

ual:

REBEL

**recognition of experienced
based education and learning**

August 2020

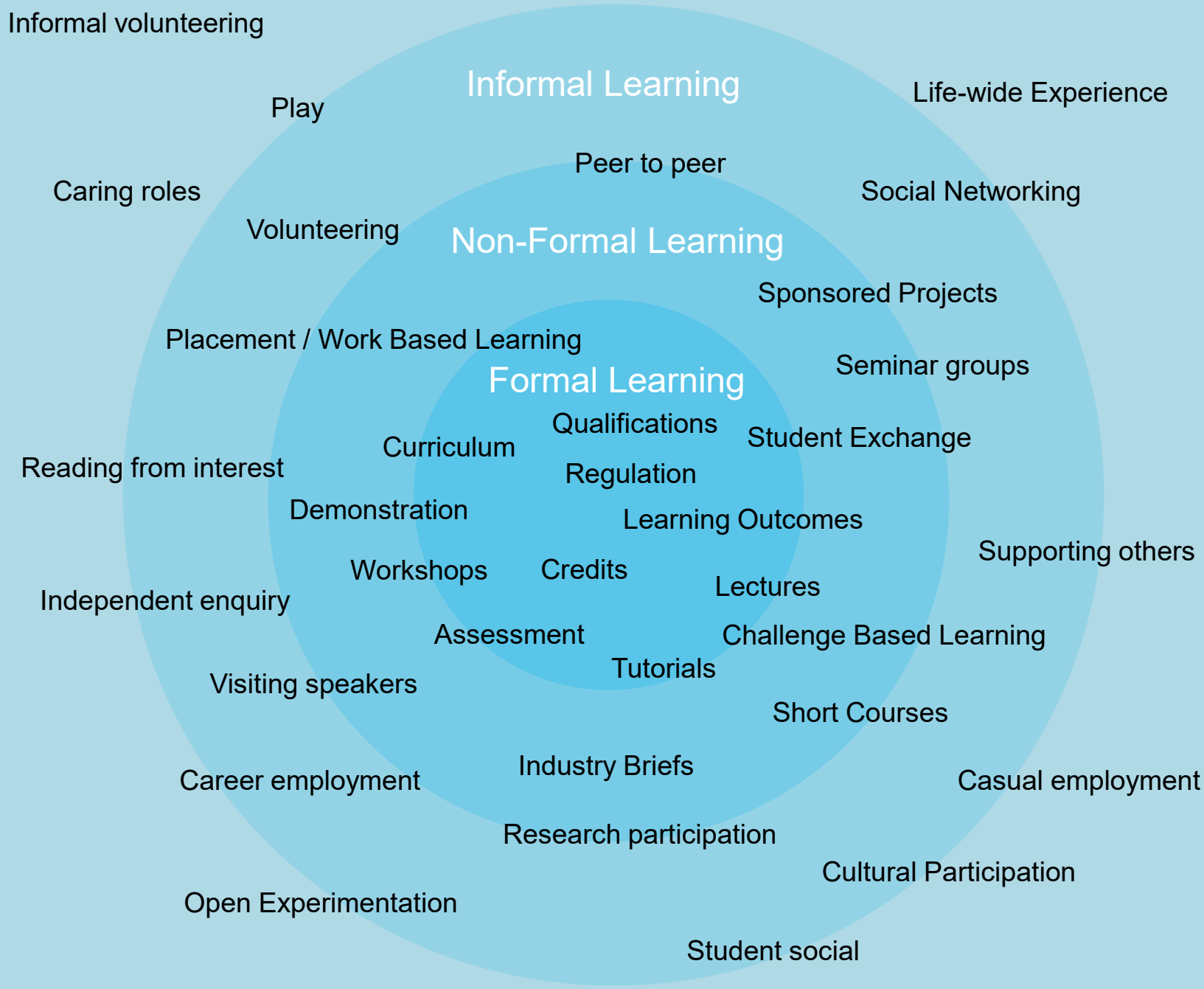
REBEL

Endorsement and evaluation of portfolio learning in flexible and/or non-formal curriculum settings and in support of experience or project based learning.

REBEL Overview

A Learning Recognition Framework designed to facilitate student reflection, peer to peer engagement, and facilitator led learning support.

