

COMPETENCE ASSESSMENT

Module 6 Workbook



SASSI
Later-life Careers



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1 INTRODUCTION

Module 6 is all about realising one's own competences - a key predisposition of increased self-confidence, logically linked to the way we tackle change, new endeavours and the way we embark on new journeys in life - whether it is starting a new business, or jumping in a new role, volunteering etc. The module raises the curtain on a very important, but yet abstract topic of competence validation and gives concrete tools, definitions and established practices, but first and foremost - it provokes self-reflection.

2 MODULE AIMS AND OBJECTIVES

The module aims to

- increase the understanding of the notion of "competence"
- introduce into a concrete model of all competence components
- define simply and practically key concepts
- present the 5 levels of competence assessment
- set grounds for implementing the plan-do-check-act approach
- explore the benefits of a self-reflective process
- underline the strong influence of one's mindset over the way we learn and grow competences
- introduce the important notion of experiment vs. fear of failure

3 MODULE DELIVERY

The module is structured into three units, each offering a combination of self-study materials and group activities tailored for facilitation during face-to-face sessions.

4 MODULE UNITS

4.1 Unit 1 Competence Theory

Competences consist of a combination of cognitive, behavioural and affective elements required for effective performance of a real-world task or activity. A competence is defined as the holistic synthesis of these components.

If we see it this way it may be explained as the (inner) potential of a person to tackle a task.

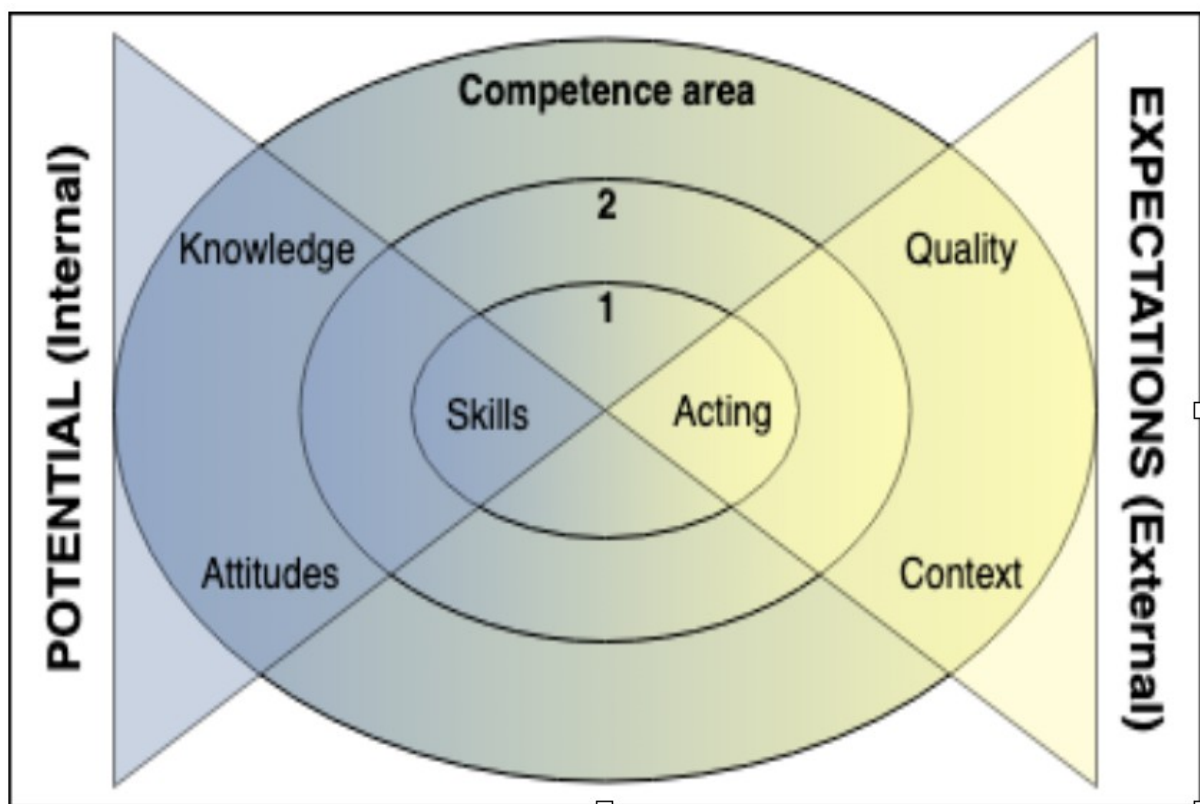
From another (an external) perspective a competence may again be divided in three aspects. A competent person is able to:

- demonstrate behaviour

- in a specific context and
- at an adequate level of quality.

