CIP Competence Framework

R1: Competence Oriented Learning and Validation Approach

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1. Introduction to the CIP Competence Oriented Learning and Validation Approach

The CIP Competence Oriented Learning and Validation Approach was created to list and describe the competences needed for cultural professionals, artists and adult educators (the target group) to develop an entrepreneurial mindset to create new services, learning offers and projects that better suit the needs and context of their audiences in the new socio-cultural context. The main goal of CIP is to help the target group to explore and cease new income-generating opportunities by bridging the cultural and performance and adult education sector through innovation, thus, becoming the Cultural Innopreneur.

In the initial stage of the project, it was decided that CIP competences should relate to the EntreComp model, as it is the flagship of European Entrepreneurship Education thus the CIP approaches may create a high credibility and transferability when referring to this system.

Figure 1. EntreComp Conceptual Framework

While entrepreneurial competence is the key focus of the CIP project, conveyance and digital competence will help learners to better relate and promote their new services/learning offers to potential clients and enhance the consumers/end-users experience. There are also a number of general competences that play an important role to the success of cultural innopreneurs. These competences have been analysed in the stocktaking phase and related to the EntreComp framework.

Based on interviews and exchanges with the target groups, feedback gained from other related EU projects (such as PPS) and different competence concepts (e.g. Erpenbeck, Sauter 2014, LEVEL5/REVEAL group 2016/2019), the CIP Competence Framework consists of four

clusters: Conveyance Competence, Digitalisation Competence, Entrepreneurial Competence and General Competence with a total of 24 competences (Figure 2). Based on this, LEVEL5 reference systems were developed. These reference systems form the basis for the assessment and validation of the competences of learners and facilitators on the one hand and also create a framework which facilitates our approach of "Competence Oriented Learning" – an approach which is especially feasible in those sectors of Adult Education which are not based on curricula but rather follow informal learning.

Cultural InnoPreneurship Competence

Entrepreneurship Competences
1. Spot Ideas and Opportunities
    1.1 Subcompetence 1: Spotting opportunities
    1.2 Subcompetence 2: Creating ideas
    1.3 Subcompetence 3: Visioning
    1.4 Subcompetence 4: Valuing Ideas
2. Entrepreneurship
3. Client orientation
4. Planning and Resource Management
5. Leadership

Digitalization and Facilitation Competences
1. Facilitation of Design based Collaborative Learning
2. Digital literacy and Digital Learning
3. Facilitating ICT based learning
4. Creating competence-oriented learning offers
5. Facilitating (open) learning processes

Conveyance Competences
1. Applying Storytelling in learning settings
2. Motivating and empowering learners
3. Creating Story
4. Connect with story and audience
5. Master oral storytelling techniques

General Competences
1. Problem solving
2. Project Management
3. Communication
4. Intercultural Communication
5. Teamworking
6. Flexibility/Adaptability
7. Critical Thinking
8. Networking
9. Evaluating/Reflecting

Figure 2.CIP Competence framework

Competence as defined:

A competence is the ability to apply a synthesis of knowledge, skills and attitudes in a particular situation and in a particular quality[1].

and to better connect to EU Validation systems like ECVET or the European Qualification Framework, the CIP partnership blend the EntreComp with the LEVEL5 validation system which has been grounded on the aforementioned competence definition.

In the paper on hand, the 24 competences and 4 subcompetences will be thoroughly described by:

- Descriptions consisting of a *competence summary* and aspects what a learner should *know*, *be able to do* and respective *attitudes* related to these competences.
- A reference system which clusters knowledge, skills and attitudes along 5 competence levels.

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[1] The definition has been coined by a consortium led by Research voor Beleid (2006) in the EU publication „Key competences for Adult Education".

2. Entrepreneurship Competence

2.1. Competences to Spot Ideas and Opportunities

This Competence requires knowledge on different ideation and prototyping instruments and strategies, e.g. Spotting opportunities, Creating ideas, Working towards a Vision, Valuing ideas, Checking for Sustainability, etc. and how to apply them in different situations
A competent person should be able to Identify and seize opportunities to create value by exploring the social, cultural and economic landscape, identify needs and challenges that need to be met and establish new connections and bring together scattered elements of the landscape to create opportunities to create value. He/she should be able to create and value Ideas and act responsibly.
A competent person is pro-active and motivated to take the initiative and has a positive attitude towards innovation, collaboration and is conscious and committed to ethical and sustainable development.

Knowledge: The learner knows
- different ideation and prototyping instruments and strategies, e.g. Spotting opportunities, Creating ideas, Working towards a Vision, Valuing ideas, Checking for Sustainability, etc. and how to apply them in different situations

Skills: The learner is able to
Spot Opportunities
- Identify and seize opportunities to create value by exploring the social, cultural and economic land-scape
- Identify needs and challenges that need to be met
- Establish new connections and bring together scattered elements of the landscape to create opportunities to create value
Create and value Ideas
- Develop several ideas and opportunities to create value, including better solutions to existing and new challenges
- Explore and experiment with innovative approaches
- Combine knowledge and resources to achieve valuable effects
Valuing
- Judge what value is in social, cultural and economic terms
Recognise the potential an idea has for creating value and identify suitable ways of making the most out of it
- Assess the consequences of ideas that bring value and the effect of entrepreneurial action on the target community, the market, society and the environment
Considering Sustainability and Ethics
- Reflect on how sustainable long-term social, cultural and economic goals are, and the course of action chosen

- Act responsibly
- Imagine the future
- Develop a vision to turn ideas into action
- Visualise future scenarios to help guide effort and action

Attitudes: The learner…
- is pro-active and motivated to take the initiative in order to reach a goal
- is willing to undertake risks to achieve his/her vision
- values autonomy and accepts the risk to fail
- has a positive attitude towards innovation and development
- appreciates collaboration and respects others
- has an ethical consciousness

REFERENCE SYSTEM – Competence to create ideas and opportunities

L	KNOWLEDGE		SKILLS//CAPABILITIES		ATTITUDES/VALUES	
	Level Titles	Level description	Level Titles	Level description	Level Titles	Level description
5	Knowing where else (strategic transfer)	Knowing how to transfer idea creation skills and concepts into other contexts. Knowing how to help other people act successfully in different entrepreneurial structures in this respect.	Developing, constructing, transferring	Being able to transfer ideation and prototyping strategies into new business contexts. Actively planning and creating new entrepreneurial activities based on ideating and prototyping.	Incorpora-tion	Having internalised ideation and prototyping as a fundamental personal entrepreneurship mindset. Being an inspiration for others in their ideation and prototyping activities.
4	Knowing when (implicit understanding)	Knowing when to apply right instruments from the portfolio of different ideation and prototyping approaches and tools. Knowing when to use certain ideation and prototyping strategies.	Discovering acting independently	Deliberately searching for and selecting appropriate ideation and prototyping techniques and instruments for the own business. Creating and executing an ideation and prototyping strategy for the own context and professional domain.	Self-regulation, Commit-ment	Being determined and pro-active in using and improving ideation and prototyping in the own environment. Finding it important to be creative in this respect.
3	Knowing how	Knowing different ideation and prototyping approaches, techniques related to: • Spotting opportunities • Creating ideas • Working towards a Vision • Valuing ideas • Checking for Sustainability. Theoretically knowing how to act along an ideation and prototyping concept.	Deciding/ selecting	Taking part in ideation and prototyping activities as they are offered by others in safe (undisturbed) contexts. Choosing singular ideation and prototyping tools from a given (known) portfolio	Motivation/ appreciation	Valuing ideation and prototyping in general. Being motivated to develop own ideation and prototyping competences and visions.
2	Knowing why (distant understanding)	Having basic knowledge on creativity and innovation. Knowing that idea creation, a multiperspective view on the ideas and the check of ideas is an essential part of the product/service and business development. Understanding basic aspects of the ideation and prototyping.	Using, imitating	Occasionally taking part in non structured activities related to the creating of ideas. Carrying out ideating actions when being instructed to.	Perspective taking	Being curious and interested in ideating and prototyping and spotting of opportunities.
1	Knowing what	Knowing that entrepreneurship is based on innovation and the creation of ideas.	Perceiving	Perceiving and recognising the concept of creating ideas and opportunities without taking further steps.	Self-orientation	Perceiving the concept of creating ideas and opportunities without relating it to oneself.

2.1.1. Subcompetence 1: Spotting opportunities

L	LEVEL5 Titles	LEVEL5 Hints	EntreComp Hints	EntreComp Titles	Identify, create and seize opportunities	Focus on challenges	Uncover needs	Analyse the context
5	Developing, constructing, transferring	Strategy Versatility Incorporation	Contributing substantially Taking responsibility for contributing to complex developments in a specific field	*Driving transformation, innovation and growth*: Transform Expand	• I can judge opportunities for creating value and decide whether to follow these up at different levels of the system I am working in (for example, micro, meso or macro). • I can spot and quickly take advantage of an opportunity.	• I can cluster different opportunities or identify synergies among different opportunities to make the most out of them. • I can define opportunities where I can maintain a competitive advantage.	• I can produce a 'roadmap' which matches the needs with the actions needed to deal with them and helps me create value. • I can design projects which aim to anticipate future needs.	• I can monitor relevant trends and see how they create threats and new opportunities to create value. • I can promote a culture within my organisation open to spotting the weak signals of change, leading to new opportunities for creating value.
4	Discovering new contexts Developing Acting independently	Pro-Activity Applied knowledge Disturbed/ new contexts	Taking responsibility for making decisions and working with others. With some guidance and together with others.	*Taking responsibility* Reinforce Improve	• I can describe different analytical approaches to identify entrepreneurial opportunities. • I can use my knowledge and understanding of the context to make opportunities to create value..	• I can take apart established practices and challenge mainstream thought to create opportunities and look at challenges in different ways. • I can judge the right time to take an opportunity to create value.	• I can carry out a needs analysis involving relevant stake-holders. • I can identify challenges related to the contrasting needs and interests of different stakeholders.	• I can identify the boundaries of the system that are relevant to my (or my team's) value-creating activity. • I can analyse an existing value-creation activity by looking at it as a whole and identifying opportunities to develop it further.
3	Deciding/ selecting	Theory knowledge Known/ prepared contexts	On my own and together with my peers. Taking and sharing some responsibilities.	*Building independence* Experiment Dare	• I can explain what makes an opportunity to create value. • I can proactively look for opportunities to create value, including out of necessity	• I can identify opportunities to solve problems in alternative ways. • I can redefine the description of a challenge, so that alternative opportunities address it may become apparent.	• I can explain that different groups may have different needs. • I can establish which user group, and which needs, I want to tackle through creating value.	• I can tell the difference between contexts for creating value (e.g., communities and informal networks, existing organisations, the market). • I can identify my personal, social and professional opportunities for creating value, both in existing organisations or new ventures.
2	Using, imitating	Applying under super-vision Exercising Trying out	Under direct supervision. With support from others, some autonomy, with my peers.	*Relying on support from others* Discover Explore	• I can find opportunities to help others. • I can recognise opportunities to create value in my community and surroundings.	• I can find different examples of challenges that need solutions. • I can recognise challenges in my community and surroundings that I can contribute to solving.	• I can find examples of groups who have benefited from a solution to a given problem. • I can identify needs in my community and surroundings that have not been met.	• I can tell the difference between different areas where value can be created (e.g. at home, in the community, in the environment, or in the economy or society). • I can recognise the different roles the public, private and third sectors play in my region or country
1	Perceiving	Start	**Start**	**Start**	Start	Start	Start	Start

