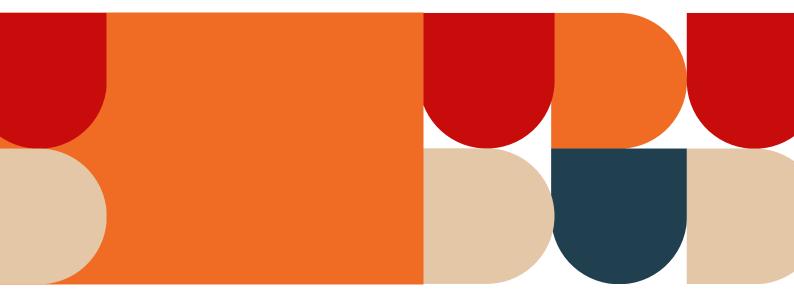MyCred4Home

Report on micro-credentials implementation through validation of non-formal and informal learning

Result 3

DOCUMENT TITLE

Report on micro-credentials implementation through validation of non-formal and informal learning (MyCred4Home Result 3)

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Foreword

Presentation of the MyCred4Home project

This document is the result of the collaboration between the members of the partnership of the MyCred4Home project, funded by the Erasmus+ programme. It is a cooperation partnership in the field of adult education, composed of five institutions (IPERIA, STEPS, GDOCE, University of Cyprus, Brussels Family Centre) respectively in: France, Italy, Cyprus, Spain and Belgium. The duration of the project is 30 months: from November 2021 to October, 2024.

This micro-credential project aims to respond to changes in the labour market and growing uncertainty about the future of jobs. Long-term jobs, which you hold for the rest of your life, are becoming rare, and employers are increasingly looking for flexibility and responsiveness. The COVID-19 pandemic has accentuated these trends, leading to massive job losses and an increase in short-term work programmes in the EU. Micro-credentials offer a quick and accessible solution for upskilling and reskilling in response to the growing demand for more responsive education and training systems.

The MyCred4Home project aims to promote the social and professional inclusion of low-skilled people by combining micro-credentials and the validation of non-formal and informal learning. This project focuses on the personal and household services (PHS) sector, which requires a wide range of skills and often suffers from a lack of recognition. Micro-credentials, combined with skills validation, can provide new job opportunities and meet the growing demand for skilled workers in this sector.

The partners of the MyCred4Home project have four main objectives:

- A benchmarking report offering a description of the use and regulation of micro-credentials in partner countries.

- A micro-competences repository, developed for key competencies in the PHS sector.

- A system for the assessment and validation of micro-competences via an innovative platform that uses new approaches for the micro-certification of non-formal and informal learning.

- A practical guide with recommendations for the implementation of micro-credentials of non-formal and informal learning for low-skilled profiles, based on the results of the project

Purpose of this report

This document is a report on project result 3, on the concrete implementation of micro-credentials through the validation of non-formal and informal learning. It is linked to the third phase of the MyCred4Home project, during which the partners designed the evaluation and validation tools, tested in a pilot phase. The objective of this report is to describe the methodology used within this project to design the micro-competences validation system, and then to evaluate the concrete application of this system during the pilot phase that took place from 7 October to 11 October in France and from 11 October to 14 October in Spain.

A field survey was carried out during this pilot phase. This survey is at the heart of the analysis of this report, in order to provide applied information and test the potential of micro-certification of non-formal and informal learning. Recommendations are based on the data from this survey.

The report is composed of three parts:

- A description of the methodology used in this project to micro-certify

- An analysis of the results of the implementation of micro-credentials through the pilot phase of the project

- An identification of the strengths and possible strengths of the methodology and tools for micro-certification of non-formal and informal learning

This report includes the analysis of 5 questionnaires with professionals in the PHS sector who have assessed micro-competences on the project platform, as well as 30 questionnaires with people more or less close to the PHS sector who wanted to have their micro-competences recognised.

The opinions expressed and arguments used here are those of the authors. The report does not represent the official view of the European Commission.

The information in this report is current as of October 22, 2024.

Methodology for designing micro-credential modalities

The third deliverable builds on the practical guide established in the second phase, which provides guidelines and proposes standards for the creation of a micro-credential in the PHS sector, as well as for methods for assessing and validating non-formal and informal learning. The project partners applied these guidelines to design the following evaluation and validation modalities, as well as the associated tools.

As a reminder, the four key micro-competences of the MyCred4Home project are:

COMPETENCY FRAMEWORK
AREA OF EXPERTISE **The area of activity concerned is the PHS - Household cleaning sector** **The micro-competences described concern basic cleaning missions carried out at home**
MICRO-COMPETENCES
Micro-competence 1: They are able to carry out cleaning operations by integrating a quality professional approach. **Micro-skill 2:** They are able to be organized / efficient **Micro-competence 3:** They are able to understand orally in the language used on a daily basis by the employer **Micro-competence 4:** They are able to respect the instructions, needs and expectations of the employer.

I.1   Selection and design of evaluation methods

A. Four evaluation methods

Regarding the assessment methods, the partners of the MyCred4Home project decided, after analysing the micro-certification framework and the standards established for this project in the second phase, to propose an assessment by micro-competence (MC). The main reason for this choice is that the approach chosen in the guidelines is to value each MC with a badge. The evaluation of each one must therefore be able to be done independently of the others, and the candidate chooses to take the one(s) he or she wishes. Each one must therefore have its own evaluation.

Four evaluation methods have been designed, respecting the principle of varying the methods for a richer evaluation and taking into account that candidates will be more comfortable with certain modalities than others depending on their profile (deliverable 2).

B. One expert evaluator per evaluation

Thus, while the field survey in the second phase referred to an evaluation based on observation and continuous monitoring by a trio composed of an employer, a peer working in the same professional environment and a trainer, another method was chosen, taking into account the feasibility of the project. Each candidate is evaluated for a micro-skill by an evaluator, who is a professional in the field and micro-skill, and trainer for certain profiles. The partners have taken into account the fact that a micro-competence must be able to be assessed quickly and therefore deploy a minimum of logistical resources.

C. A quick assessment

In the same way that the assessment must be able to be set up quickly, its duration must also be shorter than that of a competence. Thus, it must be able to last between 15 and 30 minutes. The assessments offered for MC2, MC3 and MC4 last 20 minutes, while the MC1 assessment lasts 30 minutes. As far as technical micro-competences are concerned, its importance for exercising a profession in the PHS sector and the elements to be validated are more substantial, which is why its evaluation is longer.

D. Remote arrangements

These modalities have all been developed remotely in order to adopt an innovative approach to certain micro-competences that would naturally have been assessed face-to-face due to the purpose of the very practical area of competence "to carry out a basic cleaning within a home". In addition, these micro-certifications are intended for an audience that is generally far from computer tools. The challenge of this approach is therefore to propose modalities that are not usually envisaged for this public, but which would promote accessibility for all, in particular geographical accessibility. All of these evaluations take place on the project validation platform.

E. Presentation of Terms and Conditions

For MC1 and MC2, the candidate is evaluated by an interactive professional situation. A realistic situation is simulated on the platform, and the actions he or she performs will demonstrate his or her ability to integrate a qualitative approach (MC1) and to be organized and efficient (MC2). The main characteristic of this modality is that it proposes a scenario for the entire assessment, in order to immerse the candidate.

