

**ENHANCING AND VALIDATING SERVICE-RELATED COMPETENCES IN
VERSATILE LEARNING ENVIRONMENTS IN WESTERN BALKAN
UNIVERSITIES (E-VIVA)**

Project reference No.: 598307-EPP-1-2018-1-AL-EPPKA2-CBHE-JP

Deliverable 3.3. Implementation Report
Staff, Students and SME trainings
@
University of Elbasan “A. Xhuvani”

April 2021



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I. Overview

University of Elbasan “Aleksander Xhuvani” – UNIEL, organized training sessions with students, staff and partners (SME) in the framework of the dissemination of the e-VIVA project. The trainings were to introduce the e-VIVA project and a meeting with SME. Regarding SME-s UNIEL signed a cooperation agreement with different businesses from service sector in the region of Elbasan. Meetings were held, using face-to-face and online modalities.

Trainings were mainly organized around service-related competences and their relevance in modern economy. Level 5 methodology was described in details. Students were also familiarized briefly into e-VIVA project, goals and achieved results. Teaching tools and means of validation and certification of service-related competences were also discussed.

II. Trainings Program Details

1. Training with students

1.1 November 2020, e-VIVA Training Pack

During November 2020 the e-VIVA trainings were held face-to-face and online due to the Pandemic situation. The main focus of the trainings were the e-VIVA project – objectives and results, including:

- Competence Oriented Learning & Validation
- Service Orientation
- The e-VIVA concept
- Entrepreneurship & the EntreComp Model
- Conceptual Background
- Design Thinking
- Prototypical learning pathway
- Planning tools & the e-VIVA Planning Pack

The e-VIVA general aim which is the creation of a blended learning approach to facilitate and validate competence developments related to service orientation in rather informal learning contexts in higher education institutes and workplace learning contexts. Participants were familiarized with the e-VIVA practical purpose:

It will contribute to evidencing those competences that are of fundamental importance in the service economy and that are acquired to a large extent in non-formalized learning contexts.

The full list of the participants is taken from the excel extracted from the online meeting in Microsoft Teams Platform. In the meeting participated 6 staff:

Table 1 List of participants:

Students:

