



Implementation Report and SWOT (IO7)

Table of Contents

1. Introduction	2
2. Executive summary	2
3. The Projects.....	5
3.1. BUPNET (DE)	5
3.2. Alden Biesen (BE).....	13
3.3. VMU (LT).....	18
3.4. AUTH (GR).....	22
3.5. CVNO (SK).....	38
3.6. CATRO (BG).....	42
3.7. blinc (DE).....	48
3.8. IPL (PT).....	53
4. SWOT Analysis	62
4.1. Summary	62
4.2. SWOT in detail	65
4.2.1. Strengths.....	65
4.2.2. Weaknesses:.....	68
4.2.3. Opportunities.....	70
4.2.4. Threats.....	72

Disclaimer: The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein

1. Introduction

The IMPACT Implementation Report describes the activities undertaken in the framework of the IMPACT project to introduce competence oriented, situative learning in connection with VINFL as learning technology supported blended learning approach.

The partners from DE, SK, LT, PT, GR and BE introduced the approach in practical learning projects. The projects were integrated in a holistic learning concept in a CPD for educational professionals. Curriculum and Validation, as other elements of the concept have been described in different IOs

The report on hand describes the partner projects and the experiences made while implementing VINFL in practice. As some of the projects aim again at educational professionals as target group sometimes even cascading effects could be achieved (one target group training another in VINFL and so on).

Insofar IMPACT created a highly transferrable concept consisting of a:

1. VINFL training concept with:
 - a. A f2f course concept
 - b. Open learning platform with relevant materials
 - c. Seamless pathways between learning technologies (mahara-moodle) and validation software (LEVEL5)
2. Learning and transfer projects of the educational professionals
3. The whole concept is described in a flyer which describes not only the methodological but also the organisational implementation in a European network (REVEAL).

All components were presented and successfully adopted at the IMPACT final conference in Thessaloniki in September 2016.

2. Executive summary

Eight projects have been developed and executed in different educational fields in the framework of IMPACT.

Sectors:

Higher Education, VET, Adult Education and Youth

The learning offers related to:

1. A Master course on VINFL
2. Internships in a 3 years professional qualification for occupational therapists in Germany
3. CPD at the workplace for educational professionals on the invention on learning technologies and VINFL
4. Internships for students of Educational Sciences at educational workplaces
5. Education study program „Career and professional counselling“; students are once a year sent to schools, NGOs, educational centres, etc. for a semester long practical work placement
6. Client Orientation Competence Developed in Internships in Tourism domain
7. Youth Volunteering programme on Community Organizers

8. Developing and validating intercultural competences of interns in new cultural work environment in the volunteering sector
9. Storytelling competences in a teacher training course
10. Two CPD courses for teachers to implement COL and validation in innovative practical learning fields (project based learning)

Participants :

More than 100 learners participated in the IMPACT learning projects.

- 5 participants from the exchange program (SK)
- 15+15 (DE) plus 20 teachers (EU)
- 5 participants in the CPD in DE
- 8 students in GR
- 10 students in LT
- 3 volunteers in BG
- 25 students in PT; 10 went up to validation
- 10 teachers in BE (European audience)

Level of formalisation:

- High formalisation level in the HE projects (e.g. in relation to ECTS points):
 - The German master studies,
- Medium level (related to an explicit learning course):
 - CPD which resulted in institutional certification
 - Internships during the VET programmes (Occ. Therapy)
 - Internships in master studies (GR and LT)
 - Volunteering in SK
- Low formality level: learning at the workplace (institutional, internal certificate)
 - CPD in DE
 - Volunteering in BG

Learning activities, learning scenarios:

- Blended learning arrangements:
 - F2F courses
 - E-learning
 - Open learning space
 - projects
- Embedded in preparatory courses on the competences and feed-back rounds; e.g. in cases of VMU students of educational sciences (HE), students of occupational therapy and CVNO community organisers (Active Citizenship Education).
- Embedded in formal learning settings: Lectures in combination with project concepts and self-validation (Uni-Duisburg-Essen)
- Embedded in CPD and KA1 courses for teachers and AE professionals on
 - storytelling,

- intercultural competences (in the volunteering sector) along the EILEEN concept,
 - circular economy and
 - soils as learning labs.
- Learning at the workplace: in connection with practical learning arrangements in touristic courses at Polytechnical University Peniche

Aspired Competences and learning outcomes:

- VMU: contribute to the development and validation of personal and organizational competences of university students so that they could consciously develop a competence of problem solving during the placement
- Blinc: students of AE: Apart from diagnostic competences and validation as (sub-competence = facette) students acquire planning and conceptual as well as teamwork competences.
- Blinc: Occupational Therapists: Teamwork competences
- BUPNET: Competences in connection with the introduction of learning technologies
- AUTH: students' competences in communication, team working, intercultural communication, problem solving, project management and planning resources and management. Every student decided to validate at least two of the above competences.
- CVNO: organisational competences related to community building
- Alden Biesen: Storytelling competences for teachers
- CATRO: Intercultural competences

Outcomes and Experiences:

All partners intensively worked and piloted not only the didactical but also the validation approaches.

All partners were able to transfer and transform the IMPACT-LEVEL5 approach to their learning projects and contexts.

This is remarkable since the level of expertise among the responsible team members largely differed and the learning projects showed a large scope of diversity in relation to target groups, level of formalisation, level of individualisation and also the intensity of utilisation of digital materials and platforms.

Generally the system was perceived as a well developed approach, professional, high-quality and adaptable to different learning situations and contexts.

Problems identified were a rather high effort in implementing functioning learning arrangements, especially when the providers lack experience with COL and VINFL. Also the learners had to get acquainted with this - in several cases - new concept of learning and competence development.

The consortium identified a number of opportunities and potentials due to its high transferability and quality, especially against the background of the invention of structures for VINFL by 2018.

This is, on the other hand, also the biggest threat seen by the partners: validation is still unknown territory to many stakeholders on different relevant levels (educationalists, employers but also learners) and if the introduction fails the system will also suffer from the lack of acceptance.

3. The Projects

3.1. BUPNET (DE)

Project Title	Developing the IMPACT open learning and validation system
Summary	<p>The goal of this project was to test in how far digital learning management systems can be connected with the LEVEL5 validation system and to set up functioning procedures for two scenarios: a) an external assessment and rating by a teacher or facilitator, and b) self-assessment of learners themselves.</p> <p>The project started with a research phase. Several aspects were to be assessed: grading systems in Moodle and other LMS, web-service interfaces and their scope of transmitting data to other platforms and specifications suitable to connect and enable communication between different LMS, e-portfolio systems and the Validation platform LEVEL5.</p> <p>The scenarios mentioned above were then developed and tested. Scenario a) was tested internally by the project team, scenario b) was tested in three variations with ongoing learning projects in other projects we were involved in.</p> <p>These tests allowed to improve the technical settings and the user-procedures and to eliminate bugs and problems, so that in the end a stable and functioning system architecture could be established. In the future we can offer different models of integrated learning and validation environments.</p>
Purpose and objectives (Why)	<p>The project idea derived from the objectives of the IMPACT project to connect competence oriented e-learning offers with a validation system for evidencing competence developments and to offer single sign on procedures to allow learners to navigate through several learning platforms. Following the European agenda to promote VINFL the field of e-learning is yet an area where developments are needed... (see application)</p> <p>by improving the attractiveness and the usability of VINFL by promoting a holistic system that includes validation and competence oriented learning (to make it an interesting concept for educational professionals)</p>
Description (What/How/For whom)	The outputs of the project mainly benefit learners in e-learning environments, who can self-assess their competences developed during the learning activity, and providers of e-learning offers,

	<p>who can expand their offer and introduce an innovative approach, to assess and evidence learning outcomes acquired through web-based open learning.</p>
<p>People involved and beneficiaries</p>	<p>One trainer and 2 programmers of BUPNET, other members of the IMPACT technical workgroup of blinc, CNR and IPL, partners from other projects where the approach was tested, students of different European education institutes.</p> <p>Total of 8 learners</p>
<p>Activities carried out during the learning project</p>	<p>Target definition and brainstorming</p> <p>Researching and testing grading systems of open source LMS, specifically Moodle and Sakai.</p> <p>Exploring web-service interfaces and transmission of data between LMS and LEVEL5</p> <p>Researching specifications and plug ins for data exchange between LEVEL5 and various learning and e-portfolio platforms, e.g. Iti specification</p> <p>Regular meetings to assess results and define next steps</p> <p>Developing solutions to connect e-learning courses in Moodle with LEVEL5 and setting up scenarios for external (teacher) assessment and self-assessment of students</p> <p>Implementing conditions for external assessment in e-learning courses in Moodle by developing scales and outcomes corresponding with LEVEL5 reference systems</p> <p>Implementing self-assessment procedures into various e-learning courses in Moodle</p> <p>Implementing self-assessment procedures to be launched from Mahara</p> <p>Testing and evaluating the different systems</p> <p>Adapting and improving the procedures</p> <p>Correspondence with external partners and learners</p> <p>Development of guidelines and procedural descriptions for facilitators and learners</p> <p>Provision of certificates to learners</p> <p>Self- and peer assessment in regard to competences gained within this learning project</p> <p>The details of the research and derived findings as well as path of technical developments are described in the report of the technical work group developed within IO2. The graphs annexed</p>

	to this report show the different scenarios which have been tested within IMPACT.
Outputs/ results/ impact	<p>Functioning learning system architecture with LMS, validation and e-portfolio function</p> <p>About 200 self-assessments and certification for students</p>
Strong points and obstacles, ideas for improvement	<p>Which activities or steps of the project went well?</p> <p>The collaboration within the technical workgroup and with the external partners in whose projects the system was tested went very well. Procedures were defined to report on occurring bugs (e.g. documentation with screenshots) and whenever bugs were reported the technical team quickly implemented the necessary changes. In the end we achieved to have a functioning system with which facilitators and learners were satisfied.</p> <p>Which obstacles did you face?</p> <p>Main obstacles were</p> <p>The technical adjustments that had to be made in order to eliminate occurring bugs in the testing phase.</p> <p>Adjusting the user interface to provide clear instructions how to follow the process</p> <p>Which ideas do you have to improve the approach if you'd do it again?</p> <p>Due to the timeline of the project we had to take the decision which scenarios to pursue at a rather early stage, in order to be able to finalise the developments. In a new project we would go further from there and take a closer look at possibilities to integrate LEVEL5 with other digital learning environments.</p>
Evaluation of your learning project (goals and topics of evaluation, evaluator and target group, indicators, methods of assessment, analysis of results)	Usability questionnaires of IMPACT partners, teachers and students feedbacks

Part 2: The learning

Learning situation (why was it a learning situation, what did the learners do, which tasks did they have?)	The project at hand had a focus on learning in different ways: it was about developing services for learners who learn in digital open learning environments and want to receive evidence of their progress and potentials.
------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

	<p>In addition developing these solutions was a learning process in itself for the team members involved.</p> <p>The whole period was accompanied by the IMPACT approach; learners participated in the F2F courses and developed own projects.</p>
<p>Which IT based methods were applied? How were they integrated, which role did they play?</p>	<p>In the IMPACT framework:</p> <p>Learners had access to the IMPACT open learning space.</p> <p>In the project</p> <p>The research in the starting phase was mainly based on internet research. Forums about technical developments of web-service interfaces and the lti technology played a prominent role as source of information.</p> <p>To study the grading systems of different LMS and possibilities to create interfaces with other systems, the most popular platforms (Moodle, Ilias and Sakai) were installed as local versions and manuals studied.</p> <p>To coordinate the activities of the technical workgroup with members from different institutions across Europe, regular online meetings were held.</p>
<p>Other Learning materials (which materials and resources did you work with?)</p>	<p>As this was a learning-by-doing project, no pre-defined learning path was followed. Instead a problems –based approach was pursued in which solutions were found whenever a problem would occur. Thus there were no predefined learning materials.</p>
<p>Which competence(s) have the learners developed?</p>	<p>Apart from the increase in technical skills and understanding of the functioning of learning technology and validation procedures, the workgroup trained their teamworking and communication competences.</p> <p>The team learned a lot from each other – the technical experts gained insight in the didactic approaches of e-learning and to instruct learners self-assessment, the user behaviour and its rationales. Vice versa the trainer involved learned a lot about functioning of databases, learning management systems, data exchange tools and the like and which requirements for the user interface have to be anticipated in regard to the technical dimension of learning.</p>
<p>Assessment (how did you assess the learning outcomes and competence developments?)</p>	<p>Self- and peer assessments based on the project experience and LEVEL5 reference systems</p> <p>Assessing the ability to conceptualise validation in various learning project settings– evaluation based on feedbacks of project partners</p>

Learning outcomes: What were the expected learning outcomes? In how far were they acquired?	<p>For the work group:</p> <p>No learning outcomes besides the given goal were defined beforehand. Each member has achieved different outcomes, depending on their role and intensity of involvement in the development process.</p> <p>For the learners:</p> <p>Knowing how to read a reference system</p> <p>Knowing how to self-assess own competences</p> <p>Knowing how to describe own competence level at different points in time</p> <p>Ability to navigate through the assessment interface</p> <p>Ability to self-reflect and verbalise findings</p> <p>Ability to relate assessment results to reference system</p> <p>Positive attitude towards competence assessment</p> <p>Determination to complete the procedure</p> <p>Awareness of benefits of procedure and results</p>
---------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

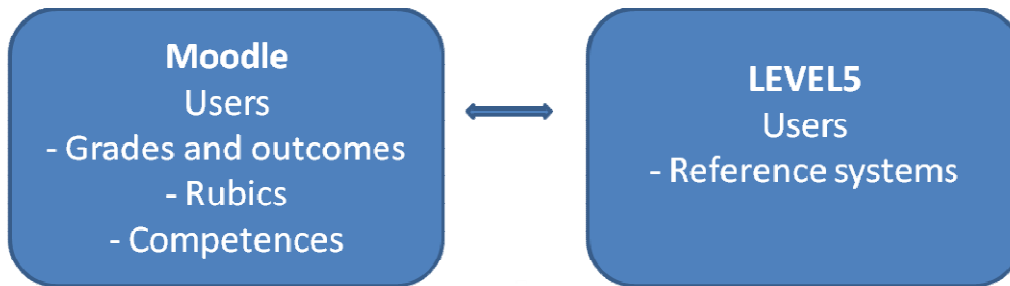
Part 3: Feedback to the approach, the learning projects and validation

Was the setting of the learning project feasible for you?	Yes. Having clear goals for the development of the system architecture allowed the workgroup to steer tasks and allocate responsibilities according to the competence profiles of the persons involved. The regular meetings enabled partners to work efficiently and to adapt plans on short-term basis and to respond quickly to new findings and ideas. It was also very beneficial to test the developments in real projects to receive authentic feedbacks from the learners and to use these to further improve the approach.
Would you have needed external/additional support? If yes, which?	No. As the workgroup was composed of experts from different fields (e-learning facilitators, experts on learning technologies, programmers, and validation expert) the team was self-sufficient in terms of mutual support and consultancy.
Were the tools and materials provided helpful? How could they be improved?	As there was no defined learning path, just a goal to reach, and thus no common learning materials (see above) this question doesn't apply to this learning project.
Your Feedback to the validation	The LEVEL5 methodology for f2f learning situations had been elaborated over the years to become an easy to understand and

procedure with LEVEL5	<p>simple to use method to assess and evidence competence developments in different learning contexts.</p> <p>IMPACT has allowed us to reach another level, by making it usable in e-learning settings as well. The assessment scenarios, as implemented within IMPACT, were tested and improved and in the end an easy to use procedure was achieved. The usefulness of these developments was clearly stated by the feedback of the external learning facilitators and the learners themselves.</p>
Do you think that the 3D-system is a suitable approach to describe competence developments?	Yes, very much. The distinction between the three dimensions not only has descriptive purposes, but allows the learner to deliberately focus on specific dimensions to put more attention to and to develop their competences in a holistic way.
What was the feedback of the learners in regard to the LEVEL5 approach?	<p>Learners' feedbacks were generally positive. In the early phase of testing the system, there was some frustration with occurring bugs, e.g. at some point saving the competence selection didn't function properly. After these problems were fixed, students appreciated the simplicity of the interface and found the procedure easy to use.</p> <p>From the learning facilitators of the partnering projects we received the feedback, that students appreciated the occasion to self-reflect on their activities and in how far these stimulated the development of their competences. In addition they mentioned that reasoning their level of competence helped them to find words for their competences and enabled them to describe their proficiency to others.</p>
Do you consider the approach to be transferable to other learning settings or projects/do you see limitations? If so, which?	Yes! This was already proven by transferring and applying the approach to different other projects where the procedures were tested and improved.
Do you have any questions/remarks/demands that are not considered yet?	No
Your personal conclusion and recommendation for similar initiatives in the future	We are proud of these achievements and convinced of the potential of the integrated learning and validation systems to be transferred to many other learning contexts that are based on digital open learning.

