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ABOUT THIS DOCUMENT

This document contains an overview of the OD&M Learning Framework – i.e. **the set of key knowledge, competences and attitudes that characterize the OD&M international learning environment**, and that are common to the 4 trainings projects that will be developed in the respective 4 European nodes of the OD&M Alliance.

The OD&M learning framework builds first on the results of the exploratory study implemented by the Alliance over 2017¹, and second on the outcomes stemming from the sessions of co-design implemented both at the international level local levels. Importantly, the learning framework also builds on the REBEL framework developed by the University of the Arts London in cooperation with Salford University and the Workers Educational Association in the UK in the prototyping of a learning endorsement (RoLE) framework that aligns with the European Key Transversal Skills and Competencies Framework developed through CEDEFOP and by OBSERVAL in Spain.

In the OD&M Alliance, the proposed learning framework will reference completed and continuing developmental work as referenced and focus on the development of Learning Capture and Portfolio Tools, therefore specific approaches Evidencing Learning from life-wide engagement, structured experiences and contextual enquiry. It will include open access and adaptable Certificate of Learning curriculum architecture. These are proposed as open resources for assessment, endorsement, recognition and eventual accreditation that offer transferability and support of the dissemination and adoption of the system beyond this project. At the core of this framework is a micro-credentialling system to support 360-degree assessment methods that, potentially, convert into transferrable credit. The package will include Leadership, Advocacy and Personal Development (Learning to Learn) guidance and a cloud-based platform for open learning exchange and resource sharing; facilitating communities of practice or interest.

These endorsement (Recognition of Learning from Experience) tools can be used by a facilitator as an assist in the design of assessments or curriculum outcomes; the toolkit is a reference for the design of teaching material. The tools can be used to profile a student or participant as a way of establishing their existing learning characteristics and strengths and, therefore, profiling their capacity and requirements. As endorsement tools, they can be applied in practice, by any of the project partners, for the recognition and reward of learning gain and learning experience, contributing to 360-degree assessments that offer robust evidence or the quality of learning outcomes. The 'Assessing and Profiling' task will explore means by which wide ranging competencies and transversal skills can be organised and presented to offer the potential for employers and experience givers, in multiple or diverse contexts, to assess learning contribution, accrued skills and attainment.

¹ OD&M Alliance, Universities, Enterprises and Maker Communities in Open Design & Manufacturing across Europe: an exploratory study, 2017. Available at: http://odmplatform.eu/wp-content/uploads/2017/05/ODM-Report_V5.0.pdf

THE AIMS OF THE FRAMEWORK

The purpose of this framework is to support a process of learning capture, recognition and validation sourced from experience. The units of learning recognition are designed to provide a loose structure through which an individual may compose portfolios of evidence from their learning experiences, independent invention and life-wide interests or practice.

AREAS OF LEARNING

Portfolio of Research and Discovery

Collective Endeavour and Practices

Creative Portfolio

AREAS OF PRODUCTION

Effectuation Portfolio

Technology and Application

Technical Practices

The capture, recognition and validation of learning from independent enquiry and experience is a procedure whereby an individual can apply their own review, analysis and reflections to chosen experiences as a means of inviting an assessment of their strengths and characteristics as an active learner. The design of unitized outcomes and portfolios of evidence offer a system of endorsement and recommendation that allows the individual to balance their personal and professional capabilities to best meet with their needs.

THE PURPOSE OF UNITISATION

This system is a non-credit bearing learning capture framework that may be represented as a supplement or transcript. Endorsement may be sourced from a teacher, instructor, employer, or associate.

Evidence accrued and presented in accordance with the Units described may form the basis of appeal for Higher Education accreditation as part of an award. For students registered with a University or other recognised awarding body, it may result in the award of a non-validated Certificate of Achievement, or submitted for assessment as part of an accredited and fully validated higher award.

The Open Design and Manufacture: Personal and Professional Capabilities (PPC) units facilitate the celebration of an individual's area or areas of strength in relation to the learners; acquired skills, technical abilities, knowledge, understanding, personal aptitude or creative attitude. The Recognition of Learning from Experience structure provides options from which the learner can select a particular foundation or learning architecture that best describes their personal and professional character as an active learner. It supports the learner in identifying relevant evidence from practice or study that demonstrates their contribution or potential within a context offering experience.

