Reconstructing an Environment for continuing professional development and Validation for Educators in Adult Learning

Validation Concept to connect Competence Models and Taxonomies For Learning and Qualification Purposes (LEVEL5 and EQF/ECVET)

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1 Competence Framework Models

1.1. Previous Findings

Throughout Europe, countries face major challenges in their education systems in terms of mega-trends such as demographic challenges, migration and digitalisation. Part of the answer to all these challenges is the need for lifelong learning and education. These in turn require high-quality adult education and well-trained adult educators. Erasmus+ programmes and especially the KA1 courses and job shadowing's offer Adult Educators in Europe interesting opportunities for professional and personal development with a European benefit. The institutions to which the adult educators belong also benefit from these mobility programmes with respect to their professionalization. However, as rich as the Europe-wide KA1 offer is, there is a lack of systematisation of courses and job shadowing's, which makes an efficient, low-threshold search for suitable offers difficult. Thus, it is currently not possible to search for courses that match one's own competence development needs. There is also a lack of an opportunity to validate one's own learning outcomes acquired within the framework of KA1 courses and job shadowing's. In the individual member states of the European Union there are already approaches for the validation of competences on the basis of a competence profile for adult educators. However, even at the European level, there are still no comprehensive competence standards or validation procedures that are suitable for KA1 courses and job shadowing's in the field of adult education (Bernhardsson/Lattke 2010).

This is where the REVEAL project comes in. REVEAL ("**R**econstructing an **E**nvironment for continuing professional development and **V**alidation for **E**ducators in **A**dult **L**earning") is a practice-research and development project based on long-term cooperation of experts in the field of professionalization in the adult education sector. It focusses on the analysis and eventually facilitation of opportunities for Continuing Professional Development (CPD) for European adult educators with special attention to the ERASMUS+ Key Action 1 (KA1) projects as they are the main instrument for Training and CPD funded by the European Commission (NSS UK 2019).

REVEAL seeks to make the European course offers visible and comparable in the neutral EQF system (European Qualification Framework). At the same time, the project provides an attractive marketing system for these courses. There are two main interest of the REVEAL project in the KA1 programme:

1. First is the interest in the research of the experiences and activities that already have been made by (several hundred) professionals who are working and learning in the framework of KA1 projects in the context of adult education, courses and other learning activities. The main actors are the KA1 project owners (which can also be adult education sending institutes), the participants in the KA1 courses as well as in the job-shadowing's and the course providers and host institutes (see figure 1).
2. Second is to understand how the KA1 courses and programs can be improved at the mid-term stage of the ERASMUS+ programme and how the professionalization of adult educators can be further promoted within this programme by blending competence-oriented learning and validation of informal and non-formal learning with online offers.

In order to examine the first point more closely, an online survey was conducted, and the results recorded in a stocktaking report. The necessary steps for this were a desk research, an online questionnaire and interviews with all KA1 actors. The above-mentioned actors were asked about their needs and experiences with competence development and the validation of the competences that where acquired informally and non-formally. To this end, 200 KA1 course providers from over 10 European member states were surveyed and around 50 interviews were conducted with KA1 course providers, sending organisations and participants.

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It has been shown that there is a great need for a uniform presentation of the KA1 course offerings to benefit a transparent presentation and to facilitate the finding of high-quality offers, which not least requires a systematization of the already existing KA1 offers through a suitable competence model (NSS UK 2019).

Building upon this REVEAL has developed the online 'PROVIDE' Platform to facilitate Adult Educators to find KA1 job shadowing opportunities and courses across the EU free of charge, with the overarching aim to promote Professional Continuing Development (CPD) (Scholze 2018).

1.2. The need of a framework for professional competences of educators

Erasmus+ expects adult education institutions to have a European development plan to promote KA1 mobilities. Among other things, this plan must transparently describe the needs of the institution in terms of quality development and internationalization and how this internationalization strategy can be secured in the long term. This also includes a description of the competences that the staff should acquire for this purpose within the KA1 mobility. The measures for integrating the acquired competences into the respective institution also have to be recorded (European Commission 2019).

However, a systematization of the relevant adult education competences that can be acquired and improved in the KA1 Mobility is still lacking. A reference system that depicts all relevant competences for adult educators would be helpful here in order to increase the transparency and sustainability of the acquisition of competences. Thus, a competence model can also contribute to the professionalization of adult educators and promote targeted, systematic competence development within KA1 mobilities.

For all of the described aims it is necessary to inquire a competence framework which helps to identify the competences needed for adult educators in Europe and to map the existing KA1 courses to this competence model. Regarding the fact that there have already been a various number of different initiatives and projects dealing with competence frameworks, REVEAL is going to blend the most relevant approaches and competence frameworks.

Based on a deep analysis of the existing approaches, in a next step approximately 15-20 general competences are going to be derived to create a specific framework for adult educators in Europe and provide for each competence a description and examples of levels, knowledge, skills and attitudes. All of these components are going to be collected in practicable reference systems related to the main educational areas of activity (planning, delivery, validation and evaluation). They are going to be filled to apply them in the following intellectual outputs (IO) and work packages. Hence the REVEAL qualification framework (QF) is the backbone of the approach and its instruments.

The following criteria were decisive for the selection of competence models: suitability for the context of adult education, compatibility with the European Qualification Framework (EQF) and suitability for competence oriented learning (COL) as well as the validation of non-formally and informally acquired competences. After the analysis of existing models Validpack, LEVEL5, Curriculum Globale, the Key Competences for Adult Educators Study and GRETA were chosen.

The following report is going to focus first the respective approaches and competence models. Therefore, the context of the projects is first examined, then the resulting model is presented and its suitability for the REVEAL approach is analyzed. Based on these results, a suitable comprehensive REVEAL competence model will be created that meets the requirements and goals of the REVEAL project to develop the professionalization of Adult Educators in Europe, which is in line with the EQF.

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1.3.   Forerunner Projects and Competence Frameworks

The following approaches and underlying competence frameworks are all focusing on the competences of adult educators, include the opportunity to validate the non-formally and informally acquired competences and are compatible both with the EQF and the REVEAL approach. The presented validation procedures were aiming mainly to summarize the different competences, which are important for adult education, but have often been acquired and developed non-formally or informally, in competence models and – in some cases - to present them bundled in a competence balance. Nevertheless, these projects follow different starting conditions and logics, which will be briefly described in the following. The term competence is used here in Weinert's definition: "Competences are the cognitive abilities and skills available to individuals or learnable through them in order to solve certain problems, as well as the associated motivational, volitional and social readiness and abilities in order to be able to use the problem solutions successfully and responsibly in variable situations" (Weinert, 2001, p. 27). This includes affective and cognitive aspects as well as the context, in which the specific problem to be solved occurs and which is inevitably linked to competence.

