



Validation in the EU

Purposes, Instruments and Differences

Enrica Pautasso, Blinc eG

7 April 2016, Bordeaux

Validation Purposes on different Levels

1. EUROPEAN level (European Commission)

- Transparency of **qualifications**
- **Mobility**
- **Comparability**
- **European economic growth and stability**

2. INDIVIDUAL level

- Showing **potentials and competences**
- **Finding jobs**
- **Collecting evidences in CV**
- **Sharing competences for private projects/purposes**

3. INSTITUTIONAL level (enterprises, public institutions, schools)

- **Finding personnel**
- **Providing evidences of own capacities**
- **Organisational development**
- ...

Validation (European Commission)

Validation is the process of

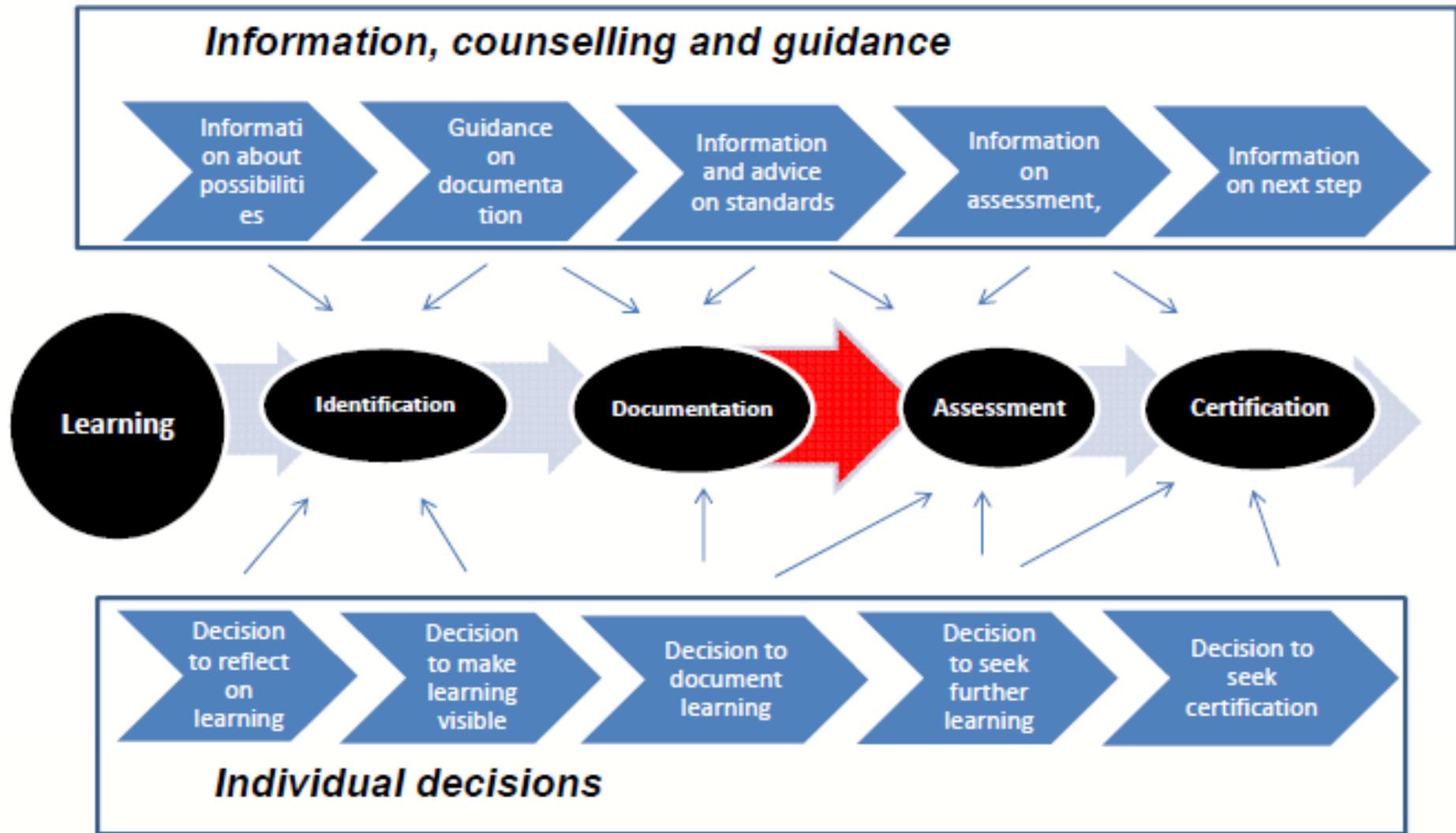
- identifying,
- assessing,
- documenting and
- recognising

Knowledge, Skills and Competences acquired in formal, non-formal and informal settings.