INTRODUCTION TO FRAMEWORK THEMES

AREAS OF LEARNING

Portfolio of Research and Discovery: refers to practices and habits of knowledge or skills enhancement that come from; active enquiry, or the interrogation of data and ideas, or empirical testing. It may relate to study through literature, or investigation, or survey processes or practical experiment. Activities would normally accrue to offer insight beyond the obvious. Evidence of learning may take the form of written reports or essays offering insight, or personal archives of observational studies or analysis, or maybe collated from records of deeds and activities that have sourced data or perception. The portfolio would normally require some supporting contextual background information to indicate the relevance of material submitted to wider fields of practice or study.

The theme celebrates the curiosity and critical insights of the learner as an independent and individual practitioner. It provides a qualified recognition and endorsement of the individual's qualities and achievements as an enquiring, observant, or analytical creator or thinker.

Creative Portfolio: refers to those aspects of the learner's current activity, history and experience that offer insight into their creative nature, personality and qualities. These maybe evidenced through production, enterprise or critical practices that are self-orientated or they may be sourced through group and community endeavour.

The theme celebrates the creative potential and character of the student as an independent learner. It provides a qualified recognition and endorsement of the individual's qualities and achievements as a creative thinker, agent or producer.

Collective Endeavour or Practice: covers processes or production activities through which the individual has contributed to a team endeavour or a shared purpose. These contributions may

be; behavioural, organisational, practical, or intellectual; they would normally support collective or convivial effort. Evidence of learning may cover recorded actions or deeds or completed projects and outcomes. It would be normal for the evidence to include recommendations or endorsements from colleagues and associates. The portfolio would normally benefit from some form of contextual information referencing the significance or purpose of collaborations.

The theme celebrates the inter-personal, co-operative and potential leadership skills of the student as someone who is able to construct learning from collaborative practise or processes. It provides a qualified recognition and endorsement of the individual's qualities and achievements as; an effective team member, supportive co-worker, or active agent of co-creative practice.

AREAS OF PRODUCTION

Effectuation and Entrepreneurship: refers to the individual's agency and their capacity to get things done effectively. Entrepreneurship refers to the behaviors and aptitudes that enable individuals to succeed in starting their own business. Effectuation is a way of thinking that serves entrepreneurs in the processes of opportunity identification and new venture creation. Effectuation includes a set of decision-making principles expert entrepreneurs are observed to employ in situations of uncertainty.

The theme celebrates pro-active and direct engagement with process, management and problem-solving. It is indicatively linked to competencies that facilitate efficacy and complex communication of ideas, procedures and systems, often dependent on strong interpersonal skills and co-operative values.

Technology and Application

Technical Practice: means a collection of evidence from completed tasks or procedures that demonstrate dexterity, competence or skill in the handling of material, equipment, or media. Achievements would normally build on a foundation of safe and compliant practices that will be evident in the portfolio. Evidence of learning may cover recorded actions or deeds or completed projects and outcomes. It would be normal for the evidence to include the detail of learned and adapted procedures that may be supported by recommendation or the confirmation of completed inductions and technical instruction. The portfolio would normally benefit from some form of contextual information referencing the purpose and application of skills.

The theme celebrates dextrous, technological, organisational or procedural skills, promoting the aptitudes of someone who is able to advance their learning in the interest of technical expertise. It provides a qualified recognition and endorsement of the individual's qualities and achievements as; a focused and committed technician, or a maker with diverse and emerging skills appropriate to their needs, or a skilled project manager and organisational leader.

PERSONAL AND PROFESSIONAL CAPABILITIES

CAPTURING LEARNER CHARACTERISTICS AND ASSETS

This is an open framework for learning that takes into consideration the value and potential of the individuals as co-creators of learning. The individuals character and professional assets, relating to the themes of the framework, may present or find expression through evidence and reflection that would typically fulfil a standard taxonomy of Head, Hand and Heart:

Knowledge and Awareness (HEAD):

CURIOSITY – current practices, new thinking and contemporary belief relevant to an area of practice or interest.

