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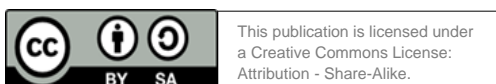
WP WORK PACKAGE 8
Assessment, recognition and certification of achieved learning outcomes

R8.1 – Quality standards and evaluation procedures
R8.2 – Procedures for cross-border assessment and recognition

Table of contents

1.   Introduction

Quality standards and evaluation procedures (definition of assessment procedures at all levels, including quality standards)

The PaintingSkillsAcademy (PSA) is dedicated to vocational education and training for the European painting trade, based on the challenges and requirements of the European market and the associated entry into the European labour market for (painter) craftsmen, which has a great influence on their competitiveness and the future viability of their companies.

In the first step, the PPE works sector-oriented, but results can later be easily transferred to other trades. Of course, the PSA is aware of the existing European instruments and recommendations formulated by the European Commission, including EQF, validation of non-formal and informal learning (Recommendation and European Guidelines), Europass, ECVET-S system for vocational training and EQAVET. The PSA clearly does not seek to change existing European instruments and recommendations and does not want to interfere with existing national regulations.

The PSA rather follows the recommendations formulated by the European Commission (e.g. EQF), so that cross-border recognition in the (painting) trade is possible and the achieved learning results, the acquired competences are usable on the labour market. The technical authority that can confirm the expertise is UNIEP (highest European authority/authority of the European painting trade) and the expert panel to be elected by UNIEP.

The **PSA assessment process** is designed to assess the performance of learners and is based on sectoral and market-oriented quality standards.

PPE **recognition** is a so-called sector recognition in order to provide orientation to apprentices, teachers and companies in the painting trade and/or to be able to make recommendations on individual educational needs.

PPE certifications are ultimately transnational/European PPE certificates that will serve European policy and painting in terms of transparency and mobility.

Through the numerous discussions of the project partners during the project duration it became clear that a differentiation of the R8.1 and R8.2 provided for in the project application does not make sense. The PSA does not distinguish between general and cross-border evaluation procedures.

1.1   Definitions

1.1.1   Definition of quality standard

Quality standards set minimum quality and safety requirements that a product or service must achieve in order to be accepted and approved.

Quality standards can be found not only in the field of vocational education and training, but in many economic and public areas.

The quality standard in vocational education and training in the European painting trade guarantees the target groups a measurable quality.

In Germany, for example, *the German Institute for Standardization (DIN e. V.)* Quality standards.

There are three levels of standardization work:
(1) For Germany, for example, these are DIN standards as national standards.
(2) The European Committee for Standardization (CEN) prepares European standardization for the states of the EU. These standards are published as EN standards.
(3) International standardization is carried out by the International Organization for Standards (ISO).

What is a quality standard?

Reputable labels (seals of quality) are possible because labels are not legally protected in Germany, for example. For a serious label, essential criteria must be observed:

- Issued by an independent organization (there should be no vested interests that could influence the outcome).
- Carrying out regular checks of consistent quality (in relation to the criteria).
- Transparency (information must be easily accessible to target groups and published).
- Representative surveys of the corresponding target group, evaluation of the results and catalogue of measures regarding the potential for improvement.

Quality criteria must be precisely defined, measurable and demonstrable in order to have comparable characteristics that represent decision criteria and make objective decisions possible.

1.1.2   Definition of quality assurance

In vocational education and training, quality assurance serves to enable high-quality education that qualifies for the labour market.

In Germany, the Federal Ministry of Education and Research (BMBF) has defined the concept of quality in the context of vocational education and training – based on the Federal Education Act:

> "Quality in in-company training means **ensuring the high quality** of the training process in such a way that the trainees are qualified to master the relevant professional work tasks without errors after completion of the training. This requires high **input, process, output and outcome quality**."
>
> *(Source: Quality in vocational education and training (Archived from the original on 25 September). May 2011 at the Internet Archive; retrieved 21 September 2011.)*
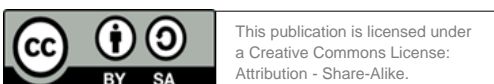
1.2 EQAVET (European Quality Assurance Reference Framework for Vocational Education and Training)

Source of the following citations: https://ec.europa.eu/social/main.jsp?catId=1536&langId=en

EQAVET (European Quality Assurance in Vocational Education and Training)
- emerged from the 2009 Recommendation of the European Parliament and of the Council as a pan-European framework to support quality assurance in vocational education and training (VET) across Europe.
- is based on a quality assurance and improvement cycle (planning, implementation, evaluation/evaluation and review/revision) and a selection of descriptors and indicators applicable to quality management at both VET system and VET provider level.
- does not prescribe a particular quality assurance system or approach, but provides a framework of common principles, indicative descriptors and indicators that can help to assess and improve the quality of VET systems and provision. EQAVET can therefore be seen as a "toolbox" from which different users can choose the descriptors and indicators they consider most relevant to the requirements of their quality system.
- supports the implementation of the 2020 Recommendation on vocational education and training for sustainable competitiveness, social fairness and resilience. The VET Recommendation describes how EQAVET can be used to strengthen the quality of vocational education and training and presents the full framework of EQAVET.

The EQAVET framework can be used by VET providers and in VET systems to support quality assurance:
- Learning environments (e.g. school-based, work-based learning, training, formal, informal and non-formal provision)
- All types of learning contexts (e.g. digital, face-to-face and blended)
- public and private VET providers
- VET qualifications and qualifications at all levels of the European Qualifications Framework

The implementation of the 2020 Council Recommendation is supported by **National Quality Assurance Reference Points (NRPs),** which bring together relevant n stakeholders at national and regional level to:
- implement and further develop the EQAVET framework.
- inform and mobilize a wide range of stakeholders, including centers of professional excellence (contributing to the implementation of the EQAVET framework).
- support self-evaluation as a way to measure success and identify areas for improvement, including the digital readiness of VET systems and institutions.
- actively participate in the EQAVET network.
- provide updated descriptions of national quality assurance arrangements based on EQAVET.
- participate in peer reviews at EU level to improve the transparency and coherence of quality assurance arrangements and increase trust between Member States.

