PROMOTE
Promoting and Validating Key Competences in
Mobility and Traineeships in Europe

Good practice training report

PROMOTE
Promoting and Validating Key Competences in
Mobility and Traineeships in Europe

Deliverable/output 4.5

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Developing training and counselling units for educational personnel

The PROMOTE project consortium has developed and organised a Pilot Training course in Lithuania in January, 2016, for HE professionals, HR and training managers responsible for CPD, which enabled them to apply the holistic competence validation approach – LEVLE5 – in their organizations and use it for planning and implementing support measures for informal learning.

The training seminar was targeted at staff of the PROMOTE project partner institutions, who have both, teaching and training capacities to carry out pilot projects with their students or employees. Also, it was the expectation of the partnership during the project design exercise that this seminar would enable a face-to-face experience sharing among the partners and other participants of the event, this way fostering the transfer of good practices from more experienced participants.

In order to achieve these goals and in order to direct the efforts exactly to the areas where the support is most needed, the training seminar relied heavily on the competence descriptions, learning outputs, reference systems and other material developed during the PROMOTE project. The concept and materials for a two-day training workshop were developed with the aim of familiarising the participants of the workshop with the importance of informal learning at the workplace and the ways of assessing the informal learning outcomes with regards to the key competences (regarding the EU framework for key competences).The workshop was planned with significant time dedicated to discussions and interactive learning.

UCL took overall the responsibility for developing the course materials, organizing pre-seminar workshops via synchronous online conferences, the meeting itself and also post-meeting webinar with the partners and learners.

The training was evaluated by the providers and the learners who participated. Additionally, follow-up discussions took place as part of the regular online communications of the project partners and their relevant staff. Based on all of those findings, this particular report was compiled in order to describe the organisation of the event and to discuss the findings of the evaluations, to address the feedback of the participants and to highlight the lessons learned.

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Pilot Training course

Pre-training preparations

Before the face-to-face training took place, two online sessions were organised for interested parties. They took place on 21st January and 22nd January, 2016. The meetings were expected to run for about 45 minutes, but they lasted more than that in each occasion.

The participants were offered to choose one of the dates; the organisers simply decided to offer two slots in consequent days to cover everyone's availability.

The online sessions were expected to explain:

- Basics of student/learner recruitment process for the internships;
- Introduction to LEVEL5 validation approach;
- Paperwork and why approaching learning as a project is important;
- Importance of the ePortfolio system that is implemented (my-Vita);
- The ideas about mentoring

It was initially designed for the project partners, who already had knowledge of the project, as well as their colleagues who would like to come to the training seminar.

The online meeting VoIP-audio-conference tool with cooperative whiteboard and synchronised browsing functions was used to enable the synchronous online conferences. It was the organisers' intention to use these meetings to prepare a ground for face-to-face training seminar in Kaunas.

The online events were used to highlight several important areas. One of them was the basics of student/learner recruitment for the internships. The concept of the learner's internships is not something new and most of the participants were familiar with the concept. However, the systematic approach of planning the learning as a project, used in the project PROMOTE, was rather new to most participants of the training seminar, whereby the participants tried to make the internships a central component of longer term process of research, planning, training, assessment and certification. Some of the participants have done something similar

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in the past, both as a pilot initiatives and fully-fledged projects with tens of internships in each participating country.

The UCL lead the training seminar and shared good experiences, since they had previous experience in leaning the EDUCCKATE pilot project which also used LEVEL5 methodology. The internships of EDUCCKATE project aimed at fostering an entrepreneurial mind-set of students and promote the development of business ideas with support of business and university mentors. Under EDUCCKATE, the cultural and creative sectors and graduates were identified as a target group because of the lack of business and entrepreneurial skills that the graduates of those disciplines have in Europe. In PROMOTE project the target group was broader, since the project covered 17 partners from 9 different countries, ranging from small businesses, universities to public authorities and covering very different business sectors.

In the pre-training phase, the three competence areas - KC 7 Entrepreneurship; KC 8 Learning to Learn; KC 6 Active Citizenship – were highlighted in particular and the discussions followed on each of them.

The participants were introduces to the importance of approaching internships as learning projects in order to achieve the best result of validating informal competencies which are acquired alongside of formal competences. Thus, all internships/traineeships were organised as learning projects (project planning and management skills will be acquired and validated).

Furthermore, participants were informed that the PROMOTE open learning environment is already available and participants each have a separate login to access the LEVEL5 assessment and validation system. Furthermore, the importance of the ePortfolio system - my-vita - was stressed to encourage the sharing experience and increasing the social experience of learners.

It has transpired during the seminar that the open learning system foresees possibility for learners to connect their ePortfolio to Europass CV, educational partners of the PROMOTE project were also able to issue ECTS for the internships. Furthermore, partners were encouraged to advertise the validation of competences as a learning directed towards the

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switch from education to employment.

The UCL case, explained by Gai Jorayev, was interesting for the participants because of the payment structure for the student internships that it had adopted following the previous experiences. Furthermore, the existence of the "UCL Advances" as part of the university facilitation of the internships was stressed as an option to encourage and recruit students.

During the pre-online sessions, the vast collection of learning materials in different formats and languages was shared among partners. Some of it was country specific; other materials could be applied in many countries. Some partners also decided that additional trainings at their institutions will be needed before the internships.

Furthermore, help desks were establishes for partners, if they need support with the materials or any other questions related to LEVEL5 approach, at any stage of the internship, they are encouraged to contact UCL, who will try to mobilise the necessary sets of the materials through my-VITA platform or consult on questions at hand. Also if participants face issues with on-line validation, they are encouraged to contact BUPNET partner for consultations. Also any feedback on on-line validation tools is valuable.

The modules of learning prepared by PROMOTE project, can be introduced in different learning settings; they can be combined with existing learning units, or can be self-learning units on the job, they can be combined or connected to HE courses and internships etc.

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Training programme

The programme of the training seminar was prepared in discussion with the project partnership over the period of two months prior to the training in order to provide sufficient time for participants to familiarise themselves with my-Vita system, LEVEL5 approach and aims of the PROMOTE project. In order to achieve open and fruitful discussions, the participants were given time to socialize and learn about the institutional set-up of the other partner institutions. Majority of the participants were expected to arrive a day before the formal opening of the training and to discuss the expectations and plans in informal setting.

For the first full day of training, significant amount of time was dedicated to the concept of the PROMOTE programme and the LEVEL5 approach that lies in the heart of the assessment methodology. Additionally, two university partners – Kaunas University and the University College London - have presented their case studies with real life achievements in the area of mentored student internships. Sessions dedicated to planning of validation process of the informal learning were also important.

The agenda for the second day included the presentation of my-VITA platform and the PROMOTE learning suite. It was also planned to give the partners an opportunity to learn about EDUCCKATE project that implemented similar approaches in the past with participation of the several project partners. A specific time was dedicated for discussions on the recruitment of the students and mentors.

The detailed programme could be seen in Annex 1: Programme of the training.

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Hand-outs and additional information

A pack of hand-outs was prepared for the participants and additional information was communicated prior to the event via online discussions and emails. Main hand-out material included:

- **PROMOTE Survey**, which aimed at identifying and analysing available IT-supported validation, assessment and evidencing solutions at the interface between formal and informal learning. It was designed to understand the demands of different target groups and educational sectors with regard to validation of service-related learning outcomes. The survey focused on the level of knowledge and awareness of the main PROMOTE competences, the European Lifelong Learning-key competences: 'Learning to learn', 'Sense of Initiative and entrepreneurship' and 'Active citizenship'. The desk research showed several interesting findings and it also highlighted that the comprehensive approaches do not exist and innovation and development is triggered by projects in most of the cases. Thus, the findings of the survey were useful for the participants.

- **PROMOTE approach to learning in mobility** (Annex 6), which introduces the general concept of the learning process to the participants of the training seminar. This concept presentation can be used as guidelines for mentoring learners during their internships. It includes concrete aims of the internships which need to be introduced to learners before the start of the placement.

- **Information Kit for PROMOTE learners** (Annex 7), which 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 the placement. The second part of the kit is introduction to my-VITA platform. Here learners can record their experiences, create evidences of competence developments during the placement, the management of CV and get in contact with other European participants of the PROMOTE pilot project through online groups and networks. In the annexes the so called "LEVEL5 learning suite for mobility learning" is provided and can serve as a guide how to organise placement with professional project management techniques to achieve the best results.