2.1.2. Subcompetence 2: Creating ideas

L	LEVEL5 Titles	LEVEL5 Hints	EntreComp Hints	EntreComp Titles	Be curious and open.	Develop ideas.	Define problems	Design value	Be innovative
5	Developing, constructing, transferring	Strategy Versatility Incorporation	Contributing substantially Taking responsibility for contributing to complex developments in a specific field	*Driving transformation, innovation and growth:* Transform Expand		• I can design new processes to involve stakeholders in generating, developing and testing ideas that create value. • I can tailor a variety of ways of involving stakeholders to suit the needs of my value-creating activity.	• I can use a mix of creative techniques to keep generat-ing value over time. • I can initiate, develop, manage and complete a creative project.	• I can design and put in place innova-tive processes to create value. • I can apply different design approaches to create value through new products, processes or services.	• I can manage innovation processes that respond to emerging needs and make the most of opportunities as they become available. • I can identify the steps needed to research the potential for an innovative idea in light of its develop-ment into an existing enterprise, a new venture or an oppor-tunity for social change.
4	Discovering new contexts Developing Acting independently	Pro-Activity Applied knowledge Disturbed/ new contexts	Taking responsibility for making decisions and working with others. With some guidance and together with others.	*Taking responsibility* Reinforce Improve	• I can combine my understanding of different contexts to transfer knowledge, ideas and solutions across different areas. • I can actively search for new solutions that improve the value-creating process.	• I can set up processes to involve stake-holders in finding, develop-ing and testing ideas. • I can describe different techniques to test innovative ideas with end users.	• I can help others create value by encouraging experimentation and using creative techniques to approach problems and generate solutions. • I can describe and explain different approaches to shaping open-ended problems and different problem-solving strategies.	• I can develop and deliver value in stages, launching with the core fea-tures of my (or my team's) idea and progressively adding more. • I can create (alone or with others) products or services that solve my problems and my needs.	• I can describe different levels of innovation (for example, incremental, breakthrough or transformation-al) and their role in value-creating activities. • I can describe how innovations diffuse in society, culture and the market.
3	Deciding/ selecting	Theory knowledge Known/ prepared contexts	On my own and together with my peers. Taking and sharing some responsibilities.	*Building independence* Experiment Dare	• I can actively search for new solutions that meet my needs. • I can experiment with my skills and competences in situations that are new to me.	• I can test the value of my solutions with end users. • I can experiment with different techniques to generate alternative solutions to problems, using available resources in an effective way.	• I can reshape open-ended problems to fit my skills. • I can take part in group dynamics aimed at defining open-ended prob-lems.	• I can assemble, test and progressively refine proto-types that simulate the value I want to create. • I can identify the basic functions that a prototype should have to illustrate the value of my idea.	• I can judge if an idea, product or process is innovative or just new to me. • I can tell the difference between types of innovations (for example, process versus product innovation and social innova-tion, incre-mental versus disruptive innovation).
2	Using, imitating	Applying under super-vision Exercising Trying out	Under direct supervision. With support from others, some autonomy, with my peers.	*Relying on support from others* Discover Explore	• I can explore new ways to make use of existing resources. • I can show that I am curious about new things.	• Alone and as part of a team, I can develop ideas that create value for others. • I can develop ideas that solve problems that are relevant to me and my surroundings.	• I can explore open-ended problems in many ways so as to generate multiple solutions. • I can approach open-ended problems (problems with many solutions) with curiosity.	• I can improve existing products, services and processes so that they better meet my needs or those of my peers and the community. • I can assemble objects that create value for me and others.	• I can describe how some innovations have transformed society. • I can find examples of innovative products, services and solutions.
1	Perceiving	Start	**Start**	**Start**	Start	Start	Start	Start	Start

2.1.3. Subcompetence 3: Visioning

L	LEVEL5 Titles	LEVEL5 Hints	EntreComp Hints	EntreComp Titles	Imagine	Think strategically.	Guide action
5	Developing, constructing, transferring	Strategy Versatility Incorporation	Contributing substantially Taking responsibility for contributing to complex developments in a specific field	*Driving transformation, innovation and growth:* Transform Expand	• I can show different audiences the benefits of my vision during turbulent times • I can develop (alone or with others) and compare different future scenarios.	• I can encourage enthusiasm and a sense of belonging around a convincing vision. • I can plan backwards from my vision to design the necessary strategy to achieve it.	• I can create (alone or with others) a 'roadmap' based on my vision for creating value. • I can identify challenges related to my (or my team's) vision, while respecting the different levels of the system and the variety of stakeholders affected.
4	Discovering new contexts Developing Acting independently	Pro-Activity Applied knowledge Disturbed/ new contexts	Taking responsibility for making decisions and working with others. With some guidance and together with others.	*Taking responsibility* Reinforce Improve	• I can discuss my (or my team's) strategic vision for creating value. • I can use my understanding of the context to identify different strategic visions for creating value.	• I can prepare a vision statement for my (or my team's) value-creating activity that guides internal decision-making throughout the whole process of creating value. • I can explain the role of a vision statement for strategic planning.	• I can promote initiatives for change and transformation that contribute to my vision. • I can identify the changes needed to achieve my vision.
3	Deciding/ selecting	Theory knowledge Known/ prepared contexts	On my own and together with my peers. Taking and sharing some responsibilities.	*Building independence* Experiment Dare	• I can build future scenarios around my value-creating activity. • I can develop (alone or with others) an inspiring vision for the future that involves others.	• I am aware of what is needed to build a vision. • I can explain what a vision is and what purpose it serves	• I can decide what type of vision for creating value I would like to contribute to. • My vision for creating value drives me to make the effort to turn ideas into action.
2	Using, imitating	Applying under super-vision Exercising Trying out	Under direct supervision. With support from others, some autonomy, with my peers.	*Relying on support from others* Discover Explore	• I can develop simple future scenarios where value is created for my community and surroundings. • I can imagine a desirable future.	•	•
1	Perceiving	Start	**Start**	**Start**	Start	Start	Start

2.1.4. Subcompetence 4: Valuing Ideas

L	LEVEL5 Titles	LEVEL 5 Hints	EntreComp Hints	EntreComp Titles	Recognise the value of ideas.	Share and protect ideas.
5	Developing, constructing, transferring	Strategy Versatility Incorporation	Contributing substantially Taking responsibility for contributing to complex developments in a specific field	*Driving transformation, innovation and growth*: Transform Expand	• I can state the value of a new idea from different stakeholders' perspectives. • I can develop strategies to effectively make the most of opportunities to create value in my organisation or venture.	• I can develop a strategy on intellectual property rights that is tailored to the age of my portfolio. • I can develop a tailored strategy on intellectual property rights that deals with geographic requirements.
4	Discovering new contexts Developing Acting independently	Pro-Activity Applied knowledge Disturbed/ new contexts	Taking responsibility for making decisions and working with others. With some guidance and together with others.	*Taking responsibility* Reinforce Improve	• I can break down a value chain into its different parts and identify how value is added in each part. • I recognise the many forms of value that could be created through entrepreneurship, such as social, cultural or economic value.	• When creating ideas with others, I can outline a dissemination and exploitation agreement that benefits all partners involved. • I can tell the difference between trademarks, registered design rights, patents, geographical indications, trade secrets, confidentiality agreements and copyright licences, including open, public-domain licences such as creative commons
3	Deciding/ selecting	Theory knowledge Known/ prepared contexts	On my own and together with my peers. Taking and sharing some responsibilities.	*Building independence* Experiment Dare	• I can decide which type of value I want to act on and then choose the most appropriate pathway to do so. • I can tell the difference between social, cultural and economic value.	• I can choose the most appropriate licence for the purpose of sharing and protecting the value created by my ideas. • I can tell the difference between types of licences that can be used to share ideas and protect rights.
2	Using, imitating	Applying under super-vision Exercising Trying out	Under direct supervision. With support from others, some autonomy, with my peers.	*Relying on support from others* Discover Explore	• I can show how different groups, such as firms and institutions, create value in my community and surroundings. • I can find examples of ideas that have value for myself and others.	• I can explain that ideas can be shared and circulated for the benefit of every-one or can be protected by certain rights, for example, copyrights or patents. • I can clarify that other people's ideas can be used and acted on, while respecting their rights.
1	Perceiving	Start	**Start**	**Start**	Start	Start

