- **Transnational** community of European experts and practitioners working in **25 organisations from 22 European member states**.

- Assessing and evidencing competence developments with a unique validation approach specifically designed for:
  - **informally /non-formally acquired competences**
  - **personal and social skills and competences**
  - **key competences**

- **piloted in more than 150 learning projects** (> 1.000 learners) including 17 EU funded projects (LLP and ERASMUS+)

- to serve especially target groups that learn **outside or beside formal education contexts**:
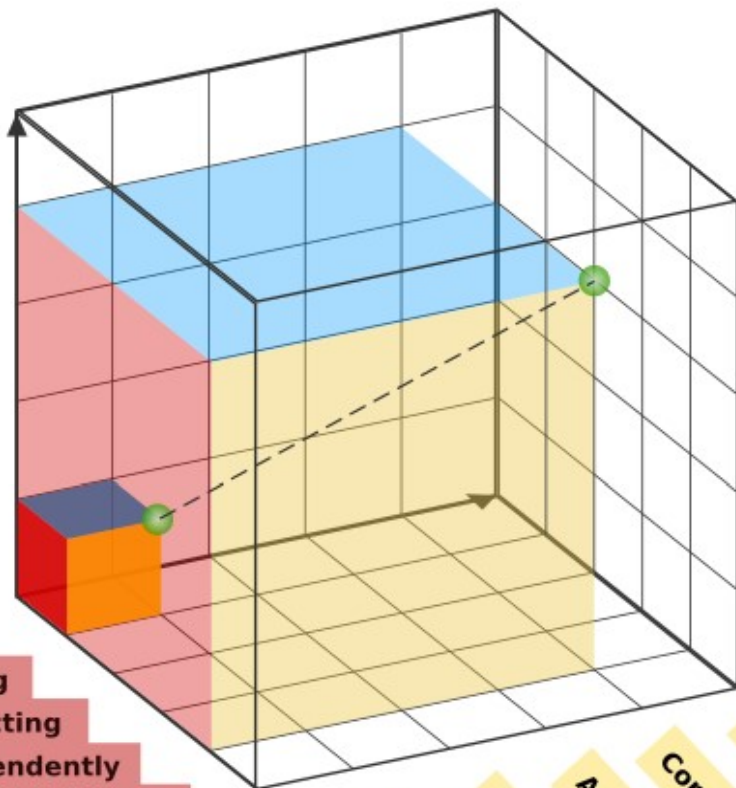
Knowledge

w where... (Transfer Knowledge)

w when... (Practical Knowledge)

Know how... (Theo. Knowledge)

Know why...

Know that...

Perceiving
Applying, imitating
Deciding, selecting
Discovering, Acting independently
Developing/transfering

Skills

Self-orientation (ne

Perspective change

Appreciation

Commitment

Incorporation

Attitu

... ate competence levels at different times
... nd reasoning them
... escribe learning outcomes
... sualise competence development in the
EVEL5 cube
... reate a LEVEL5 evidencing document
... ertificate)

5

CHECK
(LOOK)
Assessing and Evidencing
competence development
with LEVEL5

1

1

DESCRIBING (THE ACTION FIELD

- Context
- Target Group
- Aims
- Resources
- Activities

PLAN
(THINK)
Competence based
and situative planning
of the learning offer
with LEVEL5

2

CREATING A LEARNING FIELD

- Define the necessary competences
- Create reference system(s) for the l...
- Describe competences with knowled...
  and attitudes and five levels
- Allocate assignments, materials, ass...
  the LEVEL5 reference systems

4

... LEVEL5 reference systems:
... essment methods that fit to the purpose
... visaged competence levels
... ential learning outcomes
... cators for the competence levels
... ompetence levels at the beginning and
... (see also point 3)

