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Responsible partner	OZS (Chamber of Craft and Business of Slovenia)			
Author	Ana Dragičević, OZS			
Contributors				
Quality Reviewer				
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Project Coordinator	SBG			

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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

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1. Introduction

Quality standards and assessment procedures

The PaintingSkillsAcademy (PSA) is dedicated to vocational training and continuing education for the European painting trade. Due to the demands of the European market, vocational training is of great importance at all levels of the trade, because it forms the basis for companies to be able to move competitively and sustainably in new markets.

The PSA - the "Painting Skills Academy" - is located under the umbrella of UNIEP, the "International Association of Painting Contractors" (UNIEP). UNIEP represents over 60,000 painting contractors in 15 European countries, employing 280,000 commercial painters. It is the leading trade association representing commercial painting contractors in Europe and internationally and defends the interests of the painting trade. With this business and labour market-oriented approach, UNIEP is the body that enjoys the trust of both the industry and its employees. It is the only body in Europe that can currently successfully offer cross-border certification of professional skills and implement it in a way that is relevant to the labour market. The basis for this is uniform quality and evaluation standards accepted by all partners, including corresponding implementation procedures. These are presented in the following.

With regard to the courses offered in the PSA, the quality and assessment procedures are based on the level of difficulty and the length of the course. In this respect, the format of the courses entails corresponding evaluation and documentation or certification procedures. A panel of European experts at UNIEP (here abbreviated to "panel of experts") makes the decision as to which course formats, how and by what means they will be reviewed and verified.

Course formats can be:

- Weekend seminars
- Refresher courses
- Additional qualifications
- Training components that are completed as part of regulated training courses
- Mobility measures abroad (units of learning outcomes)
- Continuing education and training
- Master courses and training
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In general, for all mentioned formats, PSA assessment procedures check the achievements that learners have made at the end of the learning process. The procedures are based on sector-standard and market-oriented quality standards and also refer to the EQAVET quality indicators.

The formats are completed with their own PSA-labelled certificates. Depending on the scope and level of difficulty of the format, these are either PSA credentials or PSA credentials. Other formats are conceivable. The PSA does not replace national degrees in this regard. PSA certificates additionally document acquired knowledge or knowledge that exceeds the national standard.

In this sense, PSA certifications are transnational/European PSA credentials/certificates that provide proof and documentation of what has been learned throughout Europe. The certificates extend the Europass. They establish transparency about existing qualifications and learning achievements and facilitate the mobility of skilled workers across national borders.





2. The PSA assessment process

PSA assessment procedures are used to assess and evaluate learner performance. They can be used formatively during a learning process and summatively at the end of a learning process, depending on the course format.

- Formative (facilitative) PSA assessments are purposeful, criterion-referenced individual assessments that can be used by learners and instructors to further the learning process.

The purpose of formative PSA assessments is to provide progress-oriented feedback to individual learners, thereby driving reflection and progress on their own learning. In English, this distinction is also defined as "assessment FOR learning" rather than "assessment OF learning." The acquisition of skills can be accompanied and supported by feedback and assistance. For formative performance reviews to be feasible, 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 is used 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 that basically allow for the creation for each tool, for each unit, etc. in an appropriate form of performance review.

The decision on which procedure to use for which course format is made by the expert panel at UNIEP.

PSA assessment procedures

- are aligned with the learning content and workshop or course formats.
 - Example 1: Participants attend the seminar "Handling Ladders 2022", duration of the seminar: 4 hours, Level 3 EQF, practical seminar. Such a seminar does not end with a learner assessment or a test. The evaluation "successfully participated" is done by observation. The successful participation in the seminar is confirmed with a certificate of participation, which includes the content and duration.
 - 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 roll or test that assesses the actual skills acquired. Participants receive a PSA certificate that includes content, duration, EQF level and transparent information about the assessment.
- enable learning and working on a European level because, besides the content (see WP3 and WP4), they are transparent and presented in a way that is understandable for the labor and education market.
- are usable for the learners on a European level
 - Example 1: Participant A from Belgium would like to train in the field of "historical painting techniques". A needs a labor market usable proof of the acquired skills, because he wants to change the company after the training. A informs himself (at UNIEP/PSA) where and when such a course takes place. A finds a suitable course in Austria and registers. A receives a PSA certificate, which he uses as proof with his new employer.
 - Example 2: Participant B would like to complete parts of the training as a painter in another European country. B informs himself at UNIEP/PSA how this can be done. UNIEP/PSA prepares a recommendation for B, which contents, in which period of time, in which country and in which educational institution or company can be completed (mobilities).
 - Example 3: Participant C from Hungary would like to acquire the master craftsman's diploma in painting (Level 6 EQF) in Germany for personal reasons. C informs himself at UNIEP/PSA what has to be done. UNIEP/PSA checks the skills and competences acquired so far (see WP7) and the



access requirements that exist in Germany for taking the master craftsman's examination. UNIE/PSA prepares a continuing education roadmap for C to fill any gaps in education, including information on learning locations, duration and costs of courses. C can make use of PSA courses in Europe that prepare him optimally 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.

PPE assessment procedures and PPE certificates supplement national regulations, but do not replace them. Example: If painter C (from any European country, including Germany) wants to set up his own painting business in Germany, C must have a master craftsman's diploma because the law in Germany requires a master craftsman's diploma for the painting trade. Also, the proof of a PSA qualification does not replace a national professional qualification. However, since the painting trade is not a regulated occupation, it is possible to start work if you are hired by the company. For employment in the company, the documentation of what someone can and is able to do and a corresponding proof via the European umbrella organization is an essential quality criterion.

2.1 Performance assessment – formats and instruments

The PSA assessment process is based on the fact that the learning outcomes achieved by the course participants in the different PSA course formats are demonstrated in an assessment.

The following assessment instruments are used in PSA-assessments, adapted to the course format, course content and EQF level:

- **Oral formats**
Oral tests and learning success checks
Expert discussion
- **Written formats**
Written tests and learning success checks
Final exams theory (knowledge)
Written final exams
- **Written-oral formats**
IT-supported presentation
- **Practical formats**
Practical learning assessments
Final practical examination (skills)

The choice of assessment formats and instruments is basically up to the PSA expert team (PSA Examination Committee) at UNIEP, aligned with the content and purpose of the courses.

3. Assessment criteria

The PSA assessment is based on quality criteria that make it possible to compare the services provided in the courses across countries and, if necessary, to counteract the subjectivity of the persons entrusted with the assessment.

3.1 Observation criteria (varies by course type)

Examples of assessment criteria that are often relevant:

- **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.

3.1 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**
- b) Assessment according to relevant **EN standards**
- c) **Guidelines** and **leaflets**

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".



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