Together with national representatives from ministries and other competent bodies, the NFPs (National Quality Assurance Reference Points) form the core of the European EQAVET network. By working together, the EQAVET network produces case studies and guidance on various ways to develop and improve quality assurance in vocational education and training. Each year, the EQAVET network organizes a series of support activities, including an annual meeting, for those interested in quality assurance of vocational education and training at European level.
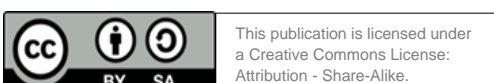
List of NRPs: https://ec.europa.eu/social/main.jsp?catId=1571&langId=en

The EQAVET framework consists of a set of indicators and indicative descriptors:

(1) The 10 EQAVET indicators to assess the quality of vocational education and training:

1. Relevance of quality assurance systems for VET providers
2. Investing in teacher and trainer training
3. Participation rate in vocational training programs
4. Completion rate in vocational training programs Placement rate of VET graduates
5. Placement rate of graduates of vocational training programs.
6. Use of acquired skills in the workplace
7. Unemployment rate in the country
8. Prevalence of vulnerable groups
9. Mechanisms for identifying training needs in the labour market
10. Programs to promote better access to VET and to provide guidance for (potential) VET learners

(2) EQAVET indicative descriptors

a) System level

EQAVET indicative descriptors help Member States to analyze their quality assurance system(s) and assess progress. The indicative descriptors can be applied to both initial and continuing vocational training and are applicable to all learning environments: school-based provision and work-based learning, including apprenticeship programs.
The full **list of indicative descriptors for each stage of the system-level quality cycle**:

1. Planning	2. Implementation	3. Evaluation	4. Review
• Objectives of vocational education and training are described for medium and long term periods and link the European and sustainable development of goals, taking into account the environment and sustainability considerations. • Social partners and all other relevant stakeholders are involved in shaping the tasks and objectives of vocational education and training at different levels. • Objectives are defined and monitored by specific indicators (success criteria). • Mechanisms and procedures will be put in place to identify the training needs of the labour market and society. • An information policy has been developed to ensure optimal disclosure of quality outcomes, subject to national/regional data protection requirements. • Standards and guidelines for the recognition, validation and certification of competencies of persons are defined.	• Implementation plans have been established in cooperation with social partners, VET providers and other relevant stakeholders at various levels. • Implementation plans take into account the resources required, the capacity of users, and the tools and policies needed to support them. • Directives and standards are designed for implementation at different levels. These guidelines and standards include assessment, validation and certification of qualifications. • Implementation plans include targeted support for the training of teachers and trainers, including digital skills and environmental sustainability. • The responsibilities of VET providers are explicitly described and presented transparently in the implementation process. • A national and/or regional quality assurance framework will be developed and will include guidelines and quality standards in VET at provider level to promote	• An evaluation method will be developed that covers internal and external evaluation. • Stakeholder involvement in the monitoring and evaluation process is agreed and clearly described. • The national/regional standards and processes for improvement and quality assurance are relevant and proportionate to the needs of the sector. • Where appropriate, the systems shall be subject to self-evaluation and internal and external review. • Early warning systems have been implemented. • Performance indicators are applied. • Relevant, regular and coherent data collection takes place to measure	• Procedures, mechanisms and tools for carrying out reviews will be defined and used to improve the quality of care at all levels. • Processes are regularly reviewed and action plans for changes are developed. Systems are adapted accordingly. • Information on the results of the evaluation shall be made publicly available.

• VET qualifications are described in terms of learning outcomes. • Mechanisms for ensuring, assessing and verifying the quality of qualifications are in place. • VET programs are designed to enable flexible learning pathways and respond quickly to changing labour market demands.	continuous improvement and self-regulation.	success and identify opportunities for improvement. Appropriate data collection methods have been developed, e.g. questionnaires and indicators/metrics.	

Source: https://ec.europa.eu/social/main.jsp?catId=1570&langId=en

b) Provider level

The EQAVET framework contains indicative descriptors to help VET providers analyze their approach to quality assurance and assess how much progress has been made in improving the quality of provision. They can be applied to both initial and continuing vocational training and are applicable to all learning environments: school-based provision and work-based learning, including apprenticeship programs.

The full **list of indicative descriptors for each stage of the quality cycle at vendor level**:

1. Planning	2. Implementation	3. Evaluation	4. Review
• The objectives of European, national and regional VET policies are reflected in the local objectives set by VET providers. • Explicit goals/targets and targets are set and monitored, and programs are developed to achieve them. • Ongoing consultations with the social partners and all other relevant stakeholders take place to identify specific local/individual needs. • Responsibilities in quality management and development are explicitly assigned. • There is an early involvement of the staff in the planning, also with regard to quality development. • Providers plan to cooperate with relevant stakeholders. • The relevant stakeholders participate in the process of local needs analysis. • VET providers have an explicit and transparent quality assurance system in place. • Measures are designed to ensure compliance with data protection rules.	• Resources shall be appropriately targeted/allocated internally to achieve the objectives set out in the implementation plans. • Relevant and inclusive partnerships, including those between teachers and trainers, will be explicitly supported to implement the planned actions. • The strategic plan for staff competence development defines the training needs of teachers and trainers. • Employees regularly attend training and develop collaboration with relevant external stakeholders to support capacity building and quality improvement and improve performance. • VET providers' programs enable learners to achieve the expected learning outcomes and to participate in the learning process. • VET providers respond to the learning needs of individuals by using a learning-centered approach that enables learners to achieve the expected learning outcomes. • VET providers promote innovation in teaching and learning methods at school and in the workplace, supported by the use of digital technologies and online learning tools. • VET providers use valid, accurate and reliable methods to assess individuals' learning outcomes	• Self-assessment/self-assessment shall be carried out regularly within the framework of national and regional regulations/frameworks or at the initiative of VET providers and shall also cover the digital readiness and environmental sustainability of VET institutions. • Evaluation and review includes education and training processes and outcomes, including assessment of learner satisfaction and staff performance and satisfaction. • Evaluation and review shall include the collection and use of data and appropriate and effective mechanisms for engaging internal and external persons/prospects. • Early warning systems have been implemented.	• Feedback from learners is collected on their individual learning experience and the learning and teaching environment. Together with feedback from teachers, trainers and all other relevant stakeholders, this will be used to inform further action. • Information on the results of the review is widely disseminated and publicly available. • Feedback and review procedures are part of a strategic learning process in the organization, supporting the development of a high-quality offering and improving opportunities for learners. • Results of the evaluation process are discussed with relevant stakeholders and corresponding action plans are drawn up.

