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TeBeVat 1, 2, 3

- **tools** for recognizing previously acquired competence
- **supporting** the candidate
- who wants to have their competences **assessed**
- using a **structured portfolio** based on ESCO competences

TeBeVat 1, 2, 3

- Previous TeBeVat projects
 - Process and quality
 - LLDT (long life documenting tool, self-evaluation, ...)
 - Mentoring
 - Personal Development Plan (Teaching/training methods)



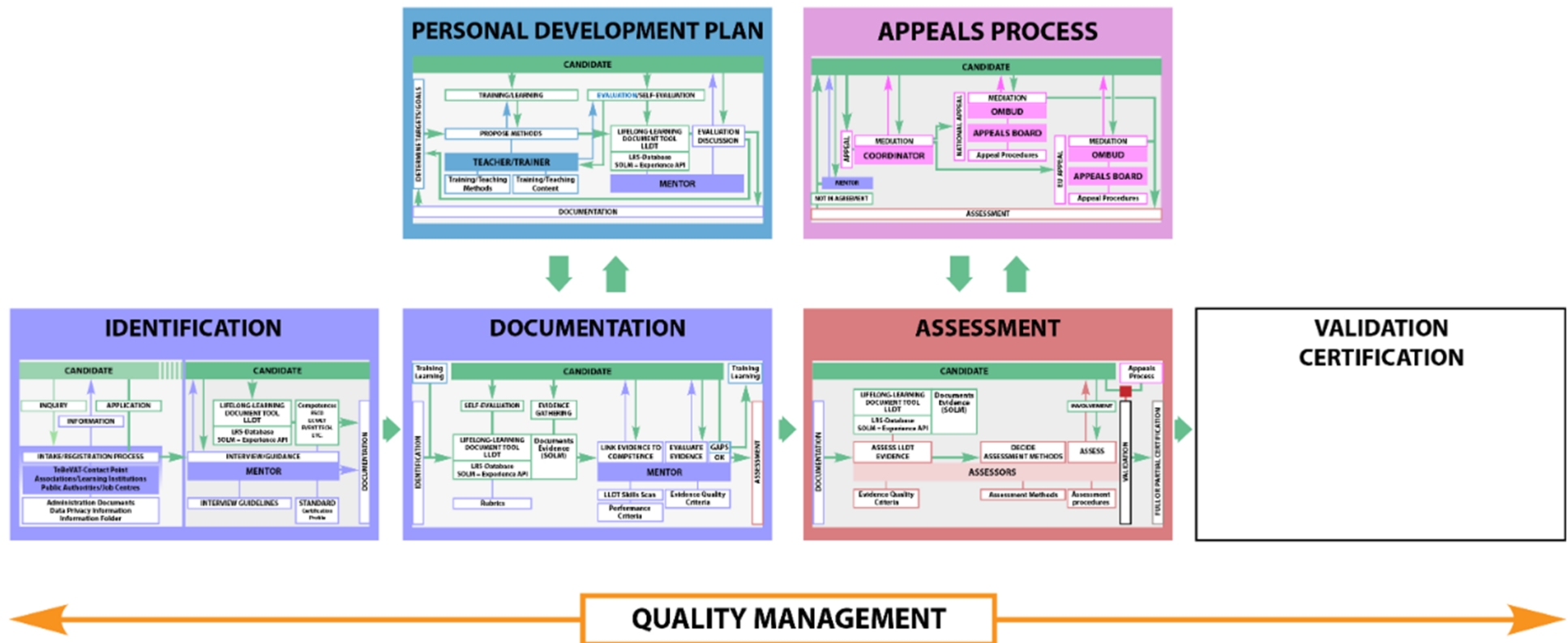
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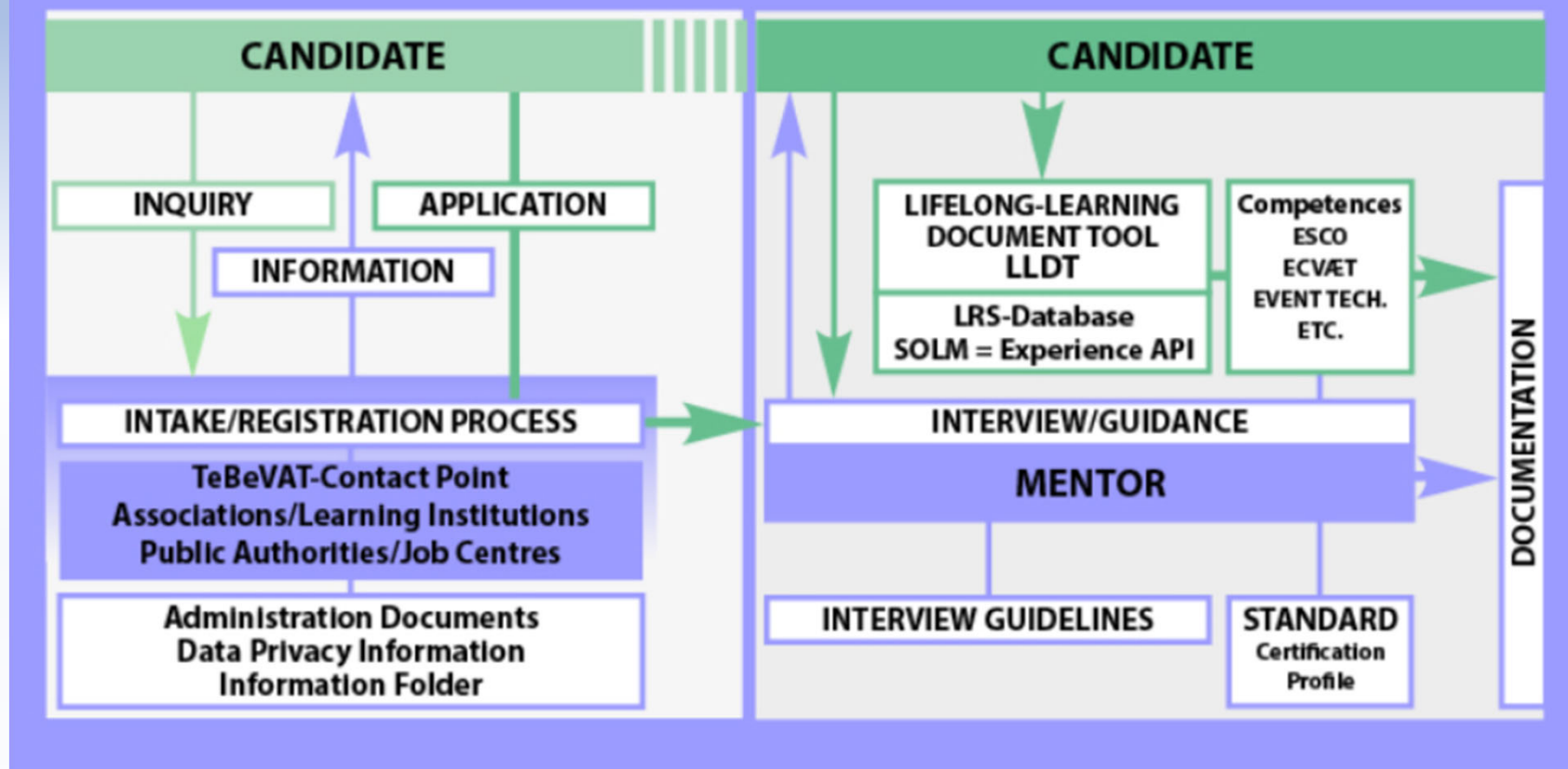
TeBeVat 1, 2, 3

