

Skills Training Orientation

METHODOLOGY & HANDBOOK DEFINITION

Deliverable: PR1/T1.3



DigiREACT

18.07.2022

CCS Digital Education

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Project Number: 2021-1-DE02-KA220-VET-000032967



Co-funded by the
Erasmus+ Programme
of the European Union

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REVISION HISTORY

Version	Date	Author	Description	Action	Pages
1.0	18/07/2022	CCSDE	Creation	C	19

(*) Action: C = Creation, I = Insert, U = Update, R = Replace, D = Delete

REFERENCED DOCUMENTS

ID	Reference	Title
1	2021-1-DE02-KA220-VET-000032967	DIGIREACT Proposal
2		

APPLICABLE DOCUMENTS

ID	Reference	Title
1		
2		

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1. Introduction

1.1 Scope of the project

DigiREACT aims to help workers all around Europe to sharpen their digital skills to adapt to the modern era. COVID-19 has transformed the way business is conducted with an emphasis to remote work and hybrid working models. That brings new opportunities with the EU investing in digital competences for digital transformation, including digital literacy, data-driven technologies, etc. (European Commission 2020, Digital Education Plan 2021-2027). However, most companies (88%-European Commission, Digital skills and jobs, 2021) do not have the capacity to invest in the digital upskilling of their employees and more than 70% of them are struggling with the lack of staff with digital skills, especially within the rise of hybrid working models (remote/in-office work). DigiREACT aims to fill that gap by providing personalized training and gamified learning, targeting both the employees as well as the corporate trainers and arming them with the necessary tools to go further.

1.2 Purpose of the document

The current document aims to define the training methodology to be followed during the 'Train the Trainers' activity throughout and after the project implementation in the context of achieving as high impact as possible and meeting the project objectives. The document thus includes information about:

- The Corporate Trainers Profile
- The structure of the Remote Work handbook (training modules and learning outcomes)
- ECVET point system & Memorandum of Understanding
- Work allocation
- LTTA methodology
- Templates
- Definition and objectives of the project results

3. Skills Training Orientation

3.1 Corporate Trainers Profile

The Corporate Trainer Profile originates from the results of thorough research conducted in all partners countries in relation to the needs existing in the field of digital transformation in business and VET training in combination with the partners' background and expertise. The profile that corporate trainers should have is formed as follows:

Competence Profile

EQF Level	5
Total duration	125 (hours)
Training Modules	5
Total ECVET points	5
Profile	<p>Upon completion of the training, DigiREACT expert will be able to:</p> <ul style="list-style-type: none"> - Master the basic concepts of e-leadership in order to handle virtual teams - Apply the knowledge and skills required in remote/hybrid training to maximize efficiency - Manage and motivate trainees (employees, corporate trainers, learners) to increase productivity - Retain their skills in the long run with the support of the digital tools provided through DigiREACT - Create training plans for any kind of business model (f2f – hybrid – remote)
Training structure	<p>Module 1: e-Leadership skills: Working with hybrid and virtual teams Module 2: Digital design, data visualization and online safety in digital means Module 3: e-Communication & teamwork Module 4: Research & creativity skills with a focus on digital content Module 5: Problem solving & time management skills</p>

3.2 The structure of the Remote Work Handbook

3.2.1 The course

A modular handbook will be developed based on the ECVET point system described in the following section. Therefore, each training module is designed by associating specific learning outcomes with knowledge, skills and competencies that will help learners achieve and create their own Corporate Trainer Profile. The proposed handbook will be accompanied by digital tools (personalized training platform and online supporting network) as an innovative training resource for VET trainers that have corporate trainers among their target audience. The materials developed will be freely available to the public through the project website, platform and network pages.

