



# CREATION OF THE SKILLS ASSESSMENT FRAMEWORK

**Slovenia**

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**Presentation by Stepping Stones NI**

# Creation of the tool

## First stage: Collecting and analysing information

All piloting countries provided detailed data regarding:

1. Current legislation related to the target group
2. Types of employment support for the target group provided by state and voluntary institutions
3. Existing assessment tools used in each country
4. Terminology used to describe the target group and definitions of 'learning disability' and 'learning difficulty'
5. The information was analysed and summarised, in order to find similarities and differences.

# Deciding the content of the tool

1. The different types of assessments proposed by each country were analysed in detail, to identify common components for the tool
2. All piloting countries provided detailed data explaining their preferences regarding the assessment tools
3. A 60% agreement had to be reached by the partnering countries for deciding which components and subcomponents to include in the Framework
4. The components of the Tool have been agreed on
5. The Framework has been produced

# **Assessment types agreed by partner countries**

**1. Self Assessment**

**2. Face to face interview**

**3. Observation**

# **Piloting the Framework**

- 1. Hungary, Poland and Germany piloted the tool**
- 2. The information was analysed and summarised**
- 3. A piloting report was produced**

# Framework Components

<b>A. Career preferences agreed</b>	<b>B. General Abilities</b>	<b>C. Work Skills</b>
<p>Partners agreed these should be tested online, using a self assessment tool</p>	<p>Partners agreed General abilities will be part of the Framework And should be evaluated Face to face and through observation</p>	<p>Partners agreed this component should be part of the Framework and will be measured through role play or simulated work environment or face to face conversations</p>

# ASSESSMENT METHODS AGREED

1. Self Assessment	2. Face to face	3. Observation
<p data-bbox="259 499 779 751"><b>Online Self assessment was approved as part of the Framework</b></p> <p data-bbox="259 847 741 1171"><b>Partners agreed it should be used in combination with Face to face assessment</b></p>	<p data-bbox="855 499 1312 751"><b>Face to Face assessment was agreed as part of the Framework</b></p> <p data-bbox="855 847 1335 1102"><b>Partners agreed it should be used in combination with Self Assessment</b></p>	<p data-bbox="1429 499 1951 895"><b>Observation was agreed as part of the Framework, used in combination with Face to Face assessment</b></p> <p data-bbox="1429 991 1939 1315"><b>Partners agreed observation should include role play or realistic work environment</b></p>

## Framework Subcomponents – Online Self Assessment

Partners agreed the following subcomponents		SELF ASSESSMENT ONLINE
1	Career preferences	Online
2	Preferred responsibilities	Online
3	Attitude towards job types (likes and dislikes)	Online
4	Daily tasks preferences	Online



## Framework Subcomponents – Observation

### Observation

All countries agreed on measuring the following subcomponents with observation

Motivation to work  
Social Skills  
Communication Skills  
Time management  
Planning and organising  
Team work  
Following instructions  
Planning, use of initiative and organisation  
Motivation, willingness to learn  
Participant self-evaluation of own performance

# Framework Subcomponents – Agreed methods

## Framework Subcomponents agreed for observation assessment

Online Self Assessment	Face to face Interview	Observation
Career preferences	Working environment preferences	Physical/ Motor skills
Work environment preferences	General skills	
Daily tasks preferences	Cognitive skills	
Preferred responsibilities	Independence	
	Physical/ Motor skills	

## Agreed Testing Methods

### Method 3: Face to face interview

Family , housing situation

Health status / medication

Self esteem/confidence

Motivation to work

Social Skills

Communication skills

Numeracy and literacy

Independence skills

Time management

Planning and organising

Independence

Barriers to employment

Availability for work

### Method 4: Observation

Motivation to work

Social Skills

Communication skills

Numeracy and literacy

Independence skills

Time management

Planning and organising

Independence skills

Barriers to employment

Availability for work

# Subcomponents assessment– Face to face

Subcomponents agreed by partners	Face to face observation
Appropriate work behaviour	
Social skills in the work environment	
Team work	
Communication skills in the work place	
Coping with change	
Following instructions	
Planning, use of initiative /organisation	
Motivation/willingness to learn	
Participant self evaluation of own performance	

