

Report on Work Package 3.1

“Identifying competences of VNIL experts”

The EU project team in partnership with Russian HE colleagues have discussed and agreed the set of competences/characteristics needed for someone considered to have expertise in the validation of non-formal and informal learning in the context of Russian Higher Education. These have informed the planning of the training programme that Russian colleagues will undertake in the delivery stage of the project. Expertise is recognised at three levels: Introductory, Intermediate and Advanced levels. Qualifications have been devised for each level, aligned with European Qualification Framework learning levels of 3, 4 and 5 respectively.

CHARACTERISTICS

1) Characteristics of the Specialist in the Accreditation of Non-Formal and Informal Learning/ “VNIL experts” at Introductory Level (EQF Level 3)

Knowledge and understanding

- of adult experiential learning theories and concepts
- of learning outcomes in the context of Higher Education credit systems and programme frameworks

2) Characteristics of the Specialist in the Accreditation of Non-Formal and Informal Learning/ “VNIL experts” at Intermediate Level (EQF Level 4, 2 ECTS)

Knowledge and understanding as at introductory level plus the following skills, capabilities and competences:

The above (Level 3) plus:

- to be able to adopt the role of the facilitator of learning, recognising the value of distributed knowledge and having the ability to guide and assist students with the translation of this broader understanding of knowledge into academic terms and currency
- and to advise and mentor adult students wishing to translate their experiences of non-formal and informal learning into formal academic credit



3) Characteristics of the Specialist in the Accreditation of Non-Formal and Informal Learning/ "VNIL Experts" at Advanced Level (EQF Level 5, 3 ECTS)

Knowledge and understanding as at introductory level and the skills, capabilities and competences at intermediate level plus:

The above (Levels 3 and 4) plus

- the ability to assess the potential level and volume of students' non-formal and informal learning towards a Higher Education award
- and assess the non-formal and informal learning claims of students against the level descriptors and learning outcomes characteristic of Higher Education

LEARNING OUTCOMES

It was agreed that the following learning outcomes would inform the training programme workshops:

Students are able to:

1) Introductory Level (EQF Level 3)

- explain the importance of VNIL for higher education on the background of societal change
- distinguish between different learning perspectives and their relevance for accommodating non-formal and informal knowledge
- write learning outcomes in alignment with assessment methods.
- enumerate different VNIL practices and their requirements, advantages and disadvantages

2) Intermediate level (EQF Level 4, 2 ECTS)

The above (Level 3) plus:

- compose a process for validating informal and non-formal learning
- conduct VNIL training sessions.

3) Advanced level (EQF Level 5, 3 ECTS)

The above (Levels 3 and 4) plus:

- quantify and assess Non formal and Informal learning
- conduct VNIL training sessions and its assessment.

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Annex: Assessment Criteria for EQF Levels 3, 4 and 5

Level 3 is the level of learning just below that of Higher Education. Although it denotes a level of attainment in its own right it is often regarded as preparatory for progression onto higher level learning. Students are expected to demonstrate that they have basic specific skills, knowledge and understanding of Validation of Non-formal and Informal learning

