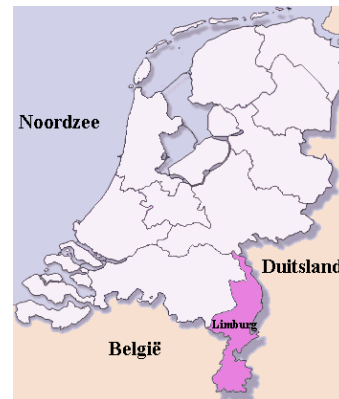


Validation and performance interviews

a PROVIDE project

Arcus College, Heerlen, The Netherlands

- A school for secondary Vocational Education and Training
- 8500 students
- 850 employees (550 teachers and trainers)
- 180 different courses



Why this project?

- 1. Impact of the performance interview is low.**
- 2. Yet competences are described in a one dimensional way.**
- 3. Agreed and rewarded ways of improving your competences are mainly formal or non-formal. Not informal.**

What did / do we want to find out in this project?

- Is the competence reference system suitable in the actual Arcus College practice?
- Helps the use of the LEVEL5 instrument to improve the performance interview? Does it help employer and employee to gain insight in the current level and what should be done to reach a higher level? Helps it to make the interview more personal and concrete?
- Does LEVEL5 and the PROVIDE-tools give a clear picture of the possibilities to improve the competences and are they useful to reach a next level?
- Is informal learning encouraged and rewarded?

The project...

- **The projectgroup**
- **Introducing PROVIDE and LEVEL5 in 2 teams**
- **We asked teammembers to participate in the project on a voluntary basis**
- **We selected 3 competences, translated them and adept them to the Arcus situation**
- **We asked the participants to document each step in a kind of logbook.**

Learning Activities

- **The 3 selected competences:**
 - **P1 Assessing learners' needs and motivations**
 - **G1 Being an expert in the content matter**
 - **G6 Being a networker**

How did we proceed?

ed the team to:

matrices.

ence to prove the competence

G1: Being an expert in the content matter

L	COGNITIVE/KNOWLEDGE		ACTIVITY		AFFECTIVE	
	Level Titles	Individual description/ explanatory statement	Level Titles	Individual description/ explanatory statement	Level Titles	Individual description/ explanatory statement
5	Knowing where else (knowledge for transfer)	Knowing how to value and support the attuning of resources for self-directed learning. Knowing how to include other group members in your vision.	Developing, constructing, transferring	Developing your own learning resources. Taking initiative and acting within the group to help apply different learning resources.	Incorporation	To inspire others to attune learning resources according to their needs and background.
4	Knowing when (implicit understanding)	Having good theoretical knowledge about learning resources and when to use them, knowing the learning resources that learners bring in and how to stimulate learning accordingly.	Discovering acting independently	Searching for new learning resources and testing them in different learning processes.	Self-regulation, determination	To be determined to improve your knowledge on the field of study/practice and to attune learning resources.
3	Knowing how	Knowing a number of learning resources and how they can be used in learning processes; Knowing recent developments in the field.	Deciding/ selecting	Applying different learning strategies and resources according to the learners' background and educational level.	Empathy/ appreciation	Valuing the attuning of learning resources and processes for other learners.
2	Knowing why (distant understanding)	Knowing that there are a number of additional sources and resources to be used to further develop the knowledge on the field of study/practice.	Using, imitating	Occasionally using some learning resources in the way you are taught or have learnt from others.	Perspective taking	Having a positive attitude towards different learning resources. Valuing different learning resources and processes.
1	Knowing what	Having a basic knowledge of the subject matter and related resources.	Perceiving	Recognising different learning resources to be used in learning processes.	Self oriented	Feeling the need to become an expert in your field of study/practice and being updated.

Discuss LEVEL5

Step 2: We asked the team to:

- Discuss the LEVEL5-results with colleague(s)
- Ask for feedback
- Example of feedback
- Adjust their LEVEL5-results

Asked the team to:
prepare the performance interview
and a learning plan

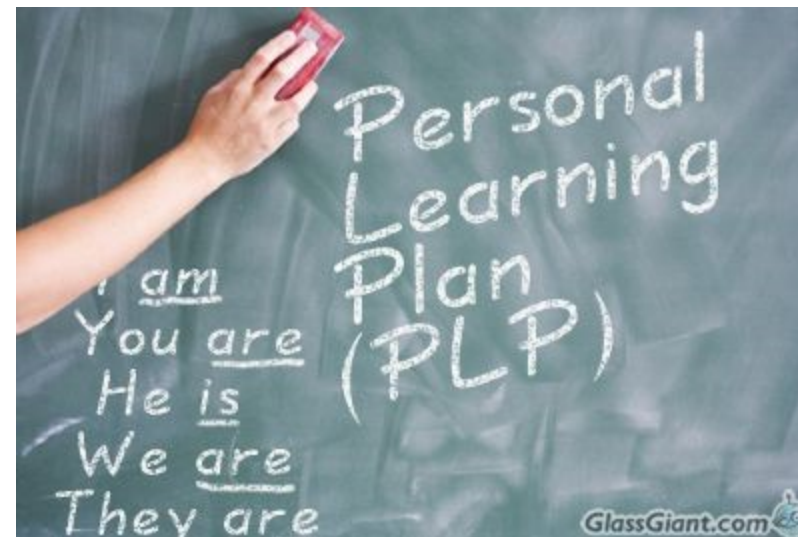


Step 4: Discuss LEVEL5 and learning plan

- Performance interview
- Results and plan for the future



t working on your learning plan.
how I worked on my learning plan.



Results

- + Using LEVEL5, made the participants aware of the steps to be taken in competence development, personal as much as the team
- + Getting feedback from your colleagues
- + Informal learning
- + More appreciation and understanding
- Time, too few facilities to consult your colleagues and working together

REDONKIST