



Innovative Curriculum for Adult Learners on soft skills

10 6

Evaluation / accreditation of the training course

SEF – Servicio Regional de
Empleo y Formación



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

This project has been funded with support from the European Commission.
This communication reflects the views only of the author, and the Commission
cannot be held responsible for any use which may be made of the information
contained therein.

Project number: No. 2017-1-ES01-KA204-038271

Table of content

1. INTRODUCTION

2. VALIDATION METHODOLOGY OF THE TRAINING COURSE

2.1. COMPETENCE-BASED TRAINING

2.2. EVALUATION OF ICARO COMPETENCES

A. Initial evaluation

B. Formative Evaluation

C. Summative evaluation

3. ACCREDITATION OF THE ICARO METHODOLOGY

4. ANNEX

1. INTRODUCTION

The ICARO soft skills curriculum for adults aims to provide them with the information, knowledge and skills to increase their ability and opportunity to obtain and maintain employment.

The basic curriculum has been informed by the [Council Resolution on a Renewed European Agenda for Adult Learning](#) and has been designed in accordance with the EU document "Key competences for lifelong learning". As such, the curriculum and individual modules and themes of each unit are designed to "emphasize the importance of personal and interpersonal skills or 'soft' skills, as they help for people to respond to uncertainty and change.

The Curriculum designed and based on the "From home to work" course also aims to highlight civic competence and the role of citizenship, shared values and human rights and strengthen media literacy and intercultural skills; highlight creativity, the ability to plan and manage processes, and treat risk as part of informed decision making as essential dimensions of business competition.

The "From home to work" course is organized on the basis of the four categories of Soft Skills established by the ICARO project in its IO1:

- Digital competences
- Initiative and entrepreneurship.
- Social and civic competences.
- Cultural awareness

At the end of the curriculum or "ICARO Itinerary" the students will have created a portfolio of resources and competencies (portfolio) that will inform them of their ability to find a job and keep it.

3. VALIDATION METHODOLOGY OF THE TRAINING COURSE

3.1. COMPETENCE-BASED TRAINING

Skills specifically refer to acquiring knowledge for the resolution of tasks and application of acquired skills. 'It is a set of abilities or aptitudes, knowledge, skills, abilities, attitudes and values that allow the person to develop, with a satisfactory level of quality, in the different areas in which he develops his life' (Casanova y Muñoz Martín, 2012:2)¹

The competency-based training approach aims to guide training towards the ideal performance in the diverse cultural and social contexts, which requires the student to be the protagonist of his life and his learning process, based on the development and strengthening of his cognitive abilities, their ability to act and the knowledge and regulation of their own emotional and motivational processes.

This implies transcending theoretical knowledge as a center of educational work and focusing on integral human performance in the real context / situation of life, so the challenge is to establish with what learning the participants come in the training processes, which are their expectations, what they have learned and what they have not learned, what their learning styles are and how they actively engage in that process.

The learning process is therefore transformed into a personal itinerary in which the role of the trainer is that of accompaniment, in order to activate the fundamental competences for development in people and in social and work environments personal and professional.

Therefore, the notion of competence implies a different way of establishing and addressing the objectives of the training and its evaluation. The focus of attention shifts towards professional performance, understood as the possibility of the individual facing and

¹ Casanova, M., & Muñoz Martín, M. (2012). La Evaluación de las Competencias básicas. Madrid, España: La Muralla.

resolving specific situations by putting into play the resources available; this translates the acquisition of knowledge to a merely instrumental level, that is, a resource and not an end in itself. The value attributed to knowledge is not to possess them but to make use of them.

3.2. EVALUATION OF ICARO COMPETENCES

The ICARO project is proposed as an awareness process towards the acquisition of Soft Skills, so it does not raise a priori a traditional and formal evaluation system. For this reason, ICARO allows the tutor to select the type of evaluation and the activities that will be carried out according to the students who develop the course. However, there are some characteristics and elements that will favor future validation of competencies.

Usually, the evaluation of software skills has been approached from three perspectives. The first includes instruments based on questionnaires and self-reports of the participants themselves in the training action; the second covers evaluation measures of external observers, based on questionnaires that are filled out by the students' classmates or by the teacher himself; the third includes measures of ability or execution in the face of various tasks. The so-called experience sampling (Mihaly Csikszentmihalyi, 2003)² can be also added that, in a systematic way, requires that participants provide samples of their daily behavior on a continuous basis, writing down in a notebook or in a certain format, what they are thinking, what they are feeling and how they acted in a given situation.

