



Manual

Validation of Competences in European Projects and Partnerships

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1. Evaluation Procedure

In European Grundtvig actions (projects, partnerships and other mobility actions, networks) stakeholders from different countries gather under a multinational umbrella to develop new approaches, projects, products and services.

But European collaborative projects are also informal learning spaces for the partners.

Professional from educational domains collaborate in different learning context and acquire (and require) highly specialised personal and social competences that enable them to work in transnational teams, collaborate to achieve a common goal, to learn to get along with other cultures and diverse backgrounds of their team mates but also to work professionally in a European project space or to market the common products effectively.

The basic task of the project VIP has been to identify, assess and evidence those competences acquired in informal European project contexts.

The validation of informal learning in collaborative European projects has carried out along a standardised procedure developed by a community of evaluators specialised in informal and non-formal learning ("REVEAL").

1.1 REVEAL and LEVEL5

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

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

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

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

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

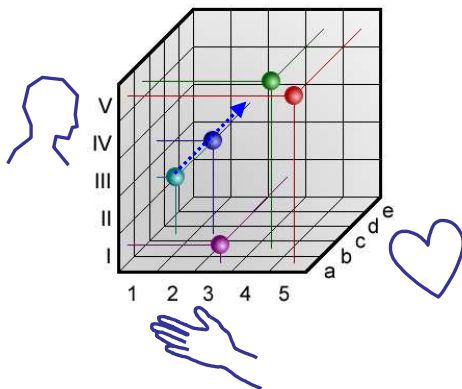
1.2 Principles of LEVEL5

Initially the **LEVEL5** evaluation system was developed between 2006 and 2010 in order to assess

- cognitive,
- activity related and
- affective

competence developments of learners in informal and non-formal learning projects.

It can as well be applied in any other context to assess the side effects and the learning outcomes on an informal basis.



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

1.3 Approach and methodology

The evaluation approach is based on a five step procedure (Fig. 1):

System Building

1. Project Description

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

2. Selecting topics

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

3. Establishing an individualised reference system

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

Assessment

4. Assessing

Describing the evaluation procedure and its timing as well as the respective methods of data collection.

In the VIP pilot-projects a broad range of assessment methods can be applied and combined, e.g. questionnaires and interviews to group discussions, assessment exercises, project work and observation by training staff. Besides the named there is a wide variety of further methods to apply for assessing data on competence development (see annex).

Evaluation and Validation

5. Rating/Documenting/Visualising

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

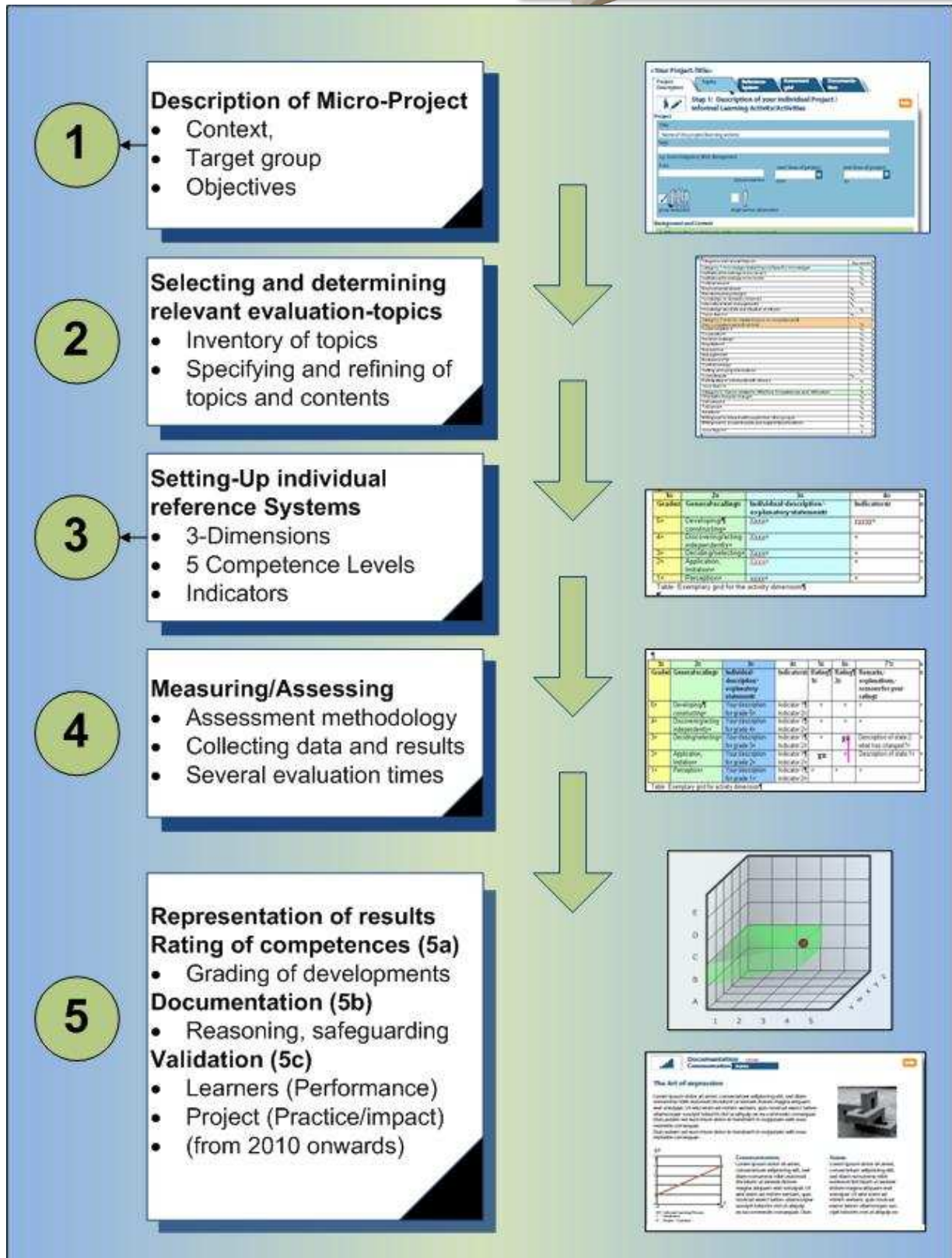


Figure 1: **LEVEL5** procedure (left in theory and right in practice)

It is important to state that **LEVEL5**, being based on action theory principles, is applicable in a cyclic procedure. Concretely, this refers to the fact that some components of the system can be or have to be adapted in the course of the evaluation procedure.

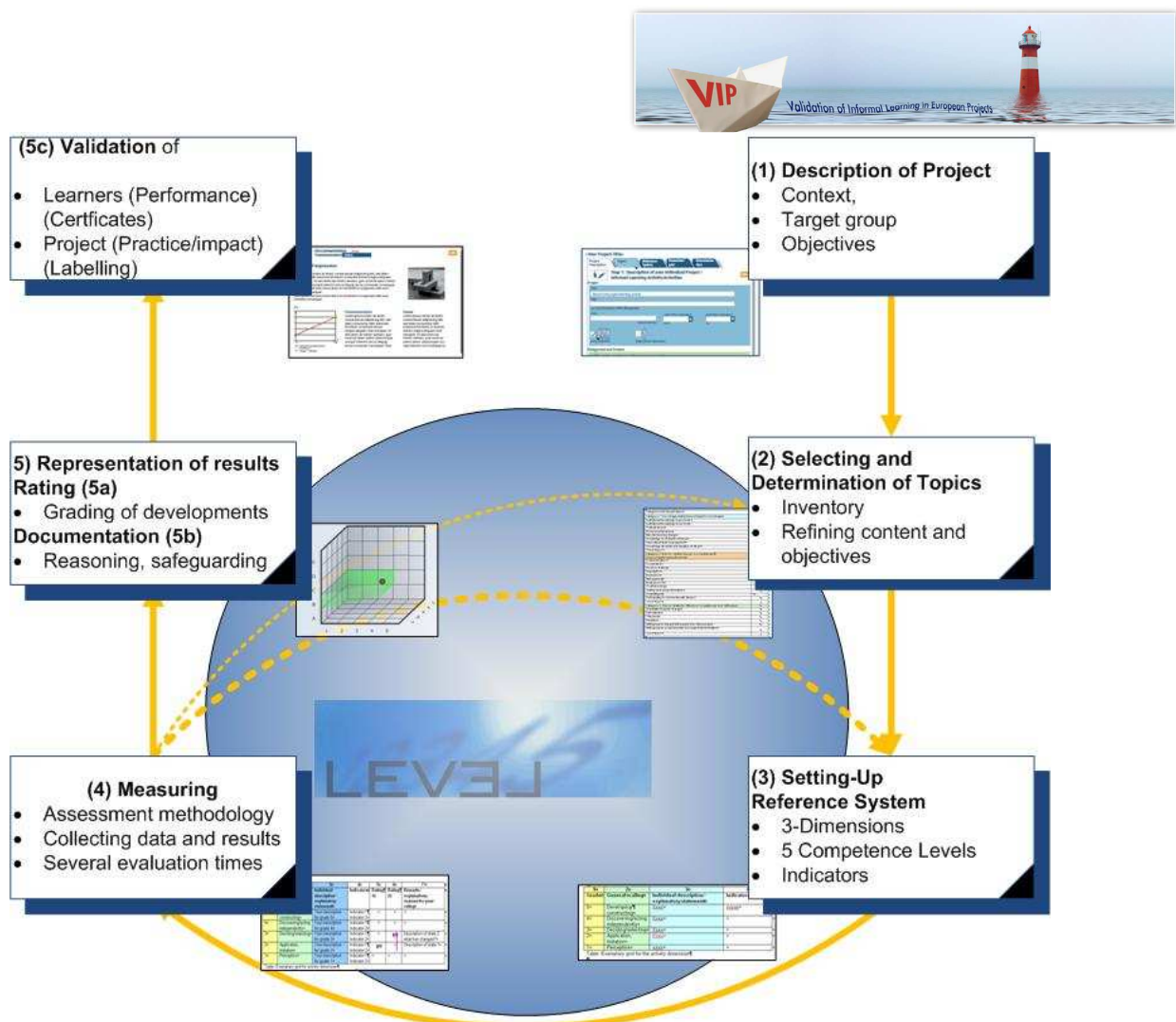


Figure 2: **LEVEL5**; cyclic procedure

We feel that it is an important quality criterion to fine-tune and improve the individual reference systems while evaluating. One cannot expect that a “perfect” evaluation system in informal learning contexts can be developed from scratch. This is why the opportunity to modify some elements of the reference system (may it be some descriptors or indicators) during the evaluation is kept open. Following steps 1 to 5 of applying LEVEL5 will be described. Assessment methods (step 4) are being presented as separate tool-box.

1.4 Reasons to apply LEVEL5

Specific benefits for VIP at a glance:

- Evidencing the impact and learning progress by collaborating in a transnational project
- Creation of awareness and appreciation for the value of transnational project work
- Development of a specific inventory which can be extended on other competences feasible for individual project purposes
- Reference systems designed in accordance to specifics of project work, focused on cognitive, activity related and affective competence developments
- Evidencing, documentation and visualisation of the competence developments
- Certification: Competence developments can be evidenced and documented
 - in the web-based 3-dimensional visualisation and documentation system
 - in personal certificates either printed or as PDF.



- Accreditation: VIP partners may be accredited with the European LEVEL5 label after an external evaluation carried out by an accredited REVEAL evaluator.

2. Evaluating competence development with LEVEL5

There are different possibilities to apply the LEVEL5 method. You can either work directly with this manual and the materials included or work with the LEVEL5 online-version which you find under <http://vip-eu.org/level5Vip/>.

The evaluation consists of the following steps:

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

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

2.1 Step 1 - Project and learners description

Step one of the LEVEL5 procedure has two main functions:

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

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

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



project name:

project description:

Start date

End date:

Content localisation (country):

Who are the participants of the programme/project?