Source: https://ec.europa.eu/social/main.jsp?catId=1570&langId=en

1.3   Evaluation procedure

Performance evaluation (performance appraisal) refers to the classification of a performance in a reference system on the basis of an assessment standard.

Procedure stands for a regulated, comprehensible and repeatable process that can be broken down into procedural steps.

2.   The PSA assessment process at all levels, including quality standards

PSA assessment procedures

Assessment can be used formatively during a learning process and summative at the end of a learning process.

Formative PSA assessments are targeted, criteria-driven individual assessments that can be used by learners and teachers for the further learning process.

The purpose of formative PSA assessments is to provide progress-oriented feedback to individual learners, who thus promote reflection and progress in their own learning.

In English, this distinction is also defined as "assessment FOR learning" instead of "assessment OF learning".

The acquisition of skills can be accompanied and supported by feedback and support. For formative performance reviews to be possible, they must be easy to use and not too time-consuming. Forms of self-assessment or external assessment by other learners are also possible.

A **summative assessment** takes place at the end of a learning process and serves to definitively determine a level of competence. When learners reach a certain level of competence, they acquire certain rights.

PSA assessment procedures represent clearly structured and transparent assessment processes, which basically involve the creation for each tool, for each unit, etc. in an appropriate form of performance review.

PSA assessment procedures
- are tailored to the learning content and workshop or course formats.
    - Example 1: Participants attend the seminar "Dealing with Ladders 2022", duration of the seminar: 4 hours, level 3 EQF, practical seminar. Such a seminar does not end with a learning success check or a test. The evaluation "successfully participated" is done here by observation. Successful participation in the seminar will be confirmed with a certificate of attendance containing content, duration and EQF level.
    - Example 2: Participants attend the course "UNIT 9 – L6_U9-3 Decorative Techniques", duration of the seminar: 200 hours, Level 6 EQF, practice. Such a course ends with a learning success assessment or test that assesses the skills actually acquired. Participants will receive a PSA certificate that includes content, duration, EQF level and transparent information on the assessment.
- enable learning and working at European level because, in addition to the content (see WP3 and WP4), they are transparent and comprehensible for the labour and education market.
- have the goal of being usable for participants.
    - Example 1: Participant A from Belgium would like to continue her education in the field of "Historical Painting Techniques". A needs proof of the skills acquired that can be used in the labour market because he wants to change companies after further training. A informs itself (at UNIEP/PSA) where and when such a course takes place. A finds a suitable course in Austria and registers. A receives a PPE certificate, which he uses as proof at his new employer.

- o <u>Example 2:</u> Participant B would like to complete parts of the training as a painter in another European country. B learns from UNIEP/PSA how this can be done. UNIEP/PSA prepares a recommendation for B as to which content, in which period, in which country and in which educational institution or company can be completed (mobilities).
- o <u>Example 3:</u> Participant C from Hungary would like to acquire the master craftsman's certificate (Level 6 EQF) in Germany for personal reasons. C asks UNIEP/PSA what to do. UNIEP/PSA examines the skills and competences acquired so far (see WP7) and the admission requirements that are met in Germany for passing the master craftsman's examination. UNIE/PSA prepares a training roadmap for C in order to close any gaps in education, including information on learning venues, duration and costs of the courses. C can fall back on PPE courses in Europe, which optimally prepare him for the master craftsman's examination. C can register for and take the master craftsman's examination in Germany without having to complete further courses in Germany.
- Wherever possible and appropriate, formal procedures are used in European countries in order to achieve a high degree of acceptance.

It is not possible to circumvent national laws with PPE assessment procedures and PPE certificates.
<u>Example:</u> If painter C (no matter from which European country, including Germany) wants to become self-employed in Germany with a painting business, then C must have a master craftsman's certificate, because in Germany a so-called master craftsman obligation is prescribed by law for the painting trade.

2.1   Performance assessment – formats and instruments

Assessment of performance that strengthens learners' subject, cross-curricular and social skills, as well as their self-esteem, can make a significant contribution to promoting the desire to learn. Various instruments should be used to determine performance in the context of competence-oriented teaching (competence).
If different types of tasks are set, learners can show a larger part of the spectrum of their skills. Of course, learners must be familiarized with the different types during the learning process.

Learning success checks make the learners' learning level visible and provide information on learning objectives achieved or not yet achieved. Trainers therefore regularly carry out learning success checks, give the learners feedback and make feedback on the training process possible.

Objectives for the introduction of performance controls:
- Motivation of learners to learn
- complete communication of the contents of the information
- Offering assistance to low-performing people
- Adapting the course of learning to individual learning progress
- Review and, if necessary, improve and, if necessary, improve research concepts and methods
- Retrospective reduction of educational periods for higher achievers

However, in order for the different formats to be actually suitable for formative and certifying/normative performance assessment, it must be ensured that only those skills are evaluated that the learners have acquired in class. The creation and presentation (methodological, information, media competence) of lectures and presentations must therefore be (have been) the subject of instruction.

In addition to oral and/or written and/or practical formats, the PaintingSkillsAcademy also uses the instrument of observation to determine performance, tailored to content and EQF level.

2.1.1   Oral formats

2.1.1.1 Oral tests and assessment of learning outcomes
Oral tests and learning success checks (examinations) should be an integral part of the assessment of performance. They are essential in some areas, such as the assessment of oral language skills in the language of instruction and foreign languages or the conduct of technical discussions.
The repertoire of questions should   not only refer to usual questions with more or less clear answers, but also include questions which require the formulation of a personal point of view or value judgement.
The presence of assessors is recommended for oral tests.

