



Manual

Validating learning outcomes and competence developments with

LEVEL

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1. Background and Procedure

The validation of non- or informally acquired social, personal and organisational competences is carried out along a standardised procedure developed by a community of evaluators specialised in informal and non-formal learning (“REVEAL”).

1.1 REVEAL and LEVEL5

REVEAL is a transnational network of European experts from grass-root projects, adult education providers and universities working for more than four years on the question how the impacts of non-formal and informal learning can be measured and visualised.



In the framework of three European funded projects, the community developed **LEVEL5**, a formative *validation system* which enables stakeholders in European projects to assess and to display the impact of collaborative project work in transnational teams.



The effects (or the impact) of non-formal and informal learning can be displayed through the development of learners' competences (e.g. specific theme centred knowledge, improvement of “soft” skills like collaboration and intercultural communication, attitudes towards other groups etc.).

The **LEVEL5** evaluation procedure is on one hand standardised but at the same time enables users to establish individualised reference systems for assessing and evidencing relevant competences of their target groups in a process-orientated way.

With the help of **LEVEL5** one can measure, display and evidence individual competence developments and give proof of the range of effects resulting from cooperation in European projects.



1.2 Principles of LEVEL5

Initially the **LEVEL5** evaluation system has been developed and piloted in more than 60 informal and non-formal learning projects since 2006 in order to assess

- cognitive,
- activity related and
- affective

learning outcomes to evidence and visualise competence developments of learners in informal and non-formal learning projects.

The basic principle

Individual or group competences can be evaluated in a process orientated way, visualised in a 3-dimensional cube model and fully documented in a specific software system.

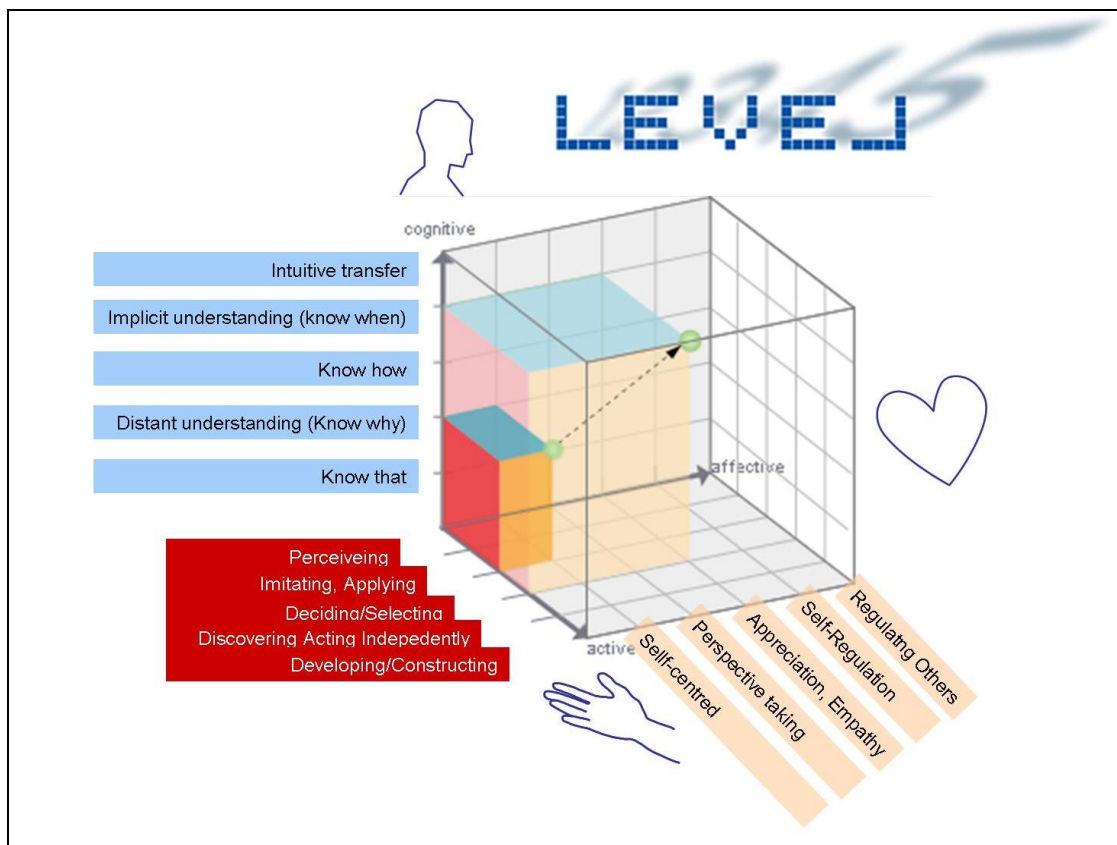


Fig. 1: The LEVEL5-cube

Based on this model LEVEL5 is grounded on the basic competence definition of the EU¹ that a competence is the ability to apply a synthesis of

- Knowledge,
- Skills and
- Attitudes

¹ The *Key Competences for Lifelong Learning – A European Framework* is an annex of a Recommendation of the European Parliament and of the Council of 18 December 2006



in a particular situation and in a particular quality.

LEVEL5 is especially suitable to assess personal, social and organisational competences, hence exactly those, that are acquired in informal learning settings such as learning in mobility.

Approach and methodology

The LEVEL5 evaluation approach is based on a five step procedure (Fig. 2):

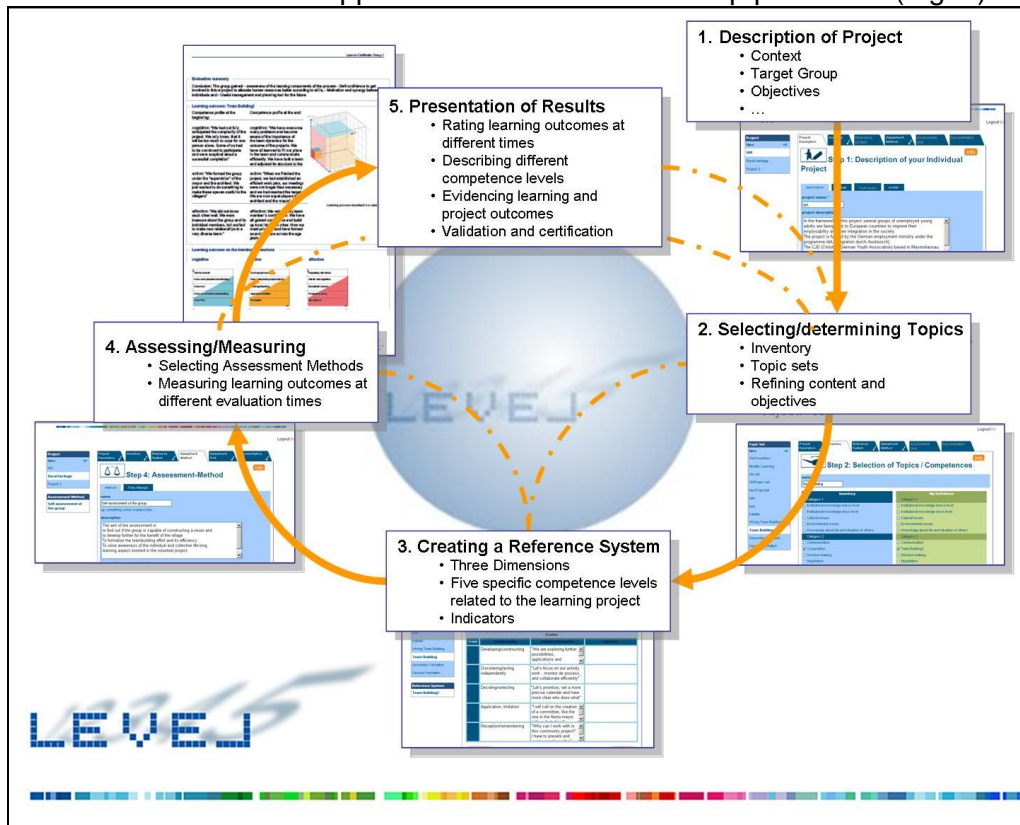


Fig. 2: LEVEL5 procedural approach

1. Mobility Project Description

- Describing the properties of the mobility project in a preformatted pattern and the profile of the group and the learners

2. Selecting topics

- Selecting relevant competences to be assessed from an inventory specifically designed for mobility actions and option to further refinement of the wording according to project's purposes

3. Establishing an individualised reference system

- Adapting the reference system from the general inventory to the specifics of project and target group on the basis of a 3-dimensional (cognitive, affective, activity related) rating system with five individualised stages/levels

4. Assessment

- Describing the evaluation procedure and its timing as well as the respective methods of data collection.
- In the VILMA pilot-projects a broad range of assessment methods can be applied and combined, e.g. questionnaires and interviews to group discussions, assessment



exercises, project work and observation by training staff. Besides the named there is a wide variety of further methods to apply for assessing data on competence development (see annex).

5. Rating/Documenting/Visualisation

- Inserting the ratings of a group or individual participants at the given time into the individualised reference system to later on be displayed in a 3-dimensional evidencing system (**CUBE**)
- The ratings are substantiated and documented in the software
- Results may be recorded internally and/or connected with learners' certificates
- Option of automatic generation of learners certificates.

1.3 Reasons to apply LEVEL5

Specific benefits for PROMOTE at a glance:

- Not only validating learning outcomes but competence developments
- Contextualised validation possible (fit to purpose and learning environment and learners)
- Development of an extendable but still specific inventory for competences acquired through mobility
- Reference systems designed in accordance to project's objectives and aspired learning outcomes, focused on cognitive, activity related and affective competence developments
- Preformatted reference systems for social, personal and organisational competences
- Evidencing, documentation and visualisation of the competence developments
- Certification: Competence developments of the learners can be evidenced and documented
 - in the web-based 3-dimensional visualisation and documentation system
 - in personal certificates either printed or as PDF.
- Accreditation: PROMOTE projects and learning activities may be accredited with the European LEVEL5 label after an external evaluation carried out by an accredited REVEAL evaluator.
- Possibility to evidencing the impact and learning progress of non-formal and informal learning activities and projects
- Possible integration of results in QM systems in HRM.



2. How to validate competence developments with LEVEL5

The evaluation consists of the following steps:

1. Developing a consistent learning project description and describing the learners
2. Choosing and specifying one or several competences from the PROMOTE-inventory
3. Adapting the 3-dimensional LEVEL5 reference system to the needs of specific mobility project and target group
4. Selecting appropriate assessment methodology, setting up a time schedule
5. Rating and evidencing (documentation and visualisation)

The project description, topics and reference system descriptors following in chapter 3 are based on preformatted patterns. All patterns in this manual will be displayed identical in the LEVEL5 software.





2.1 Step 1 - Project and learners description

Step one of the LEVEL5 procedure has two main functions:

1. Describing your project/learning activity and bringing about the background and context, main elements, objectives, processes and aspired competences in order to create awareness and sharpen the focus for the evaluation process
2. It shall enable the PROMOTE community to compare similar projects/activities and to learn from each other
3. Parts of the description will be integrated into the certificate.
4. Inserting the learners for the evaluation

Step 1 concerns the description of your informal/non formal learning action, following a pattern provided by the system. The aim of this step is to support you in documenting systematically the learning action in which the competences of the participant(s) are to be evidenced and assessed. Additionally, this description will enable the REVEAL community to compare similar projects and when pertinent to learn from each other.

Accompanying to the project description you describe the specifics of your group of learners and the individual participants. This description is a precondition for the following rating of competences, as it creates the rating mask in the software-system in Step 5.

The screenshot shows the LEVEL5 software interface. At the top, there is a navigation bar with tabs: MYLEVEL5, DATA POOL, CATALOGUE, ASSESSMENT, and VALIDATION. To the right of the tabs are links for LEVEL5, EN, HELP, and LOGOUT (JULIA). Below the navigation bar is a sidebar with a list of menu items: GROUP HEADER, PROJECTS, GROUPS, USERS, ROLES, CATALOGUES, CATEGORIES, and COMPETENCES. The main content area is titled 'Edit project' and contains a form with the following fields: Institution, Project title (pre-filled with 'new Project'), Summary (max 500 characters), Summary (extended version), Learning activities (max 500 characters), Project start, Project end, Location, and Project language (pre-filled with 'en'). At the bottom of the form are buttons for NEW, SAVE, DELETE, and CANCEL.

Institution:
project title:
project description:

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Summary (max 500 characters)

Project start:

Project end:

Summary (extended version):

Learning activities (max 500 characters):

Location:

Project language:

Target group:

Objectives:

Motivation:

Assessment concept:

Project icon to upload

Step 1 – Edit user

In this part of step 1 you prepare the system for inserting the evaluation results of your participants in Step 4. Therefore it is necessary to fill it for each learner you want to evaluate.





