

03.3 Training and assessment methodology

Guidelines of the development of the assessment methodology

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Prepared by University of Ljubljana



1 Preparation phase: co-creation of activities for students

SocialB partners designed different activities for students/trainees: several of them are to be assessed by trainers/trainers/mentors, some are part of student's self-assessment.

- A. Questions for **self-testing** which will be up-loaded on the e-learning platform and will serve the purpose of the asynchronous e-learning, self-directed learning and self-assessment. Mostly the form of **Moodle quiz/multiple choice/true-false** was applied within every LU (4-6 questions for each LU).
- B. Each LU might have 3-5 **questions** for repeating and understanding the topic. Teacher should not provide answers and will not assess them as well, they are important for student's self-assessment. Questions will be uploaded in Moodle within particular LU.
- C. Every LU should include **practical activity** which might include:
 - a. **individual** (i. e. individual presentation, individually recorded video, individual reading assignment, etc.) **or**
 - b. **group assessment** (i. e. group presentation, group video, etc.).
- D. Every LU has developed an **idea of a work-based learning**.
- E. Partners had an opportunity to identify **any other assessment** type which they find appropriate for a particular LU. Several LUs demand that students **develop**: a business plan, a strategic plan, etc. If we would like to **assess** students' work a **template** has to be provided (for example: for structural report, for writing project proposal, for setting up "an ideal" board, factors for monitoring the performance of employee/volunteer, etc.). The template should be uploaded in Moodle.

2 The structure of student's assessment

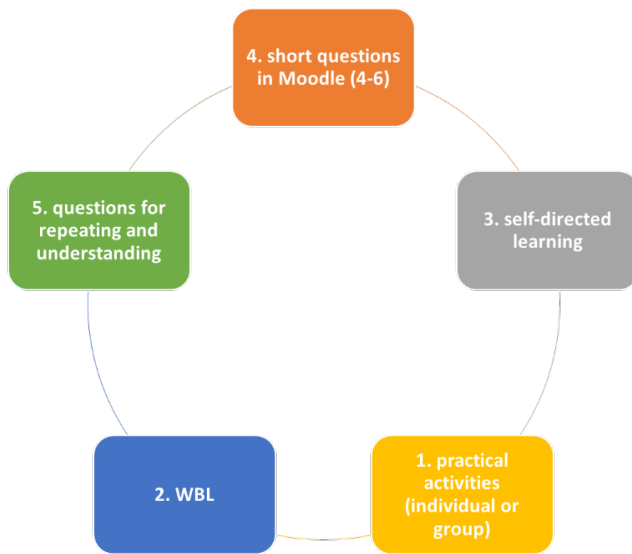
For the assessment, it is vital that the **students know and understand how they will be assessed**. The teacher/trainee knows what the end product should look like, and it is his/her responsibility to **effectively convey that expectation to the students** (Burke 2011).

2.1 Identified ways of students' assessment

According to the learning objectives, learning outcomes, skills and competences students will be assessed in following 5 ways (Fig. 1):

- 1) practical activities (assessed by trainer);
- 2) work-based learning (assessed by trainer or SE supervisor);
- 3) self-directed learning (self-assessment);
- 4) short questions in Moodle with provided answers (self-assessment);
- 5) questions for repeating and understanding (self-assessment).

Fig. 1: Identified 5 ways of students' assessment.



2.1.1 Practical activities: Individual or group work assessment

For assessment, three initial decisions should be undertaken.

- The trainer should decide **what is being assessed**: the final product (e.g. an essay, a report), the process, or both.
- It is necessary to decide **who assigns the grade**: the trainer, the students, or both.
- A decision on an **individual or group grade** is to be made:
 - a. the trainer might assess each member of a group with the same grade, which may promote unhappiness if some members devote more time and effort to the group and get the same grade; it is suggested that the project or presentation should not count for more than a small percentage of the student's final grade (Burke 2011);
 - b. the trainer might assess each group member with an individual grade, which may or may not foster competition within the group and may undermine the group solidarity.

Individual or group work assessment. Students will work individually and in groups. From the trainer perspective it is much easier to assess individual work. Group (or teamwork, collaborative) work needs to be designed, supervised, and assessed in a way that promotes meaningful teamwork and deep collaboration. Group work can be applicable in learning/training situations when the students should »think harder and dig deeper«. Although students can complete these activities individually, collaboration lets them practice skills and ways of thinking which can be a benefit to all. Group work can focus on case study, problem-solving, gamification, etc. and present findings to their peers. Assessment of a group is a difficult task and the instructor should have a clear idea of how he/she wants to assess the group work.

