

**There are four exercises to supplement Module V „Creating awareness on validation of the acquired competences“**

## **Exercise No 1**

### **Methods and tools for validation of person’s competences and skills**

**The aim of exercise:** to deepen knowledge and understanding of the methods and tools which are used in the process of validation of a person skills and competences.

**Description:**

Validation is a process of confirmation by a competent/authorised body that learning outcomes (knowledge, skills and/or competences) acquired by an individual in a formal, non-formal or informal setting have been assessed against predefined criteria and are compliant with the requirements of a validation standard. Validation typically leads to certification. The validation process consists of four distinct phases:

- identification through dialogue of particular experiences of an individual;
- documentation to make visible the individual’s experiences;
- formal assessment of these experiences; and
- certification of the results of the assessment which may lead to a partial or full qualification.

Many people are not aware of the possibility of validating their competences obtained within non-formal and informal learning. Possible causes for low levels of awareness: the development of validation is still very novel; lack of nationwide promotion to enhance the awareness of validation practices amongst the general public; validation processes are only open to a specific target group; there is a lack of lifelong learning culture and the concept of validation is not understood by the general public

This exercise will help you develop a greater awareness how the validation process is organised and that methods and tools are usually used.

**Expected duration:** 15 minutes.

**Instruction:** Please read the methods and tools which are being used for life-long learning in general and decide if this method or tool is used directly during the validation process.

- **Yes**, this method\tool is used directly during the validation process.
- **No**, this method\tool is not used directly during the validation process.

| <b>No</b> | <b>Description of the methods and tools</b> | <b>Mark YES or NO (if this method or tool is used directly during the validation process)</b> |
|-----------|---|---|
|           |   |   |



|    |  |  |
|----|--|--|
| 1  | <b>Debate-</b> A well balanced discussion about a particular subject matter ( <i>for example the importance of different skills, competences and abilities for Lifestyle entrepreneur</i> ). |  |
| 2  | <b>Declarative methods-</b> self-evaluation of your skill and competences.   |  |
| 3  | <b>Interview</b> with an employer  |  |
| 5  | <b>Tests and examinations-</b> A method to evaluate and measure the knowledge, skills and competences  |  |
| 6  | <b>Workplace Learning</b>  |  |
| 7  | <b>Knowledge Portfolio</b> method- A collection of evidence to demonstrate your training/learning achievements   |  |
| 8  | <b>Identification</b> of knowledge, skills and competences   |  |
| 9  | <b>Social dialogue</b>   |  |
| 10 | <b>Assessment</b> of the learning outcomes   |  |

*After filling in the sheet above, the Facilitator could provide the learners with the right answers and to organize discussion using the explanations of the methods and tools provided in the sheet below.*

|   |  |  |
|---|--|--|
| 1 | Debate- A well balanced discussion about a particular subject matter | <u>This is the expected answer.</u><br>By taking part in debate, you can confirm that you have the knowledge and skills that you want to validate (confirm and convince the validator) of your capacity to sustain a considered argument and demonstrate an adequate knowledge of a subject/theme. A debate also offers a context where learners can show their communication and social skills with their peers |
| 2 | Declarative methods- self-evaluation of your skill and competences.  | <u>This is the expected answer.</u><br>Learners make an evidence-based statement about their learning by responding in writing to pre-set criteria designed to help their self-evaluation. The ability to use critical thinking is important and therefore this method is often used jointly with other validation methods providing more objective evaluation criteria.   |