Eventually the context also becomes a crucial factor since it determines the environment in which the individual has to perform – and it is certainly a different matter to solve an exercise or to engage in role play or to tackle a challenge in real life. At the same time, this critical element of contextualisation brings in the quality aspect.

The “bow-tie model” is a visualisation of all competence components and their interdependencies, brought together in one picture. In the model knowledge (as is quality) is only one component. We know that what is often criticised in formal education, is that feeding knowledge into learners’ heads and then assessing the extent of its retention is simplistically used to measure ‘quality’. In this more accurate representation, the circle where the two triangles meet can be understood as a kind of “performance lens”. Here, skills and capabilities are acted out and become externally visible with the activities and behaviours (of the learners). At the same time the performance lens also covers the other internal aspects (cognitive and affective) and external aspects (quality and context). Knowledge and cognition are needed to understand the content matter, theories, principles, functionalities and the own behaviour. The affective dimension is vital since learning is always connected to emotions and values which bring in curiosity, motivation and volition (commitment) to learn and develop more.



Bow tie model of competence components



The bow-tie model visualises that, for a holistic understanding of a competence, the performances should neither be reduced to just the knowledge and quality aspect or only the behaviour.

It demonstrates that the shape and the size of the performance lens will indicate the level and quality of a competence. Competence levels are schematically indicated as circles in this model – meaning that an individual is more competent the larger the area covered by the circle is and the more equally all the aspects are covered.

This is how educational scientists may describe what competences are.

To put this in terms perhaps better understood by the layman, this implies that what matters is not only what we know about things, but more importantly it is what we are able to do with this knowledge, and whether we are able to go on developing our abilities.

Should education make learners knowledgeable, or should it make them competent? That is no longer the question.

for further information, please click the link: [LEVEL5.eu](https://level5.eu)

4.1.1 Learning Outcomes

- Understand the notion of “competence”
- Get introduced into a concrete model of all competence components

4.1.2 Self-Study (Short Description)

Paolo Di Rienzo (Roma Tre University) presents a research conducted in Italy on the key competences of managers and executives of third sector entities. The results show that the informal learning of key competences by professionals is a primary result of their activities that should be given greater visibility. Six areas of expertise have been identified in order to classify the range of knowledge and competence. The pedagogical approach has highlighted the importance of the tutor who applies narrative tutoring methods to facilitate the recognition of competences and their enhancement for personal and professional development.

Curated from IMAGES project:

<https://drive.google.com/file/d/1bYcqyHdm3t90RZCO-Giz2OHNNnf1yzJv/view>

4.1.3 Group Activity



Group Activity Unit 1

Name	Self-reflection on own learning
Learning Objectives	Explore the self-reflective process and extract a potential habit-formating behaviours
Type of Activity	Individual and group
Timeframe	30 to 60 min
Materials needed	pen and paper
Introduction	Think of self-reflection as a completely natural process, that we simply forget to use, due to so much "noise" in our thoughts. It is extremely important for the way we catch our inner saboteurs, limiting beliefs, but also for the way we celebrate our strengths and form our image of "self". this activity offers an easy demonstration of what a regular self-reflection could look like.
Activity description	<p>Before starting the study of this unit, think for a moment about the learning experiences of your life:</p> <p>What did you learn in your studies?</p> <p>What are the main school learnings that you still use in your work?</p> <p>What are the main learnings you have acquired while working?</p> <p>What are the main lessons and learnings you've had from a non-formal learning?</p> <p>Write a short list of the main academic and work-related learning that you use most at this stage of your life.</p>
Debriefing	Share with the group, but focus your sharing on how you experienced the self-reflection itself - did your thoughts go into different tasks and direction, was it easy to get back to the memories, what was the most difficult part of the self-reflection? What was your biggest takeaway?



