

PROMOTE

Promoting and Validating Key Competences in
Mobility and Traineeships in Europe



Information Kit for PROMOTE Learners

Issued by:

BUPNET

PROMOTE partner organisation, Germany

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1 Introduction / Contact

The information kit was established for PROMOTE learners who are about to start a placement or any other practical learning and working experience in the framework of the PROMOTE project.

The first part consists of the basic documents related to your placement.

In the second part of this kit is about the my-VITA platform. Here you can record your experiences, create evidences of your entrepreneurial competence developments during the placement and the management of your CV and the evidences of your skills and competences in the my-VITA e-portfolio.

You can access our online platform via www.promote.my-vita.eu. You may create and organise your own portfolio and get in contact with other European participants of the PROMOTE pilot project through online groups and networks.

In the annexes you find the so called “LEVEL5 learning suite for mobility learning” which is a guide how to organise your placement with professional project management techniques to achieve the best results therein.

For any further questions please contact us directly through:

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2 The PROMOTE learning space

2.1 Background

*“Improve your visibility uploading your profile and the evidences of your competence and experiences on **my-VITA platform** (promote.my-vita.eu), a virtual hub where you can create your personal portfolio, show your interests and competences, develop the business relationship as a learning project, and network with other European stakeholders participating in PROMOTE and associated networks.”*

Participation in the PROMOTE programme also brings the opportunity to network on the European level, to develop new business and job opportunities and to present yourself as a committed student who is interested to exchange with likeminded students and businesses.

For this purpose the European REVEAL consortium created a web-based platform which is at the same time:

- The project development space for your placement
- e-portfolio to manage the own individual competences
- Networking space

In the my-VITA e-portfolio you can share your experiences, projects, CVs and other evidences of competence developments in an exciting and self-organised manner with friends, colleagues or with potential interns.

You can present yourself and your ideas and projects to a European audience, as for example, for the applying for a job or a cooperation opportunity, or for co-operation with like-minded partners.

my-VITA is run by the European network REVEAL (European Research and Development Network for the promotion and validation of informal, competence-based learning) which was established by institutions from 23 European member states.

2.2 LEVEL5 Validation Approach

“Develop and manage the internship as learning project and validate competence developments.”

Very often, internships and placements in enterprises are not well structured and do not explore the full potential of neither the learner (or the intern) nor the practical learning space in the enterprise.

Therefore PROMOTE offers a “self-guided” learning setting which converts the placement into a learning project. Experiences show that it provides a helpful structure both to new entrepreneurs and their hosts in order to plan and execute the placement in a target oriented way.

Furthermore the PROMOTE platform offers a competence validation tool for the learners to keep track of the experiences and the competences developed in the placement.

Background:





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The European Commission is interested in getting evidences of what happened during the mobility and what came out of this learning experience. Therefore a reasonable reporting should be an integral part of the programme.

However, beyond control that public money was spent efficiently, a good recording of the experiences made and the development of your entrepreneurial competences is an important factor for the success of the own business idea and may enrich the own Curriculum Vitae (CV).

Therefore, we offer a specific tool – the LEVEL5 learning suite for learners in mobility.

LEVEL5 is a unique validation system for competences developed outside formal educational institutions – in mobility, internships and (in your case) in entrepreneurial projects – that has been applied in more than 100 learning projects and with over 1.000 learners in Europe.

With a comparably low effort it helps you to:

- structure the learning projects in a professional way;
- keep track of both your learning project (placement) and your competence developments;
- record the development steps and the achievements;
- track evidences of skills and competences made in the learning project;
- assess and validate the competence developments by means of easy to use instruments;
- get valuable certificates that visualise and document the development of project management and entrepreneurship competences.

The created LEVEL5 certificates can be attached to your personal records and/or to the EUROPASS Curriculum Vitae which can be fully managed on the my-VITA platform.



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2.3 Access to the my-VITA e-portfolio

Access to your e-portfolio (www.my-vita.eu):

In the starting phase of the mobility project we would like to ask you to register to the my-VITA platform and create your company or organisation's profile.



How does it work?

REGISTER to the my-vita portfolio via: <http://www.promote.my-vita.eu>

When registering, select "PROMOTE" as institution and describe in a few catchwords your motivation to participate in the PROMOTE programme.

After your registration you will get a password by e-mail and a short user guide.

After Login:

Dashboard

- organise your personal section
 - establish your CV (also as EUROPASS)
 - create your own pages and organise your work proofs on these pages
 - set up groups of likeminded persons
 - find the manual in the my-VITA how to section

PROMOTE group page

- access to the group page by clicking on the group on the right side
- Functionalities
 - Members (therefore it's important to set up your own profile)
 - Forum
 - Access to the promote learning section
 - Access to the network area



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2.4 The PROMOTE-Project Section:

The mobility/placement is a “learning project”. In order to get the full benefit you should plan and structure it according to professional project development and management techniques.

On the start page you will get access to your development and learning area in which you will be able to plan, do and check your learning project. The my-VITA e-portfolio offers a personalised area in which you can organise yourself and all the evidences that you need for your professional development. You can share all that with friends, colleagues, business partners or potential host enterprises.

You will also get access to a growing European network of PROMOTE learners and their host organisations.

First steps:

Upload your profile on the my-VITA platform (<http://my-vita-eu>) where you can develop and keep track of your project and validate competence development.

For this purpose we created an area which is called: “*Develop your project and your competences*”.