Based on the findings from the national research conducted as the first step of the project, the partnership has concluded that the following training modules will better formulate the Remote Work Handbook in order to achieve the project objectives in the most efficient and impactful way:

Module 1: e-Leadership skills: Working with hybrid and virtual teams	
Duration (hours)	13.75
ECVET Points	0.55
Learning Outcomes	<ul style="list-style-type: none"> -Understand the difference between leadership and e-leadership -Analyze the needs of remote working teams -Identify different learning styles -Develop a training plan based on learners' personalized needs -Increase own self-motivation and adaptability skills to maximize training efficiency and productivity -Implement skills in the long run within complex working environments
Partner responsible	QBS Gewerkstatt

Module 2: Digital design, data visualization and online safety in digital means	
Duration (hours)	13.75
ECVET Points	0.55
Learning Outcomes	<ul style="list-style-type: none"> -Understand the basics of digital design principles, microlearning and online safety -Analyze the risks of using digital means and the requirements of learners -Identify different threats online and ways of solving them through digital knowledge -Develop intuitive digital training experiences to engage learners -Increase own digital competences and expertise in the use of digital tools -Implement skills in the long run within complex working environments
Partner responsible	CCS Digital Education

Module 3: e-Communication & teamwork	
Duration (hours)	13.75
ECVET Points	0.55
Learning Outcomes	<ul style="list-style-type: none"> -Understand the basics of online communication and collaboration with peers -Analyze the different ways of communicating based on learners' needs -Identify the most proper means of communication to maximize efficient teamwork -Develop interactive activities for hybrid and remote teams -Increase own communication skills to fully exploit the use of digital means -Implement skills in the long run within complex working environments
Partner responsible	CFP Cemon

Module 4: Research & creativity skills with a focus on digital content	
Duration (hours)	13.75
ECVET Points	0.55
Learning Outcomes	<ul style="list-style-type: none"> -Understand the basic principles for creative digital content -Analyze the different resources to be used for conducting appropriate research -Identify the most appropriate resources to create original digital content

	<ul style="list-style-type: none"> -Conduct research and combine different resources of knowledge to cover training needs -Increase own research and creativity skills to provide unique learning experiences -Implement skills in the long run within complex working environments
Partner responsible	ASSERTED KNOWLEDGE

Module 5: Problem solving & time management skills	
Duration (hours)	13.75
ECVET Points	0.55
Learning Outcomes	<ul style="list-style-type: none"> -Understand how problem solving and time management skills are related to remote work -Analyze the list of problems that might occur within hybrid/remote teams -Identify the most proper solution and adjust time of activities accordingly -Develop training plans and activities to support efficient time management -Increase own problem solving and time management skills to maximize productivity -Implement skills in the long run within complex working environments
Partner responsible	SPEL

3.2.2 The assessment procedure

Per each unit of learning outcomes, a quiz will allow to test the knowledge acquired and a certificate will be released through the platform (R2) according to the ECVET profile, describing learning outcomes, knowledge, skills and competences acquired and associated ECVET credit points.

3.3 ECVET point system

3.3.1 Main principles

The European Credit system for Vocational Education and Training (ECVET) allows learners to have a greater control over their learning experiences and motivates them to move between different countries and/or learning environments.

The system aims to facilitate the validation, recognition and accumulation of work-related knowledge and skills acquired during a learning experience. It establishes that this experience contributes to vocational qualifications.

ECVET aims to provide a common technical framework that establishes compatibility between the different vocational education and training (VET) systems in European Countries. This framework includes assessment, transfer, accumulation and recognition processes.

When it comes to flexibility in ECVET, an individual's learning outcomes are assessed and validated in order to transfer credits from one qualification system or learning pathway to another. Therefore, learners can accumulate the learning outcomes for a given qualification over time, in different countries or learning environments.

The system also allows the possibility to develop common references for VET qualifications and is fully compatible with the European Credit Transfer and Accumulation System (ECTS).

3.3.2 ECVET and validation of Non-Formal and Informal Learning

Countries around Europe are focusing on the need fully exploiting and recognizing individuals' knowledge, skills and competences including those that are not only acquired at schools, universities or other formal learning institutions. Recognizing all forms of learning is therefore a priority of EU action in education and training (E&T).

Learning that occurs in formal E&T systems is traditionally the most recognized by the labor market and EU societies in general. Recently, however, there has been a growing focus on the importance of learning in non-formal and informal settings. New approaches are required to identify, assess and validate these 'invisible' learning experiences within the context of commonly recognized qualifications.

3.3.3 Description of Training Modules using ECVET

Modules shall be defined in commonly understandable terms referring to the knowledge, skills and competences included in relation to the Learning Outcomes to be achieved upon completion of the training.

