Designing,

Monitoring and Evaluating Adult Learning

Developing Validation of Adult Trainers' Competences

Project Partnership:

Project coordination	German Institute for Adult Learning – Leibniz Centre for Lifelong learning (DIE) www.die-bonn.de	DIE German Institute for Adult Education Leibniz Centre for Lifelong Learning
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Content

Preface

Nowadays a great deal of education is taking place in the work life outside the formal education system. Even though there is little knowledge about the benefits of validation as a process and still a traditional preference of certifications coming from the formal sector, the changing realities in the education field and development of the profession have urged the implementation of validation systems of competencies gained in non-formal and informal ways.

Therefore, validation systems have gained great attention and relevance in the last decades, being seen gradually as a viable alternative to formal certification or as a means to strengthen the formal qualification system. Nevertheless, validation has become a significant component for lifelong learning, as well as a tool meant to enhance reflection and self-evaluation of a person's knowledge and skills.

Moreover, as there are no shared standards or standardized qualification pathways for the adult learning sector and its professionals at European, national and local levels, the validation of non-formal and informal learning becomes a priority. Therefore, the validation process can become an important means to promote professionalization in the adult learning sector. The relevance of the issue has been of particular importance to DEMAL project partners, who were interested in contributing to the development of such a challenging topic.

The DEMAL project focused on two specific professional key competences of adult educators:

- Design of Adult Learning processes, and
- Evaluation and Monitoring of Adult Learning processes.

For these two competence areas, the project developed training curricula and learning resources to support adult educators develop their skills in Design, and Evaluation and Monitoring of adult learning, respectively.

The present guideline is an integral complement to these training curricula and learning resources. It helps adult educators better exploit their own *informally acquired* competences in the two areas of Design, and Evaluation and Monitoring. More specifically, the present guideline helps adult educators a) become aware of these competences, b) demonstrate them to potential employers or other stakeholders, and c) to have them validated by competent bodies where such bodies exist.

This guideline was inspired by the common European principles for the identification and validation of non-formal and informal learning (adopted by the Council in 2004), by the subsequent Council recommendation on validation (Council 2012) as well as by the European guidelines for the validation of non-formal and informal learning developed by Cedefop (2015). The present guideline aims to serve as a practical tool for the validation of adult educators' competences. Its purpose may be formative (substantial contribution to the ongoing learning process and identification of learning outcomes without formal recognition) as well as summative (certification as main aim). Whether used with a formative or with a summative purpose -– the present guidelines' ultimate goal is to support the professional development of adult educators and through this contribute to enhancing the quality of adult learning.
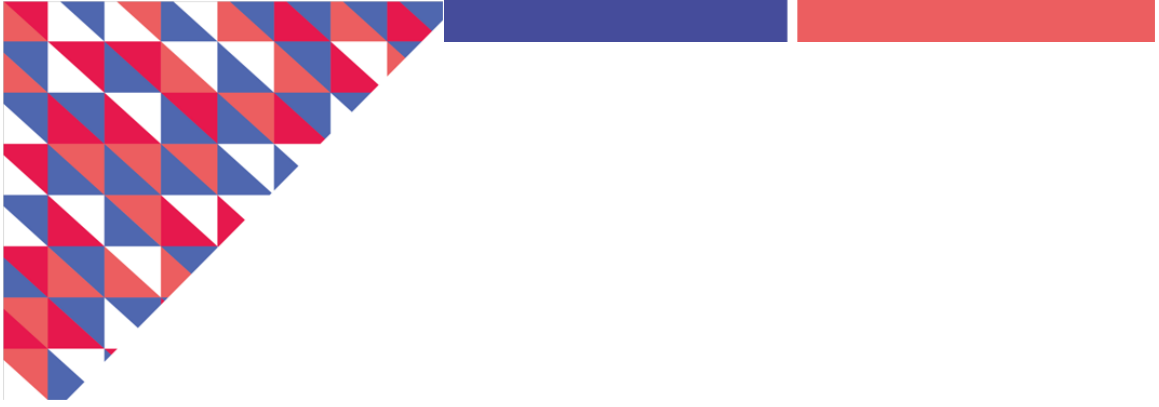
Part I

Introduction

I.1. Development of the Validation Framework

The present DEMAL Validation Framework builds on a number of previous works: An important reference was in particular the European Framework Key Competences for Adult Learning Professional (Research voor Beleid, 2010). This framework identified seven generic and twelve specific key competences which, as whole, attempt to cover all types of professional activity in the field of adult learning. The present DEMAL validation framework focusses on two of these competences:

- Design of Adult Learning processes, and
- Evaluation and Monitoring of Adult Learning processes.

