

PROVIDE

Competence Framework

Deliverable 17

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1 Competences when planning learning/training

P1: Assessing learners' needs and motivations

Description: The learning professional is competent in assessing the prior experience of VET learners, identification of the perceived learning needs, demands, motivations and wishes of VET learners. This includes insights into the intrinsic motivation (e.g., self-generated willingness to learn), and the extrinsic motivation (e.g., responsiveness to external pressures from others, the reward of a diploma or mandatory requirements) of the VET learners, the learning trajectories and careers (including gaps) and the societal learning needs, including the key competences in lifelong learning. In assessing learning needs, the professional is able to listen carefully, deploy interview techniques, read body language, and deal with possible language difficulties and other disadvantages. The professional is able to respond to learning needs by deploying a wide range of teaching strategies and is able to see the background, expertise and knowledge of the VET learners as a learning resource to be used in the learning process.

Knowledge: The learning professional

- has knowledge of assessment techniques
- has knowledge of human development
- has knowledge of cultural, social and religious background of VET learners in order to
- understand the context for the development of the VET learner and the motivation (intrinsic, extrinsic) that she/he has

Skills: The learning professional

- is able to use adequately assessment techniques
- is able to relate the prior experience and knowledge of VET learners to the learning objectives and the course of the learning process
- is able to make use of the experience, knowledge and skills of VET learners in order to let them learn in a self-directed way.
- is able to listen carefully,
- is able to assess non-verbal communication
- is able to deal with possible language difficulties and other disadvantages
- is able to deploy a wide range of teaching strategies

Attitudes: The learning professional

- is interested in the motivations of VET learners
- is open to the knowledge, skills and experience that VET learners bring with them
- is aware of the life of the VET learners and their background in order to use that as a learning resource

P1: Reference System: Assessing learners' needs and motivations

COGNITIVE/KNOWLEDGE		ACTIVITY		AFFECTIVE		
L	Level Titles	Individual description/ explanatory statement	Level Titles	Individual description/ explanatory statement	Level Titles	Individual description/ explanatory statement
5	Know where else (knowledge for Transfer	Knowing a broad variety of assessment methods and how to feed back assessment results into the planning process. Knowing how to apply this in different contexts.	Developing/ Constructing Transfer	Developing various assessment techniques for planning learning activities. Transferring them into other areas of work/life.	Incorporated	Having incorporated the relevance of assessing learners' needs. Motivating and supporting others to develop their competence to assess learners' needs.
4	Know when (Implicit understanding	Knowing how to differentiate which assessment methods to apply according to individual learners' backgrounds, needs and resources. Being aware of limits of what can be achieved according to contexts and goals.	Discovering /acting independently	Researching or developing new techniques for assessing learners' needs and applying them accordingly. Expanding own understanding of relation between learners' backgrounds, resources and motivations and recognizing when changes in concept are necessary.	Affective self-regulation	Being determined to develop own competence to assess learners' needs and to improve in this field of activity in order to develop suitable learning offers.
3	Knowing how	Knowing techniques to assess learners' needs, backgrounds and resources and how to design learning processes/offers accordingly.	Deciding/ selecting	Selecting assessment methods suitable assess to learners' needs from known repertoire, taking into account their needs, backgrounds and resources and the learning context.	Appreciation	Being motivated to assess learners' needs, backgrounds and resources and to use results for designing the learning offers.
2	Know why (Distant understanding	Knowing why it is relevant/ essential to assess learners' needs, backgrounds and resources.	Application, Imitation	Applying assessment techniques as suggested by others; imitating others in assessing learners' needs.	Perspective taking	Being curious/interested to assess learners' needs and how to use the results to improve learning offers.
1	Know-what/know that	Knowing what assessment of learners' needs is and that there are different techniques for that.	Perceiving	Recognising different assessment techniques without using them.	Self oriented, neutral	No intrinsic motivation to assess learners needs, not perceiving the value of such results for own work.

P2: Designing and constructing trainings and programmes

Description: The learning professional has the competence to design and construct study programmes for learners that are embedded in a wider curricular context and which allow the development of the learners into, or as, fully autonomous life-long learners. The programmes are based on relevant learning theory and the needs and demands of the learners, views on group dynamics, classroom management, the use of course ware and assessment. Furthermore, the professional is able to develop appropriate instructional and assessment instruments that are constructively aligned to aims and objectives and that are attuned to learning theories. The programmes should be deliverable by other learning professionals.

Knowledge: The learning professional

- knows the fundamentals of designing programmes and knows how to make use of that knowledge in a creative way
- knows to choose the designs that suit the goals and the needs of the learners
- knows that a programme design is related to theories such as assessment, group dynamics classroom management, communication, learning theories and curriculum theories
- knows that a programme design makes a difference in terms of efficiency, effectiveness, satisfaction and impact
- is aware of the importance of a programme design/programme design and that designing is a professional competence

Skills: The learning professional

- can create new programmes in new situations
- can design a new programme in a given situation
- can choose a design from a set of known possibilities
- can elaborate a given design of a programme
- can identify different designs

Attitudes: The learning professional

- feels highly motivated to continuously optimize programme designs and programmes
- feels motivated to create optimal programme designs
- values the importance of choosing the right design
- is aware that a design might be something to consider
- perceives the phenomenon of a programme design.

P2: Reference System: Designing and constructing trainings and programmes

COGNITIVE/KNOWLEDGE		ACTIVITY		AFFECTIVE		
L	Level Titles	Individual description/ explanatory statement	Level Titles	Individual description/ explanatory statement	Level Titles	Individual description/ explanatory statement
5	Know where else (knowledge for Transfer)	Knowing variations of designing programmes and how these different approaches influence the outcomes. Knowing how to transfer competence to design programmes into other areas of life.	Developing/ Constructing Transfer	Developing various approaches to programme design for different contexts and purposes. Transferring planning competence into other areas of work/life.	Incorporation	Having incorporated to continuously optimize programme designs and programmes. Motivating and supporting others to develop their competence to design programmes.
4	Know when (Implicit understanding)	Knowing (practically) how to develop a programme design that suits to programme goals, target group, learning context under consideration of related theories and experiences.	Discovering / acting independently	Researching or developing new programme designs. Expanding own understanding of relevance of certain aspects of programme design for results and recognizing options for improvements of programme.	Self-regulation, determination	Being determined to create optimal programme designs and to improve own competence to do so.
3	Know how	Knowing (theoretically) how to design a programme considering the specifics of target group, learning context, goals and available resources.	Deciding/ selecting	Choosing appropriate programme designs from known repertoire taking into account the specifics of target group, learning context, goals and available resources.	Empathy/ Appreciation	Being motivated to improve own competence to design programmes based on related theories fitting the specifics of target group, learning context, goals and available resources.
2	Know why (Distant understanding)	Knowing why programme design makes a difference in terms of efficiency, effectiveness, satisfaction and impact. Knowing that programme design is related to theories such as assessment, group dynamics classroom management, communication, learning theories and curriculum theories.	Using, Imitating	Recognising different programme designs. Designing programmes as suggested by others; imitating others in designing programmes.	Perspective taking	Being interested/curious to design programmes in different ways and to anticipate the specifics of target group, learning context, goals and available resources.
1	Know-what/know that	Knowing about the importance of a programme design and that designing is a professional competence.	Perceiving	Recognising that there are different approaches to design programmes without applying them.	Self oriented	Perceiving own approach to designing programmes as sufficient. Not considering improving own competence to design programmes.

P3: Planning and designing the learning process

Description: The learning professional is competent in designing the learning process for learners of different target groups. On one hand this competence entails the knowledge of the learning needs and deficits of the learners, the level of the learners and the heterogeneity of the group for whom the learning process is developed (if the learning takes place in a group setting). On the other hand the professional must have knowledge on the different learning phases, processes, styles, methods and programme designs that can be deployed to facilitate The learning process. The design of the learning process can be for individual (VET) learners as well as for a group of (VET) learners. The learning professional is able to use his/her own expertise and knowledge of relevant learning resources *and* the potential of the learners themselves to design the learning process. Furthermore, the VET learning professional is able to formulate and communicate the objectives of the learning process to give a larger picture of the learning process as a whole.

