



Valuing informal learning and transversal competences experienced in the voluntary service to increase employability, social responsibility and mobility  
2017-1-IT01-KA202-006243

## A model for valuing prior and fostering future learning

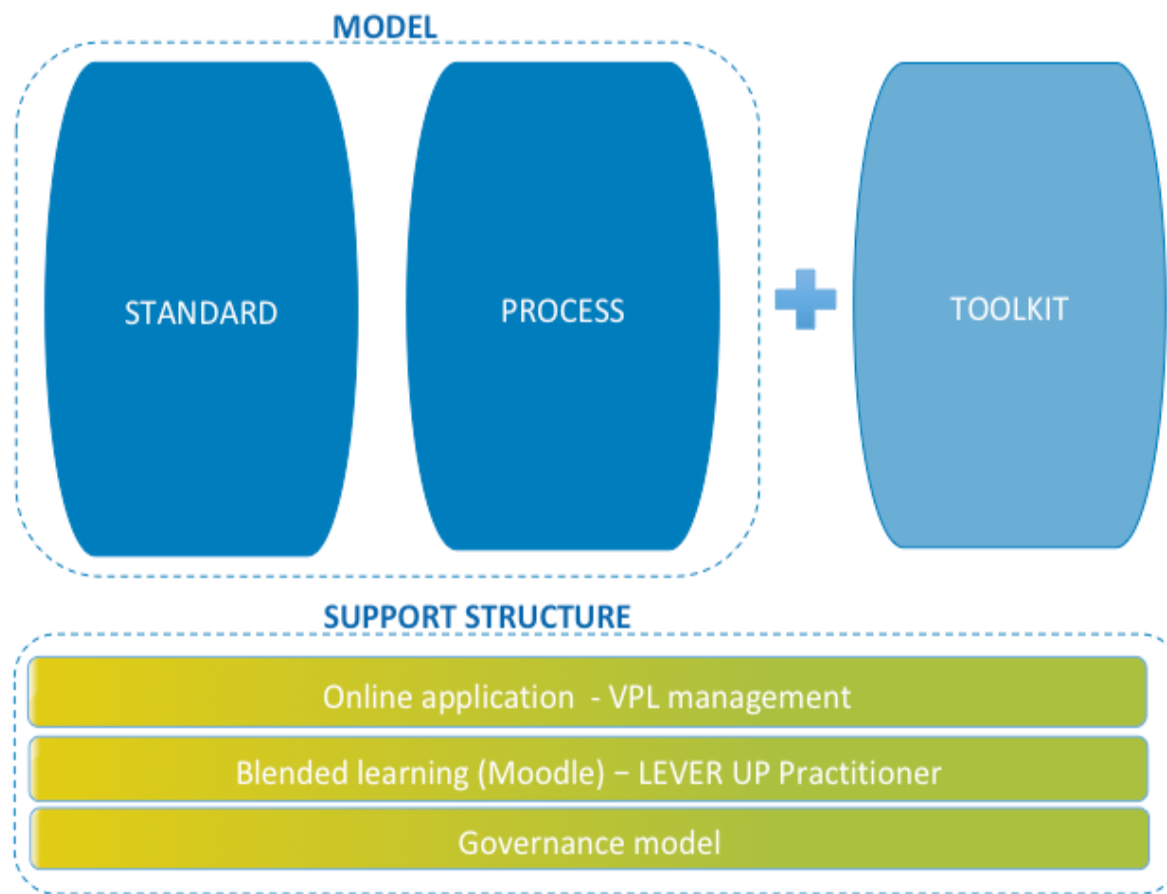
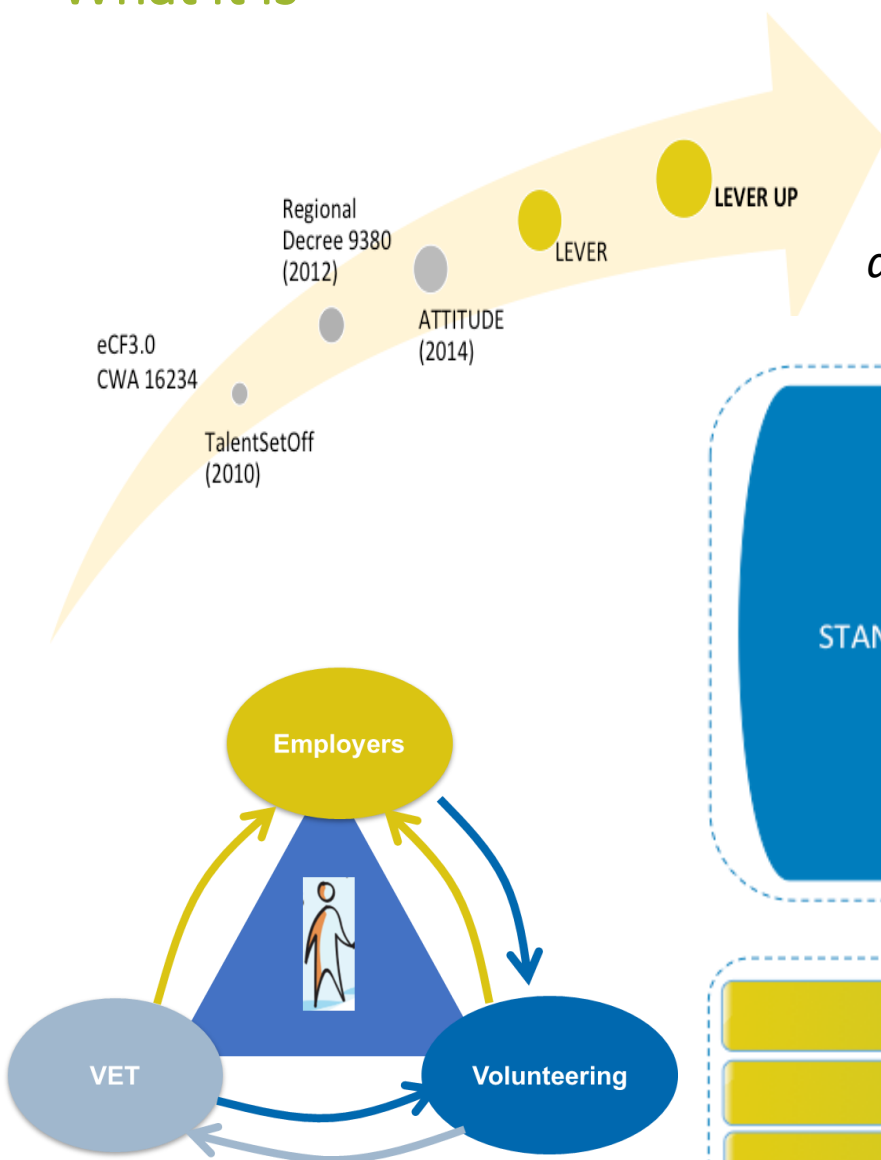
3<sup>rd</sup> VPL Biennale, Berlin 7<sup>th</sup> May 2019





