



# Guidelines

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## TeBeVAT- Mentor Training Modules



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of the European Union





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## 1 Role of mentor in in the TeBeVAT-Process

The TeBeVAT Mentor “supports and guides a candidate who uses the TeBeVAT tools to achieve his goals when preparing the assessment of what was previously learned to a (partial) qualification. The mentor will support the candidate, but it is the candidate who develops insight into his skills and collects information. The result is the property of the candidate. The mentoring and training of the mentor is based on the competency profile.”

This definition means that the TeBeVAT Mentor has a supporting role to the candidate by providing

- processual support
- documentational support
- advice on further training and qualification in the specific field(s) of competence(s)

over the accompanied part of the TeBeVAT process.

The TeBeVAT Mentor appears in the following parts of the TeBeVAT process:

- identification
  - carrying out the TeBeVAT interview with the candidate
  - contributing to the documentation of the interview results
- documentation
  - helping the candidate to
    - link evidence from LLDT to competencies
    - evaluate evidence
    - identify gaps and advice on proper training options to close those
- personal development plan
  - supporting the candidate to update the LLDT after closing competence gaps
  - evaluation and discussion of the development progress and redetermining goals and targets
- appeals process
  - consulting with the candidate about certification failure appeals

The TeBeVAT Mentor must not interfere with the certification process.

## 2 Mentor Profile overview

<b>Profile Title</b>	Mentor for Prior Learning
<b>Profile Description</b>	A mentor provides guidance and advice to prepare a candidate for recognition of prior learning. They help clients set clear objectives for their personal development and advise on further training, learning or job market access.
<b>Profile Scope Note</b>	<p>Apart from the specific skills needed to coach candidates, the mentor also needs a profound understanding of</p> <ul style="list-style-type: none"> <li>• The field, and the occupations</li> <li>• The different standards, assessment methods and procedures of the targeted occupations</li> <li>• The educational and training field</li> </ul> <p>This is not further developed in this profile, as it depends on the type of field, education and assessment.</p>
<b>ESCO Reference</b>	n.a.

### 3 Mentor Competences

To carry out the required tasks supporting the TeBeVAT candidate the TeBeVAT mentor has to have profound qualification in the following fields:

a. TeBeVAT process – processual knowledge	
Description:	<p>To give the best processual support to the candidate, who might not be able to understand the whole TeBeVAT process from the beginning on, the TeBeVAT mentor needs to be able to inform the candidate about the process structure and mechanisms while guiding him.</p> <p>Therefore the mentor needs to have profound knowledge about and experience with the TeBeVAT process. This means knowing and understanding all parts of certification and appeals process and either training on the process or experience in the specific fields (e.g. by carrying out a different role of the process for a different candidate).</p> <p>The processual knowledge also includes knowledge and competences about carrying out interviews, standard certification profiles, documentation, the LLDT (including skills scan, performance criteria, evidence quality criteria) and appeals handling.</p>
Volume of training	<p>To gain the required processual knowledge a course of three days (8hrs per day) is recommended including the following units:</p> <ul style="list-style-type: none"> <li>i. TeBeVAT process – structure, roles, instruments and stakeholders (4hrs)</li> <li>ii. Interview methods and documentation (8hrs)</li> <li>iii. LLDT – structure, skills scan, performance criteria, evidence quality criteria (8hrs)</li> <li>iv. appeals handling (4hrs)</li> </ul>

b. educational knowledge	
Content	<p>A main task of the TeBeVAT mentor is to support the candidate to identify knowledge and competences but also gaps by using various techniques and tools. The TeBeVAT mentor has in addition to be able to advice the TeBeVAT candidate on ways to close identified gaps. Therefor profound educational and specialized knowledge in the field of event-technology is mandatory.</p>



	<p>It is also on the TeBeVAT mentor to recommend training courses or programs to the TeBeVAT candidate, that fit his learning-type best, in order to close identified knowledge / competence gaps.</p> <p>The competences in the educational field of the TeBeVAT mentor can be achieved by graduating a teacher's diploma or a similar qualification in the vocational education sector (e.g. trainee manager). It has to be safeguarded, that the TeBeVAT mentor is always up to date regarding training options for the candidate to close specific competence gaps.</p>
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In order to fulfil the requirements of the TeBeVAT assessment process it is necessary to incorporate some general / non processual competences, which are represented in the ESCO taxonomy:

c. general competences	
Content	In order to fulfil the requirements of the TeBeVAT assessment process it is necessary to incorporate some general / non processual competences, which are represented in the ESCO taxonomy:



### 3.1 Counselling and Guidance

#### 3.1.1 Analyse problems for opportunities (50 60 00 05 15)

##### 3.1.1.1 ESCO Description /Equivalent

Title	analyse problems for opportunities
Description	Identify and anticipate problems in order to choose a course of action, come up with appropriate solutions or even identify opportunities for further development.
Scope Note	n.a.
Concept URI	<a href="http://data.europa.eu/esco/skill/6e16f998-7648-4ed0-8232-1b03722d1a53">http://data.europa.eu/esco/skill/6e16f998-7648-4ed0-8232-1b03722d1a53</a>
ESCO Version	1.08
<hr/>	
<b>In other languages</b>	
Deutsch	Probleme im Hinblick auf Chancen analysieren
Nederlands	problemen analyseren met het oog op kansen
Italiano	analizzare i problemi e trovare soluzioni
<hr/>	
<b>Sectoral Layer</b>	
Field and subfield	50 60
Place in the Process	00
Level	05
Unique Identifier	15



### 3.1.1.2 Sectoral Detail

#### Skills

- recognise problems
- investigate problems from different points of view
- shape opportunities based on the deconstructed problem

#### Knowledge

- Knowledge of problem breakdown
- Knowledge on formulation opportunities

#### Autonomy and attitude

- Able to solve complex issues
- Creative Thinking
- / Act empathic and dedicated

### 3.1.1.3 Assessment

#### Self assessment

1. I don't know how to identify and anticipate problems in order to choose a course of action, come up with appropriate solutions or even identify opportunities for further development.
2. I am unsure how to identify and anticipate problems in order to choose a course of action, come up with appropriate solutions or even identify opportunities for further development.
3. I know how to identify and anticipate problems in order to choose a course of action, come up with appropriate solutions or even identify opportunities for further development.
4. I am more than able to identify and anticipate problems in order to choose a course of action, come up with appropriate solutions or even identify opportunities for further development.

#### Mentor assessment

1. ... doesn't know how to identify and anticipate problems in order to choose a course of action, come up with appropriate solutions or even identify opportunities for further development.
2. ... is uncertain how to identify and anticipate problems in order to choose a course of action, come up with appropriate solutions or even identify opportunities for further development.
3. ... knows how to identify and anticipate problems in order to choose a course of action, come up with appropriate solutions or even identify opportunities for further development.



4. ... is more than able to identify and anticipate problems in order to choose a course of action, come up with appropriate solutions or even identify opportunities for further development.

**Acceptable  
assessment  
methods**

- [Observation in a Simulated Environment](#)
- [Observation on Site](#)
- [Role Play](#)
- [Structured Portfolio](#)
- [Criterion Based Interview](#)
- [Oral Examination](#)

**Training**

Basic theoretical education in classes, then to be trained in groups with examples from real-live.

### 3.1.2 Identify customer's needs (70 22 00 05 30)

#### 3.1.2.1 ESCO Description /Equivalent

Title	Identify customer's needs
Description	Use appropriate questions and active listening in order to identify customer expectations, desires and requirements according to product and services.
Scope Note	n.a.
Concept URI	<a href="http://data.europa.eu/esco/skill/68698869-c13c-4563-adc7-118b7644f45d">http://data.europa.eu/esco/skill/68698869-c13c-4563-adc7-118b7644f45d</a>
ESCO Version	1.08

#### In other languages

Deutsch	Kundenbedürfnisse feststellen (Feststellen der Erwartungen, Wünsche und Anforderungen der Kunden in Bezug auf Produkte und Dienstleistungen durch geeignete Fragen und aktives Zuhören. )
Nederlands	behoefte van klanten identificeren (Gebruik maken van passende vragen en actief luisteren om de verwachtingen, verlangens en vereisten van de klant naar product en diensten in kaart te brengen.)
Italiano	individuare i desideri del cliente (Utilizzare domande adeguate e l'ascolto attivo per individuare le aspettative, i desideri e i requisiti dei clienti in funzione dei prodotti e dei servizi. )

#### Sectoral Layer

Field and subfield	70 22
Place in the Process	00
Level	05
Unique Identifier	30



### 3.1.2.2 Sectoral Detail

#### **Skills**

- look at the information given by the candidate from different points of views
- include information about work situation, career, personal interest, private life, ...
- structure and reformulates the information
- help candidate to define clear goals

#### **Knowledge**

- Knowledge of strategies for goal oriented communication with the customer
- Knowledge about focused analyzation of conversation
- Knowledge of desire-oriented definition of personal / mental states

#### **Autonomy and attitude**

- Able to solve complex issues
- Creative Thinking
- / Act empathic and dedicated

### 3.1.2.3 Assessment

#### **Self assessment**

1. I don't know how to use appropriate questions and active listening in order to identify customer expectations, desires and requirements according to product and services.
2. I am unsure how to use appropriate questions and active listening in order to identify customer expectations, desires and requirements according to product and services.
3. I know how to use appropriate questions and active listening in order to identify customer expectations, desires and requirements according to product and services.
4. I am more than able to use appropriate questions and active listening in order to identify customer expectations, desires and requirements according to product and services.

#### **Mentor assessment**

1. I don't know how to use appropriate questions and active listening in order to identify customer expectations, desires and requirements according to product and services.
2. I am unsure how to use appropriate questions and active listening in order to identify customer expectations, desires and requirements according to product and services.
3. I know how to use appropriate questions and active listening in order to identify customer expectations,





desires and requirements according to product and services.

4. I am more than able to use appropriate questions and active listening in order to identify customer expectations, desires and requirements according to product and services.

**Acceptable  
assessment  
methods**

- [Observation in simulated environment](#)
- [Observation on site](#)
- [Role play](#)
- [Structured portfolio](#)
- [Criterion based interview](#)
- [Oral examination](#)
- [Written test multiple choice](#)
- [Written test open answers](#)

**Training**

To be trained in groups with examples from real-live.

### 3.1.3 Work with different target groups (70 22 00 05 40)

#### 3.1.3.1 ESCO Description /Equivalent

Title	Work with different target groups
Description	Work with a variety of target groups based on age, gender and disability.
Scope Note	n.a.
Concept URI	<a href="http://data.europa.eu/esco/skill/56ec6990-3e5b-475f-88e4-2c209f5625b3">http://data.europa.eu/esco/skill/56ec6990-3e5b-475f-88e4-2c209f5625b3</a>
ESCO Version	1.08
<hr/>	
<b>In other languages</b>	
Deutsch	mit verschiedenen Zielgruppen arbeiten (Arbeiten mit einer Vielzahl von Zielgruppen abhängig von Alter, Geschlecht und Behinderung.)
Nederlands	met verschillende doelgroepen werken (Werk met uiteenlopende doelgroepen op basis van leeftijd, geslacht en handicap.)
Italiano	lavorare con diversi gruppi destinatari (Lavorare con vari gruppi di destinatari in base all'età, al sesso e alla disabilità.)
<hr/>	
<b>Sectoral Layer</b>	
Field and subfield	70 22
Place in the Process	00
Level	05
Unique Identifier	40



### 3.1.3.2 Sectoral Detail

#### Skills

- Neutralise own bias and prejudice
- Adapt actions to the specificities of target groups
- Give information focussed on the target group
- Give realistic information about possible limitations or difficulties

#### Knowledge

- Neutralise own bias and prejudice
- Adapt actions to the specificities of target groups
- Give information focussed on the target group
- Give realistic information about possible limitations or difficulties

#### Autonomy and attitude

- Neutralise own bias and prejudice
- Adapt actions to the specificities of target groups
- Give information focussed on the target group
- Give realistic information about possible limitations or difficulties

### 3.1.3.3 Assessment

#### Self assessment

1. I don't know how to work with a variety of target groups based on age, gender and disability.
2. I am unsure how to work with a variety of target groups based on age, gender and disability.
3. I know how to work with a variety of target groups based on age, gender and disability.
4. I am more than able to work with a variety of target groups based on age, gender and disability.

#### Mentor assessment

1. I don't know how to work with a variety of target groups based on age, gender and disability.
2. I am unsure how to work with a variety of target groups based on age, gender and disability.
3. I know how to work with a variety of target groups based on age, gender and disability.
4. I am more than able to work with a variety of target groups based on age, gender and disability..

#### Acceptable assessment methods

- [Observation in a Simulated Environment](#)
- [Observation on Site](#)
- [Role Play](#)
- [Post Box Exercise](#)
- [Structured Portfolio](#)
- [Criterion Based Interview](#)
- [Oral Examination](#)
- [Written Test - Multiple Choice](#)



- [Written Test - Open Answers](#)

## **Training**

Classroom education on psychological differences between different groups of people. Recommended to be trained in heterogeneous groups as a side-effect of a different training task.

