

Assessment pack

The **SASSI LLC** Toolbox for
Competence Assessment



SASSI
Later-life Careers

<https://www.sassi-llc.eu/>



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2 INTRODUCTION

This assessment pack is intended to support the competence development of the main target groups of the SASSI LLC project: C-VET Professionals and HR Managers, Ambassadors for mobility in later life, and older workers. It makes use of the LEVEL5 Methodology in order to make evident the competences needed/acquired in supporting the development of later-life careers. It provides a repository of competences, presents these competences in terms of knowledge, skills and attitudes on a 5-level scale, and offers an assortment of assessment methods suitable for different contexts.

For the target group of C-VET Professionals and HR Managers and Ambassadors for mobility in later life, the SASSI LLC methodology should result in:

- Increased understanding of the economic and social imperatives of maintaining fulfilling and meaningful work on later life – and why people want to or have to keep on working.
- New and/or additional knowledge, skills and competences for counselling for later-life careers and re/upskilling older people to become Olderpreneurs.
- The effectiveness and uptake of the new approaches to careers counselling by C-VET practitioners and HR Managers.
- A demonstrable shift from trajectory-based careers management to encompass strategies for supporting Olderpreneurs .
- Changes in counselling practices in organisations to supporting Later-life Career Choices and new forms of entrepreneurial activity for older people including self-employment, social enterprise, digital trading/e-commerce, Legacy and Encore careers.
- The involvement in entrepreneurial and mobility activities, along with improvements in career decisions amongst older learners and workers.
- Greater appreciation of the benefits of:
 - using the talents and experience of an older worker
 - flexible working practices to support older workers in work and in transition
 - intercultural working and trading
 - meaningful and fulfilling work
- Access to and uptake of innovative training contents and materials.
- Increased network with an international group of guidance professional.
- Knowledge of and experience with the validation approach LEVEL5 to assess and evidence competence developments that can be transferred to other contexts.

For the end-user target group of older workers, we should be able to observe:

- Increased awareness of the benefits and advantages of counselling and re/upskilling for 'Later-life Careers' and for productive longer working lives.
- Increased motivation to learn new skills, upskill, retrain or update through CPD.
- Increased motivation to become an Olderpreneur.
- Renewed or new interest in transnational trading and later-life mobility in Europe.
- Increased self-confidence and self-esteem.



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- New contacts and networks for further support and/or development. cooperation between the partners.
- Improved knowledge, skills and competences.



3 USING LEVEL5

3.1 Introduction to LEVEL5

LEVEL5 is a validation system that has been developed and piloted in a series of European-funded projects by several partners of the SASSI LLC consortium since 2005. LEVEL5 offers an approach and instrument to assess, visualise and document competence developments. It focuses especially on personal, social and organisational competences that form the backbone of the [European framework on key competences](#).

The framework states that a “competence is the ability to apply a synthesis of

- knowledge,
- skills and
- attitudes

in a particular situation and with a particular quality”.

In regard to the validation of learning outcomes in CPD offers and courses, SASSI LLC suggests to refer to the definition used in the key competences framework of the EU. Based on this concept, the validation should take the three dimensions (i.e. knowledge, skills and attitudes) into account, too. Consequently, the LEVEL5 system approach is based on a model to assess evidence and validate the cognitive, activity related and affective competence developments of learners in informal and non-formal learning contexts. Individual or group competences are evaluated in a process-orientated way and, if desired, visualised in a three-dimensional cube model and fully documented in a specific software system.

LEVEL5 Taxonomy			
LEVEL	KNOWLEDGE	SKILLS Capabilities	ATTITUDES Emotions/Values
5	Know where else Transfer knowledge Strategic knowledge	Transferring Developing Constructing Versatility	Incorporation Internalising Unconscious competence
4	Know when Practical / Procedural Knowledge	Discovering Acting independently (disturbed systems)	Commitment Affective self- regulation
3	Know how Theoretical knowledge	Deciding Selecting (known systems)	Appreciation Motivation
2	Know why Distant understanding	Applying Imitating Exercising	Perspective taking Curiosity
1	Know that Basic perception	Perceiving Listening	Self-orientation Neutral

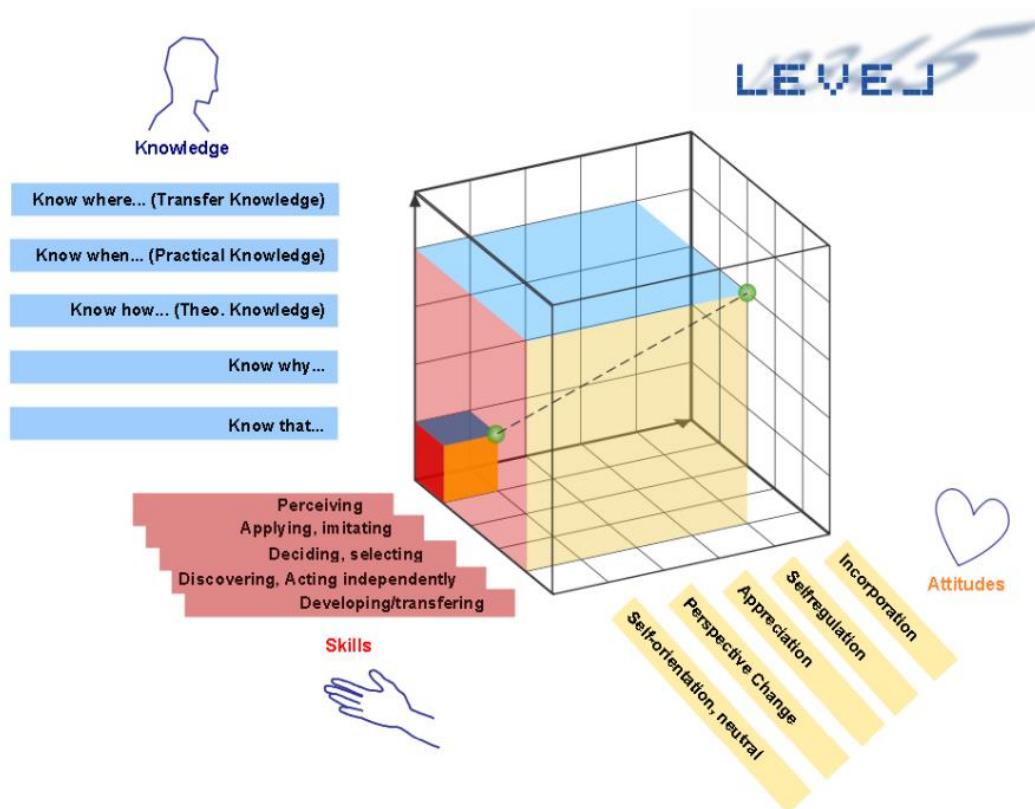
3.2 Core principles

Since the age of the enlightenment, we know by the works of the Swiss pedagogue Pestalozzi that learning happens with "head, heart and hand".

In recent years neurobiological (brain) research has again clearly demonstrated that the non-cognitive dimensions are of special importance for learning.

The LEVEL5 methodology is based on these notions. In a three-dimensional model, the so-called LEVEL5 cube, developments of knowledge, skills and attitudes are assessed and finally visualised on five quality levels. These levels are defined through so called reference systems in which a competence is described on five levels in each competence dimension. These reference systems are adaptable to different target groups and learning contexts.

The LEVEL5 Cube



Evidencing competence developments may serve different purposes e.g. to be documented in one's personal portfolio or to organise the own learning (e.g. professional development) in a meaningful way. Last but not least applying the methodology fosters self-reflection and observation on one's own development and thus stimulates the learning process itself.

LEVEL5 offers a web-based management system for learners and their competence developments, where meaningful learning proofs (certificates, Learning tickets) can be customised as editable PDF files. LEVEL5 can also be applied as offline version, i.e. without using the LEVEL5 software.



3.3 How to use LEVEL5

In the following pages we have illustrated the procedure for a LEVEL5 assessment in the context of SASSI LLC.

According to the LEVEL5 methodology the assessment has to be done twice– at the beginning and the end of your “learning project”, which consists of a knowledge input and a phase in which theory is transferred into practice.



Step 1. Choose a competence that you want to assess from the competence inventory.



Step 2: First assessment (beginning):

- Define your learning project and describe your learning context.
- Read the definition of the competence and the reference system.
- Think about yourself at the starting point.
- Reflect on your chosen competence.
- Rate yourself between Level 1 and 5 in each dimension.
- Reason why or give an example (e.g. a situation or experience).



Step 3: Learning phase:

- Deepen your knowledge of the competence area you chose.
- Put your knowledge into practice.
- Observe your attitudes.



Step 4: Second assessment (final stage):

- Look at the reference system again.
- Reflect on your competences that you have now. Has anything changed?
- Rate yourself between Level 1 and 5 in each dimension.
- Reason or give an example (e.g. a situation or experience).
- Summarise your learning process for each dimension.



Step 5: Receive your LEVEL5 certificate (optional)

If you want to receive a LEVEL5 certificate, you need to do a first and second assessment of a competence, as well as provide a justification for the level you’ve selected. Make sure you keep your inputs within a 230-character limit, as this is a technical requirement by the system. You can also provide a photo for your certificate. Then send your digital documentation to the German partner organisation blinc, using the up-to-date contact from the SASSI Hub. You will then receive your personal learning certificate within two weeks.