If you click on this button you will get access to a four step procedure that guides and accompanies you through the practical learning experience.

In order to ensure a good quality and valuable experience we ask you to plan your exchange as a learning project.

In the **first phase** we provide you with the first part of the **LEVEL5 learning suite**.

- This first part is rather a preparation for the mobility experience
- Briefly describe your expectations along some **guiding questions**. You may even do this in an interview and record and publish it in your profile. **(point ##6.3)**
- In the preparation phase you may chose one of the key competences that you intend to develop in your internship.
- You will be asked to answer a short initial questionnaire on entrepreneurial competences

During this initial phase we ask you to plan your mobility as a project.

For this purpose you receive an **Internship Pattern (a project plan) (point ##)** in which you should briefly describe the purpose, the envisaged outcomes and the activities in your learning project.

In the **second phase**, actually the “working phase of the learning project (placement)”:

- Fill in the **Progress Report** (obligatory) to get an idea about the developments during this phase. **(Point ##)**





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- Additional to that, and underpinning your developments, you may use my-VITA to collect and publish documents, photos, videos, pieces of work or, if you like, other evidences of your trip. If you like you can share those materials with your partners, colleagues and friends.

In the third (final) phase you use the second part of the **LEVEL5 learning Suite (Point ##)**. It contains

- An **evaluation report** pattern on the project as a whole;
- A tick-box questionnaire on the key competence you intended to develop;
- A LEVEL5 self-evaluation grid to assess, rate and evidence the development of your entrepreneurial competences that should be discussed with your host entrepreneur

Submit the filled second part of the LEVEL5 Learning Suite to the REVEAL network (info@reveal-eu.org). After the quality check and a possible revision phase you will get a meaningful European certificate on the development of your entrepreneurial competences that you can add to your CVs on my-VITA.

Certification (Point 6.7)

The PROMOTE certificate officially attests successful participation in the programme. The certificate will be given on successful completion of the internship or the placement abroad, following positive feedback from the host and the responsible PROMOTE partner

The certificate should be printed in colour, signed, stamped and dated by the responsible PROMOTE partner.

The LEVEL5 certificate in pdf-format visualises the competence development (entrepreneurship and other additional competences of your choice) that can easily be linked to your EUROPASS CV provided on my-VITA.



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3 PROMOTE Learning Suite

LEVEL

LEARNING SUITE

Part 1:

Plan and design your learning project!

Introduction

In your internship you will gather a lot of new experiences and acquire new competences that are important for your professional life and most probably also for your private life.

Here, in your internship, learning should happen everywhere. We hope that it is not only much **more fun** than in traditional courses– but it is also much **more efficient** since it is not only sheer accumulation of knowledge but a holistic process that also includes the development of your skills, abilities, attitudes and values.

You may explore not only new places and locations but also discover new cultures, habits; you will meet new people and make new friends that may behave differently from your peers at home.

Eventually and most important: you have to get along in this new context and do something which makes a difference.

How will you do this?

Learning in mobility placements takes place beyond the walls of formal education and training in which you receive just factual knowledge or exercise subject oriented skills.

Most experts agree that this “practical (informal) learning” is much more efficient than “formalised (theoretical) learning”.

Learning in general is the acquisition of knowledge, skills and attitudes in a specific situation and a specific quality. Learning is not necessarily related to an external target – it does not even need somebody who tells you what to achieve – because learning happens everywhere.

What do you learn in your placement?

What are the competences that you need and may acquire in unknown environments?

Apart from important experiences professional competences related to the work field you also acquire personal, social and organisational skills and competences. You constantly need them in your whole life, be it your private, professional or your life in a community.





Have a look at a Curriculum Vitae, you will discover them therein and employers like to know about them if you apply for a job.

For instance “communication ” and “teamwork” are social competences, “autonomy” or “leadership” may be a personal competence while “project management” can be clustered in the organisational box.

The European Commission comprises some of them as “key competences”. In other words: Key competences are bundles of social, personal and organisational competences that are important for professional and societal life.

Three of these Key Competences are in the scope of the PROMOTE project:

- KC 7 Entrepreneurship
- KC 8 Learning to Learn
- KC 6 Active Citizenship

Dependent on where you choose to do your placement you may acquire different competences that may contribute to your abilities in the three sectors.

Learning is a continuous process and we hopefully do it all our life. It makes us smarter, more communicative, more related to other people and more capable to achieve something. Learning is not limited and not a closed job like a course or a study.

If we understand competences as the outcomes of this lifelong learning process we should not only see them as performances (that are examined against formal references) but rather as **potentials** that can grow in the personal development process.

Hence learning as young entrepreneur is key to developing your potentials.

But how do you learn in internship? 1

Most of the competences you develop here you acquire informally (which means per definition outside the walls of formal institutions like school or university²). Unlike in formal education you don't have a teacher who follows a plan with pre formatted content and fixed learning objectives.

Here you have your mentor(s) who rather accompany you as experienced partners than as trainers.

1 you may skip this theoretical part on pages 1 and 2 if you not so much interested in learning theory: However, you will strengthen your Learning to Learn Competences (KC8) in the your mobility learning

2 There may be mobility learning actions that also include rather formal programmes, e.g. the ERASMUS student, the exchange of school students or mobilities of apprentices or interns. etc.