These competences have been selected because they are of particular importance for the quality of adult learning processes – just as important as the "actual" teaching or instructional activity. Nevertheless these competences are hardly covered in greater detail in existing training curricula for adult educators or in professionalization debates in the field of adult learning.

The present DEMAL validation framework is furthermore directly based on two detailed competence profiles and the associated training curricula which have been developed by the DEMAL project itself. The DEMAL competence profiles specify in detail the single steps and activities that are connected to the professional tasks of designing and evaluating and monitoring adult learning processes. The competence profiles furthermore specify in detail the knowledge, skills and competence which adult educators need for performing these professional tasks. In the DEMAL training curricula, these competence profiles have been transformed into concrete learning units which together make up a full training programme where the related skills, knowledge and competence can be acquired.

The present DEMAL validation framework fully covers the competences and learning outcomes that are specified in both the profiles and the curricula. It points out how adult educators can demonstrate and validate these competences when they have been acquired them informally, i.e. without following a dedicated training programme.

The development of all above mentioned DEMAL products[1] – competence profiles, training curricula, validation framework – has been based on a comprehensive transnational data collection, which was carried out by all project partners and involved interviews with policy makers and professionals in adult learning, and a desk research. The latter had the aim of identifying relevant documents, projects and training programs at national as well as European/transnational level, and to the countries' situation with regard to the professionalization of adult learning staff working in all types of fields and contexts of adult learning (e.g. vocational or non-vocational adult learning, formal, nonformal/informal adult learning).

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[1]http://www.demalproject.eu/outcomes.html

More precisely, the desk research was based on a common methodology and involved identification, review and analysis of policy papers, studies and research papers, project reports, books, guidelines at national and European level regarding key competences of adult learning staff, as well as existing relevant national or international curricula and/or standards in the field of adult learning professions[2]. The desk research provided also detailed information regarding topics such as the degree of regulation of the adult learning field, the existing professional roles, the main work contexts for adult learning staff, the socio-economic status of adult learning staff and available training pathways.

The comparison between the adult trainers' requirements in different countries led to the enabling of exchanges of good case practices and learning, which are considered powerful in the **context** of the European Union's strategic framework for improving the quality of education and training in lifelong learning.

Regarding the topic of validation, specifically, a number of projects and initiatives at European and national level have provided valuable inspiration for the development of the present framework (see examples in the box below). In the context of the new challenges and developments, these projects have responded to these needs by initiating and developing specific strategies for the validation of non-formally and informally acquired competences which were of particular relevance for the creation of this guideline.

> ***Selected projects involving validation of (adult educators') competences***
> **VINEPAC** (*Validation of Informal and Non-Formal Psycho-Pedagogical Competencies of Adult Educators*) is a project funded through the Leonardo da Vinci programme and was implemented by a consortium of seven partners from five European countries between October 2006 and September 2008. Its main aim was to develop a package of validation instruments (*Validpack*) for adult educators' real didactic competences. *Validpack* aims to assess important adult competences, build a base for certification upon the validation results, be used on European level, etc.
>
> **GRETA** (*Basics for the Development of a Cross-Provider Recognition Procedure for the Competences of Teachers in Adult and Continuing Education*). This German project is based on a competence model that can be used as a basis for different methods for validating and strengthening educators' professional activities. The project is aimed at the professionalization and recognition of competences of teachers in adult and continuing education.
>
> **REVEAL** (*European Educational Network for Competence Oriented Learning and Validation*) is a community of evaluators specialized in informal and non-formal learning, which was founded to offer the *LEVEL5 system* and the related products and services in Europe. LEVEL5 is a formative validation system which enables stakeholders in European projects to assess and to display the impact of collaborative project work in transnational teams. The LEVEL5 approach is generic and does not specifically focus pedagogical competences of adult educators. The approach can however be adapted to all types of professional fields.