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PROMOTE training workshop for project facilitators

It is not an intention of the authors to go through all of the elements of the workshop. However, it is very important to highlight some of the discussions and details in order to provide an insight to the development of the PROMOTE methodology and to document the improvement of partners' approach to the internships.

On the day one, the three main competences of the PROMOTE were highlighted. However, it also revealed interesting challenges of achieving a real consensus on full meanings of the competences in different parts of the Europe and their focus.

The competences highlighted and discussed extensively were:
1. Learning to learn
2. Civil and social competences
3. Entrepreneurship and sense of initiative.

Furthermore, the key competences were divided into sub-competences in order to simplify validation and to make it easier for facilitators and learners to grasp the precise activities which could be applied in order to acquire selected competences.

The idea of using the PROMOTE project for training additional groups, beyond the university students and employees, were also discussed. Some partners decided to expand the target group and test the developed approach on refugees, which needed carrier guidance and competence validation.

Figure 1. Tim Scholze presenting during the session. The participants of the training session.

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Furthermore, participants were invited to share their ideas on which competences they hoped to focus on. This discussion was used to foster new ideas on practical implementation of planned learning and to deepen participants' understanding of activities which could be undertaken to attain certain competences. It was only natural that some of the participants had some uncertainties regarding this and discussions were needed in order to clarify the competencies and their focus. The deeper understanding of the key competences became a useful for the recruitment of students/learners.

Furthermore, a brief introduction to LEVEL5 approach and the idea of 'competence oriented learning', including an overview of some other projects that supported this type of learning, e.g. 'REVEAL' and 'EDUCCKATE', was presented. Nevertheless, the process of learning in different settings can have different starting points when using the components of LEVEL5 approach: Knowledge, Skills, and Attitude. The graphical representation of the competence acquisition during learning process is presented in the **Error! Reference source not found.**.
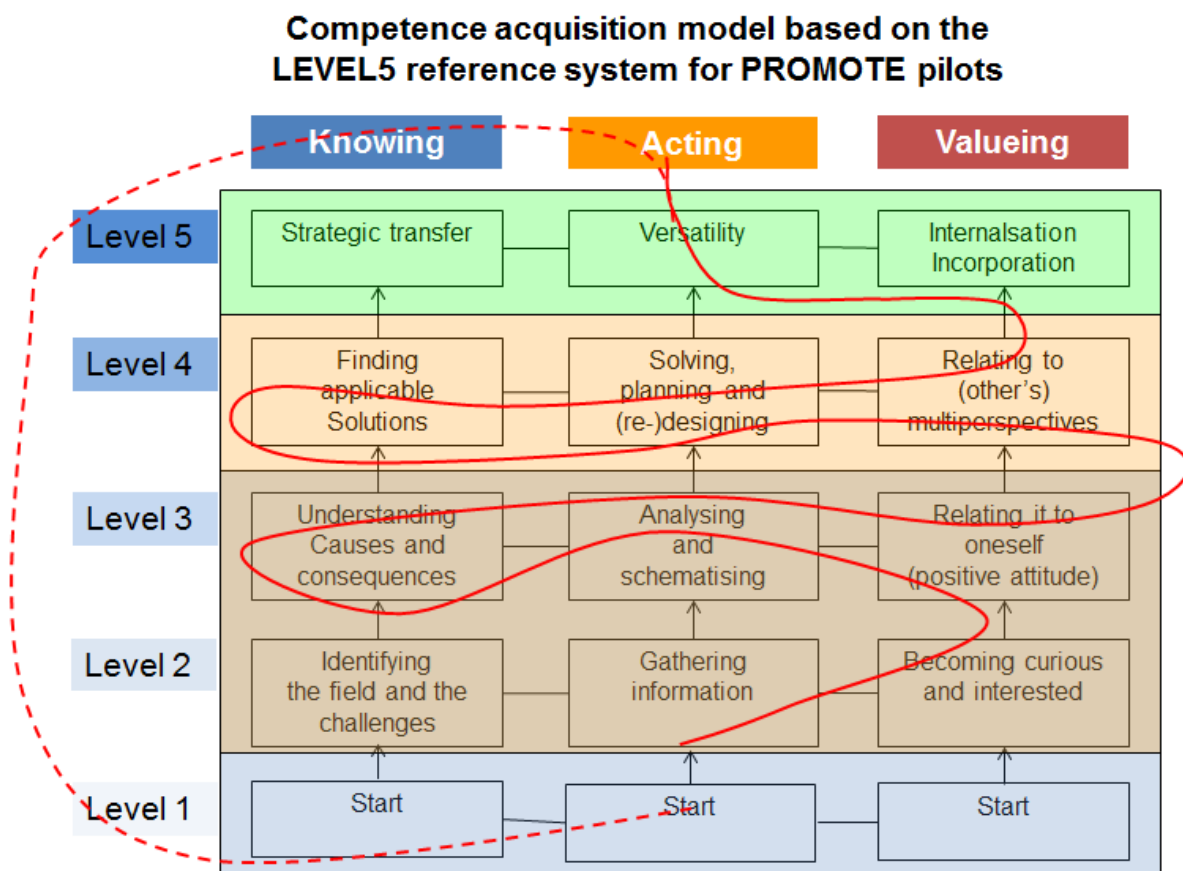

Figure 2. Competence acquisition model based on LEVEL5 reference system

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The three elements of competence oriented learning can be identified:

- Experience (doing the placement)
- Activity (learning the competence in question, e.g. entrepreneurship in EDUCCKATE)
- Reflective (LEVEL 5)

The practicalities of the PROMOTE project suggested the two main interactional parts of learning:

- The social part: designing a learning project; organising projected learning path.
- The personal part: field work; actually gaining first-hand experience.

Finally, the breakdown of the theory concepts behind competence based learning was presented and only then the scenarios of the learning projects were discussed. In terms of competences, recommended number of sub-competences per partner was between 1 and 4.

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The next steps emerging from the meeting

The recruitment process of learners

One of the practicalities discussed in detailed manner was the recruitment of the interns for the process of internships, and the partners with more experience in this area led the conversation with examples and case studies. The discussions and plans were then continued as part of the online meetings of the partners.

The majority of partners mentioned that actual recruitment activities will start closer to the summer time due to internal regulations and timetables of the participating institutions and thus multipliers are not yet facing difficult questions. Nevertheless, if needed participants of the training seminar – the multipliers and facilitators – can contact the UCL team and Gai Jorayev in particular at any time to get advice on questions at hand.

The learning agreements

Training seminar participants agreed that the learning agreements, between the learners (students, interns) and the institutions organising/managing the internships, should be established. They should be signed by all learners and sending/receiving institutions participating in the PROMOTE project piloting. The PROMOTE partners have developed the proposed template of the learning agreement (Annex 2: The Learning Agreement.

The process also follows from the announcements and calls for the participation that were organised by the partners. The calls for participation and the application forms could be seen in Annex 3-5.

Documenting the learning activities of the interns

A webinar was organized after the training seminar participants in order to address any emerging questions and to better inform participants on on-line validation possibilities. The on-line session was recorded and posted on-line for multipliers that were not able to attend it or would like to go back to remember details they skipped or forgotten. Video could be found

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here. But overall, the partners agreed to basic rules regarding the documentation of the internships.

All participants of the training seminar and learners piloting the PORMOTE approach will be registered on my-Vita platform and leave records of the progress in the platform. This will increase the visibility of the progress and make it accessible to all project partners. The internships will be documented using individualised or group specific learning/training plans and after the internship each partner institution responsible for mentoring the internships will produce the experience report, which will include experiences regarding feasibility, usability, acceptance and cost/benefit of the used approach.

The expected numbers of the interns

The project partners have in agreed to the target numbers of interns with the aim of achieving a summary target number across the partnership. Numbers of learners were allocated to each partner on voluntary basis. Since all partners were interested in the competence validation methodology, thus the numbers exceed the anticipated pilot scope of 140 learners.