### 3.1.4 Assist clients with special needs (70 22 00 05 45)

#### 3.1.4.1 ESCO Description /Equivalent

Title	Assist clients with special needs
Description	Aid clients with special needs following relevant guidelines and special standards. Recognise their needs and accurately respond to them if needed.
Scope Note	n.a.
Concept URI	<a href="http://data.europa.eu/esco/skill/b6b2e665-1085-4f4d-9973-e979721815d7">http://data.europa.eu/esco/skill/b6b2e665-1085-4f4d-9973-e979721815d7</a>
ESCO Version	1.09
<hr/>	
<b>In other languages</b>	
Deutsch	Kundinnen und Kunden mit speziellen Anforderungen unterstützen
Nederlands	klanten met bijzondere behoeften assisteren
Italiano	assistere i clienti con esigenze particolari
<hr/>	
<b>Sectoral Layer</b>	
Field and subfield	70 22
Place in the Process	00
Level	05
Unique Identifier	45





### 3.1.4.2 Sectoral Detail

#### Skills

- Recognise individual's special needs
- Prepare the the client's surrounding according to relevant guidelines and special standards
- Organise additional support if necessary

#### Knowledge

- Basic knowledge of mental and physical diseases
- Knowledge about relevant guidelines and special standards
- 

#### Autonomy and attitude

- Safety awareness
- Aware of other's behavior
- Awareness of own behavior
- Awareness of raised levels of risk
- Respect for safety warnings and instructions
- Able to cooperate
- Able to follow instructions and procedures
- Patience
- Emotional intelligence
- Problem-solving approach

### 3.1.4.3 Assessment

#### Self assessment

1. Safety awareness
2. Aware of other's behavior
3. Awareness of own behavior
4. Awareness of raised levels of risk
5. Respect for safety warnings and instructions
6. Able to cooperate
7. Able to follow instructions and procedures
8. Patience
9. Emotional intelligence
10. Problem-solving approach

#### Mentor assessment

1. ... doesn't know how to aid clients with special needs following relevant guidelines and special standards or to recognise their needs and accurately respond to them if needed.
2. ... is uncertain how to aid clients with special needs following relevant guidelines and special standards or to recognise their needs and accurately respond to them if needed.
3. ... knows how to aid clients with special needs following relevant guidelines and special standards or to



recognise their needs and accurately respond to them if needed.

4. ... is more than able to aid clients with special needs following relevant guidelines and special standards or to recognise their needs and accurately respond to them if needed.

**Acceptable  
assessment  
methods**

- [Observation in a Simulated Environment](#)
- [Observation on Site](#)
- [Role Play](#)
- [Structured Portfolio](#)

**Training**

Classroom lesson with theoretical background of mental and physical disabilities and needs of people being disabled. Combined with on-site training in groups of students and / or a disabled person.

### 3.1.5 Coach clients (90 10 00 05 05)

#### 3.1.5.1 ESCO Description /Equivalent

Title	coach clients
Description	Actively help clients to improve their strengths and confidence. Propose courses and workshops or coach them yourself.
Scope Note	n.a.
Concept URI	<a href="http://data.europa.eu/esco/skill/fcd7dbd4-095d-448d-b605-89e8ac6a3d92">http://data.europa.eu/esco/skill/fcd7dbd4-095d-448d-b605-89e8ac6a3d92</a>
ESCO Version	1.08
<hr/>	
<b>In other languages</b>	
Deutsch	Kunden schulen (Aktive Unterstützung der Kunden dabei, ihre Stärken auszubauen und ihr Selbstvertrauen zu verbessern. Vorschlagen von Kursen und Workshops oder Schulung selbst durchführen.)
Nederlands	klanten coachen (Klanten actief helpen om hun kracht en vertrouwen te vergroten. Cursussen en workshops voorstellen of ze zelf coachen.)
Italiano	assistere i clienti (Aiutare attivamente i clienti a migliorare i loro punti di forza e la loro fiducia. Proporre corsi e seminari o insegnare direttamente.)
<hr/>	
<b>Sectoral Layer</b>	
Field and subfield	90 10
Place in the Process	00
Level	05
Unique Identifier	05



### 3.1.5.2 Sectoral Detail

#### Skills

- analyse clients regarding their lags in strength and confidence
- develop ways to improve their strengths and confidence
- propose or carry out actions to improve client's strengths and confidence

#### Knowledge

- Knowledge about recognition and analyzation of personal strengths and confidence
- Knowledge about tailoring personal development plans
- Knowledge about carrying out personal (mental) training

#### Autonomy and attitude

- Able to solve complex issues
- Creative Thinking
- Patience
- Sense of methodology
- Preparedness for LifeLong-Learning
- Motivated
- / Act empathic and dedicated

### 3.1.5.3 Assessment

#### Self assessment

1. I don't know how to actively help clients to improve their strengths and confidence. Propose courses and workshops or coach them yourself.
2. I am unsure how to actively help clients to improve their strengths and confidence. Propose courses and workshops or coach them yourself.
3. I know how to actively help clients to improve their strengths and confidence. Propose courses and workshops or coach them yourself.
4. I am more than able to actively help clients to improve their strengths and confidence. Propose courses and workshops or coach them yourself.

#### Mentor assessment

1. ... doesn't know how to actively help clients to improve their strengths and confidence. Propose courses and workshops or coach them yourself.
2. ... is uncertain how to actively help clients to improve their strengths and confidence. Propose courses and workshops or coach them yourself.
3. ... knows how to actively help clients to improve their strengths and confidence. Propose courses and workshops or coach them yourself.
4. ... is more than able to actively help clients to improve their strengths and confidence. Propose courses and workshops or coach them yourself.



**Acceptable  
assessment  
methods**

- [Observation in a Simulated Environment](#)
- [Observation on site](#)
- [Role play](#)
- [Structured portfolio](#)

**Training**

To be trained coaching each other.





### 3.1.6 Use consulting techniques (90 10 00 05 10)

#### 3.1.6.1 ESCO Description /Equivalent

Title	Use consulting techniques
Description	Advise clients in different personal or professional matters.
Scope Note	n.a.
Concept URI	<a href="http://data.europa.eu/esco/skill/fcd7dbd4-095d-448d-b605-89e8ac6a3d92">http://data.europa.eu/esco/skill/fcd7dbd4-095d-448d-b605-89e8ac6a3d92</a>
ESCO Version	1.08
<hr/>	
<b>In other languages</b>	
Deutsch	Kunden schulen (Aktive Unterstützung der Kunden dabei, ihre Stärken auszubauen und ihr Selbstvertrauen zu verbessern. Vorschlagen von Kursen und Workshops oder Schulung selbst durchführen.)
Nederlands	klanten coachen (Klanten actief helpen om hun kracht en vertrouwen te vergroten. Cursussen en workshops voorstellen of ze zelf coachen.)
Italiano	assistere i clienti (Aiutare attivamente i clienti a migliorare i loro punti di forza e la loro fiducia. Proporre corsi e seminari o insegnare direttamente.)
<hr/>	
<b>Sectoral Layer</b>	
Field and subfield	90 10
Place in the Process	00
Level	05
Unique Identifier	10



### 3.1.6.2 Sectoral Detail

<b>Skills</b>	• ...
<b>Knowledge</b>	• ...
<b>Autonomy and attitude</b>	• ...

### 3.1.6.3 Assessment

<b>Self assessment</b>	<ol style="list-style-type: none"> <li>1. I don't know how to advise clients in different personal or professional matters.</li> <li>2. I am unsure how to advise clients in different personal or professional matters.</li> <li>3. I know how to advise clients in different personal or professional matters.</li> <li>4. I am more than able to advise clients in different personal or professional matters.</li> </ol>
<b>Mentor assessment</b>	<ol style="list-style-type: none"> <li>1. ... doesn't know how to advise clients in different personal or professional matters.</li> <li>2. ... is uncertain how to advise clients in different personal or professional matters.</li> <li>3. ... knows how to advise clients in different personal or professional matters.</li> <li>4. ... is more than able to advise clients in different personal or professional matters.</li> </ol>
<b>Acceptable assessment methods</b>	<ul style="list-style-type: none"> <li>• <a href="#">Observation in a Simulated Environment</a></li> <li>• <a href="#">Observation on site</a></li> <li>• <a href="#">Role play</a></li> <li>• <a href="#">Post Box Exercise</a></li> <li>• <a href="#">Structured portfolio</a></li> <li>• <a href="#">Criterion based interview</a></li> <li>• <a href="#">Oral examination</a></li> <li>• <a href="#">Written test multiple choice</a></li> <li>• <a href="#">Written test open answers</a></li> </ul>

<b>Training</b>	...
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### 3.1.7 Counsel clients (90 10 00 05 15)

#### 3.1.7.1 ESCO Description /Equivalent

Title	counsel clients
Description	Assist and guide clients to overcome their personal, social, or psychological issues.
Scope Note	
Concept URI	<a href="http://data.europa.eu/esco/skill/ac6ff889-328b-46ea-a8ee-e196443b2447">http://data.europa.eu/esco/skill/ac6ff889-328b-46ea-a8ee-e196443b2447</a>
ESCO Version	1.09

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#### In other languages

Deutsch	Kunden/Kundinnen beraten
Nederlands	klanten begeleiden
Italiano	offrire consulenza ai clienti

---

#### Sectoral Layer

Field and subfield	90 10
Place in the Process	00
Level	05
Unique Identifier	15



### 3.1.7.2 Sectoral Detail

#### Skills

- Recognise people's personal, social, or psychological issues.
- Support people mentally in a goal-oriented way.
- Assist people during change process.
- 

#### Knowledge

- Knowledge about fundamental psychological interrelation.
- Knowledge about motivation techniques.
- 

#### Autonomy and attitude

- Aware of other's behavior
- Able to solve complex issues
- Patience
- Able to act on own initiative
- Sense of methodology
- Concentration
- Emotional intelligence
- Open-minded
- Motivated
- Committed to self-development
- Positive approach
- Empathy

### 3.1.7.3 Assessment

#### Self assessment

1. I don't know how to assist and guide clients to overcome their personal, social, or psychological issues.
2. I am uncertain how to assist and guide clients to overcome their personal, social, or psychological issues.
3. I know how to assist and guide clients to overcome their personal, social, or psychological issues.
4. I am more than able to assist and guide clients to overcome their personal, social, or psychological issues.

#### Mentor assessment

1. ... doesn't know how to assist and guide clients to overcome their personal, social, or psychological issues.
2. ... is uncertain how to assist and guide clients to overcome their personal, social, or psychological issues.
3. ... knows how to assist and guide clients to overcome their personal, social, or psychological issues.
4. ... is more than able to assist and guide clients to overcome their personal, social, or psychological issues.

#### Acceptable assessment methods

- [Observation in a Simulated Environment](#)
- [Observation on Site](#)
- [Role Play](#)
- [Structured Portfolio](#)



- [Oral Examination](#)

## **Training**

Training on the job under supervision or in small groups of students.



### 3.1.8 Provide career counselling (90 10 00 05 20)

#### 3.1.8.1 ESCO Description /Equivalent

Title	Use consulting techniques
Description	Advise clients in different personal or professional matters.
Scope Note	n.a.
Concept URI	<a href="http://data.europa.eu/esco/skill/fcd7dbd4-095d-448d-b605-89e8ac6a3d92">http://data.europa.eu/esco/skill/fcd7dbd4-095d-448d-b605-89e8ac6a3d92</a>
ESCO Version	1.08

#### In other languages

Deutsch	Kunden schulen (Aktive Unterstützung der Kunden dabei, ihre Stärken auszubauen und ihr Selbstvertrauen zu verbessern. Vorschlagen von Kursen und Workshops oder Schulung selbst durchführen.)
Nederlands	klanten coachen (Klanten actief helpen om hun kracht en vertrouwen te vergroten. Cursussen en workshops voorstellen of ze zelf coachen.)
Italiano	assistere i clienti (Aiutare attivamente i clienti a migliorare i loro punti di forza e la loro fiducia. Proporre corsi e seminari o insegnare direttamente.)

#### Sectoral Layer

Field and subfield	90 10
Place in the Process	00
Level	05
Unique Identifier	20



### 3.1.8.2 Sectoral Detail

<b>Skills</b>	• ...
<b>Knowledge</b>	• ...
<b>Autonomy and attitude</b>	• ...