Do you know your learners?

Descriptions of participants' profiles? (please refer to special characteristics/needs)

Why do the learners participate in your course/learning offer? What is their motivation to participate?

Where does your project/programme take place (school, neighbourhood, club, home etc.)

Which resources do you need (e.g. equipment), what is available?

Who initiated the project/activity? Is it supported externally?

Aims/Goals

What are the aims of the project/learning activity from your institution's point of view?

Are there other aims and expectations related to your project/activities from external bodies or



persons (donors, funding authorities?).

Is there a discrepancy between your goals and the goals of the external?

To what extent are the principal goals, objectives and guidelines of the project (programme) understood by the participants?

What is your motivation to evaluate your project? Why do you evaluate your project?

Project/Programme/learning activity Implementation:

What services/components are offered? Which activities are carried out?

Who are the trainers/teachers/guides/helpers? What roles and responsibilities do they have?

Duration of the learning offer: How many hours/days do you plan for the learning activities over which period of time?

What kind of methodology do you want to use? (See e.g. informal learning patterns)

Expected impact of the project/activity/training/programme, Aspired competences What is the expected impact of your services offered on participants?

Knowledge and skills

Affective state:

Activity level.

External support:

Documentation:

Experience:

Evaluation summary:

Future perspectives:

Annexes:



Step 1 – Group description

Here you insert information about the selected group (necessary in case you want to do a group-evaluation, otherwise this field just helps to further clarify the profile of your learners to yourself)

The screenshot shows the 'Step 1: Description of your Individual Project' form. The form is divided into several sections:

- Project-Description** (selected)
- Inventory** (checked)
- Reference-System** (checked)
- Assessment-Method** (checked)
- Assessment-Grid** (checked)
- Documentation** (unchecked)

The main form area is titled 'Step 1: Description of your Individual Project' and has an 'Info' button. Below the title, there are tabs for 'description', 'Group', 'Participant', and 'owner'. The 'description' tab is selected.

The 'Group' section is titled 'Information about the selected group' and contains the following fields:

- name:** A text input field containing 'Group 1'.
- description:** A large text area for entering the group description.
- participants' motivation:** A text input field for entering the participants' motivation.

The sidebar on the left shows a 'Project' section with a 'New' button and a list of projects, including 'Véronique and Julia'. Below that is a 'Group' section with a 'New' button and a list of groups, including 'Group 1'.

Name:

Description:

Participants' motivation:

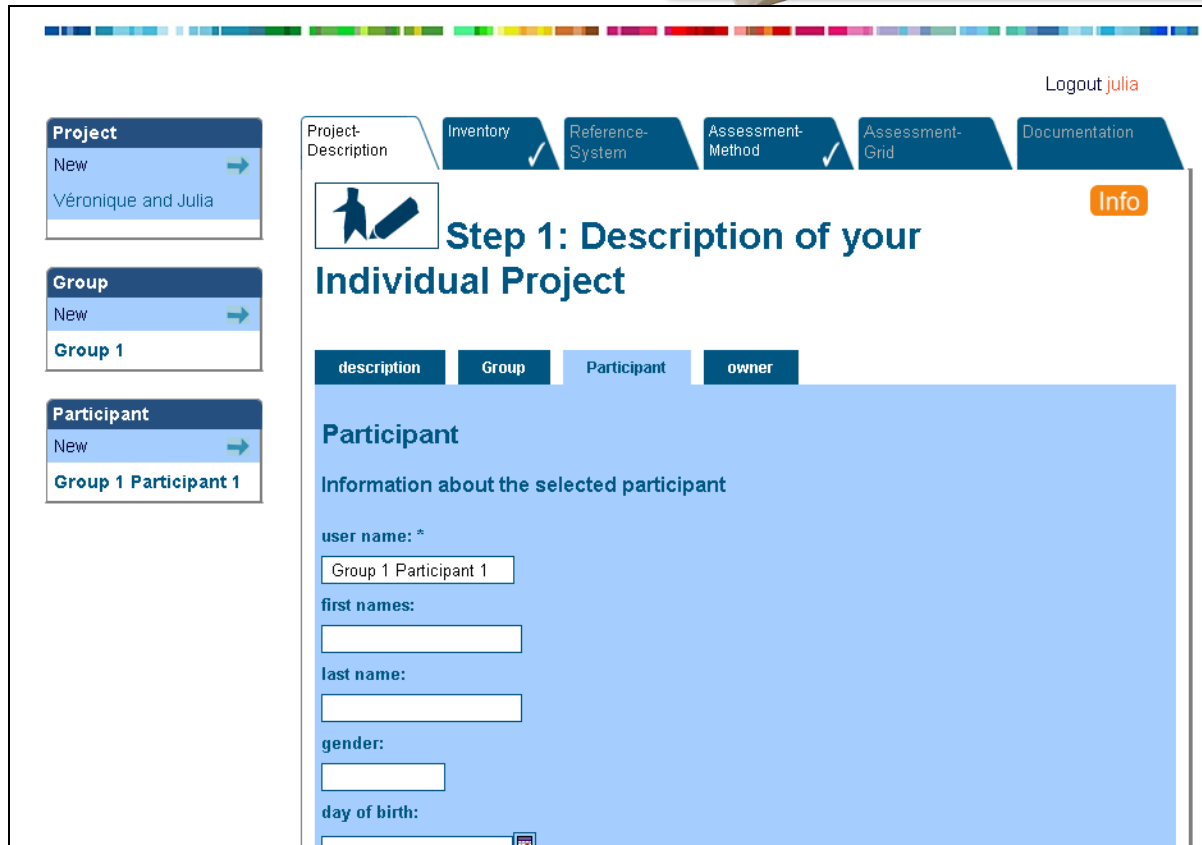
Understanding of project goals, objectives and guidelines by the participants:

Group tendencies:

Summary of the individual tendencies:

Step 1 – Individual participant's description

In this part of step 1 you prepare the system for inserting the evaluation results of your participants in Step 5. Therefore it is necessary to fill it.



Information about the selected participant

User name: (participants name or code, appears for navigation in left widget in Step 5)

First name:

Last name:

Gender:

Day of birth:

Location of birth:

Street:

zip:city:

country:

phone:

e-mail:

educational background:

profession:

evaluation summary:

For the pilot reports copy and paste the above chart according to the number of your participants.



Step 1 – Owner/Evaluator

The screenshot shows the 'Step 1: Description of your Individual Project' form. The form is divided into several sections: 'Project Owner', 'description', 'Group', 'Participant', and 'owner'. The 'Project Owner' section contains the following fields:

- user name: [change owner](#)
- institution:
- contact person, first names: contact person, last name:
- street:
- zip: city:

The sidebar on the left shows a 'Project' list with 'New', 'Véronique and Julia', and 'Project 2'. Below it is a 'User' list with 'New', 'admin', 'tom', 'tscholze', 'oafmalta', 'Julia', 'asta', 'vilma', 'jiky', 'maren', 'judith', 'kristina', 'tomas', and 'vitautas'.

Project Owner

User name:

Institution:

Contact person, first names:

Contact person, last name:

Street:

Zip:City:

Country:

Phone:

E-mail:

Field of activities:

Targeted groups:

2.2 Step 2 - Selection of topics/competences

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

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

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

Name and describe your topic set, which may comprise one or several competences to be assessed. The naming of the competence-set is a function to facilitate the navigation in the software. Save it.

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

If you want to assess several competences you define the first, save it, take the next and save as well. Finished with this it is necessary to tick the lock-icon to finalise the inventory you're going to work with. After locking it can't be changed anymore. In case you do want to do further changes you need to start again.

IdA competences VILMA	<p>name: <input type="text" value="VILMA"/></p> <table border="1"> <thead> <tr> <th style="background-color: #003366; color: white;">Inventory</th> <th style="background-color: #6aa84f; color: white;">My Definitions</th> </tr> </thead> <tbody> <tr> <td><input type="checkbox"/> Advocacy</td> <td><input type="checkbox"/> Advocacy</td> </tr> <tr> <td><input type="checkbox"/> European scope</td> <td><input type="checkbox"/> European scope</td> </tr> <tr> <td><input type="checkbox"/> Managing Diversity (DM)</td> <td><input type="checkbox"/> Managing Diversity (DM)</td> </tr> <tr> <td><input type="checkbox"/> LEADERSHIP</td> <td><input type="checkbox"/> LEADERSHIP</td> </tr> <tr> <td><input checked="" type="checkbox"/> Intercultural Communication</td> <td><input checked="" type="checkbox"/> Communication with different social groups</td> </tr> <tr> <td><input type="checkbox"/> Evaluation and reflection</td> <td><input type="checkbox"/> Evaluation and reflection</td> </tr> <tr> <td><input type="checkbox"/> Teamwork</td> <td><input type="checkbox"/> Teamwork</td> </tr> <tr> <td><input type="checkbox"/> PROJECT MANAGEMENT</td> <td><input type="checkbox"/> PROJECT MANAGEMENT</td> </tr> <tr> <td><input type="checkbox"/> NETWORKING</td> <td><input type="checkbox"/> NETWORKING</td> </tr> <tr> <td><input type="checkbox"/> Virtual communication (VC)</td> <td><input type="checkbox"/> Virtual communication (VC)</td> </tr> </tbody> </table> <p><input type="button" value="create new topic"/></p> <p>topic title : <input type="text" value="Intercultural Communication"/></p> <p>???your_specified_topic???: <input type="text" value="Communication with different social groups"/> if needed, please specify this topic title</p> <p>description: <input type="text" value="Culture in a broad sense..."/> eg. something like healthcare, education....</p>	Inventory	My Definitions	<input type="checkbox"/> Advocacy	<input type="checkbox"/> Advocacy	<input type="checkbox"/> European scope	<input type="checkbox"/> European scope	<input type="checkbox"/> Managing Diversity (DM)	<input type="checkbox"/> Managing Diversity (DM)	<input type="checkbox"/> LEADERSHIP	<input type="checkbox"/> LEADERSHIP	<input checked="" type="checkbox"/> Intercultural Communication	<input checked="" type="checkbox"/> Communication with different social groups	<input type="checkbox"/> Evaluation and reflection	<input type="checkbox"/> Evaluation and reflection	<input type="checkbox"/> Teamwork	<input type="checkbox"/> Teamwork	<input type="checkbox"/> PROJECT MANAGEMENT	<input type="checkbox"/> PROJECT MANAGEMENT	<input type="checkbox"/> NETWORKING	<input type="checkbox"/> NETWORKING	<input type="checkbox"/> Virtual communication (VC)	<input type="checkbox"/> Virtual communication (VC)
Inventory	My Definitions																						
<input type="checkbox"/> Advocacy	<input type="checkbox"/> Advocacy																						
<input type="checkbox"/> European scope	<input type="checkbox"/> European scope																						
<input type="checkbox"/> Managing Diversity (DM)	<input type="checkbox"/> Managing Diversity (DM)																						
<input type="checkbox"/> LEADERSHIP	<input type="checkbox"/> LEADERSHIP																						
<input checked="" type="checkbox"/> Intercultural Communication	<input checked="" type="checkbox"/> Communication with different social groups																						
<input type="checkbox"/> Evaluation and reflection	<input type="checkbox"/> Evaluation and reflection																						
<input type="checkbox"/> Teamwork	<input type="checkbox"/> Teamwork																						
<input type="checkbox"/> PROJECT MANAGEMENT	<input type="checkbox"/> PROJECT MANAGEMENT																						
<input type="checkbox"/> NETWORKING	<input type="checkbox"/> NETWORKING																						
<input type="checkbox"/> Virtual communication (VC)	<input type="checkbox"/> Virtual communication (VC)																						



Inventory	Your specified topic	description
Intercultural communication	e.g. communication with other social groups	
Leadership	e.g. Leadership in flat hierarchy	
European Scope		
Project management		
Advocacy		
Diversity management		
Networking		
Teamwork		
Evaluation/reflection		
Virtual communication		
Your topic		

Reference systems for the named competences you find in the annex.

