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Assessment of Professional Competences. Constructive Dimension of Human Resources Management

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Abstract:

The present article proposes a model of how to develop a plan for evaluate professional skills, applicable to people who want to certify skills acquired in non-formal ways and also in human resource departments, that want to evaluate professional skills of its own members, with the purpose to achieve a more efficient use of human resources, and also to derulate organizational development programs that includes professional training.

Keywords:

training, evaluation, competences,

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From the 2000's, the contemporary global society is passing through a paradigm shift period, dominated by a theoretical cleavage of the postmodern paradigm, methodological individualism and programmatic deconstruction, to a transmodern paradigm centered on "integration and border spiritualization" both political and cultural, scientific etc., with a dominant represented by a constructionist model based on global negotiation of the interpretation.

Designing an evaluation program

Each evaluation process follows a series of steps as follows:

- Meeting of knowing both parts;
- Pre-testing;
- Intermediary evaluation;
- Establish evaluation objectives;
- Establish evaluation team;
- Establish evaluation criteria;
- Organize the assessment;
- Conduct assessment exams,
- Written record of the results (Caprini et. all 2005).

According to the Common Order 4543 (elaborated of MECT³ and MMFPS⁴) in 23rd of August, 2004, the evaluator have the following obligations:

- Clarify the candidate with the content of the occupational standard and evaluation stages;
- Assist the candidate in carrying out self-evaluation and identifying the skills for which he can enter in the evaluation process;
- Cooperates with the candidate and involves him in planning the evaluation;
- Prepare the dossier evaluation;
- Realize the evaluation process, which means that he evaluates the evidence of the competences produced by the candidate in relation with the occupational standard requirements;
- Identify the additional training requirements that the candidate needs, when the decision for some units of competency is "not yet competent";
- Record and report the results of the evaluation.

³ MECT - Ministry of Education, Research and Youth (Romania)

⁴ MMFPS - Ministry of Labour, Family and Social Protection (Romania)

Theme and the context of evaluation

Occupation: Trainer

The context of evaluation: assessing the professional skills of young people who have conducted training programs in the European Youth Programs (Youth in Action), or other youth programs, but they do not have a certification of competence in the field.

The evaluation skill process has the following advantages:

- Rapidity;
- Saves time;
- Knows the skills related to the occupational standard "Trainer" by informal methods;
- Has experience in the field;
- He needs a certificate in the shortest possible time (two weeks).

According to the Occupational standard for the occupation of "Trainer, the 8 skills that need to be assessed are:

1. Preparing the training program;
2. Realizing the training activities;
3. Evaluating of trainees;
4. Applying the specific training methods and techniques;
5. Marketing training;
6. Designing the training programs;
7. Organizing the programs and the training sessions;
8. Evaluating, reviewing and assuring the quality of training programs and training sessions (Iosifescu, Mitroi, 2007).

In agreement with these skills will be considered if the subject:

- Can apply the specialized knowledge in accord with professional standard;
- Can use specific skills;
- Can analyze and make decisions according with the specialization;
- Has the ability to be creative;
- Can work in– teams;
- Can communicate effectively;
- Can handle unforeseen situations that can appear during the training programs (in this case).

During the first meeting the client manifest its intention to be evaluated according to the occupational standard "trainer" and also has a brief discussion on what the process of skill evaluation involves. The evaluator must inform the candidate about all steps of the process of skills evaluation.

Between the person evaluated and the evaluator, initially occurs a discussion of knowing each other and also on the requirements and expectations of the “client”. The person that wants to be evaluated is entered into the internal registers of the organization, for the evaluation of the skills mentioned above. The evaluation process is realized at the Evaluation Centre for Professional Skills (Antonio, Cojocaru, Ponea, 2010).

Preparing an evaluation plan

The evaluation plan envisages the need of evaluation, the evaluation team and the place where this process will be developed, the assessment tools and the evaluation schedule.

Establishing the need for evaluation

The evaluation process can be made for all the skills of the occupational standard trainer, or for a part of them, depending on the candidate requests. The candidate must be informed that if he chooses not to evaluate all the competences of the occupational standard for “trainer”, he will not be certified as a trainer after go through this process.