As well as supporting curriculum experience, this competency and capabilities framework captures learning gain from the expanded curriculum, non-formal and informal learning, and transversal skills accrued from; KE engagement, industry placements, student led enterprise, and life-course commitments. It will support AP(E)L processes in the interest of advancing non-traditional learners.



Informal Learning

Play

Life-wide Experience

Informal volunteering

Peer to peer

Social Networking

Caring roles

Volunteering

Non-Formal Learning

Sponsored Projects

Placement / Work Based Learning

Seminar groups

Formal Learning

Qualifications

Student Exchange

Curriculum

Regulation

Reading from interest

Demonstration

Learning Outcomes

Supporting others

Workshops

Credits

Lectures

Independent enquiry

Assessment

Challenge Based Learning

Visiting speakers

Tutorials

Short Courses

Career employment

Industry Briefs

Casual employment

Research participation

Cultural Participation

Open Experimentation

Student social

CAPTURING LEARNING GAIN

Work and Experience Based Learning activities, including industry and placement based projects. (APEL & self / peer to peer assessment)

Graduate projects, Student volunteering and life-course commitments beyond the curriculum. (new ways of recognising the expanded curriculum, additional / detailed transcripts)

Evaluating learning gain with external partners, groups and individuals participating/collaborating on projects with the university. (micro-credentialing, badging, etc)

DEVELOPMENT

Erasmus + Strategic Network (Collaborative Learning Action Network):
Universidad Valladolid (Observal) Spain, University of Salford, La
Ligue de L'Enseignement, SOLIDAR.
(Lifelong Learning and Adult Education)

Erasmus + (Open Design and Manufacture). **UK:** University of the Arts
London, Green Lab. **Italy:** University of Florence, LAMA Development
and Cooperation Agency, Centro Sperimentale del Mobile e
dell'Arredamento. **Spain:** University of Deusto, Fundación TECNALIA
research & innovation. **China:** Tongji University. **Poland:** WSB
University, Fundacja Fablab Łódź. **Netherlands:** P2P Foundation.
(Learning and Innovation Partnership)

University partnerships and exchange. UK: University of Salford,
University of the Arts London. Workers Education Association.
(Accreditation of Prior Experience and Learning *policy* &
Placement Based Learning *policy*)

The purpose is to support learning endorsements in response to shared activity (projects, practice or enterprise) or learner mobility in transcultural and transdisciplinary spaces.

Three main options for the deployment of the system:

A - *In relation to a specific activity with reference to a limited range of learner characteristics determined by the trainer or teacher.*

B - *In relation to a set of experiences and as an aid to learner reflection; a subsection of the framework that allows for in-depth self-evaluation or evaluation by a supervisor to prepare the student for collaborative projects or learning activities.*

C - *Self-assessment, peer-evaluation or student mentoring; to improve learning in practice or engagement and learner agency (supporting learner agency within the classroom and beyond)*

Life-Wide
Behaviours

Design
Experience

Interest &
Curiosity

THINKING / ENQUIRY

PRACTICE / DOING

Interest &
Application

Production
Experience

Life-Wide
Attitudes

LIFE-WIDE *behaviours*

Social Practices:

Sociability
Collaborative
Generosity
Diplomacy
Accountability
Leadership

Language Practices:

Formal writing
Correspondence
Second language
Digital
Verbal
Non-verbal

Engagement:

Self-organisation
Planning
Reflection
Initiative
Creativity
Criticality

L I F E - W I D E

Application of Practice:

Safe practices
Data Application
Systems Application
Complexity
Problem solving
Outlook

Co-operative Practices:

Reciprocity
Negotiation
Flexibility
Interpersonal
Responsibility
Endurance

Values:

Meeting challenge
Openness
Empathy
Motivation
Commitment
Inclusivity

LIFE-WIDE *attitudes*

interests & CURIOSITY

Openness:

Agility
Creativity
Enterprise
Sensitivity
Resilience
Inclusivity

Analysis:

Organisation
Reflection
Logic
Dissemination
Precision
Insight

Enquiry:

Considerate
Questioning
Purposeful
Pro-active
Candour
Procedural

INTERESTS

Advocacy:

Self-awareness
Story telling
Representation
Negotiation
Leadership
Intra-sociability

Interpretation:

Cultural Awareness
Context
Impartiality
Complexity
Comparative analysis
Applied Subjectivity

Criticality:

Balance
Currency
Resilience
Ethics
Rationality
Interpretation

interests & APPLICATION

DESIGN *experience*

SENSORY INTELLIGENCE:

Signs and symbols
Appreciating Form
Perception
Materiality
Structure
Pattern

RESEARCH PRACTICE:

Observation
Experimentation
Investigation
Study
Collection
Analysis

CREATIVE PRACTICE:

Intuition
Content Generation
Problem solving
Story telling
Exploration
Authority

EXPERIENCE

EFFECTIVE PRACTICE:

Initiative
Decision making
Organisation
Ethical awareness
Resilience
Communication

TECHNICAL PRACTICES:

Dexterity
Material Handling
Procedural Skills
Accuracy
Efficiency
Experimentation

TECHNOLOGY:

Material awareness
Information aware
Digital skills
Instrument use
Complexity
Mechanical

PRODUCTION *experience*



DIGITAL

TAILORING

with design
(AI)oring
software
part to use

Interests and Application
Advocacy
Part of the public
to the
interests



8 Factors
The Value of
Interests and
Advocacy
Part of the public
to the
interests



Interests and Application
& Advocacy

AI
ke

Achievement Indicators (attainment characteristics):

Originating and Inventing	<i>(Level 7 equivalence)</i>
Disseminating and Leading	<i>(Level 7 equivalence)</i>
Independence and Initiative	<i>(Level 6 equivalence)</i>
Interpretation and Adoption	<i>(Level 5 equivalence)</i>
Recall and Simulation	<i>(Level 4 equivalence)</i>
Understanding and Awareness	<i>(Level 3 / 4 equivalence)</i>
Accessing information and guidance	<i>(Level 2 equivalence)</i>
Following instruction and direction	<i>(Level 1 / 2 equivalence)</i>

Academic Citizenship and Application: (UNESCO Cross-cutting competencies)

Systems thinking competency: *the abilities to recognize and understand relationships; to analyse complex systems; to think of how systems are embedded within different domains and different scales; and to deal with uncertainty.*

Anticipatory competency: *the abilities to understand and evaluate multiple futures – possible, probable and desirable; to create one's own visions for the future; to apply the precautionary principle; to assess the consequences of actions; and to deal with risks and changes.*

Normative competency: *the abilities to understand and reflect on the norms and values that underlie one's actions; and to negotiate sustainability values, principles, goals, and targets, in a context of conflicts of interests and trade-offs, uncertain knowledge and contradictions.*

Strategic competency: *the abilities to collectively develop and implement innovative actions that further sustainability at the local level and further afield.*

Collaboration competency: *the abilities to learn from others; to understand and respect the needs, perspectives and actions of others (empathy); to understand, relate to and be sensitive to others (empathic leadership); to deal with conflicts in a group; and to facilitate collaborative and participatory problem solving.*

Critical thinking competency: *the ability to question norms, practices and opinions; to reflect on own one's values, perceptions and actions; and to take a position in the sustainability discourse.*

Self-awareness competency: *the ability to reflect on one's own role in the local community and (global) society; to continually evaluate and further motivate one's actions; and to deal with one's feelings and desires.*

Integrated problem-solving competency: *the overarching ability to apply different problem-solving frameworks to complex sustainability problems and develop viable, inclusive and equitable solution options that promote sustainable development, integrating the abovementioned competences.*

European Skills, Competencies, Qualifications and Occupations (ESCO) framework

Application of Knowledge: application, implementation, utilization, use of knowledge, numeracy and mathematics, working environment, health and safety, digital competencies, language.

Social Interaction: lead, support, question, constructive criticism, motivation, body language, intercultural competence, instruct, persuade, teamwork.

Thinking: reason, logic, problem solving, making decisions, process qualitative information, develop strategies to problem solve, evaluate information, memorise information, think creatively, identify opportunities, use learning strategies, manage time.

Attitudes: efficient, curious, meeting commitments, dealing with uncertainty, cope with pressure, work independently, manage frustrations, persistence, willing to learn, manage quality, enthusiasm, adapt to change.

Values: ethics, demonstrate consideration, demonstrate good manners, scruples, morals, beliefs, tolerance, helping others, empathy, courtesy, concern, fairness.