4 CATALOGUE OF ASSESSMENT METHODS

This catalogue gives an overview of possible methods applicable to assess the development of core competences for professionals, like VET and adult education trainers for CPD (Continuous Professional Development), but also HR- and line-managers, that want to provide age-sensitive CPD for employees or job seekers aged 50+ who wish to revitalise their later-life careers.

The catalogue doesn't claim to be a complete list, but is designed to be a growing compilation of approaches to support professionals in applying the SASSI LLC competence framework and to validate competence developments. The catalogue presents a sample of methods that can be used in individual or group work, the examples shown should reflect a good balance of productive and responsive assessment methods.

The assessment of competences on different competence levels acquires a good overview of suitable assessment methods. Not every method of data collection fits to each learning situation. We would like to provide a catalogue of methods which can be used for individual projects and settings.

Every method is presented with a short description, recommendations and instructions, and advantages as well as disadvantages of the method.

In many cases it is feasible to apply a set of methods to receive more and complementing data as basis for a rating on a competence level. In the design of the assessment setting you should consider the following aspects:

- Which target group do you work with and how many learners and assessors are involved?
- Which competences are to be assessed?
- How much time and interaction with the learners is available?
- For which purpose do you assess and evidence the competence developments? This determines the depth of the assessment, e.g. is it to show learners that they made any progress or is it to document achievements that shall benefit the learner in job-applications?

On the following pages you find the descriptions of different methods and approaches for data collection in different contexts.

4.1 Reflective Learning Diary

Short description

A reflective diary is an instrument for learner's self-evaluation. It enables learners to document and reflect upon their learning experiences with regard to a certain topic.

As a learning activity reflective diaries facilitate learner's self-reflection.

As an assessment method reflective diaries provide insight in learner's understanding, content knowledge, knowledge application but also critical self-reflection and awareness.



For this method it is also possible to use a blog or other digital tools, offline or online.

Recommendations

Give regularly time (about 15 min. each day) for the learners to write down their learning experiences in a booklet.

Explain that a reflective diary should focus on some basic elements:

- A description of what happened
- Personal feelings about what happened
- A personal interpretation / evaluation of what happened
- A conclusion from the experience
- Take care that learners do not only report what happened!

Let them focus on an issue related to the topic.

Advantages

- Gives a deep insight in the learning process
- Facilitates reflective learning.
- Digital documentation can be shared with others more quickly and more easily.

Disadvantages

- Takes time and discipline to keep the diary regularly
- Requires ability for self-reflection
- Sharing personal feelings with others might be a sensitive issue.
- Digital documentation may require certain IT skills.

4.2 Concept Map

Short description

A concept map is a diagram intended to illustrate the understanding of the relationships between concepts involved with a particular area of study. A list of words describing important aspects of a topic is assembled. The words are sorted into a hierarchy from most general to specific. They are arranged so that similar terms are near each other. Links are then drawn between the concept words, and statements written to describe or explain the links. The concept map can be created in the form of a mind map.

Recommendations

Use a concept map at the beginning and at the end of a learning activity to identify the progress the learners made.

Identify basic concepts and ask the learners to come up with related concepts and skills.



Advantages	Disadvantages
<ul style="list-style-type: none"> • It helps individuals to establish logical connection among ideas seemingly related. 	<ul style="list-style-type: none"> • For individuals who are not used to thinking along a clear structure, it might be difficult to reflect themselves.

4.3 Group Discussion

Short description	
<p>In group discussions for the purpose of assessing competence developments a learning group is interviewed by a moderator. A specific format of such a discussion are focus groups, which are in particular useful for exploring norms, beliefs, attitudes, practices and languages.</p>	
Recommendations	
<p>The optimal size group consists of six to twelve individuals. Choose a topic for the discussion and prepare a list of open-ended questions that are arranged in a natural and logical sequence. The discussion should be audio recorded for transcription, or even filmed. An alternative is to take careful notes during the discussion. Write a summary for each group discussion. Focus groups require trained moderators.</p>	
Advantages	Disadvantages
<ul style="list-style-type: none"> • Is very close to daily communication forms. • Can be used to "explore the field", to get an insight on a particular subject. The information gained can be used to generate ideas and to prepare more structured methods (e.g. questionnaire) 	<ul style="list-style-type: none"> • Group discussions give information about a group not about individuals; and they do also not provide any information about the frequency or the distribution of beliefs in the target population. • Much effort and time is needed.

4.4 Personal (informal) Interview

Short description



A purposeful exchange between two individuals to uncover perspectives, experiences, feelings and insights on a phenomenon.
A powerful method of collecting in-depth and detailed qualitative data.
Data can be analyzed through content analysis with narrations and quotations.

Recommendations

Prepare an interview form with questions in line with the evaluation focus.
Use open ended, clear questions with follow up prompts.
Do not test knowledge but explore it through experience and description questions.
Do not mislead respondents with biased, assumption loaded questions.
Record conversation with permission (if audio recording is not possible, take shorthand notes)

Advantages

- Uses the basic methods of communication and eliminates limitations & artificiality of writing/ filling in a questionnaire.
- Helps gather in-depth and detailed data. Flexible, open to follow up.

Disadvantages

- Much effort and time is needed.
- Small samples, generalization from sample to population cannot be done.

4.5 Questionnaire/Test/Exam

Short description

Questionnaires or tests can be used as a measurement tool for knowledge, skills and attitudes as well as experience gained through a training/programme.
It could be used to assess initial knowledge, attitude and behaviour, improvement in these respects in the training process and outcomes reached at the end of training.

Questions to test or measure learning can be in verbal or written formats: verbal questioning, e.g. a question and answer session at the start and end of a session; written format e.g. tests or exams.

Questionnaires can be formal as in an examination, or informal as in a quiz.

Recommendations

Questionnaires or tests can be used in the 3 stages of assessment:



Stage 1. Initial assessment to identify prior learning, experience or achievement. This allows the assessor to develop a baseline for learning and achievement.

Stage 2. Formative assessment—to identify where the learner is, what progress is being made and how to “Fill Gaps” in knowledge, skills and understanding. Learners consider where they want to be and plan how to get there.

Stage 3. Summative assessment-This is carried out to make judgements about the learner performance at the end of a training/ programme or activity.

Examples of questions:

- “Closed” questions which restrict the learner to answering YES or NO, TRUE or FALSE
- “Open” questions which allow the learner to express an opinion or knowledge in sentences
- Multiple choice questions which provide a range of answers for the learner to select the right one

Advantages	Disadvantages
<ul style="list-style-type: none"> • Provides written evidence of learning. • Provides assessor with a quick way to test that learning has taken place. • Can be used for both formative and summative assessment. • Helps to identify the strengths and weaknesses of learners and provides feedback to both learners and trainers. • Fits well into formal learning situations. 	<ul style="list-style-type: none"> • Questions can be misunderstood, results are determined by the interpretation of the reader. • Formal style does not meet needs of learners with other learning styles. • Can formalise the curriculum and suppress creativity. • Does not fit easily with informal learning situations. • Could cover only a limited extend of the set CPD goals and processes.

4.6 Self assessment/Checklist

Short description
<p>Self Assessment involves learners in the process of assessment and allows them to reflect upon their learning and to review and record their achievements. Self Assessment can be both formative and summative:</p> <p>In formative assessments the learner reflects on where they are and where they need to go next.</p> <p>In summative assessment the learner reflects on the knowledge that has been gained and the skills they have acquired, at the end of an activity. Self assessment enables learners to manage their own learning and plan their progression while they gather evidence for portfolios and qualifications.</p>



Recommendations

It is important that learners have the opportunity to reflect on their own contribution to activities as well as the skills and knowledge they have gained. Self assessment can be used as a stimulus to provoke discussion and to encourage learners to develop their own techniques for reviewing their learning. The self assessment process is a cycle of planning, reviewing and evaluating. It is useful for learners to undertake some form of initial self assessment at the beginning of a learning activity, to identify existing knowledge or skills. The learner can then use this information as a base-line to monitor their progress and to recognise achievement.

It is useful for the learner to develop a logbook as part of the planning process, which will help to identify what aim to achieve and how objectives will be achieved. Later, a comparison can be made to review progress. This is part of formative self assessment.

An evidence chart helps the learner to keep a record of the activities done and the skills used. This is used when reflecting on what has been learned. This is part of formative self assessment

An assessment matrix enables the learner to review their learning against pre-determined criteria by giving scores for each criterion. This gives a visual record of progress and enables to identify strengths and weaknesses. This can be used for formative and summative assessment.

Evaluation sheets act as a reflective diary and conclude the self assessment process. The learner brings together the log, the evidence of achievements and assessment matrix to reflect on what was achieved and the progress made. This is summative self assessment.

Especially for target groups with little experience in self-reflection, it is recommended that a mentor is at hand to support the reflection.

When applying LEVEL5 the learner should be familiar with the structure and underlying idea of the reference system.