2.1.5. Subcompetence 5: Ethical and sustainable thinking

L	LEVEL5 Titles	LEVEL5 Hints	EntreComp Hints	EntreComp Titles	Behave ethically	Think sustainably	Assess impact	Be accountable.
5	Developing, constructing, transferring	Strategy Versatility Incorporation	Contributing substantially Taking responsibility for contributing to complex developments in a specific field	*Driving transformation, innovation and growth:* Transform Expand	• I take action against unethical behaviour. • I make it my priority to make sure that ethical behaviour is respected and promoted in my area of influence.	• I can contribute to self-regulation discussions within my sector of operations. • I can choose adequate methods for analysing environmental impact based on their advantages and disadvantages.	• I can carry out impact assessment, impact monitoring, and impact evaluation on my value-creating activity. • I can choose 'measure indicators' to monitor and assess the impact of my value-creating activity.	• I can design ways to be accountable to all of our stakeholders. • I can use the accountability methods that hold me responsible to our internal and external stakeholders.
4	Discovering new contexts Developing Acting independently	Pro-Activity Applied knowledge Disturbed/ new contexts	Taking responsibility for making decisions and working with others. With some guidance and together with others.	*Taking responsibility* Reinforce Improve	• I can take responsibility for promoting ethical behaviour in my area of influence, (for example, by promoting gender balance highlighting inequalities and any lack of integrity) • I can argue that ideas for creating value should be supported by ethics and values relating to gender, equality, fairness, social justice and environmental sustainability.	• I can discuss the relationship between society and technical developments, relating to their implications for the environ-ment. • I can discuss the impact an organisation has on the environ-ment (and vice versa).	• I can define the purpose of the impact assessment, impact monitoring, and evaluation of impact. • I can analyse the implications of my value-creating activity within the boundaries of the system I am working in.	• I can discuss a range of accountability methods for both functional and strategic accountability. • I can tell the difference between input, output, outcomes and impact.
3	Deciding/ selecting	Theory knowledge Known/ prepared contexts	On my own and together with my peers. Taking and sharing some responsibilities.	*Building independence* Experiment Dare	• I am driven by honesty and integrity when taking decisions. • I can apply ethical thinking to consumption and production processes.	• I can produce a clear problem statement when faced with practices that are not sustainable. • I can identify practices that are not sustainable and their implications for the environment.	• I can identify stakeholders who are affected by the change brought about by my (or my team's) value-creating activity, including stakeholders who cannot speak up (for example, future generations, climate or nature). • I can identify the impact that taking up opportunities will have on me and my team, on the target group and on the surrounding community.	• I can tell the difference between accounting for use of resources and accounting for the impact of my value-creating activity on stakeholders and the environment.
2	Using, imitating	Applying under super-vision Exercising Trying out	Under direct supervision. With support from others, some autonomy, with my peers.	*Relying on support from others* Discover Explore	• I can describe in my own words the importance of integrity and ethical values. • I can recognise behaviours that show integrity, honesty, responsibility, courage and commitment.	• I can recognise examples of environmentally friendly behaviour by companies that creates value for society as a whole. • I can list examples of environmentally friendly behav-iour that benefits a community.	• I can tell the difference between the impact of a value-creating activity on the target community and the broader impact on society. • I can find and list examples of changes caused by human action in social, cultural, envi-ronmental or economic contexts.	•
1	Perceiving	Start	**Start**	**Start**	Start	Start	Start	Start

2.2. Entrepreneurship

Entrepreneurship refers to a learner's competence to turn ideas into action. It includes a number of sub-competences such as creativity, innovation and risk-taking, as well as the ability to plan and manage projects in order to achieve the objectives. The learner is competent to apply different entrepreneurial skills and strategies in order to develop, organize, and manage an encounter he/she wants to achieve, be it private, professional or a contribution to civic society. The learner is able to discover opportunities, to realize innovation, to exploit and use resources and to identify and bear risks. He/she knows to judge and plan entrepreneurial activities in regard to the given economic conditions, and how to act and react in different professional/ business situations. The learner is able to assess and evaluate risks, to convince others of his/her vision and to work both individually and in a team. He/she is able to communicate in a goal oriented way and to delegate tasks to others. The learner is ready to take over risks and responsibility and appreciates development and innovation. He/she values pro-active behaviour, collaboration and independence and complies to ethical standards for doing business. He/she is determined to take the necessary steps to achieve his/her vision.

Knowledge: The learner…
- knows different entrepreneurial instruments and strategies, e.g. project management, controlling, marketing, etc. and how to apply them in different situations
- has knowledge about entrepreneurial competences (such as e.g. leadership, creativity, project management) and can apply them
- knows the principles of economics and the working of the contemporary economy
- knows how to identify opportunities for professional, personal or business activities
- knows how to select and involve collaboration partners

Skills: The learner…
- is able to apply different entrepreneurial instruments and strategies according to the situation and objectives to be met
- is able to identify or create new entrepreneurial activities and to promote his/her ideas towards others
- is able to assess and analyse chances and risks
- is able to lead others and to take over responsibilities
- is able to transfer knowledge and strategies into other contexts

Attitudes: The learner…
- is pro-active and motivated to take the initiative in order to reach a goal
- is willing to undertake risks to achieve his/her vision
- values autonomy and accepts the risk to fail
- has a positive attitude towards innovation and development
- appreciates collaboration and respects others
- has an ethical consciousness

REFERENCE SYSTEM – Entrepreneurship

L	KNOWLEDGE		SKILLS//CAPABILITIES		ATTITUDES/VALUES	
	Level Titles	Level description	Level Titles	Level description	Level Titles	Level description
5	Knowing where else (strategic transfer)	Knowing how to transfer entrepreneurial skills and concepts into other contexts. Knowing how to help other people act successfully in different entrepreneurial structures.	Developing, constructing, transferring	Being able to transfer business strategies into new contexts. Actively planning and creating new entrepreneurial activities.	Incorporation	Having internalised entrepreneurship as a fundamental personal mindset. Being an inspiration for others in their entrepreneurial activities.
4	Knowing when (implicit understanding)	Knowing when to apply the right instrument from the portfolio of different entrepreneurial approaches and instruments. Knowing when to use certain entrepreneurial strategies.	Discovering acting independently	Deliberately seeking entrepreneurial opportunities. Searching for and selecting appropriate entrepreneurial techniques and instruments for the own business. Creating and executing an entrepreneurial strategy for the own context and professional domain.	Commitment	Being determined and pro-active in using and improving own entrepreneurial competences. Finding it important to be creative in this respect.
3	Knowing how	Knowing different entrepreneurial approaches, techniques and instruments to develop business and value. Theoretically knowing how to act along an entrepreneurial concept.	Deciding/ selecting	Taking part in entrepreneurial activities as they are offered by others in known and undisturbed contexts. Choosing singular entrepreneurial tools from a known portfolio	Motivation/ appreciation	Valuing entrepreneurship in general. Being motivated to develop own entrepreneurial competences and visions.
2	Knowing why (distant understanding)	Knowing that through entrepreneurship one can develop an own business and become self-sustainable. Knowing that entrepreneurship includes social responsibility.	Using, imitating	Occasionally taking part in non structured entrepreneurial activities. Carrying out entrepreneurial actions when being instructed to.	Perspective taking	Being curious and interested in entrepreneurship and related concepts and opportunities.
1	Knowing what	Knowing that entrepreneurship is an essential concept that aims at developing a business.	Perceiving	Perceiving and recognising the concept of entrepreneurship without taking further steps.	Self-orientation	Perceiving the concept of entrepreneurship without relating it to oneself.

2.3.   Client orientation

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

Knowledge: The learner…

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

Skills: The learner…

- is able to apply strategies and techniques to reach clients' satisfaction
- is able to adapt his/her own behaviour to better support clients
- is able to balance the interests of the client against those of the enterprise
- is able to adequately communicate with clients

Attitudes: The learner…

- prioritizes clients' satisfaction to other tasks and obligations as well as own affects
- appreciates good quality in interaction
- is emphatic and has a positive attitude towards clients and his/her enterprise

REFERENCE SYSTEM – Client orientation

L	KNOWLEDGE		SKILLS//CAPABILITIES		ATTITUDES/VALUES	
	Level Titles	Level description	Level Titles	Level description	Level Titles	Level description
5	Knowing where else (strategic transfer)	Intuitively knowing (or being able to acquire knowledge on) how to deal with any client in any context. Knowing how to transfer knowledge about clients into other fields of life.	Developing, constructing, transferring	Actively planning and developing own/new client oriented strategies that are part of a larger approach, e.g. a (company's) vision or marketing strategy.	Incorporation	Having internalised to act for the benefit of the client, intuitively responding to different clients needs in adequate ways and inspiring others to value client orientation.
4	Knowing when (implicit understanding)	Knowing which actions are needed to help clients with specific demands for a large variety of situations and different types of clients.	Discovering acting independently	Actively researching and expanding own competence to adequately respond to clients in regard to the client's need and the specific situation.	Commitment	Being determined to improve own competence to serve clients and to adequately respond to their needs.
3	Knowing how	Knowing about the specific needs of clients and how own behaviour and approach can be adapted to the needs of those clients in general.	Deciding/ selecting	Being able to select and apply the appropriate behaviour towards a customer in regard to his/her needs from a set of basic strategies.	Motivation/ appreciation	Valuing client orientation. Being motivated to develop own competence to respond to clients according to their needs.
2	Knowing why (distant understanding)	Knowing that there are different ways to deal with clients and that clients have different backgrounds and needs.	Using, imitating	Adapting the own behaviour towards the client when instructed to or by imitating others.	Perspective taking	Being curious and interested in the theme of supporting clients according to their specific needs.
1	Knowing what	Knowing that clients behave differently and that client orientation is a suitable concept to deal with this.	Perceiving	Seeing and recognising different client behaviours without acting.	Self-orientation	Not relating the theme of client orientation to oneself and own working life.

2.4.   Planning and Resource Management

The learner is competent in planning activities and resources related to his/her own projects or the projects that he/she is associated with. Learners knows about project planning theory, how to set up the project structure, activity planning, timing and connect this to available and required resources. He/she is able to act accordingly and adapt and develop strategies to set up plans in different projects contexts. He/she is aware of the advantages and disadvantages and has a positive but also critical attitude towards applying planning methodology in different professional and private life contexts.