The MC3 is composed of 2 contextualized activities, i.e. related to the professional context of the PHS sector. The candidate must demonstrate an understanding of the language used for home maintenance.

The MC4 is an immersive video interview in which the evaluator takes on the role of the employer. During the exchange, the candidate must demonstrate his or her ability to understand the expectations and needs of the person he or she is talking to.

I.2   Methods for validating non-formal and informal learning

A. Validation of a micro-credential

The validation method established during this project is as follows:

- The candidate is evaluated on his choices, actions and answers by means of indicators
- The validation of a learning outcome is recorded if more than half of the indicators are validated
- To obtain the certification of a micro-skill, the candidate must validate all the learning outcomes assessed.
- If the micro-credential is obtained, the candidate receives a badge
- The badge has a level of acquisition according to the score obtained: Beginner, Intermediate or Expert
- In some cases, the candidate can obtain additional points that allow him to increase his score, and therefore his level of acquisition
- Whatever the result, the candidate receives feedback on the points to be improved for a future pass
- The badge does not specify the candidate's percentage of success
- A candidate who has obtained the expert badge has the opportunity to become an evaluator for this micro-skill

B. Assessment tools

B.1. For the candidate

A guide for the candidate explains the rules to be followed as well as the course of the test. This guide aims to promote the candidate's autonomy on the platform.

B.2. For the assessor

- A grid allows the evaluation of the candidate and includes all these points so that the rules set out are respected by the evaluators. It is designed so that the assessor has no doubt about the elements of validation or about the validation of a learning outcome or a micro-competence.

- A technical sheet for the evaluator details his role throughout the test as well as the course of the evaluation. The purpose of this sheet and the grid is to enable the evaluator to carry out his or her mission independently.

- Finally, an interview guide was designed for the evaluation of MC4 to help the evaluator conduct the most neutral and fair evaluation possible

All of these tools are an object of evaluation during the pilot phase.

C. Partly human, partly automated assessment

If it is necessary to have an evaluator for MC4, it is the platform that evaluates MC2 and MC3 because it is configured with the corresponding grids. It thus generates the grids with the candidate's scoring. For MC1, one part is evaluated by the platform and another part by an evaluator. This diversity of evaluation methods makes it possible to test different evaluation scenarios to analyze their advantages and disadvantages. The pedagogical feedback is pre-written according to the learning outcomes to be improved. At the end of the project, the platform will generate the feedback and send it to the candidate with the results. It will be essential to judge their relevance and quality on the basis of the results of the participants' questionnaire.

I.3   The micro-credential platform

A. General presentation of the platform

The MyCred4Home assessment platform centralises all the assessments developed for micro-competences. It offers a user-friendly, intuitive and simple interface.

It is available at this URL: https://mycred4home.cs.ucy.ac.cy/

To access it, it is necessary to create an account, which allows the monitoring of the results of each candidate, as well as a selection of evaluators.

B. The platform environment for a candidate

Once authenticated, the candidate can be found on the main page of the assessments, represented by houses. They can change the language option by clicking on the thumbnail on the right. This thumbnail is permanently present on the user's screen throughout their visit to the platform.

These houses are clickable, and lead to the corresponding evaluation. Before accessing each of the assessments, the choice of language is re-proposed on a page, in order to ensure an assessment in the correct language.

CHOISISSEZ UNE LANGUE

Choisissez une langue pour l'évaluation :

Anglais

Français

Espagnol

Once you select the language of the assessment, the assessment page opens. A warning window will then appear to state the instructions.

Since the evaluations are timed, they only start when the candidate decides. Animated elements allow the candidate to find their way around, such as the green button below indicating the button that starts the assessment.

For MC4, which is the only synchronous evaluation modality, the user finds himself on an appointment booking page when he or she clicks on the corresponding house.

Apart from this guided navigation, the candidate has access to the main page and the appointment booking page, when he or she is not taking an assessment.

The My Account page provides basic information and features, as follows.

C. The Platform Environment for an Evaluator

A person can become an evaluator of a micro-skill provided that he or she has obtained the expert badge. She can therefore no longer take this assessment to improve her score. However, she can take the evaluations of the other MCs as a candidate.

The home interface is therefore similar.

The only difference is the fact that the homes he or she is an appraiser for are not clickable. In addition, an additional tab is available on his space, throughout his navigation except when he or she passes an evaluation, circled below.

ÉVALUATION   ENTRETIENS AVEC LES ÉVALUATEURS   COMITÉ D'ÉVALUATION   MON COMPTE

This tab allows them to see the assessments available for assessment on the micro-skill(s) they can assess.

COMITÉ D'ÉVALUATION

ICI, VOUS POUVEZ VOIR LES TENTATIVES ET LES RÉSULTATS DE CHAQUE CANDIDAT À CHAQUE DÉFI MICROCOMPETENCE

administrateur (administrateur)
Le Candidate primer (candidate_test_1)
le candidat seconde (candidate_test_2)
Katerina Petsa (kpetsa)
IOANNA THÉOPHILOU (ioanna)
clémentine condori (clémentine)
Arianacgh (Arianacgh)
Frédérik Costallat (frederik)
marie hurier seye (marieseye)

Sélectionnez un candidat dans le panneau de gauche

Once the user, whether a candidate or an evaluator, has finished browsing, they can simply log out by hovering their mouse over "My Account". A button appears and he or she has to click on it.

Evaluation of the Pilot Phase

II.1   Purpose and organization of the Pilot Phase

The pilot phase took place in France and Spain, in order to test the entire micro-competences validation system, developed since the beginning of the project. This experimentation allowed for a continuous improvement of the technical tools, as well as an evaluation of the standards established during the project in order to determine the strengths of this model as well as the areas for improvement for future deployment. Two questionnaires were designed for this purpose, one for participants and the other for evaluators.

One point to highlight is that the open badge recognition system could not be implemented for the pilot phase. The project wanted to verify the application of the badge allocation process and ensure that there was a transparent approach to the awarding and/or financing of badges (deliverable 2). This part therefore represents a development avenue for the follow-up to the project.

The two partner countries have organized their pilot phase according to the advice of the experts interviewed in deliverable 2:

- Implementation of personalized support for candidates facing the digital divide and a clear support framework for the organization of remote evaluation sessions with the members of the jury.
- Clarification of the evaluation methods for each evaluation method for candidates to ensure effective and unambiguous use of them.

This pilot phase lasted 5 days in France, from October 7 to October 11, 2024. Fifteen volunteers took the evaluations of the 4 micro-competences, and two professionals in the sector were evaluators. The evaluations were conducted entirely remotely. The participants received an email with instructions on how to carry out the evaluations independently.

Of the 16 participants, 14 responded to the evaluation questionnaire of the pilot phase. 9 work in the PHS sector, 4 are jobseekers, and 1 works in a field other than PHS. The 9 professionals in the PHS sector include 7 people who have been working for more than 12 years, 1 person between 9 and 12 years old, and 1 person between 5 and 9 years old. The average age of the respondents is 47 years old. Their country of residence is France. Their level of training is varied, as can be seen in this table.