Knowledge: The learning professional

- Knows how to synthesize various theories in ideas on how learning may best proceed and be promoted.
- Knows how to plan and optimize learning processes
- Knows how to plan and facilitate VET learning processes given the content, goals and the needs of the participants
- knows that learning processes consist of different phases, aspects and layers each bringing their own requirements.
- is aware of the importance of distinguishing between different phases, aspects and layers of learning in order to trigger and/or improve learning processes

Skills: The learning professional

- can plan the way in which learning processes evolve and transfer this knowledge into actions to improve learning processes
- can plan learning processes considering the given needs and the subject matter
- can choose a way to plan learning process from a set of known possibilities
- can elaborate a given plan for a learning process
- can identify different learning processes, phases and styles.

Attitudes: The learning professional

- feels highly motivated to continuously optimize (adult) learning processes and conditions
- feels motivated to create optimal conditions for optimal learning
- values the importance of distinguishing between phases, aspects and layers of learning in order to enhance efficiency, effectiveness and impact of learning processes
- is aware that the learning processes involved may be something to consider in order to allow for better planning of learningperceives various phases, aspects and layers of learning processes of learners.

P3: Reference System: Planning and designing the learning process

COGNITIVE/KNOWLEDGE		ACTIVITY		AFFECTIVE		
L	Level Titles	Individual description/ explanatory statement	Level Titles	Individual description/ explanatory statement	Level Titles	Individual description/ explanatory statement
5	Know where else (knowledge for Transfer)	Knowing how to synthesize various theories and transferring them into new concepts on how learning may best proceed on different subjects, contexts and for different target groups..	Developing/ Constructing Transfer	Developing dynamic approaches to plan learning processes and including actions to improve learning processes for different subjects, learners and contexts. Transferring planning competence into other areas of work/life.	Incorporation	Having incorporated to continuously optimize (adult) learning processes and conditions. Motivating and supporting others to develop their competence to plan learning processes.
4	Know when (Implicit understanding)	Knowing how to plan and optimize learning processes. Knowing how to design the learning process according to the different learning phases, given context and available resources.	Discovering/ acting independently	Researching or developing new approaches to plan and improve learning processes customised to learners' needs, the subject matter and the context.	Self-regulation, determination	Being determined to expand own competence to plan learning processes in order to create optimal conditions for optimal learning.
3	Know how	Knowing how to plan learning processes so that needs of learners' are met and goals reached.	Deciding/ selecting	Choosing appropriate designs for learning processes from a set of known possibilities taking into account learning phases, specifics of target groups, learning context, goals and available resources.	Empathy/ Appreciation	Being motivated to improve own competence to plan learning processes. Valuing the competence to plan learning processes to enhance efficiency, effectiveness and impact of learning processes.
2	Know why (Distant understanding)	Knowing why planning of learning processes is necessary and what needs to be considered, e.g. different learning phases, specifics of target group, resources...	Using, Imitating	Elaborating a learning process following a given plan/example or as suggested by others; imitating others in designing learning processes.	Perspective taking	Being interested/curious in planning of learning processes taking into account different learning phases, specifics of target group, resources...
1	Know-what/know that	Knowing that planning and designing learning processes determines the quality and impact of the offer.	Perceiving	Identifying that there are different learning phases and styles without applying them.	Self oriented	Perceiving own approach to plan learning processes as sufficient. Not considering to improve own competence to plan learning processes.

P4: Deploying different learning methods, styles and techniques

Description: The learning professional is competent in, and shows confidence in, using different learning methods (didactics), styles (approaches) and techniques including new media, ICT and social networks in the learning process of s. Didactics refers to specific methods to enable learners to learn and gain knowledge and skills. Approaches alludes to the different styles of transferring knowledge, which includes traditional teaching, facilitating, coaching and supporting learners in their own learning process. Furthermore the professional should be aware of relevant recent developments concerning new methods, styles and techniques, and of the new possibilities that come with this. Also, the professional is able to critically assess the value of new technologies for the learners.

Knowledge: The learning professional

- has knowledge of learning methods (didactics) relevant for the learning processes of learners
- has knowledge of learning styles (approaches) relevant for the learning processes of learners
- has knowledge of learning techniques (ICT, new media and social networks) relevant for the learning processes of learners
- oversees relevant recent developments concerning new media and the possibilities that comes with it in supporting the learning process

Skills: The learning professional

- is able to use the learning methods (didactics) to support the learning process of s
- is able to use the learning styles (approaches) to support the learning process of s
- is able to use the learning techniques, including ICT and new media (social networks) to support the learning process of s.
- is able to adjust the style of guiding the learning process to the individual learner
- and the group

Attitudes: The learning professional

- is confident in applying different learning methods, styles and techniques
- has a positive, though critical view towards new developments in methods, styles and techniques.
- is open to change in using new technologies
- is creative in using different methods, styles and techniques in the learning process to
- is motivated to stimulate learners.
- has a critical and reflective attitude towards available information and takes responsibility for the use of information

P4: Reference System: Deploying different learning methods, styles and techniques

COGNITIVE/KNOWLEDGE		ACTIVITY		AFFECTIVE		
L	Level Titles	Individual description/ explanatory statement	Level Titles	Individual description/ explanatory statement	Level Titles	Individual description/ explanatory statement
5	Know where else (knowledge for transfer)	Knowing how to transfer methods and techniques into different learning contexts, content areas or to other target groups.	Developing/constructing, transferring	Developing new learning offers including different learning methods, styles and techniques. To systematically make use of different learning methods, styles and techniques when designing a course.	Incorporation	Having internalised to continuously optimise the use of different methods, styles and techniques for different contexts. Motivating/inspiring others to develop their competence to use different learning methods, styles and techniques.
4	Know when (implicit understanding)	Knowing (based on experience) when to apply certain learning methods and techniques according to target group and context.	Discovering acting independently	Researching and implementing (new) learning methods and techniques.	Self-regulation, determination	Feeling the need to be pro-active in using different learning methods, styles and techniques. Being determined to improve own competence to deploy different methods, styles and techniques.
3	Know how	(Theoretically) knowing how to deploy different learning methods and techniques suitable for different contexts and target groups.	Deciding/selecting	Applying singular learning methods, techniques of the own repertoire in an appropriate way.	Empathy/Appreciation	To value different learning methods, techniques in general. Finding it important to apply different learning methods, techniques appropriate to different contexts.
2	Know why (distant understanding)	Knowing why deploying a variety of methods and techniques contributes to the impact and success of a learning offer.	Using/Imitating	Using different learning methods and techniques when being instructed or following the example of others.	Perspective taking	Being interested to improve own competence to deploy different learning methods, styles and techniques.
1	Know-what/know that	Knowing that there are different learning methods, styles and techniques more or less suitable for different contexts and target groups.	Perceiving	Recognising different learning methods, styles and techniques (without applying them).	Self oriented	Perceiving that own competence to deploy learning methods, styles and techniques is sufficient.

P5: Creating competence oriented learning

Description: The learning professionals knows how to systematically plan, organise and elaborate a learning experience and the necessary conditions to launch, support, maintain and promote this experience. In order to do that they use guidelines on how to set and formulate competence oriented goals. They are familiar with ideas on self regulated and contextual learning. They know what kinds of (learning) activities support distinct competence developments. And know how to evoke these activities by means of actions, tasks, assignments and settings. They are able to create the open learning environments needed to ensure motivating, rich and reflective learning conditions (including required sources and resources, ICT infrastructure/equipment/software), or see to it that this is taken care of properly. They are well aware of, and capable in planning the learning conditions in such a way that the learners can work on the development of their competences in mutually beneficial ways.

