

Multiple countries: LEVEL5 **(REVEAL: PROVIDE project)**

LEVEL5

Introduction

Title: LEVEL 5

Country: Multiple. PROVIDE is a project of REVEAL, the Research and Evaluation Group for Validating, Evaluating and Assessing Informal and Non-formal Learning represented in 20 European member states.

Type of tool: 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 programmes etc.) and in innovative competence fields (e.g. entrepreneurship, active citizenship and other (key-) competences). Individual or group competences can be evaluated in a process orientated way, visualised in a 3-dimensional cube model and fully documented in a specific software system.

Target group: any individual regardless for their socio-economical context. Both Adult and VET practitioners and providers along with the assesseses are targeted.

Potential transferability: Possible integration of results in QM systems in HRM, LEVEL5 is especially suitable to assess personal, social and organisational competences, hence exactly those, that are acquired in informal learning settings such as learning in mobility. The broad range of partners included in the network is an immense added value to the tools' transferability, geographically speaking.

The REVEAL Network, that owns the LEVEL5 validation system, is a **transnational network of European experts** from grass-root projects, adult education providers and universities working for more than four years on the question of how the impacts of non-formal and informal learning can be measured and visualised.

In the framework of the three European funded projects, the main one being PROVIDE in which the community developed LEVEL5, a **formative validation system** which enables stakeholders in European projects to assess and to display the impact of collaborative project work in transnational teams.

LEVEL5 is based on a **three-dimensional model** which maps the development of:

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

along **five quality levels** (to be seen below in "Implementation" – from beginner to competent-expert).

Organisation and description of the tool

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This model forms the basis for the **core LEVEL5 instruments**:

- The visualisations of a person's competence development in a specific (preferably practical) learning field which is described in the so called LEVEL5 reference system;
- The LEVEL5 reference systems that 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 learning circle which is also based on the reference system and facilitates competences oriented learning – be it as a good didactical approach (in more formalised learning) or as a means to promote self guided learning (mathematics);
- The LEVEL5 models that significantly reduce the complexity when visualising and describing learning outcomes and therefore provides an attractive presentation and documentation system for learning.

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The **evaluation of competence developments** consists of the following steps:

1. Developing a consistent learning project description;
2. Choosing and specifying one or several competences from the PROVIDE-inventory;
3. Adapting the 3-dimensional LEVEL5 reference system to the needs of specific learning project and target group;
4. Selecting appropriate assessment methodology, setting up a time schedule;
5. Rating and evidencing (documentation and visualisation).

In LEVEL5 the **five step procedure** is as follows:

Learning Project Description

Describing the properties of the learning project in a preformatted pattern and the profile of the group and the learners is the first step to set up the validation procedure with LEVEL5.

Selecting topics

Selecting relevant competences to be assessed from an inventory specifically designed for mobility actions and option to further refinement of the wording according to project's purposes.

Establishing an individualised reference system

Adapting the reference system from the general inventory to the specifics of project and target group on the basis of a 3-dimensional (cognitive, affective, activity related) rating system with five individualised stages/levels.

Assessment

Describing the evaluation procedure and its timing as well as the respective methods of data collection. In the VILMA pilot-projects a broad range of assessment methods can be applied and combined, e.g. questionnaires and interviews to group discussions, assessment exercises, project work and observation by training staff. Besides the named there is a wide variety of further methods to apply for assessing data on competence development (see annex).

Rating/Documenting/Visualisation

Inserting the ratings of a group or individual participants at the given time into the individualised reference system to later on be displayed in a 3-dimensional evidencing system (CUBE).

The ratings are substantiated and documented in the software, while the results may be recorded internally and/or connected with learners' certificates. Along with the above there is an option of automatic generation of learners' certificates.

Implementation

Description of the target group

PROVIDE addresses:

- Teachers, trainers, learning facilitators;
- Developers of educational programmes;
- Managers of institutions providing learning opportunities for VET and adult learners;
- Staff of NGOs, associations and umbrella organisation involved in interest representation of lifelong learning issues;
- Multipliers in the above-mentioned institutions who can cascade PROVIDE products/outcomes to their members and affiliates;
- Evaluators and validation practitioners;
- Representatives of ministries, National Agencies, umbrella organisations and networks.

Policy context

Based on this model LEVEL5 is grounded on the basic "competence" definition of the EU¹ that a competence is the ability to apply a synthesis of Knowledge, Skills and Attitudes in a particular situation and in a particular quality.

¹ The Key Competences for Lifelong Learning – A European Framework is an annex of a Recommendation of the European Parliament and of the Council of 18 December 2006.

Impact for assesseses

Specific **benefits** at a glance:

- Not only validating learning outcomes but competence developments;
- Contextualised validation possible (fit to purpose and learning environment and learners);
- Generic reference systems as starting point to contextualise own competence framework in accordance to project's objectives and aspired learning outcomes, focused on cognitive, activity related and affective competence developments;
- Evidencing, documentation and visualisation of the competence developments;
- Certification: Competence developments of the learners can be evidenced and documented in the web-based 3-dimensional visualisation and documentation system, in personal certificates either printed or as PDF;
- Accreditation: PROVIDE projects and learning activities may be accredited with the European LEVEL5 label after an external evaluation carried out by an accredited REVEAL evaluator;
- Possibility to evidencing the impact and learning progress of non-formal and informal learning activities and projects to gain recognition for self-initiated learning.

Link

<https://reveal-eu.org/service/premium-consulting/>

Personal comments

At the point of writing the tool has not been entirely developed yet, we therefore cannot have a direct response of benefit for the assesseses.