However, also in these programmes at least equally important to formal skills that are maybe proven by credit points or school marks are the informally acquired competences (cf the VILMA and VITA surveys)

More information can be retrieved from: www.vilma-eu.org and www.vita-eu.org

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Learning in your internship is less regulated. This is good since often the biggest learning effects come unintended, sometimes even incidental.

To explain the basic functionality of this rather informal kind of learning we use a disc model that visualises the decisive elements of informal learning in your entrepreneurial internship.

Each disc symbolises a layer and the layers are interconnected:

- the context layer – your working environment (Where do you carry out your internship?)
- the activity layer (what will you do there? Which project will you work on?)
- the competence layer (what does it need to get along there? Or what do you (want to) learn there?)



You could also express it like that:

- The context, the surrounding, the jobs and tasks in your internship determine
- your activities, and they again determine
- what you learn there.

Unlike in school, the objectives and the targets are NOT determined exclusively external (by a teacher/trainer) but they should be reflected and determined by yourself.

Phases of your learning project:

The PROMOTE learning suite has been designed to accompany and support you on your learning pathway.

It is not our intention to train you according to a plan or to impose specific learning contents and objectives on you.

In PROMOTE we want to make your learning visible, to make it a positive and conscious experience - for yourself in the first place – but also for others who may be interested in your experiences and potentials, e.g. your mentors, your friends, peers, colleagues, partners and eventually potential employers.



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With the learning suite you get access to the **my-VITA portfolio** which supports you in your learning experience³. It works along a “plan-do-check” procedure:

In the “**plan**” **phase** (preparation) you should

- plan your placement together with your coordinating institution (the PROMOTE partner) and establish a first plan of the project you want to develop during your stay. If possible you may communicate and coordinate this plan with your host.
- register to the my-vita portfolio and set up your profile,
- briefly describe what your placement/internship/mobility is about,
- describe your expectations in an initial interview which you should record, best with your smartphone or iPad
- answer an initial questionnaire on the key competence that you would like to focus on

In the “**do**” **phase** of your learning project

- you should document the developments of your learning project with the PROMOTE project diary (which is a simple tool to record the developments and experiences on a weekly basis)
- you are invited and strongly recommended to use your personal my-VITA portfolio to collect and publish photos, videos, pieces of work or, if you like, other learning evidences/interesting things that you encounter during your stay
- You may share those materials with your peers, coordinator, colleagues and friends

In the **check phase**

- you will fill out a second questionnaire regarding the chosen competence and reflect on your development in regard to this competence
- for this purpose we will provide you with a LEVEL5 self-evaluation grid to assess and rate yourself
- you should discuss these ratings with your mentor and/or with your peers
- Based on these ratings you can get a LEVEL5 certificate
- You may add this to your my-vita profile and add it to your EUROPASS CV.

³ Of course you may use this guide for your next learning experiences as well, be it in mobility or other informal learning fields.



4 Instruments

4.1 Planning phase

In the preparation phase you should make a good choice where you want to carry out your placement. You should:

- Select one general field where you want to do the internship
- Research the internet about a possible placement and gather information
- Describe (for yourself) the field that the hosts are working in
- Answer some more questions; e.g.:
 - Why is this attractive for you?
 - How does this relate to you?
 - What are your expectations

Annex to the prep-phase:

Please insert the results of your preliminary works in the following grid and discuss it with your coordinators. If possible also discuss it with your host or the guide/mentor in your host organisation. Please do that by using the *PROMOTE Learning Placement Outline*.

4.1.1 PROMOTE Learning Placement Outline

The outline is a first draft in which you should insert the basic ideas and data on your placement.

Please fill in the following questions:

Planned start date: _____

Planned end date: _____

Objectives of the placement/mobility:

--

Description of the expected field of the placement:

--

Activities:

It should be planned and discussed together with the PROMOTE partner organisation and the host and, if possible, weekly described; bullet points are possible.

--



Expected Outcomes (max. 2000 characters):

(This can be tangible outputs related to the jobs but also outcomes in regard to knowledge, skills and other immaterial benefits of the placement)

4.1.2 Initial Interview

Please answer the following interview questions in the preparation phase.

Please record your interview with your webcam, and upload it on your my-vita profile or send it via weTransfer info@reveal-eu.org. We would like to ask you to publish it in your profile page.

If you don't feel like making an interview you can also answer the questions in writing.

1. Question area 1

1. why did you chose this placement?

1. what do you find interesting about it?