### 3.1.8.3 Assessment

<b>Self assessment</b>	<ol style="list-style-type: none"> <li>1. I don't know how to advise clients in different personal or professional matters.</li> <li>2. I am unsure how to advise clients in different personal or professional matters.</li> <li>3. I know how to advise clients in different personal or professional matters.</li> <li>4. I am more than able to advise clients in different personal or professional matters.</li> </ol>
<b>Mentor assessment</b>	<ol style="list-style-type: none"> <li>1. ... doesn't know how to advise clients in different personal or professional matters.</li> <li>2. ... is uncertain how to advise clients in different personal or professional matters.</li> <li>3. ... knows how to advise clients in different personal or professional matters.</li> <li>4. ... is more than able to advise clients in different personal or professional matters.</li> </ol>
<b>Acceptable assessment methods</b>	<ul style="list-style-type: none"> <li>• <a href="#">Observation in a Simulated Environment</a></li> <li>• <a href="#">Observation on site</a></li> <li>• <a href="#">Role play</a></li> <li>• <a href="#">Post Box Exercise</a></li> <li>• <a href="#">Structured portfolio</a></li> <li>• <a href="#">Criterion based interview</a></li> <li>• <a href="#">Oral examination</a></li> <li>• <a href="#">Written test multiple choice</a></li> <li>• <a href="#">Written test open answers</a></li> </ul>

### Training



### 3.1.9 Advise on career (90 10 00 05 21)

#### 3.1.9.1 ESCO Description /Equivalent

Title	advise on career
Description	Provide personalised help, guidance and information to people in order to make them grow in their careers.
Scope Note	
Concept URI	<a href="http://data.europa.eu/esco/skill/855f15f1-3add-44b9-a724-7d0be617fdb2">http://data.europa.eu/esco/skill/855f15f1-3add-44b9-a724-7d0be617fdb2</a>
ESCO Version	1.09

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#### In other languages

Deutsch	Laufbahnberatung leisten
Nederlands	advies geven over carrière
Italiano	fornire consulenza sulla carriera

#### Sectoral Layer

Field and subfield	90 10
Place in the Process	00
Level	05
Unique Identifier	21



### 3.1.9.2 Sectoral Detail

**Skills**

- Carrying out interviews to find out the current career state.
- Planning of career development in accordance to the goals of the client.
- Inform and guide clients to reach their personal career development goals.

**Knowledge**

- Knowledge about goal oriented interviews
- Knowledge about career planning and development

**Autonomy and attitude**

- Creative Thinking
- Being realistic
- Sense of methodology
- Concentration
- Problem-solving approach
- Preparedness for LifeLong-Learning
- Motivated
- Positive approach
- Empathy

### 3.1.9.3 Assessment

**Self assessment**

1. I don't know how to provide personalised help, guidance and information to people in order to make them grow in their careers.
2. I am uncertain how to provide personalised help, guidance and information to people in order to make them grow in their careers.
3. I know how to provide personalised help, guidance and information to people in order to make them grow in their careers.
4. I am more than able to provide personalised help, guidance and information to people in order to make them grow in their careers.

**Mentor assessment**

1. ... doesn't know how to provide personalised help, guidance and information to people in order to make them grow in their careers.
2. ... is uncertain how to provide personalised help, guidance and information to people in order to make them grow in their careers.
3. ... knows how to provide personalised help, guidance and information to people in order to make them grow in their careers.



4. ... is more than able to provide personalised help, guidance and information to people in order to make them grow in their careers.

**Acceptable  
assessment  
methods**

- [Observation in a Simulated Environment](#)
- [Observation on Site](#)
- [Role Play](#)
- [Structured Portfolio](#)
- [Criterion Based Interview](#)
- [Oral Examination](#)
- [Written Test - Open Answers](#)

**Training**

Training in simulated environment / guided role-play involving other students. For good practice it is necessary to gain experience, so should those trainings be carried out regularly.

### 3.1.10 Assist clients with personal development (90 10 00 05 30)

#### 3.1.10.1 ESCO Description /Equivalent

Title	assist clients with personal development
Description	Help clients determine what they want to do with their lives and assist in setting personal and professional goals, by prioritising and planning the steps necessary to reach these goals.
Scope Note	
Concept URI	<a href="http://data.europa.eu/esco/skill/98b32477-cccd-47ea-8c85-d4a16b18af08">http://data.europa.eu/esco/skill/98b32477-cccd-47ea-8c85-d4a16b18af08</a>
ESCO Version	1.09

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#### In other languages

Deutsch	Kunden und Kundinnen bei ihrer persönlichen Weiterentwicklung unterstützen
Nederlands	klanten helpen bij persoonlijke ontwikkeling
Italiano	assistere i clienti nella trasformazione personale

---

#### Sectoral Layer

Field and subfield	90 10
Place in the Process	00
Level	05
Unique Identifier	30



### 3.1.10.2 Sectoral Detail

#### Skills

- Analyse the client's current situation in collaboration with him/her
- Analyse the client's needs in collaboration with him/her
- Support the client formulating specific goals
- Support the client prioritising goals
- Support the client planning steps to reach personal development goals
- Investigation in and find out the current situation and status of a person's life.
- Investigation in and find out existing goals a person wants to reach in life.
- Finding out new and true goals a person wants to reach in life.
- Investigation in the gap between current and desired situation and state.
- Formulation of steps to close the identified gaps and reach the desired goals.

#### Knowledge

- Coaching methodology
- Prioritising methodology
- Planning methodology
- Interview techniques
- Identifying goals
- Goal-oriented planning of development

#### Autonomy and attitude

- Sense of methodology
- Emotional intelligence
- Empathy

### 3.1.10.3 Assessment

#### Self assessment

1. I don't know how to help clients determine what they want to do with their lives and assist in setting personal and professional goals, by prioritising and planning the steps necessary to reach these goals.
2. I am uncertain how to help clients determine what they want to do with their lives and assist in setting personal and professional goals, by prioritising and planning the steps necessary to reach these goals.
3. I know how to help clients determine what they want to do with their lives and assist in setting personal and professional goals, by prioritising and planning the steps necessary to reach these goals.
4. I am more than able to help clients determine what they want to do with their lives and assist in setting personal



and professional goals, by prioritising and planning the steps necessary to reach these goals.

**Mentor  
assessment**

1. ... doesn't know how to help clients determine what they want to do with their lives and assist in setting personal and professional goals, by prioritising and planning the steps necessary to reach these goals.
2. ... is uncertain how to help clients determine what they want to do with their lives and assist in setting personal and professional goals, by prioritising and planning the steps necessary to reach these goals.
3. ... knows how to help clients determine what they want to do with their lives and assist in setting personal and professional goals, by prioritising and planning the steps necessary to reach these goals.
4. ... is more than able to help clients determine what they want to do with their lives and assist in setting personal and professional goals, by prioritising and planning the steps necessary to reach these goals.

**Acceptable  
assessment  
methods**

- [Observation in a Simulated Environment](#)
- [Observation on Site](#)
- [Role Play](#)
- [Structured Portfolio](#)

**Training**

Classroom elements about personal development closely connected with intensive role-play / on the job training.

## 3.2 Communication and Feedback

### 3.2.1 Listen actively (50 10 00 05 20)

#### 3.2.1.1 ESCO Description /Equivalent

Title	listen actively
Description	Give attention to what other people say, patiently understand points being made, asking questions as appropriate, and not interrupting at inappropriate times; able to listen carefully the needs of customers, clients, passengers, service users or others, and provide solutions accordingly.
Scope Note	n.a.
Concept URI	<a href="http://data.europa.eu/esco/skill/a17286c5-238d-4f0b-bc24-29e9121345de">http://data.europa.eu/esco/skill/a17286c5-238d-4f0b-bc24-29e9121345de</a>
ESCO Version	1.09

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#### In other languages

Deutsch	aufmerksam zuhören
Nederlands	actief luisteren
Italiano	ascoltare attentamente

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#### Sectoral Layer

Field and subfield	50 10
Place in the Process	10
Level	05
Unique Identifier	20

### 3.2.1.2 Sectoral Detail

#### Skills

- Giving attention to what other people say
- Keeping conversation etiquette
- Deriving key points of the conversation

#### Knowledge

- Knowledge about conversation strategies

#### Autonomy and attitude

- Sense of methodology
- Concentration

### 3.2.1.3 Assessment

#### Self assessment

1. I don't know how to give attention to what other people say, patiently understand points being made, asking questions as appropriate, and not interrupting at inappropriate times; able to listen carefully the needs of customers, clients, passengers, service users or others, and provide solutions accordingly.
2. I am uncertain how to give attention to what other people say, patiently understand points being made, asking questions as appropriate, and not interrupting at inappropriate times; able to listen carefully the needs of customers, clients, passengers, service users or others, and provide solutions accordingly.
3. I know how to give attention to what other people say, patiently understand points being made, asking questions as appropriate, and not interrupting at inappropriate times; able to listen carefully the needs of customers, clients, passengers, service users or others, and provide solutions accordingly.
4. I am more than able to give attention to what other people say, patiently understand points being made, asking questions as appropriate, and not interrupting at inappropriate times; able to listen carefully the needs of customers, clients, passengers, service users or others, and provide solutions accordingly.

#### Mentor assessment

5. ... doesn't know how to give attention to what other people say, patiently understand points being made, asking questions as appropriate, and not interrupting at inappropriate times; able to listen carefully the needs of customers, clients, passengers, service users or others, and provide solutions accordingly.
6. ... is uncertain how to give attention to what other people say, patiently understand points being made, asking questions as appropriate, and not interrupting at inappropriate times; able to listen carefully the needs of



customers, clients, passengers, service users or others, and provide solutions accordingly.

7. ... knows how to give attention to what other people say, patiently understand points being made, asking questions as appropriate, and not interrupting at inappropriate times; able to listen carefully the needs of customers, clients, passengers, service users or others, and provide solutions accordingly.
8. ... is more than able to give attention to what other people say, patiently understand points being made, asking questions as appropriate, and not interrupting at inappropriate times; able to listen carefully the needs of customers, clients, passengers, service users or others, and provide solutions accordingly.

**Acceptable  
assessment  
methods**

- [Observation in a Simulated Environment](#)
- [Observation on Site](#)
- [Role Play](#)

**Training**

On-site training or in simulated environment in the group or with external people.



## 3.2.2 Use different communication channels (50 10 00 05 30)

### 3.2.2.1 ESCO Description /Equivalent

Title	use different communication channels
Description	Make use of various types of communication channels such as verbal, handwritten, digital and telephonic communication with the purpose of constructing and sharing ideas or information.
Scope Note	[put ESCO scope note here]
Concept URI	<a href="http://data.europa.eu/esco/skill/415abd43-e8e5-4643-b5da-5f11307af57a">http://data.europa.eu/esco/skill/415abd43-e8e5-4643-b5da-5f11307af57a</a>
ESCO Version	1.09
<hr/>	
<b>In other languages</b>	
Deutsch	verschiedene Kommunikationskanäle verwenden
Nederlands	verschillende communicatiekanalen gebruiken
Italiano	utilizzare canali di comunicazione diversi
<hr/>	
<b>Sectoral Layer</b>	
Field and subfield	50 10
Place in the Process	00
Level	05
Unique Identifier	30



### 3.2.2.2 Sectoral Detail

<b>Skills</b>	<ul style="list-style-type: none"> <li>• Be able to use different communication channels (media)</li> </ul>
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>• Knowledge about function and usage of different communication channels</li> </ul>
<b>Autonomy and attitude</b>	<ul style="list-style-type: none"> <li>• Flexibility</li> <li>• Sense of methodology</li> </ul>

### 3.2.2.3 Assessment

<b>Self assessment</b>	<ol style="list-style-type: none"> <li>1. I don't know how to make use of various types of communication channels such as verbal, handwritten, digital and telephonic communication with the purpose of constructing and sharing ideas or information.</li> <li>2. I am uncertain how to make use of various types of communication channels such as verbal, handwritten, digital and telephonic communication with the purpose of constructing and sharing ideas or information.</li> <li>3. I know how to make use of various types of communication channels such as verbal, handwritten, digital and telephonic communication with the purpose of constructing and sharing ideas or information.</li> <li>4. I am more than able to make use of various types of communication channels such as verbal, handwritten, digital and telephonic communication with the purpose of constructing and sharing ideas or information.</li> </ol>
<b>Mentor assessment</b>	<ol style="list-style-type: none"> <li>1. ... doesn't know how to make use of various types of communication channels such as verbal, handwritten, digital and telephonic communication with the purpose of constructing and sharing ideas or information.</li> <li>2. ... is uncertain how to make use of various types of communication channels such as verbal, handwritten, digital and telephonic communication with the purpose of constructing and sharing ideas or information.</li> <li>3. ... knows how to make use of various types of communication channels such as verbal, handwritten, digital and telephonic communication with the purpose of constructing and sharing ideas or information.</li> <li>4. ... is more than able to make use of various types of communication channels such as verbal, handwritten, digital and telephonic communication with the purpose of constructing and sharing ideas or information.</li> </ol>



**Acceptable  
assessment  
methods**

- [Observation in a Simulated Environment](#)
- [Observation on Site](#)
- [Role Play](#)

**Training**

General communication training and specific units in a group for practicing.