LEVEL5

MYLEVELS DATA POOL CATALOGUE ASSESSMENT VALIDATION

LEVEL5 | EN | HELP
LOGOUT (JULIA)

new User

GROUP HEADER Basic Select principals Authentication Access control Permissions

PROJECTS

GROUPS

USERS

ROLES

GROUP HEADER

CATALOGUES

CATEGORIES

COMPETENCES

NEW

SAVE

DELETE

CANCEL

Edit user

Nickname: new User

First name:

Last name:

Email:

Role : NONE

Date of birth:

Place of birth:

Sex: Male

Photograph

Durchsuchen... Keine Datei ausgewählt.

Select Image File (Format Height : Width 4:3)

Upload file

Information about the selected participants

Nickname: (participants name or code)

First name:

Last name:

Email

Day of birth:

Place of birth:

Gender:

Picture to upload

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Step 1 – Edit group

Here you insert information about your group of learners and then select the learners you have described before, who belong to the group.

The screenshot shows the LEVE5 web application interface. At the top, there is a navigation bar with the LEVE5 logo and several tabs: MYLEVEL5, DATA POOL (highlighted), CATALOGUE, ASSESSMENT, and VALIDATION. To the right of the tabs are links for LEVE5, EN, HELP, and LOGOUT (JULIA). Below the navigation bar is a sidebar with a list of menu items: GROUP HEADER, PROJECTS, GROUPS, USERS, ROLES, GROUP HEADER, CATALOGUES, CATEGORIES, and COMPETENCES. The main content area is titled 'new Group' and contains an 'Edit group' form. The form has fields for 'Name' (containing 'new Group'), 'Description', and 'Group picture'. There is a 'Durchsuchen...' button next to the 'Group picture' field, and a message 'Keine Datei ausgewählt.' below it. At the bottom of the form is an 'Upload file' button. On the left side of the form, there are buttons for 'NEW', 'SAVE', 'DELETE', and 'CANCEL'.

Name:

Description:





2.2 Step 2 - Selection of topics/competences

This tool is a repository of topics (competences) that may be relevant for your project-evaluation. It is not a closed competency list but an open inventory in which you find topics that are important for your target group in their specific contexts. It shall serve both as

- a help tool for evaluators to select topics and to derive their learning objectives and as
- a growing catalogue that enables our community to compare similar reference systems of other micro-projects.

You can also add topics that you don't find in this inventory. Select one or more relevant competences for your project in regard to the specific situation and objectives.

Name and describe your topic set, which may comprise one or several competences to be assessed. The naming of the competence-set is a function to facilitate the navigation in the software. Save it. With saving your own working copy of the selected reference systems is produced which you can then adapt to your context and target group.

The description of the competence will be displayed in the certificate.

From a list of existing competences you can select the ones you want to assess and create your individual catalogue of competences.

The screenshot shows the 'PROMOTE' web application interface. At the top, there is a navigation bar with tabs: 'MYLEVELS', 'DATA POOL', 'CATALOGUE' (highlighted), 'ASSESSMENT', and 'VALIDATION'. To the right of the tabs is a 'LOGOUT (JULIA)' button. Below the navigation bar is a 'new Category' button. On the left side, there is a sidebar with buttons: 'SELECT CATALOGUE', 'SELECT COMPETENCES', 'CUSTOMISE COMPETENCES', 'SAVE', 'DELETE', 'CANCEL', and 'RELOAD'. The main content area is titled 'Competence set' and contains a form for creating a new set. The form has two input fields: 'Name' (with the value 'new Competence Set') and 'Description'. Below the form is a section titled 'Competences' with filters for 'Name filter' and 'Description filter'. There is also a 'Selected filter' dropdown menu with options: 'All', 'Selected' (checked), and 'Unselected'. Below the filters is a table of competences. The table has columns for 'Select', 'Name', and 'Description'. The table contains 10 rows of competences related to 'Lehm' (clay) and 'Baumaterials' (building materials).

Select	Name	Description
<input type="checkbox"/>	Hauptbestandteile des Baumaterials Lehm	Korngerüst, Plastizität, Bindekraft, Farbe und Wasserlöslichkeit
<input type="checkbox"/>	Die Grundeigenschaften von Lehm	
<input type="checkbox"/>	einfache Handprüfverfahren für Lehm	
<input type="checkbox"/>	Unterschiede zwischen Unter- und Oberputz	
<input type="checkbox"/>	wichtige Anforderungen an Lehmputze	Festigkeit, Haftung und Rissfreiheit im Oberputz
<input type="checkbox"/>	Verwendung und Wirkung von Zuschlägen	Sand, Fasern
<input type="checkbox"/>	Systematische Putzproben zum Bestimmen der richtigen Mischung für Unter- und Oberputz	
<input type="checkbox"/>	Unterschiede zwischen Baustellenmörteln und Fertigprodukten	
<input type="checkbox"/>	Ökologische Vorteile von Lehm	
<input type="checkbox"/>	Aufbereiten und Mischen von Lehmputzmörteln	Werkzeuge, Maschinen und Ausstattung, Arbeitsvorbereitungen und Arbeitsabläufe, Arbeitsschutzmaßnahmen



2.3 Step 3 – Creating and customising a reference system

If you want to set up new reference systems select competences in the section data pool and click on new.

Create new reference systems

Each new competence is to be described related to its

- **cognitive**,
- **activity related** and
- **affective** dimension,

thus covering the relevant dimensions of competence development.

Each of the 3 dimensions is divided into 5-levels and pre-described with titles (2) indicating general stages of proficiency deducted from learning theory.

It is recommended to adapt the given reference systems to your group of learners and the learning context. You know best their situation, where they are as far as competence development is concerned and to which point they can get in the framework of your learning offer. Also of course you can create new reference systems according to your needs.

Describe possible indicators that help you to differentiate between the Levels for rating your learners.

Don't forget to save.





To contextualise reference systems you take a copy of your competence catalogue.

Catalogue name	Catalogue description	Validation system	Write permission	Copy catalogue
Set Get ready 2 work	Communication of bulgarian youths	LEVEL5	true	Copy
Julius Erasmus Katalog		LEVEL5	true	Copy
GEP VET	Key competences for VET professionals	LEVEL5	true	Copy
German reference systems		LEVEL5	true	Copy
IdA Ten 10	Fähigkeit zu einer beruflichen Entscheidung zu finden	LEVEL5	true	Copy
IdA Ten 10 - 2	Fähigkeit zu einer beruflichen Entscheidung zu finden	LEVEL5	true	Copy
Test		LEVEL5	true	Copy
Inventory for GEP VET		LEVEL5	true	Copy
Inventory for GEP VET customised		LEVEL5	true	Copy
PROVIDE	Key competences for educational professionals	LEVEL5	true	Copy
PROVIDE competences		LEVEL5	true	Copy
PROVIDE competences		LEVEL5	true	Copy

Select your catalogue and copy it to customise

You should reflect very carefully on your objectives and the achievable learning outcomes. This step is the most important and most difficult stage in the process. Take your time to develop and to rethink your descriptions and indicators. Later in the process you may modify them to adapt to the reality of your context (circular approach, fig. 2).

In the annex you find an unfilled reference-system grid for setting up an individual reference system for a competence of your choice. The reference systems already created for PROMOTE can also be found in the annex.

2.4. Step 4 - Assessing competence developments

Step 4 is about measuring.

Competences are not static, while learning they (shall) evolve and develop.

Therefore, especially when validating personal and social competences, it is important to show and evidence their **development**, the potential² of a learner regarding the competence. Hence we try to assess the learners' competences at the beginning and at the end of a learning activity/project.

There are various methods suitable to assess competences and competence developments. In one of the previous projects we developed a tool-box, a compilation of different assessment methods that can be accessed here: <http://reveal-eu.org/index.php?id=105>.

In PROMOTE we can make use of the results of the project SEALLL that created a range of instruments for assessment and self-assessment:
(http://www.sealll.eu/docs/manual/Sealll01_UK_web.pdf)

² For employers the "potential" of a person is more important than just a snapshot of a status quo (e.g. for intercultural communication: how did somebody develop his/her communication/collaboration skills)



To select the right assessment method one can fill a simple grid to come across suitable assessment methods (a catalogue will be presented below).

1	Project/Activity	Project title Context	
		Activities - Project activities - Learning activities	
2	Competences	What competences can be acquired in this project/activity/learning context?	
		What competence do you want to assess?	
3	Evidence	What indicators can make clear whether a specific competence level has been reached?	Cognitive Active Affective
5	How?	What method would be appropriate to measure the competence level you choose?	Preparation:
		How can you make the indicators visible? What does the instrument or method look like?	Instrument:

Also the indicators can be added to the LEVEL5-reference system in step 3.
The crucial question is “HOW” to assess, or, in other words which method is fitting to what I want to measure.

Instruments for Assessment

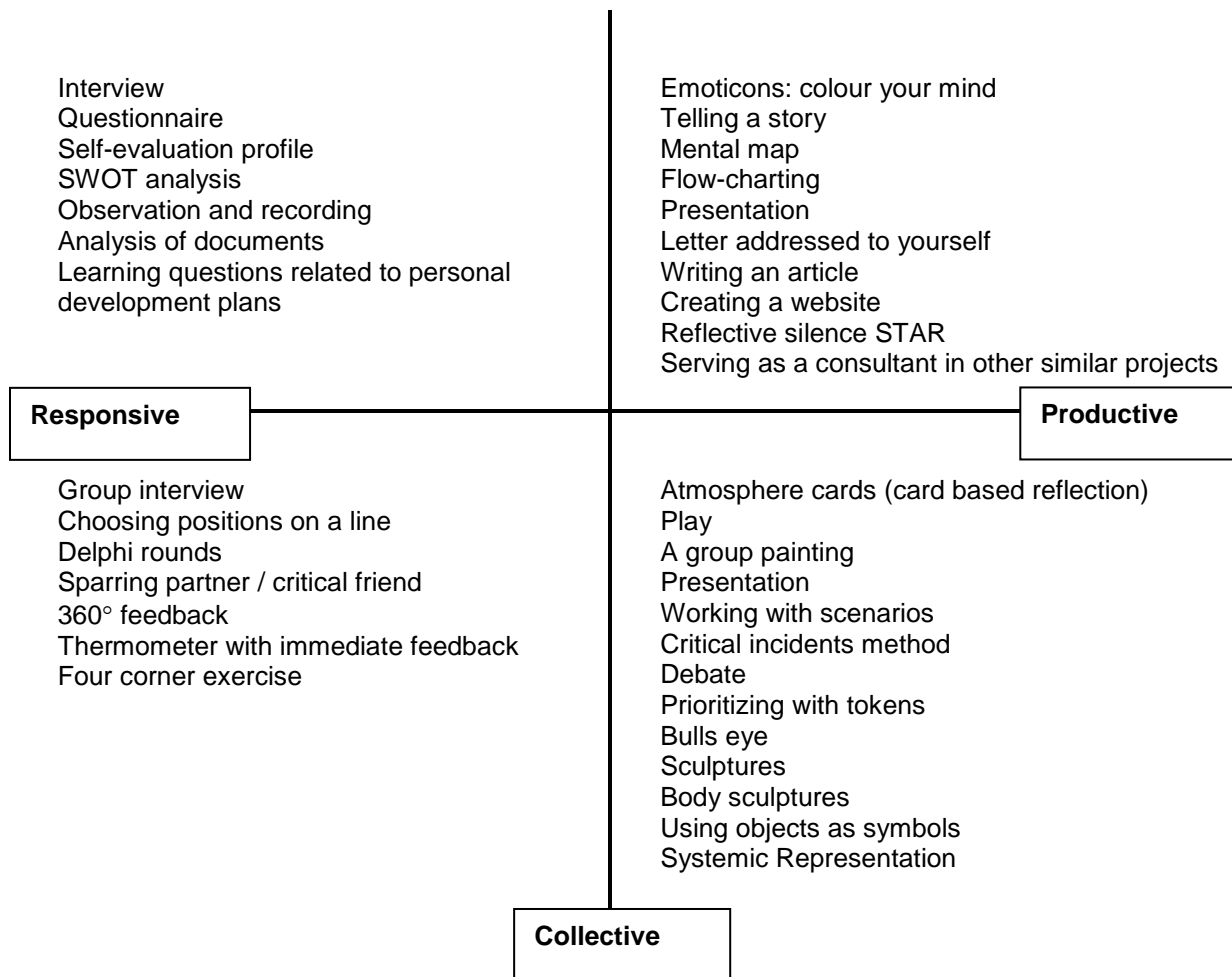
Preliminary remarks:

- The following page shall give an overview of possible methods or instruments for assessment compiled in the SEALLL project and specified for PROMOTE.
- Assessment instruments or tools are instruments for collecting or gathering the necessary information to rate learner’s competence development.
- To assess a competence means to assess the quality of a performance in a certain context. This performance is the result of a certain level of knowledge, attitude and activity.
- No matter which tool one wishes to choose, the underlying thought should be a series of things one wishes to know. This implies that there always will be a list of questions behind any evaluation activity.
- Assessment activities may be either individual or collective or a mixture of both.
- Methods may be responsive. This means that the respondent is answering questions.
- Methods may be productive: the people involved produce their own views, comments or explanations.