2. What are you curious about?

3. Is there something that makes you excited or insecure?

2. Question area 2

1. what do you already know about your placement

1. What do you know about the things that are done there?

2. What are the things that you don't know and that you are interested in?

3. What do you want to get to know about the field where the placement takes place?

3. Question area 3

1. What would you like to do there?

2. Is there any activity that you would be particularly interested in doing?

3. Is there anything that you would NOT like to do?



4.1.3 Self- evaluation in knowledge, skills and attitudes regarding Entrepreneurship

Please work through each statement and place a “x” in the box from 1 to 3

1 – This statement does not match at all to me/I don't agree at all

2 - This statement partly matches to me/I partly agree

3 - This statement fully matches to me/I don't agree at all

No	Questions an statements on knowledge, skills and attitudes related to entrepreneurship	No (not at all)	Maybe (partly)	Yes (fully)
1	I am able to explain what entrepreneurship means.			
2	I can name reasons why entrepreneurship is important in general			
3	I am able to describe how to act along an entrepreneurial concept			
4	I can give examples on how I applied a successful entrepreneurial strategy and used entrepreneurial instruments from my portfolio.			
5	I can give examples how I integrated entrepreneurship in different professional and life contexts			
6	I was not yet in a situation in which I had to act like in an entrepreneurial way			
7	I remember that I carried out certain tasks that think had something to do with entrepreneurship			
8	I can name several occasions when I carried out certain entrepreneurial activities on my own initiative in the past.			
9	I can give an example in which I actively explored new business ideas and set up a strategy for implementation			
10	I can give examples when I created and realised business ideas in the past in different sectors.			
11	I don't really have a connection to entrepreneurship			
12	I am curious to explore and to learn more on entrepreneurship			
13	I consider entrepreneurship as an important competence. I can describe situations when my entrepreneurial activities created a good feeling.			
14	I can give examples when I consciously overcame doubts, fears and laziness for the sake of my business ideas and activities			
15	I deliberately enter unknown situations to look for occasions to create new ventures			



4.1.4 Self- evaluation in knowledge, skills and attitudes regarding Active Citizenship

Please work through each statement and place a “x” in the box from 1 to 3

1 – This statement does not match at all to me/I don't agree at all

2 - This statement partly matches to me/I partly agree

3 - This statement fully matches to me/I don't agree at all

No	Questions an statements on knowledge, skills and attitudes related to entrepreneurship	No (not at all)	Maybe (partly)	Yes (fully)
1	I am able to explain what active citizenship means.			
2	I can name reasons why active citizenship is important in general			
3	I am able to describe the major elements of the concept of active citizenship			
4	I can give examples on how I applied a successful entrepreneurial strategy and used entrepreneurial instruments from my portfolio.			
5	I can give examples how I integrated entrepreneurship in different professional and life contexts			
6	I was not yet in a situation in which I had to act like in an entrepreneurial way			
7	I remember that I carried out certain tasks that think had something to do with entrepreneurship			
8	I can name several occasions when I carried out certain entrepreneurial activities on my own initiative in the past.			
9	I can give an example in which I actively explored new business ideas and set up a strategy for implementation			
10	I can give examples when I created and realised business ideas in the past in different sectors.			
11	I don't really have a connection to entrepreneurship			
12	I am curious to explore and to learn more on entrepreneurship			
13	I consider entrepreneurship as an important competence. I can describe situations when my entrepreneurial activities created a good feeling.			
14	I can give examples when I consciously overcame doubts, fears and laziness for the sake of my business ideas and activities			
15	I deliberately enter unknown situations to look for occasions to create new ventures			



4.1.5 Your profile for my-VITA

Please set up your profile for European networking with your peer students in other countries and for the hosts that may be interested to get to know more about you.

Degree and Department**Tell us briefly about yourself and your reason for getting involved in this project?****What skills / experience are you seeking from the placement?****What sector / subsector are you particularly interested in?****Describe your business idea or specific knowledge area that you wish to bring to the business.****Please describe your experience, if any, in the field of the placement**

Please insert a photo

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And this is how your EYE profile would look like:

The screenshot shows a Mahara VITA user profile for Bridget Cogley. The profile includes a header with the 'my VITA' logo and a search bar. Below the header is a navigation bar with 'Dashboard', 'Content', 'Portfolio', and 'Groups'. The profile details are as follows:

- Name:** Bridget Cogley
- Degree and Department:** MA European History - History Dept. UCL
- Tell us briefly about yourself and your reason for getting involved in this project?**

I am an outgoing and reliable American female who is interested in a variety of cultural and educational avenues. I am passionate about learning and exposing the public to innovative trends and ideas. Regarding EDUCCKATE specifically, I want to assist humanities postgraduate students at UCL. All in all, I want to work in a field that is practical and progressive, and EDUCCKATE seems to be ideal for combining my skills, interests, and concerns.
- What skills / experience are you seeking from the internship?**

I want to become acquainted with applying my skills either in a company setting or in higher education management. I also want to learn how to write grants and fundraise. Honestly, I am open to anything!
- What sector / subsector are you particularly interested in?**

I am very interested in the higher education sector. It is my dream to work in education, and with management. After living in London for only a month, I see myself establishing a long-term career at University College London. I am also interested in teaching the humanities at private, secondary institutions.
- Describe your business idea or specific knowledge area that you wish to bring to a CC business.**

I think something should be done to assist postgrad students in the humanities at UCL, and possibly greater London. There needs to be a new social sector that is concerned about the lives of postgraduate students. Speaking from experience, it can be isolating as a postgraduate student at a new university, and new country! There are a plethora of undergraduate events and activities, but it is difficult to branch out and take advantage of more adult social and career opportunities. I would like to work as a social secretary coordinator for a larger branch of history/history of art and organize events for postgrads.

On the right side of the profile, there is a section for 'Profile page' with the URL <http://mahara.vita-eu.org/user/view.php?id=164> and a section for 'Image' showing a portrait of Bridget Cogley.