CEDEFOP glossary, EU Communication on LLL:

„Validation is the process of identifying, assessing and recognising a wider range of skills and competences which people develop through their lives and in different contexts...“

The complexity of the validation process.....



Validation in the EU: Idea / Vision / Goals

Educational/System level

„The purpose of validation is to **make visible** the entire scope of **knowledge and experience** held by an individual, **irrespective of the context** where the learning originally took place.“

„Lifelong learning requires that **learning outcomes** from different settings and contexts can be **linked together**.“

„In lifelong and life-wide learning, ‘validation’ is a crucial element to ensure the visibility and to indicate the appropriate **value** of the learning that took place **anywhere and at any time** in the life of the individual.“ (Colardyn/Bjornavold 2004)

Policy level:

- Fostering European Mobility
- Acknowledgement of qualifications
- Transparency and comparability of knowledge, skills and/or competences

Validation Instruments of the EU

EQF	->	Meta-Reference System(s)
ECTS	->	Credit Transfer in HE
ECVET	->	Credit Transfer in VET
EUROPASS	->	EU Curriculum Vitae

To be presented in the next slides

European Qualifications Framework (EQF)

- *A Meta-System to describe quality stages of professional competences on 8 levels (from helpers with basic skills to PhD level) based on the three dimensions*
 - *Knowledge*
 - *Skills and*
 - *Competences (Responsibility/Autonomy)*
- *Based on this system the **formal professional qualification** of a person can be described (e.g. via the ECVET system)*

European qualifications framework (EQF)

Descriptors defining levels in the European Qualifications Framework (EQF)

The learning outcomes relevant to...	Knowledge ¹ are...	Skills ² are...	Competences ³ are...
Level 1 are...	basic general knowledge	basic skills required to carry out simple tasks	work or study under direct supervision in a structured context
Level 2 are...	basic factual knowledge of a field of work or study	basic cognitive and practical skills required to use relevant information in order to carry out tasks and to solve routine problems using simple rules and tools	work or study under supervision with some autonomy
Level 3 are...	knowledge of facts, principles, processes and general concepts, in a field of work or study	a range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying basic methods, tools, materials and information	take responsibility for completion of tasks in work or study AND adapt own organisation to circumstances in solving problems
Level 4 are...	factual and theoretical knowledge in broad contexts within a field of work or study	a range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study	exercise self-management within the guidelines of work or study contexts that are usually predictable, but are subject to change AND supervise the routine work of others, taking some responsibility for the evaluation and

¹ In the context of EQF, *knowledge* is described as theoretical and/or factual (as praxis).

² In the context of EQF, *skills* are described as cognitive (involving the use of logical, intuitive and creative thinking) and practical (involving manual dexterity and the use of methods, materials, tools and instruments).

³ In the context of EQF, *competence* is described in terms of responsibility and autonomy.

	Knowledge^[1]	Skills^[2]	Competences^[3]
LEVEL 1	basic general knowledge	basic skills required to carry out simple tasks	work or study under direct supervision in a structured context
LEVEL 2	basic factual knowledge of a field of work or study	basic cognitive and practical skills required to use relevant information in order to carry out tasks and to solve routine problems using simple rules and tools	work or study under supervision with some autonomy
LEVEL 3	knowledge of facts, principles, processes and general concepts, in a field of work or study	a range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying basic methods, tools, materials and information	take responsibility for completion of tasks in work or study >adapt own behaviour to circumstances in solving problems
LEVEL 4	factual and theoretical knowledge in broad contexts within a field of work or study	a range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study	exercise self management within the guidelines of work or study contexts that are usually predictable, but are subject to change >supervise the routine work of others, taking some responsibility for the evaluation and improvement of work or study activities
LEVEL 5	comprehensive, specialised, factual and theoretical knowledge within a field of work or study and an awareness of the boundaries of that knowledge	a comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems	exercise management and supervision in contexts of work or study activities where there is unpredictable change >review and develop performance of self and others