The tested scenarios:

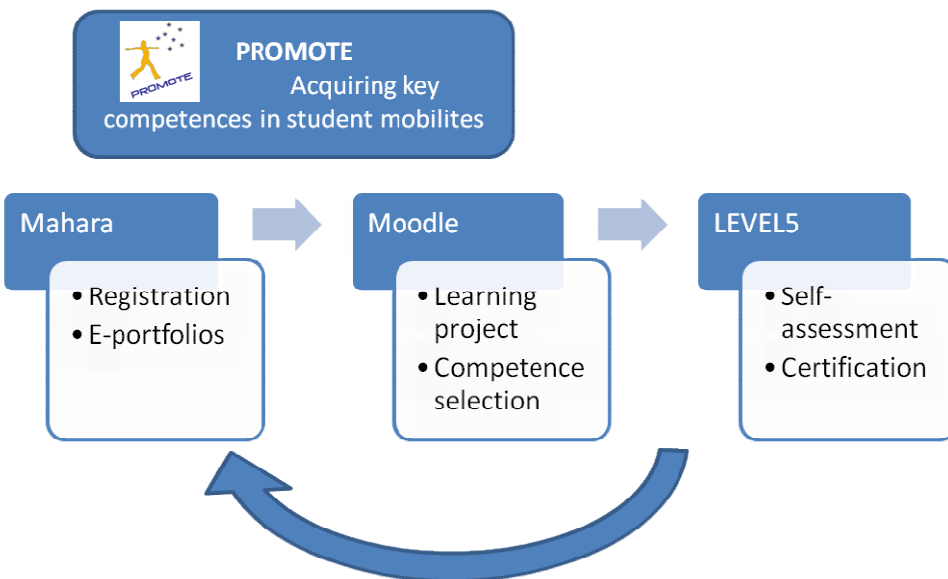
Scenario a



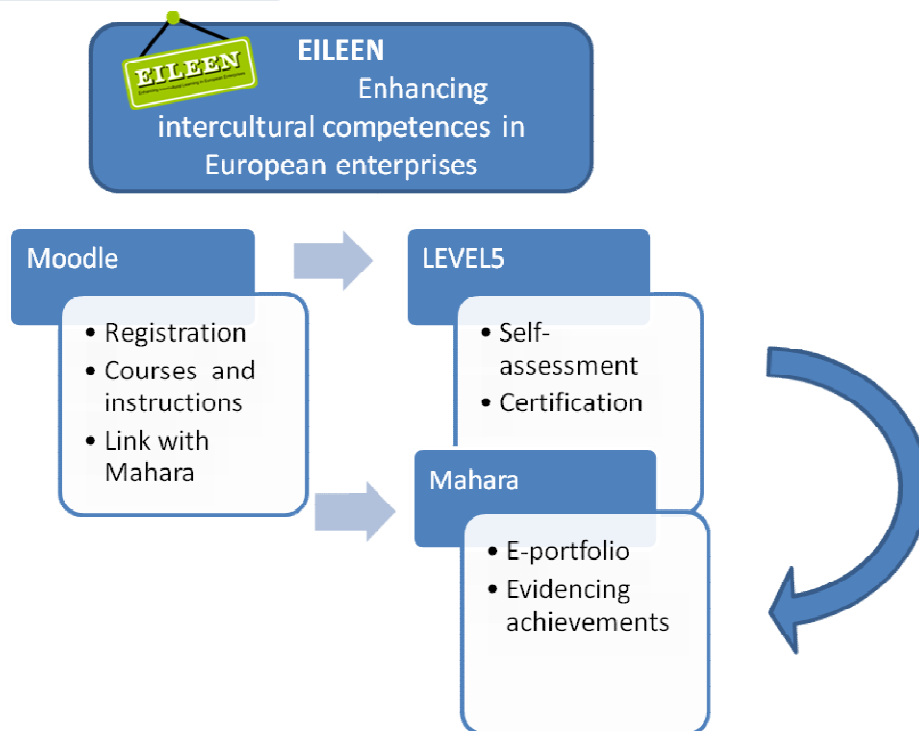
Obstacles

- Courses need to be derived from LEVEL5 reference systems
- Low amount of exchanged values, manual work on both platforms required
- > high amount of manual work
- No individual learning outcome descriptions

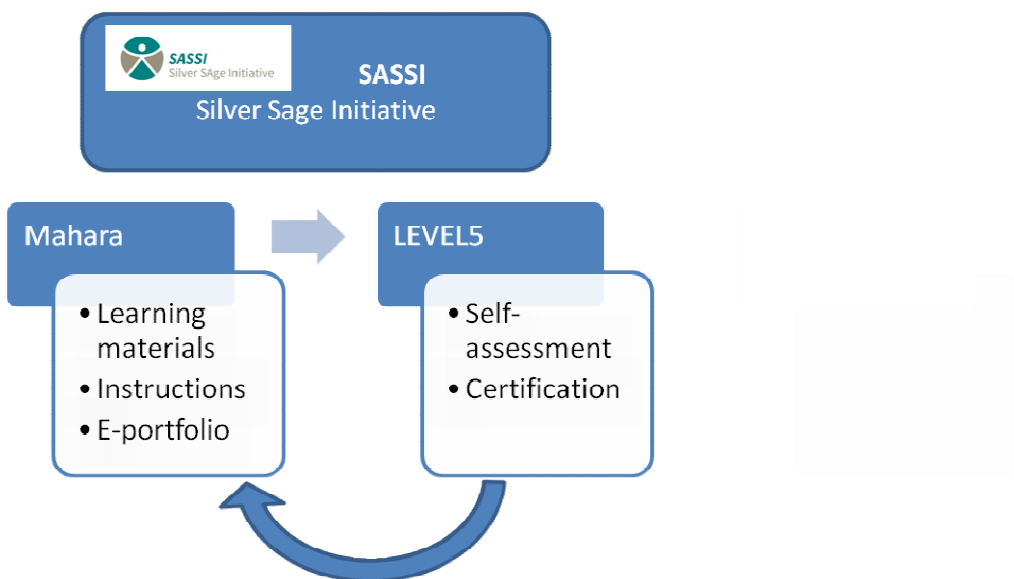
Scenario b.1



Scenario b.2



Scenario b.3



3.2. Alden Biesen (BE)

Project Title	Competence development in Erasmus mobility
Summary	<p>In this project we evaluated the competence development of an international group of teacher training students taking part in an international Erasmus training module organised by the UCLL .</p> <p>Two competences were evaluated:</p> <ul style="list-style-type: none"> - Intercultural awareness - Applying storytelling in the classroom <p>The evaluation took place in the beginning and at the end of the training period (4 months) and was based on self-evaluation, peer evaluation and observation by the trainers.</p>
Purpose and objectives (Why)	<p>The project is grounded on the idea that Erasmus mobility offers a wealth of personal and social competence development opportunities. Still only few HE organisations pay attention to the evidencing of the development of this type of competences.</p> <p>My workplace is in an institution that wants to pay more attention to personal and social competences in Erasmus mobility and, in this respect, wants to pilot validation techniques.</p> <p>There is a need to test validation techniques and to create new relevant assessment tools</p> <p>My project aims at more awareness among the students of their evolution and learning trajectory</p> <p>It will contribute to the development of their competence to self-assess this evolution.</p>
Description (What/How/For whom)	Evaluation of competence development during an international Erasmus mobility training experience (4 months).
People involved and beneficiaries	<p>Landcommanderij Alden Biesen & University Colleges Leuven Limburg (UCLL)</p> <p>For this project the UCLL Erasmus team cooperated with Alden Biesen (IMPACT partner).</p> <p>UCLL is a university college with a teacher training department (pre-primary, primary and lower secondary). Alden Biesen is an international support centre for educational matters and storytelling.</p>

	<p>The evaluation tools and reference systems were prepared by Guy Tilkin, Alden Biesen. The students were accompanied by Marleen Mesotten, teacher trainer UCLL.</p> <p>Beneficiaries: a group of 25 teacher training students (3rd years Bachelor) for primary education. They participated in an international Erasmus module organised by the UCLL in Hasselt, Belgium.</p> <p>They came from: Greece, Poland, Belgium, Northern Ireland, Italy, Spain, Bask Country.</p>
Activities carried out during the learning project	<p>There were four learning modules for the Erasmus group. All modules were practice based:</p> <p>1) Module Cultural Heritage Developing outdoor class activities linked to heritage. Going out of classroom, into society and find heritage assets (monuments, museums, parks ...) and link them to the learning objectives of their future pupils.</p> <p>For this task the students had to work in international groups. The module also involved creating and offering lessons in the primary schools the college is linked to (in English).</p> <p>2) Creating a theatre play for children. Also a task to be carried out in international groups. Here the cultural background of the students played an important role. Intercultural competences were challenged. Discussions and negotiations were part of the task. There were a lot of problems but also great solutions.</p> <p>3) Storytelling module. - Attending storytelling workshops (in Alden Biesen, linked to the international festival) - Create a storytelling festival for a local primary school. Go to the school and tell stories. - Create a digital storytelling activity for another local school</p> <p>4) Module on reflecting about their own learning - Portfolio building - Word based research on transfer</p>
Outputs/ results/ impact	<ul style="list-style-type: none"> - All products delivered by the students - Better insight by the students in their evolution and learning - Better awareness of the students in their competence development and better clarity in indicators to describe them.
Strong points and obstacles, ideas for	Which activities or steps of the project went well?

improvement	<p>The project went well. Trainers and students liked the intense cooperation that came along with this method of assessment. The students especially liked these methods much better than a written exam.</p> <p>Which obstacles did you face? Both trainers and students needed some guidance from the IMPACT partners to become familiar with LEVEL 5 and the reference systems.</p> <p>Which ideas do you have to improve the approach if you'd do it again? /</p>
Evaluation of your learning project (goals and topics of evaluation, evaluator and target group, indicators, methods of assessment, analysis of results)	<ul style="list-style-type: none"> - The students were very happy in their evaluation - There was no theoretical exam. - Evaluation took place through product or activity evaluation, portfolio analysis, observation.

Part 2: The learning

Learning situation (why was it a learning situation, what did the learners do, which tasks did they have?)	<p>International activity based training and learning project in an international group. Please see: "Activities carried out during the learning project"</p>
Which IT based methods were applied? How were they integrated, which role did they play?	<p>The students created a digital storytelling activity for children. Narrative selfies were uploaded on the Facebook page that has been created for this Erasmus programme.</p>
Other Learning materials (which materials and resources did you work with?)	<p>Monuments and museums Self created material Theoretical background, input from the trainers.</p>
Which competence(s) have the learners developed?	<ul style="list-style-type: none"> • Cultural awareness • Storytelling in the classroom • Heritage in the classroom • Theatre for children • Cooperation • Learning to learn • Learning through reflection

Assessment (how did you assess the learning outcomes and competence developments?)	<p>Two competences were selected for the assessment process:</p> <ul style="list-style-type: none"> - Intercultural awareness - Storytelling in the classroom <p>The evaluation processes for these competences were treated separately. Two evaluation periods were arranged: one at the start of the Erasmus (2x 4 hours) period and one at the end (2X 4 hours + variable timing for the observations).</p> <p>In both cases the students received a questionnaire (as a self-reflection and mind setting tool to help the students think in terms of levels, indicators etc.</p> <p>The students also received two LEVEL5 reference systems. These were the instruments for them to judge their level at the start and at the end. They were used in a self-assessment phase, a peer assessment phase and a discussion and observation phase with the trainer.</p> <p>They were asked to report in writing on a form and (for storytelling also) orally by creating a 'narrative selfie' (1 minute max.) at start and end for each competence. These selfies were published in their Creos Facebook group.</p> <p>The written report was used for the creation of the LEVEL5 certificates.</p>
Learning outcomes: What were the expected learning outcomes? In how far were they acquired?	Please see 'objectives' (part1) + competences (part2)


Part 3: Feedback to the approach, the learning projects and validation

Was the setting of the learning project feasible for you?	The Erasmus module clearly was a competence oriented learning situation and it perfectly fitted the needs of the validation project.
Would you have needed external/additional support? If yes, which?	<p>The trainers needed external help (from the IMPACT partner) for this validation process.</p> <p>Also the students needed help from their trainers but also clear info concerning the validation tools.</p>
Were the tools and materials provided helpful? How could they be improved?	<p>The tools offered were:</p> <ul style="list-style-type: none"> • The 'mind set' reflection too • The reference frames • The reporting tools

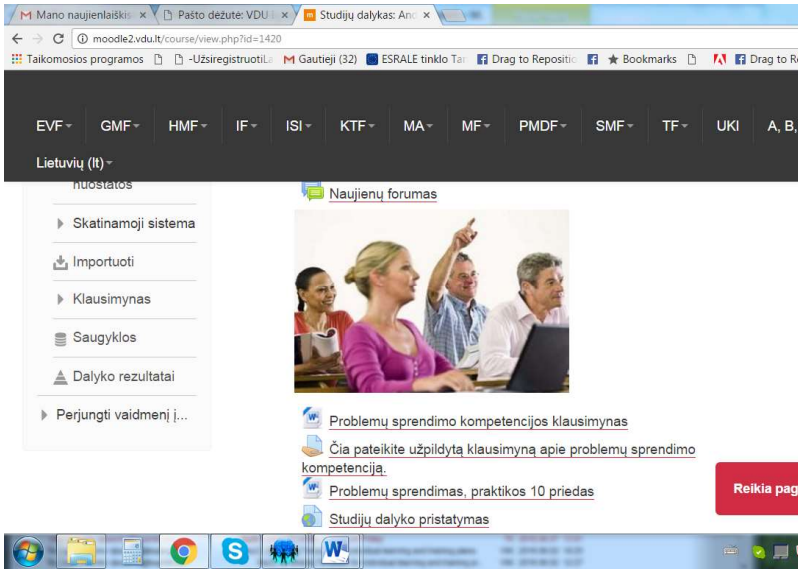
	<p>They provoked good reflection and fitted very well in the learning system.</p> <p>For this context they were good and well used. The evaluation reports were clear, the narrative selfies were very much to the point.</p>
Your Feedback to the validation procedure with LEVEL5	Good, good results, good reflection
Do you think that the 3D-system is a suitable approach to describe competence developments?	Yes, it was well received and it gives a clear view on evolution. The certificates are very attractive.
What was the feedback of the learners in regard to the LEVEL5 approach?	<p>They were very keen to receive the certificate.</p> <p>It still is received as complicated. At this stage difficult to use it without good explanation.</p>
Do you consider the approach to be transferable to other learning settings or projects/do you see limitations? If so, which?	Yes, levels and indicators are adaptable to many competences and learning situations
Do you have any questions/remarks/demands that are not considered yet?	<p>LEVEL5 is not only a validation tool but also a learning tool.</p> <p>The fact that these students used the tool made them reflect about their learning and raised the efficiency of that learning.</p>
Your personal conclusion and recommendation for similar initiatives in the future	Very good tool, not only for evaluation of assessment but also for learning.