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[2] For more details, see the DEMAL Research Report on http://www.demalproject.eu/outcomes.html

I.2. Purpose of the Validation Framework

The validation framework is developed in order to to enhance the comparability (both across and within countries) of existing training provision and qualifications, facilitate the recognition of informally acquired competences, and thus offer more flexible routes to obtaining a qualification in the two competence areas: Designing of Adult learning, and Monitoring and Evaluation of Adult Learning. Setting up a structured and coherent validation process will lead to a clear and easy to understand validation process for the candidate and will increase the transparency of the system.

I.3. Practical use

The guideline addresses a diversity of policy-makers and practitioners involved in developing and implementing validation procedures at different levels. As validation of nonformal and informal learning is seen as a crucial part of lifelong learning, it is important to include in this process enterprises and nongovernmental organizations, as well as the traditional education and training institutions. For this reason, this guideline applies to: organizations which provide adult education, training professionals employed in adult education, recruiting organizations and staff who works with adult education trainers.

Even though the institutions and stakeholders that provide validation have to face certain responsibilities, the benefits of such a process can be substantial. By providing legal and practical basis that enable individuals to have their non-formal and informal learning validated, the validation process will be regarded as an integral part of human resource development and will consolidate the basis of social dialogue, as individuals have the right to have their learning recognized. Moreover, the institutions will gain a competitive advantage, which will give them a boost in terms of visibility and could lead to significant economic and social benefits for individuals and its community. Also, validation can be used for both formative and summative purposes, giving the individuals the opportunity for career planning.

I.4. Methodology

This part tries to clarify in a general way the procedure and main methods involved in validation as well as their characteristics. It also provides practical information on what the structure of the tools consists of, and how they can be put into practice. It also addresses their pros and cons.

Concrete templates for the validation process can be found in the Appendices in Part II.

The evaluation procedure is a standardized one, having as a reference the DEMAL Competence Profiles. The general procedure may be applied and adapted to different contexts and users may set up their own individualized reference system for assessing and evidencing relevant competences of their target groups in a process-orientated way.

The validation framework is based on:

- a **portfolio** where the user assembles evidence for his competences (collection of documents, certificates, etc. giving evidence of the competences);
- a **self-assessment test**;
- a **competence-based interview**.

These methods should be viewed as separate, but interdependent at the same time, and applied in a way which reflects the individual specificity, as the tools need to be fit for purpose.

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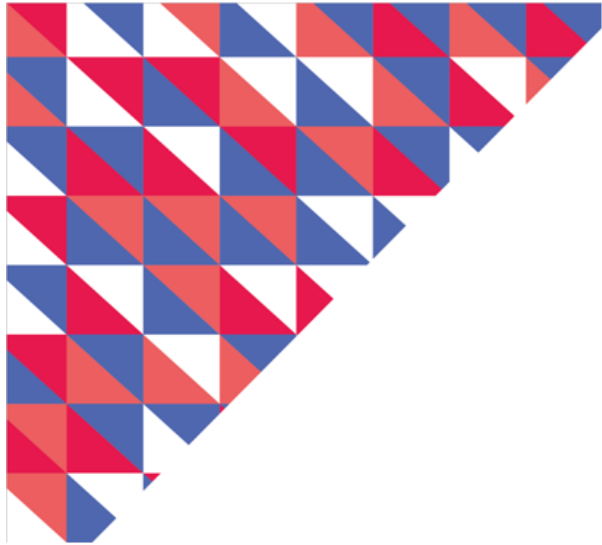
Part II

Appendices

Appendix A: Holistic Portfolio assessment

The standardized proposed scale below will be used by the evaluators to assess the candidate's portfolio. The portfolio that the candidate will prepare should contain a résumé, certificates as evidence of additional knowledge or expertise, a list of professional references who can confirm the competences and achievements the candidate has outlined in the portfolio and other pieces of evidence that the institution thinks are important (which should demonstrate the acquisition of the required competences).

