



Methodology for assessment in the pilot course | D4.1

Project for the Assessment and Support of Key Skills/Competences (PASS)

Methodology for assessment in the pilot course

D4.1 Methodology

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1. Methodology for assessment in the pilot course

This methodology is divided into three parts. One part deals with live (i.e. offline) evaluation, the second deals with online evaluation, and the third deals with how the moderator (and the evaluators) should behave during the evaluation.

1.1. Offline Evaluation

Registration and administrative process

For optimal convenience, registration should be conducted through a simple online questionnaire.

The questionnaire will gather essential information about the individual, along with their contact details:

- Email
- Name and Surname
- Job Position (study location)
- GDPR approval – photos taken, etc.

This process aims to estimate the anticipated number of participants. It's worth noting that in certain instances, there may be participants who opt not to register, and this should not pose an issue from a registration standpoint.

Upon completion of the online registration, participants will be required to provide their signature on a attendance list during the physical event, which will also include the same data as in the registration form.

It is imperative that the registration form explicitly states the participant's agreement to the processing of their personal data in accordance with the General Data Protection Regulation (GDPR). To streamline the offline evaluation process.

It is important to share an **evaluation survey** with participants at the end of the AC to assess satisfaction with the course and quality of the AC. Survey can be shared as a link, QR etc.

Additionally, please verify that all materials distributed to participants incorporate mention of EU co-funding, accompanied by relevant text.

Certificates and badges

It is advisable to prepare certificates in advance, aligning them with the clusters slated for evaluation and referencing the registration details. Certificates are distributed online. This approach aligns with both practical considerations and environmental sustainability.

Inform participants that together with the certification, they will be issued ASA Digital Badges as a micro-credential which they will receive in the system: [Home - Skills Hub \(skills-framework.eu\)](https://skills-framework.eu)

Evaluation tables

Evaluated participants will be given a [sheet](#) to qualitatively determine the level of their rating before and after the evaluation begins. The evaluator then completes their own sheet to which they add their ratings based on their results and observations.

1.2. Online Evaluation

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The only difference is that attendance will be recorded either by a photograph of all attendees or in the form of a recording. Participants should be reminded of the recording/photo again at the start of the AC. It is recommended to have a disk for participants to upload their individual tasks during the AC.

1.3. How to work within the assessment

At the beginning of the actual event:

- the moderator should inform the AC participants about what to expect during the day, the schedule, breaks, introduce his/her team of evaluators and also tell the participants the date and format of the results.
- It is advisable to ask the candidates if they already have experience with AC and what kind of experience.
- The moderator should also introduce himself/herself, share his/her own experience (especially when candidates with a large age gap or high status are involved) so that candidates get the impression that they are being treated in a professional manner.

Note: *Candidates may be unsure or nervous at the beginning because they do not know what to expect from the programme. It is therefore the role of the moderator to welcome the candidates, prepare them for the day's proceedings and familiarise them with the work of the assessors (they will take notes) in order to reduce the anxiety of some candidates.*

Evaluators, including the moderator, are formal and present themselves in a professional manner during the AC. The moderator, depending on the progress of the AC, may also be the evaluator.

The aforementioned breaks are important for both candidates and assessors. When participants have a break, evaluators leave for joint meetings, which should take place several times throughout the AC.

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Briefly, the assessors agree on what they have observed, what value they have assigned to which participant in the competences they have observed and why.

At the same time, materials for the next tasks are prepared during the break. This is optimally done by the moderator.

This implies that the evaluators have a minimum amount of time to rest. Thus, also from this point of view, the implementation of AC is very demanding not only on attention.

During breaks, evaluators should keep an eye on their recording sheets, and it would be very unprofessional to leave the room where participants are staying without their materials, such as recording sheets, psychodiagnostic tests or materials for the next programme.

If catering is offered to participants during breaks, it should be served in a different room from the one in which the model situations or diagnostics are taking place. It is advisable to draw attention to this fact at the outset and invite candidates to refresh themselves only during permissible times, not during the AC.

During the AC, some model situations may be perceived by participants as threatening, or the topic of the tasks may affect them personally and evoke stronger emotions. If this situation arises, it is appropriate to help the participant to process their emotions to the extent possible.

At the end of the AC there should be a final word from the facilitator. The facilitator should summarize what has happened during the program, giving brief feedback to the candidates for the day. There should be no lack of information about the results, hence the opportunity for feedback. It is also important to share an evaluation survey with the participants. After the formal farewell and end of the programme, there should be no more informal contact between participants and evaluators for reasons of influencing the results.



After the day's work, the evaluators should agree on the final evaluation and output of the day. Other tasks for evaluators may include writing evaluation reports or recommendations. What to do after the AC implementation depends on the requirements and context of the situation of the particular AC.