1. Self evaluation

In the self evaluation process it chooses to sustain a short test for primary evaluation of the competences that are intended to be certified.

We will continue with an example of self evaluation test:

Model of self evaluation worksheet

Name:

Surname:

Gender:

Age:

Relevant experience:

Describe in half a page your work so far, in agreement with the relevant field for certification:

Describe in half a page, each one of the following competences in according with the occupational standard for "Trainer", COR code 241 205.

1. Preparing the training program;
2. Realizing the training activities;
3. Evaluating of trainees;
4. Applying the specific training methods and techniques;
5. Marketing training;
6. Designing the training programs;
7. Organizing the programs and the training sessions;
8. Evaluating, reviewing and assuring the quality of training programs and training sessions.

For completing this test are available in 2 hours.

The self evaluation test will be reviewed in line with the units and subunits from the occupational standard for the occupation "trainer", COR code 241 205. It will aim to achieve the degree of each of the core competencies of this occupation. The evaluation worksheet is analyzed both individually and together with the person who had this test.

Establish the next meeting.

After the completion of the self evaluation test is determined the next meeting along with the client on this will be consider the following:

- Discussing the results of the self evaluation test;
- Setting the objectives of the process of competences evaluation;
- Establish the evaluation team;
- Establish the evaluation criteria;
- Establish the evaluation tests;
- Establish the program of the exams;
- Communication and recording of the results.

If the self evaluation test has had positive results, which support the client participation in the evaluation process of competences for the occupation "trainer", and he accepted the steps made by the “Performance” Organization, and the rates requested are accepted, the contract for the competences evaluation is signed.

Each of the further steps is established with the person evaluated.

Objectives pursued

(the objectives are according with each occupational standard)

- Identify the degree of assimilation of theoretical knowledge in the profession "Trainer" by the person evaluated for a period of two weeks after signing the evaluation contract;
- Measuring the implementation degree of the competences for the profession "Trainer" for a period of two weeks after signing the evaluation contract.

Establish evaluation team

Establishing the evaluation team will be done by drawing lots under the method set out in chapter in this evaluation program.

Evaluation framework

The evaluation framework and the context in which will take place, is established on the previous paragraph, as following: the evaluation process is realized at the Evaluation Centre for Professional Competences.

Evaluation tools

Evaluation tools are based on a battery of scale tests that evaluate the candidate's theoretical and methodological competences. From the battery of tests is draw lots one of those, which will be applied to candidates. The methodology is described in the corresponding chapter of the Evaluation Program. The candidate has to "build" a notebook (Sandu, Ponea, Bradu, 2009) to the certification his professional competences acquired in non-formal ways, according to which (by completing it) he will make his own portfolio. Along with the portfolio, the evaluators have a grid analysis for the candidate's notebook. A model of the Candidate's Notebook (Sandu, Ponea, Bradu, 2009) and the evaluator's grid analysis are contained in this evaluation program. Another tool is the observation guide and the evaluation guide of the session which is also presented in the present program.

Evaluation Schedule

The evaluation schedule is determined by agreement between the representatives of the Evaluation Centre and candidate.

Model of schedule

1st Day: The candidate has a self evaluation and receives advice from the representatives of Evaluation Centre of Professional Competences.

The candidate has a week to prepare for the evaluation process, consulting references, etc.

Day 8. Applying the test grid on theoretical and methodological knowledge required of a trainer. Evaluation and results from this trial are given on the spot. Output to proof, and filing an appeal, if necessary. Appeal evaluation and display the final result.

Day 9. Realizing the Evaluation Portfolio, according to the candidate specification; he will have 6 hours available to realize his portfolio. Developing of evaluation portfolio is realized in the hall of the Evaluation Centre of Professional Competences, the candidate having access to Internet and library with Occupational Standards (www.cnfpa.ro).

Day 10 analysis by the evaluation team composed of an evaluator and co-evaluator Portfolio Assessment. Reassessment by the second team and co-assessor assessor items valued differently by the first team, if necessary. Output to proof, and filing an appeal, if necessary. Assessment appeals final output to the sample.