|   |   |  |
|---|---|--|
| 3 | Interview with an employer  | <p><u>This is not the expected answer.</u><br/>Interviews are often used within work and employment situations where judgment and values are important.</p>  |
| 5 | Tests and examinations- A method to evaluate and measure progress                                       | <p><u>This is the expected answer.</u><br/>These methods are used at the last stage of the validation process- certification of the results of the assessment which may lead to a partial or full qualification. Tests and examinations have the advantage of being familiar, socially recognised as valid and reliable. Tests are also relatively cheap and quick to administer, when compared to some of the other methods. Tests and examinations can be linked to education standards more straightforwardly than some other methods. However, tests can be intimidating for those individuals who have had negative experiences in formal education or have poor verbal/written skills. It also concerns the areas, where practical skills and competences are essential; and the potential of tests to assess competences is more limited. Observations have the advantage as an individual during the observation could be given an opportunity to confirm his/her skills and competences by fulfilling some practical tasks.</p> |
| 6 | Workplace Learning  | <p><u>This is not an expected answer.</u><br/>This is a very good method to organise the life-long learning at workplaces, however, it is not used for the validation of your skills and competences.</p>  |
| 7 | Knowledge Portfolio method- A collection of evidence to demonstrate your training/learning achievements | <p><u>This is the expected answer.</u><br/>This method connects to the documentation stage of the validation process. The Knowledge portfolio is a very important and valuable tool to collect learner's achievements in developing their own competences and soft skills obtained through the life-long learning process including formal, non-formal and informal learning. All evidence of the training (certificates, diploma, notes of the tutors about the obtained skills and competences etc.) are stored in the Knowledge portfolio and can be upgraded during and after each of the learning process.</p>  |



|    |   |  |
|----|---|--|
| 8  | Identification of knowledge, skills and competences | <p><u>This is the expected answer.</u></p> <p>Validation necessarily starts with the identification of knowledge, skills and competence acquired. Identification is the method used within the validation process and it usually goes through dialogue of particular experiences of an individual. This is where the individual becomes increasingly aware of prior achievements. This stage is crucial as learning outcomes differ from person to person and will have been acquired in various contexts: at home, during work or through voluntary activities, through participating in different kinds of non-formal training courses as well as a result of life style activities. For many adults, discovery and increased awareness of own capabilities are a valuable outcome of the process.</p> |
| 9  | Social dialogue                                     | <p><u>This is not an expected answer.</u></p> <p>This is a very good method to organise the process of exchange between social partners to promote consultation, and collective bargaining, however, it is not using for the validation of your skills and competences. .</p>  |
| 10 | Assessment of the learning outcomes                 | <p><u>This is the expected answer</u></p> <p>An assessment is one of the most important phases of the validation process. This can imply evaluation of written and documentary evidence but might also involve evaluation of other forms of evidence. <i>Observation</i> is one of the assessment methods and means extracting evidence from individuals while they perform certain tasks. This approach, judged by a neutral assessor, is spreading to the assessment of the validation of non-formal and informal learning. The individual during the assessment stage of validation could be given an opportunity to confirm his/her skills and competences by fulfilling some practical tasks.</p>   |

**Expected results.**

- Enhance your understanding of the validation process

## Exercise No 2

### Are you interested to validate your competences and skills coherent with Lifestyle Entrepreneurship?

**The aim of the exercise:** to identifying competences and skills in the areas of LSE in which you may be interested to validate the learning outcomes of your non-formal/ informal learning as well as acquired through work experience.

**Description:** The exercise could be used in both training course: for training of adult educators on LSE and for training of disadvantaged learners to become Lifestyle entrepreneur. This exercise will help the learner to discover his/her readiness to validate Lifestyle entrepreneurial competences and skills obtained throughout life (developed in an informal and non-formal ways, as well as during your work experience).

It also will help the learner to realize the necessity of future learning in formal institutions in order to validate LSE results.

**Duration** for the training course for **adult educators** is 20 min (only to get acquainted with the exercise itself in order to be prepared to work with training of disadvantaged learners).

**Duration** for the training course for **adult disadvantaged learners** is 60 minutes.

#### Instruction- tasks to do.

Follow steps bellow: in steps 1, 2, 3 you have to work alone and in the step 4 - discuss with the whole group.