If the instructor is interested in assessing the group process and final product, two separate rubrics need to be created:

- a. for the **process**, assessment might include: attendance and participation in meetings, time management skills, active listening, evidence of cooperative behaviour, and professionalism and engagement with the task;
- b. for the **product**, assessment might include: content, structure, organization, accuracy, thoroughness, and other technicalities.

Student's group assessment allows the instructor to assess the group process and apply the most effective methods to future group projects. The students should be able to:

- a. list their contributions, their group member's contributions, and the process as a whole;
- b. identify the aspects that worked and the aspects that did not work.

For practical activities, the SocialB assessment tool (see Tab. 3) enables trainer/teacher to assess different criteria: knowledge and understanding, application, critical thinking, and also to be flexible (if LU provides this) by including also reading & research, presentation, and teamwork. **50% of total grade is assigned to activities within the Practical Activities.**

2.1.2 Work-based learning (WBL)

Work-based learning (WBL) is used to describe VET or HEI programmes of study where the learning is undertaken primarily **at and through work** and **is for the purposes of work**. Gibbs and Garnett (2007: 411) define WBL as *"a learning process which focuses university level critical thinking upon work (paid or unpaid), in order to facilitate the recognition, acquisition and application of individual and collective knowledge, skills and abilities, to achieve specific outcomes of significance to the learner, their work and the university."* WBL has the potential to be a major way in which VETs/HEIs can respond to the challenge of demonstrating relevance to the knowledge economy.

In WBL three major parties are involved in the co-creation of **three-way negotiated learning agreement** which includes:

- (1) the learner/student,
- (2) the external organization or community of practice where an important part of WBL in practice is taking place, and
- (3) VET/HEI organization which accredited the learning program.

In this common model of WBL, the learner/trainee/student has the opportunity to co-construct a higher education programme which is a personal learning journey addressing real-life work issues. The challenge is to produce a customised programme demonstrating coherence and progression from individual student learning to a WBL programme designed not only to meet the academic requirements of the university, but also to be of value to the employer or stakeholders or broader society. The learning agreement identifies the learning that will be undertaken in the form of work-based projects, and/or, taught subjects where applicable.

WBL programmes are negotiated and, most significantly, derived from the needs of the workplace, society as a whole and the learner, and with Bologna HEI reform more endeavours and flexibility has come also from the traditional disciplinary curriculum of the university. Flexibility may require HEIs to work in partnership with employers, NGOs or collaboratively with other providers of high level learning in order to meet the learning and development needs of organizations as well as individual learners. Durrant et al (2009:2) say *"WBL programmes are designed to promote professional and personal development and intended to benefit both learners and the workplace. A major aspect of work-based programmes is the relationship between individual learning and organizational change"*.

In WBL it is often the work-based project that is the main mechanism for developing new learning and providing tangible outcomes of direct potential benefit to the employer, learner and VET/HEI. WBL was usually concerned with knowledge that was highly contextual, practically focused and often unsystematic (Scott, 1994 – quoted in Garnett, 2016). But a contemporary view on WBL is more associated with transdisciplinary – that is concerned with creating new integrative knowledge to address the complex problems of the world.

It is the aim of SocialB to co-construct such a WBL learning environment where topics relevant for social entrepreneurs (24 LUs) will be addressed theoretically (face-to-face learning, synchronous and asynchronous learning) and further developed in the cooperation with SE, NGOs in the field of social economy, advisors to SEs, etc. The essential is the active role of student/learner/trainee who is participating in WBL and is accomplishing different assigned WBL activities. Assessment practices in SocialB encourage **authentic assessment** which is based on a set of activities (practical, observation, critical thinking, etc.) connected to the real life practice of SE, topic of particular LU and well aligned with the SocialB descriptors, learning outcomes, skills and competences. **50% of total grade is assigned to activities within the WBL.** Assessment of WBL is to be provided by trainer or by mentor in the SE and is done by structured grading rubric (see Tab. 3).

2.1.3 Self-directed learning

Self-directed learning is learning in which the conceptualization, design, conduct and assessment of a learning project are directed by the learner (Brookfield 2009). This does not mean that self-directed learning is highly individualized learning always conducted in isolation or working without human contact. Learners can work in self-directed ways while engaged in group-learning settings. It is important to monitor the way learners move in and out of learning networks and consult a range of peers. In self-directed learning all decisions about how and what to learn, and how or whether to consult external resources, rest with the learner. On-line and asynchronous learning grants a degree of control to learners over the location and timing of learning, and might create new possibilities for self-directed learning.