The system established by the ICARO project allows people who complete the course and follow the established process, to validate its result. This system has been designed taking into account the following criteria:

- What is the purpose of the validation process?
- What is the breadth of the knowledge acquired?
- What are the skills or abilities to evaluate?
- What does the tutor need to make a judgment about results?
- Authenticity of the evidence obtained in the learning objectives.

² Csikszentmihalyi, M. & Hunter, J. Journal of Happiness Studies (2003) 4: 185.

The ICARO skills assessment process includes:

- ✓ Initial or diagnostic evaluation: It informs us of the strengths and weaknesses of the participants.
- ✓ Process or formative evaluation: it allows us to regulate the formative action, monitor, observe and analyze the training process.
- ✓ Final or summative evaluation: The final results of the training process compared to the starting situation, that is, levels of achievement.

The completion of some or all of the modules of the program will provide students with a set of professional skills that will increase employability and greater knowledge of workplace standards and requirements demanded by the employer. The results will demonstrate a better understanding of intercultural workplaces, intra-business characteristics and competencies, and interpersonal and intrapersonal skills. Students will also compile evidence of a better self-awareness and self-reflection in terms of personal attitudes and aspirations regarding employment.

The tools proposed for this evaluation system must have the following characteristics:

- Validity
- Reliability
- Not biased
- Suitable for the competition to be measured

Once these premises have been established, the evaluation system designed by the ICARO project establishes the following phases.

INITIAL EVALUATION

- ✓ ICARO level questionnaire

The evaluation of the ICARO competences is carried out from the first contact with the participant, since access to the course will be made from the detection of the capacity of

each user, as well as the personal analysis of the access or re-entry needs into the labour market.

The initial evaluation is carried out with the application of the ICARO Level Questionnaire, developed in IO2 and explained in IO4 (course manual “From home to work), which allows to assess the level of understanding and knowledge of skills and which will subsequently be worked on in the training course: Digital Competence, Initiative and Entrepreneurship, Social and Civic Competencies and Cultural Awareness.

It can also be used as a tool to stimulate debate and exchange, in face-to-face sessions with training participants.

The evaluation of the skills that the user must reinforce after completing the ICARO level questionnaire can guide the tutor to include certain training actions that improve their professional profile in the weakest areas and increase their employability.

✓ Personal Goal-Mapping

The personal itinerary or goal mapping that is included in the ICARO Project and accompanies the IO2 level questionnaire, is a process of assigning objectives and goals that favors the employability of long-term unemployed adults and should be carried out by professionals of adult education or job orientation.

The documentation collected has the purpose of making visible the formal and informal competencies, the improvements in the competences, the individual results of the case management process, but also the objectives and pathways chosen for the near future.

Therefore, the documentation shows what competencies already exist, which could be developed and how the objectives could be achieved.

As a complement to the ICARO Level Questionnaire, the design of the personalized itinerary is a structured process to achieve the objectives set, using the strengths that students already have, as well as other support measures.

This documentation is relevant to be included in the student's portfolio for eventual accreditation or recognition of the process followed, as well as to be shown to potential employers.

A. FORMATIVE EVALUATION

Following the structure of the training course designed in IO5 the teaching staff, in their capacity as evaluator, must record the learning process and the level of fulfillment of the objectives of each unit. Formative evaluation should be provided at the end of each thematic unit of the module to ensure that learning outcomes have been achieved.

Students must acquire a good understanding of their existing competencies and skills through a self-assessment process that will be performed at the beginning of each module and will create an individual reflective result that can be included in their professional portfolio to show their learning and to motivate them to select employment opportunities.

As explained in document IO3 (Curriculum), all modules have an identical structure and include self-assessment/reflection exercises, articles, content presentations and activities to perform both individually and in groups. All these elements will help to complete the formative evaluation of the students, so the professional who tutor the course must compile the results of the exercises and activities carried out.

It is also required that the tutors choose the appropriate assessment tasks among those available or that design a new one according to each student's learning outcome and characteristics, understanding that they do not work to obtain a single "correct" answer, but they reach a personalised result instead according to their skill level and development. Evaluation methods may include: debates, case studies, puzzles, observations, written questions, presentations, videos, etc.

The following table proposes some evaluation methods and tools (what, how, with what to evaluate), which can be incorporated into the development of the training activity.

