

Learning Record Store Conceptualisation and Specification of Application and Data

WP 1.2 Requirement Analysis TeBeVAT-Process and External Stakeholders



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Preamble

The objective of this requirement analysis is to identify requirements, both derived from the TeBeVAT process and in particular from external stakeholders. This can be achieved by analysing existing data and surveying available documents (desk research) and by gauging opinions from outside via focus group meetings. The focus of our analysis lies on informal and nonformal learning in the context of lifelong learning. However, other stakeholders from educational institutions or company HR departments shouldn't be ignored in order to safeguard that the full potential of the concept can be achieved. Thus, expert involvement with actors from all these fields will be conducted in the partner countries, substantiating the need of future users and safeguarding the usability of the final product. For this requirement analysis we organized focus group meetings in the partner countries. BF/M is responsible for the desk research, since it has profound experience in orchestrating crosscountry desk research and expert interview. BF/M will bring together both findings from the desk research and the focus groups, in order to build the remainder of the project on substantiated conclusions.

Learning happens everywhere - in school, at work and in leisure time. In every type of learning one can acquire competences which are valuable for work and can support all individuals in finding new employment opportunities. Lifelong learning integrates learning and living and covers life-long and life-wide learning for people of all ages. Professionals in the sector of event technology are exposed to several circumstances which requires a constant development of new skills and competences throughout their careers. Technologies develop rapidly, internationalization increases and new forms of production emerge.

Young professionals don't stop learning when leaving school. Much more the learning in terms of specialization only starts - severely impacting the opportunities for employers and learners in the labour market. Taking up new employment, in foreign countries as well as in other labour market sectors, can be properly facilitated by ensuring proper documentation of projects carried out, of responsibilities that have been taken over and of results produced in past productions and projects. The documentation of lifelong learning in so called "digital learning portfolios" is a method that can be used to provide professionals in the sector of event technology with an application to store their qualifications, to document their work and to make the collected work experience transparent. The usage of portfolio-based tools has been proven practical among VET-schools in several European countries. Young professionals, teachers and internship supervisors have reported good experiences with these tools, which might be adapted and applied in the sector of event technology as a tool to document lifelong learning. These





digital portfolio tools should not only be available during VET education, but also after graduation and thus facilitate the documentation of lifelong learning.

The objective of such documentation is twofold: demonstrating one's own work experience to new employers and making use of new learning opportunities. The TeBeVAT process includes having this portfolio checked by professional competence assessments. After this the user receives a validation of competences without having taken formal instruction. Such a system thereby allows for the development of so called "micro-credentials", which are smaller modules of bigger units, relevant for the event technician like the lighting or sound unit (e.g. the Event Technology Specialist). By using "micro-credentials" a learner can obtain step by step the equivalent of a full qualification on a European Qualifications Framework (EQF) level 4 event technician. In other words, a learner can give evidence of competences already obtained and – after further training – can later assess the ones that are still missing.

The TeBeVAT project has defined a holistic process which is set out to facilitate validation and recognition of prior learning (VRPL). In PACE-VET, we aim to build the digital infrastructure for this – an Application for Lifelong Learning (ALL) - which addresses the needs amongst learners and workers especially from the field of event technicians to document, validate and certify learning outcomes.





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1. Requirement Analysis TeBeVAT Process

The TeBeVAT process represents the core functionalities that the Application for Lifelong Learning (ALL) is supposed to cover. The process entails several steps, starting with the identification of competences, followed by documentation and assessment, and, finally, ending with the validation of competences. The process is designed from the learner's perspective and it is indeed the learner who is supposed to be at the centre of the recognition process and keeps control over it. In the end, it is the learner's competences and as a result his increased mobility that are supposed to be addressed. Nonetheless, the candidate is not the only user in need of specific functionalities. That is why in the following, first the TeBeVAT process per se and then the individual user groups will be defined.

1.1 The TeBeVAT Process

The TeBeVAT process represents a holistic idea of how a person's competences can be transformed from a tacit, invisible and unperceivable state into explicit, measurable and certifiable assets. "Competences" hereby describe the mix of skills, knowledge and attitudes a person has acquired in formal, informal or non-formal learning environments.