Individual

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Detailed descriptions to be retrieved from www.sealll.eu



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Edit assessment setting

Name

Description

Selected competence set

Should the evaluated competences be selectable?

This option applies only in some cases, e.g. when you plan to let your learners do self-assessments directly in the software

Assessment time

Name

Date

Select methods (drop down menu) If you want to set up your own method move down in the navigation menu on the left and choose "Methods"

Name

Date

Select methods (drop down menu)

Make sure that your assessment setting is connected to your learning project and competence catalogue.





2.5 Step 5 - Rating and Reasoning

Select user to validate

To do the final step, the rating of the competence development, go to Validation and select the user you want to rate. Click on Validate.

On the basis of the reference system(s) and the assessment the competence development is to be described in 3 ways:

1. by selecting a grade (for the later display in the LEVEL5-CUBE)

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2. by giving reasons for the rating (by referring to the indicators) at the bottom of the page, reasoning also being part of the final certificate (optional)

3. by describing the participant's learning progress for this dimension at the bottom of the page, also being part of the final certificate (optional).

The documentation of the progression of the learners will evolve automatically in the LEVEL5 software when all data is inserted.

According to our experiences in many cases it is necessary to fine-tune the indicators (step 4) and sometimes even the individual descriptions (step 3) in the course of the assessment. These are important actions to secure and improve the quality of your assessment.

Give it a try. We're looking forward to your feedback.

Please contact us, if you have questions or need help under ibusche@bupnet.de

Good luck wishes the team of REVEAL



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3. Assessment Approaches based on Informal learning patterns

No.	Pattern/name	Description	Actors	Related learning activities	Impact on 3D	competences	Assessment
1	Travelling	Travelling consists of multiple elements: decision of where to go, organisation and use of transport, deciding on the accommodation, creating a programme at destination, finding information as well as orientation in an unknown environment. It requires organisation and flexibility, as unforeseen events can happen at any time when somebody leaves his/her familiar action space. Beyond one gets insight into other countries and cultures having an impact	Participants, accompanying staff, hosts, guides, companion travellers, local residents	Excursion, organizing a trip, planning, getting information about destination, getting in contact to others in order to exchange experiences, anticipating what to expect and what will be needed for and during the trip, getting in contact to travel organizers or providers, photography, creating artworks	<p><i>Cognitive:</i> knowledge and understanding of aspects of the foreign country/surrounding reflection on what to expect</p> <p><i>Active:</i> Actively moving in the foreign country/unknown surroundings, discovering new things, exploring, gathering information, exchanging with others, solving problems, communicating , searching</p>	Readiness to be mobile, problem solving, autonomy, flexibility, self-reflection, virtual communication	Interview, test, evaluation of correspondence, questionnaire, observation, report, diary, self-evaluation



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No.	Pattern/name	Description	Actors	Related learning activities	Impact on 3D	competences	Assessment
		on the personal consciousness, which is described with a number of well known proverbs: „Travel teaches how to see“, „He that travels far knows much“, „Travel broadens the mind, and raises the spirits“			<i>Affective:</i> Perspective change: getting an attitude towards the people in the visited country, gaining experiences/ self-confidence, experiencing a range of new feelings		
2	Excursion	An excursion is a visit to a place related to a topic of learning activity. The relevance is dependent on life situation and context. It may be a museum or a region (e.g. in regard to cultural competences), a visit to a town administration, etc. Dependent on the level of formality the excursion may be rather spontaneous or well planned including guides and other learning	Organizer, supplier, receiving institution, participant, guide	Moving into unknown contexts, packing luggage according to destination and duration of stay, taking walks, gathering information on travel and topic, lectures, visits, discussions, video documentary, taking pictures, guided tours	<i>Cognitive :</i> Understanding functionalities by an artificial haptic model, know how creation and deeper understanding <i>Active:</i> Trying out, activation, moving, watching, listening	Readiness to be mobile, cultural awareness, flexibility/adaptability , intercultural communication	observation, questioning, tasks, reporting, discussion, photos, self-evaluation



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No.	Pattern/name	Description	Actors	Related learning activities	Impact on 3D	competences	Assessment
		<p>facilitators.</p> <p>Excursion is a form of travel, but mostly much shorter in time and distance to destination, also having a clear objective of what is happening at destination.</p>			<p><i>Affective:</i></p> <p>Curiosity, getting interested, getting a sense for different environments</p>		
3	Video feature/documentaries on foreign countries/cultures	Documentaries show what it looks like in other places, how people live elsewhere, display conditions of life different from participants living context. Learning from videos happens by consuming it as well as by producing it	producer, trainer participants/viewers	Selecting, watching, discussing, reporting, visualizing, doing further research, producing videos, contests	<p><i>Cognitive :</i></p> <p>Understanding, forming a mosaic of knowledge-particles, analysing, comparing</p> <p><i>Active:</i></p> <p>Dreaming, discussing, researching, sharing</p> <p><i>Affective:</i></p> <p>Creation of curiosity, getting interested, motivation, conviction</p>	Readiness to be mobile, cultural awareness, flexibility/adaptability	observation, tasks like answering questions, creating posters or reports
4	Newscast, newspaper, magazines	Learning from print messages/texts. The contextualisation has to be established by the reader. Newspapers and magazines report about	Publisher, author, distributor, reader	Reading, discussions with others about the articles, writing a reader's letter to the editor, creating posters or website contents, blogging, presentations ,	<p><i>Cognitive :</i></p> <p>Understanding, forming a mosaic of knowledge-particles, analysing, comparing, contextualising</p>	Readiness to be mobile, cultural awareness, flexibility/adaptability	Knowledge and understanding tests, questions, discussions, observation, reporting, self-evaluation



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No.	Pattern/name	Description	Actors	Related learning activities	Impact on 3D	competences	Assessment
		different aspects of life, esp. political, social, economic, cultural life with different time scopes: newspapers on current events, magazines concluding on longer term developments.		visualisations, contest	<i>Active:</i> Reading, discussing <i>Affective:</i> Creation of curiosity, getting interested, motivation, conviction		
5	Book, written text, report	Learning from a book, knowledge gained from reading or studying rather than from practical experience Narratives as well as nonfictional books. The first relates to “story telling” and arouses the reader’s phantasy, the second to describing and/or discussing specifics of life in other environments. In difference to newspapers and magazines books have often less actuality but show their topics/information more broadly and deeply	author, reader designer (if pictures or graphics), sales person or stuff of library	Reading, taking notes, discussing, displaying information gathered, reporting to others, book summaries written or oral, recommending, literature research on defined topics, contest	<i>Cognitive :</i> Knowledge, understanding, analysing, concluding <i>Active:</i> Reading, concentrating, reporting, further research, passing it on, self-reflection <i>Affective:</i> Perspective change, interest, empathy for persons in a book, motivation to learn/read more	cultural awareness, self-reflection, self-reliance	test, essay, report, summary, discussion, visualisation, self-evaluation



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No.	Pattern/name	Description	Actors	Related learning activities	Impact on 3D	competences	Assessment
6	Role model, idol	Someone known personally or from media who inspires imitation by showing new/different ways of behaving, speaking, acting,... Imitation is a fundamental form of learning (Albert Bandura). It takes place through passive observation or actively by provoking reactions which will then be imitated. Learning from a role model is rather complex, it implies not only opinions, argumentations etc. but also ways of expressive behaviours, like moving, making gestures etc.	Idol/role model, observer/learner	Observation, role plays, interviews, imitation, drama, contests	<p><i>Cognitive :</i> Knowledge of variety of behavioural patterns, evaluating different approaches Understanding and knowledge creation rather as side effect</p> <p><i>Active:</i> Evaluating, imitating</p> <p><i>Affective:</i> Perspective taking, inspiration, admiration, envy</p>	Readiness to be mobile, problem solving, intercultural communication, self-reliance, flexibility, networking, teamworking, intercultural communication	Interviews, self-evaluations, questions, comparisons, observation
7	Small talk	Small talk is a form of communicating with people one doesn't know very well on random topics. It requires finding common interests and	Strangers, people one hardly knows, colleagues, anyone, customers,	Courses, conferences, meals in groups, breaks during meetings, online chats, in the street, supermarkets, in transport, generally can happen	<p><i>Cognitive:</i> Knowledge and opinion exchange, new information, knowledge and reflection about life and situation of others</p>	Networking, teamworking, self-reflection, intercultural communication, flexibility	Observation, diary, questionnaire, interviews, self-evaluation



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No.	Pattern/name	Description	Actors	Related learning activities	Impact on 3D	competences	Assessment
		serves to fill breaks and happens on informal occasions. It helps getting to know each other and to create trust. It mostly stays superficial but can be the start for a deeper exchange or acquaintance.	employers	anywhere	<i>Active:</i> Approaching unknown people, finding topics of common interest <i>Affective:</i> Openness towards others, motivation to get in contact, empathetic concern		
8	Living in a group/flat share	People sharing a flat or room. Therefore it's necessary to communicate about the ways and needs of living together, respecting each other's needs, solving conflicts and sharing resources. A certain amount of trust is necessary to live together.	Friends, strangers, host families, peers	Keeping the flat/apartment/house clean, time scheduling, shopping food, searching for an accommodation, communication or conflict training, talking to each other, cooking	<i>Cognitive:</i> Knowing needs of oneself and others, understanding that respect is required, knowing aspects of impendent life (e.g. paying rent, contracting,...), knowing communication strategies	Teamworking, intercultural communication, problem solving, self-reliance, flexibility	Observation, photos, videos, questionnaires, interviews, reports, self-evaluation



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No.	Pattern/name	Description	Actors	Related learning activities	Impact on 3D	competences	Assessment
					<p><i>Active:</i> Deciding on and fulfilling tasks and timing, behaving respectful, communicating, recognizing and solving conflicts, managing resources, ability to adapt, finding compromises</p> <p><i>Affective:</i> Being motivated to get along well, accept compromise, feeling comfortable</p>		
9	Social networks	Social networks are virtual tools of communication with indefinite spacial range, varying from near to very far, thus also for communication across cultural borders. They serve to exchange information about any topic of interest and contribute greatly to a global society. Depending on the system used	Anyone who has access to computers	School, private life, workplace, university, cooperations. enterprises, civic and political initiatives, promotion, private networks, discussions, information exchange, support	<p><i>Cognitive:</i> Technical knowledge, understanding of functions and information transmission, knowing of critical aspects and dangers (eg. Computer worms and viruses), knowing one's purpose of using it, knowing rules of respectful virtual communication</p>	Readiness to be mobile, problem solving, intercultural communication, intercultural awareness, self-reliance, flexibility, self-reflection, virtual communication	Observation, photos, videos, questionnaires, interviews, reports, self-evaluation, discussions



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No.	Pattern/name	Description	Actors	Related learning activities	Impact on 3D	competences	Assessment
		(facebook, google + etc.) specific technical skills and an understanding of the functioning of the system is required. These networks experienced a tremendous boom in recent years, leading to ambivalent effects on personal relationships, society and communication patterns.			<i>Active:</i> applying social networks, using a range of functions, communicating, time management <i>Affective:</i> Motivation to exchange, openness towards new techniques, interest, appreciation		
10	Job search	To find a job is a complex task with no formalised approach. It is rather an individually developed strategy in line with general recommendations and experiences. It comprises self-reflection, research skills and clarity of ones own capacities and expectations/goals, what opportunities are available, in which region	Participant, family, friends, suppliers of information	Often part of mobility projects with focus on employability: Courses or classes in school, research, games and exercises	<i>Cognitive:</i> Having an idea of ones abilities, goals and priorities, knowing sources of information and research methods, strategic thinking <i>Active:</i> Planning, structuring information, self-directed acting, developing strategies	Problem solving, self-reliance, flexibility, networking, self-reflection, teamwork	Observation, report, questionnaire, interview, discussion, presentation, self-evaluation