DO
(ACT)
Learning/Training
Assignments

2

3

3

LEARNING DELIVERY

- Identify pre-knowledge, skills and motivations of the learners
- Define appropriate learning situations and learning modalities (e.g. blended learning
  arrangements, practical learning projects etc.)
- Apply appropriate didactic design and methods
- Substantiate learning pathways and practical learning arrangements
- Assign meaningful tasks that match to the situational challenges
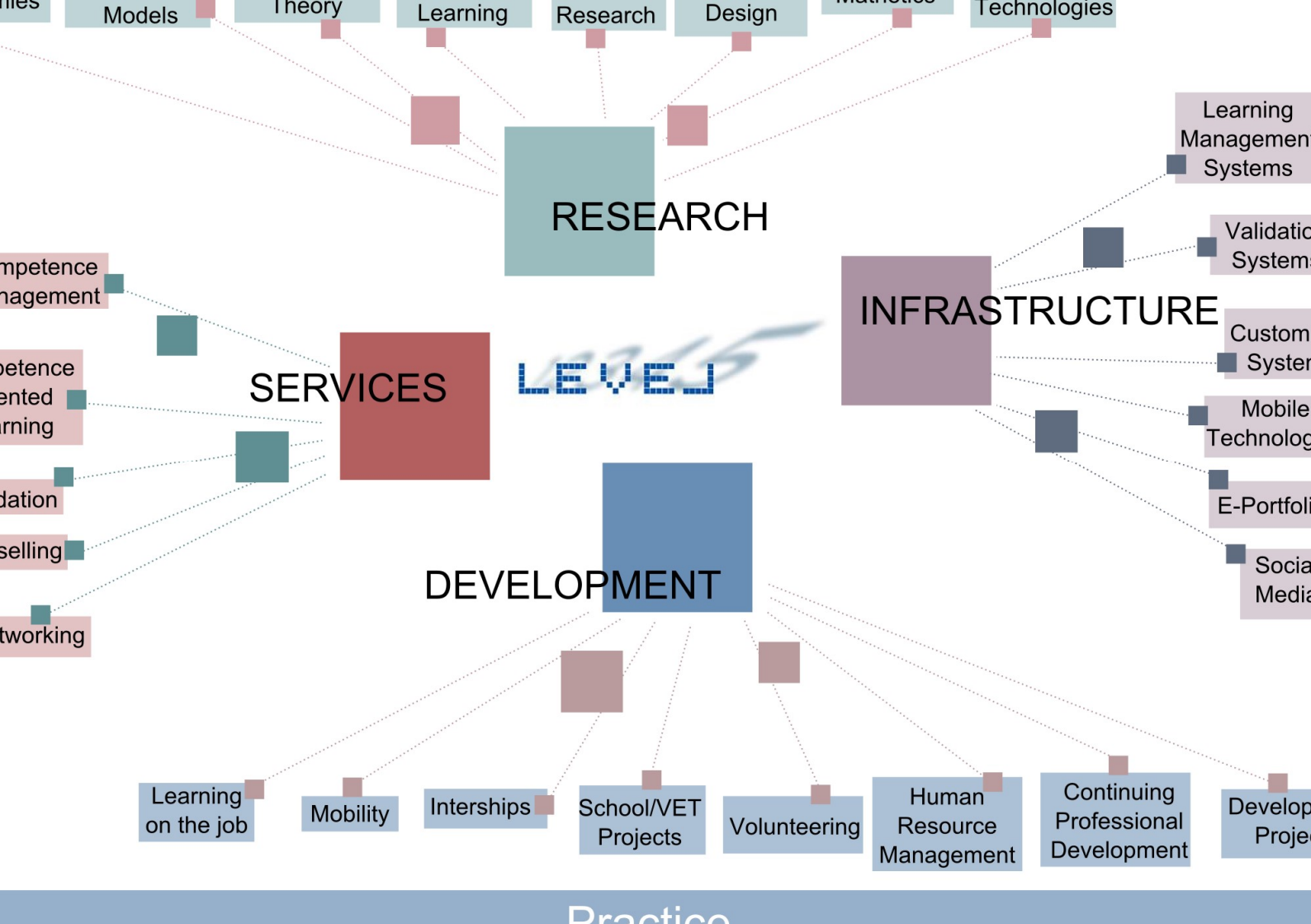- Organise the learning accordingly

Models
Theory
Learning
Research
Design
Mathetics
Technologies

RESEARCH

Learning Management Systems

Validation Systems

INFRASTRUCTURE

Custom System

Mobile Technolog

E-Portfoli

Social Media

Competence Management

Competence oriented Learning

SERVICES

LEVEL5

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selling

tworking

DEVELOPMENT

Learning on the job

Mobility

Interships

School/VET Projects

Volunteering

Human Resource Management

Continuing Professional Development

Develop Projec

Practice

- European wide implementation of the validation of non-formal and informal learning (VINFL) announced for 201

- Increasing activities on political and administrative levels (e.g. the DIE-Forum 2015, EAEA country reports...)

- The EU has funded >100 pilot projects since 2007

- We identified a lack of awareness and knowledge on the practical level

- CEDEFOP has released it's 2016 guidelines to the validation of informal and non-formal learning

PROMOTE

Competence oriented learning and VINFL
in the field of business-academia mobility

IMPACT

Systemic approach to interconnect VINFL and the
European validation instruments (EQF, ECVET,
EUROPASS) with learning technologies

OWL

Open Web-based Learning Space for professional
development for Adult Educators

New pilot projects to integrate COL and validation in nee driven, contextualised and situative learning approaches

- New competence fields (PROMOTE)
- Integration into qualifications and CPD (IMPACT)

Perfected software solutions combining learning technologies with validation - "Open Learning Space"

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LMS

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Tim Scholze
Home - VITA-ePortfolic

Available courses

ON ▲

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⟐ Validation of Informal and Non-formal learning - lecture

This is the course carried out in Duisburg Essen with a group of 15 master students from educational sciences.

TRATION ▲

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⟐ Validate your competence development

This EILEEN Module introduces to the concept of the internship as learning project and how a conscious consideration of the learning potentials at the new workplace and active self-reflection can boost competence developments. Finally this can be documented in a meaningful way with the LEVEL5 methodology and displayed in personal e-portfolios.

◀ September 2016

Sun	Mon	Tue	Wed	Thu
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

LEVEL5
my VITA

DASHBOARD | CONTENT | PORTFOLIO | GROUPS

Profile | Profile pictures | Files | Journal | Résumé | Plans | Notes | Europass

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Last name * | muster
Student ID |
Display name | ℹ

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Introduction

Save profile

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max muster

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- my VITA how to

Online users   (Last 10 minutes)

- max muster
- david pohl

Show all online users

Search my portfolio

Go

Tags

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Network servers ℹ

- ImpactMoodle
- PROMOTE Competence Validation

ASSESSMENT SETTIN

PROJECTS

USERS

Users ×   Roles ×   competencesTemplate ×   Select by projects ×

Evaluation for: franziska (AssessmentSetting for Conduct a train the trainer seminar for seniors) ×

XX

SAVE

CREATE PDF

CREATE PDF (SHORT)

Evaluation for: franziska (AssessmentSetting for Conduct a train the trainer seminar for seniors) ×

Basic   Access control   Creating competence oriented learning

Competence

Give a general description of the progress for this competence or give descriptions of the progress for all three dimension at the bottom of the page. Fill in the name(s) of the assessor(s). If the assessment is complete you may generate the certificate by clicking 'create PDF' but please save your changes before.

Name   Creating competence oriented learning

Description of
Progress (max 250

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ahead…

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