ENQUIRY - knowledge and understanding underpinning practice and research in relevant areas of interest or personal development.

Skills and Aptitude (Hand):

SPECIALISM - techniques, technological engagement, artistry, material handling, manual dexterity using tools, or specific experience of systems and mediated processes relevant to recognisable tasks.

INITIATIVE - self-motivated and self-directed action; enterprise or creative endeavor leading to meaningful engagement or change processes, problem solving and processes of logic, or fresh invention or expression.

Competencies and Attitude (Heart):

ATTRIBUTES: Transferrable skills; emotional intelligence, social and civic competencies, inter-relational practices and communication, ethical considerations, personal responsibility.

APPLICATION: Learning through doing in an appropriate or specialist field relevant to the individual. Putting learning into practice; practice contributing to learning. Developing research, knowledge or theory from experience.

Learners are encouraged to analyse their personal achievements and experiences in terms of their: Aptitude (Specialism and Initiative), Awareness (Curiosity and Enquiry) and Attitude (Attributes and Application). Even though there are six characteristic competencies to consider, a learner would normally be expected to select evidence according to their personal area or areas of strength. In compiling evidence, the learner may specify a preference for the learning characteristics that best describes their goals or achievements.

COLLECTING EVIDENCE: SELF-ASSESSMENT, PEER REVIEW, LEARNER ENDORSEMENTS

Learning from experience requires a process of critical self-evaluation that begins with evidence capture. The purpose of this guide is to support users in the purposeful management of their activity in support of their personal development; celebrating their attainments, recognising their learning, and managing their aspirations for future learning.

Judgements about the portfolio of evidence and consideration of component sections of the portfolio reflect on the choices made by the individual and the quality of any argument or representation that clarifies the significance of that content. The following propositions offer means by which engagement and learning may be demonstrated:

ATTAINMENT – Evidence or description of an event, procedure or the making of a product that delivered learning gain.

ACHIEVEMENT – Evidence or description of an experience (event, procedure or product outcome) that has personal significance.

ANALYSIS – Evidence or description a discovery or finding has personal or professional relevance beyond your prior experience.

REFLECTION – Evidence or description of changes that have been made to the learner's practice, thinking or behaviour.

CONTEXT – Evidence or description of personal experience with situated, located or conceptual relevance to specific external factors.

INSIGHT – Evidence or description of personal conclusions, observations, or material outcomes, with contextual relevance, that can be transferred to others.

