Assessment and Validation system in informal and non-formal contexts

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VALMOPRIS Project – Kick-off meeting

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Yes, we learn also outside school….

But what is a competence?

It is more than a sum of data…

2. What is a competence?

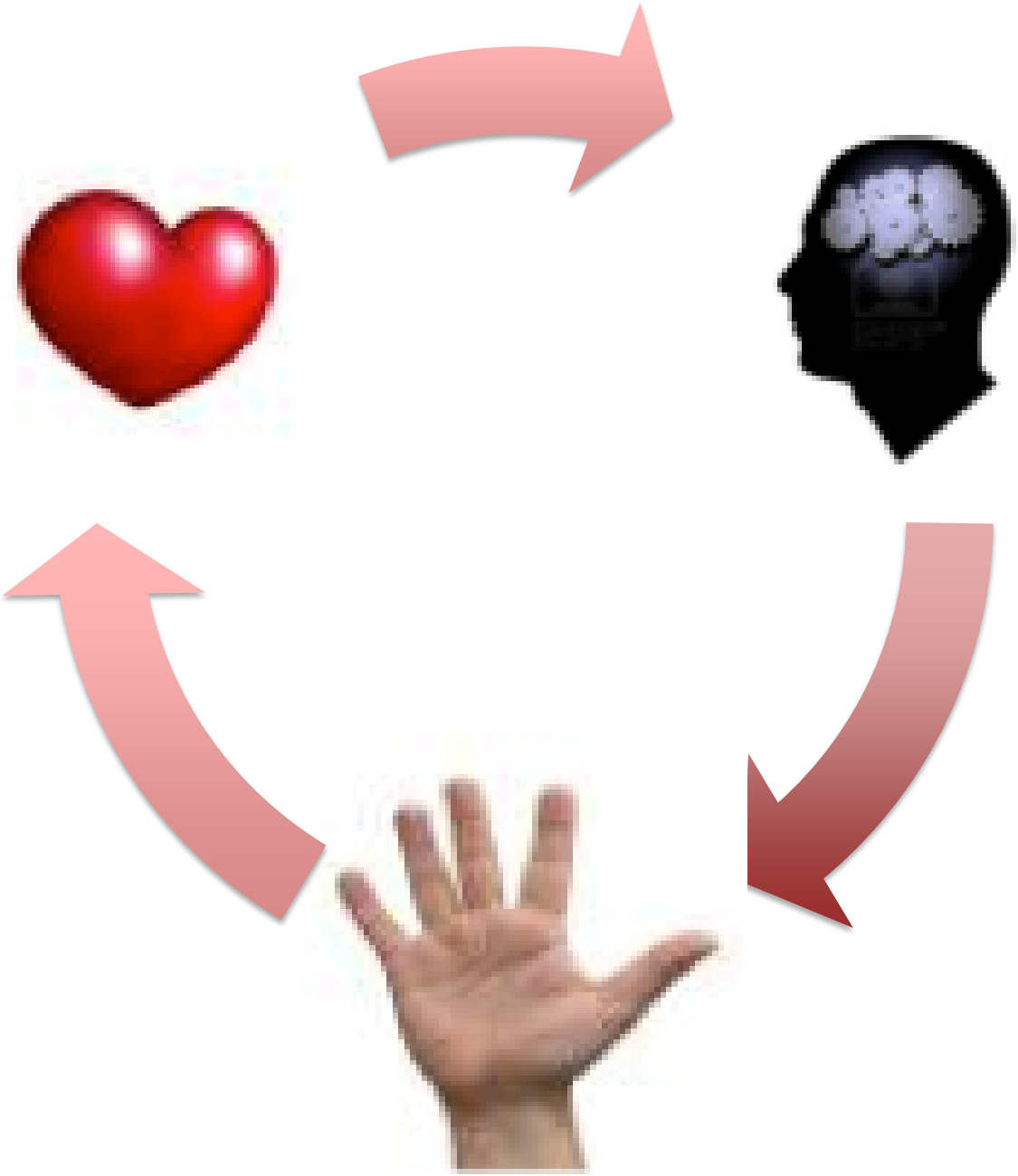
A competence is the ability to apply a synthesis of

- *Knowledge,*
- *Skills and*
- *Attitudes*

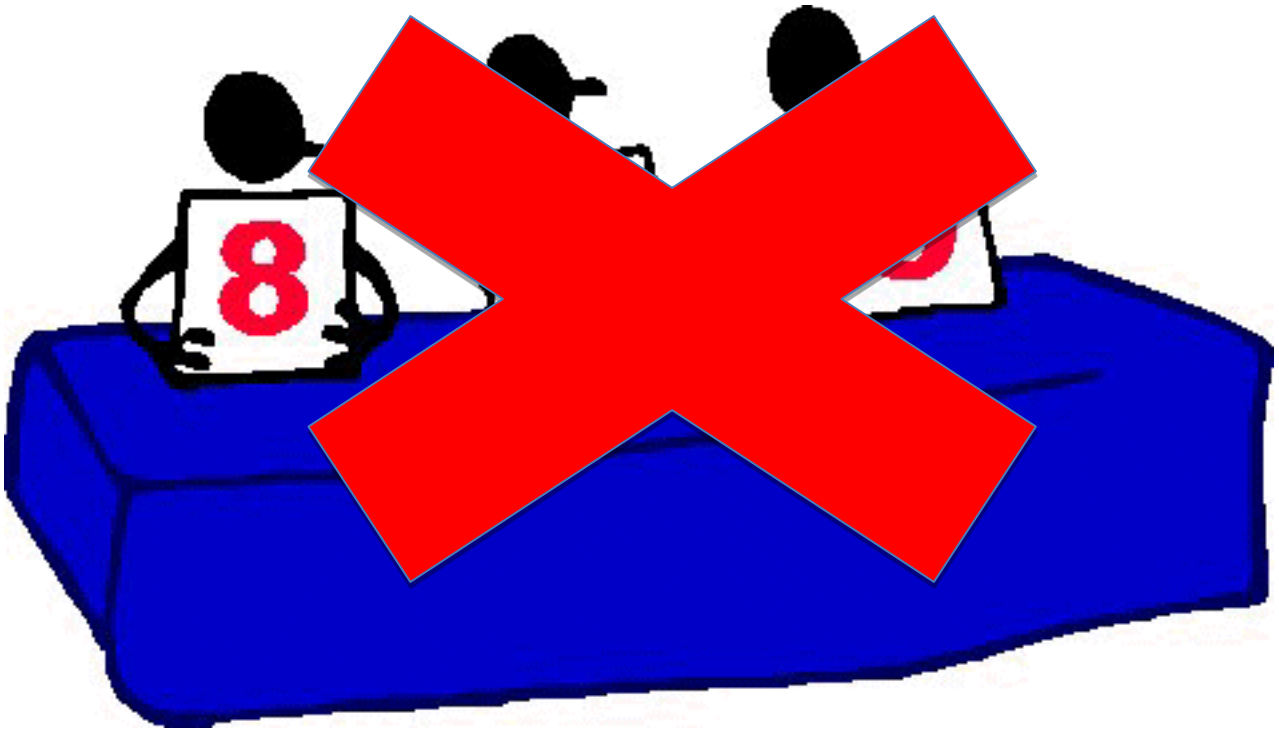
in a particular situation and in a particular quality**.*

* Context

** LEVEL



But how do we assess a competence?



As an additional approach to validate competences

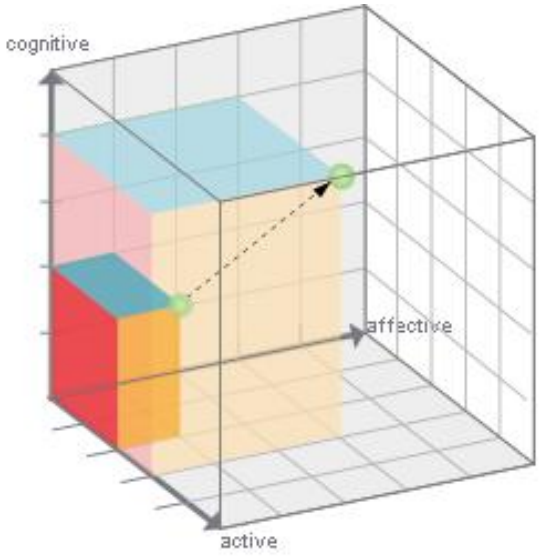
- **Developed in a transnational** community of European experts and practitioners working in **25 organisations from 22 European member states** since 2005 (10 LLP projects)

- **Piloted and applied in more than 100 learning projects** and 1000 learners, scientifically evaluated in two PhD theses.

- To serve especially target groups that learn **outside or beside formal education contexts** and their learning facilitators:
  mobility projects, youth organisations, learning projects in schools, learning at the workplace, etc….

- Owned by REVEAL, a European Network Members from 22 countries, founded in 2005 and managed by blinc eG.

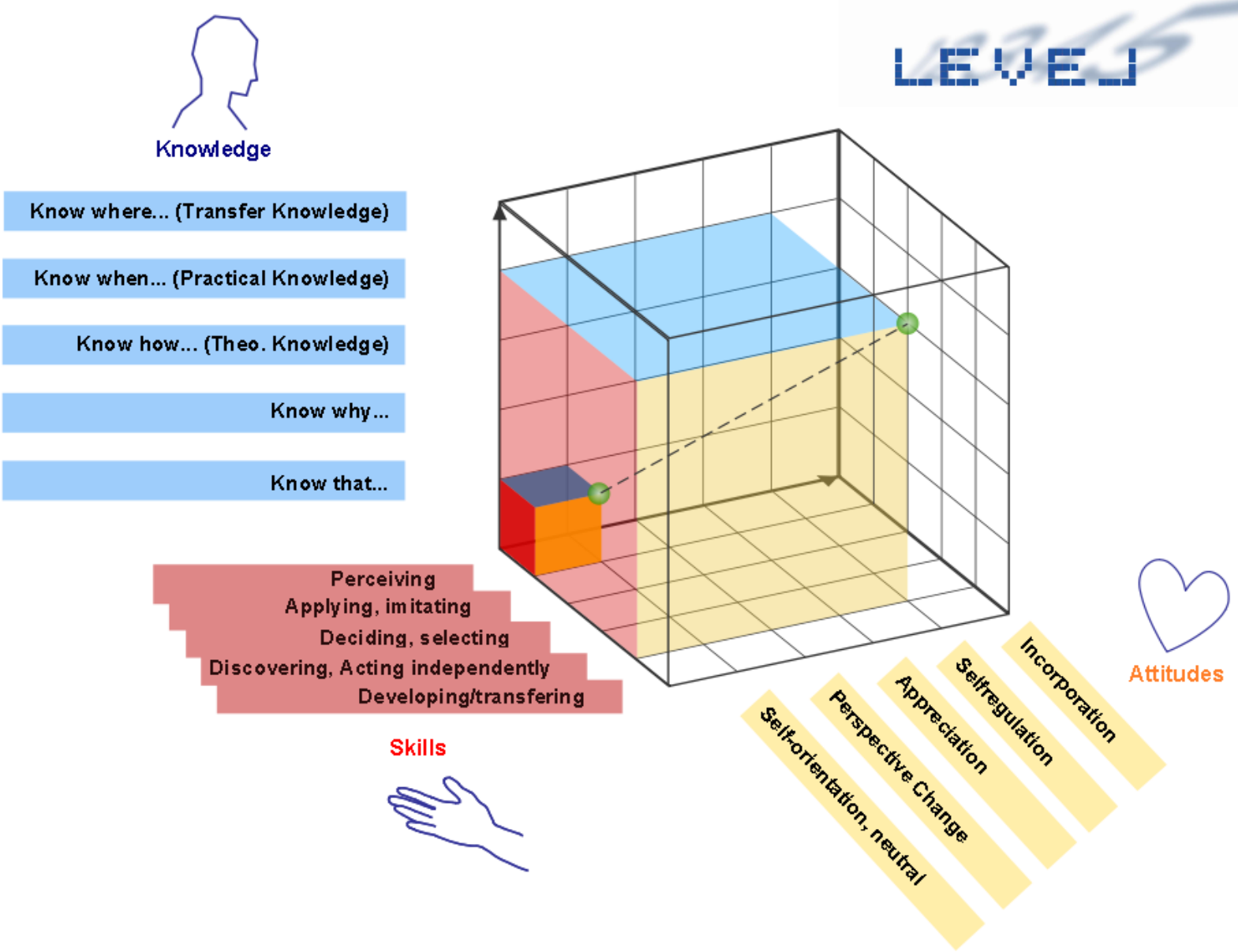
An approach and instrument to document and visualise (evidence) competence developments