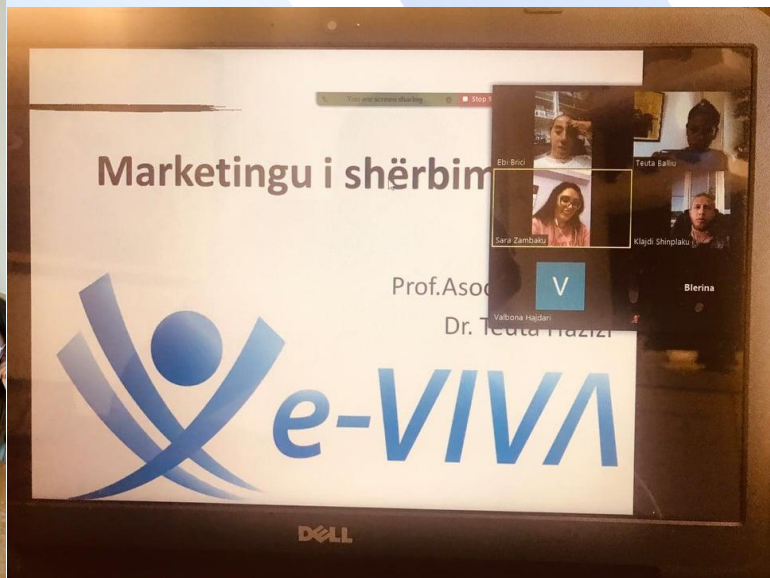
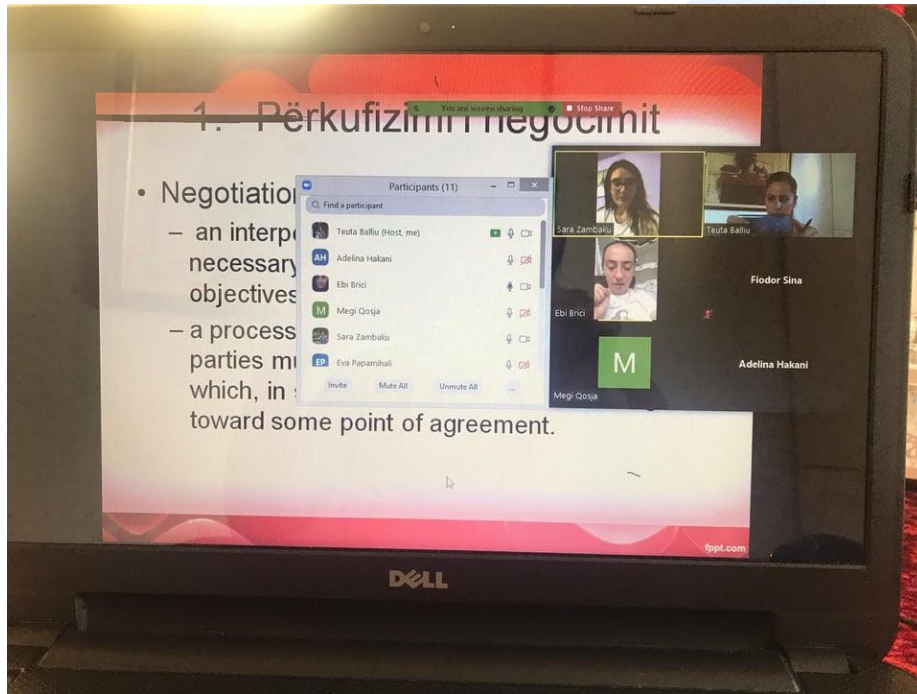
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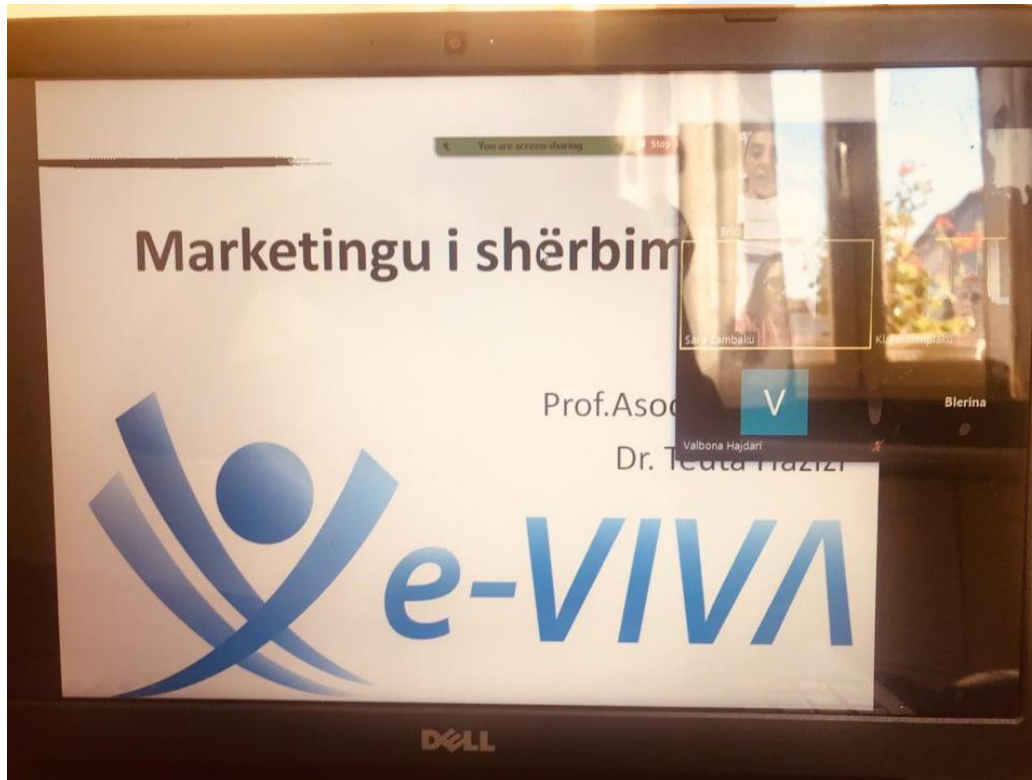
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Content