In your personal profile:

- a. Identify and communicate your Competences:
 - i. Present your talents, your strengths and what you wish to learn
 - ii. Reflect on personal and social competences
(to be presented on the platform (competence frameworks))
rate yourself in regard to the key competence



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**4.1.6 Confidentiality agreement with the host organisation**

In some cases it might be important to

Agreement

In consideration of being employed by _____ (Company),
the undersigned Intern hereby agrees and acknowledges:

1. That during the course of my employment there may be disclosed to me certain trade secrets of the Company; said trade secrets consisting but not necessarily limited to
 - (a) Technical information: Methods, processes, formulae, compositions, systems, techniques, inventions, machines, computer programs and research projects.
 - (b) Business information: Customer lists, pricing data, sources of supply, financial data and marketing, production, or merchandising systems or plans.
2. I agree that I shall not during, or at any time after the termination of my employment with the Company, use for myself or others, or disclose or divulge to others including future employees, any trade secrets, confidential information, or any other proprietary data of the Company in violation of this agreement.
3. That upon the termination of my employment from the Company:
 - (a) I shall return to the Company all documents and property of the Company, including but not necessarily limited to: drawings, blueprints, reports, manuals, correspondence, customer lists, computer programs, and all other materials and all copies thereof relating in any way to the Company's business, or in any way obtained by me during the course of employ. I further agree that I shall not retain copies, notes or abstracts of the foregoing.
 - (b) The Company may notify any future or prospective employer or third party of the existence of this agreement, and shall be entitled to full injunctive relief for any breach.
 - (c) This agreement shall be binding upon me and my personal representatives and successors in interest, and shall inure to the benefit of the Company, its successors and assigns.

Done at [Place], [Date]

Done at [Place], [Date]

Signature of HE

Signature of NE





4.2 Instruments – “Do” phase

- b. Identify challenges in the field and in the respective field and
Start to plan your internship!
 - i. Derive a concrete task/problem that you want to tackle.
Either for yourself and/or for the host company.
 1. Knowledge: Reflect on causes and consequences
 2. Activities: analyse, schematise, structurise (according to project development techniques)
derive a plan and send it to your host in advance

4.2.1 Learning project plan

Project planning pattern:

Your Name: _____

Name of your mentorship organisation: _____

Project Title	< your internship project>
Project Planning	<i>Please insert only bullet points</i>
<ul style="list-style-type: none"> Summary 	<ul style="list-style-type: none"> The project is about... It tackles the problem of In my project xxx will be done The project tries to achieve
<ul style="list-style-type: none"> Purpose and objectives (Why) 	<ul style="list-style-type: none"> The project is grounded on the idea that My internship is in a company/Organisation that works with/ produces.... There is a need for... My project aims at... It will contribute to...
<ul style="list-style-type: none"> Description (What/How/For whom) 	
<ul style="list-style-type: none"> <ul style="list-style-type: none"> Target group(s) 	<ul style="list-style-type: none"> The project addresses the following client groups I plan and carry out the project in my internship in a company, organisation which



	<ul style="list-style-type: none"> The client groups have the following needs
<ul style="list-style-type: none"> The Work Packages (big elements/clusters, if any) 	<ul style="list-style-type: none"> Market analysis Developing a product Testing the product
<ul style="list-style-type: none"> Activities (maybe work packages) 	<ul style="list-style-type: none"> Internet research Writing research report Planning the development process realisation
<ul style="list-style-type: none"> (Expected) Outputs/Results/Impact 	<p>Possible Outputs:</p> <ul style="list-style-type: none"> Report Products/Materials Documentation
<ul style="list-style-type: none"> Timeframe (maybe Gantt-chart) 	<ul style="list-style-type: none"> Dates and activities, deadlines for accomplishing Milestones
<ul style="list-style-type: none"> Resource planning (work, financing) 	<ul style="list-style-type: none"> How many workdays per activity? Any additional resources needed? Can you calculate costs for that?



4.2.2 List of SPOC

Apart from the knowledge and skills related to the work field also social, personal and organisational competences will be more or less important in your placement.

Please rate how important you find those competences by ticking the boxes in the grid.

No	Competence	Importance			or
		high	medium	low	unclear
	Social Competences				
1	Communication				
2	Intercultural Communication				
3	Conflict Management				
4	Diversity management				
5	Networking				
7	Team working				
8	Client orientation				
	Personal Competences				
9	Flexibility				
10	Leadership				
11	Self-reliance/ Autonomy				
12	Problem Solving				
13	Critical Thinking				
14	Creativity				



No	Competence	Importance			or
	Organisational/ Methodological Competences				
14	Project Management				
15	Planning and Resource Management				
	Evaluating/Reflecting				
16	Learning to Learn				
17	Planning and organising one's learning				
Which key competence will you focus on in your placement?					
	Entrepreneurship				
	Active Citizenship				
	Learning to Learn				



4.2.3 My-VITA Progress report form

Project planning pattern:

Your Name: _____

Name of your internship organisation: _____

Project Title	< your internship project>
Project Planning	<i>Please insert only bullet points; please update the information if there were some changes</i>
<ul style="list-style-type: none"> Summary 	<ul style="list-style-type: none"> The project is about... It tackles the problem of In my project xxx will be done The project tries to achieve
<ul style="list-style-type: none"> Purpose and objectives (Why) 	<ul style="list-style-type: none"> The project is grounded on the idea that My internship is in a company that produces.... There is a need for... My project aims at... It will contribute to...
<ul style="list-style-type: none"> Description (What/How/For whom) 	
<ul style="list-style-type: none"> Target group(s) 	<ul style="list-style-type: none"> The project addresses the following client groups I plan and carry out the project in my internship in a company, organisation which The client groups have the following needs
<ul style="list-style-type: none"> The Work Packages (big elements, if any) 	<ul style="list-style-type: none"> Market analysis Developing a product Testing the product
<ul style="list-style-type: none"> Activities (maybe work packages) 	<ul style="list-style-type: none"> Internet research Writing research report Planning the development process realisation