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No.	Pattern/name	Description	Actors	Related learning activities	Impact on 3D	competences	Assessment
		one looks for work and setting up an adequate strategy. Further it's necessary to retrieve, structure and select information before getting into the application process. Also one has to know sources of information, which can be formal like newspapers and databases, but informal as well, like asking among ones social contacts.			<i>Affective:</i> Interest, motivation and self-discipline in order to find a job, optimism to have a chance		
11	Job application	The application process itself is a complex task which requires a number of abilities by the applicant. Applying for a job is a formal or informal declaration of interest and readiness of the applicant towards the offerer of the	Applicant, offerer of job, supporters	Courses or classes in school, research, games and exercises, phone talks, interviews, writing texts, presentations	<i>Cognitive:</i> Having an idea of ones abilities, goals and priorities, knowing methods of self-presentation, strategic thinking, knowing expectations of offerer, codes of conduct	<i>Problem solving, readiness to be mobile, intercultural communication/awareness, self-reliance, flexibility, self-reflection, virtual communication</i>	Observation, assessment centres, report, questionnaire, interview, discussion, presentation, self-evaluation



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No.	Pattern/name	Description	Actors	Related learning activities	Impact on 3D	competences	Assessment
		job. It includes setting up the contact, offering information about ones abilities and interests in a competitive situation with other applicants one doesn't know. Application can be either in a written form or orally by making phone calls or talking to the offered directly.			<p><i>Active:</i> Planning, structuring information, self-directed acting, developing strategies, communication, asking</p> <p><i>Affective:</i> Interest, motivation and self-discipline, optimism to have a chance, courage to face failure</p>		
12	Diary	A diary is a very personal document. One writes about own experiences and feelings, reflecting on events, interactions and philosophical questions. It helps to get rid of inner constraints and gain clarity on questions one is moved by. Normally a diary is secret.	writer	Travelling, excursions, visits, culture events, courses etc. can be occasions for adding entries to a diary	<p>Cognitive: reflecting, analysing, understanding, questioning</p> <p>Active: Trying out new ways</p> <p>Affective: Inner calmness, awareness, motivation, self-confidence</p>	<i>Intercultural communication, teamwork, networking</i>	Self-evaluation



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4. Annex

4.1 Template for competence description

Name of the competence

General description:

Essential knowledge, skills and attitudes are:

Knowledge: The learner...

- has knowledge of

Skills: The learner...

- is able to

Attitudes: The learner...

- is



4.2 Template for writing reference systems

Cognitive Dimension: Learners knowledge concerning _____

Level	Level title	Level description/ explanation	Indicators
5	Knowing where else (knowledge for transfer)		
4	Knowing when (Implicit understanding)		
3	Knowing how		
2	Knowing why (Distant understanding)		
1	Knowing-that		



Activity dimension: Learners' skills/behaviour concerning _____

Level	Level title	Level description/ explanation	Indicators
5	Developing/ constructing		
4	Discovering /acting independ- ently		
3	Deciding/ selecting		
2	Allying/imita ting		
1	Perceiving		



Affective Dimension: -Learners' attitude towards _____

Level	Level title	Level description/ explanation	Indicators
5	Incorporation		
4	Self-regulation/ determination		
3	Appreciation/ motivation		
2	Perspective taking		
1	Self - orientation		



4.3 Template for rating competence developments offline

Cognitive Dimension: Learners knowledge concerning <your selected competence >

	Level Titles	Level description/explanation	Indicators	Time 1	Time 2	Learning outcomes
5	Knowing where else (knowledge for transfer)					
4	Knowing when (Implicit understanding)					
3	Knowing how					
2	Knowing why (Distant understanding)					
1	Knowing what					

Summary of the development on the cognitive level:



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Activity dimension: ->learners' activity potential concerning < your selected competence >

	Level Titles	Level description/ explanation	Indicators	Time 1	Time 2	Learning outcomes
5	Developing/ constructing/ transferring					
4	Discovering/ acting independentl y					
3	Deciding/ selecting					
2	Using/ imitating					
1	Perceiving					

Summary of the development on the active level:



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Affective Dimension: ->learners' affective competences concerning < virtual communication >

	Level Titles	Level description/ explanation	Indicators	Time 1	Time 2	Learning outcomes
5	Incorporation					
4	Self-regulation/ determination					
3	Empathy/ appreciation					
2	Perspective taking					
1	Self oriented					

Summary of the development on the affective level:



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5. PROMOTE inventory of competences and related reference systems

1 Competence description - Communication

Description: The learner is competent in communicating with others involved in professional practice, is able to establish a relation of trust and shows integrity through his/her way to communicate. In the communication with adult learners and with colleagues the VET professional is aware of different communication styles and techniques and that different situations and setting require different styles and techniques of communication. Communication is used by the educator as a means for interaction with learners and colleagues and through appropriate communication the professional can identify problems, can discuss them and find solutions in improving the learning process.

Knowledge: The learner

- has knowledge of the specific rules to communicate with his/her learners and colleagues or other professionals
- has knowledge of relevant communication techniques

Skills: The learner

- is able to communicate in a clear fashion with learners, colleagues and stakeholders
- is able to identify problems and find solutions together by using direct communication
- is able to give and receive feedback to and from learners, colleagues and stakeholders
- is able to use feedback in the improvement of professional practice

Attitudes: The learner

- respects others and their different backgrounds in the communication
- has a positive attitude towards communicating and inspires other to communicate in an open and reflective way.



1 REFERENCE SYSTEM – Communication

	KNOWLEDGE		ACTIVITY		AFFECTIVE	
L	Level Titles	Individual description/ explanatory statement	Level Titles	Individual description/ explanatory statement	Level Titles	Individual description/ explanatory statement
5	Knowing where else (knowledge for transfer)	Vast theoretical knowledge of communication. Understanding unfamiliar communication styles and knowing how to guide other people to react and communicate appropriately in different situations.	Developing, construct-ing, transferring	Being able communicate successfully in an unfamiliar situation. Being able to blend different communication styles and to adapt and transfer them into new contexts. Supporting others to develop their communication competence.	Incorpora-tion	Having internalised virtues of good communication and motivating/inspiring others to reflect about communication and to comprehend other persons' communication in order to create a respectful relationship
4	Knowing when (implicit understand-ing)	Knowing different communication styles and techniques and how to apply this knowledge in practice, e.g. having awareness of speakers context, reading between the lines, recognising hidden messages etc.	Discovering acting independently	Being able to apply and understand different communication styles and codes suitable for context and situation. Actively expanding own communication competence by observing, researching and reflecting.	Self-regula-tion/ determinati-on	Being determined to improve and to self-regulate for the sake of the communication and for the respect of others. Staying emotionally balanced in communication and in giving/receiving feedback.
3	Knowing how	Knowing that different people have different communication styles, dependent on their culture, personal background, etc.. Understanding other ways of communication and expression, e.g. non-verbal communication.	Deciding/ selecting	Being able to communicate in a clear fashion with different groups according to their capabilities of understanding. Choosing the right code to react according to the situation. Being able to give and receive feedback to and from others.	Empathy/ Apprecia-tion	Being motivated to improve own communication competence. Appreciating the virtues of good communication and being open towards other communication styles.
2	Knowing why (distant understand-ing)	Understanding that the efficiency of communication is dependent on the way to communicate. Knowing why conscious communication is relevant.	Using, imitating	Applying communication codes of peers (e.g. in language and behaviour, using rites), imitating communication styles of others.	Perspective taking	Being curious to improve own communication competence. Being open towards other/new communication styles.
1	Knowing what	Knowing basic ways of communication in order to understand others and to make oneself understood.	Perceiving	Sending and receiving information without special awareness.	Self-oriented	Talking and listening without feeling the need to reflect on communication.



2 Competence description - Intercultural communication

The learner is competent in interacting with others involved in professional practice with different cultural backgrounds, is able to establish a relation of trust and respect. Competence in communicating with other learners, colleagues and stakeholders

Knowledge: The learner

- has knowledge of ways to establish a relationship of trust and respect with learners, colleagues and stakeholders with a different cultural background.
- has knowledge of relevant intercultural communication techniques

Skills: The learner

- is able to communicate in a clear fashion with learners, colleagues and stakeholders with different cultural background
- is able to work in teams with members belonging to different cultures
- is able to collaborate closely with colleagues of different cultures
- is able to exchange knowledge and experiences with persons with different cultural backgrounds
- is able to identify problems and find solutions in a culturally diverse group
- is able to give and receive feedback to and from learners, colleagues and stakeholders of different cultural background

Attitudes: The learner

- has integrity
- respects others and their different cultural backgrounds
- has a positive attitude towards working together with people from different cultures



2 REFERENCE SYSTEM – Intercultural Communication

L	COGNITIVE/KNOWLEDGE		ACTIVITY		AFFECTIVE	
	Level Titles	Individual description/ explanatory statement	Level Titles	Individual description/ explanatory statement	Level Titles	Individual description/ explanatory statement
5	Knowing where else (knowledge for transfer)	Knowing own cultural frames of reference and various patterns of cultural differences. Knowing strategies to communicate successfully with people from a variety of other cultures.	Developing, constructing, transferring	Being able to put oneself in the shoes of others and being able to apply a variety of intercultural approaches. Developing own approaches to communicate with people from other cultures and supporting others to improve.	Incorporation	Having internalised how to overcome culture based obstacles in communication. Being aware that one's own culture may shape one's own reactions and being able to transcend that. Inspiring others to improve their intercultural communication.
4	Knowing when (implicit understanding)	Knowing about other cultures and understanding how cultural aspects can influence communication. Knowing pitfalls of culture based misunderstandings and how to avoid them.	Discovering acting independently	Actively collecting information about communication features of other cultures and enriching one's own communication competence by transferring diverse elements to one's own context.	Self-regulation, determination	Respecting and valuing expressions of cultural differences and being determined to overcome communication based obstacles between people from different cultural backgrounds.
3	Knowing how	Knowing how to anticipate certain cultural backgrounds and differences and how to adapt own communication accordingly.	Deciding/ selecting	Being able to apply basic strategies in intercultural communication, e.g. active listening, mirroring, perceiving non-verbal signs.	Empathy/ appreciation	Being aware that we have cultural values or assumptions that are different from others. Respecting and valuing different communication styles and being motivated to improve own competence.
2	Knowing why (distant understanding)	Knowing that one's own culture is central to what we see, how we make sense of what we see, and how we express ourselves and that others are influenced in the same way by their own culture.	Using, imitating	Communicating in a conscious way being aware of cultural backgrounds of other people. Reacting to diversity following the example of others.	Perspective taking	Being curious towards cultural diversity and different communication styles Accepting different ways of communication and considering to learn more about it.
1	Knowing what	Knowing that different cultures have different ways of communicating.	Perceiving	Recognising different styles of communication based on cultural backgrounds.	Self oriented	Considering the benefits of culture sensible communication but feeling no need to become active in this respect.



3 Competence description – Conflict management

General description:

The learner is competent in solving conflict situations through the application of specific techniques. Professionals are able to identify the roots of the conflict and develop a proper strategy to solve it, are familiar with the concepts of accommodation, mediation, facilitation and compromising and are able to apply the right technique to the specific situation. Professionals take into consideration rights, needs and feelings of all parties involved to reach a solution to the conflict. They are aware of the positive potential of conflict management techniques and find ways to promote them in the group/to others.

Essential knowledge, skills and attitudes are:

Knowledge: The learner...

- Has knowledge of different conflict management strategies and techniques;
- Has knowledge of ways to integrate conflict management strategies in group activities

Skills: The learner...

- Is able to apply different conflict management techniques and strategies according to the situation;
- Is able to identify problems and find solutions in a group of people with different requests

Attitudes: The learner...