Disseminating the summary of the results

It will exceptionally important to transfer the results of the project, open learning environments, learning devices, informal learning patterns, modular courses, assessment scenarios and instruments, validation reference systems for KC and accreditation systems into the university contexts and to the business sector (to the continuing professional development schemes in particular).

Thus, the summary of the results of the internships were widely publicised in the final project conference in Thessaloniki. The conference was organized with two other projects as 7th REVEAN conference in order to attract a wider participation of the relevant stakeholder organisations. The theme of the conference focussed on Competence Oriented Learning and Validation of non-formal and informal learning. More information and conference materials could be found here.

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The training seminar's results were disseminated using the project newsletters and announcement emails. All of the partners in this project have direct links with the business sector and they are capable of promoting the project and its internship component.

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The initial assessment of the training event

The organising partners held informal discussions with the participants throughout the training sessions and during the social events in order to gauge the initial perceptions from the meeting and training.

In addition, at the end of the course a Bull's Eye evaluation method was used to gain insight in the output/ gains from the course. Participants scored their opinions on three questions. Afterwards, a group discussion was conducted on the scores ().

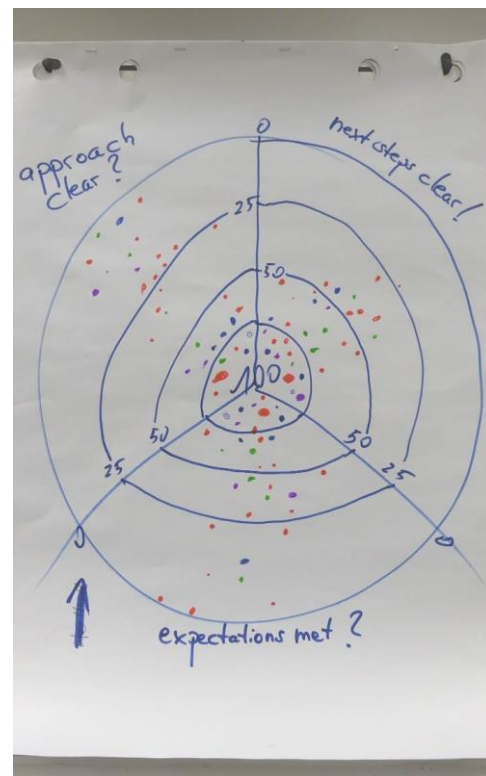| Topic	Score	Number of responses
Approach clear	75-100%	6
	50-74%	8
	25-49%	5
	<24%	13
Next steps clear	75-100%	11
	50-74%	13
	25-49%	8
	<24%	1
Expectations met	75-100%	9
	50-74%	8
	25-49%	8
	<24%	8

Figure 3. A Bull's Eye chart of initial assessment

This simple chart tackled three aspects: expectations, clarity of next steps and approach. The participants were given the opportunity to place the dots according to their feelings and then the discussion took place where the results were highlighted and some verbal feedback was also received by the organisers.

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The group was quite diverse; around one third of the participants had already had experience with the project and in general with competence-based learning and competence assessment and validation, the other two thirds, namely the multipliers were new to the concept. However the next steps were clear for most of the participants and the collaborative groups on my-VITA as well as the sharing of the learning projects and the assessment methodologies on the platform were considered as an instrument to support the less experienced multipliers.

The overall perception was that the first day contributed to more and deeper understanding of competencies, competence oriented learning/ competence based learning and validation. Also, more clarity on the LEVEL5-approach and the reference systems was gained. In addition, participants shared their project ideas and they got to know each other better.

Participants hoped to accomplish a better understanding of the application and implementation of LEVEL 5 in their learning projects. Furthermore, participants expressed the need to develop their projects ideas in more detail, especially the planning of next steps in their project development.

Overall, the discussions after the event revealed that all participants learned something new for themselves and had a better understanding of the expectations and deliverables of the PROMOTE project.

Figure 4. Sabine Wiemann discussing the bulls eye chart with the participants.

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Post-event assessment - The survey: results

After around two weeks from the learning event an online questionnaire was sent to all participants to gather more detailed information regarding the relevance and the appreciation of the Course for Facilitators. The survey asked about the impressions of the participants of the training seminar (the survey was made live at the following address). The expected length of time spent filling the questionnaire was around 5-8 minutes and it was widely advertised among the participants in order to allow everyone interested to give their feedback. The multiple choice questions use a scale that gave the respondents a choice of six pre-coded responses to express how much they agree or disagree with a particular statement. The scale ranges from +++ (being the most positive answer) to --- (being the most negative answer).
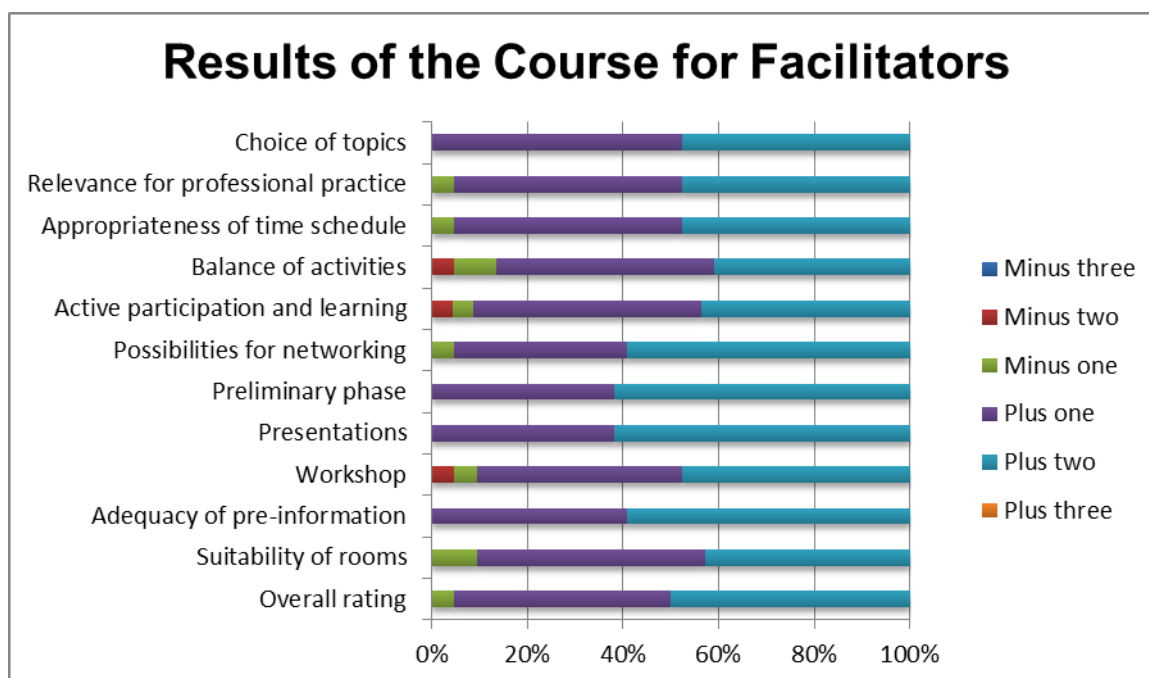
The results are shown in the table below:

Figure 5. Results of the course for facilitators

Twenty-three participants out of thirty nine answered the questionnaire. The overall results of the process evaluation for the Course for Facilitators were very positive. No --- was received and only one person rated -- or - to a few topics, while the vast majority of ratings was

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between + and ++ for all topics.

Then, participants were asked to write down the most positive and the most negative aspect of the training. Among the positive aspects, participants highlighted the opportunity to develop networks and share experience among other experts and the fact that the event helped them clarifying their project ideas and the following steps.

