



# Validation of formal, non formal and informal learning: The case study of Administration

Are you  
a personal assistant,  
executive secretary or  
administrative personnel?

**Validate your  
Competences and  
get ISO Certified!!**

Research demonstrates that the sector of office administration is important and very popular and it will continue to be one of the first professions in demand until 2020.

EUPA\_NEXT is the continuation of the successful project EUPA (Leonardo DOI) that has developed the qualification framework for administration personnel in four EQF levels (levels 2,3,4 and 5) and the assessment tool and training materials for level 2.

EUPA\_NEXT aims to assign credits to the qualification framework (levels 3-5) using ECVET and develop curricula and training materials for trainers as well as e-books for learners. EUPA\_NEXT will certify all curricula and training materials with ISO. Additionally, it aims to develop an assessment for certification of all the levels 2, 3, 4 and 5. It will be ISO-certified with a relatively new standard ISO17024 that certifies personal competences.

About the project

## Current Activities

### Methodology Guide & FOUR Qualification Frameworks of EUPA Level 2-5 with credits based on ECVET

In the context of this IO, partners were involved in the process of finalizing the methodology used in EUPA\_NEXT project and also composing the methodology guide for the assignment of credits to the learning outcomes (based on ECVET) of the EUPA qualification frameworks (levels 3,4 and 5). The final product FOUR Qualification Frameworks of EUPA Level 2-5 was structured by work area and theme. Each unit had specific learning outcomes which were analyzed in knowledge, skills and competences.

### Certification Schemes ISO for Training materials, curricula and accreditation of assessment (leading to job qualification)

Cyprus Certification Company was the responsible partner for this Intellectual Output. Firstly, an initial draft of the schemes were composed by the CCC and other comments were sent by the rest of the consortium. The finalization of the schemes will be completed after the development of training materials, curricula and assessment tools accordingly.

### Certified EUPA\_NEXT training curricula EQF Levels 2, 3,4 and 5

A great challenge for partners was the development of the training curricula. The training curricula were modular and one training curriculum was developed for each unit. For each training curriculum the learning outcomes, the suggested duration, the outline for each unit as well as the pre-requisites for participants, the suggested methodology and the types of the methodological tools to be used, were presented.

### DESKTOP RESEARCH AS A PREPARATION FOR THE DEVELOPMENT OF THE TRAINING CURRICULA

Firstly, based on the learning outcomes identified in each Qualification Framework (4 in total, one QF per level), the partners responsible performed a desktop research to identify possible content that was related to those learning outcomes or possible knowledge, skills and competences one must have in order to achieve these learning outcomes.

### DEVELOPMENT AND TRANSLATION OF THE CURRICULA

The development of the training curricula covered the greatest part of this IO. The curricula were developed in such a way to ensure that the learning outcomes described in the qualifications frameworks were met in a pedagogic way. The structure of the curricula used in the EUPA project was used. This structure is available at [http://www.llpeupa.eu/Document\\_Card.aspx?DocumentID=2770](http://www.llpeupa.eu/Document_Card.aspx?DocumentID=2770). The curricula were translated in all the languages of the consortium and were pilot tested together with the piloting of the training materials.

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## Key decision affected our project (following the review of different projects)

Certified EUPA\_NEXT training curricula EQF Levels 2, 3,4 and 5

**In summary the review of the different projects led us to the following key decisions that affected our project:**

1. EupaNext project, although used and improved the existing QF has decided to analyse the holistic learning outcomes into learning outcomes dealing with knowledge, skills and competences separately thus providing developers with clear instructions and at the same time demonstrating the progression between the levels.
2. EupaNext uses the LOs for curricula and training programmes. LOs are will also be used for the development of assessment. Therefore we need to have this in mind when analysing LOs into K/S/C.
3. The procedure for the development of the qualification framework should always begin with a research including both the target group and other stakeholders. This research should begin with the tasks one performs and how these tasks differentiate across levels.
4. In EupaNext LOs have been designed towards a whole qualification in four different levels. However these qualifications are structured into units thus providing a flexible way of learning. In that sense we can also say that LOs have been designed as a part of a qualification
5. Seven out of the ten projects examined did allocation of credit points in one way or another. In general we need to stress out that the points are being allocated in a diverse way using different methodologies which leads to the conclusion that more clear instructions may need to be provided if we want to have a robust compatible system across the countries of the European Union. Additionally:
  - It is often the case that credits are allocated based on the parameter of time (i.e. how long the training is). To our opinion although this method is comparable to the ECTS points it is not compatible and aligned with the output orientation of the EQF approach.
  - In other cases expert advice is provided to assign credits to a whole qualification
  - There are projects that allocate credits to learning outcomes (EUPA) or to units
  - Allocation of points to units is done either by taking into consideration the workload for the unit or the relative importance of the unit to the whole qualification. In some cases this is done solely through the use of expert's opinion.In EupaNext the consortium strongly feels that ECVET credits should adapt the output oriented approach. In other words we should not care how much time one spends to learn something but what he/she know and is able to do.
6. In EupaNext a variety of assessment methods will be used including written exercises, oral exercises, practical demonstration and projects. A formal assessment process and criteria will be set through IO4. The assessment criteria will be set through IO4. The assessment process will be the same between the countries.
7. As far as the validation is concerned, in some of the projects validation is done through the use of ECVET instruments. In other projects validation is done through assessment. In many cases this validation is non-formal (EUPA) i.e. it is not officially recognized. In other cases it is formal. In EupaNext the consortium considers the ISO certification to be a formal validation for the learning outcomes
8. In EupaNext qualification framework, training materials, curricula and assessment will be aligned with the level definitions in the European Qualification Framework.
9. As far as the expression of learning outcomes is concerned, in EupaNext learning outcomes in EupaNext will be defined in clear and simple language, they will encourage active participation and they use active verbs (adapting Blooms taxonomy)
10. As most of the projects examined were EQF and ECVET projects special care was taken to encourage students' active participation.