Day 11. Sustaining a training session in front of the volunteers of Evaluation Centre of Professional Competences. The evaluation of the training session will be done by the first team formed by one evaluator and one co-evaluator. The reevaluation will be done by a second team and will be based on different items, if necessary. Output to proof, and filing an appeal, if necessary. Assessment appeals final output to the sample.

Day 12-30 Release of the certificate of competence.

Establish the evaluation team

In the context of evaluating competences for the trainer occupation, we propose a team of evaluators, which are certified as trainers, and have experience of at least 100 hours of training. The team will be composed of an evaluator and a co-evaluator, both having the function of developing and implementing evaluation tools. The existing standardized tools from the Evaluation Centre of Professional Competences will be adapted to the subject needs. The evaluator and co-evaluator will have to agree with the assessment tools, and evaluation guide to be applied. During the evaluation it self will be recorded observations each in their own evaluation form, noting in accordance with assessment guidelines proposed.

If one of the items are scoring different points between the evaluator and co-evaluator, that involves no passing that test, the second evaluation team

will check the questionnaire or fulfill the items in the portfolio evaluation, or will watch the video demonstration of the session training, both teams being asked to evaluate only the criterion or criteria of the evaluation they did not appreciate the same. If the second team of evaluators will assess in the same way the item or criterion in question, it shall be deemed automatically to be fulfilled by the candidate.

If however such a situation is repeated more than five items or criteria, the evaluation process is resumed, the evaluation tools are considered inadequate. In these circumstances the applicant is entitled to claim the tax evaluation refund and for time spent.

A third team of evaluators will be selected in case of appeal to review the questionnaire, portfolio or the training session recording.

The new team of evaluators will be decided by drawing lots among evaluators of the Evaluation Centre of Professional Competences, which have certified competences in the candidate requires to be evaluated.

The evaluation objectives

The evaluation objectives follow that the candidate acquires the 8 competences in the occupational standard for “trainer”, according to the version in force:

1. Preparing the training program;
2. Realizing the training activities;
3. Evaluating of trainees;
4. Applying the specific training methods and techniques;
5. Marketing training;
6. Designing the training programs;
7. Organizing the programs and the training sessions;
8. Evaluating, reviewing and assuring the quality of training programs and training sessions (Iosifescu, Mitroi, 2007).

Each of these units of competence is described by descriptors of performance in line with the occupational standard.

Developing the evaluation process

The evaluation process itself consists of three samples, a multiple choice test, an analysis of a portfolio designed to contain all the competences contained in the occupational standard for trainers, and a training demonstration, represented by a 20 minutes training session, in which the candidate is required to apply at least two training techniques. The training session will take place at the Evaluation Center of Professional Competences, in front of an audience of at least 10 people (volunteers and / or trainers of the Centre) and the evaluator's team.

The grid test

The grid test is designed to include questions from each unit of competence of the occupational standard for the occupation of "trainer".

A model of grid test

Note: Maximum Time 2.00 hours

Each question can have multiple choices; each answered correctly and completely will be denoted with 0.5 p.

To promote this grid test the student must achieve at least five points.

Grid test for the competences evaluation obtained by non-formal ways for the occupation of Trainer

1. The evaluation of the need for training is an activity that is performed by:

A: The trainer;

B: The institution that provides education;

C: The specialists in training management.

2. A training program may address:

A: To persons who wish to qualify in an occupation (job);

B: To specialists who want to enhance their work for an occupation, profession or trade;

C: To specialists who want to change their area of activity or to acquire new competences / skills in other areas of activity, than those they already have.

3. An effective marketing process of training programs includes:

A: Using the aquarium method;

B: Promote training programs among potential beneficiaries;

C: Stimulation of auditive learning.

4. Knowing the learning styles of students is important for:

A: Defining the occupational standards;

B: Designing training programs;

C: Adapting training programs to the needs of group.

5. Adult learning is based on:

A: Conditioning operat (model proposed by Skinner);

B: Reflex conditioned (trated by Pavlov);

C: Learning by discovery.

6. In a training program can be used the following modes of training and learning materials:

A: Video-projector, laptop, flip chart, charts;

B: Exposure, aquarium method;

C: Interview, questionnaire, focus group.