Table I. Proposal for evaluation tools and methods

<p>DEVELOPMENT LEVEL INDICATORS (What are we going to measure?)</p>	<ul style="list-style-type: none"> ✓ Percentage of completion of mandatory group activities. ✓ Percentage of attendance at face-to-face work sessions ✓ Level of fulfillment of tasks and deadlines of individual tasks
<p>PROCESS (How are we going to measure it?)</p>	<ul style="list-style-type: none"> ✓ Supervision of the tutor of the group work process with timely comments. ✓ Supervision of the individual contribution of each component to the group. ✓ Assistance control / connection. ✓ Making roadmaps of group meetings (Work Diary). ✓ Self-assessment of each group component. ✓ Co-evaluation between the components regarding the intervention of each component. ✓ Teacher evaluation of each group component. ✓ Analysis and evaluation of the behavior / functioning of the group. ✓ Analysis and evaluation of group oral presentations.
<p>EVALUATION INSTRUMENTS (What are we going to measure it with?)</p>	<ul style="list-style-type: none"> ✓ Initial and final reflection activity ✓ Individual and group follow-up interviews. ✓ Road maps where the daily participation of each group component is specified. ✓ Assistance control lists. ✓ Anecdotal records ✓ Checklists ✓ Class diaries ✓ Template / Evaluation rubric / self-evaluation of the group components. ✓ Template / Evaluation rubric / self-evaluation of the operation of the group. ✓ Portfolio

In the Annex to this document, some examples and proposals of evaluation instruments that can be used and / or adapted to each process and group of students are included.

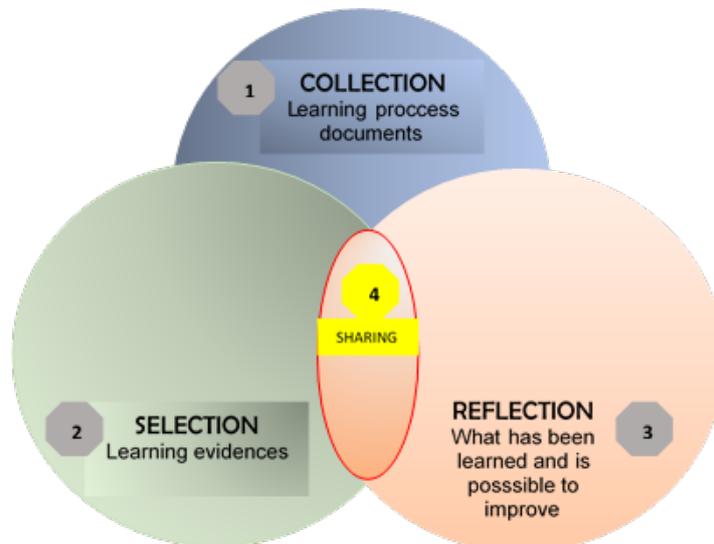
B. EVALUATION SUMMATIVE

✓ ICARO level questionnaire

The final evaluation also implies the completion of the ICARO Level questionnaire, since the completion of the questionnaire at a later time after the training will allow to see if there are differences or improvements in relation to the initial evaluation. In the same way, it will be possible to check the areas and aspects in which these improvements have taken place, as well as if it is necessary to continue deepening in some of them and propose to the student new activities or training proposals.

✓ Student's portfolio

Portfolio evaluation is the multidimensional process of collecting evidence that illustrates the achievements, efforts and progress of students. Therefore it allows not only to evaluate the final result, but also any processes. There would be three notable elements or phases in a portfolio evaluation system, as described in the following image.



© 2009-2018 Rosa Liarte Alcaine. [https:// rosaliarte.com](https://rosaliarte.com)

Therefore, the ICARO itinerary contemplates the creation of a portfolio as a tool to present achievements and test skills for potential employers. The portfolio allows the collection of individual and group work, reflection on difficulties and successes, evaluation of the understanding and skills developed, as well as the planning of future objectives.

Each topic provides an opportunity for self-reflection at the beginning of the module and a complementary closing activity at the end. It is suggested that this activity generate evidence of results and work that may be included in the portfolio. The evidence can take the form of writing, oral, graphic, presentation, audio, video or digital or any combination of these.

The reflective activity of the student required by the portfolio, facilitates the work of constantly reviewing their own theories, assumptions and prejudices and the way they affect their behavior and possible professional development.