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

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

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

REFERENCE SYSTEM – Planning and Resource Management

L	Level Titles	Level description	Level Titles	Level description	Level Titles	Level description
	KNOWLEDGE		**SKILLS//CAPABILITIES**		**ATTITUDES/VALUES**	
5	Knowing where else (strategic transfer)	Profound knowledge on how to transfer planning and resource management methodologies into other contexts.	Developing, constructing, transferring	Adapting and further developing planning and resource management methodologies in own (professional) context.	Incorporation	Having internalised to plan and manage resources in an effective and sustainable way. Inspiring others to apply resource management techniques.
4	Knowing when (implicit understanding)	Practical knowledge on different planning and resource management methodologies and in which situations which tool is appropriate.	Discovering acting independently	Seeking for more specific information on planning and resource management methodologies and enlarging own portfolio of tools.	Commitment	Feeling the need for implementing planning and resource management methodologies in own context. Being determined to improve own competences regarding planning and resource management methodologies.
3	Knowing how	Theoretical know-how on different planning and resource management methodologies. Knowing how to apply them in project situations.	Deciding/ selecting	Actively applying specific tools in planning and implementation and resource controlling and optimisation.	Motivation/ appreciation	Appreciating the value of planning and resource management methodologies and being motivated to apply them.
2	Knowing why (distant understanding)	Understanding the reasons why appropriate planning is crucial for success.	Using, imitating	Occasionally planning actions and consciously allocating resources when being instructed to or following the example of others.	Perspective taking	Being curious about different approaches to manage resources and their potential for own work.
1	Knowing what	Knowing that Planning and Resource Management is needed in projects.	Perceiving	Recognising situations where planning is needed without acting.	Self-orientation	Relating planning and resource management only to own resources.

2.5. Leadership

The learner is competent in taking initiative, guiding and influencing others to help them achieve certain goals. He/she can demonstrate decision making skills and is capable of transferring these decisions into a team and delegating tasks to efficiently reach the given goal. This involves e.g. being a good communicator, creating trust and relationships in the project team, identifying specific skills of team members and delegating tasks accordingly, facilitating team work, fostering collaboration, being open to new and different ideas. The learner is assertive and able to address and solve conflicts that hinder the work process. The learner has an attitude of respect and appreciation for diversity, is able to communicate in an assertive way based on self-confidence and to take responsibility for own actions or failures.

Knowledge: The learner…
- knows different types of leadership interventions adequate for specific situations
- knows, why leadership is important to reach collaborative goals in a group or a team
- knows how to help other people in implementing leadership interventions
- knows how to motivate others to reach a goal
- knows how to organise work processes in different ways

Skills: The learner…
- is able to develop his own leadership style and techniques as a leader and
- can apply it in different situations
- is able to create and execute leadership strategies
- is able to take over responsibility
- is able to motivate others to reach a goal
- is able to take decisions
- is able to coordinate work processes and to communicate in an assertive way
- is able to delegate responsibility

Attitudes: The learner…
- has a positive attitude towards leadership and is aware of its importance in specific situations
- finds it important that the other members of the group value leadership
- is motivated to develop own leadership competences
- values and respects others and appreciates teamwork
- feels responsible for the team, organisation and for accomplishing a goal

- is assertive about how to organize work
- is open to dialogue and to find common solutions for problems

REFERENCE SYSTEM – Leadership

L	KNOWLEDGE		SKILLS//CAPABILITIES		ATTITUDES/VALUES	
	Level Titles	Level description	Level Titles	Level description	Level Titles	Level description
5	Knowing where else (strategic transfer)	Knowing which types of leadership interventions are adequate in specific situations. Knowing how to transfer leadership approaches to other areas of life.	Developing, constructing, transferring	Developing an individual leadership style and techniques as a leader and applying it adequately in different situations.	Incorporation	Having internalised to lead when needed, respecting others needs in team work and to encourage open dialogue. Inspiring others to become better leaders.
4	Knowing when (implicit understanding)	Knowing how and when certain actions/behaviours as leader will affect the group and its results. Knowing when and how to apply appropriate leadership measures to solve problems or take opportunities.	Discovering acting independently	Acting as a leader and trying out a range of different leadership styles. Applying them according to the situation and the objectives of the activity. Being able to coordinate work processes successfully.	Commitment	Feeling the need to be a good leader. Being determined to improve own leadership competences.
3	Knowing how	Knowing different leadership styles and techniques and how they are related to specific performances of a group and outcomes of a project. Knowing how to organise a process in a group to reach a goal	Deciding/ selecting	Taking the lead and applying specific leadership techniques which seem to be appropriate according to the perception of the situation based on own experiences.	Motivation/ appreciation	Valuing leadership and being motivated to develop own leadership competence.
2	Knowing why (distant understanding)	Knowing why leadership is important to reach a goal in a group/team. Knowing that different leadership styles exist and that different leadership approaches can affect the work of/in the group.	Using, imitating	Occasionally applying leadership concepts & actions (like taking responsibility, taking decision, delegating work...) as copied from a role model or as being instructed to.	Perspective taking	Being interested in leadership and its potentials. Anticipating which role leadership has in own life.
1	Knowing what	Knowing what leadership is, what competences and tasks leadership includes.	Perceiving	Recognising situations where leadership is either executed or needed.	Self-orientation	Only being interested in leadership when one is affected by it.

3. Digital and Facilitation Competences when delivering learning/training

3.1. Facilitation of Design Based Collaborative Learning

Being competent in facilitating and supporting ICT based learning environments in order to issue badges. This is a rather specific competence related to the badging of learning outcomes, however it can be and should be transferred to media competences and the use of ICT in general.

The person is able to design, develop, implement, and facilitate ICT-based learning environments and can give support to learning persons working with, or in, ICT-based learning environment and learners who use ICT to further develop themselves. Furthermore, the person is able to assess the effectiveness of the ICT-based learning environment.

Knowledge: The trainer…

- knows what collaborative learning is and how to facilitate the basic concepts
- that collaborative learning combines multiple perspectives in a sequence of work
- Knows how to plan and implement collaborative learning concepts (multiple perspectives and concrete individual experiences) and the role of a facilitator in this process
- knows when and how to intervene within the collaborative learning process in a supportive/facilitative manner
- how to integrate design based collaborative learning concepts into unfamiliar and new situations - based on the needs of the clients/users/participants and their level of understanding

Skills: The trainer…
- is able to perceive and recognize that design based collaborative learning needs facilitation
- is able to apply existing and known concepts of collaborative learning for own education/training offers
- is able to facilitate design based collaborative learning on the basis of a repertoire/collection of methods, concepts and tools
- s able to address or initiate design based collaborative learning by adapting concepts and methods
- is able to adapt design-based collaborative learning to meet the needs of customers/users/participants
- is able to develop new approaches to design based collaborative learning
- is able to transfer and adapt collaborative learning to new and different contexts and situations

Attitudes: The trainer…
- feels that facilitating design based collaborative learning can be beneficial to customers/users/participants/learners
- is interested in facilitating design based collaborative learning
- is interested in planning and implementing collaborative learning with its possibilities and potential
- appreciates and is motivated to facilitate design based collaborative learning
- is motivated to extend design based collaborative learning to new environments and situations
- Is determined to explore and improve own competence in facilitating design based collaborative learning
- considers it important to be proactive and creative in the process of promoting design based collaborative learning (4)
- Is convinced of concepts and approaches of design based collaborative learning
- Inspire others (trainers/teachers and students/users/participants) to improve their competence for collaborative learning

REFERENCE SYSTEM: Facilitating Design based Collaborative Learning

L	KNOWLEDGE		SKILLS		ATTITUDES	
	Level Titles	**Level description**	**Level Titles**	**Level description**	**Level Titles**	**Level description**
5	Knowing where else (strategic transfer)	Knowing how to transfer design based collaborative learning into new and different contexts and situations	Developing, constructing, transferring	Adapting and developing design based collaborative learning into new contexts	Incorporation	Being convinced of design collaborative learning – within its ways of planning and delivering. Inspiring others to apply concepts of collaborative learning
4	Knowing when (implicit understanding)	Knowing when and how to interact in design based collaborative learning process and to extent certain methods	Discovering, acting independently	Facilitating a complete DT Project with appropriate Tools in an innovative Teamwork situation	Commitment	Being determined to explore and improve the own competence of facilitating design based collaborative learning
3	Knowing how	Knowing how to plan and deliver design based collaborative learning concepts and which role a facilitator has in it	Deciding/ selecting	applying a set of DT-instruments in a defined teamwork case	Motivation/ appreciation	Being motivated to plan and deliver design based collaborative learning and appreciating the value of it
2	Knowing why (distant understanding)	Understanding why planning and delivering of design based collaborative learning has its benefits	Using, Imitating	Exercising singular DT tools as given by others	Perspective taking	Being curious about planning and delivering designed collaborative learning with its opportunities
1	Knowing what	Knowing what design based collaborative learning is and basic concepts of facilitating it	Perceiving	Recognising that planning and delivering of design based collaborative learning is needed (passive)	Self-orientation	feeling that facilitating design based collaborative learning can be beneficial

3.2.   Digital Literacy and Digital Learning

The ability to orientate oneself in the digital world is becoming increasingly relevant for all areas of life. The term "digital literacy" tries to encompass the area of education that enables people to obtain information and communicate through and with digital media. One can differentiate Digital Literacy into two different types of knowledge: tool knowledge and content knowledge. Tool knowledge describes the knowledge to use certain aids (e.g. writing tools) in order to be able to carry out an action. Content knowledge describes the message from the sender to the recipient of the communication. The common link between the two types of knowledge forms the reason for communication: social activity.

3.3.   Facilitating (open) learning processes

The facilitator has the competence to guide learners in their learning processes and in further development toward, or as, fully autonomous lifelong learners. The person supports the learner in reaching the objectives of the learning process and in following the defined learning strategy. The person is able to use different learning methods (didactics), styles (approaches) and techniques, including the use of new media and ICT. 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 person is able to provide relevant and contextualised tasks and activities and assess the outcomes of these. The person is flexible and has the ability to change the learning strategy when necessary. The person ought to be able to align the learning process properly according to the delivery mode and context – here especially related to digitalisation and digital literacy in specific learning contexts.