The information provided through the portfolio will help the evaluators in the interview process (which has as a reference the competence profile developed within the DEMAL project).

The Portfolio Assessment includes two parts
- an overall assessment of the portfolio quality
- an assessment with regard to core competence areas

The overall assessment of the portfolio focusses gives a summary assessment with regard to the evidence of competence levels and furthermore assesses on the quality of the portfolio as a whole according to specified criteria.

The assessment of the competence areas aims to identify to what degree evidence for individual competence areas is included in the portfolio. This part of the portfolio assessment may also help evaluators to prepare a competence-based interview (see Appendix C) with the candidate as a following step.

A.1 Overall Portfolio Quality Assessment

The four criteria for the overall assessment of the portfolio are:

✓ Logical and coherent structure
✓ Level of skills development
✓ Use of documentary evidence
✓ Level of critical reflection

Each criterion is rated with a score form 0-5, with 5 meaning the highest level of quality. The total score of all four criteria provides the overall quality grade according to the following table:

Grade	Score
A	No zero score and sum 17-20
B	No zero score and sum 12-16
C	No zero score and sum 8-11
D	No zero score and sum 5-7
E & BELOW	A zero score in any one component means that the Portfolio fails. Scores in the remaining elements determine the grade E (3-4), F (1-2) or G (all zeros)

A.2 Portfolio Assessment with regard to competence areas

The measures for the assessment with regard to the competence areas contain 4-level scale measurement system as follows:

0/ NE - no evidence: The portfolio does not provide any positive evidence of the competency.

1 – *limited:* The portfolio provides only partially positive evidence the competency

2 – *average:* The portfolio provides adequate evidence of the competency.

3 – *good:* The portfolio provides solid positive evidence of the competency

4 – *excellent:* The portfolio provides strong and consistent evidence of the competency

Portfolio Assessment Grid – Design of Adult learning Classes

Overall Assessment		
Assessment criteria	**Score (0-5)**	**Notes**
Logical and coherent structure of the portfolio		
Level of skills development shown in the portfolio		
Use of documentary evidence in the portfolio		
Level of critical reflection shown in the portfolio		
Total score		
Grade		
Competence Area Assessment							
Understanding of the concept	**0/ NE**	**1**	**2**	**3**	**4**	**5**	**Notes**
Evidence in the portfolio regarding the ability to …							
Understand the meaning of "designing" adult learning							
Explain the role and importance of the designing process							
Indicate the tasks involved in the designing processes / necessary steps							
Identify the various actors involved in the designing process, their roles and interactions							
Analyse the factors impacting on the designing process / factors to be considered during the designing process							

Other:							
Overall							

Needs Analysis	**0/ NE**	**1**	**2**	**3**	**4**	**5**	**Notes**
Evidence in the portfolio regarding the ability to …							
Understand the theoretical concepts of learning needs, learning benefits, learning outcomes							
Identify different types of learning needs and benefits (concepts such as "wider benefits", ROI etc.)							
Reflect on the types and on the role/impact of (hidden) interests which are connected to explicitly stated learning needs							
Reflect on the potentially differing interests and roles of clients and learners/participants							
Analyse the potential and limitations of the needs analysis techniques							
Other:							
Total							

Learning Outcomes	**0/ NE**	**1**	**2**	**3**	**4**	**5**	**Notes**
Evidence in the portfolio regarding the ability to …							
Describe existing generic competence/qualification frameworks at national or international level							
Identify types of learning outcomes (cognitive, social, affective, etc.)							
Transform aims of client/learners into learning outcomes to be achieved during the training							
Apply different types of testing methods / methods for assessing prior learning							
Operationalize learning outcomes							
Other:							
Total							

Curriculum design and content reconstruction	0/ NE	1	2	3	4	5	Notes
Evidence in the portfolio regarding the ability to …							
Name general principles of pedagogical content reconstruction							
Describe what is curriculum design							
Other:							
Total							
Course Design	0/ NE	1	2	3	4	5	Notes
Evidence in the portfolio regarding the ability to …							
Identify the role of the learning environment, the role of space and time and its impact on the learning process							
Describe the course phases and their functions (considered for courses of varying lengths, respectively)							
Indicate the different (types of) teaching methods, their potential and limitations							
Apply methods/media relate to these styles/types							
Recognize different learning styles and learner types							
Identify potential impact of age, cultural background and other factors on the learning of adults							
Connect context factors (characteristics of the target group/participants, learning aims etc.) and pedagogical decisions (regarding learning/teaching content, methods, time, space etc.) taking into account relevant information							
Other:							
Total							