<ul style="list-style-type: none"> ○ (Expected) Outputs/Results/Impact 	<p>Possible Outputs:</p> <ul style="list-style-type: none"> • Report • Products/Materials • Documentation
<ul style="list-style-type: none"> ○ Timeframe (maybe Gantt-chart) 	<ul style="list-style-type: none"> • Dates and activities, deadlines for accomplishing •
<ul style="list-style-type: none"> • Resource planning (work, financing) 	<ul style="list-style-type: none"> • How many workdays per activity • Any additional resources needed • Can you calculate costs for that?
Status reports/Experiences	
<ul style="list-style-type: none"> • Status Quo Beginning (+1 week) Possible obstacles, threads, alternatives, new ideas 	<ul style="list-style-type: none"> • Your expectations • First activities • Achievements • Problems encountered • Opportunities • Threats
<ul style="list-style-type: none"> • Status Quo Midterm what has been achieved, Possible obstacles, threats, opportunities, alternatives, new ideas 	<ul style="list-style-type: none"> • Short summary of status so far • Achievements • Set backs • Opportunities • Threats
<ul style="list-style-type: none"> • Status Quo End what has been achieved, Possible obstacles, threats, opportunities, alternatives, new ideas 	<ul style="list-style-type: none"> • Short summary of status so far • Achievements • Set backs • Opportunities • Threats



4.3 Instruments for the Final Phase

4.3.1 Learning Suite Final Assessment



Part 2:

At the end of your internship you should have a look back and think about how your competences have developed.

Step 1:

For this purpose we would like to ask you another time to fill the same questionnaire that you received at the beginning of your learning project.

Please don't look at the first one – just fill spontaneously.

Next, please compare it with the first one.

Maybe you find some differences and developments.

This will lead over to the next step.

Step 2:

The next instrument you will get is the LEVEL5 reference system for the competence “entrepreneurship” or “active citizenship”. It is the basis for a self-assessment and rating.

This is done in a four step procedure:

1. You simply tick boxes on the levels of knowledge, skills and attitudes, where you would allocate yourself at the beginning and at the end of your internship.
2. Please give examples from your internship that illustrate and reason your ratings.
3. Please discuss these ratings and the reasonings with your mentor. Maybe he/she can contribute with other examples?
4. After this step you please finalise your personal reference system and send it to the REVEAL group to prepare your LEVEL5 certificate. Please send it together with your full name, a photograph and the project description file that you developed in the „PLAN“ phase.



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Self- evaluation in knowledge, skills and attitudes regarding Entrepreneurship

Please work through each statement and place a “x” in the box from 1 to 3

1 – This statement does not match at all to me/I don't agree at all

2 - This statement partly matches to me/I partly agree

3 - This statement fully matches to me/I don't agree at all

No	Questions an statements on knowledge, skills and attitudes related to entrepreneurship	No (not at all)	Maybe (partly)	Yes (fully)
1	I am able to explain what entrepreneurship means.			
2	I can name reasons why entrepreneurship is important in general			
3	I am able to describe how to act along an entrepreneurial concept			
4	I can give examples on how I applied a successful entrepreneurial strategy and used entrepreneurial instruments from my portfolio.			
5	I can give examples how I integrated entrepreneurship in different professional and life contexts			
6	I was not yet in a situation in which I had to act like in an entrepreneurial way			
7	I remember that I carried out certain tasks that think had something to do with entrepreneurship			
8	I can name several occasions when I carried out certain entrepreneurial activities on my own initiative in the past.			
9	I can give an example in which I actively explored new business ideas and set up a strategy for implementation			
10	I can give examples when I created and realised business ideas in the past in different sectors.			
11	I don't really have a connection to entrepreneurship			
12	I am curious to explore and to learn more on entrepreneurship			
13	I consider entrepreneurship as an important competence. I can describe situations when my entrepreneurial activities created a good feeling.			
14	I can give examples when I consciously overcame doubts, fears and laziness for the sake of my business ideas and activities			
15	I deliberately enter unknown situations to look for occasions to create new ventures			



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The LEVEL5 reference system

The next instrument you will get is the LEVEL5 reference system for the key competences “entrepreneurship”. It is the basis for a self-assessment and rating.

- Please make yourself familiar with the 3-dimensional grid first.
- Then please move to the grids for knowledge, skills and attitude.
- Then rate yourself by ticking one level per knowledge/skills/attitude at the beginning and one at the end.
- Next please give examples from your internship that illustrate and reason your ratings and fill them in the respective fields in the grids.
- Please also insert one summary sentence on your development on each of the competence dimensions.
- Please discuss these ratings and the reasoning with your mentor. Maybe he/she can contribute with other examples?
- After this step you please finalise your personal reference system and send it to the REVEAL group to prepare your LEVEL5 certificate.