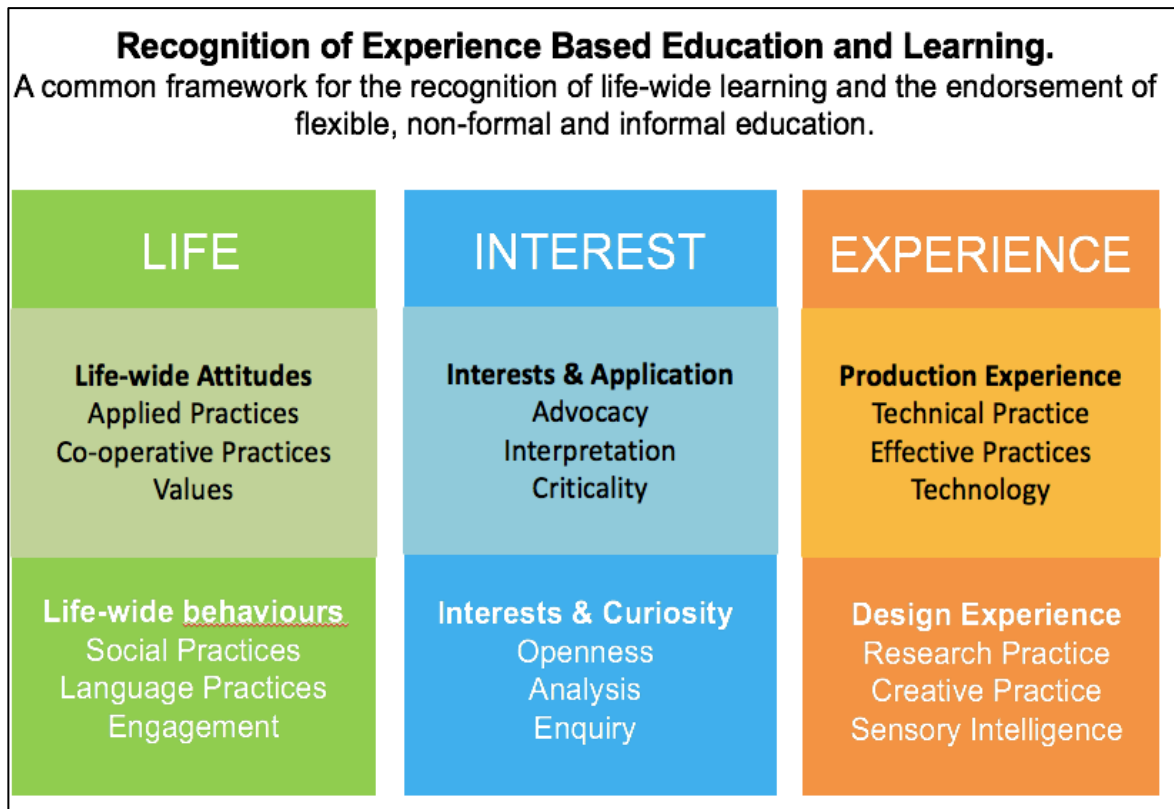


KNOWLEDGE - Identification, description and plans for next stage developments or learning goals building from a prior experience.

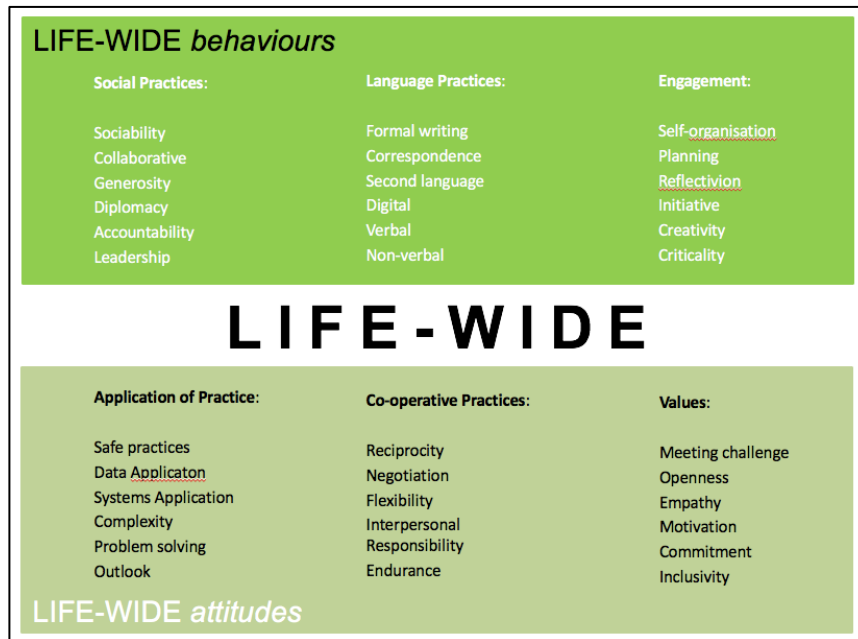
DESIGN – Review or presentation of a specific and individually relevant body of knowledge or skill applied to a wider context or environment.

LEADERSHIP – Presentation or evidence of wisdom and individually significant experience that may be understood or acted on by others.

