**WORK PACKAGE 4 – CAPACITY BUILDING**

**TEMPLATE FOR COLLECTION OF GOOD PRACTICES**

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| **Name of the best practice** | EVALUATION OF TRANSVERSAL COMPETENCES BASED ON EVIDENCES SSD |
| **Country** | BASQUE COUNTRY (SPAIN) |
| **Description** | In most of schools associated to HETEL, the learning methodology used is called ETHAZI, which combines challenge based learning with collaborative learning and competence based assessment. One of the main objectives of this methodology is the development of **transversal competences** of VET students (teamwork, autonomy, problem solving…) together with the technical competences.  Whereas the evaluation of technical competences is easy because results are tangible and visible (tangible results of their work, deliverables, exams…) , evidences to assess transversal competences are not tangible and that made it very difficult to give a proper feedback to students on this regard.  From some years ago, one VET school associated to HETEL, Salesianos Deusto, is working with 2 FREE OF CHARGE tools: **CLASS DOJO,** to collect evidences of day to day work, and **COORUBRICS**, a google tool to create, very quickly, questionnaires that enable a 360º evaluation.  These tools have enabled us to improve our assessment and our feedback to students, as we have it easier to collect evidences and to provide feedback to students to evaluate their transversal competences based on those evidences + the results of the 360º evaluation. |
| **Who is involved? How were they motivated to participate?** | * Teachers * Students |
| **Benefits** | * The first one and most important is that it saves a lot o **TIME** * When we provide **FEEDBACK** to students we have tools/EVIDENCES for an evaluation. * The student makes a self-reflection and a reflection over his/her peers. * It gives hints to teachers on aspects of one member of the team that maybe were not easy to observe, facilitating the continuous improvement process. |
| **Challenges and how they were overcome** | * One of the main challenges is to have clear COMMON CRITERIAamong teachers to define and evaluate competences. * Another challenge is that it´s not always easy to find the time to meet with the teachers from other departments, other VET programmes or other levels to have those common criteria. |
| **Step by step for the implementation of the good practice (transferability to other VET college)** | * It is necessary to follow some steps to prepare COORUCRICs so it will offer the kind of feedback what we need and from whom we need it. * We have to download CLASDOJO app (for smartphone) * The team of teachers sets the criteria to assess transversal competences (depending of the level of VET). * The tools to be used are introduced to the students, explaining how they will help in the evaluation of transversal competences. |
| **Target Group** | Students  Teachers |

Some pictures