7. A professional trainer before starting a training session will cover the following:

A: Organizes the framework where will run the training session;

B: Prepares the necessary means for the training session;

C: Ventilates the room where the training session will be held.

8. In the delivery phase of training programs are taken into account the following:

A: The consistency of the exposure;

B: The adapting the presentation style in according to the learning styles of students;

C: Giving continuous feedback to students.

9. During a training program, the trainer envisages transmission of an informational content:

A: Basic;

B: Very comprehensive;

C: Basic, plus other informational content depending on the group.

10. During the training process, the trainer:

A: Must have basic competences in teaching;

B: Is a person who helps the acquisition of competences;

C: Is a person who offers support during the training process.

11. Icebreaking technique is:
A: A way to find out the learners secrets;
B: Allows the students to know each other better;
C: Allows raising energy within group.
12. Mosaic method involves:
A: Collaborative learning;
B: Individual study;
C "panel method".
13. Aquarium technique allows:
A: Focusing the student's attention on the trial;
B: Changing the students from a group to another;
C: Creating a relaxing atmosphere.
14. Stimulation technique involves:
A: Role play;
B: Creating a tense situation;
C: Creating a proper learning situation.
15. Demonstration technique allows:
A: Learning new skills or techniques;
B: Formation of manual skills;
C: Presentation of methods, ideas, theories by actually working.
16. During the evaluation process of training needs can be used the following techniques:
A: Questionnaire;
B: Focus group;
C: Interview.
17. Evaluation process of a training program includes:
A: Evaluation of the trainer prestation;
B: Evaluation of the concordance between the training program and occupational standard;
C: Evaluation of students.
18. During the evaluation process the students must evaluate:
A: The trainer's prestation;
B: The quality of the educational provider;
C: How the course room was arranged during training sessions.

Portfolio evaluation phase

The candidate of the evaluation program has to prepare a draft of a training program covering all documentation proposed by CNFPA, for an approval of a training program. Following all the steps necessary to construct a training program, including its attachments, points out the holding of theoretical and methodological knowledge of all units of competence described in the occupational standard for the occupation “trainer”. The correct application in practice of the training strategies, outlined in the draft training program, ensure an effective training program.

Protocol implementation of a portfolio:

Develop a draft training program, from an appropriate occupational standard of your skills. For the elaboration of a draft training program for the occupation “trainer” please use the following format, requested by CNFPA. The correct completion of the draft training program implies all the theoretical and practical competences from the occupational standard for the occupation of "trainer".

1. Preparing the training program;
2. Realizing the training activities;
3. Evaluating of trainees;
4. Applying the specific training methods and techniques;
5. Marketing training;
6. Designing the training programs;
7. Organizing the programs and the training sessions;
8. Evaluating, reviewing and assuring the quality of training programs and training sessions.

Each unit of competence will be evaluated on a range of performance descriptors, which are considered or not as specific elements of competence within the project you developed as a training program. The score ranges from inadequate to very good. Each of the performance descriptors must achieve at least grade enough to be admitted at the trial.

The draft training program is developed in accordance with the methodology for training accrediting provided by CNFPA.

Draft training program

II. Professional Training Program

2.1. IDENTIFICATION DATA

2.1.1 Type of program (qualification, retraining, initiation, improvement, specialization)

2.1.2 Name of qualification / occupation or specify the cluster of skills

2.1.3 Code of Nomenclature / COR qualification / occupation (if applicable)

2.1.4 Occupational field

2.1.5 Level of qualification (required for qualification program)

2.1.6 Type of certificate obtained (qualification certificate, graduation certificate)

2.2 CONDITIONS OF ACCESS

2.2.1 The minimum general education to enter into the training program

2.2.2 Skills / abilities specific

2.2.3 Medical opinion (if necessary)

2.2.4 Other conditions (if applicable)

2.3 Objectives expressed in professional competences (according to the professional standards / occupational standards, where applicable)