Knowledge

- Knows how to develop high quality flexible, adaptive learning environments for competence oriented learning
- Knows how to develop plans for learning that allow for self regulated, contextual learning in a mutually beneficial co-operative environment
- Knows how to develop a competence oriented environment for a given set of competences in a given situation
- Knows that competence oriented learning brings specific additional requirements to the task of developing effective learning experiences
- Is aware of the fact that competence oriented learning an teaching is a way of approaching education that may affect his future educating/developing tasks

Skills

- Can develop and plan optimal competence oriented learning processes
- Can develop programmes that include competence oriented learning activities
- Can develop competence oriented learning tasks and assignments of particular kinds upon request
- Can choose learning activities to be included in a competence oriented learning process
- Can Identify key features of competence orientedness in given programmes

Attitudes

- feels highly motivated to continuously optimize competence oriented (adult) learning processes and conditions
- feels motivated to create optimal conditions for optimal competence oriented learning
- values the importance of distinguishing between various aspects and features of competence oriented learning in order to enhance efficiency, effectiveness and impact of learning processes.
- is aware that the competence oriented features of learning processes may be something to consider in order to allow for better planning of learning
- senses that some elements in learning processes and learning environments contribute more to the actual acquisition/development of competence than others.

P5: Reference System: Creating competence oriented learning offers

COGNITIVE/KNOWLEDGE		ACTIVITY		AFFECTIVE		
L	Level Titles	Individual description/ explanatory statement	Level Titles	Individual description/ explanatory statement	Level Titles	Individual description/ explanatory statement
5	Know where else (knowledge for transfer)	Knowing how to develop and optimise high quality learning environments for competence oriented learning and knowing how to apply this knowledge in other contexts.	Developing/constructing, transferring	Developing new competence oriented learning designs and creating beneficial conditions therefore or optimising given offers. Systematically applying the concept of competence based learning when designing a course.	Incorporation	Having internalised to apply and improve competence oriented learning concepts to a variety of contexts. Motivating/inspiring others to develop their competence to create competence based learning offers.
4	Know when (implicit understanding)	Knowing how to develop competence oriented concepts for learning that allow for self regulated, co-operative, contextual learning for different target groups and contexts. Knowing which conditions are required therefore.	Discovering acting independently	Researching and implementing competence based learning activities and creating beneficial conditions therefore.	Self-regulation, determination	Being determined to create optimal conditions for competence oriented learning and to continuously improve the own competence to create such offers.
3	Know how	Knowing how to develop a competence oriented learning environment for a given set of competences in a given situation.	Deciding/selecting	Selecting competence oriented learning tasks and assignments of particular kinds from given/known repository in an appropriate way.	Empathy/Appreciation	Being motivated to implement competence oriented learning and to create beneficial conditions therefore to enhance efficiency, effectiveness and impact of learning processes. Valuing the concept and benefits of competence based learning.
2	Know why (distant understanding)	Knowing the benefits of competence oriented learning in comparison to other forms of learning.	Using/imitating	Applying competence oriented learning activities as being instructed to or following the example of others.	Perspective taking	Being interested in competence oriented features of learning processes. Taking perspective to apply competence oriented learning approaches in own planning.
1	Know-what/know that	Knowing what competence oriented learning is and what it requires.	Perceiving	Identifying key features of competence learning concepts in given programmes.	Self oriented	Perceiving that some elements in learning processes and learning environments contribute more to the actual acquisition/development of competences than others.

P6: Creating an open learning environment

Description: The learning professional is competent in creating open learning environments. The professional is able to design, develop, implement, and facilitate learning in open environments and can give support to learning professionals working with, or in, open learning environment and learners who use them to further develop themselves. Furthermore, the professional is able to assess the effectiveness of the open learning environment.

Knowledge: The learning professional

- has knowledge of open learning design and open learning environments
- has knowledge of the possibilities and constraints of open learning environments and the properties and approaches necessary to create and maintain those environments and how to use them in a learner centred, activating approach.

Skills: The learning professional

- has the ability to design and facilitate open learning environments and to allocate innovative learning methods in it.
- is able to support the learning environment and the people who work and study within this open learning environment
- is able to assess the effectiveness of the environment and to improve it

Attitudes: The learning professional

- is aware of the behaviour and the preferences of learners in open learning environment which may cause individual advantages and disadvantages.
- Is open and prepared to adapt the environments and the related activities to the individual needs and preferences.

P6: Reference System: Creating an open learning environment

	COGNITIVE/KNOWLEDGE		ACTIVITY		AFFECTIVE	
L	Level Titles	Individual description/ explanatory statement	Level Titles	Individual description/ explanatory statement	Level Titles	Individual description/ explanatory statement
5	Know where else (knowledge for transfer)	Knowing how to create and optimise high quality open learning environments for different contexts and purposes and knowing how to apply this knowledge in other contexts.	Developing/constructing, transferring	Developing new open learning environments or optimising given ones. Systematically creating open learning environments for specific purposes and supporting others to implement open learning environments.	Incorporation	Having internalised to create and improve learning offers as open learning. Motivating/inspiring others to develop their competence to create open learning environments.
4	Know when (implicit understanding)	Knowing how to create the appropriate open learning environments to achieve envisaged competence developments for different contexts and learners.	Discovering acting independently	Researching for related theory. Creating and evaluating open learning environments for different contexts, adequate for envisaged competence developments and learners needs.	Self-regulation, determination	Being determined to improve own capability to create suitable open learning environments. Finding it important to be creative and proactive in this respect.
3	Know how	Knowing how to create an open learning environment which relates to e.g. multiple perspectives and individual experiences, involving authentic problems.	Deciding/selecting	Systematically implementing open learning formats. Selecting and trying out appropriate open learning formats.	Empathy/Appreciation	Being motivated to improve own competence to create open learning environments. Valuing open learning environments as ideal format for learners to develop competences.
2	Know why (distant understanding)	Knowing why to offer an open learning environment. Knowing that open learning environments are a means to help individuals develop all dimensions of a competence.	Using/Imitating	Occasionally adopting and adapting existing open learning formats as being instructed to or following the example of others.	Perspective taking	Being interested in using open learning environments for own learning offers.
1	Know-what/know that	Knowing what an open learning environment is.	Perceiving	Recognising open learning environments and perceiving their usefulness for competence developments.	Self oriented	Feeling that open learning environments challenge ones own competence development.

2 Competences when delivering learning/training

D1: Facilitating the (open) learning process

Description: The learning professional has the competence to guide learners in their learning processes and in further development toward, or as, fully autonomous lifelong learners. The professional supports the learner in reaching the objectives of the learning process and in following the defined learning strategy. The professional is able to use different learning methods (didactics), styles (approaches) and techniques. She or he is able to relate learning to everyday life and to attune the learning process to the living world of the learners. The professional is able to provide relevant and contextualised tasks and activities and assess the outcomes of these. The professional is flexible and has the ability to change the learning strategy when necessary. The professional ought to be able to align the learning process properly according to the delivery mode and context (traditional classroom, distance learning, in-service, workplace, etc.). He/she is able to arrange the learning space in a way that all resources are available and accessible and to create feed-back options and arrangements for the learners and to create opportunities for dialogue and cooperation. The professional understands the connected concept on openness which relates to:

1. Openness to the world (many channels; also the virtual)
2. Open space to move (freedom to move and explore; autonomous learners)
3. Openness to the fellow learners (peers)

Knowledge: The learning professional

- Has knowledge on contextual learning and what makes situated/contextualised learning happen
- Has knowledge in openness regarding spaces, channels and people
- Has knowledge on competences, competence development and acquisition
- has knowledge of different learning styles (approaches)

Skills: The learning professional

- has the ability to create open learning environments that stimulate and allow for inputs of participants,
- has the ability to use different styles and to make use of the heterogeneity in group
- has the ability to guide and stimulate learners to learn independently
- is able to bring professional life into the learning process and to attune the learning process to the professional environment
- is able to steer the learning process with appropriate contextualised assignments or tasks to the learners (and to assess LO))