- Project Overview
- Competence Oriented Learning & Validation
- Service Orientation
- The e-VIVA concept
- Entrepreneurship & the [EntreComp Model](#)
- Conceptual Background
- Design Thinking
- Prototypical learning pathway
- Planning tools & the e-VIVA Planning Pack



2. Training with staff

Staff Training was held in UNIEL premises on October 14th, 2020. In this training participated 8 staff members. The participants had a chance to hear from the trainers about advantages and practical experiences of new teaching methodology.

To tackle the new challenges from the instructional point of view we need appropriate and specifically adapted approaches to teaching and learning in order to cope with the new societal (learning) environments. In a time of nearly unlimited access to information, knowledge, facts (and fakes) the main task of teachers and trainers is not merely the processing of knowledge anymore, but rather the facilitation and (self) management of competences of their learner

Table 3 List of participants

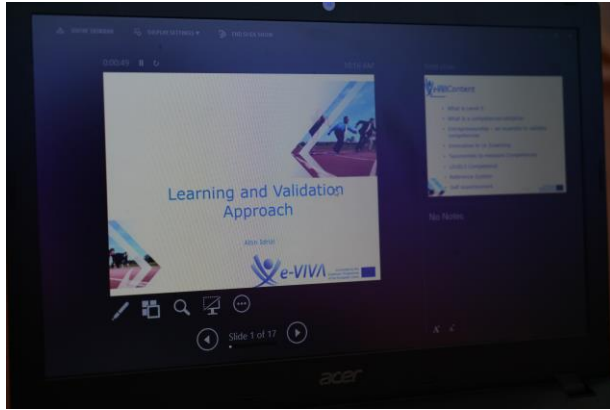
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1	Altin Idrizi
2	Elvira Fetahu
3	Shpetim Cerri
4	Eliona Gremi
5	Marsida Morina
6	Valbona Ballkoci
7	Ardian Durmishi
8	Teuta Balliu



3. SME Training

The meeting with stakeholders took place on UNIEL premises on April 30th, 2021. There were representatives of 4 companies. They were given a brief introduction to e-VIVA Erasmus+ project, its main objectives, partners, and achieved results. Benefits of service-oriented competences were explained and discussed with them, and they showed great interest in students educated in such a way. Level 5 methodology and methods for validation and certification of service-related competences were also discussed. Presentation participants were interested in organizing internships related to development service-oriented skills, after pandemic ends









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e-VIVA (Enhancing and Validating service related competences in versatile learning environments in Western Balkan Universities)

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III. Annex

Following, is the presentation held to staff and students.

Slide 5: Operative Objectives (I):

- A) Research on existing (ICT-supported) approaches to create and validate service oriented skills and competences
- B) Developing and refining overarching ICT-based assessment and validation systems
- e-VIVA will develop a cross-cutting educational approach to create, assess and evidence learning outcomes as innovative validation method

Slide 6: Operative Objectives (II):

C) Enriching existing validation and certification systems

- e-VIVA shall be linked with existing, EGF-based validation and certification systems.
- e-VIVA learning projects shall focus on the following domains and include also internships and mobility activities:
- extracurricular activities in higher education including internships,
- learning activities at the work place or in non-formal trainings and
- personal and skill and competences development in practical learning settings such as traineeships and/or internships and learning in mobility
- career counselling activities in the respective universities, including the Alumni association when relevant.

Slide 7: Operative Objectives (III):

D) Applying a rich competence development and validation software for service related skills and competences

- In the framework of e-VIVA, powerful web-based learning and validation platform will be applied for a number of 300 (10 HE+20) licenses in WEC enabling learners and validators to evidence developments of service related personal and social skills in a process oriented way.