2.4 Duration of training

a) theoretical

b) practical training

2.5. Training location

a) for theoretical hours

b) for practical hours

2.6 Forms of organizing the training program (course, seminar, practical training, project, etc.).

2.7 Training plan (will be presented the timeline of the training program: distribution of hours, subjects / modules, theory / practice, etc.) - See Annex 4

2.8 Number of participants in groups

a) For theoretical hours

b) For practice hours

2.9 Forms of evaluation of the training program

2.9.1 Evaluation Form (final evaluation, impact, tracking, etc.).

2.9.2 What is evaluated? (Content, process, organization, trainer performance, etc.).

2.9.3 Who does the evaluation? (the program participants, trainers, employers, etc.).

2.9.4 Evaluation tools (questionnaires, debates, focus groups, etc.).

2.10 The training program (presented separately, based on annex 2 from the authorization methodology)

2.11. Evaluation methods of participants that participated at the training program (presented separately, based on annex 3 from the authorization methodology)

Annex. 2

Training Programme

MODULE

Duration (hours of training)

Total,

of which: - practical training

- Laboratory

Crt. nr.	Specific competence	Thematic content	Methods / forms of activity	Training facilities, learning materials	Performance criteria
1	2	3	4	5	6

Discipline:
Duration (hours of training)
General objectives:

Nr. Crt. nr.	Benchmarks objectives	Thematic content	Methods / forms of activity	Training facilities, learning materials	Performance criteria
1	2	3	4	5	6

Annex. 3

Evaluation methods of the training participants

Initial evaluation (if necessary) shall be based on additional evidence that will lead to the individualization of the evaluation and training program

- Purpose - to adapt to the students needs that participate at the training program;
- Methods - tools;
- Scale of evaluation.

Evaluation during the training program (this can be applied separately to the theoretical and practical hours, namely modules / courses / learning sequence):

- Frequency;
- Methods - tools;
- Scale of evaluation.

Final evaluation (presented on separately on samples - written, oral, and practical - if applicable):

- Methods - tools;
- Scale of evaluation.

To be completed as described indications for the three types of evaluation:

Annex. 4

Full name of the trainer

Name of the training program

Teaching project

Teaching unit session 1 of module x

Benchmarks objective s/ specific competences	Content (breakdowns)	Learning activities	Resources	Evaluation
		classification exercises identification exercises working with tables, charts, etc.. Case Study	Materials: equipment, textbooks, catalogs, billboards, etc. drawing kits. Time: number of hours	Examples: systematic observation Oral evidence Written evidence Practical examinations Project etc.

Training session

The candidate is required to design and implement a training session that was proposed in the training program portfolio. Test lasts 20 minutes and is realized in front of students of Lumen Consulting and Training Centre, which accepts volunteers to participate at the evaluation, and in front of the evaluation committee consisting of two evaluators of professional competences.

The training session is recorded on video and audio support, with the written consent of the candidate, agreement which is sought in the evaluation

contract. The purpose of the registration offers first of all the possibility of reevaluation of the evaluator’s appreciations, if they differ in some items, and also the reevaluation of the training session in cases of dispute. Moreover, the record is filed, to demonstrate the effectiveness of proof in case of a CNFPA control.

Evaluation Criteria

The evaluation of the grid test

The grid test is designed to highlight specific knowledge of all 8 units of competence from the occupational standard for the occupation “trainer”. The test includes questions with precodificate answers, with one or more correct answers.

Each correct answer worth 0.5 points. Must be obtained at least five points to promote this test.

The evaluation of the portfolio

Covering all the steps necessary to construct a training program, including its attachments, reveal holding theoretical and methodological knowledge of all units of competence described in the occupational standard for the occupation “trainer”. The correct application in practice of the training strategies outlined in the draft training program, ensure effective training program.