- Building on other projects
 - Concept connection experience API
 - Self evaluation concept
 - ...

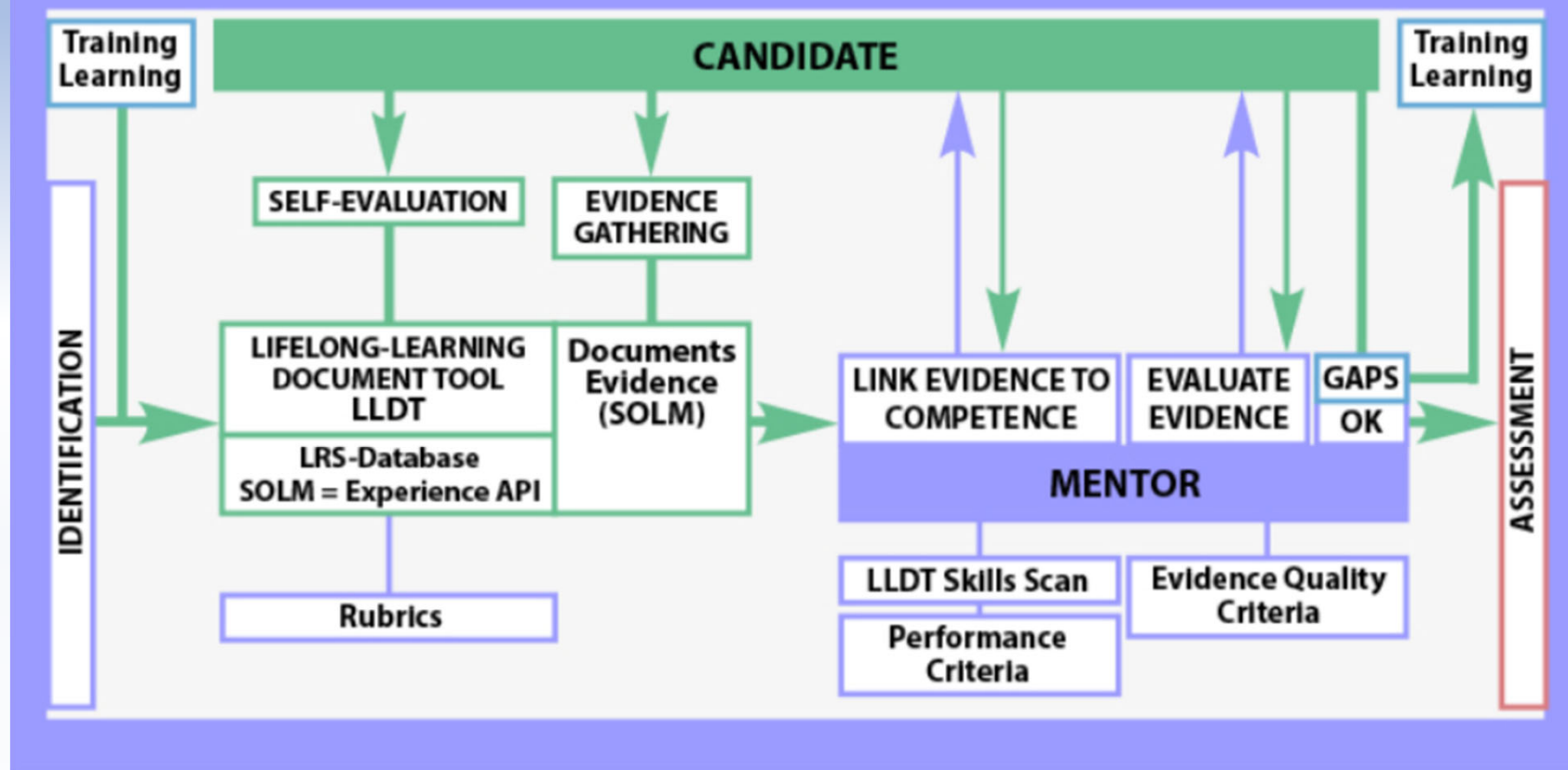
TeBeVat 1, 2, 3



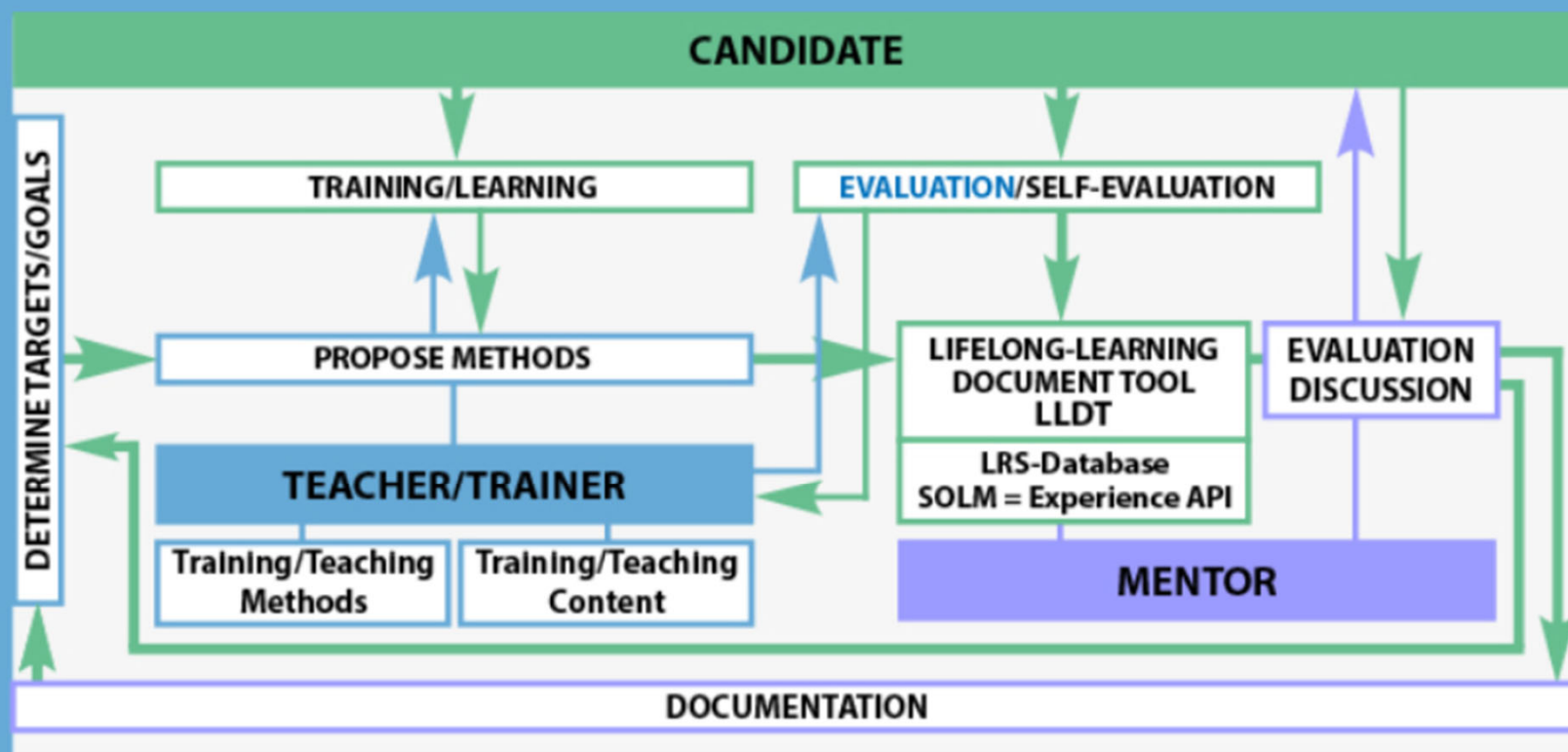
IDENTIFICATION



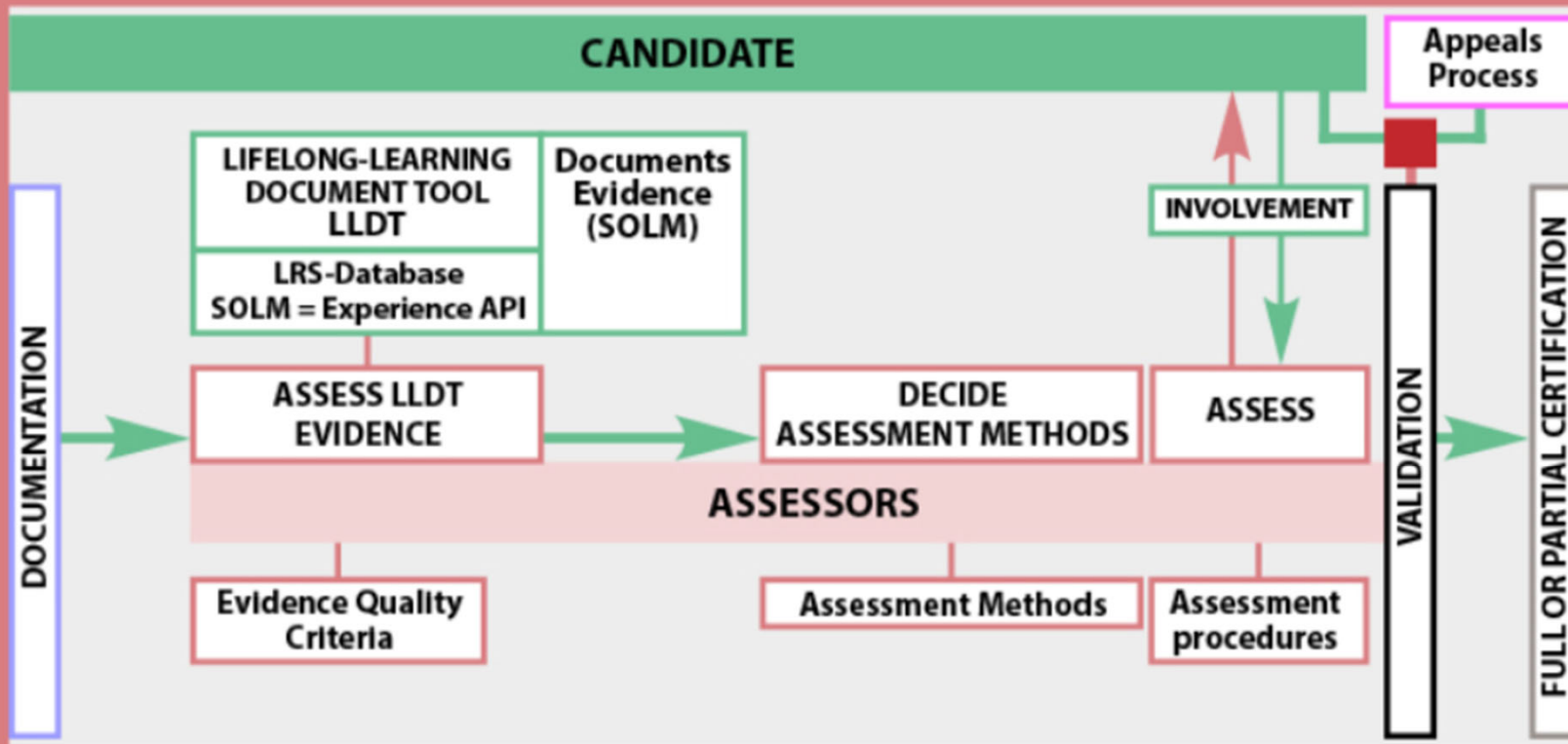
DOCUMENTATION



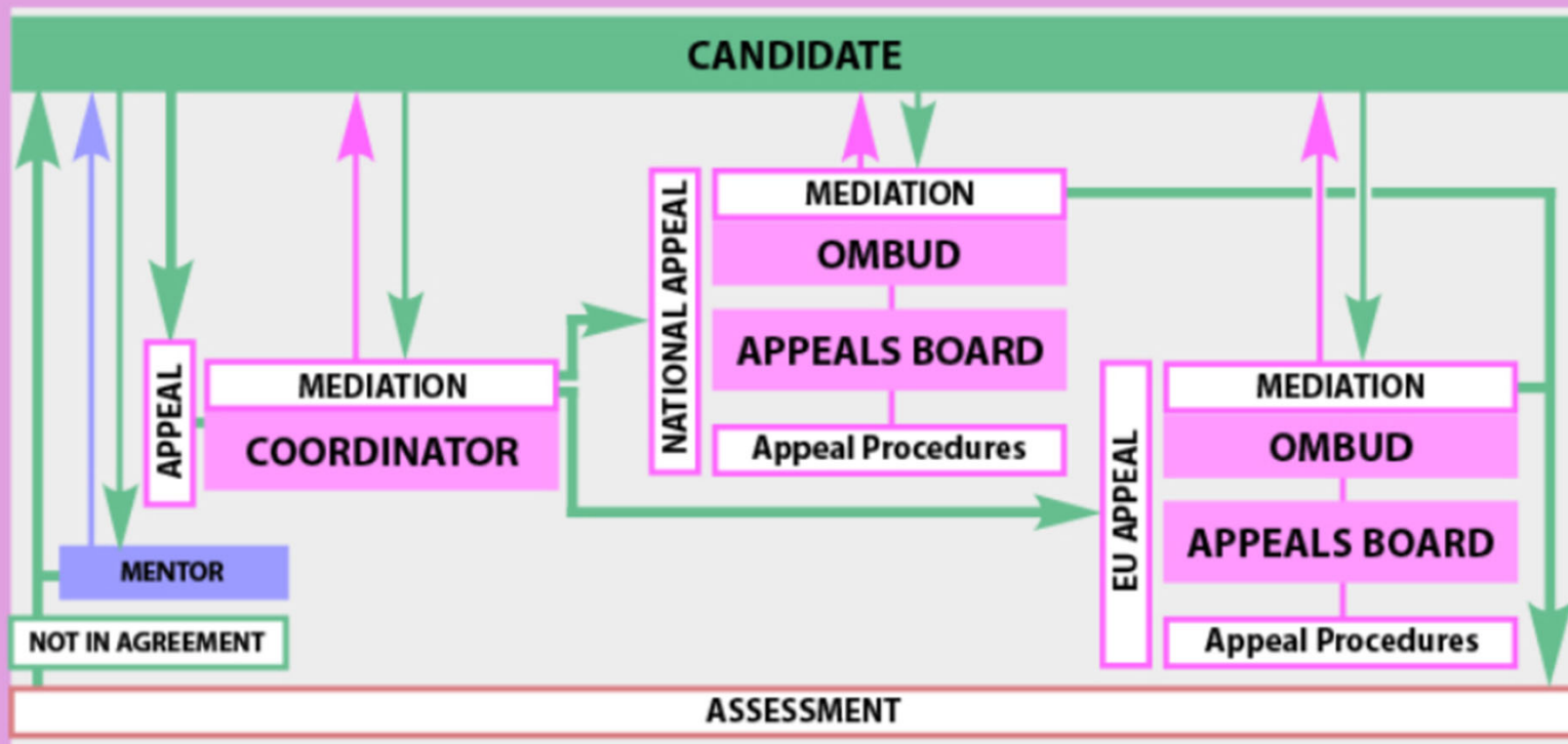
PERSONAL DEVELOPMENT PLAN



ASSESSMENT



APPEALS PROCESS



TeBeVat 3 - outcomes

1. **Assessment and Appeals** Process
2. Occupational Profiles and Training Schedules for TeBeVAT-**Mentor** and TeBeVAT-**Assessor**
3. TeBeVAT-**Policy Recommendations** & Mapping of Stakeholder Requirements
4. TeBeVAT- Online **Handbook** (WiKi)



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Assessment and Appeals Process

- assess **informal and non-formal** learning results
- matched with the expectations and requirements of **validating and awarding bodies** and stakeholders
- **comparability** and **reliability** in the education and employment system
- **appeal** process (EN-ISO-IEC 17024)

Process vs. result

Process

- Learning



- Grading is about
 - Effort
 - Improvement
- Quality is about service to learner

Result

- Qualification



- Statement is about
 - Competence
- Quality is about measurement of result

Assessment

- Acceptable assessment methods
 - On competence level
- Training for assessors
 - Objectivity (bias, ...)
 - Methodology
 - Procedures