# Subcomponents assessed – Face to Face

Subcomponents agreed	Face to face interview
Career types recommendations	
Job preferences	
Jobs matching participant preferences	
Jobs matching participant skills and abilities	

# Observation techniques

SUBCOMPONENT	
COMMITMENT AND WILLINGNESS TO LEARN	Motivation to work
	Motivation, willingness to learn
ABILITY TO WORK IN A TEAM	Social Skills
	Team work
	Social Skills in the work environment
COMMUNICATION SKILLS	
NUMERACY AND LITERACY	
SELF MANAGEMENT	Independence skills
	Independence/self sufficiency
WORK ORGANISATION	Time management
	Planning and organising
	Planning, use of initiative and organisation
APPROPRIATE WORK BEHAVIOUR	
COMMUNICATION SKILLS IN THE WORK PLACE	
COPING WITH CHANGE	
FOLLOWING INSTRUCTIONS	
PARTICIPANT SELF-EVALUATION OF OWN PERFORMANCE	

## Agreed Testing Methods

<b>Method 1: Self Assessment Online</b>	<b>Method 3: Face to face interview</b>	<b>Summary format: Report</b>
Career types recommendations	Job preferences	Summary of general abilities
Job preferences	Jobs matching participant preferences	Summary of work/vocational skills
Jobs matching preferences	Jobs matching participant skills and abilities	

SUBCOMPONENT		PROPOSED TYPE OF MEASUREMENT
<b>Communication Skills:</b> <ul style="list-style-type: none"> <li>• Speaking /Listening</li> <li>• Following instructions</li> </ul>		FTF and/or OBSERVATION
Reading/writing Communicating to others		
COGNITIVE SKILLS	<b>Cognitive Skills:</b> <ul style="list-style-type: none"> <li>• Memory / Concentration</li> <li>• Problem solving</li> <li>• Decision making</li> </ul>	OBSERVATION
	Numeracy and literacy	OBSERVATION
<b>Psychical/motor skills:</b> <ul style="list-style-type: none"> <li>• Mobility restrictions/ Dexterity</li> <li>• Physical/Sensory impairments</li> </ul>		OBSERVATION
Family and housing situation		FACE – TO –FACE
Health status and medication		FACE – TO –FACE
Self-esteem/confidence		FTF and OBSERVATION
Social skills		OBSERVATION
Self management	Time management	OBSERVATION
	Independence (ability to plan own time ability to travel , personal care)	FTF and OBSERVATION
	Planning and organising	OBSERVATION
Vocational abilities	Availability for work	FACE – TO –FACE
	Working environment preferences	FACE – TO –FACE
	Job preferences	FACE – TO –FACE
	Motivation to work	FACE – TO –FACE
Jobs matching participant skills		FACE – TO –FACE
Summary of work/vocational skills		FACE – TO –FACE
Barriers to employment (cognitive, social or physical)		FACE – TO –FACE



# Observation subcomponents

SUBCOMPONENT	
COMMITMENT AND WILLINGNESS TO LEARN	Motivation to work
	Motivation, willingness to learn
ABILITY TO WORK IN A TEAM	Social Skills
	Team work
	Social Skills in the work environment
COMMUNICATION SKILLS	
NUMERACY AND LITERACY	
SELF MANAGEMENT	Independence skills
	Independence/self sufficiency
WORK ORGANISATION	Time management
	Planning and organising
	Planning, use of initiative and organisation
APPROPRIATE WORK BEHAVIOUR	
COMMUNICATION SKILLS IN THE WORK PLACE	
COPING WITH CHANGE	
FOLLOWING INSTRUCTIONS	
PARTICIPANT SELF-EVALUATION OF OWN PERFORMANCE	