	Knowledge[1]	Skills[2]	Competences[3]
LEVEL 6	advanced knowledge of a field of work or study, involving a critical understanding of theories and principles	advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialised field of work or study	manage complex technical or professional activities or projects, taking responsibility for decision making in unpredictable work or study contexts >take responsibility for managing professional development of individuals and groups
LEVEL 7	highly specialised knowledge, some of which is at the forefront of knowledge in a field of work or study, as the basis for original thinking and/or research >critical awareness of knowledge issues in a field and at the interface between different fields	specialised problem solving skills required in research and/or innovation in order to develop new knowledge and procedures and to integrate knowledge from different fields	manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches >take responsibility for contributing to professional knowledge and practice and/or for reviewing the strategic performance of teams
LEVEL 8	knowledge at the most advanced frontier of a field of work or study and at the interface between fields	the most advanced and specialised skills and techniques, including synthesis and evaluation, required to solve critical problems in research and/or innovation and to extend and redefine existing knowledge or professional practice	

ECTS

European credit transfer and accumulation system
in Higher Education

- based on time
- 1 year = 60 credits
- EQF Levels 6 (Bachelor), 7 (Master), 8 PhD

ECVET

European credit system for vocational education and training

*Facilitating the compatibility, comparability and
complementarity of credit systems used in*

VET (Vocational Education and Training)

Based on LEARNING OUTCOMES

The Concept of Learning Outcomes

*Learning outcomes are statements of what a learner **knows, understands and is able to do** on completion of a learning process (see the 2008 Recommendation on the European Qualifications Framework - EQF2).*

Learning outcomes are described along the three dimensions:

- *Knowledge*
- *Skills*
- *Competences (=autonomy and responsibility)*

ECVET System

Consists of the following basic elements:

Qualifications

They consist of a defined number of:

→ *Units*

Units are described with envisaged:

→ *Learning Outcomes*

Learning outcomes are expressed as

→ *Knowledge Skills and Competences*

And assigned to certain EQF Levels

Example:

Qualification: Designer in clay plastering (Chamber of Crafts, DE), EQF LEVEL4

Units

1. **Preparing** clay plaster
2. **Application** of clay plasters
3. **Maintenance, repair** and surface treatment of clay plasters
4. **Interior design** with clay plasters
5. **Decorative elements** made from clay plasters
6. The **business** of clay plastering



6 Units and their related EQF Levels

	No.	ECVET Unit	Level							
			1	2	3	4	5	6	7	8
	1	Preparing clay plaster	■	■	■	■				
	2	Application of clay plaster	■	■	■	■				
	3	Surface treatments, maintenance and repair of clay plasters	■	■	■	■				
	4	Interior design with clay plaster	■	■	■	■				
	5	Decorative elements with clay plaster	■	■	■	■				
	6	The business of clay plastering			■	■				

Qualification : Designer in clay plastering (Chamber of Crafts, DE)