3.3. VMU (LT)

Project Title	Problem solving competence acquisition during practical work placement
Summary	<p>The learning experience is for university 2nd and 3rd year BA students in education study program „Career and professional counselling“(4 years full time).</p> <p>As part of their credit studies students are once a year sent to schools, NGOs, educational centres, etc. for a semester long practical work placement. Students have appointed mentors and have to watch teachers, employees, help them with the tasks, as well as perform independent tasks, e.g., to prepare a career planning lesson to pupils, o arrange a seminar, etc.</p> <p>Alongside with the study outcomes that are planned for this part of BA study program, students also encounter non-formal and informal learning situations that contribute to the development of their social, personal and organizational competences.</p> <p>During practical and real-life situations in the work-place students encounter moments when they need to solve different problems. Problem-solving competence is wanted by employers and its validation is relevant to the students.</p>
Purpose and objectives (Why)	The goal of this project is to contribute to the development and validation of personal and organizational competences of university students so that they could consciously develop a competence of problem solving during the placement, get it validated and later offer it to employers among other competences in their personal portfolio.
Description (What/How/For whom)	A competence of problem solving was validated undergraduate students after their non-formal learning in practical work placement. The students were treated with a questionnaire and an interview.
People involved and beneficiaries	<p>VMU (Vytautas Magnus university, LT)</p> <p>Direct beneficiaries – BA students in education.</p> <p>Mentors – in the organizations.</p> <p>Placement manager – a lecturer from the department who supports students in all the paperwork and dealing with the work places and mentors.</p> <p>Assessors and validators – Elena Trepule, Margarita Teresevičienė, Aušra Rutkienė and Giedre Tamoliūnė.</p>

	
<p>Activities carried out during the learning project</p>	<p>Students participating in the project had their problem solving competence assessed BEFORE the placement and AFTER the placement to validate their non-formal learning.</p> <p>Before entering the placement they also received a concise theoretical input about basic problem solving techniques to boost their conscious attention to this competence development during the placement.</p>
<p>Outputs/ results/ impact</p>	<p>It was expected that students would grow in their problem solving competence when encountering real-life work situations. In most of the cases their competence grew up in most of the dimensions (cognitive, active and affective), sometimes in all dimensions, and usually by at least one level.</p>
<p>Strong points and obstacles, ideas for improvement</p>	<p>Supporting elements: Students were introduced to the main problem solving strategies what opened their conscious reception to grow in dealing with problems in their work.</p> <p>However, some students lost interest and did not take effort to grow and develop, failed to finish the validation.</p>
<p>Evaluation of your learning project (goals and topics of evaluation, evaluator and target group, indicators, methods of assessment, analysis of results)</p>	<p>Problem solving competence was evaluated against Level 5 reference system. Methods used; questionnaire, interview.</p>

Part 2: The learning

<p>Learning situation (why was it a learning situation, what did the learners do, which tasks did they have?)</p>	<p>After introductory training about problem solving and related strategies, students became aware and reflective to learn in their practical work placements. They had different tasks and met different challenges or problems that they started seeing in different light and solving them more purposefully.</p>
<p>Which IT based methods were applied? How were they integrated, which role did they play?</p>	<p>The initial training about problem solving strategies was delivered face to face and then placed on Moodle platform. All the further processes were through the Moodle platform – submitting the questionnaires, giving/asking feedback., etc.</p> 
<p>Other Learning materials (which materials and resources did you work with?)</p>	<p>A PPT presentation with a concise theoretical outline of the major problem solving techniques. The students were also encouraged to search for more information independently.</p>
<p>Which competence(s) have the learners developed?</p>	<p>A problem solving competence.</p>
<p>Assessment (how did you assess the learning outcomes and competence developments?)</p>	<p>The LEVEL 5 reference system description of the problem solving competence was transferred into a questionnaire. Students were offered to fill in the questionnaire with many spaces for input that would allowed examples and illustrations of the achieved level. Additional verbal consultations were used in cases when written sources appeared not sufficient or unclear.</p>
<p>Learning outcomes: What were the expected learning outcomes? In how far were they acquired?</p>	<p>It was expected that students would grow in problem solving competence, especially in the dimension of action. The learning outcomes of their non-formal learning in the formal practical work placement were assessed and validated using Level 5 system. The learners developed the competence of problem solving mostly in</p>

	all dimensions by at least 1 level.
--	-------------------------------------

Part 3: Feedback to the approach, the learning projects and validation

Was the setting of the learning project feasible for you?	It was quite successful and could be repeated or mainstreamed.
Would you have needed external/additional support? If yes, which?	In case the validation of non-formal learning would be mainstreamed in the department, human and time resources are needed.
Were the tools and materials provided helpful? How could they be improved?	Very useful. It could be achieved that the validators work with the software themselves.
Your Feedback to the validation procedure with LEVEL5	It is grounded, logical and sufficiently reliable if validators are experienced.
Do you think that the 3D-system is a suitable approach to describe competence developments?	Very much so.
What was the feedback of the learners in regard to the LEVEL5 approach?	They were very curious and interested.
Do you consider the approach to be transferable to other learning settings or projects/do you see limitations? If so, which?	It may be transferable for assessment of non-formal learning of students in higher education including other competence like learning to learn, teamwork, time management, etc. The major limitation is the human resources that it requires.
Do you have any questions/remarks/demands that are not considered yet?	-
Your personal conclusion and recommendation for similar initiatives in the future	These innovative techniques need to be further experimented and developed to achieve levels of fluent and fast validation.

3.4. AUTH (GR)

Project Title	<p>Program: Internship for the students of Aristotle University of Thessaloniki 2014-2020</p> <p>(School of Philosophy, Faculty of Philosophy and Pedagogy, Department of Pedagogy)</p> <p>B. Internship in Continuing Education</p>
Summary	<p>Short term (two months), full time, paid supervised work experience outside University, as a part of an educational program offered during the current university semester combined with a specific course referring to continuing education.</p>
Purpose and objectives (Why)	<p>There is a need for information exchange between host institutions and university. AUTH's practice program seeks to achieve interaction between university study and potential workplaces in order to link classroom learning to workplace experience and give students an opportunity:</p> <ul style="list-style-type: none"> • to gain first work experience in the career field they are considering, • to become rapidly familiar with the working environment, • to show off their skills, • to develop new skills, • to develop professional consciousness, • to see how employee across different specialties work together.
Description (What/How/For whom)	<p>What: "Auth student practice" programme</p> <p>The program is implemented within the framework provided by the Operational Programme "Human Resources Development, Education and Lifelong Learning" 2014 - 2020 and is co-funded by the European Social Fund (ESF) and national resources. The programme provides for the payment of the wages of the interns, as well as for their monthly insurance Contribution, covering health and accident compensation costs. (http://www.edlit.auth.gr/practice). Student's employer was the AUTH Research Committee.</p> <p>Also provides students with hands-on experience working on tasks according their studies in the career field they are considering but also allows them to develop new skills offering both training and</p>

	<p>supervision.</p> <p>How: 1. Host institutions' selection and on line application</p> <p>After selecting the host institutes on paper we contacted their HR managers and informed them about the possibility of participating in our internship program. We gave them the necessary information (duration, student's academic background and experience, conditions, integration process) and finally we asked them to offer the appropriate internships. After host institutions responded positively, they gave an accurate job description for each placement that clearly explained the job's duties and finally they had to carry out the online application to the information system ATLAS.</p> <p>2. Students' selection and on line application</p> <p>Internships candidates should satisfy specific eligibility criteria set by the Department. Once chosen students were under a duty to carry out the online application to the information system ATLAS.</p> <p>3. Matching the interns - host institutions</p> <p>Continuously, we presented the activities of each entity to the students and everyone chose a host institution for his/her internship. In parallel, we looked at student's interests (test based on Holland codes and personalized career guidance), we gave them specific instructions on CV and cover letter writing (according Europass Curriculum Vitae model) and asked them to prepare their personal CVs/cover letters focused on the placement they had chosen. Also we asked them to communicate with HR staff in Host institutions in order to express their interest, have a job interview or send their CVs and cover letters. In cases where most students wanted the same job and structure, the final choice was made from the HR manager or internship mentor after a job interview. In this way structures had the opportunity to find the very best interns to fill their internship position(s).</p> <p>4. Signing the Learning contract</p> <p>After matching the interns - host institutions both of them signed a learning contract that outlined the specific expectations of the internship, including the intern's goals, specific activities, schedule, hours of the internship, etc.</p> <p>5. Supervision</p> <p>As internships were part of an educational program were also carefully monitored and evaluated for academic credit. We tried to maintain an open channel of communication with formal and informal meetings. Individual and group supervision were provided.</p> <p>5.1. Host institution supervision</p> <p>Supervision provided firstly by mentors in every placement which</p>
--	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

had the primary responsibility for the interns, helped them develop individualized learning plans, determined the range of activities and specific outcomes for their internship and gave them ongoing verbal feedback and evaluation of their skills. Intern's mentors in every host institution developed a thorough orientation and training plan to be implemented when the interns began work. Almost in all cases they involved interns in team working in order to quickly understand what the structure does and how it operates.

5.2. Academic supervisory board

Also there was a supervisory board in the academic context (G.Zarifis assistant professor, internships scientific responsible and coordinator, A. Papadimitriou PhD candidate responsible for the personalized counselling/communication with students' and Ch. Manavi, PhD candidate, responsible for career counselling of the students and contacting with mentors). Interns got informed which person could answer different kinds of questions and what access to the supervisory board do they had (days, times, duration, how should they process requests, appropriate forms for correspondence, Telephone-Email-Facebook system communication). Mr. Papadimitriou and Ms. Manavi were in constant collaboration with Prof. Zarifis transferring any new data regarding students or structures.

6. Monitoring/University-host institutions information exchange

An intentional learning agenda was structured into the experience. Each student in a weekly basis had to record his responsibilities on a protocol/ (task/timeline chart). This protocol signed every Friday mentors and Mr. Papadimitriou Ms Manavi had some interaction with students' mentors through telephone calls, on-site visits, and e-mails. In some cases, they helped us to find solutions when difficulties occurred (low motivation, low job satisfaction, overactive students engaged in sports, ballet, volunteering, academic or other courses, sign language, etc. and facilities were needed as regards working hours). We had meetings with our interns regularly providing feedback concerning their performance. Every Friday student had the opportunity to meet supervisory board in a two hours' academic lesson. During these meetings, the students could report on the status of their internship, ask questions, learn how their work is contributing to their future, discuss areas needing growth, share new insights from their internships, be further informed and solve their queries. Furthermore, with this strategic they have been offered every opportunity to link classroom learning to workplace experience Also Mr Zarifis gave them specific information about security or confidentiality issues, acceptable with regard to dress and appearance, their role in the placements and at the same time he had an opportunity to coach, counsel and reinforce positive attitudes and performance.

	<p>We encouraged our interns to keep an organised qualification portfolio of work accomplished during the work placements. This could provide them with a sense of accomplishment and a context to discuss their professional growth and identity. Weekly supervision meetings helped interns remain aware of their intern's work. Also every intern should continuously inform an Online Calendar and an Online evaluation at the end of the internship.</p> <p>For Whom: The internship program involved 8 students of the above mentioned department and took place in 2 Host Institutions-potential workplaces (one NGO and one non -profit organization) active against social pathogenesis. Undergraduate students were entitled to participate in the programme, provided they were in the last year of their studies and had acquired adequate knowledge to meet the demands of the internship-that means that students were attending or had attended in the past continuing education courses. Host Institutions have no financial and insurance liability towards to students and not any employment relationship with them. The programme provides for the payment of the wages of the interns, as well as for their monthly insurance Contribution, covering health and accident compensation costs. Student's employer was the AUTH Research Committee.</p>
People involved and beneficiaries	<p>The internship program involved:</p> <p>8 Students which had satisfied specific eligibility criteria as already have been described.</p> <ul style="list-style-type: none"> • An academic supervisory board. • Contact counsellors of the Student Practice Office, (Administration Building, 1st floor, University Campus, 54124 Thessaloniki, T:+30 2310 997136 & 998810, F: +30 2310 997067, e-mail: praktiki@auth.gr). • 2 Host institutions and mentors in both placements which had the primary responsibility for the interns and were ready to help them design their learning plan. <p>Host Institutions/mentors description:</p> <p>Mentors who were in charge had great experience in mentoring, were certified educators per se, generally they like to train and have the resources to do it.</p> <p>1. PRAKSIS (Programs of Development, social support and medical cooperation) independent Non-Governmental Organization. (http://www.praksis.gr/el/) Offered 4 placements for impact project at Thessalonica Polyclinic (job speciality: Educators). Communication/mentoring: Stefania Pantazi tel.:2310556145, mobile: 6977456735, e-mail: s.pantazi@praksis.gr (Interns: Ekaterini Botsoglou, Despoina Mustakidou, Sofia</p>