Your specified competence and its' description will be part of the documentation/certificate. Now you can move to the next step:

2.3 Step 3 – Individualise the reference system

Logout Julia

Project-Description ✓ Inventory ✓ Reference-System Assessment-Method Assessment-Grid Documentation

Step 4: Reference-System Info

active cognitive affective

Grades			
Grade	General Scaling	Individual Description	Indicators
5	Developing/constructing	Develop new ways to solve communication problems that are based on cultural differences	
4	Discovering/acting independently	Looking for and trying different culture-sensitive communication strategies.	
3	Deciding/selecting	Deliberately working on communication strategies. Being able to apply basic strategies in intercultural	
	Application, Imitation	Occasionally taking culture-related	

Each new competence is to be described related to its

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

thus covering the relevant dimensions of competence development.

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

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

As a hint for the navigation in the software note, that the dimension you work in is underlined. In case you set up a new reference system the respective icon will turn from blue to white as the levels are being described.

Name some possible indicators that help you to differentiate between the stages.

Don't forget to save.

1	2	3	4
Grade	General scaling	Individual description/ explanatory statement	Indicators
5	Developing/ constructing		
4	Discovering/acting independently		
3	Deciding/selecting		
2	Application, Imitation		
1	Perception		

Table: Exemplary grid for the activity dimension

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

Following you find an unfilled reference-system grid for setting up an individual reference system for a competence of your choice. To easier be able to describe the levels the footnotes give hints on what is meant with the general level descriptions. The reference systems already created in VIP are to be found in the annex.



2.4 Set up a LEVEL5 Reference System:

You selected the topic: your topic

Cognitive Dimension: Learners knowledge and skills/experiences concerning <your topic>

1	2	3	7
Level	Corresponding Level Titles ¹	Level description	Indicators
5	Intuitive Transfer		
4	Know when (Implicit understanding)		
3	Know how		
2	Know why (Distant understanding)		
1	Know-that		

¹ Hints for describing the levels:

Level 5: Evaluating/constructing (conveying, planning, producing, criticising,...)

Level 4: Analysing (distinguishing, organizing, judging,...)

Level 3: Utilizing (applying, explaining, comparing,...)

Level 2: Interpreting (conclude, classify, ...)

Level 1: Can deviate strongly – remembering, recognizing,...

Activity dimension: ->learners' activity/behaviour concerning <your topic>

1	2	3	4
Level	Corresponding Level Titles ²	Level description	Indicators
5	Developing/ constructing		
4	Discovering/acting independently		
3	Deciding/selecting		
2	Applying, imitating		
1	Perceiving		

² Hints for describing the levels:

Level 5: Constructing, consigning to different contexts, i.e. into private life

Level 4: Self-directed acting (researching, expanding options, i.e. related to learning content/topic, ...)

Level 3: Acting, choosing between options, ...

Level 2: Utilizing (imitating without own impulse, ...)

Level 1: Can deviate strongly – listening only, participating only, reception without action...



Affective Dimension: ->learners' affective state/attitude concerning <your topic>

1	2	3	4
Level	Corresponding Level Titles ³	Level description	Indicators
5	Regulating others		
4	Affective self-regulation/ Appreciation		
3	Appreciation Empathy		
2	Perspective taking		
1	Self centred		

³ Hints for describing the levels:

Level 5: (group): influencing others (motivating/convincing others by own model,...)

Level 4: motivation to adapt/appreciation of ... (in the sense of the topic, to reach a goal,...)

Level 3: emotional reference towards topic (feeling, that topic can influence own conditions, empathy,...)

Level 2: curiosity (interest in topic, being attracted, ...)

Level 1: no emotional reference to topic (only interested in own situation,...)

2.5 Step 4 - Assessing competence development

Step 4 is about measuring.

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

Therefore, especially when validating personal and social competences, it is important to show and evidence their **development**, the potential⁴ of a learner regarding the competence. Hence we try to assess the learners' competences at the beginning and at the end of a learning activity/project.

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

In VIP we collaborated with the project SEALLL that created a wonderful range of instruments for assessment and self-assessment:

(http://www.sealll.eu/docs/manual/Sealll01_UK_web.pdf)

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

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

Starting from the description of project and activity (which we can skip because we already did this in LEVEL5-step 1 we come to the aspired competences and the competences that we WANT to assess. This would also be done by selecting the topics from the inventory (LEVEL5 - step2).

Also the indicators can be added to the LEVEL5-reference system in step 3.

The crucial question is "HOW" to assess, or, in other words which method is fitting to what I want to measure.

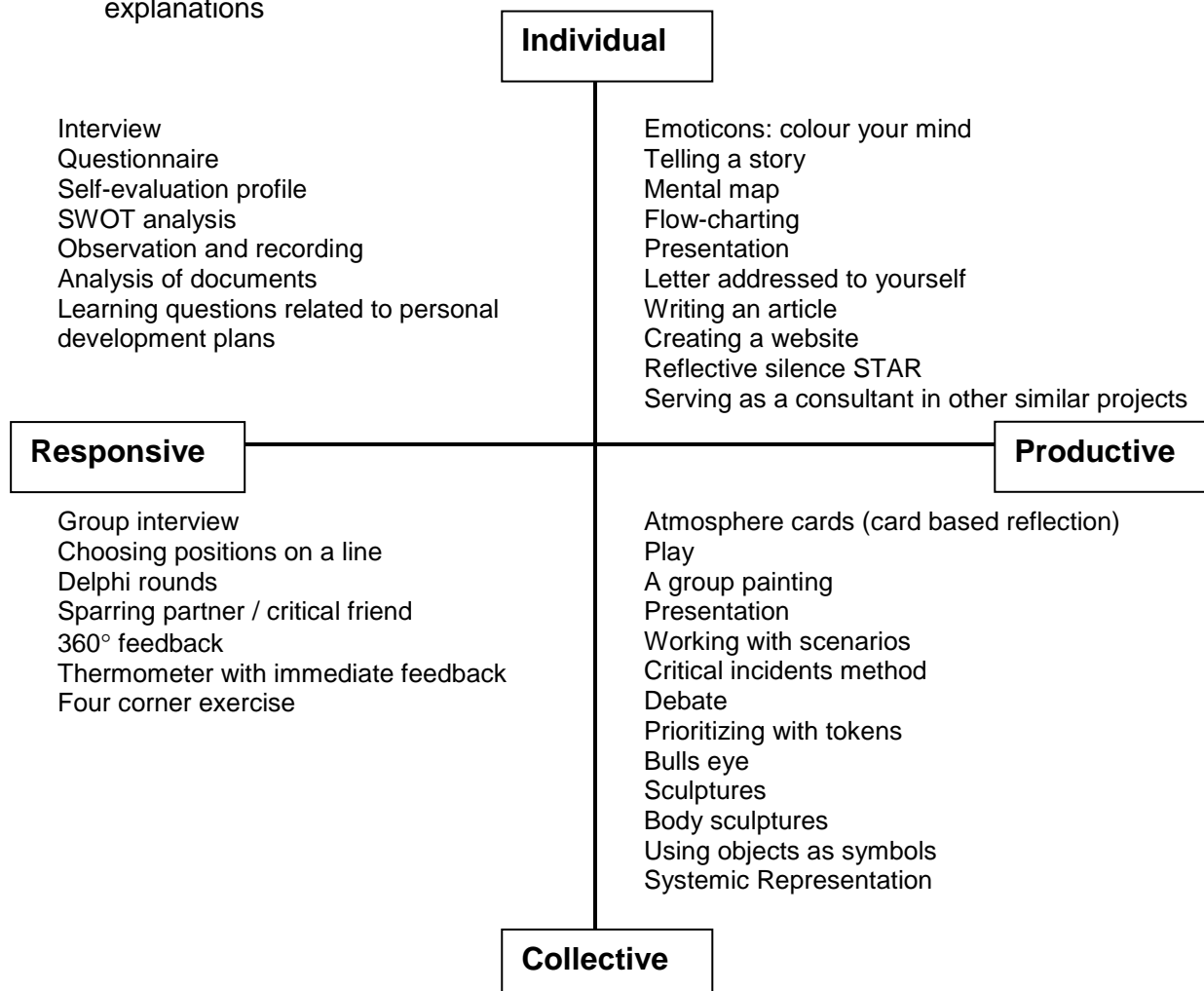
⁴ For employers the "potential" of a person is more important than just a snapshot of a status quo (e.g. for intercultural communication: how did somebody develop his/her communication/collaboration skills)



2.5.5 Instruments for Assessment

Preliminary remarks:

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



Detailed descriptions to be retrieved from www.sealll.eu



The following table relates possible assessment instruments to aspired competences:

Interviews and Questionnaires	CULTURAL AWARENESS, DIVERSITY MANAGEMENT:
SWOT analysis Learning questions related to personal development plans	LEADERSHIP
Observation and recording Analysis of documents, Mind map	TEAM WORK NETWORKING VIRTUAL COMMUNICATION
Presentation	ADVOCACY
Reflective silence STAR	PROJECT MANAGEMENT
Group interview	TEAM WORK / INTERCULTURAL COMP.
Choosing positions on a line 360° feedback Cards based reflection Bulls eye	TEAM WORK
Critical Incidents	INTERCULTURAL COMP.

Logout Julia

Project

New →


Véronique and Julia

Project 2

Assessment Method

Observation by tutors

Project-Description ✓ Inventory ✓ Reference-System ✓ Assessment-Method ✓ Assessment-Grid ✓ Documentation ✓



Step 4: Assessment-Method

Info

Method

Time Stamps

name

eg. something which explains this...

description

Tutors observe participant while fulfilling a task where the selected competence has to be applied, e.g. roleplay

eg. something which explains this...

Evaluation and reflection competence development during the VIP training course in Alden Biesen, Oct. 2011

 VILMA **competences acquired by working in VILMA project**

delete
save

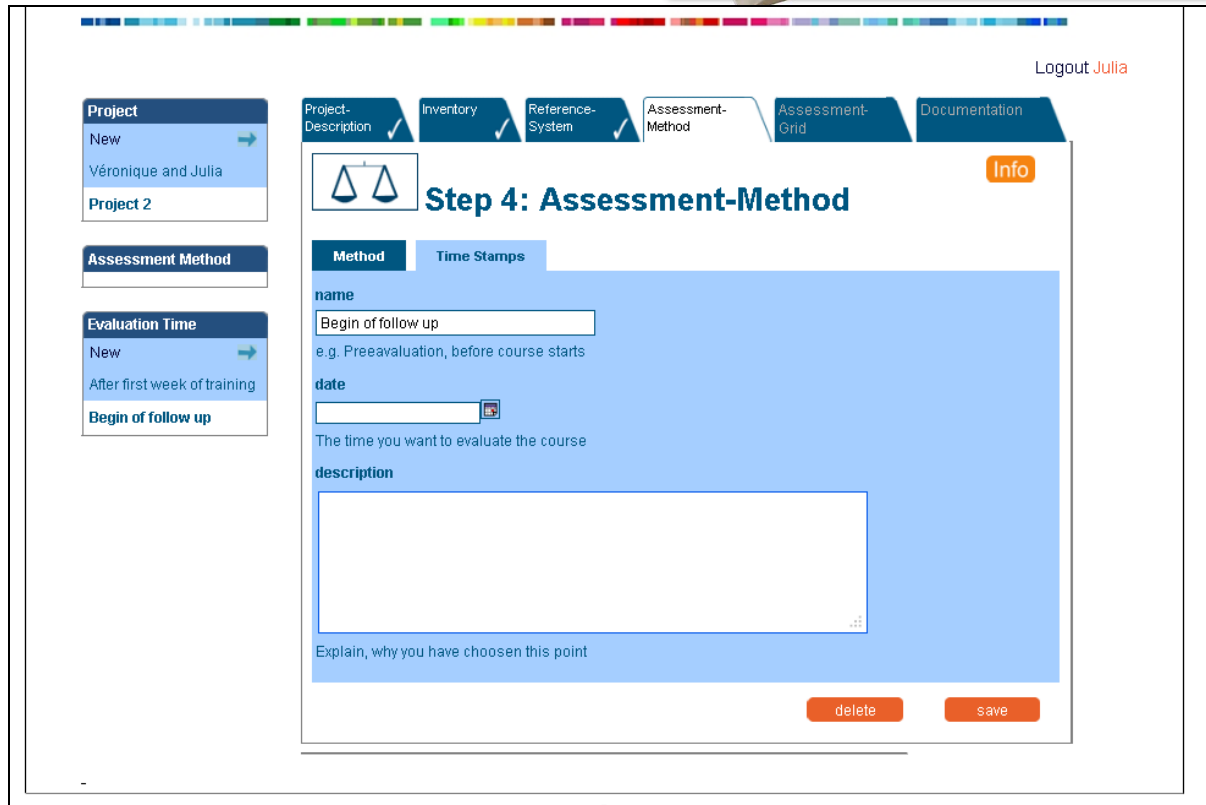
Name (e. g. something which explains this...)