Mark Bands	Outcome	Generic Learning Outcomes (GLOs)			
		Knowledge & Understanding	Intellectual (thinking), Practical, Affective and Transferable Skills		
Characteristics of Student Achievement by Marking Band	90-100%	<i>Achieves agreed outcome(s) related to GLO at this level</i>	Exceptional information base and understanding of ethical issues	Exceptional management of learning resources. Exceptional leadership and contributions to teams. Structured and accurate expression. Demonstrates intellectual originality and imagination. Exceptional practical/professional skills	
	80-89%		Outstanding information base and understanding of ethical issues	Outstanding management of learning resources. Provides an exemplar of leadership and contributions to teams. Structured and accurate expression. Demonstrates intellectual originality and imagination. Outstanding practical/professional skills	
	70-79%		Excellent information base and understanding of ethical issues	Excellent management of learning resources. Contributes well to teams. Structured and largely accurate expression. excellent academic/ intellectual skills and practical/ professional skills	
	60-69%		Good information base covering all major/ ethical issues	Good management of learning resources. Expression is structured and mainly accurate. Good academic/ intellectual skills. and team/practical/professional skills	
	50-59%		Satisfactory information base covering most major issues and their ethical dimension	Satisfactory use of learning resources. Expression shows some lack of structure and/or accuracy. Acceptable but undistinguished skill sets. Satisfactory team/practical/ professional skills	
	40-49%		<i>A marginal pass in agreed outcome(s) related to GLO at this level</i>	Basic information base; basic understanding of major/ ethical issues of discipline	Basic use of learning resources, with significant lack of structure and/or accuracy in expression. Some issues with academic/intellectual skills. Basic team/practical/ professional skills
	30-39%		<i>A marginal fail in agreed outcome(s) related to GLO at this level. Possible compensation. Sat-ifies qualifying mark</i>	Limited information base; limited understanding of discipline and its ethical dimension	Limited use of learning resources with little contribution to team work. Weak academic/intellectual skills and difficulty with expression. Insecure practical/professional skills
	20-29%		<i>Fails to achieve agreed outcome(s) related to this GLO. Qualifying mark not satisfied. No compensation available</i>	Little evidence of an information base; little evidence of understanding of discipline and its ethical dimension	Little evidence of use of learning resources with little evidence of contribution to team work. Very weak academic/intellectual skills and difficulty with expression. Little evidence of practical/professional skills
	10-19%			Inadequate information base; inadequate understanding of discipline and its ethical dimension.	Inadequate use of learning resources with Inadequate contribution to team work. Very weak academic/ intellectual skills and difficulty with expression. Inadequate practical/ professional skills
	1-9%			No evidence of any information base; no understanding of discipline and its ethical dimension.	No evidence of use of learning resources with no evidence of contribution to team work. No evidence academic/ intellectual skills and incoherent expression. No evidence of practical/ professional skills
0%	Awarded for: (i) non-submission; (ii) dangerous practice and; (iii) in situations where the student fails to address the assignment brief and/or related learning outcomes				

Level 4 is the introductory level to Higher Education. Forms of expression at this level may be descriptive or imitative but students are expected to demonstrate an increasing understanding of the theoretical background of their study and the analytic competence to explore it, as well as its relationship, where appropriate, to particular skills, in this case the Validation of Non-formal and Informal learning

Mark Bands	Outcome	Generic Learning Outcomes (GLOs)		
		Knowledge & Understanding	Intellectual (thinking), Practical, Affective and Transferable Skills	
Characteristics of Student Achievement by Marking Band	90-100%	<i>Achieves agreed outcome(s) related to GLOs at this level</i>	Exceptional information base exploring and analysing VNIL, its theory and ethical issues with extraordinary originality.	Exceptional management of learning resources, complemented by assured self-direction/exploration. Exceptional structure/accurate expression. Demonstrates intellectual originality and imagination. Exceptional practical/professional skills.
	80-89%		Outstanding information base exploring and analysing VNIL, its theory and ethical issues with clear originality	Outstanding management of learning resources, complemented by assured self-direction/exploration. An exemplar of structured/accurate expression. Demonstrates intellectual originality and imagination. Outstanding practical/professional skills
	70-79%		Excellent information base, exploring and analysing VNIL, its theory and ethical issues with considerable originality.	Excellent management of learning resources, complemented by self-direction/exploration. Structured/accurate expression. Very good academic/intellectual and team/practical/professional skills
	60-69%		Good information base; explores and analyses VNIL, its theory and ethical issues with some originality	Good management of learning resources with some self-direction. Structured and mainly accurate expression. Good academic/intellectual skills and team/practical/professional skills
	50-59%		Satisfactory information base that begins to explore and analyse VNIL and its ethical issues but is still mainly imitative	Satisfactory use of learning resources and input to team work. Some lack of structure/accuracy in expression. Acceptable academic/intellectual skills and satisfactory practical/professional skills
	40-49%	<i>A marginal pass in agreed outcome(s) related to GLO at this level</i>	Basic information base; omissions in understanding of major/ethical issues. Largely imitative,	Basic use of learning resources with no self-direction. Some input to team work. Some difficulty with structure and accuracy in expression. Some difficulties with academic/intellectual skills and developing practical/professional skills
	30-39%	<i>A marginal fail in agreed outcome(s) related to GLO at this level.</i>	Limited information base; limited understanding of discipline and its ethical dimension.	Limited use of learning resources. No self-direction, little input to team work and difficulty with structure/accuracy in expression. Weak academic/intellectual skills. Practical/professional skills are not yet secure
	20-29%	<i>Fails to achieve agreed outcome(s) related to this GLO.</i>	Little evidence of an information base. Little evidence of understanding of discipline and its ethical dimension.	Little evidence of use of learning resources. No self-direction, with little evidence of contribution to team work. Very weak academic/intellectual skills and significant difficulties with structure/expression. Little evidence of practical/professional skills
	10-19%		Inadequate information base. Inadequate understanding of discipline and its ethical dimension.	Inadequate use of learning resources. No attempt at self-direction with inadequate contribution to team work. Very weak academic/intellectual skills and major difficulty with structure/expression. Inadequate practical/professional skills
	1-9%		No evidence of any information base. No understanding of discipline and its ethical dimension.	No evidence of use of learning resources of understanding of self-direction with no evidence of contribution to team work. No evidence academic/intellectual skills and incoherent structure/ expression. No evidence of practical/professional skills
0%	Awarded for: (i) non-submission; (ii) dangerous practice and; (iii) in situations where the student fails to address the assignment brief and/or related learning outcomes			