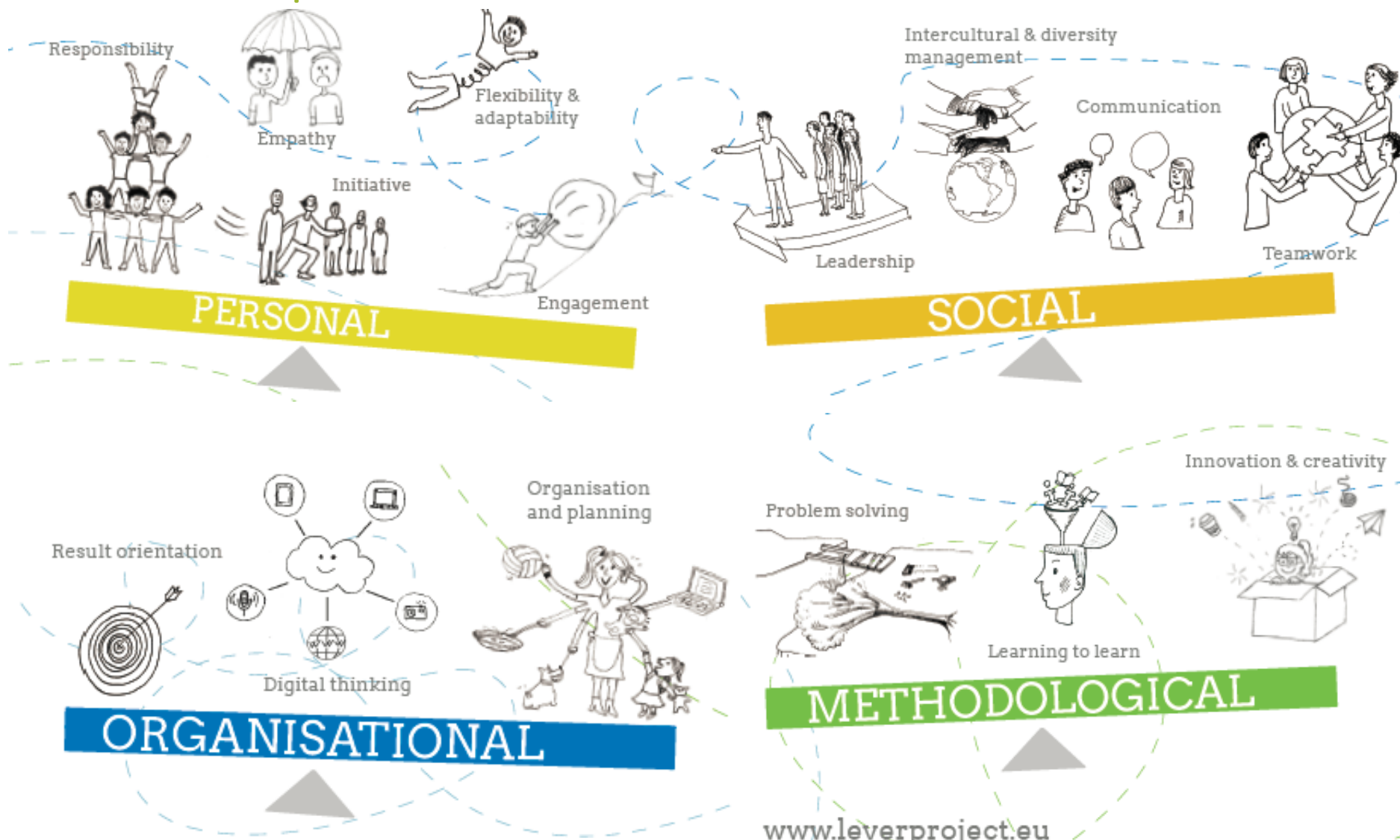
# What it is

*A complete and multi-sector tool for Validation of soft and transversal skills acquired in informal contexts such as volunteering*