Below are reported some of the comments for the most positive aspect:

- Great selection of multipliers, great interest of participants in the project
- I was able to define in detail my learning project for the pilot
- The fact that we planned and got ready for validations
- Next steps are clearer
- New ideas for my project
- Experienced trainer
- It was extremely stimulating and the topics were explained clearly
- The fact that we managed to organise a positive group dynamic. The presentations and feedback from the participants helped a lot
- The partnership is very efficient
- I saw that also rather inexperienced partners could be brought into a position to validate competence developments and plan their learning activities in a good and professional way
- So many new ideas and diversity of participants
- The exchange of opinions of different stakeholders - HR & training companies, universities, NGOs, etc.
- The great level of organisation and care provided by our host
- Sharing our views
- Exchanging with PROMOTE partners and their colleagues on their project ideas

On the other side, the most negative aspect was identified as such:

- Many people from different backgrounds

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- The place! Kaunas is difficult to reach, very far and not very ideal at the end of January considering the snow and the temperatures below 0

- Almost no time for cultural cognition of the host country and town

- The layout of the room and some confusion at some stage

- Punctuality

- Weather

- Many inputs difficult to manage all together

- Overall structure. No workshops and no space for input. Would love to have more interactive moments next time

- Time could have been used in an even more efficient way and the schedule could have been a bit more intense

- In the final afternoon session the discussions skipped from one topic to another which made it a bit hard to follow

- It was too full. I would have liked to have more practical work sessions but this was not possible

- Too little time

- I do not feel sufficiently equipped and/or ready to teach others as a multiplayer because we did not simulate in specific and final tools

- The heterogeneity of the group and the consequences that lead from that

- Difficult setting in the main hall

The organisers researched the comments and the marks very carefully and tried to answer some of the issues raised. As the answers to negative and positive aspects show, the expectations were rather different in terms of location, timings, ratio of work and leisure. This is perhaps unavoidable given the international nature of the consortium and differences in cultural backgrounds, fluency in language used and awareness of the European projects of this scale. The coordinators and the organisers of the event took these comments on board and discussed these with the partners.

Since the level of experience was different among participants, follow-up groups on my-VITA platform were foreseen and all material created (such as, samples of assessment questionnaires) were uploaded on the platform to support less experienced multipliers.

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Annex 1: Programme of the training

PROMOTE project: Course for facilitators
Kaunas, Vytautas Magnus University (LT), 28-29 January 2016

Course:
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Background for the course participants

Key competences, like social and civic competences, sense of initiative and entrepreneurship and learning to learn competences are essential in a knowledge society They are needed to adapt more quickly to constant changes in an increasingly interconnected world. They are a major factor in innovation, productivity and competitiveness, and they contribute to the motivation and satisfaction of workers and the quality of work.

PROMOTE aims at developing and validating those key competences in rather informal

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learning settings such as internships, traineeships, practice phases or ERASMUS mobility placements with the help of a „competence oriented learning" approach.

With this PROMOTE seeks to bridge the gap between formal education and practice and between academia and business.

In year 1 of the project the main instruments and materials have been developed based on an innovative and practical blended learning approach which promotes the acquisition of these competences.

In year 2 the approach shall be piloted with students and adult learners from 6 European countries in the aforementioned informal learning settings.

They shall be guided and supported by organizers/facilitators (PROMOTERs) on their informal learning journeys.

In January 2015 a free training event will be offered to the first wave of the PROMOTERs. They will participate in an exclusive training program consisting of:

- E-learning and distant learning (preliminary phase)
- Transnational 2 days event in Lithuania Kaunas
- Collaborative group works on the my-VITA e-Portfolio, synchronous online workshops/webinars (follow up phase)

PROMOTE organizers/facilitators will be familiarized with the importance of informal learning at the workplace, provided valuable information on how to assess informal learning outcomes with regards to key competences. Moreover, they will learn how to support and optimize informal in-company learning processes.

After training PROMOTE organizers/facilitators will:
- Recruit students and/or professional, adult learners,
- Prepare the internships, traineeships, practice phases, placements with the students,

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- Clarify the students' and interns' learning project,
- Accompany them on the web learning space „my-vita.eu/promote".

The participation in this project is connected to an award which will be given to most creative and innovative learning and validation projects. The winners will be invited to the final conference of the PROMOTE project.

Program

January 27 (Wednesday): Arrival day, warm up and speed-dating
January 28 (Thursday):

1. The PROMOTE concept and the pilot programme
   a. Team, Project, Pilot programme, Elements (internships, learning platform, project)
   b. A bit of theory: Key competences and Competence oriented learning
   c. How can the key competences be learnt and promotes (group work)
   d. Discussion and presentation
2. The LEVEL5 approach
   a. Presentation of the validation approach
   b. Hands-on: your level of competence oriented learning and validation; self-assessment exercise 1; exchange with neighbour

LUNCH

3. The Kaunas example (+ another example; maybe from EDUCCKATE):
   a. Presentation of the learning project (concept etc.)
4. From validation of informal learning to planning of informal learning (The LEVEL5 planning grids for PROMOTE facilitators
   a. Short input on the planning instruments
   b. Work groups: How to develop a competence oriented learning concept form the students/interns; facilitators work on their cases

January 29 (Friday):

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5. Presentation of the my-VITA PROMOTE platform and the PROMOTE learning suite

   a. Hands on session to explore the platform and the materials

   b. Discussion

6. How to recruit students

   a. The EDUCCKATE experience

   b. All materials and sessions to be presented

AFTERNOON:

Transnational conference and exchange

January 30 (Saturday): Departure

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Annex 2: The Learning Agreement

Learning agreement

Project reference number: 554471-EPP-1-2014-1-LT-EPPKA2-KA
Project title: 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:	

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

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

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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   Signature of the learner
representative for PROMOTE
project

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Annex 3: Application – Students/Learners

PROmoting and validating key competences in MObility and Traineeships in Europe

**Mentored work placement in the local businesses
Increase your employability and business know-how**

APPLY NOW AND BE PART OF PROMOTE Project!

The project targets students/graduates who are interested in acquiring essential competences and skills during a mentored internship and work together with entrepreneurs in order to gain experience and develop an innovative product or service with a commercial value. [About your organisation and its role in the process]. The pilot training sessions & the mentored internships are carried out in the framework of the European project 'PROMOTE' which is co-funded by the European Commission's ERASMUS+ programme.

ACTIVITIES & TIMELINE	Insert date here	Evaluation of submitted applications & selection of 20 students/graduates & 20 entrepreneurs.
	Insert date here	**Training** in entrepreneurship & mentoring skills/competences.
	Insert date here	**Mentored internship** in entrepreneurs' companies.
	Insert date here	Final **conference** & project **end**.

Please answer the following questions and send this and a recent CV to [email or web address]

Name E-mail Tel.	
Department / Institute	
Degree programme	
Confirm you are available for a period up to 3 months, full time, in 2016	Yes ☐ No ☐
Tell us briefly about yourself and your reason for getting involved in this project?	
What skills / experience are you seeking from the internship?	
What sector / subsector are you particularly interested in? Suggestions of entrepreneurs / companies you would like to work with are welcome.	
Describe your business idea or specific knowledge area that you wish to bring to a business.	
Please describe your experience, if any, of entrepreneurship courses and mentoring programmes.	

Applications are open until [Date]

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Annex 4: Application – Entrepreneurs/Mentors

PROmoting and validating key competences in MObility and Traineeships in Europe

Are you an entrepreneur that would like to hear innovative ideas & develop a new project?

Receive free Mentor training & recruit the best of student talent
APPLY NOW AND BE PART OF PROMOTE Project

20 students/graduates and **20 entrepreneurs** will be matched to take part in a supported, mentored internships. We're looking for entrepreneurs / business leaders interested in acquiring mentoring skills and hosting / mentoring a student (or a recent graduate, fresh from their degrees) according to a tailored Entrepreneur training. Students will receive support from [YOUR INSTITUTION]. Your contribution will not only improve the employability of the students but also help develop entrepreneurship-friendly curriculum. The training sessions and mentored internships are carried out in the framework of the European project 'PROMOTE' – a University Business 'Knowledge Alliance'. [Words about your organisation and its role].

ACTIVITIES & TIMELINE	Insert date here	Evaluation of submitted applications & selection of 20 students/graduates & 20 entrepreneurs.
	Insert date here	**Training** in entrepreneurship & mentoring skills/competences.
	Insert date here	**Mentored internship** in entrepreneurs' companies.
	Insert date here	Final **conference** & project **end**.

Please answer the following questions and send this and a recent CV to [email or web address]

Name E-mail Tel. Organisation website	
Tell us briefly about your business (how long it has operated, how many staff are employed) and potential projects you may be able to involve an intern in:	
Are you able to mentor a student for a duration of up to 3-month period in 2016	Yes ☐ No ☐
Tell us briefly about yourself and your reason for getting involved in this project?	
Please describe your experience, if any, of mentoring programmes:	
What skill sets are you particularly interested in from a potential intern? Suggestions of student background / discipline you are keen to recruit from are welcome.	

