SAM Experience
Alliances towards a Sustainable Future

Sustainable Alliance Manager: Learning Experience towards Collaborative Skills with Green Consciousness

WP4. D2 Assessment Centre Pilot: Implementation and Results



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Introduction

This deliverable describes the implementation of the SAMExperience Assessment Centre pilot and the principal outputs generated during the pilot stage of Work Package 4 (Learning Experience Piloting: Assessment Centre & Learning Paths). The activity followed the methodological structure defined in D4.1 and used the digital environment developed in WP3. The West University of Timișoara (WUT) led the Assessment Centre pilot, while the participating university partners implemented the common procedure with their learners in their respective national contexts. Participating university partners are: MUE, LBC, UEKat and UniFg.

The pilot constituted the operational validation stage of the Assessment Centre. Its purpose was to move from the methodological design to real learner use, collect evidence on the initial SAM competence profile, verify that the digital assessment sequence functioned in practice, and generate the information needed for the subsequent personalised Learning Paths.

Purpose and objectives of the pilot

The Assessment Centre pilot pursued both methodological and operational objectives:

- implement the common Assessment Centre methodology with higher-education learners;
- collect evidence on the learners' initial SAM competence levels;
- verify that the same digital assessment sequence could be used across participating institutions;
- validate the clarity and usability of the digital assessment activities;
- confirm that access restrictions, completion conditions and learner progression operated correctly;
- generate individual assessment information that could be used to define personalised Learning Paths; and
- collect implementation observations to support the final evaluation and refinement of the SAMExperience.

Pilot design and scope

The Assessment Centre pilot was designed as the first operational stage of the full SAMExperience piloting cycle. Learners entered the digital platform, received common instructions, completed the self-assessment and the pre-training Assessment Centre activities, and generated competence-related evidence before beginning the personalised learning experience.
The project application established an initial quantitative benchmark of 200 students for testing the digital Assessment Centre. The final implementation exceeded this benchmark substantially: 390 learners were enrolled with the Student role in the SAMExperience General Course. Based on the country information recorded in Moodle, the cohort included Poland (93), Lithuania (76), Italy (75), Romania (73) and Spain (62), while 11 learner accounts did not contain a country value.

Participation in the initial assessment stage was substantial. The pre-training SAM self-assessment questionnaire was completed by 319 learners, and 309 learners completed the complete sequence of 13 pre-training Assessment Centre tests. Enrolment, stage participation and final completion are reported separately because learners progressed at different rates in the flexible online environment.

Pilot component	Purpose
Common instructions	Ensure comparable implementation across participating institutions.
Self-assessment	Capture the learner's initial perception of his or her SAM competences.
Digital assessment activities	Generate structured evidence through questions, scenarios and multimedia tasks.
Activity completion and access control	Maintain the methodological sequence and prevent stages from being skipped.
Assessment outputs	Provide the information required for the personalised Learning Path stage.
Implementation feedback	Identify operational strengths and issues for subsequent refinement.

Target group and participation framework

The principal target group consisted of higher-education students, particularly learners from business, management, engineering and related study areas relevant to sustainable inter-company cooperation. The pilot was implemented through the partner universities using the common SAMExperience platform.

The participation framework was intentionally international. Each university partner supported local recruitment and learner communication while applying the same central assessment structure. This approach enabled the consortium to test the methodology in different academic and national contexts without creating separate national versions of the Assessment Centre.

Common implementation protocol

The pilot followed a common sequence aligned with the Learning Experience Pilot Guidelines and the D4.1 methodology. The core procedure was:

- learner account creation and enrolment in the SAMExperience General Course;
- orientation and review of Assessment Centre instructions and recommendations;
- completion of the pre-training self-assessment questionnaire;

- unlocking and completion of the required Assessment Centre activities;
- recording of digital responses and completion evidence;
- interpretation of the assessment information at competence level; and
- use of the resulting profile as input for the personalised Learning Paths.

The common protocol supported consistency across partner institutions while still allowing each institution to organise local communication and support around its own academic calendar.

Digital Assessment Centre environment

The pilot was carried out in the SAMExperience General Course hosted at elearning.samexperience.eu. The course contains a dedicated Assessment Centre (pre) section positioned before the four main learning phases. The digital environment provides authentication, learner identification, activity sequencing, multimedia delivery, assessment, completion tracking and reporting.

