

# How to Create a Mobile European LLL Culture by the Complementary Use of European Instruments such as RPL, Micro Credentials and the EQF

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# Overview

- **Welcome**
- **Preface \_ Lifelong Learning**
- **Survey**
- **VNFIL - 4 Phases of Validation**
- **Seven Areas of Action**
- **Tools, Programmes and Initiatives – within the 4 Phases of Validation**
- **Competences of Validation**
- **Guidance**

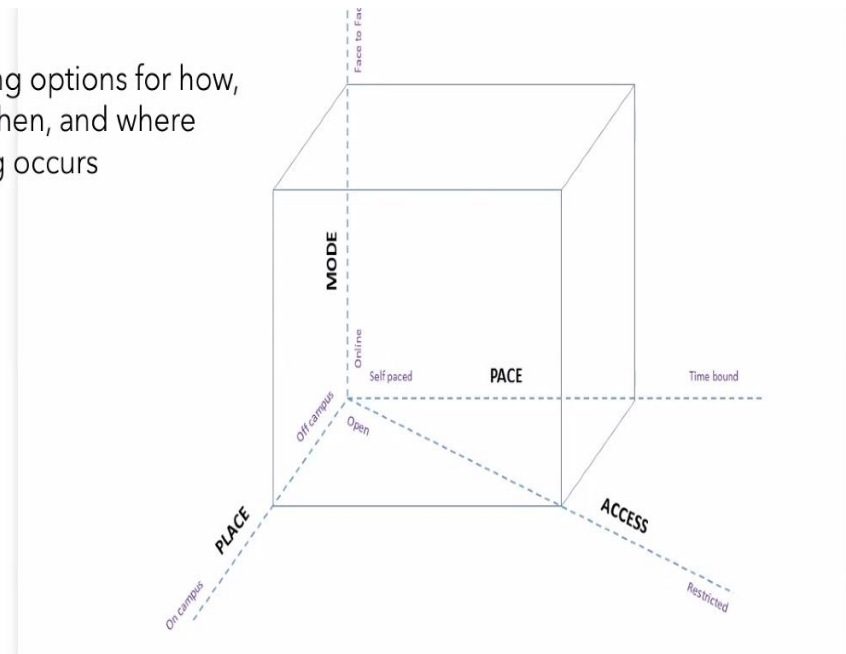
***Active Discussion – Please ask your questions in the chat!***

# Preface \_ Lifelong Learning



- Universities are starting to realize that lifelong learning is a core mission
- Higher education as part of a chain progression for continuing education and skills that stretches over the life course.
- Every person's path through is a continual journey, with ongoing opportunities for learning and skills development as enablers of success, and purpose
- But to deliver this requires access to a system of learning that is fit for purpose- that can capitalize on that journey

Providing options for how, what, when, and where learning occurs



# Preface \_ Lifelong Learning



## Mental Habits That Support **LIFELONG LEARNING**

INSIGHTS BY: JOHN P. KOTTER, LEADING CHANGE, HBR PRESS



# Survey



Go to [menti.com](https://www.menti.com) – Enter: 1867 4171

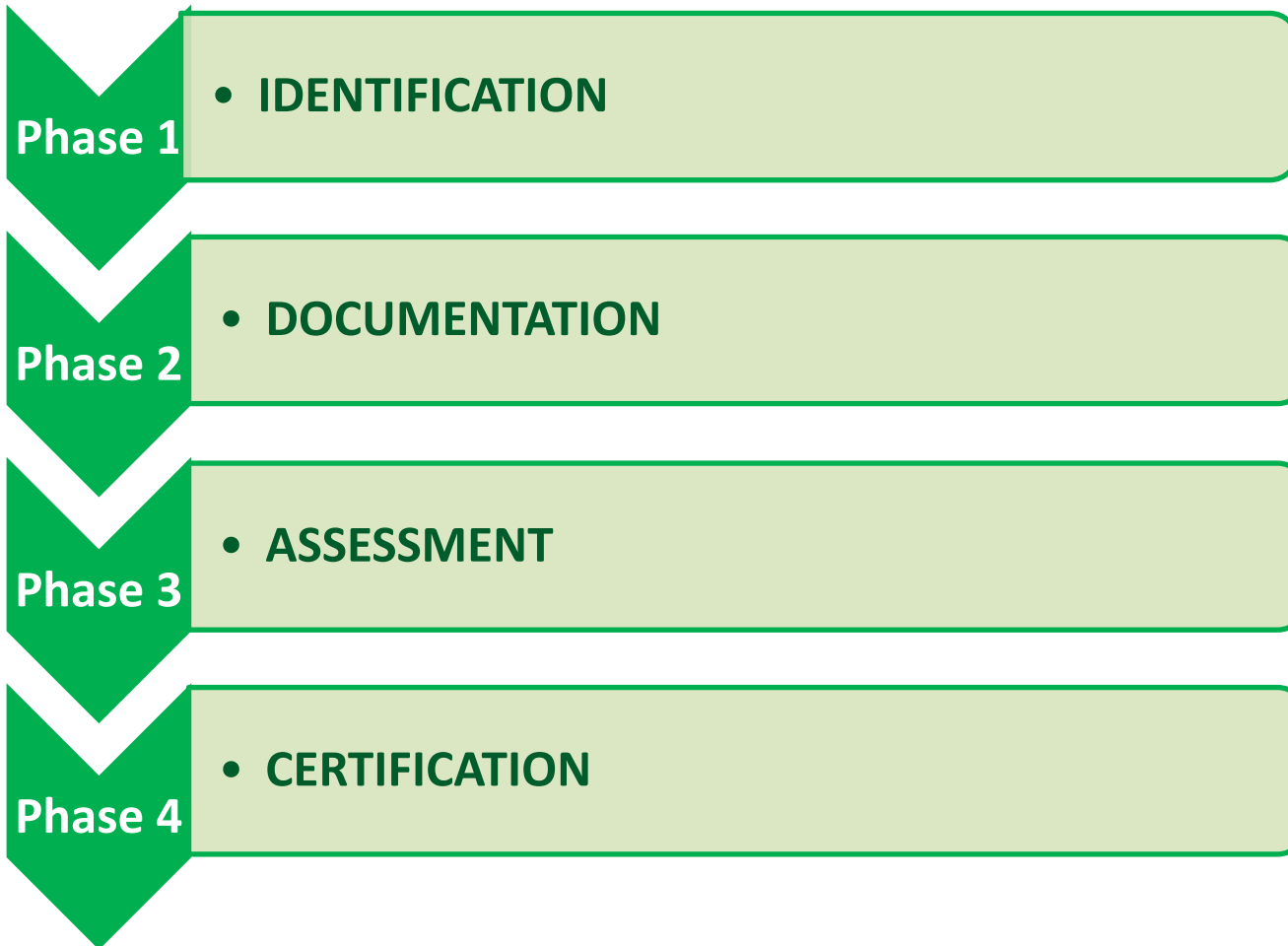
Or scan the code



# Challenges

- Curricula without Learning Outcomes
- No clear legislation within the University law
- Hardly any knowledge on NQR, RPL, VNFIL, European charters etc.
- Resources
- Acceptance
- Lack of Trust
- Lack of Permeability

# Phases of Validation



## Phase 1

### • IDENTIFICATION

- Identification of existing knowledge, skills and competencies
- Candidates become increasingly aware of their previous achievements
- Recognising this non-standardised aspect of non-formal and informal learning is a considerable methodological challenge.
- Good counsellors are important, they must be able to talk to the candidates and guide them to suitable options and instruments. In this first phase, the candidate must be made aware of the costs and benefits of validation.