Quality

- **Transparency** ✓

- A common profile
- ESCO

- **Trust** ✓

- Quality standard
- Stakeholders involvement

- **Freedom** ✓

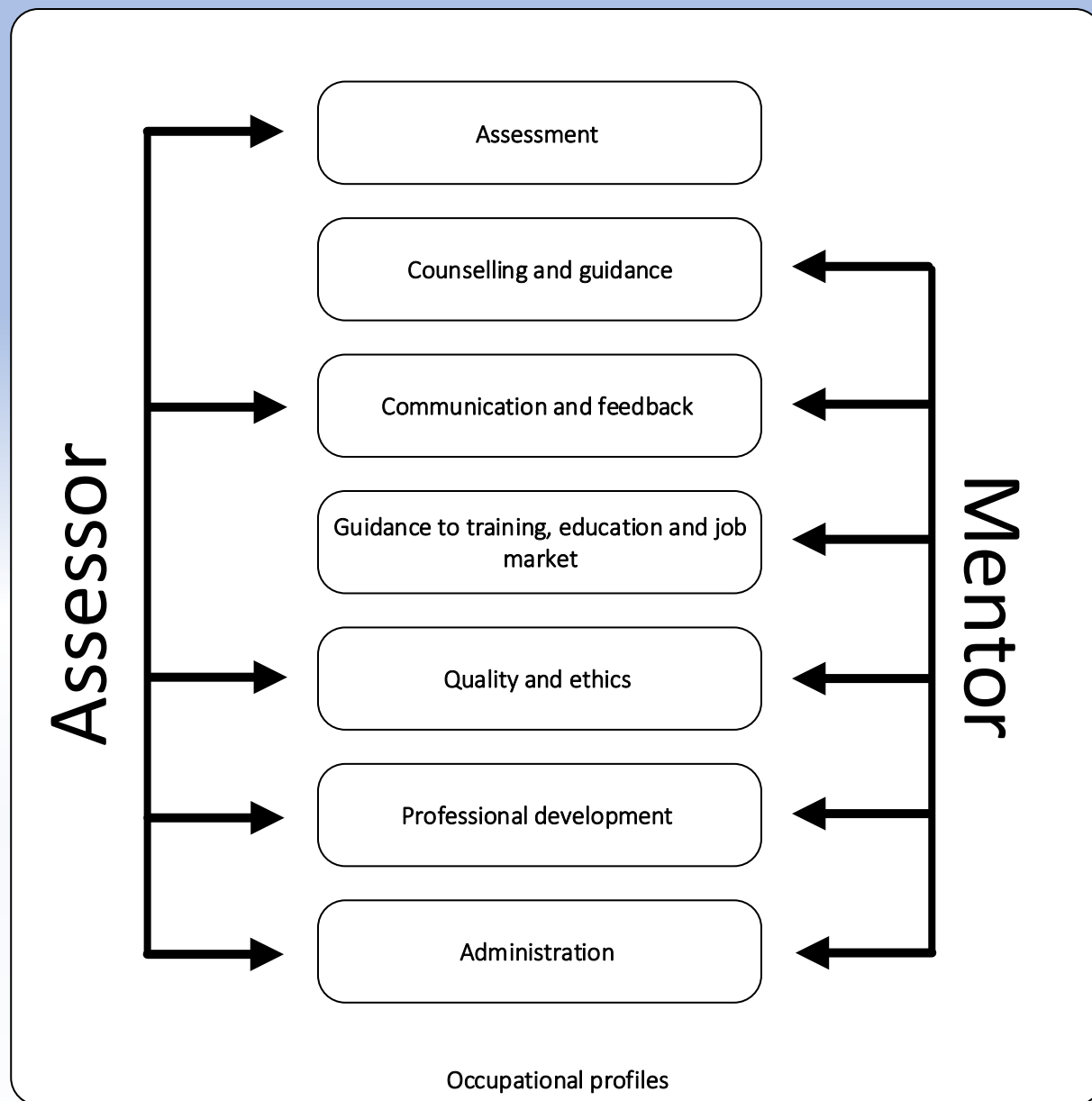
- Measurement of result



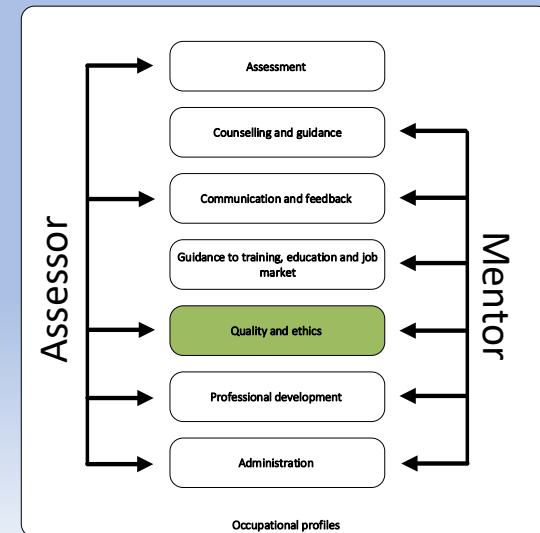
- **EN ISO/IEC 17024:**
General requirements
for bodies operating
certification of persons

TeBeVAT-Mentor and –Assessor

- Occupational profiles based on ESCO
- Organised in (reusable) units
- Proposal to integrate in ESCO occupations
- Checked and validated by stakeholders (other projects and organisations)



Example



- follow ethical code of conduct in assessment situations
(Carry out interviews, tests , simulations and assessment of evidence of prior learning according to accepted principles of right or wrong, including fairness, transparency, objectivity, safety, privacy and impartiality in assessment practices and conduct towards candidates)
- apply quality standards to the interaction with candidates
(Follow established procedures which prevent errors in the conception and implementation of an assessment)

Training Schedules for Mentor and Assessor

- Based on sectoral layer
 - Skills
 - Knowledge
 - Attitude / values
- Including
 - Assessment methods
 - Training methods

Policy Recommendations & Mapping of Stakeholder Requirements

- Sector mapping
- Sector specific requirements
- Innovation opportunities

TeBeVAT- Online Handbook

- Sectoral layer competences
 - Sectoral layer occupations and Units
 - Structured portfolio
 - Self evaluation tool
-
- Online

Sectoral layer: competences

Follow safety precautions in work practices (60 00 00 03 02)

ESCO description

Title	Maintain a safe, hygienic and secure working environment
Description:	Apply basic safety rules according to training and instruction and based on a solid understanding of the risks to you and your colleagues.
Scope note:	n.a.
Concept URI:	http://data.europa.eu/esco/skill/d2d9051a-10e1-41c5-9cfb-bbdc58016176 ↗
ESCO version:	1.08

In other languages

Deutsch:	ein sicheres hygienisches und gesichertes Arbeitsumfeld bewahren (Erhaltung von Gesundheit, Hygiene, Sicherheit und Schutz am Arbeitsplatz gemäß den einschlägigen Vorschriften.)
Nederlands:	de werkomgeving veilig hygiënisch en beveiligd houden (Behouden van gezondheid, hygiëne, veiligheid en beveiliging op de werkplek in overeenstemming met de relevante regelgeving.)
Italiano:	mantenere un ambiente di lavoro sicuro e igienico (Preservare la salute, l'igiene, la sicurezza e la protezione sul luogo di lavoro conformemente alla normativa pertinente.)