Highest degree obtained	Number of people
Ferry	3
State diploma in early childhood education	1
CAPE	3
Bac + 3	3
College certificate	1
BTS	1
BAC level	2

In Spain, the pilot phase lasted 4 days, from 11 October to 14 October 2024. There were also fifteen participants in the evaluations, and three professionals from the sector conducted the evaluations. It took place in a hybrid way. A first session took place in person with the participants to present the MyCred4Home project and the evaluation methods. The assessments were then held online, allowing each participant to take them at their own pace independently. During the pilot phase, participants had access to individualized support, particularly during the MC4 evaluation.

Of the 15 participants, 15 responded to the questionnaire, 14 are jobseekers and 1 has been working part-time in the PHS sector for less than a year, so this person is also a jobseeker. Their age ranges from 29 to 52 years old, with the majority between 40 and 50 years old. Secondary education is the highest level of education held, but the majority have lower education.

The appendix shows the results for France and Spain. We can see that MC3 was a clear success, MC2 was mostly successful but with beginners' badges, and the levels for MC4 were mainly mixed between beginners and experts. It will be interesting to see the participants' responses on the level of difficulty of the activities.

Although the panel of respondents was presented by country, the results of the responses are presented regardless of the location of the pilot phase. A differentiation can be evoked in the analysis of certain responses, if relevant. Indeed, the profile of the participants, the modalities of implementation of the pilot phase and the fact that one of the countries did the test before the other can be factors of analysis.

II.2　Overall perception of the pilot phase by evaluators and participants

At the start, several participants expressed concerns about the interface, the clarity of expected actions on the platform, and technical issues, including bugs and audio content in English. This feedback helped improve the platform's usability and provide additional guidance to ensure an optimal assessment experience during the pilot phase.

The pilot phase for MC2 was generally successful, although challenges were encountered. The participants, who focused on organization and efficiency, generally understood the tasks to be performed. However, some experienced difficulties with the interactive format of the assessment, which led to confusion regarding specific instructions or the application of their skills in the context of the assessment. Despite these obstacles, many candidates were able to complete their assessments, highlighting the need to improve the clarity of the instructions to optimize the assessment experience.

As for MC3, dedicated to the assessment of linguistic comprehension and expression, the participants faced fewer difficulties. They demonstrated an ability to engage with the tasks offered, thus showing a good understanding of the language in everyday scenarios related to care. The majority of candidates completed the assessment without significant problems, indicating that the content was well suited to their needs.

According to the evaluators, jobseekers found it difficult to immerse themselves in the MC4 role-playing exercise, struggling to perceive it as a real scenario. Some participants also had difficulty understanding the task. On the other hand, participants already employed in the sector seemed more comfortable and even suggested improvements to enrich the activity. Despite some minor obstacles, mainly related to anxiety and lack of knowledge of the interview format, the participants managed to complete the assessment and found that the format helped them reflect on their skills and identify areas for development.

II.3　Results of the participants' questionnaire

Twenty-nine out of the thirty participants responded to the questionnaire at the end of the pilot phase. For a majority of questions there were no comments or justification for the answer, so the presentation of the results will be based on a quantitative approach. The results will be presented in descending order.

A. Ergonomics/Tool use

Satisfaction with the process of recognition

Satisfied	15
Very satisfied	12
Dissatisfied	3
Very dissatisfied	0
Total number of responses	30

These results reflect general satisfaction. The absence of comments for those who are not satisfied does not allow us to target the areas for improvement. However, it should be noted that these respondents are from France, so they were the first to test the platform, and thus encountered some technical difficulties in particular.

Prior knowledge and experience

Rather yes	13
Absolutely	10
Rather not	5
Not at all	1
Total number of responses	29

The respondent group includes a majority of participants with knowledge or experience in the PHS sector. However, there is 1 fifth of the group who have little or no of them. This heterogeneity allows experimentation on all the profiles targeted by the project.

Difficulty of activities

Easy	16
Difficult	8
Very easy	3
Very difficult	2
Total number of responses	29

Two-thirds of respondents found the assessment easy or very easy. By linking this result with the previous one, we can explain this feeling of ease by 19 people with the fact that 23 participants have experience or knowledge in the field. However, the evaluations are not considered too easy, which confirms that the level of evaluations remains demanding.

The results of the assessments confirm this, with more than half of beginner badges obtained for the assessments, except for the MC3 language assessment.

Difficulties for navigation

No	19
Yes	10
Total number of responses	29

The 10 participants who answered yes are French. It would therefore seem that having been the first to have carried out the pilot phase, they encountered technical difficulties. Thanks to their feedback and the improvements made, the 15 respondents from Spain had no problems.

Issues

Difficulties using the platform (access to content, functionalities, etc.)	6
Technical problems (poor connection, incompatible software, etc.)	3
2 Poor understanding of content	2
Other	1
Organisational difficulties	0
Reduced motivation	0
Feeling alone	0
Total number of responses	12

Of the 10 in the panel that encountered difficulties, 12 problems were identified, 9 of which were of a technical nature. This confirms the previous hypothesis, that the French testers had technical difficulties resolved during the experiment. In particular, there are problems with access to MCs, browsers, or difficulties in validating answers. Regarding the other difficulties, one participant cites his difficulty in identifying certain visuals clearly (pictograms, rooms in the home, etc.)

Sufficient time to complete activities

Yes	28
No	1

Total number of responses	29

We can conclude from these answers that there is sufficient time.

Clarity of candidate guide

Yes	26
No	3
Total number of responses	29

The clarity of the guide is confirmed by the majority, we do not have any comments to be able to readjust.

Relevance of feedback following the assessment

Yes	25
No	4
Total number of responses	29

Motivation after receiving the feedback

Yes	25
No	4
Total number of responses	29

These two parts concern the type of feedback sent to the candidate. This feedback was pre-written so that it could be automated by the platform. The question that arose was therefore the sensation of feedback specific to each candidate, and its impact on motivation. Based on these similar results, the feedback seems to be relevant and motivating overall.

B. Motivations-projections

This section looks at the value of these micro-certifications for candidates. The aim is to reveal their impact in terms of motivation, confidence and recognition of skills for their future career.

Motivation for micro-certification

Get recognition for my professional and/or personal experience	11
To boost my confidence in my professional abilities	9
Find a job more easily	7
Help me retrain for a new career	1
Other	1
Negotiating a better salary	0
Total number of responses	12

The "other" respondent specifies that this represents a new experience, new certifications if one day he or she retrains, and that this can make it easier for him or her to find a job

Achievement of aims by evaluation

Agree	20
Totally agree	8
Somewhat disagree	1
Totally disagree	0
Total number of responses	29

This part is related to the previous one. The answers confirm that the evaluations have the usefulness and effect desired in **Motivation for micro-certification** part by the participants.

Impact of micro-credential on job opportunities

Rather yes	23
Absolutely	4
Rather not	2
Not at all	0
Total number of responses	29

The vast majority of respondents are convinced of the impact that these micro-credentials can have on job opportunities, which is one of the objectives of the project. Moreover, it is interesting to note that 27 respondents believe in the impact on job opportunities, but only 7 find this motivating factor (see Motivation for micro-certification).