Especially the documentation of competences acquired outside formalised learning settings represents a novelty. The lacking possibility to document projects or results of work makes it hard to take up new employment possibilities, especially for lateral entrants without a formal qualification and for workers and learners who want to change jobs or orientate themselves in a new sector. In the current situation, the predominance of non-formally and informally acquired competences on the labour market of especially event technicians, provides manifold obstacles to a more flexible and resilient labour market. This is to the disadvantage of companies as well as workers.

To facilitate the mobility of workers across sectors and borders, the TeBeVAT process aims to provide visibility of competences, which subsequently can be assessed by companies and leads to new employment opportunities. This process entails the following four steps:

- 1. Identification: The phase in which a learner decides which competences in the field of event technology should be made visible.
- 2. Documentation: The phase in which supporting evidence in the form of photos, videos, existing formal qualifications are being stored in the portfolio tool of the application.
- 3. Assessment: The phase in which an external assessor assesses the documents and the candidate, using appropriate and pre-defined assessment methods.





4. Validation and certification: The phase in which the candidate is granted a certificate which acknowledges mastering of specific sets of competences which can equate with modules of formal qualifications for an event technician on an EQF 4 level.

The comparison of assessment to levels of formal qualifications is important, as this makes the provided certification tantamount and easy to understand. Thereby, a partial certification can be granted. The complete process is available in detail at the TeBeVAT website: https://tebevat.eu/wiki/ under chapter 3.

The overall set-up of the application is shown in Figure 1**Fehler! Verweisquelle konnte nicht gefunden werden.** The descriptors of the competences that build up the CV of the candidate can be imported from Europass, an already existing, Europe-wide implemented tool to create CV's. The CV represents self-introduced data which is not verified by an official authority. Nonetheless, the CV builds the fundamental element of the competences to be validated and visualized. The unchecked information can be supported by the introduction of supportive evidence – i.e. proof of learning outcomes like official qualifications, videos or photos of projects implemented etc. In the ALL, this supportive evidence can be linked to sets of competences and is to be evaluated within the TeBeVAT validation and recognition process. In the process, the uploaded documents become verified and earn credibility. The portfolio represents one corner stone of the validation process. Alongside an assessment in a simulated environment, and other assessment methods, based on the principle of triangulation, it leads to the completion of the TeBeVAT process and can contribute to the achievement of a partial certification.



Figure 1: Technical Requirements from the TeBeVAT process

From a technical perspective, the TeBeVAT process and the subprocesses inherent to each step demand specific functionalities, as shown in Tables 1-4. The tables take stock of the





subprocesses and ICT-requirements, the ALL needs to comprise. Furthermore, aspects which are crucial to the creation of a Minimal Viable Product are being identified (Must Haves = MH), while others are being regarded as a nice bonus which increase the usability (Nice to Have = NtH).

From a user perspective, who is an event technician working or learning in the event and live performance sector, the application will consist of two components: a static part and an interactive part. The static part takes account of background information of the candidate. Next to bibliographical data (Curriculum Vitae), information from Europass can be added, which accounts for the individual competences the person has gained. This static information is supported by descriptors already gathered in the TeBeVAT wiki, specifically in the sectoral layer: https://tebevat.eu/wiki/.

In the identification phase, the candidate is being introduced to the process and creates an account in the application. Further, a mentor is allocated who guides the candidate through the process.

Identification: Registration and Information					
Key Steps for the Process /	ICT	ICT Requirements	NtH or		
Subprocesses	Relevance	1CT Requirements	MH		
1. Information Interview:		Eurther Information: Phone Call			
Mentor introduces the	no	Link to BACE-VET	MH		
candidate to the process					
 Accounts are being created (Access management - accounts for users and user groups) 	yes	Registration & Role definition: Candidates, Assessors, Mentors, Admins	MH		
3. Agreement to GDPR	yes	Data Protection Agreement: ethical code	МН		
4. Mentor allocation (if		Exchange messages set up			
possible: possibility to choose	х	annointments	NtH		
a mentor)					
5. Intake interview with the mentor	х	Filter Questions: Short version of Lifelong-Learning-Document Tool	МН		

Table 1: Identification phase in the TeBeVAT Process





In the documentation phase, the candidate submits all relevant data to the application. The creation of a CV will be supported by using Europass. Additionally, the Lifelong Learning Document Tool (LLDT) for the documentation of learning outcomes will be filled. The learner selects a profile from a list, for which he desires further self-development and future assessment and validation. The learner is guided through an initial self-assessment which yields a list of competences for which proof would be required. The upload of documents and the creation of a portfolio represents the second step. The documentation phase is completed with the provision of a personal development plan by the mentor (recommendation for participation in recognition process and further learning opportunities).