Contents

- Follow safety precautions in work practices (60 00 00 03 02)
 - ESCO description
 - In other languages
 - Development notes
 - Sectoral layer
 - Structure
 - Sectoral detail
 - Description
 - Context
 - Scope Note:
 - Skills
 - Knowledge
 - Autonomy / attitude
 - Assessment
 - Self assessment
 - Mentor assessment
 - Acceptable assessment methods
 - Training
 - References



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Sectoral layer

Follow safety precautions in work practices (60 00 00 03 02)

Sectoral layer

(The sector layer contains the refined definition of the ESCO competences in sector specific wording)

Structure

Field and subfield:	60 00
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Place in the process:	00
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Level:	03
--------	----

Unique identifier:	02
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Sectoral layer

Follow safety precautions in work practices (60 00 00 03 02)

Sectoral detail

- Contribute to a safe and sustainable working environment

Description

- Show awareness of risks related to your and your colleagues' activities on stage and in the audience area in the performing arts and act accordingly to ensure the own safety.

Context

- Understand the risks and prevention measures for the health and safety and apply the basic safety rules for you and colleagues, according to training and instruction, for performance and art facility purposes.

Scope Note:

- Limited to the actions practitioners can take within the responsibility of their function and their position in the chain of command.
- Includes the theoretical background of the organisation of health and safety.

Sectoral layer

Follow safety precautions in work practices (60 00 00 03 02)

Skills

- Work with attention for the safety of colleagues, artists, public and other stakeholders.

Detect, prevent and protect against risks and injury (such as electric shock, hearing damage, hazardous substances, tripping, fire, ...)

Pay attention to minimum lighting conditions and sound levels on stage to ensure orientation and communication during setup, focus, sound check, rehearsal and performance.

Work with attention for the sustainable use of materials and energy.

Propose improvement and prevention measures.

Inform him/herself about the regulations and practices in unfamiliar workplaces.

Work according to the rules and regulations of the workplace. Mounts and uses collective protection equipment where needed.

Act according to the agreed procedure in case of an emergency. Complies with legal working time regulations.

Knowledge

- Risks on stage

Safety in the audience area

Sustainability

Safety Legislation

Danger signs

Prohibition signs

Autonomy / attitude

- Safety awareness

Awareness of others' behaviour



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Sectoral layer

Follow safety precautions in work practices (60 00 00 03 02)

Assessment

Self assessment

1. I don't know how to apply basic safety rules according to training and instruction and based on a solid understanding of the risks to me and my colleagues.
2. I am uncertain how to apply basic safety rules according to training and instruction and based on a solid understanding of the risks to me and my colleagues.
3. I know how to apply basic safety rules according to training and instruction and based on a solid understanding of the risks to me and my colleagues.
4. I am more than able to apply basic safety rules according to training and instruction and based on a solid understanding of the risks to me and my colleagues.

Mentor assessment

1. ... doesn't know how to apply basic safety rules according to training and instruction and based on a solid understanding of the risks to his/ her and his/ her colleagues.
2. ... is uncertain how to apply basic safety rules according to training and instruction and based on a solid understanding of the risks to his/ her and his/ her colleagues.
3. ... knows how to apply basic safety rules according to training and instruction and based on a solid understanding of the risks to his/ her and his/ her colleagues.
4. ... is more than able to apply basic safety rules according to training and instruction and based on a solid understanding of the risks to his/ her and his/ her colleagues.

Acceptable assessment methods

- [Observation in simulated environment](#)
- [Observation on site](#)

Supportive:

- [Structured portfolio](#)

Sectoral layer

Follow safety precautions in work practices (60 00 00 03 02)

Training

Teach principles of risk and prevention and coach the students in practical circumstances.

References

- ETTÉ



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Sectoral layer occupations and units

TeBeVat Profiles

The TeBeVat profiles are described in different units

You can find the detailed descriptions here:

- [Lighting](#)
- [Logistics](#)
- [Mechanical Equipment](#)
- [Media Integration](#)
- [Work Organisation](#)
- [Sound](#)
- [Video](#)
- [Power Distribution](#)
- [Stage Environment](#)

TeBeVat Mentor

- [Mentor profile](#)

Title

Mentor for Prior Learning

Description

A mentor provides guidance and advice to prepare a candidate for recognition of prior learning. They help clients set clear objectives for their personal development and advise on further training, learning or job market access.

Scope note

Apart from the specific skills needed to coach candidates, the mentor also needs a profound understanding of

- The field, and the occupations
- The different standards, assessment methods and procedures of the targeted occupations
- The educational and training field

This is not further developed in this profile, as it depends on the type of field, education and assessment.