2.1.1.2 Expert discussion
The "technical discussion" actually refers to one among experts and/or the client. Since goals are pursued in the learning process that go beyond the technical, these must also be reflected in the performance evaluation.

Fig. 1: Elements of the expert discussion
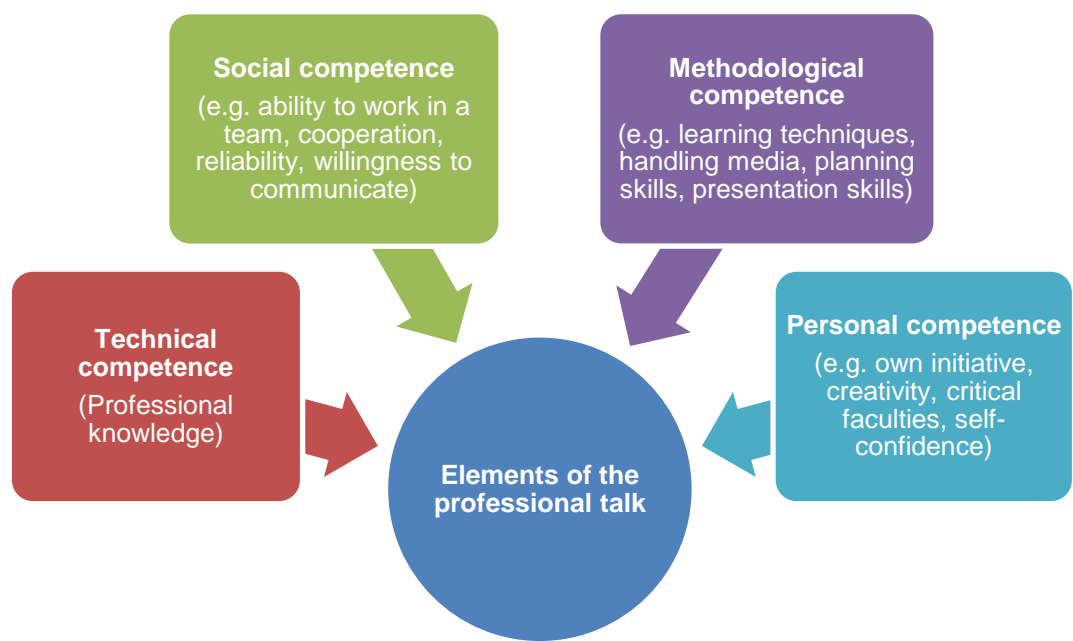
2.1.2   Written formats

2.1.2.1 Written tests and learning outcomes (examinations)
The classic form of performance assessment is the written test, the written learning success control. Written tests and exams provide partial information about learners' performance, especially when many different types of questions are used. The tests and examinations should be designed in such a way that both knowledge and skills are balanced and in different areas of requirement (e.g. Reproduction, application, generalization) can be measured.

2.1.2.2 Final examinations Theory (knowledge)
The final examination must be used to determine whether candidates possess the necessary theoretical knowledge and are familiar with the subject matter conveyed in the classroom and essential for vocational education and training. Final examinations theory is to be used in particular for vocational qualifications.

2.1.2.3 Written theses
A thesis is a written work that is written by apprentices at the end of the qualification (for example: master crafts-man in the painting trade). The learners deal with a scientific question.
Components of a term paper/thesis are cover page, table of contents, introduction, main part, conclusion and bibli-ography/list of sources and affidavit.

2.1.3 Written-oral formats

2.1.3.1 Presentations and lectures
Presentations and/or lectures, adapted to the level of the learners, are very well suited for determining perfor-mance, in particular for the evaluation of subject-related competences and their networking by the individual learner as well as for the evaluation of interdisciplinary and social skills.
Presentations and/or lectures are also ideal for group work, which, for example, promotes the learners' ability to work in a team.

2.1.3.2 Computerized presentation
In principle, presentations are the targeted preparation of information for the presentation of content for a specific audience.
In contrast to presentations and lectures, content is presented in digital form with a presentation program (usually PowerPoint).

2.1.4 Practical formats

2.1.4.1 Practical assessment of learning success
Learners create work samples during or at the end of learning units. Work samples should be designed in such a way that skills can be measured in a balanced manner.

2.1.4.2 Final examination Practice (skills)
The final examination is used to determine whether candidates have mastered the required skills. The skill test can consist of work samples and test piece.

The choice of formats and instruments for determining performance is generally the responsibility of the PSA ex-pert team (PSA examination board), tailored to the content and purpose of the training and further education.

2.2 Performance evaluation

The project consortium agrees on a clearly structured and transparent evaluation process and prepares an appropriate form of performance review for each tool, unit, etc.

Offering transnational/European craft certificates for the selected professions is an objective that will serve European policy on transparency and mobility.

Similarly, the definition of a "European format" for partial qualifications and certificates for the painting sector is seen as a necessity in situations where, for various reasons, people do not aim for a full qualification but are able to perform certain tasks included in the definition of qualifications.

In particular, the documentation of partial qualifications is a valuable tool for employment opportunities and is aimed directly at migrant workers and refugees, as well as those seeking a second career.

2.2.1 Valuation principles

(1) Setting standards (guidelines)

An evaluation only makes sense if the standards (guidelines) are clear to all parties involved. The following quality requirements must be observed:

- Evaluation is only possible if the objectives are clear.
- Project work (complex tasks/fields of action) must be evaluated holistically.
- Teamwork means evaluation of the individual and the team.
- There is no uniform standard evaluation scheme.

PPE also understands evaluation as the assessment of the condition of a project/service according to defined standards (guidelines) at a key date.

Ideally, the evaluation should not only include the final result/assessment, but also to some extent the path, with all the errors and difficulties.

For example, processes can be questioned in a technical discussion, processes reflected on and/or mistakes made analyzed.

(2) Which competencies can be assessed?