Module specifications should include:

- Generic title
- Title of the qualification related to the module
- Reference to EQF level
- Learning outcomes
- Assessment process and criteria for achieving the learning outcomes
- ECVET points allocated
- Seat time

3.3.4 Elements of learning outcomes

Based on Bloom's Taxonomy for the definition of the learning process, three different domains of learning are linked to EQF's learning outcomes:

- The cognitive domain (KNOWLEDGE)
- The psychomotor domain (SKILLS)
- The affective domain (COMPETENCIES)

KNOWLEDGE	SKILLS	COMPETENCIES
Select, recognize, mention, identify, name, place, define, describe, etc.	Explain, design, express, interpret, distinguish, classify, give, priority, analyze, judge, relate, etc.	Use, solve, produce, create, organize, etc.

In order to define and write the learning outcomes in the most understandable and appropriate way, the following principles must be taken into account:

1. Use of clearly understandable verbs: Verbs should describe measurable or observable actions, e.g. explain, represent, apply, analyze, develop, etc. Learning outcomes must be specified and contextualized. It is thus essential to provide an indication as to what the knowledge and skills of the learners refer to, and as to what kind of performance is concerned.
2. Avoid vague, open formulations. Learning outcomes should be described briefly and precisely, complicated sentences should be avoided. Clear (simple and unambiguous) terminology should be used as far as possible.
3. Learning outcomes should comprehensibly describe the minimum demands for achieving/validating a unit of learning outcomes, i.e. all learning outcomes which are necessary for fulfilling the tasks in the sense of a complete vocational activity should be listed.
4. Qualifications/competence level is described comprehensibly. Formulations, particularly verbs and adjectives should reflect the level of qualification/competence (EQF or sectoral framework) of a unit of learning outcomes.

Assessment criteria need to be designed for each training module related to a qualification. “Assessment criteria are generally designed to be more specific than the intended Learning Outcomes of a qualification and (even) a module” (Cedefop 2017, p.57)¹.

3.4 Memorandum of Understanding

3.4.1 General objective

The Memorandum of Understanding (MoU) aims to establish the conditions for an individual acquiring the competences related to the Corporate Trainer Profile and the Remote Work Handbook. It is an agreement referring to the knowledge, skills and competences provided by the Handbook and supported by the digital tools to be developed during the DigiREACT project (R2, R3). It is a voluntary partnership agreement setting the general framework of cooperation and networking within the partnership with reference to the recognition of the Learning Outcomes defined in the project and for the qualification development in this context.

¹ Source: Cedefop (2017). Defining, writing and applying learning outcomes: a European handbook. Luxembourg: Publications Office. <http://dx.doi.org/10.2801/566770>

3.4.2 Information about the partnership

Partner 1	
Name of the organization:	QBS Gewerkstatt
Type of organization:	NGO
Address:	Schleipweg
City:	Bochum
Country:	Germany
Contact person:	Werner Fuhrmann
Job title:	Managing director
Contact e-mail:	fuhrmann@gewerkstatt.de
Organization's website:	www.gewerkstatt.de
Short description of partner:	<p>QBS Gewerkstatt gGmbH, a non-profit company with limited liability, was founded in 1985 in Bochum to set up and carry out projects, aimed at combatting unemployment in our region. Gewerkstatt offers vocational training and education courses in various professions for young unemployed persons. The main concentration and field of action for our vocational training and education programs has been the service sector. Therefore, we set up a Conference Centre (BOGATA) and a guesthouse (58 beds) which also offer practical training facilities. Since 1985, over 2500 participants have joined in our various courses on vocational trainings or in related projects. In the last years, we have integrated training and education for other specific target groups, such as women returning to work, unskilled and semi-skilled workers, long-term unemployed persons and foreign nationals. Gewerkstatt also aims at a preventative corporate labour market policy, which focuses on training for workers in SMEs and creates new areas of employment.</p>