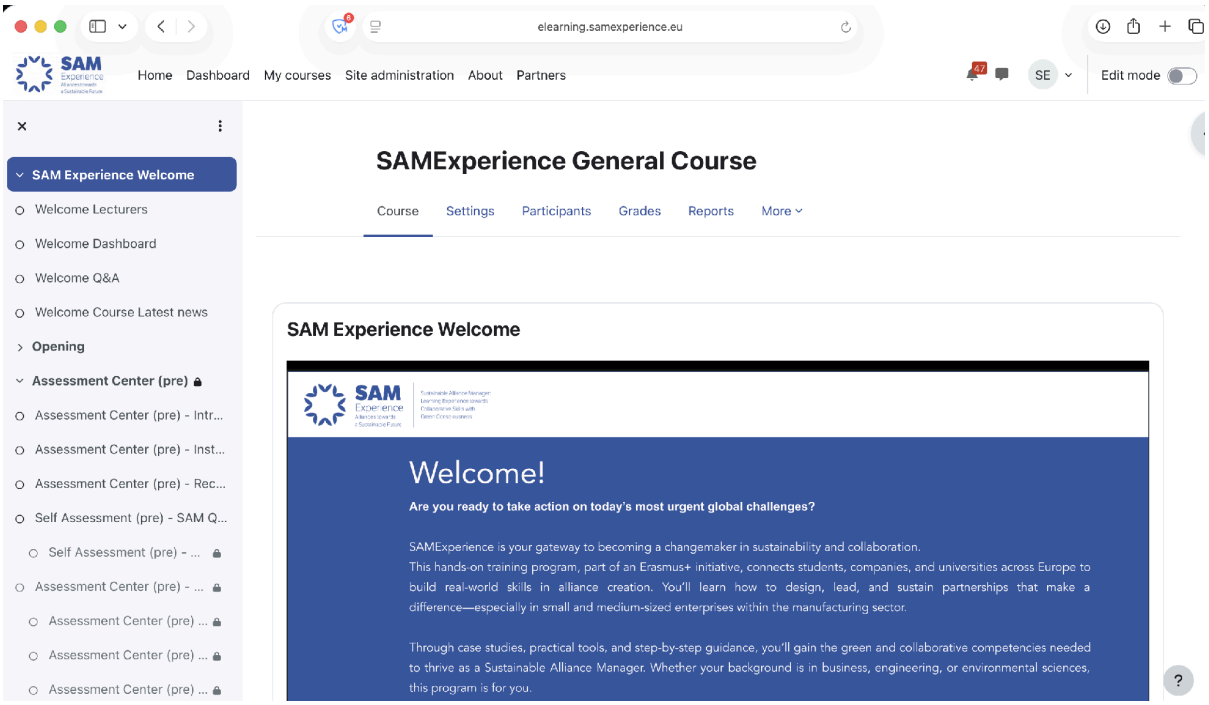


Figure 1. Pre-training Assessment Centre embedded in the SAMExperience General Course.

The use of a single central platform was important for international consistency. All participants accessed the same methodological structure, while administrators and teaching staff could monitor completion and results through the Moodle reporting environment.

Pre-training Assessment Centre procedure

The pre-training Assessment Centre begins with orientation material and instructions, followed by the SAM self-assessment questionnaire. Subsequent activities are controlled through Moodle availability rules so that learners complete the required sequence rather than opening all activities independently.

This sequential logic was important during the pilot because it reduced procedural variation between institutions and ensured that the self-assessment and assessment activities were completed in the intended order. The platform informs learners when an activity is unavailable and indicates the prerequisite that must first be completed.

Assessment activities and evidence

The pilot used complementary forms of digital evidence rather than relying on a single test format. Assessment activities included self-assessment, scenario-based questions, video-based observation tasks and structured question activities. This combination was designed to connect the SAM competence framework with realistic decisions and behaviours.