Description (e. g. something which explains this...)

Select your topic set, e.g.:

- | | |
|--|--|
| <input type="checkbox"/> Evaluation and reflection | Competence development during the VIP training course in Alden Biesen, Oct. 2011 |
| <input type="checkbox"/> xyz | competences acquired by working in xyz project |

In the software it is very important that again you select the topic set you want to use by ticking the respective box at the bottom of the page before continuing. Then save.



Set the time stamps and save after each point in time. In the assessment grid a column will appear for each time stamp you set. After saving each point in time save and select “New” in the left widget for the next.

Time stamp 1

Name (e.g. Pre-evaluation, before course starts)

Date (The time you want to evaluate the course)

Description (explain, why you have chosen this point)

Time stamp 2

Name (e.g. Pre-evaluation, before course starts)

Date (The time you want to evaluate the course)

Description (explain, why you have chosen this point)

If you want to add more dates for evaluation just copy and paste the grid above.

2.6 Step 5 - Rating and Reasoning

Logout Julia

Assessment Method
Observation by tutors


Assesment Grid
New →
Communication with different social groups


Group
New →
Project 2 Group 1


Participant
New →
Alina

Project-Description ✓ Inventory ✓ Reference-System ✓ Assessment-Method ✓ Assessment-Grid ✓ Documentation ✓

Step 5: Assessment-Grid Info


active


cognitive


affektive

Remarks, explanations, reasons for your rating

eg. something which explains this...

Assessment					
Grade	General Scaling	Individual Description	Indicators	After first week of training	Begin of follow up
5	Developing/constructing	Develop new ways to solve communication	Using different approaches according to person addressed		
4	Discovering/acting independently	Looking for and trying different culture-sensitive	Asking for feedback on own behaviour		●
3	Deciding/selecting	Deliberately working on communication strategies. Being	Adapting to communication patterns of superiors	●	
2	Application, Imitation	Occasionally taking culture related	Repeating action patterns of other		

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

1. by selecting a grade (for the later display in the LEVEL5-CUBE)
2. by giving reasons for the rating (by referring to the indicators) at the top of the page, reasoning also being part of the final certificate (optional)
3. by describing the participant's learning progress at the bottom of the page, also being part of the final certificate (optional).

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

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



3. Annex

3.1 VIP reference systems – intercultural communication

	COGNITIVE/KNOWLEDGE			ACTIVITY			AFFECTIVE		
	2	3	4	2	3	4	2	3	4
L	Level Titles	Individual description/ explanatory statement	Indicators	Level Titles	Individual description/ explanatory statement	Indicators	Level Titles	Individual description/ explanatory statement	Indicators
5	Intuitive Transfer	Knowing ourselves and our cultural frames of reference and knowing at the same time patterns of cultural differences in order to understand the people who are different from us.		Developing/constructing	Being able to put oneself in the shoes of others and consider a variety of approaches and develop new ways to solve problems that were previously given up on.		Regulating (with) others	Being aware that one's own culture may shape one's own reactions and being able to see the world from others' point of view. Being able to inspire others to respect and appreciate diversity in the team.	
4	Know when (Implicit understanding)	Having knowledge about other cultures and understanding how cultural aspects can influence communication in international teams.		Discovering/acting independently	Being open to learn about people of other cultures and backgrounds and enrich one's own culture by transferring diverse elements to one's own context.		Affective self-regulation	Being open to learn about people of other cultures and backgrounds and being willing to enrich one's own culture with elements of other cultures.	
3	Know how	Understanding that people communicate differently and have different perception of time and space (e.g. monochrome/polychrome time orientation, implicit/explicit communication, task/relationship oriented)		Deciding/selecting	Being able to apply basic strategies in intercultural communication, e.g. active listening, mirroring, perceiving non-verbal signs		Appreciation Empathy	Being aware that we have cultural values or assumptions that are different from others'. Respect and value members from other cultural groups and their ways of behaving and communicating.	
2	Know why (Distant understanding)	Knowing that one's own culture is central to what we see, how we make sense of what we see, and how we express ourselves and that others are influenced in the same way by their own culture.		Application, Imitation	Accepting different ways of communication just like other team members do. Behaving in a conscious way in regard to the diversity of the other team members.		Perspective taking	Being willing to listen to other people's ideas. Being curious towards cultural diversity and different communication styles	
1	Know-that	Knowing that different cultures have different ways of communicating.		Perception	See that there are different styles of communicating without drawing conclusions.		Self centred	Being rather indifferent towards other cultural groups and their ways of communicating - viewing the world only through the "lens" which is provided by one's own culture.	

Cognitive Dimension: Learners knowledge and skills <intercultural Communication >

1	2	3	4	5	6	7*
Grade	General scaling	Level description Explanation	Indicators/ Context	Time 1	Time 2	Documentation (Learning outcomes)
5	Intuitive Transfer ⁵	Knowing ourselves and our cultural frames of reference and knowing at the same time patterns of cultural differences in order to understand the people who are different from us.				
4	Know when (Implicit understanding ⁶)	Having knowledge about other cultures and understanding how cultural aspects can influence communication in international teams.				
3	Know how ⁷	Understanding that people communicate differently and have different perception of time and space (e.g. monochrome/polychrome time orientation, implicit/explicit communication, task/relationship oriented)				
2	Know why (Distant understanding ⁸)	Knowing that one's own culture is central to what we see, how we make sense of what we see, and how we express ourselves and that others are influenced in the same way by their own culture.		x		
1	Know-that ⁹	Knowing that different cultures have different ways of communicating.				

Summary of the development on the cognitive level:

⁵ Evaluating/Creating (Generating – Planning – Producing – Checking – Critiquing)

⁶ Analyse (Differentiating – Organising – Attributing)

⁷ Applying (Implementing – Explaining – Comparing)

⁸ Interpreting (Exemplifying – Summarising – Classifying)

⁹ Remembering (Recognising – Recalling)



Activity dimension; ->learners' activity potential concerning intercultural communication

1	2	3	4	5	6	7
Grade	General scaling ¹⁰	Level description Explanation	Indicators	Time 1	Time 2	Documentation (Learning outcomes)
5	Developing/constructing	Being able to put oneself in the shoes of others and consider a variety of approaches and develop new ways to solve problems that were previously given up on.				
4	Discovering/acting independently	Being open to learn about people of other cultures and backgrounds and enrich one's own culture by transferring diverse elements to one's own context.				
3	Deciding/selecting	Being able to apply basic strategies in intercultural communication, e.g. active listening, mirroring, perceiving non-verbal signs				
2	Application, Imitation	Accepting different ways of communication just like other team members do. Behaving in a conscious way in regard to the diversity of the other team members.		x		
1	Perception	See that there are different styles of communicating without drawing conclusions.				

Summary of the development on the activity level:

¹⁰ Hints for describing the levels:

Level 5: Constructing, consigning to different contexts, i.e. into private life

Level 4: Self-directed acting (researching, expanding options, i.e. related to learning content/topic, ...)

Level 3: Acting, choosing between options, ...

Level 2: Utilizing (imitating without own impulse, ...)

Level 1: Can deviate strongly – listening only, participating only, reception without action...



Affective Dimension: ->learners' affective competences concerning intercultural communication>

1	2	3	4	5	6	7
Grade	Corresponding Level Titles ¹¹	Level description Explanation	Indicators/ Context	Time 1	Time 2	Documentation (Learning outcomes)
5	Regulating (with) others	Being aware that one's own culture may shape one's own reactions and being able to see the world from others' point of view. Being able to inspire others to respect and appreciate diversity in the team.				
4	Affective self-regulation	Being open to learn about people of other cultures and backgrounds and being willing to enrich one's own culture with elements of other cultures.				
3	Appreciation Empathy	Being aware that we have cultural values or assumptions that are different from others'. Respect and value members from other cultural groups and their ways of behaving and communicating.				
2	Perspective taking	Being willing to listen to other people's ideas. Being curious towards cultural diversity and different communication styles				
1	Self centred	Being rather indifferent towards other cultural groups and their ways of communicating - viewing the world only through the "lens" which is provided by one's own culture.				

Summary of the development on the affective level:

¹¹ Hints for describing the levels:

Level 5: (group): influencing others (motivating/convincing others by own model,...)

Level 4: motivation to adapt/appreciation of ... (in the sense of the topic, to reach a goal,...)

Level 3: emotional reference towards topic (feeling, that topic can influence own conditions, empathy,...)

Level 2: curiosity (interest in topic, being attracted, ...)

Level 1: no emotional reference to topic (only interested in own situation,...)



3.2 VIP reference systems - leadership

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

Cognitive Dimension: Learners knowledge and skills concerning <u>leadership</u>

1	2	3	4	5	6	7*
Grade	General scaling	Level description Explanation	Indicators/ Context	Time 1	Time 2	Documentation (Learning outcomes)
5	Intuitive Transfer ¹²	Being able to assess which types of leadership interventions are adequate in specific situations and help other people in implementing them				
4	Know when (Implicit understanding ¹³)	Knowing when and how to apply the appropriate leadership techniques in order to solve problems or take opportunities. Knowing how and when your input and style as a group leader will affect the group you are in and its project results.				
3	Know how ¹⁴	Knowing different leadership styles, techniques and approaches and knowing how they are related to specific performances of a group and outcomes of a project.				
2	Know why (Distant understanding ¹⁵)	Knowing that different leadership styles exist and knowing that different leadership approaches can affect the work of/in the group.		x		
1	Know-that ¹⁶	Knowing what leadership is and knowing that it takes a leader to guide a group or a project				

Summary of the development on the cognitive level:

¹² Evaluating/Creating (Generating – Planning – Producing – Checking – Critiquing)

¹³ Analyse (Differentiating – Organising – Attributing)

¹⁴ Applying (Implementing – Explaining – Comparing)

¹⁵ Interpreting (Exemplifying – Summarising – Classifying)

¹⁶ Remembering (Recognising – Recalling)

Activity dimension: ->learners' activity potential concerning <u>leadership</u>

1	2	3	4	5	6	7
Grade	General scaling ¹⁷	Level description Explanation	Indicators/ Context	Time 1	Time 2	Documentation (Learning outcomes)
5	Developing/ constructing	Developing your own leadership style and techniques as a leader and applying it in different situations To create and execute leadership strategies and transfer it to others.				
4	Discovering/acting independently	Acting as a leader and trying out a range of different leadership styles and apply them according to the situation and the objectives of the project.				
3	Deciding/selecting	Taking the lead and applying specific leadership techniques you think are appropriate according to your perception of the situation.				
2	Application, Imitation	Occasionally applying leadership concepts & actions as offered from theory or copied from a role model.		x		
1	Perception	Recognising situations where leadership is needed and where someone should take the lead.				