Advantages	Disadvantages
<ul style="list-style-type: none"> • Gives ownership of learning. • Builds confidence. • Motivates learners to progress. • Develops planning and reflective skills. • Provides evidence of knowledge and competence. • Improves decision making and communication skills. • LEVEL5 offers an interface to e-learning platforms that enable learners to autonomously carry out their self-assessment and receive a respective certificate. 	<ul style="list-style-type: none"> • Requires a disciplined and honest self-reflection



4.7 Observation

Short description	
<p>The purpose of direct and indirect observation is to collect evidence of achievement by watching learners' performances while they take part in an activity, but without interfering in their work. The activity can be a real situation or a simulated situation e.g. role-plays. Observation allows you to see the knowledge being put into practice and is better used when assessing and evidencing competence based learning. Direct observation is undertaken in person, either by an assessor, peer or workplace supervisor. Indirect observation takes place when using appropriate technology such as video recording.</p> <p>Analysis of documents is also a kind of observation. Here documents rather than behaviour are scrutinised.</p>	
Recommendations	
<p>Direct Observation by an assessor: Assessor fills in a prepared observation report form during the learner is undertaking the activity – (s)he makes a judgement against pre-determined criteria. The assessor records what the learner does, how the learner behaves and interacts with others.</p> <p>Peer Assessment: This can be in the form of a discussion, a question and answer session or by recording information on a pro-forma. The peer can be another learner who has taken part in the activity alongside the learner who is being assessed. The peer assessor will either record or provide verbal feedback on what the learner has done during the activity.</p> <p>Witness Testimony: This is a statement from a "third party" who has witnessed the learner take part in the activity in verbal or written form. The witness could be a work supervisor or colleague.</p> <p>Indirect Observation: This can be a video or film of the learner taking part in an activity. The assessor can recognise competence or achievement by observing the activity on the video. This can be supplemented by asking the learner questions about what is taking place on the film.</p> <p>360 Degree Feedback: this is a deliberate confrontation of observations and views on the learner's performance from different perspectives – e.g. of trainer, supervisor and colleagues.</p>	
Advantages	Disadvantages
<ul style="list-style-type: none"> • Provides the learner with the opportunity to demonstrate competence and skills • Allows learner to put knowledge into practice • Provides creative and innovative method of assessment 	<ul style="list-style-type: none"> • Can be time consuming for assessor • Can be difficult to observe and assess individuals within a group



<ul style="list-style-type: none"> • Contributes to the development of an activity based curriculum • Provides a range of evidence for Portfolios 	
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4.8 (e-)Portfolio

<h3 style="text-align: center;">Short description</h3>	
<p>Portfolios are personal collections of information describing and documenting a person’s achievements and learning. An electronic portfolio, is a collection of electronic evidence (artifacts, including inputted text, electronic files such as Word and PDF files, images, multimedia, blog entries and Web links etc.) assembled and managed by a user, usually online. (e-)Portfolios are both demonstrations of the user’s abilities and platforms for self-expression, and, if they are online, they can be maintained dynamically over time.</p>	
<h3 style="text-align: center;">Recommendations</h3>	
<p>Ask your learners/ learners to create their own portfolio/e-portfolio. Encourage them to include all kinds of activities. Review during your project how competence levels are changing.</p>	
<h3 style="text-align: center;">Advantages</h3>	<h3 style="text-align: center;">Disadvantages</h3>
<ul style="list-style-type: none"> • Enables the individual to be evaluated on various levels. • Highlights all of an individual’s skill sets. • Extra curricular activities can also be highlighted. • Allows the reader to understand the different dimensions of the individual. • Empowers individuals to connect their formal education, work experience and extra curricular activities. 	<ul style="list-style-type: none"> • Learners might need individual help. • E-portfolios require some technical skills as well as available soft- and hardware.

4.9 Games





Short description	
A tool to assess knowledge, skills or attitudes in a non-formal way. Learners of a group get questions or task in a playful surrounding.	
Recommendations	
<p>Not all people like games or are open to participate. Consider this when you select games.</p> <p>Make a good balance between knowledge questions and creative tasks.</p> <p>The atmosphere must be friendly enough to protect "losers".</p> <p>The group must not be too big.</p> <p>Invent tasks, which are also nice or useful to the other participants that are not directly involved in the task.</p> <p>Play the game yourself first before using it in the group to see the traps and to make a time-table.</p> <p>Every game needs a games-master.</p> <p>The games-master makes notes about the answers and assesses the orders.</p>	
Advantages	Disadvantages
<ul style="list-style-type: none"> • Creates a nice atmosphere. • The learner can demonstrate skills or knowledge in a creative way. • Improves communication skills. 	<ul style="list-style-type: none"> • Not every group appreciate "just games". • Because of the gamble part it is a roughly assessment. • It takes time, to prepare it and to play it.

4.10 Case study

Short description
A strategy to describe events and processes within a framework through various data collection methods such as observation, interview, document analysis in order to understand and evaluate the case.
Recommendations
<p>Use the case study strategy to evaluate the implementation and the effects of an event or process on individuals/groups.</p> <p>Case studies focusing on implementation help the evaluator to make decision whether the implementation responds to the initial intent.</p> <p>Case studies focusing on program outcomes assess the impact of the program and help identify reasons for success and failure.</p> <p>Plans should be made to obtain longitudinal data in depth and in detail.</p>



Advantages	Disadvantages
<ul style="list-style-type: none">• It helps to assess a complex activity or process through longitudinal, in depth and detailed description and contextual analysis.• Both qualitative and quantitative data could be collected and analysed for triangulation.	<ul style="list-style-type: none">• Time consuming. Only small samples can be included in the study.



5 COMPETENCE INVENTORY

5.1 Introduction

This competence inventory is intended as a guideline for assessing competence developments related to the SASSI LLC project. It consists of 24 competence frameworks, each one based on the LEVEL5 methodology. Each framework describes competence developments across three dimensions: knowledge, skills, and attitudes, across five levels of proficiency – from basic perception (conscious incompetence) to complete internalisation (unconscious competence). The dimensions are independent from one another – high theoretical knowledge does not automatically translate to practical skills, and a strong attitude is possible even without broad knowledge.

The competences are intended for two groups of users. The competences for providing age-sensitive later-life career review and CPD guidance in support of 'Olderpreneurs', legacy and encore careers, for delivering blended counselling and guidance, and for evaluating learning progress, are all directed at CVET trainers and career counsellors. They enable the latter to act as vessels for revitalising the later-life careers of older workers. Needless to say, some of them are more relevant for certain roles – in general, the first group are better suited for career counsellors, while the second are more important for trainers. Some proficiency in evaluating learning progress is a necessary condition for the self-assessment of both career counsellors and CVET trainers, as well as facilitating learner assessment.

The second group of competences are directed at the broader group of older adults. These can be job-seekers, employees, self-employed, or perspective Olderpreneurs. The competences encompass the ability to make use of learning mobilities (intercultural competence), set up new enterprises (EntreComp-based competences) or digital enterprises (DigiComp-based competences). For evaluating these competences, please select a method from the Catalogue of assessment methods.

Section	Competences	Primary for
<p>Competences for providing age-sensitive Later-life Career Review and CPD Guidance in support of 'Olderpreneurs',</p>	<ul style="list-style-type: none"> • Developing CPD policies and practice for older learners • Counselling and motivating older learners to engage in CPD • Assessing older learners' training needs, demands and motivations • Defining and describing learning outcomes in terms of competences 	<p>Career counsellors</p>



<p>Legacy and Encore Careers</p>	<ul style="list-style-type: none"> • Planning and designing age-responsive training and programmes (for heterogeneous groups) • Developing competence-oriented learning activities for older learners • Designing age-responsive learning materials and resources • Implementing client-focused career guidance activities with older workers • Scenario planning for mobility experiences of older workers 	
<p>Competences for delivering blended counselling and guidance</p>	<ul style="list-style-type: none"> • Preparing blended learning solutions for older learners • Facilitating self-paced, blended learning for older learners • Deploying age-responsive learning methods, and techniques • Facilitating age-responsive learning processes 	<p>CVET trainers</p>
<p>Competences for evaluating learning progress</p>	<ul style="list-style-type: none"> • Designing and implementing evaluation measures • Analysing evaluation results • Assessing learners' competences and learning outcomes (LO) • Rating and documenting learning outcomes with LEVEL5 	<p>Career counsellors and CVET trainers</p>
<p>Learner competences</p>	<ul style="list-style-type: none"> • Inter-cultural competence • Olderpreneurship • Spotting ideas and opportunities • Planning and resource management • Client orientation • Networking • Digital literacy • Internet literacy • Information literacy • Internet literacy 	<p>Older adults</p>

5.2 Competences for providing age-sensitive Later-life Career Review and CPD Guidance in support of ‘Olderpreneurs’, Legacy and Encore Careers.

5.2.1 Developing CPD policies and practice for older learners

	KNOWLEDGE		SKILLS		ATTITUDES	
L	Level Title	Level description	Level Title	Level description	Level Title	Level description
5	Know where else (knowledge transfer)	Knowing variations of designing programmes and how these different approaches influence the outcomes. Knowing how to transfer competence to design CPD policies into other areas of life.	Developing/ constructing transferring	Developing various approaches to CPD policy design for different contexts and purposes. Transferring principles of CPD and age-responsiveness into other areas of work/life.	Internalisa- -tion	Having internalised to continuously look for ways to optimize CPD policies and plans for older workers. Motivating and supporting others to develop their competence to do so.
4	Know when (implicit understand- -ing)	Knowing how to develop CPD policies and plans that motivate and enable older workers to further learning to contribute to meeting the companies’ priorities and goals, under consideration of related theories and experiences.	Discovering /acting independ- -ently	Researching or developing new policy ideas to promote CPD of older workers. Expanding own understanding of CPD design and learning of older workforce. Reflecting given practice in regard to potentials for improvements.	Self- regulation, determina- -tion	Being determined to create optimal CPD policies and to improve own competence to do so.
3	Know how	Knowing how to design age sensitive CPD policies and plans under consideration of objectives of employer, needs and interests of the learner and available resources.	Deciding/ selecting	Composing appropriate measures for CPD from known repertoire taking into account the specifics of age, motivations, goals and available resources.	Motivation, appreciatio -n	Being motivated to improve own competence to design age responsive CPD programmes based on related theories fitting the specifics of learning context, goals and available resources.