# LEVERUP competencies

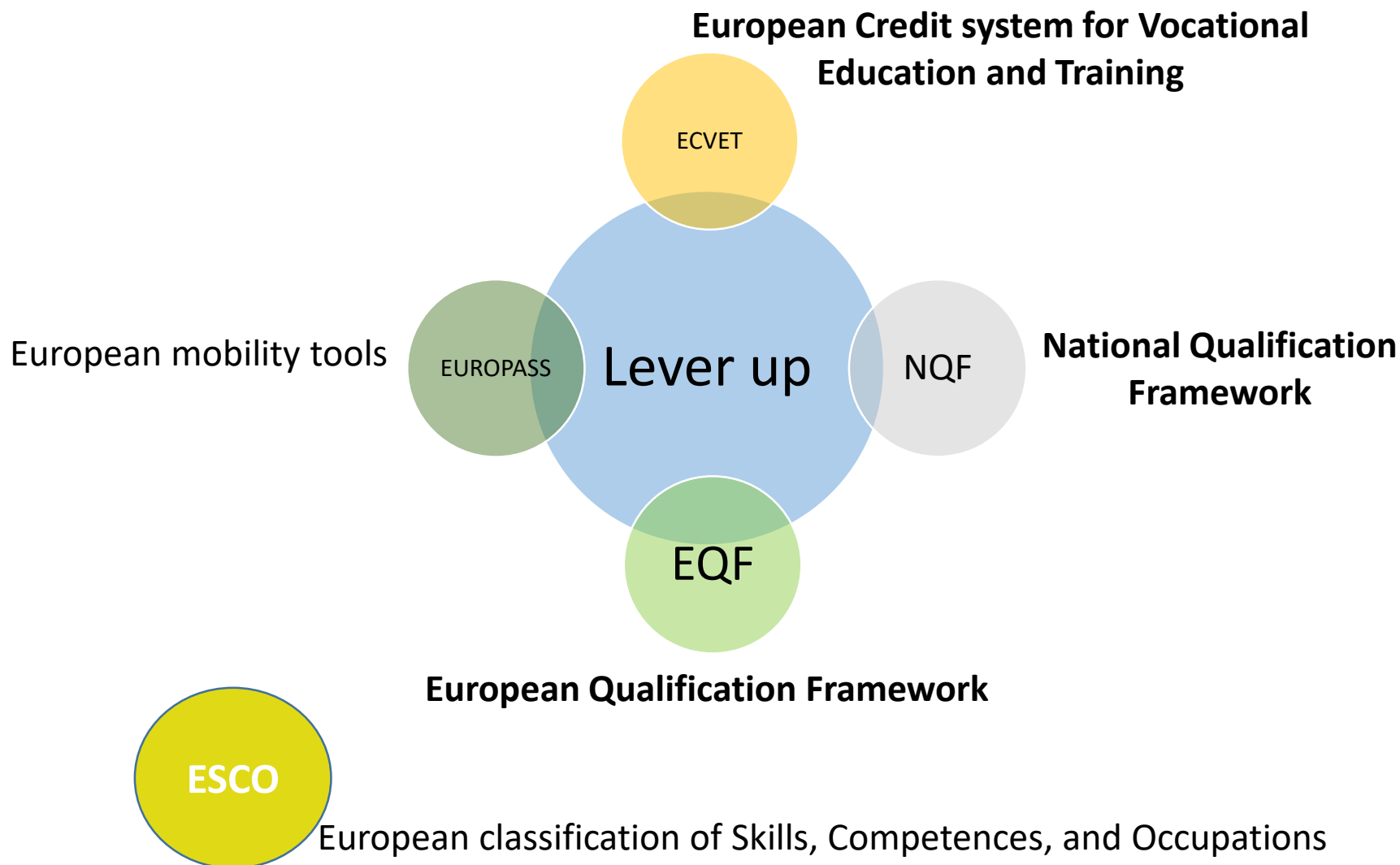


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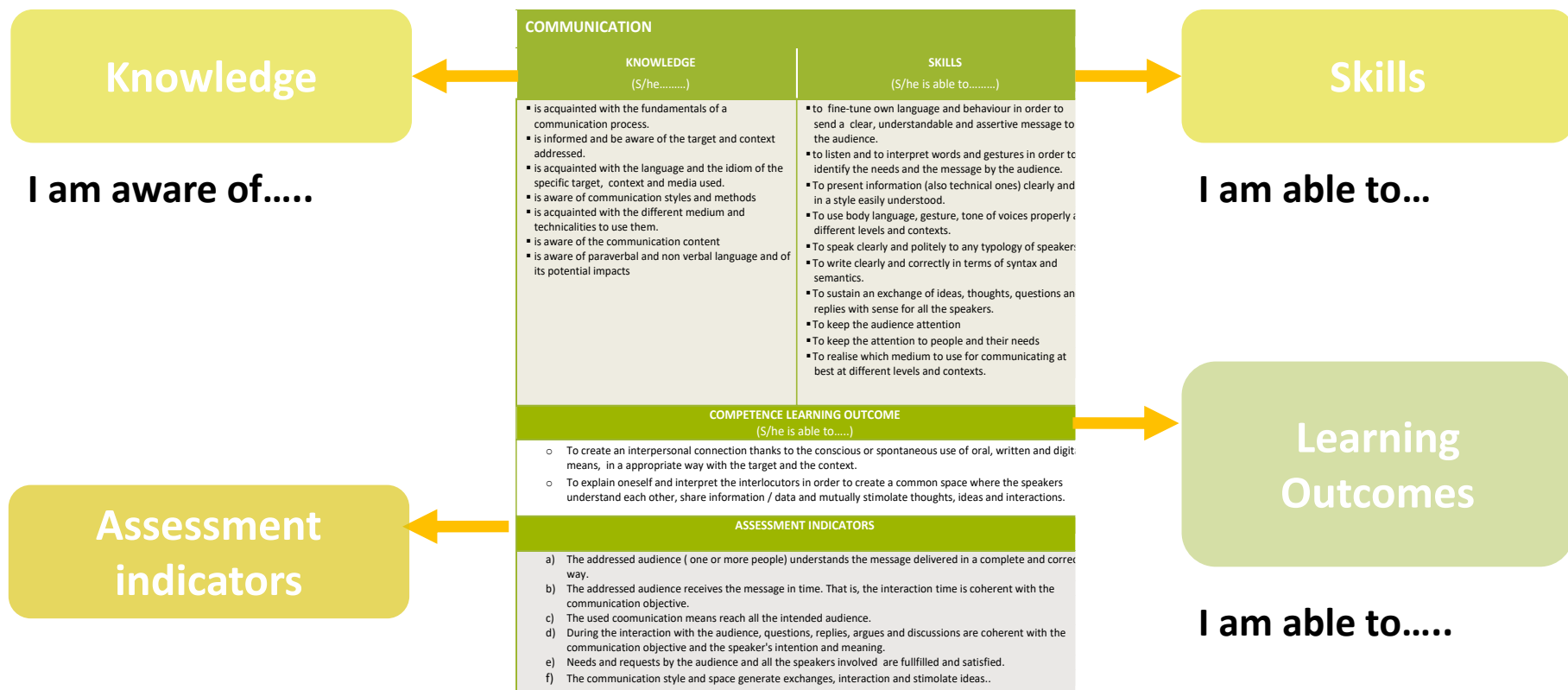
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# LO STANDARD DELLA COMPETENZA (T6.c)



PERSPECTIVE	LABOR MARKET	EU KEY COMP	Proofs of learning (examples)
<b>VOLUNTEERING</b> Being able to link one's personal vision and commitment to tasks in volunteering.  Being aware of one's personal qualities for designing and, if necessary, strengthening, and executing volunteering activities.  Being able to describe and report on the personal input in volunteering activities.	To articulate one's personal drive and linking this to activities in the organisation. Transparency of 'the self'	Personal, social and learning (5)  Cultural awareness and expression (8)	Description of personal experiences  Impacts, results, products achieved thanks to own engagement  Personal reflection on tasks performed

