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## **03: TeBeVAT Process**

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# TeBeVAT Process

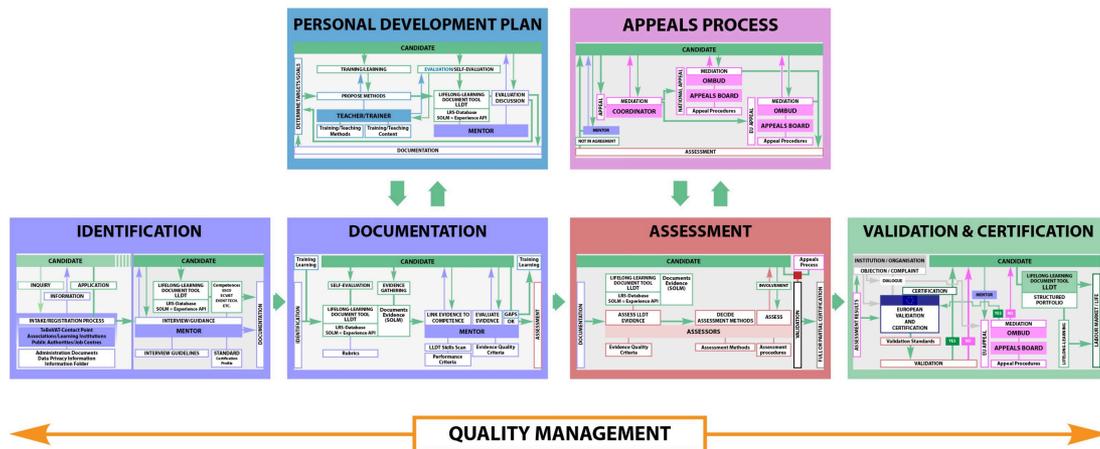
TeBeVAT process - is a recognition process of informal and non-formal competences and skills for occupations. The process fulfils quality standards that are equal to those found in full qualification programs. The competences and skills meet the contents conveyed of a full qualification on a specific EQF level.

The TeBeVAT-Process is designed to facilitate learners and developed professionals to collect their learning outcomes, to document and analyse their competences and use this information to create a portfolio for assessment or for future applications strategically.

The phases of the TeBeVAT process include the intake of the candidate as the beginning of the certification process, and finish with the handout of the final certification. It is therefore holistically planned and individually applicable. The phases entail the six following steps: The Identification Phase, the Documentation Phase, the Personal Development Plan, the Assessment, the Appeals Process, and the Certification/Validation.

TeBeVAT not only considers the formal process but provides detailed information regarding the roles of the different stakeholders, e.g., the assessors who assess the competences or the mentor who guides the candidate through the process. The Process also respects not only the quality of the assessment, but it attributes to the individual, i.e., unique learning biographies, unique competence sets and unique personalities. The TeBeVAT project group establishes that the ownership of the recognition process lies in the hand of the learner.