**For many, discovering and growing awareness of their own abilities is already a valuable result of the validation process.**



# Phase 1

# IDENTIFICATION

## INFORMAL LEARNING

Informal learning is the unofficial, unscheduled, impromptu way people learn to do their jobs. Learning is adaptation. Taking advantage of the double meaning of the word network, to learn is to optimize the quality of one's networks. We learn from one another.



**SPENDING/ OUTCOMES PARADOX**

People learn how to do their jobs informally - talking, observing others, trial-and-error, and simple working with people in the know. Training and workshops account for only 10% to 20% of what people learn at work. Most corporations over-invest in formal training while neglecting more natural, simple processes.

**FASTER FASTER**  
Time itself has succumbed to Moore's Law. The 21st century will contain 20000 current years of progress! The future is unpredictable. Work is messy. Traditional ways of training employees are obsolete.

**THE END OF HIERARCHY**

Networks support hierarchy. As networks engage our lives, centralized power erodes, and people with more control over their decisions.

**EMERGENT LEARNING**

Informal learning emerges in complex environments called participants. Learning happens through removing obstacles, building communities, increasing bandwidth, encouraging conversation, and growing networks.

**PAYBACK**  
Executives don't want learning they want execution. They want performance. Companies are using informal learning to increase sales, improve productivity, boost innovation, reduce stress, cut costs, and reinvent themselves.

**CONVERSATIONS**

Conversations are the stem cells of learning, for they both create and transmit knowledge. Frequent and open conversations increase innovation. People love to talk. Bringing them together brings excitement.

**ENVISIONING**

Humans are spirit-animals. Images plus words communicate twice as much as words alone. Pictures translate across cultures, education levels, and age groups.

**NOVICE LEARNER**

Formal learning is like riding a bus: the driver decides where the bus is going; the passengers are along for the ride. People new to the territory often ride the bus before hopping on the bike.

**SENIOR LEARNER**

Informal learning is like riding a bicycle: the rider chooses the destination, the speed, and the route. The rider can take a detour at a moment's notice, to admire the scenery or to help a fellow rider.

**META-LEARNING VIEWPOINT**

Traditional training departments concentrate their energy on managing bus routes. That's like providing kindergarten classes to college students. Mature learners, typically a company's top performers, simply skip it entirely.

**COMMUNITIES**

Unless you are a hermit, you are a member of several communities of practice, although you may not have thought of it that way. Plumbers, programmers, and pastry chefs gather together to create and pass on the rules of thumb of their trade.

**UNCONFERENCES**

New approaches are creating business meetings that people enjoy. Successful gatherings are those where everyone participates, no matter how small. No podium. No positions carved in stone.

**THE FLAT EARTH**

Location is no longer an advantage. The world's workers compete on a level playing field. Organizations are becoming horizontal nodes in a global business network.

**ORGANIZATIONAL ANALYSIS**

The informal organization does most of the work, but managers overlook it because they can't see it. Mapping the social network brings the shadow organization into the light.

**INTERNET INSIDE**

Imagine having an in-house learning and information environment as rich as the internet. You'd have blogs and search and syndication and podcasts and more. You'd also have a platform everyone already knows how to use.

**THE WEB**

The internet did change everything. Ten years ago, there were 50 million internet users; today they number more than a billion. Google is the world's largest learning provider, answering thousands of inquiries every second. The web's informal, spontaneous, vernacular knowledge sharing can now be brought behind the firewall.

OLD	NEW
PUSH	PULL
Training	Learning
Rigid	Flexible
Program	Platform
Mandated	Self-service
Formal	Informal



**PUSH/PULL LEARNING**

Training is something that's pushed at you; informal learning is something you're pulled into. Many a knowledge worker will tell you, "I love to learn but I hate to be trained." Knowledge workers thrive when given the freedom to decide how they will do what they're asked to do.

Excerpted from Informal Learning by Jay Cross. © 2006, Internet Time Group, Berkeley, California

## Phase 1

# • IDENTIFICATION

### **What needs to be considered**

- Offering relevant information
- Raising awareness - Tailoring to individual needs and objectives
- Methods and procedures for identification are open to the unexpected A balance is needed between the use of standardized (IT-based)
- Instruments and approaches based on personal dialogue (see instruments).
- The link between the validation process and other activities of the candidate's professional development
- The personal development plan, which describes the individualized learning pathway and includes further orientation, formal and informal learning, work experience, further validation steps, etc.

## Phase 1

### • IDENTIFICATION

#### **Instruments and tools – you need:**

- Web offerings with comprehensive information and e-tools
- Declarative methods such as: Descriptions, portfolios, written reflections (can be carried out independently and unaccompanied)

**Phase 1**

- **IDENTIFICATION: Tools**

## **Portfolio**

**CV**

**School reports**

**Questionnaires**

**Recommendation  
Letters**

**Evidence of work  
experience**

**Certificates  
(Seminars, etc.)**

**Study abroad**

**Scientific  
publications**

**Work samples**

etc.

## Phase 1

# • IDENTIFICATION: Tools

## Checklist informal competences

**Beschreiben Sie Ihre Tätigkeiten im Laufe der Zeit und versuchen Sie herauszufiltern, was Sie wann und durch welchen Prozess erworben haben.** Überspringen sie die Punkte, welche für sie nichtzutreffend sind und fügen sie

- Erworbene Kompetenzen durch das Arbeiten in Firmen/Institutionen  
Wo haben Sie gearbeitet/wo arbeiten sie? Was sind ihre Aufgaben? Von wann bis wann sind sie dieser Tätigkeit nachgegangen? Was haben sie daraus gelernt, welche Kompetenzen konnten sie sich dadurch aneignen?
- Erworbene Kompetenzen durch Freiwilligenarbeit  
Welche Freiwilligentätigkeiten haben sie ausgeführt/führen sie aus? Was sind ihre Aufgaben? Von wann bis wann sind sie dieser Tätigkeit nachgegangen? Was haben sie daraus gelernt, welche Kompetenzen konnten sie sich dadurch aneignen?
- Erworbene Kompetenzen durch Besuch von Messen/Konferenzen/Kongressen, Ausstellungen  
Welche Messen/Konferenzen/Kongresse/Ausstellungen haben sie besucht? Was war das Fachgebiet der jeweiligen Veranstaltung? Wann hat diese stattgefunden? Was haben sie daraus gelernt, welche Kompetenzen konnten sie sich dadurch aneignen?
- Erworbene Kompetenzen durch Austauschprogramme

# Questionnaire scientific competences

## Wissenschaftliche Kompetenzen

Dieser Teil des VNFIL Bogens ist dazu gedacht Ihre Erfahrungen und Kompetenzen im Bereich „Research Literacy“ einschätzen.