- Professional competencies
- Methodological competence
- Social skills
- Personal competencies

(3) Transparency

- Participants must be clear about what will be judged, when and how.
- There must also be non-judgmental phases so that creativity and openness are maintained.
- Recommendation: Formulate the goals according to the SMART rule!
  - Specific → concrete and precise
  - Measurable → verifiable
  - Action-oriented → list of actions
  - Realistic → achievable (even with "obstacles")
  - Schedule able → there are fixed intermediate and end dates

(4)   Self-assessment

The evaluation of the trainers can be supplemented by the self-assessment of the participants or the team.
A prerequisite for targeted self-assessments is an open atmosphere. The rules must be known to everyone and accepted by everyone (e.g. tone, dealing with criticism).

(5)   Objectivity

Evaluation processes will never be 100% objective. Studies have shown that the same performance (oral or written) was evaluated five times differently by five different teachers. In any case, however, the aim should be to keep subjective evaluation factors to a minimum.

In order to be as conscious and transparent an assessment as possible, it is necessary to define criteria that are consistently used in each evaluation.

Participants of courses and workshops should know the expectations (criteria catalogue).

2.2.2   Performance evaluation of oral formats

The evaluation of oral performance is one of the most difficult tasks of evaluators. Oral performance should therefore be evaluated quantitatively and qualitatively.
The PSA provides evaluators with documents that make it possible to assess the assessment that is as objective as possible.
The following is an example that shows a guide for conducting a technical discussion at EQF level 4 and an evaluation sheet.

Tab. 1: Example of guidelines for conducting the expert discussion (EQF Level 4 exam)

Special features of the expert discussion	• In the expert discussion, the individual performance of the examination participants must be taken into account. • The expert discussion does not focus on specialist book knowledge detached from practice.
Prüferrolle	Examiners • are not "judges", but professionals and also they take the perspective of benevolent customers. • focus on the performance strengths of the candidates and not on the performance weaknesses. • take into account the specifics of an examination situation.
Expiration	The expert discussion can be held during the execution or after completion of the work task.
Duration of the expert discussion	15 minutes
Conversation	Examiners • first ask the test participants o present and represent their own work on the customer order. • In the initial phase, there was no criticism of the remarks. • after the presentation of the work according to topic 1. • Constructive criticism. • Subsequently, technical aspects of the work will be dealt with (topic 2).

	• deal with technical aspects of the customer order on the basis of the work created (topic 3). • enable candidates to reconsider erroneous explanations (reflection). • end the conversation with positive statements.
Issues	**Topic 1: Design and presentation** • 1. Color chart • 2. Presentation **Topic 2: Implementation** • 3. Execution of the work item • 4. Workflows • 5. Occupational safety and personal protective equipment **Topic 3; Control and evaluation** • 6. Work results • 7. Technical problems and their solutions • 8. Technical background relevant to the work task

Source: The journeyman's examination for the painting and varnishing trade 2020, Germany

Tab. 2: Example evaluation sheet of the expert discussion (EQF Level 4 exam)

Topic 1: Design and presentation	Possible points	Rating (points achieved)
Presents the selected color contrast, the décor selection and the arrangement of the font and can justify its selection.		
Responds to queries from the examiner.		
Appears positive and confident towards the examiner.		
Uses understandable language, uses appropriate technical terms safely.		
Topic 2: Implementation	**Possible points**	**Rating (points achieved)**
Can explain your own procedure and workflow for individual items of the sales order in a comprehensible way.		
Automatically detects errors in the workflow and can make suggestions for improvement.		
Recognizes errors in its own workflow based on auditor instructions and can make suggestions for improvement.		
Responds to queries from the examiner.		
Topic 3; Control and evaluation	**Possible points**	**Rating (points achieved)**
Independently recognizes errors/sources of error of his own examination performance and can make suggestions for improvement.		
Recognizes errors/sources of error in his own audit performance on the basis of examiner information and can independently make suggestions for improvement.		
Maximum total score	**100**	
= Note	**1 (very good)**	

Source: The journeyman's examination for the painting and varnishing trade 2020, Germany

In Germany, the best grade is grade 1 (in words: very good). The grading system differs in other European countries.

The PSA Audit Committee determines the possible points on the topics before the start of the examination.

2.2.3   Performance evaluation of written formats

The performance requirements result from the objectives of the training measure. Performance assessments and performance evaluations provide the participants as well as the trainers and specialist companies with feedback on the acquired competences. The documentation of individual learning development provides orientation for measures of individual support.
The PSA provides evaluators with documents that enable an objective assessment.
The following is an example showing guidance on how to conduct an EQF level 4 knowledge test and an assessment sheet.

Tab. 3: Example Guide to conducting a knowledge test (EQF Level 4 exam)

Preparation	In order to ensure that the knowledge test is carried out correctly, the examiners must review the examination documents approximately three months before the start of the examination. Objective: Preparation and provision of the substrates, materials, tools and aids required by customer order. The examiners shall determine the date and duration of the knowledge test.
Performance	The knowledge test is the written part B, consisting of B1, B2 and B3. Candidates should be given sufficient time to grasp and understand the customer order. The examination period begins only after the respective distribution of the examination papers.
Written assignments	The written examination part B is divided into the examination areas • B1 Design • B 2 Maintenance and protection of buildings • B 3 Economics and Social Studies Candidates must be advised that they must enter their examination number - not their name - on the task sheet at the marketplace.
Regulations	• The solutions are to be entered by the examinee directly into the printed task sheets B1, B2 and B3. • The points for the tasks are indicated on the respective page in the task sheet. • For partial solutions, partial points should be given. • When processing the programmed tasks, it should be noted that only one answer is correct at a time. • For the evaluation, the possible solutions in the solution booklet of the examiners are to be used. • Evaluators write down the points on the given points "achieved points" in the task sheet. • The sums of the sub-points of the individual tasks are to be recorded in the" points achieved" on the pages of the task sheet and transferred to the next pages. • The total number of points achieved is recorded after the last task in the task sheet and transferred to the evaluation sheet.

	• The use of a calculator is provided. • The collection of formulas is the basis for the tasks/proposed solutions. • For the processing of the examination area B 1 Design colored pencils are necessary. • The examiners must provide the crayons or arrange for the participants to bring crayons on the day of the exam. • The candidates are instructed before the start of the exam and receive all necessary information (e.g. timing, weighting of the examination areas).