E) Piloting and Evaluation

- The e-VIVA assessment and validating system for service related competences shall be piloted in a crosscutting educational approach covering all Balkan Countries and 3 European member states + 1 new Programme Country (PIROM)

Slide 8: Project Work Packages

The project consists of 7 work packages:

- WP 1 Preparation: Research and needs analysis - Uni Duisburg-Essen
- WP 2 Development: Service related competences learning approach (incl. validation) - Blinc eG
- WP 3 Development: Training and counselling of HE staff - University NOVA Lisbon
- WP 4 Development: Piloting the Competences-based learning approach (incl. Validation) of competence developments, accreditation and certification - dieBerater
- WP 5 Quality Plan and Evaluation - dieBerater
- WP 6 Dissemination and exploitation of project results - UET
- WP 7 Management - UET

Slide 9: Results (general)

- National Reports + Regional Report on Service-Related competences need assessment
- Training and materials for HE staff prepared, 2 trainings successfully implemented; 2+ HE staff from partner countries trained
- Educational staff has carried out at least 2 blended learning modules
- Validation system is available and successfully implemented integrated in an e-Portfolio and LMS / delivered to partners 30 licenses
- 10 students conduct study visit + create e-portfolio
- One mainstreaming strategy per participating HE from partner countries is available
- International competition, accompanied with mentoring, training, simulations to assist students' innovative ideas and career guidance

Slide 10: Project Partners

- P1: European University of Tirana - Albania
- P2: die Berater® Unternehmensberatung GmbH / dB - Austria
- P3: Blended learning institutions' cooperative / blinc eG - Germany
- P4: University of Duisburg Essen - Germany
- P5: Universidade Nova de Lisboa - Portugal
- P6: Cyril and Methodius University in Skopje - North Macedonia
- P7: Mother Teresa University - North Macedonia
- P8: University of Elbasan "Aleksander Xhuvani" - Albania
- P9: University of Sarajevo - Bosnia & Herzegovina
- P10: University Sarajevo School of Science and Technology - Bosnia & Herzegovina
- P11: University of Donja Gorica - Montenegro
- P12: University of Montenegro - Montenegro
- P13: Universum College - Kosovo
- P14: University "Kadri Zeka" Gjilan - Kosovo
- P15: University of Novi Sad - Serbia
- P16: University of Niš - Serbia

Slide 11: Competence Oriented Learning & Validation

What do we mean by 'Competences'?

The Concept of Competence
Competences as defined by various European bodies, as well as by educational experts throughout and beyond Europe, consist of three interrelated ingredients:

- Knowledge (cognition)
- Skills (capabilities and the overt behavioral repertoire) and
- Attitudes (emotions and values).

Should education make learners knowledgeable, or should it make them competent? That is no longer the question.

What we are able to do with this knowledge, and whether we are able to go on developing our abilities.

Slide 12: Competence Oriented Learning & Validation

To tackle the new challenges from the instructional point of view we need appropriate and specifically adapted approaches to teaching and learning in order to cope with the new societal (learning) environments.

In a time of nearly unlimited access to information, knowledge, facts (and fakes) the main task of teachers and trainers is not merely the processing of knowledge anymore, but rather the facilitation and (self)management of competences of their learner.

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Service Orientation

- Towards a service rendering economy?
- What differentiates the service economy from its pre-decessors?
- Products and/or services?
- What are specific challenges for the people working in the service economy?
- ...

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Challenges while learning Service-related competences

1. Rather cross-cutting competences
2. Related to a specific context
3. Difficult to generalize and transfer them
4. Difficult to plan
5. Difficult to deliver
6. Difficult to assess
7. ...

n. -> a broadly accepted framework is missing
-> It requires an innovative teaching, learning and validation approach

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Competence Oriented Learning & Validation

Competence taxonomy

- 'competence' is a **dynamic concept** – competences grow while learning.
- how to measure and document different competence levels is as old as it is complex.