Documentation: Fill profile with information				
Key Steps for the Process /	ICT	ICT Requirements	NtH or MH	
Subprocesses	Relevance	ler nequiements		
1. Candidate fills in Lifelong	Ves	Interface for LLDT	МН	
Learning Document Tool	yes			
	yes	Decision Tree: Light & Sound>		
2 Candidate chooses Profile		Profile of competences (Assessor /		
(Light Sound etc.)		Mentor)> Link to Self-Assessment	MH	
		> "Document and proof Competence		
		1, Competence 2 etc"		
3. Candidate uploads evidence	yes	Storage of Data in Profile (f.i. Formal		
		qualifications, Video, PDF, Foto)	IVII I	
4. Mentor evaluates personal	Ves	Link to ESCO (Static Data)	МН	
development plan with candidate	yes		1911 1	

Table 2 Documentation phase in the TeBeVAT Process

In the assessment phase, the assessor assesses the LLDT and the uploaded additional evidence, granting verification in the application. Upon this revision, the assessor sets up the on-site assessment, choosing from a list of assessment techniques, fitting a specific set of competences, which we call a unit, for instance the light or sound unit. The candidate receives the suggestion for the assessment and can decide to first follow an additional training and then carry out the assessment or, for the time being, leave the validation process.





Assessment: Documents are verified by assessors and on-sight

assessments prepared				
Key Steps for the Process / Subprocesses	ICT Relevance	ICT Requirements	NtH or MH	
1. Assessment of LLDT and Evidence by assessors	yes	System Information: "Your documents have been assessed": Secure assessed documents and provide status information (proof of successful assessment / verification)	МН	
2. Assessors decide on Assessment Methods: Assessor drafts assessment	yes	Communication among assessors: missing assessments for Modules to be completed> communicate possibilities for on-sight assessment	MH	
3. Candidate decides about assessment	no	Opt-In Option for assessment	MH	

Table 3: Assessment phase in the TeBeVAT Process

Finally, the assessor provides the result of the assessment to the awarding bodies (certifying authorities, ETTEC, etc.). This body acknowledges the result and issues a certificate to the learner. The certification is uploaded into the profile of the candidate.

After the assessor has completed the evaluation of the assessment, the results are documented and given to the learner. As the results and the entire process belong to the learners, they may use these as they see fit:

- 1. Appeal assessment results if applicable.
- 2. Use assessment results to obtain certifications from awarding bodies.
- 3. Document the assessment, certification and the process in their LLDT.
- 4. Allow access to the information through the ALL to f.i. employers.

Certification: Provision of official certificate / credential to the					
candidate					
Key Steps for the Process /	ICT	ICT Boquiromonto			
Subprocesses	Relevance	ici kequirements			





1. Certifying authority issues certificate	yes	Certification loaded into the profile of the candidate: LLDT (secure, date & time)	МН
2. Assessing body: provides		National certification> All	
positive feedback to Certifying	yes	modules equivalence to EQF 4	NtH
authority		certificate	

Table 4: Certification phase in the TeBeVAT Process

1.2 User Groups in the TeBeVAT Process

The application will be used by different user groups: On the one hand, the learners who strive to have competences assessed, and on the other hand administrative and operational staff, including mentors, assessors, and system administrators. In the following, each of the user groups is being characterized in terms of their requirements and usage of the application.

To clarify the groups, we make a distinction in the process between the following groups:

- 1) **User:** this is anyone that uses or accesses the application or information about the process. A user has to register, to obtain access to certain information.
- 2) **Candidate:** this is someone who is officially registered in the TeBeVAT or PACE-VET process and is in the process of assessing and validating competences.
- 3) **Learner:** this is someone who is in the process of learning, independently from level or status, whilst being a candidate in the TeBeVAT or PACE-VET process.