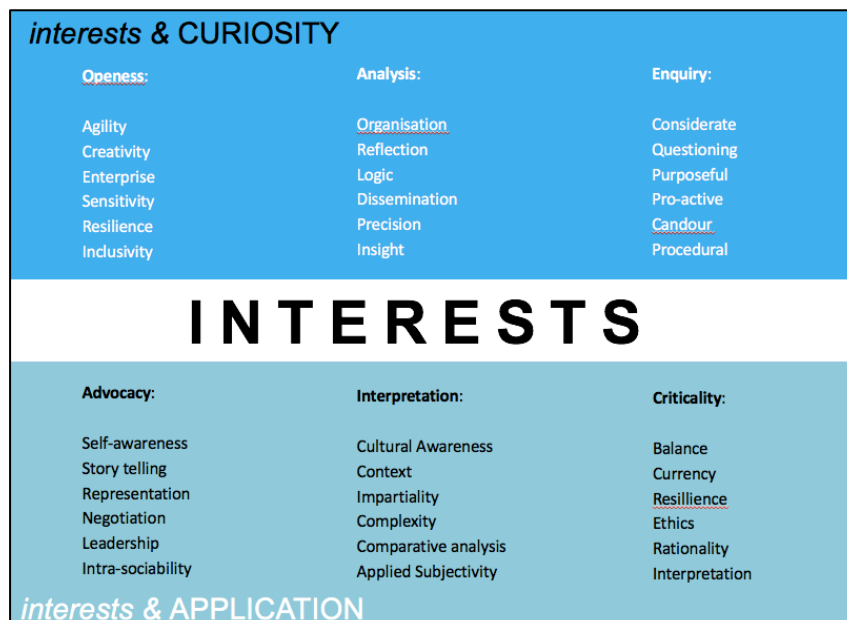
RECOGNITION OF EXPERIENCE BASED LEARNING IN OD&M: OVERVIEW



LIFE-WIDE BEHAVIORS



INTERESTS



EXPERIENCE

DESIGN <i>experience</i>		
SENSORY INTELLIGENCE:	RESEARCH PRACTICE:	CREATIVE:
Signs and symbols Appreciating Form Perception Materiality Structure Pattern	Observation Experimentation Investigation Study Collection Analysis	Intuition Content Generation Problem solving Story telling Exploration Authority
EXPERIENCE		
EFFECTIVE PRACTICE:	TECHNICAL PRACTICES:	TECHNOLOGICAL:
Initiative Decision making Organisation Ethical awareness Resilience Communication	Initiative Decision Making Organisation Ethical Awareness Resilience Communication	Material awareness Information aware Digital skills Instrument use Complexity Mechanical
PRODUCTION <i>experience</i>		

OD&M LEARNING FRAMEWORK AND BADGES

	badge name	description	type / category	criteria	evidence	assessment type
DESIGN EXPERIENCE						
<i>Research Practice</i>						
	Observation in Design Experience	<i>Learning from the example of others or earlier precedents</i>	RECOGNITION	The student has demonstrated the capacity to learn by observing the examples of others or referencing earlier precedents, and to apply that learning to research or practice in a process of design or making.	The evidence is specified in the comments by the learning institution issuing the badge. Likely to be annotated observations or a project evaluation citing references.	Expert, Peer and Self assessment integrated through a process of negotiation and dialogue with students, their mentors, and the broader community
	Experimentation in Design Experience	<i>Developing ideas or perspectives through controlled testing</i>	RECOGNITION	The student has demonstrated the capacity to develop new ideas and perspectives through a controlled testing process, using them to move forward in the research practice, as the first phase of the design experience.	the evidence is specified in the comments by the learning institution issuing the badge	Expert, Peer and Self assessment integrated through a process of negotiation and dialogue with students, their mentors, and the broader community
	Investigation in Design Experience	<i>Looking beyond the obvious to</i>	RECOGNITION	The student has demonstrated the capacity to look beyond the obvious to explore or expand options,	the evidence is specified in the comments by the learning institution issuing the badge	Expert, Peer and Self assessment integrated through a process of negotiation and dialogue with