Summary of the development on the activity level:

¹⁷ Hints for describing the levels:

Level 5: Constructing, consigning to different contexts, i.e. into private life

Level 4: Self-directed acting (researching, expanding options, i.e. related to learning content/topic, ...)

Level 3: Acting, choosing between options, ...

Level 2: Utilizing (imitating without own impulse, ...)

Level 1: Can deviate strongly – listening only, participating only, reception without action...

Affective Dimension: ->learners' affective competences concerning <leadership>

1	2	3	4	5	6	7
Grade	Corresponding Level Titles ¹⁸	Level description Explanation	Indicators/ Context	Time 1	Time 2	Documentation (Learning outcomes)
5	Regulating (with) others	To find it important that the other members of the group value leadership. To find it important to share your leadership competences.				
4	Affective self-regulation/ Appreciation	Feeling the need to be a leader. Valuing your interest in leadership and in taking the lead yourself. Feeling the need to improve your own leadership competences.				
3	Empathy Appreciation	Feeling the need to take the lead in a group or in a situation. To find it important that (your) leadership is valued by the other members of the group.				
2	Perspective taking	Generally feeling the need for a leader and for cooperative structures requiring leadership.				
1	Self centred	Feeling the need for a leader / leadership in your team or in a situation you are in.				

Summary of the development on the affective level:

¹⁸ Hints for describing the levels:

Level 5: (group): influencing others (motivating/convincing others by own model,...)

Level 4: motivation to adapt/appreciation of ... (in the sense of the topic, to reach a goal,...)

Level 3: emotional reference towards topic (feeling, that topic can influence own conditions, empathy,...)

Level 2: curiosity (interest in topic, being attracted, ...)

Level 1: no emotional reference to topic (only interested in own situation,...)



3.3 VIP reference systems – European scope

		COGNITIVE/KNOWLEDGE			ACTIVITY			AFFECTIVE		
		2	3	4	2	3	4	2	3	4
L	Level Titles	Individual description/ explanatory statement	Indicators	Level Titles	Individual description/ explanatory statement	Indicators	Level Titles	Individual description/ explanatory statement	Indicators	
5	Intuitive Transfer	Knowing how to apply a European view on different sectors of society and knowing how to act accordingly.	Indicators	Developing/constructing	To actively plan and create strategies for efficient action at European level. To act according to an international view on society and its socio-cultural-economic activities.		Regulating (with) others	To find it important that people have a European view on society. To find it important to help other people develop their European view and act at European level.		
4	Know when (Implicit understanding)	Knowing how to act effectively at European level in terms of decision making, intercultural cooperation in your sector.		Discovering/acting independently	To search for appropriate European approaches and views in your sector and to act accordingly.		Affective self-regulation	To find it important to develop your own European view on society. To find it important to be able to act from a European / multinational perspective.		
3	Know how	Knowing the mechanisms of how Europe is related to the regulations and functioning of life and work in your sector.		Deciding/selecting	To choose and effectively use opportunities at European level in your sector.		Appreciation Empathy	To feel the importance of a European / Multinational perspective for all people		
2	Know why (Distant understanding)	Knowing that due to the international mobility of goods, people, capital and services there have to be international cooperation and agreements. This has an impact on daily life.		Application, Imitation	To adopt and apply existing European approaches and views.		Perspective taking	To think it important that you as an individual have a European view		
1	Know-that	Knowing that all socio-cultural-economic elements of society have a local, national and European dimension. Knowing that Europe has an impact on daily life.		Perception	To see and recognise the European dimension of society and of daily life.		Self centred	To feel the importance of a European / global view in your own job / life.		



Cognitive Dimension: Learners knowledge and skills concerning <European scope>

1	2	3	4	5	6	7*
Grade	General scaling	Level description Explanation	Indicators/ Context	Time 1	Time 2	Documentation (Learning outcomes)
5	Intuitive Transfer ¹⁹	Knowing how to apply a European view on different sectors of society and knowing how to act accordingly.				
4	Know when (Implicit understanding) ²⁰	Knowing how to act effectively at European level in terms of decision making, intercultural cooperation in your sector.				
3	Know how ²¹	Knowing the mechanisms of how Europe is related to the regulations and functioning of life and work in your sector.				
2	Know why (Distant understanding) ²²	Knowing that due to the international mobility of goods, people, capital and services there have to be international cooperation and agreements. This has an impact on daily life.		x		
1	Know-that ²³	Knowing that all socio-cultural-economic elements of society have a local, national and European dimension. Knowing that Europe has an impact on daily life.				

Summary of the development on the cognitive level:

¹⁹ Evaluating/Creating (Generating – Planning – Producing – Checking – Critiquing)

²⁰ Analyse (Differentiating – Organising – Attributing)

²¹ Applying (Implementing – Explaining – Comparing)

²² Interpreting (Exemplifying – Summarising – Classifying)

²³ Remembering (Recognising – Recalling)

Activity dimension: ->learners' activity potential concerning <European scope>

1	2	3	4	5	6	7
Grade	General scaling ²⁴	Level description Explanation	Indicators/ Context	Time 1	Time 2	Documentation (Learning outcomes)
5	Developing/ constructing	To actively plan and create strategies for efficient action at European level. To act according to an international view on society and its socio-cultural-economic activities.				
4	Discovering/acting independently	To search for appropriate European approaches and views in your sector and to act accordingly.				
3	Deciding/selecting	To choose and effectively use opportunities at European level in your sector.				
2	Application, Imitation	To adopt and apply existing European approaches and views.		x		
1	Perception	To see and recognise the European dimension of society and of daily life.				

Summary of the development on the activity level:

²⁴ Hints for describing the levels:

Level 5: Constructing, consigning to different contexts, i.e. into private life

Level 4: Self-directed acting (researching, expanding options, i.e. related to learning content/topic, ...)

Level 3: Acting, choosing between options, ...

Level 2: Utilizing (imitating without own impulse, ...)

Level 1: Can deviate strongly – listening only, participating only, reception without action...

Affective Dimension: ->learners' affective competences concerning <European scope>

1	2	3	4	5	6	7
Grade	Corresponding Level Titles ²⁵	Level description Explanation	Indicators/ Context	Time 1	Time 2	Documentation (Learning outcomes)
5	Regulating (with) others	To find it important that people have a European view on society. To find it important to help other people develop their European view and act at European level.				
4	Affective self-regulation/ Appreciation	To find it important to develop your own European view on society. To find it important to be able to act from a European / multinational perspective.				
3	Empathetic concern Appreciation	To feel the importance of a European / Multinational perspective for all people				
2	Perspective taking	To think it important that you as an individual have a European view				
1	Self centred	To feel the importance of a European / global view in your own job / life.				

Summary of the development on the affective level:

²⁵ Hints for describing the levels:

Level 5: (group): influencing others (motivating/convincing others by own model,...)

Level 4: motivation to adapt/appreciation of ... (in the sense of the topic, to reach a goal,...)

Level 3: emotional reference towards topic (feeling, that topic can influence own conditions, empathy,...)

Level 2: curiosity (interest in topic, being attracted, ...)

Level 1: no emotional reference to topic (only interested in own situation,...)



3.4 VIP reference systems – project management

		COGNITIVE/KNOWLEDGE			ACTIVITY			AFFECTIVE		
		2	3	4	2	3	4	2	3	4
L	Level Titles	Individual description/ explanatory statement	Indicators	Level Titles	Individual description/ explanatory statement	Indicators	Level Titles	Individual description/ explanatory statement	Indicators	
5	Intuitive Transfer	Knowing how to assess which PM tools are adequate in a specific situation. Knowing how to apply them in different project situations.	Indicators	Developing/ constructing	Adapting and further developing PM tools for your work.		Regulating (with) others	Being enthusiastic in discussing and sharing information about PM with other colleagues and experts. To feel the need to improve other people's PM competences.		
4	Know when (Implicit understanding)	Knowing how different PM tools can be used in different phases of the life cycle of a project		Discovering/ acting independently	Reflecting on your own PM practice. Seeking for more specific information on PM tools from experienced project managers or in literature. Applying the once you consider useful.		Affective self-regulation	Being curious about different PM approaches and tools and their potential for your work. Being willing to learn from your EU project experiences with PM and apply them at your regular work. To feel the need to improve your own PM competences		
3	Know how	Knowing different PM tools. Knowing how to apply them in project situations.		Deciding/ selecting	Actively applying specific tools for PM in project planning and implementation		Appreciation Empathy	Appreciating the value of PM tools for EU projects and being determined to apply them		
2	Know why (Distant understanding)	Knowing that PM techniques are needed in order to successfully complete project work.		Application, imitation	Occasionally applying a few PM tools - offered by others - in parts of your project work.		Perspective taking	Generally feeling the need for implementing PM methodologies in project based work.		
1	Know-that	Knowing that PM exists as a methodology.		Perception	Recognising situations requiring PM techniques.		Self centred	Feeling the need to apply PM methodologies in a specific work situation you are in.		

Cognitive Dimension: Learners knowledge and skills concerning <project management>

1	2	3	4	5	6	7*
Grade	General scaling	Level description Explanation	Indicators/ Context	Time 1	Time 2	Documentation (Learning outcomes)
5	Intuitive Transfer ²⁶	Knowing how to assess which PM tools are adequate in a specific situation. Knowing how to apply them in different project situations.				
4	Know when (Implicit understanding) ²⁷	Knowing how different PM tools can be used in different phases of the life cycle of a project				
3	Know how ²⁸	Knowing different PM tools. Knowing how to apply them in project situations.				
2	Know why (Distant understanding) ²⁹	Knowing that PM techniques are needed in order to successfully complete project work.		x		
1	Know-that ³⁰	Knowing that PM exists as a methodology.				

Summary of the development on the cognitive level:

²⁶ Evaluating/Creating (Generating – Planning – Producing – Checking – Critiquing)

²⁷ Analyse (Differentiating – Organising – Attributing)

²⁸ Applying (Implementing – Explaining – Comparing)

²⁹ Interpreting (Exemplifying – Summarising – Classifying)

³⁰ Remembering (Recognising – Recalling)

Activity dimension: ->learners' activity potential concerning <project management>

1	2	3	4	5	6	7
Grade	General scaling ³¹	Level description Explanation	Indicators/ Context	Time 1	Time 2	Documentation (Learning outcomes)
5	Developing/ constructing	Adapting and further developing PM tools for your work.				
4	Discovering/acting independently	Reflecting on your own PM practice. Seeking for more specific information on PM tools from experienced project managers or in literature. Applying the once you consider useful.				
3	Deciding/selecting	Actively applying specific tools for PM in project planning and implementation				
2	Application, Imitation	Occasionally applying a few PM tools - offered by others - in parts of your project work,.		x		
1	Perception	Recognising situations requiring PM techniques.				

Summary of the development on the activity level:

³¹ Hints for describing the levels:

Level 5: Constructing, consigning to different contexts, i.e. into private life

Level 4: Self-directed acting (researching, expanding options, i.e. related to learning content/topic, ...)

Level 3: Acting, choosing between options, ...

Level 2: Utilizing (imitating without own impulse, ...)

Level 1: Can deviate strongly – listening only, participating only, reception without action...