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1.3.1. Validpack
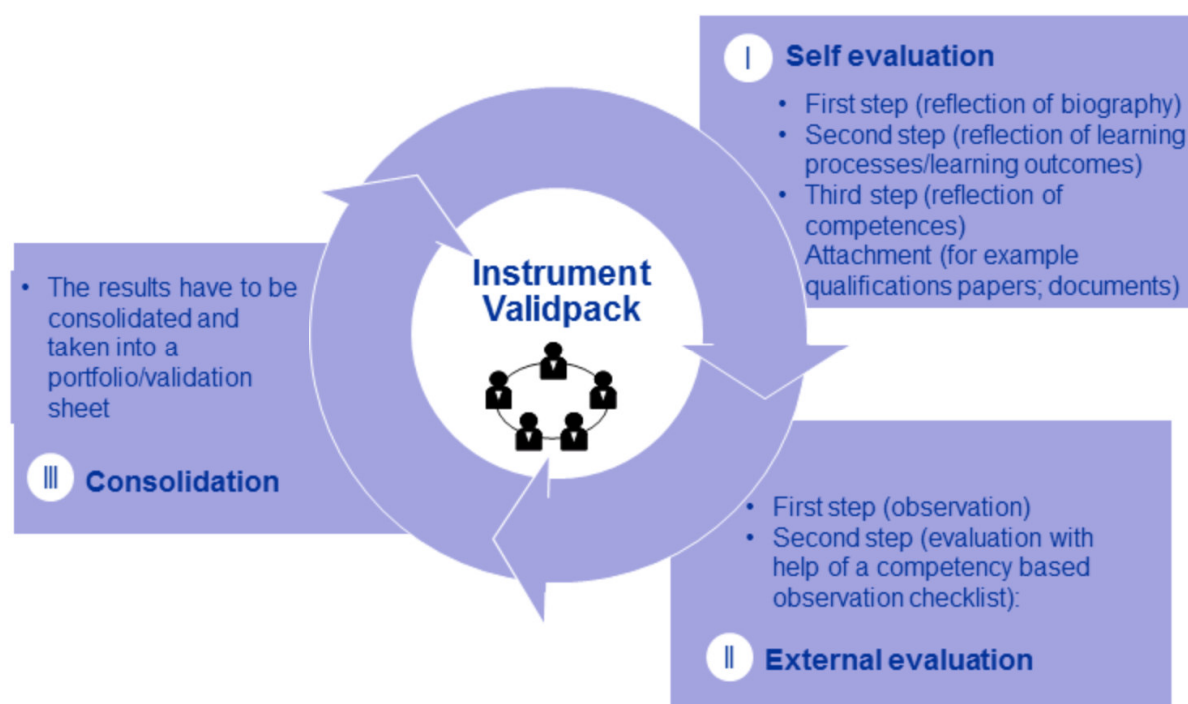
Validpack: Project Background

The validation tool Validpack was developed within the European project VINEPaC (Validation of informal and non-formal psycho-pedagogical competencies of adult educators). It is a project funded by the European Commission within the framework of the Leonardo da Vinci programme. The project ran from 2006 to 2008. It was coordinated by the Romanian Institute for Adult Education (IREa) in Romania. Project partners were the Centre for Research in Theories and Practices for Overcoming Inequalities (CREa) in Spain, the National adult Training Board (CNFPa) in Romania, the German Institute for Adult Education (DIE) in Germany, the National School of Higher agronomy Studies (EDUTER Institute) in France, the General worker's Union (GwU) in Malta and the University of Bucharest (UB - Faculty of Psychology and Educational Sciences) in Romania (Strauch 2008).

Validpack: Design

Validpack is an instrument that validates the competences of adult educators. The instrument aims at the assessment and recognition of important informally and non-formally acquired adult education competences. Competences that are relevant for adult educators are often not covered by existing proofs of qualification because they were acquired in other learning contexts, e.g. through work experience. The instrument concentrates on the competence profile of trainers. Validpack can be used by anyone who has worked with adults for more than a year or 150 hours as a trainer. It gives adult educators the opportunity to document their competences and also includes the opportunity to document personal experiences. It can be useful for the European labor market, to demonstrate a minimum standard of adult education competences builds a base for certification upon the validation result (Sava/Lopou 2008). The validation procedure is carried out with the help of a handbook, which the adult educators can read through the different validation steps and which gives instructions for use (see figure 2).

Validpack foresees a validation in three steps: self-evaluation, external evaluation and consolidation.

Figure 1: *Validation steps with Validpack (Sava/Lopou 2008, p.6)*

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Validpack: Competence Framework

Validpack is based on an adult education competence framework. The following cluster is the competence framework, which was created in 2005 with a European research group headed by the German Institute for Adult Education and adopted for the usage within Validpack (see figure 3). For the acquisition and validation of the competences with Validpack the displayed competences were supplemented by descriptions and indicators for each individual competence. The competences that Validpack focusses on are specifically related to a teaching role in adult education and involve psycho-pedagogical competences only (Bernhardsson/Lattke 2010, p.27). Even though it also covers competences such as motivation or personal and professional development, the competence aspect of attitudes is missing or is treated only superficially.

Validpack clusters of competences	Validpack Competences
Knowledge	Initial knowledge of psycho-social profiles of the adult
	Knowledge of the group characteristics
	Knowledge base in own content area
Training Management	Need analysis
	Preparation of training
	Training program delivery
	Use of technology and resources (time, material, space, people)
Assessment and Valorization of learning	
Motivation and Counselling	
Personal and Professional Development	

Figure 2: Competence framework Validpack (Sava/Lopou 2008, p.18)

As shown in figure 3, the Validpack competence framework covers all relevant competences for the main educational areas of activity, which are also necessary for the REVEAL approach despite the attitude aspect. During the self-evaluation and external evaluation, four niveaus/levels are distinguished: very well, well, well enough, not well. Overall, Validpack is a very user-friendly validation instrument that focusses on self-reflection and allows trainers in adult education to let their non-formally und informally acquired competences being validated. (Egetenmeyer/Nuissl, 2010).

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1.3.2. Curriculum GlobALE

Curriculum GlobALE: Project Background

The modularized and competence-based framework curriculum *Curriculum globALE* provides a basis for the training of adult educators worldwide and is a co-operation project between the German Institute for Adult Education and DVV International. It aims to enhance the professionalization of new teachers or teachers with some experience but without any systematic training by providing a common competence standard corresponding to EQF level 5. In addition, it is supposed to foster knowledge exchange and mutual understanding between adult educators worldwide and to support adult education providers in the design and implementation of train-the-trainer programs.

The Curriculum globALE is based on three main pillars: existing Train-the-Trainer programs from the context of the project work of DVV International, as well as existing national qualification systems and standards for adult educators. The third pillar depicts transnational competence standards for adult educators, which have been drawn up within the framework of European projects. Against the background of developing a cross-cultural core curriculum, the project, launched in 2011, is built on a number of general principles, including competence-orientation, action-orientation, participant-orientation and sustainability of learning (Avramovska et al. 2015). Curriculum Globale is not offering a Validation procedure itself, but nevertheless it offers a common competence standard respectively a competence model, which can be helpful for the REVEAL approach.

Curriculum GlobALE: Design

The Curriculum globALE presents a reference framework rather than a detailed, prescriptive curriculum. It defines learning outcomes and specific quality standards concerning the training provision such as the qualification of trainers, the inclusion of theory and practice and the consideration of existing competences. In terms of thematic units, the Curriculum globALE encompasses modules about learning and teaching, communication and group dynamics as well as methods and planning, organization and evaluating courses in adult education (see figure 5). Since the Curriculum is rather general, the implementation of it requires an individual adjustment. Nevertheless, the core modules are generic in nature and do not focus particular teaching subjects. The whole curriculum is allocated 33 ECTS, which entails a workload of approximately 830 hours for the participants, divided into taught sequences, individual self-study and accompanied practical work (Avramovska et al. 2015).