Volunteering perspective

Labour mkt perspective

LLL Key Comp

Evidences

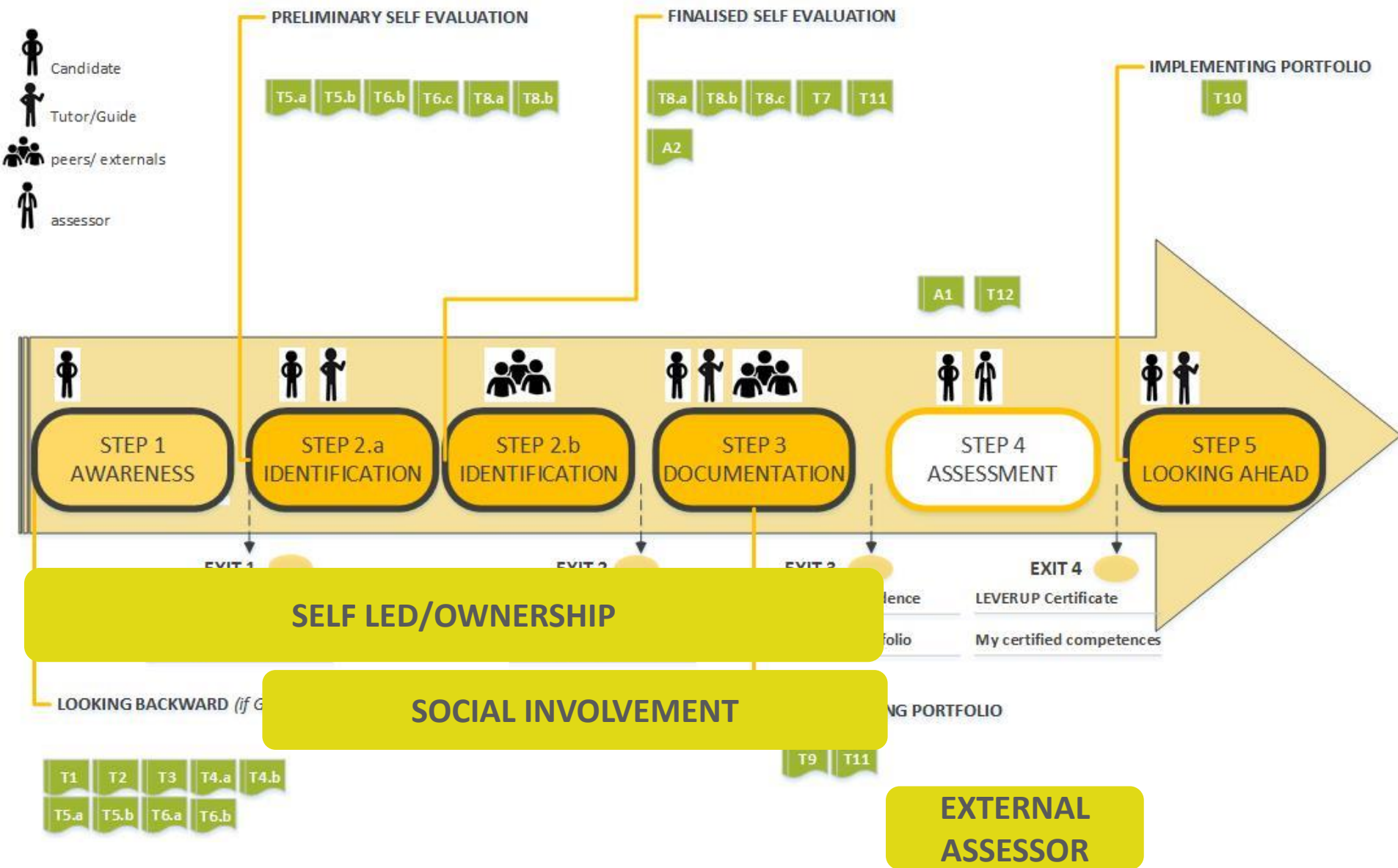


# Valutazione delle competenza rispetto ai livelli di complessità dimostrabili

LEVERUP Levels	COMPLEXITY in terms of					OVERALL SET LEVEL
	CONTEXT		TASK IN CHARGE		AUTONOMY	
	I'm able to move through a context....		I'm able to be in charge of tasks....		I'm able to ....	
Low	determined and structured		simple; recurrent that requires easy tools and simple rules		carry out operational or simple tasks under the supervision or even direct guidance of others	
Mid-Low	mostly determined and structured		recurrent that requires the choice of proper resources and tools as well as to adapt my behavior accordingly		complete easy tasks in autonomy	
Mid-High	predictable but subject to changes or even unpredictable		specialized; sometimes, unexpected that require creative solutions		carry out complex tasks under given instructions; supervise and support the work and the performance of others	
High	Unpredictable and complex; subject to continuous changes and innovations; eventually heterogeneous; involving multiple areas and sectors		complex and unpredictable; not necessarily specialised that integrate knowledge from different fields		manage the professional development of people and teams; manage and transform the context; develop new ideas and foster innovation	



