

**Learn to Create - promoting Work-based Learning  
in Europe's Cultural and Creative Industries**



# **ROUTES OF VALIDATION**

**for Work-based Learning in the CCI in an European context**

**2021**

*'Routes of Validation for Work-based Learning in the CCI in an European context' has been developed by Rinova and consulted by all the Learn2Create partners.*

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Graphic design and layout: **Katrzyzna Baranek-Stachura**

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## ROUTES OF VALIDATION FOR WORK-BASED LEARNING IN THE CCI IN AN EUROPEAN CONTEXT

### Preface. Setting up the European context.

We are going to take the European Qualification Framework (EQF) as a starting point to engage the discussion about The possible and more feasible routes for validation of Work Based Learning in the Creative and Cultural Industries. In their last review by the European authorities<sup>1</sup>, it states:

*“(2) Qualifications are the formal outcome of an assessment and validation process by a competent authority and typically take the form of documents such as certificates or diplomas. They determine that an individual has achieved learning outcomes to given standards. Those learning outcomes may be achieved through a variety of paths in formal, non-formal or informal settings, whether in national or international contexts. Information on learning outcomes should be easily accessible and transparent.”*

*“(17) Credit systems at both national and European levels operate within institutional contexts like higher education or vocational education and training. At European level, the European Credit Transfer and Accumulation System has been developed for higher education in the European Higher Education Area. For vocational education and training, the European Credit System for Vocational Education and Training is being developed in accordance with the recommendation of the European Parliament and of the Council of 18 June 2009 on the establishment of a European Credit System for Vocational Education and Training (ECVET) (2). Links between national qualifications frameworks and credit systems, where appropriate, could be promoted.”*

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<sup>1</sup> The COUNCIL RECOMMENDATION of 22 May 2017 on the European Qualifications Framework for lifelong learning and repealing the recommendation of the European Parliament and of the Council of 23 April 2008 on the establishment of the European Qualifications Framework for lifelong learning. (2017/C 189/03) [https://eur-lex.europa.eu/legal-content/EN/TXT/HTML/?uri=CELEX:32017H0615\(01\)&from=EN](https://eur-lex.europa.eu/legal-content/EN/TXT/HTML/?uri=CELEX:32017H0615(01)&from=EN)

And it defines qualifications in the ANNEXE 1 as:

“(a) ‘qualification’ means a formal outcome of an assessment and validation process which is obtained when a competent authority determines that an individual has achieved learning outcomes to given standards;”.

The second European Reference to contextualize our work in Learn to Create is the **European guidelines for validating non-formal and informal learning published by CEDEFOP in 2015<sup>2</sup>**.

In this document they establish the four steps for validation of non-formal and informal learning which are actually the ones that occur in a work-based learning set up :

- **‘Identification** of an individual’s learning outcomes acquired through non-formal and informal learning;
- **Documentation** of an individual’s learning outcomes acquired through non-formal and informal learning;
- **Assessment** of an individual’s learning outcomes acquired through non-formal and informal learning;
- **Certification** of the results of the assessment of an individual’s learning outcomes acquired through non-formal and informal learning in the form of a qualification, or credits leading to a qualification, or in another form, as appropriate.’ (Council of the EU, 2012, p. 3, points 2a to 2d).

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<sup>2</sup> [https://www.cedefop.europa.eu/files/3073\\_en.pdf](https://www.cedefop.europa.eu/files/3073_en.pdf)



To understand both our initial approach, and taking into account the references above we need to assert a number of considerations:

1. The full process of validation is only achieved when a “competent authority” fully finishes the process. This element is widely heterogeneous and the development of the EQF directives varies extensively between the Partners’ countries: There is a clear path in Poland for Universities but not for VET, in UK there are awarding bodies regulated independently, in Italy, Spain or Greece the competent authorities vary from local to regional to national depending of the VET sector. There is not a standard procedure along the EU to finalise the fourth step of validation.
2. The ultimate goal of this validation process for the CCI’s is to reach the European Credit System for Vocational Education and Training.
3. Establishing validation of non-formal and informal learning as a normal route to qualifications – in parallel to the traditional route of formal education and training courses and programmes – could imply a legal right to validation. Such a right, as already found in some European countries, would guarantee access to a qualification, but not specify the learning path on which it is based. This might take several forms and will depend on the constraints and opportunities offered by the national legal and political context.
4. Creative Industries is a sector strongly clustered with a differential proportion of micro business, sole traders and freelancers (around 90%) which is unusual when compared to other Industries. This correlates to a very different experience when it comes to Work based Learning with a bigger load of personal interactions and dependencies in the process, it cannot be structured in a formal way like it can happen in other industries as automotive or Energy.

## Learn2Create's Contribution to the pathway:

Learn2Create has been able to successfully address in the scope of its intervention the 2 first elements of the process:

- There is a clear framework in the L2C curriculum to facilitate the Identification process.
- The recess of documentation and generation of evidence of work is supported by the Learning platform and its content.

Considering that we cannot affect the 4th element, at policy level, our contribution to a further development was oriented to establish an initial Assessment framework, based on a primary element which has been identified as the most suitable for the diverse demography of the CCI's industry and practitioners: **Peer to Peer assessment.**

## Peer to Peer assessment:

Quoting Dr Michael Wride (2017):

*"Opportunities for peer learning through peer assessment can be lost sight of in formal educational settings, where the role of the teacher becomes paramount (Spiller, 2012). Peer assessment is a natural extension of the move from a teacher-centred to a student centred mode of education, which emphasises the active engagement of students in their learning, learner responsibility, metacognitive skills and a dialogical, collaborative model of teaching and learning (Spiller, 2012). Students become assessors within the context of participation in practice; that is, the kinds of highly contextualised learning faced in life and work (Boud & Falchikov, 2006)."*

This describes exactly the context in which the Work Based Learning In the CCI's operates. Both the creativity inherent to the practice, the average micro size of companies and projects, where +90% of the industry are freelancers, or <5 practitioners, makes the peer assessment the most effective strategy in order to find a common procedure that could work across the different countries in the EU.

In this context the Peer to Peer assessment strategies provide significant advantages:

- An educational process that installs autonomy in learners.
- Empowerment of the learner in a learning environment.
- Development of learner ability to self-evaluate and reflect.
- Greater understanding of what is required in the curriculum.
- A greater level of interaction.
- Seeing standards set by peers as well as mistakes of others (and avoiding them in the future).
- Gaining an ability to 'stand back' from own work for assessment purposes (an essential ability of an 'objective', 'unbiased' creative).
- Empower students to take responsibility for and manage their own learning.
- Enable students to learn to assess and give others constructive feedback to develop lifelong assessment skills.
- Enhance students' learning through knowledge diffusion and exchange of ideas.



Having in account all these contexts and considerations we propose to Stakeholders to further engage in future projects which address the creation of a Peer assessment validation tool for the CCI's, based on the findings and results of Learn to Create Curriculum.

1. This assessment tool could be envisioned in the form of a catalogue of statements that will help peers to evaluate the other peer. The peer has to indicate a rating of adequacy for each statement.
2. It should be used before initiating the training activity/exchange programme and the assessment and will be repeated after finalising the activity. This will produce a clear traceability of the learning journey and the distance travelled by the participants in the Work based learning experience.
3. The third element to consider in the tool should be a mapping framework to connect the peer assessment, and the underlying documentation process with the relevant National regional Framework for the topic.
4. It needs to be built with a solid accountability system, with a sufficiently diverse peer review process (in the likes of scientific papers peer review), and with a solid process of Quality assurance.

Following this initial guidelines the partners can start conversation to solve the 4th and critical element for this route of validation to be successful which is the policy making and legislative changes that need to be promoted in the different countries to allow a cohesive structure of validation across the EU.



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