3.4.   Facilitation of Design Based Collaborative Learning Facilitating ICT based learning environments for badging

Being competent in facilitating and supporting ICT based learning environments in order to issue badges. This is a rather specific competence related to the badging of learning outcomes, however it can be and should be transferred to media competences and the use of ICT in general.

The person is able to design, develop, implement, and facilitate ICT-based learning environments and can give support to learning persons working with, or in, ICT-based learning environment and learners who use ICT to further develop themselves. Furthermore, the person is able to assess the effectiveness of the ICT-based learning environment.

3.5.   Creating competence-oriented learning offers

The person 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

REFERENCE SYSTEM: Competence to promote Digital Literacy and Digital Learning

L	KNOWLEDGE		SKILLS		ATTITUDES	
	Level Titles	Level description	Level Titles	Level description	Level Titles	Level description
5	Knowing where else (strategic transfer)	Knowing how to transfer digitalisation and online learning approaches in new and different contexts and situations	Developing, constructing, transferring	Adapting and developing digitally supported learning into new contexts	Incorporation	Being convinced of digitally supported learning – within its ways of planning and delivering. Inspiring others to apply concepts of digitally supported learning
4	Knowing when (implicit understanding)	Contextualising: Knowing when and how to apply specific approaches, tools and instruments in specific contexts	Discovering, acting independently	Facilitating a complete Digitalisation Project with appropriate Tools in an innovative learning context	Commitment	Being determined to change the own learning and teaching style to acquire new knowledge on digital tools and digitalisation
3	Knowing how	Knowing how to plan and deliver design based collaborative learning concepts and which role a facilitator has in it, chances and limitations	Deciding/ selecting	Planning and Applying a set of digital tools and instruments in a known context	Motivation/ appreciation	Being motivated to plan and deliver learning which is related to digitalisation, openness to learn also from the learners
2	Knowing why (distant understanding)	Understanding the concept of digital literacy and the consequences for teaching and learning	Using, Imitating	Exercising singular Digital tools and instruments	Perspective taking	Being interested and open to new ways of facilitation and openness to explore digital tools and instruments, to accept that learners might be more competent
1	Knowing what	Knowing what Digitalisation is and the need	Perceiving	Perceiving Digitalisation as a central key competence	Self-orientation	Feeling that digitalisation is innovative

REFERENCE SYSTEM: Facilitating (open) learning processes

| L | COGNITIVE/KNOWLEDGE | | ACTIVITY | | AFFECTIVE | |
	2	3	2	3	2	3
	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 on how to facilitate open learning processes under different conditions and with different target groups.	Developing/ construct-ing, 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 Internalisation	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 understand-ing)	Knowing when and how to implement the appropriate open learning conditions to achieve the competences envisaged.	Discovering acting indepen-dently	Researching for related theory, expanding own competence to facilitate appropriate open learning with learning conditions related to the competence development as envisaged.	Commitment Volition	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.	Appreciation Motivation	Valuing open learning as format for learners to develop competences and being motivated to improve own competence to facilitate them.
2	Knowing why (distant understand-ing)	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.	Curiosity 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, neutral	Feeling that own competence to facilitate open learning environments is sufficient.

REFERENCE SYSTEM: Facilitating ICT based learning

L	COGNITIVE/KNOWLEDGE		ACTIVITY		AFFECTIVE	
	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)	To have a large background in using ICT in education. To know how to apply ICT in different sectors of work and life. To know how to support others to apply ICT for educational purposes.	Developing/ Constructing Transfer	To build knowledge and expertise, to construct related theory and practice. To help other trainers apply the right approach and tools.	Incorporation Internalisation	To have an incorporated reflex to use ICT in your teaching and learning. To find it important that the sector adopts ICT based materials and activities To feel the need to help other people use ICT. To feel the need to use ICT tools in other domains of life.
4	Know when (Implicit understanding	To know when to use face to face, mixed mode and e-learning approaches considering learners (the target group) and objectives. To know when and how to apply different ICT applications for the different objectives of the course.	Discovering/ acting indepen- dently	To search for related theory. To create appropriate ICT materials and processes with learning conditions related to the competence development as envisaged.	Commitment Volition	To feel the need to review the theories and practices about ICT in education. To feel the need to share experiences and feedback. To find it important to be pro-active and creative.
3	Know how	To know how ICT can improve the learning and group cohesion in the different phases of a training course.	Deciding/ selecting	Decide to use ICT resources considering the feedback, objectives and timing. Select appropriate applications and software.	Appreciation Motivation	To value the use of ICT in education. To feel that the use of ICT is important for your role of educator.
2	Know why (Distant understanding	To know that ICT can improve the social sustainable development To know that the use of the ICT in courses can improve the motivation, autonomy, collaboration and creativity of the learners.	Using, Imitating	To occasionally use existing ICT resources, materials, applications in VET courses.	Curiosity Perspective taking	To be interested in using ICT applications for teaching and learning in VET courses.
1	Know-what	To know what ICT implies for VET trainings. To know that ICT can play an important role as a component of teaching and learning.	Perceiving	To see that ICT is used in education. To recognise the importance of ICT use in VET courses.	Self oriented, neutral	Feeling that ICT based teaching and learning can be beneficial for your own competence development.

REFERENCE SYSTEM: Creating competence-oriented learning offers

L	COGNITIVE/KNOWLEDGE		ACTIVITY		AFFECTIVE	
	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	Knows how to develop high quality flexible, adaptive learning environments for competence oriented learning	Developing/ Constructing Transfer	Can develop and plan optimal competence oriented learning processes	Incorporation Internalisation	feels highly motivated to continuously optimize competence oriented (adult) learning processes and conditions
4	Know when (Implicit understanding	Knows how to develop plans for learning that allow for self regulated, contextual learning in a mutually beneficial co-operative environment	Discovering/ acting independently	Can develop sequences of learning and training units with competence oriented learning activities	Commitment Volition	feels motivated to create optimal conditions for optimal competence oriented learning
3	Know how	Knows key features of a competence oriented learning environment	Deciding/ selecting	Can develop competence oriented learning tasks and assignments of particular kinds upon request	Appreciation Motivation	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.
2	Know why (Distant understanding	Knows that competence oriented learning brings specific additional requirements to the task of developing effective learning experiences	Using, Imitating	Can choose learning activities to be included in a competence oriented learning process	Curiosity Perspective taking	is aware that the competence oriented features of learning processes may be something to consider in order to allow for better planning of learning
1	Know-what/know that	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	Perceiving	Can Identify key features of competence orientedness in given programmes	Self oriented, neutral	senses that some elements in learning processes and learning environments contribute more to the actual acquisition/development of competence than others.

4. Conveyance Competences

4.1. Applying storytelling in learning settings

The learners is able to facilitate storytelling methods in learning settings. The learners knows theoretical approaches and practical storytelling techniques and is able to apply those with a group of clients/learners/audiences.

Knowledge: The learners
- knows storytelling techniques
- knows how to apply these techniques
- knows about the theoretical background of storytelling

Skills: The learners
- is able to apply storytelling approaches when teaching
- is able to improve approaches of storytelling through seeking more information about it and trying out new approaches

Attitude: The learners
- values the use of storytelling approaches for teaching and learning
- feels the need to improve the own and his/her learners' use of storytelling

REFERENCE SYSTEM: Applying storytelling in learning settings

L	KNOWLEDGE		SKILLS		ATTITUDES	
	Level Titles	Level description	Level Titles	Level description	Level Titles	Level description
5	Knowing where else (knowledge transfer)	Knowing how to select and incorporate storytelling techniques in teaching practice. Knowing how to help other people introducing storytelling in learning settings. Knowing how to transfer approaches and techniques to other contexts.	Developing/ constructing/ transferring	Developing own storytelling approaches for learning settings. Developing own techniques and being able to instruct others.	Incorporation/ internalisation	Having internalised to incorporate narratives in teaching and learning. Intuitively promoting applied storytelling towards others and inspiring them to apply it.
4	Knowing when (implicit understanding)	Having profound knowledge of techniques and rules for using storytelling in learning settings and thorough theoretical background. Knowing the appropriate approach 'for the occasion'.	Discovering/ acting independently	Actively looking for new approaches of storytelling in learning settings. Actively researching and reflecting on this matter. Trying out different approaches and techniques.	Self-regulation/ determination	Being determined to improve own competence to apply storytelling in teaching or to promote learning in general.
3	Knowing how	Knowing a number of storytelling techniques for learning settings. Having a repertoire of appropriate stories. Knowing how to turn 'subject content' into a narrative.	Deciding/ selecting	Applying specific storytelling methods for teaching. Actively looking for opportunities to turn subject content into narratives. To teach in a 'narrative way'.	Motivation/ appreciation	Appreciating storytelling as beneficial approach for education and being motivated to improve own skills to work with it.
2	Knowing why (distant understanding)	Knowing that through storytelling a teacher can seek attention from pupils and motivate them. Knowing that storytelling boosts language learning, speaking and listening skills and many other competences.	Using/ imitating	Occasionally applying storytelling techniques as shown by others, e.g. in a training. Mirroring storytelling methods from colleagues, peers.	Perspective taking/interest	Generally valuing applied storytelling as method for learning. Being interested in innovative teaching techniques.
1	Knowing what/ knowing that	Knowing that telling stories is a special art as well as a competence, and that it can be applied in teaching.	Perceiving	Recognising storytelling or storytelling techniques when performed or applied in learning settings.	Self-orientation	Being aware of storytelling as method for education without further considerations.

4.2.   Motivating and empowering learners

The learner can motivate and empower his or her clients/learners/audiences for the sake of a good learning outcome and their personal development.