Curriculum GlobALE: Competence Framework

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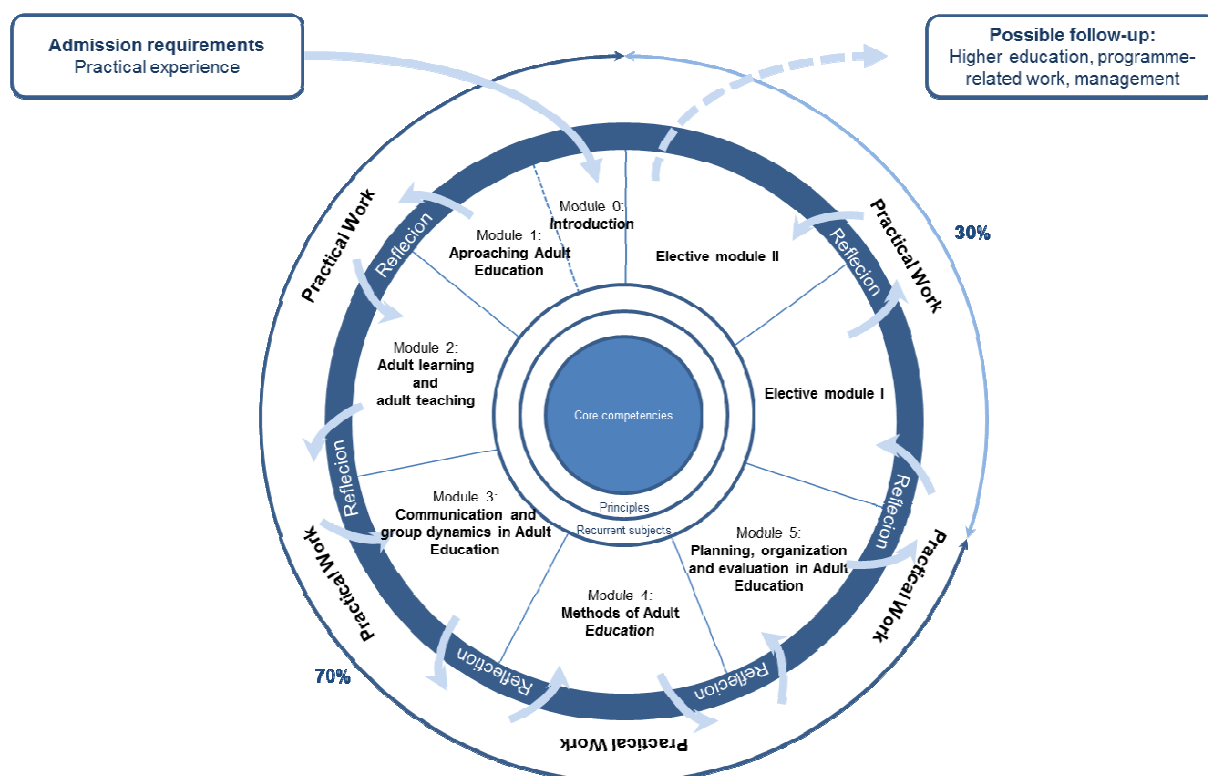
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Figure 5: Overview of the Curriculum globALE (Avramovska et al. 2015, p. 14)

Curriculum Globale is based on the principle of competence orientation. Thus, it corresponds to the trend of outcome orientation. The debate on professionalization and quality in continuing education is also oriented towards this. The understanding of competence in Curriculum Globale is essentially based on the current definition of the OECD term: Competence is more than just knowledge and skills. It includes the ability to meet complex requirements by mobilizing psychosocial resources (including skills and attitudes) in a particular context (OECD 2005). Competences comprise a number of individual aspects such as knowledge, skills, views, etc., as well as the ability to link them together and apply them appropriately in different situations. Accordingly, the Global Curriculum includes both the development of cognitive abilities and skills and the ability to self-reflect, to examine one's own views and values and to work on motivation and emotional aspects. Considering the diversity of international conditions for adult education, the competencies that are developed are not further specified in the curriculum. Additionally, the competences are no longer analytically separated into knowledge, skills, views and emotional or motivational aspects in the module descriptions. There is only one single list of competence elements in each module. For implementing it transnational, the curriculum offers enough room to incorporate local, cultural and other specific details into the conceptual design (Avramovska et al. 2015, p. 10).

Beginning with fields of adult education and the importance of it, the learning outcome of module 1 is to develop a critical understanding as well as to position oneself in the professional context. The following module aims to internalizing learning theories and considering motivational, psychological and social particularities of adult learning. Module 3 and 4 teach didactic methods and necessary expertise in group dynamics and target groups. The last module focuses on organization, performance and evaluation for adult education. The Curriculum Globale includes only one level: the basic qualification for beginners (Avramovska et al. 2015, p. 14).

1.3.3. Key Competences for Adult Educators (KCAE)

Key Competences for Adult Educators Study: Project Background

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The study Key competences for adult learning professionals commissioned by the European Commission in 2008 focuses on the following research questions:

"What competences are relevant for working in the field of adult learning? (...) What instruments can be used for delivering the key competences identified to adult learning professionals and to help adult learning professionals develop the key competences?" (Research for insult 2010, p.22). The one year running study which was performed by a Dutch research institute analyzed a large amount of different data such as documents, job advertisements or competence profile. Following the study by Nuissl/Lattke in 2008 "Qualifying adult learning professionals in Europe" the activities of the continuing education staff were then summarized, and an additive competence framework was presented, which depicts so-called generic competences that every European adult educator should have at his disposal (Egetenmeyer 2011, p.5).

Key Competences for Adult Educators Study: Design

The objective of the study is to analyze the possibility and feasibility of a common set of key competences for European adult educators as a reference system, that can be used on a voluntary basis. The main goal was to create with scientifically research a professional profile for adult educators that is shaped by Europe-wide required competences. The necessary data were obtained through the analysis of job advertisements from different institutions in the adult education field, the investigation of awarded learning outcomes from special (further) education programmes and national qualification structures for adult educators, and finally by taking into account research results on the topic (Research voor Beleid 2010).

The development work of the set of key competencies comprises three stages. First, all available information "about the duties, tasks, responsibilities, roles and work environments related to the job and identifying the relevant knowledge, skills and attitude required to be adult learning professionals" (Research voor Beleid 2010, p.9) was compiled using document analysis. From this, a first model of competences could be developed with the involvement of experts and representatives of adult education. In doing so, competences were compiled which are important in all countries, i.e. key competences valid throughout Europe. In a third step, the developed model of key competences was presented at congresses and conferences and discussed with representatives and stakeholders. The results were transferred into the development of the set.

Key Competences for Adult Educators Study: Competence Framework

The understanding of competences in the study is defined as follows: "Competences should be understood as a complex combination of knowledge, skills and abilities/attitudes needed to carry out a specific activity, leading to results" (Research voor Beleid 2010, p.10). Knowledge is understood as the totality of facts, theories, models and concepts that are important for practice and science. Skills are to be understood that are acquired or expanded through learning in order to produce actions with the aid of knowledge. Attitudes are understood as psychological, mental or emotional abilities to develop performance.

The result of the study comprises a portfolio of competencies that is of particular relevance to adult educators. The developed set of key competences is not only related to the teaching activity in adult education, even if it is of central importance both in adult education itself and in the present results. The study includes not only teachers, but also counsellors, educational planners and institutional leaders. For this reason, not only positions and the associated competences were analyzed, but also the activities in an adult education institution as a whole. Not all defined competences therefore have to be covered by a single person, but they are indispensable within a working group or institution (see figure 6).