Partner 2	
Name of the organization:	Asserted Knowledge
Type of organization:	SME
Address:	2as Merarchias 22
City:	Ilioupoli
Country:	Greece
Contact person:	Anna Stamouli
Job title:	Project Manager
Contact e-mail:	a.stamouli@asserted.eu
Organization's website:	www.asserted.eu
Short description of partner:	<p>ASSERTED KNOWLEDGE (AKNOW) is a technical consultancy and staff sourcing company providing specialized ICT related services and staff to organisations. Expertise comprises technical writing, requirements analysis, system specifications, specialized recruitment and applied research in STEAM related areas. AKNOW has an R&D unit which actively researches the bridging of the online and offline worlds through physical computing and creating educational content for all ages accompanied by hardware and software.</p>

Partner 3	
Name of the organization:	CCS Digital Education
Type of organization:	SME
Address:	Carmanhall Road 1
City:	Dublin
Address:	Ireland
Contact person:	Ilias Parlavantzas
Job title:	Director
Contact e-mail:	info@ccseducation.com
Organization's website:	www.ccseducation.com
Short description of partner:	<p>CCS Digital Education (CCSDE) is a software development company actively researching, through its R&D unit, on innovative uses of state of play technology in digital publishing, education, training and knowledge dissemination. Offering turn-key solutions, from conceptualization and instructional design to testing and deployment, CCS has developed applications used in thousands of classrooms all over the world! CCS is a mainly commercial company, with international presence and an impressive list of customers, especially in the publishing and corporate training sectors. CCS, through successful partnerships, is also strongly involved in EU capacity building programs in various fields.</p>

Partner 4	
Name of the organization:	SPEL
Type of organization:	Educational centre (secondary level)
Address:	Rua 21
City:	Norte
Country:	Portugal
Contact person:	José Barros
Job title:	Director
Contact e-mail:	international@spel.com.pt
Organization's website:	http://spel.com.pt/
Short description of partner:	<p>SPEL (Sociedade Promotora de Estabelecimentos de Ensino, Lda) was founded in 1990 by a group of teachers that proposed the creation of a school's concept that, not only gave knowledge to its students, but also helped them psychologically and socially, implementing teaching methods and VET that adjusted itself to the less privileged communities' social reality. This was relevant because, in these communities, you would note the highest percentage of school abstinence of dropout.</p> <p>With this, SPEL created new schools or associated itself to already existing schools, located in communities with a higher risk of socioeconomic exclusion. These are examples of regions of manufacturing communities, that become unemployed following the relocation of factories to other countries and fishing communities that lost their jobs due to the little competitiveness of their fishing practices after Portugal joined the European Economic Community in 1985.</p>

Partner 5	
Name of the organization:	CFP Cemon
Type of organization:	VET Centre Tertiary level
Address:	Via Regina Margherita 2
City:	Piemonte
Country:	Italy
Contact person:	Simonetta Bruno
Job title:	Project manager
Contact e-mail:	info@cfpcemon.it
Organization's website:	www.cfpcemon.it
Short description of partner:	CFPCemon has been working for over 70 years in southern Piedmont to train students in different sectors and prepare them to enter the labour market. CFPCemon was founded in 1953 as a professional school and was converted to a Vocational Training Centre in 1999. Since establishment, the company has grown rapidly and currently has 3 operational offices located throughout the province of Cuneo and 1 office in the Liguria Region; it currently employs a staff of 40, in addition to 200 freelance employees. CFPCemon is a consortium certified according to international quality standards (ISO 9001: 2008 by AENOR) and is accredited by the Piedmont Region for training and guidance services and for Labour Services. The company's mission is to develop guidance and vocational training, to implement labour market policies, to boost training activities and workers' redeployment and to improve economic, social and cultural aspects in the area.

3.4.3 The training program / qualification

To recognize the acquisition of a certain amount of credits, learning outcomes have to be assessed in a reliable and valid way by each organization. The organization will need to trust that learners' credits actually reflect the learning outcomes expected and that these are at the appropriate level. By setting up this MoU, the signatory competent institutions acknowledge their partners' approaches to designing units, assessment, validation, and recognition as well as quality assurance.

Through this process, they make informed judgments about the conditions under which they can recognise credits achieved within the partners' systems. This MoU is concluded by competent institutions, each of which is empowered, in their own setting, to award qualifications or units or to give credits for achieved learning outcomes for transfer and validation. The signatory organisations are agreeing on the ECVET Model elaborated for the Corporate Training Profile training (attached to this MoU) and recognizing the knowledge, skills and competence that a person will acquire after graduating the online assessment of the specific training course which will be available on the online platform. The signatory organizations are mutually recognizing the following aspects of the e-learning platform:

- the curricula of the training course
- the procedure of assessment of learning outcomes

- the ECVET procedure for recognizing the learning outcomes
- the credits allocated for the training modules accomplished by the trainees.

