

PILOT COURSE ASSESMENT REPORT

Information to be included in the report:

ORGANISATION ISSUES:

1. LEARNERS SELECTION PROCESS

The process of selecting the students participating in the course "From Home to Work" was done through the guidance professionals of the employment offices of Murcia and Cartagena, among unemployed people with profiles appropriate to the course to be developed and who were participating in a personalized itinerary for insertion in the labor market.

SEF decided to start the course with a number a little higher than the minimum established in the project, since abandonment could be considered due to inadequacy or placement of one of the selected persons.

- a. Number of learners: 31
- b. Distribution by sex and ages:

	AGE GROUPS			
	Under 30	From 30 to 40	From 40 to 50	Over 50
Men 10	0	3	2	5
Women 21	1	4	7	9

- c. Level of qualification

Although the Project establishes as an objective group unemployed people with a low level of qualification, we have had two heterogeneous groups in terms of educational level, which has allowed us to check whether the level of the platform and the contents were adequate for the different levels.

2. PLACE AND DISTRIBUTION OF FACE-TO-FACE SESSIONS

- a. Distribution of face-to-face sessions: number of sessions and duration

The 40 face-to-face hours have been distributed in 10 sessions: 5 morning sessions and 5 afternoon sessions, with an approximate duration of 4 hours per session.

- b. Equipment and support

Students had a classroom for each face-to-face session, equipped with a computer for individual use and necessary material for educational activities and dynamics (paper, scissors, pencils, etc.)



3. TUTORS PROFILE

The Regional Employment and Training Service made the selection of the five people who were going to participate in the transnational course in a transparent and public manner. To do this, it called for a call among the members of the Local Action Group and among the workers of the agency itself. The requirements of the call were:

- Higher education or professional experience related to the education or training of adults or long-term unemployed.
- fluent English (B2 level) (candidates will interview in English)
- Availability to attend a 5-day course in Hamburg at the end of November
- Availability to attend a 5-day course in Murcia, prior to travel to Hamburg.

Twenty-two applications were submitted to the selection process, from different professional fields, from which they passed to the interview phase 11, where the level of communication in English and the availability for participation in the project were assessed, with five people being selected. are indicated in the following subsection with which the SEF signed a "Voluntary Agreement"

- a. Number of tutors: 5, each of them will tutor 5 students
- b. Profile: all of them have experience in the field of adult education. In addition, some of them have participated in activation programs for employment, orientation and with groups at risk of social exclusion. They also have experience in tutoring courses with online training.

THE PILOT COURSE:

1. COURSE CONTENT

- a. Appropriate level: appropriateness and relevance of learning outcomes, appropriate and relevance of content for target learners, level of complexity for learner to use self-directed

The content of the course is based on the guidelines established in IO3 by the Irish partner. However, it has taken into account some characteristics of the group and the Spanish reality to adapt them.

The level of complexity of the content is appropriate to the objective to be achieved with the course: awareness in the acquisition of soft skills and its importance to increase employability in groups of long-term unemployed people. However, it has been proven that, precisely because of the nature of the soft skills, it is important that there is a stable and continuous contact between tutor and students, so the face-to-face sessions are very important in this training.



The higher the educational level of the student, the completion of the course and the revision of the contents is easier, being able to establish a greater number of activities to perform online. However, when the levels of the student body are poorly qualified, we consider it more appropriate that the number of face-to-face training hours, both individual and group, be increased. We understand that in this type of competences the group work and with special dynamics will benefit the achievement of the objectives.

- b. The structure: sequence of materials, presentation and structure of the curriculum, length.
 - a. What could be missing in contents and activities?

You could consider including some "formative pills" in video format, no longer than 3 minutes long and with specific concepts, e.g: empathy, diversity, negotiation, assertiveness, etc., that were quick and easy to see by the students at home .

- b. Group activities: interaction between learners, group dynamics

Although the course has been designed mainly to be done online, sessions and classroom activities are of great importance, especially when the students' educational level is limited. In addition, group dynamics acquire a great importance for the sensitization of certain units, so they must be very well prepared by the tutors, with the aim that they develop at the right time and in the most useful way for the course.

The generalized comments by students and tutors have highlighted the importance of face-to-face training and group dynamics.

2. MOODLE PLATFORM:

- a. Access issues login, contact with the tutors

Some problems have been raised when assigning the access codes, since they are somewhat complex and students are not used to their use. We must make passwords and logins simpler.

Some problem with the different versions of the computer units, which caused certain presentations or activities to give problems in downloading.

- b. Usability by tutor and learner, ease of use

The tutor has to be familiar with the possibilities of the Moodle platform. For this there are multitude of manuals on the Internet that allow optimizing the use of resources. An explanation of the content and methodology should be given to the student before the start of the course so that he / she can follow the instructions correctly.



INCIDENTS AND RESULTS:

- a. Overall assessment of results
 - The course and the platform may serve the purpose of the Project, but it needs further revision.
 - The presentations in power point are not narrated, only the one of the module of "digital competitions" reason why it is necessary to change the IO3 in its writing and to put that the power point "will be able" to be narrated.
 - Some written articles and extra material are of a high level, so they have to be adapted to the level of an unemployed person with a low level of qualification.
 - The course does meet its objective of "raising awareness of the need to acquire soft skills" to students.
- b. Incidents: dropout, complaints
 - Missing "evaluation" exercises and developing how the tutor's revision of the material prepared by the student is done.
 - There is no established system to incorporate the student's results into the e-portfolio
 - Some exercises and activities are downloaded in the same window, which is more complicated for the student, having to re-enter the course.