2	Know why	<p>Knowing why age sensitive planning of CPD is relevant and beneficial to increase efficiency, effectiveness and satisfaction.</p> <p>Knowing which aspects are crucial for age-sensitive planning.</p>	Using, imitating	Contributing to age-responsive CPD policy design as being instructed to or by imitating others.	Perspective taking	Being interested/ curious how to include age-related aspects into the design of CPD policies and plans.
1	Know-what/ know that	Knowing that CPD policies should anticipate age specific needs and potentials. Knowing that age-sensitive CDP can help prevent discrimination and ensures competitiveness of older workers.	Perceiving	Recognising elements and qualities of different CPD policies and plans suitable for older workers without applying them.	Self-orientation	Perceiving own approach to designing CPD policies as sufficient. Not considering including age related considerations.

5.2.2 Counselling and motivating older learners to engage in CPD

	KNOWLEDGE		SKILLS		ATTITUDES	
L	Level Title	Level description	Level Title	Level description	Level Title	Level description
5	Knowing where else (knowledge transfer)	Knowing how to transfer methods and techniques of counselling to new target groups or learning contexts. Knowing how to set up and perform supporting activities and knowing how to integrate advice/counselling into learning offers.	Developing / constructing transferring	Developing and systematically making use of different counselling concepts and testing methods in regard to learners needs; transferring activities to other groups of learners, new topics of advice,...	Internalisation	Having internalised to offer advice to learners regardless of context and topic. Inspiring others to develop their counselling abilities.
4	Knowing when (implicit understanding)	Knowing in which situation to offer the adequate kind of support/advice/information (career, work environment, psychological, ...), and which sources of information and/or external help is available and suitable.	Discovering/acting independently	Studying and performing various approaches for counselling activities in regard to several areas of advice, taking on board new methods and topics according to learners needs (e.g. career, life, external support etc.)	Self-regulation, determination	Being determined to support learners by means of counselling and to develop own competence to advise (by gathering expert knowledge, improving communication skills,...)
3	Knowing how	Knowing how to professionally advise learners in different areas, how to identify learners' needs for advice and how to react accordingly. Knowing how to retrieve relevant information and to organise professional support.	Deciding/selecting	Selecting and applying counselling techniques from a given repertoire in an appropriate way. Advising in several topic areas; organising structures/offers accordingly.	Motivation, appreciation	Valuing counselling in general. Being motivated to improve one's own counselling competence to perform counselling according to quality standards (e.g. confidential, respectful, etc.) Finding it important that advice is available to the learners.
2	Knowing why	Knowing basic rules and elements of counselling. Knowing that advice and counselling beyond the distinct learning	Using, imitating	Using counselling techniques when working with learners as suggested or imitated by others.	Perspective taking	Being interested in using counselling techniques and recognising counselling as



		context may be necessary for some learners.				valuable tool to support learners.
1	Knowing what/ knowing that	Knowing that learners may need advice in areas beyond the distinct learning context.	Perceiving	Recognising that some learners need advice/counselling that goes beyond the concrete learning context.	Self-orientation	Feeling that counselling may be beneficial for learners. Seeing benefits of counselling based on own experiences and needs.

5.2.3 Assessing older learners' training needs, demands and motivations

	KNOWLEDGE		SKILLS		ATTITUDES	
L	Level Title	Level description	Level Title	Level description	Level Title	Level description
5	Knowing where else (knowledge transfer)	Knowing a broad variety of assessment methods and how to feed back assessment results into the learning process. Knowing how to transfer this knowledge to different contexts.	Developing / constructing transferring	Developing various assessment techniques for planning learning activities. Transferring them into other areas of work/life.	Internalisation	Having internalised the relevance of assessing learners' needs. Motivating and inspiring others to develop their competence to assess learners' needs.
4	Knowing when (implicit understanding)	Knowing how to select assessment methods of most potential according to older learners' backgrounds, needs and resources. Being aware of limits of what can be achieved in given contexts to meet priorities.	Discovering /acting independently	Researching new techniques for assessing learners' needs and applying them accordingly. Expanding own understanding of relation between learners' backgrounds, resources and motivations and recognising when adaptations are necessary.	Self-regulation, determination	Being determined to develop own competence to assess learners' needs and to improve in this field in order to develop suitable learning offers.
3	Knowing how	Knowing techniques to assess older learners' needs, their backgrounds, goals and resources and how to process this knowledge for the design of learning processes/offers.	Deciding/ selecting	Selecting assessment methods suitable to assess to learners' needs from known repertoire, taking into account their needs, backgrounds and resources and the learning context.	Motivation, appreciation	Being motivated to assess learners' needs, backgrounds and resources and to use results for designing the learning offers.
2	Knowing why	Knowing why it is relevant/ essential to assess older learners' needs, motivation and resources.	Using, imitating	Applying assessment techniques as suggested by others; imitating others in assessing learners' needs.	Perspective taking	Being interested in how to assess learners' needs and how to use the results to improve learning offers.
1	Knowing what/ knowing that	Knowing what assessment of older learners' needs, motivations and resources and that there are different techniques for that.	Perceiving	Perceiving different techniques to assess older learners training needs and goals, without using them in own work.	Self-orientation	No intrinsic motivation to assess learners needs, not perceiving its value for own work.

5.2.4 Defining and describing learning outcomes in terms of competences

	KNOWLEDGE		SKILLS		ATTITUDES	
L	Level Title	Level description	Level Title	Level description	Level Title	Level description
5	Knowing where else (knowledge transfer)	Having expert knowledge on how to evidence competences in terms of learning outcomes and related tasks to implement it. Knowing how to transfer the concept to other contexts.	Developing / constructing transferring	Defining and describing new learning outcomes and related quality criteria to evidence competences for various purposes. Being able to transfer the concept to different contexts.	Internalisation	Having internalised to apply the concept because of its multiple benefits. Finding it important that the sector adopts the concept as a tool for professional development and inspiring others to use it in their work.
4	Knowing when (implicit understanding)	Knowing in which situation learning outcome descriptions can be used for evidencing competences. Knowing how to create learning outcome descriptions for different purposes.	Discovering / acting independently	Researching for adequate learning outcome descriptions for various purposes and searching for suitable techniques for evidencing competences with learning outcomes along quality criteria and rating learners accordingly.	Self-regulation, determination	Being determined to be proactive and creative in applying the concept of evidencing competences with learning outcomes.
3	Knowing how	Knowing how to create learning outcome descriptions as a base for evidencing CPD relevant competences. Knowing related quality criteria and how to apply them. Knowing how to document learning outcomes.	Deciding/ selecting	Select descriptions and related settings to get evidence in regard to CPD relevant learning outcomes and quality criteria from a repertoire of given approaches.	Motivation, appreciation	Appreciating the idea of described learning outcomes in general. Valuing the benefits for educators and learners related to it.
2	Knowing why	Knowing the purpose of the description of learning outcomes and what tasks are connected to it in terms of providing comparable information about what learners have actually learned.	Using, imitating	Describing learners' competences in regard to learning outcomes as being provided by others or following given examples.	Perspective taking	Being interested in the idea of learning outcome descriptions and using it as an information base.



1	Knowing what/ knowing that	Knowing what learning outcomes are.	Perceiving	Recognising the idea of learning outcome descriptions.	Self-orientation	Perceiving that descriptions of learning outcomes can be relevant for the work of a trainer.
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5.2.5 Planning and designing age-responsive training and programmes (for heterogeneous groups)

	KNOWLEDGE		SKILLS		ATTITUDES	
L	Level Title	Level description	Level Title	Level description	Level Title	Level description
5	Knowing where else (knowledge transfer)	Knowing how to synthesize various theories and transferring them into new concepts on how learning may best proceed on different subjects, contexts and for different target groups.	Developing/ constructing transferring	Developing dynamic approaches to plan learning processes and including actions to improve learning processes for different subjects, learners and contexts. Transferring planning competence into other areas of work/life.	Internalisation	Having internalised to continuously optimize learning processes and conditions. Motivating and supporting others to develop their competence to plan learning processes.
4	Knowing when (implicit understanding)	Knowing how to plan and optimize learning processes. Knowing how to design the learning process according to the different learning phases, given context and available resources.	Discovering/acting independently	Researching alternative approaches to plan and improve learning processes customised to learners' needs, the subject matter and the context.	Self-regulation, determination	Being determined to expand own competence to plan learning processes for older learners and heterogeneous groups in order to create optimal conditions for optimal learning.
3	Knowing how	Knowing how to plan trainings and programmes embedded in a wider curricular context, CPD policies and development plans; allowing individual learning processes that meet the learners' needs and allow reaching given goals and making the learning process transparent by learning assessment elements.	Deciding / selecting	Choosing appropriate designs for learning processes from a set of known possibilities, taking into account all relevant aspects (requirements given by existing CPD policies and development plans, theories on how older people learn, generic needs and demands of learners of different age groups, learning phases, learning context, learning styles, available resources etc.)	Motivation, appreciation	Being motivated to plan learning processes for older learners and heterogeneous groups. Valuing the competence to plan learning processes to enhance efficiency, effectiveness and impact of learning processes.
2	Knowing why	Knowing why planning and designing of training and programmes are necessary and what aspects need to be considered in doing so, e.g. different learning	Using, imitating	Elaborating a training or programme for older learners (or heterogeneous groups) following a given plan/example or as	Perspective taking	Being interested/ curious in planning of trainings and programmes, taking into account different learning



		phases, specifics of target group, resources...		suggested by others; imitating others in designing learning processes.		phases, specifics of target group, resources...
1	Knowing what/ knowing that	Knowing that planning and designing training and programmes determine the quality and impact of the offer.	Perceiving	Recognising concepts of how older people learn without taking action.	Self-orientation	Perceiving own approach to plan training programmes as sufficient. Not considering improving own competence to plan learning processes.