# **Final Summary Report for Participant taking the test**

**Career types recommendations**

**Job preferences**

**Jobs matching participant preferences**

**Jobs matching participant skills and abilities**

**Summary of general abilities**

**Summary of work/vocational skills**

**Further training and development recommendations – optional**

# Final Framework

## Phase 1 ONLINE SELF ASSESSMENT

Career preferences

Working environment preferences

Daily tasks preferences

Preferred responsibilities

Attitude towards job types (likes and dislikes)

Career types recommendations

Job preferences

Jobs matching participant preferences

# Final Framework

## Phase 2 FACE TO FACE ASSESSMENT

<b>Working environment preferences</b>	<b>Communication skills</b>
<b>General skills</b>	<b>Numeracy and literacy</b>
<b>Cognitive skills</b>	<b>Independence skills</b>
<b>Independence/self sufficiency</b>	<b>Time management</b>
<b>Physical/ Motor skills</b>	<b>Planning and organising</b>
<b>Family and housing situation</b>	<b>Independence/self sufficiency</b>
<b>Health status and medication</b>	<b>Barriers to employment (cognitive, social or physical)</b>
<b>Self esteem/confidence</b>	<b>Availability for work</b>
<b>Motivation to work</b>	<b>Job preferences</b>
<b>Jobs matching skills and abilities</b>	<b>Jobs matching participant</b>
<b>Social Skills</b>	
<b>Summary of general abilities</b>	<b>Summary of work/vocational skills</b>

# Final Framework

<b>Phase 3</b>		<b>OBSERVATION</b>	
<b>Motivation to work</b>		<b>Appropriate work behaviour</b>	
<b>Social Skills</b>		<b>Social skills in the work environment</b>	
<b>Communication skills</b>		<b>Team work</b>	
<b>Numeracy and literacy</b>		<b>Communication skills in the work place</b>	
<b>Independence skills</b>		<b>Coping with change</b>	
<b>Time management</b>		<b>Following instructions</b>	
<b>Planning and organising</b>		<b>Planning, use of initiative and organisation</b>	
<b>Independence/self sufficiency</b>		<b>Motivation/willingness to learn</b>	
<b>Barriers to employment (cognitive, social or physical)</b>		<b>Participant self evaluation of own performance</b>	
<b>Availability for work</b>			

# Final Framework

COMBINED TESTING METHODS	
Online and Face to Face	Face to face and Observation
Working Environment	Motivation to work
	Social Skills
Job preferences	Communication skills
Jobs matching participant preferences (if Germany agrees)	Numeracy and literacy
	Independence skills
	Time management
	Planning and organising
	Independence/self sufficiency
	Barriers to employment (cognitive, social or physical)
	Availability for work

# Framework TEST RESULTS

All countries agree that following subcomponents should be used in the assessment tool, but measured differently:

Independence and Self-esteem/confidence should be measured with both FTF and observation.

Cognitive Skills, Physical/motor skills, Numeracy and literacy, Time management, Planning and organising should be measured only with observation.

# Framework TEST RESULTS

	Germany	Hungary	Poland
Results of Holland test		✓	✓
Characterization or personality	✓	✓	✓
Skills and abilities	✓	✓	✓
Areas to develop	✓	✓	✓
Suggested occupations		✓	✓
Description of suggested occupations			✓



# Framework TEST RESULTS

Final Result components	Tool for measuring results
Career types recommendations	Online Self Assessment
Job preferences	Dialogue with participant and written record
Jobs matching participant preferences	Online Self Assessment (Holland or other)
Jobs matching skills and abilities	Online Self Assessment
Summary of general abilities	Dialogue with participant and written record
Summary of work/vocational skills	Dialogue with participant and written record
Further training and development recommendations	Dialogue with participant and written record

