it attracted approximately thirty external persons.

In terms of sustainability, project outcomes will be exploited and embedded in the work of the project partners in collaboration with different faculties. Partners will become lead practitioners and multipliers. The consortium partners and a wider public will also be able to use the products as a support in order to change pedagogical practices. The products can be further developed, e.g. by designing on the basis of the templates new scenarios covering the specific needs of institutions, faculties or programmes or covering other use situations. Benchmark samples and ePortfolio will be freely available for further use and will be disseminated and showcased after the end of the project.

### 3. Project Outcomes & Results

The main outcomes to date are described below:

Two information sources have been set up:

- 1) the MAGICC website, which serves the dual purpose of both raising awareness concerning the project and its outcomes and providing a repository for useful documents. ( [www.magicc.eu](http://www.magicc.eu) )
- 2) a MAGICC facebook page for more dynamic and continuing information for those interested. (<https://www.facebook.com/MagiccProject>).

A flyer has been created presenting the objectives and expected outcomes of the project for dissemination purposes.

A synthesis report has been written presenting the results of systematic desk research on the basis of an online template for data collection. It maps the field and establishes the state of the art of multilingual and multicultural academic communication competence. This report contains definitions, general academic, discipline specific, professional and independent learning outcome descriptions, intercultural and multilingual competence descriptions plus multilingual and multicultural approaches and assessment forms. The input gathered serves as a basis for stakeholder consultation and for the development of the MAGICC conceptual framework (downloadable from the website).

A set of three questionnaires have been developed for the involvement and consultation of three different key communities of users in the project: students, faculties and employers. These questionnaires allow assessment of the need for and the importance and relevance of multilingual and multicultural academic and professional communication competence for students. They will also permit the design of a specific implementation strategy in each partner institution. Each set of three questionnaires is available in the seven different languages of the partner institutions. These questionnaires contain, besides specific questions for each group, the same set of learning outcomes related to receptive and productive academic communication competences, employability skills, multilingual/multicultural strategies and competence, lifelong learning skills, work-related language and communication skills. The different stakeholder groups rate these sets of competences in relation to their importance and also rate in which languages these competences are required and during which university cycle they should be developed. Thus the questionnaires adopt an innovative, truly multilingual and multicultural approach, including the local language(s) of instruction and other languages (downloadable from the website).

A synthesis report has been compiled on the outcomes of the interviews with key stakeholders and includes an implementation strategy for each partner university. Guided interviews on the basis of the consultation questionnaires were conducted at the nine partner institutions of the MAGICC project in October and November 2012 with student, faculty and employer representatives. The results show that the learning outcomes to be described in the conceptual framework are considered by the majority of the stakeholders interviewed to be relevant and necessary in at least two (and up to four) different languages for both Bachelor and Master level (Report version without implementation strategy downloadable from the website).

The MAGICC conceptual framework has been developed, serving as a coherent basis for all the developments for the second part of the project (pedagogical scenarios, assessment of performance samples, academic ePortfolio). It can be considered as a reference document

in general for the whole domain. It describes the underlying concepts and definitions of multilingual and multicultural competence and transnationally shared learning outcomes, defining the constitutive elements of multilingual and multicultural academic core communication competences. It builds on the Council of Europe's Common European Framework of Reference for Languages communicative activities so as to allow communicative activities to be easily related to these well-established reference levels and thus transnationally comprehensible. For each sub-activity (academic and professional reading, listening, spoken interaction, spoken production and writing skills) it defines multilingual communication competences for academic study and employability, for related intercultural competences, as well as for related strategies for the different communicative activities and independent learning. Each of these categories contains corresponding assessment criteria aiming at improving the reliability of broad and multi-dimensional forms of assessment. It also contains illustrative examples of scenarios which address issues related to communication in multilingual und multicultural settings and to the use of the multilingual repertory in its entirety (downloadable from the website).

Specifications have been written for the structure of the academic ePortfolio. The first prototype of this ePortfolio is currently being developed (contact: Jürgen Friedrich: [friedrich@informatik.uni-bremen.de](mailto:friedrich@informatik.uni-bremen.de)).

A template is available for structured scenario development based on the conceptual framework. The scenarios are currently being developed (contact: Maria-Luisa Perez Cavana: [m.l.perez-cavana@open.ac.uk](mailto:m.l.perez-cavana@open.ac.uk)).

Instructions are available for the collection of performance samples and consent forms in seven languages. The samples are currently being collected (contact: Estelle Meima: [e.j.meima@rug.nl](mailto:e.j.meima@rug.nl)).

Three partner meetings have been held where tasks and drafts were presented, discussed, assessed and revised and future activities planned. These meetings aim at the active integration and contribution of all partner universities and at joint decision making. Regular contact among partners (not only virtual contact) has been of major importance in order to create a common conceptual understanding of this highly innovative domain and has allowed monitoring and progress in the project, as foreseen.

Four management committee meetings have been held including the management team, the work package leaders and the external evaluator to plan activities and reflect on progress and achievement.

The first feedback and dissemination event has taken place, including ten external experts (scientific experts, university decision makers, students, employers, etc.) selected on the basis of representing different fields and approximately thirty external persons. The event took place on the 1<sup>st</sup> of February 2013 in Faro, Portugal and aimed to inform a wider audience of the project and its interim results and to obtain feedback on and input for improvement of the work as part of the quality plan of the project (report downloadable from the website).

Future planned outcomes and results are detailed in section 5 of this report. All the major project outcomes appear or will appear on the MAGICC project website ([www.magicc.eu](http://www.magicc.eu)) as and when they are completed. For further details please contact Brigitte Forster Vosicki, the MAGICC project coordinator ([Brigitte.ForsterVosicki@unil.ch](mailto:Brigitte.ForsterVosicki@unil.ch); 0041 (0)21 692 29 21).

## 4. Partnerships

The MAGICC consortium comprises nine partner organisations and 25 individuals from seven different countries. A majority of participants have participated in previous European Commission funded projects in the area of languages and some have worked together before.

The different partners are involved in various research and development projects in their own institutions in relation to the different planned activities, so these complement the project.



The very nature of the outcomes of the MAGICC project requires European cooperation. MAGICC is concerned with setting up, as a basis for its development, jointly produced reference tools for shared transnational understanding as to what constitutes multilingual and multicultural academic communication competence. This objective can only be addressed and achieved through joint efforts by specialist academics in the domain from all over the EHEA, drawing on their specific experience and expertise.

MAGICC derives great benefits from the sharing and confrontation of the different experiences, expertise and traditions that individual project partners bring to the project. These different backgrounds favour the emergence of creativity and innovation, as they lead to questioning of what appears to be self-evident and thus to building up and deepening new conceptual understanding. New ideas are generated through the opportunity of sharing offered by a dynamic European partnership. This is essential for the creation of a conceptual framework containing transnationally shared learning outcomes, aligned activities and assessment forms and criteria and competence level benchmarks for the European level. The project builds on the well-established and trans-sectoral reference levels of the Common European Framework of Reference for Languages, creating innovative curricular scenarios, benchmark samples and an academic ePortfolio. In order to construct a common understanding and common basis for all future development work, during the first 15 months all consortium members worked together on the elaboration of the conceptual framework. The multilingual and multicultural scenarios, the transparency tools and the academic ePortfolio were developed in three different work packages, to which partners were allocated according to personal interests and areas of expertise.

Geographical spread of the multi-country partnership is also important to ensure the integration of different perspectives and to gain credibility and achieve outreach at transnational level in order to promote greater acceptance and recognition of multilingual and multicultural communication competences on the part of external stakeholders, especially by employers.

MAGICC is also keen to enter into contact with groups outside the consortium itself. For example, the consultation of faculties, students and employers carried out in the nine partner universities allowed us not only to communicate the objectives and expected outcomes of the MAGICC project to a wider circle of possible future users, but also to establish whether the

selected core competences for multilingual and multicultural academic communication were pertinent and appropriate at a trans-faculty and a transnational level (not only at local level). The invitation of experts in different domains to the MAGICC 1<sup>st</sup> feedback and dissemination event contributed greatly to the quality development of its products.

MAGICC has entered into dialogue with the Erasmus Academic Network IntUni (<http://intluni.eu>), which addresses the Challenges of the Multilingual and Multicultural Learning Space in the International University. This allows the project to make its contribution to the wider issue of challenges arising from the internationalisation process in European universities.

The project is fortunate to benefit from the expertise and advice of its Associated Member, the European Centre for Modern Languages of the Council of Europe (ECML: <http://www.ecml.at>), and of its external evaluator, Maria Stoicheva.

It has a privileged relationship with the European Language Council / Conseil Européen pour les Langues (CEL/ELC: <http://www.celelc.org>), as MAGICC is the result of the activities of the Special Interest Group on 'Assessment and Multilingual Competence' of this association. The CEL/ELC is a European organisation covering the whole area of languages and is also active at policy level. It has more than 150 members (higher education institutions and specialist organisations) in the European Higher Education Area (EHEA) and beyond. It offers an appropriate forum for dissemination and can play the role of an important multiplier to different stakeholders such as educators from outside the partner institutions, other European associations and networks, as well as policy makers.