Attitudes: The learning professional

- is aware of and is considering positively the different backgrounds of the learners, their different learning styles and habits
- is curious about the learners' inputs and contributions
- appreciates the diversity of the contributions
- being open to change and new perspectives

D1: Facilitating the open learning process

	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 broad theoretical background how to facilitate open learning processes under different conditions and with different target groups.	Developing/constructing, transferring	Developing new approaches and expertise to facilitate open learning in different contexts and aimed at different target groups and competence developments. Supporting others.	Incorporation	Having incorporated to facilitate learning in open learning environments. Motivating and supporting others to improve their competence to facilitate open learning.
4	Knowing when (implicit understanding)	Knowing when and how to implement the appropriate open learning conditions to achieve the competences envisaged.	Discovering acting independently	Researching for related theory, expanding own competence to facilitate appropriate open learning with learning conditions related to the competence development as envisaged.	Self-regulation, determination	Being determined to explore and improve theory and practice of facilitating open learning. Finding it important to be creative in this respect.
3	Knowing how	Knowing how to facilitate open learning involving multiple perspectives and addressing concrete individual experiences and authentic problems.	Deciding/selecting	Facilitating open learning by selecting from a repertoire of known approaches. Selecting and trying out appropriate formats.	Empathy/Appreciation	Valuing open learning as format for learners to develop competences and being motivated to improve own competence to facilitate them.
2	Knowing why (distant understanding)	Knowing that open learning environments address multiple perspectives and concrete individual experiences, involving authentic problems.	Using/Imitating	Applying or adapting existing open learning formats for own training offers. Facilitating open learning as instructed or imitated by others.	Perspective taking	Being interested in facilitating open learning environments in own work and to improve own competence to do so.
1	Knowing what/ knowing that	Knowing what open learning is and which role a facilitator has in it.	Perceiving	Recognising open learning and perceiving the advantages for competence developments.	Self oriented	Feeling that own competence to facilitate open learning environments is sufficient.

D2 Facilitating Open ICT based learning environments

Description: The learning professional is competent in facilitating and supporting ICT based learning environments. The professional is able to design, develop, implement, and facilitate ICT-based learning environments and can give support to learning professionals working with, or in, ICT-based learning environment and learners who use ICT to further develop themselves. Furthermore, the professional is able to assess the effectiveness of the ICT-based learning environment.

Knowledge: The learning professional

- has knowledge of ICT design and ICT-based learning environments
- has knowledge of the possibilities and constraints of ICT-learning environments and the hardware supporting the environments

Skills: The learning professional

- has the ability to design and facilitate ICT-based learning environments
- is able to support the learning environment and the people who work and study within this ICT-based learning environment
- is able to assess the effectiveness of the environment.

Attitudes: The learning professional

- is aware of the behaviour of learners in the ICT-based learning environment
- thinks critically on the use of ICT and the impact ICT can have on the behaviour of learners (and learning professionals)

D2: Reference System: Facilitating ICT based learning

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 background in using ICT in education. Knowing how to apply ICT in different sectors of work and life. Knowing how to support others to apply ICT for educational purposes.	Developing, constructing, transferring	Developing expertise and new approaches to facilitate ICT based learning for different contexts and objectives with a variety of tools. Supporting others to apply IT tools for learning.	Incorporation	Having internalised to apply and facilitate ICT in learning environments. Finding it important that others adopt ICT based approaches. To inspire and motivate others to do so.
4	Knowing when (implicit understanding)	Knowing when and how to facilitate learning with different ICT applications for different objectives and contexts. Knowing how to assess and improve the effectiveness of the ICT based learning.	Discovering acting independently	Facilitating ICT based learning environments with a variety of tools for different contexts and competence developments and to support learners to apply them. Being able to optimise existing concepts.	Self-regulation, determination	Being determined to explore and improve theory and practice of facilitating ICT based learning. To find it important to be pro-active and creative in this respect.
3	Knowing how	Knowing how to facilitate ICT based learning, knowing its' potentials and constraints. Knowing tools' functionalities and how to support learners in applying it.	Deciding/ selecting	Selecting appropriate ICT applications and supporting learners in working with them: Monitoring impact in regard to objectives.	Empathy/ Appreciation	Valuing the use of ICT in education. Being motivated to improve own competence to facilitate ICT based learning.
2	Knowing why (distant understanding)	Knowing the benefits of ICT based learning environments for certain topics and conditions, e.g. that it can improve the motivation, autonomy, collaboration and creativity of the learners.	Using, imitating	Applying or adapting existing ICT based learning environments for own training offers. Facilitating ICT based learning as instructed or imitated by others.	Perspective taking	Being interested in facilitating ICT based learning and considering benefits of it for oneself and the learners.
1	Knowing what/ knowing that	Knowing that ICT can be applied as component of teaching and learning.	Perceiving	Perceiving that ICT based learning environments may require technical skills and respective support and facilitation.	Self oriented	Feeling that facilitating ICT based learning environments can be beneficial but not considering to apply them.

D3: Advising/counselling on career and further life planning

Description: The learning professional is competent in advising learners in their career, life, further development and, if necessary, is able to refer to other professionals (in case of professional help, illness etc.). The professional has knowledge on career information, work environments and educational offerings, and is able to assess the need for professional help. The professional has knowledge and understanding of the stages of development of the learner and has the ability to use tests to collect information on characteristics of the learner.

Knowledge: The learning professional

- has knowledge of the career and work environment of the learner
- has knowledge of the stage of human development of the learner
- has knowledge of the educational offer
- has knowledge of to use of tests
- has knowledge of the organisations for professional help and support

Skills: The learning professional

- has the skills to advise learners on their career, work, further development and link this to educational offers
- has the ability to use tests to collect information on characteristics of the learner
- has the ability to refer learners who need professional help and support

Attitudes: The learning professional

- is communicative
- is reliable
- is honest
- is able to establish a relationship of trust with the learner
- respects the background of the learner

D3 - Reference System: Advising/counselling on career and further life planning

	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 (strategic) knowledge on how to transfer methods and techniques of counselling to new target groups or learning contexts; to know how to set up and perform supporting concepts/activities To know how to integrate advice/counselling into learning offers	Developing, constructing, transferring	Developing and/or systematically making use of different counselling concepts and testing methods in regard to learners needs; transferring activities to other groups of learners, new topics of advice,...	Incorporation	Having internalised to share experiences about counselling and wanting others to develop their counselling abilities. Having incorporated to offer advice to learners regardless of context.
4	Knowing when (implicit understanding)	Knowing in which situation to offer the adequate kind of support/advice/information (career, work environment, psychological,...), and which sources of information and/or external help is available and suitable.	Discovering acting independently	Performing different counselling activities in regard to several areas of advice, taking on board new methods and topics according to learners needs (e.g. career, life, external support,...); Developing own counselling skills by studying, trying new approaches,... Applying tests to identify learners needs.	Self-regulation, determination	Being determined to support learners by means of counselling and to develop own competence to advise (by gathering expert knowledge, improving communication skills,...)
3	Knowing how	Knowing how to professionally advise learners in different areas, how to identify learners needs for advice and how to react accordingly. Knowing how to retrieve information and to organise professional support.	Deciding/ selecting	Selecting and applying counselling techniques from a given repertoire in an appropriate way. Advising in several topic areas; organising structures/offers accordingly.	Empathy/ Appreciation	Valuing counselling in general. Being motivated to improve own counselling competence to perform counselling according to quality standards (e.g. confidential, respectful,...) Finding it important that advice is available to the learners.
2	Knowing why (distant understanding)	Knowing basic rules and elements of counselling. Knowing that advice and counselling beyond the distinct learning context may be necessary for some learners.	Using, imitating	Using counselling techniques when working with learners as suggested or imitated by others.	Perspective taking	Being interested to improve own counselling competence, recognising counselling as valuable tool to support learners.
1	Knowing what	Knowing that learners may need advice in areas beyond the distinct learning context.	Perceiving	Recognising that some learners need advice/counselling that goes beyond the concrete learning context.	Self oriented	Feeling that counselling may be beneficial for learners. Seeing benefits of counselling based on own experiences and needs.