# Assessment outcomes

<b>Online Self Assessment</b>	<b>Face to Face Assessment</b>	<b>Observation Assessment</b>
<p>Career preferences</p> <p>Preferred work environment</p> <p>Preferred tasks and disliked tasks</p>	<p>Personal background info</p> <p>Specific work skills and abilities matched with suitable jobs.</p>	<p>Observation of the participant's skills in a working environment context.</p> <p>Participant's practical work skills matched with suitable jobs.</p> <p>Personal profile containing feedback based on observation of behaviour</p>

# **Final framework model – option A**

# **Final framework model – option B**

# Final model – Holland test and Interview

SUBCOMPONENT		TYPE OF MEASUREMENT
CAREER PREFERENCES		Holland test
ATTITUDE TOWARDS JOB TYPES		
CAREER TYPES RECOMMENDATIONS		
JOB PREFERENCES		
JOB MATCHING PARTICIPANT PREFERENCES		
FAMILY AND HOUSING SITUATION		Face to face interview
HEALTH STATUS AND MEDICATION		
VOCATIONAL CONCEPTION	AVAILABILITY FOR WORK	
	WORKING ENVIRONMENT PREFERENCES	
	JOB PREFERENCES	
	MOTIVATION TO WORK	
JOBS MATCHING PARTICIPANT		
SUMMARY OF WORK/VOCATIONAL SKILLS		
BARRIERS TO EMPLOYMENT (COGNITIVE, SOCIAL OR PHYSICAL)		

# Final model – Observation Assessment

SUBCOMPONENT		TYPE OF MEASUREMENT
COMMITMENT AND WILLINGNESS TO LEARN	Motivation to work	Observation
	Motivation, willingness to learn	
ABILITY TO WORK IN A TEAM	Social Skills	
	Team work	
	Social Skills in the work environment	
COMMUNICATION SKILLS		
NUMERACY AND LITERACY		
SELF MANAGEMENT	Independence skills	
	Independence/self sufficiency	
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FOLLOWING INSTRUCTIONS		
PARTICIPANT SELF-EVALUATION OF OWN PERFORMANCE		

# FINAL MODEL – Interview and observation

SUBCOMPONENT	TYPE OF MEASUREMENT
<p>COMMUNICATION SKILLS</p> <ul style="list-style-type: none"><li>• SPEAKING</li><li>• LISTENING</li><li>• READING/WRITING</li><li>• FOLLOWING INSTRUCTIONS</li><li>• COMMUNICATING TO OTHERS</li></ul>	Face to face interview and Observation
SELF-ESTEEM/CONFIDENCE	
INDEPENDENCE (ABILITY TO PLAN OWN TIME AND DAILY TASKS, ABILITY TO TRAVEL INDEPENDENTLY, PERSONAL CARE)	

# Self assessment tool



## Reporting results to participant

1. CERTIFICATE OF ATTENDANCE AND COMPLETION
2. CHARACTERIZATION / PERSONALITY DESCRIPTION (from Holland test and face to face interviews: personality type, introversion/extroversion, adaptation to work environment, social skills, communication skills, understanding instructions and tasks, working in a team, following rules, working under supervision, etc)
3. GENERAL SKILLS AND ABILITIES – i.e. punctual, good at team work, use of own initiative
4. AREAS FOR DEVELOPMENT - i. e. responsibility taking, decision making, time management
5. SUGGESTED JOBS – resulting from from Holland test and Face to face interviews)
6. BRIEF DESCRIPTION OF TASKS RELATED TO SUGGESTED JOBS

## Reporting results to participant

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6. BRIEF DESCRIPTION OF TASKS RELATED TO SUGGESTED JOBS

# **Evaluation and Dissemination Outputs**

- 1. The framework was evaluated and disseminated through partner countries networks, meetings, marketing materials and social media**
- 2. A dedicated website and Facebook page was used**
- 3. Dissemination Strategy created**
- 4. Final project movie created**
- 5. A final Project Evaluation will be produced after final meeting**