Portfolio Assessment Grid – Evaluation of Adult learning Classes

Overall Assessment		
Assessment criteria	**Score (0-5)**	**Notes**
Logical and coherent structure of the portfolio		
Level of skills development shown in the portfolio		
Use of documentary evidence in the portfolio		
Level of critical reflection shown in the portfolio		
Total score		
Grade		

Competence Area Assessment							
Understanding of the concept	**0/ NE**	**1**	**2**	**3**	**4**	**5**	**Notes**
Evidence in the portfolio regarding the ability to …							
Understand the meaning of "evaluating" adult learning							
Explain principles regarding evaluation, assessment, monitoring							
Indicate different types and functions of evaluation and assessment (summative, formative)							
Identify different types of criteria and indicators							
Illustrate the difference between individual vs. group assessment							
Outline the characteristics of different tools for evaluation and assessment (e.g. tests, exercises, project work, reflective diaries, etc.)							

Recognize the basic principles of designing evaluation / assessment instruments (principles of questionnaire design, test design, ..)							
Other…							
Total:							
Relational and methodological knowledge	**0/ NE**	**1**	**2**	**3**	**4**	**5**	**Notes**
Evidence in the portfolio regarding the ability to …							
Explain how different types, approaches, principles etc. of evaluation/assessment *relate* to different contexts, and target groups							
Analyse and judge the appropriateness of a given approach/method, etc. for a specific context or area of application							
Recognize various diagnostic methods and tools (test, self-assessment, portfolio, exercises, project work etc.)							
Apply observation principles and techniques							
Other…							
Total							
Communication in the course	**0/ NE**	**1**	**2**	**3**	**4**	**5**	**Notes**
Evidence in the portfolio regarding the ability to …							
Explain the phases of a course and their characteristics							
Understand the various professional roles as teacher, facilitator, counsellor							
Apply feedback principles, methods and tools for collecting feedback							
Use techniques of analysing and structuring different types of feedback (oral/written; open/closed questions)							
Other…							
Total							
Self-reflection professional development	**0/ NE**	**1**	**2**	**3**	**4**	**5**	**Notes**

Evidence in the portfolio regarding the ability to …							
Understand the principles and techniques of self-reflection							
Explain the principles, methods and tools for professional self-development (e.g. reflective diaries, portfolios, peer feedback, supervision, …)							
Design a development plan for own professional development							
Other…							
Total							

Appendix B: self-assessment grid

The standardized proposed scale below will be used by the candidate to self-assess his competences. The candidate will read the statements and will fill in the grid accordingly to its perceived acquired level of competence. The candidate is requested to answer as honestly as possible, as his answers will be validated through the competence-based interview answers.

Their answers will help the evaluators in the interview process, as the statements are planned and tied to competences from the competence profile developed within the DEMAL project.

Nevertheless, the institution can decide what are the most important competencies and tailor the statements accordingly, but having as a reference the competence profile developed within the DEMAL project.

Core areas and activities related to Design of Adult Learning Classes

Instructions: the following measure is designed to allow you to assess your current level of perceived competence regarding the Design of Adult Learning Classes. Rate your level of competence using the scale provided with higher scores indicative of greater skill development and learning required.

0/ NE - no evidence: *I cannot* provide any positive evidence of having demonstrated the competency.
1 – *limited:* I am only partially able to provide positive evidence of having demonstrated the competency through limited effective behaviours
2 – *average:* I am able to provide adequate evidence of having demonstrated the competency through several effective behaviours.
3 – *good:* I am able to provide solid positive evidence of having demonstrated the competency through a wide range of effective behaviours
4 – *excellent:* I am able to provide strong and consistent demonstration of the competency through excellent evidence of meaningful behaviours.