Especially:

- ***Personal,***
- ***Social and***
- ***Organisational***

competences



The LEVEL5 Cube as core element visualising the development of Knowledge, Skills and Attitudes in a learning project (activity)

LEVEL5 Reference system

LEVEL	KNOWLEDGE	SKILLS	ATTITUDES	Context
5	Know where else… (knowledge for Transfer)	Developing/ Constructing Transfering	Incorporation (Internalising)	
4	Know when… Practical knowledge	Discovering/ acting independently	Affective self-regulation	
3	Know how… Theoretic knowledge	Deciding/ selecting	Appreciation	
2	Know why… (Distant understanding)	Applying Imitating	Perspective taking	
1	Know-that…	Perceiving Listening	Self orientation Neutral	

The general reference system

- Is the basis to create a reference system for each competence (e.g. networking, teamwork)
- In the next step descriptors and indicators support the contextualisation and
- The adaptation to the learning situation

LEVEL5 Reference System on Networking

	COGNITIVE/KNOWLEDGE		ACTIVITY		AFFECTIVE	
	2	3	2	3	2	3
L	Level Titles	Individual description/-explanatory statement	Level Titles	Individual description/-explanatory statement	Level Titles	Individual description/-explanatory statement
5	Know where else (knowledge for Transfer	Knowing how to integrate networking into your Grundtvig course planning. Knowing how to help other people act successfully in different networking structures.	Developing/ Constructing Transfer	To actively plan and create networking opportunities and networking activities to serve your G-courses. To create and execute a networking strategy for your Grundtvig courses.	Incorporated	To have an incorporated reflex to network. To find it important that the other people in the sector are open and active as networkers. To find it important that the sector adopts networking as a tool for marketing. To feel the need to help other people network.
4	Know when (Implicit understanding	Knowing how and when to apply the different networking techniques for marketing your Grundtvig course. Knowing how to act in different networking structures.	Discovering/ acting independently	Deliberately seeking networking opportunities. To search for the appropriate networking techniques and opportunities for your courses. To choose the right networking techniques and to act appropriately…	Affective self-regulation	To feel the need to be pro-active in networking. To value your curiosity for networking and its opportunities. To find it important to be creative in this respect.
3	Know how	Knowing different networking techniques and practice for sharing, learning, advocacy and building contacts.	Deciding/ selecting	To take part in networking activities as they are offered by others. To apply existing networking techniques in a correct way to market your courses.	Empathy/ appreciation	To value networking in general. To find it important that networking is valued by the (people in the) sector you are working in.
2	Know why (Distant understanding	Knowing that through networking you can learn, build useful contacts and spread info on your Grundtvig course.	Application, Imitation	To talk to people, to try to learn from them, to build contacts. To occasionally take part in non structured networking activities.	Perspective taking	To feel that networking is important for your courses. To feel the value of networking.
1	Know-what	Knowing that networking is an essential competence that can help contribute to your personal and professional development.	Perceiving	To see and recognise the values and opportunities of networking for your G-courses	Self-oriented	To find it important to talk to people and try to learn from them. To feel the need to join a network, related to your G-courses.

The general reference system with descriptors (column 3) for each dimension and level.

Griglia divisa per dimensione

1 ivello	2 Titolo Livelli	3 Descrizione del livello Spiegazione	4 Indicatori/ Contesto	5 Periodo 1	6 Periodo 2	7* Documentazione (Risultati da descrivere nel periodo 1 e 2)
	Trasferimento intuitivo	Capire intuitivamente (o essere in grado di acquisire conoscenza) come gestire un cliente con disabilità o disagio mentale in una situazione specifica.	*Essere in grado di citare la giusta azione quando confrontati con una situazione sconosciuta*			
	Sapere quando (Comprensione implicita	Capire quali azioni sono necessarie per aiutare i clienti con disabilità o disagio mentale e risolvere un numero di situazioni.	*Ex. Essere in grado di nominare la giusta azione quando confrontati con una situazione conosciuta.*		X	**Examples**
	Sapere come	Conoscere teoricamente i bisogni specifici dei clienti con disabilità o disagio mentale e sapere in generale come adattare il proprio comportamento e approccio ai bisogni di tali clienti.	Ex. Ricordare alcuni disordini, le ragioni e i bisogni specifici di tali persone.			
	Sapere perche´ (Comprensione distante)	Sapere che ci sono diversi modi di gestire la clientela e che i clienti con disabilità o disagio mentale hanno bisogni diversi.	Riconoscere che i clienti possono avere bisogni specifici a seconda della loro disabilità o disordine mentale, senza sapere come adattare il proprio comportamento.			
	Sapere che	Sapere che alcuni clienti (disabilità o disagio mentale) si comportano diversamente e che l´accoglienza del cliente è importante in un supermercato.	Sapere, molto genericamente, che i clienti possono avere bisogni specifici, senza saperli citare.	X		**Examples**