5.2.6 Developing competence-oriented learning activities for older learners

	KNOWLEDGE		SKILLS		ATTITUDES	
L	Level Title	Level description	Level Title	Level description	Level Title	Level description
5	Knowing where else (knowledge transfer)	Knowing how to develop and optimise high quality learning environments for competence oriented learning and knowing how to apply this knowledge to other contexts.	Developing/ constructing transferring	Developing new competence oriented learning designs. Creating beneficial conditions therefore or optimising given offers. Systematically applying the concept of competence based learning when designing a course.	Internalisation	Having internalised to apply and improve competence oriented learning concepts to a variety of contexts. Inspiring others to develop their competence to create competence based learning offers.
4	Knowing when (implicit understanding)	Knowing how to develop competence oriented concepts for learning that allow for self regulated, contextual, reflected and cooperative/social/interactive learning of older learners. Knowing which conditions are required therefore.	Discovering/ acting independently	Researching and implementing competence oriented learning activities for older learners in various learning settings. Creating beneficial conditions for learners to experience the relevance and meaning of respective competences that leave room for discovery, initiative and creativity. Seeking information on recent developments on relevant new teaching and learning methods.	Self-regulation, determination	Being determined to create optimal conditions for competence oriented learning and to continuously improve the own competence to create such offers.
3	Knowing how	Knowing how to develop a competence oriented learning offer for a given set of competences in a given situation.	Deciding/ selecting	Selecting competence oriented learning tasks and assignments of particular kinds from given/known repository in an appropriate way.	Motivation, appreciation	Being motivated to implement competence oriented learning and to create beneficial conditions in order to enhance efficiency, effectiveness and impact of learning processes. Valuing the concept and benefits of competence based learning.
2	Knowing why	Knowing the benefits of competence oriented learning in comparison to other forms of learning.	Using, imitating	Applying competence oriented learning activities as being instructed to or following the example of others.	Perspective taking	Being interested in competence oriented features of learning processes. Taking perspective to apply it in own planning.



1	Knowing what/ knowing that	Knowing what competence oriented learning is and what it requires in the context of CPD of older learners.	Perceiving	Identifying key features of competence learning concepts in given programmes.	Self-orientation	Perceiving that some elements in learning processes and learning environments contribute more to the acquisition/development of competences.
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5.2.7 Designing age-responsive learning materials and resources

	KNOWLEDGE		SKILLS		ATTITUDES	
L	Level Title	Level description	Level Title	Level description	Level Title	Level description
5	Know where else (knowledge for transfer)	Knowing how to develop and optimise high quality learning materials and resources for older learners and knowing how to apply this knowledge to other contexts.	Developing/ constructing transferring	Developing new age-responsive learning materials and resources or optimising given resources. Systematically planning and creating appropriate resources when designing a course.	Internalisation	Having internalised to apply and improve age-responsive learning materials and resources in a variety of contexts. Inspiring others to develop their related designing competence.
4	Know when (implicit understanding)	Knowing when to use/offer learning materials and resources that meet the needs of older learners. Having the knowledge to develop materials and resources that support open learning environments of older learners by the reflection of a variety of learning methods (didactics), styles and techniques, incl. new media, ICT and social networks.	Discovering /acting independently	Researching and using high-quality age-responsive learning materials and resources in various learning settings.	Self-regulation, determination	Being motivated to search for high-quality age-responsive learning materials and resources and to improve the own ability to apply, adapt and create appropriate resources.
3	Know how	Knowing how to develop age-responsive learning materials and resources for a given learning activity in the frame of a given training or programme.	Deciding/ selecting	Selecting age responsive learning materials and resources from given/known repository in an appropriate way.	Motivation, appreciation	Being motivated to offer age-responsive learning material and resources. Valuing the learning supportive effects of working with such resources.
2	Know why (distant understanding)	Knowing why specific learning materials and resources can support the learning process of older learners.	Using, imitating	Using learning materials and resources as being instructed to or following the example of others.	Perspective taking	Being interested in offering age-responsive learning materials and resources. Taking perspective to apply given resources in own planning.
1	Know-what/know that	Knowing that learning materials and resources can be designed in a way to meet the needs of older learners.	Perceiving	Identifying key functions and features of age -responsive learning materials and resources without applying them.	Self-orientation	No intrinsic motivation to offer learning materials and resources



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						that are designed to meet the specific needs of older learners.
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5.2.8 Implementing client-focused career guidance activities with older workers

	KNOWLEDGE		SKILLS		ATTITUDES	
L	Level Title	Level description	Level Title	Level description	Level Title	Level description
5	Know where else (knowledge for transfer)	Knowing how to transfer and techniques of career guidance to new target groups or learning contexts. Knowing how to set-up and perform supporting activities and knowing how to integrate career guidance into learning offers.	Developing/ constructing transferring	Developing and systematically making use of different client-focused career guidance concepts and testing methods anticipating older learners' needs. Transferring activities to other group of learners, as well as topics.	Internalisation	Having internalised offering sensitive individual guidance to workers regardless of context and topic. Inspiring others to develop their own counselling competence.
4	Know when (implicit understanding)	Knowing in which situation to offer the adequate kind of age-sensitive support/advice/information (career, work environment, psychological), and which sources of information and/or external help is available and suitable.	Discovering /acting independently	Studying and performing various approaches for client-focused career guidance activities regarding several areas of advice. Taking onboard new methods and topics according to learners' needs (e.g. career, life, external support etc.)	Self-regulation, determination	Being determined to offer career guidance to older workers in a client-focused way and to further develop one's own competence to advise them (e.g. by gathering expert knowledge, improving communication skills etc.)
3	Know how	Knowing how to professionally advise older learners in different areas, how to identify their learning needs and how to react accordingly. Knowing how to retrieve relevant information and to organise professional support.	Deciding/ selecting	Selecting and applying client-focused career guidance methods from a given repertoire in an appropriate way. Advising in several topic areas and organising structures/offers accordingly.	Motivation, appreciation	Being motivated to improve own career guidance competence to perform according to individual needs as well as to quality standards (e.g. confidential, respectful etc.). Finding it important that client-focused career guidance is available to older workers.
2	Know why (distant understanding)	Knowing basic rules of and methods for client-focused career guidance. Knowing why age-specific aspects need to be considered too.	Using, imitating	Using age-sensitive and client-focused career guidance methods when suggested by others or in imitation of them.	Perspective taking	Being interested in client-focused career guidance and taking perspective to apply it in own work.



1	Know-what/know that	Knowing what client-focused career guidance is and that older workers may need support to review their career. Knowing that guidance should anticipate individual and age-specific needs and potentials.	Perceiving	Recognising that some older workers need individual career guidance. Recognising the specifics of older workers' career perspectives and needs.	Self-orientation	Acknowledging the benefits of client-focused career guidance without considering implementing it in own work.
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5.2.9 Scenario planning for mobility experiences of older workers

	KNOWLEDGE		SKILLS		ATTITUDES	
L	Level Title	Level description	Level Title	Level description	Level Title	Level description
5	Know where else (knowledge for transfer)	Knowing how to carry out scenario planning in different contexts and with different target groups. Knowing how to adapt the different steps to the goals pursued and how to modify methodology according to the needs of the target group.	Developing/ constructing transferring	Being able to carry out scenario planning for different aims and with different target groups. Being able to assist others in carrying out scenario planning for mobility experiences of older workers.	Internalisation	Caring about assisting scenario planning in a client-focused and age-sensitive way. Inspiring others to assist scenario planning for mobility experiences of older workers.
4	Know when (implicit understanding)	Knowing how to initiate a conversation on mobility experience with an older worker. Knowing when to start each phase of the planning process and how to select between various methods and tools to best match the needs of the client.	Discovering /acting independently	Being able to initiate a mobility planning process with an older worker. Being able to dedicate appropriate time for each step of the process, adjusting methods and tools based on the communication with the older workers.	Self-regulation, determination	Being determined to improve own competence for planning mobility experiences of older workers. Seeking good practices to recommend to learners and developing communication strategies to foster motivation for participating.
3	Know how	Knowing in detail the different steps of the planning process for planning for mobility experiences of older workers. Knowing the tools necessary for assisting each step.	Deciding/ selecting	Being able to carry out scenario planning for mobility experiences independently, matching mobility types to learner goals and considering the availability of time, skills and resource.	Motivation, appreciation	Being motivated to carry out effective planning for mobility experiences of older workers. Appreciating the importance of mobilities for the professional development of older workers.
2	Know why (distant understanding)	Understanding that older workers may need assistance in planning their mobility experiences. Knowing the main components of scenario planning, and the goals of each one of them.	Using, imitating	Being able to assist the scenario planning for mobility experiences of older workers following a script and under peer/expert oversight.	Perspective taking	Being interested in assisting the planning of mobility experiences of older workers. Valuing the benefits of mobilities for the CPD of older workers.