The concept of "designing" adult learning

I am able to:

	0/ NE	1	2	3	4	5	Notes
Understand the meaning of "designing" adult learning							
Explain the role and importance of the designing process							
Indicate the tasks involved in the designing processes / necessary steps							
Identify the various actors involved in the designing process, their roles and interactions							
Analyse the factors impacting on the designing process / factors to be considered during the designing process							
Other…							

Needs analysis

I am able to:

	0/ NE	1	2	3	4	5	Notes:
Understand the theoretical concepts of learning needs, learning benefits, learning outcomes							
Identify different types of learning needs and benefits (concepts such as "wider benefits", ROI etc.)							
Reflect on the types and on the role/impact of (hidden) interests which are connected to explicitly stated learning needs							
Reflect on the potentially differing interests and roles of clients and learners/participants							
Analyse the potential and limitations of the needs analysis techniques							
Other…							

Learning outcomes

I am able to:

	0/ NE	1	2	3	4	5	Notes
Describe existing generic competence/qualification frameworks at national or international level							
Identify types of learning outcomes (cognitive, social, affective, etc.)							
Transform aims of client/learners into learning outcomes to be achieved during the training							
Apply different types of testing methods / methods for assessing prior learning							
Operationalize learning outcomes							
Other…							

Curriculum design and content reconstruction

I am able to:

	0/ NE	1	2	3	4	5	Notes
Name general principles of pedagogical content reconstruction							
Describe what is curriculum design							
Other…							

Course design

I am able to:

	0/ NE	1	2	3	4	5	Notes
Identify the role of the learning environment, the role of space and time and its impact on the learning process							
Describe the course phases and their functions (considered for courses of varying lengths, respectively)							
Indicate the different (types of) teaching methods, their potential and limitations							
Apply methods/media relate to these styles/types							
Recognize different learning styles and learner types							
Identify potential impact of age, cultural background and other factors on the learning of adults							
Connect context factors (characteristics of the target group/participants, learning aims etc.) and pedagogical decisions (regarding learning/teaching content, methods, time, space etc.) taking into account relevant information							
Other…							

Core areas and activities related to Evaluation of Adult Learning Classes

Instructions: the following measure is designed to allow you to assess your current level of perceived competence regarding the Evaluation of Adult Learning Classes. Rate your level of competence using the scale provided with higher scores indicative of greater skill development and learning required.

0/ NE - no evidence: *I cannot* provide any positive evidence of having demonstrated the competency.
1 –*limited:* I am only partially able to provide positive evidence of having demonstrated the competency through limited effective behaviours
2 – *average:* I am able to provide adequate evidence of having demonstrated the competency through several effective behaviours.
3 – *good:* I am able to provide solid positive evidence of having demonstrated the competency through a wide range of effective behaviours
4 – *excellent:* I am able to provide strong and consistent demonstration of the competency through excellent evidence of meaningful behaviours.

The concept of "evaluating" adult learning

I am able to:

	0/ NE	1	2	3	4	5	Notes
Understand the meaning of "evaluating" adult learning							
Explain principles regarding evaluation, assessment, monitoring							
Indicate different types and functions of evaluation and assessment (summative, formative)							
Identify different types of criteria and indicators							
Illustrate the difference between individual vs. group assessment							
Outline the characteristics of different tools for evaluation and assessment (e.g. tests, exercises, project work, reflective diaries, etc.)							
Recognize the basic principles of designing evaluation / assessment instruments (principles of questionnaire design, test design, ..)							
Other…							

Relational and methodological knowledge

I am able to:

	0/ NE	1	2	3	4	5	Notes
Explain how different types, approaches, principles etc. of evaluation/assessment relate to different contexts, and target groups							
Analyse and judge the appropriateness of a given approach/method, etc. for a specific context or area of application							
Recognize various diagnostic methods and tools (test, self-assessment, portfolio, exercises, project work etc)							
Apply observation principles and techniques							
Other…							

Communication in the course

I am able to:

	0/ NE	1	2	3	4	5	Notes
Explain the phases of a course and their characteristics							
Understand the various professional roles as teacher, facilitator, counsellor							
Apply feedback principles, methods and tools for collecting feedback							
Use techniques of analysing and structuring different types of feedback (oral/written; open/closed questions)							
Other…							