Knowledge: The learner
- knows motivation techniques and empowerment strategies
- knows when and how to apply those and when to intervene

Skills: The learner
- is able to practically apply motivation techniques and empowerment strategies in different situations and with different types of learners

Attitude: The learner
- feels the need to motivate and empower his/her learners
- is empathetic in motivating and empowering his/her learners

REFERENCE SYSTEM: Motivating and empowering learners

L	KNOWLEDGE		SKILLS		ATTITUDES	
	Level Titles	**Level description**	**Level Titles**	**Level description**	**Level Titles**	**Level description**
5	Knowing where else (knowledge 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/ internalisation	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.	Motivation/ 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/interest	Being interested in improving own capacity to motivate learners.
1	Knowing what/knowing that	Knowing about the main principles of motivation, knowing that learners have to be motivated.	Perceiving	Recognising motivation or de-motivation among learners and its impact.	Self-orientation	Being aware that it is important to motivate learners without further considerations.

4.3.   Creating Story

This competence deals with using imagination and creative processes to make artistic choices to adapt and create stories and performances.

		KNOWLEDGE		SKILLS//CAPABILITIES		ATTITUDES/VALUES	
L	Level Titles	Level description	Level Titles	Level description	Level Titles	Level description
5	Knowing where else (strategic transfer)	Have thorough knowledge of theory about creative processes.	Developing, constructing, transferring	Make artistic choices in terms of stories, story elements and performance concepts. Create original work containing new and different visions and views.	Incorporation	Be willing to concretise and realise performance ideas.
4	Knowing when (implicit understanding)	Know that different artistic choices are possible. Know which creative processes work for you.	Discovering acting independently	Conceive story elements, e.g. metaphors, symbolisms. Conceive performance concepts and elements with help from the teacher. Make artistic choices in terms of stories, story elements and performance concepts.	Commitment	Be willing to make artistic choices.
3	Knowing how	Know how one can use their imagination to create a story.	Deciding/ selecting	Conceive story elements, e.g. plot, theme. Create a longer story with instructions from the teacher.	Motivation/ appreciation	Be willing to choose.
2	Knowing why (distant understanding)	Know that one can use their imagination to create a story.	Using, imitating	Create a short story with help from the teacher. Imagine story elements, guided by a teacher, e.g. characters, landscapes, objects.	Perspective taking	Be imaginative.
1	Knowing what	Know that one can create a story oneself.	Perceiving	Create a short story within a framework offered by the teacher.	Self-orientation	Be curious.

4.4.　Connect with story and audience

This competence deals with interconnecting the teller, the story, the audience, and the storytelling situation and working with and within their interactions.

L	KNOWLEDGE		SKILLS//CAPABILITIES		ATTITUDES/VALUES	
	Level Titles	Level description	Level Titles	Level description	Level Titles	Level description
5	Knowing where else (strategic transfer)	Know several techniques to engage the audience with the story. Be aware of the connections between story and audience. Know about one's target groups.	Developing, constructing, transferring	Use appropriate audience participation techniques. Use appropriate responses to reactions from the audience and unexpected situations. Interact with the audience in many different, personal ways.	Incorporation	Value connection and participation as part of the quality of a performance. Value the unique 'here and now, with this audience' of the telling. Have an ethical attitude towards the audience.
4	Knowing when (implicit understanding)	Know techniques to evoke the audience's emotions. Know many ways to use audience participation in the performance Know one's connection to a story. Know many ways to connect with the audience, e.g. jokes, riddles, physical position viz. the audience. Know what touches one in a story.	Discovering acting independently	Choose appropriate ways to connect with the audience. Apply audience participation techniques. Explain what touches one in a story. Evoke the audience's emotions. Use different audience participation techniques. Describe one's connection to the story.	Commitment	Want to evoke emotions. Be willing to deal with reactions from the audience. Respect the audience. Be willing to interact with the audience.
3	Knowing how	Know several ways to connect with the audience, e.g. introduce, chat, greet, make eye contact, ... Know several techniques to relate the story to the audience.	Deciding/ selecting	Introduce yourself and your story. Monitor the audience's attention and reactions. Connect audience and story.	Motivation/ appreciation	Keen to connect story and audience.
2	Knowing why (distant understanding)	Know a few ways to make contact with the audience. Know why one likes a story.	Using, imitating	Greet the audience. Receive applause and praise.	Perspective taking	Feel confident in front of an audience. Be willing to connect with story and audience.
1	Knowing what	Know that a story needs an audience.	Perceiving	Look at the audience while telling.	Self-orientation	Enjoy being in front of an audience.

4.5.   Master oral storytelling techniques

This competence deals with finding, applying and creating oral storytelling techniques in order to affect the audience and in relation to the teller, the story and the circumstances.

L	KNOWLEDGE Level Titles	KNOWLEDGE Level description	SKILLS//CAPABILITIES Level Titles	SKILLS//CAPABILITIES Level description	ATTITUDES/VALUES Level Titles	ATTITUDES/VALUES Level description
5	Knowing where else (strategic transfer)	Have thorough knowledge of the theoretical background of oral storytelling techniques. Have thorough knowledge of traditional oral storytelling techniques and styles from many different traditions.	Developing, constructing, transferring	Use a wide range of oral storytelling techniques to develop a unique personal style. Develop new storytelling techniques.	Incorporation	Want to stand out with one's storytelling techniques. Be willing to set new trends, to influence, to share.
4	Knowing when (implicit understanding)	Know how each storytelling technique affects the story and its telling, e.g. atmosphere, pace, characterisation, etc. Know how each storytelling technique affects the audience, e.g. comprehensibility, interactivity.	Discovering acting independently	Select and apply a range of techniques that suit your story, audience and performance. Use a wide range of oral storytelling techniques. Combine existing storytelling techniques.	Commitment	Want to use storytelling techniques to shape a performance and affect the audience. Be willing to adopt storytelling techniques from others.
3	Knowing how	Know many storytelling techniques. Know how storytelling techniques interact. Know which storytelling techniques suit you.	Deciding/ selecting	Apply a few storytelling techniques without previous instruction. Select and apply a range of techniques that suit you.	Motivation/ appreciation	Like to use storytelling techniques to achieve a specific effect.
2	Knowing why (distant understanding)	Know a few storytelling techniques.	Using, imitating	Apply a few storytelling techniques: e.g. perspectives, climax, beginning and ending, rhythm, dialogue.	Perspective taking	Be willing to apply storytelling techniques.
Ω	Knowing what	Know that there are several techniques for telling a story.	Perceiving	Recognise storytelling techniques in a simple story.	Self-orientation	Feel that storytelling is different from other forms of communication.

5. General competences

5.1.   Problem solving

Problem solving is the identification of a problem and its facets, anticipating possible solutions and assessing their potential impact and consequences, and putting solutions into action. It involves applying logic, knowledge and reasons towards understanding the actual problem, and being able to plan and use different techniques/methods, experiences. Problem solving is comprised of actions, attitudes and knowledge, which are goal-directed in complex situations. Even if the final aim is clearly defined (but sometimes it is not), the problem solver might not be aware of all steps towards its achievement. The problems might vary in complexity and might require different resources or tools. Therefore, the process requires the knowledge of several problem solving techniques (or the skills to invent new ones) and the ability to apply them accordingly in the appropriate situation. The process of problem solving is comprised of complex actions like planning and reasoning and in order to be completed successfully the problem solver needs to be motivated, curious and eager.

Knowledge: The learner…
- knows different problem solving techniques
- knows ways to modify and combine different problem solving techniques according to the specific problem
- knows how to transfer problem-solving knowledge to other situations and challenges
- knows which resources can be used to come to a solution

Skills: The learner…
- is able to recognise when a problem has no immediate solution
- is able to define the concrete problem and its background
- is able to apply problem solving techniques
- is able to analyse the problem situation
- is able to plan and reason towards problem solution
- is able to combine and modify different problem solving techniques
- is able to discover new, complex solutions by him/herself
- is able to engage others to support the solution of a problem

Attitudes: The learner…
- feels that problem solving competences are valuable
- is eager to find good solutions
- is curious
- is intrinsically motivated (to solve problems)
- is autonomous
- feels the need to help other people (in applying problem solving techniques)

REFERENCE SYSTEM – Problem solving

		KNOWLEDGE		SKILLS//CAPABILITIES		ATTITUDES/VALUES	
	Level Titles	Level description	Level Titles	Level description	Level Titles	Level Titles	Level description
5	Knowing where else (strategic transfer)	Having a large portfolio of problem solving strategies to solve problems constructively and sustainably in different areas of life	Developing, constructing, transferring	Developing and inventing new creative strategies to solve problems.	Incorporation	Having internalised to strive for good, sustainable solutions in a compromise oriented way, and inspiring others to become better problem solvers.
4	Knowing when (implicit understanding)	Knowing variations and modifications to solving problems in different contexts and how to actively use available resources. Knowing different ways to tackle problems.	Discovering acting independently	Actively expanding own strategies and experiences, through trial and consultation. Applying complex solutions to solve a problem.	Commitment	Being determined to find objectively good solutions for problems and to expand own competence in this regard. Openness towards innovative approaches.
3	Knowing how	Knowing how to solve a problem based on prior experiences. Recalling previous problems and comparing similar problems and strategies for solutions.	Deciding/ selecting	Applying known problem solving strategies. Choosing between different (given) possibilities to solve the problem based on prior experience.	Motivation/ appreciation	Being motivated to further develop own competence to solve problems. Valuing good solutions for problems.
2	Knowing why (distant understanding)	Knowing why the problem exists and where it's originating from	Using, imitating	Approaching a problem as being instructed to or by imitating strategies of others.	Perspective taking	Taking interest in finding solutions for problems.
1	Knowing what	Knowing there is a problem that needs to be solved to reach a goal.	Perceiving	Perceiving the problem without taking action.	Self-orientation	Only being interested in solving problems that relate to oneself.