1	Know-what/know that	Knowing that mobility experiences have a role to play in the CPD of older workers.	Perceiving	Recognising that mobility experiences lead to tangible benefits for the older workers participating in them.	Self-orientation	Appreciating the persona and professional benefits of mobility experiences without experiencing the need to support others in their implementation.
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5.3 Competences for delivering blended counselling and guidance

5.3.1 Preparing blended learning solutions for older learners

L	KNOWLEDGE		SKILLS		ATTITUDES	
	Level Title	Level description	Level Title	Level description	Level Title	Level description
5	Knowing where else (knowledge transfer)	Knowing how to implement and optimise high quality blended learning offers for different contexts and purposes and knowing how to apply this knowledge in other contexts.	Developing/ constructing transferring	Developing new blended learning solutions or optimising given ones for specific purposes and supporting others to implement blended learning.	Internalisa- -tion	Having internalised to create and improve learning offers as blended learning. Inspiring others to develop their competence to create and implement blended learning formats.
4	Knowing when (implicit understand- ing)	Knowing how to implement an appropriate blended learning solution to achieve envisaged competence developments of older learners in different contexts. Knowing about appropriate timing of online and face-to-face elements of a blended learning offer for older learners.	Discovering /acting independ- ently	Researching and implementing blended learning formats, online learning and social media tools appropriate for different contexts. Evaluate different formats against their adequacy for envisaged competence developments and older learners' needs. Feedback suggestions for adaption of the learning offer to the designer.	Self- regulation, determina- -tion	Being determined to improve own capability to create suitable blended learning formats. Finding it important to be creative and proactive in this respect.
3	Knowing how	Knowing how to implement blended learning solutions that meet older learners' needs and specific learning styles and that stimulate learners' motivation through technical means.	Deciding/ selecting	Selecting and implementing appropriate blended learning formats from a given repertoire.	Motivation, appreciatio -n	Valuing blended learning environments as an attractive format for learners to develop competences. Being motivated to implement blended learning offers that are adequate to meet the needs of older learners.
2	Knowing why	Knowing benefits of blended learning offers. Knowing that blended learning solutions are a means to explore a subject in one's own pace and sequence.	Using, imitating	Adopting and implementing blended learning formats as being instructed to or following the example of others.	Perspective taking	Being interested in using blended learning environments for own learning offers.



1	Knowing what/ knowing that	Knowing what blended learning solutions are.	Perceiving	Recognising blended learning solutions that foster competence developments without applying them.	Self-orientation	Perceiving the benefits of blended learning solutions for older learners without feeling the need for implementing blended learning elements in own training practice.
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5.3.2 Facilitating self-paced, blended learning for older learners

	KNOWLEDGE		SKILLS		ATTITUDES	
L	Level Titles	Level description	Level Titles	Level description	Level Titles	Level description
5	Knowing where else (knowledge for transfer)	Having a broad theoretical and practical background how to facilitate blended learning processes, how to apply different tools under different conditions and with different target groups including older learners and how to transfer this knowledge to other areas.	Developing / constructing, transferring	Developing new approaches and expertise to facilitate blended learning, using different tools and LMS in different contexts, for different target groups including older learners and competence developments.	Incorporation	Having internalised to facilitate learning the learners in blended learning environments. Inspiring others to improve their competence to facilitate blended learning.
4	Knowing when (implicit understanding)	Knowing when and how to implement, assess effectiveness and flexibly adjust the appropriate blended learning conditions (IT tools for learning, learning management systems) to achieve the competences envisaged in different settings and for various target groups including older learners.	Discovering acting independently	Researching for related theory, expanding own competence to facilitate appropriate blended learning with learning conditions related to the competence development of older learners as envisaged.	Self-regulation, determination	Being determined to explore and improve theory and practice of facilitating blended learning for older learners. Finding it important to be creative in this respect.
3	Knowing how	Knowing how to facilitate blended learning involving multiple perspectives and addressing concrete individual experiences and authentic problems.	Deciding/selecting	Facilitating blended learning by selecting from a repertoire of known IT tools for learning and LMS. Selecting and trying out appropriate formats.	Empathy/Appreciation	Valuing blended learning as format for learners to develop competences and being motivated to improve own competence to facilitate them.



2	Knowing why (distant understanding)	Knowing that blended learning environments address multiple perspectives and concrete individual experiences, involving authentic problems.	Using/ Imitating	Applying or adapting existing blended learning management systems and blended learning formats for own training offers. Facilitating blended learning as instructed or imitated by others.	Perspective taking	Being interested in facilitating blended learning environments and different learning management systems in own work..
1	Knowing what/ knowing that	Knowing what blended learning is and which role a facilitator has in it.	Perceiving	Recognising blended learning and perceiving the advantages for competence developments.	Self oriented	Feeling that facilitating blended learning can be beneficial for the learners but not considering applying it.

5.3.3 Deploying age-responsive learning methods, and techniques

	KNOWLEDGE		SKILLS		ATTITUDES	
L	Level Title	Level description	Level Title	Level description	Level Title	Level description
5	Knowing where else (knowledge transfer)	Knowing how to transfer methods and techniques into different learning contexts, content areas or to other target groups. Knowing how to transfer the knowledge about learning methods and techniques to other areas of life.	Developing/ constructing transferring	Developing new learning offers including different learning methods, styles and techniques. To systematically make use of different learning methods, styles and techniques when designing a course.	Internalisation	Having internalised to continuously optimise the use of different methods, styles and techniques for different contexts and learners. Inspiring others to develop their competence to use different learning methods, styles and techniques.
4	Knowing when (implicit understanding)	Knowing when and how to apply appropriate learning methods and techniques in various contexts and for different target groups.	Discovering /acting independently	Researching and implementing (new) learning methods, styles and techniques in an appropriate way.	Self-regulation, determination	Feeling the need to be proactive in using different learning methods, styles and techniques. Being determined to improve own competence to deploy different methods, styles and techniques.
3	Knowing how	Knowing how to deploy different learning methods and techniques suitable for certain contexts and target groups.	Deciding/ selecting	Selecting and applying priorly known learning methods, styles or techniques in an appropriate way.	Motivation, appreciation	Valuing different learning methods, techniques in general. Finding it important to be able to apply different learning methods, techniques appropriate to different contexts.
2	Knowing why	Knowing why deploying a variety of methods and techniques contributes to the impact and success of a learning offer.	Using, imitating	Using different learning methods and techniques when being instructed to or following the example of others.	Perspective taking	Being interested in deploying age-responsive learning methods, styles and techniques.



1	Knowing what/ knowing that	Knowing that there are different learning methods, styles and techniques more or less suitable for different contexts and target groups.	Perceiving	Recognising different learning methods, styles and techniques (without applying them).	Self-orientation	Perceiving the benefits of deploying age-responsive learning methods, styles and techniques without considering adopting such methods, styles and techniques for own training practice.
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5.3.4 Facilitating age-responsive learning processes

	KNOWLEDGE		SKILLS		ATTITUDES	
L	Level Titles	Level description	Level Titles	Level description	Level Titles	Level description
5	Knowing where else (knowledge for transfer)	Having a large background in using different methods and tools in facilitating lifelong learning of older learners...	Developing, constructing, transferring	Developing own expertise and creating new approaches to age-responsive learning processes.	Incorporation	Having internalised to apply age-responsive learning methods and styles. Finding it important that others develop their competence and inspiring others to do so.
4	Knowing when (implicit understanding)	Knowing when and how to facilitate processes related to lifelong learning of older learners for different objectives and contexts. Knowing how to assess and improve the effectiveness of the learning using various tools (e.g.: e-learning).	Discovering acting independently	Facilitating age-responsive learning with a variety of tools for different contexts and competence developments. Supporting each learner to define their own learning strategy. Being able to optimise existing concepts.	Self-regulation, determination	Being determined to explore and improve in theory and practice of facilitating age-responsive learning. Finding it important to be pro-active and creative in this respect.
3	Knowing how	Knowing how to facilitate lifelong learning of older learners. Knowing tools (including e-learning) and functionalities and how to support older learners in applying it.	Deciding/selecting	Selecting appropriate methods and styles while facilitating age-responsive learning process. Monitoring the impact on individual learners in regard to objectives.	Empathy/Appreciation	Valuing the use of age-responsive approach in education. Being motivated to improve own competence to facilitate age-responsive learning.
2	Knowing why	Knowing the benefits of lifelong learning for older learners in certain areas, e.g. that it can improve the	Using, imitating	Applying existing methods and styles, while facilitating age-responsive learning process as instructed or imitated by others.	Perspective taking	Being interested in facilitating age-responsive learning and considering benefits of it for oneself and the learners.



	(distant understand-ing)	motivation, autonomy, collaboration and creativity of the learners.				
1	Knowing what/knowing that	Knowing that learners need assistance when participating in lifelong learning.	Perceiving	Perceiving that facilitating age-responsive learning requires a specific set of skills.	Self oriented	Feeling that assisting learners in lifelong learning can be beneficial but not considering applying it.

