



VALIDATION OF INTERCULTURAL TRAINING

Module 10



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Learning objectives:

By the end of this session you will:

- Know the key facts about validation;
- Understand the LEVEL5 approach;
- Be able to validate the competence development of your learners using the 5 steps of LEVEL5
- Know how to plan and develop your learning material following the principles of competence-oriented learning



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Introduction:

- The I-Care training is designed as online and offline training. To offer you the opportunity to transfer your newly acquired knowledge and skills into practice, this module makes you familiar with the concept of competence validation and competence oriented learning.
- One specific methodology for the validation of competence development, LEVEL5, is presented in this module. By knowing this concept, you will understand the three dimensions of a competence as well as the five performance levels and how the competence development can be assessed.
- Knowing the main principles of competence oriented learning helps you to create your learning material according to the specific needs of your clients.
- At the end you will be able to plan and deliver your learning material along the 5-step procedure of LEVEL5 including the assessment of competence development.
- The **learning project** is a practical application of learning approaches in the real environments of each trainer or training provider with their specific target groups. It will include detailed planning, implementation and evaluation of an educational activity. In the context of I-CARE your training project can be the training activities carried out with your learners.



Introductory Activity

1. How would you rate yourself on a scale from 1 to 10 in terms of your knowledge of and skills in validation when 1 equals “no knowledge” and 10 equals “expert knowledge”?

2. Please think about these questions:
 - *Which indicators did you use to rate yourself?*
 - *How does “validation” differ from “evaluation” and “assessment” ?*

... *have you noticed that you need some kind of clues or indicators if you want to make an assessment? What is the benchmark?*

On the following pages, we will first clarify some terms related to validation and also whether any indicators are needed.



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VALIDATION LEVEL 5

Terminology in the context of validation



Introduction:

some clarifications in terminology

Evaluation

- is the process of observing and measuring a thing for the purpose of judging, either by comparison to similar things, or to a standard. Also called “summative” assessment.

Assessment

- is the process of objectively understanding the state or condition of a thing, by observation and measurement, considering its effectiveness. “Formative” assessment is measurement for the purpose of improving it. It is learner-centered, course based and not graded.

Validation

- is the process of establishing that the assessment is correct, complete and implemented as intended.

Why is validation useful?

- Provides feedback on learning progress, which can increase self-confidence and motivation to continue learning.
- Facilitates recognition of prior learning and practical experience (e.g., for career or further education)



What is a competence?

Based on the LEVEL 5 approach:

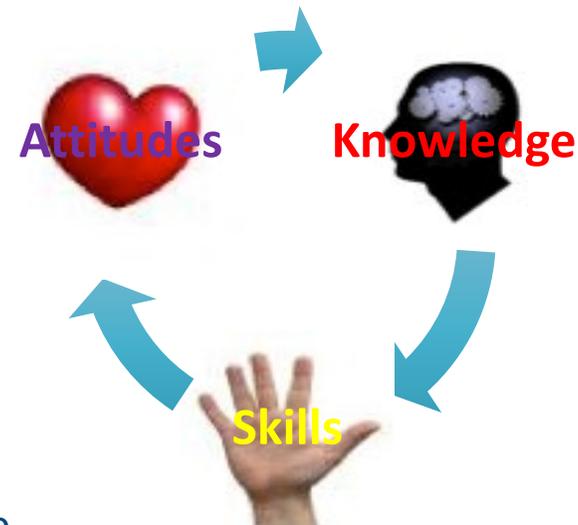
A competence is the ability to apply a synthesis of

- *Knowledge,*
- *Skills and*
- *Attitudes*

in a particular situation and in a particular quality.

Think about the connection between:

- the hand and skills – you built something
- the head and knowledge – you need to think to create
- the heard and attitudes – your mood is important for all of it



COL – What is Competence-oriented Learning?



COL – Competence Oriented Learning

- Competence oriented learning does not consist only of traditional classroom situations but is based on the idea that learners learn through experience.
- Learners need to be actively involved in the learning situation. They learn best in meaningful contexts, in collaboration and interaction with others and their environment.
- In this way, they empower themselves to acquire knowledge, construct knowledge and test and compare their newly constructed ideas with those of others.
- The approach of COL emphasises the need to teach according to the context and needs of the learners, without neglecting to open up new horizons and perspectives for them.