D4: Mentoring an intern/trainee/apprentice

Description: The professional is competent to accompany a learner who is placed into his/her working environment. In many cases the professional may not have an educational background. However, it will certainly improve the efficiency and the impact of this important learning modality that the person has a basic understanding and skills and a positive attitude regarding this competence. In educational terms mentoring comes very near to the instructional model of an hospitation (learning from a model). It is most effective if the placement is taking part in a structured and planned way (e.g. as a project).

Knowledge: The learning professional

- has knowledge on what learners in apprenticeships, internships, volunteering or other mentored learning settings need.
- On how to formulate and discuss aims and targets that within the learning should be reached
- Has knowledge on how to assess and evidence the impact and the learning effects of this learning

Skills: The learning professional

- has the skills to accompany and guide the learner through a working, development and learning process

Attitudes: The learning professional

- has a positive attitude towards mentoring and the connected activities
- has a motivation to support people in a personal way in their new learning environments
- is open to enlarge his/her competence on mentoring

D4 - Reference System: Mentoring an intern/trainee/apprentice

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 strategic knowledge on how to transfer mentoring competence to other domains of life and work. Knowing how to create new and effective mentoring instruments/techniques.	Developing, constructing, transferring	Developing new mentoring techniques/approaches/strategies for a variety of purposes	Incorporation	Having internalised the philosophy of mentoring as a fundamental personal attitude. Wishing to apply mentoring principles in other domains of life and inspiring others to value mentoring.
4	Knowing when (implicit understanding)	Knowing in which situation to apply the optimal mentoring technique/approach in regard to objectives of the internship and the individual mentee.	Discovering acting independently	Choosing the adequate mentoring approach according to context and objectives and implementing it appropriately. Researching on mentoring and trying new approaches.	Self-regulation, determination	Being determined to support mentees adequately and to further develop own mentoring competence.
3	Knowing how	Having broad theoretical knowledge on the concept of mentoring. Knowing principles and methods and how to implement mentoring techniques.	Deciding/ selecting	Applying known mentoring instruments/techniques in a correct way. Selecting approaches from given repertoire.	Empathy/ Appreciation	Valuing mentoring as concept and competence in general. Being motivated to improve on mentoring competence.
2	Knowing why (distant understanding)	Knowing that mentoring is an instrument to support the development of the intern/mentee the intern and thus the benefit for the hosting organisation.	Using, imitating	Applying singular action patterns related to mentoring (instruments/techniques) as instructed or imitated by others.	Perspective taking	Being interested in mentoring and in developing this competence.
1	Knowing what	Knowing what mentoring means. To know that interns/trainees expect to be mentored.	Perceiving	Gathering information about mentoring without practising it. Recognising mentoring techniques.	Self oriented	Feeling that mentoring may affect oneself. Seeing benefits of mentoring based on own perception, experiences and needs.

3 Evaluation competences

E1: Designing an evaluation process

Description:

The learning professional is competent to design an evaluation process and to transfer it to other domains of work. He/ she is able to adapt the design according to the learning needs of the learners. In order to design an evaluation process, the learning process needs to have profound knowledge about a variety of evaluation methods and techniques, and is able to apply them according to the concrete group needs and the conducted training and the transmitted knowledge. He or she is self-reflective and uses methods of self-evaluation as well.

Knowledge: The educational professional knows about:

- The concept of evaluation
- Different steps to be involved in the evaluation process
- Different evaluation methods and techniques
- How to link the evaluation to the training material
- the capacity of an evaluation process to be deployed in different domains

Skills: The educational professional has the ability to:

- implement evaluation techniques
- combine evaluation methods, which suit the training needs
- design different sub-phases in the evaluation process
- link the evaluation process to relevant theory

Attitudes: The learning professional:

- has a positive attitude towards evaluation
- feels the need to proactively design evaluation processes
- values the importance of the evaluation process and the importance of the quality of its design
- values what benefits a good evaluation design can provide for the learners

E1: Designing an evaluation process

	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 strategically transfer and adapt evaluation concepts and principles to other domains of work and life.	Developing, constructing, transferring	Developing own evaluation concepts and instruments that serve for accountability and learning and continuously optimising them according to contexts and objectives.	Incorporation	Having an incorporated drive to design evaluation processes in an optimal way. Finding it important that correct evaluation design is recognised as a basic issue of quality care. Inspiring and motivating others.
4	Knowing when (implicit understanding)	Knowing when and how to plan appropriate evaluation activities considering context and objective. Knowing at which time to introduce different evaluation tools.	Discovering acting independently	Researching theory and instruments. Choosing appropriate evaluation activities for different purposes and contexts fitting to given time frames.	Self-regulation, determination	Being determined to appropriately design evaluation processes and to improve own competence to do so. Finding it important to be proactive and creative in this respect.
3	Knowing how	Knowing how to create evaluation concepts that support learning (define goals, success indicators, time-schedule, tools) and/or accountability.	Deciding/ selecting	Selecting and combining appropriate evaluation instrument from existing repertoire.	Empathy/ Appreciation	Valuing evaluation in general and finding it important that others value it. Being motivated to develop own competence to design evaluation processes of good quality.
2	Knowing why (distant understanding)	Knowing the purpose of evaluation, e.g. that it can focus on accountability and/or supporting learning. Knowing that evaluation requires a number of well-planned steps.	Using, imitating	Occasionally applying evaluation tools as instructed to or imitating others.	Perspective taking	Being interested in evaluation processes and how to use them for own work, and to develop the competence to design them.
1	Knowing what	Knowing what evaluation is. Knowing that an evaluation process consists of several steps.	Perceiving	Recognising evaluation instruments and processes, being passive.	Self oriented	Perceiving that well designed evaluation processes are important and useful.

E2: Defining the right indicators and apply the right instruments for evaluation

Description: The learning professional is competent in using appropriate evaluation instruments and to create and apply the right indicators to get reasonable results and to facilitate the evidencing of the evaluation results.

Knowledge: The learning professional

- has knowledge on a set of reasonable evaluation approaches, instruments
- has knowledge on indicators, criteria and dimensions
- has knowledge on evidencing (proofs) in relation to the relevant audiences and stakeholders (e.g. colleagues or funding authority)

Skills: The learning professional

- can identify indicators and select appropriate instruments/methods
- can make indicators and instruments/methods operational
- is able to include adequate evidences to the evaluation process

Attitudes: The learning professional

- has an analytical and reflective attitude
- feels the need to optimise learning processes
- has a positive attitude about evaluation and its purposes (to appreciate the complexity (multi-purpose) of evaluation settings)

E2: Defining the right indicators and apply the right instruments for evaluation

	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 expert knowledge on how to define adequate indicators and how to create and apply evaluation instruments for different contexts. Knowing how to help other people defining and applying instruments and indicators for their evaluation.	Developing, constructing, transferring	Developing own evaluation techniques and related indicators based on theory to be able to transfer them to a variety of purposes. Helping other people to apply instruments and describe indicators.	Incorporation	Having internalised to work with indicators and appropriate evaluation tools. Finding it important that others recognise the relevance of correct indicators and the use of appropriate instruments. Inspiring others to improve their competence to do so.
4	Knowing when (implicit understanding)	Knowing how and when to apply appropriate evaluation instruments in regard to context and objectives based on indicators designed to gain meaningful results in regard to objective.	Discovering acting independently	Researching theoretical background on defining indicators and the application of evaluation instruments. Adapting or trying out new instruments and indicators for different contexts and purposes.	Self-regulation, determination	Being determined to gain knowledge and expertise in this field and to develop own capacity. Finding it important to be pro-active and creative in this respect.
3	Knowing how	Knowing how to select indicators that provide evidence for chosen objectives and how to link them to learning outcomes. Knowing a variety of evaluation instruments and how to apply them correctly.	Deciding/ selecting	Choosing the right indicators and appropriate instruments from a known repertoire suitable for given objectives of evaluation processes.	Empathy/ Appreciation	Valuing the use of indicators for evidencing learning outcomes. Valuing the use of evaluation instruments. Being motivated to improve own competence to define indicators and to choose adequate evaluation instruments.
2	Knowing why (distant understanding)	Knowing the purpose of indicators, knowing that indicators shall provide evidence for outcomes. Knowing that evaluation instruments can be 'indicator specific'.	Using, imitating	Occasionally applying existing indicators and evaluation instruments as demanded or imitated by others. Copying and applying existing material.	Perspective taking	Being interested in how to define indicators and using adequate evaluation instruments. To be interested to develop own competence.
1	Knowing what	Knowing what indicators are. Knowing what evaluation instruments are.	Perceiving	Perceiving the function of indicators and evaluation instruments in an educational context.	Self oriented	Feeling that indicators and related evaluation instruments can be useful for evaluation processes.