Self-directed learners use qualified, credible peers as valuable evaluative touchstones. When judging their progress, learners would typically consult the person or persons in their particular network or learning community whom they felt were best judged to give a credible verdict on how

Teachers/trainers function as coaches, counsellors, mentors and advisers, therefore they can contribute to self-directed learning in several ways:

1. **giving advice on learning resources:** in SocialB project this is the preferable literature, videos, webiste links, list of potential social enterprises to be anaysed and human resources;
2. **designing the learning plan:** in SocialB this includes a schedule, detailed instructions for individual or group work related to self-directed learning;
3. **formative assessment** (monitoring student work and motivation): in SocialB this is an up-date on every learning unit.

well learners were doing and what might be their next steps in a learning project. In SocialB this might include: SocialB partners, trainers, WBL mentors, etc.

Self-directed learning is mostly associated with the **formative assessment**: a trainer monitors student learning to provide ongoing feedback that can be used by trainers to improve their teaching and by students to improve their learning. More specifically, formative assessment:

- helps students identify their strengths and weaknesses and target areas that need work,
- helps trainers recognize where students are struggling and address problems immediately.

Formative assessments are generally low stakes, which means that they have low or no point value.

2.1.4 Short questions in Moodle

Short questions in Moodle are suitable for student's self-assessment and are related to understanding the particular topic.

SocialB project partners prepared 4-6 closed questions for each LU, the most relevant topics are addressed. Student is asked to choose (multiple choice questions, true/false, etc.) the right answer and will receive feedback on right answer immediately. Short answer questions require a concise and focused response that may be factual, interpretive or a combination of the two.

2.1.5 Questions for repeating and understanding

Questions for repeating and understanding might be short or more complex, they might be used also in a non-examination situation or as part of self-assessment tasks. They are generally open-ended questions that require students to construct a response.

In SocialB several LUs provide questions for repeating and understanding and students will use this as a part of self-assessment:

- questions are written to reveal a student's ability to describe, explain, reason, create, analyse, synthesise, and evaluate;
- questions give opportunities for students to demonstrate higher level skills and knowledge;
- questions allow students to elaborate on responses and herewith to prepare themselves for other ways of assessment;
- questions are structured in a range of different ways that require a range of responses from a few words to a paragraph.

