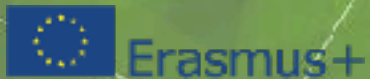


# Module 3

# ENTREPRENEURSHIP

# LYIFESTYLE



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3.3. Validation of  
the Competence  
“Sense of Initiative  
and  
Entrepreneurship”  
of Adults with  
Fewer  
Opportunities

Journey to Increase your  
techniques of eMotional  
Intelligence,  
digital awareNess and  
entrepreneurship lifestYle

# Training outline



Time	Activity
30 min.	Introduction to the module
15 min	Initial test
10 min	definition of competence and of validation of competence
35 min	validation tools and methods
15 min	introduction to major approaches
30 min	validation process

# Training outline

Time	Activity
20 min	debate and confrontation
15 min	Conclusion of the submodule
20 min	Quiz
15 min	final evaluation of competences
20 min	Final assessment

**TOTAL = 7h**



# Initial Test



# awareness v. competence

what I expect to learn

what I expect to bring





# Learning objectives

- “validation of competence” : general definition, basic concepts and notions
- what you need to take into account when building a process of “validation of competence”
- what level of “validation of competence” works



# competences

- planning, organizing, directing, guiding, delegating, analyzing, communicating, conducting discussions, evaluating and reporting
- ability to work both independently and in a team
- the ability to guide risk-assessment process and to identify strengths and weaknesses.
- literacy skills; multilingual competence; competence in mathematics, science, technology and engineering; digital competence; personal and social competence; civic competence; entrepreneurship competence; cultural awareness and expression.



# what competences?

combination of

## KNOWLEDGE:

the **information, understanding** and **skills** that you gain through education or experience

## SKILLS:

the **ability** to do something well

## ATTITUDE:

the way that you think and feel about someone or something





# 8 key competences

Literacy skills;

Multilingual competence;

Mathematical competence and competence in science, technology and engineering;

Digital competence;

Personal and social competence;

Civic competence;

Entrepreneurship competence;

Cultural awareness and expression.



# validation of competence: definition

**“the process of attesting that certain assessed learning outcomes achieved by a learner correspond to specific outcomes required for a given set of learning outcomes or qualifications.”**



# Validation tools and methods:



## **The European Qualifications Framework (EQF)**

- established by the European Union to facilitate the comparison of qualifications obtained in education systems in different countries.
- to support the cross-border mobility of learners and workers and to promote lifelong learning and professional development be limited - throughout Europe.
- consists of an eight-level scoreboard which contains all types of qualifications and is designed to compare qualification levels in different education systems.
- increases transparency and allow easier certification of qualifications obtained abroad.



# Validation tools and methods:

## **ECVET European Credit system for Vocational Education and Training**

-aim to enhance employability, promote geographical and occupational mobility, and increase compatibility between different VET systems.

-addresses VET qualifications at all 8 levels of the EQF

-based on units of learning outcomes as part of specific qualifications that can be assessed and validated.

-by being able to accumulate, transfer and use the acquired knowledge in units, it enables learners to build qualifications at their own pace based on the acquired learning outcomes in formal, non-formal and informal ways (in the country and abroad).



# Validation tools and methods:

## Europass

-offers 6 free online tools:

- *Europass profile: to describe skills, find jobs and learning opportunities, managing applications and creating application documents such as: CV or cover letter.*
- *Europass CV editor: to create and edit your CV*
- *Cover Letter Editor: to create professional motivation letters*
- *Diploma Supplement: to facilitate understanding of the knowledge and skills acquired*
- *Certificate Supplement: to facilitate the understanding of the knowledge and skills acquired*
- *Europass Mobility: to present the skills acquired during mobility in a simple, coherent and understandable way.*





# Validation tools and methods:

## **The European quality assurance reference framework for VET (EQAVET)**

- to improve the quality of VET systems.
- provides a pan-European system to help with a range of activities such as documenting, developing, monitoring, evaluating and improving the effectiveness of VET learning practices as well as quality management.
- proposes 10 indicators to be used by countries to adapt and develop their VET systems.



# Validation tools and methods:

## The National Qualifications Frameworks (NQF)

- country-specific
- to classify the qualification of a given level based on the given learning outcomes.
- enables easier movement of pupils between different institutions and sectors of education and training.



# current methods



Type of method	Description
Analysis of evidence and statements	To examine the extent to which an individual's documents and other creations can attest to the achievement of their expected learning outcomes.
Skills audit	This method aims to develop a plan for the professional development or further education of an individual and consists in identifying and analysing his or her knowledge, skills and broadly understood social competences (including motivation and aptitudes).
Unstructured interview	A method where questions are asked by the interviewer and answers are given by the person undertaking the validation. It can be more or less targeted. The objectives of the interview are clearly defined, but the course of the conversation is completely spontaneous, unstructured and is based only on the general plan of the issues raised and depends on the interlocutor's response.

# current methods



Structured interview	-based on asking a series of standardised (closed) questions and analysing the answers given. The structure of the interview is dependent on the objectives of validation. The topics covered during the interview are imposed in advance and serve to gain specific information and knowledge. Usually all candidates are asked the same questions, even their order is kept.
Observation in real-life conditions	Analysis of the candidate's activities in the actual conditions of the tasks that are described in the description of qualifications. Most often the observation covers the candidate's activities at his workplace or only part of his work.
Observation in simulated conditions	Analysis of the candidate's activities under conditions created for the validation process that is close to reality. The use of simulation results from the fact that sometimes the application of this method in real conditions can be dangerous, raising an ethical dilemma, or simply too time-consuming.
Presentation	The presentation consists in the preparation, presentation and discussion of a specific topic by the student in the presence of an audience and experts. During or immediately after the presentation, the public and experts may ask additional questions to give the candidate the opportunity to demonstrate a thorough knowledge of the subject or to clarify any doubts.



# current methods



## Unstructured debate

This type of debate involves the exchange of arguments on a specific topic in a group, where participants have great freedom of expression. There is no division of roles here, nor is there any imposition on them to present their positions. The topic of the discussion is predefined by the moderator, but there is no script. However, in some techniques (e.g. brainstorming) there are certain patterns of behaviour that must be followed. The course of the debate depends on the ideas and creativity of the participants.

## Structured debate

This method consists of a structured and guided group discussion based on the exchange of arguments on the selected topic. It can go according to the script. There's a division into roles. The topic is fixed in advance (it shouldn't be too easy, but it should provoke the participants to discuss it). Sometimes there is a need to prepare the participants of the discussion in advance in order to gain necessary information and arguments.



# current methods



Theoretical test (written or oral)	This method involves testing the candidate's knowledge and ability to apply it. It consists in the analysis of the answers to the questions asked or the tasks performed by him. This is a very common, simple and convenient method. It allows the validation of multiple people at once. The tests can take different forms.
Peer assessment	It consists in the fact that students evaluate the work of their peers on the basis of a set of criteria created by the trainer. This tool helps students to develop judgmental skills, critical skills and self-awareness.
Self-assessment	It is a process in which students reflect on their own work and assess how well they have done with the task. This method allows students to identify their strengths and weaknesses and areas for improvement. However, it is worth remembering that self-assessment can be very subjective. So, self-evaluation is more often used as part of the formative rather than summary evaluation process.



# Bilan de compétences (skills audit)



-a set of methods which includes different kinds of structured interviews.

-does not have 1 scenario to carry out, but it can be divided into the following 3 stages:

- A conversation or several interviews with the counsellor, also supplemented by observation, additional tests or questionnaires. The aim of this stage is to identify the candidate's achieved learning outcomes.
- Collect evidence of the candidate's learning outcomes.
- Establish a plan for further development

# Bilan de compétences (skills audit)



## Strengths

- allows to comprehensively define the knowledge, skills and competences of a given person
- enables the identification and documentation of competences acquired outside formal education
- the candidate can get feedback on his learning outcomes and how to develop them
- the candidate has support in the preparation of documents (evidence)

## Weaknesses

- takes a lot of time and can generate additional costs for the candidate - requires at least a few meetings with the advisor
- is costly for the certified/advisory body - in addition to meetings with the candidate, the advisor may also prepare recommendations
- it doesn't allow the verification of learning outcomes

# National Vocational Qualifications (NVQ)

- job-related and skills-based qualifications based on UK professional standards
- includes the completion of training and exercises, which take place under the supervision of the examiner
- NVQ system is suitable for people who have certain skills, but need to improve them.



# Stages of validation



IDENTIFICATION

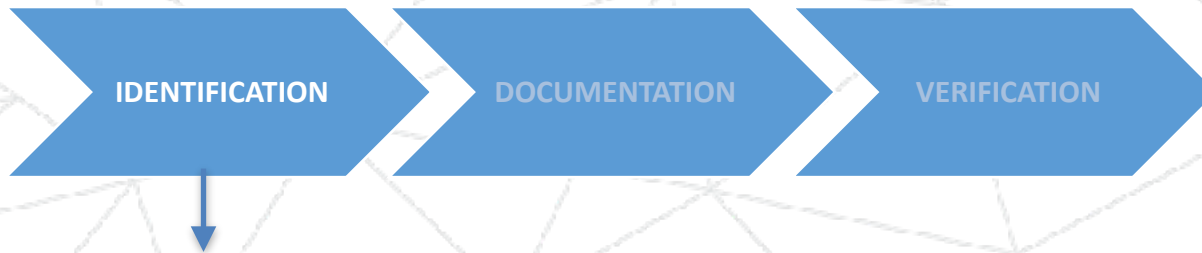
DOCUMENTATION

VERIFICATION





# Stages of validation



- focuses on identifying:

- what an individual already knows
- what are the skills and gaps in relation to the requirements for a qualification or for planning further development.

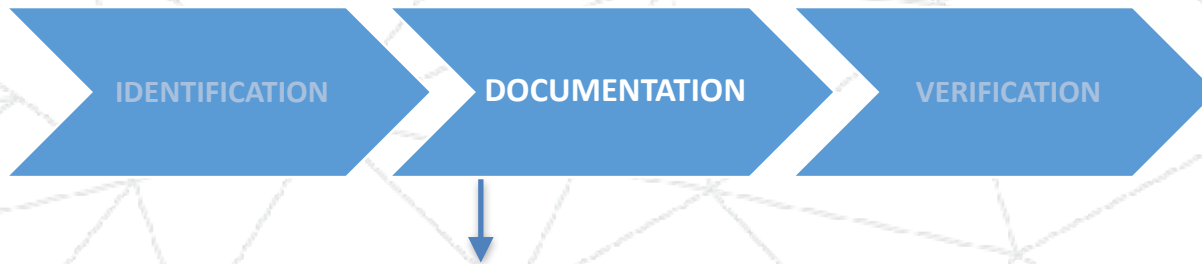
- aims to:

- better prepare for the verification stage
- allow for easy planning of further learning in order to fill the gaps in the competences that are necessary to obtain a given qualification

At this stage the certifying authority has the possibility to provide support



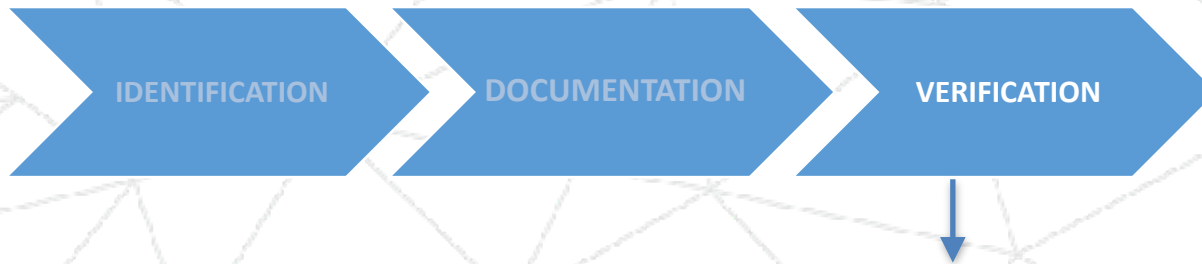
# Stages of validation



- based on the collection of documents that provide evidence of the knowledge and skills required to achieve a certificate.
- does not always occur
- only included if the validation involves the use of evidence and declarations on the basis of the type of qualification and the certifying authority.



# Stages of validation



- depends on the institution that carries out the validation
- can be done in different ways
- may take place within one day or may be phased in
- different validation methods can also be used (this can be checked in the qualification description).



# Practical exercises

## ***Exercise (1):***

*Describe yourself: which are your strengths and weaknesses?*



# Practical exercises

## ***Exercise (2):***

*What did you want to be when you were a child/adolescent?*





# Practical exercises

## ***Exercise (3):***

*What would make you happy and what are, according to you, the main constraints that prevent you from achieving them?*



# Practical exercises

## ***Exercise (4):***

*describe another member of the group and speak about their strengths, weaknesses, dreams and problems*



# Further readings

[https://cumulus.cedefop.europa.eu/files/vetelib/2019/european\\_inventory\\_validation\\_2018\\_synthesis.pdf](https://cumulus.cedefop.europa.eu/files/vetelib/2019/european_inventory_validation_2018_synthesis.pdf)

<https://walidacja.ibe.edu.pl/metody/en/>

<http://self-e.lpf.lt/youth-workers-module3.html?lang=en>

<https://europa.eu/europass/en/european-qualifications-framework-efq>

<https://www.cedefop.europa.eu/ro/events-and-projects/projects/european-credit-system-vocational-education-and-training-ecvet>

<https://europa.eu/europass/en/about-europass>

<https://www.eqavet.eu/What-We-Do/European-Quality-Assurance-Reference-Framework/Overview>

[https://www.cedefop.europa.eu/files/9139\\_en.pdf](https://www.cedefop.europa.eu/files/9139_en.pdf)

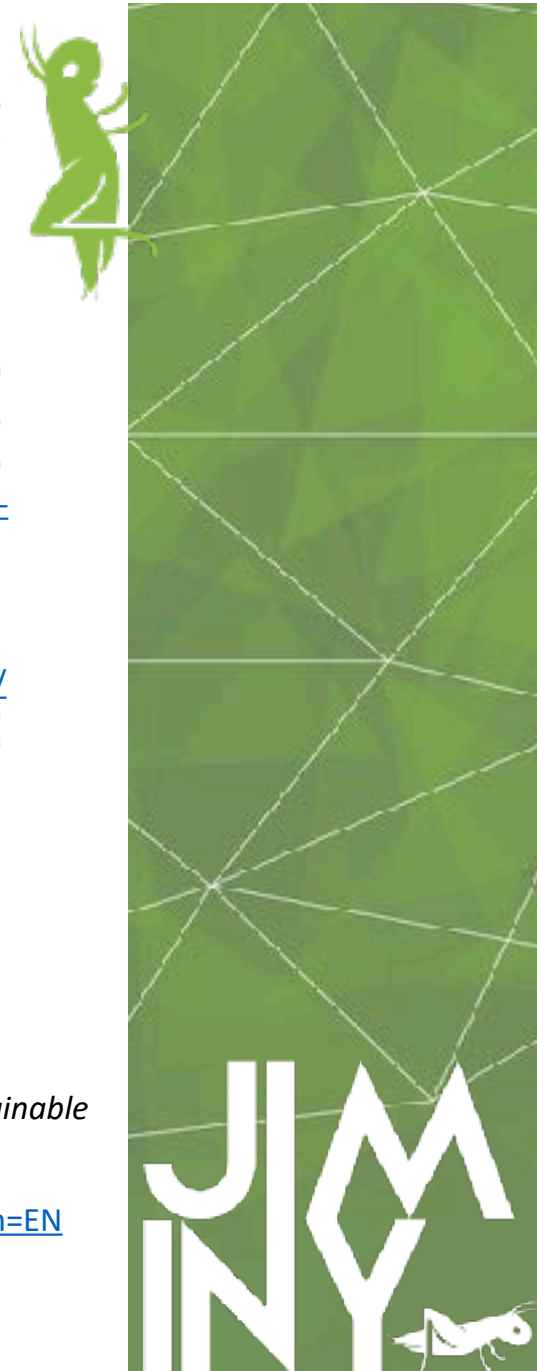
<https://kwalifikacje.edu.pl/baza-wiedzy/use-the-integrated-qualifications-system-iqs/validation/?lang=en>

<https://www.polnews.uk/index.php/czytelnia/454-kursy-nvq.html>

<https://www.vocationaltraining.org.uk/nvq-overview>

Shih-Yeh Chen and Shiang-Yao Liu, *Developing Students' Action Competence for a Sustainable Future: A Review of Educational Research*, 13 February 2020

[https://eur-lex.europa.eu/legal-content/EN/TXT/HTML/?uri=CELEX:32018H0604\(01\)&from=EN](https://eur-lex.europa.eu/legal-content/EN/TXT/HTML/?uri=CELEX:32018H0604(01)&from=EN)



# Final Test



# awareness v. competence

what I learnt / gained

what I have passed





# Feedback Collection



Thank  
you...



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