5.2.   Project Management

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

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

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

Attitudes: The learner…
- is open towards applying project management approaches and techniques
- has a positive attitude towards project management
- is aware of the strengths and the weaknesses of project management
- integrates the concept into his/here professional values

REFERENCE SYSTEM – Project Management

L	KNOWLEDGE		SKILLS//CAPABILITIES		ATTITUDES/VALUES	
	Level Titles	Level description	Level Titles	Level description	Level Titles	Level description
5	Knowing where else (strategic transfer)	Knowing how to assess which PM tools are adequate in any situation. Knowing how to plan new ventures with a strategic project management approach.	Developing, constructing, transferring	Strategically adapting and applying PM tools for new contexts. Discussing and sharing information about PM with other colleagues and experts.	Incorporation	Having internalised what to anticipate in steering projects. Inspiring others to improve their PM competences.
4	Knowing when (implicit understanding)	Knowing how different PM tools can be used in different phases of the life cycle of a project. Knowing how to apply them in project situations.	Discovering acting independently	Adapting certain project management tools to the specific context. Seeking for more specific information and applying other PM tools.	Commitment	Being determined to improve own PM competences and to prioritise it to other activities for this purpose.
3	Knowing how	Knowing different PM tools and instruments.	Deciding/ selecting	Actively applying specific tools for PM in project planning and implementation	Motivation/ appreciation	Valuing project management abilities and being motivated to develop and apply them.
2	Knowing why (distant understanding)	Knowing that PM techniques are needed in order to successfully complete project work.	Using, imitating	Occasionally applying a few PM tools – offered by others – in parts the own project work.	Perspective taking	Being curious about different PM approaches and tools and their potential for the own work.
1	Knowing what	Knowing that PM exists as a methodology.	Perceiving	Recognising situations in which certain PM techniques and tools are used.	Self-orientation	Feeling the impulse to learn more on PM methodologies in a specific work situation.

5.3.   Intercultural Communication

Intercultural communication is the competence to respectfully, effectively and constructively communicate with people from different cultural backgrounds. The learner has knowledge about cultural diversity and how this is reflected in communication. He/she is competent in interacting with others and to establish a relation of trust and respect. He/she is able and to adapt to different communication needs that result from different cultural backgrounds. He/she has a positive attitude towards diversity and interacting with people from other cultures and is determined to avoid misunderstandings and resulting frustration. The learner is aware of his own cultural identity and knows how it affects his/her communication.

Knowledge: The learner…
- has knowledge of ways to establish a relationship of trust and respect with others from different cultural backgrounds
- has knowledge of relevant intercultural communication techniques
- knows the benefits of diversity
- has knowledge of variations of certain cultures and how cultural imprints may influence communication styles, including the own cultural background
- has knowledge how to address culture related conflicts/misunderstandings

Skills: The learner…
- is able to communicate in a clear fashion with others from different cultural background
- is able to integrate with colleagues and learners of different cultures
- is able to reflect own cultural imprints in his/her communication
- is able to exchange knowledge and experiences with persons with different cultural backgrounds
- is able to give and receive feedback to and from learners, staff organisations of different cultural background
- is able to tolerate and overcome difficulty, stress and frustration, because of intercultural misunderstandings
- is able to make him/herself understood
- is able to recognise culture based problems and misunderstandings and to adapt the own communication style accordingly

Attitudes: The learner…
- values integrity and diversity
- respects others and their different cultural backgrounds
- has a positive attitude towards interacting with people from different cultures
- wants to avoid culture based miscommunication
- wants to support others

REFERENCE SYSTEM – Intercultural Communication

		KNOWLEDGE		SKILLS//CAPABILITIES		ATTITUDES/VALUES	
	Level Titles	Level description	Level Titles	Level description	Level Titles	Level description
5	Knowing where else (strategic 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 shapes 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. Applying specific exemplary theory in practice (during the exchange)	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. -> essay in the disturbed system	Commitment	Respecting and valuing expressions of cultural differences and being determined (committed) 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. - list of theory	Deciding/ selecting	Being able to apply basic strategies in intercultural communication, e.g. active listening, mirroring, perceiving non-verbal signs. - List of practical learning actions, e.g. in prep scenarios	Motivation/ 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 curios towards cultural diversity and different communication styles. Accepting different ways of communication and considering learning 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-orientation	Considering the benefits of culture sensible communication but feeling no need to become active in this respect.

5.4.   Communication

The learner is competent in communicating with others in a target oriented way, is able to establish a relation of trust and shows integrity through his/her way to communicate. In the communication with others the learner is aware of different communication styles and techniques and that different situations and interlocutors require different styles and techniques of communication. Communication is used by the learner as a means for interaction and through appropriate communication the learner can identify problems, can discuss them and find and implement solutions.

Knowledge: The learner…
- has knowledge of the specific rules to communicate with his/her colleagues or other learners and beneficiaries
- has knowledge of relevant communication techniques
- has knowledge of the own role and context he/she acts in and knows which communication style is appropriate

Skills: The learner…
- is able to communicate in a clear fashion with colleagues, beneficiaries and stakeholders
- is able to communicate in a target oriented way
- is able to identify problems and find solutions together by using direct communication
- is able to give and receive feedback to and from beneficiaries, colleagues and stakeholders
- is able to use feedback in the improvement of his/her practice
- is able to distinguish between different communication styles
- is able to select appropriate communication styles according to goal and context

Attitudes: The learner…
- respects others and their different communication styles
- has a positive attitude towards communicating
- values open and reflective communication

REFERENCE SYSTEM – Communication

L	KNOWLEDGE Level Titles	KNOWLEDGE Level description	SKILLS//CAPABILITIES Level Titles	SKILLS//CAPABILITIES Level description	ATTITUDES/VALUES Level Titles	ATTITUDES/VALUES Level description
5	Knowing where else (strategic transfer)	Having a strategic knowledge of communication. Understanding unfamiliar communication styles and knowing how to guide other people to react and communicate appropriately in unknown 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 them knowledge in known practice situations.	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.	Commitment	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.	Motivation/ 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 depends on c-skills 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-orientation	Talking and listening without feeling the need to reflect on communication.

5.5. Teamworking

The learner is competent in interacting with others involved in the activities of the organisation and to collaborate to reach a common goal. The learner respects specific backgrounds, competences and skills of team/group members and has the ability to act as a team member. 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. He/she put any kind of action that turns ideas into facts, taking risks, organising activities.

Knowledge: The learner…
- has knowledge of ways to establish a team and make use of the different abilities of team members in order to reach a common goal
- has knowledge how to enhance team processes in different teams
- has knowledge about the rules of communication
- has knowledge about what to avoid to not disturb the atmosphere and workflow in a team

Skills: The learner…
- is able to differentiate whether teamwork is the best way to accomplish a task
- is able to work in teams and act in teams according to his/her role
- is able to understand that specific tasks and roles of team members are based on their strengths and weaknesses
- has the ability to judge and identify one's strengths and weaknesses, and to assess and take risks as and when warranted, is essential
- is able to reflect the own role in a team

Attitudes: The learner
- has a positive attitude towards working together in a team
- inspires others to contribute to the team
- appreciates collaboration and diversity
- respects and supports team members

REFERENCE SYSTEM – Teamworking

L	KNOWLEDGE		SKILLS//CAPABILITIES		ATTITUDES/VALUES	
	Level Titles	Level description	Level Titles	Level description	Level Titles	Level description
5	Knowing where else (strategic 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.	Incorporation	Having internalised the "culture" of constructive team work and to accomplish goals through mutual support. Inspiring others 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 one-self.	Commitment	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. Contributing to the team process according to own strengths and needs for reaching the shared goal.	Motivation/ 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. Fulfilling assigned tasks in a team by following the example of others.	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-orientation	Seeing teamwork as something positive, but without considering developing own team work competence.

5.6. Flexibility/Adaptability

Flexibility is a competence that describes the ability to adapt to changing situations and demands in order to cope with variable circumstances. This involves knowledge of the fluidity of facts and the moving nature of life itself, about different contexts and environments as well as of own capabilities and a repertoire of behavioural strategies. Being open minded and trustful in own strengths, are attitudes that support the adaptability to changing situations and reduce stress that results from change.
Flexibility is also necessary to cope with ambiguity, uncertainty and risk, which is stated as an important element of entrepreneurial mindset in the EntreComp conceptual model.

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

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

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

REFERENCE SYSTEM – Flexibility/Adaptability

L	KNOWLEDGE		SKILLS//CAPABILITIES		ATTITUDES/VALUES	
	Level Titles	Level description	Level Titles	Level description	Level Titles	Level description
5	Knowing where else (strategic transfer)	Knowing multiple adaptation strategies and knowing how to adapt to changing requirements in various contexts. Analyzing the impact of changing ones behaviour.	Developing, constructing, transferring	Developing and applying tailored adaption strategies for any situation that lead to the best possible result. Being able to perform adequately in unknown situations	Incorporation	Having incorporated to adapt to changing conditions and to let go of initial plans and procedures. Inspiring others to become more flexible.
4	Knowing when (implicit understanding)	Knowing when and how to adapt the own behaviour, attitudes and thinking to changing conditions in order to cope with a situation.	Discovering acting independently	Developing own behavioural strategies and methods to adapt to changes and working on becoming more flexible. Analysing situations and acting accordingly.	Commitment	Being determined to adapt to changing conditions for the sake of a good result.
3	Knowing how	Knowing how to be flexible. Knowing how to adapt the own behaviour, perception and thinking to changing circumstances.	Deciding/ selecting	Deciding how to adapt to changes based on familiar behaviours. Adapting own behaviour to changing conditions in known situations.	Motivation/ appreciation	Valuing flexibility and adaptability. Being motivated to improve own capability to adapt to changing conditions and to show flexibility.
2	Knowing why (distant understanding)	Knowing why one should be flexible and that there are benefits and disadvantages of being flexible.	Using, imitating	Adapting to changing conditions when being asked to or as instructed or by imitating the behaviour of others.	Perspective taking	Being interested in how others behave in different situations. Being interested to learn how to become more flexible.
1	Knowing what	Knowing what it means to be flexible and that flexibility is expected in many working areas.	Perceiving	Perceiving situations that require being flexible (without acting).	Self-orientation	Not being interested in adapting to changing conditions. Only considering adapting for personal benefit.