Affective Dimension: ->learners' affective competences concerning <project management>

1	2	3	4	5	6	7
Grade	Corresponding Level Titles ³²	Level description Explanation	Indicators/ Context	Time 1	Time 2	Documentation (Learning outcomes)
5	Regulating (with) others	Being enthusiastic in discussing and sharing information about PM with other colleagues and experts. To feel the need to improve other people's PM competences.				
4	Affective self-regulation/ Appreciation	Being curious about different PM approaches and tools and their potential for your work. Being willing to learn from your EU project experiences with PM and apply them at your regular work. To feel the need to improve your own PM competences				
3	Empathetic concern	Appreciating the value of PM tools for EU projects and being determined to apply them				
2	Perspective taking	Generally feeling the need for implementing PM methodologies in project based work.				
1	Self centred	Feeling the need to apply PM methodologies in a specific work situation you are in.				

Summary of the development on the affective level:

³² Hints for describing the levels:

Level 5: (group): influencing others (motivating/convincing others by own model,...)

Level 4: motivation to adapt/appreciation of ... (in the sense of the topic, to reach a goal,...)

Level 3: emotional reference towards topic (feeling, that topic can influence own conditions, empathy,...)

Level 2: curiosity (interest in topic, being attracted, ...)

Level 1: no emotional reference to topic (only interested in own situation,...)



3.5 VIP reference systems – advocacy

	COGNITIVE/KNOWLEDGE			ACTIVITY			AFFECTIVE		
	2	3	4	2	3	4	2	3	4
L	Level Titles	Individual description/ explanatory statement	Indicators	Level Titles	Individual description/ explanatory statement	Indicators	Level Titles	Individual description/ explanatory statement	Indicators
5	Intuitive Transfer	Knowing which advocacy techniques are appropriate in specific situations and to help other people to implement them. Being able to apply it in different sectors.	Indicators	Developing/ constructing	Developing your own advocacy styles and techniques and applying them in different situations		Regulating (with) others	To feel the need to share this knowledge and expertise with others. To find it important to improve the advocacy competences of some of your colleagues.	
4	Know when (Implicit understanding)	Knowing when and how to apply the appropriate advocacy techniques in order to influence decision making. Knowing when and how your advocacy actions will affect decision making.		Discovering/acting independently	Doing research on advocacy techniques, trying out different approaches and apply them in appropriate circumstances		Affective self-regulation	To find it important to gain insight in advocacy strategies and techniques. To find it important to improve your own advocacy competences.	
3	Know how	Knowing different advocacy strategies and techniques. Knowing how policy makers and decision makers should be approached in order to get your relevant information introduced.		Deciding/selecting	To choose for and to apply different advocacy techniques in order to promote your 'case' and to feed information into decision making .		Appreciation Empathy	To find it important that other people see advocacy and 'consultation rounds' as a necessary phase in decision making.	
2	Know why (Distant understanding)	Knowing that in decision making structures at all levels information, promotion, advocacy and/or lobbying play a role in the decision making process.		Application, Imitation	Occasionally applying advocacy techniques as offered from theory or from a role model.		Perspective taking	To feel the importance of advocacy as a necessary phase in decision making. Generally feeling the need to apply advocacy techniques	
1	Know-that	Knowing that advocacy exists as a skill for professionals to promote their case(s).		Perception	Recognising situations where advocacy could make a difference in decision making		Self centred	To think that advocacy can be useful in some cases you have to promote.	

Cognitive Dimension: Learners knowledge and skills concerning <advocacy>

1	2	3	4	5	6	7*
Grade	General scaling	Level description Explanation	Indicators/ Context	Time 1	Time 2	Documentation (Learning outcomes)
5	Intuitive Transfer ³³	Knowing which advocacy techniques are appropriate in specific situations and to help other people to implement them. Being able to apply it in different sectors.				
4	Know when (Implicit understanding) ³⁴	Knowing when and how to apply the appropriate advocacy techniques in order to influence decision making. Knowing when and how your advocacy actions will affect decision making.				
3	Know how ³⁵	Knowing different advocacy strategies and techniques. Knowing how policy makers and decision makers should be approached in order to get your relevant information introduced.				
2	Know why (Distant understanding) ³⁶	Knowing that in decision making structures at all levels information, promotion, advocacy and/or lobbying play a role in the decision making process.		x		
1	Know-that ³⁷	Knowing that advocacy exists as a skill for professionals to promote their case(s).				

Summary of the development on the cognitive level:

³³ Evaluating/Creating (Generating – Planning – Producing – Checking – Critiquing)

³⁴ Analyse (Differentiating – Organising – Attributing)

³⁵ Applying (Implementing – Explaining – Comparing)

³⁶ Interpreting (Exemplifying – Summarising – Classifying)

³⁷ Remembering (Recognising – Recalling)



Activity dimension: ->learners' activity potential concerning <advocacy>

1	2	3	4	5	6	7
Grade	General scaling ³⁸	Level description Explanation	Indicators/ Context	Time 1	Time 2	Documentation (Learning outcomes)
5	Developing/ constructing	Developing your own advocacy styles and techniques and applying them in different situations				
4	Discovering/acting independently	Doing research on advocacy techniques, trying out different approaches and apply them in appropriate circumstances				
3	Deciding/selecting	To choose for and to apply different advocacy techniques in order to promote your 'case' and to feed information into decision making .				
2	Application, Imitation	Occasionally applying advocacy techniques as offered from theory or from a role model.		x		
1	Perception	Recognising situations where advocacy could make a difference in decision making				

Summary of the development on the activity level:

³⁸ Hints for describing the levels:

Level 5: Constructing, consigning to different contexts, i.e. into private life

Level 4: Self-directed acting (researching, expanding options, i.e. related to learning content/topic, ...)

Level 3: Acting, choosing between options, ...

Level 2: Utilizing (imitating without own impulse, ...)

Level 1: Can deviate strongly – listening only, participating only, reception without action...



Affective Dimension: ->learners' affective competences concerning <advocacy>

1	2	3	4	5	6	7
Grade	Corresponding Level Titles ³⁹	Level description Explanation	Indicators/ Context	Time 1	Time 2	Documentation (Learning outcomes)
5	Regulating (with) others	To feel the need to share this knowledge and expertise with others. To find it important to improve the advocacy competences of some of your colleagues.	- We do homework together, so to support in case of difficulties, have fun and learn more.			
4	Affective self-regulation	To find it important to gain insight in advocacy strategies and techniques. To find it important to improve your own advocacy competences.				
3	Empathetic concern	To find it important that other people see advocacy and 'consultation rounds' as a necessary phase in decision making.				
2	Perspective taking	To feel the importance of advocacy as a necessary phase in decision making. Generally feeling the need to apply advocacy techniques				
1	Self centred	To think that advocacy can be useful in some cases you have to promote.				

Summary of the development on the affective level:

³⁹ Hints for describing the levels:

Level 5: (group): influencing others (motivating/convincing others by own model,...)

Level 4: motivation to adapt/appreciation of ... (in the sense of the topic, to reach a goal,...)

Level 3: emotional reference towards topic (feeling, that topic can influence own conditions, empathy,...)

Level 2: curiosity (interest in topic, being attracted, ...)

Level 1: no emotional reference to topic (only interested in own situation,...)



3.6 VIP reference systems – diversity management

		COGNITIVE/KNOWLEDGE			ACTIVITY			AFFECTIVE		
		2	3	4	2	3	4	2	3	4
L	Level Titles	Individual description/ explanatory statement	Indicators	Level Titles	Individual description/ explanatory statement	Indicators	Level Titles	Individual description/ explanatory statement	Indicators	
5	Intuitive Transfer	Knowing how to value, respect and support diversity in the group = Managing and behaving in the group under conscious consideration of DM. Knowing how to include other team members in your vision.	Indicators	Developing/ constructing	Developing your own strategies for diversity management		Regulating (with) others	To find it important to inspire others to respect and to appreciate the diversity in the team. Feeling the need to improve all team members' DM competences.		
4	Know when (Implicit understanding)	Theoretical knowledge about diversity management. Understanding how diversity aspects can influence communication and cooperation and knowing when and how to react on situations triggered by cultural differences		Discovering/acting independently	Looking for different DM strategies, trying and applying different strategies		Affective self-regulation	To regulate one's own feelings for the sake of the group in order to respect diversity and the feelings and attitudes of the team members.		
3	Know how	Knowing a number of concrete connections between different backgrounds (e.g. educational, religious, age, gender, cultural, learning styles etc.) and related preferences, attitudes and behaviours in a team		Deciding/selecting	Deliberately working on DM strategies. Applying basic strategies for diversity management		Appreciation Empathy	To try to feel like the peer (the team mate) feels regarding a specific issue.		
2	Know why (Distant understanding)	Knowing that people with different backgrounds respond differently to leadership, agreements, communication, deadlines etc. This has to be taken into account by the team leader.		Application, Imitation	Occasionally taking cultural differences into account in the way you have learned from other people or from a role model		Perspective taking	Curiosity towards cultural and individual diversity and a respective management approach. Generally feeling the need for DM in team work.		
1	Know-that	Knowing that, when in a team one has to take into account the diverse backgrounds and contexts of the team members		Perception	Recognising the cultural differences in your team		Self centred	Feeling that peers feel different towards a specific issue in the team work situation.		

Cognitive Dimension: Learners knowledge and skills concerning <diversity management>

1	2	3	4	5	6	7*
Grade	General scaling	Level description Explanation	Indicators / Context	Time 1	Time 2	Documentation (Learning outcomes)
5	Intuitive Transfer ⁴⁰	Knowing how to value, respect and support diversity in the group = Managing and behaving in the group under conscious consideration of DM. Knowing how to include other team members in your vision.				
4	Know when (Implicit understanding) ⁴¹	Theoretical knowledge about diversity management. Understanding how diversity aspects can influence communication and cooperation and knowing when and how to react on situations triggered by cultural differences				
3	Know how ⁴²	Knowing a number of concrete connections between different backgrounds (e.g. educational, religious, age, gender, cultural, learning styles etc.) and related preferences, attitudes and behaviours in a team				
2	Know why (Distant understanding) ⁴³	Knowing that people with different backgrounds respond differently to leadership, agreements, communication, deadlines etc. This has to be taken into account by the team leader.		x		
1	Know-that ⁴⁴	Knowing that, when in a team one has to take into account the diverse backgrounds and contexts of the team members				

Summary of the development on the cognitive level:

⁴⁰ Evaluating/Creating (Generating – Planning – Producing – Checking – Critiquing)

⁴¹ Analyse (Differentiating – Organising – Attributing)

⁴² Applying (Implementing – Explaining – Comparing)

⁴³ Interpreting (Exemplifying – Summarising – Classifying)

⁴⁴ Remembering (Recognising – Recalling)



Activity dimension: ->learners' activity potential concerning <diversity management>

1	2	3	4	5	6	7
Grade	General scaling ⁴⁵	Level description Explanation	Indicators/ Context	Time 1	Time 2	Documentation (Learning outcomes)
5	Developing/ constructing	Developing your own strategies for diversity management				
4	Discovering/acting independently	Looking for different DM strategies, trying and applying different strategies				
3	Deciding/selecting	Deliberately working on DM strategies. Applying basic strategies for diversity management				
2	Application, Imitation	Occasionally taking cultural differences into account in the way you have learned from other people or from a role model		x		
1	Perception	Recognising the cultural differences in your team				

Summary of the development on the activity level:

⁴⁵ Hints for describing the levels:

Level 5: Constructing, consigning to different contexts, i.e. into private life

Level 4: Self-directed acting (researching, expanding options, i.e. related to learning content/topic, ...)

Level 3: Acting, choosing between options, ...

Level 2: Utilizing (imitating without own impulse, ...)

Level 1: Can deviate strongly – listening only, participating only, reception without action...