## The TeBeVAT-Process: OVERVIEW

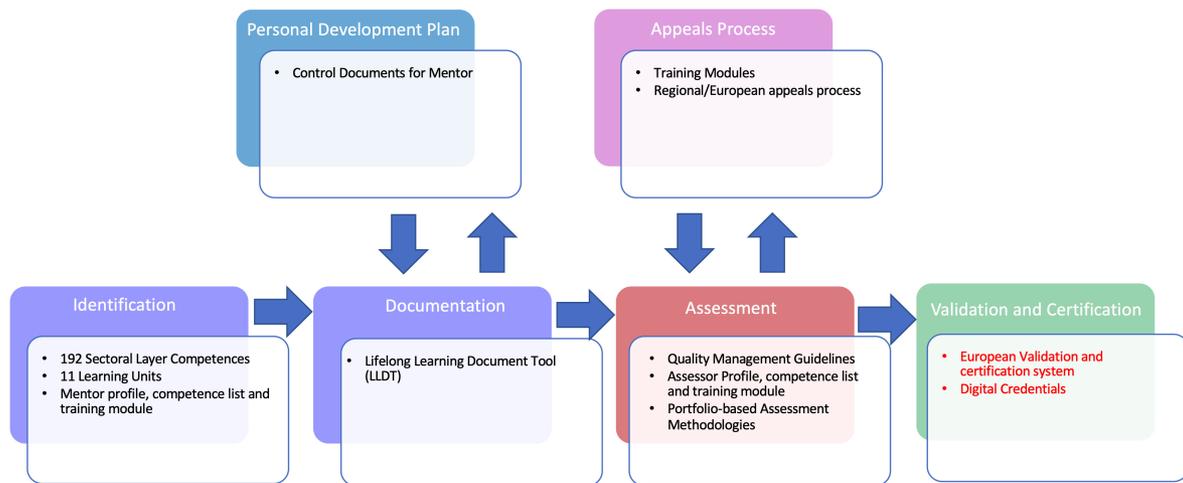


TeBeVAT 3.0 - 2019-DE02-KA202-006528



Figure 1: The TeBeVAT Process: Overview

**Overview of the available documents included in the TeBeVAT Process**



*Figure 2: Overview TeBeVAT Process Documents*

## Documentation Phase

In the **documentation phase**, the mentor and the trainer propose methods for the assessment, considering the competences to be assessed. In the evaluation and self-evaluation step, information about existing competences is collected in the Lifelong-Learning Document tool. TeBeVAT provides the Lifelong-Learning Document tool to take stock of skills and knowledge acquired throughout the working life. Based on a final discussion, a specific set of competences will be identified for assessment (Figure 3).

*Figure 1: [The TeBeVAT Process: DOCUMENTATION](#)*

## Documentation of Learning Outcome

The Lifelong Learning Document Tool LLDT is designed to support the candidates in balancing their acquired skills, knowledge and competences. The tool supports the candidate in identifying own strengths and to increase awareness and sensitivity for learning outside formalized contextst, i.e. at work (learning by doing), in leisure activity (hobbies) among other.

## The Tool

The tool comprises several categories and thereby strives to holistically balance competences from different perspectives. Among the categories "Bibliography", "Languages", "IT Skills", "Education and Training", "Experience", "Equipment", and "Other Skills", the tool includes a section for "Self-Evaluation" and correspondingly "Documents".

## Target Group

The tool is geared to be used mainly by practitioners who want to gain an overview of their collected competences. Further, the tool can be used by the mentor in order to check the evidence and carry out a skills scan.

*Figure 1: [TeBeVAT Lifelong Learning Document Tool](#)*

## A Semantic Open Learner Model (SOLM)

A digital infrastructure is needed to sustainably implement the TeBeVAT process, to ensure the wide adoption and to allow the potential of the validation process to unfold: Having all information online accessible, just one finger tip away via phone, allows an easy documentation and a comfortable control over the progress within the TeBeVAT process.

### Data Sources

The application building on the SOLM shall be capable to draw information from various sources and to be interconnective to other databases. Not only should updates in the underlying information, e.g. regarding the competences, be automatically incorporated in the application, but also the export and usability of the data collected be maximised. Data that has been entered by the candidate, e.g. photos or videos of work (artifacts), documents drafted or qualifications obtained shall be stored in personal lockers.

### Learning Record Store

In the center of the application is the feature called a Learning Record Store. Submittig artifacts of work will be gathered in a portfolion, which can be analysed by the mentor and assessed by the assessor. The portfolio will represent a digital version of the [Lifeling Learning Document Tool](#) and feed into the [personal development plan](#).

### Learning Record Store

The artifacts submitted can be analysed and matched with job offerings seeking the stated competences. This matching can be facilitated via skills analytics, supporting also the detection of continuing training opportunities to complement missing competences.

*Figure 1: [TeBeVAT Learning Record Store](#)*

## Identification Phase

In the **identification phase**, the candidate (the person seeking partial certification) can acquire information about the process and introduce an application. Administrative documents, data privacy information, and folders with information about the proceeding will be delivered throughout the registration. In an initial interview, the candidate gets to know the mentor. The mentor is a key player in the process and supports the candidate. The mentor is responsible for the proper documentation of the TeBeVAT process, starting with the joint orientation of the candidate regarding the purpose of the assessment and the analysis of existing competences to be assessed (Figure 1).