Interest in additional micro-certifications

Yes	27
No	2
Total number of responses	29

93.1% of respondents are interested in other micro-credentials, which is very positive for the continuation of the project and the potential for deployment.

Areas of interest for future micro-certification

Cooking and meal preparation	16
Support and assistance for young children	15
Support and assistance for the elderly	14
other	11
Housekeeping	10
Safety at work, gestures and postures	6
Language	0
Total number of responses	27

There is a strong trend for meals, child care and care for the elderly. "Other" respondents did not specify. 72 occurrences selected for 27 respondents, which reveals a certain motivation and interest in certifying oneself in a set of fields. Language micro-certification does not arouse the interest of respondents. If we look at the results for France in the appendix, we see that 10 people took the test and that they all received an expert badge. The group of participants therefore had no language problems, which explains the lack of interest.

Desire to follow additional training

Yes	24
No	5
Total number of responses	29

Micro-credentials are generating significantly more interest than training. However, the results are not conclusive enough to be interpreted.

Preferred areas for additional training

Support and assistance for young children	16
Safety at work, gestures and postures	16
Cooking and meal preparation	15
Support and assistance for the elderly	14
Housekeeping	11
Language	0
Other	0
Total number of responses	24

The "Other" option was not selected, but it should be noted that some respondents added a desire to train in the following areas: "Educational and social support" and "social and family intervention technician". Although the areas of interest remain similar, there is a clear need for training in safety gestures and postures in a professional context. While 6 people were interested in having a micro-competence recognised in this field, 16 people want to train. Moreover, the results confirm that language micro-competences do not reflect an interesting development for the PHS sector.

C. Impact of the experience on the participants

Skills awareness

- Micro-competence 1

Participants were aware that they had this skill before the assessment	20
Participants became aware that they had this skill thanks to the assessment	8
Participants are aware that they don't have this skill	1
Total number of responses	29

- Micro-competence 2

Participants were aware that they had this skill before the assessment	22
Participants became aware that they had this skill thanks to the assessment	7
Participants are aware that they have this skill	0
Total number of responses	29

- Micro-competence 3

Participants were aware that they had this skill before the assessment	27
Participants became aware that they had this skill thanks to the assessment	2
Participants are aware that they don't have this skill	0
Total number of responses	29

- Micro-competence 4

Participants were aware that they had this skill before the assessment	23
Participants became aware that they had this skill thanks to the assessment	6
Participants are aware that they don't have this skill	0
Total number of responses	29

For three of the micro-competences, the certification made 1-third of the group aware that they already had these abilities. This proportion is significant in view of the main objective of recognising non-formal and informal learning outcomes. The MC3 did not have the same effect, because as seen in results in annexes, they do not have any language problems, which explains the lack of interest in a micro-certification or language training.

Recommendation to a colleague on the evaluation: from 0 to 10

10	15
9	6
8	3
5	3
7	1
6	1
Total number of responses	29

Although generally positive, since they are all above 5 out of 10, the results are distributed. By taking into account the experience of the first testers that the French respondents had, we can better understand these mixed results: the Spanish respondents all selected 9 or 10 on the proposed scale. It is thus possible to link the responses to the technical difficulties (A4) at the beginning of the pilot phase, which necessarily leads to a decrease in the willingness to recommend.

D. Additional remarks or comments

Participants also left these comments:

Micro-certification is a major asset for giving women (or men) the confidence to work or look for work.
Very good initiative for this micro-certification project.
Perhaps we should broaden the scope of the skills tested to include administrative skills.
I want to get my AES diploma
Not too convinced by the experience, MCQs in my opinion would have been more relevant.
1 candidate expressed confusion regarding specific instructions in the evaluation of MC2. It has been reported

The comments and responses collected reflect overall positive perceptions of the micro-credential initiative, particularly its potential to build participants' confidence in their professional development. The fact that micro-credentials are perceived as a "major asset" in building the confidence of participants is an encouraging sign. This corroborates the findings of **Motivation for micro-certification**, where a significant number of respondents cited self-confidence as a key motivation.

The commentary on the addition of administrative skills suggests, as do the varied results of **Areas of interest for future micro-certification**, a need to expand the areas of certification. This supports the potential for deploying the platform and micro-certification topics.

The criticism of open-ended questions and the suggestion to favor MCQs (multiple choice) indicate a preference for more standardized and perhaps simpler to understand and complete assessment formats. This may be related to the challenges mentioned in **Issues**, where issues with navigation and content understanding were noted. The formats nevertheless seem to have been appreciated by the majority of participants.

II Results of the evaluators' questionnaire

The 5 expert evaluators responded to the questionnaire at the end of the pilot phase. The questions focused on the platform, micro-competences and assessment tools. For the analysis of the results, the qualitative approach seems to be the most relevant. We will also present, where consistent, an average score out of 4 corresponding to the scale proposed to respondents on most of the questions, as well as a summary of their comments.

A. Platform user interface

Clarity of the platform: 3,8/4

The evaluators' responses indicate that the platform is designed effectively to facilitate ease of use and navigation, which is essential for maintaining participant engagement and ensuring a smooth assessment process. The positive feedback suggests that users are likely to feel confident while using the platform, which could contribute to better performance during evaluations.

Navigation of the platform: 3,8/4

The evaluators' feedback highlights that the platform's navigation is designed with clarity and user-friendliness in mind. This thoughtful approach not only facilitates ease of use but also ensures that participants can engage with the platform effectively, regardless of their technological proficiency. The positive navigation experience is likely to contribute to successful outcomes in evaluations and overall user satisfaction.

Accessibility of tools and functions for the assessments: 3,8/4

The evaluators' feedback underscores that the platform excels in providing accessible tools and functions for assessments. The well-organized layout, quick access to information, and clarity in meeting users' needs contribute to a smooth and efficient evaluation process.

Malfunctions of the platform: 2 assessors identified a malfunction over 5 assessors

While minor malfunctions were identified, the overall perception of the platform's functionality remains positive. The evaluators appreciate its reliability, and the swift

reporting mechanism helps ensure that issues are addressed promptly, contributing to continuous improvement of the platform.

Technical difficulties during the assessment:

No technical difficulties were encountered during the assessments.

To summarise the experience of the evaluators with the platform during the pilot phase, we can identify the following important points.
The platform is clear and accessible, with fluid navigation, allowing for evaluation in the best conditions. Despite minor malfunctions identified, the evaluations took place without technical difficulties, thus allowing the participants to experience the evaluations in the best conditions. This is a major condition for success, given that the target group consists mainly of individuals who have difficulty with the digital tool. The platform offers a continuous improvement system through reports of quickly resolved difficulties, which will gradually reduce the existence of any malfunctions.

B. Micro-competences Assessment

B.1. Micro-Competence 1: Interactive Professional Situation

Effectiveness of assessment tools to measure micro-competence 1: 3.8/4

The evaluators consider the assessment tools to measure micro-competence 1 to be effective due to their practical application, real-world relevance and variety. These tools provide a robust framework for assessing candidates' skills in a meaningful and thoughtful way, ensuring alignment with the requirements of the personal services industry (PHS).