6 Units, EQF Level 4

Learning outcomes (KSC) Unit 2, level 4

		Application of Clay Plaster Qualification : Designer in clay plastering (Chamber of Crafts, DE)	ECVET Unit n° 2 Level 4 Credit: 20%	have no further significance and also do not reflect any order of priority. The units can be certificated independently of each other.
Knowledge	Skills	The classification of the units into Level has been carried out in accordance with the European Qualification Framework. The EQF has stipulated 8 Levels. An allocation to the Levels according to the national qualification framework (NQF) has not been made, since this does not yet exist in the partner countries.		
<ul style="list-style-type: none"> • Different kinds of surfaces to be plastered • Properties and criteria for assessment of the background: roughness; absorption capacity; stability; homogeneity; rigidity • Areas of use for clay plaster; particular considerations for areas of high humidity and for exterior clay plaster • Structural characteristics of the plaster - thickness, function, number of layers and reinforcing mesh • The main methods of bonding layers • Technical details for fixing services and furniture • Technical details for finishing internal and external corners, second fix carpentry, openings and ceiling and floor joints • Finished plaster quality to achieve the required standard for the particular conditions of use • Wind and air tightness of plasters and joints • Surface finishes and how to create them • Suppliers • Preparing the background and applying clay plaster: <ul style="list-style-type: none"> - Current legislative workplace requirements - Relevant codes of practice and current standards for quality of work and materials - Tools, machinery and equipment - The order of work - Safe and healthy working practices 	<ul style="list-style-type: none"> • Carry out the background preparation • Protect adjoining surfaces • Prepare all fixing points for services and furniture • Apply all shaping preparation for joints, corners, openings • Apply the plaster and produce a flat surface • Produce straight and rounded edges, finish internal and external corners, openings and joints • Apply reinforcing mesh • Apply at appropriate intervals key coat, base and finish coats and achieve the desired finished plaster quality • Design and execute different surface finishes and textures • Select, calculate and source materials • Select and use appropriate tools, machinery and equipment to prepare the background and apply different layers including the final surface finish • Organise the building site • Comply with current legislation, official guidance and workplace safety requirements at all times 	The credit or ECVET points for learning outcomes. Since the total weighting of the qualification „Designer for Clay Plasters (HWK)“ has not yet been determined, here percentage data for the qualification as a whole are given. We cannot yet give a percentage weighting for Level Stages 1,2 and 3; this will only be possible when the particular unit is assigned to a definite qualification.		
Competence	<ul style="list-style-type: none"> • Assess the characteristics of the background and make an appropriate choice of bonding layer and an appropriate choice of plaster structure (the mix, number of layers, thickness of layers, reinforcements) • Plan and organise all the steps involved from preparation of the background through to the finish for usual and predictable building sites • Control the quality of the work throughout preparation, application and the finish • Supervise and co-ordinate the plastering process from preparation through to the finish 			

The structure of the ECVET
Earth Building

ECVET – „State of the Play“

- The ECVET Recommendation (European Parliament and European Council, 2009) suggests that, by 2012, countries will create conditions for *progressive implementation of ECVET*.
- Member states and the Commission were invited to experiment with ECVET (through the lifelong learning programme).
- More than 100 development (LLP) projects by 2014 describing standardised qualifications
- The results were relatively diverse and vary largely in terms of quality and standards
- **The system shall be implemented EU-wide in 2018**

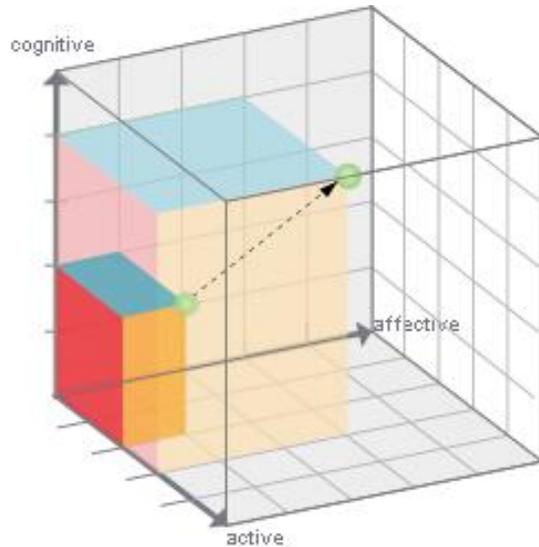


CV Personal data

Sector/Section	Cerification System	Reference System	
Higher Education	ECTS	EQF/NQF	<div style="text-align: center;"> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">Formal</div> <div style="border: 1px solid black; border-radius: 50%; padding: 10px; width: fit-content; margin: 10px auto;">Informal</div> </div>
VET	ECVET	EQF/NQF	
<i>Languages</i>	<i>Other formal certificates</i>	different	
<i>IT-skills</i>	<i>Other formal certificates</i>	IT-Sys	
<i>Orga. Skills & Comp.</i>	?		
<i>Social Skills & Comp.</i>	?		
<i>Personal Skills & Comp.</i>	?		

LEVEL5

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



Specifically:

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

Reasons to apply LEVEL5

- Not only validating learning outcomes but competence developments
- Reference systems designed in accordance to project's objectives and aspired learning outcomes, focused on cognitive, activity related and affective competence developments
- Certification: Competence developments of the learners can be evidenced and documented
- Accreditation: VALMOPRIS 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

LEVEL 5



Knowledge

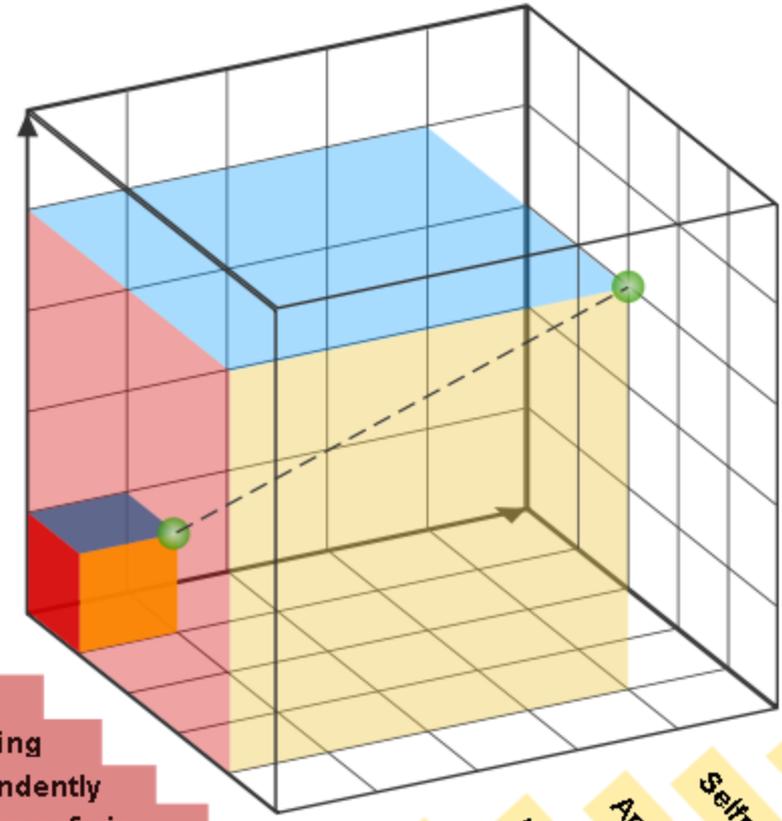
Know where... (Transfer Knowledge)

Know when... (Practical Knowledge)

Know how... (Theo. Knowledge)

Know why...

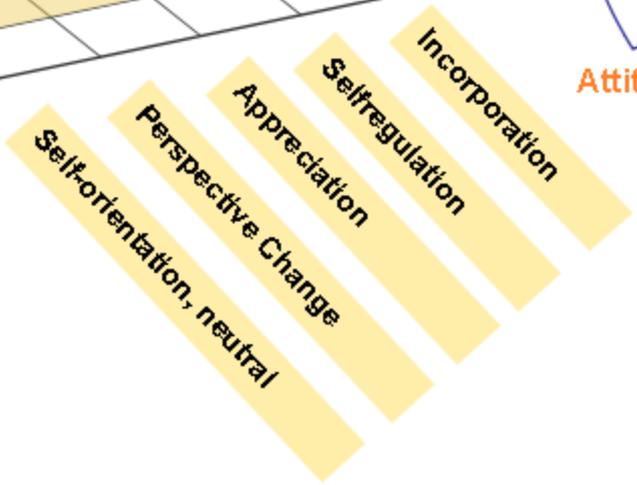
Know that...



Skills



Attitudes



LEVEL5 Reference system

LEVEL	KNOWLEDGE	SKILLS	ATTITUDES	Context
5	Know where else... (knowledge for Transfer)	Developing/ Constructing Transferring	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 e-platform

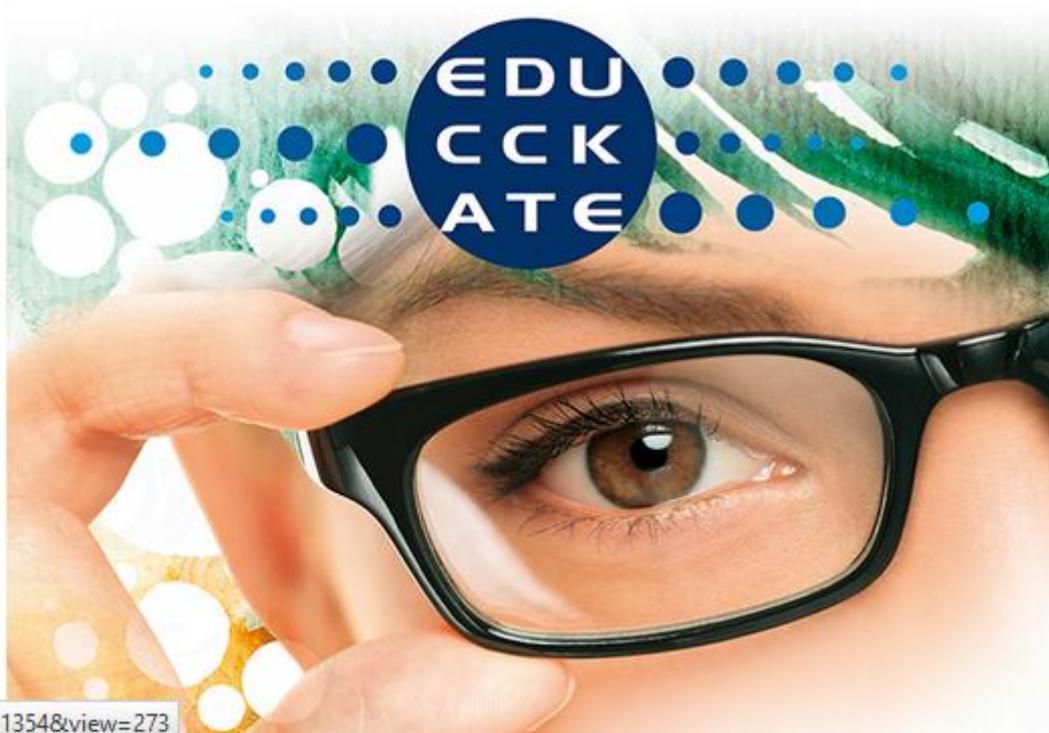
Learning, networking and collecting
documents

EDUCCKATE

von EDUCCKATE_sandbox

Welcome to EDUCCKATE digital platform

Educckate



tefact=1354&view=273

Main Groups



ENTREPRENEURS



STUDENTS



NETWORK

Educckate - How to?



EDUCCKATE



art networking

EDUCCKATE network

elcome to your networking space!

s is the space where you can find enterprises, interns, partners.
e versa you can also publish your profile here,
it as an individual or an organisation.

EDUCCKATE, as pioneer project, we offer navigation pathways
he following groups:

- 1. You can look for host organisations who offer working and learning spaces:
Enterprises, Public Organisations, NGOs, SMEs, Freelancers, Host entrepreneurs....
- 2. You can find individuals looking for working and learning spaces:
students, post graduates, interns, volunteers or young entrepreneurs...

course you can also contact all those stakeholders via their
ividual profiles.

tueliste Forenbeiträge

Es gibt für diese Gruppe noch keine Diskussionsthemen
[Die Foren aufrufen »](#)

avigation



INDIVIDUALS



HOSTING ORGANIZATION

avigation bar



Select country of origin



Select country of your host





Wimonthae Roumruk

Mitglied von EDU CCK ATE | Nachricht senden | Kontakt anfragen

About me

As a cultural project management professional, I have acquired an in-depth understanding of the cultural industries and their management practices. In addition, my degrees in Cultural Management (M.A.) and the Strategic Management of Projects (MSc) have put me in a unique position of understanding the situational context in the cultural industries and different managerial aspects, as well as the ability to understand and think critically at a strategic level.

I am very excited to be part of the EDU CCK ATE project, as I am now seeking opportunities to put the knowledge and skills that I have acquired into practice, offering a different standpoint in the cultural industry and having an impact on the way cultural projects are designed, developed and implemented.

Please refer to my CV for additional details about my background.