Level 5 reflects continuing development from Level 4. At this level students are not fully autonomous but are able to take responsibility for their own learning with some direction. Students are expected to locate an increasingly detailed theoretical knowledge of the Validation of Non-formal and Informal learning within a more general intellectual context, and to demonstrate this through forms of expression which go beyond the merely descriptive or imitative. Students are expected to demonstrate analytical competence in terms both of problem identification and resolution, and to develop their skill sets as required.

Mark Bands	Outcome	Generic Learning Outcomes (GLOs)		
		Knowledge & Understanding	Intellectual (thinking), Practical, Affective and Transferable Skills	
Characteristics of Student Achievement by Marking Band	90-100%	Achieves module outcome(s) related to GLO at this level	Exceptional information base exploring and analysing the discipline, its theory and ethical issues with extraordinary originality and autonomy. With some additional effort, work may be considered for internal publication	Exceptional management of learning resources, with a higher degree of autonomy/ exploration that clearly exceeds the brief. Exceptional structure/accurate expression. Demonstrates intellectual originality and imagination. Exceptional team/practical/professional skills. With some additional effort, work may be considered for internal publication
	80-89%		Outstanding information base exploring and analysing the discipline, its theory and ethical issues with clear originality and autonomy	Outstanding management of learning resources, with a degree of autonomy/exploration that clearly exceeds the brief. An exemplar of structured/accurate expression. Demonstrates intellectual originality and imagination. Outstanding team/practical/professional skills
	70-79%		Excellent knowledge base, exploring and analysing the discipline, its theory and ethical issues with considerable originality and autonomy	Excellent management of learning resources, with a degree of autonomy/exploration that may exceed the brief. Structured/accurate expression. Very good academic/intellectual skills and team/practical/professional skills
	60-69%		Good knowledge base; explores and analyses the discipline, its theory and ethical issues with some originality, detail and autonomy	Good management of learning with consistent self-direction. Structured and mainly accurate expression. Good academic/intellectual skills and team/practical/professional skills
	50-59%		Satisfactory knowledge base that begins to explore and analyse the theory and ethical issues of the discipline	Satisfactory use of learning resources. Acceptable structure/accuracy in expression. Acceptable level of academic/intellectual skills, going beyond description at times. Satisfactory team/practical/professional skills. Inconsistent self-direction
	40-49%		<i>A marginal pass in module outcome(s) related to GLO at this level</i>	Basic knowledge base with some omissions and/or lack of theory of discipline and its ethical dimension
	30-39%	<i>A marginal fail in module outcome(s) related to GLO at this level.</i>	Limited knowledge base; limited understanding of discipline and its ethical dimension	Limited use of learning resources, working towards self-direction. General difficulty with structure and accuracy in expression. Weak academic/intellectual skills. Still mainly imitative and descriptive. Team/practical/professional skills that are not yet secure
	20-29%	<i>Fails to achieve module outcome(s) related to this GLO.</i>	Little evidence of an information base. Little evidence of understanding of discipline and its ethical dimension	Little evidence of use of learning resources. No self-direction, with little evidence of contribution to team work. Very weak academic/intellectual skills and significant difficulties with structure/expression. Very imitative and descriptive. Little evidence of practical/professional skills
	10-19%		Inadequate information base. Inadequate understanding of discipline and its ethical dimension	Inadequate use of learning resources. No attempt at self-direction with inadequate contribution to team work. Very weak academic/intellectual skills and major difficulty with structure/expression. Wholly imitative and descriptive. Inadequate practical/professional skills
	1-9%		No evidence of any information base. No understanding of discipline and its ethical dimension	No evidence of use of learning resources of understanding of self-direction with no evidence of contribution to team work. No evidence academic/intellectual skills and incoherent structure/ expression. No evidence of practical/professional skills
0%	Awarded for: (i) non-submission; (ii) dangerous practice and; (iii) in situations where the student fails to address the assignment brief and/or related learning outcomes			