		<i>explore or expand options</i>		thus moving forward in the research practice, as the first phase of the design experience.		students, their mentors, and the broader community
	Study in Design Experience	<i>Developing awareness and understanding through referencing appropriate resources</i>	RECOGNITION	The student has demonstrated the capacity to develop awareness and understanding through referencing appropriate resources, and to use them to move forward in the research practice, as the first phase of the design experience.	the evidence is specified in the comments by the learning institution issuing the badge	Expert, Peer and Self assessment integrated through a process of negotiation and dialogue with students, their mentors, and the broader community
	Collection in Design Experience	<i>Sourcing, collating and selecting materials and thoughts</i>	RECOGNITION	The student has demonstrated the capacity to source, collate and select materials and thoughts, and to use them to move forward in the research practice, as the first phase of the design experience.	the evidence is specified in the comments by the learning institution issuing the badge	Expert, Peer and Self assessment integrated through a process of negotiation and dialogue with students, their mentors, and the broader community
	Analysis in Design Experience	<i>Developing understanding through deconstructing and examining complex information</i>	RECOGNITION	The student has demonstrated the capacity to develop understanding through deconstructing and examining complex information, thus to move forward in the research practice, as the first phase of the design experience.	the evidence is specified in the comments by the learning institution issuing the badge	Expert, Peer and Self assessment integrated through a process of negotiation and dialogue with students, their mentors, and the broader community
PRODUCTION EXPERIENCE						

Effective Practice						
	Initiative in Production Experience	<i>Individual and proactive response to problems and opportunities</i>	RECOGNITION	The student has demonstrated the capacity to give individual and proactive response to problems and opportunities, thus to move forward in the effective practice of the production experience.	the evidence is specified in the comments by the learning institution issuing the badge	Expert, Peer and Self assessment integrated through a process of negotiation and dialogue with students, their mentors, and the broader community
	Decision making in Production Experience	<i>Thoughtful and considered response to a situation or problem</i>	RECOGNITION	The student has demonstrated the capacity to give thoughtful and considered response to a situation or problem, thus to move forward in the effective practice of the production experience.	the evidence is specified in the comments by the learning institution issuing the badge	Expert, Peer and Self assessment integrated through a process of negotiation and dialogue with students, their mentors, and the broader community
	Organisation in Production Experience	<i>Design and management of systems and processes</i>	RECOGNITION	The student has demonstrated the capacity to design and manage systems and processes, thus to move forward in the effective practice of the production experience.	the evidence is specified in the comments by the learning institution issuing the badge	Expert, Peer and Self assessment integrated through a process of negotiation and dialogue with students, their mentors, and the broader community
	Ethical Awareness in Production Experience	<i>Appreciation and negotiation of conventions and beliefs</i>	RECOGNITION	The student has demonstrated ethical awareness in the effective practice of the production experience, conceived as the capacity to appreciate and negotiate conventions and beliefs.	the evidence is specified in the comments by the learning institution issuing the badge	Expert, Peer and Self assessment integrated through a process of negotiation and dialogue with students, their mentors, and the broader community

	Resilience in Production Experience	Tenacity and determination in the face of specific challenge	RECOGNITION	The student has demonstrated tenacity and determination in the face of specific challenge, during the effective practice of the production experience.	the evidence is specified in the comments by the learning institution issuing the badge	Expert, Peer and Self assessment integrated through a process of negotiation and dialogue with students, their mentors, and the broader community
	Communication in Production Experience	Delivering instruction, direction or perspective in relation to a focus	RECOGNITION	The student has demonstrated the capacity to deliver instruction, direction or perspective in relation to a focus, during the effective practice of the production experience.	the evidence is specified in the comments by the learning institution issuing the badge	Expert, Peer and Self assessment integrated through a process of negotiation and dialogue with students, their mentors, and the broader community
INTERESTS AND CURIOSITY						
<u>Analysis</u>						
	Organisation	<i>Coordinating and managing relevant information, resources and materials</i>	RECOGNITION	The student has demonstrated the capacity to coordinate and manage relevant information, resources and materials.	the evidence is specified in the comments by the learning institution issuing the badge	Expert, Peer and Self assessment integrated through a process of negotiation and dialogue with students, their mentors, and the broader community
	Reflection	<i>Thoughtful assessment or interpretation of collected information or prior experience</i>	RECOGNITION	The student has demonstrated the capacity to thoughtfully assess or interpretate the collected information or the prior experiences.	the evidence is specified in the comments by the learning institution issuing the badge	Expert, Peer and Self assessment integrated through a process of negotiation and dialogue with students, their mentors, and the broader community