Image



Profile information

- 5 years of experience in the cultural industries as a cultural project officer and coordinator at the British Council and other cultural organizations; managing education projects, cultural tourism, classical concerts, opera productions, events and music festivals.
- MA in Cultural Management concentrated on Cultural heritage, sustainable tourism, Museum management and Performing arts and theatre management (Grade: Distinction)
- MSc in Strategic Management of Projects, UCL (Grade: Distinction)

Contact information

- Bundesland/Kreis: London
- Mobiltelefon: 07415775163
- E-Mail Adresse: wimonthae.roumruk.12@ucl.ac.uk

Interests

Cultural heritage and tourism, museums, music, fine arts, performing arts and theatre, technology

Barker Langham Internship Journals

- [Progress Report/Logbook - Status Quo Beginning](#) in Wimonthae Roumruk's Journal am 21. Januar 2014, 10:44
- [The Journey Begins: Phase 1 of my learning journey](#) in Wimonthae Roumruk's Journal am 12. Januar 2014, 13:32

Internship Pattern @ Barker Langham

Internship pattern.doc
121,5KB | Dienstag, 21. Januar 2014 | Einzelheiten

Education history



Students' start page

von [EDU CCK ATE STUDENTS](#) or [GRADUATES](#)

This is the start page of your section. Via the navigation panels you are linked to the areas where:

- you can plan your Internship and assess your competence development
- you get your training materials
- you reach the networking space

Text box



STUDENTS

Welcome!

This is your students' start page.

You can navigate from each of the subpages by expanding the EDU CCK ATE navigation bar.

EDU CCK ATE Navigation bar



DEVELOP YOUR PROJECT AND
VALIDATE YOUR COMPETENCES



YOUR TRAINING MATERIALS



NETWORKING AREA



Schlagworte: start, students, training, validation

Feedback

[Kalendar](#) [Lesezeichen](#) [Extras](#) [Hilfe](#) [OC](#) [Squirtel](#) [Mail](#) [Hilf](#) [14.23.16](#) [SMA](#) [Aufgaben](#) [X](#) [Test](#) [Level5](#) [X](#) [KingSize WordPress Them...](#) [X](#) [PROMOTE | Promoting and Va...](#) [X](#) [+](#)

[ew.php?id=469](#) [↓](#) [🏠](#) [☆](#) [📁](#)

[h - Deutsch Wö...](#) [Privat](#) [Q21](#) [Jobs](#) [EACEA](#) [PROGRASS](#) [e_Learning](#) [EU_Portale](#) [Werbung_Level5](#) [VIL](#) [EU-LINK](#) [REVEAL](#) [CE](#) [Danub](#)

[u Tim Scholze umschalten](#)



[Kate Edu](#) | [Einstellungen](#) ⚙️ | [0](#) | [Abmelden](#)

Nutzer/innen suchen 🔍

Dashboard
Inhalt
Portfolio
Gruppen

Manage your internship

Home
Your learning project
PLAN!
DO!
CHECK!

von [EDU CCK ATE STUDENTS](#) or [GRADUATES](#)

Plan your internship and develop your competences! [🗨](#)

Your Internship – no matter if you are at the beginning or at the end of your studies, in a training course or just in an orientation phase – is a great opportunity to learn and develop your competences, hence your potentials.

With our approach we want to achieve several things,

We want to support you in:

- making your Internship experience more effective
- planning your Internship in a project-oriented way
- learning and developing your sense of initiative and entrepreneurship
- self-assessing and validating your entrepreneurial competence(s) and your progression in your Internship
- getting an evidence-based proof of your entrepreneurial potential that you can add to your portfolio.

In order to achieve all of this, we have developed a pathway to guide your trip through your Internship. It is a step-by-step procedure:

1. PLAN
 - At the beginning of the Internship you should describe the project that you want to realise here.
 - Already at this phase you can reflect on the competences that you may acquire during your Internship and fill in a first questionnaire about them.
2. DO
 - During your Internship you can keep a logbook in which you can record your experiences (you are invited to collect the proofs of your work also in your personal e-portfolio; here you can create pages and collections and publish them in your section).
3. CHECK
 - At the end of your Internship you are invited to assess yourself on the development of your entrepreneurial competences. You will do that with the help of the LEVEL5 validation system, an easy to use validation tool. At this stage you are warmly invited to discuss your findings with your mentor.
 - Based on the results that you will send to your organising Educkate partner an Individual LEVEL5 certificate will be issued. You can add this certificate to your CV or portfolio as a valuable evidence of your entrepreneurial competences!