Clarity of Micro-Skill Questions/Exercises 1:3.5/4

Two reviewers noted this question. Other reviewers provided comments confirming this average rating. According to them, the instructions are clear and easy to understand, making the expectations of candidates in each exercise unambiguous.

Adaptation of the content of micro-competence 1 to the target group: 3.8/4
The evaluators emphasised that the content of micro-competence 1 was thoughtfully designed with the target group in mind:

- Consideration of Skill Level: Content takes into account the different skill levels and needs of candidates, facilitating effective learning and practice.

- Practical structure: The structure allows participants of all levels to demonstrate their skills in a practical way, directly related to future professional applications of the skill.

Candidates' understanding of micro-competency 1: 4/4

All reviewers answered "yes" to this part.

Strengths of the assessment method (interactive work situation) to assess micro-competence 1

According to the evaluators, several strengths underline the effectiveness of the assessment tools for micro-competence 1:

- Practical application: The interactive format allows candidates to apply their knowledge in a practical way, demonstrating not only technical skills, but also their ability to adapt to individual needs.

- Real-world relevance: The tools are closely linked to real-world scenarios, ensuring that candidates are assessed on skills relevant to real-world work situations in the PHS sector.

- Diversity of assessment methods: The variety of methods makes it possible to effectively capture different levels of competence and reflects the specific realities of the target group.

Areas for improvement for micro-competence 1

The evaluators noted the potential for transferability of the method to other levels or professional environments. Expanding its application could improve its effectiveness and relevance in different contexts.

Consistency of the micro-skill scoring system 1: 3.8/4

No comment was made on this matter.

In summary, the assessment tools used are considered effective in measuring this micro-competence, as they reflect the real situations of the personal services sector. They allow the candidates' abilities to be assessed in a relevant and practical way. The clarity of the exercises is praised, and the content is well adapted to the target group, taking into account the different skill levels. The practical structure makes it easy to demonstrate skills. To improve the validation of this micro-skill, the evaluators suggest extending the application of this method to other professional contexts to strengthen its usefulness. The evaluators noted that the variety of evaluation methods, combined with their relevance, is a major force to be retained.

B.2. Micro-Competence 2: Interactive Professional Situation

Effectiveness of assessment tools in measuring micro-competence 2: 3.8/4

The evaluators found that the assessment tools to measure micro-competency 2 are effective in providing a comprehensive assessment of candidates' competencies. By combining interactive elements, realistic simulations, and a focus on relevant skills, these tools are well aligned with the PHS industry's business expectations.

Clarity of Micro-Competency 2 Questions/Exercises: 3.8/4

According to the evaluators, the clear and organized presentation of information allows all participants, regardless of their background or digital literacy levels, to easily understand the questions and respond appropriately. This clarity promotes inclusivity, allowing a wider range of candidates to demonstrate their skills.

Adaptation of the content of micro-competence 2 to the target group: 4/4

Three reviewers noted this question. They felt that the adaptation of the content for Micro-Skill 2 was well done, focusing on clarity, accessibility, and relevance. By using plain language, incorporating visual and auditory elements, and taking into account different levels of competence, the assessment effectively supports all participants in demonstrating their abilities.

Strengths of the Assessment Method for Assessing Micro-Competence 2

The evaluators noted the following strengths:

- Practical relevance: Exercises are effectively connected to real-world applications.
- Accessibility: The design ensures that participants from diverse backgrounds can interact with the content.

- Clarity and feedback: The clarity of the assessment and the usefulness of the feedback provided contribute significantly to the professional development and workplace readiness of candidates.

Areas for improvement for micro-competence 2

- Diversity of exercise formats: While current interactive exercises are valuable, evaluators suggested incorporating a wider variety of formats into future assessments. This would cater to different learning styles and preferences, making assessment more engaging for a wider audience.

- Assessing additional variables: Expanding the assessment to include more variables, such as situational judgment, adaptability, or teamwork, could provide a more comprehensive view of candidates' skills.

Consistency of the micro-skill scoring system 2: 3.8/4

The scoring system for Micro-Competency 2 received positive feedback, reflecting its consistency and effectiveness in assessing candidates' competencies.

In summary, the assessment tools for the second micro-competence are considered effective, in particular by their interactive aspect and their focus on realistic simulations. The clarity of the questions and exercises allows for inclusive assessment, ensuring that participants, regardless of their level of digital literacy, can respond appropriately. It is recommended to introduce a greater diversity of exercise formats to take into account different learning styles and to assess additional variables such as situational judgement or the ability to work in a team. Strengths to keep include the practical relevance of the exercises and the effectiveness of the scoring system.

B.3. Micro-Skill 3: Contextualized Activities

Effectiveness of assessment tools to measure micro-competence 3: 3.8/4

The evaluators found the tools to be effective in assessing candidates' language proficiency in practical contexts. These tools allow assessors to observe how candidates understand oral instructions and how they react and interact in the given context.

Clarity of Micro-Skill Questions/Exercises 3: 3.8/4

According to the evaluators, the clarity of the questions and exercises is a strength. The direct instructions and diversity of exercises ensure that all participants can show their language skills with confidence, contributing to the overall success of the assessment.

Adaptation of the content of micro-competence 3 to the target group: 4/4

Three reviewers noted this question. They felt that the content was particularly suited to the day-to-day experiences and vocabulary that participants were likely to encounter when interacting with care recipients. This adaptation plays a crucial role in facilitating understanding and ensuring that candidates feel comfortable during the assessment.

Strengths of the Assessment Method for Assessing Micro-Competence 3

The evaluators identified the following strengths:

- Real-life situations: Through scenarios that reflect everyday interactions, candidates can directly apply their language skills in contexts they are likely to encounter in their daily work. This approach not only increases the relevance of the content, but also motivates the participants, as they can easily see the immediate applicability of what they are learning.

- Comprehensive assessment: The activities designed for this assessment allow for a more holistic assessment of participants' communicative competence. The focus is not only on grammar and vocabulary; It also encompasses adaptability and empathy – essential qualities in the field of personal services and caregiving. This multi-faceted assessment recognizes the importance of context and interpersonal skills.

- Reduced anxiety: The contextual nature of the activities helps to reduce anxiety for participants. When candidates engage in familiar situations, they feel more comfortable expressing themselves. This fluency can lead to a more authentic performance, allowing for an accurate representation of their language skills and resulting in a more accurate assessment of their skills.

- Simplicity and clarity: The method is designed to eliminate intermediate procedures that can skew the results. The straightforward nature of the exercises means that candidates can focus entirely on demonstrating their skills without unnecessary complications, making the assessment process both clear and efficient.

Areas for improvement for micro-competence 3

It is suggested that more diversity be included in the scenarios used. While the current method is effective, exploring various scenarios could enrich the experience without compromising overall effectiveness.

Consistency of the micro-skill scoring system 3: 3.8/4

No comments were made regarding the scoring system for this micro-competency.