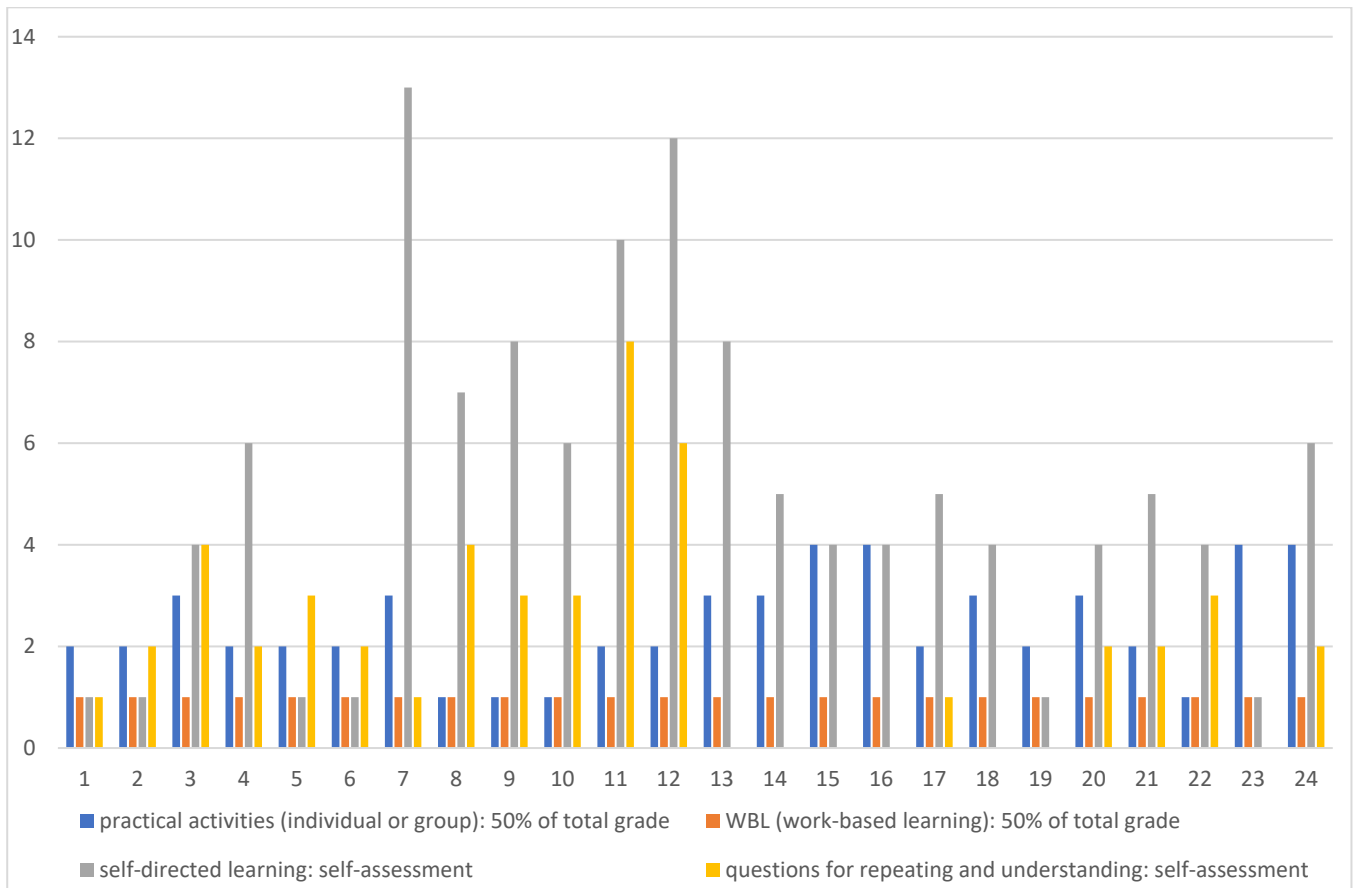
2.2 Students' activities and ways of assessment - overview and LU perspective

According to the learning objectives, learning outcomes, skills and competences all **student activities** within SocialB learning units were identified.

We tried to harmonize our assessment across all 24 learning units by including five ways of assessment (Fig. 2):

- all LUs have **practical activities** (either individual or in groups – LUs have assigned them differently, 1-4 practical activities, this depends on the topic): practical activities are to be assessed by trainer; after accomplishing practical activities the student will get 50% of total grade within particular LU;
- every LU has **WBL**: WBLs are different and follow the topic, learning objectives and outcomes of particular LU; WBL is to be assessed by trainer; after accomplishing WBL the student will get 50% of total grade within particular LU;
- **self-directed learning** is to be self-assessed by learner or might be a part of non-formal formative assessment;
- all LUS have 4-6 short closed questions in Moodle environment, being part of self-assessment;
- LUs have also questions for repeating and understanding, all being part of self-assessment.

Figure 2: Comparison of students' activities according to the 24 LUs.



Totally, 252 activities have been assigned to student (10.5 activities per each LU; see Tab. 1):

- on average 2.4 practical activities were prepared for each LU (total 58);

- every LU has a detailed structured WBL (total 24);
- per each LU, there are 5 activities on average related to self-directed learning (total 121);
- on average 2 questions for repeating and understanding were prepared for each LU (total 49),
- every LU has a set of questions prepared in Moodle environment (on average 4.75 questions, total 114).

Table 1: Overview of 24 LUs, amount of student activities and type of assessment.