### 3.2.3 Have emotional intelligence (50 20 00 05 10)

#### 3.2.3.1 ESCO Description /Equivalent

Title	have emotional intelligence
Description	Recognize ones own and other people`s emotions, distinguish correctly between them and observing how they can influence one`s environment and social interaction and what can be done about it.
Scope Note	[put ESCO scope note here]
Concept URI	<a href="http://data.europa.eu/esco/skill/f0a84d52-91fd-45ec-9fe9-e363d9318b9e">http://data.europa.eu/esco/skill/f0a84d52-91fd-45ec-9fe9-e363d9318b9e</a>
ESCO Version	1.09
<hr/>	
<b>In other languages</b>	
Deutsch	emotionale Intelligenz besitzen
Nederlands	beschikken over emotionele intelligentie
Italiano	avere intelligenza emotiva
<hr/>	
<b>Sectoral Layer</b>	
Field and subfield	50 20
Place in the Process	00
Level	05
Unique Identifier	10

### 3.2.3.2 Sectoral Detail

#### **Skills**

- Recognise own and foreign emotions
- Distinguish between different emotions
- Recognise the influence of emotions on social environment and interaction

#### **Knowledge**

- Recognise own and foreign emotions
- Distinguish between different emotions
- Recognise the influence of emotions on social environment and interaction

#### **Autonomy and attitude**

- Emotional intelligence

### 3.2.3.3 Assessment

#### **Self assessment**

1. I don't know how to recognize ones own and other people`s emotions, distinguish correctly between them and observing how they can influence one`s environment and social interaction and what can be done about it.
2. I am uncertain how to recognize ones own and other people`s emotions, distinguish correctly between them and observing how they can influence one`s environment and social interaction and what can be done about it.
3. I know how to recognize ones own and other people`s emotions, distinguish correctly between them and observing how they can influence one`s environment and social interaction and what can be done about it.
4. I am more than able to recognize ones own and other people`s emotions, distinguish correctly between them and observing how they can influence one`s environment and social interaction and what can be done about it.

#### **Mentor assessment**

1. ... doesn't know how to recognize ones own and other people`s emotions, distinguish correctly between them and observing how they can influence one`s environment and social interaction and what can be done about it.
2. ... is uncertain how to recognize ones own and other people`s emotions, distinguish correctly between them and observing how they can influence one`s environment and social interaction and what can be done about it.



3. ... knows how to recognize ones own and other people`s emotions, distinguish correctly between them and observing how they can influence one`s environment and social interaction and what can be done about it.
4. ... is more than able to recognize ones own and other people`s emotions, distinguish correctly between them and observing how they can influence one`s environment and social interaction and what can be done about it.

**Acceptable  
assessment  
methods**

- [Observation in a Simulated Environment](#)
- [Observation on Site](#)

**Training**

Due to that this competence is mainly an attitude, it can only be trained directly on the job. As with every social skill, a combination of classroom lessons about the basics (e.g. psychology) and real-life training in groups under supervision and in the job in supervision is recommended.

### 3.2.4 Give constructive feedback (90 10 00 05 90)

#### 3.2.4.1 ESCO Description /Equivalent

Title	give constructive feedback
Description	Provide founded feedback through both criticism and praise in a respectful, clear, and consistent manner. Highlight achievements as well as mistakes and set up methods of formative assessment to evaluate work.
Scope Note	n.a.
Concept URI	<a href="http://data.europa.eu/esco/skill/b9bb1f03-15e2-4079-943e-7e483b21725b">http://data.europa.eu/esco/skill/b9bb1f03-15e2-4079-943e-7e483b21725b</a>
ESCO Version	1.09
<hr/>	
<b>In other languages</b>	
Deutsch	konstruktives Feedback geben
Nederlands	constructieve kritiek geven
Italiano	fornire un riscontro costruttivo
<b>Sectoral Layer</b>	
Field and subfield	90 10
Place in the Process	00
Level	05
Unique Identifier	90



### 3.2.4.2 Sectoral Detail

#### **Skills**

- Analyse given information under specific points of view
- Give founded feedback through criticism and praise
- Communicate in a respectful, clear, and consistent manner

#### **Knowledge**

- Knowledge about information analysis methodology
- Knowledge about constructive negotiation

#### **Autonomy and attitude**

- Sense of methodology
- Empathy

### 3.2.4.3 Assessment

#### **Self assessment**

1. I don't know how to provide founded feedback through both criticism and praise in a respectful, clear, and consistent manner. Highlight achievements as well as mistakes and set up methods of formative assessment to evaluate work.
2. I am uncertain how to provide founded feedback through both criticism and praise in a respectful, clear, and consistent manner. Highlight achievements as well as mistakes and set up methods of formative assessment to evaluate work.
3. I know how to provide founded feedback through both criticism and praise in a respectful, clear, and consistent manner. Highlight achievements as well as mistakes and set up methods of formative assessment to evaluate work.
4. I am more than able to provide founded feedback through both criticism and praise in a respectful, clear, and consistent manner. Highlight achievements as well as mistakes and set up methods of formative assessment to evaluate work.

#### **Mentor assessment**

1. ... doesn't know how to provide founded feedback through both criticism and praise in a respectful, clear, and consistent manner. Highlight achievements as well as mistakes and set up methods of formative assessment to evaluate work.
2. ... is uncertain how to provide founded feedback through both criticism and praise in a respectful, clear, and consistent manner. Highlight achievements as well as mistakes and set up methods of formative assessment to evaluate work.
3. ... knows how to provide founded feedback through both criticism and praise in a respectful, clear, and consistent manner. Highlight achievements as well as





mistakes and set up methods of formative assessment to evaluate work.

4. ... is more than able to provide founded feedback through both criticism and praise in a respectful, clear, and consistent manner. Highlight achievements as well as mistakes and set up methods of formative assessment to evaluate work.

**Acceptable  
assessment  
methods**

- [Observation in a Simulated Environment](#)
- [Observation on Site](#)
- [Role Play](#)

**Training**

Practical on-site training or training in a simulated environment, best in a project surrounding where a group of trainees have to solve a problem together. In-site feedback loops shall be used for supervised training units.

### 3.2.5 Use questioning techniques for assessment (90 20 00 05 30)

#### 3.2.5.1 ESCO Description /Equivalent

Title	use questioning techniques for assessment
Description	Use different questioning techniques such as semi-structured interviews, open and closed questions, or STARR interviews, adapted to the type of information to be gathered.
Scope Note	[put ESCO scope note here]
Concept URI	<a href="http://data.europa.eu/esco/skill/cb65d537-9a5e-4e73-914f-f4ed2b67301c">http://data.europa.eu/esco/skill/cb65d537-9a5e-4e73-914f-f4ed2b67301c</a>
ESCO Version	1.09
<hr/>	
<b>In other languages</b>	
Deutsch	Fragetechniken zur Bewertung einsetzen
Nederlands	ondervragingstechnieken gebruiken voor de beoordeling
Italiano	utilizzare tecniche di interrogazione a fini di valutazione
<hr/>	
<b>Sectoral Layer</b>	
Field and subfield	90 20
Place in the Process	00
Level	05
Unique Identifier	30



### 3.2.5.2 Sectoral Detail

<b>Skills</b>	<ul style="list-style-type: none"> <li>• use different questioning techniques adapted to the type of information to be gathered</li> </ul>
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>• knowledge about questioning techniques</li> </ul>
<b>Autonomy and attitude</b>	<ul style="list-style-type: none"> <li>• Sense of methodology</li> <li>• Problem-solving approach</li> </ul>

### 3.2.5.3 Assessment

<b>Self assessment</b>	<ol style="list-style-type: none"> <li>1. I don't know how to use different questioning techniques such as semi-structured interviews, open and closed questions, or STARR interviews, adapted to the type of information to be gathered.</li> <li>2. I am uncertain how to use different questioning techniques such as semi-structured interviews, open and closed questions, or STARR interviews, adapted to the type of information to be gathered.</li> <li>3. I know how to use different questioning techniques such as semi-structured interviews, open and closed questions, or STARR interviews, adapted to the type of information to be gathered.</li> <li>4. I am more than able to use different questioning techniques such as semi-structured interviews, open and closed questions, or STARR interviews, adapted to the type of information to be gathered.</li> </ol>
<b>Mentor assessment</b>	<ol style="list-style-type: none"> <li>1. ... doesn't know how to use different questioning techniques such as semi-structured interviews, open and closed questions, or STARR interviews, adapted to the type of information to be gathered.</li> <li>2. ... is uncertain how to use different questioning techniques such as semi-structured interviews, open and closed questions, or STARR interviews, adapted to the type of information to be gathered.</li> <li>3. ... knows how to use different questioning techniques such as semi-structured interviews, open and closed questions, or STARR interviews, adapted to the type of information to be gathered.</li> <li>4. ... is more than able to use different questioning techniques such as semi-structured interviews, open and closed questions, or STARR interviews, adapted to the type of information to be gathered.</li> </ol>



**Acceptable  
assessment  
methods**

- [Observation in a Simulated Environment](#)
- [Observation on Site](#)
- [Role Play](#)

**Training**

Practical classes with guided group trainings and complimentary classroom lessons.

### 3.2.6 Assess candidates (90 20 00 05 12)

#### 3.2.6.1 ESCO Description /Equivalent

Title	assess candidates
Description	Evaluate the candidates' vocational competences, skills and knowledge through tests, interviews, simulations, and evidence of prior learning according to a pre-defined standard or procedure. Formulate summative statements of the displayed competences in comparison to set expectations.
Scope Note	[put ESCO scope note here]
Concept URI	<a href="http://data.europa.eu/esco/skill/550e2d00-bd89-4614-8e15-330ae5277af3">http://data.europa.eu/esco/skill/550e2d00-bd89-4614-8e15-330ae5277af3</a>
ESCO Version	1.09

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#### In other languages

Deutsch	Bewerber/innen beurteilen
Nederlands	kandidaten beoordelen
Italiano	valutare candidati

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#### Sectoral Layer

Field and subfield	90 20
Place in the Process	00
Level	05
Unique Identifier	12

### 3.2.6.2 Sectoral Detail

#### Skills

- evaluate the candidates' vocational competences, skills and knowledge
- use tests, interviews, simulations, and evidence of prior learning according to a pre-defined standard or procedure
- formulate statements out if the evaluation result

#### Knowledge

- knowledge about evaluation standards and procedures
- knowledge about formulation and formatting of summative statements

#### Autonomy and attitude

- Accuracy
- Sense of methodology

### 3.2.6.3 Assessment

#### Self assessment

1. I don't know how to evaluate the candidates' vocational competences, skills and knowledge through tests, interviews, simulations, and evidence of prior learning according to a pre-defined standard or procedure. Formulate summative statements of the displayed competences in comparison to set expectations.
2. I am uncertain how to evaluate the candidates' vocational competences, skills and knowledge through tests, interviews, simulations, and evidence of prior learning according to a pre-defined standard or procedure. Formulate summative statements of the displayed competences in comparison to set expectations.
3. I know how to evaluate the candidates' vocational competences, skills and knowledge through tests, interviews, simulations, and evidence of prior learning according to a pre-defined standard or procedure. Formulate summative statements of the displayed competences in comparison to set expectations.
4. I am more than able to evaluate the candidates' vocational competences, skills and knowledge through tests, interviews, simulations, and evidence of prior learning according to a pre-defined standard or procedure. Formulate summative statements of the displayed competences in comparison to set expectations.

#### Mentor assessment

1. ... doesn't know how to evaluate the candidates' vocational competences, skills and knowledge through tests, interviews, simulations, and evidence of prior learning according to a pre-defined standard or



procedure. Formulate summative statements of the displayed competences in comparison to set expectations.

2. ... is uncertain how to evaluate the candidates' vocational competences, skills and knowledge through tests, interviews, simulations, and evidence of prior learning according to a pre-defined standard or procedure. Formulate summative statements of the displayed competences in comparison to set expectations.
3. ... knows how to evaluate the candidates' vocational competences, skills and knowledge through tests, interviews, simulations, and evidence of prior learning according to a pre-defined standard or procedure. Formulate summative statements of the displayed competences in comparison to set expectations.
4. ... is more than able to evaluate the candidates' vocational competences, skills and knowledge through tests, interviews, simulations, and evidence of prior learning according to a pre-defined standard or procedure. Formulate summative statements of the displayed competences in comparison to set expectations.

#### **Acceptable assessment methods**

- [Observation in a Simulated Environment](#)
- [Observation on Site](#)
- [Role Play](#)
- [Post Box Exercise](#)
- [Structured Portfolio](#)
- [Criterion Based Interview](#)
- [Oral Examination](#)
- [Written Test - Multiple Choice](#)
- [Written Test - Open Answers](#)

#### **Training**

Specific classroom courses about the field of competence, that shall be assessed and assessment strategies in general. Role-play training with prepared cases, in the group of assessors-to-be.