*Figure 1: [The TebeVAT Process: IDENTIFICATION](#)*

## Assessment Phase

In the **assessment phase**, the second critical role, the assessor, will be introduced to the process. It is the assessor's responsibility to provide for a fair, just, and unbiased assessment of the candidate's competences, following predefined standards for quality and procedure. Finally, the assessment leads to validation if the assessor deems the result of the assessment sufficient (Figure 5).

*[Figure 1: The TebeVAT Process: ASSESSMENT](#)*

# Assessment Methods

Assessment can be done using different types of tools and methods. The choice of the method depends on what is to be measured and how assessors can obtain the most objective result within the limitations of a testing setup. The TeBeVat project developed a standardised list of acceptable assessment methods. The use of these methods for a specific competence guarantee that the competence is measured in a by the sector accepted way.

## 1. Valid Assessment Methods

### 1.1. [Portfolio](#)

In the portfolio, several methods are linked to one another in order to represent the individual skills of the learner in an objective way. Portfolios are used in the assessment to gain comprehensive insight into the achievements of the candidates. When creating portfolios, the candidates learn to assess themselves and their qualities. In the assessment process, a third party assesses the portfolios as a jury to increase validity and to ensure equality and fairness in the validation process. Validity, reliability and authenticity are increased by using a variety of methods. Through self-reflection, portfolios can help the candidate in the validation process to receive jobs or appropriate further education later on. Even if these methods are time-consuming for the candidate, they have the opportunity to present their skills in a flexible way. However, implicit knowledge can only be shown with difficulty using this method. A mediator can help to focus on the essential elements when creating a portfolio.

The portfolio can include a curriculum vitae, reflections on informally acquired skills, working documents and learning diaries. The candidate learns through the process-oriented method of the portfolio that every learning is a life story.

### 1.2. [Lifelong-Learning-Document-Tool \(LLDT\)](#): “Structured Portfolio”: Self-Evaluation/Identification Phase + Mentor

The LLDT offers candidates the chance to record and disseminate their acquired competences and skills.

It can also be an assessment tool (Self-Evaluation).

### 1.3. [Observation in a Simulated Environment](#)

The candidate is observed in a simulated situation. This method is used for skills that can be shown in the workspace. The advantage is that all factors are under control. The disadvantage is that it is less a real-life situation. (For example, it doesn't take in account the stress caused by audience.)

### 1.4. [Observation in a Real-Life Environment/On Site](#)

The candidate is observed in a real-life situation. This method is used for skills that can be shown on the workspace. The advantage is that this is the closest to reality. The disadvantage is that the testing set-up is not fully under control. (For example, you can't foresee the content and technical needs of a play.)

### 1.5. [Post Box Exercise](#)

This method is used for skills that result in a written or drawn result. The candidate gets an assignment on paper and has time to prepare the written result. The result is checked with a prepared checklist of sample solutions. Examples or results could be personnel planning, a light plot, an Email..., The advantage is a high certainty of competence, compared with assessing prior work. For more artistic skills, this can be combined with a role play or an interview.

## 1.6. Role Play

This method is used to assess inter-human or artistic skills. The candidate is placed in a situation with an actor as counterpart. The actor steers the situation, based on a predefined scenario, passing specific realistic situations. Observation is done based on a checklist.

## 1.7. Criterion Based Interview

Is based on an interviewing technique using principles of the STARR method:

- S: What was the situation?
- T: What was your task?
- A: What actions did you take, what did you do?
- R: What was the result, what happened?
- R: What did you learn (Reflection)?

It gives the candidate the opportunity, guided by directional questions, to demonstrate his/her skills, based on a concrete situation that happened in the own professional life. By focussing on the measurable aspects of a task, and narrowing, but deepening the focus, this is a good method to get a second opinion where competences did not become visible in testing or portfolio (not good or bad). The method needs highly skilled assessors. It is useful as extra tool to assess skills that are not observed (in positive nor negative way). It can also be used for situations that can't be simulated, like an accident, audience panic or fire.

Theoretically the interview is based on past experience, however: it is also possible to use a hypothetical context.

## 1.8. Written Test (Multiple-Choice)

Is used to check knowledge but is only limited useful to test skills. Good tests are difficult to develop and there is always the possibility of "gambling". This is only useful if knowledge can't be tested by observing skills. The advantage is: it's easy and fast and doesn't require specialized assessors.