	Logic	<i>application of reasons to determine insights of particular value</i>	RECOGNITION	The student has demonstrated the capacity to applicate reasons to determine insights of particular value.	the evidence is specified in the comments by the learning institution issuing the badge	Expert, Peer and Self assessment integrated through a process of negotiation and dialogue with students, their mentors, and the broader community
	Dissemination	<i>Explanation or sharing of evidence, reasoned arguments, or conclusions</i>	RECOGNITION	The student has demonstrated the capacity to explain or share evidence, reasoned arguments, or conclusions.	the evidence is specified in the comments by the learning institution issuing the badge	Expert, Peer and Self assessment integrated through a process of negotiation and dialogue with students, their mentors, and the broader community
	Precision	<i>Accurate and appropriate use of content in response to context</i>	RECOGNITION	The student has demonstrated the capacity to accurately and appropriately use content in response to context.	the evidence is specified in the comments by the learning institution issuing the badge	Expert, Peer and Self assessment integrated through a process of negotiation and dialogue with students, their mentors, and the broader community
	Insight	<i>Consideration beyond the obvious or the contemplation of alternatives</i>	RECOGNITION	The student has demonstrated the capacity to make considerations beyond the obvious or to contemplate aternatives.	the evidence is specified in the comments by the learning institution issuing the badge	Expert, Peer and Self assessment integrated through a process of negotiation and dialogue with students, their mentors, and the broader community
INTERESTS AND APPLICATION						
<u>Criticality</u>						
	Balance	<i>Constructing thought or resolutions</i>	RECOGNITION	The student has demonstrated the capacity to construct thought or	the evidence is specified in the comments by the learning institution issuing the badge	Expert, Peer and Self assessment integrated through a process of

		<i>through comparative logic</i>		resolutions through comparative logic.		negotiation and dialogue with students, their mentors, and the broader community
	Currency	<i>Engagement with contemporary practice and thinking beyond established orthodoxies</i>	RECOGNITION	The student has demonstrated to be engaged with contemporary practice and to think beyond established orthodoxies.	the evidence is specified in the comments by the learning institution issuing the badge	Expert, Peer and Self assessment integrated through a process of negotiation and dialogue with students, their mentors, and the broader community
	Resilience	<i>Management and application of cognitive skills for personal development</i>	RECOGNITION	The student has demonstrated the capacity to manage and apply cognitive skills for personal development.	the evidence is specified in the comments by the learning institution issuing the badge	Expert, Peer and Self assessment integrated through a process of negotiation and dialogue with students, their mentors, and the broader community
	Ethics	<i>Compromise and adaptability in response to wider considerations and beliefs</i>	RECOGNITION	The student has demonstrated the capacity to compromise and adapt in response to wider considerations and beliefs	the evidence is specified in the comments by the learning institution issuing the badge	Expert, Peer and Self assessment integrated through a process of negotiation and dialogue with students, their mentors, and the broader community
	Rationality	<i>Awareness of cause and effect, or evidence and argument</i>	RECOGNITION	The student has demonstrated awareness of cause and effect, or evidence and argument	the evidence is specified in the comments by the learning institution issuing the badge	Expert, Peer and Self assessment integrated through a process of negotiation and dialogue with students, their mentors, and the broader community