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Sectoral layer occupations and units

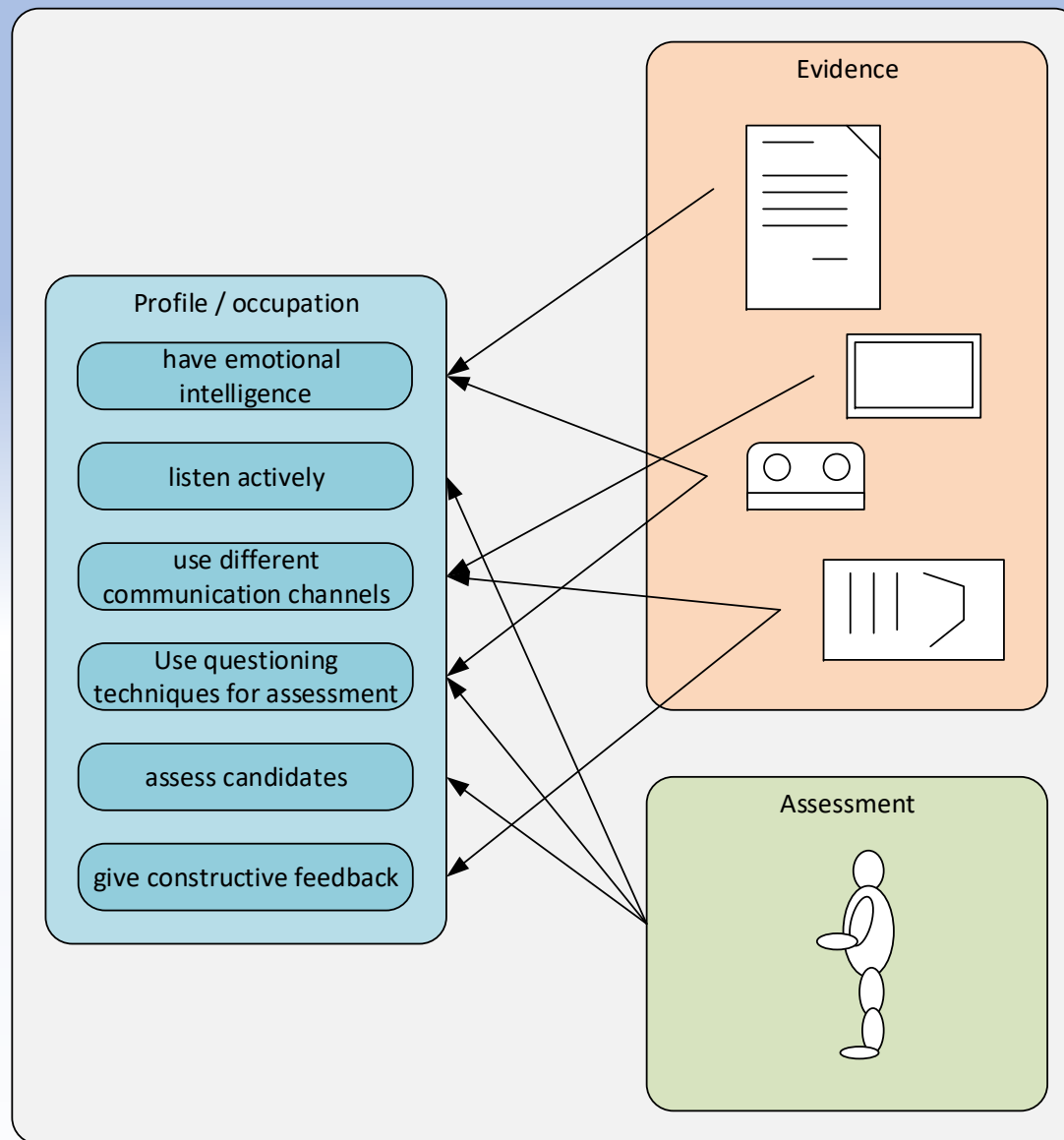
Title 

Mentor for Prior Learning

Communication and feedback

- **have emotional intelligence** (Recognize one's own and other people's emotions, distinguish correctly between them and observing how they can influence one's environment and social interaction and what can be done about it.)
- **listen actively** (Give attention to what other people say, patiently understand points being made, asking questions as appropriate, and not interrupting at inappropriate times; able to listen carefully the needs of customers, clients, passengers, service users or others, and provide solutions accordingly.)
- **use different communication channels** (Use various types of communication channels such as verbal, handwritten, digital and telephonic communication with the aim of constructing and sharing information and ideas.)
- **Use questioning techniques for assessment** (Use different questioning techniques, adapted to the type of information to be gathered. (e.g. STARR interviews, semi-structured interviews, ...))
- **assess candidates** (Evaluate the candidates' vocational competences, skills and knowledge through tests, interviews, simulations, and evidence of prior learning according to a pre-defined standard or procedure. Formulate summative statements of the displayed competences in comparison to set expectations.
- **give constructive feedback** (Provide founded feedback through both criticism and praise in a respectful, clear, and consistent manner. Highlight achievements as well as mistakes and set up methods of formative assessment to evaluate work.)

Structured portfolio



Self evaluation tool

Profile / occupation

have emotional intelligence

listen actively

use different communication channels

Use questioning techniques for assessment

assess candidates

give constructive feedback

☐ I can verry good

☒ I can

☐ I am on my way

☐ I have never



Thank you

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