Taxonomies are such reference systems.

e 12 of 60

English (United States)

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Competence Oriented Learning & Validation

- **Bloom's taxonomy** - describes cognitive objectives, psycho-motor objectives and affective objectives along a number of quality levels.
- **European Qualification Framework and the related Credit Transfer System (ECTS and ECVEIT)** is a second, well known taxonomy is for instance
- **REVEAL group** has developed its own taxonomy (**LEVELS**) based on the post-Bloom taxonomy in a blend with a derivative of the emotional intelligence taxonomy. This taxonomy facilitates assessing, documenting but also planning competence developments in highly context-dependent environments such as learning in mobility or learning on the job or in leisure time activities.

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Competence Oriented Learning & Validation

- The **LEVELS** taxonomy is the basic system for so called 'reference systems' in which the taxonomy is transferred to distinctive competences.
- In the reference systems competences are contextualized with the help of specific learning outcome descriptors for each of the cells.
- With the help of the reference systems each competence can be described properly on 5 quality levels along their three basic dimensions: the knowledge, skills (capabilities) and affective (value) competence components.

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Competence Development & Learning Pathways

- Competence development is a process which is highly dependent on the competence itself, the potentials (stages) of the learners and also on the external factors such as context and quality expectations.
- LEVELS was designed to facilitate and arrange learning in a competence-oriented way in all kinds of possible learning settings, be they formal, non-formal or informal (but not 'unintentional!').
- A learning facilitator may design, based on a sound reference system, a learning pathway which crosses certain learning outcomes/objectives and different quality levels.

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Competence Validation

Validation of informal and non-formal learning is one of the major educational initiatives in Europe. It has been developed since 2002 and comes with a number of very powerful instruments like the EGF, ECVEIT and EUROPASS which have been promoted in the European Educational field.

The main purpose is to make skills and competences of the individuals visible, transparent and transferable and with it to contribute to European mobility and cohesion.

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Competence Validation

Validation, as a European concept, is based on a 4-step procedure

- identifying
- assessing
- documenting and
- recognizing

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

Learning outcomes play an essential role in the validation concept - they are descriptions of what a learner should know and be able to do (after completing a learning activity).

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Competence Validation

REVEAL

LEVELS system aims to validate those competences that are not related to qualification or curricula.

Just to name a few - social, personal or organizational competences, among them teamwork, communication, flexibility, creativity and innovation, conflict management, client orientation, critical thinking and spotting ideas and opportunities.

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Competence Validation

LEVELS can also be used in a formative approach. Formative assessments aim primarily at empowering learners, while summative assessment is a sort of grading process which aims at measuring performances related to knowledge or expected behaviors.

LEVELS is an approach which combines **Competence Validation with Competence Acquisition**: a holistic training, learning and validation approach which we call "**Competence Oriented Learning and Validation**".

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Core Elements of Competence Oriented Learning & Validation

LEVELS is based on a three-dimensional model:

- Knowledge (-> cognitions)
- Skills (-> actions) and
- Attitudes (-> emotions and values)

along five quality levels – from beginner to competent expert.

This model forms the basis for the two core LEVELS instruments:
The **LEVELS GUIDE** visualizes a person's competence development in a specific (preferably practical) learning field which is described in the so called **LEVELS reference system**.

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In a Nutshell ...

- Service Orientation competences will be acquired based on a competence framework for entrepreneurship (EntreComp) with
- a strong focus on the clients and their needs in
- an innovative teaching and learning approach based on
- Design thinking approach and instruments in
- Blended learning modalities (F2F – elearning – projects)

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The e-VIVA concept:

- Rather cross-cutting competences
 - Not oriented towards subjects but competences
- Related to a specific context
 - Relating them to Entrepreneurship Education
- Difficult to plan
 - Individual (specific) learning pathways
- Difficult to deliver
 - Blended learning and design thinking
- Difficult to assess
 - LEVELS validation

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e-VIVA...Innovative and Creative

- Follows a Design Thinking concept and process
- Includes the Validation of the acquired competences and is
- Based on an Entrepreneurial Competence framework

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Entrepreneurship Definition

» Entrepreneurship as a process:

» Mindset + Resources -> Actions -> Impact

Potential	Context	Activities	Projects
Knowledge	Domain	Approaches	Outputs
Skills	Financial	Products	Professional Impact
Attitudes	Networks	Services	Societal Impact

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The EntreComp Model

Putting Ideas and Resources into Actions

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Conceptual Background

Design Thinking

Validation of Competences

The Entrepreneurship Competence Framework
EntreComp – with a focus on service orientation

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Design Thinking Requirements

Requirements	DT Phases	Training
Explore and determine Vision and Field	Developing a Vision and determining the Context	IDEA
Identify a „problem“ or a demand	Central aims – developing the Challenge	IDEA
Brainstorm basic ideas to contribute to the solution	Ideating (Creating Ideas)	IDEA
Identify which idea is suitable and innovative ...	Selecting fine tuning, modifying ideas	IDEA
Turn ideas into something tangible	Prototyping	IDEA
Convince people and stay on track	Presenting / Explaining / Testing	IDEA

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Design Thinking

The graphic above pictures the Design Thinking for Libraries process from getting started to getting to scale, and the Toolkit features tips to help you work through each phase in between. Meanwhile, this supplementary Toolkit section offers additional resources to inspire you along the way.

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Design Thinking Principles

- It all starts with the team!
 - What do you have to know on team and teamwork?
 - How do you have to behave?
 - Questions: How do you rate success and development?
- It relates to the need of the target group (customers)
 - How do you find out what they want?
- It promotes creativity and innovation
 - How can we spot ideas and opportunities?

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Agreements

- Respect and collaborativeness
- Punctually at the input and team sessions
- Put yourselves in the shoes of your students and colleagues
 - Organize your groups
 - Learn about your group dynamics
 - Be respectful and open to learn with and from each other
 - Reflect on development and collaboration processes (notes/learning diaries)
 - Explore the platform and organize your files

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Challenges for the HEI

- Strict Curricula
 - Little space for innovation
 - Limited possibilities for Service Orientation
- Connection to „real business“:
 - Some HEI have a business environment Others rather not ?
- Formats
 - Some have internships and projects
 - Others rather not...

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Challenges for the Business partners

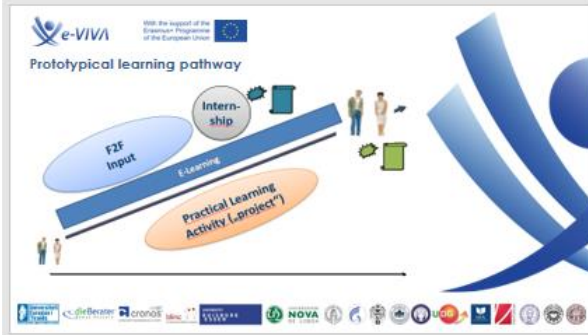
- No clear learning programme
 - Where and how to implement e-VIVA
- Unclear connection to e-VIVA
 - Interns, volunteers
 - How to connect them to creativity and innovation and service orientation in business
- The own professional background
 - No idea on learning and mentorship

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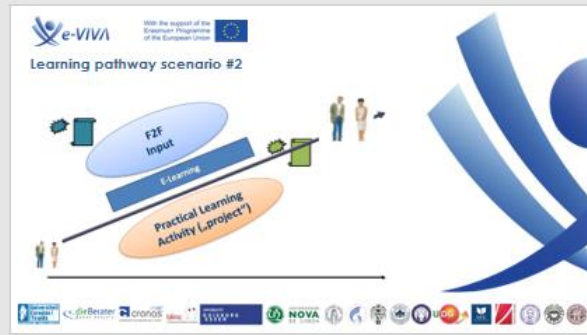
Challenges for all ...