	<p>Touloumenidou, Maria Dimitra Tana)</p> <p>2. Three structures strongly connected as they are operated in the same building and also in the same networks and thematic: a. ERGANI (centre for the support of employment and entrepreneurship of women http://ergani.gr/). Communication/mentoring: Athanasia Lazaridou, b. Network of social cooperatives in central Macedonia (http://diktyokoinsepkm.blogspot.gr/ Communication/mentoring: Popi Sourmaidou c. European Network of Women Resource Centres WINNET GREECE Communication/mentoring: Argyro Skitsa (http://ergani.gr/en/networks/enet1.aspx) Offered 4 internship positions (job speciality: Support executives to Administrative, Educational Competencies). Communication/mentoring: Athanasia Lazaridou, Argyro Skitsa and Popi Sourmaidou, tel. +302310621166, e-mail::lazaridou@ergani.gr, argyrosk@yahoo.gr /popi@ergani.gr, ergani@ergani.gr (interns: Athina Papadopoulou, Eleni Savvidou, Eleni Sakaraki, Foteini Simou)</p>
<p>Activities carried out during the learning project</p>	<ul style="list-style-type: none"> - Identifying host institutions' needs <p>Designing the internship program in order to meet academic needs but also the needs of the host institutes. Firstly, it was important to inquire what every host institute hoped to achieve from the programme. A careful discussion established realistic tasks and learning objectives students could accomplish within a two-month period, enhanced their willing to incorporate student's particular strengths and created a consensus on program goals that became understood by all involved.</p> <ul style="list-style-type: none"> - Matching Students to host institutions <p>We presented the activities of each host institute to the students and everyone chose a structure for his/her internship. In parallel, we looked at student's interests (test based on Holland codes and personalized career guidance), we gave them specific instructions on CV and cover letter writing (according Europass Curriculum Vitae model) and asked them to prepare their personal CVs/cover letters focused on the placement they had chosen. Also we asked them to communicate with host institutions in order to express their interest, have a job interview or send their CVs and their cover letters. In cases where most students wanted the same host institution and vacancy, the final choice was made from the HR manager or structure's mentor after a job interview.</p> <ul style="list-style-type: none"> - Supervising interns <p>We tried to maintain an open channel of communication with formal and informal meetings. Individual and group supervision were provided by mentors (persons with educational and occupational guidance competencies) in every placement which had the primary responsibility for the intern and helped them</p>

	<p>develop individualized learning plans, which determined the range of activities and specific outcomes for their internship.</p> <p>A supervisory board in the academic context (G.Zarifis assistant professor, internships scientific responsible and coordinator, A. Papadimitriou PhD candidate responsible for the personalized counselling/communication with students' and Ch. Manavi, PhD candidate, responsible for career counselling of the students and contacting with mentors). Interns got informed which person could answer different kinds of questions and what access to the supervisory board do they had (days, times, duration, how should they process requests, appropriate forms for correspondence, Telephone-Email-Facebook system communication). Mr. Papadimitriou and Ms. Manavi were in constant collaboration with Prof. Zarifis transferring any new data regarding students or structures. Each student in a weekly basis had to record his/her responsibilities on a protocol /task/timeline chart. This protocol signed every Friday mentors and Mr. Papadimitriou. Mentors were carefully selected in every host institution. Intern's mentors developed a thorough orientation and training plan to be implemented when the interns began work. Almost in all cases they involved interns in team working in order to quickly understand what the structure does and how it operates. Ms. Manavi had some interaction with students' mentors through telephone calls, on-site visits, and e-mails. In some cases, they helped us to find solutions when difficulties occurred (low motivation, low job satisfaction, overactive students engaged in sports, ballet, volunteering, academic or other courses, sign language, etc. and facilities were needed as regards working hours). We had meetings with our interns regularly providing feedback concerning their performance. Every Friday student had the opportunity to meet supervisory board in a two hours' academic lesson. During these meetings, the students could report on the status of their internship, ask questions, learn how their work is contributing to their future, discuss areas needing growth, share new insights from their internships, be further informed and solve their queries. Furthermore, with this strategic they have been offered every opportunity to link classroom learning to workplace experience Also Mr Zarifis gave them specific information about security or confidentiality issues, acceptable with regard to dress and appearance, their role in the placements and at the same time he had an opportunity to coach, counsel and reinforce positive attitudes and performance.</p> <p>We encouraged our interns to keep a portfolio of work accomplished during the work placements. This could provide them with a sense of accomplishment and a context to discuss their professional growth and identity. Portfolio can include specific work documents as job descriptions, company newsletters, performance appraisals, displays & exhibits, proposals, charts/graphs, references, manuals, correspondence,</p>
--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

	<p>survey reports, citations & awards, press releases, contracts, certificates, computer print-outs, program outlines, research report, informal meetings.</p> <p>Weekly supervision meetings helped interns remain aware of their intern's work. Also every intern should continuously inform an Online Calendar and an Online evaluation at the end of the internship. Also, contact counsellors of the Student Practice Office had the responsibility to help students with problems created by bureaucracy referring on "Auth student practice" programme.</p>
Outputs/ results/ impact	<p>Expected outputs</p> <p>An effort was made to establish a reasonable balance between the interns' learning goals and the specific work a structure needed done.</p> <p>Students who participated in the Programme benefited in the following ways: First work experience in the career field they are considering/ extroversion: They familiarized themselves with the work environment, and they had the opportunity to fulfil tasks that are directly related to their field of study, they got acquainted with market trends and the skills required, they begun to acclimate to the work environment, familiarize themselves with various specializations in their profession and receive information necessary for them to choose wisely what is best for themselves both at a personal and professional level. As part of the Impact project educational and validation process, internship's work activities besides other competences focused on responsibilities specifically related to intercultural communication, problem solving and/or planning resources and management.</p> <p>Results / impact</p> <p>Our students became highly motivated pre-professionals. In the beginning of their internship they assisted professional staff with overflow work performing general administrative duties including word processing, data entry and internet research tasks in order to pursue more creative projects. Host institutes benefited as Learning activities included: managing the company's lobby area, greeting and directing beneficiaries, cooperating with external services, interacting with courier companies, ensuring completion of paperwork, making meeting, lesson and event arrangements, helping with trade shows and events planning, networking, creating or updating presentations using Microsoft power point and other software, controlling the incoming and outgoing documentation process and maintaining files and project reports, arranging letters, memoranda, invoices, students/beneficiaries portfolios and other indexed documents according to an established system, typing, development, preparing scanning, verifying documents and educational-counselling tools and materials, creating electronic copies of documents, creating spreadsheets, preparing reports, editing copy to ensure proper</p>

	<p>grammar, spelling, syntax and style, inputting information from a variety of sources into a computer database, updating existing accounts, managing database records, operating standard office equipment, receiving, and routing calls to appropriate departments, answering calls and processing transcript requests or responding to student/beneficiaries inquiries, contacting businesses or individuals describing services/events, assisting admissions, obtaining students/beneficiaries/customers information, filing student/beneficiaries information and creating portfolios, scheduling appointments, drafting and distributing students/beneficiaries mailings, resolving complaints.</p> <p>As our students were quality interns because of their academic background that gave them the know how to bring new perspectives to their temporary work placements, the image of the host institutions in the community was enhanced as they contributed their expertise to the educational enterprise. Their mentors trusted them to manage projects, researches, and other responsibilities and important tasks on their own. Finally, according to the evaluation process internships promoted academic, career and/or personal development, enhanced their competences in communication, team working, intercultural communication, entrepreneurship, project management, planning and resource management but in parallel they fully managed to benefit host institutions/structures.</p>
<p>Strong points and obstacles, ideas for improvement</p>	<p>Which activities or steps of the project went well? Please describe:</p> <ul style="list-style-type: none"> • recruitment and selection of participants, (high motivated students and mentors with educational and occupational guidance competencies), • Identifying host institutions' needs, • Matching Students to host institutions, • Supervising interns, • Monitoring/University-host institutions information exchange • Well organised qualification portfolio prior validation process as a self-assessment instrument, • Evaluation, • Measure training effectiveness and applying competence Validation to interns using level5 approach and organized qualification portfolio. <p>Which obstacles did you face?</p> <p>low motivation for competences validation because HR managers in Greece are not familiar with this type of documentation and furthermore Level 5 approach do not count on recruitment for the</p>

	<p>public sector.</p> <p>Which ideas do you have to improve the approach if you'd do it again?</p> <p>Strongly motivated students, educational background: except being familiar with continuing education should be quite positive in using on line tools for their own professional development and advanced English speaking</p>
Evaluation of your learning project (goals and topics of evaluation, evaluator and target group, indicators, methods of assessment, analysis of results)	<p>Student's evaluation focuses</p> <ul style="list-style-type: none"> • to their active participation in the academic seminars (information and feedback) • to their participation in educational, teaching and administrative activities in the educational field • to their protocol (task/timeline chart) • to their Portfolio • to their Online Calendar <p>and their Online internship's evaluation (Students evaluated all the stakeholders of the internships project)</p>

Part 2: The learning

Learning situation (why was it a learning situation, what did the learners do, which tasks did they have?)	<p>A big effort organized in order to offer opportunities to link classroom learning to workplace experience and make internship a great learning experience for students.</p> <p>On the job training took place after one more formal process which has taken place to expand on what trainees have already learned (one week).</p> <p>It was a combination of observation, explanation and practice. Mentors and trainers went through the job description to explain duties and answer questions. On-the-job training gave interns motivation to start the job and learnt more efficiently because they learnt hands-on, rather than listening to an instructor. It was a learning situation because the internship gave students the opportunity to observe actions relevant to their studies and work experiences relate to their career goals. mentors and academic supervisors were also helpful (gave them support and encouragement, provided them knowledgeable feedback, gave them a chance to receive training one-on-one from an experienced professional, answered questions, corrected errors, guided them toward goals), interns became familiar and accepted by fellow workers and had the opportunity to develop their cooperativity with them, they had the opportunity to use their</p>
------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

	<p>training and develop their human relations skills. In every placement interns undertook responsibilities consistent with their abilities and growth and had the opportunity to develop critical thinking, to solve problems and also to develop their communication skills, their creativity in parallel with continuously feedback on their progress</p> <p>Except intern's responsibilities that involved repetition, the program was designed to maximize the scope of the students' organizational experience performing tests, writing handbooks or manuals, designing posters, charts, graphs, performing software/hardware modifications, conducting studies and surveys, creating academic lesson plans, conducting research, generating marketing plans, conducting training packages, working with people (unemployed and refugees) and coordinating events.</p> <p>Interns in NGO PRAKSIS had the opportunity to be trained with volunteers and Interns in ERGANI attended courses and social events referring to social entrepreneurship.</p>
Which IT based methods were applied? How were they integrated, which role did they play?	<p>Computer-based training was useful for self-directed learning. Interns could learn at their own pace and at a time that was convenient for them.</p> <p>Text-only: self-paced training in a text-only format (gaining knowledge of about a task by reading manuals or various texts associated with host institutions and their current projects).</p> <p>CD-ROM: off-the-shelf training programs covering a broad range of workplace topics in both host institutions.</p> <p>Multimedia: DVDs (television spots, Films, conferences, social events, previous relevant actions).</p> <p>Electronic data management programs (Praksis for example developed its own system in order to organize information refering to counselling provision and use it both for academic but and practical purposes. In this program an intern could find reports and observe the methodology one use in order to help every beneficiary step by step in counselling meetings.</p> <p>Also through emails and Facebook groups interns developed an interaction between them and with their mentors that resulted in greater comprehension and retention. Interns in PRAKSIS were working autonomous just after their training and in this way they could post questions concerning their tasks and experts (social workers, psychologists, teachers) within the NGO could answer them without interrupting their duties.</p>
Other Learning materials (which materials and resources did you work with?)	Both Host Institutes had the experience to plan a program beyond the work they gave to our interns with special training programs and social events and also used valuable learning material.

	<p>Material cited: reports and informative material (both organizations)</p> <p>Lectures (Ergani)</p> <p>Workshops (Ergani)</p> <p>Group Discussions (Praksis) in order to ask questions and provide ideas on how the program would work best.</p> <p>Courses (Ergani)</p> <p>Volunteer Training meetings (Ergani, Praksis)</p> <p>Experiential seminars (Praksis, Ergani,)</p> <p>Demonstration (both institutions)</p> <p>Role play (Praksis, Ergani)</p> <p>Simulation (both institutions)</p> <p>Outdoor Training (Praksis, Ergani)</p> <p>Observation (both institutions)</p> <p>Personalised support and development pathway: teaching, counselling, feedback (both institutions)</p> <p>Team working (both institutions)</p>
Which competence(s) have the learners developed?	<p>In all structures emphasis was given through every task to enhance students' competences in communication, team working, intercultural communication, problem solving, project management and planning resources and management. Every student decided to validate at least two of the above competences.</p>
Assessment (how did you assess the learning outcomes and competence developments?)	<p>Portfolio of materials about the internship/host institution and examples of work produced.</p> <p>Promotional materials about the organization (i.e. brochures).</p> <p>Training materials</p> <p>Profile or interview of immediate management that students worked with at the organization.</p> <p>Newspaper/magazine articles about the organization.</p> <p>Examples of material produced on the job (spreadsheets, reports, presentations, etc.).</p> <p>Protocol (task/timeline chart) signed from mentors and Mr.Papadimitriou with an appropriate amount of daily entries listing activities, reflections, record of tasks worked on.</p> <p>Paper/report of at least 2 pages describing the host institution and tasks.</p>

	<p>Student's Online Calendar</p> <p>Online internship's evaluation from the students</p>
<p>Learning outcomes: What were the expected learning outcomes? In how far were they acquired?</p>	<p>In every structure internship work activity focused on projects specifically related to the career goals of the interns. Understanding what does EU Key skills mean in the context of vocational training and counselling was quite important. Specifically, through interns' tasks we expected to enhance their:</p> <ol style="list-style-type: none"> 1. Cultural awareness and expression. Knowledge: awareness of local, national and European cultural heritage understanding the cultural and linguistic diversity in Europe and other regions of the world. Skills: expression the appreciation relates one's own creative and expressive points of view to the opinions of others and to identify and realise social and economic opportunities in cultural activity. Attitudes: respect to diversity of cultural expression. 2. Their Sense of initiative and entrepreneurship. Knowledge: identification of available opportunities for personal, professional and/or business activities, challenges facing an organisation, social enterprise. Skills: ability to plan, organise, manage, lead and delegate, analyse, communicate, de-brief, evaluate and record projects, effective representation and negotiation, work both as an individual and as a team member. Attitudes: motivation to meet objectives held in common with other. 3. Their Social and civic competences. Knowledge: codes of conduct and manners generally accepted in different societies and environments, basic concepts relating to individuals, groups, work organisations, gender equality and non-discrimination, society, culture, democracy, justice, citizenship, and civil rights, aims, values and policies of social and political movements. awareness of diversity and cultural identities in Europe Skills: communicate constructively in different environments, tolerance, expresses and understands different viewpoints, negotiate with the ability to create confidence, and to feel empathy, coping with stress and frustration, engage effectively with others in the public domain, display solidarity and interest in solving problems affecting the local community. Attitudes: interest in socio-economic developments and intercultural communication, readiness to respect others, equity, democracy and human rights, overcome prejudices, understand of differences between value systems of different religious or ethnic groups, 4. Their learning to learn competences Knowledge: their preferred learning strategies, strengths and weaknesses of their skills / qualifications, education and training opportunities and guidance and/or support available. Skills: effective management of their learning and work patterns, reflect critically on the purposes of learning, learning autonomously and collaboratively,