There are two forms of Multiple-Choice tests:

- Multiple-Choice test consists of questions where only one answer can be correct.
- Multiple-Response tests consists of questions where *several* answers can be correct.

## 1.9. Written Test (Open Answers)

Is used to check knowledge or situational interpretation. The disadvantage is that it checks more the skill to express yourself on paper than it checks the real ability to perform in real life. It proves you know how to act, but not that you are able to act. Answers are checked against a checklist but need interpretation of skilled assessors.

## 1.10. Oral Test

Evidence must include the questions asked as well as a transcript of the learner's exact responses. This could be written or an audio or video recording

Tests can be effectively used to assess detailed knowledge competences.

## 1.11. Pitch/Presentation/Gaming

Modern technology can be integrated into the assessment methods. It is important to define the competences being assessed: the use of the technology itself or a competence that can be assessed using a new technology.

## 2. Forms of Evidence

### 2.1. Artefact/Product

Where competences and skills require candidates to produce an artefact or physical product, the artefact or product must be provided for the TeBeVAT-Mentor and TeBeVAT-Assessor.

Learner evidence must include:

- Details of the tasks set for learners to complete, mapped against the assessment criteria of the units addressed,
- A learner declaration that all work produced is their own,
- Summative learner generated assessment evidence - teaching materials must not be included as evidence.

### 2.2. Recorded Activity/Practical Ability

Evidence must be provided of the candidate **individually and actively completing** tasks that demonstrate achievement of the assessment criteria. Evidence may be assessed by direct observation of performance and must consist of at **least two** of the following:

- Annotated photographs
- Detailed witness statements
- Video (with narration or written log)
- Learner log/evaluation
- Peer observation report

**N.B.:** Where photographs/videos are used, each individual learner must clearly be identified.

### 2.3. Evidence of Assessment

It is essential that evidence of assessment is identified individually. Awarding organisations and centres offering these assessments must also satisfy the assessment and quality assurance requirements of the TeBeVAT-Process.

### 2.4. Certificates and Qualifications

It is important that the three levels of quality assurance regarding certification quality: Input/Process/Output, are taken into consideration when trying to assess and validate certifications provided. Qualifications should be checked with cedefop's (European Centre for the Development of Vocational Training) definition of certification which refers to 'individuals achieving learning outcomes that 'match' specific standards and/or requirements'. Thus, learning outcomes-based standards should be a key element in the certification process.

Learning outcomes are 'statements on what a learner knows, understands and is able to do on completion of a learning process, which are defined in terms of knowledge, skills and competence'.

### 2.5. Witness Statement/Peer Evaluation

If accrediting prior learning the assessor would not necessarily be able to observe the candidate carrying out certain aspects of their job. If this happens, it might be appropriate for another person to comment on their performance by completing a statement called a "witness testimony". Witness statements should be used only to support other forms of evidence such as a product. It should:

- Be provided by a person who is not related to the candidate and is in a position to make a valid comment about their performance, e.g. a supervisor, line manager, a client or customer
- Contain comments that relate specifically to the performance criteria
- Be authenticated by the inclusion of the witness's signature, role, address, telephone number and the date.

## 2.6. Contracts and Work Sheets

- Proof needs to be of recent date. How long ago is this evidence delivered and what does this say about the mastering of the process now?
- Is the evidence verifiable?

## 2.7. Requirements for Forms of Evidence

- Authentic: it must be clear that the evidence was truly executed or accomplished by the candidate or is related to the candidate. The experiences must be gained from activities that were carried out independently, or in groups where the candidate's own substantive contributions have been significant for the results.
- Relevant: related to the competence being assessed. The experiences must have been gained in relevance to the occupational profile function. The candidate must indicate which tasks and activities he/she has executed and what results these activities have yielded. They must also indicate why they are relevant to the activities performed.
- Of a sufficient level: the evidence must reflect the competence level expected for the qualification or certificate
- Up to date: still have value in a current working environment
- Quantitative: the evidence must be of sufficient volume, supported by sufficient experience (time accomplishing a competence)
- Varied: making the breadth and scope of the experience concrete. Preferably the candidate presents evidence from different "angles" (not one-sided).