**Step 1. Individual work.** Self- evaluate your competences for doing various types of work, which are closely connected to the possibility to start your Life-style enterprise.

Use the rating scale

|                      |   |
|----------------------|---|
| I AM VERY GOOD ON    | 4 |
| I AM GOOD ON         | 3 |
| SATISFACTORY GOOD ON | 2 |
| NOT AT ALL           | 1 |

Indicate the level of competence you have in doing each type of work listed by occupational area. The occupational area with the highest scores should be considered for use in formulating LS business interests and validation possibilities.



| Occupational area               | Type of work  | 1 | 2 | 3 | 4 |
|---------------------------------|---|---|---|---|---|
| <b>Arts</b>                     |   |   |   |   |   |
|                                 | Painting  |   |   |   |   |
|                                 | Photography   |   |   |   |   |
|                                 | Music   |   |   |   |   |
|                                 | Dancing   |   |   |   |   |
|                                 | Organizing events                                       |   |   |   |   |
|                                 | Ceramics  |   |   |   |   |
| <b>Beauty</b>                   |   |   |   |   |   |
|                                 | Mobile hairdresser                                      |   |   |   |   |
|                                 | Makeup  |   |   |   |   |
|                                 | Beauty therapist (holistic)                             |   |   |   |   |
|                                 | Nails design  |   |   |   |   |
| <b>DIY (Do it yourself.com)</b> |   |   |   |   |   |
|                                 |   |   |   |   |   |
| <b>Food</b>                     |   |   |   |   |   |
|                                 | Sweets  |   |   |   |   |
|                                 | Catering from home                                      |   |   |   |   |
|                                 | Cooking   |   |   |   |   |
|                                 | Cake making   |   |   |   |   |
|                                 | Jams/preserves  |   |   |   |   |
|                                 | Bakery  |   |   |   |   |
|                                 | Pastry bakery   |   |   |   |   |
| <b>Handcrafts</b>               |   |   |   |   |   |
|                                 | Knitting  |   |   |   |   |
|                                 | Sewing, dress making, making clothes, designing clothes |   |   |   |   |
|                                 | Clothes alteration                                      |   |   |   |   |
|                                 | Making bags   |   |   |   |   |
|                                 | Jewellery   |   |   |   |   |
|                                 | Embroidery  |   |   |   |   |
|                                 | Embellishment   |   |   |   |   |
|                                 | Gifts making  |   |   |   |   |
|                                 | Crafts  |   |   |   |   |
| <b>Interior</b>                 |   |   |   |   |   |
|                                 | Tapestry  |   |   |   |   |
|                                 | Pottery   |   |   |   |   |
|                                 | Interior designing                                      |   |   |   |   |
|                                 | Making sitting-bags                                     |   |   |   |   |



|                      |   |  |  |  |  |
|----------------------|---|--|--|--|--|
| <b>Care services</b> |   |  |  |  |  |
|                      | Childcare   |  |  |  |  |
|                      | Baby-sitting  |  |  |  |  |
|                      | Mini-kindergarten                                   |  |  |  |  |
|                      | Mobile nanny/nurse                                  |  |  |  |  |
|                      | Care of elderly people                              |  |  |  |  |
| <b>Pets</b>          |   |  |  |  |  |
|                      | Dog walking   |  |  |  |  |
|                      | Pet minding   |  |  |  |  |
|                      | Home-based services for pets                        |  |  |  |  |
|                      | Pets grooming                                       |  |  |  |  |
| <b>Agriculture</b>   |   |  |  |  |  |
|                      | Sowing  |  |  |  |  |
|                      | Gardening   |  |  |  |  |
|                      | Small plants nursery                                |  |  |  |  |
|                      | Germinating flowers                                 |  |  |  |  |
| <b>Selling</b>       |   |  |  |  |  |
|                      | In e-shop   |  |  |  |  |
|                      | In the market                                       |  |  |  |  |
|                      | Clothing business (vintage clothes retail business) |  |  |  |  |
| <b>Other</b>         |   |  |  |  |  |
|                      | You tube  |  |  |  |  |
|                      | Vox pop   |  |  |  |  |
|                      | Writing/editing                                     |  |  |  |  |
|                      | Interpretation /Translation                         |  |  |  |  |
|                      | Travel guide  |  |  |  |  |
|                      | Art therapy   |  |  |  |  |
|                      | Holistic medicine centre                            |  |  |  |  |
|                      | Rentals at the seaside                              |  |  |  |  |

