

# VITA



## **Training Course for Professionals in Education**

**“Validation of competence developments  
in different informal learning contexts”**

### **Training curriculum/Course planning Instrument and Course Plan**

Ancona, 11.-13.10.2012

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# 1 Training curriculum/Course planning Instrument

## 1.1 Foreword:

The instrument on hand is a planning device helping the VITA-partners to structure and sequence the course. It serves on the one hand to become aware of the major properties of the whole course, its target groups, contents, learning objectives, methodologies, and sequences. Secondly it breaks down these properties into sequenced learning units hence creating a detailed training plan with connected materials, timings and responsible trainers. Thus the VITA course planning instrument consists of

1. The Didactic Frame
2. The Course Planning Grid

## 1.2 The VITA- course - Didactic frame:

### A Target Group

- Staff from educational institutes or related institutions
  - working in AE, VET, schools and HE, and at the interfaces (also with students and Higher Education)
  - having any knowledge on LEVEL5
  - having a connection to validation and evaluation of learning outcomes (or a problem with it) and willing to offer evaluation and training
  - perspective to become REVEAL member

### B: Contents

1. Theory: Informal learning, learning theory, competence development, definitions and terms (pre-course phase or in presence, 1/4 day)
2. Validation of learning outcomes: Current developments in Europe
3. Evidencing development of key competences and social and personal competences for the service economy
4. The LEVEL 5 system; demonstrated with hypothetical LLP cases and real cases of participants
  - Step 1 (description) and 2 (inventory)
  - Step 3
    - i. Adapting given VIP reference system
    - ii. Establishing a new reference system
    - iii. Here: quality criteria
  - Step 4: Assessment (Self-assessment and role play in the cases)
  - Step 5: Rating
5. Evaluation (self and course)
6. Assessment methods will be delivered separately in a SEALLL part

### **C: Learning Outcomes**

- To understand basic definitions and learning approaches
- To be able to differentiate different competence dimensions
- To understand and apply the concept of key competences
- To understand the EU strategy and instruments to validate formal learning (EQF, ECVET, ECTS, EUROPASS) and of validation of informal learning
- To understand the philosophy of REVEAL and LEVEL5
- To be able to compare the approaches and to know strengths and weaknesses
- To understand the added value of LEVEL5 to EU validation systems
- To be able to apply the different steps of LEVEL5
- To be able to apply different self-assessment methods
- To be able to apply the LEVEL5 quality criteria and to evaluate other projects'/persons' reference systems
- To understand and be able to apply the LEVEL5 software
- To decide to play an active role in the REVEAL network and to deliver or support the REVEAL-services in the home country

### **D. Methodology**

- Blended Learning with Pre-phase for those interested with a synchronous online meeting, f2f course (2 days) and a post phase (networking)

### **E General Sequence of content units:**

- Terms and Defs
- Competences in Lifelong learning
- Personal, social and key competences
- Validation of learning outcomes
- Assessing competences
- Evidencing competences and competence developments
  - Applying/creating inventories
  - Applying/creating reference systems for competences
  - Applying quality criteria
  - Assessment and rating
  - Evidencing and documenting

## 2 Course Plan

Day	Unit	Contents
	e-Learning	<date>, blinc online room
	Online synchronous	Introduction: <ul style="list-style-type: none"> <li>• Presentation of course, programme and methodology</li> <li>• Getting to know each other</li> <li>• Geographical (map)</li> <li>• Sector-wise (HE, AE, VET, School)</li> <li>• Project-wise (Purpose: what to validate and why)</li> </ul>
	mailings	<b>Preparation</b> <ul style="list-style-type: none"> <li>• Expectations of the participants</li> <li>• Aspired competences in regard to the validation of informal learning; prepared questionnaire</li> <li>• Further reading sources</li> </ul>

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Day 1	hrs	Contents (11.10.2012)
09:00-09:15	1/4	<b>Introduction:</b> <ul style="list-style-type: none"> <li>• Presentation of LEVEL5 course and programme (2)</li> </ul>
09:15-10:00	3/4	<b>Theory input: Competences and competence development and Validating informal learning with LEVEL5</b> <ul style="list-style-type: none"> <li>• Competences, Informal, non-formal formal learning</li> <li>• First input on validation</li> <li>• Social, personal and organisational competences</li> <li>• LEVEL5</li> </ul>
10:00-10:30; Coffee break		
10:30-12:30	2	<b>Workshop 1</b> <ul style="list-style-type: none"> <li>• 1 case, either a prepared one or developed in the group</li> <li>• Learning project description in (Youthpass/LEVEL5)</li> <li>• Competences in (e.g. in Volunteering, training on the job, CPD, school education, HE)</li> <li>• Setting up an <b>inventory</b> of competences</li> </ul>
12:30- 13:30 Lunchbreak		
13:30-15:00	1,5	<b>Workshop 2</b> Using and applying a reference system for evidencing personal and social competence developments with LEVEL5 (prepared reference system) <ul style="list-style-type: none"> <li>• Discussion on given reference system(s) (-&gt; contextualisation)</li> </ul>
15:00-15:30; Coffee break		
15:30-16:00	1,5	<b>Input: How to embed LEVEL5 in a learning scenario;</b> <ul style="list-style-type: none"> <li>• (competence based learning),</li> </ul>
16:00-17:30		<b>Workshop 3</b> <ul style="list-style-type: none"> <li>• Assessing and rating in the LEVEL5 system (exemplary cases)</li> </ul>
17:30-18:00		<b>Evaluation day 1</b> <ul style="list-style-type: none"> <li>• Tandem Assessment: Using a preformatted reference system and describing the own stage (e.g. on teamwork)</li> </ul>

Day 2	Hrs	Contents (12.10.2012)
09:00-09:45	0,5 1	<b>Theory input</b> <ul style="list-style-type: none"> <li>• Presentation of a <b>Real Case in the LEVEL5 Software (V 2.0)</b></li> <li>• Validation of project management competences/or diversity management</li> </ul>
09:45-10:30	1,0	<b>Theory input and discussion</b> <ul style="list-style-type: none"> <li>• Securing quality in LEVEL5</li> <li>• Presentation, Discussion</li> </ul>
10:30-11:00; Coffee break		
11:00-12:30	1,5 1	<b>Workshop 4</b> <ul style="list-style-type: none"> <li>• Creating a new reference system for evidencing personal and social competence developments with LEVEL5</li> </ul>
12:30-13:00	0,5	<b>Self- assessment on VLO</b> <ul style="list-style-type: none"> <li>• Self-Assessment using the preformatted reference system of “Validation of informal learning); describing the own stage at the beginning and at the end</li> <li>• (to prepare the certificates/to combine with observations and</li> </ul>
13:00 Lunchbreak		
After-noon	1	• free

Day 3	Hrs	Contents (13.10.2012)
09:00-10:30	1,5	<b>Preparation: Self- assessment on VLO</b> <ul style="list-style-type: none"> <li>• Self-Assessment using the preformatted reference system of “Validation of informal learning); describing the own stage at the beginning and at the end</li> <li>• Using a preformatted questionnaire (that was handed out before the course and</li> </ul> <b>Plenary Discussion</b> <ul style="list-style-type: none"> <li>• Discussion on the self rating</li> <li>• Comparison with observations</li> <li>• Course Evaluation, day 2</li> </ul>
10:30-11:00; Coffee break		
11:00-12:00	1,0	<b>Preparation of certificates</b> <b>Plenary Discussion</b> <ul style="list-style-type: none"> <li>• Open questions</li> <li>• Closing session</li> </ul>
13:00 Lunch		