Source: The journeyman's examination for the painting and varnishing trade 2020, Germany

Fig. 2: Example task sheet (excerpt knowledge test B2)

English text:

Pos.9 Coating windows

32. The oak box-type windows are coated. There is structural and slight weather damage.

Explain the removal of the damage that has occurred.

(achievable point 2)

damage description	removal
Weathered old coating detaches from the substrate of the weatherboard.	
The wood profile is too sharp-edged.	

33. The box sash windows should receive an overhaul coating on all sides. A typical box sash window usually consists of the following main components: outer frame, outer fixed sash, inner fixed sash, transom, mullion, intermediate lining/box.
Complete 4 designations in this diagram.

(achievable point 2)

Source: The journeyman's examination for the painting and varnishing trade 2020, Germany

Fig. 3: Sample evaluation sheet (excerpt knowledge test B2)

English text:

Kenntnisprüfung Maler und Lackierer

Bewertungsbogen
Schriftliche Aufgaben

Prüf.-Nr.: **XXXX-XXX**

Nummer der Aufgabe	Soll (mögliche Punktzahl)	Ist (erreichte Punktzahl)	Aufgabe	Soll	Ist
			Gesamt (Aufgabe 1-…)	100	

Datum   Name, Vorname Bewerter*in   Unterschrift Bewerter*in

Knowledge examination painter and varnisher

Evaluation form
Written tasks

Exam no. **XXXX-XXX**

Task number	Should (possible score)	Is (achieved score)	Task	Should	Is
			Total (task 1-…)	100	

Date   name, first name evaluator   signature evaluator

*Tab. 4: Example of the **timing** of a knowledge test (EQF Level 4 exam)*

Order	Written assignments	Exam time
Prüfungsbereich B1	Formation	.max. 120 Minutes
Prüfungsbereich B2	Maintenance and building protection	.max. 180 Minutes
Prüfungsbereich B3	Economics and Social Studies	.max. 50 Minutes
	Sum	.max. 300 Minutes

Source: The journeyman's examination for the painting and varnishing trade 2020, Germany

Tab. 5: Example of **weighting of the examination areas of** *a knowledge test (EQF Level 4 examination)*

Order	Written assignments	Weight
Testing area B1	Formation	35 %
Testing area B2	Maintenance and building protection	45 %
Testing area B3	Economics and Social Studies	20 %

Source: The journeyman's examination for the painting and varnishing trade 2020, Germany

2.2.4 Performance evaluation of written-oral formats

In any case, it should be evaluated on the basis of criteria grids (see Fig. 3), which serve both self-evaluation and external evaluation. These criteria must, of course, be adapted to the expected level of the learners and may include different emphases. In this context, the transparency of these criteria proves to be very helpful and conducive to learning. The latter should be known to learners in advance.

Fig. 4: Sample evaluation sheet presentation/presentation (see Appendix 1)

Evaluation sheet for a presentation/presentation

Presentation/Lecture by _____
First name, name learner

Date_____
Topic _____

Assessment area	The feature is …	Not fulfilled	Fulfilled with restrictions	fulfilled	Especially fulfilled
Content	Outline	0	1	2	3
	Completeness	0	1	2	3
Language	Comprehensibility, technical terms, factual correctness	0	3	6	9
Appearance	Eye contact, body language, speaking loudly and clearly, tempo	0	1	2	3
	Free speech with notes	0	1	2	3
Materials	Visualization with: - Poster - Board - Foil - electronic (e.g. PowerPoint) - model/real object - others	0	1	2	3
Result assurance	- Test - Quiz - Mindmap - Thesis paper Internet prints is not an own performance = score 0 points!	0	1	2	3
Total achievable points: 27, of which reached:					
Assessment					
Censorship	1	2	3	4	5	6
Points	27-25	24-21	20-17	16-13	12-4	3-0
Comments:					

2.2.5 Performance evaluation of practical formats (skills)

The performance requirements result from the objectives of the training measure. Performance assessments and performance evaluations provide the participants as well as the trainers and specialist companies with feedback on the acquired competences. The documentation of individual learning development provides orientation for measures of individual support.

The PSA provides evaluators with documents that enable an objective assessment.

The following is an example showing a guide to conducting a EQF level 4 skills test and an assessment sheet.

The evaluation sheet is available for the evaluation of the individual tasks of the "work task". Each task of the "work task" must first be evaluated according to the 100-point system. The points achieved are recorded in the evaluation sheet and transferred from there to the evaluation form.

Before the evaluation, the assessors should determine which evaluation criteria are to be taken into account by all evaluators for each individual task in order to obtain a uniform assessment basis. The table on the evaluation sheet explains the assessment to the evaluator.

However, it does not serve to throw out the grades on the evaluation sheet of the "work task".

Table 6: Example Guide to conducting a skills test (EQF Level 4 exam)

Preparation	In order to ensure that the skills test is carried out correctly, examiners must review the examination documents approximately three months before the start of the examination. Objective: Preparation and provision of the substrates, materials, tools and aids required by customer order. The examiners shall determine the timing and duration of the skill test.
Performance	The skills test is the practical part A (work task). Candidates should be given sufficient time to grasp and understand the customer order. The examination period begins only after the respective allocation of the examination paper.
Tasks	Part A is usually divided into 8 tasks that have to be implemented during the examination period. • Task 1: Work Item Workflow • Task 2: Color and material plan • Task 3: Creative surface structuring • Task 4: Decorative design with font elements • Task 5: Decorative techniques • Task 6: High-quality wallpapering • Task 7: Painting a door (door element) • Task 8: Justification of color selection (color concept) Candidates must be advised that they must enter their examination number - not their name - on the task sheet at the marketplace.
Regulations	• The examiners must ensure that all test participants have the necessary substrates, materials and auxiliary materials, tools, equipment and machines available for the examination. • The provision can be made by examiners or by authorized responsible persons in the examination room. • The examiners must inform all candidates of the type and size of the worktops or rooms and the scope of the respective preparatory work.