**Step 2. Individual work.** Define 1-2 occupational areas of LSE in which you are competent in and could validate your learning outcomes. Write it down. For each of selected above occupational areas, please select 1 or 2 types of LSE work with the highest ratings, write it down. What specific skills do you have in doing such work? List 3 -5 skills (competences):

| Occupational area | Type of Work | Abilities/skills/competences | Evidence of the obtained skills/competences |
|-------------------|--------------|------------------------------|---|
|                   |              | 1.                           |   |
|                   |              | 2.                           |   |
|                   |              | 3.                           |   |
|                   |              | 4.                           |   |

|  |  |    |  |
|--|--|----|--|
|  |  | 5. |  |
|  |  | 1. |  |
|  |  | 2. |  |
|  |  | 3. |  |
|  |  | 4. |  |
|  |  | 5. |  |

What evidences you can provide to prove mentioned competences? It could be certificates, evidence of work experience, samples of work, documents, pictures, etc. Write down

**Step 3. Individual work.** Competencies which you have to further develop in order to start for Life-Style business.

What competences do you need to develop in order to fulfill the selected type of LSE business in good quality? List 3 -5 competences:

- 1.
- 2.
- 3.

**Step 4. Group discussion.** The way for obtaining additional needed competences and soft skills.

Present to the groupmates the identified LSE business which you want to start, the main competencies and skills you already have and the main competences and skills you have to develop. Ask for the help from the group on the possibility to obtain needed competences. Who can help you? Discuss possible ways in obtaining needed competences and combining lifelong learning and (if necessary) learning from a formal institution. Where you can find information on validation of existing skills (competences)? How to find out organisation for possible validation of the competences of selected LSE occupation (work).

**Expected result.** The facilitator help learners find ways to start validation of their personal and LSE competences using knowledge portfolios and planning a career in the selected LSE field, by combining lifelong learning and (if necessary) learning from a formal institution.



### Exercise No 3

#### Self-analysis of personal soft skills which could be used for validation your competences

**The aim of the exercise:** to prepare you for validation process of personal soft skills and supplement the data for European CV or knowledge portfolio.

**Description:**

Your personal soft skills (like accurate, attentive, careful, efficient, flexible, practical, reliable, team-worker, adaptable, problem solver, critical thinker, punctual etc) are very important in employment situation. You also can validate them and use for the improving your CV.

This exercise will provide you the possibility to self-evaluate the soft skills which you have obtained in different phases of your life, including non-formal/informal learning, work-related learning as well as to provide feedback on own development in a formal or informal way. The learner practices ways of exploring and finding his/her personal competences, obtained throughout his/her life (developed in an informal way). Facilitators help learners find ways for starting validation of their personal competences using knowledge portfolios.

**Duration** - 40 minutes

**Instruction-tasks to do.**

The situation exercise is meant to create feedback on different phases in one’s life. Special attention should be given to work-related situations. Different factors (persons, activities, contexts...) might have influenced one’s development in a formal or informal way. This exercise tries to make explicit some of these factors. Following steps bellow, you have to work alone or in pairs.