- What is the action field
 - What do the interns have to perform in regard to client orientation (CO)
- What is the context of the learning project
 - High diversity (-> transferrable setting)
- Objectives have to be defined
- Where are potential opportunities for creativity and innovation in the system

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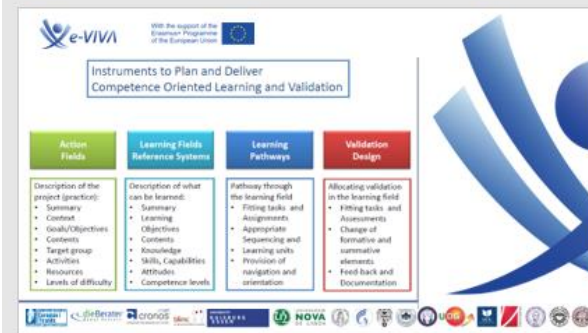
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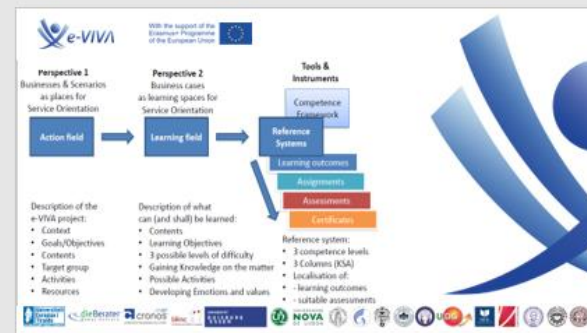
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e-VIVA Planning Pack

- Action field pattern
- Learning field pattern
 - Based on the Spotting ideas or service orientation
 - Task: contextualise it
 - Form: PPT with tasks
- Sequencing tool
- Students' learning project pattern

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Reference System

LEVEL	KNOWLEDGE	SKILLS Capabilities	ATTITUDES Emotions/Values
5	Know where else... (Transfer Knowledge, Strategic Knowledge)	Developing/Constructing, Transferring, Versatility	Incorporation (Internalising)
4	Know when... Practical (Procedural knowledge)	Discovering/acting independently (disturbed systems)	Commitment (Willing), Affective self-regulation
3	Know how... Theoretical knowledge	Deciding/ selecting (Known systems)	Appreciation, Motivation
2	Know why... (Distant understanding)	Applying/Imitating/ Exercising	Perspective taking, Curiosity
1	Know-that... Basic Perception	Perceiving/ Listening	Self-orientation, Neutral

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Simplified Reference System

LEVEL	KNOWLEDGE	SKILLS Capabilities	ATTITUDES Emotions/Values
5	Know where else... (Transfer Knowledge, Strategic Knowledge)	Developing/Constructing, Transferring, Versatility	Incorporation (Internalising)
4	Know when... Practical (Procedural knowledge)	Discovering/acting independently (disturbed systems)	Commitment (Willing), Affective self-regulation
3	Know how... Theoretical knowledge	Deciding/ selecting (Known systems)	Appreciation, Motivation
2	Know why... (Distant understanding)	Applying/Imitating/ Exercising	Perspective taking, Curiosity
1	Know-that... Basic Perception	Perceiving/ Listening	Self-orientation, Neutral

Understanding (Creating Knowledge) **Reflecting**

Exploring (Applying/Developing) **Doing**

Feeling (Motivation/Volition) **Emotion**

LEVEL	KNOWLEDGE	SKILLS Capabilities	ATTITUDES Emotions/Values
5	Know where else... (Transfer Knowledge, Strategic Knowledge)	Developing/Constructing, Transferring, Versatility	Incorporation (Internalising)
4	Know when... Practical (Procedural knowledge)	Discovering/acting independently (disturbed systems)	Commitment (Willing), Affective self-regulation
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1	Know-that... Basic Perception	Perceiving/ Listening	Self-orientation, Neutral

Understanding (Creating Knowledge) **Reflecting**

Exploring (Applying/Developing) **Doing**

Feeling (Motivation/Volition) **Emotion**

LEVEL	KNOWLEDGE	SKILLS Capabilities	ATTITUDES Emotions/Values
5	Know where else... (Transfer Knowledge, Strategic Knowledge)	Developing/Constructing, Transferring, Versatility	Incorporation (Internalising)
4	Know when... Reflect on reasons why certain theory parts of CO are working or not working	Discovering/ Developing own proposals/ Affective self-regulation	Commitment (Willing)
3	Know how... Reflect on the theory (on CO)	Deciding/ Carrying out specific tasks/ Motivation (such as effort, own creativity, case studies, concepts)	Appreciation
2	Know why... Reflect the new context/ Reflect on the phenomenon	Applying/ Simple tasks in a guided mode on CO	Perspective taking/ Becoming curious for more
1	Know-that... Basic Perception	Perceiving/ Listening	Self-orientation, Neutral