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Reference system - Entrepreneurship

	KNOWLEDGE		SKILLS ACTIVITY		ATTITUDES AFFECTIVE	
	2	3	2	3	2	3
L	Level Titles	Individual description/ explanatory statement	Level Titles	Individual description/ explanatory statement	Level Titles	Individual description/ explanatory statement
5	Knowledge to transfer (To know where else)	Knowing how to integrate entrepreneurship in different professional and life contexts Knowing how to help other people act successfully in different entrepreneurial structures.	Developing/constructing	To be able to transfer business strategies in unknown contexts. To actively plan and create new entrepreneurial activities.	Incorporation Internalising	To have an incorporated reflex to entrepreneurship. To internalise entrepreneurship as a fundamental personal attitude. <i>To feel the need to help other people in their entrepreneurial activities.</i>
4	Know when (Implicit understanding)	Knowing from experience when to apply the right instrument from the portfolio of different entrepreneurial approaches and instruments To know how and when to use certain entrepreneurial strategies.	Discovering/acting independently	Deliberately seeking entrepreneurial opportunities. To search for and select the appropriate entrepreneurial techniques and instruments for your business.. To create and execute a entrepreneurial strategy for your business.	Affective self-regulation	To feel the need to be pro-active in entrepreneurship. To find it important to be creative in this respect. <i>To refrain from other plans for the entrepreneurial approach (indicator)</i>
3	Know how	Knowing different entrepreneurial approaches, techniques and instruments to develop business and value. To theoretically know how to act along an entrepreneurial concept.	Deciding/selecting	To take part in entrepreneurial activities as they are offered by others. To choose singular entrepreneurial tools from a known portfolio	Appreciation	To positively value entrepreneurship in general. To find it important that entrepreneurship is valued by the (people in the) sector you are working or studying in.
2	Know why (Distant understanding)	Knowing that through entrepreneurship you can develop your own business and become self-sustainable.	Application, Imitation	To occasionally take part in non structured entrepreneurial activities. To occasionally take entrepreneurial actions when being instructed to.	Perspective taking	To be interested in entrepreneurship, to be curious about entrepreneurship.



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1	Know-that	Knowing that entrepreneurship is an essential concept that aims at developing business	Perception	To see and recognise the concept of entrepreneurship without taking further steps	Self centred; neutral	To perceive the concept of entrepreneurship without relating it to oneself
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Knowledge Dimension: My knowledge concerning < entrepreneurship >

How to fill this grid: 1. Read the level titles and descriptions. 2. How would you rate yourself at the beginning and at the end (tick 1 box at the beginning and 1 box at the end) 3. give concrete examples of what you knew at the beginning and at the end about autonomy and write them in the 2 boxes behind your ticked ones

1	2	3	4	4a	5	5b*
L e v e l	Level Titles ⁴	Level description Explanation	Time 1 (tick)	Give concrete examples of what you knew at the beginning to illustrate the chosen level	Time 2 (tick)	Give concrete examples of what you knew at the end regarding entrepreneurship to illustrate the chosen level
5	Knowledge to transfer (To know where else)	Knowing how to integrate entrepreneurship in different professional and life contexts Knowing how to help other people act successfully in different entrepreneurial structures.	<input type="checkbox"/>		<input type="checkbox"/>	
4	Know when (Implicit understanding)	Knowing from experience when to apply the right instrument from the portfolio of different entrepreneurial approaches and instruments To know how and when to use certain entrepreneurial strategies.	<input type="checkbox"/>		<input type="checkbox"/>	
3	Know how	Knowing different entrepreneurial approaches, techniques and instruments to develop business and value. To theoretically know how to act along an entrepreneurial concept.	<input type="checkbox"/>		<input type="checkbox"/>	
2	Know why (Distant understanding)	Knowing that through entrepreneurship you can develop your own business and become self-sustainable.	<input type="checkbox"/>		<input type="checkbox"/>	
1	Know-that	Knowing that entrepreneurship is an essential concept that aims at developing business	<input type="checkbox"/>		<input type="checkbox"/>	
Summary of the development on the knowledge level: At the beginning I knew, At the end I knew ...						

- 4 Hints for describing the levels:
 Level 5: Evaluating/Creating (Transfer – Planning – Producing – Checking – Critiquing)
 Level 4: Analysing (Differentiating – Organising – Attributing)
 Level 3: Understanding (Explaining – Comparing)
 Level 2: Interpreting (Exemplifying – Summarising – Classifying)
 Level 1: Remembering (Recognising – Recalling)

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Skills dimension: My activities regarding < entrepreneurship >

How to fill this grid: 1. Read the level titles and descriptions. 2. How would you rate yourself at the beginning and at the end (tick 1 box at the beginning and 1 box at the end) 3. Give concrete examples of what you knew at the beginning and at the end about autonomy and write them in the 2 boxes behind your ticked ones

1	2	3	4	4a	5	5b*
Grade	Corresponding Level Titles ⁵	Level description Explanation	Time 1 (tick)	Give concrete examples of how you behaved in regard to entrepreneurship at the beginning to illustrate the chosen level	Time 2 (tick)	Give concrete examples of how you behaved in regard to entrepreneurship at the beginning to illustrate the chosen level
5	Developing/ constructing	To be able to transfer business strategies in unknown contexts. To actively plan and create new entrepreneurial activities.	<input type="checkbox"/>		<input type="checkbox"/>	
4	Discovering/ acting independently	Deliberately seeking entrepreneurial opportunities. To search for and select the appropriate entrepreneurial techniques and instruments for your business. To create and execute an entrepreneurial strategy for your business.	<input type="checkbox"/>		<input type="checkbox"/>	
3	Deciding/ selecting	To take part in entrepreneurial activities as they are offered by others. To choose singular entrepreneurial tools from a known portfolio	<input type="checkbox"/>		<input type="checkbox"/>	
2	Application, Imitation	To occasionally take part in non structured entrepreneurial activities. To occasionally take entrepreneurial actions when being instructed to.	<input type="checkbox"/>		<input type="checkbox"/>	
1	Perception	To see and recognise the concept of entrepreneurship without taking further steps	<input type="checkbox"/>		<input type="checkbox"/>	
Summary of the development on the activity level: At the beginning I (did ###, behaved ###), At the end I ...(did ###, behaved ###)						

5

Hints for describing the levels:

Level 5: Constructing, transferring to different contexts, i.e. into private life, other fields/contexts

Level 4: Self-directed acting (researching, expanding options, i.e. related to learning content/topic, ...)