5.4 Competences for evaluating learning progress

5.4.1 Designing and implementing evaluation measures

	KNOWLEDGE		SKILLS		ATTITUDES	
L	Level Title	Level description	Level Title	Level description	Level Title	Level description
5	Knowing where else (knowledge transfer)	Knowing how to strategically develop evaluation concepts for multiple purposes and contexts. Knowing how to transfer the principles of summative and formative evaluation to other domains of work and life.	Developing / constructing transferring	Developing own evaluation concepts and instruments, defining criteria and objectives that serve for accountability and learning and continuously optimising them according to contexts and objectives. Developing activities accordingly.	Internalisation	Having internalised to design evaluation processes in an optimal way. Finding it important that correct evaluation design is recognised as a basic issue of quality care. Inspiring others to apply evaluation.
4	Knowing when (implicit understanding)	Knowing how to plan appropriate evaluation activities that fit to context and objectives to meet quality criteria Knowing at which time to introduce different evaluation tools that support learning and can be used for the improvement of the learning process.	Discovering /acting independently	Researching theory and instruments to expand one's own capacity. Researching theory and instruments. Carrying out appropriate evaluation activities correctly for different purposes and contexts fitting to given time frames.	Self-regulation, determination	Being determined to appropriately design evaluation processes and to improve own competence to do so. Finding it important to be proactive and creative in this respect.
3	Knowing how	Knowing how to create evaluation concepts that support learning (define goals, success indicators, time-schedule, tools) and/or accountability. Knowing different methods of evaluation and how to use the results to improve learning.	Deciding/ selecting	Creating evaluation concepts based on given objectives and criteria and selecting and combining appropriate instruments from an existing repertoire.	Motivation, appreciation	Valuing evaluation in general and being motivated to develop own competence to apply evaluation processes of good quality for accountability and learning.



2	Knowing why	Knowing the purpose of evaluation, e.g. that it can focus on accountability and/or supporting learning. Knowing that evaluation requires a frame concept in which quality criteria and objectives are defined.	Using, imitating	Applying given evaluation tools as being instructed to or imitating others within an existing evaluation framework.	Perspective taking	Being interested in evaluation processes and how to use them for one's own work. Considering developing the competence to design them.
1	Knowing what/ knowing that	Knowing different forms of evaluation and what they are meant to achieve. Knowing that evaluation is a process that consists of several steps.	Perceiving	Recognising evaluation instruments and processes and their purpose.	Self-orientation	Feeling that evaluation processes are useful without relating it to one's own work.

5.4.2 Analysing evaluation results

	KNOWLEDGE		SKILLS		ATTITUDES	
L	Level Title	Level description	Level Title	Level description	Level Title	Level description
5	Knowing where else (knowledge transfer)	Having expert knowledge on how to analyse results of evaluation based on different sources of evaluation against given aims and obligations. Knowing how to strategically derive adaption measures on different levels of the learning design (e.g. context, content)	Developing / constructing transferring	Developing own techniques of evaluation analysis derived from theory and practice. Being able to strategically use results of analysis to improve learning designs in a variety of contexts, anticipating various objectives, quality aspects and conditions.	Internalisation	Having internalised to analyse evaluation and to derive improvements of learning from these findings, anticipating the context and objectives. Inspiring others to devote to this competence too.
4	Knowing when (implicit understanding)	Knowing when and how to react on results of evaluation. Knowing how to differentiate results of evaluation in regard to objectives, quality criteria and given rules and resources and how to draw conclusions to adapt the learning design according to the priorities.	Discovering /acting independently	Researching ways to analyse and process evaluation results. Applying the results of analysis for integrated approaches to optimise learning designs anticipating (different) given conditions and objectives.	Self-regulation, determination	Being determined to develop own knowledge and expertise in analysing evaluation and to use these findings for improvements of learning designs against objectives and quality criteria. Finding it important to be proactive and creative in this respect.
3	Knowing how	Knowing how to analyse results of evaluation against quality indicators that provide evidence for chosen objectives and how to feed back the results into learning offers.	Deciding/ selecting	Choosing and applying evaluation analysis methods from a known repertoire. Deciding for suitable adaptations based on given objectives and quality criteria to improve learning designs.	Motivation, appreciation	Valuing the analysis results of evaluation to improve learning designs and to better meet objectives and quality criteria. Being motivated to improve own competence to define analyse



						evaluation and to make use of the results.
2	Knowing why	Knowing why evaluation needs to be analysed and why indicators are necessary.	Using, imitating	Occasionally applying methods of analysis of evaluation results as being instructed to or by imitating others. Copying and applying existing methods.	Perspective taking	Being interested in evaluation analysis and processing in terms of adapting learning designs to make them better fit to objectives and quality criteria. Being interested in benefiting from evaluation analysis.
1	Knowing what/ knowing that	Knowing what indicators are and that they are the information basis for analysing and processing the results of an evaluation. Knowing what the purpose of evaluation is.	Perceiving	Recognizing the function and methods of evaluation analysis and processing in an educational context.	Self-orientation	Feeling that analysing and processing evaluation results in regard to objectives and quality criteria can be useful without considering doing it.

5.4.3 Assessing learners' competences and learning outcomes (LO)

	KNOWLEDGE		SKILLS		ATTITUDES	
L	Level Title	Level description	Level Title	Level description	Level Title	Level description
5	Knowing where else (knowledge transfer)	Having vast knowledge on competence and learning outcomes assessments, and how to transfer these techniques into to various domains of life. Knowing how to use the results for benefit of learners and own work.	Developing / constructing transferring	Developing own/new assessment methods for competences and learning outcomes and strategically applying them to a vast range of learning contexts. Being able to transfer them to other areas of life/work.	Internalisation	Having internalised to apply assessment methods for competences and learning outcomes in different domains and to continuously develop own competence. (Motivating others develop this competence.)
4	Knowing when (implicit understanding)	Being familiar with theories of competence developments and learning outcomes. Knowing in which situation to apply the right assessment technique and knowing how to create appropriate instruments for different learning settings and target groups.	Discovering /acting independently	Expanding own ability to assess competences and learning outcomes through further research. Independently applying adequate assessment techniques for different target groups, learning contexts and objectives correctly.	Self-regulation, determination	Being determined to develop own competence to assess competences and learning outcomes of learners. Finding it important to pro-active and creative in this respect..
3	Knowing how	Knowing a variety of assessment methods for competences and learning outcomes like tests, interviews, observations, and how to select and apply them correctly. Knowing concepts of competence development and assessment analysis.	Deciding/ selecting	Selecting and applying known assessment methods in a correct way, suitable to target group (older learners) and learning context (e.g. formal or informal, summative or formative).	Motivation, appreciation	Valuing assessment of competence and learning outcomes in general. Being motivated to develop own competence to do so.
2	Knowing why	Knowing different purposes of assessment of competences and learning outcomes, e.g. for learning, for selecting or for profiling. Knowing why different assessment forms are needed.	Using, imitating	Occasionally applying given assessment methods for competences and learning outcomes as being instructed to or by imitating others.	Perspective taking	Being interested in competence and learning outcomes assessment and considering learning more about it.



1	Knowing what/ knowing that	Knowing what assessment is. Knowing that there are different forms to assess competences and learning outcomes.	Perceiving	Perceiving the function of competence assessment activities and processes without engaging further.	Self-orientation	Feeling that competence and learning outcomes assessment may have relevance for own work.
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5.4.4 Rating and documenting learning outcomes with LEVEL5

	KNOWLEDGE		SKILLS		ATTITUDES	
L	Level Title	Level description	Level Title	Level description	Level Title	Level description
5	Knowing where else (knowledge transfer)	Having expert knowledge on how to evidence learning outcomes with LEVEL5 and related tasks to implement it. Knowing how to transfer the ideas and practices to other contexts and target groups.	Developing / constructing transferring	Developing new approaches to evidence competences in terms of learning outcomes and to create new assessment settings for various purposes. Being able to transfer the concept to different contexts.	Internalisation	Having internalised to apply LEVEL5 to document competence developments because of its multiple benefits. Motivating others to apply the concept as a tool for professional development.
4	Knowing when (implicit understanding)	Knowing how the approach can be used for the benefits of learners. Knowing in which depth and in which situation the concept of evidencing learning outcomes can be applied. Knowing how to rate and document learning outcomes for different purposes.	Discovering /acting independently	Researching for adequate learning outcome descriptors for various purposes and searching for suitable techniques for evidencing competences with learning outcomes along quality criteria and rating learners accordingly.	Self-regulation, determination	Being determined to be proactive and creative in applying LEVEL5. Valuing the benefits for educators and learners related to it.
3	Knowing how	Knowing how to apply the LEVEL5 method to rate and evidence competences and learning outcomes. Knowing related quality criteria and how to respect them in evidencing results. Knowing how the purpose of the validation affects the results.	Deciding/ selecting	Rating learners against described learning outcomes and reasoning that in a correct way. Being able to communicate the benefits of LEVEL5 to learners and other stakeholders.	Motivation, appreciation	Appreciating the concept of evidencing competences with LEVEL5 in general. Being motivated to develop own competence to work with it.