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Understanding (Creating Knowledge) **Reflecting**

Exploring (Applying/Developing) **Doing**

Feeling (Motivation/Volition) **Emotion**

LEVEL	KNOWLEDGE	SKILLS Capabilities	ATTITUDES Emotions/Values
5	Know where else... (Transfer Knowledge, Strategic Knowledge)	Developing/Constructing, Transferring, Versatility	Incorporation (Internalising)
4	Know when... Reflection and prototyping phase	Discovering/ Developing own proposals/ Affective self-regulation	Commitment (Willing)
3	Know how... Motivation phase	Deciding/ Carrying out specific tasks/ Motivation (such as effort, own creativity, case studies, concepts)	Appreciation
2	Know why... Orientation phase	Applying/ Simple tasks in a guided mode on CO	Perspective taking/ Becoming curious for more
1	Know-that... Basic Perception	Perceiving/ Listening	Self-orientation, Neutral

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Client Orientation

LEVEL	KNOWLEDGE	SKILLS Capabilities	ATTITUDES Emotions/Values
5	Know where else... (Transfer Knowledge, Strategic Knowledge)	Developing/Constructing, Transferring, Versatility	Incorporation (Internalising)
4	Know when... Reflect on reasons why certain theory parts of CO are working or not working	Discovering/ Developing own proposals/ Affective self-regulation	Commitment (Willing)
3	Know how... Reflect on the theory (on CO)	Deciding/ Carrying out specific tasks/ Motivation (such as effort, own creativity, case studies, concepts)	Appreciation
2	Know why... Reflect the new context/ Reflect on the phenomenon	Applying/ Simple tasks in a guided mode on CO	Perspective taking/ Becoming curious for more
1	Know-that... Basic Perception	Perceiving/ Listening	Self-orientation, Neutral

Learning field for a learning project

KNOWLEDGE	SKILLS Capabilities	ATTITUDES Emotions/Values
1. Video	Project presentation, Essay	1. Video
2. Research task in...	2. Research task in...	2. Research task in...
3. Exercise on...	3. Exercise on...	3. Exercise on...
4. Theory input on...	4. Theory input on...	4. Theory input on...
5. Excursion to...	5. Excursion to...	5. Excursion to...

e-VIVA LEVEL5 Cube

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LEVEL5

Individuals, Activities, Learning Situations, Competences, Learning Outcomes

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e-VIVA LEVEL5 reference systems

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The LEVEL5 reference systems facilitate the design and planning of informal/non-formal learning and the validation of competences in a specific practical action and learning field.

The LEVEL5 cube model reduces significantly the complexity when visualizing and describing learning outcomes and therefore provides an attractive presentation and documentation system for learning.

With LEVEL5, learning and validation of competences is promoted in practical, rather informal learning situations (e.g. learning on the job, in internships, volunteering and in mobility programs etc.) and in innovative competence fields (e.g. entrepreneurship, active citizenship and other key-competences).

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e-VIVA LEVEL5 Certificates

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e-VIVA Check

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Check

Check-element refers to the validation within LEVEL5. Dependent on the identified action and learning field it covers the identification, documentation, assessment and certification of competences. It is largely based on the LEVEL5 reference systems that facilitate individual and contextualized validation. The learning outcomes are documented in LEVEL5 certificates including the dynamic of LEVEL5 Cube.

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e-VIVA LEVEL5 Certificates

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e-VIVA Check

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• Self-assessment exercise on your Competence to create ideas and opportunities:

https://mahara.vita-eu.org/survey/spotting_ideas_general

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