Affective Dimension: ->learners' affective competences concerning <diversity management>

1	2	3	4	5	6	7
Grade	Corresponding Level Titles ⁴⁶	Level description Explanation	Indicators/ Context	Time 1	Time 2	Documentation (Learning outcomes)
5	Regulating (with) others	To find it important to inspire others to respect and to appreciate the diversity in the team. Feeling the need to improve all team members' DM competences.				
4	Affective self-regulation/ appreciation	To regulate one's own feelings for the sake of the group in order to respect diversity and the feelings and attitudes of the team members.				
3	Empathetic concern	To try to feel like the peer (the team mate) feels regarding a specific issue.				
2	Perspective taking	Curiosity towards cultural and individual diversity and a respective management approach. Generally feeling the need for DM in team work.				
1	Self centred	Feeling that peers feel different towards a specific issue in the team work situation.				

Summary of the development on the affective level:

⁴⁶ Hints for describing the levels:

Level 5: (group): influencing others (motivating/convincing others by own model,...)

Level 4: motivation to adapt/appreciation of ... (in the sense of the topic, to reach a goal,...)

Level 3: emotional reference towards topic (feeling, that topic can influence own conditions, empathy,...)

Level 2: curiosity (interest in topic, being attracted, ...)

Level 1: no emotional reference to topic (only interested in own situation,...)



3.7 VIP reference systems – networking

	COGNITIVE/KNOWLEDGE			ACTIVITY			AFFECTIVE		
	2	3	4	2	3	4	2	3	4
L	Level Titles	Individual description/ explanatory statement	Indicators	Level Titles	Individual description/ explanatory statement	Indicators	Level Titles	Individual description/ explanatory statement	Indicators
5	Intuitive Transfer	Knowing how to integrate networking into your personal professional development plan. Knowing how to help other people act successfully in different networking structures. Applying networking strategies in new contexts.		Developing/constructing	To actively plan and create networking opportunities and networking activities. To create and execute a networking strategy for one of your personal or professional domains.		Regulating (with) others	To find it important that the other people in the sector are open and active as networkers. To find it important that the sector adopts networking as a tool for professionalization. To feel the need to help other people network	
4	Know when (Implicit understanding)	Knowing how and when to apply the different networking techniques for the purpose of personal and professional development. Knowing how to act in different networking structures.		Discovering/acting independently	Deliberately seeking networking opportunities. To search for the appropriate networking techniques and opportunities for your own purpose. To choose the right networking techniques for the right purpose and to act appropriately.		Affective self-regulation	To feel the need to be pro-active in networking. To refrain from own position for the sake of the network.	
3	Know how	Knowing different networking theories, techniques and practice for sharing, learning, advocacy and building contacts.		Deciding/selecting	To take part in networking activities as they are offered by others. To deliberately select certain networking techniques.		Empathy Appreciation	To value networking in general. To feel like a networker and to see things through the networkers' perspective.	
2	Know why (Distant understanding)	Knowing that other people have different knowledge, expertise and contacts and that through networking and sharing you can learn, gain weight in decision making and/or build useful contacts.		Application, Imitation	To occasionally take part in non structured networking activities. To act in a network on given tasks.		Perspective taking	Curiosity to actively participating in a network. Relating the networking to ones own situation.	
1	Know-that	Knowing that networking is an essential competence that can help contribute to your personal and professional development.		Perception	To see and recognise the values and opportunities of networking (but without acting)		Self centred	Not to relate the value of networking on the own situation.	

Cognitive Dimension: Learners knowledge and skills concerning <networking>

1	2	3	4	5	6	7*
Grade	General scaling	Level description Explanation	Indicators / Context	Time 1	Time 2	Documentation (Learning outcomes)
5	Intuitive Transfer ⁴⁷	Knowing how to integrate networking into your personal professional development plan. Knowing how to help other people act successfully in different networking structures. Applying networking strategies in new contexts.				
4	Know when (Implicit understanding ⁴⁸)	Knowing how and when to apply the different networking techniques for the purpose of personal and professional development. Knowing how to act in different networking structures.				
3	Know how ⁴⁹	Knowing different networking theories, techniques and practice for sharing, learning, advocacy and building contacts.				
2	Know why (Distant understanding ⁵⁰)	Knowing that other people have different knowledge, expertise and contacts and that through networking and sharing you can learn, gain weight in decision making and/or build useful contacts.				
1	Know-that ⁵¹	Knowing that networking is an essential competence that can help contribute to your personal and professional development.				

Summary of the development on the cognitive level:

⁴⁷ Evaluating/Creating (Generating – Planning – Producing – Checking – Critiquing)

⁴⁸ Analyse (Differentiating – Organising – Attributing)

⁴⁹ Applying (Implementing – Explaining – Comparing)

⁵⁰ Interpreting (Exemplifying – Summarising – Classifying)

⁵¹ Remembering (Recognising – Recalling)

Activity dimension: ->learners' activity potential concerning <u>networking</u>

1	2	3	4	5	6	7
Grade	General scaling ⁵²	Level description Explanation	Indicators/ Context	Time 1	Time 2	Documentation (Learning outcomes)
5	Developing/ constructing	To actively plan and create networking opportunities and networking activities. To create and execute a networking strategy for one of your personal or professional domains.				
4	Discovering/acting independently	Deliberately seeking networking opportunities. To search for the appropriate networking techniques and opportunities for your own purpose. To choose the right networking techniques for the right purpose and to act appropriately.				
3	Deciding/selecting	To take part in networking activities as they are offered by others. To deliberately select certain networking techniques.				
2	Application, Imitation	To occasionally take part in non structured networking activities. To act in a network on given tasks.		X		
1	Perception	To see and recognise the values and opportunities of networking (but without acting)				

Summary of the development on the activity level:

⁵² Hints for describing the levels:

Level 5: Constructing, consigning to different contexts, i.e. into private life

Level 4: Self-directed acting (researching, expanding options, i.e. related to learning content/topic, ...)

Level 3: Acting, choosing between options, ...

Level 2: Utilizing (imitating without own impulse, ...)

Level 1: Can deviate strongly – listening only, participating only, reception without action...



Affective Dimension: ->learners' affective competences concerning <networking>

1	2	3	4	5	6	7
Grade	Corresponding Level Titles ⁵³	Level description Explanation	Indicators/ Context	Time 1	Time 2	Documentation (Learning outcomes)
5	Regulating (with) others	To find it important that the other people in the sector are open and active as networkers. To find it important that the sector adopts networking as a tool for professionalisation. To feel the need to help other people network				
4	Affective self-regulation/ appreciation	To feel the need to be proactive in networking. To refrain from own position for the sake of the network.				
3	Empathetic concern	To value networking in general. To feel like a networker and to see things through the networkers' perspective.				
2	Perspective taking	Curiosity to actively participating in a network. Relating the networking to ones own situation.				
1	Self centred	Not to relate the value of networking on the own situation.				

Summary of the development on the affective level:

⁵³ Hints for describing the levels:

Level 5: (group): influencing others (motivating/convincing others by own model,...)

Level 4: motivation to adapt/appreciation of ... (in the sense of the topic, to reach a goal,...)

Level 3: emotional reference towards topic (feeling, that topic can influence own conditions, empathy,...)

Level 2: curiosity (interest in topic, being attracted, ...)

Level 1: no emotional reference to topic (only interested in own situation,...)



3.8 VIP reference systems – team-work

		COGNITIVE/KNOWLEDGE			ACTIVITY			AFFECTIVE		
		2	3	4	2	3	4	2	3	4
L	Level Titles	Individual description/ explanatory statement	Indicators	Level Titles	Individual description/ explanatory statement	Indicators	Level Titles	Individual description/ explanatory statement	Indicators	
5	Intuitive Transfer	Knowing how to integrate teamwork into personal and professional development plan. Knowing how to help other people act successfully in teams and to assign specific responsibilities to people keeping in mind their relevant skills		Developing/constructing	Developing a results-driven structure and to operate in a manner that produces results within a team.		Regulating (with) others	To feel the need to inspire others to take part in a team and to accomplish goals through mutual support.		
4	Know when (Implicit understanding)	Knowing how and when to join/form teamwork and to be aware of the need to work cohesively with others in order to achieve the common goals. Knowing how to act in different teams.		Discovering/acting independently	Trying out and choosing your role in a team and to act accordingly.		Affective self-regulation	To feel the need to take your own role in a team and to develop skills to be able to perform accordingly.		
3	Know how	Knowing how to act in a team. Knowing how to engage in a coordinated work flow where the skills, qualities and limits of each member are taken into account for the unity and efficiency of the work.		Deciding/selecting	Actively reaching out to join or help create a team according to one's interest.		Empathy Appreciation	To find it important to have a 'team spirit' introduced in your work. To find it important that your colleagues also see the value of proper teamwork		
2	Know why (Distant understanding)	Knowing that teamwork is a more effective way to work in a group. Knowing it involves individuals to harmonize their work and contributions towards a common goal.		Application, Imitation	Occasionally joining an existing team that you are invited to, to try to work with them, to build trust and common goals.		Perspective taking	To generally feel the need to be part of a team. Being interested in taking part in a team.		
1	Know-that	Knowing that teamwork is a work performed by a group of people.		Perception	Recognising a situation in which teamwork is most appropriate.		Self centred	To feel the need to join a team, related to a professional or personal situation you are in.		

Cognitive Dimension: Learners knowledge and skills concerning <u>team work</u>

1	2	3	4	5	6	7*
Grade	General scaling	Level description Explanation	Indicators / Context	Time 1	Time 2	Documentation (Learning outcomes)
5	Intuitive Transfer ⁵⁴	Knowing how to integrate teamwork into personal and professional development plan. Knowing how to help other people act successfully in teams and to assign specific responsibilities to people keeping in mind their relevant skills				
4	Know when (Implicit understanding ⁵⁵)	Knowing how and when to join/form teamwork and to be aware of the need to work cohesively with others in order to achieve the common goals. Knowing how to act in different teams.				
3	Know how ⁵⁶	Knowing how to act in a team. Knowing how to engage in a coordinated work flow where the skills, qualities and limits of each member are taking into account for the unity and efficiency of the work.				
2	Know why (Distant understanding ⁵⁷)	Knowing that teamwork is a more effective way to work in a group. Knowing it involves individuals to harmonize their work and contributions towards a common goal.				
1	Know-that ⁵⁸	Knowing that teamwork is a work performed by a group of people.				

Summary of the development on the cognitive level:

⁵⁴ Evaluating/Creating (Generating – Planning – Producing – Checking – Critiquing)

⁵⁵ Analyse (Differentiating – Organising – Attributing)

⁵⁶ Applying (Implementing – Explaining – Comparing)

⁵⁷ Interpreting (Exemplifying – Summarising – Classifying)

⁵⁸ Remembering (Recognising – Recalling)



Activity dimension: ->learners' activity potential concerning <team work>

1	2	3	4	5	6	7
Grade	General scaling ⁵⁹	Level description Explanation	Indicators/ Context	Time 1	Time 2	Documentation (Learning outcomes)
5	Developing/ constructing	Developing a results-driven structure and to operate in a manner that produces results within a team.				
4	Discovering/acting independently	Trying out and choosing your role in a team and to act accordingly.				
3	Deciding/selecting	Actively reaching out to join or help create a team according to one's interest.				
2	Application, Imitation	Occasionally joining an existing team that you are invited to, to try to work with them, to build trust and common goals.		x		
1	Perception	Recognising a situation in which teamwork is most appropriate.				

Summary of the development on the activity level:

⁵⁹ Hints for describing the levels:

Level 5: Constructing, consigning to different contexts, i.e. into private life

Level 4: Self-directed acting (researching, expanding options, i.e. related to learning content/topic, ...)

Level 3: Acting, choosing between options, ...

Level 2: Utilizing (imitating without own impulse, ...)

Level 1: Can deviate strongly – listening only, participating only, reception without action...