	<p>draw benefits from a heterogeneous group. Attitudes: motivation to pursue at learning throughout internship, desire to apply prior learning in order to solve problems.</p> <p>5. Their digital competences. Knowledge role, risks and opportunities of IST, internet and communication via electronic media in everyday context, main computer applications, how IST can support creativity and innovation, validity and reliability of information available, legal and ethical principles involved in the interactive use of IST. Skills search, collect, process information and use it in a critical and systematic way, use IST to support critical thinking, creativity, and innovation. Attitudes: critical and reflective towards available information, responsible use of the interactive media, engaging in networks for cultural, social and/or professional purposes.</p> <p>6. Their communication in mother tongue competence. Knowledge: vocabulary, functional grammar and the functions of language, awareness of the main types of verbal interaction, a range of literary and non-literary texts, the main features of different styles and registers of language, and the variability of language and communication in different contexts. Skills: communicate in a variety of situations and adapt their own communication to the requirements of the situation, distinguish and use different types of texts, search for, collect and process information. Attitudes: awareness of the impact of language on others, understanding and using language in a socially responsible manner.</p> <p>7. Their communication in foreign languages competence: knowledge of vocabulary and functional grammar, awareness of the main types of verbal interaction and registers of language, knowledge of societal conventions, and the cultural aspect and variability of languages is important. Skills: understand spoken messages, initiate, sustain and conclude conversations and read, understand and produce texts appropriate to the individual's needs. Attitudes: appreciation of cultural diversity, interest in languages and intercultural communication.</p> <p>8. Their competences referring to science and technology. Knowledge: fundamental scientific concepts- principles -methods, technology and processes, the impact of science and technology on the world. Skills: use technological tools and machines, use scientific data to reach an evidence-based decision or conclusion. Attitudes: critical appreciation, curiosity, interest in ethical issues and respect for safety and sustainability.</p> <p>Examples of students reports:</p> <p>Sofia Touloumenidou (praksis NGO) about Team working and Flexibility: "Every day I had to cooperate with my colleagues in order to organize our lessons, discuss about any problems may arise and find the appropriate solution". "We adjust the place in</p>
--	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

	<p>the port in a way that we could do the lessons, we respect people's different needs and habits and we tried to find ways in order the lessons to become interesting and easily understood".</p> <p>Eleni Sarakaki (Ergani Center) about communication and team working: "During my traineeship in Ergani Center I attended consulting lessons with a team that we formed with my fellow students. In those lessons we talked and learned about communication. Those things that I learned helped me improve my communication with my colleagues and the people who visited Ergani Center». «Moreover, I collaborated with the other interns and we worked very well together. We cooperated in many tasks and we managed to help each other!"</p> <p>Eleni Savvidou (Ergani center) about Communication and team working: "I learned through the consulting lessons that I took in Ergani Center some techniques that I can use to have a better communication with people. Those helped me in real life to communicate better with my colleges and people who visited N.G.O Ergani". "During my participation in a training program in Ergani Center, I learned how to communicate and cooperate with my colleges at work. In our team I tried to manage the activities we had to do and to share the responsibilities in a fair and helpful way".</p>
--	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Part 3: Feedback to the approach, the learning projects and validation

Was the setting of the learning project feasible for you?	Project-based learning became feasible because of the activities carried out during learning activities (identification host institution's needs, matching students to host institutions, supervising interns, monitoring, evaluation, effective coordination among all the stakeholders). Interns in every placement undertook responsibilities consistent with their abilities and growth and in parallel they had the opportunity to develop transversal competences with continuously feedback on their progress.
Would you have needed external/additional support? If yes, which?	No need for external/additional support. Effective coordination among Host institutions' mentors, academic supervisory board, counsellors of the Auth Practice Office and students was the key to dealing with this project.
Were the tools and materials provided helpful? How could they be improved?	<p>The tools and material supplied by Host institutions refers to their own organizational culture.</p> <p>Contact counsellors of the Student Practice Office and the academic supervisory board provided students with the appropriate information about the program but also monitoring</p>

	<p>and evaluation tools that worked effectively.</p> <p>Also within the Impact project students have been provided methodology, terminology and instruments quite useful for recognition and validation of competences.</p> <p>Suggestions: it could be helpful job descriptions to be incorporated in Level 5 approach in order competence validation candidates can estimate how useful a competence is for their own profession and put their priorities effectively.</p> <p>liaison impact Level 5 validation process with national lifelong career management system (EOPPEP http://e-stadiodromia.eoppep.gr/index.php/lifelong-career-management/18-e-portfolio.html).</p>
Your Feedback to the validation procedure with LEVEL5	<p>In Level 5/impact project students could give only verbal documentation for their competences. It could be helpful the possibility to create an e-portfolio in order validation candidates enter all kind of documentation for their lifelong in the job growth.</p> <p>Liaison with national systems of lifelong career management: http://e-stadiodromia.eoppep.gr/index.php/lifelong-career-management/18-e-portfolio.html</p>
Do you think that the 3D-system is a suitable approach to describe competence developments?	<p>Taking the form of simulation 3D-system became highly effective form of training because It is hands-on experience without the risks of actual performance. Interactive programs require trainees to answer questions, make choices and experience the consequences of those choices. This kind of interaction usually results in greater comprehension and retention. Furthermore no matter which shift an intern works, training is always available.</p>
What was the feedback of the learners in regard to the LEVEL5 approach?	<p>Level 5 approach provided interns with a sense of accomplishment and a context to discuss their professional growth and identity. The list of the established standards helped validation candidates to specify the competencies they believed could be validated. The example of self-assessment form helped students determine which competences could be validated following a conversation with their academic supervisors.</p>
Do you consider the approach to be transferable to other learning settings or projects/do you see limitations? If so, which?	<p>We think this approach fits into every process and learning format and for learners of all ages. With the appropriate guidelines and an e-portfolio for further documentation could be used as self-evaluation tool or could be used from vocational counsellors, or even better from HR managers in order to find the appropriate staff for their companies.</p>
Do you have any questions/remarks/demands that are	<p>Further Dissemination / promotion of the project to the appropriate recipients. Our recommendation for the future refers</p>

not considered yet?	to familiarize vocational counsellors, adult educators, trade unions, organizations, NGOs and entrepreneurs with this approach.
Your personal conclusion and recommendation for similar initiatives in the future	As long as project like this do not rise above their project status the recognition of their results will be undermined.

3.5. CVNO (SK)

Project Title	Organizing validation for community organizers
Summary	Since 2012 the State Department of the US is supporting the international exchange program with Slovakia focusing on teaching Slovak professionals from the NGO sector about the community organizing approach. The program focuses a lot on the different community organizing steps but does not reflect and validate improvement of the participants during their trip to the US. We will therefore try to apply the LEVEL 5 methodology with 5 chosen participants during the spring 2016 by using 2 assessments - before they go to the US and once they are back.
Purpose and objectives (Why)	The project is trying to reflect the current need to systemize validation for community organizing approach, method originally coming from the US. The main purpose of the project is to make participants reflect on their improvement but also on the areas where they need more professional support.
People involved and beneficiaries	There will be 5 participants from the exchange program, 1 professional using the LEVEL 5 method, 1 mentor supporting the project
Activities carried out during the learning project	The project will be divided into 4 parts: Definition of community organizing competence using the LEVEL 5 reference system and also ways how to assess participants; Assessment 1 before their trip to the US; Assessment 2 once they are back; Evaluation of the process.
Outputs/ results/ impact	5 participants will participate in piloting of validation of their experience before the trip to the US and after. These are the direct outputs: identified and described competence: community organizing; 5 participants assessed twice = 10 interviews; evaluated piloting version with the idea of using the method for future participants. The results of the project might influence the future direction of

	the program using the validation system of LEVEL 5.
Strong points and obstacles, ideas for improvement	<p>Strong points:</p> <p>Participants had stronger focus during their mobility</p> <p>Participants clearly formulated an important achievement – improvement in community organizing</p> <p>Obstacles: validation process is a rather difficult issue for someone who never worked with competences, a lot of consulting and mentoring work needed to be included</p>
Evaluation of your learning project (goals and topics of evaluation, evaluator and target group, indicators, methods of assessment, analysis of results)	<p>Goal of evaluation: validate improvement in the competence : community organizing</p> <p>Evaluator: Maros Chmelik – coordinator of the mobility with assistance of CVNO team as mentors and experts on LEVEL5</p> <p>Target group: professionals from Slovakia working in the area of community organizing</p> <p>Methods of assessment: self-assessment combined with interview</p>

Part 2: The learning

Learning situation (why was it a learning situation, what did the learners do, which tasks did they have?)	<p>The main objective of the exchange program is to learn about community organizing approach originally developed in the US. The general idea is to organize people from different communities identifying first their needs and issues and analysing possible solutions, and to teach communities how to raise their voices and speak for themselves, including following topics:</p> <ul style="list-style-type: none"> • identification of needs and issues in communities; • identification of leadership in communities; • analysis of power; • how to build strong organization; • how to prepare campaigns; • how to identify allies and enemies; • local grassroots fundraising; • building coalitions; • how to plan actions (marches, protests, petitions..).
Which IT based methods were applied? How were they integrated, which role did they play?	Originally, the online course was supposed to be prepared following participants return to Europe, which would help them to self-study topics not tackled deeply in the US and also would

	connect Moodle with LEVEL 5.
Other Learning materials (which materials and resources did you work with?)	pre departure training about community organizing; pre departure orientation about the expectation from the program followed by the first assessment ; binder with all printed materials related to workshops and trainings in the US.
Which competence(s) have the learners developed?	The project developed 1 concrete competence – community organizing, but participants also learnt about other competences such as teamwork, cultural diversity, etc...
Assessment (how did you assess the learning outcomes and competence developments?)	The participants were assessed twice during the piloting – first before their US experience and then after their return. In both cases first self assessment was applied followed by interviews.
Learning outcomes: What were the expected learning outcomes? In how far were they acquired?	About community organizing and how to apply it in their working environment

Part 3: Feedback to the approach, the learning projects and validation

Was the setting of the learning project feasible for you?	Yes
Would you have needed external/additional support? If yes, which?	Yes, which was offered by Tomas Findra, local trainer and mentor in validation of competences with experiences using LEVEL 5 method.
Were the tools and materials provided helpful? How could they be improved?	Materials were suitable and no significant comments were made. From the point of view of project organisers in future similar action more focus could be given to materials oriented on competences to be improved. This time the participants worked with the validated competence twice only.
Your Feedback to the validation procedure with LEVEL5	Validation process was changed but the follow up will be more interlinked with online tools
Do you think that the 3D-system is a suitable approach to describe competence developments? Added value?	Yes, it made the competence development visible – this is certainly an asset as it motivates learners. On the other hand it also helps to structure the programme and the competences that shall be developed.

What was the feedback of the learners in regard to the LEVEL5 approach?	Very useful tool as an approach, however working with reference framework and formulating the competences is a challenge for unexperienced personnel.
Do you consider the approach to be transferable to other learning settings or projects/do you see limitations? If so, which?	The LEVEL 5 is rather universal when it comes to transferability to various topics. It can be applied in most topics related to community organizing.
Also there is better understanding during the second assessment.	Much better understanding during the second assessment.
Your personal conclusion and recommendation for similar initiatives in the future	We did not organise an online course as it should have been so the potential of interlinking different learning platforms with LEVEL 5 was not exploited to the full extent.

3.6. CATRO (BG)

Project Title	Validation of intercultural competences in multicultural work environment
Summary	<p>This is a learning project about developing and validating intercultural competences of interns in new cultural work environment part of the project (EILEEN - Enhancing intercultural learning in European enterprises). For the project CATRO has made a partnership with AIESEC Bulgaria – an international student organisation that supports international exchange programmes for students. The aim was to support a pilot group of interns during their internship in Bulgaria in terms of providing them with learning materials and mentorship support, and validate their competence development during and at the end of their volunteering experience as teachers in the AIESEC project – Green summer.</p>
Purpose and objectives (Why)	<p>The purpose of the learning project was to develop the AIESEC students' Intercultural competences during their internship in Bulgaria. The main objectives of the learning project was to motivate interns:</p> <p>to know and understand cultural differences that influence the way people work and communicate with others.</p> <ul style="list-style-type: none"> • to develop tactics to more effectively interact with people from other cultures, especially with children and in a team with other teachers • to learn tools to improve communication, resolve conflicts and problems • to raise the personal awareness of each learner regarding his/her own level of intercultural competences • to increase the intrinsic motivation of the learners to develop further a specific competence, thanks to the competence oriented learning approach <p>The workplace was a kindergarten that partners with the student organisation AIESEC and gave the opportunity to the students who were part of the Green summer project to educate the children about the climate changes and their culture.</p> <p>The learning project contributed in two directions:</p> <p>to interns – to develop their intercultural competences in new</p>

	<p>cultural and working context</p> <p>to children – to acquire new knowledge for other cultures and the importance of the topic climate changes taught by the interns</p>
Description (What/How/For whom)	<p>The learning project targeted AIESEC members who are outgoing or incoming exchange students/interns. The AIESEC organisation in Bulgaria helps the young people from other countries to find internship in Bulgaria and guides Bulgarian students in the process of finding an internship abroad. A group of 15 AIESEC members who are in the national committee has been part of a workshop for intercultural competences development on 19th of April. Every participant had the opportunity to transfer the knowledge gathered to the interns that they are welcoming during the summer period. The pilot group for the project IMPACT were 3 international interns (Moroccan, Italian and Chinese) part of the volunteering project Green Summer in Sofia, Bulgaria for the period of 2 months.</p>
People involved and beneficiaries	<p>The AIESEC group and three interns; all of them AIESEC international exchange students who have worked as a volunteering teachers for the period of two months under the Green Summer project.</p> <p>2 trainers from CATRO who coordinated the programme in the IMPACT project and did the self-assessment on the IMPACT open learning space.</p>
Activities carried out during the learning project	<p>The project 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 development. During the learning project the interns followed the learning pathway as proposed:</p> <p>Learning through materials and „experimenting“ in the real working environment</p> <p>Sharing with their AIESEC buddies and CATRO mentors about the COL (competence oriented learning) task and getting competence-oriented tasks and feedback</p> <p>Interns were subconsciously getting experience in the competence, going back to the materials only from time to time and becoming conscious about the learning progress made in practice.</p>
Outputs/ results/ impact	<p>The interns managed to acquire new knowledge of the Bulgarian culture and cultural differences. Now they have the ability to act appropriately using that knowledge, the right attitudes and skills under the constraints of real-time communication and interaction with colleagues, children in the kindergarten and locals.</p>