2	Knowing why	Knowing the purpose and benefits of LEVEL5 and of evidencing competences in terms of learning outcomes in general. Knowing to which learning theories it relates.	Using, imitating	Describing learners' competences in regard to learning outcomes as being instructed to by others or following given examples.	Perspective taking	Being interested in the concept of LEVEL5 and considering to learn how to apply it.
1	Knowing what/ knowing that	Knowing what LEVEL5 is. Knowing what it means to rate and evidence learning outcomes in terms of knowledge, skills and attitudes.	Perceiving	Perceiving LEVEL5 as an approach to evidencing competences in terms of learning outcomes without considering applying it.	Self-orientation	Feeling that evidencing competences with LEVEL5 can be relevant for own work.



5.5 Learner competences

5.5.1 Inter-cultural competence

	KNOWLEDGE		SKILLS		ATTITUDES	
	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.	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.	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.	Deciding/ selecting	Being able to apply basic strategies in intercultural communication, e.g. active listening, mirroring, perceiving non-verbal signs.	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	Using, imitating	Communicating in a conscious way being aware of cultural backgrounds of other people. Reacting to diversity following the example of others.	Perspective taking	Being curious towards cultural diversity and different communication styles. Accepting different ways of communication and considering learning more about it.



		influenced in the same way by their own culture.				
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.

5.5.2 Olderpreneurship

	KNOWLEDGE		SKILLS//CAPABILITIES		ATTITUDES/VALUES	
L	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 older workers apply olderpreneurship to their own careers.	Developing, constructing, transferring	Being able to transfer olderpreneurial 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 developing one's career. Creating and executing an entrepreneurial strategy for the own context and professional domain.	Commitment	Being determined and pro-active in using and improving own olderpreneurship 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 olderpreneurship one can start new professional initiatives, develop an own business and even 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 olderpreneurship and related concepts and opportunities.
1	Knowing what	Knowing that olderpreneurship is a concept that brings proactiveness into a later-life	Perceiving	Perceiving and recognising the concept of olderpreneurship without taking further steps.	Self-orientation	Perceiving the concept of olderpreneurship without relating it to oneself.



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		career, without necessarily requiring one to start an own business.				
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5.5.3 Spotting ideas and opportunities

		KNOWLEDGE	SKILLS		ATTITUDES	
L	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.	Incorporation	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, Commitment	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: <ul style="list-style-type: none"> 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 multi-perspective view on the ideas and the check of ideas is an essential part of the	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.



		product/service and business development. Understanding basic aspects of the ideation and prototyping.				
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.



5.5.4 Planning and resource management

	KNOWLEDGE		SKILLS//CAPABILITIES		ATTITUDES/VALUES	
L	Level Titles	Level description	Level Titles	Level description	Level Titles	Level description
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 the 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 the own portfolio of tools.	Commitment	Feeling the need for implementing planning and resource management methodologies in the 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 concrete 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 all kinds of projects.	Perceiving	Recognising situations where planning is needed without acting.	Self-orientation	Relating planning and resource management only to own resources.



5.5.5 Client orientation

	KNOWLEDGE		SKILLS//CAPABILITIES		ATTITUDES/VALUES	
L	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 the 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 the own working life.



5.5.6 Networking

	KNOWLEDGE		SKILLS//CAPABILITIES		ATTITUDES/VALUES	
L	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	Being familiar with 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.



5.5.7 Digital literacy

		KNOWLEDGE	SKILLS//CAPABILITIES		ATTITUDES/VALUES	
L	Level Titles	Level description	Level Titles	Level description	Level Titles	Level description
5	Knowing where else (strategic transfer)	Knowing how to transfer digitalisation concepts into other contexts. Knowing how to help other people act successfully in different digitalisation structures in this respect.	Developing, constructing, transferring	Being able to transfer digitalisation strategies into new professional and personal contexts. Actively planning and creating new digitally based activities.	Incorporation	Having internalised digitalisation as a personal and professional key competence and the respective mindset. sBeing an inspiration for others in their digitalisation activities.
4	Knowing when (implicit understanding)	Knowing when (in which situation and to which extent) to apply suitable digital instruments and tools. To know how to critically analyse and evaluate digitalisation.	Discovering acting independently	Deliberately searching for and selecting appropriate digital techniques and instruments for the own professional and personal field. Discovering new digital tools and approaches for the own context and professional domain.	Self-regulation, Commitment	Being determined and proactive in using and improving digital literacy in the own environment. Finding it important to be creative in this respect.
3	Knowing how	Theoretically knowing different approaches, techniques and instruments related to: <ul style="list-style-type: none"> • ICT literacy • Internet literacy • Information literacy • Media literacy 	Deciding/selecting	Taking part in relevant digital application activities as they are offered by others in safe (undisturbed) contexts. Choosing singular digital tools and activities from a given (known) portfolio.	Motivation/appreciation	Valuing digitalisation in general. Being motivated to develop own digital literacy.
2	Knowing why (distant understanding)	Having basic understanding on relevant aspects of digitalisation related to digital (ICT) devices, Internet, social and digital media and information technology.	Using, imitating	Occasionally taking part in non structured activities related to digital tools, instruments and digitalisation. Operating computers and digital devices or to use general purpose software and Internet services.	Perspective taking	Being curious and interested in certain aspects related to digital tools and digitalisation.
1	Knowing what	Knowing that digitalisation is based on ICT.	Perceiving	Perceiving and recognising digital tools without taking actions or reflecting on them	Self-orientation	Perceiving digital tools without relating it to oneself.



5.5.8 Internet literacy

	KNOWLEDGE		SKILLS//CAPABILITIES		ATTITUDES/VALUES	
L	Level Titles	Level description	Level Titles	Level description	Level Titles	Level description
5	Knowing where else (strategic transfer)	Knowing how to transfer internet-based concepts into other contexts. Knowing how to help other people act successfully in different digitalisation structures in this respect.	Developing, constructing, transferring	Being able to transfer internet-based strategies into new professional and personal contexts. Actively planning and creating new digitally based activities.	Incorporation	Having internalised digitalisation as a personal and professional key competence and the respective mindset. Being an inspiration for others in their digitalisation activities.
4	Knowing when (implicit understanding)	Knowing when (in which situation and to which extent) to apply suitable internet-based instruments and tools. To know how to analyse and evaluate digitalisation also critically	Discovering acting independently	Deliberately searching for and selecting appropriate internet-based techniques and instruments for the own professional and personal field. Discovering new digital tools and approaches for the own context and professional domain.	Self-regulation, Commitment	Being determined and proactive in using and improving internet-based activities in the own environment in different contexts. Finding it important to be creative in this respect.
3	Knowing how	Theoretically knowing different approaches, techniques and instruments related to internet literacy.	Deciding/selecting	Taking part in relevant internet-based application activities as they are offered by others in safe (undisturbed) contexts. Choosing singular internet-based tools and activities from a given (known) portfolio	Motivation/appreciation	Valuing the use of the internet in general. Being motivated to develop own competences regarding internet use.
2	Knowing why (distant understanding)	Having basic understanding on relevant aspects of digitalisation related to digital (ICT) devices, Internet, social and digital media and information technology.	Using, imitating	Occasionally taking part in non-structured activities related to digital tools, instruments and digitalisation. Operating computers and digital devices or to use general purpose software and Internet services.	Perspective taking	Being curious and interested in certain aspects related to the use of the internet.
1	Knowing what	Knowing that digitalisation is based on Internet.	Perceiving	Perceiving and using internet without reflecting on them	Self-orientation	Perceiving internet without reflection.

5.5.9 Information literacy

	KNOWLEDGE		SKILLS//CAPABILITIES		ATTITUDES/VALUES	
L	Level Titles	Level description	Level Titles	Level description	Level Titles	Level description
5	Knowing where else (strategic transfer)	Knowing how to transfer concepts to identify, access, evaluate, manipulate and create information into other contexts. Knowing how to help other people act successfully in different digitalisation structures in this respect.	Developing, constructing, transferring	Being able to transfer strategies to identify, access, evaluate, manipulate, and create information into new professional and personal contexts. Actively planning and creating new digitally based activities.	Incorporation	Having internalised a critical relation to digital information as a personal and professional key competence and the respective mindset. Being an inspiration for others in their digitalisation activities.
4	Knowing when (implicit understanding)	Knowing when (in which situation and to which extent) to apply suitable instruments and tools to identify, access, evaluate, manipulate and create information. To know how to critically analyse and evaluate digitalisation.	Discovering acting independently	Discovering new approaches to identify, access, evaluate, manipulate, and create information for the own context and professional domain.	Self-regulation, Commitment	Being determined and proactive in using and improving critical information concepts in the own environment.
3	Knowing how	Theoretically knowing different approaches, techniques and instruments related to information literacy.	Deciding/selecting	Taking part in activities as to identify, access, evaluate, manipulate and create information as they are offered by others in safe (undisturbed) contexts.	Motivation/appreciation	Valuing information creation and processing in general. Being motivated to develop own competences on that.
2	Knowing why (distant understanding)	Having basic understanding on relevant aspects of digitalisation related to digital (ICT) devices, Internet, social and digital media and information technology.	Using, imitating	Occasionally taking part in non-structured activities related to digital tools, instruments, and digitalisation. Operating computers and digital devices or to use general purpose software and Internet services.	Perspective taking	Being curious and interested in certain aspects related to the creation and utilisation of information.
1	Knowing what	Knowing that digitalisation is based on digital information.	Perceiving	Perceiving and digesting information without reflecting on them	Self-orientation	Perceiving information without relating it to oneself.



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