1.2.1 Learners and candidates

There are different types of candidates, depending on their particular situation. Either users who only want to build a digital portfolio of their projects (learners) or users who wish to have their competences recognized and validated (candidates). Generally, the largest common denominator is that all users own their information and can decide what information they upload in the ALL, which specific information should be assessed, what should be visible to others, et cetera. However, as soon as information is used for assessment, the information on which the certification is based becomes unchangeable.

In terms of action sets within the application, candidates, learners and users have the following functionality available:

- Create a profile.





- Record general information.
- Import a CV and other materials from Europass.
- Make a self-evaluation based on rubrics of profile.
- Communicate with user administrator.
- Manage repository of documents (portfolio).
- Communicate with mentor about coaching and personal development plan.
- Communicate with assessor about assessment plan and assessing competences.
- Define the competences which are ready for assessment, ask for assessment.
- Link information to (sets of) competences:
 - Record information on own learning or experience
 - Upload information / evidence documents on own learning or experience
- Set intermediate learning targets (parts of profile).
- Track learning evolution by the mentor's and assessor's feedback within the app.
- Gives access to profile to external parties like employers (this can be multiple people seeing different things).

1.2.2 Educational Institutions

The educational institution (vocational school, university of applied sciences, etc.) can issue documents for students, which they then upload (certificates, diplomas, badges). The student himself decides which documents are uploaded to his profile.

Europass provides this option: <u>European Digital Credentials for Learning | Europass</u>

Their need is to:

- provide certificates

1.2.3 Accreditation and certifying authorities

An accreditation body is an organisation that grants another organisation the authority to certify individuals on the basis of quality standards. The certification body is the organisation that issues certificates to learners.

Their need is to

- Forward certificates
- Issue certificates





Verifier

A verifier from a national partner organisation overviews the validity of the assessment process and can access (until the final report) all the information needed to verify the quality of the assessment.

1.2.4 Employers / External parties

Employers can be granted access by the candidate to his or her profile in order to have credible information about the competences, e.g. in recruiting processes or further development of existing employees. To this end, employers (or other parties) need to see information without having and account on their own, meaning they

- Get a link from the candidate to access (part) of his or her profile.
- Can only see specific information (for example certificates), made available by the candidate.
- Have limited access in time.

1.3 Roles in the TeBeVAT Process

Next to different user groups, there are different roles active on the platform. The first role has been identified as the learner and candidate – they are technically both a user group and a role. Further user roles relevant to the execution of the TeBeVAT process are assessors, mentors and system administrators.

1.3.1 Assessor

Assessors are accredited and certified professionals who assess the competences of a candidate, required by a profile or set of competences according to standardised procedures. In the TeBeVAT process, the assessor uses different assessment methods like assessment in a simulated environment, role play, criterion-based interview, all according to the principle of triangulation. For the assessment, the assessor uses checklists for specific tests, annotates evidence or test results and deliberates with colleagues.

The tasks of an assessor are to

- check the portfolio of a candidate upon invitation
- provide verification information on reviewed documents
- suggest the start of an assessment to the candidate
- document assessment procedures
- document the assessment result in the app





- give the candidate feedback on the result
- submit assessment result to the certifying body

1.3.2 Mentor

The role of the mentor is to support and advise candidates in the TeBeVAT process. Mentors can consult the candidates' profiles and make an intermediate or final evaluation based on rubrics of the profile. They can also access the learning content dependent on the profile, as well as start joint evaluation sessions with the candidate. After the evaluation, through the feedback box in the app, the mentor gives the candidate advise on extra training or which assessment he or she should do.

The task of a mentor is to

- communicate through the message service in the app with the candidate about the needs of the candidate
- review the Lifelong Learning Document Tool
- provide support and advise to candidates

1.4 Administrative roles of the application

The ALL need to be maintained and overviewed. Therefore, two administrative roles will be needed. Currently, there are no resources available for these roles.

1.4.1 System administrator

The system administrator creates accounts for learners and candidates. The candidates and learners can then themself give access to their profiles to external organisations as well as to employers. The system administrator has access to the god-mode of the application.