COL – Competence Oriented Learning

The main principles of competence-oriented learning:

- Demand-oriented topics/ High (personal) relevance
- Relevant learning environments and contexts (“situated learning”)
- Concrete challenges
- Dilemmas
- Learning by doing
- Learning by experiencing
- Learning by creating
- Learning by reflecting
- Learning by sharing



Validation of competences

- How can we assess social competences and their further development?
- How can we document them?





What is LEVEL5?

LEVEL5 is a taxonomic system for Competence Oriented Learning and Validation

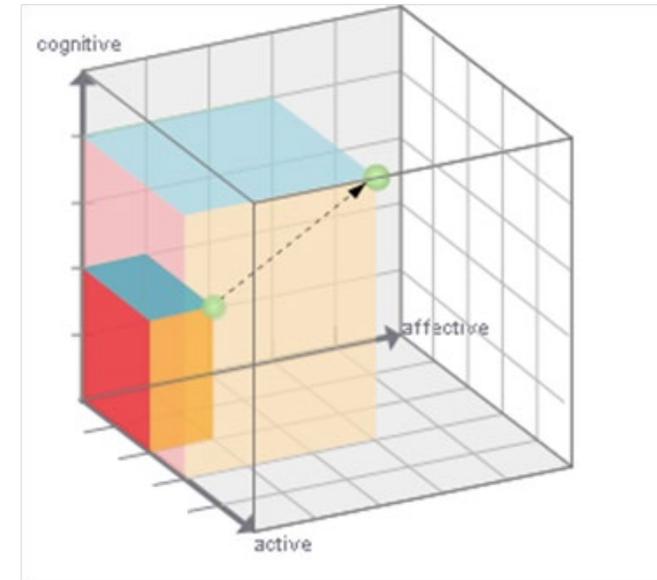
Competences consist of a combination of **cognitive**, **behavioural** and **affective** elements required for effective performance of a real-world task or activity.

A competence is defined as the holistic synthesis of these components. These are the **three dimensions** of a competence.

As the level of a competence increases, so does the learner's autonomy.

LEVEL5 makes it possible to identify, visualise and validate social, personal and organisational competence developments.

The model reflects the **three dimensions** of a competences as well as the **five levels of development**.



The LEVEL5 cube



LEVEL5 Competence Taxonomy

The increasing level of control (management) over a particular competence can also be called a 'competence level'.

- The grid presented here forms the basis for a so-called "reference system".
- A reference system is a helpful tool in competence validation, as it supports you to map the learner's developmental stages in the learning context and to demonstrate further development.
- Indicators help to describe the expression of competences according to the competence level.

LEVEL	KNOWLEDGE	SKILLS Capabilities	ATTITUDES Emotions/Values
5	Know where else... (Transfer knowledge strategic knowledge)	Transferring (Developing / constructing)	Incorporation (Internalising, „unconscious“ competence)
4	Know when... (Practical / procedural knowledge)	Discovering / acting independently (disturbed systems)	Commitment (Effective self-regulation)
3	Know how... (theoretical knowledge)	Deciding/Selecting (known systems)	Appreciation (Motivation)
2	Know why... ((distant understanding)	Imitating (Exercising)	Perspective taking (Curiosity)
1	Know-that... (basic perception)	Perceiving (Listening)	Neutral ((Self oriented)

The LEVEL5 taxonomy



LEVEL5 Competence Taxonomy

LEVEL	KNOWLEDGE	SKILLS Capabilities	ATTITUDES Emotions/Values
5	Know where else... (Transfer knowledge, strategic knowledge)	Transferring (Developing / constructing)	Incorporation (Internalising,, 'unconscious' competence)
4	Know when... (Practical / procedural knowledge)	Discovering / acting independently (disturbed systems)	Commitment (Effective self-regulation)
3	Know how... (theoretical knowledge)	Deciding/Selecting (known systems)	Appreciation (Motivation)
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Explanatory video: LEVEL5

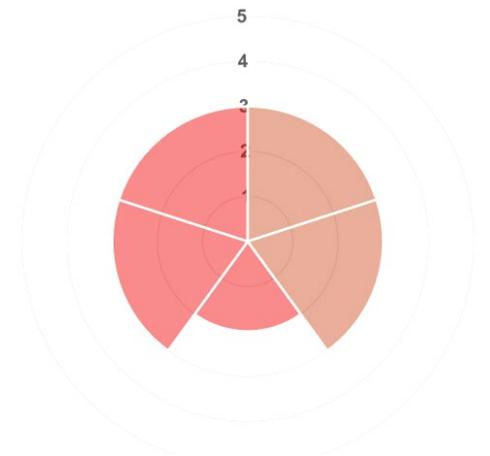


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Self-assessment Activity

- We invite you to try the self-assessment **on your Competence Oriented Learning and Validation competences.**
- You will be presented with a series of statements relate to your understanding and use of competence-oriented learning.
- They are ordered **along a competence progression**, and they are based on the LEVEL5 approach.
- On completion of the self-assessment, you will receive a visual presentation of your competence profile in the form of a “spider”.