	Interpretation	<i>Translation and transcription of experience or wisdom, for dissemination</i>	RECOGNITION	The student has demonstrated the capacity to translate and transcript experience or wisdom, for dissemination	the evidence is specified in the comments by the learning institution issuing the badge	Expert, Peer and Self assessment integrated through a process of negotiation and dialogue with students, their mentors, and the broader community
LIFE-WIDE ATTITUDES						
<u>Co-operative Practices</u>						
	Reciprocity	<i>Meaningful contribution and effort in support of others</i>	RECOGNITION	The student has demonstrated a positive attitude providing meaningful contribution and effort in support of others	the evidence is specified in the comments by the learning institution issuing the badge	Expert, Peer and Self assessment integrated through a process of negotiation and dialogue with students, their mentors, and the broader community
	Negotiation	<i>Effective habits of interaction in the process of decision making</i>	RECOGNITION	The student has demonstrated effective habits of interactions in the process of decision making	the evidence is specified in the comments by the learning institution issuing the badge	Expert, Peer and Self assessment integrated through a process of negotiation and dialogue with students, their mentors, and the broader community
	Flexibility	<i>Acknowledging and integrating with other people and their viewpoints</i>	RECOGNITION	The student has demonstrated a positive attitude acknowledging and integrating with other people and their viewpoints	the evidence is specified in the comments by the learning institution issuing the badge	Expert, Peer and Self assessment integrated through a process of negotiation and dialogue with students, their mentors, and the broader community
	Interpersonal	<i>Strategies for liaison and</i>	RECOGNITION	The student has demonstrated a positive attitude employing strategies	the evidence is specified in the comments by the learning institution issuing the badge	Expert, Peer and Self assessment integrated through a process of

		<i>positive rapport aiding collaboration</i>		for liaison and positive rapport aiding collaboration		negotiation and dialogue with students, their mentors, and the broader community
	Responsibility	<i>Leading or supporting procedures to achieve shared goals or outcomes</i>	RECOGNITION	The student has demonstrated a positive attitude leading or supporting procedures to achieve shared goals or outcomes	the evidence is specified in the comments by the learning institution issuing the badge	Expert, Peer and Self assessment integrated through a process of negotiation and dialogue with students, their mentors, and the broader community
	Endurance	<i>Persistence and resolve in response to joint tasks or objectives</i>	RECOGNITION	The student has demonstrated a positive attitude leading or supporting procedures to achieve shared goals or outcomes	the evidence is specified in the comments by the learning institution issuing the badge	Expert, Peer and Self assessment integrated through a process of negotiation and dialogue with students, their mentors, and the broader community
LIFE-WIDE BEHAVIOURS						
<u>Engagement</u>						
	Self-organisation	<i>Managing time, resources, and commitments to enhance performance</i>	RECOGNITION	The student has demonstrated a positive behaviour by managing time, resources, and commitments to enhance performance	the evidence is specified in the comments by the learning institution issuing the badge	Expert, Peer and Self assessment integrated through a process of negotiation and dialogue with students, their mentors, and the broader community
	Planning	<i>Predicting and preparing for future needs and responsibilities</i>	RECOGNITION	The student has demonstrated a positive behaviour predicting and preparing for future needs and responsibilities	the evidence is specified in the comments by the learning institution issuing the badge	Expert, Peer and Self assessment integrated through a process of negotiation and dialogue with students, their mentors, and the broader community

	Reflection	<i>Assessing and analysing prior experience to enhance future opportunity</i>	RECOGNITION	The student has demonstrated a positive behaviour assessing and analysing prior experience to enhance future opportunity	the evidence is specified in the comments by the learning institution issuing the badge	Expert, Peer and Self assessment integrated through a process of negotiation and dialogue with students, their mentors, and the broader community
	Initiative	<i>Independent and pro-active endeavour to overcome challenges or achieve goals</i>	RECOGNITION	The student has demonstrated a positive behaviour by independently and pro-actively endeavouring to overcome challenges or achieve goals	the evidence is specified in the comments by the learning institution issuing the badge	Expert, Peer and Self assessment integrated through a process of negotiation and dialogue with students, their mentors, and the broader community
	Creativity	<i>Making use of alternative or divergent notions and perspectives</i>	RECOGNITION	The student has demonstrated a positive behaviour making use of alternative or divergent notions and perspectives	the evidence is specified in the comments by the learning institution issuing the badge	Expert, Peer and Self assessment integrated through a process of negotiation and dialogue with students, their mentors, and the broader community
	Criticality	<i>Employing objective or informed logic to enhance understanding</i>	RECOGNITION	The student has demonstrated a positive behaviour employing objective or informed logic to enhance understanding	the evidence is specified in the comments by the learning institution issuing the badge	Expert, Peer and Self assessment integrated through a process of negotiation and dialogue with students, their mentors, and the broader community