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At the beginning of the learning experience…., at the end ….

Learner-Certificate: BOIT

Participant

Elisabeth Frankus, , born 03. 30. 1981, .

Informal learning project

BOIT
Beginning: 01. 01. 2010
Ending: 12. 31. 2011
Institution:
Place: Learning happened f2f during project meetings and via virtual synchronous and asynchronous communication

Description of the informal learning activity

BOIT is a Leonardo da Vinci project run by an international consortium of 7 partners.
The project team developed a training course for burn out intervention and prevention.
The final beneficiaries of the project are people with burnout risk and those who are already affected by burnout.
The Burnout Intervention Training for Managers and Team Leaders aims at preventing working situations with burnout risk.
The evaluation started in 2010 and was finished in 2011.

Topics of the evaluation

BOIT PM

This refers only to the coordinating partner crew

Methods of the evaluation

Assessment and evaluation happened in a mix of external and internal approaches:
External: Observations
Internal: Self assessment with the grid and eventually the blend with an exchange about both ratings in a discussion

Evaluator

External: by a REVEAL group member; Internal: Self assessment by learners/partners; ratings were discussed

Lifelong Learning Programme

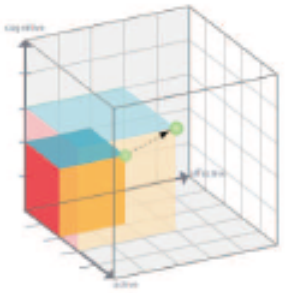
LEVEL5 certificate to document the acquisition…

Evaluation summary

Elisabeth was firstly confronted with a diverse team and learnt to respect different backgrounds, strengths and weaknesses of the team members. She was able to collaborate and distribute tasks in regard to diversity aspects.

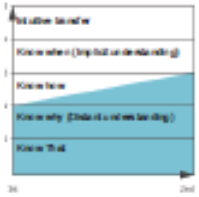
Learning outcome: BOIT PM

Competence profile at the beginning:	Competence profile at the end:
cognitive: She knew requirements of EU projects and the necessary tools that have to be used.	**cognitive:** She knew how to use all relevant LLP tools adequately.
active: She applied the necessary tools from the beginning as she was instructed.	**active:** She successfully accomplished the PM tasks in the LLP framework.
affective: She accepted PM as necessaShe applied the necessary tools from the beginning as she was instructed.ry task.	**affective:** She successfully accomplished the PM tasks in the LLP framework.



Learning process visualised in a cube

Learning outcome on the learning dimensions

cognitive	active	affective
		
She came into the project with a theoretical PM background and applied her knowledge successfully in the BOIT context.	She was guided into the PM tasks and successfully managed the internal processes (monitoring, controlling, communication).	She was guided into the PM tasks and successfully managed the internal processes (monitoring, controlling, communication).

Location/Date: Learning happened 6% during project meetings and via virtual synchronous and asynchronous communication, 3.0.01.20.12.1.1.3.8.07

Lifelong Learning Programme

…and the development of the competence

CV Personal data		
Sector/Section	Cerification System	Reference System
Higher Education	ECTS	EQF/NQF
VET	ECVET	EQF/NQF
Languages	*Other formal certificates*	different
IT-skills	*Other formal certificates*	IT-Sys
Orga. Skills & Comp.	*?*	
Social Skills & Comp.	*?*	
Personal Skills & Comp.	*?*	

Formal

Informal

-> Validation EU >instruments >EUROPASS

Certification of a learning project on
„Client orientation for clients with cognitive disorders in Italian Supermarkets“