Applications are open until: [DATE].

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Annex 5: Call for applications form

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Call for applications in mentored internship schemes

Are you a student/graduate dreaming of starting your own company but you don't know where to begin?

Are you an entrepreneur that would like to hear innovative ideas & develop a new project?

APPLY NOW AND BE PART OF PROMOTE Project!!!

(Free of charge)

20 students & **20 entrepreneurs** will be matched in mentored internships.

This is a **call for applications**, targeted at students (or recent graduates), staff of educational institutions and entrepreneurs in participating European countries who are interested in acquiring essential competences and skills during a mentored internship process.

20 **STUDENTS** and/or **GRADUATES** will participate in training sessions that will equip them with skills and competencies necessary for succesfull carreer. APPLY NOW

APPLICANTS

20 **ENTREPRENEURS** will participate in mentoring training sessions that will equip them with skills and competences necessary to act as mentors of tomorrow's professionals. APPLY NOW

3 representatives of Universities/Training institutions and/or businesses will attend training sessions and multiplier events in order to be able to monitor the progress of the internships and to sustain the project after its end . APPLY NOW

Insert date here	Evaluation of submitted applications & selection of 20 students/graduates & 20 entrepreneurs
Insert date here	Final decisions to be communicated to applicants.
Insert date here	**Training** in entrepreneurship, civic and learning to learn skills/competences.
Insert date here	**Mentored internship** in companies.
Insert date here	Final **conference** & project **end**.

ACTIVITIES & TIMELINE

Applications are open until: [DATE].

*Only applications sent online via the project website are accepted & considered for selection.

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Annex 6: PROMOTE approach to learning in mobility – concept paper

Where to start?

It would be good to start the preliminary phase (the preparation of the placement) with a presentation of the programme, maybe by presenting the aims and objectives of the PROMOTE placements.

One could also do this in a rather "activating" workshop concept – however the objectives should be comprised somewhere.

Assignment to the facilitators ("Promoters"):

Present the aims of the Placement for the students within the PROMOTE programme:
1. To explore the field
2. To identify the challenges in the field
3. To relate oneself to this field of work
4. To take over (a) concrete task(s) in this field (in cooperation with the host)
5. To approach the work in a problem/project oriented way
6. To evaluate the own project
7. To assess the work competences
   a. Field (Project)
   b. Social (to select the most important one)
   c. Personal (to select the most important one)
   d. Organisational (project management)

Remarks/Comments.
- It would be quite motivating if we could collect some motivating examples/cases of placements, best as videos (e.g. euromobility.eu).
- we should also put the common objectives also on the platform
- …

Preparation-Phase

Assignments to the learners:

Step 1: Approach the placement
   a. Select one general field where you want to do the internship (probably this is given in most cases)
   b. Research the internet about a possible placement
      (-> E. "getting curious and interested)
   c. Gather information
      (A.„doing when being instructed", no assessment)

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> d. Describe the field that the hosts are working in
> (->know why; A: test with open questions could be included)
> e. Relate: Chose the internship consciously.
> Why is this attractive for you? How does this relate to you? What are your expectations
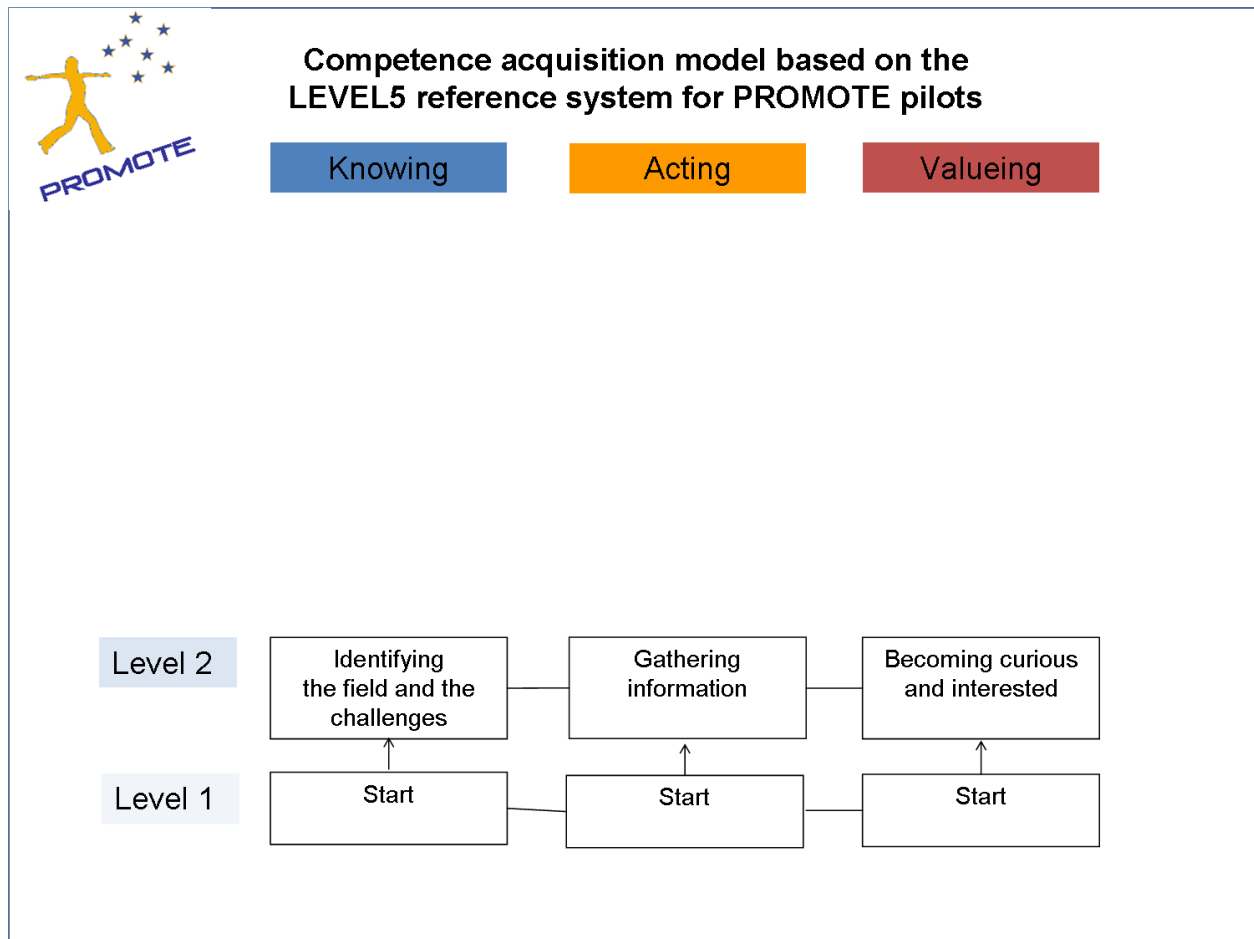> E: "developing a positive attitude"; Possible Assessment: Interview

**Competence acquisition model based on the
LEVEL5 reference system for PROMOTE pilots**

Knowing	Acting	Valueing

Level 2	Identifying the field and the challenges	Gathering information	Becoming curious and interested
Level 1	Start	Start	Start