Der Begriff „Forschungskompetenz“ (oder auch: Studierfähigkeit, wissenschaftliche Arbeitsfähigkeit umfasst für uns folgende Fähigkeiten:

1. die Fähigkeit zur Literaturrecherche (Recherche und Auswahl von wissenschaftlichen oder fachlichen Texten)
2. Lesefähigkeit (Verstehen und Verwerten von wissenschaftlichen oder fachlichen Texten)
3. Schreibfähigkeit (Herstellung von wissenschaftlichen oder professionellen Texten)
4. die Fähigkeit, wissenschaftliche oder fachliche Texte zu teilen, zu verbreiten oder zu veröffentlichen
5. die Fähigkeit zur Zusammenarbeit bei der Entwicklung von Informationen und Texten

### 1 Literaturrecherche

Bitte beschreiben Sie Ihre Fähigkeiten in diesem Bereich:

Die Fähigkeit, die wichtigste Suchplattform für ein bestimmtes Thema zu identifizieren aus verschiedenen Quellen (z.B. Suchmaschinen, Bibliothekskataloge, Fachdatenbanken, Websites wissenschaftlicher Einrichtungen oder einzelner Forscher, Portale zur Verbreitung eigene oder fremde Texte).

## Phase 1

### • IDENTIFICATION: Tools

# Example of work process

*David is working in an IT service capacity within a multinational organisation. He is using his day to day activities as well as work based training and processes to support his application for the module 'IT Service Support'.*

---

**Learning Outcome:** Define Service Desk requirements and select the most appropriate Service Desk solution.

**Learning Achieved:** My work experience involves me in undertaking negotiation with clients and appropriate service level agreements. I have to choose an appropriate main support option depending on the work involved ...

I work through the requirements with the client by ... and determine the appropriate solutions.

I completed relevant training courses, the details of which are in the Appendix at the back of this document. These training courses were pertinent to me in the following ways in determining the most appropriate Service Desk solution



Phase 1

- IDENTIFICATION

**What Tools, Programmes, and Initiatives are helpful and supporting?**



## Phase 1

# • IDENTIFICATION: Tools, Programmes, and Initiatives

### Vorlage Lebenslauf 2

Ein weiterer Weg ihren Lebenslauf zu gestalten ist über die Europass Homepage. Sie können dort jederzeit Änderungen vornehmen und es ist komplett kostenlos.

Zuerst muss ein Europass Profil erstellt werden. Dabei sind Angaben zu ihrer allgemeinen und Beruflichen Bildung zu machen. Mit einigen Klicks kann man danach so viele Lebensläufe erstellen, wie man will.

Homepage: <https://europa.eu/europass/de>



The screenshot shows the Europass website interface. At the top left is the European Union flag and the text "europass Europäische Union". On the right, there is a language selector set to "German". Below the header is a navigation menu with links for "europass", "Lernen in Europa", "Arbeiten in Europa", "Über Europass", and "Kontakt". A "Login" button is located on the right side of the menu. The main content area features two menu items: "Lebenslauf erstellen" and "Bewerbungsschreiben erstellen". At the bottom of the page, the "europass" logo is displayed in a large, bold, blue font, with the tagline "Dein nächster Karriereschritt!" underneath it.

# Phase 1 • IDENTIFICATION: Tools, Programmes, and Initiatives



Join Scouts Info for par

Home > Volunteers > Learning Development and Awards > Traini  
> Validation Guides

## Validation guides

[EMPL-E2-VALIDATION-FESTIVAL@ec.europa.eu](http://EMPL-E2-VALIDATION-FESTIVAL@ec.europa.eu)

- Recognition of Prior Learning Home
  - How does Recognition of Prior Learning work?
  - Where do I start?
  - Attend Online Workshop
  - Application format
  - Upload instructions
  - Useful Forms
  - Frequently Asked Questions
  - Testimonials
  - Valuing Learning
- useful information**

20 YEARS OF

## RECOGNITION OF PRIOR LEARNING

Welcome to the Recognition of Prior Learning (RPL) service in MTU. The purpose of this site is to provide as much information as possible about the RPL system and processes within MTU. The site has been designed to assist students to answer such questions as:

- What is RPL?
- Is my learning relevant?
- How do I apply?
- How do I structure my application?
- What kind of evidence is required to support my application?
- What does it cost?

**Your advantages at a glance**

- A wba Certificate / wba Diploma ...
- All wba certificates, European standard qualifications in Adult Education ...
- Complete your own certificate with the guidelines ...
- Access your certificate for your own strength and skills ...
- Recognize your learning results, whether formally, non-formally, or informally gained ...
- Use the certificate as a personal and public learning or general qualification ...
- Gain the right to be included among "Certificate Holders" / "Diploma Holders" ...
- Gain the right to be included in Adult Education ...

**Information and Counselling**

wba Learning / Continuing Education  
(The Institute for Qualification Research)  
Bismarckstrasse 212  
10240 Vienna, Austria  
Tel: +43 (0)22000000  
Fax: +43 (0)22000000  
info@wba.or.at  
www.wba.or.at

**wba | Austrian Academy of Continuing Education  
(Weiterbildungsakademie Österreich)**  
... certification of competences for Adult Educators

There is a cooperation with the Competence Centre of Adult Education (CCAE) in Austria, supported by the Austrian Government and the European Union.

**wba: The process at a glance**

Your journey with wba is broken down into three stages: Initial qualification, wba Certificate, wba Diploma. Options to exit the process after completion of each stage.

**Initial qualification:**

- wba Certificate is only issued for further qualifications beyond secondary education
- wba Diploma is a national qualification according to the Austrian Education Act
- Training Program
- Learning
- Assessment Programmes
- Literatures

**Cost and Services**  
(Valid until 2021)

Item	Price
First Information and Guidance	Free
Initial qualification	€ 250
wba Certificate	Support and recognition € 250, Certificate-making (if new certificate) € 250
wba Diploma	€ 250

## • DOCUMENTATION

- Provision of evidence of the learning outcomes or / and the precognition (previous experience) are acquired
- Each candidate has a file with all the data that identifies relevant references and insights
- Must be open to many different types of evidence, from written documents to work samples to practical demonstrations

## **What needs to be considered?**

Clear criteria for the university courses-program to document non-formal and informal learning. Evidence of skills already acquired must be included in the documentation

- To what extent do existing documentation formats support the transferability of acquired knowledge, skills and competencies?

## • DOCUMENTATION

### **Instruments and tools – you need:**

- clear criteria for the documentation of non-formal and informal learning (incl: Deadlines, etc. )
- a web-based form, for the recognition with the learning outcomes of the university course-program and - for the admission with the admission competencies required for the university course-program (Learning Incomes)
- Evidence of formal, non- formal and informal qualifications
- Evidence of initial and continuing training, including short courses (Micro- Credentials)

## • DOCUMENTATION

### **Instruments and tools – you need:**

- Qualifications, business licenses, professional / commercial registrations
- Employment documents such as service certificates, performance assessments
- Documents on previous employment relationships and experiences
- Letter of recommendation from employers, superiors and colleagues
- Recommendations from persons with relevant qualifications in the areas assessed
- Recommendations from superiors indicating skills and knowledge in professional practice
- Photographs and/or work samples
- Reports, critiques, articles indicating the level of knowledge, as well as analysis and written expression skills in relation to the topic

**Phase 2**

- Documentation

## Learning Incomes in Entwicklung (Auszug)

Learning Incomes Management	Selbsteinschätzung in %	Fremdeinschätzung in %
<p>Sie sind in der Lage leitende Tätigkeiten in der Guts – und Liegenschaftsbetreuung zu übernehmen. Sie verfügen über vertiefte fachliche Kenntnisse und Fertigkeiten sowie die Fähigkeit, komplexe Prozesse und Projekte zu leiten, generell Führungsaufgaben zu übernehmen und auch innovative und strategische Impulse in ihrem Tätigkeitsbereich zu setzen.</p>		
<p>Sie sind in der Lage über klassisches „Management“ hinaus auf Ebene der Makromethoden in der Lage, umfassende und sehr komplexe Projekte selbstständig zu leiten und Verantwortung zu übernehmen</p>		
<p>Sie können Verantwortung für Teams (Teamleitung) übernehmen. Sie sind in der Lage, Führungs- und</p>		

## Phase 2

- Documentation



Universität für Bodenkultur Wien  
University of Natural Resources  
and Life Sciences, Vienna

<b>Learning Incomes Beratung</b>	<b>Selbstein- schätzung in %</b>	<b>Fremdein- schätzung in %</b>
Sie können Bedarfe und Bedürfnisse von Klienten/Klientinnen erkennen und eruieren, selbstständig geeignete Methoden aus ihrem umfangreichen Beratungsrepertoire auswählen und einsetzen und Kunden / Klienten/Klientinnen verantwortungsvoll durch Prozesse begleiten.		
Sie sind in der Lage, unter Einbeziehung anerkannter Beratungstheorien selbstständig Beratungsangebote oder -formate zu konzipieren und dabei die Bedürfnisse der Kunden / Zielgruppe(n) und/oder die Rahmenbedingungen und gesellschaftlichen Bedarfe im Blick zu haben		



Phase 2

- DOCUMENTATION

**What Tools, Programmes, and Initiatives are helpful and supporting?**

# DOCUMENTATION

Phase 2

## Tools, Programmes, and Initiatives

[A European approach to micro-credentials \(europa.eu\)](http://europa.eu)



The roadmap focuses on the following actions

- developing common European standards for quality and transparency, together with all involved stakeholders
- exploring the inclusion of micro-credentials in national qualification frameworks with possible reference to the [European Qualifications Framework](#)
- developing a list of trusted providers and fostering quality assurance processes
- exploring how the [European Credit Transfer and Accumulation System](#) (ECTS) can be used in the context of micro-credentials at other education levels and in other sectors
- working on guidelines for more rapid recognition by adapting existing validation and recognition instruments or by developing new ones

## **Micro Credentials**

### **Definition**

A micro-credential is proof of the learning outcomes that a learner has acquired (short learning experience) assessed against transparent standards. The proof is contained in a certified document are portable and may be combined into larger credentials or qualifications

**The main objective** is to facilitate their validation, recognition and portability, and to foster a larger uptake to support individual learners to gain and update their knowledge, skills and competences

## DOCUMENTATION

Phase 2

## Tools, Programmes, and Initiatives

EQF –

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

# The European Qualifications Framework

The EU developed the **European Qualifications Framework (EQF)** as a translation tool to make national qualifications easier to understand and more comparable. The EQF seeks to support cross-border mobility of learners and workers, promote lifelong learning and professional development across Europe.

## DOCUMENTATION

Phase 2

### Tools, Programmes, and Initiatives

## EQF: The European Qualifications Framework

The EU developed the European Qualifications Framework (EQF) as a translation tool to make national qualifications easier to understand and more comparable. The EQF seeks to support cross-border mobility of learners and workers, promote lifelong learning and professional development across Europe.

The EQF is an 8-level, learning outcomes-based framework for all types of qualifications that serves as a translation tool between different national qualifications frameworks. This framework helps improve transparency, comparability and portability of people's qualifications and makes it possible to compare qualifications from different countries and institutions.

## DOCUMENTATION

### Phase 2

## Tools, Programmes, and Initiatives

### EQF: The European Qualifications Framework

- covers all types and all levels of qualifications, and the use of learning outcomes makes it clear what a person knows, understands and is able to do. The level increases according to the level of proficiency, with level 1 being the lowest and 8 the highest level.
- is closely linked to national qualifications frameworks, this way it can provide a comprehensive map of all types and levels of qualifications in Europe, which are increasingly accessible through qualification databases
- was set up in 2008 and later revised in 2017. Its revision has kept the core objectives of creating transparency and mutual trust in the landscape of qualifications in Europe. Member States committed themselves to further develop the EQF and make it more efficient in facilitating the understanding of national, international and third-country qualifications by employers, workers and learners.

## DOCUMENTATION

Phase 2

### Tools, Programmes, and Initiatives

## EQF: The European Qualifications Framework

- [Council Recommendation of 26 November 2018](#)
- Directive 2005/36/EC addresses the [recognition of professional qualifications in the EU](#), enabling professionals to move across borders and practise their occupation or provide services abroad
- [Lisbon recognition convention](#) is an international agreement administered by UNESCO and the Council of Europe. The EQF is compatible with the [Qualifications Framework for the European Higher Education Area](#) and its cycle descriptors. The framework was agreed by education ministers of the intergovernmental [Bologna Process](#) in 2005



## Phase 3

### • ASSESSMENT

- Essential for the credibility of the validation of formal, non-formal and informal learning outcomes and must be accompanied by quality assurance procedures
- The instruments and procedures must be used with the highest degree of transparency
- Is carried out by a jury that meets the requirements of the respective competence standard
- Transparency must be ensured internally (internal university) and externally (against applicants, candidates and students)

**The use of the procedures requires that applicants and students provide transparent proof of their competences**

## What needs to be considered?

- The assessment is carried out in an appropriate and supportive setting.
- The assessment is based on pre-agreed criteria.
- There is feedback on the results of the assessment
- The assessment methods must be valid, reliable, fair and useful
- The assessment methods must be within an appropriate cognitive range, the breadth and depth of the learning is assessed

**Peer Review** – the external evaluation of VNFIL institutions/providers by Peers – is a promising instrument for quality assurance and development.

- it builds on quality activities
- it is cost-effective
- it fosters networking and exchange between providers of validation of non-formal and informal learning
- supports exchange between member states and VNFIL providers
- strengthen mutual trust and enhance transnational cooperation, working towards a common standard for Peer Review on the European level.

**15 partners, 7 EU-countries (transnational peer reviews), Duration 33 months, 2015-2018** (Project No 2015-1-NL01-KA204-009004)

# Vorstellung von VNFIL (Quelle)

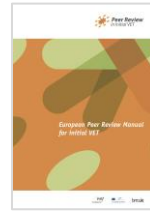
## European policy development in VET and Peer Review



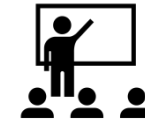
**Peer Review**  
in Initial VET



**Peer Review**  
in European VET



Peer Review  
Extended  
2007



Training



Tool-box

Peer Review Extended II  
2007 - 2009

Primeval  
Times

2000

2002

2004

2005

2009

Copenhagen  
Declaration

CQAF

ENQA-VET  
2005-2009

Thematic WG  
Peer Review  
2008-2009

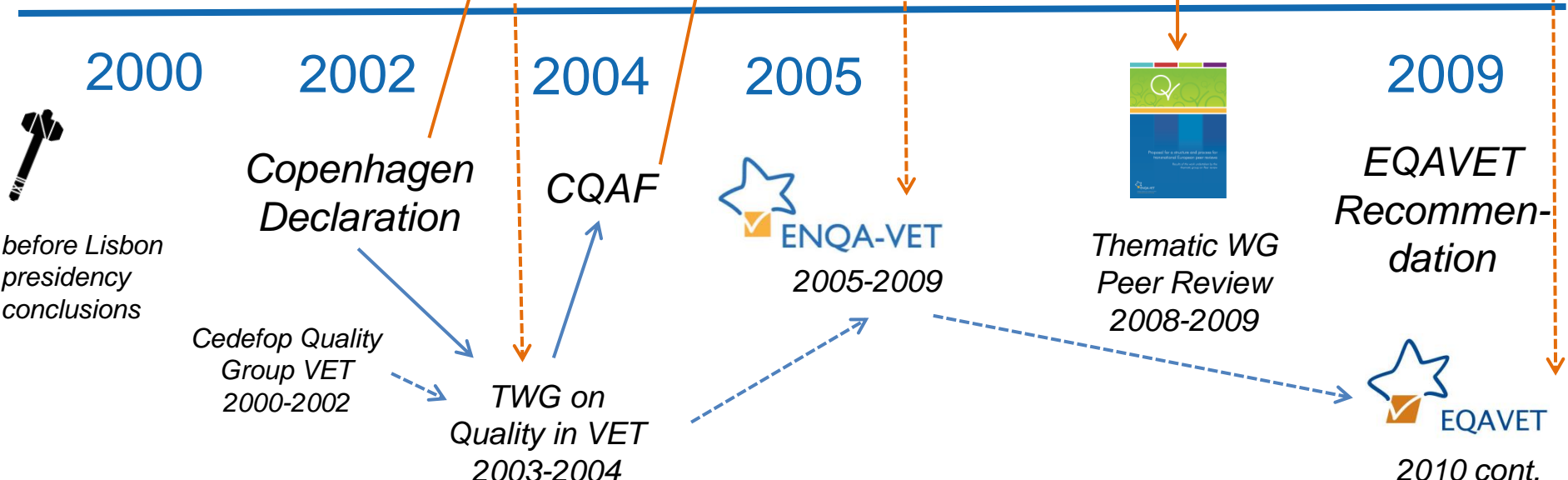
EQAVET  
Recommendation

Cedefop Quality  
Group VET  
2000-2002

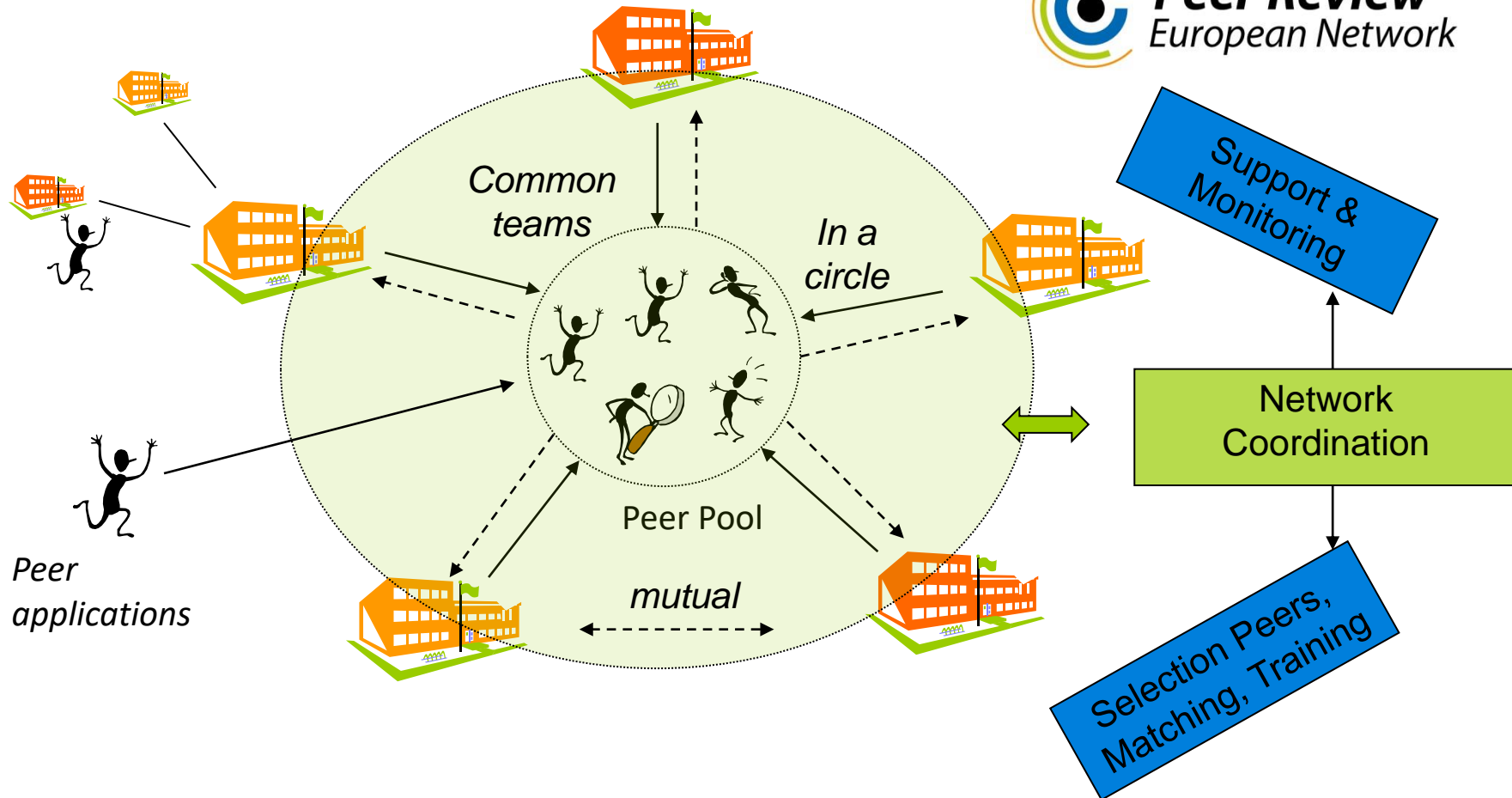
TWG on  
Quality in VET  
2003-2004

EQAVET  
2010 cont.

before Lisbon  
presidency  
conclusions



# Organisation in European Network



# Phases of a European Peer Review

## Phase 1

Preparation (min. 3 months)

- Getting started
- Inviting Peers
- Self-Evaluation and Self-Report
- Preparing the Peer Visit

## Phase 2

Peer Visit (2 to 3 days)

- Collecting data
- Analysing data
- Oral feedback

## Phase 3

Peer Report (4 weeks)

- Draft report
- Comments of the VET Provider
- Final report

## Phase 4

Implementation (6 to 12 months)

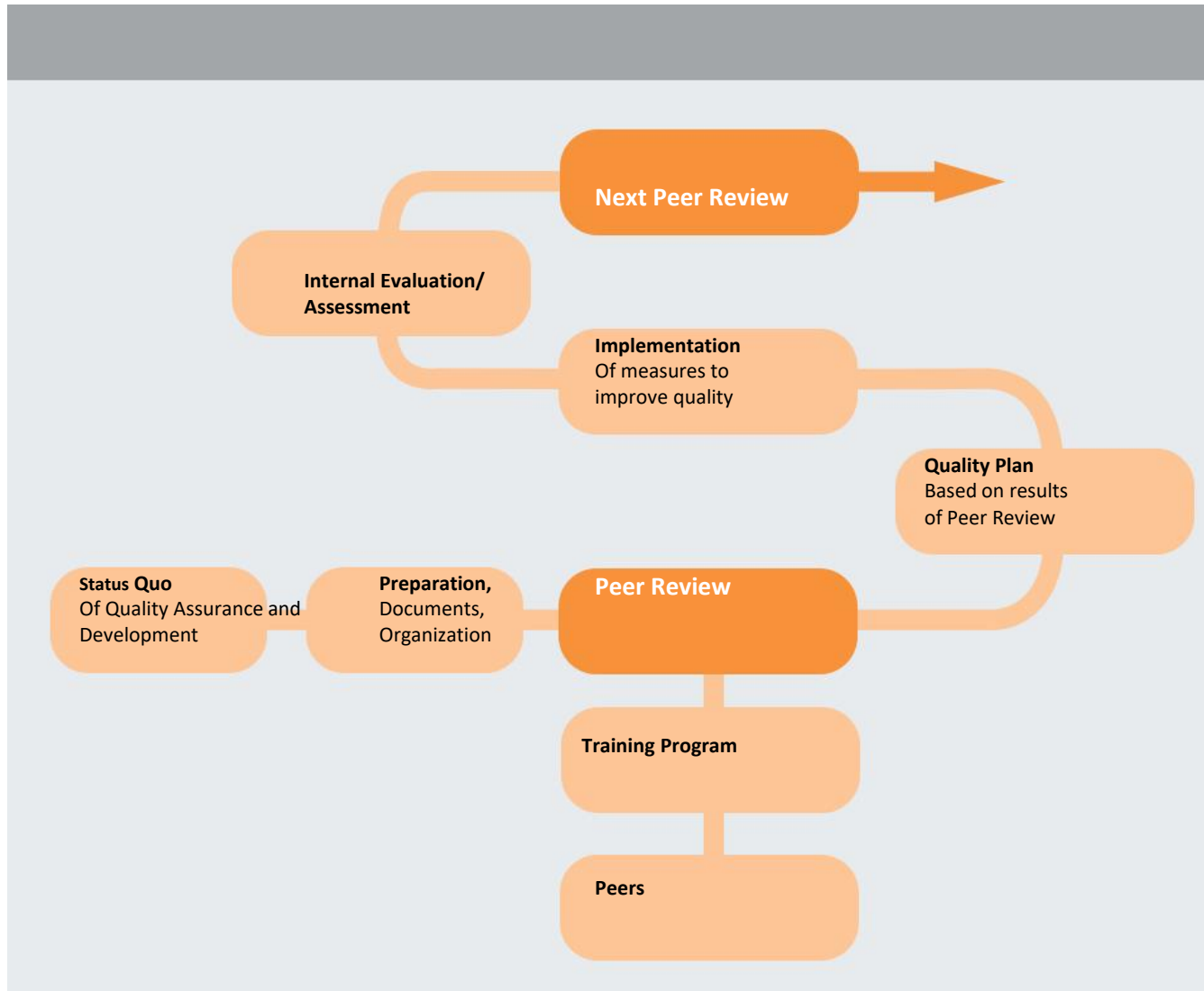
- Formulating targets
- Clarifying resources
- Action plan and putting into action
- Planning next Review

Next Peer Review

A circular flowchart with four orange rounded rectangular boxes connected by lines. The boxes are arranged in a clockwise cycle: Phase 1 (top right), Phase 2 (middle right), Phase 3 (bottom right), and Phase 4 (bottom left). A curved arrow on the left side points from the 'Next Peer Review' box back to the start of the cycle, indicating a continuous process.

# Continues Quality Improvement with Peer Review for VNFIL

Source: Project EuroPeerGuid-RVC, ISLA



## Phase 4

### • CERTIFICATION

- The final phase of validation
- In any case, an assessment is required at the certification stage to officially confirm that the learning outcomes identified are in line with a predetermined standard
- The results of the validation process are recorded in a report and/or confirmed in a certificate or diploma



## Phase 4

# • CERTIFICATION

### **What needs to be considered?**

- the methods used are suited to the individual variants of non-formal and informal learning
- The decision on the assessment results is transparent, reasoned and complies with the requirements of the respective qualification standard
- The candidate receives a document/certificate
- There is an opposition procedure

### **Instruments and tools - you need:**

- A standardised form for admission or accreditation, for the documentation of the assessment results and for an objection

# Learning mobility as a pedagogical tool in formal and informal context



# Virtual mobility, credentials and common microcredential framework



- COVID19 crisis: emergency responses such as openness and collaborative approach
- Digital and pedagogical transformation

**Challenges:** *How is the quality of international connection and learning maintained through online projects?*

- Learning paths such as a hybrid flexible learning framework: virtual mobility and design
- Virtual mobility: study abroad without physically travelling
- For validation: high need of academic institutions for recognition of this form of learning: A European approach to micro-credentials

# Learning mobility as a pedagogical tool in formal and informal context

- **What is the meaning of learning mobility?**
- mobility of young people (transnationally, regionally or online) undertaken freely and voluntarily for a specific period of time
- to acquire new competences (knowledge, skills, attitudes or values)
- can be implemented in informal or non-formal education settings

**The EPLM Framework of Action** is the framework that provides priority directions for the Platform of Stakeholders to contribute their competences, energy and networking power towards the development of higher quality and more sustainable learning mobility for all in the European youth work field

# The Validation of learning mobility

- Increasing the transparency of qualifications (greater flexibility)
- Tools in the field of NFL (e.g. ECTS, EUROPASS, EQF, micro-credentials etc.) help **to identify, document and assess** learner's knowledge, skills and competences acquired during learning mobility, validating them and making them visible
- Recognition tools support reflection on the experience, ensure high accessibility and enable credits obtained in the learning mobility to be recognized – **FREE MOVER**
- Positive impact of learning mobility: professional skills, labour market integration, intercultural skills, language skills and European identity

**Helping all students to be successful**

# Applying validation procedures in learning mobility projects



- **Developing and applying a proper validation methodology** that fits the specific nature of the project, that takes into account the inclusion of people, and undertakes the relevant type of learning activities. Mutual trust is important
- **Ensuring quality in mobility** by providing guidelines and setting up principles, standards and indicators. The validation process is based on the needs of each partner involved in the mobility

**Challenges:** ongoing debate on whether it is possible to precisely evaluate the impact of non-formal education and related mobility projects. Requires exploring existing approaches and methods to evaluation and assessing

# Applying Validation procedures in learning mobility projects



*The actors of mobility*

# Professional competencies of validation practitioners

**Professionalization of Validation Experts (PROVE)** <https://uni-tuebingen.de/de/174546>

## Competence Model

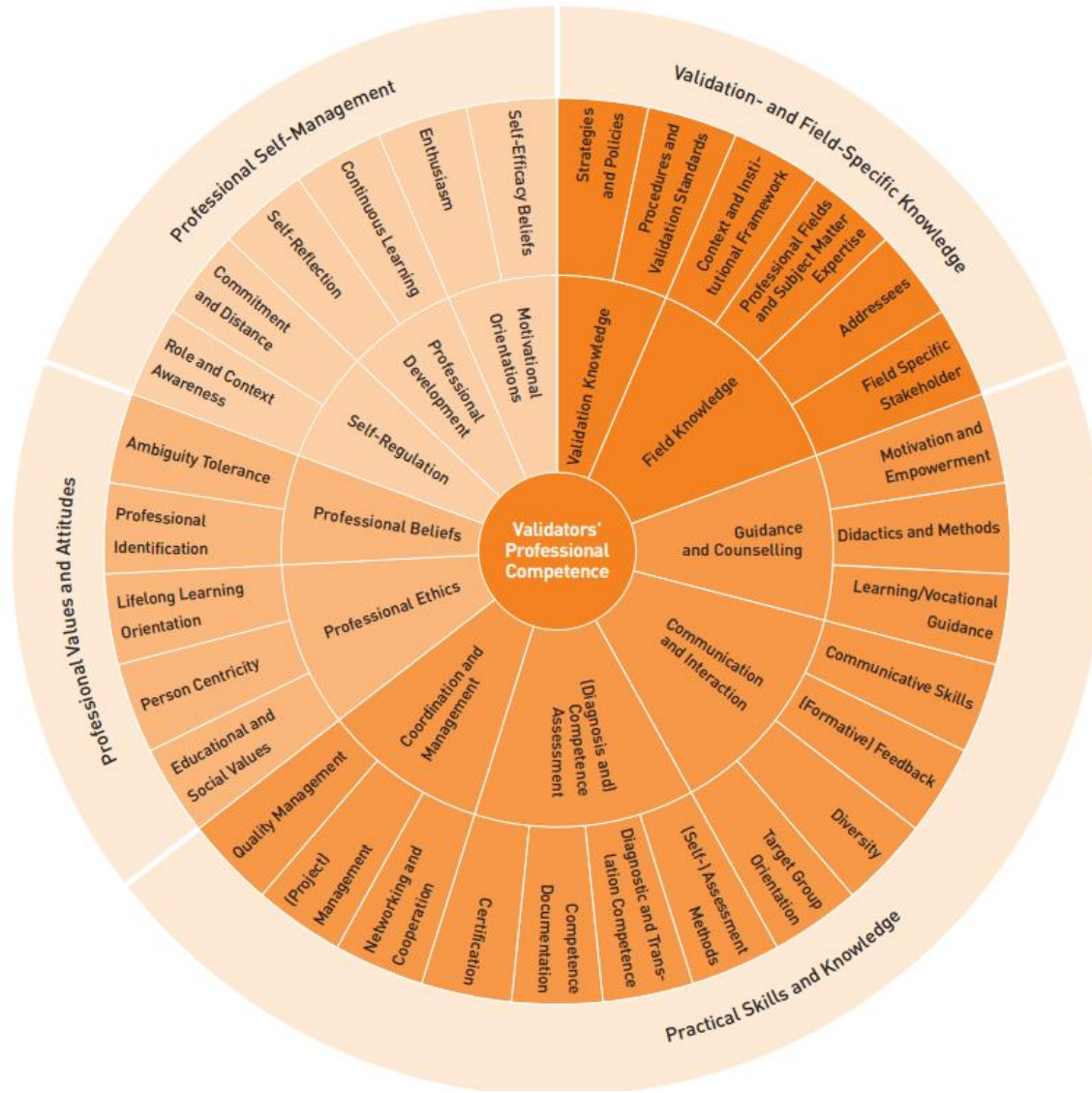
The generic competence model gives validation practitioners orientation about important competences for their validation practice.

## Self-Evaluation Tool

In accordance with the competence model, a Self-Evaluation Tool was developed, that will support validation practitioners in assessing their individual competences. Each partner country tested the Self-Evaluation Tool with validation practitioners responsible for different steps in the validation process.



# Professional competencies of validation practitioners



# TIME- Organisation

## How should VNFIL be organized?

- The importance of *involvement of all stakeholders*
- The Concept provides a well-founded framework for the approach
- The organisational structure depends
  - on the functions: access and/or recognition
  - on cooperation networks: mandatory or not
  - on national guidelines
- Successful VNFIL stems from clever *curriculum design*: flexible pathways and clearly defined learning outcomes
  - "Competences count"

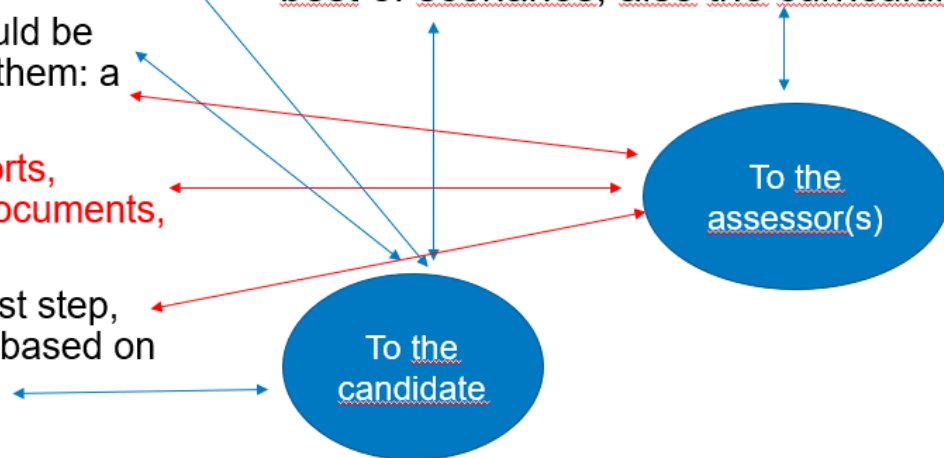
### One suggestion

- **Managerial level:** raises awareness and enhances the value of the process; assigns responsibilities
  - An easy-access portal (digitalised service)
- **University level:** a team of experts who
  - provide guidelines and standardised documentation for the portal
  - take care of F2F guidance and counselling
  - ensure administrative processes
  - monitor compatibility with QA
- **Unit/Faculty/Programme level:** a team of lecturers as experts in charge of
  - designing equivalence tests and other tools
  - assessing dossiers and tests/portfolios/exams

# TRUST

## What kind of methods should the assessment involve to be trustable?

- The role of *equivalence tests* is crucial, in order to make the system transparent and trustworthy
- The best pedagogical skills should be mobilised to develop and apply them: a team work
- **A combination of portfolios, reports, authentic work fragments and documents, tests → not static but dynamic**
- A *self-assessment tool* as the first step, designed on the curriculum text based on intended learning outcomes
- Assessment by a *panel of experts* (who have designed the instruments and in the best of scenarios, also the curriculum)



# Time - Efficiency

## Guidance

### How can good guidance be organized?

- Adequate information and counseling: on the website of the institution, on the validation portal and from an expert (direct questions can be addressed), prior to submitting an application
- Throughout the process: explicit guidelines and how-to-do-it instructions, models of common cases
- Expectations, length, costs, procedures, possible outcomes, appeals: explicit information made available and updated

### What should be the competences of this person?

### What are the challenges of guidance?

- A **team** of experts is needed
- Study counselor / Academic advisor / Tutor / Study coach
  - Skills in coaching with a holistic vision
  - Thorough knowledge of VNFIL as a process and of its implementation in the HEI
  - Good networking and interpersonal skills
  - Tolerance for ambiguity
  - Guidance and counseling function best when separated from assessment
    - Yet, assessing lecturers need to know thoroughly the process

Dr. Marja, Haaga-Helia  
University of Applied Sciences,  
Helsinki and Mäkelä



**The Nordic model for validation: A Quality Assurance process**

([https://nvl.org/Portals/0/DigArticle/11675/Quality\\_model\\_validation\\_eng.pdf](https://nvl.org/Portals/0/DigArticle/11675/Quality_model_validation_eng.pdf))

# Pact for Skills

- The European Commission has launched the Pact for Skills on November 2020.
- Shared engagement model for skills development in Europe and first of the flagship actions under the European Skills Agenda. Anchored in the European Pillar of Social Rights.
- The European Commission has invited companies, workers, national, regional and local authorities, social partners, cross-industry and sectoral organisations, education and training providers, chambers of commerce and employment services to support the up-skilling and re-skilling people in Europe.
- Towards green and digital transitions

# Pact for skills

## Key principles of the Charter

- Promoting a culture of lifelong learning for all
- Building strong skills partnerships
- Monitoring skills supply/demand and anticipating skills needs working against discrimination and for gender equality and equal opportunities

# Pact for skills

- 1. Networking hub**, including: support in finding partners and first meetings of the partnerships; linking with existing EU tools, e.g. Europass, Skills Panorama, EURES and European Network of Public Employment Services; promotion of the activities of the Pact members
- 2. Knowledge hub**, including: webinars, seminars peer learning activities; updates on EU policies and instruments; information on projects, tools instruments and best practices
- 3. Guidance and resources hub**, including: access to information on relevant EU funding; guidance to identify financial possibilities; facilitation of exchange between the Pact members and national/regional authorities



# USAGE - Up-Skilling Agricultural Engineering in Europe (Erasmus+ project) 2019-2022

- Aims to foster up-skilling in Europe, building the networking and promote learning mobility in Europe and to provide a modularized LLL Joint Master Program offering tailored modules based on the learner's needs and flexible learning environment
- 4 academic partners (BOKU, SLU, UNIBZ and TUM) and companies/relevant organizations in the agricultural sectors share best practices towards green and digital transition
- Promotes learning mobility, Inclusion and flexible education paths by applying validation procedures and recognition of prior learning – **The Guide on Validation procedures**
- Supports labour-market mobility and enhance employability abroad

# Networks, Projects and best practice examples

EUCEN - Life Long Learning Platform - EURASHE



## TRANSVAL-EU

The [TRANSVAL-EU](https://www.transvalproject.eu/) project addresses the complex issue of **validation of transversal skills**. On one hand, employers place an increasing importance on transversal skills. On the other hand, transversal skills are only an implicit part of the existing validation and guidance processes

<https://www.transvalproject.eu/>

# Networks, Projects and best practice examples

EUCEN - Life Long Learning Platform - EURASHE



<https://www.eurashe.eu/>

<https://lllplatform.eu/policy-areas/xxi-century-skills/>

## POLICY AREAS

### ▼ XXI Century Skills

- ▼ Active citizenship
- ▼ Cultural education
- ▼ Digital learning
- ▼ Media literacy
- ▼ Entrepreneurship

- ▼ Inclusive Education
- ▼ Skills and qualifications
- ▼ Funding of education
- ▼ EU Cooperation in Education



# Resources

- *European Platform on Learning Mobility in the youth field, (2020). Mission, Scope and Framework of Action*
- <https://pjp-eu.coe.int/en/web/youth-partnership/european-platform-on-learning-mobility>
- *Melanie, S., Agata, P. (2013). The Validation of Learning Mobility Abroad: A Tool to Support and promote the Validation and Recognition of Learning Mobility Abroad.*
- *Maka, E., Anna, D., Pierpaolo, L. (2020). Hybrid Flexible Learning with MOOCs: A Proposal to Reconceptualise the COVID19 Emergency Beyond The Crisis.*
- *David, C. (2015). Analytic Paper: Learning Mobility and Social Inclusion. Centre for Research and Studies in Sociology, ISCTE – University Institute of Lisbon.*
- <https://ec.europa.eu/social/main.jsp?catId=1517&langId=en>
- <https://lllplatform.eu/>
- <http://www.eucen.eu/>
- <https://ec.europa.eu/education/sites/default/files/document-library-docs/european-approach-micro-credentials-higher-education-consultation-group-output-final-report.pdf>

# Thank you!

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