Finally, according to the evaluators, assessment tools for this micro-skill are particularly effective in assessing language skills in a practical context. The exercises, inspired by real-life situations, allow participants to apply their language skills in everyday interactions with care recipients. This approach improves relevance and motivates participants, as they immediately see the usefulness of the skills being assessed. Strengths to maintain include the use of familiar scenarios that reduce candidate anxiety, and the holistic assessment of skills such as empathy and adaptability. It is suggested that more diversity be introduced into the scenarios to make the assessment even more comprehensive.

B.4. Micro-Skill 4: Immersive Interview

Effectiveness of assessment tools in measuring micro-competence 4: 3.8/4

The raters believe that the scoring system provides specific criteria that align well with the learning objectives of the micro-skill. This clarity ensures that all parties understand what is expected, improving the reliability of the assessment process.

Clarity of Micro-Skill Questions/Exercises 4: 3.8/4

According to the evaluators, the immersive interview method simulates a realistic environment where candidates must listen carefully and respond to the evaluator's requests. This direct interaction allows candidates to effectively demonstrate their communication skills and ability to adapt to the needs of care recipients.

Adaptation of the content of micro-competence 4 to the target group: 4/4

Three reviewers noted this question. They believe that feedback and role-playing assessment fits well with participants' experience levels, with a focus on key skills such as empathy and the ability to follow instructions. This approach ensures that candidates can meet professional expectations in a practical setting.

Candidates' return after the assessment

The participants expressed their satisfaction with the evaluation method, particularly appreciating its exchange-based approach and its immersive nature. Overall, the feedback they received was found to be clear and constructive, allowing candidates to identify and understand their mistakes. They praised the clarity of the procedures and the simplicity of the tasks, and found that the results obtained were precise and relevant, thus offering them concrete ways forward. With a better understanding of areas for improvement, candidates felt encouraged to hone their performance. This constructive feedback encouraged them to invest fully in their professional development.

Strengths of the assessment method to assess micro-competence 4:

- Pedagogical alignment: The evaluation criteria are consistent with the intended learning outcomes.

- Realistic simulation: The immersive interview allows candidates to interact in an environment that closely mirrors real-life work situations.

- Interpersonal Skills Assessment: The method effectively assesses empathy, active listening, and adaptability, all of which are essential skills in personal and household services. These skills are crucial in the personal and household services sector, where human interaction is fundamental.

Areas for improvement for micro-skill 4:

The evaluators suggest making the instructions clearer to ensure that applicants have a clear understanding of what is expected, particularly with regard to identifying needs versus following the instructions.

Consistency of the micro-skill scoring system 4:4/4

Three reviewers noted this question. No comments were made regarding the scoring system for this micro-competency.

In summary, the evaluators noted that some candidates, particularly those looking for work, had difficulty immersing themselves in the role-play exercises. On the other hand, existing candidates were more comfortable and suggested improvements. Despite minor

barriers, participants found this method useful to reflect on their skills and identify areas for improvement. Strengths include the immersive interview's ability to simulate real-life situations and assess interpersonal skills such as active listening and empathy. To improve this evaluation, it is suggested that the instructions be made more explicit, in order to better distinguish the identification of needs from the execution of the instructions.

C. Materials and Resources

C.1. The Guide for Reviewers

Clarity of the guide for reviewers

The assessors' guides stand out for their clarity and accuracy, offering well-structured and detailed instructions for each micro-skill. This transparency makes it much easier to understand the evaluation objectives and the specific criteria to be taken into account during the sessions. Each guide includes concrete examples that clearly illustrate the expectations of candidates, which is particularly useful throughout the assessment process. In general, the guides allow evaluators to quickly grasp the tasks to be accomplished, the methods to be used, and the resources required. The presentation of the guides is designed in an effective manner, detailing precisely how to conduct the evaluations, which helps to build the evaluators' confidence in the performance of their duties.

Usefulness and function of the evaluator guide in preparing evaluations

The evaluators' guides, with their clear and detailed structure, play a vital role in the preparation of the evaluation sessions. By specifying the evaluation criteria, the objectives specific to each micro-skill as well as the methods to be used, these guides make it possible to organize the sessions in an optimal way while ensuring that all the necessary aspects are well covered. This clarity is particularly appreciated, as highlighted by some evaluators, who note that the design of activities and processes takes into account different levels of knowledge or performance of participants. Thanks to this precision, it is possible to structure an effective evaluation in all situations, without encountering major difficulties.

Errors in the Guide for Reviewers

No significant errors were detected in the guides. However, some words or phrases may not be representative of all cleaning sectors in different countries.

C.2. The competency framework

Clarity of the competency framework

The evaluators emphasize that the clarity with which each micro-competency is defined, as well as the objectives and expected results, facilitates the understanding of the expectations of the candidates. They find that each competency is well-structured, providing evaluators and participants with a clear reference on the evaluation criteria. This approach is all the easier to grasp because it is based on practical elements related to a specific professional reality, which remains evident throughout the process. However, they also note that some words or phrases may not be representative of all household cleaning sectors in different countries.

Consistency of the competency framework

According to the evaluators, the competency framework is coherent, with micro-competencies aligned with the overall objectives of the program and responding to the specific needs of the personal and household services sector. They claim that each micro-skill is based on practical and theoretical skills relevant to job performance, ensuring they are interconnected and applied in real-world work situations. This consistency is also reflected in the assessment methods, which are tailored and relevant to the skills measured. Assessors also appreciate the clear logic of the framework, allowing assessors and candidates to easily understand the links between different skills. To further strengthen this coherence, they suggest that it might be useful to provide concrete examples of how each micro-skill contributes to a wider set of skills required in the workplace.

Aligning the competency framework with micro-competencies

The evaluators believe that each micro-skill is derived from the soft skills and knowledge defined in the framework, ensuring that the learning objectives are consistent and relevant to the needs of the personal and household services sector. They argue that this coherence allows each micro-skill to be embedded as a specific element within the overall framework, thus facilitating a clear and structured assessment. The link between the competency framework and micro-competencies also ensures that candidates acquire skills that are not only useful for their individual professional development, but also in line with market requirements. This coherence is, according to the evaluators, one of the major strengths of the resources provided to carry out this type of evaluation,

creating a harmonious process that goes from the competency framework to the micro-competencies and establishes a practical approach to achieving relevant results.

General conclusions

Overall, the evaluations of the pilot phase show that the current evaluation methods are well suited to the target group and provide a solid basis for assessing the competencies required in the PHS sector. A majority of participants say they are satisfied with the recognition of their skills through the micro-certification process, which suggests a good reception of the project. Participants recognize the positive impact of micro-credentials on their professional confidence and job opportunities. So we can say that the target audience values this system.

In addition, a third of the participants discovered skills through certain micro-credentials. This data confirms the main objective of the project to recognise informal and non-formal learning.

Although early adopters encountered technical difficulties, these malfunctions were resolved after adjustments. The platform is positioned as a reliable and accessible tool, offering a satisfactory user experience through its clarity, smooth navigation and accessibility of its tools, with an overall rating of 3.8 out of 4. Feedback from evaluators and participants shows that the experience with the platform promotes participant engagement. It is therefore necessary, for the sustainability of the MyCred4Home project, to provide technical support for users and to promote continuous improvement based on feedback. A technical support ticket system could be added to the platform's tabs, for example.