LU	LEARNING UNITS/ TYPE OF ASSESSMENT	ECTS	total amount of activities for students	practical activities (individual or group): 50% of total grade	WBL (work- based learning): 50% of total grade	self-directed learning: self- assessment	questions for repeating and understanding: self- assessment	short questions in Moodle (number): self- assessment	Piloting
1	"History and evolution of SE in Europe and Governance of SE"	1	5	2	1	1	1	yes, 4	UL
2	"Reshape business value chain into social value chain"	1	6	2	1	1	2	yes, 4	not piloted
3	"Introduction to Social Innovation"	1	12	3	1	4	4	yes, 6	Slovenia
4	"Good Governance and Public/Private partnerships in the field of Social Enterprise"	2	11	2	1	6	2	yes, 5	Greece
5	"EU projects - EU opportunities for the development and funding of social enterprises"	1	7	2	1	1	3	yes, 5	not piloted
6	"Handling and winning procurements processes and delivering contracted services - Submission of funding applications and proposals writing"	2	6	2	1	1	2	yes, 4	not piloted
7	"Project Management"	1	18	3	1	13	1	yes, 4	Italy
8	"Soft Skills"	1	13	1	1	7	4	yes, 4	Greece
9	"The role of human resource management"	1	13	1	1	8	3	yes, 5	Greece
10	"Recruitment and selection of employees and volunteers"	1	11	1	1	6	3	yes, 5	Greece
11	"Managing employee performance"	1	21	2	1	10	8	yes, 5	Greece
12	"Leadership, and leadership communication for maximum impact"	2	21	2	1	12	6	yes, 5	Greece
13	"Introduction to Social Impact Assessment"	1	12	3	1	8	0	yes, 4	Italy
14	"Social impact assessment tools and techniques"	2	9	3	1	5	0	yes, 6	Italy
15	"Data analysis and visualization"	1	9	4	1	4	0	yes, 4	Italy
16	"The importance of communicating social impact to key stakeholders"	1	9	4	1	4	0	yes, 4	Italy
17	"Strategic planning and the life cycle of Social Enterprises"	1	9	2	1	5	1	yes, 4	Ireland
18	"How to build a business plan"	2	8	3	1	4	0	yes, 4	Ireland
19	"Financial planning and cash flow constraints"	1	4	2	1	1	0	yes, 4	Ireland
20	"Access to credit and opportunities for social enterprises: the role of Social Finance and Social Impact Finance"	1	10	3	1	4	2	yes, 6	Ireland and Italy
21	"Growth strategies and long-term profitability of Social Enterprise projects"	1	10	2	1	5	2	yes, 6	Slovenia
22	"Market evaluation and assessing competitiveness"	1	9	1	1	4	3	yes, 6	Slovenia and Ireland
23	"Fundraising and funding models for SEs"	1	6	4	1	1	0	yes, 4	Slovenia and Ireland
24	"Marketing, Sales and Networking skills"	2	13	4	1	6	2	yes, 6	Slovenia



2.3 Assessment tool

Different tools of assessment might be applied. The SocialB assessment tool (Tab. 2) enables trainers/teachers to assess different criteria: knowledge and understanding, application, critical thinking, and also to be flexible (if LU provides this) by including also reading&research, presentation, and teamwork.

Table 2: Different criteria applicable for assessment.

 	Knowledge & understanding	<p>Structured grading rubric is a scoring tool applicable for individual and group assessment of activities. Structured grading rubric lists the criteria by which a paper or presentation, a product will be assessed. Rubrics can be helpful for both students and trainers/instructors; they outline expectations and allow instructors to assign grades on a more objective basis. Rubrics provide detailed breakdowns of points that are awarded for each criteria and how those points are awarded. Additionally, rubrics are useful beyond grading; they also help students conceptualize the assignment. The rubric lists, not only the criteria by which the work is judged, but also the student's mastery of the material. The use of rubrics allows the instructor to convey expectations to the students, help students focus their efforts, improve student achievement, reduce grading time for the instructor and improve the effectiveness of feedback (Tab. 3).</p>
	Application	
	Critical Thinking	
	Reading & Research	
	Presentation & style	
	Teamwork	

Structured grading rubric lists the criteria by which a paper or a presentation, a product will be assessed. **For each criterion, student can receive up to 5 points. Final grade of the task is calculated by average.** The formula to calculate average is the sum of a set of numbers divided by the count which is the number of the values being added (Tab. 4).

Description of grading is following:

Number of points	Description of grading
1	FAIL
2	BASIC KNOWLEDGE
3	GOOD KNOWLEDGE
4	ADVANCED KNOWLEDGE
5	EXCELLENT KNOWLEDGE








Assessment is done as following:

- 1) practical activities (assessed by trainer);
- 2) work-based learning (assessed by trainer or SE supervisor);

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- 3) self-directed learning (self-assessment);
 - 4) short questions in Moodle with provided answers (self-assessment);
 - 5) questions for repeating and understanding (self-assessment).

In SocialB assessment, **50% of final grade is assigned to activities within the Practical Activities** (assessed by trainer) and **50% of final grade is assigned to WBL** (assessed by trainer or supervisor). Student must pass both activities.

Table 3: Structured grading rubric.