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Figure 6: Key Competences for Adult Learning Professionals (Research voor Beleid 2010, p. 33)

The Key Competence Study is based on an understanding of competence that corresponds to the orientation towards learning outcomes. The formulated competencies were understood as an addition of knowledge, skills and attitudes that should lead to professionalism. The concrete scientific contents and topics that adult educators have to deal with are not further described. Regarding the connection of the key competence study to the EQF the authors give a not further defined indication, that the set of key competences can be combined with European tools such as the EQF. It was not possible to find more precise information on how this link might look in practice. Overall, the study identifies different ways in which key competencies could be used by different stakeholders e.g. for validation purposes, for further research or mapping procedures (Research voor Beleid 2010, p. 15).

The study shifts professionalism away from the individual to the organizational level, which corresponds more to quality management than to the logic of professionalism in the classical sense. In summary, the study focuses might be useful for validation purposes, regardless where the formulated competences were acquired. Thus, the focus of the Key Competence Study is on informally and non-formally acquired competences (Egetenmeyer 2011).

1.3.4. GRETA Competence Model

GRETA: Project Background

Adult educators contribute greatly to the quality and success of continuing education programs. Concerning qualifications and competence profiles, the group is very heterogeneous. At present, universal standards for the ability to teach in the field of adult education in Germany do not exist. In addition, professional teaching activities receive little recognition.

In the period between 2014 and 2018 the project GRETA, fostered by the Federal Ministry for Education and Research developed a basis for cross-provider recognition procedures for competences of teachers and trainers in adult and continuing education, aiming at increasing professionalization in

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this educational field. In coordination with project partners of relevant adult education fields, structures for a facilitation of professional development were formulated in two ways: to assess and validate adult educators' informally and non-formally acquired competences and to map advanced train the trainer offers to the GRETA competence model, in order for adult educators to locate them easily. Aiming to test the GRETA tools and concepts, a new project phase started in November 2018 and runs until November 2021.

In many cases, teachers in adult and continuing education gain competences in non-formal and informal ways. They are often not aware of these not-certified and formally acquired competences. Based on the validation tool PortfolioPlus, which was developed within the project, opportunities for documenting and assessing teachers' competences were created (Bosche/Schneider/Strauch 2018).

GRETA: Design

The project is based on a competence model, which includes all competences required for teaching activities (see figure 7). Also, concepts and instruments for the validation of adult education competences were offered. The project includes perceptively the possibility for the recognition of the competences with a certification, that could be coordinated by a responsible public authority in Germany. In a first step the competences relevant for teaching were defined with a structural competence model. It is based on the model of professional competence of Baumert/Kunter (2006), which was published by Schrader/Goeze and adapted to adult and continuing education. In addition to a systematic analysis of existing models from school education and adult education sectors, a wide range of different documents was analyzed, 20 expert interviews with planning and scheduling adult education staff and eleven workshops with 124 teachers were conducted. The core question was, what a good adult educator needs to know and be able to do in order to be able to teach professionally.

The competence model can be used as the basis for different methods for validating and strengthening educators' professional activities (Lencer/Strauch 2016). GRETA describes two paths: The first one includes a portfolio that assess and validates educators' informally and non-formally acquired competences. The individual results are outlined in a competence balance. Completed portfolios may be analyzed by trained consultants. In addition to assessing adult educators' competences, GRETA focuses on relating train the trainer offers to the GRETA competence model by mapping them. The results of the mapping process will be available on a database. Thus, teachers and trainers in adult education can specifically look for trainings that cover the competences of the competence model (Bosche/Schneider/Strauch 2018).

GRETA: Competence Framework

In line with Weinert (2001), the GRETA project defines competences as the cognitive abilities and skills possessed by or able to be learned by individuals that enable them to solve particular problems, as well as the motivational, volitional and social readiness and capacity to use the solutions successfully and responsibly in variable situations. The competence model includes four competence aspects and covers both affective (professional self-management; professional values and beliefs) and cognitive competences (professional knowledge and skills; subject and field-specific knowledge). These competence aspects subdivide into competence domains and again into competence facets. For validating the competences, Bloom's and Anderson's taxonomy is being applied, which helps to classify specific learning objectives on five levels (affective competences: professional self-management and professional values and beliefs) and six levels (cognitive competences: professional knowledge and skills, subject and field-specific knowledge) (Bloom 1956/Anderson 2001/Krathwohl 2002). It is based on a hierarchical model, beginning on the cognitive taxonomy with remembering and ending on the highest level with creating and beginning on the affective taxonomy with receiving to characterization by a value set on the highest level. The competence model portrays a holistic understanding of competences, though it does not imply that every teacher or trainer needs to have all of the competences to act professional. The implementation of the likability to the EQF is still pending and is a

planned output of the project. Therefore, it is not yet possible to find more detailed information on how such a link could look (Lencer/Strauch 2016).
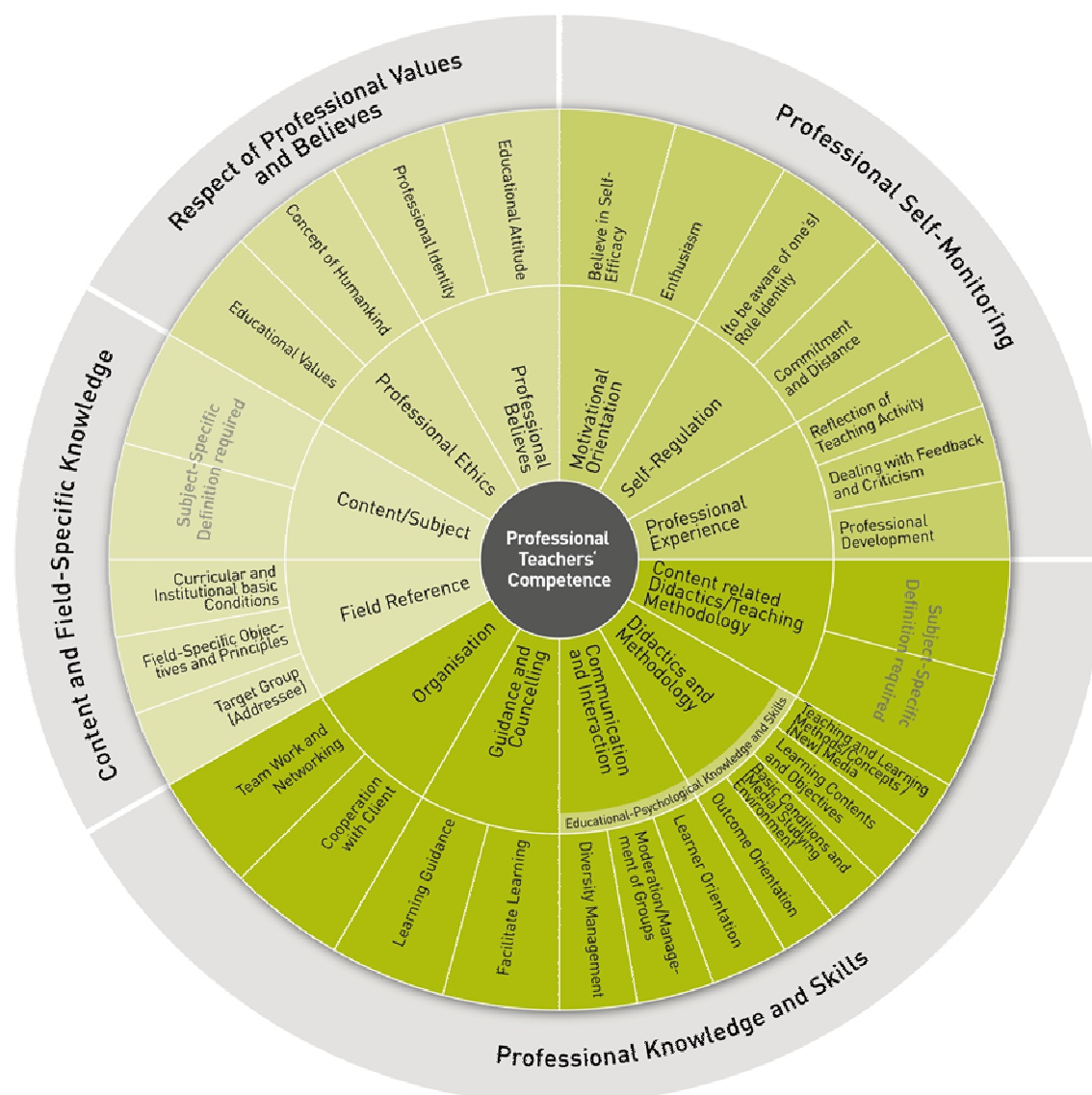