### 3.3 Guidance to Training, Education and Job Market

#### 3.3.1 Identify training needs (90 10 00 05 70)

##### 3.3.1.1 ESCO Description /Equivalent

Title	identify training needs
Description	Analyse the training problems and identify the training requirements of an organisation or individuals, so as to provide them with instruction tailored to their prior mastery, profile, means and problem.
Scope Note	[put ESCO scope note here]
Concept URI	<a href="http://data.europa.eu/esco/skill/4d4fe480-f2ae-46b5-bd5e-8d4e538f50c7">http://data.europa.eu/esco/skill/4d4fe480-f2ae-46b5-bd5e-8d4e538f50c7</a>
ESCO Version	1.09
<hr/>	
<b>In other languages</b>	
Deutsch	Weiterbildungsbedarf ermitteln
Nederlands	opleidingsbehoeften identificeren
Italiano	individuare le esigenze di formazione
<hr/>	
<b>Sectoral Layer</b>	
Field and subfield	90 10
Place in the Process	00
Level	05
Unique Identifier	70





### 3.3.1.2 Sectoral Detail

#### Skills

- analyse the training problems of an organisation or individuals
- identify the training requirements of an organisation or individuals
- provide tailored instructions regarding their training need

#### Knowledge

- knowledge about training process

#### Autonomy and attitude

- Sense of methodology
- Problem-solving approach
- Empathy

### 3.3.1.3 Assessment

#### Self assessment

1. I don't know how to analyse the training problems and identify the training requirements of an organisation or individuals, so as to provide them with instruction tailored to their prior mastery, profile, means and problem.
2. I am uncertain how to analyse the training problems and identify the training requirements of an organisation or individuals, so as to provide them with instruction tailored to their prior mastery, profile, means and problem.
3. I know how to analyse the training problems and identify the training requirements of an organisation or individuals, so as to provide them with instruction tailored to their prior mastery, profile, means and problem.
4. I am more than able to analyse the training problems and identify the training requirements of an organisation or individuals, so as to provide them with instruction tailored to their prior mastery, profile, means and problem.

#### Mentor assessment

5. ... doesn't know how to analyse the training problems and identify the training requirements of an organisation or individuals, so as to provide them with instruction tailored to their prior mastery, profile, means and problem.
6. ... is uncertain how to analyse the training problems and identify the training requirements of an organisation or individuals, so as to provide them with instruction tailored to their prior mastery, profile, means and problem.
7. ... knows how to analyse the training problems and identify the training requirements of an organisation or individuals, so as to provide them with instruction tailored to their prior mastery, profile, means and problem.



8. ... is more than able to analyse the training problems and identify the training requirements of an organisation or individuals, so as to provide them with instruction tailored to their prior mastery, profile, means and problem.

**Acceptable  
assessment  
methods**

- [Observation in a Simulated Environment](#)
- [Observation on Site](#)
- [Role Play](#)
- [Structured Portfolio](#)

**Training**

Classroom lessons about training process combined with practical training in a simulated environment or directly on the job as observation.

### 3.3.2 Advise on training courses (90 10 00 05 75)

#### 3.3.2.1 ESCO Description /Equivalent

Title	advise on training courses
Description	Provide information on possible training options or qualifications and available funding resources, depending on the needs and educational background of the individual.
Scope Note	[put ESCO scope note here]
Concept URI	<a href="http://data.europa.eu/esco/skill/90267570-aad1-4c54-9c9c-5a1a5847a819">http://data.europa.eu/esco/skill/90267570-aad1-4c54-9c9c-5a1a5847a819</a>
ESCO Version	1.09
<hr/>	
<b>In other languages</b>	
Deutsch	Advise on training courses
Nederlands	Provide information on possible training options or qualifications and available funding resources, depending on the needs and educational background of the individual.
Italiano	[put ESCO scope note here]
<hr/>	
<b>Sectoral Layer</b>	
Field and subfield	90 10
Place in the Process	00
Level	05
Unique Identifier	75



### 3.3.2.2 Sectoral Detail

#### Skills

- provide information in a proper way
- recognise the needs and educational background of the individual
- present specific information in a proper way

#### Knowledge

- knowledge about available training options
- knowledge about available funding options

#### Autonomy and attitude

- Problem-solving approach
- Preparedness for LifeLong-Learning

### 3.3.2.3 Assessment

#### Self assessment

5. I don't know how to use appropriate questions and active listening in order to identify customer expectations, desires and requirements according to product and services.
6. I am unsure how to use appropriate questions and active listening in order to identify customer expectations, desires and requirements according to product and services.
7. I know how to use appropriate questions and active listening in order to identify customer expectations, desires and requirements according to product and services.
8. I am more than able to use appropriate questions and active listening in order to identify customer expectations, desires and requirements according to product and services.

#### Mentor assessment

1. ... doesn't know how to provide information on possible training options or qualifications and available funding resources, depending on the needs and educational background of the individual.
2. ... is uncertain how to provide information on possible training options or qualifications and available funding resources, depending on the needs and educational background of the individual.
3. ... knows how to provide information on possible training options or qualifications and available funding resources, depending on the needs and educational background of the individual.
4. ... is more than able to provide information on possible training options or qualifications and available funding resources, depending on the needs and educational background of the individual.



resources, depending on the needs and educational background of the individual.

**Acceptable  
assessment  
methods**

- [Observation in a Simulated Environment](#)
- [Observation on Site](#)
- [Role Play](#)
- [Post Box Exercise](#)
- [Structured Portfolio](#)
- [Criterion Based Interview](#)
- [Oral Examination](#)
- [Written Test - Open Answers](#)

**Training**

For a good overlook about the existing training and funding options, it is necessary to have basic knowledge about the available courses and fundings. This can be taught in classroom environment. To train the skill of advising courses, a piratical unit with interaction is recommended.

### 3.3.3 Provide assistance with job search (90 10 00 05 80)

#### 3.3.3.1 ESCO Description /Equivalent

Title	provide assistance with job search
Description	Help students or adults in their search to find a profession by identifying career options, building a curriculum vitae, preparing them for job interviews, and locating job vacancies.
Scope Note	n.a.
Concept URI	<a href="http://data.europa.eu/esco/skill/7903f946-aeff-4024-b146-8e48018d4eb9">http://data.europa.eu/esco/skill/7903f946-aeff-4024-b146-8e48018d4eb9</a>
ESCO Version	1.1.0
<hr/>	
<b>In other languages</b>	
Deutsch	Unterstützung bei Arbeitsplatzsuche anbieten
Nederlands	hulp bieden bij het zoeken naar een baan
Italiano	fornire assistenza nella ricerca di lavoro
<hr/>	
<b>Sectoral Layer</b>	
Field and subfield	90 10
Place in the Process	00
Level	05
Unique Identifier	80



### 3.3.3.2 Sectoral Detail

#### Skills

- identifying career options
- support people with building a curriculum vitae
- help people preparing them for job interviews
- help people locating job vacancies

#### Knowledge

- knowledge about identifying career options
- knowledge about formulation of application papers
- knowledge about structures and process of job interviews

#### Autonomy and attitude

- Being proactive
- Sense of methodology
- Problem-solving approach

### 3.3.3.3 Assessment

#### Self assessment

1. I don't know how to help students or adults in their search to find a profession by identifying career options, building a curriculum vitae, preparing them for job interviews, and locating job vacancies.
2. I am uncertain how to help students or adults in their search to find a profession by identifying career options, building a curriculum vitae, preparing them for job interviews, and locating job vacancies.
3. I know how to help students or adults in their search to find a profession by identifying career options, building a curriculum vitae, preparing them for job interviews, and locating job vacancies.
4. I am more than able to help students or adults in their search to find a profession by identifying career options, building a curriculum vitae, preparing them for job interviews, and locating job vacancies.

#### Mentor assessment

1. ... doesn't know how to help students or adults in their search to find a profession by identifying career options, building a curriculum vitae, preparing them for job interviews, and locating job vacancies.
2. ... is uncertain how to help students or adults in their search to find a profession by identifying career options, building a curriculum vitae, preparing them for job interviews, and locating job vacancies.
3. ... knows how to help students or adults in their search to find a profession by identifying career options, building a curriculum vitae, preparing them for job interviews, and locating job vacancies.



4. ... is more than able to help students or adults in their search to find a profession by identifying career options, building a curriculum vitae, preparing them for job interviews, and locating job vacancies.

**Acceptable  
assessment  
methods**

- [Observation in a Simulated Environment](#)
- [Observation on Site](#)
- [Role Play](#)
- [Structured Portfolio](#)

**Training**

Training in groups of students (roleplay) under supervision.



### 3.3.4 Facilitate job market access (90 10 00 05 85)

#### 3.3.4.1 ESCO Description /Equivalent

Title	facilitate job market access
Description	Improve the chances of individuals to find a job, by teaching the required qualifications and interpersonal skills, through training and development programs, workshops or employment projects.
Scope Note	n.a.
Concept URI	<a href="http://data.europa.eu/esco/skill/71057622-0cc1-4cce-b36c-b32a7071b017">http://data.europa.eu/esco/skill/71057622-0cc1-4cce-b36c-b32a7071b017</a>
ESCO Version	1.1.0
<hr/>	
<b>In other languages</b>	
Deutsch	Zugang zum Arbeitsmarkt erleichtern
Nederlands	toegang tot de arbeidsmarkt faciliteren
Italiano	favorire l'accesso al mercato del lavoro
<hr/>	
<b>Sectoral Layer</b>	
Field and subfield	90 10
Place in the Process	00
Level	05
Unique Identifier	85



### 3.3.4.2 Sectoral Detail

#### Skills

- identification of the lags of people's skills in their professional field
- advice on proper courses or programs to improve qualifications and interpersonal skills

#### Knowledge

- knowledge about recent demands of the labour market (i.e. qualifications and interpersonal skills)
- knowledge about recently offered training and development programs, workshops or employment projects

#### Autonomy and attitude

- Sense of methodology
- Problem-solving approach
- Preparedness for LifeLong-Learning

### 3.3.4.3 Assessment

#### Self assessment

1. I don't know how to improve the chances of individuals to find a job, by teaching the required qualifications and interpersonal skills, through training and development programs, workshops or employment projects.
2. I am uncertain how to improve the chances of individuals to find a job, by teaching the required qualifications and interpersonal skills, through training and development programs, workshops or employment projects.
3. I know how to improve the chances of individuals to find a job, by teaching the required qualifications and interpersonal skills, through training and development programs, workshops or employment projects.
4. I am more than able to improve the chances of individuals to find a job, by teaching the required qualifications and interpersonal skills, through training and development programs, workshops or employment projects.

#### Mentor assessment

1. ... doesn't know how to improve the chances of individuals to find a job, by teaching the required qualifications and interpersonal skills, through training and development programs, workshops or employment projects.
2. ... is uncertain how to improve the chances of individuals to find a job, by teaching the required qualifications and interpersonal skills, through training and development programs, workshops or employment projects.



3. ... knows how to improve the chances of individuals to find a job, by teaching the required qualifications and interpersonal skills, through training and development programs, workshops or employment projects.
4. ... is more than able to improve the chances of individuals to find a job, by teaching the required qualifications and interpersonal skills, through training and development programs, workshops or employment projects.

**Acceptable  
assessment  
methods**

- [Observation in a Simulated Environment](#)
- [Observation on Site](#)
- [Role Play](#)
- [Structured Portfolio](#)

**Training**

Classroom lessons about basic and recent training and development programs, workshops or employment projects as well as the function of the labour market in general combined with practical lessons about the advising process.

