

REBEL (Recognition of Experience Based Education and Learning)

REBEL (Recognition of Experience Based Education and Learning) is an educational toolkit designed to support individuals or groups with reflection and the evaluation of their learning gained from activities and projects outside of the formal classroom. It is a competency framework that helps both the student and the teacher or facilitator to develop a detailed language to talk about and describe capabilities and strengths. REBEL is used to develop the confidence of the learner.

REBEL is a comprehensive set of 108 descriptions of competencies and capabilities structured around sub-sets and themes that are widely applicable in education. It was developed in response to the European framework for Skills, Competencies, Qualifications and Occupations (ESCO) and has been designed around the UNESCO Education for Sustainable Development cross-cutting competencies. As such, it is easily adapted for use in multiple contexts supporting life-wide education and learning across Europe.

REBEL was developed by a team of academics and educational practitioners based with the University of the Arts London, the University of Salford, Salford City Council and within Salford communities and national informal learning networks. The system was tested in detail through focus groups involving both University students and adult learners in non-formal settings.

The functionality and dissemination of REBEL was supported through two European ERASMUS Strategic Networks; the CLAN: Co-operative Learning Action Network (Project lead OBSERVAL at Universidad Valladolid with La Ligue de L'Enseignement, France; SOLIDAR, Belgium; and the University of Salford, UK), and OD&M: Open Design and Manufacturing network (Led by LAMA Development and Co-operation Agency and University of Florence, Italy; with University of the Arts London and Green Lab London, UK; University of Deusto and Fundación TECHNALIA, Spain; Tonngji University, China; University of Dąbrowa Górnicza and Fundacja Fablab Łódź, Poland; and P2P Foundation, Netherlands).

REBEL is broadly applicable and has been embedded into recently developed international postgraduate courses at UAL - MA Intercultural Practices, MA Performance: Society and is the corner stone in the approach to learning evaluation and assessment for the new framework for Work and Experience-Based Learning at UAL: Central Saint Martins.

It is being further developed for use across the [Shared Campus](#) international network as a means of validating learning acquired through collaborative projects. Shared Campus is a cooperation platform for international education formats and research networks developed to tackle issues of global significance. The platform is designed around themes of international relevance with a distinct focus on transcultural issues and cross-disciplinary collaboration. Its intention is to have global reach and impact and current partners include:

City University of Hong Kong / School of Creative Media
Hong Kong Baptist University
Kyoto Seika University
LASALLE College of the Arts (Singapore)
Taipei National University of the Arts
University of the Arts London
Zurich University of the Arts
Amsterdam University of the Arts
École des beaux-arts de Paris
Monash University
Tokyo University of the Arts
University of Siegen
University of the Arts Utrecht

Shared Campus is a key enabler for UAL's international engagement and has been integral to looking at how we sustainably engage with our European and global partners.

REBEL Project Team

Fred Meller is Programme Director for Performance at Central Saint Martin's University of the Arts, London and an established Scenographer and Performance Designer. She has a BA in Theatre Studies, (University of Ulster, 1989) an MA in Academic Practice (UAL 2014) and studied at post graduate level at The Royal Welsh College of Music and Drama (PG Dip. 1990). She is a Senior Fellow of the HEA, a Senior Teaching Fellow at UAL, a Fellow of The Arts Foundation, and Distinguished Professor at Tokyo University of the Arts, in Department of Global Arts Practice.

Fred is the Shared Campus lead for the development of a curriculum ecosystem that can adapt to and align with the diverse requirements of international partners. She is UAL lead on the development of courses and curricular relating to Shared Campus (MA Intercultural Practices and MA Performance: Society) and on courses delivered through the developing framework for Work and Experience Based Learning (MA Practice: Creative Production).

Gemma Proudley is Interim Head of the International Relations Unit: Partnerships, Mobility and Transnational Education at the University of the Arts London. She has worked in International HE for 10 years. During this time, she has established study abroad and exchange programmes, created a global portfolio of partnerships increasing international opportunities for students in London and internationally, expanding research collaborations and internationalising curricula. She is Co-Chair of the BUTEX Association advocating and promoting British mobility to a global audience.

Gemma is the administrative lead for UAL within the Shared Campus network and a core member of the Shared Campus Project Team. She is leading on work with international teams across the UAL Colleges to embed Shared Campus tools and networks into academic planning and thereby operationalise the UAL international strategy. She is working with colleagues across Shared Campus to develop a sustainable and inclusive global partnership strategy.

Kerri Jefferis is a self-employed artist and facilitator who keeps one foot in and one foot out of institutions. Her practice is expanded and manifests in situation, performance, film and collective action informed by radical pedagogies, forum theatre, play, improvisation and punk. She has been involved with REBEL developments since 2016 and worked with a number of arts organisations and CIC's as well as taught in community contexts, colleges and universities. Kerri is currently based in North Yorkshire, is 1/3 of the band molejoy, holds a Postgraduate Certificate in Academic Practice: Art, Design

and Communication and is a fellow of the Higher Education Academy.

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Marsha Bradfield rides the hyphen as an archivist-artist-curator-educator-researcher-writer-and, and, and. Her practice variously considers the subject of interdependence. Recent work in dialogic art explores authorship, value systems, organisational structures and the economies/ecologies of collaborative cultural production. Marsha is part of RadBots, REBEL, Critical Practice, Precarious Workers Brigade, and the Incidental Unit (formerly the Artist Placement Group and O+I). These collaborations often result in understanding that Marsha represents in publications, exhibitions, performative lectures, and other mongrel outputs. Marsha is the Course Leader of MA Intercultural Practices at the University of the Arts London. She is energised by working across BA, MA and PhD programmes and nurturing a community of practice to support alumni and collaborators.

Paul Haywood is the Dean of Academic Programmes for Art and Performance at Central Saint Martins: University of the Arts London. Paul represents University of the Arts London on the Shared Campus Strategy Group and Project Team. He is co-convenor of the Shared Campus Tools group. Paul is co-Chair of NAFEA (National Association for Fine Art Education).

Paul was one of the education design team to produce the REBEL (Recognition of Experience Based Education and Learning) toolkit. His personal creative practice centres on works with 'Guns to Goods' CIC, where he recycles ferrous materials from weapons into pigments and dyes.