The ICARO itinerary portfolio should have the following structure:

- ✓ Cover and title: Portfolio of evidences of the ICARO itinerary
- ✓ Table of contents: it must reflect the organizational scheme of the portfolio, the learning activities or results included in it
- ✓ Introduction: it must reflect the student's starting situation
- ✓ Documents: evidence of work done with titles, dates and comments
- ✓ Self-assessment: reflection on the training process
- ✓ Future objectives: based on achievements, personal interests and progress achieved with the training received
- ✓ Other comments and evaluations

The documents or evidences included in the portfolio must be referred to the learning results collected for each unit. The tutor must record at the end of the ICARO itinerary and for each of the participants:

1. Assistance in face-to-face sessions and online hour's compliance
2. Participation in group activities
3. Completion of online activities
4. Compliance with any activity assigned by the tutor
5. Other complementary activities made

4. ACCREDITATION OF THE ICARO METHODOLOGY

During the development of the ICARO project, work has been carried out on the need to obtain recognition and accreditation of professional competences acquired through participation in the ICARO itinerary, as a non-formal training path.

The complexity of proposing a single way of accreditation of the competences acquired during the ICARO itinerary is obvious, since not only are there differences between the educational and training systems of the different partner countries in this project, but also when we speak about Soft Skills we refer to certain skills and attitudes that can be intangible, which makes measurement and assessment more difficult. However, and after the training experiences with the pilot courses developed in the partner countries of the project, it arises the need to seek, in some way, a form of official accreditation that facilitates access to the labor market of those who perform this formation.

In this sense, the possibility of establishing a certified instrument (ICARO) that is implemented by an accredited organization (entity/institution) and that, once developed by the user served, will lead to a certifiable result (accreditation document, portfolio) is proposed. The combination of all these elements can make possible the official recognition of the acquired skills/competencies.

4. ANNEX

A) EXAMPLES OF HEADINGS

A rubric is a registration tool that lists the criteria for performing a job or activity. They are very valuable tools that serve to demonstrate the learning and can improve the development of the student's activities, as well as those of the teacher, supporting the clarity and precision of the expectations. In addition, the results can be used to improve the quality of work and student learning.

- **Rubric model to evaluate student work in relation to the specific task:** it can be used as a self-assessment by the student and reviewed by the teacher including their own evaluation.

INDICATORS	4	3	2	1				
Work organisation	I have previously planned my work session and I have fulfilled the plan.	I have previously planned my work session although I have not been able to complete it	I have done the activity at times	I have not done the activity				
Involvement in the fulfilment of the activity	Involvement in the fulfillment of the activity	I have worked a lot	I have worked little, less than necessary	I have not involve in it				
Execution	The work is done and fits what was requested	The work is done and I have reviewed its adequacy to what was requested	The work is done, although I have not reviewed it	I have not done the activity				
RESPONSIBILITY <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>0 Nothing</td> <td>1 Sometimes</td> <td>2 Usually</td> <td>3 Always</td> </tr> </table> <p>I have been involved in the fulfillment of the tasks: _____</p> <p>I have adjusted to the established calendar: _____</p> <p>I have had the objective in mind: _____</p> <p>I have attended the face-to-face sessions: _____</p> <p>I have been punctual in attendance: _____</p> <p>I have been punctual in the delivery of the tasks: _____</p>					0 Nothing	1 Sometimes	2 Usually	3 Always
0 Nothing	1 Sometimes	2 Usually	3 Always					

- **Rubric model to assess teamwork:** it can be used as an individual and anonymous self-assessment by students; by way of consensus evaluation for each participant; as an evaluation of a group as a whole.

TEAMWORK	0 Nothing	1 Sometimes	2 Usually	3 Always
Show respect for the rest				
Pay attention to others when they speak and express an opinion				
Participate in the preparation of the work plan to follow				
Avoid working separately or competitively				
Rate the opinion of all group members equally				
Integrate those who do not participate				
Work cooperatively				
It has the capacity to put itself in the place of others				
Avoid dominant attitudes. Act with tolerance				
It is correct in oral and written expression				
It is organized and careful with the good execution of the work				
Manage different information and decide what data to present				
Assume the consequences of what is done, whether good or bad				
Share relevant information				
Know how to structure ideas and organize them to convey them clearly				

- **Model of rubric to evaluate the work online:** The evaluation of the online work can be done through the thematic Forums that are opened by the tutor. A rubric for a multimedia project will list those activities or tasks that the student must include to receive a certain grade or evaluation, such as clarity, organization, aesthetic aspects, etc.

WORK ONLINE	0 Nothing	1 Sometimes	2 Usually	3 Always
Demonstrate knowledge of the subject				
Contribute innovative ideas in discussions				
Punctuality in your contributions				
Avoid dominant attitudes. Act with tolerance				
It is correct in the written expression				
Complete tasks on time				



www.ICARO-softskills.eu