Fig. 1: Competence acquisition on levels 1 to 2

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Step 2: Plan the placement

1. Plan Phase #1 (at home):
    a. Identify challenges in the field and in the respective work area of your placement 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]).
            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
            3. Relate it to yourself – to your situation or your strengths
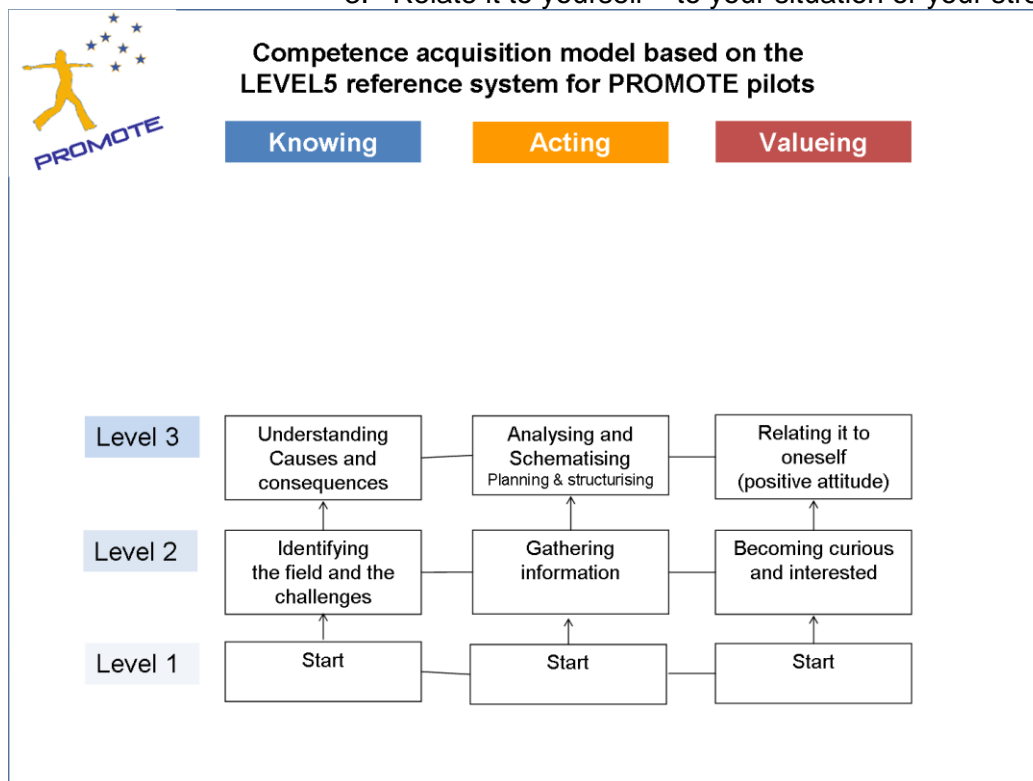
Fig. 2: Competence acquisition on levels 2 to 3

In parallel (to involve also other social and personal competences and to establish a profile:
    b. 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

This can be connected to the profile. A suitable instrument could be the ProfilPASS or the tools applied by Trendhuis.

---

[1] Maybe one could help with some supportive questions: What do you want to achieve there? What is a common problem in the field, where and how could you support? Output should be a short paragraph on possible project(s). in the next phase this should be substantiated (->„PROMOTE Learning Placement Outline"; Kit page 17))

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2. **Do Phase (in practice)**
   a. Develop and realise your plan!
      i. Discuss your plan (what do you want to do in the placement time) with your host (based on the project idea) and
      ii. Substantiate your plan
      iii. Realise the plan, regularly check it
         1. Knowledge: Finding applicable solutions for the challenge/problem/task and reflect them
         2. Activity: Plan (and if applicable) realise these solutions/approaches according to a SMART project planning
         3. Attitude: Value also other approaches/opinions and get a multi-perspective view on the issue
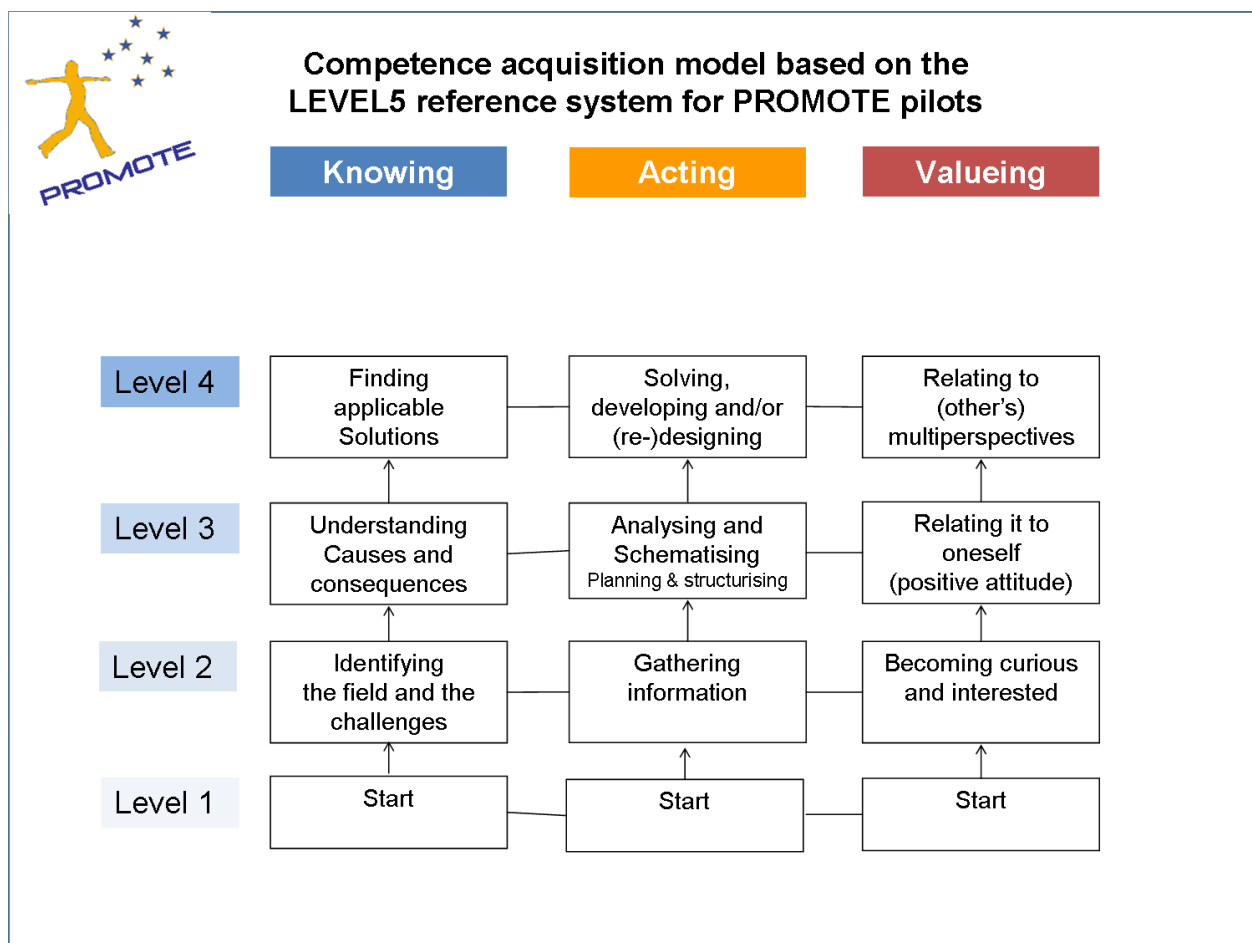
Fig. 3: Competence acquisition on levels 3 to 4

In parallel:
   b. Develop your competences:
      i. Field competences
         1. Record what you have learnt in your learning diary
      ii. Social competence
         1. ? tick boxes on the importance of the social competences

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        2.   select the one that you consider most relevant one in your work field
- iii.   Personal competence
  1. ? tick boxes on the importance of the personal competences
  2. select the one that you consider most relevant one in your work field
- iv.   Organisational competence
  1. ? tick boxes which competences have been developed
  2. select the one that you consider most relevant one in your work field
  3. or just take project development

3. Check Phase

a. **Project:** Evaluate your project

    i.   Project report

b. **Competences:** Final questionnaire in Combination with a Reflective Interview

   1. **Field and Organisational competences** (project management)

      a. For the selected one:

         i.   Use the preformatted questionnaire from the learning suite
         ii.   Rate your competence level at the beginning and at the end (tick boxes)
         iii.   Give reasons (or describe learning outcomes)
         iv.   Discuss the outcomes

   2. For social and personal competences:

      a. tick boxes which competences have been mostly developed
         i.   which ones were mostly necessary in the field?
         ii.   Which ones did you develop the most?

      b. select the one that you consider most relevant one in your (previous) work field

         i.   describe the most important learning outcomes related to this competence in the field

            1. Now, I know
               a.   that, how, when...)
            2. Now, I am able to <do>
               a.   ….
               b.   …
            3. Now my feelings about the competence in the field are as follows

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Conclusion:

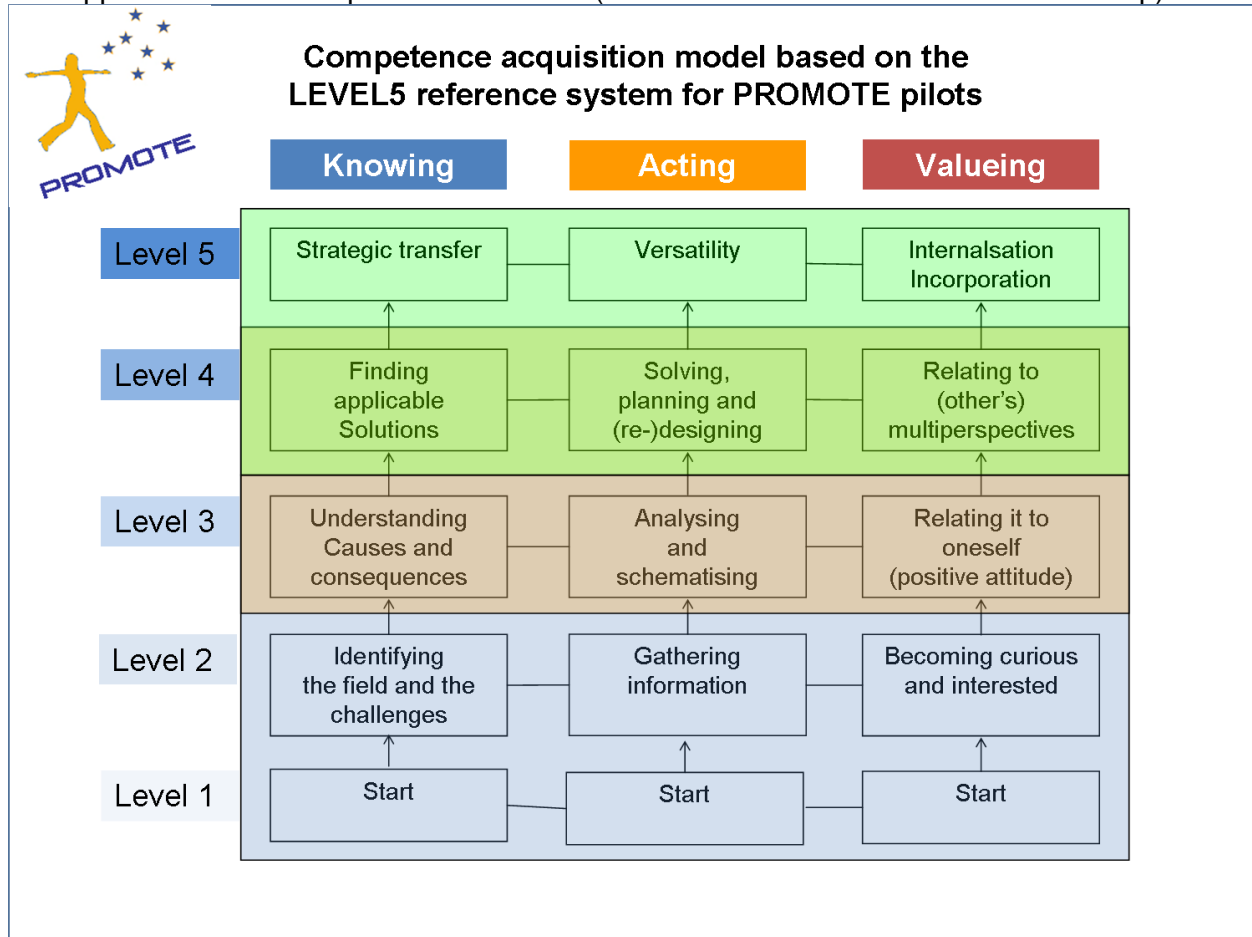The approach covers competence levels 1-4 (since 5 cannot be reached in an internship).

Fig. 4: Competence acquisition on all levels

Figure 4 shows that the initial phase is covered in the preparatory phase lifting the student from level 1 to 2. Level 3 is covered both at home and in the placement – "Know-how" is introduced firstly theoretically and later also in the practice. (overlapping orange area 3). In practice (green) levels 3 and 4 are covered. With more expertise in practice also levels like strategic transfer and versatility are reached. It seems mostly suitable for all dimensions that students could reach level5 on the affective (valuing) dimension.

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A learning pathway could look like that:

Fig. 5: Competence acquisition on all levels

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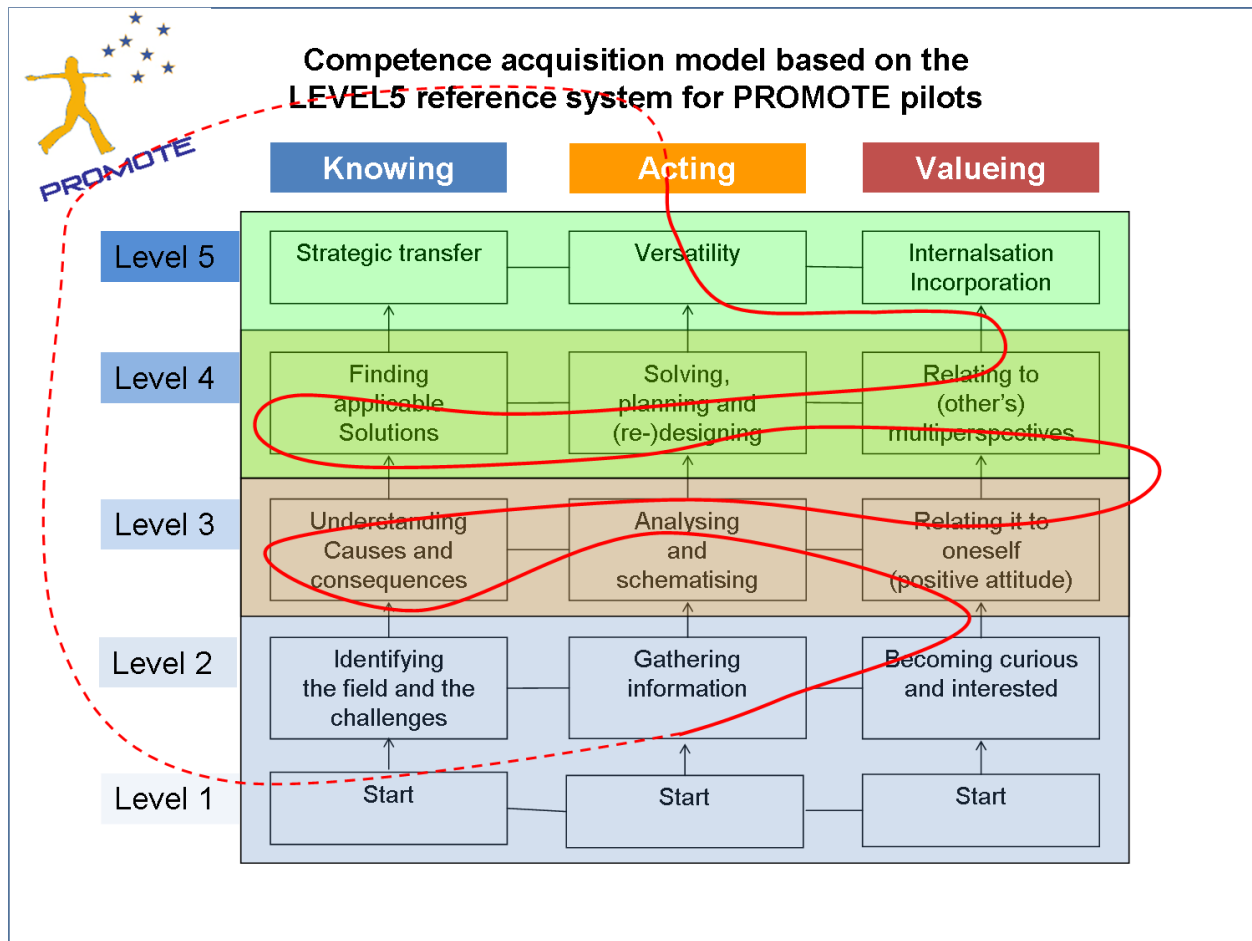
Annex 7: Information Kit for PROMOTE learners

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 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 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:
Sabine Wiemann swiemann@bupnet.de

BUPNET GmbH

Am Leinekanal 4, 37073 Goettingen, Germany, Phone: +49-551-54 707-0; www.bupnet.eu

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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

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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:

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 choose 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.