| Steps                                  | Time (min.) | Explanation   | Action  |
|--|-------------|---|---|
| Step 1. Work alone. Situation analysis | 10          | Take any situation from the last 3 years of your working life, on which you look back with pride. | Describe this situation and write down: <ul style="list-style-type: none"> <li>• Why am I proud?</li> <li>• With whom was I in the ‘situation’?</li> <li>• Who else helped?</li> <li>• What helped to make it a success?</li> </ul> |



|                       |    |                                     |   |
|-----------------------|----|-------------------------------------|---|
|                       |    |                                     | <ul style="list-style-type: none"> <li>• What does this tell me about myself?</li> </ul>  |
| Step 2. Work in pairs | 10 | Share situation                     | <ul style="list-style-type: none"> <li>- Explain your ‘situation’ to your neighbour</li> <li>- And vice versa !</li> <li>- Be interested in your neighbour</li> <li>- Ask questions to make the situation of your neighbour more transparent</li> </ul> |
| Step 3. Work alone    | 10 | Reflect step 2.                     | <p>Work for yourself:</p> <ul style="list-style-type: none"> <li>- Write down the qualities (main personal, soft skills) which you had to achieve the good results in the above discribed work situation</li> </ul>                                     |
| Step 4. Work alone    | 10 | Reflect step 2.                     | <p>Work for yourself:</p> <ul style="list-style-type: none"> <li>- Write down the qualities (main personal, soft skills) you found for your neighbour (in situation above).</li> </ul>  |
| Step 5. Work in pairs | 5  | Share your findings with neighbour. | <p>Give your reflection on your skills and competences defined by yourself and you neighbour. Agree with you neighbour on the list of your high level competences and personal skills.</p>  |

**Expected result.** You collected evidence of your personal soft skills/competencies for the European CV or even for your portfolio.

## Exercise No 4

### Self-evaluation of the soft skills important for lifestyle entrepreneurship

**The aim of the exercise:** to provide a rubric for evaluating soft skills related to lifestyle entrepreneurship.

**Description:**

The exercise could be used in both training course: for training of adult educators on LSE and for training of disadvantaged learners to become Lifestyle entrepreneur.

This exercise will help lifestyle entrepreneurs evaluate the level of soft skills regarding lifestyle entrepreneurship and in relation to different types of evidence that are indicators of success/competencies. It involves a self-assessment based on the individuals' performance around the lifestyle entrepreneurship.

**Duration** for the training course for **adult educators** is 20 min (only to get acquainted with the exercise itself in order to be prepared to work with training of disadvantaged learners.

**Duration** for the training course for **adult disadvantaged learners** is 60 minutes.

**Instruction:**

**List of related soft-skills:**

- Innovation/ Creativity
- Decision-making
- Strategic visioning
- Problem-solving
- Goal setting
- Communication
- Management

**Self-evaluation of the soft skills**

| <b>Soft skills</b>            | <b>Importance for Life-style business</b>   | <b>Level of soft skill</b>   | <b>Indicators</b>   | <b>Relevance of the indicators with the competencies</b>                                     |
|-------------------------------|---|--|---|--|
|                               | <i>0 (least)</i><br><i>1</i><br><i>2</i><br><i>3</i><br><i>4 (most)</i><br><br><i>*How important is each skill for your business?</i> | <i>0 (least)</i><br><i>1</i><br><i>2</i><br><i>3</i><br><i>4 (most)</i><br><br><i>*Based on the data you have, rate the level of your soft skill</i> | <i>1. Interviews</i><br><i>2. Recommendation</i><br><i>3. Additional certificates</i><br><i>4. Quantitative data</i><br><br><i>*Note the indicators that are related to each soft skill you have.</i> | <i>List the indicators and describe how the data collected are related to the soft skill</i> |
| <b>Innovation/ Creativity</b> |   |  |   |  |
| <b>Decision-making</b>        |   |  |   |  |
| <b>Strategic visioning</b>    |   |  |   |  |
| <b>Problem solving</b>        |   |  |   |  |
| <b>Goal setting</b>           |   |  |   |  |
| <b>Communication</b>          |   |  |   |  |
| <b>Management</b>             |   |  |   |  |