Figure 7: GRETA competence model

1.3.5. Conclusion

The aim of this report was to develop a competence framework which could be linked to the European Qualification Framework for Lifelong Learning (EQF).

The idea behind is that the competence models, described above should be operationalised in a way that one the one hand result in a competence oriented learning and validation approach (aiming at "good learning") and at the same time to facilitate a comparability of different training and learning unit and competence levels and applying European standards.

The presentations of the different competence models in 1.3.1. to 1.3.4. illustrate that the different models ground on different backgrounds and ideas and have advantages and disadvantages for different purposes.

For the purpose of the development of a European approach to both competence oriented professional development programme with a possible connection to the EQF and ECVAT system the REVEAL consortium opted for the KCAE model.

In order to develop a competence framework, the REVEAL project consortium agreed to refer to the ECF levels 4 to 6. These levels are therefore interesting as they seem most relevant in view of the existing KA1 courses and job shadowing's. The professional profile that addresses these levels most closely corresponds to that of adult educators who are as teachers and trainers in direct contact with learners. The descriptors of the EQF for the levels below level 4 do not justice to the challenging task of an adult educator as a learning facilitator; the levels above level 6 mainly include a scientific approach and should be best tackled by master programmes in Universities.

In order to operationalise the competence models one has to use taxonomies.

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2 Validation

2.1. Competence Taxonomies

The increasing level of control (management) over a particular competence can also be called a 'competence level'. This implies that a 'competence' is a dynamic concept – competences grow while learning. The question on how to measure and document different competence levels is as old as it is complex. It has probably challenged generations of educationalists on practical, administrative and political levels; in formal education but also in professional development domains, such as in Human Resources.

The problem in measuring competences is not only a certain ambiguity in the term 'competence', caused for instance by different connotations in different languages, but also by different cultural views on competence and learning theory.

Additional complexity comes in as competences are – unlike (school) subjects – always dependent on their contexts. Teamwork competences are (among others) dependent on the team composition and the task; leadership competences are dependent on the group and the environment in which it is practiced and teaching competences relate to the learning environment, the students and their familiarity with the learning schemes – among many other contextual aspects.

In order to operationalise competences, one needs certain reference points against which competences can be described.

Taxonomies are such reference systems.

They are the major instruments to classify, and later to measure and document competence levels.

2.1.1. Bloom's Taxonomy

One of the best known taxonomies was developed by Benjamin Bloom in 1956 as Taxonomy of Learning Objectives. He differentiates 3 main areas:

- Taxonomy for the area of cognitive behaviour
- Taxonomy for the area of affective behaviour
- Taxonomy for the area of psycho-motor behaviour

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<picture of Bloom's taxonomy>

Fig. ##: Taxonomy according to Bloom

Bloom's taxonomy has been constantly further developed by his followers (Anderson/Krathwohl and others) and describes cognitive objectives, psycho-motor objectives and affective objectives along a number of quality levels.

2.1.2. EQF Taxonomy

A second, well known taxonomy is for instance the European Qualification Framework and the related Credit Transfer Systems (ECTS and ECVET).

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	Knowledge[1]	Skills[2]	Competences[3]
LEVEL 1	basic general knowledge	basic skills required to carry out simple tasks	work or study under direct supervision in a structured context
LEVEL 2	basic factual knowledge of a field of work or study	basic cognitive and practical skills required to use relevant information in order to carry out tasks and to solve routine problems using simple rules and tools	work or study under supervision with some autonomy
LEVEL 3	knowledge of facts, principles, processes and general concepts, in a field of work or study	a range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying basic methods, tools, materials and information	take responsibility for completion of tasks in work or study >adapt own behaviour to circumstances in solving problems
LEVEL 4	factual and theoretical knowledge in broad contexts within a field of work or study	a range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study	exercise self management within the guidelines of work or study contexts that are usually predictable, but are subject to change >supervise the routine work of others, taking some responsibility for the evaluation and improvement of work or study activities
LEVEL 5	comprehensive, specialised, factual and theoretical knowledge within a field of work or study and an awareness of the boundaries of that knowledge	a comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems	exercise management and supervision in contexts of work or study activities where there is unpredictable change >review and develop performance of self and others
LEVEL 6	advanced knowledge of a field of work or study, involving a critical understanding of theories and principles	advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialised field of work or study	manage complex technical or professional activities or projects, taking responsibility for decision making in unpredictable work or study contexts >take responsibility for managing professional development of individuals and groups
LEVEL 7	highly specialised knowledge, some of which is at the forefront of knowledge in a field of work or study, as the basis for original thinking and/or research >critical awareness of knowledge issues in a field and at the interface between different fields	specialised problem solving skills required in research and/or innovation in order to develop new knowledge and procedures and to integrate knowledge from different fields	manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches >take responsibility for contributing to professional knowledge and practice and/or for reviewing the strategic performance of teams
LEVEL 8	knowledge at the most advanced frontier of a field of work or study and at the interface between fields	the most advanced and specialised skills and techniques, including synthesis and evaluation, required to solve critical problems in research and/or innovation and to extend and redefine existing knowledge or professional practice	

<Table of the EQF taxonomy>

Fig. ##: EQF-Taxonomy

Both taxonomies not only differ in structure (EQF is clustered in Knowledge, Skills and Autonomy/Responsibility and has 8 levels while Bloom distinguished Cognitive, Psycho-Motor and Affective traits on 4-6 levels).

The main difference between these taxonomies – and this is often forgotten – is their purpose.

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While 'learning' was in the focus of Bloom's taxonomy, 'qualification' is the main driver for the establishment of the EQF.

What all taxonomies have in common is that they aim to describe competence dimensions (the vertical columns) and competence levels (the horizontal competence qualities) with the help of learning outcome descriptors. These learning outcome descriptors have to be precise and consistent in order to facilitate distinguishing between different competence quality levels.

There are several other competence models and taxonomies which try to explain and describe competences and try to operate them for different purposes.

2.1.3. LEVEL5 Taxonomy

The REVEAL group has developed its own taxonomy (LEVEL5) based on the post-Bloom taxonomy in a blend with a derivate of the emotional intelligence taxonomy. It consists of Knowledge, Skills (capabilities) and Attitudes (emotions/values) on 5 levels. This taxonomy facilitates assessing, documenting but also planning competence developments in highly context-dependent environments such as learning in mobility or learning on the job or in leisure time activities.