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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? 2

Most of the competences you develop here you acquire informally (which means per definition outside the walls of formal institutions like school or university[3]). 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.
Learning in your internship is less regulated. This is good since often the biggest learning effects come unintended, sometimes even incidental.

---

2   you may skip this theoretical part on pages 1 and 2 if you not so much
strengthen your Learning to Learn Competences (KC8) in the your mobility lea
3 There may be mobility learning actions that also include rather formal progra
exchange of school students or mobilities of apprentices or interns. etc.
However, also in these programmes at least equally important to formal skills
school marks are the informally acquired competences (cf the VILMA and VIT
More information can be retrieved from: www.vilma-eu.org and www.vita-eu.o

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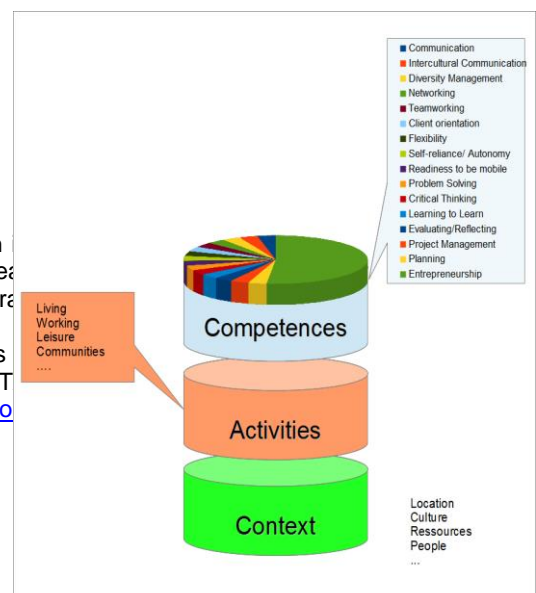
To explain the basic functionality of this rather informal kind of learning we use a disc model that visualises the decisive elements of informal learning in your entrepreneurial internship.

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.

With the learning suite you get access to the **my-VITA portfolio** which supports you in your learning experience[4]. 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,

---

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

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- 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 you 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.

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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.:
    o Why is this attractive for you?
    o How does this relate to you?
    o 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.

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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?

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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			

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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			

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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

And this is how your EYE profile would look like:

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In your personal profile:

    c. 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

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      d. Identify challenges in the field and in the respective field and
          Start to plan your internship!
             ii. 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	*Please insert only bullet points*
• Summary	• The project is about… • It tackles the problem of • In my project xxx will be done • The project tries to achieve
• Purpose and objectives (Why)	• 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…
• Description (What/How/For whom)	
o Target group(s)	• 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
o The Work Packages (big	• Market analysis

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elements/clusters, if any)	• Developing a product • Testing the product
o Activities (maybe work packages)	• Internet research • Writing research report • Planning the development process • realisation
o (Expected) Outputs/Results/Impact	Possible Outputs: • Report • Products/Materials • Documentation
o Timeframe (maybe Gantt-chart)	• Dates and activities, deadlines for accomplishing • Milestones
• Resource planning (work, financing)	• How many workdays per activity? • Any additional resources needed? • Can you calculate costs for that?

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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				
	Organisational/ Methodological Competences				

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

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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	*Please insert only bullet points; please update the information if there were some changes*
• Summary	• The project is about… • It tackles the problem of • In my project xxx will be done • The project tries to achieve
• Purpose and objectives (Why)	• 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…
• Description (What/How/For whom)	
o Target group(s)	• 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
o The Work Packages (big elements, if any)	• Market analysis • Developing a product • Testing the product
o Activities (maybe work packages)	• Internet research • Writing research report • Planning the development process • realisation
o (Expected) Outputs/Results/Impact	Possible Outputs: • Report • Products/Materials • Documentation

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o Timeframe (maybe Gantt-chart)	• Dates and activities, deadlines for accomplishing •
• Resource planning (work, financing)	• How many workdays per activity • Any additional resources needed • Can you calculate costs for that?
Status reports/Experiences	
• Status Quo Beginning (+1 week) Possible obstacles, threads, alternatives, new ideas	• Your expectations • First activities • Achievements • Problems encountered • Opportunities • Threats
• Status Quo Midterm what has been achieved, Possible obstacles, threats, opportunities, alternatives, new ideas	• Short summary of status so far • Achievements • Set backs • Opportunities • Threats
• Status Quo End what has been achieved, Possible obstacles, threats, opportunities, alternatives, new ideas	• Short summary of status so far • Achievements • Set backs • Opportunities • Threats

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4.3 Instruments for the Final Phase

4.3.1 Learning Suite Final Assessment

LEVEL5

LEARNING SUITE

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 - Enterpreneurship

L	KNOWLEDGE		SKILLS/ACTIVITY		ATTITUDES/AFFECTIVE	
	2 Level Titles	**3** Individual description/ explanatory statement	**2** Level Titles	**3** Individual description/ explanatory statement	**2** Level Titles	**3** 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. *To feel the need to help other people in their entrepreneurial activities.*
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. *To refrain from other plans for the entrepreneurial approach (indicator)*
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.
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*
Level	Level Titles[5]	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.	☐		☐	
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.	☐		☐	
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.	☐		☐	
2	Know why (Distant understanding)	Knowing that through entrepreneurship you can develop your own business and become self-sustainable.	☐		☐	
1	Know-that	Knowing that entrepreneurship is an essential concept that aims at developing business	☐		☐	
Summary of the development on the knowledge level: At the beginning I knew ….…, At the end I knew ...						

Skills dimension: My activites regarding < entrepreneurship>

---

5   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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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 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.	☐		☐	
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 a entrepreneurial strategy for your business.	☐		☐	
3	Deciding/ selecting	To take part in entrepreneurial activities as they are offered by others. To choose singular entrepreneurial tools from a known portfolio	☐		☐	
2	Application, Imitation	To occasionally take part in non structured entrepreneurial activities. To occasionally take entrepreneurial actions when being instructed to.	☐		☐	
1	Perception	To see and recognise the concept of entrepreneurship without taking further steps	☐		☐	
Summary of the development on the activity level: At the beginning I (did ###, behaved ###) ...., At the end I ...(did ###, behaved ###)						

Affective Dimension: My attitudes and emotions concerning < entreprenuership>

---

6   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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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 Titles7	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.	☐		☐	
4	Affective self-regulation	To feel the need to be pro-active in entrepreneurship. To find it important to be creative in this respect.	☐		☐	
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.	☐		☐	
2	Perspective taking	To be interested in entrepreneurship, to be curious about entrepreneurship.	☐		☐	
1	Self centred neutral	To perceive the concept of entrepreneurship without relating it to oneself	☐		☐	
Summary of the development on the affective level: At the beginning I (did ###, behaved ###) …....., At the end I ...(did ###, behaved ###)						

---

7   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 Ieipo, 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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LEVEL5   reveal

Learning outcome : Entrepreneurship

Competence profile at the beginning	Competence profile at the end
Knowledge Level 3 Knowing different entrepreneurial approaches, techniques and instruments to develop business and value. To theoretically know how to act along an entrepreneurial concept.	**Knowledge** Level 4 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.
Skills Level 1 To see and recognise the concept of entrepreneurship without taking further steps.	**Skills** Level 3 To take part in entrepreneurial activities as they are offered by others. To choose singular entrepreneurial tools from a known portfolio.
Attitudes Level 2 To be interested in entrepreneurship, to be curious about entrepreneurship.	**Attitudes** Level 3 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.

Learning outcome on the learning dimensions

Knowledge	Skills	Attitudes
5 Transfer knowledge 4 Practical knowledge 3 Theoretical knowledge 2 Factual knowledge 1 Basic knowledge	5 Developing 4 Discovering 3 Deciding 2 Imitating 1 Perceiving	5 Incorporation 4 Affective self-regulation 3 Appreciation 2 Perspective taking 1 Self orientation
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.

Lifelong Learning

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