	LEVEL 1: FAIL	LEVEL 2: BASIC	LEVEL 3: GOOD	LEVEL 4: ADVANCED	LEVEL 5: EXCELLENT
Criteria	If the student is not reaching minimal standard, you give him/her 1 point.	If the student is reaching minimal standard, you give him/her 2 points.	If the student has descriptive understanding - knowing about several topics, you give him/her 3 points.	If the student is relating facts together and understanding theory, you give him/her 4 points.	If the student is going beyond what is taught and dealing creatively with situations, you give him/her 5 points.
  Knowledge & understanding		Understanding of basic principles, concepts, theories and terminology.	Level 2 + Knowledge of discourse within the context of LUs.	Level 2 and 3 + Ability to make justified decisions about validity of principles, concepts and combine approaches from different modules/LUs.	Level 2, 3 and 4 + Ability to combine with approaches from other disciplines in a variety of theoretical and practical contexts, dealing with situations creatively.
 Application		Appropriate use of relevant theories, concepts and/or techniques from the LU to solve/explain familiar scenarios.	Level 2 + Application of relevant theories, concepts and/or techniques outside of the context of the LU.	Level 2 and 3 + Ability to develop viable solutions.	Level 2, 3 and 4 + Ability to judge between multiple viable solutions.
 Critical Thinking		Identification of principles and concepts underlying theoretical frameworks or approaches, identifying their strengths and weaknesses.	Level 2 + Recognition of competing perspectives and ability to make justified choices about which approach to take.	Level 2 and 3 + Ability to identify the possibility of new concepts within existing knowledge frameworks and approaches.	Level 2, 3 and 4 + Ability to develop new approaches to problems based on theory, methodology or practise.
 Reading & Research (if applicable)		Correct referencing and use of reliable sources of information. Understanding of own research/reading.	Level 2 + Use of appropriate theoretical models/concepts to judge the significance of data collected.	Level 2 and 3 + Ability to identify patterns and relationships in research and between LUs/different modules.	Level 2, 3 and 4 + Ability to design and undertake complex investigations involving conflicting data to address significant areas of theory and/or practise.
 Presentation & style (if applicable)		Accurate and effective communication with structured and coherent arguments.	Level 2 + Ability to explain competing points of view and ambiguities.	Level 2 and 3 + Ability to communicate viable solutions.	Level 2, 3 and 4 + Ability to communicate complex and contradictory information coherently.
 Teamwork (if applicable)		Ability to work effectively within a team, and recognize when factors are interfering with team performance.	Level 2 + Ability to effectively manage group conflicts.	Level 2 and 3 + Ability to negotiate in a professional manner and be a proactive resolver of conflicts.	Level 2, 3 and 4 + Sufficient self-awareness to be able to adapt different team contexts.

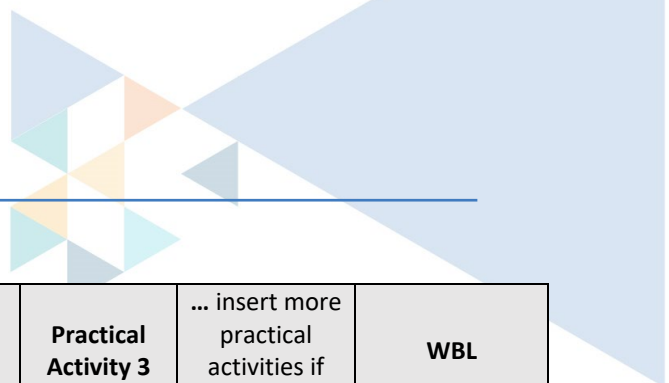








Table 4 : Example of students' assessment for one LU.

Criteria	Practical Activity 1	Practical Activity 2	Practical Activity 3	... insert more practical activities if needed	WBL
 Knowledge & understanding	4	4	4		4
 Application	4	5	4		5
 Critical Thinking	3	5	5		4
 Reading & Research (if applicable)	/	/	4		4
 Presentation & Style (if applicable)	/	/	/		3
 Teamwork (if applicable)	4 /		5		5
FINAL MARK OF THE TASK (average)	3,75	4,67	4,50		4,17

FINAL MARK OF ALL PRACTICAL ACTIVITIES (please, calculate average)

4,31

FINAL MARK OF WBL (please, insert)

4,17

FINAL MARK OF LU (please, calculate average - 50 % practical activities, 50% WBL)

4,24

4 :
KNOWLEDGE LEVEL ADVANCED



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