	<p>They have increased awareness about the importance of the intercultural competences such as intercultural communication, team working and problem solving.</p> <p>They have positive impact over the whole internship experience that has influenced the overall knowledge growth.</p>
Strong points and obstacles, ideas for improvement	<p>The process of competence oriented learning was beneficial part of the project as interns had a majority of activities and experience in new contexts and people – e.g. preparing lessons for children; working in new cultural environment with multicultural group of teachers; etc. The constant interactions of the interns with the new culture and regular follow-ups of the CATRO experts provoked a process of constant reflection of the problems met and achievements by focusing on the overall competence progress. The interns stated that this was the most valuable part of the project – to reflect and considered the good results and what they can learn from the mistakes made.</p> <p>However, in the beginning of the learning project some of the interns have not been aware what a „competence“, what learning is about, specifically what is „competence oriented learning“ and validation is about. This obstacle has been overcome by the e-learning platform where in the online module “Validation” every aspect was explained.</p>
Evaluation of your learning project (goals and topics of evaluation, evaluator and target group, indicators, methods of assessment, analysis of results)	<p>The evaluation of the learning project was done through regular peer-to-peer feedback between AIESEC interns and the CATRO experts. An additional counselling technique that was applied was the internal AIESEC buddy system where every intern has a buddy in Bulgaria and at his home country. This method has been assessed by the interns as the most useful and applicable in their situation as they receive an additional feedback for their work and from different angle.</p>

Part 2: The learning

Learning situation (why was it a learning situation, what did the learners do, which tasks did they have?)	<p>The learning happened during the volunteering project Green Summer part of the summer exchange programmes of AIESEC. The interns were introduced to the e-learning platform which supported their learning process during the 2 months. Their main responsibility was to prepare lessons about their culture and the topic climate change adapted to the learning needs of children in kindergarten.</p>
Which IT based methods were applied? How were they integrated, which role	<p>IMPACT learning space and the EILEEN Intercultural e-learning</p>

did they play?	<p>platform:</p> <p>The platform helped the interns to enhance their knowledge upon the intercultural competences and validate their competence development during their internship. Some of the interns have shared that they have applied some of the practical exercises on the EILEEN platform with children.</p>
Other Learning materials (which materials and resources did you work with?)	The other learning materials that the interns have used are the Incoming exchange students guide provided by the student organisation AIESEC. However, this material is more concentrated to practical tips and Bulgarian cultural specifics.
Which competence(s) have the learners developed?	<ul style="list-style-type: none"> • Problem-solving • Team working • Intercultural communication
Assessment (how did you assess the learning outcomes and competence developments?)	The interns have used the LEVEL5 approach for the assessment of their competence development.
Learning outcomes: What were the expected learning outcomes? In how far were they acquired?	<p>Knowledge:</p> <p>At the end of the project interns know their own cultural frames of reference and various patterns of cultural differences. Know strategies to communicate successfully with people from a variety of other cultures and contexts. Know how it is to work in a team in intercultural environment and respect the other team members. Know how to solve problems by adapting quickly flexible solutions approach while adapting to the new environment.</p> <p>Skills:</p> <p>Interns are able to put oneself in the shoes of others (colleagues, children, locals, etc.) and being able to apply a variety of intercultural approaches. Developing own approaches to communicate with people from other cultures in a team.</p> <p>Attitude:</p> <p>Interns have internalised how to overcome culture based obstacles in communication, while working a team and challenges as a whole. Being aware that one's own culture may shape one's own reactions and being able to transcend that. Inspiring others to improve their intercultural competences.</p>

Part 3: Feedback to the approach, the learning projects and validation

Was the setting of the learning project feasible for you?	The setting of the learning project was well organised due to the well-established student exchange programme by AIESEC. The COL learning validation which was provided under the my-VITA platform and its validation module and online assessment with the LEVEL5 approach.
Would you have needed external/additional support? If yes, which?	The interns needed external support from the AIESEC members (their buddies) and the CATRO experts. The support provided by the two parties was connected to providing additional information regarding the cultural challenges that they had and support in their competence validation.
Were the tools and materials provided helpful? How could they be improved?	The tools provided on the e-learning platform regarding the validation procedure and LEVEL5 as a whole was helpful and the interns did not need any additional explanations from the CATRO experts about the approach.
Your Feedback to the validation procedure with LEVEL5	<p>The interns were motivated to make a validation of their competence because they internalised the rationale of LEVEL5. They were convinced that a competence cannot be easily assessed but put in context in observable dimensions by knowledge, skills and attitude – makes the process more objective. During the first assessment, the interns did not see the real added value of LEVEL5 but as they went through the whole validation procedure and the second assessment they were satisfied of the results.</p> <p>However, several technical issues affected the validation process during our practice projects</p>
Do you think that the 3D-system is a suitable approach to describe competence developments?	As mentioned before the three dimensions of the LEVEL5 system make the competence validation procedure interesting and innovative and, moreover, they visualise the real progress of particular competence. As a whole, the visual representation of the competence development impressed the interns.
What was the feedback of the learners in regard to the LEVEL5 approach?	Due to the good presentation of the approach on the my-VITA e-learning platform the interns have been well-informed about LEVEL5 and its added value. Their expectations were met as they had good informational background before the validation procedure. Overall, the feedback of the interns is positive that is why they were motivated to apply LEVEL5 for the visualisation of their competence development during their internship in Bulgaria.
Do you consider the approach to be	The LEVEL5 approach is transferable in different learning settings

transferable to other learning settings or projects/do you see limitations? If so, which?	that involve competence oriented learning. The only limitation that has been observed with one of the interns is its applicability in different cultural context. In other words, the Chinese intern did not make her validation as she knows that it will not be recognised by the Chinese employers due to the fact that competences are not recognised as a key factor for employee productivity.
Do you have any questions/remarks/demands that are not considered yet?	No
Your personal conclusion and recommendation for similar initiatives in the future	Overall, the LEVEL5 approach and its online based validation procedure was implemented successfully with the AIESEC interns who went through their practical experience in Green Summer project and knowledge development through the e-learning space. Their experience as part of the international exchange programme has an added value due to the peer-to-peer assessment of their competence. AIESEC received a positive feedback from them and the organisation is open to partner with CATRO in the future by integrating the LEVEL5 approach in their internship programme.

3.7. blinc (DE)

Project Title	Master student course on VINFL
Summary	<p>The course was carried out in 2015 as part of a master study course for students in Adult Education to bring about theory and first application of VINFL in practice.</p> <p>The course consisted of 5 Theory units, a learning project, supportive e-learning and a connection to an e-Portfolio.</p>
Purpose and objectives (Why)	<p>The project is grounded on the idea that VINFL is a subject that has become more and more important for educationalists since 2010 and will become an important field in future. There is a need for competence development in this area also for students of educational science since they will work in AE, VET or HRM in future.</p>
Description (What/How/For whom)	<p>The course consisted of 5 theoretical units on validation, a practical project, a preparatory unit and a presentation with concluding feed-back and a combined self- and external assessment</p> <p>The e-part consisted of</p> <ul style="list-style-type: none"> • Reference system for VINFL • Mahara, Moodle and LEVEL5 integration • LEVEL5 Certificates
People involved and beneficiaries	<p>15 Master students, 2 Teaching staff</p> <p>University Duisburg Essen, DIE Institute, Bonn, blinc eG, Göttingen</p>
Activities carried out during the learning project	<ul style="list-style-type: none"> • Brainstorming • Project conceptualisation based on the “advanced organiser” technique and a preformatted project pattern • Design phase in teams of 2-3 students • Project presentation along the advanced organiser • Feed-Back and Peer-Assessment • Self and external assessment on competence development on validation

Outputs/ results/ impact	<ul style="list-style-type: none"> • Theoretical and practical concept of the validation module within the master course • Learning Materials • Utilisation of the open learning environment • 5 student projects • Three students to win the my-VITA award with their concept • 1 start-up concept • Positive evaluation by the students
Strong points and obstacles, ideas for improvement	<p>Which activities or steps of the project went well?</p> <ul style="list-style-type: none"> • Course was well received by the students • Practical phase went well • High participation in the projects • Projects with mostly very high quality <p>Which obstacles did you face?</p> <ul style="list-style-type: none"> • Erratic participation in the lectures • Platform was introduced too late which resulted in a low participation on the platform <p>Which ideas do you have to improve the approach if you'd do it again?</p> <ul style="list-style-type: none"> • Earlier implementation of the mahara/moodle • Presentation and short exercises on the platform in the f2f phase • Placing Triggers on the platform • Organising 1-2 preliminary (or parallel) synchronous online meetings
Evaluation of your learning project (goals and topics of evaluation, evaluator and target group, indicators, methods of assessment, analysis of results)	Self-assessment in combination with expert assessment, both f2f (presentations) and via the e-learning-space

Part 2: The learning

Learning situation (why was it a learning situation, what did the	Formal learning within a master course. Lectures (seminars) in combination with e-learning, learning project and competence
-------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------

learners do, which tasks did they have?)	validation
Which IT based methods were applied? How were they integrated, which role did they play?	<ul style="list-style-type: none"> • Mahara, Moodle and LEVEL5 integration • Handouts of the lectures places therein • Necessary planning instruments (project pattern, advanced organiser) • Learning project presentation integrated
Other Learning materials (which materials and resources did you work with?)	No, see above
Which competence(s) have the learners developed?	Apart from diagnostic competences and validation as (sub-competence = facette) students acquire planning and conceptual as well as teamwork competences.
Assessment (how did you assess the learning outcomes and competence developments?)	<ul style="list-style-type: none"> • Self- and external assessments based on the project presentations and LEVEL5 reference systems • Competence to implement VINFL, more specifically • Theoretical knowledge on validation and • Ability to conceptualise validation in an own learning project
Learning outcomes: What were the expected learning outcomes? In how far were they acquired?	<p>Knowledge:</p> <ul style="list-style-type: none"> • Theoretical knowledge on validation history, backgrounds, drivers, general procedure • Reflection on SWOT of the VINFL concept • applied knowledge certain elements of the validation process in practice projects <p>Skills</p> <ul style="list-style-type: none"> • ability to apply the VINFL theory in a known practice field • conceptual skills (structuring, planning) • presentation skills <p>Attitudes</p> <ul style="list-style-type: none"> • Interest in VINFL • Positive, but critical attitude towards the concept • Commitment to create an own project with VINFL

Part 3: Feedback to the approach, the learning projects and validation

Was the setting of the learning project feasible for you?	There are hardly no obstacles to this course. However, it should be carried out in this blended way. Hence it requires the learning technologies mentioned above and the respective concept (especially the practical projects). In our case the students could easily come across their projects – in less experienced and innovative courses this might become an obstacle.
Would you have needed external/additional support? If yes, which?	No.
Were the tools and materials provided helpful? How could they be improved?	Yes, it worked perfect since we started with it at a relatively late stage. Hence we didn't encounter any technical problems. We should improve at one stage which is the emotional trigger at the beginning. It would be also great to liaise with other European students!
Your Feedback to the validation procedure with LEVEL5	Perfected over the last years. It is very strong and powerful in combination with moodle and mahara
Do you think that the 3D-system is a suitable approach to describe competence developments?	Great. It covers both aspects "validation" and planning of learning in a very good way. It also brings about the outcomes of learning in a very nice and easy understandable way.
What was the feedback of the learners in regard to the LEVEL5 approach?	It was very much appreciated by the learners. It makes the learning perceivable and more valuable to avoid the word "precious".
Do you consider the approach to be transferable to other learning settings or projects/do you see limitations? If so, which?	Absolutely. We will transfer it to at least 200 new learners on university level in the next 2 years (with 7 universities in an ERASMUS+ KA 2 project). We will also use certain aspects in a large scale project at the German institute for Adult Education
Do you have any questions/remarks/demands that are	No

not considered yet?	
Your personal conclusion and recommendation for similar initiatives in the future	<p>Let's continue.</p> <p>Against the background of increasing right wing populism we should strengthen the critical thinking competences of students.</p> <p>Since free and open education is one of the strongest means to defend our joint (European) values we should create projects in political education that promote competences that are connected to these values.</p>

3.8. IPL (PT)

The IMPACT pilot project developed by the IPLeiria partner was called COTour – Client Orientation Competence Developed in Internships in Tourism domain and is aimed at development and validation of Client Orientation competence during students' internships in the Tourism industry.

Because the internship is the first opportunity to deal with real clients and students don't have that experience during the degree it seemed a good competence to analyse and validate.

The work started with a review of the level 5 methodology for the team members and followed with the definition of the competence "Client Orientation in Tourism" and referential adapted from other materials already developed by other IMPACT partners. The definition and referential was presented to the students in a face to face meeting before they went in to the internship, along with a small survey to generate an initial reflection. A moodle course with weekly based activities was prepared for students, with the integration of the validation procedure in the moodle platform. At the end of the internship there was a final reflection and the application of LEVEL5 methodology to validate the Client Orientation competence in Tourism.

One of the main objectives of the pilot project was technical, that is the integration of the LEVEL5 validation IT tool with moodle platform where the course was implemented. Other objectives were more related to learning and to contribute to develop Client Orientation in the tourism domain and also for the employability of the young graduates. Other objectives were more general like the development of transversal competences in higher education and in tourism-related degrees and enterprises and also to build an IPLeiria team to learn and apply LEVEL5 method to validate transversal competences.

As main conclusion of the project we may state that LEVEL5 is considered an interesting and useful procedure to validate transversal competences and also that future initiatives should include human resources enterprises or departments in order to enlarge dissemination in to the business world.