### 3.4 Quality and Ethics

#### 3.4.1 Follow ethical code of conduct in assessment situations (70 58 00 05 10)

##### 3.4.1.1 ESCO Description /Equivalent

Title	follow ethical code of conduct in assessment situations
Description	Carry out interviews, tests, simulations and assessment of evidence of prior learning according to accepted principles of right or wrong, including fairness, transparency, objectivity, safety, privacy and impartiality in assessment practices and conduct towards candidates.
Scope Note	[put ESCO scope note here]
Concept URI	<a href="http://data.europa.eu/esco/skill/d56a2182-14e0-4319-ab2f-0133aa67672b">http://data.europa.eu/esco/skill/d56a2182-14e0-4319-ab2f-0133aa67672b</a>
ESCO Version	1.1.0

##### In other languages

Deutsch	ethischen Verhaltenskodex in Bewertungssituationen einhalten
Nederlands	de ethische gedragscode volgen in het kader van beoordelingen
Italiano	seguire il codice etico di condotta nelle situazioni di valutazione

##### Sectoral Layer

Field and subfield	70 58
Place in the Process	00
Level	05
Unique Identifier	10

### 3.4.1.2 Sectoral Detail

<b>Skills</b>	<ul style="list-style-type: none"> <li>obey and apply accepted principles of right or wrong (e.g. fairness, transparency, objectivity, safety, privacy and impartiality) in assessment situations</li> </ul>
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>knowledge about accepted principles of right or wrong</li> <li>knowledge about ethical standards in assessment situations</li> </ul>
<b>Autonomy and attitude</b>	<ul style="list-style-type: none"> <li>Sense of methodology</li> <li>Emotional intelligence</li> </ul>

### 3.4.1.3 Assessment

<b>Self assessment</b>	<ol style="list-style-type: none"> <li>I don't know how to carry out interviews, tests, simulations and assessment of evidence of prior learning according to accepted principles of right or wrong, including fairness, transparency, objectivity, safety, privacy and impartiality in assessment practices and conduct towards candidates.</li> <li>I am uncertain how to carry out interviews, tests, simulations and assessment of evidence of prior learning according to accepted principles of right or wrong, including fairness, transparency, objectivity, safety, privacy and impartiality in assessment practices and conduct towards candidates.</li> <li>I know how to carry out interviews, tests, simulations and assessment of evidence of prior learning according to accepted principles of right or wrong, including fairness, transparency, objectivity, safety, privacy and impartiality in assessment practices and conduct towards candidates.</li> <li>I am more than able to carry out interviews, tests, simulations and assessment of evidence of prior learning according to accepted principles of right or wrong, including fairness, transparency, objectivity, safety, privacy and impartiality in assessment practices and conduct towards candidates.</li> </ol>
<b>Mentor assessment</b>	<ol style="list-style-type: none"> <li>... doesn't know how to carry out interviews, tests, simulations and assessment of evidence of prior learning according to accepted principles of right or wrong, including fairness, transparency, objectivity, safety, privacy and impartiality in assessment practices and conduct towards candidates.</li> <li>... is uncertain how to carry out interviews, tests, simulations and assessment of evidence of prior learning according to accepted principles of right or</li> </ol>



wrong, including fairness, transparency, objectivity, safety, privacy and impartiality in assessment practices and conduct towards candidates.

3. ... knows how to carry out interviews, tests, simulations and assessment of evidence of prior learning according to accepted principles of right or wrong, including fairness, transparency, objectivity, safety, privacy and impartiality in assessment practices and conduct towards candidates.
4. ... is more than able to carry out interviews, tests, simulations and assessment of evidence of prior learning according to accepted principles of right or wrong, including fairness, transparency, objectivity, safety, privacy and impartiality in assessment practices and conduct towards candidates.

**Acceptable  
assessment  
methods**

- [Observation in a Simulated Environment](#)
- [Observation on Site](#)
- [Role Play](#)

**Training**

Classroom lessons about ethical standards in combination with practical lessons about carrying out assessments situations.

### 3.4.2 Apply quality standards to the interaction with candidates (70 58 00 05 20)

#### 3.4.2.1 ESCO Description /Equivalent

Title	apply quality standards to the interaction with candidates
Description	Follow established procedures which prevent errors in the conception and implementation of an assessment.
Scope Note	[put ESCO scope note here]
Concept URI	<a href="http://data.europa.eu/esco/skill/cc892855-cb24-4d48-8344-a5d71d48f61d">http://data.europa.eu/esco/skill/cc892855-cb24-4d48-8344-a5d71d48f61d</a>
ESCO Version	1.1.0

#### In other languages

Deutsch	Qualitätsstandards bei der Interaktion mit den Bewerbern anwenden
Nederlands	kwaliteitsnormen toepassen op de interactie met kandidaten
Italiano	applicare standard di qualità all'interazione con i candidati

#### Sectoral Layer

Field and subfield	70 58
Place in the Process	00
Level	05
Unique Identifier	20



### 3.4.2.2 Sectoral Detail

#### Skills

- Know and apply established procedures to prevent errors in the conception and implementation of an assessment.

#### Knowledge

- knowledge of established procedures to prevent errors in the conception and implementation of an assessment

#### Autonomy and attitude

- Quality awareness
- Accuracy
- Sense of methodology

### 3.4.2.3 Assessment

#### Self assessment

1. I don't know how to follow established procedures which prevent errors in the conception and implementation of an assessment.
2. I am uncertain how to follow established procedures which prevent errors in the conception and implementation of an assessment.
3. I know how to follow established procedures which prevent errors in the conception and implementation of an assessment.
4. I am more than able to follow established procedures which prevent errors in the conception and implementation of an assessment.

#### Mentor assessment

1. ... doesn't know how to follow established procedures which prevent errors in the conception and implementation of an assessment.
2. ... is uncertain how to follow established procedures which prevent errors in the conception and implementation of an assessment.
3. ... knows how to follow established procedures which prevent errors in the conception and implementation of an assessment.
4. ... is more than able to follow established procedures which prevent errors in the conception and implementation of an assessment.

#### Acceptable assessment methods

- [Observation in a Simulated Environment](#)
- [Observation on Site](#)
- [Role Play](#)
- [Structured Portfolio](#)
- [Written test open answers](#)





## **Training**

Training in role-plays or in real life situations under supervision.

## 3.5 Professional Development

### 3.5.1 Reflect on practice (50 30 00 04 10)

#### 3.5.1.1 ESCO Description /Equivalent

Title	reflect on practice
Description	Routinely evaluate own practice, critically evaluating and monitoring the practice methods and outcomes in consistent, coherent and appropriate ways, being aware of relevant methodologies and utilising feedback from managers, supervisors, other professionals, and patients/clients, in order to adapt the practice accordingly.
Scope Note	n.a.
Concept URI	<a href="http://data.europa.eu/esco/skill/c152e2a2-db0d-4d8f-b25c-ef474c83a9c0">http://data.europa.eu/esco/skill/c152e2a2-db0d-4d8f-b25c-ef474c83a9c0</a>
ESCO Version	1.1.0

#### In other languages

Deutsch	eigene Handlungsweisen evaluieren
Nederlands	nadenken over praktijken
Italiano	riflettere sulla pratica

#### Sectoral Layer

Field and subfield	50 30
Place in the Process	00
Level	04
Unique Identifier	10

### 3.5.1.2 Sectoral Detail

#### Skills

- self-evaluation of own practice in a consistent, coherent and appropriate way
- take and incorporate feedback from stakeholders
- plan steps to to adapt own practice accordingly

#### Knowledge

- knowledge about ways of self-evaluation
- knowledge about strategies of taking feedback in a reflective way

#### Autonomy and attitude

- knowledge about ways of self-evaluation
- knowledge about strategies of taking feedback in a reflective way

### 3.5.1.3 Assessment

#### Self assessment

1. I don't know how to routinely evaluate own practice, critically evaluating and monitoring the practice methods and outcomes in consistent, coherent and appropriate ways, being aware of relevant methodologies and utilising feedback from managers, supervisors, other professionals, and patients/clients, in order to adapt the practice accordingly.
2. I am uncertain how to routinely evaluate own practice, critically evaluating and monitoring the practice methods and outcomes in consistent, coherent and appropriate ways, being aware of relevant methodologies and utilising feedback from managers, supervisors, other professionals, and patients/clients, in order to adapt the practice accordingly.
3. I know how to routinely evaluate own practice, critically evaluating and monitoring the practice methods and outcomes in consistent, coherent and appropriate ways, being aware of relevant methodologies and utilising feedback from managers, supervisors, other professionals, and patients/clients, in order to adapt the practice accordingly.
4. I am more than able to routinely evaluate own practice, critically evaluating and monitoring the practice methods and outcomes in consistent, coherent and appropriate ways, being aware of relevant methodologies and utilising feedback from managers, supervisors, other professionals, and patients/clients, in order to adapt the practice accordingly.

#### Mentor assessment

1. ... doesn't know how to routinely evaluate own practice, critically evaluating and monitoring the practice



methods and outcomes in consistent, coherent and appropriate ways, being aware of relevant methodologies and utilising feedback from managers, supervisors, other professionals, and patients/clients, in order to adapt the practice accordingly.

2. ... is uncertain how to routinely evaluate own practice, critically evaluating and monitoring the practice methods and outcomes in consistent, coherent and appropriate ways, being aware of relevant methodologies and utilising feedback from managers, supervisors, other professionals, and patients/clients, in order to adapt the practice accordingly.
3. ... knows how to routinely evaluate own practice, critically evaluating and monitoring the practice methods and outcomes in consistent, coherent and appropriate ways, being aware of relevant methodologies and utilising feedback from managers, supervisors, other professionals, and patients/clients, in order to adapt the practice accordingly.
4. ... is more than able to routinely evaluate own practice, critically evaluating and monitoring the practice methods and outcomes in consistent, coherent and appropriate ways, being aware of relevant methodologies and utilising feedback from managers, supervisors, other professionals, and patients/clients, in order to adapt the practice accordingly.

#### **Acceptable assessment methods**

- [Observation on Site](#)
- [Structured Portfolio](#)

#### **Training**

Classroom and practical lessons in communication, giving and taking feedback could be the base for that skill. Due to that is a very personal skill, practical training in this field could support the developing of reflective behaviour but experience and the will to continuously evaluate the own practice is the most important aspect.

## 3.5.2 Manage personal professional development (70 11 00 03 20)

### 3.5.2.1 ESCO Description /Equivalent

Title	Manage personal professional development
Description	Take responsibility for lifelong learning and continuous professional development. Engage in learning to support and update professional competence. Identify priority areas for professional development based on reflection about your practice and through contact with peers and stakeholders.
Scope Note	n.a.
Concept URI	<a href="http://data.europa.eu/esco/skill/a8d24a95-47b3-4f88-92e7-06600bcd3612">http://data.europa.eu/esco/skill/a8d24a95-47b3-4f88-92e7-06600bcd3612</a>
ESCO Version	1.08

#### In other languages

Deutsch	die eigene berufliche Entwicklung vorantreiben (Übernehmen von Verantwortung für lebenslanges Lernen und kontinuierliche berufliche Weiterbildung. Beteiligen an Lernaktivitäten, um die berufliche Kompetenz zu unterstützen und auf dem neuesten Stand zu halten. Ermitteln vorrangiger Bereiche für die berufliche Weiterbildung auf Grundlage von Überlegungen zur eigenen Arbeitsweise und durch Kontakte mit Gleichgestellten und Interessenträgern.)
Nederlands	persoonlijke professionele ontwikkeling beheren (Verantwoordelijkheid nemen voor levenslang leren en voortdurende professionele ontwikkeling. Meedoen aan leren om de vakbekwaamheid te ondersteunen en te actualiseren. Identificeren van prioritaire gebieden voor professionele ontwikkeling op basis van reflectie over de eigen praktijk en door contact met collega's en belanghebbenden.)



Italiano

gestire lo sviluppo professionale personale (Assumersi la responsabilità dell'apprendimento permanente e dello sviluppo professionale continuo. Partecipare all'apprendimento per sostenere e aggiornare le competenze professionali. Individuare i settori prioritari per lo sviluppo professionale sulla base di una riflessione sulla pratica propria e il contatto con i propri pari e le parti interessate.)

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**Sectoral Layer**

Field and subfield	70 11
Place in the Process	00
Level	03
Unique Identifier	20



### 3.5.2.2 Sectoral Detail

#### Skills

- Inform oneself about new evolutions in relation to the own function
- Identify personal development needs against the needs of the organisation and the current work activities
- Identify personal development needs against personal goals
- Get and use feedback from others on personal performance to identify personal development needs

#### Knowledge

- New evolutions in relation to the own function and the organisation

#### Autonomy and attitude

- Open-minded
- Preparedness for LifeLong-Learning
- Committed to self-development

### 3.5.2.3 Assessment

#### Self assessment

1. I don't know how to take responsibility for lifelong learning and continuous professional development. I am not engaged in learning to support and update professional competence. I don't know how to identify priority areas for professional development based on reflection about my practice and through contact with peers and stakeholders.
2. I am uncertain how to take responsibility for lifelong learning and continuous professional development. I am little engaged in learning to support and update professional competence. I am uncertain how to identify priority areas for professional development based on reflection about my practice and through contact with peers and stakeholders.
3. I know how to take responsibility for lifelong learning and continuous professional development. I am engaged in learning to support and update professional competence. I know how to identify priority areas for professional development based on reflection about my practice and through contact with peers and stakeholders.
4. I am more than able to take responsibility for lifelong learning and continuous professional development. I am strongly engaged in learning to support and update professional competence. I am more than able to identify priority areas for professional development based on reflection about my practice and through contact with peers and stakeholders.

#### Mentor assessment

1. ... doesn't know how to take responsibility for lifelong learning and continuous professional development. ... is not engaged in learning to support and update



professional competence. ... doesn't know how to identify priority areas for professional development based on reflection about his/ her practice and through contact with peers and stakeholders.

2. ... is uncertain how to take responsibility for lifelong learning and continuous professional development. ... is little engaged in learning to support and update professional competence. ... is uncertain how to identify priority areas for professional development based on reflection about his/ her practice and through contact with peers and stakeholders.
3. ... knows how to take responsibility for lifelong learning and continuous professional development. ... is engaged in learning to support and update professional competence. ... knows how to identify priority areas for professional development based on reflection about his/ her practice and through contact with peers and stakeholders.
4. ... is more than able to take responsibility for lifelong learning and continuous professional development. ... is strongly engaged in learning to support and update professional competence. ... is more than able to identify priority areas for professional development based on reflection about his/ her practice and through contact with peers and stakeholders.