LEVEL	KNOWLEDGE	SKILLS Capabilities	ATTITUDES Emotions/Values
5	Know where else… (Transfer Knowledge, Strategic Knowledge	Transfering Developing/ Constructing Versatility	Incorporation (Internalising) „Unconscious" Competence
4	Know when… Practical (Procedural knowledge	Discovering/ acting independently (disturbed systems)	Commitment Affective self-regulation (Willing)
3	Know how… Theoretical knowledge	Deciding/ selecting (Known systems)	Appreciation Motivation
2	Know why… (Distant understanding)	Applying Imitating (Exercising)	Perspective taking (Curiosity)
1	Know-that… Basic Perception	Perceiving Listening	Self orientation Neutral

Fig. ##: LEVEL5 Taxonomy

As Fig. ## shows, the LEVEL5 taxonomy comes with general descriptors ('level titles') which are derived partly from Bloom's systems and partly from other taxonomies and concepts, like levels of 'emotional intelligence' and 'affective competence' and affective self-regulation[1].

The LEVEL5 taxonomy is the basic system for so called 'reference systems' in which the taxonomy is transferred to distinctive competences.

In the reference systems competences are contextualised with the help of specific learning outcome descriptors for each of the cells.

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[1] sources

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L	Level Titles	Level description	Level Titles	Level description	Level Titles	Level description
5	Knowing where else (strategic transfer)	Knowing how to enhance team processes in different teams. Knowing how to help other people act successfully in teams and to assign specific responsibilities to people keeping in mind their relevant skills.	Developing, constructing, transferring	Leading a team in a way that members are able to contribute to the best of their abilities, supporting them to do so. Being able to strategically develop a team.	Incorporation	Having internalised the "culture" of constructive team work and to accomplish goals through mutual support. Inspiring others to improve their teamwork skills.
4	Knowing when (implicit understanding)	Having substantial knowledge on how and when to join/form a team. Understanding strength and weaknesses of team members. Knowing the importance of communication and how to coordinate workflows.	Discovering acting independently	Being able to assign and coordinate specific tasks and roles to team members on the basis of their strengths and weaknesses. Monitoring team processes. Trying out new roles for one-self.	Self-regulation, determination	Feeling the importance to refrain from own preferences (e.g. in regard to procedures, own solution strategies, methods etc.) for the sake of the team and the teamwork. Being determined to be a good team worker.
3	Knowing how	Knowing the basic dynamics and demands of teamwork. Knowing how to engage in a coordinated work flow where the skills, qualities and limits of each member are taken into account in order to work efficiently.	Deciding/ selecting	Actively reaching out to join a team or help create a team. Contributing to the team process according to own strengths and needs for reaching the shared goal.	Motivation/ appreciation	Having a positive attitude towards working together in a team and to appreciate team diversity. Finding it important to have a 'team spirit'. Being motivated to develop own competence to successfully work in a team.
2	Knowing why (distant understanding)	Knowing that teamwork is a more effective way to achieve results. Knowing it demands from individuals to coordinate their work considering individual competences and abilities.	Using, imitating	Contributing to team work when being invited or instructed to. Fulfilling assigned tasks in a team by following the example of others.	Perspective taking	Being interested in the potentials of team work and to learn more about it.
1	Knowing what	Knowing that teamwork is collaborating with others to reach a shared goal.	Perceiving	Recognising situations in which teamwork is feasible to reach goals.	Self-orientation	Seeing teamwork as something positive, but without considering developing own team work competence.

Fig. ##:: LEVEL5 Reference system with general descriptors on teamwork

With the help of the reference systems each competence can be described properly on 5 quality levels along their three basic dimensions: the knowledge, skills (capabilities) and affective (value) competence components.

2.2. Validation Purposes

Prior to the transfer of the professionals competences into the European EQF and ECVET systems we find it useful to start with a brief introduction to validation purposes in order to find out for whom and why this transfer might be useful (for more detailed information see also the chapter on validation in the BADGES toolbox and Valorisation)

Validation purposes can firstly be clustered along organisation levels:

- EUROPEAN level (European Commission)
- Transparency of qualifications
- Mobility
- Comparability
- European economic growth and stability
- INSTITUTIONAL level (enterprises, public institutions, schools)
- Finding personnel
- Providing evidences of own capacities
- Organisational development
- INDIVIDUAL level
- Showing potentials and competences
- Finding jobs
- Collecting evidences in CV
- Sharing competences for private projects/purposes

One can differentiate two main purposes

Professional Formal Qualification:

Purpose: 'profiling', identifying levels of competences and measuring 'performances'

Means: -> summative assessments and high level of formality, certification

Personal development:

Purpose: incentive for civic engagement, showing potentials of learners

Means:-> identification, formative assessment and low level of formality

Between those two poles there are a large number of different scenarios ready and waiting for competence validation:

- Continuing professional education and training for people working at cultural sites,
- Learning in leisure time (maybe even without a learning goal)
- Training on social/personal competences like teamwork, communication, customer orientation etc.,
- Orientation projects for young (unemployed) adults,
- Mobility projects for those Not in Employment Education or Training (NEETs) to develop their potentials and to bridge to the working life or formal education again,
- Self-learning arrangements, to give evidence to competences acquired in rather informal learning contexts, e.g. in volunteering n cultural or nature projects

just to name a few.

In REVEAL and the professionalisation of adult educators we probably encounter different expectations and functionalities related to validation:

1. a formative (learning process oriented) and
2. a summative (qualification oriented) assessment and documentation.

Hence the idea to connect to the formal system of EQF and ECVET is relevant only for those who intend to convert their competences into something "professional" or who might be interested in collecting evidences of these competences in their portfolios.

The transfer of our competence frameworks to EQF and ECVET is only meaningful in the professional context. ECVET for instance is literally connected to a system which is a cascade of

- Qualification
- Learning Units
- Knowledge, skills and competences (relating to responsibility and autmy)

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3 REVEAL Qualification Programme

3.1.   The REVEAL Inventory of Professional Competences for Adult Educators

Consequently it is only meaningful to apply the EQF/ECVET taxonomy in a "qualification" context for Educators.

Hence REVEAL offers a professional training (qualification) for educational professionals in the field of VINFL and Competence Oriented Learning (COL) which is based on a blended learning approach consisting of:

- A preliminary e-learning and distant learning part,

- A f2f course held in Alden Biesen in September 2015

- A follow up phase with collaborative group works on the my-VITA e-Portfolio, synchronous online workshops and a webinar to support the individual learning projects at the workplace

The work was organised in a modular and constructive way that enables all participants:

- To learn from and together with each other

- To form groups with similar challenges and/or contexts in professional teaching and learning situations

- To apply the new and adapted methodologies directly at their workplace

The REVEAL concept is based on the combination of the following elements:

- **Competence oriented learning** approach heading for activating, collaborative and experiential learning, in realistic settings in a learner centred approach

- **State of the art Didactics** (the Art of Teaching): Promoting innovative and variable didactics and methods fitting to purpose, context and target group including Open Learning Spaces (with concrete experience on open IT based systems)

- **Applied Mathetics** (the Art of Learning): Promoting learning to learn competences (Key competence 5[2]) both of educational professionals and their learners

- The **LEVEL5 approach to validate competence developments** and the connection to the European Qualification Framework (EQF) and the respective vocational instruments (ECVET)

- An in-depth approach to **validation of Informal Learning**

- The implementation of **state of the art learning technologies** in combination with COL and VINFL

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[2] *Key Competences for Lifelong Learning – A European Framework* (Recommendation of the European Parliament and of the Council, 2006)

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3.2.   REVEAL Qualification Programme Summary

The REVEAL qualification is a continuing professional development offer for educational profession-als, like trainers, teachers semi-professionals who plan and deliver informal and non-formal learning and those who develop IT based learning environments, do career counselling or work in rather in-formal learning settings, but also professionals from other educational fields. By multipliers we mean teachers, trainers and HRM-managers who can inspire and teach other trainers to do pilots and to validate their competences and the learning processes they go through.
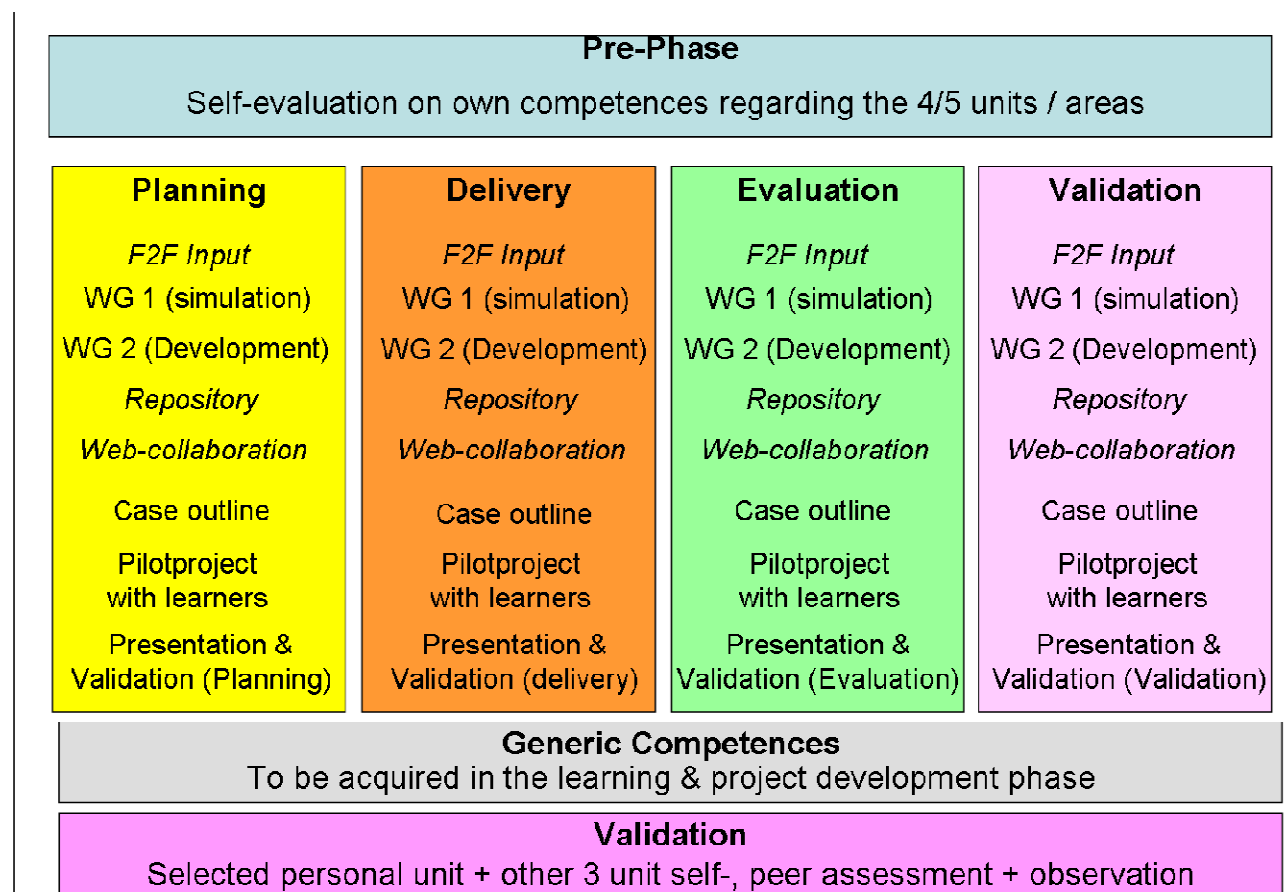

Chart 1: Structure of the REVEAL qualification

It is a blended learning system consisting of four learning units related to the competence areas of

1. Planning,
2. Delivering,
3. Evaluating innovative, competence oriented learning and
4. Validation of learners' competence developments.

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3.3. Competences to be acquired in the Programme

Based on the survey the initial stage of the project, 15 specific ad 8 generic competences were identified and clustered into 5 competence areas: planning competences, competences related to the delivery of training, competences related to evaluation and validation and generic competences.

The reference systems form the basis for the assessment and validation of the competences.

		1. Planning competences (incl. competence oriented learning)	
1	P1	Planning, preparation	Assessing learners' needs and motivations
2	P2	Planning, preparation	Designing and constructing trainings and programmes
3	P3	Planning, preparation	Planning and designing the learning process
4	P4	Planning, delivery	Deploying different learning methods, styles and techniques
5	P5	Planning, delivery	Creating competence oriented learning offers:
6	P6	Planning, delivery	Creating an open learning environment
		2. Competences when delivering training/learning	
7	D1	Delivery	Facilitating ICT based learning
8	D2	Delivery	Facilitating (open) learning processes
9	D3	Support	Advising/counselling on career and further life planning
10	D4	Support	Mentoring an intern/trainee/apprentice
		3. Evaluation of the learning process	
11	E1	Evaluation, QM	Designing an evaluation process
12	E2	Evaluation, QM	Define and apply the right indicators/instruments for evaluation
		4. Validation of competence developments	
13	V1	Validation	Assessing competences and competence developments
14	V2	Validation	Evidencing competence developments as learning outcomes
15	V3	Validation	Integrating validation concepts promoted by the EU
16		**5. Generic Competences**	
17	G1	Personal/delivery	Being an expert in the content matter
18	G2	Self/personal	Lifelong learning
19	G3	Social/delivery	Motivating/empowering learners
20	G4	Social	Communication
21	G5	Social	Team work
22	G6	Social	Networking
23	G7	Social	Managing diversity
24	G8	Social	Intercultural communication

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4 Transfer to ECVET and EQF System

The starting point of the qualification is an accomplished EQF level 3 and a LEVEL5 level 2.

It is not intended that the "qualification" (in ECVET terms) will end up at the research level.

Hence the scope of development will reach from ECVET level 4 to a maximum of ECVET level 6 which would bridge 3 levels and result in LEVEL5 level from level 2-5.

EQF level7 would be similar to master which would require a master thesis. This is something which could be offered in connection with a university but probably not in a CPD for professionals.

The lower boundary (Level 3) is presented below as a starting point:

4.1. Starting level(EQF:3 / LEVEL5:4)

	Knowledge[3]	Skills[4]	Competences[5]
EQF Level 3	knowledge of facts, principles, processes and general concepts, in a field of work or study	a range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying basic methods, tools, materials and information	take responsibility for completion of tasks in work or study >adapt own behaviour to circumstances in solving problems

In the following we put together the ECVET levels and their meta-descriptions with the LEVEL5 levels.

This is relatively easy as far as the knowledge and skills dimensions are concerned. In the case of the competences/attitudes we will in a first step stick to the LEVEL5 descriptors and bring in the "responsibility/autonomy –aspects after that.

To wrap up:

This file outlines a first attempt to create a "qualification" for potential professionals according to the ECVET taxonomy.

It is based on the 4 units related to the development, delivery, and validation processes.