# PROCESS AND TOOLS





# TOOLKIT



## THE TOOLKIT



The project has been funded with support from the European Commission. This publication reflects the views only of the authors, and the Commission is not responsible for any use which may be made of the information contained therein.



Nr.	LEVER UP TOOLS	TYPE	Useful for			PROCESS				
			Candidate	Tutor/ Guider	Assessor	STEP1	STEP2	STEP3	STEP4	STEP5
T1	ABOUT LEVER UP	INFO	•	•	•					
T2	LEVER UP PROCESS	INFO	•	•	•					
T3	GLOSSARY	INFO	•	•	•					
T4.a	LEARNING CO NTEXTS AND COMPETENCIES	PRACTICE	•	•						
T4.b	TRANSITIONS FORM	PRACTICE	•	•						
T5.a	THE VOUNTEER'S CUMB	PRACTICE	•	•						
T5.b	THE VOUNTEER'S CUMB-More in depth	PRACTICE	•	•						
T6.a	COMPETENCE SET INFOGRAPHIC	INFO	•	•	•					
T6.b	CO MPETENCE CARDS	PRACTICE	•	•						
T6.c	COMPETENCE STANDARD	INFO	•	•	•					
T7	STARRTT MODULE	DOC	•	•	•					
T8.a	SELF-EVALUATION FORM	DOC	•	•	•					
T8.b	COMPETENCE SELF EVALUATIO N	PRACTICE	•	•						
T8.C	EXTERNAL EVALUATION FORM	DOC	•	•	•					
T9	PORTFOLIO	DOC	•	•	•					
T10	PDP – PERSONAL DEVELOPMENT PLAN	PRACTICE	•	•						
T11	GUIDELINES FOR THE EVIDENCES	PRACTICE	•	•	•					
T11.a	THE STEPS TO IDENTIFY EVIDENCES	INFO	•	•						
T11.b	EVIDENCES FROM THE COMPETENCE INDICATORS	PRACTICE	•	•						
T11.c	EVIDENCES AND CATEGORIES	PRACTICE	•	•						
T11.d	EVIDENCES BY INDICATORS AND CATEGORIES	PRACTICE	•	•						
T11.e	THE COMPETENCE SET OF EVIDENCES	PRACTICE	•	•	•					
T11.f	COMPLEXITY LEVELS AND EXPERIENCES	INFO	•	•	•					
T11.g	DEVELOPING AN EVIDENCE	PRACTICE	•	•						
T11.h	EVIDENCE EXAMPLES AND FORMATS	INFO	•	•						
T11.i	QUALITY CHECK UST	PRACTICE	•	•	•					
T12	CERTIFICATE TEMPLATE	DOC	•	•	•					
A1	ASSESSMENT FORM (xlsx)	DOC			•					
A2	360°FEEDBACK FORM (excel)	DOC	•	•	•					
A3	TUTOR'S INFOGRAPHIC	INFO		•						
A4	ASSESSOR'S INFOGRAPHIC	INFO		•	•					
A5	CANDIDATE'S INFOGRAPHIC	INFO	•	•						

INFO = informative resource/ PRACTICE = activity or task to do/ DOC = formal document required in the validation







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Training for Assessors

Apply!

Training for Trainers

Apply!



## Competence validation

Assessor  
training

Tutor  
training



Assessor  
Open Badge



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Competence  
validation  
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