https://mahara.vita-eu.org/survey/icare_col_and_validation





WORKING WITH THE REFERENCE SYSTEM

Intercultural competences as an example

Key competences: Cultural awareness and expression, social and civic competences

Introduction

- In a globalised world, people increasingly find themselves working with persons from different cultures. International exchange programs for working, as well as projects focused on different disadvantaged groups, place employees in situations where cultural awareness is of vital importance.
- An employee with **developed intercultural competence** is able to interact with people from different cultural, religious, social, ethnic, and educational backgrounds.
 - *He/she is aware that culture determines how individuals encode messages, what medium they choose for transmitting them, and the way messages are interpreted.*
 - *He/she is able to communicate effectively and appropriately, being aware about the diversity of languages, codes and patterns existing in different cultures.*
 - *He/she is aware of the cultural dimensions of his/her own behaviour and thinking. When faced with miscommunication, he/she seeks ways of discovering its roots and how to overcome them.*
 - *The employee is respectful and values the contribution of others, being open to learn from other cultures.*



Intercultural communication

- Here we use the competence description, intercultural communication, as an example to demonstrate how a reference system is structured.
- From the example you can see how the **three dimensions** of a competence (knowledge – skills – attitudes) and the **five development levels** are described.
- You can also use other Reference Systems in the same way
 - *managing diversity*
 - *conflict management*
 - *problem solving*
 - *self reflection/awareness*



Knowledge

- The employee...

- *knows that many aspects of one's culture can be hidden and not immediately obvious;*
- *has knowledge about how culture shapes one's identity and worldview;*
- *has knowledge of ways to establish a relationship of trust and respect with people from a different cultural, social and religious background;*
- *has knowledge of relevant intercultural communication techniques;*
- *has knowledge of nonverbal communication patterns of other cultures;*
- *has knowledge of the cultural codes relating to behaviour and communication, e.g. politeness strategies in making requests;*
- *knows that solutions for achieving satisfactory communication between people from different cultural backgrounds are not universal, but context-specific;*
- *knows how to deal with situations of intercultural misunderstandings.*



Skills

- The employee...
 - *is open-minded and able to listen actively;*
 - *is able to exchange knowledge and experiences with persons with different cultural background;*
 - *is able to respond to others in non-judgemental ways;*
 - *is able to give and receive feedback to and from other persons of different cultural background;*
 - *is flexible in his/her communication strategies and able to adapt them according to the context;*
 - *is able to reflect on own behaviour and to interpret it from different angles;*
 - *is able to identify problems and find solutions in a culturally diverse group;*
 - *can patiently seek out the roots of intercultural misunderstandings.*



Attitudes

- The employee...
 - *values cultural diversity and thinking without prejudice about cultural differences;*
 - *has a positive attitude towards working together with people from different cultures;*
 - *is empathetic and curious to learn more about others;*
 - *views difference as a learning opportunity;*
 - *has tolerance for ambiguity;*
 - *is sensitive towards the nonverbal communication patterns in other cultures;*
 - *respects others and their cultural, social and religious differences;*
 - *is motivated to understand people from different cultural backgrounds and wants to be understood;*
 - *wants to avoid conflicts and misunderstandings that may evolve from cultural differences.*