**Acceptable  
assessment  
methods**

- [Structured Portfolio](#)
- [Criterion Based Interview](#)

**Training**

This is a typical soft skill that develops over a long period of time and can be coached rather than "trained".



### 3.5.3 Monitor developments in field of expertise (70 11 00 03 40)

#### 3.5.3.1 ESCO Description /Equivalent

Title	monitor developments in field of expertise
Description	Keep up with new research, regulations, and other significant changes, labour market related or otherwise, occurring within the field of specialisation.
Scope Note	[put ESCO scope note here]
Concept URI	<a href="http://data.europa.eu/esco/skill/23ac233d-84ad-4517-b0f5-8ca19ba2614e">http://data.europa.eu/esco/skill/23ac233d-84ad-4517-b0f5-8ca19ba2614e</a>
ESCO Version	1.1.0
<hr/>	
<b>In other languages</b>	
Deutsch	Entwicklungen im Fachgebiet verfolgen
Nederlands	ontwikkelingen op expertisegebied opvolgen
Italiano	mantenersi aggiornati sugli sviluppi nel proprio settore di competenza
<hr/>	
<b>Sectoral Layer</b>	
Field and subfield	70 11
Place in the Process	00
Level	03
Unique Identifier	40



### 3.5.3.2 Sectoral Detail

#### Skills

- note and recognise chances in one's specific field of expertise

#### Knowledge

- knowledge about active and passive ways of recognising transformations in specific fields

#### Autonomy and attitude

- Sense of methodology
- Preparedness for **LifeLong-Learning**
- Committed to self-development

### 3.5.3.3 Assessment

#### Self assessment

1. I don't know how to keep up with new research, regulations, and other significant changes, labour market related or otherwise, occurring within the field of specialisation.
2. I am uncertain how to keep up with new research, regulations, and other significant changes, labour market related or otherwise, occurring within the field of specialisation.
3. I know how to keep up with new research, regulations, and other significant changes, labour market related or otherwise, occurring within the field of specialisation.
4. I am more than able to keep up with new research, regulations, and other significant changes, labour market related or otherwise, occurring within the field of specialisation.

#### Mentor assessment

1. ... doesn't know how to keep up with new research, regulations, and other significant changes, labour market related or otherwise, occurring within the field of specialisation.
2. ... is uncertain how to keep up with new research, regulations, and other significant changes, labour market related or otherwise, occurring within the field of specialisation.
3. ... knows how to keep up with new research, regulations, and other significant changes, labour market related or otherwise, occurring within the field of specialisation.
4. ... is more than able to keep up with new research, regulations, and other significant changes, labour market related or otherwise, occurring within the field of specialisation.



**Acceptable  
assessment  
methods**

- [Observation in a Simulated Environment](#)
- [Observation on Site](#)
- [Structured Portfolio](#)

**Training**

Classroom courses creating awareness and methodology for successful monitoring alterations in field of expertise.

### 3.5.4 Establish educational network (70 15 00 03 40)

#### 3.5.4.1 ESCO Description /Equivalent

Title	establish educational network
Description	Establish a sustainable network of useful and productive educational partnerships to explore business opportunities and collaborations, as well as stay current about trends in education and topics relevant to the organisation. Networks should ideally be developed on a local, regional, national and international scale.
Scope Note	[put ESCO scope note here]
Concept URI	<a href="http://data.europa.eu/esco/skill/757e2bb2-efe6-4e93-80b3-2ce35fc1ebb2">http://data.europa.eu/esco/skill/757e2bb2-efe6-4e93-80b3-2ce35fc1ebb2</a>
ESCO Version	1.1.0
<hr/>	
<b>In other languages</b>	
Deutsch	ein Bildungsnetzwerk aufbauen
Nederlands	educatief netwerk oprichten
Italiano	stabilire una rete educativa
<hr/>	
<b>Sectoral Layer</b>	
Field and subfield	70 15
Place in the Process	00
Level	03
Unique Identifier	40



### 3.5.4.2 Sectoral Detail

#### Skills

- establish and keep contacts with stakeholders in educational field of profession
- actively participate in exchanging knowledge and experiences with other educational professionals
- collaborate with other educational professionals

#### Knowledge

- knowledge about own and foreign educational systems
- knowledge about social interaction in a professional field
- knowledge about contribution in specific exchange strategies

#### Autonomy and attitude

- Able to act on own initiative
- Open-minded

### 3.5.4.3 Assessment

#### Self assessment

1. I don't know how to establish a sustainable network of useful and productive educational partnerships to explore business opportunities and collaborations, as well as stay current about trends in education and topics relevant to the organisation. Networks should ideally be developed on a local, regional, national and international scale.
2. I am uncertain how to establish a sustainable network of useful and productive educational partnerships to explore business opportunities and collaborations, as well as stay current about trends in education and topics relevant to the organisation. Networks should ideally be developed on a local, regional, national and international scale.
3. I know how to establish a sustainable network of useful and productive educational partnerships to explore business opportunities and collaborations, as well as stay current about trends in education and topics relevant to the organisation. Networks should ideally be developed on a local, regional, national and international scale.
4. I am more than able to establish a sustainable network of useful and productive educational partnerships to explore business opportunities and collaborations, as well as stay current about trends in education and topics relevant to the organisation. Networks should ideally be developed on a local, regional, national and international scale.



## **Mentor assessment**

1. ... doesn't know how to establish a sustainable network of useful and productive educational partnerships to explore business opportunities and collaborations, as well as stay current about trends in education and topics relevant to the organisation. Networks should ideally be developed on a local, regional, national and international scale.
2. ... is uncertain how to establish a sustainable network of useful and productive educational partnerships to explore business opportunities and collaborations, as well as stay current about trends in education and topics relevant to the organisation. Networks should ideally be developed on a local, regional, national and international scale.
3. ... knows how to establish a sustainable network of useful and productive educational partnerships to explore business opportunities and collaborations, as well as stay current about trends in education and topics relevant to the organisation. Networks should ideally be developed on a local, regional, national and international scale.
4. ... is more than able to establish a sustainable network of useful and productive educational partnerships to explore business opportunities and collaborations, as well as stay current about trends in education and topics relevant to the organisation. Networks should ideally be developed on a local, regional, national and international scale.

## **Acceptable assessment methods**

[Structured Portfolio](#)

## **Training**

To successfully incorporate this competence, a high level of profession is necessary. If the candidate is of this level, existing contacts make the base to develop a professional network. A training for this should include basic classroom lessons about educational systems and excessive networking training in practical lessons.

### 3.5.5 Develop professional network (70 15 00 03 10)

#### 3.5.5.1 ESCO Description /Equivalent

Title	Develop professional network
Description	Reach out to and meet up with people in a professional context. Find common ground and use your contacts for mutual benefit. Keep track of the people in your personal professional network and stay up to date on their activities.
Scope Note	This includes the development of social relationships with artists and other professionals.
Concept URI	<a href="http://data.europa.eu/esco/skill/bf5d77ad-e18c-48d8-83f0-bc79c011c74a">http://data.europa.eu/esco/skill/bf5d77ad-e18c-48d8-83f0-bc79c011c74a</a>
ESCO Version	1.08

#### In other languages

Deutsch	professionelle Netzwerke aufbauen (Kontaktaufnahme und Begegnung mit Menschen in einem beruflichen Kontext. Finden gemeinsamer Nenner und Pflegen der Kontakte zum beiderseitigen Nutzen. Verfolgen der Menschen im eigenen beruflichen Netzwerk und Kenntnis des jeweils neuesten Stands ihrer Aktivitäten.)
Nederlands	een professioneel netwerk ontwikkelen (Mensen in een professionele context bereiken en ontmoeten. Raakvlakken zoeken en uw contacten gebruiken in het belang van beide partijen. De mensen in uw persoonlijke professionele netwerk volgen en op de hoogte blijven van hun activiteiten.)
Italiano	sviluppare una rete professionale (Rivolgersi a persone e incontrarle in un contesto professionale. Trovare un terreno d'intesa e utilizzare i propri contatti a reciproco vantaggio. Tenere traccia delle persone nella propria rete professionale personale e mantenersi aggiornati sulle loro attività.)



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### Sectoral Layer

Field and subfield	70 15
Place in the Process	00
Level	03
Unique Identifier	10





### 3.5.5.2 Sectoral Detail

#### Skills

- Keeps up actively with developments in the sector
- Actively maintains network(s)
- Involves others in your activities
- Looks for mutual benefits
- Takes part in professional social gatherings and network meetings
- Adapts communication to the target group

#### Knowledge

- Understands networking techniques
- Has a general understanding of the sector structure, associations and stakeholders

#### Autonomy and attitude

- Is open-minded
- Has a positive approach

### 3.5.5.3 Assessment

#### Self assessment

1. I don't know how to reach out to and meet up with people in a professional context. I don't know how to find common ground and use my contacts for mutual benefit and how to keep track of the people in my personal professional network and stay up to date on their activities.
2. I am uncertain how to reach out to and meet up with people in a professional context. I am uncertain how to find common ground and use my contacts for mutual benefit and how to keep track of the people in my personal professional network and stay up to date on their activities.
3. I know how to reach out to and meet up with people in a professional context. I know how to find common ground and use my contacts for mutual benefit and how to keep track of the people in my personal professional network and stay up to date on their activities.
4. I am more than able to reach out to and meet up with people in a professional context. I am more than able to find common ground and use my contacts for mutual benefit and how to keep track of the people in my personal professional network and stay up to date on their activities.

#### Mentor assessment

1. ... doesn't know how to reach out to and meet up with people in a professional context. ... doesn't know how to find common ground and use his/ her contacts for mutual benefit and how to keep track of the people in



his/ her personal professional network and stay up to date on their activities.

2. ... is uncertain how to reach out to and meet up with people in a professional context. ... is uncertain how to find common ground and use his/ her contacts for mutual benefit and how to keep track of the people in his/ her personal professional network and stay up to date on their activities.
3. ... knows how to reach out to and meet up with people in a professional context. ... knows how to find common ground and use his/ her contacts for mutual benefit and how to keep track of the people in his/ her personal professional network and stay up to date on their activities.
4. ... is more than able to reach out to and meet up with people in a professional context. ... is more than able to find common ground and use his/ her contacts for mutual benefit and how to keep track of the people in his/ her personal professional network and stay up to date on their activities.

**Acceptable  
assessment  
methods**

- [Structured Portfolio](#)
- [Criterion Based Interview](#)

**Training**

It is important to support the trainees in how to maximize their visits to events or performances.

### 3.5.6 Monitor educational developments (70 11 00 05 45)

#### 3.5.6.1 ESCO Description /Equivalent

Title	monitor educational developments
Description	Monitor the changes in educational policies, methodologies and research by reviewing relevant literature and liaising with education officials and institutions.
Scope Note	[put ESCO scope note here]
Concept URI	<a href="http://data.europa.eu/esco/skill/5de0599a-8fca-4cdd-a72d-f5d21af8eeb3">http://data.europa.eu/esco/skill/5de0599a-8fca-4cdd-a72d-f5d21af8eeb3</a>
ESCO Version	1.1.0
<hr/>	
<b>In other languages</b>	
Deutsch	Entwicklungen im Bildungswesen beobachten
Nederlands	toezicht houden op onderwijsontwikkelingen
Italiano	controllare gli sviluppi educativi
<hr/>	
<b>Sectoral Layer</b>	
Field and subfield	70 11
Place in the Process	00
Level	05
Unique Identifier	45

### 3.5.6.2 Sectoral Detail

<b>Skills</b>	<ul style="list-style-type: none"> <li>• note and recognise chances in the field of educational science</li> </ul>
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>• knowledge about active and passive ways of recognising transformations in the field of educational science</li> </ul>
<b>Autonomy and attitude</b>	<ul style="list-style-type: none"> <li>• Sense of methodology</li> <li>• Preparedness for <b>LifeLong-Learning</b></li> <li>• Committed to self-development</li> </ul>

### 3.5.6.3 Assessment

<b>Self assessment</b>	<ol style="list-style-type: none"> <li>1. I don't know how to monitor the changes in educational policies, methodologies and research by reviewing relevant literature and liaising with education officials and institutions.</li> <li>2. I am uncertain how to monitor the changes in educational policies, methodologies and research by reviewing relevant literature and liaising with education officials and institutions.</li> <li>3. I know how to monitor the changes in educational policies, methodologies and research by reviewing relevant literature and liaising with education officials and institutions.</li> <li>4. I am more than able to monitor the changes in educational policies, methodologies and research by reviewing relevant literature and liaising with education officials and institutions.</li> </ol>
<b>Mentor assessment</b>	<ol style="list-style-type: none"> <li>1. I don't know how to monitor the changes in educational policies, methodologies and research by reviewing relevant literature and liaising with education officials and institutions.</li> <li>2. I am uncertain how to monitor the changes in educational policies, methodologies and research by reviewing relevant literature and liaising with education officials and institutions.</li> <li>3. I know how to monitor the changes in educational policies, methodologies and research by reviewing relevant literature and liaising with education officials and institutions.</li> <li>4. I am more than able to monitor the changes in educational policies, methodologies and research by reviewing relevant literature and liaising with education officials and institutions.</li> </ol>



**Acceptable  
assessment  
methods**

- [Observation in a Simulated Environment](#)
- [Observation on Site](#)
- [Structured Portfolio](#)

**Training**

Classroom courses creating awareness and methodology for successful monitoring alterations in field of expertise.