Self-reflection professional development

I am able to:

	0/ NE	1	2	3	4	5	Notes
Understand the principles and techniques of self-reflection							
Explain the principles, methods and tools for professional self-development (e.g. reflective diaries, portfolios, peer feedback, supervision, …)							
Design a development plan for own professional development							
Other…							

Appendix C. Competence based Interview Grid

The standardized proposed scale below will be used to assess the candidate's required competences. The two interviewers will use the same scale for evaluating the candidate's responses in an independent manner, and they will discuss later and agree upon the final rating. The evaluators will aim for objective – not subjective – decisions and reduce personal bias as much as possible by avoiding questions which would prevent them from getting a correct overview of the candidate.

The below-mentioned interview questions on competencies will help the evaluators in the interview process, as the questions are planned and tied to competencies according to the competence profile developed within the DEMAL project. Moreover, rating scales are provided to minimize subjectivity.

Nevertheless, the institution can decide what are the most important competencies and tailor the questions accordingly, but having as a reference the competence profile developed within the DEMAL project.

The measures for the competence assessment contain 4-level scale measurement system as follows:

0/ NE - no evidence: The candidate did not provide any positive evidence of having demonstrated the competency.

1 – *limited:* The interviewee provided only partially positive evidence of having demonstrated the competency through limited effective behaviours

2 – *average:* The interviewee provided adequate evidence of having demonstrated the competency through several effective behaviours.

3 – *good:* The interviewee provided solid positive evidence of having demonstrated the competency through a wide range of effective behaviours

4 – *excellent:* The interviewee provided strong and consistent demonstration of the competency through excellent evidence of meaningful behaviours.

Competencies related to Design of Adult Learning Classes

> Instructions: Please rate hw well the interviewee has demonstrated the following competences, using the scale below. Tabulate your scores and take notes for each competence independently and reach a consensus rating for each interviewee.

Tasks and activities to be performed	Interview questions	Rating Scale					Observations	
		0/ NE	1	2	3	4	Interviewer 1	Interviewer 2
Collect and analyze background information (target group, learning needs, logistics)	What steps are necessary in order to find out what are the aims, motivation, needs, and expectations of the trainee?							
	If I asked you to identify the training needs of the trainees/organization, where would you start?							
	Tell me the steps you take in order to find out relevant characteristics about the learners.							
Negotiate and set learning outcomes	Please describe the situation that you were where you had to negotiate learning objectives. You must describe a specific event or situation, not a generalized description of what you have done in the past.							
Set up course concept / curriculum	Walk me through the process of preparing the curriculum of a training course. You must describe a specific event or situation, not a generalized							

Tasks and activities to be performed	Interview questions	Rating Scale					Observations	
		0/ NE	1	2	3	4	Interviewer 1	Interviewer 2
	description of what you have done in the past.							
Fix course details (activities, methods, materials) Prepare Materials	People learn in different ways and with varying speeds. How would you ensure everyone in your program develops the required competencies?							
	Give me an example of how you use technology in your job. What e-learning software do you prefer?							
	What methodologies do you use in training?							
	How would you conclude a training session?							
"Plan for flexibility"	Have you ever been caught unaware by a problem or obstacle that you had not foreseen? What happened?							
	Tell me about a time your training didn't have the good results you expected. What happened and what did you learn?							

Tasks and activi-ties to be per-formed	Interview questions	Rating Scale					Observations	
		0/ NE	1	2	3	4	Interviewer 1	Interviewer 2
Communicate and review design	Give me an example of a successful training pro-gram you taught. What made it so successful?							
	Tell me about a time when you asked for feed-back on your training skills from your trainees and then used that response to improve your work.							
Transversal com-petencies • analytical and reflection skills • problem-solving and negotiation skills • communication skills • observation skills, empathy • creativity • flexibility, open-	What's your response to negative feedback? Please explain based on a real training situation.							
	How would you deal with an trainee who doesn't think your training session is worthwhile?							
	Describe a difficult time you have had dealing with an trainee. Why was it difficult? How did you han-dle it? What was the outcome?							
	Describe a time when your quick action helped to head off a potential problem. What was the poten-							

Tasks and activities to be performed	Interview questions	Rating Scale					Observations	
		0/NE	1	2	3	4	Interviewer 1	Interviewer 2
mindedness	tial problem? What did you do to address the potential problem? What was the result? Would you change your approach next time?							
Total:								

Competencies related to Evaluation of Adult Learning Classes

> Instructions: Please rate how well the interviewee has demonstrated the following competences, using the scale below. Tabulate your scores and take notes for each competence independently and reach a consensus rating for each interviewee.