- Is determined to solve conflicts
- Inspires others to use conflict management techniques;
- Respects others' feelings, rights and requests



3 REFERENCE SYSTEM – Conflict management

	COGNITIVE/KNOWLEDGE		ACTIVITY		AFFECTIVE	
L	Level Titles	Individual description/ explanatory statement	Level Titles	Individual description/ explanatory statement	Level Titles	Individual description/ explanatory statement
5	Knowing where else (knowledge for transfer)	To know intuitively how to avoid conflict situation or to help others in looking for a good solution and compromises. Knowledge to apply conflict management competences in different situations	Developing/constructing/transferring	Elaborating ways for compromise and conflict solving strategies; Taking initiatives and being active with the parties to apply different conflict management techniques.	Incorporation	To be motivated to inspire others to learn and apply conflict management techniques to solve their own situations. To feel the need to improve other people's conflict management competences.
4	Knowing when (implicit understanding)	To have a profound knowledge on which measures can be taken to solve a specific conflict	Discovering/acting independently	Choosing an own way to listen to and express all arguments, con and pro, to discuss them and to find the best solution in solving problem / compromise.	Self-regulation/determination	Being motivated to improve one's own conflict management techniques and to adapt them to new situations.
3	Knowing how	To know theoretically certain processes and techniques of conflict solving	Deciding/selecting	Making a conscious choice on which conflict management technique seems more pertinent for the given case.	Empathy/appreciation	Appreciate the strength of one's own conflict management techniques; Feeling important that other members of the group are familiar with conflict management techniques.
2	Knowing why (distant understanding)	To understand the need of knowing different conflict management techniques to solve different situations	Using/imitating	Act as instructed in a conflict situation. Occasionally use conflict management techniques.	Perspective taking	Valuing conflict management techniques; Generally feeling that conflict management techniques are useful to solve conflict situations.
1	Knowing what	Knowing that there are techniques to solve conflicts	Perceiving	Recognising ways of behaviour in acting in conflict situations or/and avoiding conflict situations	Self-oriented	Being open to different conflict management techniques; Feeling the need to apply a conflict management technique to certain situations.



4 Competence description – Leadership

General description:

The learner is competent in guiding and influencing colleagues and/or team members to help them achieve certain goals. He/she can demonstrate decision making skills and is capable to transfer these decisions into an active team. This involves e.g. being a good communicator, creating trust and relationships in the project team, identifying specific skills of team members and delegating tasks accordingly, facilitating team work, fostering collaboration, being open to new and different ideas.

Essential knowledge, skills and attitudes are:

Knowledge: The learner...

- Is aware of different types of leadership interventions adequate for specific situations;
- Knows how to help other people in implementing them..

Skills: The learner...

- Is able to develop his your own leadership style and techniques as a leader and apply it in different situations
- Is capable to create and execute leadership strategies and transfer it to others.

Attitudes: The learner...

- Finds it important that the other members of the group value leadership.
- Finds it important to share leadership competences with others.

Key competence: Social and Civic competences, Sense of Initiative and Entrepreneurship



4 REFERENCE SYSTEM – Leadership

	COGNITIVE/KNOWLEDGE		ACTIVITY		AFFECTIVE	
L	Level Titles	Individual description/ explanatory statement	Level Titles	Individual description/ explanatory statement	Level Titles	Individual description/ explanatory statement
5	Knowing where else (knowledge for transfer)	Being able to assess which types of leadership interventions are adequate in specific situations and help other people in implementing them	Developing/constructing/transferring	Developing your own leadership style and techniques as a leader and applying it in different situations To create and execute leadership strategies and transfer it to others.	Incorporation	To find it important that the other members of the group value leadership. To find it important to share your leadership competences.
4	Knowing when (implicit understanding)	Knowing when and how to apply the appropriate leadership techniques in order to solve problems or take opportunities. Knowing how and when your input and style as a group leader will affect the group you are in and its project results.	Discovering/acting independently	Acting as a leader and trying out a range of different leadership styles and apply them according to the situation and the objectives of the project.	Self-regulation/determination	Feeling the need to be a leader. Valuing your interest in leadership and in taking the lead yourself. Feeling the need to improve your own leadership competences.
3	Knowing how	Knowing different leadership styles, techniques and approaches and knowing how they are related to specific performances of a group and outcomes of a project.	Deciding/selecting	Taking the lead and applying specific leadership techniques you think are appropriate according to your perception of the situation.	Empathy/appreciation	Feeling the need to take the lead in a group or in a situation. To find it important that (your) leadership is valued by the other members of the group.
2	Knowing why (distant understanding)	Knowing that different leadership styles exist and knowing that different leadership approaches can affect the work of/in the group.	Using/imitating	Occasionally applying leadership concepts & actions as offered from theory or copied from a role model.	Perspective taking	Generally feeling the need for a leader and for cooperative structures requiring leadership.
1	Knowing what	Knowing what leadership is and knowing that it takes a leader to guide a group or a project	Perceiving	Recognising situations where leadership is needed and where someone should take the lead.	Self-oriented	Feeling the need for a leader / leadership in your team or in a situation you are in.



5 Competence description –Managing diversity

Description: The learner is competent in dealing with the heterogeneity and diversity in the historical, social, economic, religious background, learning needs, motivations, prior experience and knowledge, learning history, (learning) abilities, learning styles, age and gender of the learners and to understand their stages of development. This includes understanding of the value of diversity, respect for differences and the ability to incorporate or obviate any differences in the learning process. The professional shows empathy, is reliable, authentic and is loyal to the learners. Furthermore, the professional has the ability to analyse behaviour of learners and the group, the ability to identify possible problems and conflicts and to act strategically to prevent and/or manage possible conflicts and anger towards individual learners, the group and the professional him/herself. The learner is responsible for creating a safe learning environment which is based on mutual respect and cooperation in which the learners can develop into, or as, fully autonomous lifelong learners.

Knowledge: The learner

- has knowledge of the value of diversity and heterogeneity in a group
- has knowledge of the stages of human development in hood
- has knowledge of group dynamics
- has knowledge of methods to deal with possible conflict situations

Skills: The learner

- is able to recognise diversity in backgrounds
- is able to recognise the value of diversity
- is able to deal with heterogeneity
- is able to analyse behaviour
- is able to recognise tensions, problems and possible conflicts
- is able to act strategically to prevent and/or manage these possible conflicts

Attitudes: The learner

- is reliable
- is consistent
- is to be trusted
- is empathic



5 REFERENCE SYSTEM - Managing diversity

COGNITIVE/KNOWLEDGE			ACTIVITY		AFFECTIVE	
L	Level Titles	Individual description/ explanatory statement	Level Titles	Individual description/ explanatory statement	Level Titles	Individual description/ explanatory statement
5	Knowing where else (knowledge for transfer)	Knowing how to value, respect and support diversity and heterogeneity in the group = Managing and behaving in the group under conscious consideration of DM. Knowing how to include other group members in your vision.	Developing/ constructing/ transferring	Developing your own strategies for diversity management	Incorporation	To live according to a philosophy to manage diversity and heterogeneity in the own life contexts
4	Knowing when (Implicit understanding)	Knowing when and how to react on situations triggered by cultural/social/religious/.. differences	Discovering/ acting independently	Looking for different and new DM strategies, trying and applying different strategies	Self-regulation/ determination	To regulate one's own feelings for the sake of the group in order to respect diversity, heterogeneity and the feelings and attitudes of the group members.
3	Knowing how	Knowing a number of concrete connections between different backgrounds (e.g. educational, religious, age, gender, cultural, learning styles etc.) and related preferences, attitudes and behaviours in a group. Knowing how it can influence the work or performance of a group.	Deciding/ selecting	Deliberately working on DM strategies. Applying basic strategies for diversity management	Empathy/ appreciation	To try to feel like the learner ex. the team mate) feels regarding a specific issue.
2	Knowing why (Distant understanding)	Knowing why people show different behaviours and basic knowledge of conflict management and/or communication techniques	Using/ Imitating	Occasionally taking differences (cultural/social/religious/...) into account in the way you have learned from other people or from a role model	Perspective taking	Curiosity towards diversity and heterogeneity and a respective management approach. Generally feeling the need for DM while in a group.
1	Knowing what	Knowing that in a group diverse backgrounds and contexts of group members exist.	Perceiving	Recognising diversity and heterogeneity in your group	Self oriented	Feeling that learners feel different towards a specific issue in the group situation.



6 Competence description – Networking

Description: The learner is competent in interacting with others involved in professional practice, is able to establish relationships and to build up a network of relevant contacts in his professional setting. In collaborating with colleagues and stakeholders, the professional has the ability to exchange knowledge and experience as well as to establish new contacts in a target oriented way. The professional is aware of his/her role in different context and knows feasible approaches to establish new contacts, taking into consideration the working contexts and roles of other stakeholders. He has internalised his/her own goals and recognises opportunities to promote these towards others.

Knowledge: The learner

- has knowledge of ways to integrate networking into training activities
- has knowledge of relevant professional networks
- has knowledge of different networking instruments and techniques

Skills: The learner

- is able to collaborate closely with colleagues
- is able to exchange knowledge and experiences
- is able to use relevant networking tools
- is able to actively use and create new networking techniques to improve professional knowledge

Attitudes: The learner

- has a positive attitude towards collaborating with colleagues and stakeholders
- is interested in the exchange of knowledge and experiences
- is open towards different forms and opportunities of networking



6 REFERENCE SYSTEM – Networking

	COGNITIVE/KNOWLEDGE		ACTIVITY		AFFECTIVE	
L	Level Titles	Individual description/ explanatory statement	Level Titles	Individual description/ explanatory statement	Level Titles	Individual description/ explanatory statement
5	Knowing where else (knowledge for transfer)	Knowing how to integrate networking into training activities and in the collaboration with colleagues and stakeholders. Knowing how to help other people act successfully in different networking structures.	Developing/ constructing/ transferring	To actively plan and create networking opportunities and networking activities to improve professional knowledge and to establish new ways of collaboration with colleagues and stakeholders.	Incorporation	To find it important that the other people in the sector (colleagues and stakeholders) are open and active as networkers. To feel the need to inspire other people to network and to involve them in own networking activities.
4	Knowing when (Implicit understanding)	Knowing how and when to apply the different networking techniques for the task as an adult educator. Knowing how to act in different networking structures.	Discovering/ acting independently	Deliberately seeking networking opportunities and for the appropriate networking techniques to exchange with other vet professionals To choose the right networking techniques and to act appropriately.	Self-regulation/ determination	To feel the need to be pro-active in networking. To value your curiosity for networking and its opportunities. To find it important to be creative in this respect.
3	Knowing how	Knowing different networking techniques and practice for sharing, learning, advocacy and building contacts.	Deciding/ selecting	To take part in networking activities as they are offered by others. To apply existing networking techniques in a correct way to exchange knowledge and experiences.	Empathy/ appreciation	To value networking in general. To find it important that networking is valued by the (people in the) sector you are working in.
2	Knowing why (Distant understanding)	Knowing that through networking one can learn, build useful contacts and spread info to different target groups in your working /teaching environment.	Using/ Imitating	To talk to colleagues and stakeholders, to try to learn from them, to build contacts.	Perspective taking	To feel that networking is important for ones' teaching/training activities. To feel the value of networking.
1	Knowing what	Knowing the concept of networking	Perceiving	To see and recognise the values and opportunities of networking in adult learning /vet	Self oriented	To find it important to talk to people and try to learn from them. To feel the need to join a network of VET professionals



7 Competence description – Teamworking

Description: The learner is competent in interacting with others involved in professional practice appropriately. In the collaboration the professional respects specific backgrounds, competences and skills of team/group members and has the ability to act as a teamplayer. This involves communication skills like assertiveness, clarity and active listening, awareness of diversity in teams and potentials of teamwork. He/she has an attitude of appreciation for teamwork as efficient way of collaborating and source of creativity and is determined to contribute to the success of the entire team. He/she is aware of the roles and capabilities in the team and acts accordingly.

Knowledge: The learner

- has knowledge of ways to establish a team and make use of the different abilities of team members in order to reach a common goal
- has knowledge to enhance team processes in different teams

Skills: The learner

- is able use teamwork in appropriate situations
- is able to work in teams and act in teams according to his/her role
- is able to work in teams and can assign specific tasks and roles to team members on the basis of their strengths and weaknesses.

Attitudes: The learner

- has a positive attitude towards working together in a team
- inspires others to use teamwork in the professional setting



7 REFERENCE SYSTEM – Teamworking

	COGNITIVE/KNOWLEDGE		ACTIVITY		AFFECTIVE	
L	Level Titles	Individual description/ explanatory statement	Level Titles	Individual description/ explanatory statement	Level Titles	Individual description/ explanatory statement
5	Knowing where else (knowledge for transfer)	Knowing how to enhance team processes in different teams. Knowing how to help other people act successfully in teams and to assign specific responsibilities to people keeping in mind their relevant skills.	Developing/ constructing/ transferring	Leading a team in a way that members are able to contribute to the best of their abilities, supporting them to do so. Being able to strategically develop a team. Supporting others in team work and team leadership.	Incorporation	Having internalised the “culture” of constructive team work and to accomplish goals through mutual support. To encourage and inspire others to join a team and to improve their teamwork skills.
4	Knowing when (implicit understanding)	Having substantial knowledge on how and when to join/form a team. Understanding strength and weaknesses of team members. Knowing the importance of communication and how to coordinate workflows.	Discovering/ acting independently	Being able to assign and coordinate specific tasks and roles to team members on the basis of their strengths and weaknesses. Monitoring team processes. Trying out new roles for oneself.	Self-regulation/ determination	Feeling the importance to refrain from own preferences (e.g. in regard to procedures, own solution strategies, methods etc.) for the sake of the team and the teamwork. Being determined to be a good team worker.
3	Knowing how	Knowing the basic dynamics and demands of teamwork. Knowing how to engage in a coordinated work flow where the skills, qualities and limits of each member are taken into account in order to work efficiently.	Deciding/ selecting	Actively reaching out to join a team or help create a team. To contribute to the team process according to own strengths and needs for reaching the shared goal.	Empathy/ appreciation	Having a positive attitude towards working together in a team and to appreciate team diversity. Finding it important to have a ‘team spirit’. Being motivated to develop own competence to successfully work in a team.
2	Knowing why (distant understanding)	Knowing that teamwork is a more effective way to achieve results. Knowing it demands from individuals to coordinate their work considering individual competences and abilities.	Using/ Imitating	Contributing to team work when being invited or instructed to. Full-filling assigned tasks in a team.	Perspective taking	Being interested in the potentials of team work and to learn more about it.
1	Knowing what	Knowing that teamwork is collaborating with others to reach a shared goal.	Perceiving	Recognising situations in which teamwork is feasible to reach goals.	Self oriented	Seeing teamwork as something positive, but without considering developing own team work competence.



8 Competence description – Client orientation

General description:

The learner is competent in interacting with clients, taking into account their specific needs. Professionals know how to identify different client profiles, backgrounds, desires and necessities. They are able to react accordingly, adapt and develop strategies to support clients. Professionals are aware of the benefits of focusing on the clients' needs and requests and are determined to reach the clients' satisfaction.

Essential knowledge, skills and attitudes are:

Knowledge: The learner...

- has knowledge of different clients' behaviours and needs
- has knowledge of strategies and techniques to deal with clients

Skills: The learner...

- is able to apply strategies and techniques to reach clients' satisfaction
- is able to adapt his/her own behaviour to better support clients

Attitudes: The learner...

- prioritizes clients' satisfaction in his/her approach
- is emphatic
- has a positive attitude towards the clients



8 REFERENCE SYSTEM – Client orientation

	COGNITIVE/KNOWLEDGE		ACTIVITY		AFFECTIVE	
L	Level Titles	Individual description/ explanatory statement	Level Titles	Individual description/ explanatory statement	Level Titles	Individual description/ explanatory statement
5	Knowing where else (knowledge for transfer)	To intuitively know (or to be able to acquire knowledge on) how to deal with a clients in regard to the working context.	Developing/ constructing/ transferring	To actively plan and develop your own client oriented strategies. (To go beyond pure actions and develop a larger approach)	Incorporation	To find it important that other colleagues engage for clients and their needs and demands. Interiorisation, transfer to other aspects of life.
4	Knowing when (implicit understanding)	To understand what actions are needed to help clients with specific demands (and to solve a number of situations).	Discovering/ acting independently	To actively research what techniques or choices are adequate in regard to the client background and the specific situation.	Self-regulation/ determination	To regulate one' own feelings in order to support a special client.
3	Knowing how	To know theoretically about the specific needs of clients and how the own behaviour and approach can adapt to the needs of those clients in general.	Deciding/ selecting	To be able to assign the right actions (own behaviour) towards the customer in regard to its needs.	Empathy/ appreciation	To appreciate client orientation, to find it important to support persons with specific demands
2	Knowing why (distant understanding)	To know that there are different ways to deal with clients and that clients have different backgrounds and needs	Using/ Imitating	To adapt the own behaviour towards the client when instructed.	Perspective taking	To be curious and interested in the theme of supporting clients
1	Knowing what	To understand that certain clients behave differently and that client orientation is a suitable concept to deal with this	Perceiving	To see and recognise different client behaviours without acting	Self oriented	Not relating the theme of client orientation to oneself and the own working life



9 Competence description - Flexibility

General description:

Flexibility is a competence that describes the ability to adapt to changing situations and demands in order to cope with variable circumstances. This involves knowledge of the fluidity of facts and the moving nature of life itself, about different contexts and environments as well as of own capabilities and a repertoire of behavioural strategies. Being open minded and trustful in own strengths are attitudes that support the adaptability to changing situations and reduce stress that results from change.

Essential knowledge, skills and attitudes are:

Knowledge: The learner...

- Knows about requirements of different contexts and environments
- Knows the benefits of being flexible
- Knows the burdens of flexibility
- Knows that things are dynamic and change is inherent in all areas of life
- Knows adequate forms of behaviour for certain contexts
- Knows how to adapt own strategies according to available or missing resources

Skills: The learner...

- is able to transfer knowledge, skills and abilities to other contexts and environments
- is able to reflect observations and experiences and to draw conclusions in terms of how to adapt
- is able to adapt to changing (work) environments or changing constraints on (work) resources
- is able to operate in multicultural environments and to adapt new locations
- is able to anticipate new perspectives
- is able to select from a repertoire of different behaviours
- is able to accept and adapt to restrictions
- is able to allow others to be their way



Attitudes: The learner...

- is open to new perspectives, things, behaviours, situations,...
- is curious about learning, discovering new things
- is willing to change approaches or to try different approaches
- is willing to learn to adapt
- is motivated to benefit from flexibility, e.g. to fit in/be more comfortable/successful
- is resilient to the stress that might result from the pressure to adapt or changing situations and environments

9 REFERENCE SYSTEM – Flexibility

	COGNITIVE/KNOWLEDGE		ACTIVITY		AFFECTIVE	
L	Level Titles	Individual description/ explanatory statement	Level Titles	Individual description/ explanatory statement	Level Titles	Individual description/ explanatory statement
5	Knowing where else (knowledge for transfer)	Knowing of adaptation strategies and analyzing the impact of flexibility (strategy level)	Developing/ constructing/ transferring	Creating own strategies and using the range of the own behavioural repertoire	Incorporation	Inspiring and encouraging others to be flexible.
4	Knowing when (implicit understanding)	Knowing when to adapt the own behaviour in order to cope with a situation (Action level) <i>Ability to assign a specific behaviour to a specific situation</i>	Discovering/ acting independently	Trying out behavioural strategies and methods Analysing situations and acting accordingly Ability to perform adequately in rather unknown situations	Self-regulation/ determination	Refraining from known behavioural patterns for the sake of the situation. Being motivated to adapt and/or to be flexible
3	Knowing how	Knowing how to be flexible, understanding reasons and methods of being flexible.	Deciding/ selecting	Performing different repertoires of behaviours and acting in a flexible way in known situations	Empathy/ appreciation	Feeling good to be flexible Wishing to be flexible.
2	Knowing why (distant understanding)	Knowing that there are benefits and advantages of being flexible	Using/ Imitating	Showing some flexibility (trying out new things/methods) when being instructed.	Perspective taking	Being curious and interested in how others behave in different situations Interested in being flexible
1	Knowing what	Knowing that flexibility is expected	Perceiving	Understanding the need of being flexible without acting	Self oriented	No interest in being flexible.



10 Competence description - Self-reliance/ Autonomy

General description:

This competence refers to the level of independence achieved through a high level of self-determination, well-developed abilities for self-regulation and self-direction, awareness regarding the own strengths and resources and inspiration to use them autonomously. The autonomous person appreciates the benefits and the challenges of the freedom he/she has and enjoys this independence. This competence also relates to the ability to recognise the situations, which allow a certain level of autonomy and to be motivated to use these opportunities to show self-reliance and independence.

Essential knowledge, skills and attitudes are:

Knowledge: The learner...

- knows the scope and limits of his own skills, powers and resources
- knows he/she is accountable for his/her decisions
- knows that his/her own decisions may affect others
- knows that there might be limits for taking own decisions/actions
- knows which skills and resources (internal and external) are needed to tackle a situation and how to organise them;

Skills: The learner...

- is able to recognise his/her own skills, resources and limits
- is able to self-reflect and analyse situations and to act accordingly
- to act in an independent and self-directed manner
- is able to explain benefits and challenges of acting autonomously
- is able to organise the needed resources to implement the decisions on his own

Attitudes: The learner...

- is feeling responsible for his/her own actions and decisions
- is appreciating rewards of autonomy (freedom, sense of achievement)
- has a general positive attitude towards autonomous and self-directed action
- inspires others to act independently, autonomously and using his/her own powers and resources;



10 REFERENCE SYSTEM – Self-reliance/ Autonomy

L	COGNITIVE/KNOWLEDGE		ACTIVITY		AFFECTIVE	
	Level Titles	Individual description/ explanatory statement	Level Titles	Individual description/ explanatory statement	Level Titles	Individual description/ explanatory statement
5	Knowing where else (knowledge for transfer)	Knowing how to transfer and develop new strategies to tackle challenging situations acting independently, pro-actively and autonomously. Intuitively knowing how to evaluate, choose and apply different strategies.	Developing/ constructing/ transferring	Creating own decision-making strategies and self-directed action in various work or personal related contexts; inspiring others to act independently and autonomously, being e.g. a role-model for them;	Incorporation	Having incorporated to act as a fully autonomous person and to live according to the own principles regarding self-reliance and autonomy. Wanting to support others in developing this competence.
4	Knowing when (implicit understanding)	Knowing strategies and methods to tackle challenging situations using one's own skills and resources, and that there might be limits for taking own decisions/actions. Knowing how to mobilise external resources.	Discovering/ acting independently	Searching for and organising the most appropriate resources (internal and external) to handle challenging situations in an autonomous and self-directed manner	Self-regulation/ determination	Feeling the need to act in an autonomous and independent way when facing different challenges and being determined to improve own capability to do so.
3	Knowing how	Knowing which how own skills and resources determine a decision/make an action and how to organize external resources, if needed.	Deciding/ selecting	Being able to analyse the situation and systematically take decisions/make actions using one's own skills and resources, acting independently and self-directed.	Empathy/ appreciation	Finding it important and to value autonomous, independent and self-responsible action; appreciating the rewards of being autonomous (freedom; sense of achievement) and being motivated to improve own competence to do so.
2	Knowing why (distant understanding)	Knowing what are the benefits of relying on one's own abilities and resources and that one is responsible for his/her own actions/decisions.	Using/ Imitating	Occasionally trying to take decisions/ actions using one's own skills and resources, by watching others, imitating strategies for autonomous / self-directed acting.	Perspective taking	Being interested to learn how to act independently using one's own skills and resources.
1	Knowing what	Knowing what is the scope of one's own capabilities, judgment, and resources and that one's own decision may affect others.	Perceiving	Recognising that one can take actions/decision using one's own skills and resources.	Self oriented	Feeling that autonomous decision making and acting can challenge oneself as it requires responsibility.



13 Competence description - Problem Solving

General description:

Problem solving is comprised of actions, attitudes and knowledge, which are goal-directed in complex situations with no easy routine solutions. Even if the final aim is clearly defined (but sometimes it is not), the problem solver might not be aware of all steps towards its achievement. The problems might vary in complexity, context and might require different resources or tools. Therefore, the process requires the knowledge of several problem solving techniques (or the skills to invent new ones) and the ability to apply them accordingly in the appropriate situation. The process of problem solving is comprised of complex actions like planning and reasoning and in order to be completed successfully the problem solver needs to be motivated, curious and eager.

Essential knowledge, skills and attitudes are:

Knowledge: The learner...

- has knowledge of the need to use problem solving – in situations, where there is no predefined solution
- knows different problem solving techniques
- knows ways to modify and combine different problem solving techniques according to the specific problem

knows how to transfer problem-solving knowledge to other people

Skills: The learner...

- is able to recognise when a problem has no immediate solution
- is able to define the concrete problem and its background
- is able to apply predefined problem solving techniques
- is able to analyse the problem situation
- is able to plan and reason towards problem solution
- is able to combine and modify different problem solving techniques
- is able to discover new, complex solutions by him/herself
- is able to invent new problem solving techniques



Attitudes: The learner...

- feels that problem solving competences are useful
- is eager to look for solutions
- is curious
- is intrinsically motivated (to solve problems in general)
- is autonomous
- feels the need to help other people (in applying problem solving techniques)

13 REFERENCE SYSTEM – Problem Solving

	COGNITIVE/KNOWLEDGE		ACTIVITY		AFFECTIVE	
L	Level Titles	Individual description/ explanatory statement	Level Titles	Individual description/ explanatory statement	Level Titles	Individual description/ explanatory statement
5	Knowing where else (knowledge for transfer)	Having a large portfolio of problem solving strategies that can be applied in new contexts	Developing/ constructing/ transferring	Planning new strategies to solve problems, invent/plan new strategies/approaches to solve problems	Incorporation	Being enthusiastic about solving problems and encouraging other people and co-operate with them to solve certain problems.
4	Knowing when (implicit understanding)	Knowing variations and modifications to solving problems in different contexts and how to actively use of my resources. Knowing different ways/instruments to tackle the task	Discovering/ acting independently	Discovering and applying complex solutions in different contexts (leisure, internship, at home).	Self-regulation/ determination	Restraining from personal wishes to tackle the task. Openness to find new solutions and to take them on board.
3	Knowing how	Theoretical knowledge on what to do to solve the problem/to tackle the task and to reach the goal.	Deciding/ selecting	Applying given problem solving actions. Choosing between different (given) possibilities to solve the problem	Empathy/ appreciation	Being motivated to solve the problem and to deal with the task.
2	Knowing why (distant understanding)	Knowing the reason for the task or the background of the problem.	Using/ Imitating	Being instructed to take specific actions to tackle with the problem/task	Perspective taking	Curiosity in finding solutions to the problem..
1	Knowing what	Knowing that there is a specific task and it is necessary to solve it in order to reach my goal.	Perceiving	Understanding the problem without taking action.	Self oriented	Not interested in solving a problem or in thinking and applying possible solutions to it.



14 Competence description - Critical Thinking

Name of the competence: Critical Thinking

General description:

The competence to examine issues or ideas and to reason in a variety of fields with differing assumptions, perspectives, contents and methods. It is the ability to go beyond the memorization, information recall and facts description, to analyse, evaluate, interpret, or synthesize information or experience in order to form or criticize an idea or argument and don't simply accept all the given information without questioning.

Knowledge: The learner...

- has knowledge about the value of critical thinking
- has knowledge about different critical thinking methodologies and the way to use choose from them
- has knowledge about the appropriate use of critical thinking

Skills: The learner...

- is able to analyse, evaluate, interpret, or synthesize information or experience;
- is able to examine ideas, concepts or situations from multiple perspectives, including different cultural perspectives;
- is able to analyse, evaluate, interpret, or synthesize information or experience;
- is able to develop well-reasoned, persuasive questions and arguments and how to evaluate and respond to counterarguments
- is able to identifying themes or patterns and making abstract connections across subjects

Attitudes: The learner...

- Has curiosity to test information and to seek evidence, being open to new ideas;
- Has scepticism about non proven information, not believing everything he is exposed to;
- Has enough humility to admit that his ideas may be wrong when facing new information, experience or evidence that states otherwise;
- Is willing to submit his ideas and experiments to peer review; be able to accept criticism, and submit his findings to repeat tests.



14 REFERENCE SYSTEM – Critical Thinking

L	COGNITIVE/KNOWLEDGE		ACTIVITY		AFFECTIVE	
	Level Titles	Individual description/ explanatory statement	Level Titles	Individual description/ explanatory statement	Level Titles	Individual description/ explanatory statement
5	Knowing where else (knowledge for transfer)	Intuitively thinking critically in known and unknown situations. Knowing in which situations a too critical thinking is contra-productive (the devil's advocate cases).	Developing/ constructing/ transferring	Developing own strategies to explore an unknown issue, or perspective. Influencing others in a positive way to think critically and to develop their critical thinking skills. Being able to help others to think critically.	Incorporation	Having internalised to look critically and from different perspectives on each situation. Finding it important that everybody cultivates his/her critical thinking competences.
4	Knowing when (implicit understanding)	Knowing in which situations it is crucial to have a critical view on an issue, and what would be the most appropriate critical perspective. Knowing how to process information in regard to contradictions to come to an own conclusion.	Discovering/ acting independently	Choosing certain strategies from the given critical thinking portfolio in order to get a full picture of an issue. Evaluating contradictory arguments and deriving own conclusions.	Self-regulation/ determination	To avoid the “easiest” and shallowest way and to find it important to constantly learn more on critical thinking strategies. Being determined to apply critical thinking to reach individual and constructive conclusions.
3	Knowing how	Knowing how to look at an issue from different angles. Knowing different critical thinking methods.	Deciding/ selecting	Applying different known approaches to look on an issue from different perspectives.	Empathy/ appreciation	Having a positive attitude towards critical thinking. Being motivated to develop own competence to think critically.
2	Knowing why (distant understanding)	Knowing why it is important to have a multifaceted view on an issue.	Using/ Imitating	Developing sometimes different views on an issue when being instructed or forced to.	Perspective taking	Openness to look at an issue from different perspectives but without valuing it.
1	Knowing what	Knowing that there may be different opinions on the same issue.	Perceiving	Just perceiving that critical thinking exists. Accepting an issue without reflecting about it.	Self oriented	Not being interested in thinking critically in general, nor on particular issues.



15 Competence description – Project Management

General description:

The learner is competent in executing projects in an efficient and successful way by structuring necessary project activities and applying a constant plan-do-check approach until the end of the project. Professionals know about project management theory and how to execute project activities and monitor their level of success and quality. They are able to act accordingly and adapt and develop strategies work in project teams or even lead them. They are aware of the advantages and disadvantages of turning a task or a venture into a project and to apply project management approaches respectively.

Essential knowledge, skills and attitudes are:

Knowledge: The learner...

- knows about the core project processes and project phases
- knows about crosscutting tasks like dissemination, evaluation, monitoring and exploitation
- has knowledge of at least one project management approach and of variations in regard to other approaches
- has knowledge on how to plan project activities according to the objectives
- knows how to monitor the accomplishment and quality of sub-tasks
- knows when to assign more resources to open tasks
- knows how to structure a project
- knows how to transform a theoretical project plan into reality
- has the knowledge to develop projects along a strategic approach in the own professional environment

Skills: The learner...

- is able to apply strategies and techniques to fulfil the tasks assigned to him/her by the project management
- is able to select certain project tasks according to the own abilities
- is able to plan and attribute project tasks to other (capable) team members
- is able to apply a plan-do-check procedure to monitor the project
- is versatile to connect other approaches like team building or diversity management to the own project team



Attitudes: The learner...

- is open towards applying project management approaches and techniques
- has a positive attitude towards project management
- is aware of the strengths and the weaknesses of project management

integrates the concept into his/here professional values

15 REFERENCE SYSTEM – Project Management

L	COGNITIVE/KNOWLEDGE		ACTIVITY		AFFECTIVE	
	Level Titles	Individual description/ explanatory statement	Level Titles	Individual description/ explanatory statement	Level Titles	Individual description/ explanatory statement
5	Knowing where else (knowledge for transfer)	Knowing how to assess which PM tools are adequate in an unknown situation. Knowing how to plan new ventures with a strategic project management approach	Developing/ constructing/ transferring	Strategically adapting and further developing PM tools for new contexts	Incorporation	Being an enthusiastic project manager, discussing and sharing information about PM with other colleagues and experts. To feel the need to improve other people's PM competences.
4	Knowing when (implicit understanding)	Knowing how different PM tools can be used in different phases of the life cycle of a project. Knowing how to apply them in project situations.	Discovering/ acting independently	<i>Adapting certain project management tools to the specific context.</i> <i>Seeking for more specific information and applying other PM tools .</i>	Self-regulation/ determination	To feel the need to improve the own PM competences and to integrate and to refrain from other activities for this purpose
3	Knowing how	Knowing different PM tools and instruments.	Deciding/ selecting	Actively applying specific tools for PM in project planning and implementation	Empathy/ appreciation	Appreciating the value of PM tools for EU projects and being determined to apply them
2	Knowing why (distant understanding)	Knowing that PM techniques are needed in order to successfully complete project work.	Using/ Imitating	Occasionally applying a few PM tools - offered by others - in parts the own project work.	Perspective taking	Being curious about different PM approaches and tools and their potential for the own work.
1	Knowing what	Knowing that PM exists as a methodology.	Perceiving	Recognising situations in which certain PM techniques and tools are used..	Self oriented	Feeling the impulse to learn more on PM methodologies in a specific work situation.



16 Competence description - Planning and Resource Management

General description:

The learner is competent in planning activities and resources related to their own projects or the projects that they are associated to. Professionals know about project planning theory, how to set up the project structure, activity planning, timing and connect this to available and required resources. They are able to act accordingly and adapt and develop strategies to set up plans in different projects contexts. They are aware of the advantages and disadvantages and have a positive but also critical attitude towards applying planning methodology in different professional and private life contexts.

Essential knowledge, skills and attitudes are:

Knowledge: The learner...

- knows about the core project processes and project phases
- has knowledge of at least one project management approach and of variations in regard to other approaches
- knows how to brainstorm on a project idea
- knows how to combine project idea and project context (e.g. funding programme)
- knows how to structure a project according to the main work packages and ideas
- has knowledge on how to plan project activities according to the objectives
- knows which resources are necessary to accomplish the project
- knows how to assign the resources to the activities
- has the knowledge to develop projects along a strategic approach in the own professional environment

Skills: The learner...

- is able to describe the plans in a realistic and understandable way
- is able to calculate and assign project activities and resources accordingly
- is able to execute planning tasks when being instructed by a planning team leader
- is able to adapt the design (if needed) to new context
- uses planning and resource management approaches comprehensively in the professional practice
- is able to connect PRM to other approaches (e.g. project management, teamwork etc.) in a versatile way.

Attitudes: The learner...

- is open towards applying planning and resource management techniques
- has a positive attitude towards it
- is aware of the strengths and the weaknesses of resource management techniques
- integrates the concept into his/her professional values



16 REFERENCE SYSTEM – Planning and Resource Management

	COGNITIVE/KNOWLEDGE		ACTIVITY		AFFECTIVE	
L	Level Titles	Individual description/ explanatory statement	Level Titles	Individual description/ explanatory statement	Level Titles	Individual description/ explanatory statement
5	Knowing where else (knowledge for transfer)	Profound knowledge on how to transfer planning and resource management methodologies into new situations.	Developing/ constructing/ transferring	Adapting and further developing planning and resource management methodologies in the own (professional) context.	Incorporation	Being enthusiastic in discussing and sharing information about PM with other colleagues and experts. To feel the need to improve other people's PM competences.
4	Knowing when (implicit understanding)	Practical knowledge on different planning and resource management methodologies and in which situations which tool is appropriate.	Discovering/ acting independently	Seeking for more specific information on planning and resource management methodologies and enlarging the own portfolio of tools.	Self-regulation/ determination	Being curious about different approaches and tools and their potential for your work. To feel the need to improve your own PM competences regarding planning and resource management methodologies
3	Knowing how	Theoretical know-how on different planning and resource management methodologies. Knowing how to apply them in project situations.	Deciding/ selecting	Actively applying specific tools in planning and implementation and resource controlling and optimisation	Empathy/ appreciation	Appreciating the value of planning and resource management methodologies and being determined to apply them
2	Knowing why (distant understanding)	Understanding the reasons why appropriate planning leads to success.	Using/ Imitating	Occasionally planning jobs and actions when asked by others or instructed	Perspective taking	Generally feeling the need for implementing planning and resource management methodologies in the own context.
1	Knowing what	Knowing that Planning and Resource Management is needed in projects	Perceiving	Recognising situations where planning is needed without acting.	Self oriented	Not relating planning issues to oneself



17 Competence description – Creativity

Description: The learner is able to approach new situations and challenges with open mind and flexibility. He is competent in actively joining creative processes (such as brainstorming) and apply different creative thinking techniques (e.g. lateral thinking, visual explorations, metaphors, analogies, drawing, etc.) to generate new solutions and approaches. He has a strong ability in identifying unique connections between different ideas.

Knowledge: The learner

- has knowledge of different creative thinking techniques
- has knowledge of how to guide others through creative processes

Skills: The learner

- is able to see things from more than one perspective and is able to question the existing patterns.
- is able to play an active role in collective creative processes
- is able to generate innovative solutions to unknown problems

Attitudes: The learner

- has a positive attitude towards thinking out of the box
- inspire and motivate others to express and develop their own creativity in many different situations



17 REFERENCE SYSTEM - Creativity

	KNOWLEDGE		ACTIVITY		AFFECTIVE	
L	Level Titles	Individual description/ explanatory statement	Level Titles	Individual description/ explanatory statement	Level Titles	Individual description/ explanatory statement
5	Knowing where else (knowledge for transfer)	Knowing intuitively where and how creative thinking techniques can help solve a situation or problem. Knowing how to guide other people through the creative process.	Developing, construct-ing, transferring	Being able to extend the catalogue of known creative strategies, developing own techniques to analyse things in different ways and coming up with new approaches to problems.	Incorporation	Inspiring and motivating others to express and develop their own creativity, suggesting a variety of approaches according to different situations and challenges
4	Knowing when (implicit understanding)	Knowing how to apply different creative thinking techniques in concrete situations. Knowing strategies to overcome attitudes and situations that can hamper creativity.	Discovering acting independently	Being able to play an active role in a creative process, such as brainstorming session, taking inspiration from others and finding new solutions and ideas by identifying unique connections between different ideas.	Self-regulation/ determination	Identifying attitudes such as flexibility and divergent thinking that can boost own creativity and feeling the need to work on these supportive skills.
3	Knowing how	Knowing theoretically different creative thinking techniques (e.g. lateral thinking, visual explorations, metaphors, analogies, drawing, etc.), knowing in which situations creative thinking is crucial.	Deciding/ selecting	Choosing autonomously different creative techniques according to the situation and showing the capacity to look at problems from different perspectives and figuring out alternative scenarios	Empathy/ Appreciation	Feeling the need of perceiving things in different ways and being determined to exercise creativity in different contexts.
2	Knowing why (distant understanding)	Knowing about the role and benefits of creativity in daily activities. Knowing why creative thinking is important in the process of solving problems and generating new ideas.	Using, imitating	Applying some creative thinking techniques when being instructed to, being able to play an active role in brainstorming sessions.	Perspective taking	Being interested in expressing own creativity in problem solving situations without knowing how to do it.
1	Knowing what	Knowing what it means to be creative. Knowing that creativity is not only an inborn ability expressed by a few talented people in painting, music, drama, etc , but a skill that can be learnt and wielded by everyone.	Perceiving	Recognising the usefulness of applying creative thinking in many daily activities	Self-oriented	Feeling that creativity can be useful when you want to find innovative solutions or cope with unknown problems.



18 Competence description – Evaluating/Reflecting

General description:

The learner is competent in reflecting and (self) evaluating strategies as an interactive learning process on the job. He is able to identify the appropriate evaluation methodologies to apply, according to the objectives and type of activities of the organization, and he can plan the different phases of the process (information gathering, processing, analysis, reporting) within an appropriate timing for the work plan of the organisation.

Essential knowledge, skills and attitudes are:

Knowledge: The learner...

- has knowledge of a variety of evaluation tools and methods
- knows how and when to efficiently and effectively apply evaluation as a tool for stimulating reflection and learning processes
- knows how to use the results of the reflection and evaluation processes in a large perspective (e.g. for identifying further learning needs)

Skills: The learner...

- is able to apply a variety of evaluation tools and methods
- is able to develop own evaluation strategies
- is able to process in a methodologically correct way the results of the evaluation for different purposes
- is able to promote a participatory culture of evaluation in the organisation processes

Attitudes: The learner...

- recognizes the importance of evaluation and reflection for individual and organizational learning and inspires team members to improve their own evaluation competence



18 REFERENCE SYSTEM – Evaluating/Reflecting

L	COGNITIVE/KNOWLEDGE		ACTIVITY		AFFECTIVE	
	Level Titles	Individual description/ explanatory statement	Level Titles	Individual description/ explanatory statement	Level Titles	Individual description/ explanatory statement
5	Knowing where else (knowledge for transfer)	Knowing how to integrate the learning, and the evaluation recommendations into the organisation and (or) individual practice in order to achieve the collaborative goals.	Developing/ constructing/ transferring	Developing your own evaluation strategies and an on-going participatory culture of evaluation within the organisation that promotes (self-)evaluation, and adaptation of plans to achieve the envisaged goals.	Incorporation	Inspire others to value evaluation, reflection and individual and organisational learning. Feeling the need to improve all team members' evaluation competences.
4	Knowing when (implicit understanding)	Knowing when (time schedule) to organize the different phases of the evaluation (information gathering, processing, analysis, reporting) within an appropriate timing for the work plan of the organisation in coordination with organisation leaders.	Discovering/ acting independently	Searching for evaluation techniques and independently applying the (self-)evaluation with appropriate techniques and methods, within the given purpose of the evaluation.	Self-regulation/ determination	Being motivated to improve reflection and evaluation competences with respect to individual and organisational learning.
3	Knowing how	Knowing how to organise (self-)evaluation as a reflective and interactive learning process. Knowing pertinent methods and techniques that can be introduced as an evaluation.	Deciding/ selecting	Making conscious choices on objectives, issues to evaluate; the methods and instruments of evaluation that seem more pertinent for the given case.	Empathy/ appreciation	To find it important that all team members / colleagues value evaluation and reflection.
2	Knowing why (distant understanding)	Knowing why reflection and (self-)evaluation are important processes in order to facilitate individual and collective learning/ performance via evidence -based decision-making.	Using/ Imitating	Occasionally evaluating processes and products using existing models and techniques.	Perspective taking	Generally feeling that reflection and evaluation make sense in order to best achieve collaborative goals.
1	Knowing what	Knowing that evaluation is an important process to improve effectiveness and organisational learning.	Perceiving	Recognising evaluation and reflection processes.	Self oriented	Feeling the importance of reflection on and assessment of organisational processes and performance of a work situation / project you are in.



19 Competence description – Learning to learn

General description:

The learner is competent in acquiring, processing and mastering new knowledge and skills as well as developing one's own learning strategies in a variety of contexts, knowing how and when to apply strengths of one's own learning styles and personality types, setting goals, managing time and acquiring necessary information resources, reflecting upon the new knowledge and experience as well as interacting with others in order to reach learning challenges.

Essential knowledge, skills and attitudes are:

Knowledge: The learner...

- Intuitively knows how and when to apply strengths of one's own learning styles and personality types, set goals, manage time and acquire necessary information resources
- Knows the importance of reflecting upon the new knowledge and experience.
- Knows how to interact with others, learn in group and guide other people to use their personal strengths and resources to achieve their learning goals.

Skills: The learner...

- Is able to develop one's own learning strategies in a variety of contexts;
- May interact with others in order to reach learning challenges;
- Is able to acquire, process and master new knowledge and skills;
- May assist others when solving learning related problems.

Attitudes: The learner...

- Appreciates and values the strengths of one's own learning strategies in a variety of contexts;
- Values interaction with others in order to reach learning challenges and learn in a group;
- Respects and appreciates diverse learning strategies of others;
- Is motivated to inspire others to reflect on their own learning patterns and pursue learning goals.



19 REFERENCE SYSTEM – Learning to learn

COGNITIVE/KNOWLEDGE		ACTIVITY		AFFECTIVE	
Level Titles	Individual description/ explanatory statement	Level Titles	Individual description/ explanatory statement	Level Titles	Individual description/ explanatory statement
Knowing where else (knowledge for transfer)	Intuitively knowing how and when to apply strengths of one's own learning styles and personality types, set goals, manage time and acquire necessary information resources as well as reflect upon the new knowledge and experience. Knowing how to interact with others, learn in group and guide other people to use their personal strengths and resources to achieve and reflect upon their learning.	Developing/ constructing/transferring	Developing one's own learning strategies in a variety of contexts and interacting with others in order to reach learning challenges. Acquiring, processing and mastering new knowledge and skills as well as assisting others when solving learning related problems.	Incorporation	Appreciating and valuing the strengths of one's own learning strategies a variety of contexts and interaction with others in order to reach learning challenges and learn in a group. Respect and appreciate diverse learning strategies of others being motivated to inspire others to reflect on their own learning patterns and pursue learning goals.
Knowing when (implicit understanding)	Having profound knowledge of different learning styles, personality types and understanding how to use one's strengths in learning. Knowing how to react properly in situations when a learning challenge is set. <i>Practical knowledge on one's learning styles, personality types, time-management, finding necessary learning and support resources and reflection of learning results.</i>	Discovering/ acting independently	Searching for new learning strategies, maximizing available resources and effectively reaching learning goals. Ability to reflect upon one's learning and enrich it with new patterns and methods in a variety of contexts and being able to regulate their own learning.	Self-regulation/ determination	Being determined to reflect and improve one's own learning strategies and being flexible to enrich it with new patterns and methods in a variety of contexts.
Knowing how	Knowing one's own learning style and other strengths, understanding how to manage one's time, find resources, autonomously achieve learning goals and reflect upon them. <i>Theoretical knowledge on learning styles and personality types, time-management and goal-setting. Knowing where and how to plan and implement a learning project/process.</i>	Deciding/ selecting	Applying one's own learning style and other strengths, managing time, finding resources, autonomously achieving learning goals and reflecting upon them. Being able to apply basic strategies for learning success.	Empathy/ appreciation	Appreciating the strengths of one's own learning styles and other strengths, managing time, finding resources, autonomously achieving learning goals.
Knowing why (distant understanding)	Knowing that using the strengths of one's learning style, ability to autonomously organize and reflect one's learning determines success in learning.	Using/ Imitating	Using one's learning style, autonomously organizing and reflecting of one's learning to achieve learning results.	Perspective taking	Being flexible and open towards using one's own learning style, strategies and personality types and generally valuing the advantages of achieving learning results.
Knowing what	Knowing that people need to use their personal strengths and capacities to to achieve learning results.	Perceiving	Recognising that using personal strengths and capacities affects achievement of learning results.	Self oriented	Being neutrally open to different learning strategies. Single case need to adapt his/her behaviour to the requirements of the learning situation.



20 Competence description – Planning and organising one's learning competence

General description:

The learner intuitively knows how and when to apply strengths of one's own learning styles, set goals, manage available time resources and acquire necessary information resources as well as develop his/her own learning strategies. Being motivated to inspire others to respect and appreciate diverse learning styles and strategies, set and pursue learning goals and find different learning resources.

Essential knowledge, skills and attitudes are:

Knowledge: The learner...

- Intuitively knows how and when to apply strengths of one's own learning styles;
- Knows how set goals, manage available time resources and acquire necessary information resources;
- Knows how to interact with others and learn in group.

Skills: The learner...

- Develops his own learning strategies;
- Is able to learn in group;
- May support other people in planning their time, finding learning resources and using their learning styles.

Attitudes: The learner...

- Appreciates and values the strengths of one's own learning style, time management and goal setting skills;
- Is motivated to inspire others to respect and appreciate diverse learning styles and strategies, set and pursue learning goals and find different learning resources.



20 REFERENCE SYSTEM - Planning and organising one's learning competence

COGNITIVE/KNOWLEDGE		ACTIVITY		AFFECTIVE	
Level Titles	Individual description/ explanatory statement	Level Titles	Individual description/ explanatory statement	Level Titles	Individual description/ explanatory statement
Knowing where else (knowledge for transfer)	Intuitively knowing how and when to apply strengths of one's own learning styles, set goals, manage available time resources and acquire necessary information resources. Knowing how to interact with others, learn in group and guide other people to plan their time and resources and use their learning styles.	Developing/ constructing/ transferring	Developing your own learning strategies. Being able to learn in group and support other people in planning their time, finding learning resources and using their learning styles.	Incorporation	Appreciating and valuing the strengths of one's own learning style, time management and goal setting skills. Being motivated to inspire others to respect and appreciate diverse learning styles and strategies, set and pursue learning goals and find different learning resources.
Knowing when (implicit understanding)	Having profound knowledge of different learning styles and understanding how to use one's strengths in learning. Knowing how to react properly in situations when a learning challenge is set. <i>Practical knowledge on one's learning styles, time-management, priority setting and finding necessary learning and support resources.</i>	Discovering/ acting independently	Searching for new learning strategies, maximizing available time resources and effectively reaching learning goals. Ability to enrich the own learning strategy with new patterns and methods.	Self-regulation/ determination	Being determined to improve one's own learning strategies and being flexible to adapt to possible new/modified time requirements and learning goals.
Knowing how	Knowing one's own learning style and understanding how to manages one's time, set goals, find resources and prioritize one's activities. <i>Theoretical knowledge on learning styles, time-management and goal-setting. Knowing where and how to search for necessary resources or acquire assistance.</i>	Deciding/ selecting	Applying the strengths of one's own learning style, planning time available, setting goals and priorities as well as acquiring the necessary resources. Being able to apply basic strategies in time management.	Empathy/ appreciation	Appreciating the strengths of one's own learning styles, one's own time-management, goal-setting and resource finding strategies.
Knowing why (distant understanding)	Knowing that using time management, goal setting skills and having necessary human and information resources determines success in learning.	Using/ Imitating	Adopting time management, goal setting skills and finding necessary human and information resources as you learned from others in order to achieve learning results.	Perspective taking	Being flexible and open towards setting goals, managing time and finding learning resources and generally valuing the advantages of achieving learning results.
Knowing what	Knowing that people need to set goals and find resources to achieve learning results.	Perceiving	Recognising that setting goals, planning one's time and finding resources affects the learning results.	Self oriented	Being neutrally open to different types of learning. Single case need to adapt his/her goals and time resources according to the requirements of the learning situation.





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