## 5. Plans for the Future

During the second half of the project the consortium will be working on the development, the dissemination and implementation of the three following products:

- 1) scenarios for the development of students' multilingual and multicultural academic and professional communication competence
  - 2) benchmark samples of level definition and procedures for marking
  - 3) the academic ePortfolio
- In relation to the scenarios, the project partners will design, on the basis of a template, at least five scenarios for BA and MA level. These include innovative types of activities and tasks related to typical use situations for developing students' multilingual and multicultural core communication competences for academic and professional purposes and independent learning. A range of aligned, different types of assessment for different purposes and common assessment criteria as a basis for reflective practice in assessment, all allowing transnational comparability, will be used. The products will be peer-reviewed and tested in the partner institutions and revised on the basis of feedback.
  - In terms of benchmark samples, the project partners will collect written or filmed performance samples, create benchmark samples of performance of core academic communication competences for level definition and standardisation in relation to the Common European Framework of Reference for Languages. They will create procedures for marking by using criterion-based grids to improve quality and recognition by other universities and employers of alternative forms of assessment (e.g. assessment tasks), and create a generic certificate for modules, to give value to the student multilingual and multicultural competence profile for the benefit of external stakeholders.
  - The ePortfolio structure will contain all the elements developed during the project. It will expand the features of the Council of Europe's European Language Portfolio to match new needs in higher education and improve the visibility and recognition of students' multilingual profiles and their specific multilingual academic and professional communication competences. The group will review the requirements specification in cooperation with the application partners, take decisions concerning system functions, develop a prototype as a basis for discussion, evaluate and revise the prototype in order to establish the final system. In parallel, documentation and a handbook will be elaborated.

Project partners will continue systematic dissemination activities at institutional, regional, national and European level to promote the project's work at relevant conferences and meetings. The outcomes will be disseminated at the final project conference to be held in September 2014 in Switzerland, to which a number of key stakeholders will be invited. The MAGICC website and facebook page will be continually updated and maintained after the end of the project. A professional postcard will be designed for a wider public. The partners will continue the promotion of the products after the end of the project.

For better comprehension of the approach among the community of users, but particularly among employers, an introduction to the portfolio approach and an executive summary will be produced, which will contain an explanation of the concept of the ePortfolio and how the reliability of information given in the multilingual profile is ensured. Finally, the implementation strategies and agreements already established with faculties will be confirmed and updated if necessary. These developments, plus concrete implementation at partner institutions, experience gained and European-wide networking created, will support

the sustainability of the project. Furthermore, the tools and products will be freely available to other institutions for use and further development. They can assist teachers in all academic institutions to use or design materials in the emerging area of multilingual and multicultural learning.

Two more partner meetings and management committee meetings will be held (besides regular contact through electronic media), which will allow planning, discussion, evaluation, adjustment and finalisation of the project products in common. These meetings are also important in order to keep up commitment and momentum in the consortium.

## 6. Contribution to EU policies

MAGICC addresses a number of current policy priorities in higher education in support of the Lisbon strategy and the Bologna Process.

It contributes to the implementation of ET2020 in the sense that it provides concrete tools and scenarios to describe, develop, assess and document multilingual and multicultural academic and professional communication competence at HE level, the acquisition of these transversal key competences (at all levels of education) being considered as the key challenge for the realisation of the strategic objectives of ET2020.

The project fully supports a series of higher education priorities as defined in "The Bologna Process 2020", e.g. equitable access, lifelong learning, employability, diversity and international openness and mobility. Clearly an appropriate multilingual and multicultural communication competence is essential for the successful achievement of all these.

The project addresses the modernisation agenda of higher education, in particular the area of curricular reform by:

- basing the development of its work on a jointly produced and agreed reference document containing competence-based transnationally shared learning outcomes defining the constitutive elements of multilingual and multicultural academic core communication competences specific to the needs and aims of higher education. These are accompanied by aligned assessment criteria which allow assessment on a criterion-based, multi-dimensional, reflective basis, essential for improving reliability and transparency of qualifications. Building on the trans-sectoral *Common European Framework of Reference for Languages*, the reference document introduces transnational comparability. This enhances quality assurance (which contributes to governance reform) and is also the basis for mutual recognition of qualifications and thereby facilitates mobility and exchange.
- producing curricular scenarios based on needs analyses to develop students' ability to communicate - which has been defined as a new qualification goal for the different cycles as an integral part of the development of academic expertise in each disciplinary field (Dublin descriptors). In the implementation of the Bologna process this essential transversal key competence in several languages is more than ever needed in a context of internationalisation. The project aims at integrating multilingual and multicultural academic and professional communication competences as graduate learning outcomes.
- developing benchmark samples and an academic ePortfolio, which allow students in a lifelong learning perspective to document and make explicit by means of their multilingual and multicultural profile what they can do and how well they can do it in a competence-based transnationally comprehensible way, thus favouring acknowledgement of their competences by employers. The project products will in this sense have a role to play in EU initiatives in relation to competitiveness and employability (e.g. agenda for new skills and jobs) allowing graduates not only to develop but also to demonstrate their multilingual and multicultural academic and professional communication skills and also allow employers to make good use of these skills of graduates'.