We further expose the evaluation form for the portfolio

The preparing and organization of the training session Unit of competence: Preparing the training program	Mark			
	Insufficient	Sufficient	Good	Very good
The objectives of the course / training program are clearly worded and specific to the training program, and ensure the measurement of results;				

The course / training program objectives communicate what is expected to be acquired by learners;				
The support materials for the course / training program exists, and are in accordance with the training course / training program and are sufficient for the number of participants;				
The activities of the training are in accordance with the program objectives;				
In the designing process of the session training is taken account of the realized evaluation of the training needs.				
It is checked the place were the training sessions will occur.				
Developing of the training session Competence unit: Realizing the training activities				
Inform the participants regarding the scope and the objectives of the training sessions.				
Inform students about the requirements to be considered for successful completion of the training program;				
Inform students about the safety rules and PSI norms, which are obligatory during the training programs.				
Emphasizes what is important in the teaching material;				
Summarize the major points at the end of each training session or whenever is necessary.				

Transmit to students an adequate amount of knowledge in relation to time spent;				
Uses methods that facilitate learning (examples, simulations, applications, case studies, role plays, team learning, debate, media and modern communication techniques);				
Modifies the courses and the training sessions based on to the feed-backs received from students;				
Motivates students in learning activities, giving them appropriate feedback;				
The quality of students evaluation Competence unit : Evaluating of trainees				
The evaluation methods are impartial and adapted to the training program;				
The evaluation system ensure the measurement of the competences and the performance of the students;				
The topics chosen are representative of the material taught;				
Offers suggestions for the development of each student's competences;				
Corrects the students mistakes without blaming them (collaborative intervention);				
Rewards students who actively participate in training;				
Informs participants about the specific evaluation tests and requirements;				
Provide both formative				

evaluation and summative evaluation of students;				
Evaluation tools are appropriate, and were previously tested;				
Methods and training techniques, communication with the students; Competence unit: Applying the specific training methods and techniques				
Communicates in a strong and dynamic style, involving participants in training;				
Tries to open the interest to students for training programs;				
Stimulates independent thinking and auto-learning at participants;				
Stimulates experiential learning at participants;				
Stimulates cooperative learning and group learning;				
Analysis of the training need Competence unit: Marketing training				
In the elaboration of the training program is proof that this was done taking into account the training needs analysis of the students or organization, and / or by the occupational standards, where they exist;				
The training program is appropriate to the target group needs;				
Is responsive to the views of learners;				
Designing the training programs Competence unit: Designing the training				

programs				
The scope and the objectives of the training program are appropriate to the needs of the students and in accordance with the occupational standard;				
The performance indicators are identified, and they are relevant, measurable and clearly formulated;				
Are established the duration and the resources required during the training program;				
The materials are appropriated to the students needs;				
The specificities training programs are explicitly highlighted;				
The training methods and the techniques are explicitly presented, and are appropriate to the goals of the training program;				
Organizing the programs and the training sessions Competence unit : Organizing the programs and the training sessions				
Existence of a training project budget expressed the need for resources;				
The institution that organize training programs meets the legal standards for training programs;				
Evaluation of the training sessions Competence unit: Evaluating, reviewing and assuring the quality of training programs and training sessions				

Provides sufficient criteria for assessing and maintaining the quality of the training program;				
Requires feedback and evaluation from the trainees.				

Through the training demonstration it is evaluated the practical application of at least two training techniques, in front of an audience of students of the Lumen Consultancy and Training Centre, and the team of evaluators.

Evaluation scale of the training session:

Evaluation of the effective training techniques in a training session of 20 minutes	Mark			
	Insufficient	Sufficient	Good	Very good
Communicates with participants in training session;				
Offers feed-back to participants;				
Involves the participants in learning process				
Motivates the participants to engage in learning process;				
Applies training techniques for group				

During the public training sequence the following items will be scored with notes from 1 to 10 :

Communication	
style approach to issues	
the way that are used the techniques and training methods	
The way the trainer interacts	
The way that the training session is opened	
The way that the training session is closed	
Degree of learning the specialized language	

Body language	
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Written record of results

The evaluator records the results of the evaluations in the dossier of every person that was evaluated. Evidence from written tests, portfolio and training session will be included directly in the evaluation file. The results will record which item or items were reevaluated of a second team of evaluators, or the results of appeal.

The final decision for candidate evaluation can be:

- Competent, if for each test he obtained the qualification admitted
- Still not competent, if for one of the tests he obtained the qualification rejected.

Note that evaluation stops when the candidate get a rejected qualification on one of the tests, and this grade is not changed in the appeal.

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