The task of a system administrator is to

- have access to the database
- have the authority to provide user roles (assessor, mentor)
- create and delete accounts of users (candidates, assessors, mentors)

1.4.2 Content administrator

The content administrator maintains the "static information" that is used, but not changed by the users, including the descriptions of standard profiles, competences and the learning content. Content administrators also have a role on system and organisation level: On the





system level they manage agreed information on an international level. On organisation level they manage profiles agreed on an organisation level. The tasks of the content administrator also include importing new versions of ESCO, importing creating or adapting sectoral layers and creating new profiles as well as translating profiles or sectoral layers in other languages. In addition, they make notes for other content administrators working on the same content and notes for ESCO, too.

The task of a content administrator is to

- make changes to the database
- adapt and update the ESCO competences
- adapt and update the sectoral layer analogous to the ESCO competences
- create new profiles for new user groups





2 Requirements derived from the PACE-VET Focus Groups

2.1 Results from the Focus Groups

The focus groups were organised with the aim of engaging several different stakeholders like teachers and students of VET-schools, companies and workers in the event industry to the PACE-VET project, i.e. the user groups as described above. The user groups will play a key role in the development and usage of the application. The requirement need of these groups has to be outlined carefully. Knowing this, the different groups focused on two aspects:

- Extract requirements from users: What are the specific needs to be able to use the app on a regular basis and specifically the portfolio tool? How will the product convince them to switch to the ALL?
- 2) Background information: What are the backgrounds of the user groups? How do they use mobiles, other devices and social media, how old are they, what is their interest in such a product?

The corresponding guideline can be found in Annex 1. An overview about the focus groups conducted is provided in Table 5.

Focus Group	User Group	Location	Participants
Pecruiting	Recruiters, HR	Prolight&Sound,	7
Recruiting	departments	Tradefair Frankfurt	,
Educators	Schools and	Digital,	Λ
Educators	teachers	Stakeholders OSAT	
Learners	Students	DEAplus+ school	4

Table 5: Overview of Focus Groups Conducted

In the following, the most important findings will be summarised. As an example, the protocol of the first focus group is presented in Annex 2.

2.1.1 First Focus Group: Recruiting Perspective

The employers and recruiters stated that a formal qualification mostly provides security. Nonetheless, the formal qualification does not necessarily correspond to all required





competences for the job – more important here are implemented activities and practical work experience. In some domains, formal qualifications are a legal requirement.

In the hiring process, formal qualifications are not necessarily the most important aspect – in probation it becomes evident what an applicant is capable of. Formal qualifications, however, are important regarding the salary – especially if tariffs are being negotiated between the social partners like employer organisations and trade unions. Formal qualifications also facilitate the comparability of applicants. A key competence employers want to see is ones learning ability and development potential. Furthermore, formal qualification establishes common vocabulary and technicalities that facilitate communication. Missing qualifications create communication barriers. Generally, determining the salary and selecting a candidate are being facilitated by formal qualifications. Further, formal qualifications are legally required for certain activities.

Regarding the features the ALL needs to have, the following aspects were mentioned the most:



Figure 2: Key features in the Application for Lifelong Learning (FG 1)

2.1.2 Second Focus Group: Educators Perspective

The educators agreed that formal learning is necessary to meet industry safety requirements. Formal learning also mainly provides the possibility to work everywhere. Informally acquired competences are mostly connected to the creative process. Furthermore, the educators stated that what they teach is being seen as the minimum





level to work safely in the industry. The value of developing informal competences, e. g. in internships, has only been recognized by learners later on in their career.

Currently, VET-schools in the Netherlands providing event technicians training have not yet implemented structures to train older workers who want to re-enter the sector or who need further training, f.i. in the requirements of the sector's digitalisation. However, they are willing to consider this.

Some VET-schools in the Netherlands use а portfolio tool: app4talent (<u>https://app4talent.nl/wat-is-app4talent/</u>). The disadvantage of this tool is that it remains property of the school after a student is graduated. This means that a student can't use this portfolio in his or her professional career. This app has been further developed and is now used, among others, by the municipality of Amsterdam. It helps students to understand where they are in the learning process. The Focus Group members highlighted that within an application, there is a big need for a feedback tool and questions of students, which they can communicate within the portfolio application. Finally, it has been emphasized that the application, which will be developed in the Pace-VET project, would greatly increase in value if it allows students to import their school portfolio after finishing a VET program and having to give up the portfolio system of the VET school.