A qualification range of ECVET levels 4-6 is envisaged

The sub-competences (of the 4 units) will be assigned to each level by using the LEVEL5 descriptors

For this purpose the descriptors from LEVEL5 taxonomy Level3-5 will be applied

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[3] In the context of EQF, knowledge is described as theoretical and/or factual.
[4] In the context of EQF, skills are described as cognitive (involving the use of logical, intuitive and creative thinking) and practical (involving manual dexterity and the use of methods, materials, tools and instruments).
[5] In the context of EQF, competence is described in terms of responsibility and autonomy.

4.2.   Basic qualification level (EQF:4 / LEVEL5:3)

EQF	Knowledge	Skills	Competences
4	Factual and theoretical knowledge in broad contexts within a field of work or study	A range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study	Exercise self management within the guidelines of work or study contexts that are usually predictable, but are subject to change >supervise the routine work of others, taking some responsibility for the evaluation and improvement of work or study activities
Unit	Unit 1: Planning – Knowledge on:	Unit 1: Planning – Skills on:	Unit 1: Planning – Attitudes on:
L5 Level[6] **3**	LEVEL5->Level3 / "Theoretical Knowledge – know how" To theoretically know how to create learning offers based on Learner and Competence Orientation. e.g. through multiple perspectives and concrete individual experiences involving authentic problems etc.	LEVEL5->Level3 / "Deciding/Selecting" To use existing learner and competence oriented training formats for the planning of courses/training offers. To select and try out appropriate formats.	LEVEL5->Level3 / "Appreciation" To value the planning of open and competence oriented learning as an/the appropriate format for learners to develop competences.
CD[7]	Ability to apply knowledge in known contexts (e.g. in protected case studies without disturbances)		
LO[8]	Knowledge on different learners needs Knowledge on Programme development Theoretical knowledge on learning process design Broad Theoretical knowledge on learning methods, approaches techniques Theoretical knowledge on Open learning environments	Assessing and evaluating learners needs Designing learning programmes accordingly Designing the Learning process accordingly Applying known learning methods, approaches and techniques from the own repertoire Using known tools and instruments for Open learning environments (known OER)	Appreciating and valuing learners needs analysis Positive attitude towards known programme development Appreciating and valuing known learning process design Openness and positive attitude towards known learning methods, approaches techniques and Open learning environments

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[6] Corresponding LEVEL5 level
[7] Common Denominator: Central, transferrable level descriptor fitting both EQF and LEVEL5
[8] Learning Outcome Desription

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Ass[9]	• Self/Tandem assessment with the LEVEL5 grid	• Self/Tandem assessment with the LEVEL5 grid	• Self/Tandem assessment with the LEVEL5 grid
	• Questionnaires	• Learning diary	• Learning diary
	• Knowledge tests or reports	• Observations in the learning situation	• Observations in the learning situation
	• Participants' feed-back		• Observing level of autonomy and responsibility

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4.3. Advanced level (EQF:5 / LEVEL5:4)

EQF	Knowledge	Skills	Competences
5	Comprehensive, specialised, factual and theoretical knowledge within a field of work or study and an awareness of the boundaries of that knowledge	A comprehensive range of cognitive and practical skills required to develop creative (new) solutions to abstract problems	Exercise management and supervision in contexts of work or study activities where there is unpredictable change >review and develop performance of self and others
Unit	Unit 1: Planning – Knowledge on:	Unit 1: Planning – Skills on:	Unit 1: Planning – Attitudes on:
L5 Level[10] 4	LEVEL5->Level3 / "Theoretical Knowledge – know how"	LEVEL5->Level3 / "Deciding/Selecting"	LEVEL5->Level3 / "Appreciation"
	To have a very brought theoretical *and practical* background in order to transfer Learner and Competence Orientated Planning.(LCP) to other contexts and help other people to apply the approach as well	To build knowledge and expertise, to construct related theory and practice regarding Learner and Competence Orientated planning. To help other trainers apply the right approaches.	To have an incorporated reflex to plan the training in a learner and competence oriented way. To feel the need to help other trainers applying
CD[11]	Ability to apply knowledge in unknown (disturbed) contexts (e.g. in direct contact with learners in reality)		
LO[12]	• Knowledge on how to combine and to transfer • innovative assessment methods into new contexts • new programme design components for a consistent programme in an unknown situation • innovative appropriate learning process design in an unknown situation • innovative (unknown) instruments and ap-	• To develop and transfer new methods to assess and evaluate learners needs • Designing learning programmes with unknown elements. To innovate learning programmes • To innovate learning processes, to transfer this in other contexts, to help others to apply it • Developing new methods, approaches and tech-	• Targets/Level descriptors • To feel the need transfer LCP in new situations and to help other personal to apply: • learners needs analysis • on programme development • Learning process design • methods, approaches techniques • Open learning environments

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[10] Corresponding LEVEL5 level
[11] Common Denominator: Central, transferrable level descriptor fitting both EQF and LEVEL5
[12] Learning Outcome Desription

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	proaches of LCP into new contexts • open learning environments fit appropriately to specific learning contexts, target groups and aspired competences	niques (which were not even available in other repertoires) • Integrating those innovative tools and elements in new Open learning environments (known OER)	
Ass[13]	• Self/Tandem assessment with the LEVEL5 grid • Participants' feed-back	• Essay • Learning diary • Observations in the learning situation	• Observing during discussions and self reflections

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4.4. Expert level (EQF:6 / LEVEL5:5)

EQF	Knowledge	Skills	Competences
6	advanced knowledge of a field of work or study, involving a critical understanding of theories and principles	advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialised field of work or study	manage complex technical or professional activities or projects, taking responsibility for decision making in unpredictable work or study contexts >take responsibility for managing professional development of individuals and groups
Unit	Unit 1: Planning – Knowledge on:	Unit 1: Planning – Skills on:	Unit 1: Planning – Attitudes on:
L5 Level[14] 5	LEVEL5->Level5: Transfer Knowledge To have a very brought theoretical *and practical* background in order to transfer Learner and Competence Orientated Planning.(LCP) to other contexts and help other people to apply the approach as well.	LEVEL5->Level 5: Developing/Transferring To build knowledge and expertise, to construct related theory and practice regarding Learner and Competence Orientated planning. To help other trainers apply the right approaches.	LEVEL5->Level5 / "Internalisation"" To have an incorporated reflex to plan the training in a learner and competence oriented way. To feel the need to help other trainers applying
CD[15]	Ability to transfer competences in a versatile way to new contexts (e.g. to other cultural heritage domains)		
LO[16]	• Knowledge on how to combine and to transfer • innovative assessment methods into new contexts • new programme design components for a consistent programme in an unknown situation • innovative appropriate learning process design in an unknown situation • innovative (unknown) instruments and approaches into new con-	• To develop and transfer new methods to assess and evaluate learners needs • Designing learning programmes with unknown elements. To inno-vate learning programmes • To innovate learning processes, to transfer this in other contexts, to help others to apply it • Developing new methods, ap-proaches and techniques (which were not even available in other	• To feel the need transfer in new situations and to help other personal to apply: • learners needs analysis • on programme development • Learning process design • methods, approaches techniques • Open learning environments

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[14] Corresponding LEVEL5 level
[15] Common Denominator: Central, transferrable level descriptor fitting both EQF and LEVEL5
[16] Learning Outcome Desription

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texts • open learning environ-ments fit appropriately to specific learning contexts, target groups and aspired competences	repertoires) Integrating those innovative tools and elements in new Open learn-ing environ-ments (known OER)	

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