3.4.4 Quality Assurance

1. The e-learning platform, website and network page provide a safe learning environment for the trainee in which he/she can study and learn;
2. The digital tools and training take into account the level of competence and development of the trainee (the years of training/work experience);
3. The digital tools and training allow enough time, room, means and resources for the training and supporting of the trainee;
4. The digital tools and training provide a detailed plan including an introduction programme, and the final assessment of the trainee;
5. A representative of the signatory organization, if case, monitors and evaluates the achievement of the learning outcomes;
6. The trainee shall attend the needed training sessions in relation to the Units selected for the present MoU and fulfills other tasks that are part of the agreed training plan.

By using this agreement, we accept each other's status as competent organizations, as well as each other's quality assurance, assessment, validation, recognition criteria and procedures as appropriate for the purpose of transferring credits at the end of the training experience provided by the e-learning platform and digital tools.

IN WITNESS WHEREOF, the parties have executed this Memorandum of Understanding the day and year written above.

4. Annexes

4.1 Definition of Learning Outcomes template

Module 1: e-Leadership skills: Working with hybrid and virtual teams	The Trainer is able to efficiently lead, motivate and engage groups of learners in virtual or/and hybrid environments.	
<i>KNOWLEDGE</i>	<i>SKILLS</i>	<i>COMPETENCES</i>
a.	a.	a.
b.	b.	b.
c.	c.	c.

Module 2: Digital design, data visualization and online safety in digital means	The Trainer is able to apply digital design principles and analyze data by creating descriptive visuals online while ensuring online safety	
<i>KNOWLEDGE</i>	<i>SKILLS</i>	<i>COMPETENCES</i>
a.	a.	a.
b.	b.	b.
c.	c.	c.

Module 3: e-Communication & teamwork	The Trainer is able to efficiently communicate online and establish the sense of teamworking within hybrid/virtual teams	
<i>KNOWLEDGE</i>	<i>SKILLS</i>	<i>COMPETENCES</i>
a.	a.	a.
b.	b.	b.
c.	c.	c.

Module 4: Research & creativity skills with a focus on digital content	The Trainer is able conduct thorough research online and develop creative and original digital content	
<i>KNOWLEDGE</i>	<i>SKILLS</i>	<i>COMPETENCES</i>
a.	a.	a.
b.	b.	b.
c.	c.	c.

Module 5: Problem solving & time management skills	The Trainer is able to efficiently solve complex problems and ensure on-time completion of all activities and productivity within a virtual/hybrid workplace	
<i>KNOWLEDGE</i>	<i>SKILLS</i>	<i>COMPETENCES</i>
a.	a.	a.
b.	b.	b.
c.	c.	c.

4.2 Content delivery template

1. Introduction

Pls write down a 5-line description of what your module is about.

1.1 Learning Outcomes

Pls use the table above (section 4.1 of the Annexes) to define the learning outcomes of your module.

1.2 Key words

Write down up to 5 keywords that better address the main concept of your module

2. Title of your Module

Please provide your content here. Include definitions, explanations, practical examples and case studies/success stories. This section (not the whole document!!!) shall be around **20 A4 pages**, including images. Make sure that your images have a caption and their source and that there is no copyright issue. You can use websites for free downloadable images (such as www.pixabay.com).

3. Wrap-Up

Write down a 5-line (or in bullets) conclusion of the main aspects included in your module

4. References

Please use APA Style to write down your references. For example:

Friis Dam, R., & Yu Siang, T. (2021, January 2). 5 Stages in the Design Thinking Process. Retrieved from Interaction Design Foundation: <https://www.interaction-design.org/literature/article/5-stages-in-the-design-thinking-process>

MyComputerCareer. (2021, October). MyComputerCareer - Training for a better life. Retrieved from The Rise of Hybrid Jobs and Hybrid Skills: <https://www.mycomputercareer.edu/news/the-rise-of-hybrid-jobs-and-hybrid-skills/>

4.3 Assessment template

1. Introduction

Write down a 5-line description of the types of questions included in this section and the estimated time.

2. Knowledge assessment

Quiz-like assessment based on the main content. Please mark the correct answer with bold when required. Include 10 questions for your module. Increase gradually the level of difficulty.

Question 1 (multiple choice or true/false): text
[answer 1] [correct answer] [answer 3]

Question 2 (multiple choice or true/false): text
[correct answer] [answer 2] [answer 3]

Question 3 (multiple choice or true/false): text
[correct answer] [answer 2] [answer 3]

Question 4 (multiple answers correct): text
[correct answer] [correct answer] [answer 3] [answer 4]

Question 5 (multiple answers correct): text
[correct answer] [answer 2] [answer 3] [correct answer]

Question 6 (multiple answers correct): text
[answer 1] [answer 2] [correct answer] [correct answer]

Question 7 (multiple answers correct): text
[answer 1] [answer 2] [correct answer] [correct answer]

Question 8 (matching): Match the terms with their definitions.

Term 1 name: Definition

Term 2 name: Definition

Term 3 name: Definition

Term 4 name: Definition

Term 5 name: Definition

Question 9 (matching): Match the concepts with their explanations.

Concept 1 name: Explanation

Concept 2 name: Explanation

Concept 3 name: Explanation

Concept 4 name: Explanation

Concept 5 name: Explanation

Question 10 (matching): Match the problems with their solutions.

Problem 1 name: Solution

Problem 2 name: Solution

Problem 3 name: Solution

Problem 4 name: Solution

Problem 5 name: Solution

3. Skills assessment

Assign an exercise that promotes problem solving and critical thinking related to the actual implementation of your module. Think of this section as a practical implementation of the module in real-life situations. Feel free to provide tips as a possible solution.

4.4 Certification template

Certificate of Completion

Name & Surname

Is certified for the completion of the DigiREACT course



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4.5 Levels in the European Qualification Framework

Source: Recommendation of the European Parliament and of the Council on the Establishment of a European Qualifications Framework for Lifelong Learning, 2008

EQF Level	Knowledge	Skills	Competence
Level 1	Basic general knowledge	Basic skills required to carry out simple tasks	Work or study under direct supervision in a structured context
Level 2	Basic factual knowledge of a field of work or study	Basic cognitive and practical skills required to use relevant information in order to carry out tasks and to solve routine problems using simple rules and tools	Work or study under supervision with some autonomy
Level 3	Knowledge of facts, principles, processes and general concepts, in a field of work or study	A range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying basic methods, tools, materials and information	Take responsibility for completion of tasks in work or study; adapt own behavior to circumstances in solving problems
Level 4	Factual and theoretical knowledge in broad contexts within a field of work or study	A range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study	Exercise self-management within the guidelines of work or study contexts that are usually predictable, but are subject to change; supervise the routine work of others, taking some responsibility for the evaluation and improvement of work or study activities
Level 5	Comprehensive, specialized, factual and theoretical knowledge within a field of work or study and an awareness of the boundaries of that knowledge	A comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems	Exercise management and supervision in contexts of work or study activities where there is unpredictable change; review and develop performance of self and others
Level 6	Advanced knowledge of a field of work or study, involving a critical understanding of theories and principles	Advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialized field of work or study	Manage complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work or study contexts; take responsibility for managing professional development of individuals and groups
Level 7	Highly specialized knowledge, some of which is at the forefront of knowledge in a field of work or study, as the basis for original thinking and/or	Specialized problem-solving skills required in research and/or innovation in order to develop new knowledge and procedures and to integrate knowledge from different fields	Manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches; take responsibility for



	research. Critical awareness of knowledge issues in a field and at the interface between different fields		contributing to professional knowledge and practice and/or for reviewing the strategic performance of teams
Level 8	Knowledge at the most advanced frontier of a field of work or study and at the interface between fields	The most advanced and specialized skills and techniques, including synthesis and evaluation, required to solve critical problems in research and/or innovation and to extend and redefine existing knowledge or professional practice	Demonstrate substantial authority, innovation, autonomy, scholarly and professional integrity and sustained commitment to the development of new ideas or processes at the forefront of work or study contexts including research