EDU CCK ATE Navigation bar [🗨](#)






Manage your internship

Home

Your learning project

PLAN!

DO!

CHECK!

[PROMOTE_interventions_germany_tilled.doc - Microsoft Word](#)

[OC SquirrelMail 174.23 \[SVN\]](#)
[Test Level 5](#)
[KingSize WordPress Theme](#)
[PROMOTE | Promoting and Va...](#)

[Suchen](#)

[Privat](#)
[Q21](#)
[Jobs](#)
[EACEA](#)
[PROGRASS](#)
[e_Learning](#)
[EU_Portale](#)
[Werbung_Level5](#)
[VIL](#)
[EU-LINK](#)
[REVEAL](#)
[CE](#)
[Danub](#)

[Kate Edu](#) | [Einstellungen](#) | [0](#) | [Abmelden](#)

[Nutzer/innen suchen](#)

EDUCCKATE

[Dashboard](#)
[Inhalt](#)
[Portfolio](#)
[Gruppen](#)

LEVEL5

[Because learning happens everywhere...](#)
[What is a competence?](#)
[LEVEL5 - What is it?](#)
[LEVEL5 - How to use it?](#)
[LEVEL5: The video](#)

von [EDUCCKATE STUDENTS](#) or [GRADUATES](#)

The Video

EDUCCKATE Navigation bar

The Video

This video was taken in the framework of the VILMA project: Validation of Informal learning in Mobility Actions.

It can be easily transferred to other Informal learning situations.

LEVEL5

[Because learning happens everywhere...](#)

[What is a competence?](#)

[LEVEL5 - What is it?](#)

[LEVEL5 - How to use it?](#)

[LEVEL5: The video](#)

Schlagworte: LEVEL5, video

[Report objectionable material](#)
[Drucken](#)
[Ansicht der Beobachtungsliste hinzufügen](#)

54 Seitenauf(r) vom 31. Oktober 2013 bis 23. September 2015

- EXAMPLE
- PROJECTS
- GROUPS
- USERS
- ROLES
- EXAMPLE
- CATALOGUES
- CATEGORIES
- COMPETENCES

- [TOM](#)
[TIM](#)
[SABINE](#)
[ANDREAS](#)
[XX](#)

- [BASIC](#)
[SELECT PRINCIPALS](#)
[AUTHENTICATION](#)
[ACCESS CONTROL](#)

Users

filtern nach:
 User name
 First name
 Description

<< 1 2 3 4 5 6 >>

user name	first name	last name	write permission
<input type="checkbox"/> tom		<input type="checkbox"/>	<input checked="" type="checkbox"/> true
tim			true
sabine			true
marcus			true
europass			true
julia			true
tanja			true
jemi			true
erasmus			true
loredanaC			true

<< 1 2 3 4 5 6 >>

-  NEW
-  SAVE
-  CANCEL
-  RELOAD
-  PERMISSIONS
-  ADD GROUP
-  DELETE

References:

CEDEFOP, (2010): update of the European Inventory on Validation of Non-formal and Informal Learning – Executive summary of Final Report; LEVEL5: (ref.: <http://libserver.cedefop.europa.eu/vetelib/2011/77651.pdf>, pp 15/16).

Colley et al (2003) Informality and formality in learning: a report for the Learning and Skills Research Centre, Lifelong Learning Institute University of Leeds

European Commission, DG Education and Culture, (2006): The Key Competences for Lifelong Learning – A European Framework
Journal of the European Union on 30 December 2006/L394.
(http://eur-lex.europa.eu/LexUriServ/site/en/oj/2006/l_394/l_39420061230en00100018.pdf)

European Quality Charter for Mobility
http://europa.eu/legislation_summaries/education_training_youth/lifelong_learning/c11085_en.htm

Ouzun, D. (2007): Impact of Leonardo da Vinci Mobility Experiences of trainees

REVEAL: VITA Report (2013), to be retrieved from www.vita-eu.org