4 Validation competences

V1: Assessing competences and competence developments

Description: The learning professional is competent to assess competence developments, and is aware of the importance of this task for learners, educators and staff who are in contact with the learners in different learning contexts. He/she is aware that the context may vary depending on learners' groups, the setting and the level of formalisation. It is also determined by the purpose of validation (internally to prove the efficiency of the learning or external to illustrate the potential of the learner).

Assessment can serve to check/measure the performances of learners or even be used as motivation to continue learning (summative assessment vs. formative assessment). Hence the assessment settings and methods have to be chosen in accordance to the context, the purpose and also regarding the available resources. Assessment can (ideally) be built in the learning process to achieve a holistic learning design

Knowledge: The educational professional knows:

- about learning theory and competence development
- different competence concepts and their backgrounds
- different assessment scenarios depending on context, purpose, competences, level of individualism, external expectations
- different assessment techniques,
- essentials of learning outcomes,
- quality criteria

Skills: The learning professional is able

- to choose the right assessment technique which fits to purpose and contexts
- to design an appropriate assessment scenario

Attitudes: The learning professional

- Has a positive and realistic attitude towards assessment
- Applies assessment always in regard to the benefit for the individual
- Uses assessments also to improve the learning process and the strategy used in his/her own practice
- Is open to learn more about assessment

Responsibility and autonomy (ECVET competence definition; 3rd dimension):

- Lowest level:
- Applies assessment when being instructed (LEVEL2)
- Highest level: builds in assessments systematically in new learning situations (adapted to the frame conditions, of course) (LEVEL5)

V1: Reference System: Assessing competences and competence developments

	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 expert knowledge on competence assessments, and how to transfer these techniques into to other domains of life and work. Knowing how to use the results for benefit of learners and own work.	Developing, constructing, transferring	Developing own assessment techniques/approaches/strategies based on theory and to be able to transfer them to a variety of purposes and contexts and how to make profit of results. To support others in doing so.	Incorporation	Having incorporated to apply assessment techniques in different domains and to continuously develop own competence. To find it important that the sector adopts assessment of learning outcomes. To inspire others develop this competence.
4	Knowing when (implicit understanding)	Being familiar with theories of competence developments. Knowing in which situation to apply the right assessment technique/approach. Knowing how to create appropriate instruments.	Discovering acting independently	Researching on assessment techniques for competence developments. To be able to select adequate assessment techniques for different contexts and objectives and to make use of results.	Self-regulation, determination	Being determined to be pro-active and creative in assessment of competence developments in order to profit from its benefits and to develop own competence to do so.
3	Knowing how	Knowing a variety of assessment instruments for competence developments like tests, interviews, observations and how to apply them correctly. Knowing single concepts of competence development.	Deciding/ selecting	Selecting and applying known assessment instruments in a correct way.	Empathy/ Appreciation	Valuing assessment techniques for competence developments in general. Being motivated to develop own competence to do so .
2	Knowing why (distant understanding)	Knowing different purposes of assessment of competence developments: e.g. for learning, for selecting or for profiling.	Using, imitating	Occasionally applying given assessment instruments as imitated or instructed by others.	Perspective taking	Being interested in assessment of competence developments and considering to learn more about it.
1	Knowing what	Knowing what assessment is. Knowing that assessment is the measuring of individual progress.	Perceiving	Recognising competence assessment activities and processes.	Self oriented	Feeling that competence assessment may affect oneself.

V2: Evidencing competence developments in terms of learning outcomes

Description: The learning professional is able to rate and evidence learners' competences and competence developments, providing evidence and to document (describe) learning outcomes. It requires knowledge on theories about competence development, the concept of learning outcomes, and skills how to describe them in a correct and meaningful way and a respective attitude to do so. It also requires knowledge and skills on quality assurance and criteria (validity, objectivity, reliability, level consistency). It relates to educators and staff who are in contact with the learners in different learning context. The context may vary with the learners' groups, the setting and the level of formalisation. It is also determined by the purpose of validation (internally to prove the efficiency of the learning or external to illustrate the potential of the learner).

Knowledge: The educational professional knows

- different evidencing and documentation techniques
- how to describe learning outcomes
- essentials of learning outcomes
- respective quality criteria

Skills: The professional is able:

- is able to listen carefully
- is able to interpret the outcomes of the monitoring or evaluation process
- to create a reasonable setting that gives evidence to the learners' competences and their development
- to design evidences (formulate questions, create indicators)
- to countercheck the feasibility with assessment methods and to adapt the evidences to context and learner
- to rate the learners ((certificates, reports, learning cheques)
- to provide evidence by describing learning outcomes
- to use indicators and learning outcomes to differentiate quality levels

Attitudes: The learning professional

- Has a positive and realistic attitude towards rating, evidencing and documentation
- Applies ratings/evidencing in regard to the benefit for the individual
- Has a positive attitude towards quality criteria (validity, objectivity, reliability)
- Uses ratings also to improve the learning process and the strategy used in his/her own practice
- Is open to learn more about rating, evidencing and documentation

V2: Reference System: Evidencing competence developments in terms of learning outcomes

	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 expert knowledge on how to evidence competences in terms of learning outcomes and related tasks to implement it. Knowing how to transfer the concept to other contexts.	Developing, constructing, transferring	Developing new approaches to evidence competences in terms of learning outcomes and to create new assessment settings for various purposes. Being able to transfer the concept to different contexts.	Incorporation	Having internalised to apply the concept because of its multiple benefits. Finding it important that the sector adopts the concept as a tool for professional development and motivating and inspiring others to use it in their work.
4	Knowing when (implicit understanding)	Knowing in which situation the concept of evidencing competences in terms of learning outcomes can be applied. Knowing how to create learning outcome descriptions for different purposes.	Discovering acting independently	Researching to find adequate learning outcome descriptors for various purposes and searching for suitable techniques for evidencing competences with learning outcomes along quality criteria and rating learners accordingly.	Self-regulation, determination	Being determined to be pro-active and creative in applying the concept of evidencing competences with learning outcomes. Valuing the benefits for educators and learners related to it.
3	Knowing how	Knowing how to apply the concept of evidencing competences in terms of learning outcomes. Knowing related quality criteria and how to apply them. Knowing how to document learning outcomes.	Deciding/ selecting	Creating settings to get evidence in regard to learning outcomes and quality criteria selected from repertoire of given approaches. Rating learners against described learning outcomes in a correct way.	Empathy/ Appreciation	To appreciate the concept of evidencing competences with learning outcomes in general. Being motivated to develop own competence to work with it.
2	Knowing why (distant understanding)	Knowing the purpose of the concept of evidencing competences in terms of learning outcomes and what tasks are connected to it.	Using, imitating	Describing learners' competences in regard to learning outcomes as being instructed to by others or following given examples.	Perspective taking	Being interested in the concept of evidencing competences with learning outcomes and to learn how to apply it.
1	Knowing what	Knowing what evidencing of competences in terms of learning outcomes means.	Perceiving	Recognising the concept of evidencing competences in terms of learning outcomes.	Self oriented	Feeling that evidencing competences with learning outcomes can be relevant for own work.