Most respondents are interested in obtaining further micro-credentials, demonstrating a strong interest and potential increased demand for the system proposed by the MyCred4Home project. It would therefore be interesting to think about developing other micro-competences in the PHS sector. Replications would also be possible in other sectors affecting target audiences with similar characteristics (level of qualification, lack of recognition, skills that can be acquired non-formally or informally,...)

Strengths

The main strengths of the standards and methods used are the following:

- The platform is deemed clear and easy to navigate, with an intuitive interface that allows users to feel comfortable, even those less familiar with digital tools
- The assessment tools were well received, offering a variety of interactive and realistic methods that reflect real-world situations
- Assessments are designed to be inclusive, allowing participants of different skill levels to demonstrate their abilities
- Feedback after the assessments was found to be clear and motivating, helping participants identify their mistakes and improve, which contributes to ongoing professional development
- The quality of the guides and competency frameworks, which are perceived as clear, structured, and aligned with the learning objectives, facilitates the preparation and consistency of assessments
- The assessment tools were appreciated for their diversity and relevance, particularly their ability to reproduce realistic scenarios that help participants apply their skills in a practical and immediate way
- Interactive and immersive assessments assessed not only technical skills but also essential interpersonal qualities such as empathy and communication
- The use of familiar, contextualized scenarios helped reduce candidates' anxiety, allowing for better expression of their skills and a more authentic assessment.

Suggestions for improvement

- **Inclusion of the badge system:** The first improvement to be made is to include the badge awarding process that could not be implemented and tested during the pilot phase. It would be desirable to check the technical accessibility of users and the added value they would represent.

- **Diversification of exercise formats** : Although current exercises are interactive and relevant, it is recommended to introduce a wider variety of activity formats, if other micro-competences are developed. This would better respond to candidates' different learning styles and ensure that the assessment captures all dimensions of their skills. For example, situational judgment activities or more collaborative activities could be integrated.

- **Explanation of the instructions** : Some candidates (2 out of 29) had difficulty understanding the instructions of the exercises. The design of future evaluation

activities must therefore include particular attention to the clarification of expectations.

- **Broadening the variables assessed** : For some micro-competences, it is proposed to extend the assessment to additional variables, such as adaptability, teamwork or situational judgment. This would provide a more comprehensive view of candidates' skills and identify additional areas for improvement.

- **Sharper adaptation of content to different European contexts** : Some terms or expressions used in guides and standards may not be representative of all European countries. It is recommended that these elements be adapted to be more inclusive and reflect the cultural and professional diversity of the European market

In conclusion, micro-credentials demonstrate a strong potential for the recognition of skills in the PHS sector, with a general satisfaction of participants and a positive impact on their professional confidence. This success underlines the importance of a flexible system, capable of adapting to the needs of users while offering them formal recognition of their prior learning. By taking into account the various key elements raised, this system could become a lever for the development of non-formal and informal skills in a rapidly evolving knowledge economy.

Annexes

MyCred4Home project

Questionnaire for participants

> **Objective:** The purpose of this questionnaire is to gather information about the user experience of the platform and the candidate's projection after the evaluation.

Section 1: Ergonomics / Use of the tool:

1. **Are you satisfied with proposed process of the recognition of your skills? (Only one answer possible)**

   - Very dissatisfied
   - Dissatisfied
   - Satisfied
   - Very satisfied

2. **Were your prior knowledge and experience is assessed? (Only one answer possible)**

   - Not at all
   - Rather not
   - Rather yes
   - Absolutely

3. **How would you rate the level of difficulty of proposed activities? (Only one answer possible)**
   - Very easy
   - Easy
   - Difficult
   - Very difficult

4. **Did you encounter any problems when navigating on the platform? (Only one answer possible)**
   - Yes
   - No

5. **If yes, what types of problems did you encounter? (Several answers possible)**
   - Difficulties using the platform (access to content, functionalities, etc.)
   - Technical problems (poor connection, incompatible software, etc.)
   - Organisational difficulties
   - Poor understanding of content
   - Reduced motivation

    o Feeling alone
    o Other (please specify)

6. In your opinion, is the time sufficient to complete each activity?
    o Yes
    o No

Section 2: Motivations-training projections

7. What motivates you to this micro-certification (evaluation)? (Only one answer possible)
    o To boost my confidence in my professional abilities
    o Get recognition for my professional and/or personal experience
    o Find a job more easily
    o Negotiating a better salary
    o Help me retrain for a new career
    o Other (please specify)

8. Do you feel that this evaluation has met or will meet its objectives? (Only one answer possible)
    o I totally disagree
    o Somewhat disagree
    o Agreed.
    o Totally agree

9. Can this official recognition (micro-credential) facilitate to find a job? (Only one answer possible)

    o Not at all
    o Rather not
    o Rather yes
    o Absolutely

10. Would you be interested to validate other competences (acquired through non-formal and informal learning) with implementation of micro-credentials.
    o Yes
    o No

11. If so, in which areas would you like to obtain this micro-credential? (Several answers possible)
    o Support and assistance for the elderly
    o Support and assistance for young children

- Housekeeping
- Cooking and meal preparation
- Safety at work, gestures and postures
- Language
- Other (please specify)

12. After obtaining this microcertification, would you like to follow a training course?
- Yes
- No

13. If so, in which areas would you like to train? (Several answers possible)
- Support and assistance for the elderly
- Support and assistance for young children
- Housekeeping
- Cooking and meal preparation
- Safety at work, gestures and postures
- Language
- Other (please specify)

Section 3: Sector/occupation projections

14. For this series of skills, indicate whether you were aware you had this skill before carrying out this assessment: (only one answer possible for each skill)

-Be able to carry out cleaning operations using a professional quality approach (analysing the needs of the care recipient, recommending tools and products if necessary).
- I was aware that I had this skill before the assessment
- I became aware that I had this skill thanks to the assessment
- I'm not aware that I have this skill

-Be organised/efficient
- I was aware that I had this skill before the assessment
- I realised I had this skill thanks to the assessment
- I'm not aware that I have this skill

-Be able to understand and express themselves orally in the language used daily by the care recipient.
- I was aware that I had this skill before the assessment
- I realised I had this skill thanks to the assessment
- I'm not aware that I have this skill

-Be able to respect the instructions, needs and expectations of the care recipient.
- I was aware that I had this skill before the assessment
- I realised I had this skill thanks to the assessment
- I'm not aware that I have this skill
-

15. Would you recommend this evaluation to a colleague?
- o 0 to 10 (0 corresponding to Not at all; 10 corresponding to Completely)

16. You are currently: (only one answer possible)
- o Working in the Personal and Household Services sector (PHS sector)
- o Employed both in the PHS sector and in another sector (excluding PHS)
- o Employed in another sector (excluding PHS)
- o Looking for work
- o Other situation (please specify)

17. If employed at home / PHS: How long have you worked in the PHS sector?
- o Less than 1 year
- o]1 to 2 years]
- o] 2 to 5 years]
- o 5 to 9 years]
- o 9 to 12 years]
- o Over 12 years...

