PROVIDE
Procedural Descriptions

Deliverable 30

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Manual and procedural description for validating learning outcomes and competence developments with

1. Background and Procedure

The validation of non- or informally acquired social, personal and organisational competences is carried out along a standardised procedure developed by a community of evaluators specialised in informal and non-formal learning ("REVEAL").

1.1   REVEAL and LEVEL5

REVEAL is a transnational network of European experts from grass-root projects, adult education providers and universities working for more than four years on the question how the impacts of non-formal and informal learning can be measured and visualised.

In the framework of three European funded projects, the community developed **LEVEL5**, a formative *validation system* which enables stakeholders in European projects to assess and to display the impact of collaborative project work in transnational teams.

The effects (or the impact) of non-formal and informal learning can be displayed through the development of learners' competences (e.g. specific theme centred knowledge, improvement of "soft" skills like collaboration and intercultural communication, attitudes towards other groups etc.).

The **LEVEL5** evaluation procedure is on one hand standardised but at the same time enables users to establish individualised reference systems for assessing and evidencing relevant competences of their target groups in a process-orientated way.

With the help of **LEVEL5** one can measure, display and evidence individual competence developments and give proof of the range of effects resulting from cooperation in European projects.

1.2 Principles of LEVEL5

Initially the **LEVEL5** evaluation system has been developed and piloted in more than 60 informal and non-formal learning projects since 2006 in order to assess

- cognitive,
- activity related and
- affective

learning outcomes to evidence and visualise competence developments of learners in informal and non-formal learning projects.

The basic principle

Individual or group competences can be evaluated in a process orientated way, visualised in a 3-dimensional cube model and fully documented in a specific software system.
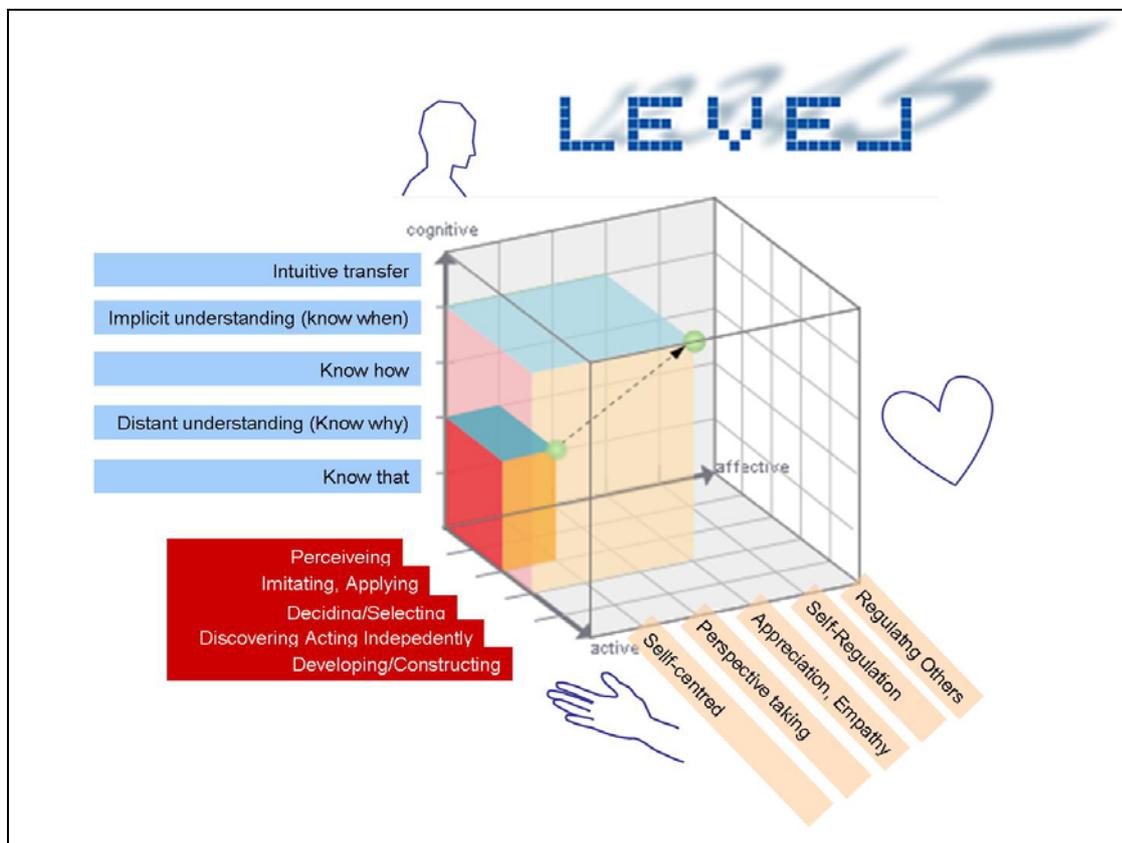

Fig. 1: The LEVEL5-cube

Based on this model LEVEL5 is grounded on the basic competence definition of the EU[1] that a competence is the ability to apply a synthesis of

- Knowledge,
- Skills and
- Attitudes

in a particular situation and in a particular quality.

LEVEL5 is especially suitable to assess personal, social and organisational competences, hence exactly those, that are acquired in informal learning settings such as learning in mobility.

1.3 Approach and methodology

The LEVEL5 evaluation approach is based on a five step procedure (Fig. 2):

Fig. 2: LEVEL5 procedural approach

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[1] The *Key Competences for Lifelong Learning – A European Framework* is an annex of a Recommendation of the European Parliament and of the Council of 18 December 2006

1. **Learning Project Description**

   - Describing the properties of the learning project in a preformatted pattern and the profile of the group and the learners is the first step to set up the validation procedure with LEVEL5.

2. **Selecting topics**

   - Selecting relevant competences to be assessed from an inventory specifically designed for mobility actions and option to further refinement of the wording according to project's purposes

3. **Establishing an individualised reference system**

   - Adapting the reference system from the general inventory to the specifics of project and target group on the basis of a 3-dimensional (cognitive, affective, activity related) rating system with five individualised stages/levels

4. **Assessment**

   - Describing the evaluation procedure and its timing as well as the respective methods of data collection.

   - In the VILMA pilot-projects a broad range of assessment methods can be applied and combined, e.g. questionnaires and interviews to group discussions, assessment exercises, project work and observation by training staff. Besides the named there is a wide variety of further methods to apply for assessing data on competence development (see annex).

5. **Rating/Documenting/Visualisation**

- Inserting the ratings of a group or individual participants at the given time into the individualised reference system to later on be displayed in a 3-dimensional evidencing system (**CUBE**)

   - The ratings are substantiated and documented in the software

   - Results may be recorded internally and/or connected with learners' certificates

   - Option of automatic generation of learners certificates.

1.4   Reasons to apply LEVEL5

Specific benefits for PROVIDE at a glance:

   - Not only validating learning outcomes but competence developments

   - Contextualised validation possible (fit to purpose and learning environment and learners)

   - Development of an extendable but still specific inventory for competences acquired through CPD activities of educational staff in VET and other sectors

   - Generic reference systems as starting point to contextualise own competence framework in accordance to project's objectives and aspired learning outcomes, focused on cognitive, activity related and affective competence developments

   - Preformatted reference systems for social, personal and organisational competences

   - Evidencing, documentation and visualisation of the competence developments

   - Certification: Competence developments of the learners can be evidenced and documented

- in the web-based 3-dimensional visualisation and documentation system
- in personal certificates either printed or as PDF.

🔸 Accreditation: PRVIDE projects and learning activities may be accredited with the European LEVEL5 label after an external evaluation carried out by an accredited REVEAL evaluator.

🔸 Possibility to evidencing the impact and learning progress of non-formal and informal learning activities and projects to gain recognition for self-initiated learning.

🔸 Possible integration of results in QM systems in HRM.

2.   How to validate competence developments with LEVEL5

The evaluation of competence developments consists of the following steps:

1.   Developing a consistent learning project description

2.   Choosing and specifying one or several competences from the PROVIDE-inventory

3.   Adapting the 3-dimensional LEVEL5 reference system to the needs of specific learning project and target group

4.   Selecting appropriate assessment methodology, setting up a time schedule

5.   Rating and evidencing (documentation and visualisation)

The project description, topics and reference system descriptors are based on preformatted patterns that are part of the PROVIDE binder. All patterns relate to information needed to feed the LEVEL5 software and at the same time to support the thorough reflection about the own learning project.

The process can either be carried out using offline printable documents or within the LEVEL5 software itself.

To receive more information and to get access to the LEVEL5 software please visit the PROVIDE website (www.provide-eu.org), the REVEAL website (www.reveal-eu.org) or contact a REVEAL member under info@reveal.org

3. PROVIDE inventory of key competences for VET professionals

The inventory of key competences gives an overview of 24 identified key competences for VET professionals. These competences are clustered into 5 competence areas: planning competences, competences related to the delivery of training, competences related to evaluation and validation and generic competences. For each of these competences descriptions and reference systems are available to be used and contextualised in various fields of VET and other educational sectors.

			1. Planning competences (incl. competence oriented learning)
1	P1	Planning, preparation	Assessing learners' needs and motivations
2	P2	Planning, preparation	Designing and constructing trainings and programmes
3	P3	Planning, preparation	Planning and designing the learning process
4	P4	Planning, delivery	Deploying different learning methods, styles and techniques
5	P5	Planning, delivery	Creating competence oriented learning offers:
6	P6	Planning, delivery	Creating an open learning environment
			2. Competences when delivering training/learning
7	D1	Delivery	Facilitating ICT based learning
8	D2	Delivery	Facilitating (open) learning processes
9	D3	Support	Advising/counselling on career and further life planning
10	D4	Support	Mentoring an intern/trainee/apprentice
			3. Evaluation of the learning process
11	E1	Evaluation, QM	Designing an evaluation process
12	E2	Evaluation, QM	Defining the right indicators and apply the right instruments for evaluation
			4. Validation of competence developments
13	V1	Validation	Assessing competences and competence developments
14	V2	Validation	Evidencing competence developments in terms of learning outcomes
15	V3	Validation	Integrating validation concepts promoted by the EU
16			**5. Generic Competences**
17	G1	Personal/delivery	Being an expert in the content matter

18	G2	Self/personal	Lifelong learning
19	G3	Social/delivery	Motivating/empowering learners
20	G4	Social	Communication
21	G5	Social	Team work
22	G6	Social	Networking
23	G7	Social	Managing diversity
24	G8	Social	Intercultural communication

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