5.7.   Critical Thinking

Critical thinking describes the competence to question an issue or a situation, an idea, assumption without accepting anything given at a face value. Critical thinking will identify and analyse the given issue/situation in a systematic way without automatically jumping to conclusions. The learner is curious to assess the given issue/situation and analyse the underlying arguments/ideas and is able to argue the considerations in an understandable way, to identify inconsistencies and errors when reasoning and reaching to a conclusion in a systematic way by applying experience and evaluating available information. It is the ability to go beyond the memorization, information recall and facts description, to analyse, evaluate, interpret, or synthetize information or experience in order to form or criticize an idea or argument and don't simply accept all the given information without questioning

Knowledge: The learner…
- has knowledge about the value of critical thinking
- has knowledge about different critical thinking methods
- has knowledge about the appropriate use of critical thinking
- has knowledge how to evaluate and respond to counterarguments

Skills: The learner…
- is able to analyse, evaluate, interpret, or synthetize information or experience
- is able to examine ideas, concepts or situations from multiple perspectives, including different cultural perspectives
- is able to develop well-reasoned, persuasive questions and arguments
- is able to respond to counterarguments

- is able to identifying themes or patterns and making abstract connections across subjects
- is able to accept criticism and submit his/her findings to repeat tests

Attitudes: The learner…
- has curiosity to test information and to seek evidence, being open to new ideas
- has scepticism about non proven information, not believing every information he/she is confronted with
- has the humility to admit that his/her ideas may be wrong when facing new information, experience or evidence that states otherwise
- is willing to submit his/her ideas and experiments to peer review

REFERENCE SYSTEM – Critical thinking

L	KNOWLEDGE		SKILLS//CAPABILITIES		ATTITUDES/VALUES	
	Level Titles	Level description	Level Titles	Level description	Level Titles	Level description
5	Knowing where else (strategic transfer)	Knowing how to apply critical thinking strategies in both in known and unknown situations. Knowing how to strategically use critical arguments in various contexts.	Developing, constructing, transferring	Being able to recompose arguments or information after a critical assessment process, including new aspects that provide constructive insight to an unknown problem or a situation. Thinking in coherent way to recognise critical aspects and to act accordingly.	Incorporation	Having internalised to assess issues in a critical way in order to identify and to process conclusions according to context and objectives before taking decisions.
4	Knowing when (implicit understanding)	Analysing more thoroughly, broadly and frequently, including validating source information in order to come to a holistic solution. Knowing when critical thinking is adequate.	Discovering acting independently	Researching for additional information and arguments on a given issue to include it into the analysis. Being able to explain the line of thought/results of the critical evaluation of an information or solution to others in an understandable way.	Commitment	Being determined to reach adequate and constructive conclusions through analysis and critical thinking. Being confident to engage with complex and/or unfamiliar problems and concepts.
3	Knowing how	Knowing how to look through different lenses and how to analyse diverse information in order to come to a constructive conclusion.	Deciding/ selecting	Applying different known strategies to look at an issue from different angles and questioning the given information.	Motivation/ appreciation	Being motivated to test and question own and others' judgements, opinions and ideas. Valuing critical thinking and being motivated to expand own competence to do so.
2	Knowing why (distant understanding)	Knowing why it is important to anticipate different views on an issue.	Using, imitating	Taking different views on an issue only when instructed to or following the example of others.	Perspective taking	Having the openness to look at an issue from different perspectives. Being interested in seeing issues through different lenses.
1	Knowing what	Knowing that there may be different ideas or expressions on the same issue.	Perceiving	Perceiving that there are different possible ways of looking at issues.	Self-orientation	Being aware that there are different ideas but not necessarily willing to explore them.

5.8.   Networking

The learner is competent in interacting with others involved in professional practice, is able to establish relationships and to build up a network of relevant contacts in his professional setting. In collaborating with colleagues and stakeholders, the learner has the ability to exchange knowledge and experience as well as to establish new contacts in a target oriented way. The learner 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/she has internalised his/her own goals and recognises opportunities to promote these towards others.

Knowledge: The learner…
- has knowledge of ways to integrate networking into training activities
- has knowledge of relevant professional networks
- has knowledge of different networking instruments and techniques

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

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

REFERENCE SYSTEM – Networking

L	KNOWLEDGE		SKILLS//CAPABILITIES		ATTITUDES/VALUES	
	Level Titles	Level description	Level Titles	Level description	Level Titles	Level description
5	Knowing where else (strategic transfer)	Knowing how to integrate networking into various 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 to improve knowledge and to establish new ways of collaboration others. Being able to transfer networking approaches to other areas of life.	Incorporation	Having internalised to network at any occasion. Enjoying networking and inspiring others to improve their networking competence.
4	Knowing when (implicit understanding)	Knowing how and when to apply different networking techniques for concrete tasks or goals. Knowing how to act in different networking structures.	Discovering acting independently	Deliberately seeking networking opportunities and researching for new networking techniques. Choosing adequate networking techniques according to goals and interlocutors and to act appropriately.	Commitment	Feeling the need to be pro-active and creative in networking. Being determined to improve networking competence.
3	Knowing how	Knowing different networking techniques and practices for sharing, learning, promoting ideas and building contacts.	Deciding/ selecting	Taking part in networking activities and applying basic networking techniques in a correct way to contribute to reaching a goal.	Motivation/ appreciation	Valuing networking in general. 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.	Using, imitating	Talking to others, trying to learn from them and building contacts following the example of others or when being instructed to.	Perspective taking	Being interested in the benefits of networking and considering learning more about it.
1	Knowing what	Knowing the concept of networking.	Perceiving	Seeing and recognising values and opportunities of networking for collaboration.	Self-orientation	Relating to networking in own life and for own benefits.

5.9.   Evaluating/Reflecting

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

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

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

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

REFERENCE SYSTEM – Evaluating/Reflecting

L	KNOWLEDGE		SKILLS//CAPABILITIES		ATTITUDES/VALUES	
	Level Titles	Level description	Level Titles	Level description	Level Titles	Level description
5	Knowing where else (strategic transfer)	Knowing how to strategically integrate evaluation outcomes into the organisational and/or individual practice in order to achieve the collaborative goals.	Developing, constructing, transferring	Developing own evaluation and adaptation strategies and an on-going participatory culture of evaluation within the organisation, promoting (self-) evaluation to achieve envisaged goals.	Incorporation	Inspiring others to value evaluation, reflection and individual and organisational learning. Inspiring others to develop their evaluation competences.
4	Knowing when (implicit understanding)	Knowing when (time schedule) to organize different phases of the evaluation (information gathering, processing, analysis, reporting) appropriate to the work plan of the organisation in coordination with organisation leaders.	Discovering acting independently	Searching for evaluation techniques and independently applying the (self-)evaluation with appropriate techniques and methods, within the given purpose of the evaluation.	Commitment	Being determined to improve reflection and evaluation competences with respect to individual and organisational learning.
3	Knowing how	Knowing how to organise (self-) evaluation as a reflective and interactive learning process. Knowing pertinent methods and techniques that can be introduced as an evaluation.	Deciding/ selecting	Making conscious choices on objectives, issues to evaluate; the methods and instruments of evaluation that seem more pertinent for the given case.	Motivation/ appreciation	Finding it important that team members/ colleagues value evaluation and reflection. Being motivated to improve own evaluations and reflection competence.
2	Knowing why (distant understanding)	Knowing why reflection and (self-)evaluation are important to facilitate individual and collective learning/ performance via evidence-based decision-making.	Using, imitating	Occasionally evaluating processes and products using existing models and techniques.	Perspective taking	Generally feeling that reflection and evaluation make sense in order to best achieve collaborative goals.
1	Knowing what	Knowing that evaluation is an important process to improve quality.	Perceiving	Recognising evaluation and reflection processes.	Self-orientation	Passive approach to evaluation and reflection, unless it refers to issues of personal relevance.

5.10.   Creativity

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

Knowledge: The learner…
- has knowledge of different creative thinking techniques
- has knowledge of how to guide others through creative processes

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

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

REFERENCE SYSTEM – Creativity

L	KNOWLEDGE Level Titles	KNOWLEDGE Level description	SKILLS//CAPABILITIES Level Titles	SKILLS//CAPABILITIES Level description	ATTITUDES/VALUES Level Titles	ATTITUDES/VALUES Level description
5	Knowing where else (strategic transfer)	Knowing intuitively where and how creative thinking techniques can help solve a situation or problem. Knowing how to guide other people through the creative process.	Developing, constructing, transferring	Being able to extend creative strategies, developing own techniques to analyse things in different ways and coming up with new approaches to problems.	Incorporation	Having internalised to develop own creative approaches and solutions. Inspiring others to express and develop their creativity.
4	Knowing when (implicit understanding)	Knowing how to apply different creative thinking techniques in concrete situations. Knowing strategies to overcome attitudes and situations that can hamper creativity.	Discovering acting independently	Being able to play an active role in a creative process, such as brainstorming session, taking inspiration from others and finding new solutions and ideas by identifying unique connections between different ideas.	Commitment	Being determined to approach life in a creative way. Fostering flexibility and divergent thinking as supportive skills.
3	Knowing how	Knowing different creative thinking techniques (e.g. lateral thinking, visual explorations, metaphors, analogies, drawing, etc.), knowing in which situations creative thinking is crucial.	Deciding/ selecting	Choosing autonomously different creative techniques according to the situation and showing the capacity to look at problems from different perspectives and figuring out alternative scenarios	Motivation/ appreciation	Feeling the need of perceiving things in different ways and being determined to exercise creativity in different contexts.
2	Knowing why (distant understanding)	Knowing about the role and benefits of creativity in daily activities. Knowing why creative thinking is important in the process of solving problems and generating new ideas.	Using, imitating	Applying some creative thinking techniques when being instructed to, being able to play an active role in brainstorming sessions.	Perspective taking	Being interested in expressing own creativity in problem solving situations without knowing how to do it.
1	Knowing what	Knowing what creativity means and that creativity is not only an inborn ability expressed by a few talented people but a skill that can be learnt and wielded by everyone.	Perceiving	Recognising the usefulness of applying creative thinking in many daily activities	Self-orientation	Feeling that creativity can be useful when wanting to find innovative solutions or cope with unknown problems.