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# *Validation of mobility learning in a business academia Knowledge Alliance*

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554471-EPP-1-2014-1-LT-EPPKA2-KA



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# ***PROMOTE - PROMoting and validating key competences in MObility and Traineeships in Europe***

- Brining businesses and HEs together
- Innovation at European level
- 10 best projects selected in 2014



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## What is this project about?

### **Business needs:**

When selecting employees businesses stress the importance competences such as teamwork, intercultural communication, entrepreneurship, learning to learn, etc., which are often beyond subject related competences.

### **Hidden value of learner's mobility:**

HE's primarily focus on subject related competences of students during their mobility, which are easy to measure in ECTS, but while in different context, environment and culture students also gain additional competences.

### **Bringing business and HE's together!**

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## Bringing business and HE's together!

PROMOTE aims at closing the gap between business needs and university education through – learning in mobility - and validating the learning outcomes in regard to key competences:

KC5: learning to learn

KC6: social and civic competences

KC7: sense of initiative and entrepreneurship



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## Project consortium

17 project partners:

- 6 universities
- 3 European networks
- 6 business partners
- 2 public institutions

Consortium represents 9 European countries

Project partners represent different sectors and HE students are from different disciplines.

- Transferable competence oriented learning approach and validation system.



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## Accomplished tasks

- Analysis of current situation in validating non-formal learning – Promote survey
  - Validation of Informal and Non-formal Learning is still in an initial stage in most EU countries.
  - There is awareness about importance of PROMOTE key competences, but a lack of suitable instruments and approaches to make them visible and valid.
- Creation of competence descriptions and reference systems.
- Training multipliers to use open learning environment with online validation system.
- Piloting with 140 learners and 140 employees, who work together in an open learning environment on the learning project.
- Connection to formal validation and accreditation systems (ECTS) and certification systems (EUROPASS).

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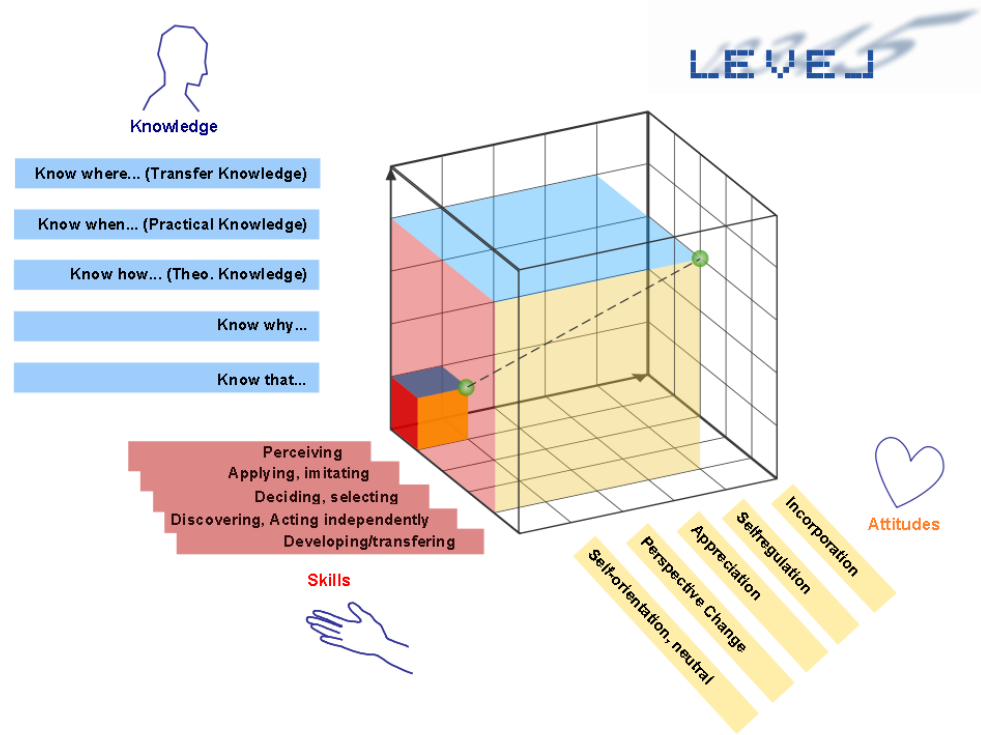


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# LEVEL5 approach

- Three dimensions
- Graphical representation
- Based on reference systems



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## Piloting results

- During mobility or traineeships learners had an opportunity to develop transversal competences with continuous feedback on their progress.
- LEVEL5 approach provided learners with a sense of accomplishment and a context to discuss their professional growth and identity. It allowed to assess the learning process of the learners on all three dimensions.
- It allowed to make the learning visible to both the learners and their HR-representatives.
- Seeing a visualised metaphor (the cube) of the learning progress was very motivating for learners.
- The list of sub-competences and reference systems established helped validation candidates to specify the competencies they believed could be validated.
- Some learners had difficulties understanding 3D systems and reference systems, but this is overcome through training of multipliers, professionals who are well equipped to explain or reformat questionnaires or interviews depending on the level of the learners abilities.

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## Feedback from learners

- It is very useful to certify competences acquired in informal settings as, from her personal experience, they play an important role in the job market. In experimental and applied disciplines – such as biotechnology – this aspect of learning is often neglected by university institutions. She believes that studying abroad is the best way to develop informal competences and she is grateful for opportunity to validate and certificate the informal skills acquired during these experiences.
- the learner-centered approach in implementation of the learning project allows him to tailor his experience to suit his own needs and career goals, thus maximizing the effectiveness of the learning process.
- learning project organized during mobility and certificate provided enriched his internship experience and will definitely provide him with advantage in the job market.
- most appreciated was the realization about competence he already possessed and with awareness he was able to improve what he knew already.
- The concept of informal learning is inspiring because we do learn all the time, but we are not always aware of the process, progress and actual competence development.
- “It would be great if this competence validation could help me to find a nice job”.

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**Join us at a workshop session to see concrete examples of learning projects and their validation!**

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