	- The execution of the work task begins with the creation of the workflow plan and the dyeing and material plan. - The examiners determine at the exam location when these tasks are to be carried out by the candidates (before or during the implementation of the practical task). - Depending on the respective examination topic (customer order), the examination participants must first develop a design (e.g. color design) for one or more tasks, which is to be implemented in the examination. Before the candidates begin the practical execution of the tasks, these drafts must be submitted to the examiners for signature. The candidates will be sent a corresponding worksheet with instructions in good time (at least 14 days before the exam).

Source: The journeyman's examination for the painting and varnishing trade 2020, Germany

Fig. 5: Example task sheet (excerpt skill test, EQF level 4 exam)

Source: The journeyman's examination for the painting and varnishing trade 2020, Germany

Fig. 6: Sample assessment form (excerpt skills test, EQF level 4 examination)

BEWERTUNGSBOGEN

Aufgabe (Tasks):
1. Arbeitsablauf planen und dokumentieren
2. Farb- und Materialplan erstellen
3. Wandfläche im Museumsshop dekorativ gestalten (Pos. 3)
4. Präsentationswand dekorativ gestalten (Pos. 2.2 und 2.3)
5. Brüstung mit Zahnrädern dekorativ gestalten (Pos. 2.4)
6. Wandflächen im Büro tapezieren (Pos. 5)
7. Innentüren beschichten (Pos. 7)
8. Begründung der Farbauswahl für die gesamte Gestaltung des Museums

Bewertungskriterien (Assessment criteria):
1. Detailplanung der einzelnen Arbeitsschritte; Umsetzung der Zeitplanung
2. Farbwirkung und Farbkontrast; Sauberkeit der Ausführung
3. Farbwirkung zur Gesamtfläche; Zuschnitt der Motive Weltzeitorte; Maßgenauigkeit der Übertragung des Designentwurfs; Oberflächenqualität der Gesamtfläche; Sauberkeit der Ausführung; Technische Ausführung
4. Farbwirkung zur Gesamtfläche; Exakte Positionierung des Schriftzugs; Randschärfe des Schriftzugs; Oberflächenwirkung Rostoptik; Sauberkeit der Ausführung; Technische Ausführung
5. Farbwirkung zur Gesamtfläche; Designgestaltung; Oberflächenwirkung; Technische Ausführung; Sauberkeit der Ausführung
6. Passgenauigkeit des Musters; Ausbildung der Tapetennaht; Technische Ausführung; Sauberkeit
7. Untergrundvorbereitung; Technische Ausführung; Sauberkeit
8. Nachvollziehbarkeit der Begründung; Berücksichtigung von Gestaltungsgrundsätzen; Anwendung von Kontrasten

max. Punktzahl: 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100

Prüfungsnummer: _(blank assessment rows)_

Punkte	100 bis 92	unter 92 bis 81	unter 81 bis 67	unter 67 bis 50	unter 50 bis 30	unter 30 bis 0
Note	1	2	3	4	5	6
	sehr gut	gut	befriedigend	ausreichend	mangelhaft	ungenügend

Source: The journeyman's examination for the painting and varnishing trade 2020, Germany

Fig. 7: Sample evaluation sheet (excerpt skills test, EQF level 4 exam)

AUSWERTUNGSBOGEN

Übertragen Sie die Ergebnisse aus den Bewertungsbogen der einzelnen Prüfer
in diesen Auswertungsbogen und ermitteln Sie die Gesamtnote der Arbeitsaufgabe.

	1	2	3	4	5	6	7	8	9	10	11	12
	Aufgabe	Prüfer						Summe der Spalte 2 bis 7	Anzahl der Prüfer	Summe der Spalte 8 geteilt durch Anzahl der Prüfer (Spalte 9)	Faktor	Ergebnis: Quotient (Spalte 10) multipliziert mit Faktor (Spalte 11)
		1	2	3	4	5	6					
1	Aufgabe 1 der Arbeitsaufgabe										0,05	
2	Aufgabe 2 der Arbeitsaufgabe										0,10	
3	Aufgabe 3 der Arbeitsaufgabe										0,20	
4	Aufgabe 4 der Arbeitsaufgabe										0,20	
5	Aufgabe 5 der Arbeitsaufgabe										0,10	
6	Aufgabe 6 der Arbeitsaufgabe										0,15	
7	Aufgabe 7 der Arbeitsaufgabe										0,10	
8	Aufgabe 8 der Arbeitsaufgabe										0,05	
10	Ergebnis Zeile 1 bis 8										1,00	
11	Fachgespräch											
12	Ergebnis Zeile 1 bis 8 Punktzahl (max. 100 Punkte)										0,85	
13	Ergebnis Fachgespräch (Zeile 11, Spalte 10)										0,15	
14	Gesamtergebnis A										1,00	

Ergebnis Teil A, Note:

Ort:		Datum:	Unterschrift der/s Vorsitzenden:

Punkte	100 bis 92	unter 92 bis 81	unter 81 bis 67	unter 67 bis 50	unter 50 bis 30	unter 30 bis 0
Note	1	2	3	4	5	6
	sehr gut	gut	befriedigend	ausreichend	mangelhaft	ungenügend

Source: The journeyman's examination for the painting and varnishing trade 2020, Germany

*Tab. 7: Example of the **timing of a skills test**, EQF Level 4 exam*

Order	Practical task	Exam time incl. break times
Fertigkeitenprüfung, *EQF Level 4* exam	Task 1 - ...	Day 1: 7.00-16.00 Day 2: 7.00-16.00 Day 3: 7.00-12.00

2.2.6   Performance evaluation through targeted observation (pedagogical observation)

During the learning process, trainers constantly make observations concerning individual learners or groups of learners, such as:

- **Regulations**
  (Hdo the learners agree on time arrangements (punctuality)? Have working agreements been respected? How do you deal with colleagues (friendly, arrogant, neutral or cross-border)? How is the handling of materials (pedantic, casual, destructive)?)
- **"Outward appearances"**
  (work routine, physical condition, facial expressions, gestures)
- **Social references**
  (How do learners age in groups or are they more likely to be with one person, or do they isolate themselves or are they   isolated?)
- **Learners' interests**
  the range of work, leisure activities, committee work, etc.
- **Coping with new or unfamiliar situations**
  (Reaction to disturbances in the usual school routine (visitors in the class, new classmates, timetable changes, new teaching offers, fire alarm)

These and other everyday observations about learners often happen by chance. However, they can help to classify results of other diagnostic procedures. For this, it makes sense to record and reflect on important observations.