V3: Integrating validation concepts promoted by the EU

Description: The learning professional is able to connect competence assessments and ratings with LEVEL5 to EUROPASS, EQF ECVET and/or other official frameworks. This requires knowledge on those frameworks and the whole validation approach as promoted by the European commission, skills in applying them and the respective attitudes concerning the aims and appropriate utilisation of these European systems. It requires knowledge on the structures, elements and principles of those tools and instruments as well as on the whole validation concept. This competence relates to the ability to transfer competences and competence developments into the systems based on EQR, to describe learning outcomes for qualifications, to rate learners according to those LO descriptions and to allocate the ratings in learning units and respective EQR-levels.

This competence is important for educators and staff who are validating learners in different learning contexts, be it in real validation situations related to the recognition of prior learning (validation shall be introduced in every members state by 2018) or in learning situations in which the assessment and documentation of competences plays a role. They should also know the connections and interfaces of these systems to Open Learning Environments (e.g. e-Portfolios). Finally they should know about the challenges and interfaces between the EU validation system and concepts like social, personal and organisational competences and key competences.

Knowledge: The educational professional knows

- the validation process promoted by the EU, its purpose and elements
- the instruments EQR, ECVET, ECTS, EUROPASS, Youthpass etc. and their strengths, potentials, risks and limits
- interfaces to other concepts (knows when which system is appropriate)
- responsible stakeholders in the process chain and practice examples in which validation was applied

Skills: The professional is able:

- is able to allocate the own services in the EU-validation process
- is able to integrate assessments and evidencing of competences in the validation process
- to describe learning outcomes according to the KSC system
- to transfer a learning programme (curriculum) in the ECVET system of learning units and KSC
- to develop and/or collaborate in the assignment of EQR levels to the units
- to develop interfaces to social, personal, organisational and key competences (for instance to bridge informal learning with the formal learning systems)
- provide opportunities to integrate the evidences of competence developments in the EUROPASS system

Attitudes: The learning professional

- Has a positive and realistic attitude towards the EU validation approach and its instruments
- Applies ratings/evidencing in regard to the benefit for the individual
- Is open to learn more about it
- Sees the necessity to constantly improve

V3: Reference System: Integrating validation approaches promoted by the EU

	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 knowledge on how to strategically create interfaces between EU validation approaches and instruments to other domains of learning. Knowing how to develop them further.	Developing, constructing, transferring	Developing own techniques/approaches /strategies for integrating EU validation approaches and instruments into various learning offers and other validation approaches. Supporting others to integrate these concepts into their work.	Incorporation	Having internalised to integrate EU validation approaches and instruments into own work and finding it important that the educational sector adopts these. Motivating and inspiring others to learn to apply these instruments..
4	Knowing when (implicit understanding)	Knowing in which situations and settings EU validation approaches and its instruments can be applied. Knowing when and how to link assessments and evidences of competences to EU validation approaches and instruments.	Discovering acting independently	Searching for the appropriate techniques and opportunities to link the EU validation approaches and instruments with other systems. Choosing the right framework for different purposes and contexts and to act appropriately.	Self-regulation, determination	Being determined to improve own competence to integrate EU validation approaches and instruments into own work. Finding it important to be creative and proactive in this respect.
3	Knowing how	Knowing how EU validation approaches and instruments are intended to function and how they could be integrated (theoretically).	Deciding/ selecting	Independently applying singular EU validation approaches and instruments in a correct way and connecting them to own work.	Empathy/ Appreciation	Valuing EU validation approaches and instruments in general. Being motivated to develop own competence to integrate them into own work.
2	Knowing why (distant understanding)	Knowing the purpose of the EU validation approaches and instruments.	Using, imitating	Occasionally applying EU validation instruments as instructed by others or following given examples.	Perspective taking	Being interested in EU validation approaches and instruments, considering them being beneficial for own work.
1	Knowing what	Knowing what EU validation approaches and instruments are .	Perceiving	Gathering information on the EU validation approaches and instruments.	Self oriented	Feeling that the EU validation approaches and instruments can be relevant.

5 Generic competences

G1: Being an expert in the content matter

Description: The learning professional is competent in using their own expertise in a specific field of study or a field of practice and is aware of relevant recent developments in the (academic) field of study or practice. This not only to *transfer* knowledge or skills but also, by selecting and providing resources, to enable learners to learn and develop *themselves*. Closely related to this competence comes the competence to choose and attune resources to the educational level and background of learners.

Knowledge: The learning professional

- has knowledge of the field of study (subject knowledge) or the field of practice (experience, practical knowledge)
- has knowledge of relevant recent developments in (academic) literature or study
- has knowledge of the learning resources learners bring in themselves (knowledge, experience, expertise).
- has knowledge concerning the learning resources that can be used in the learning process, including those that stimulate s' self-directed learning

Skills: The learning professional

- is able to select the right learning resources
- is able to choose and attune the resources to the demands of the individual learner and the group.
- is able to make use of the learning resources that learners bring in.
- is able to motivate learners to learn independently using suggested learning resources

Attitudes: The learning professional

- is aware of relevant recent developments in his/her own field of expertise
- has an open mind towards using new learning resources.
- shows creativity in selecting the resources in order to stimulate learners to learn

G1: Reference System: Being an expert in the in the content matter

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 and support the attuning of resources for self-directed learning. Knowing how to include other group members in your vision.	Developing, constructing, transferring	Developing your own learning resources. Taking initiative and acting within the group to help apply different learning resources.	Incorporation	To inspire others to attune learning resources according to their needs and background.
4	Knowing when (implicit understanding)	Having good theoretical knowledge about learning resources and when to use them, knowing the learning resources that learners bring in and how to stimulate learning accordingly.	Discovering acting independently	Searching for new learning resources and testing them in different learning processes.	Self-regulation, determination	To be determined to improve your knowledge on the field of study/practice and to attune learning resources.
3	Knowing how	Knowing a number of learning resources and how they can be used in learning processes; Knowing recent developments in the field.	Deciding/ selecting	Applying different learning strategies and resources according to the learners' background and educational level.	Empathy/ Appreciation	Valuing the attuning of learning resources and processes for other learners.
2	Knowing why (distant understanding)	Knowing that there are a number of additional sources and resources to be used to further develop the knowledge on the field of study/practice.	Using, imitating	Occasionally using some learning resources in the way you are taught or have learnt from others.	Perspective taking	Having a positive attitude towards different learning resources. Valuing different learning resources and processes.
1	Knowing what	Having a basic knowledge of the subject matter and related resources.	Perceiving	Recognising different learning resources to be used in learning processes.	Self oriented	Feeling the need to become an expert in your field of study/practice and being updated.

G2: Being a lifelong learner

Description: The learning professional is competent in systematic reflection of their own practices, learning and personal development and is able to incorporate the findings of that reflection into their own professional practice.

The professional is able to see their own practice within the larger context of the institute, sector, the wider profession and society and is able to define their own role and responsibility within these contexts. With regard to this responsibility, the professional portrays consistency, authenticity, discipline and critical thinking. The professional is concerned about their own development, is willing to further develop and improve him/herself and sees him/herself as an autonomous lifelong learner. Furthermore, the learning professional has some basic organisational skills, such as time management.

Knowledge: The learning professional

- has knowledge of his/her own role within the institutional setting
- has knowledge of the possibilities for further development of his/her own professional practice

Skills: The learning professional

- is able to be self-reflective
- has the ability of critical thinking towards his/her own professional practice
- is able to assess his/her own learning needs
- is able to manage his/her own learning process
- is able to organise work and time

Attitudes: The learning professional

- is authentic and consistent in his/her opinion
- is interested in his/her own professional development

G2: Reference System: Being a Lifelong Learner

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 and when to apply different learning strategies for different training and professional needs. Knowing how to guide other people in their learning.	Developing, constructing, transferring	Developing own learning strategies following specific learning needs. Taking initiative and acting within the group to help apply different learning strategies.	Incorporation	Having incorporated to learn in different ways and situations. Inspiring others to develop their learning strategies according to their own learning styles.
4	Knowing when (implicit understanding)	Knowing the strengths and weaknesses of one's own skills and qualifications and knowing the appropriate training opportunities, when to apply them and where to find them.	Discovering acting independently	Searching for new and different learning strategies and testing it for own learning benefits and needs, such as in the professional practice.	Self-regulation, determination	Being determined to improve own learning to learn competence.
3	Knowing how	Knowing and understanding one's own preferred learning strategies. Knowledge of various methods and tools for learning. Knowing how to apply different learning approaches in professional practice.	Deciding/ selecting	Applying different learning strategies according to own needs and preferred learning styles.	Empathy/ Appreciation	Valuing different learning styles among people and being motivated to apply different learning strategies.
2	Knowing why (distant understanding)	Knowing that learning involves gaining and assimilating new knowledge and skills as well as seeking and making use of guidance.	Using, imitating	Applying different learning methods in the way taught or learned from others.	Perspective taking	Having a positive attitude towards learning. Generally valuing learning and applying prior learning. Valuing different learning strategies.
1	Knowing what	Acknowledging of learning to learn competence. Knowing that learning requires a conscious management of one's own learning.	Perceiving	Recognising different learning strategies and different learning methods.	Self oriented	Being open to differentiation in learning and to applying different learning strategies for a single specific (professional) situation and need.

G3: Motivating/empowering learners

Description: The learning professional is competent in empowering the learners to develop themselves towards, or as, autonomous lifelong learners. The professional is able to use different styles and techniques to motivate, empower and inspire learners in their learning process and is able to make the relevance of the learning clear from a broader perspective. The learning professional is responsible for creating a stimulating learning environment for learners.

Knowledge: The learning professional

- has knowledge on methods and techniques to stimulate, motivate and empower learners to learn and to develop themselves
- has knowledge of cultural differences of learners

Skills: The learning professional

- is able to motivate, stimulate and empower learners
- is able to communicate the relevance of the learning process within a wider perspective
- is able to bring in daily life

Attitudes: The learning professional

- is empathic
- is inspiring for learners

G3: Reference System: Motivating/empowering learners

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 strategic knowledge on motivation techniques for different situations and target groups and knowing how to adapt them to various contexts.	Developing, constructing, transferring	Developing or transferring motivation methods and techniques into different situations and with different types of learners. Supporting others to motivate learners.	Incorporation	Having internalised the aim to inspire learners in a way that they are motivated and empowered in their learning process. Motivating and supporting others to improve their competence to do so.
4	Knowing when (implicit understanding)	Knowing in which situation motivation techniques have to be applied and a set of interventions to choose from. Knowing how and when to intervene appropriately.	Discovering acting independently	Researching and testing motivation methods and techniques for different purposes.	Self-regulation, determination	Being determined to apply various motivation techniques and methods for learners and to improve own competence to do so.
3	Knowing how	Knowing how to motivate learners. Knowing methods and techniques to motivate learners.	Deciding/ selecting	Selecting methods and techniques to motivate learners in a way to stimulate and empower them in the learning situation from set of given approaches.	Empathy/ Appreciation	Finding it important that learners get stimulation and empowerment. Being motivated to use appropriate methods to motivate them.
2	Knowing why (distant understanding)	Knowing why to be aware of the concept of motivation and that motivation affects the learning outcomes.	Using, imitating	Applying motivation techniques as suggested/planned by others or by imitating others.	Perspective taking	Being interested in improving to motivate learners.
1	Knowing what	Knowing the main principles of motivation, knowing that learners have to be motivated.	Perceiving	Recognising motivation or de-motivation among learners and its impact.	Self oriented	Feeling that it is important to motivate adult learners.

G4: Being a communicator

Description: The learning professional 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 learning professional

- 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 learning professional

- 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 learning professional

- 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.

G4: Reference System: Communication

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)	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, constructing, transferring	Being able to 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.	Incorporation	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 understanding)	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-regulation, determination	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/ Appreciation	Being motivated to improve own communication competence. Appreciating the virtues of good communication and being open towards other communication styles.
2	Knowing why (distant understanding)	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.

G5: Being a team player

Description: The learning professional 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 learning professional

- 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 learning professional

- 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 learning professional

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

G5: Reference System: Being a Team worker

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 to develop own team work competence.

G6: Being a networker

Description: The learning professional 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 learning professional

- 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 learning professional

- 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 learning professional

- 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

G6: Reference System: Being a networker

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	Actively planning and creating networking opportunities and networking activities in different contexts. Being able to profit from various network settings and supporting others in improving their networking competence.	Incorporation	Having internalised to use networking for various purposes and intuitively make use of networking opportunities. To motivate and inspire others 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 or creating networking opportunities and developing own techniques. Learning and exchanging with others in order to improve.	Self-regulation, determination	Feeling the need to be pro-active and creative in networking and valuing it's benefits. Being determined to constantly improve own networking competence.
3	Knowing how	Knowing different networking techniques and practice for sharing, learning, advocacy and building contacts.	Deciding/ selecting	Taking part in networking activities initiated by others. Applying known networking techniques to exchange knowledge and experiences.	Empathy/ Appreciation	Valuing networking in general and finding it important that networking is valued by others. Being motivated to improve own networking competence.
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	Talking to colleagues and stakeholders, to try to learn from them, how to build contacts and profit from networks. Imitating others.	Perspective taking	Feeling that networking is beneficial for different purposes and contexts. Being interested to learn more about it.
1	Knowing what	Knowing the concept of networking	Perceiving	Seeing and recognising the values and opportunities of networking.	Self oriented	Considering the benefits of networking but not feeling the need to become active in this respect.

G7: Managing diversity

Description: The learning professional 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 learning professional 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 learning professional

- 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 learning professional

- 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 learning professional

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

G7: 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 manage diversity and heterogeneity in various diverse groups. Knowing how to convince other group members of the benefits of diversity and the necessity of respect.	Developing, constructing, transferring	Developing own strategies for diversity management for various purposes and contexts. Supporting others to learn about diversity management and to accept diversity.	Incorporation	Having internalised the philosophy of respect, valuing diversity and heterogeneity in different contexts and groups and to motivate others to share this perspective and to learn to positively deal with diversity.
4	Knowing when (implicit understanding)	Knowing when and how to react on situations triggered by cultural/social/religious/differences. Knowing how to prevent such frictions.	Discovering acting independently	Researching on diversity management to improve own competence. Trying and applying different strategies and reflecting them.	Self-regulation, determination	Being determined to be a good diversity manager and therefore to critically self-reflect and refrain from own emotions. Regulating own feelings 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	Seeing when it is necessary to take action to explicitly address diversity in a group and acting accordingly. Applying basic strategies for diversity management.	Empathy/ Appreciation	Valuing diversity and the competence to manage diversity in a group. Being motivated to improve own diversity management competence. Wishing that others appreciate diversity and respectful interaction.
2	Knowing why (distant understanding)	Knowing why people it is relevant to pay attention to the diversity in a group. Knowing that this is relevant for 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	Being interested in the issues of diversity and heterogeneity and a respective management approach. Considering to learn more about it.
1	Knowing what	Knowing that members of a group have diverse backgrounds, contexts and personalities.	Perceiving	Recognising diversity and heterogeneity in a group	Self oriented	Considering the benefits of diversity management but not feeling the need to become active in this respect.

G8: Intercultural communication

The learning professional 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 learning professional

- 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 learning professional

- 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 learning professional

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

G8: Reference System: Intercultural Communication

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 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.