18. If employed at the Personal and Household Services sector (PHS): How do you see the PHS sector in the next five years?
- o Still in the same job and the same sector
- o Another job in the PHS sector
- o In another profession and another sector
- o Retired
- o Other (please specify)

19. If employed in another sector or looking for work: Following this assessment, would you like to find a job in the home / PHS sector?
- o Yes
- o No

To find out more about you:
- o Age
- o Country of residence :
- o Country of birth :

20. Highest level of diploma obtained? (free response)

21. Do you have any additional remarks or comments to make: (free response)

MyCred4Home project

Questionnaire for evaluators

Objective: The purpose of this questionnaire is to gather information prior to the pilot phase on three key aspects:

1. The platform's user interface

2. Assessment methods for micro-competence 1, micro-competence 2, micro-competence 3 and micro-competence 4.

3. Support and resources available to evaluators

The questionnaire will be distributed to evaluators and observers after the training of trainers.

General information

1. **First and last name:**
2. **Function:**
3. **Do you have any expertise:**
   - **As a professional home cleaner?**
   - **In relation with the Personal and Household Services sector (PHS)**
   - **In skills assessment?**

4. **Have you ever used online platforms for skills assessment?**
   - ☐ Yes
   - ☐ No

Section 1: Platform user interface

1.1. **Is the platform interface clear and easy to understand? Please explain your answer.**
   - Not at all clear
   - Unclear
   - Clear
   - Very clear

1.2. **Is it intuitive to navigate between the different micro-competences? Please explain your answer.**
   - Not at all intuitive
   - Not very intuitive
   - Intuitive
   - Very intuitive

1.3. **Are the tools and functions you need for your assessments easily accessible from your profile? Please explain your answer**

- ○ Very difficult
- ○ Difficult
- ○ Easy
- ○ Very easy

1.4. **Have you encountered any bugs or malfunctions on the platform? Please explain your answer.**

- ☐ Yes
- ☐ No

Section 2: Micro-competences assessment

2. Questions about assessment methods

Micro-competence 1: interactive professional situation

2.1. **Are the assessment tools effective in measuring micro-competence 1? Please explain your answer.**

- ○ Not at all effective
- ○ Not very effective
- ○ Effective
- ○ Very effective

2.2. **Are the types of questions and exercises proposed to assess micro-competence 1 easy to understand? Please explain your answer.**

- ○ Not at all easy to understand
- ○ Not easy to understand
- ○ Easy to understand
- ○ Very easy to understand

2.3. **What are the strengths of this assessment method (interactive professional situation) for assessing micro-competence 1? Please explain your answer.**

2.4. **What aspects of the assessment method for micro-competence 1 should be improved? Please explain your answer.**

2.5. **Is the scoring system clear and coherent for micro-competence 1? Please explain your answer.**

- ○ Not at all coherent
- ○ Incoherent
- ○ Coherent
- ○ Very coherent

Micro-competence 2: Interactive professional situation

2.6. **Do the assessment tools allow micro-competence 2 to be measured effectively? Please explain your answer.**
o   Not at all effective
o   Not very effective
o   Effective
o   Very effective

2.7. **Are the types of questions and exercises proposed to assess micro-competence 2 easy to understand? Please explain your answer.**
o   Not at all easy to understand
o   Not easy to understand
o   Easy to understand
o   Very easy to understand

2.8. **What are the strengths of this assessment method (interactive professional situation) for assessing micro-competence 2? Please explain your answer.**

2.9. **What aspects of the assessment method for micro-competence 2 should be improved? Please explain your answer.**

2.10. **Is the scoring system clear and coherent for micro-competence 2? Please explain your answer.**
o   Not at all coherent
o   Incoherent
o   Coherent
o   Very coherent

Micro-competence 3: contextualised activities
2.11. **Are the assessment tools effective in measuring micro-competence 3? Please explain your answer.**
o   Not at all effective
o   Not very effective
o   Effective
o   Very effective

2.12. **Are the types of questions and exercises proposed to assess micro-competence 3 easy to understand? Please explain your answer.**
o   Not at all easy to understand
o   Not easy to understand
o   Easy to understand
o   Very easy to understand

2.13. **What are the strengths of this assessment method (contextualised activities) for assessing micro-competence 3? Please explain your answer.**

2.14. **What aspects of the assessment method for micro-competence 3 should be improved? Please explain your answer.**

2.15. **Is the scoring system clear and coherent for micro-competence 3? Please explain your answer.**
- o Not at all coherent
- o Somewhat Incoherent
- o Coherent
- o Very coherent

Micro-competence 4: Immersive interview

2.16. **Do the assessment tools allow micro-competence 4 to be measured effectively? Please explain your answer.**
- o Not at all effective
- o Not very effective
- o Effective
- o Very effective

2.17. **Are the types of questions and exercises proposed for micro-competence 4 easy to understand? Please explain your answer.**
- o Not at all easy to understand
- o Not easy to understand
- o Easy to understand
- o Very easy to understand

2.18. **What are the strengths of this assessment method (immersive interview) for assessing micro-competence 4? Please explain your answer.**

2.19. **What aspects of the assessment method for micro-competence 4 should be improved? Please explain your answer.**

2.20. **Is the scoring system clear and coherent for micro-competence 4? Please explain your answer.**
- o Not at all coherent
- o Incoherent
- o Coherent
- o Very coherent

3. Section 3 support and resources:

Questions about guides

3.1. Are the evaluators' guides (MC1, MC2, MC3 and MC4) clear and explicit? Please explain your answer.

3.2. Do the evaluators' guides enable you to plan the assessment process effectively? Please explain your answer.

3.3. Have you noticed any errors in the evaluation guides (guide, evaluation grid, appendices)? Please explain your answer.

Questions on the competence framework

3.4. Is the competence framework easy to understand? Please explain your answer.

3.5. Is the competence framework coherent? Please explain your answer.

3.6. Is the competence framework well aligned with the micro-competences? Please explain your answer.

EVALUATIONS RESULTS FOR FRANCE

Candidate	MC2	MC3	MC4
A		beginner	expert
B	beginner	intermediate	expert
C	beginner		
D	intermediate	intermediate	expert
E	beginner	beginner	expert
F	beginner	intermediate	expert
G			expert
H	intermediate	intermediate	expert
I	intermediate		
J	intermediate		intermediate
K	beginner	intermediate	beginner
L	beginner	beginner	beginner
M	beginner	beginner	beginner
N			expert
O	beginner	intermediate	expert
P			expert
BADGES			
	8 beginner badges	4 beginner badges	3 beginner badges
	4 intermediate badges	6 intermediate badges	1 intermediate badges
			10 expert badge

EVALUATIONS RESULTS FOR SPAIN

Candidate	MC2	MC3	MC4
A	beginner		beginner
B	beginner	expert	intermediate
C	beginner		beginner
D	beginner	expert	expert
E	beginner	expert	beginner
F	beginner	expert	intermediate
G			beginner
H	beginner	expert	intermediate
I	beginner		intermediate
J	beginner	expert	beginner
K	beginner	expert	beginner
L	beginner	expert	intermediate
M			intermediate
N	failed	expert	intermediate
O	beginner	expert	intermediate

BADGES			
	12 beginner badges		6 beginner badges
			8 intermediate badges
		10 expert badges	1 expert badge