2.3 Grade scale

2.3.1 Grade scale for learning success assessments in vocational education and training, Germany

Tab. 8: Grade, Germany

Points	100-92	at 92-81	at 81-67	under 67-50	under 50-30	below 30-0
Note	1	2	3	4	5	6
	Very good	good	satisfying	sufficient	deficient	insufficient
Type of benefit	performance that meets the requirements to a particular degree	Performance fully in line with the requirements	performance generally commensurate with the requirements	a performance that is deficient but still meets the requirements on the whole	a service that does not meet the requirements, but indicates that the necessary basic knowledge is available	a service that does not meet the requirements and where even the basic knowledge is incomplete

A learning success assessment is passed if at least sufficient achievements have been achieved.
Failed examinations or parts of examinations can be repeated up to twice.

2.3.2 Scales for learning success assessments in vocational education and training, Europe

https://www.static.tu.berlin/fileadmin/www/10004219/INT_SB/Dokumente/Anerkennung/Notenumrechnung_Austausch_EUROPA_2021.pdf

3. Quality criteria (assessment criteria)

Evaluation forms can lead to sweeping judgments. Therefore, it is important to choose the right evaluation criteria for the participants in educational measures.
Evaluation criteria are used to evaluate the performance and make it comparable. At the same time, the subjectivity of the trainers and/or evaluators is counteracted.

The assessment with assessment criteria helps the learners to assess themselves and their abilities correctly. With the feedback of the teachers, the performance and the behaviour of the learners are closely observed.

3.1 Observation
Observation precedes every assessment (see also point 2.2.6).

Examples of evaluation criteria that are often important:

- **Appearance**
  Learners can present themselves confidently, trustworthily and convincingly according to the situation. They know their personal impact and can consciously use it for a successful presentation.
- **Perseverance**
  Learners can deal constructively with difficult conditions such as great pressure, resistance, disruptions, etc. They can also cope with longer difficult phases. They can also perform well and successfully during longer difficult phases.
- **Willingness to perform**
  Learners are willing to take on work tasks voluntarily and with motivation and to show a high level of commitment. They are able to produce good results, both qualitatively and quantitatively, without being discouraged by failures. I can always motivate myself anew, even after setbacks.
- **Diligence**
  Learners complete work assignments conscientiously, thoroughly, completely and reliably. In doing so, they also maintain an overview, pay attention to orderly documents and to the documentation of processes and important details.
- **Ability to work in a team**
  Learners can fully commit themselves to common goals. Furthermore, they can contribute their own skills constructively, but also deal with criticism. In addition, they can contribute their information and make compromises without problems in favor of common solutions.
- **Reliability**
  Learners abide by the rules and agreements they have made with others. Others can rely on what they say. They complete their tasks in the promised quality.

3.2 Assessment of acquired knowledge
Here, the PSA makes use of existing tools of the project partners. The educational institutions involved in the project disclose their criteria and documentation documents and advise the PSA on their applicability and feasibility.

3.3   Assessment of acquired skills

The primary objective in the assessment of a craft performance is a performance free of defects. A craftsman's performance is basically free of defects if

- the function is not impaired
- the service rendered corresponds to the usual quality of such a service, and
- the service meets the expectations of the customer.

In addition to their fascination with color design, painters and varnishers also stand for the preservation of substance and the protection of material values.

The following rules serve as assessment criteria:
a) Assessment according to relevant **national standards**
    Example Germany = DIN 18363 Painting and varnishing work and DIN 18366 Wallpapering work
b) Assessment according to relevant **EN standards**
    Example: Occupational health and safety: EN 353 - EN 355 and EN 358 - EN 365 Personal protective equipment
c) **Guidelines** and **leaflets**
    In addition to the standards, there are guidelines and leaflets which may also contain information on tolerances.
    Example 1 - Germany: BFS bulletins from the Federal Committee for Paint and Property Protection, which describe current quality standards for painting services.
    Example 2 - Germany: Leaflet 2 " Filling of plaster boards - surface finishes " from the federal association of the Plaster industry. This defines, among other things, the quality levels from Q1 to Q4 for the execution of surfaces.
    Example 3: Manufacturer's guidelines for the professional processing of materials.

In principle, the PSA bases its assessment of performance on the applicable European and national criteria defined by the UNIEP expert panel for the individual skills acquired and to be assessed.
The expert panel is composed of experts from all important sectors: Companies, schools, chambers and educational institutions. This composition guarantees that the right assessment criteria are chosen, especially depending on EQF level, qualification format and learning objective.
In addition, the assessors are themselves experts in their field, they are trained in dealing with assessments and generally represent the areas of "employer", "employee" and "school".

Experience in the many years of cooperation with project partners from many European countries shows that the differences in the quality criteria are only marginal and the similarities clearly outweigh the differences.

List of figures and tables

Appendix list

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Appendix 1
Sample evaluation sheet presentation/lecture

Evaluation sheet for a presentation/presentation

Presentation/Lecture by _____
First name, name learner

Date_____

Topic_____

Assessment area	The feature is …	Points			
		Not fulfilled	Fulfilled with restrictions	fulfilled	Especially fulfil-
Content	Outline	0	1	2	3
	Completeness	0	1	2	3
Language	Comprehensibility, technical terms, factual correctness	0	3	6	9
Appearance	Eye contact, body language, speaking loudly and clearly, tempo	0	1	2	3
	Free speech with notes	0	1	2	3
Materials	Visualization with: - Poster - Board - Foil - electronic (e.g. PowerPoint) - model/real object - others	0	1	2	3
Result assurance	- Test - Quiz - Mindmap - Thesis paper Internet prints is not an own performance = score 0 points!	0	1	2	3

Total achievable points: 27, of which reached:

Assessment

Censorship	1	2	3	4	5	6
Points	27-25	24-21	20-17	16-13	12-4	3-0

Comments: