

## PROMOTE

Promoting and Validating Key Competences in  
Mobility and Traineeships in Europe



## PROMOTE documenting of initial piloting

\* The European Commission support for the production of this publication does not constitute endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



Co-funded by the  
Erasmus+ Programme  
of the European Union

[www.promote-eu.org](http://www.promote-eu.org)



## Content

1. Introduction.....	3
2. Project planning pattern.....	4
3. Learning agreement template.....	6
5. Training material examples.....	8
6. LEVEL 5 reference system example – Planning and organizing one’s learning competence .....	15
7. Final report of the learning project .....	17
8. LEVEL5 certificate example.....	19





## 1. Introduction

The paper on hand relates to the evidencing and documentation of results based on the validation system developed in PROMOTE project. The evidencing and documentation was piloted in the framework of internships and traineeships. The learning projects of the learners consisted in the learning activity before the placement to boost their competence development. The LEVEL5 reference systems and competence descriptions were created to assess learners' competences *before* and *after* the mobility. The LEVEL5 reference system reflects the basic approach that a competence consists of 3 dimensions (knowledge, skills and values/attitudes). This piloting activity facilitated the establishment of standardised evidencing and documentation tools and documents for learners.





## 2. Project planning pattern

Please describe learning projects carried out in your institution, how you designed the learning path and how it will be evaluated along the following questions.

**Your Name:** \_\_\_\_\_

**Your organisation:** \_\_\_\_\_

<b>Project Title</b>	
Summary	
Purpose and objectives (Why)	<ul style="list-style-type: none"><li>• The project is grounded on the idea that</li><li>• My workplace is in an institution that</li><li>• There is a need for</li><li>• My project aims at...</li><li>• It will contribute to...</li></ul>
Description (What/How/For whom)	
People involved and beneficiaries	
Activities carried out during the learning project	-
Outputs/ results/ impact	
Strong points and obstacles, ideas for improvement	<ul style="list-style-type: none"><li>• Which activities or steps of the project went well? Please describe</li><li>• Which obstacles did you face?</li><li>• Which ideas do you have to improve the approach if you'd do it again?</li></ul>
Evaluation of your learning project (goals and topics of	





evaluation, evaluator and target group, indicators, methods of assessment, analysis of results)	
---	--

**The learning**

Learning situation (why was it a learning situation, what did the learners do, which tasks did they have?)	
Learning materials (which materials and resources did you work with?)	
Which competence(s) have the learners developed?	
Assessment (how did you assess the learning outcomes and competence developments?)	
Learning outcomes: What were the expected learning outcomes? In how far were they acquired?	



### 3. Learning agreement template

<b>Project reference number:</b> 554471-EPP-1-2014-1-LT-EPPKA2-KA
<b>Project title:</b> Promoting and Validating Key Competences in Mobility and Traineeships in Europe (Promote)

Learner's Information	
Name:	
Date of birth	
Graduation Date:	
Degree Area:	
Telephone:	
Email:	

Sending Institution/Mentor Information	
Institution:	
Mentor's Name:	
Telephone:	
Address:	
Email:	

Receiving institution/Mentor Information	
Institution:	
Mentor's Name:	
Telephone:	
Address:	
Email:	

Description of the learning activity/learning project	
Title of the learning project/activity:	
Start of the internship	
Duration of the learning project (in months)	
Location:	



### Summary of the learning project

Context/environment:

- The project tries to achieve validation of \_\_\_\_\_ competence (-es).
- Competence validation methods will include:  
\_\_\_\_\_  
\_\_\_\_\_

Overall objectives:

- Setting up competence oriented blended learning environment.
- Improving student's/learner's key competence (-es) while pursuing regular traineeship or mobility activities.
- Validation of non-formal learning of competencies acquired during mobility or traineeships.

Activities to be carried out:

- The student will be offered initial training/awareness...
- The student will plan the internship...
- The student will be tested....
- Validation of mentioned competence will be performed.

Expected learning outcomes and aspired competences:

- Learner will...
- Learner will ....

Done at [Place], [Date]

Done at [Place], [Date]

Signature of the institution  
representative for PROMOTE project

Signature of the learner





## 5. Training material examples

**Planning and organizing one's learning - for students going on mobility**

  
VYTAUTAS MAGNUS  
UNIVERSITY  
MCMXXII



*Dr. Elena Trepule, Vytautas Magnus University*

fppt.com

**Set a goal**

- Each learning project (a course, an exam, etc.) is a challenge that needs to be met and may be treated as a goal to be achieved.
- A successful implementation of a learning a project – i.e. gaining certain competencies may be treated as a goal to be attained. To attain a goal of learning or gaining a certain competence one has to plan and organize one's learning.

fppt.com





The competence of planning and organizing one's learning may be segmented into the following parts:

- Knowing one's learning style;
- Setting goals;
- Time management;
- Finding the necessary resources;
- Prioritizing.

fppt.com

## Knowing one's learning style

- Generally we speak about learning through *seeing*, *doing* or *hearing*. Try to think what you have remembered best during learning. Was it active activity, story-telling or a handout?
- When you discover your learning style, you will be able to reach your goals more effectively. In order to find out your learning style, do a special test:
- <http://employability.e-mentoring.eu/test20s/description/EN>

fppt.com





## Setting goals

- It is essential to set goals for the learning project that you face.
- The goals need to be SMART:
  - S – specific
  - M – measurable
  - A – attainable
  - R – relevant
  - T – time-bound.
- It is important that you divide parts and tasks of your learning activity into days/time slots that you have at your disposition. Plan it ready a bit earlier to be able to cope with the unexpected distractions if any.

fppt.com

## Set short-term goals

- Find a method to measure the level of progress. Use various available measures: notes, phone, programs, computer, the Internet, calendar, *blog*, etc. Watch your progress, set your goals, make notes in your calendar and try to reach these goals.

fppt.com





## Time management

It is important to plan your learning activity for the time slots that you know are going to be free in your schedule.

- It is better to plan learning during parts of the day when you are most likely to have quite hours and be in the active phases of your personal and intellectual well-being.

- If your learning requires using specific facilities, you have to book them to make sure you are able to learn and practice.

- In case of unexpected interruptions into your planned learning schedule, make sure that you arrange additional time for learning instead.

fppt.com

## Finding the necessary resources

The learning resources may include:

- Learning materials,
- Recent information/data/statistics,
- Equipment (computer, specific equipment, etc.),
- Software,
- Guidance/counselling/mentoring.

When you plan your learning identify:

- What learning resources you will need,
- Whether you have them available,
- If not – where/how/when you will get them.

It is crucial to make sure that you plan to have the necessary learning resources for the time-slots that you plan for learning so that time is not lost in vain.

fppt.com





## Ask help if needed

- Many people do not do that. If you see that it is difficult to you, you should keep in mind that each teacher is interested in helping you understand the subject.

fppt.com

## Prioritizing (1)

- When you start learning try to distinguish essential material. The Human memory *acts selectively*; therefore, it is important to get used to identify the most important information of the text being read or given during a lecture. At first, try to pay attention to what is being written on the board, what is presented in **bold**, *italics* or is underlined.

fppt.com





## Prioritizing (2)

- Organize information. Take notes of the most important ideas.
- Make graphic information: graphs, tables, *mind mapping*.
- Make a summary of the topic. Preparation of a summary of good quality helps to understand the main idea of the topic. It is like a particular preparation of *notes*, which *helps* to learn concentrically.

fppt.com

## Prioritizing (3)

- In a busy schedule it is crucial to distinguish between the more and less urgent tasks by setting a list of priorities. This should later be reflected in your time- plan.
- You also need to distinguish the more important tasks/topics within your learning project/course as well by deciding what parts are more or less important or time-bound in the schedule.

fppt.com





## Learning and *self-discipline*

It is important that learners would be able to organize, plan, control and *direct* their learning process themselves.

However, better results are often reached when a process is slightly controlled externally.

fppt.com

To sum-up before starting any learning project it is crucial to organize and plan it:

- Knowing and taking advantage of one's learning style;
- Setting goals;
- Time management;
- Finding the necessary resources;
- Prioritizing.

fppt.com



## PROMOTE

Promoting and Validating Key Competences in  
Mobility and Traineeships in Europe



### 6. LEVEL 5 reference system example – Planning and organizing one's learning competence

	COGNITIVE/KNOWLEDGE			ACTIVITY			AFFECTIVE		
L	Level Titles	Individual description/ explanatory statement	Indicators	Level Titles	Individual description/ explanatory statement	Indicators	Level Titles	Individual description/ explanatory statement	Indicators
5	Intuitive Transfer	Intuitively knowing how and when to apply strengths of one's own learning styles, set goals, manage available time resources and acquire necessary information resources.  Knowing how to interact with others, learn in group and guide other people to plan their time and resources and use their learning styles.	Give examples	Developing/constructing	Developing your own learning strategies. Being able to learn in group and support other people in planning their time, finding learning resources and using their learning styles.		Regulating (with) others	Appreciating and valuing the strengths of one's own learning style, time management and goal setting skills. Being motivated to inspire others to respect and appreciate diverse learning styles and strategies, set and pursue learning goals and find different learning resources.	Group discussion
4	Know when (Implicit understanding)	Having profound knowledge of different learning styles and understanding how to use one's strengths in learning. Knowing how to react properly in situations when a learning challenge is set. <i>Practical knowledge on one's learning styles, time-management, priority setting and finding necessary learning and support resources.</i>	Give examples	Discovering/acting independently	Searching for new learning strategies, maximizing available time resources and effectively reaching learning goals. Ability to enrich the own learning strategy with new patterns and methods.		Affective self-regulation	Being determined to improve one's own learning strategies and being flexible to adapt to possible new/modified time requirements and learning goals.	observation
3	Know how	Knowing one's own learning style and understanding how to manages one's time, set goals, find resources and prioritize one's activities. <i>Theoretical knowledge on learning styles, time-management and goal-setting. Knowing where and how to search for necessary resources or acquire assistance.</i>		Deciding/selecting	Applying the strengths of one's own learning style, planning time available, setting goals and priorities as well as acquiring the necessary resources. Being able to apply basic strategies in time management.		Appreciation Empathy	Appreciating the strengths of one's own learning styles, one's own time-management, goal-setting and resource finding strategies.	question



Co-funded by the  
Erasmus+ Programme  
of the European Union

[www.promote-eu.org](http://www.promote-eu.org)



## PROMOTE

Promoting and Validating Key Competences in  
Mobility and Traineeships in Europe



2	Know why (Distant understanding)	Knowing that using time management, goal setting skills and having necessary human and information resources determines success in learning.	Give examples	Application, Imitation	Adopting time management, goal setting skills and finding necessary human and information resources as you learned from others in order to achieve learning results.		Perspective taking	Being flexible and open towards setting goals, managing time and finding learning resources and generally valuing the advantages of achieving learning results.	Taking part in discussions on topic, asking questions, by observation
1	Know-that	Knowing that people need to set goals and find resources to achieve learning results.	Give an example	Perception	Recognising that setting goals, planning one's time and finding resources affects the learning results.		Self centred	Being neutrally open to different types of learning. Single case need to adapt his/her goals and time resources according to the requirements of the learning situation.	



Co-funded by the  
Erasmus+ Programme  
of the European Union

[www.promote-eu.org](http://www.promote-eu.org)





## 7. Final report of the learning project

After carrying out the learning projects we would like to learn from your experiences and include them into our project report.  
Please describe your learning project, how it was evaluated and which lessons were learned along the following questions.

**Your Name:** \_\_\_\_\_

**Name of your organisation:** \_\_\_\_\_

### Feedback to the approach, the learning projects and validation

Was the setting of the learning project feasible for you?	
Would you have needed external/additional support? If yes, which?	
Were the tools and materials provided helpful? How could they be improved?	
Your Feedback to the validation procedure with LEVEL5	
Do you think that the 3D-system is a suitable approach to describe competence developments?	
What was the feedback of the learners in regard to the LEVEL5 approach?	
Do you consider the approach to be transferable to other learning settings or projects/do you see limitations? If so, which?	
Do you have any questions/remarks/demands that	



## PROMOTE

Promoting and Validating Key Competences in  
Mobility and Traineeships in Europe



are not considered yet?	
Your personal conclusion and recommendation for similar initiatives in the future	



Co-funded by the  
Erasmus+ Programme  
of the European Union

[www.promote-eu.org](http://www.promote-eu.org)



## 8. LEVEL5 certificate example

LEVEL5

REVEAL

### Learner-Certificate

Sense of initiative and entrepreneurship competence – problem solving  
for students going on traineeship



#### Participant

John Smith, 05/07/93

#### Informal learning project

Sense of initiative and entrepreneurship competence –  
problem solving for students going on traineeship

Project start 02/04/16

Project end 01/07/16

Institution Vilnius University

Location Vilnius, Lithuania



#### Learning activities

This project is geared towards students going on traineeships and will help them consciously concentrate on a particular competence – problem solving. Furthermore, it will allow students to develop this competence through competence oriented learning in a practical environment.

#### Evaluated competences

Problem solving

#### Assessment methods

Self-assessment  
questionnaire  
reflection with multiplier and company supervisor

#### Assessors/Evaluators

The validation was carried out in the framework of the PROMOTE project funded with support of the European Commission.



The LEVEL5® validation system is courtesy of the  
REVEAL Network for Learning, Validation and Capacity Building



Co-funded by the  
Erasmus+ Programme  
of the European Union



Co-funded by the  
Erasmus+ Programme  
of the European Union

[www.promote-eu.org](http://www.promote-eu.org)

## PROMOTE

Promoting and Validating Key Competences in  
Mobility and Traineeships in Europe



LEVEL5

REVEAL

### Learning outcomes : Problem solving

Competence profile at the beginning	Competence profile at the end	
<b>Knowledge: 2:</b> Learner knew the reason for the task or the background of the problem.	<b>Knowledge: 4:</b> Learner can distinguish between different problems, knows variations and possible modifications to solving problems and how to effectively use available resources.	
<b>Skills: 2:</b> Learner was able to tackle the problem/task if instructed.	<b>Skills: 3:</b> Learner is able to apply given problem solving actions by choosing between different solution possibilities.	
<b>Attitudes: 2:</b> Learner had curiosity to find solutions to the problems at hand.	<b>Attitudes: 4:</b> Learner is able to restrain from personal wishes to tackle the task and is open to find new solutions.	

### Competence development on each dimension

Knowledge	Skills	Attitudes
Learner has greatly improved her knowledge of problem solving and now knows different instruments and is able to match strategies with problems at hand.	Learner has faced several problems at the work place and now is able to choose between given solutions to address the problem as instructed.	Learner's interest in problem solving has significantly increased together with open mind to new ways of solving arising problems.

The validation was carried out in the framework of the PROMOTE project funded with support of the European Commission.



The LEVEL5® validation system is courtesy of the REVEAL Network for Learning, Validation and Capacity Building



Co-funded by the Erasmus+ Programme of the European Union



Co-funded by the  
Erasmus+ Programme  
of the European Union

[www.promote-eu.org](http://www.promote-eu.org)



LEVEL5

REVEAL

### Reference system : Knowledge

- 5 : Know where else  
(knowledge for transfer)
  - Individual description : Having a large portfolio of problem solving strategies that can be applied in new contexts
- 4 : Know when  
(implicit understanding)
  - Individual description : Knowing variations and modifications to solving problems in different contexts and how to actively use of my resources. Knowing different ways/instruments to tackle the task
- 3 : Know how
  - Individual description : Theoretical knowledge on what to do to solve the problem/to tackle the task and to reach the goal.
- 2 : Know why  
(distant understanding)
  - Individual description : Knowing the reason for the task or the background of the problem.
- 1 : Know-what/know that
  - Individual description : Knowing that there is a specific task and it is necessary to solve it in order to reach my goal.

### Reference system : Skills

- 5 : Developing/ constructing/ transferring
  - Individual description : Planning new strategies to solve problems, invent/plan new strategies/approaches to solve problems
- 4 : Discovering/ acting independently
  - Individual description : Discovering and applying complex solutions in different contexts (leisure, internship, at home).
- 3 : Deciding/ selecting
  - Individual description : Applying given problem solving actions. Choosing between different (given) possibilities to solve the problem
- 2 : Using/ imitating
  - Individual description : Being instructed to take specific actions to tackle with the problem/task
- 1 : Perceiving
  - Individual description : Understanding the problem without taking action.

### Reference system : Attitudes

- 5 : Incorporation/ internalisation
  - Individual description : Being enthusiastic about solving problems and encouraging other people and co-operate with them to solve certain problems.
- 4 : Self-regulation/ determination
  - Individual description : Restraining from personal wishes to tackle the task. Openness to find new solutions and to take them on board.
- 3 : Motivation/ appreciation
  - Individual description : Being motivated to solve the problem and to deal with the task.
- 2 : Perspective taking/interest
  - Individual description : Having curiosity to find solutions to the problem.

The validation was carried out in the framework of the PROMOTE project funded with support of the European Commission.



The LEVEL5® validation system is courtesy of the REVEAL Network for Learning, Validation and Capacity Building



Co-funded by the Erasmus+ Programme of the European Union



## PROMOTE

Promoting and Validating Key Competences in  
Mobility and Traineeships in Europe



LEVEL

REVEAL

### 1 : Self-orientation

- Individual description : Not interested in solving a problem or in thinking and applying possible solutions to it.

The validation was carried out in the framework of the PROMOTE project funded with support of the European Commission.



The LEVEL5® validation system is courtesy of the  
REVEAL Network for Learning, Validation and Capacity Building



Co-funded by the  
Erasmus+ Programme  
of the European Union



Co-funded by the  
Erasmus+ Programme  
of the European Union

[www.promote-eu.org](http://www.promote-eu.org)