# 3. Assessment: "Triangulation"

The scientific method triangulation should be used as often as possible during assessment. Triangulation means using more than one method to collect data on the same topic. It is a way of assuring and increasing the validity – measuring what you want to measure – of research through the use of a variety of methods to collect data on the same topic, which involves different types of samples as well as methods of data collection.

For example, a common form of triangulation is using contrasting research methods such as observation and a (semi)structured interview, plus a self-assessment (which is a valid method if combined with others and when the bias of 'social desirable answers' is considered).

## 3.1. Procedures

All assessment methods must be integrated into **assessment procedures**. There should be an informative part of the procedures before the assessment to enable the candidate to be comfortable with the process.

To ensure a path for equal opportunity candidates with special needs must be offered solutions to go through the assessment process that allow for adaption of the procedures and methods without influencing the validity of the assessment.

For example: a written test could be changed to an oral examination insofar that reading competences play no role in the competence assessed.

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## Appeals Process

Within the context of the TeBeVAT project, the appeals process serves to rectify errors appealing during the assessment process and is essential for overall assessment quality and the trust all stakeholders have in the process. Because assessment is the result of human work and a complex organisation involving many participants, the appeals process helps to reduce the potential human error, making the process more objective.

## Difference between Complaints and appeals

Appeals refer to disagreement with a decision taken in an assessment procedure or a decision of the organisation concerning the acceptance of profiles, course material, existing certificates or accreditation.

Complaints refer to how an individual or organisation is treated by an assessor, an employee or the organisation itself. This includes the application of privacy, discrimination and professional behaviour rules, administrative issues and procedures, safety issues, etc.

Still, the appeals and complaints procedures are pretty similar.

## International appeal and complaints procedure

### Step 1: appeal and complaint

The appeal and complaints can be directed to the mediator. This is done in writing, accompanied by a motivation and all evidence available. The organisation and all its members will publish the contact details and the procedure on-line.

### Step 2 hearing

The mediator hears all parties. This can be done face to face, in writing or by any electronic means. The mediator can ask advise of the WGQ or WGRD about technical interpretations.

### Step 3 consensus

The mediator tries to find a solution in consensus between the parties.

The mediator formalises the consensus or non-consensus in a consensus note, including all evidence and motivation given by the parties.

The mediator informs the BoD.

In case of involvement of the BoD, the mediator informs the GA.

### Step 4a BoD decision

(The mediator decides if the BoD is involved, in which case the case is send to the GA.)

In case no consensus is found, the BoD decides.

The BoD hears all parties.

The decision is motivated formally.

### Step 4b: GA decision

In case of appeal on a BoD decision or in case of involvement of the BoD, the GA decides.

The GA can delegate the hearing of all parties to a group of members.

The members report to the GA.

The decision of the GA is motivated formally.

## **Step 5: Notification**

The decisions and consensus notes are recorded in the appeals and complaints register.

*Figure 1: [The TebeVAT Process: APPEALS PROCESS](#)*

*Figure 2: International appeals process*

## Validation and Certification

Upon finalizing the assessment, a certificate (a digital credential) will be issued certifying the participation in the validation process. The certificate needs to be accepted among all stakeholders, including employers and national certifying. The issuing authority needs therefore to make sure that all stakeholders recognize the quality of the certificates.

## Certification in the EU

Among the multi level governance structure in the European Union, the principle of subsidiarity is strongly inscribed in the national education frameworks. Therefore, the issuance of certificates in the realm of Vocational Education and Training needs to be dealt with in a sensitive manner. TeBeVAT has developed a proposal to accommodate for different needs among the institutions in the partner countries. For the recognition of the certificate to work, the acceptance of common validation standards (in regards to national validation of vocational qualifications) needs to be clarified.

The solution proposed by TeBeVAT foresees a central issuing authority on a European level. A single authority to issue a credential provides the advantage of standardized assessment procedures and stable quality in the assessment process. The difficulty of finding suitable locations to conduct on-site and real world environment assessment can be dealt with as well.

*[Figure 1: The TebeVAT Process: VALIDATION AND CERTIFICATION](#)*