Level 3: Acting partly independently, choosing between options, selecting

Level 2: Imitating, Acting without own impulse, acting when being instructed

Level 1: Listening only, participating only, reception without action...

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Affective Dimension: My attitudes and emotions concerning < entrepreneurship >

How to fill this grid: 1. Read the level titles and descriptions. 2. How would you rate yourself at the beginning and at the end (tick 1 box at the beginning and 1 box at the end) 3. give concrete examples of what you knew at the beginning and at the end about autonomy and write them in the 2 boxes behind your ticked ones

1	2	3	4	4a	5	5b*
Grade	Corresponding Level Titles ⁶	Level description Explanation	Time 1 (tick)	Give concrete examples that illustrate the selected attitude level the beginning	Time 2 (tick)	Give concrete examples that illustrate the selected attitude level the end
5	Incorporation Internalisation	To have an incorporated reflex to entrepreneurship. To internalise entrepreneurship as a fundamental personal attitude.	<input type="checkbox"/>		<input type="checkbox"/>	
4	Affective self-regulation	To feel the need to be pro-active in entrepreneurship. To find it important to be creative in this respect.	<input type="checkbox"/>		<input type="checkbox"/>	
3	Appreciation Empathy	To positively value entrepreneurship in general. To find it important that entrepreneurship is valued by the (people in the) sector you are working or studying in.	<input type="checkbox"/>		<input type="checkbox"/>	
2	Perspective taking	To be interested in entrepreneurship, to be curious about entrepreneurship.	<input type="checkbox"/>		<input type="checkbox"/>	
1	Self centred neutral	To perceive the concept of entrepreneurship without relating it to oneself	<input type="checkbox"/>		<input type="checkbox"/>	

Summary of the development on the affective level: At the beginning I (did ###, behaved ###), At the end I ...(did ###, behaved ###)

6

Hints for filling the level:

Level 5: (group): influencing others (motivating/convincing others by own model,...)

Level 4: motivation to adapt/appreciation of ... (in the sense of the topic, to reach a goal,...)

Level 3: emotional reference towards topic (feeling, that topic can influence own conditions, empathy,...)

Level 2: curiosity (interest in topic, being attracted, ...)


Level 1: no emotional reference to topic (only interested in own situation,...)

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4.3.2 LEVEL5 Certificate example




Learner-Certificate
EDUCCKATE Internship



Participant
Jessica Ielpo, born 4/21/91

Informal learning project
EDUCCKATE Internship

Start date	6/1/14
End date	8/31/14
Hosting Institution	Agenzia Editoriale Emanuela Vita
Location	Trecchina, Italy



Description of the learning activity
In her Internship she carried out the following tasks:
- Online researches;
- Monitoring E-mail;
- Translations;
- Creation of posts for social networks.

Evaluated competence
Entrepreneurship

Assessment methods
Self-Assessment in combination with statements from the mentor, accompanied by staff from Link Campus University

Evaluator
Agenzia Editoriale Emanuela Vita staff, Link Campus University staff

Evaluation summary
She learned what it means to collaborate with other people and aspects of a company that she didn't know, even though she studied subjects about this. She did translations and gained practical experiences of her University study subjects.

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



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



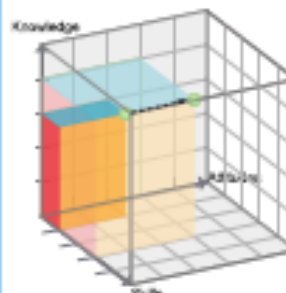
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Learning outcome : Entrepreneurship

Competence profile at the beginning		Competence profile at the end	
Knowledge Knowing different entrepreneurial approaches, techniques and instruments to develop business and value. To theoretically know how to act along an entrepreneurial concept.	Level 3	Knowledge Knowing from experience when to apply the right instrument from the portfolio of different entrepreneurial approaches and instruments. To know how and when to use certain entrepreneurial strategies.	Level 4
Skills To see and recognise the concept of entrepreneurship without taking further steps.	Level 1	Skills To take part in entrepreneurial activities as they are offered by others. To choose singular entrepreneurial tools from a known portfolio.	Level 3
Attitudes To be interested in entrepreneurship, to be curious about entrepreneurship.	Level 2	Attitudes To positively value entrepreneurship in general. To find it important that entrepreneurship is valued by the (people in the) sector you are working or studying in.	Level 3



Learning outcome on the learning dimensions

Knowledge	Skills	Attitudes
At the beginning she knew passively the concepts about entrepreneurial world through the study. At the end she can put in practice a lot of things that before she knew only thanks to the books.	At the beginning she recognised the concepts about companies but without putting them in practice. At the end she can perform tasks in this sector.	At the beginning she was interested in entrepreneurial sector. At the end she is more motivated, creative and active in order to realize something in this sector.

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



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