Tasks and activities to be performed	Interview questions	Rating Scale					Observations	
		0/ NE	1	2	3	4	Interviewer 1	Interviewer 2
Planning evaluation and assessment	Describe a situation where you had to set a framework for evaluation/assessment in a short period of time. How did you adapt to this situation?							
	Describe the preparation of the concrete evaluation/assessment activity. What was the situation? What did you do? What was the outcome?							
Using evaluation / assessment during the course	What steps you take in order to implement the evaluation/ assessment activities. Please refer to a specific training situation.							
	How you ever encountered developments in a training course which required spontaneous action in terms of evaluation/assessment? Describe the situation. How							

Tasks and activities to be performed	Interview questions	Rating Scale					Observations	
		0/ NE	1	2	3	4	Interviewer 1	Interviewer 2
	did you act upon them? Would you change your approach next time?							
Using different types of evaluation / assessment	Please describe steps you need to consider when diagnosing the competence level of the learners. Please refer to a specific training context.							
	How do you handle negative feedback? Please explain based on a real training situation.							
	Please describe how you collect and use feedback from various groups to improve the learning/teaching process?							
Communicating and sharing evaluation and assessment	Please describe how you communicate the results of evaluation/assessment activities to those concerned in a fair and constructive manner/give feedback.							
	Based on your experience, what do you think is the role of the final assessment of a training course? Please give examples based on real training situations.							

Tasks and activities to be performed	Interview questions	Rating Scale					Observations	
		0/ NE	1	2	3	4	Interviewer 1	Interviewer 2
Using evaluation and assessment for a continuous process of own professional development	How do you plan to use the evaluation/assessment results for your own professional development? What type of results is to be used, at what intervals, and how?							
Transversal competences • analytical and reflection skills • intercultural awareness • problem-solving and negotiation	Describe a time where you were faced with problems or stresses that tested your coping skills.							
	Tell me about a time when you failed to meet a deadline. What things did you fail to do? What were the repercussions? What did you learn?							
	What makes a successful evaluation/assessment process?							

Tasks and activities to be performed	Interview questions	Rating Scale					Observations	
		0/ NE	1	2	3	4	Interviewer 1	Interviewer 2
skills • communication skills • observation skills, empathy • creativity • flexibility, open-mindedness	What is the most difficult part of the evaluation/assessment process? Please give examples based on your experience.							
Total:								

About DEMAL

"Designing, monitoring and evaluating adult learning classes – Supporting quality in adult learning" (DEMAL)

is an Erasmus+ Strategic Partnership project, running from October 2016 to September 2018.

Project Aims

DEMAL seeks to contribute to the quality of adult learning by promoting two professional key competences of adult educators and trainers:

- Design of the Adult Learning Process, and
- Monitoring and Evaluation of the Adult Learning Process

Both competences can be considered as essential prerequisites for ensuring that the adult learning provision is effective, of high quality and matches the needs of the learners.

Project Objectives

- develop two detailed European reference profiles for these key competences, linked to the EQF;
- develop and pilot two in-service training courses (e-learning plus one-week workshop) including the related learning resources for these key competences
- test the potential of an innovative course planning app to support both self-directed learning and the enhanced professional everyday practice of teachers and trainers of adults in Europe
- develop and pilot a validation framework to enhance the comparability of existing training provision and qualifications, and facilitate the recognition of informally acquired competences, and thus enhance the flexibility of qualification routes for adult learning staff in Europe

Target group

Staff in adult learning organisations with diverse educational and professional backgrounds, engaged with the tasks of designing training programmes and monitoring and evaluating the learning process.