Project Title	COTour – Client Orientation Competence Developed in Internships in Tourism domain
Summary	Development and validation of Client Orientation competence during students' internships in the Tourism industry, COTour. Started with the definition of the competence and referential, followed by an initial reflection. A moodle course with weekly based activities was prepared for students, with the integration of the validation procedure in the moodle platform. At the end of the internship there was a final reflection and the application of LEVEL5 methodology to validate the Client Orientation competence in Tourism.
Purpose and objectives (Why)	<ul style="list-style-type: none">• Integrate the LEVEL5 validation IT tool with moodle;• Contribute to develop Client Orientation in the tourism domain;• Contribute for better employability of Tourism

	<p>graduates;</p> <ul style="list-style-type: none"> • Increase quality and joy of visitors' experiences in Portugal; • Build an IPLeiria team to learn and apply LEVEL5 method to validate transversal competences; • Value the development of transversal competences in higher education and in tourism-related enterprises. • Give greater IMPACT to LEVEL5 procedure.
Description (What/How/For whom)	<p>What: Validation of Client Orientation competence during students' internships in the Tourism industry.</p> <p>How: With the definition of the competence and referential, followed by an initial reflection, then a moodle course with weekly based activities for students and a final reflection, with application of LEVEL5 methodology to validate the Client Orientation in Tourism.</p> <p>For whom: For graduation finalists from the Tourism, Hotel Management and Tourism Recreation degrees.</p>
People involved and beneficiaries	<p>Target Group: Tourism students that go on internship, teachers that supervise their internships and a team of assessors to learn and apply LEVEL5 methodology.</p> <p>An IPLeiria team of distance learning experts was also involved in the integration of LEVEL5 and Moodle and also in the production of the flyers for the project and for the meeting and conference that took place in Portugal.</p>
Activities carried out during the learning project	<p>For the IPLeiria team learning started with a f2f presentation of the LEVEL5 methodology, followed by the multipliers of Kaunas and Peniche, by the production of the survey and referential on Client Orientation, and finally with the students' assessment analysis;</p> <p>For the IPLeiria distance learning team there were also several meetings related to technical issues on the integration of LEVEL5 with moodle and a strong interaction with other project technical experts;</p> <p>The multiplier event and conference in Portugal was also an important learning activity and it allowed more IPLeiria people to know about LEVEL5 and this approach to competence validation.</p> <p>For the students, the COTour project started with a f2f meeting before the internship, where the Client Orientation competence was presented. During the internship, weekly based activities were presented in a moodle course with email reminders;</p> <p>Finally, students had a reflection time and self-assessment with</p>

	the final survey and rating on the referential, with reasoning.
Outputs/ results/ impact	<p>The Client Orientation competence developed in tourism internships project was initiated with 25 students, some of them are still in the internship, that was extended, and until the date of this report only 10 made the final evaluation and validation;</p> <p>Degree coordinators, pedagogic board and a group of teachers at IPLeiria learned about transversal competences, validation and LEVEL 5;</p> <p>LEVEL5 IT methodology was integrated in the moodle platform and in the developed moodle course.</p> <p>A team on IPLeiria learned and applied LEVEL5 methodology to validate transversal competences.</p>
Strong points and obstacles, ideas for improvement	<p>In the f2f meeting with students, they were motivated to participate in the project and to develop their Client Orientation skills. But, along the internship, they did not participate as much as expected in the weekly activities part of the moodle course. In the internships in the area of Tourism and Hospitality usually students work many hours a day with demanding schedules and this probably limited their participation in the activities of the course.</p> <p>Maybe this could be improved by starting the f2f meetings and moodle course earlier, when the students are still in the school and can dedicate more time to this issue. There has to be an earlier planning of activities, so that students get to know about the process and get involved with it before leaving to do their internships.</p>
Evaluation of your learning project (goals and topics of evaluation, evaluator and target group, indicators, methods of assessment, analysis of results)	<ul style="list-style-type: none"> ✦ Initial self-evaluation of students was made in the f2f meeting, where Client Orientation Competence was presented, with survey and LEVEL5 referential; ✦ At the end of the internship self-evaluation with survey and referential plus reasoning was made; ✦ Assessors verify students referential/reasoning and surveys talking to the supervisors when appropriate.

Part 2: The learning

Learning situation (why was it a learning situation, what did the learners do, which tasks did they have?)	All the considered internships involved real interaction with clients in activities within the tourism domain, like hotel reception, travel agency desk interaction, or recreational activities development with tourists many times also involving local people.
------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

	<p>The moodle course consisted of a series of activities related to the competence of client orientation, not only in tourism, but in other fields as well. Every week a new video with client related situations and recommendations was suggested and some comments were expected, answering questions like: “what can you learn with the situations represented in this video” or “how do this video relates to your present internship situation?”. There was also a forum for the students to discuss among themselves questions related to the videos and to their experiences in their trainings. Finally there was a questionnaire for the students to reply, related to Client Orientation competence.</p>
<p>Which IT based methods were applied? How were they integrated, which role did they play?</p>	<p>The initial survey was made with the help of IT tools namely a template distributed under a GPL licence, whose landing page is presented as figure 2, at the end of this report. Course was also developed in the moodle platform, with the integration of the LEVEL5 IT tool. Our IPLeiria institutional mooc platform, UP2U, was used, as can be seen in the figure 3, at the end of the report. In the figure 4, there is a screen shot of the moodle based COTour course landing page, where the students were registered and weekly based activities and interactions were proposed.</p> <p>IT tools provided the possibility to apply the survey on line without distance concerns the Moodle course provided the possibility to keep the contact with students while they are in their internships some even out of the country.</p>
<p>Other Learning materials (which materials and resources did you work with?)</p>	<p>A questionnaire and a referential for the competence Client Orientation was developed, a moodle course with week activities were organized. In this course videos were used as a resource and some questions were used to promote reflection.</p>
<p>Which competence(s) have the learners developed?</p>	<p>Learners develop several competences within the internships, such as teamwork, problem solving, flexibility and personal communication with clients but also with other colleagues or superiors. Nevertheless the competence to be validated was chosen to be Client Orientation in Tourism.</p>
<p>Assessment (how did you assess the learning outcomes and competence developments?)</p>	<p>Initial self-evaluation was made by the students in the f2f meeting with an initial survey and the LEVEL5 referential developed for client orientation in tourism. Students were asked to situate themselves in the referential and to write reasons for that positioning. There was also some time for interaction among students where they could compare and comment their position and reasoning. At the end of the internship another self-evaluation was made and sent to the assessors. They verified student’s surveys, initial and final referential and reasoning’s, if appropriate they could talk with the internship supervisors, in order to decide on the student self-evaluation levels adequacy</p>

	and to fill the excel validation file for the certificate emission.
Learning outcomes: What were the expected learning outcomes? In how far were they acquired?	<ul style="list-style-type: none"> - Greater knowledge, practice and appreciation for the validation of transversal competences were acquired by IPLeiria team, by some members of the pedagogical board degree coordinators and course commissions. - Greater knowledge, practice and appreciation for the LEVEL5 methodology was acquired by IPLeiria team members. - Greater integration of IT Tools, in particular LEVEL5 validation software and moodle was acquired during technical on line contacts and meetings between experts. - Better international network competences and international communication were also outcomes from the IMPACT project for the teachers involved and for the institution itself. - Greater appreciation of Client orientation competence in Tourism developed by the students and IPLeiria Team, from the students part but also from the teachers and even some course coordinators.

Part 3: Feedback to the approach, the learning projects and validation

Was the setting of the learning project feasible for you?	<p>Feasible yes, for the IPLeiria team within the IMPACT project, although some internships may continue after the end of the project and in that cases final validation will only happen when students finalize their assessment.</p> <p>For the students there is always time constraints in the internship. The curricular internship is generally only one month that can be too short to fully develop the learning project, some internships can be 3 or more months when students stay during all summer, which is frequent in tourism internships. In these cases the internship and the competence development will continue after the end of the project and only at the end the validation will be possible.</p> <p>One question is difficult to manage, for students to find time for the moodle course, because students in the internship have to dedicate themselves to the internship in first place and in the tourism domain internships schedules can be long and tiring. This is an issue to improve starting the moodle course before the students leave for the internship.</p>
Would you have needed external/additional support? If yes, which?	Support was good; maybe some additional support on the referential construction of Client Orientation in Tourism could be interesting, it would give us more confidence in the project.


Were the tools and materials provided helpful? How could they be improved?	Tools and materials were helpful; maybe they can be improved with more examples and with a friendly organization in order to be easier to locate them.
Your Feedback to the validation procedure with LEVEL5	<p>Being transversal competences they are difficult to validate and LEVEL5 is a useful procedure to validate them. LEVEL5 also helps to their development and even to design learning paths to develop certain dimensions.</p> <p>There is always the question of the type of assessment, using self-assessment with self-positioning on the referential and reasoning and only an external verification can lead to different outputs which can be seen as problem in the procedure.</p>
Do you think that the 3D-system is a suitable approach to describe competence developments?	Yes, it is suitable it couldn't be more complex because it must be easy to read and understand but it can't be too simple because transversal competences are difficult to analyse. It is also interesting to relate the 3 dimensions with the leaning with the brain, the hand, the heart, so common in several domains.
What was the feedback of the learners in regard to the LEVEL5 approach?	Feedback was generally good, essentially because it was seen as a good tool to help student's to get a job in their study field.
Do you consider the approach to be transferable to other learning settings or projects/do you see limitations? If so, which?	The approach is transferable; the most important limitation is time to reflect and develop the competence. Naturally it is important that the learners are committed to the validation and find it useful.
Do you have any questions/remarks/demands that are not considered yet?	<p>To tackle the issue of certification a group of examples and certified positioning for each competence could be developed or alternatively a certificatory group that could make official LEVEL5 certifications at least for a small number of key competences.</p> <p>One other issue is more dissemination, so that companies and human resources departments know about this approach in competence validation.</p>
Your personal conclusion and recommendation for similar initiatives in the future	<p>As main conclusion LEVEL5 is considered an interesting and useful procedure to validate transversal competences.</p> <p>Future initiatives should include human resources enterprises or departments in order to enlarge dissemination in to the business world.</p>



Figure 1: Print screen of the COTour logo, developed for the project to be used in the course and also on the certificates.

survey.bupnet.de/index.php/survey/index/sid/433349/newtest/V/lang/en

IMPACT survey



IMPACT

IMPACT is a research and development project that analyses web-supported learning and teaching in connection with the validation of learning outcomes.

It aims at understanding how educational professionals use web-based learning environments and Open Educational Resources (OER) as well as approaches and instruments for validation of learning outcomes in their practice.

The project aims at creating a holistic learning and validation environment and interfaces between existing web-based learning and validation instruments.

This system shall be developed based on the feed-back and the requirements from practice - therefore we highly appreciate your input and expertise.

You may participate and support us on different levels:

1. Answer the following questionnaire
2. Take part in the [My VITA Award](#) about innovative approaches connecting competence based learning and validation. By following the link above you receive information and have the chance to win a journey to our IMPACT conferences on 17/18.09.2015 in Mechelen, Belgium and in 2016.
3. Register to an individual or focus group interview in connection with the IMPACT webinar.

The online survey on hand will be distributed to more than 3.000 selected educational experts in Europe.

It consists of 4 parts:

1. Introduction and statistical background data
2. Utilisation of web-supported learning environments and OER
3. Validation of learning outcomes and connection to web-based learning
4. Establishment of a web-based validation instrument to connect learning assessment and validation

It will take you approximately 15 min to complete it.

Thanks a lot for your commitment!

Your IMPACT team

Figure 2: Print screen for the IMPACT survey landing page, made using a template distributed under a GPL licence.

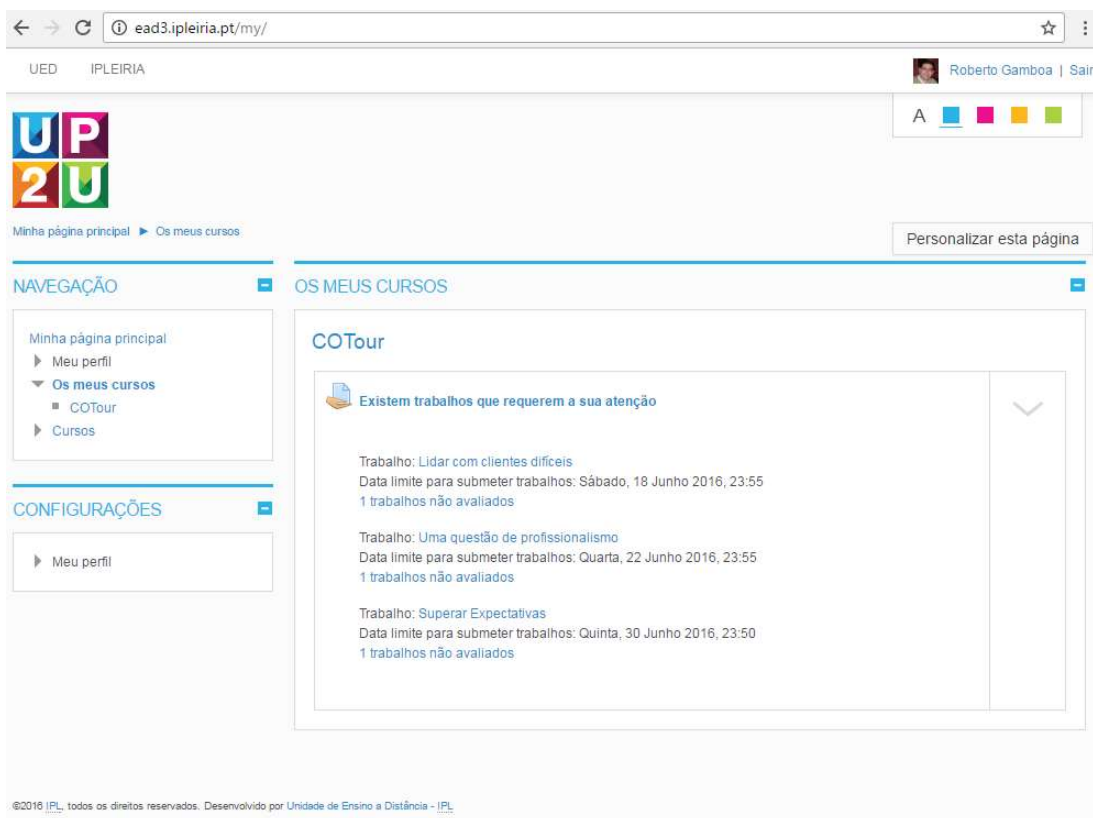


Figure 3: IPLeiria distance unit platform, UP2U, where the COTour course was implemented

ead3.ipleiria.pt/course/view.php?id=92

UP 2U UED IPLEIRIA

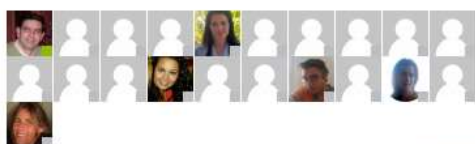
COTOUR

Minha página principal ▶ Os meus cursos ▶ Instituto Politécnico de Leiria ▶ COTour

NAVEGAÇÃO

- Minha página principal
 - ▶ Meu perfil
 - ▶ Curso atual
 - ▶ COTour
 - ▶ Participantes
 - ▶ Badges
 - ▶ Os meus cursos
 - ▶ Cursos

PARTICIPANTES



Ver todos

CONFIGURAÇÕES

- Administração do curso
 - ▶ Ativar modo de edição
 - ▶ Editar configurações
 - ▶ Utilizadores
 - ▶ Filtros
 - ▶ Relatórios
 - ▶ Pauta
 - ▶ Badges
 - ▶ Cópia de segurança
 - ▶ Restaurar
 - ▶ Importar
 - ▶ Publicar
 - ▶ Reiniciar
 - ▶ Base de dados de perguntas
- Assumir o papel de...
- Meu perfil

COTour



Placard de informações

Notícias gerais e avisos



Linhas orientadores para elaborar um Portfólio Reflexivo



Fórum para partilha de dúvidas entre os estagiários

1º tópico



atividade_1_COTour



atividade_2_COTour

1ª semana - Excelência no atendimento ao cliente



Atendimento 5 estrelas



Excelência no atendimento ao cliente

2ª semana - Lidar com clientes difíceis



O cliente tem sempre razão! Mesmo o mais difícil!



Lidar com clientes difíceis

Figure 4: Landing page of the COTour course prepared in the Moodle platform where the students were registered and weekly based activities were proposed.

4. SWOT Analysis

4.1. Summary

The SWOT analysis was carried out at the end of the learning projects and served as reference for improvements in software, design and learning pathway conceptualisation.

The SWOT in a nutshell

Strengths

- Well elaborated system with a long development history
- User friendly
- Sets impulses to learn
- Motivates learners for reflection
- Students see benefits to increase job chances
- The system enriched the internships and gave them more credibility
- Possibility to validate transversal (key) competences
- Adaptable validation instrument for new jobs or for specific CPD (e.g. heritage interpreters)
- Easily connectable to learning technologies, supports blended learning
- Easy connection to other technologies like Facebook
- System built connection to an e-Portfolio to collect evidences and to organise one's profile for lifelong learning and to show evidences to potential employers

Weaknesses

- Technical problems in the provided learning space (in the connection of learning technologies)
- Still too complicated for some students
- Affords efforts from teachers and students
- Needs preparation (especially in the learning process)
- Time issues (learning new things is more important than validation)
- Basic understanding on competences required
- Provided in only English
- Validation is a very complex and new process
- Validation needs connections to the labour market requirements
- Sometimes reluctance to register to the online system

Opportunities

- High transferability
- Scientifically backed-up system approach should be marketed in future
- Possibility to offer services related to the system
- Offers new income opportunities for providers

- An instrument to spread innovative learning
- Instrument to validate soft skills
- Instrument to be used in official validation pathway (identification, documentation, assessment)
- Possibility to implement it as “official instrument” for certain organisations (e.g. large scale volunteering or VET schools)
- Possibility to use it in master courses
- High quality in ERASMUS courses
- High potential also as planning tool
- The full system should be implemented in some large institutes and organisations
- Certain partners already have a large scale dissemination and valorisation strategy for Universities with several hundreds of learners

Threats

- If the concept of validation fails, LEVEL5 may get acceptance problems
- Competition between learning and validation in some settings
- Unattractive assessment settings if implemented inappropriately
- Still high complexity
- Marketing has to be professionalised
- Low interest by host entrepreneurs
- The whole concept needs an openness from all stakeholders involved
- If the educational systems develop in a formal direction the system will be applicable only in educational niches (like in reform schools or in practical projects)

Conclusion:

Generally the system was perceived as a well developed approach, professional, high-quality and adaptable to different learning situations and contexts.

Problems identified were a rather high effort in implementing functioning learning arrangements, especially when the providers lack experience with COL and validation. Also the learners had to get acquainted with this, in some cases, new concept of learning and competence development.

The consortium identified a number of opportunities and potentials due to its high transferability and quality, especially against the background of the invention of structures for VINFL by 2018.

This is, on the other hand, also the biggest threat seen by the partners: Validation is still unknown territory to many stakeholders on different relevant levels (educationalists, employers but also learners) and if the introduction fails the system will also suffer from the lack of acceptance.

Eventually, it is important to note that

- The SWOT exercise reflects the views at an interim stage as the pilot projects served as tests to improve the IT performance and the open learning space

- The statements of the trainers/counsellors are not fully related to the IMPACT procedure, the open learning space and the LEVEL5 approach but they also involve more general issues related to validation and Competence Oriented Learning, or the learning environment and the pre-disposition of the students.
- The quality and the success of the learning setting is mainly important on the teachers' own didactic concept.

All partners intensively worked and piloted not only the didactical and the validation approaches and were able to transfer and transform the IMPACT-LEVEL5 approach to their learning projects and contexts.

This is remarkable since the level of expertise among the responsible team members largely differed and the learning projects showed a large scope of diversity in relation to target groups, level of formalisation, level of individualisation and also the intensity of utilisation of digital materials and platforms.

4.2. SWOT in detail

4.2.1. Strengths

BUPNET:

- easy to understand and simple to use method to assess and evidence competence developments in different learning contexts.
- usable in e-learning settings as well.
- the assessment scenarios, as implemented within IMPACT, were tested and improved and in the end an easy to use procedure was achieved.
- the distinction between the three dimensions not only has descriptive purposes, but allows the learner to deliberately focus on specific dimensions to put more attention to and to develop their competences in a holistic way.
- learners' feedbacks were generally positive.
- students appreciated the occasion to self-reflect on their activities and in how far these stimulated the development of their competences
- reasoning their level of competence helped them to find words for their competences and enabled them to describe their proficiency to others.

AUTH:

- The system worked very well in the context of credited internships – they provide a good framework to integrate approach, where LEVEL5 was used from beginning – students learned what validation of learning is, benefits for hosting institutions – students were able to perform competence and to contribute in NGOs to create learning projects inspired by LEVEL5 picking up the idea of the learning projects based on reference systems addressing ksa– they produced new learning activities based on it in their action fields.
- LEVEL5 approach provided interns with a sense of accomplishment and a context to discuss their professional growth and identity. The list of the established standards helped validation candidates to specify the competencies they believed could be validated. The example of self-assessment form helped students determine which competences could be validated following a conversation with their academic supervisors
- Taking the form of simulation 3D-system became highly effective form of training because It is hands-on experience without the risks of actual performance.

CATRO:

- The learners enjoyed assessment and self-reflecting their competence development, satisfaction about visualized learning progress, positive influence on entire internship experience.
- The interns were motivated to make a validation of their competence because they internalised the rationale of LEVEL5. They were convinced that a competence cannot be easily assessed but put in context in observable dimensions by knowledge, skills and attitude – makes the process more objective. During the first assessment, the interns did not see the real added value of

LEVEL5 but as they went through the whole validation procedure and the second assessment they were satisfied of the results.

- Their expectations were met as they had good informational background before the validation procedure. Overall, the feedback of the interns is positive that is why they were motivated to apply LEVEL5 for the visualisation of their competence development during their internship in Bulgaria.
- Overall, the LEVEL5 approach and its online based validation procedure was implemented successfully with the AIESEC interns who went through their practical experience in Green Summer project and knowledge development through the e-learning platform.

IPL:

- Students recognized benefits of certificate to increase job chances, the certificate is a visualization of their increased awareness.
- Being transversal, competences are difficult to validate and LEVEL5 is a useful procedure in this context. LEVEL5 supported students' development and was helpful to design learning paths to develop certain dimensions.
- Feedback was generally good, essentially because it was seen as a good tool to help students to get a job in their study field.

VMU:

- Majority of students were pro-active, the procedure is seen as useful to the students: the theoretical part as preparation conveyed new knowledge, which stimulated awareness and reflection during the placement, benefits of a reflective learning exercise.
- The learning was quite successful and could be repeated or mainstreamed.
- The tools were very useful. The validators worked with the software themselves.
- LEVEL5 is grounded, logical and sufficiently reliable if validators are experienced.
- It made the learners curious and interested.

CVNO:

- New dimension has been created in existing program to validate the community organizers competences; Participants had stronger focus during their mobility and they clearly formulated an important achievement – improvement in community organizing.
- LEVEL5 is rather universal when it comes to transferability to various topics. It can be applied in most topics related to community organizing.

Alden Biesen, BE:

- The project went well. Trainers and students liked the intense cooperation that came along with this method of assessment.
- The students especially liked these methods much better than a written exam.
- Satisfied the demand of the target group of heritage interpreters who can find professional development in initial training but have to turn to non formal learning. The basis for the competence development assessment was an elaborated competence profile for heritage

interpreters. This offered great potential for competence oriented training and related assessment tools.

Blin, DE:

- There are hardly no obstacles to this course. However, it should be carried out in this blended way. Hence it requires the learning technologies mentioned above and the respective concept (especially the practical projects). In our case the students could easily come across their projects – in less experienced and innovative courses this might become an obstacle.
- The system worked perfectly since we started with it at a relatively late stage. Hence we didn't encounter any technical problems. It has been perfected over the last years and it is very strong and powerful in combination with moodle and mahara.
- It also brings about the outcomes of learning in a very nice and easy understandable way. The system was very much appreciated by the learners since it makes the learning perceivable and more valuable.

4.2.2. Weaknesses:

BUPNET, DE:

- Technical problems in implementation and test phase required much support for partners and learners. Procedure requires IT skills of learners that apparently cannot be presumed. Thus application rather limited to more educated or independent and determined target groups
- The technical adjustments that had to be made in order to eliminate occurring bugs in the testing phase.
- User interface to provide clear instructions how to follow the process

AUTH, GR:

- LEVEL5 is not for everybody. Candidates had to understand English, be computer literate and familiar with certain concepts regarding competences (difficulties to present or estimate competences), committed with what they were going to do in their internship.
- Electronic platform wasn't user-friendly in some cases.
- Specific motivation activities were needed because this type of validation is not particularly recognized in the labour market in Greece (market value of competences validation).
- LEVEL5 Key Competences were not connected with specific job descriptors and the benefit of validation for students' professional development was not obvious in the starting point of their involvement.
- Students hadn't the possibility to put all their documentation (videos, photos, certifications) in an e-portfolio.
- Demanding mentoring and supervising all of the stakeholders.
- Lifelong ability to use the tool. Why students spend time to validate their skills with this tool if outside the project, they will not be able to use it anymore.
- Sometimes low motivation for competences validation because HR managers in Greece are not familiar with this type of documentation and furthermore LEVEL5 approach does not count in recruitment for the public sector.

CATRO, BG:

- In the beginning of the learning project some of the interns have not been aware what „competence“ is and what is „competence oriented learning“. This obstacle has been overcome by the e-learning platform, however, some learning theory is necessary to achieve the full benefit since it is not a well-known concept and not very much recognised.
- Preparation needed to motivate learners to open to approach, make clear benefits, requires transparency about LEVEL5 procedure, challenge to use online interface.

IPLeira. PT

- Along the internship, they did not participate as much as expected in the weekly activities part of the Moodle course.
- In the internships in the area of Tourism and Hospitality usually students work many hours a day with demanding schedules and this probably limited their participation in the activities of the course.
- Interns were too busy to have time to deal with the learning materials prepared – earlier start is needed before internship, recognition of approach doubted, confusion between summative and formative assessment, as students are more used to latter – difference not clear enough to students.

VMU, LT:

- Time consuming procedure for all involved – preconditions have to be met, e.g. compliance of superiors, no feedback of appreciation by students.
- Some students lost interest and did not take effort to grow and develop, failed to finish the validation.

CVNO, SK:

- Validation process is a rather difficult issue for someone who never worked with competences, a lot of consulting and mentoring work needed to be included.
- It is a very useful tool as an approach, however working with reference framework and formulating the competences is regarded as a challenge.
- The first assessment was hampered by some technical problems
- Too much at once for community organizers while being in the US too also focused on assessment (questions), difficulties to see benefits in the beginning (changed later), implementation of online validation in e-learning platform not ready in time

Alden Biesen, BE:

- Both trainers and students needed some guidance from the IMPACT partners to become familiar with LEVEL5 and the reference systems
- Convince learners of relevance to validate competences against competence framework, organize courses in competence oriented way for people with diverse backgrounds, finding accredited cooperation partner for qualification (Hasselt University College) and setting conditions in context of administrative limitations, e.g. pricing, duration, ...
- Reluctance to register on my-VITA to start the process

BlinC, DE

- The HE master course went well without big problems, just:
 - Erratic participation in the lectures
 - Platform was introduced too late which resulted in a low participation on the platform
- In the second course on “teamwork” in occupational therapy the students were not so much interested in the validation of teamwork competence since their main interest was the case/the person on which they worked. So, they understood only very lately what the whole concept was

about. In this case, we simply used a wrong reference system (competence oriented instead of an action oriented).

4.2.3. Opportunities

BUPNET, DE:

- Chance to spread the methodology into many areas of application.
- To create returns through service offers.
- Marketing can increase visibility.
- Scientific approach in comparison to less thorough competing offers to validate competences.

AUTH, GR:

- Hosting Greek system as contact point, involve more mentors, no such system yet exists in Greece).
- Consider to involve more host institutions because the feedback we received from their involvement was great.
- We need tangible and reliable evidence in order to validate competences we don't teach in academic level and there is no such an instrument for validation in Greece, LEVEL5 fits well.
- Students filtered their past experiences according to LEVEL5 reference system and identified competences they already had in order to improve their CV. This means that LEVEL5 can be used for identifying students' existing competencies and generally as a self-development instrument.
- Competency-based learning proved that is an educational technique that can be applied in many fields and learning environments.

CATRO, BG:

- Learners using certificates for professional future.
- Organisations like AIESEC are open for dialogue and might be approached in the future for inclusion of Validation procedures in their international internship programmes.

IPLeira. PT:

- Spread it, make it more known, increase recognition so benefit is more evident, some course directors and pedagogical board members were interested and can imagine to continue to elaborate the approach for use in IPL
- Maybe the restricted time for validation could be improved by starting the f2f meetings and Moodle course earlier, when the students are still in the school and can dedicate more time to this issue. There has to be an earlier planning of activities, so that students get to know about the process and get involved with it before leaving to do their internships.

VMU, LT:

- Adding evidence to CVs, especially for very young learners
- Applying it in Master programmes to accompany
- Document soft-skill development

CVNO, SK:

- Professionalize the procedure and the assessments, extend learning period.

Alden Biesen, BE:

- The Erasmus module clearly was a competence oriented learning situation and it perfectly fitted the needs of the validation project.
- LEVEL5 is not only a validation tool but also a learning tool.
- The fact that these students used the tool made them reflect about their learning and raised the efficiency of that learning.

BlinC, DE:

- We will transfer it to at least 200 new learners on university level in the next 2 years (with 7 universities in an ERASMUS+ KA 2 project). We will also use certain aspects in a large-scale project at the German institute for Adult Education.
- Against the background of increasing right wing populism, we should strengthen the critical thinking competences of students.
- Since free and open education is one of the strongest means to defend our joint (European) values we should create projects in political education that promote competences that are connected to these values.

4.2.4. Threats

BUPNET, DE:

- Other competing applications (IT based validation systems)
- Confusing and unclear landscape of alternative offers, needs more visibility to be recognized and valued.

AUTH, GR:

- Mentoring of interns by enterprises, little interest in evaluation
- As long as validation do not rise above its project status the recognition of the results will be undermined.

CATRO, BG:

- Challenge to focus on competence, while working stay focused on competence development.
- Technical challenge - the online system, that currently has technical bugs needs to be very intuitive, because the students are not OBLIGED to use it, it is an added value and if they face struggles in the technical operation, they'd just quit the process.
- Leaflets needed with short and memorable info why Validation matters and why is it valuable both for the individual internally and externally – for the employers.

IPLeira. PT:

- no response from learners/difficult to keep contact, hard to reach them during internship -> resources prepared for learning path were not used

VMU, LT:

- reluctant learners

CVNO, SK:

- The validation process is still a rather difficult issue for someone who never worked with competences, a lot of consulting and mentoring work needed to be included

Alden Biesen, BE:

- It still is received as complicated. At this stage difficult to use it without good explanation, especially for users with no practice/experience with self-reflection (no educational background)

Blin, DE;

- There were hardly no obstacles to this course. However, it should be carried out in this blended way. Hence it requires the learning technologies mentioned above and the respective concept (especially the practical projects). In our case the students could easily come across their projects – in less experienced and innovative courses this might become an obstacle.
- The whole concept needs an openness from all stakeholders involved.
- If the educational systems develop in a formal direction the system will be applicable only in educational niches (like in reform schools)