## Current Activities

Certified EUPA\_NEXT training curricula EQF Levels 2, 3,4 and 5

### EVALUATION, REVIEW & FINALISATION OF TRAINING CURRICULA LEVELS 3-5

The evaluation of the curricula was done in stages:

1. Just after the development of the curricula several partners (except CCC & EUMA) implemented a short evaluation workshop with trainers from inside and outside the consortium. During this workshop, trainers were given the qualification framework and the curricula and they had a semi structured open evaluation discussion on the curricula on several dimensions. At the end of the discussion, trainers were asked to fill in an evaluation form to evaluate the curricula. An evaluation report was composed.
2. After the pilots the curricula was evaluated through an evaluation form by trainers and participants.
3. The curricula were disseminated to managers & other stakeholders for evaluation.
4. Last but not least the curricula was evaluated by EUMA.

### Fourth transnational meeting in Valencia, Spain

The fourth project meeting took place on the 1st and 2nd of June 2017 in Valencia, Spain. The partners discussed the further steps to be taken within the finalisation of the curricula and training materials for the four EQF levels as well as the correspondent certification process.

The action plan of the consortium for the next six months has been set and deadlines were also set for the remaining activities until the completion of the project.



### The Train the Master Trainer Workshop (2nd Learning Activity)

The objective of the second learning activity was to train the master trainer to use EupaNext Curricula and training materials.



#### Project Partners:

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**ORBIS INSTITUTE**  
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Centre Integrat Públic de FP  
**MISERICORDIA VALENCIA**  
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**NÁRODNÝ ÚSTAV CELOŽIVOTNÉHO VZDELÁVANIA**  
www.nuczv.sk



www.cycert.org.cy



www.ccci.org.cy



www.euma.org

**vhs** Volkshochschule im Landkreis Cham e.V.

www.vhs-cham.de



**ΔΗΜΗΤΡΑ**  
www.dimitra.gr



## Upcoming Events

### Certified EUPA\_NEXT training curricula EQF Levels 2, 3, 4 and 5

Following events have been scheduled:

- ✓ The fifth transnational meeting will take place in Cham (Germany) in January 2018. During the meeting the consortium will review the progress of the project and will plan next steps.
- ✓ **The TRAIN THE TRAINER BY VET PROVIDERS IN THE CONSORTIUM** workshop will held in Spain, Greece, Cyprus, Slovakia and Germany during the period November 2017 to March 2018.

## Next Activities

**The next steps of the consortium are the following:**

1. Finalization and translation of the training materials levels 2, 3, 4, and 5
2. Certification of the training materials levels 2, 3, 4 and 5
3. Pilot application of the training materials by trainers and evaluation of the training materials

### Target group for EUPA\_NEXT students in VET, administration personnel and unemployed people

EUPA\_NEXT project provides a useful opportunity to students in VET, administration personnel in the labour market and also to unemployed people interested in entering the sector of office administration in order to certify and validate their knowledge, competences and skills. Therefore, these groups can benefit from the ISO17024 certification as well as from the curricula, training materials, e-books and assessment process in different ways:

**-VET students** as well as professionals in the office administration sector can benefit from the competency based training and assessment that will also offer them an ISO certification and probably an easier access to the employment market.

**-People in the labour market in the sector of administration** can validate their knowledge skills and competences through the certification. This is very important for people that have no academic criteria but they have lots of experience in the sector.

**-Unemployed people** can also benefit from the certification as it will provide them with a channel for accessing the employment market. The ISO certification will provide them with a means for validating their knowledge, skills and competences.