Example: Reference system Intercultural communication

L	KNOWLEDGE		SKILLS		ATTITUDES	
	Level Titles	Level description	Level Titles	Level description	Level Titles	Level description
5	Knowing where else (knowledge for transfer)	Possessing thorough knowledge of one's own cultural frames of reference and the various possible patterns of cultural differences. Knowing how to make cultural differences visible and how to teach others strategies for effective communication.	Developing, constructing, transferring	Being able to put oneself in the shoes of others and apply a variety of intercultural approaches. Adjusting one's communicational style to accommodate people from other cultures. Being able to point out the differences in verbal and non-verbal communication and supporting others to communicate effectively.	Incorporation	Actively seeking out intercultural interactions. Willing to move beyond one's comfort zone. Constantly considering the cultural aspects of communication. Being motivated to help others discover the same aspects and improve their intercultural competence.
4	Knowing when (implicit understanding)	Knowing when to adapt a specific communication strategy based on a thorough understanding of the different culture. Understanding the possible ways intercultural misunderstanding can arise and what are the most suitable strategies for dealing with them.	Discovering acting independently	Actively collecting information about the communication features of other cultures and enriching one's own communication competence by transferring diverse elements to one's own context. Making use of critical thinking such as analysing, interpreting, seeking out relationships and causality, in order to interpret the world from other cultures' point of view.	Self-regulation, determination	Respecting and valuing the expressions of cultural differences. Being determined to overcome communication-based obstacles between people from different cultural backgrounds. Viewing difference as a learning opportunity. Being aware of one's own limitations and developing a tolerance for ambiguity.
3	Knowing how	Knowing how to anticipate the differences based on different cultural backgrounds and how to adapt one's own communication accordingly.	Deciding/ selecting	Being able to independently apply concrete strategies in intercultural communication such as active listening, observing, perceiving non-verbal signs.	Motivation/ appreciation	Valuing intercultural competence and being motivated to develop one's own intercultural communication by acquiring knowledge of different communication styles.
2	Knowing why (distant understanding)	Understanding that one's own culture is central to what people see, how they make sense of it, and how they express themselves. Knowing that different cultures impact people in a different way.	Using, imitating	Communicating by taking into account the cultural backgrounds of other people. Copying observed strategies for intercultural communication or adopting new ones under instruction.	Perspective taking	Accepting the existence of different ways of communication. Being curious towards cultural diversity. Wanting to know more about different communication styles.
1	Knowing what	Knowing that different cultures have different ways of communicating.	Perceiving	Recognising the existence of different styles of communication based on cultural backgrounds.	Self-oriented	Considering the benefits of culture sensitive communication without experiencing a need to become active in this respect.

How to assess a competence level?

To assess learners' competence development at the beginning and at the end of a learning activity you have to choose an appropriate method for the assessment.

Two points of assessment need to be defined in order to be able to track development.

Which assessment methods are chosen depends on the time available, group size, etc. Examples of assessment methods can be found in the “Assessment Toolbox”.

Activity 3

- Use the assessment toolbox (extra document) to find the method that best suits your learners (or use as an example to create your own methods to assess your learners)
 - *(Online) Self-Assessment*
 - *Reflective Diary*
 - *Learning diary/Blog*
 - *Letter to myself*
 - ...



A row of six stylized paper figures in various shades of brown and white, holding hands in a circle. The background is a light blue gradient.

HOW TO VALIDATE A COMPETENCE

To validate yourself on your intercultural competence, follow these steps:

1. Reflect about your learning context and identify learning objectives – we will call this „learning project“. A learning project can be any learning situation or activity which is suitable for observing a development among yourself or your learners. In the I-CARE Project, e.g. your I-CARE training can be your “learning project”. It is useful to concentrate on an activity which has a starting and ending point. These two points in time form the basis of the assessment timeline.
2. Have a look at the competence you want to assess – here: **intercultural competence**. Get familiar with the competence description and the reference system for intercultural competence
3. Do a **first assessment** of your competence **at the beginning of the learning phase**: identify your competence level in each of the three dimensions. Give reasons or examples that prove your rating
4. Pursue your learning objectives in the given context = carry out your learning activity, e.g. the I-CARE training course
5. Do the **second assessment** at the **end of the learning phase**: Read the competence description and the reference system and identify your competence level in each of the three dimensions again. Give reasons or examples that prove your rating. If you wish to receive a certificate, also write a summary of the learning process for each dimension.

Activity 4

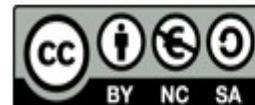
- Fill out the document: “I-Care assessment pack”
- Or you can use the App



Using LEVEL5 for certificates

- If you wish to receive a LEVEL5 certificate which evidences your learning progress, please document your learning activity and the outcomes of your assessment.
- After you have finished the documentation, contact info@level5.de to receive your certificate within one week.
- The use of LEVEL5 and the issuing of certificates within I-CARE is free of charge. If you wish to use LEVEL5 after the end of the project, you may join the REVEAL association, who is owner of the software, to become a licensed partner. For further information please contact info@reveal-eu.org.

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