## 3.6 Administration

### 3.6.1 Keep personal administration (40 00 00 03 10)

#### 3.6.1.1 ESCO Description /Equivalent

Title	keep personal administration
Description	File and organise personal administration documents comprehensively.
Scope Note	[put ESCO scope note here]
Concept URI	<a href="http://data.europa.eu/esco/skill/9df34bc3-25d4-4452-a896-4d19b94ef896">http://data.europa.eu/esco/skill/9df34bc3-25d4-4452-a896-4d19b94ef896</a>
ESCO Version	1.1.0
<hr/>	
<b>In other languages</b>	
Deutsch	Verwaltungsdokumente führen
Nederlands	persoonlijke administratie bijhouden
Italiano	mantenere un archivio di informazioni personali
<hr/>	
<b>Sectoral Layer</b>	
Field and subfield	40 00
Place in the Process	00
Level	03
Unique Identifier	10

### 3.6.1.2 Sectoral Detail

<b>Skills</b>	<ul style="list-style-type: none"> <li>• establish and maintain a structured system to store administration documents comprehensively</li> </ul>
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>• knowledge about different file storing systems (analog and digital)</li> </ul>
<b>Autonomy and attitude</b>	<ul style="list-style-type: none"> <li>• Accuracy</li> <li>• Sense of methodology</li> </ul>

### 3.6.1.3 Assessment

<b>Self assessment</b>	<ol style="list-style-type: none"> <li>1. I don't know how to file and organise personal administration documents comprehensively.</li> <li>2. I am uncertain how to file and organise personal administration documents comprehensively.</li> <li>3. I know how to file and organise personal administration documents comprehensively.</li> <li>4. I am more than able to file and organise personal administration documents comprehensively.</li> </ol>
<b>Mentor assessment</b>	<ol style="list-style-type: none"> <li>1. ... doesn't know how to file and organise personal administration documents comprehensively.</li> <li>2. ... is uncertain how to file and organise personal administration documents comprehensively.</li> <li>3. ... knows how to file and organise personal administration documents comprehensively.</li> <li>4. ... is more than able to file and organise personal administration documents comprehensively.</li> </ol>
<b>Acceptable assessment methods</b>	<ul style="list-style-type: none"> <li>• <a href="#">Observation in a Simulated Environment</a></li> <li>• <a href="#">Observation on Site</a></li> <li>• <a href="#">Structured Portfolio</a></li> <li>• <a href="#">Oral Examination</a></li> <li>• <a href="#">Written Test - Multiple Choice</a></li> <li>• <a href="#">Written Test - Open Answers</a></li> </ul>

<b>Training</b>	Classroom lessons about different file storing systems in combination with training on the most common systems.
-----------------	---

## 3.6.2 Maintain professional administration (40 00 00 03 20)

### 3.6.2.1 ESCO Description /Equivalent

Title	maintain professional administration
Description	File and organise professional administration documents comprehensively, keep customer records, fill in forms or log books and prepare documents about company-related matter.
Scope Note	[put ESCO scope note here]
Concept URI	<a href="http://data.europa.eu/esco/skill/8ebb2c0a-0baa-43bf-95cf-094047c57427">http://data.europa.eu/esco/skill/8ebb2c0a-0baa-43bf-95cf-094047c57427</a>
ESCO Version	1.1.0

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#### In other languages

Deutsch	professionelle Verwaltung führen
Nederlands	professionele administratie bijhouden
Italiano	tenere l'amministrazione professionale

---

#### Sectoral Layer

Field and subfield	40 00
Place in the Process	00
Level	03
Unique Identifier	20



### 3.6.2.2 Sectoral Detail

#### Skills

- establish and maintain a structured system to store administration documents comprehensively
- administer information by filling relevant documents correctly
- prepare documents about company-related matter

#### Knowledge

- knowledge about different file storing systems (analog and digital)
- knowledge about relevant company-related documents and papers
- knowledge about documentation needs of company-related matters

#### Autonomy and attitude

- Accuracy
- Sense of methodology

### 3.6.2.3 Assessment

#### Self assessment

1. I don't know how to file and organise professional administration documents comprehensively, keep customer records, fill in forms or log books and prepare documents about company-related matter.
2. I am uncertain how to file and organise professional administration documents comprehensively, keep customer records, fill in forms or log books and prepare documents about company-related matter.
3. I know how to file and organise professional administration documents comprehensively, keep customer records, fill in forms or log books and prepare documents about company-related matter.
4. I am more than able to file and organise professional administration documents comprehensively, keep customer records, fill in forms or log books and prepare documents about company-related matter.

#### Mentor assessment

1. ... doesn't know how to file and organise professional administration documents comprehensively, keep customer records, fill in forms or log books and prepare documents about company-related matter.
2. ... is uncertain how to file and organise professional administration documents comprehensively, keep customer records, fill in forms or log books and prepare documents about company-related matter.
3. ... knows how to file and organise professional administration documents comprehensively, keep



customer records, fill in forms or log books and prepare documents about company-related matter.

4. ... is more than able to file and organise professional administration documents comprehensively, keep customer records, fill in forms or log books and prepare documents about company-related matter.

**Acceptable  
assessment  
methods**

- [Observation in a Simulated Environment](#)
- [Observation on Site](#)
- [Role Play](#)
- [Structured Portfolio](#)
- [Criterion Based Interview](#)
- [Oral Examination](#)
- [Written Test - Multiple Choice](#)
- [Written Test - Open Answers](#)

**Training**

Classroom lessons about different file storing systems and business administration in combination with training on the most common systems and documents.

## 3.7 Knowledge

### 3.7.1 Professional transition in an arts career (KN001)

#### 3.7.1.1 ESCO Description /Equivalent

Title	professional transition in an arts career
Description	Be aware of the structure of a professional career, including instruction, professional performance, and professional transition. Assess the current stage of your career and possible trends based on your age, professional background, achievements etc. Be aware of the reality of professional transition, instruction, financial and advice needs.
Scope Note	[put ESCO scope note here]
Concept URI	<a href="http://data.europa.eu/esco/skill/248f2b8d-88e5-44a2-baa0-abf46b8311b9">http://data.europa.eu/esco/skill/248f2b8d-88e5-44a2-baa0-abf46b8311b9</a>
ESCO Version	1.1.0
<b>In other languages</b>	
Deutsch	professioneller Einstieg in eine künstlerische Karriere
Nederlands	professionele overstap naar een carrière in de kunsten
Italiano	transizione professionale in una carriera nel settore delle arti
<b>Sectoral Layer</b>	
Field and subfield	00 00
Place in the Process	00
Level	00
Unique Identifier	00



### 3.7.1.2 Sectoral Detail

#### Skills

- ...

#### Knowledge

- knowledge about the structure of a professional career
- knowledge about information sources about trends in the field of profession
- knowledge about professional transition framework

#### Autonomy and attitude

- ...

### 3.7.1.3 Assessment

#### Self assessment

1. I don't know how to be aware of the structure of a professional career, including instruction, professional performance, and professional transition; assess the current stage of my career and possible trends based on my age, professional background, achievements etc.; be aware of the reality of professional transition, instruction, financial and advice needs.
2. I am uncertain how to be aware of the structure of a professional career, including instruction, professional performance, and professional transition; assess the current stage of my career and possible trends based on my age, professional background, achievements etc.; be aware of the reality of professional transition, instruction, financial and advice needs.
3. I know how to be aware of the structure of a professional career, including instruction, professional performance, and professional transition; assess the current stage of my career and possible trends based on my age, professional background, achievements etc.; be aware of the reality of professional transition, instruction, financial and advice needs.
4. I am more than able to be aware of the structure of a professional career, including instruction, professional performance, and professional transition; assess the current stage of my career and possible trends based on my age, professional background, achievements etc.; be aware of the reality of professional transition, instruction, financial and advice needs.

#### Mentor assessment

1. ... doesn't know how to be aware of the structure of a professional career, including instruction, professional performance, and professional transition; assess the current stage of his/her career and possible trends based on his/her age, professional background, achievements etc.; be aware of the reality of



professional transition, instruction, financial and advice needs.

2. ... is uncertain how to be aware of the structure of a professional career, including instruction, professional performance, and professional transition; assess the current stage of his/her career and possible trends based on his/her age, professional background, achievements etc.; be aware of the reality of professional transition, instruction, financial and advice needs.
3. ... knows how to be aware of the structure of a professional career, including instruction, professional performance, and professional transition; assess the current stage of his/her career and possible trends based on his/her age, professional background, achievements etc.; be aware of the reality of professional transition, instruction, financial and advice needs.
4. ... is more than able to be aware of the structure of a professional career, including instruction, professional performance, and professional transition; assess the current stage of his/her career and possible trends based on his/her age, professional background, achievements etc.; be aware of the reality of professional transition, instruction, financial and advice needs.

**Acceptable  
assessment  
methods**

- [Observation in a Simulated Environment](#)
- [Observation on Site](#)
- [Structured Portfolio](#)
- [Oral Examination](#)
- [Written Test - Multiple Choice](#)
- [Written Test - Open Answers](#)

**Training**

Classroom course

## 3.7.2 Assessment processes (KNO02)

### 3.7.2.1 ESCO Description /Equivalent

Title	assessment processes
Description	Various evaluation techniques, theories, and tools applicable in the assessment of students, participants in a programme, and employees. Different assessment strategies such as initial, formative, summative and self-assessment are used for varying purposes.
Scope Note	n.a.
Concept URI	<a href="http://data.europa.eu/esco/skill/31b67516-af16-4b97-8430-a8a8e0f84190">http://data.europa.eu/esco/skill/31b67516-af16-4b97-8430-a8a8e0f84190</a>
ESCO Version	1.1.0
<hr/>	
<b>In other languages</b>	
Deutsch	Beurteilungsverfahren
Nederlands	Beoordelingsprocessen
Italiano	processi di valutazione
<hr/>	
<b>Sectoral Layer</b>	
Field and subfield	00 00
Place in the Process	00
Level	00
Unique Identifier	00



### 3.7.2.2 Sectoral Detail

#### Skills

- ...

#### Knowledge

- knowledge about various evaluation techniques, theories, and tools
- knowledge about different assessment strategies

#### Autonomy and attitude

- ...

### 3.7.2.3 Assessment

#### Self assessment

1. I don't know about various evaluation techniques, theories, and tools applicable in the assessment of students, participants in a programme, and employees; different assessment strategies such as initial, formative, summative and self- assessment are used for varying purposes.
2. I am uncertain about various evaluation techniques, theories, and tools applicable in the assessment of students, participants in a programme, and employees; different assessment strategies such as initial, formative, summative and self- assessment are used for varying purposes.
3. I know about various evaluation techniques, theories, and tools applicable in the assessment of students, participants in a programme, and employees; different assessment strategies such as initial, formative, summative and self- assessment are used for varying purposes.
4. I am more than familiar with various evaluation techniques, theories, and tools applicable in the assessment of students, participants in a programme, and employees; different assessment strategies such as initial, formative, summative and self- assessment are used for varying purposes.

#### Mentor assessment

1. ... doesn't know about various evaluation techniques, theories, and tools applicable in the assessment of students, participants in a programme, and employees; different assessment strategies such as initial, formative, summative and self- assessment are used for varying purposes.
2. ... is uncertain about various evaluation techniques, theories, and tools applicable in the assessment of students, participants in a programme, and employees; different assessment strategies such as initial,



formative, summative and self- assessment are used for varying purposes.

3. ... knows about various evaluation techniques, theories, and tools applicable in the assessment of students, participants in a programme, and employees; different assessment strategies such as initial, formative, summative and self- assessment are used for varying purposes.
4. ... is more than familiar with various evaluation techniques, theories, and tools applicable in the assessment of students, participants in a programme, and employees; different assessment strategies such as initial, formative, summative and self- assessment are used for varying purposes.

**Acceptable  
assessment  
methods**

- [Structured Portfolio](#)
- [Criterion Based Interview](#)
- [Oral Examination](#)
- [Written Test - Multiple Choice](#)
- [Written Test - Open Answers](#)

**Training**

Classroom course





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