	Now share ideas in the group - what could be a daily self-reflection, that you could practise easily? Give concrete examples for questions, that you could ask yourself, time of the day and mode of self-reflection (writing, thinking, speaking, journaling etc.)
Adaption to online mode	absolutely adaptable for online conduction
Tips for the trainer	share own experience of how you practice self-reflection

4.2 Unit 2 LEVEL5 Competence Assessment

The increasing level of control (management) over a particular competence can also be called a 'competence level'. This implies that a 'competence' is a dynamic concept – competences grow while learning. The question on how to measure and document different competence levels is as old as it is complex. It has probably challenged generations of educationalists on practical, administrative and political levels; in formal education but also in professional development domains, such as in Human Resources.

The problem in measuring competences is not only a certain ambiguity in the term 'competence', caused for instance by different connotations in different languages, but also by different cultural views on competence and learning theory.

Additional complexity comes in as competences are – unlike (school) subjects – always dependent on their contexts. Teamwork competences are (among others) dependent on the team composition and the task; leadership competences are dependent on the group and the environment in which it is practiced and teaching competences relate to the learning environment, the students and their familiarity with the learning schemes – among many other contextual aspects.

In order to operationalise competences, one needs certain reference points against which competences can be described.

Taxonomies are such reference systems.

They are the major instruments to classify, and later to measure and document competence levels.



There are several other competence models and taxonomies which try to explain and describe competences and try to operate them for different purposes.

4.2.1 Learning Outcomes

- Understand the 5 levels of competence assessment
- Get introduced into the plan-do-check-act approach

4.2.2 Self-Study (Short Description)

Explore this website and dive into the self-study presentation slides of this unit:

www.level5.eu

4.2.3 Group Activity

Group Activity Unit 2

Name	Make a LEVEL5 Assessment
Learning Objectives	● explore a competence assessment firsthand
Type of Activity	Individual and group elements
Timeframe	60-90 minutes
Materials needed	SASSI LLC Assessment Pack
Introduction	The LEVEL5 - Assessment activity is designed to take you through all three dimensions.
Activity description	<p>Go through the competence frameworks collected in the SASSI LLC Assessment Pack Catalogue and choose a relevant competence, that you want to assess for yourself.</p> <p>Step 1: Assignment to a competence level and an associated description of why you see yourself there at the beginning of a course,</p> <p>Step 2: Assignment to a competence level and an</p>



	<p>associated description of why you see yourself there at the end of a course.</p> <p>Step 3: A short summary (only 250 characters required) of the general competence development.</p>
Debriefing	Share with the group did you learn something new for your past experience? How did your perspective of your own competence level change? What was challenging? What was your biggest take-away/AHA moment?
Adaption to online mode	Completely adaptable for online conduction
Tips for the trainer	Show an example of a filled Level 5 assessment beforehand

4.3 Unit 3 Self-reflection and the link to Mindset

4.3.1 Learning Outcomes

- Realise the benefits of a self-reflective process

4.3.2 Self-Study (Short Description)

This short and dynamic video takes you to review the fundamental concepts learned during this module: how people learn, what non-formal and informal competences are and how they can be validated, how the recognition of competences can help to cope with the important transitions that challenge European citizens: <https://www.youtube.com/watch?v=6FG-IOvpHsk>

4.3.3 Group Activity

Group Activity Unit 3

Name	The Competence Growth Discussion
Learning Objectives	Appreciate the active role of self for competence growth
Type of Activity	Self-reflection and discussion

<p>Timeframe</p>	<p>15 min</p>
<p>Materials needed</p>	<p>Graphic painted on flipchart</p>
<p>Introduction</p>	<p>As the red thread of this whole module suggests multiple times - self-reflection is a key for competence growth. But how does the exact process of this link look like? Explore it further in a group discussion.</p>
<p>Activity description</p>	<p>Observe the following graphic and reflect - what are the key resources that shift you and your interlocutor from a level of unconscious incompetence to conscious competence?</p>
<p>Debriefing</p>	<p>Show this video on the benefits for reflective practice, curated from the field of healthcare professionals: https://www.youtube.com/watch?v=pdlyKZhJbts</p> <p>Underline and explore together with the group the differences between the self-reflection and a group reflection and what the advantages of both modes of reflection are.</p>
<p>Adaption to online mode</p>	<p>Screen sharing of the graphic instead of flipchart with the painted graphic on it</p>
<p>Tips for the trainer</p>	<p>Give real life examples for each step and link to own experience to encourage behavioural example from the group.</p>



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