Affective Dimension: ->learners' affective competences concerning <team work>

1	2	3	4	5	6	7
Grade	Corresponding Level Titles ⁶⁰	Level description Explanation	Indicators/ Context	Time 1	Time 2	Documentation (Learning outcomes)
5	Regulating (with) others	To feel the need to inspire others to take part in a team and to accomplish goals through mutual support.				
4	Affective self-regulation	To feel the need to take your own role in a team and to develop skills to be able to perform accordingly.				
3	Empathetic concern	To find it important to have a 'team spirit' introduced in your work. To find it important that your colleagues also see the value of proper teamwork				
2	Perspective taking	To generally feel the need to be part of a team. Being interested in taking part in a team.				
1	Self centred	To feel the need to join a team, related to a professional or personal situation you are in.				

Summary of the development on the affective level:

⁶⁰ Hints for describing the levels:

Level 5: (group): influencing others (motivating/convincing others by own model,...)

Level 4: motivation to adapt/appreciation of ... (in the sense of the topic, to reach a goal,...)

Level 3: emotional reference towards topic (feeling, that topic can influence own conditions, empathy,...)

Level 2: curiosity (interest in topic, being attracted, ...)

Level 1: no emotional reference to topic (only interested in own situation,...)



3.9 VIP reference systems – evaluating/reflecting

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



**Cognitive Dimension: Learners knowledge and skills concerning
<evaluating/reflecting>**

1	2	3	4	5	6	7*
Grade	General scaling	Level description Explanation	Indicators	Rating 1 - Tue	Rating 2 Wed	(Learning outcomes)
5	Intuitive Transfer ⁶¹	Knowing how to integrate the learning, and the evaluation recommendations into the organisation and (or) individual practice in order to achieve the collaborative goals.				
4	Know when (Implicit understanding ⁶²)	Knowing when (time schedule) to organize the different phases of the evaluation (information gathering, processing, analysis, reporting) within an appropriate timing for the work plan of the organisation in coordination with organisation leaders.				
3	Know how ⁶³	Knowing how to organise self-evaluation as a reflective and interactive learning process. Knowing pertinent methods and techniques that can be introduced as an evaluation.				
2	Know why (Distant understanding ⁶⁴)	Knowing that reflection and self-evaluation are important processes in order to facilitate individual and collective learning/performance via evidence -based decision-making.				
1	Know-that ⁶⁵	Knowing that evaluation is an important process to improve effectiveness and organisational learning.				

Summary of the development on the cognitive level:

⁶¹ Evaluating/Creating (Generating – Planning – Producing – Checking – Critiquing)

⁶² Analyse (Differentiating – Organising – Attributing)

⁶³ Applying (Implementing – Explaining – Comparing)

⁶⁴ Interpreting (Exemplifying – Summarising – Classifying)

⁶⁵ Remembering (Recognising – Recalling)



Activity dimension: ->learners' activity potential concerning <evaluating/reflecting>

1	2	3	4	5	6	7
Grade/ Level	Corresponding Level Titles ⁶⁶	Individual description/ explanatory statement	Indicators	Rating 1	Rating 2	Remarks, explanations, reasons for your rating
5	Developing/ constructing	Developing your own evaluation strategies and an on-going participatory culture of evaluation within the organisation that promotes self-assessment, and adaptation of plans to achieve the envisaged goals.				
4	Discovering/acting independently	Searching for evaluation techniques and independently applying the self-evaluation with appropriate techniques and methods, within the given purpose of the evaluation.				
3	Deciding/selecting	Making conscious choices on objectives, issues to evaluate; the methods and instruments of evaluation that seem more pertinent for the given case.				
2	Application, Imitation	Occasionally evaluate processes and products using existing models and techniques.		x		
1	Perception	Recognising evaluation and reflection processes.				

Summary of the development on the activity level:

⁶⁶ Hints for describing the levels:

Level 5: Constructing, consigning to different contexts, i.e. into private life

Level 4: Self-directed acting (researching, expanding options, i.e. related to learning content/topic, ...)

Level 3: Acting, choosing between options, ...

Level 2: Utilizing (imitating without own impulse, ...)

Level 1: Can deviate strongly – listening only, participating only, reception without action...

**Affective Dimension: ->learners' affective competences concerning
<evaluating/reflecting>**

1	2	3	4	5	6	7
Grade/ Level	Corresponding Level Titles ⁶⁷	Individual description/ explanatory statement	Indicators	Rating 1	Rating 2	Remarks, explanations, reasons for your rating
5	Regulating (with) others	To find it important to inspire others to value evaluation, reflection and individual and organisational learning. Feeling the need to improve all team members' evaluation competences.				
4	Affective self-regulation/ appreciation	To find it important to improve your reflection and evaluation competences with respect to individual and organisational learning.				
3	Empathy Appreciation	To find it important that all team members / colleagues value evaluation and reflection.				
2	Perspective taking	Generally feeling that reflection and evaluation make sense in order to best achieve collaborative goals.				
1	Self centred	Feeling the importance of reflection on and assessment of organisational processes and performance of a work situation / project you are in.				

Summary of the development on the affective level:

⁶⁷ Hints for describing the levels:

Level 5: (group): influencing others (motivating/convincing others by own model,...)

Level 4: motivation to adapt/appreciation of ... (in the sense of the topic, to reach a goal,...)

Level 3: emotional reference towards topic (feeling, that topic can influence own conditions, empathy,...)

Level 2: curiosity (interest in topic, being attracted, ...)

Level 1: no emotional reference to topic (only interested in own situation,...)



3.10 VIP reference systems – virtual communication

	COGNITIVE/KNOWLEDGE			ACTIVITY			AFFECTIVE		
	2	3	4	2	3	4	2	3	4
L	Level Titles	Individual description/ explanatory statement	Indicators	Level Titles	Individual description/ explanatory statement	Indicators	Level Titles	Individual description/ explanatory statement	Indicators
5	Intuitive Transfer	Being an expert user of VC. Knowing how to transfer one's own knowledge to other sectors and users according to their communication needs and knowledge levels.		Developing/constructing	Actively plan and develop VC communication structures for work situations. Introducing different forms of VC to other people and guiding them in how to use it.		Regulating (with) others	Feeling it is important to engage others to use VC. Feeling that it is important you share your VC expertise with others.	Showing your colleagues how well it works and how one can benefit from using it (time-wise, efficiency-wise).
4	Know when (Implicit understanding)	Knowing all main forms of VC that are available and knowing when and how to use them in an appropriate way to cover all needs of communication and cooperation.		Discovering/acting independently	Collecting information about the variety of VC. Trying to learn about VC. Actively looking for and selecting VC tools and using them when it is appropriate.		Affective self-regulation	Valuing knowledge and expertise in CV. Feeling the need to know more about it and to gain expertise. Being open minded to get to know new forms of VC.	I read articles about it. I test systems. I ask questions and try to make sense how this would fit into my own work.
3	Know how	Knowing different kinds of VC and knowing how to use them (also regarding types of software).	I know different forms of VC and how I can use them.	Deciding/selecting	Deliberately seeking for VC solutions for communication and cooperation. Actively applying existing systems in your work environment or offered by others.		Appreciation Empathy	Feeling the need to introduce VC in your work. To find it important that your team is open for it as well.	
2	Know why (Distant understanding)	Knowing the advantages (and pitfalls) of VC. Knowing the common forms of VC such as e-mail, online conferencing ... and knowing why they are used.	I know that different situations in a project lifetime need different forms of VC.	Application, Imitation	Occasionally using VC when one is urged to do so by others. Still being rather passive in VC.	Taking part in blog, moodle, videoconference tec. when required	Perspective taking	Generally feeling the need for appropriate VC in work. Becoming curious about it.	Listening when others talk about VC.
1	Know-that	Knowing that VC exists and that it offers effective ways of communication and cooperation	I know that VC is used in European projects.	Perception	Noticing the existence of VC but only occasionally using basic tools (e-mail).	Sending and receiving emails.	Self centred	Feeling the need for virtual communication in a project or a situation you are in.	



Cognitive Dimension: Learners knowledge and skills concerning <virtual communication>

1	2	3	4	5	6	7*
Grade	General scaling	Level description Explanation	Indicators	Rating 1 - Tue	Rating 2 Wed	(Learning outcomes)
5	Intuitive Transfer ⁶⁸	Being an expert user of VC. Knowing how to transfer one's own knowledge to other sectors and users according to their communication needs and knowledge levels.				
4	Know when (Implicit understanding) ⁶⁹	Knowing all main forms of VC that are available and knowing when and how to use them in an appropriate way to cover all needs of communication and cooperation.				
3	Know how ⁷⁰	Knowing different kinds of VC and knowing how to use them (also regarding types of software).				
2	Know why (Distant understanding) ⁷¹	Knowing the advantages (and pitfalls) of VC. Knowing the common forms of VC such as e-mail, online conferencing ... and knowing why they are used.				
1	Know-that ⁷²	Knowing that VC exists and that it offers effective ways of communication and cooperation				

Summary of the development on the cognitive level:

⁶⁸ Evaluating/Creating (Generating – Planning – Producing – Checking – Critiquing)

⁶⁹ Analyse (Differentiating – Organising – Attributing)

⁷⁰ Applying (Implementing – Explaining – Comparing)

⁷¹ Interpreting (Exemplifying – Summarising – Classifying)

⁷² Remembering (Recognising – Recalling)

Activity dimension: ->learners' activity potential concerning <virtual communication>

1	2	3	4	5	6	7
Grade/ Level	Corresponding Level Titles ⁷³	Individual description/ explanatory statement	Indicators	Rating 1	Rating 2	Remarks, explanations, reasons for your rating
5	Developing/ constructing	Actively plan and develop VC communication structures for work situations. Introducing different forms of VC to other people and guiding them in how to use it.				
4	Discovering/acting independently	Collecting information about the variety of VC. Trying to learn about VC. Actively looking for and selecting VC tools and using them when it is appropriate.				
3	Deciding/selecting	Deliberately seeking for VC solutions for communication and cooperation. Actively applying existing systems in your work environment or offered by others.				
2	Application, Imitation	Occasionally using VC when one is urged to do so by others. Still being rather passive in VC.		x		
1	Perception	Noticing the existence of VC but only occasionally using basic tools (e-mail).				

Summary of the development on the activity level:

⁷³ Hints for describing the levels:

Level 5: Constructing, consigning to different contexts, i.e. into private life

Level 4: Self-directed acting (researching, expanding options, i.e. related to learning content/topic, ...)

Level 3: Acting, choosing between options, ...

Level 2: Utilizing (imitating without own impulse, ...)

Level 1: Can deviate strongly – listening only, participating only, reception without action...

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

1	2	3	4	5	6	7
Grade/Level	Corresponding Level Titles ⁷⁴	Individual description/explanatory statement	Indicators	Rating 1	Rating 2	Remarks, explanations, reasons for your rating
5	Regulating (with) others	Feeling it is important to engage others to use VC. Feeling that it is important you share your VC expertise with others.				
4	Affective self-regulation	Valuing knowledge and expertise in CV. Feeling the need to know more about it and to gain expertise. Being open minded to get to know new forms of VC.				
3	Empathetic concern	Feeling the need to introduce VC in your work. To find it important that your team is open for it as well.				
2	Perspective taking	Generally feeling the need for appropriate VC in work. Becoming curious about it.				
1	Self centred	Feeling the need for virtual communication in a project or a situation you are in.				

Summary of the development on the affective level:

⁷⁴ Hints for describing the levels:

Level 5: (group): influencing others (motivating/convincing others by own model,...)

Level 4: motivation to adapt/appreciation of ... (in the sense of the topic, to reach a goal,...)

Level 3: emotional reference towards topic (feeling, that topic can influence own conditions, empathy,...)

Level 2: curiosity (interest in topic, being attracted, ...)

Level 1: no emotional reference to topic (only interested in own situation,...)