An issue which has been mentioned in the context of using a portfolio tool is the need for individual mentoring, the need for the teacher to coach students separately. Further, the participants noticed a bridge between providing straight forward learning outcomes and the potential of providing growth paths. The proper documentation and production of hard results, i.e. learning outcomes, is a critical aspect of making a portfolio system a success.

It has become evident that digital portfolio systems are still in their infancy and that there is room for development. Further, the proper documentation of learning outcomes has always been a bottleneck in VET education. All participants agreed that a partial certification is sufficient to work successfully in the sector and that lifelong learning will play a key role for the future of the sector.

Regarding the features the ALL needs to have, the following aspects were mentioned the most:



Figure 3: Key features in the Application for Lifelong Learning (FG 2)

2.1.3 Third Focus Group: Learners Perspective

The learners agreed that a chance to validate their informal and non-formal learning outcomes would be of value when looking for employment opportunities. Further, all learners would appreciate the ability to create an online portfolio including their CV and validated certificates as well as a record of experiences that would deliver sharable data. Certificates should be recognized by awarding bodies.

All the learners have experience with job market portals which they all use on occasion. In general, most of the job opportunities come by "word-of-mouth" and through personal relationships with employers and/or colleagues within the industry. When using job portals, the learners supply the necessary information as stated by the employer: CV, references and experience.

Learners also expressed an interest in being able to connect with reliable networks within the industry to exchange information with their peers. The current networking possibilities are lacking in their professional context. No one can determine if the members are truly a part of the industry and competent to post information and take part in discussions. As was to be expected in the crisis of the industry, due to COVID-19, all the learners expressed an interest in using such an application to exchange information about wages and prices in the industry. This, of course, would currently not be allowed as European competition law explicitly prohibits the discussion of pricing by the self-employed. However, the European Commission is assessing whether it is necessary to adopt measures at EU level





to address this issue since the COVID-19 crisis has shown there is a need to improve the conditions of the self-employed.

Learners would also like to be able to easily access the latest information regarding legislation and guidance in the sector. They want access to a European database that provides up-to-date information and documents regarding the laws and standards of each Member State. Further, all participants agreed that a partial certification would be a great way to facilitate lifelong learning, as they recognize that the conditions of employment in the sector would not necessarily allow for extensive training over long periods of time in the future.

Regarding the features the ALL needs to have, the following aspects were mentioned the most:



Figure 4: Key features in the Application for Lifelong Learning (FG 3)

2.2 Stylized user profiles

The user groups will play a key role in the development and usage of the application. Based on the user groups and their profiles defined in TeBeVAT, the following profiles were developed.

2.2.1 Candidate (Event technician)

In his profile, the candidate can upload information about his experience, evidence of his activities and competences, as well as documents, in addition to his CV. They can document their experience in various professional fields. He can give access to mentors and/or





employers. He can send questions, explanations and comments to the mentor. They can request an assessment. There should be a possibility to click on a button 'I am looking for a job'. It is advisable to make the CV multilingual.

2.2.2 Assessor

The assessors are certified and accredited experts who check whether a candidate already has the required competences with their profile and the competences documented in it according to a standardized procedure. They assess the candidates and comment on the test results and evidence.

2.2.3 Mentor

The mentor can supervise several candidates. They can see the profile and the relevant evidence.

It would be desirable for the mentor to have an overview of the relevant training programs so that they can give the candidate advice.

2.2.4 Employer

The employer can search for event technicians and select according to criteria (e.g. competences or language).

2.3 Conclusion

Summarizing, the goal is to enable recording competences, work experiences (with references if applicable), and formal qualifications in a transparent and simple way to compile them in a portfolio. Additionally, the app documents the candidate's ability to learn and their willingness to engage in further training in an overview with key competences of the individual. This creates an opportunity to document one's own lifelong learning at the formal and non-formal level and to place it in a European context. The candidate has control over the portfolio.

Requirement Analysis

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