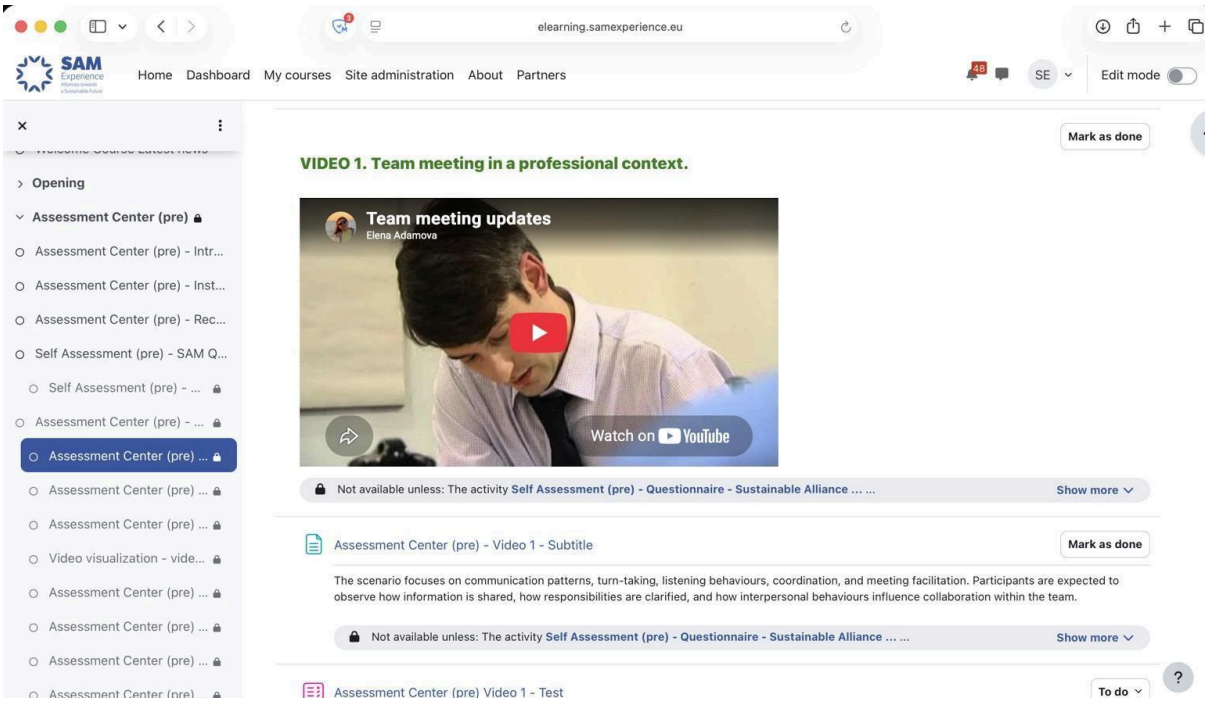


Figure 2. Example of a video-based Assessment Centre activity used during the pre-training pilot.

In the illustrated activity, learners observe a professional team meeting and consider communication patterns, turn-taking, listening, coordination and meeting facilitation. The activity

is representative of the project's intention to assess competence-related behaviours through contextualised situations rather than through decontextualised knowledge questions alone.

International pilot implementation

The Assessment Centre pilot was implemented by the participating university partners under WUT coordination. Each institution supported its own learner cohort while using the common digital environment and common methodological sequence. MUE, LBC, UEKat and UniFg contributed to implementation, learner support and the collection of observations from their national contexts.

The international implementation tested whether one common Assessment Centre could operate across institutions with different academic schedules, learner profiles and local organisational conditions. The use of the same platform and the same core activities helped preserve comparability while local staff provided practical support where needed.

Data collected and pilot outputs

The pilot generated learner responses, activity-completion records and competence-related assessment evidence linked to authenticated accounts. Aggregate Moodle records provide concrete evidence of the scale and completion of the Assessment Centre stage.

Pilot indicator	**Students**
Enrolled with Student role	390
Pre-training self-assessment completed	319
All 13 pre-training Assessment Centre tests completed	309
Final SAMExperience course certificate	286

The results demonstrate that the Assessment Centre was implemented at operational scale rather than as a small technical test. In particular, 309 learners completed the full set of pre-training Assessment Centre tests, generating the competence-related evidence required for transition to the Learning Paths. Detailed individual results remain protected in the project reporting environment; only aggregated results are reported here.

Monitoring and operational quality

Monitoring was carried out through a combination of Moodle reporting tools, local partner follow-up and consortium coordination. The digital platform provided information on participant

access, activity completion and assessment results, while partner teams monitored participation and supported learners during implementation.

Operational quality was supported by the following mechanisms:

- use of one common digital Assessment Centre for all participating institutions;
- common instructions and implementation sequence;
- authenticated individual learner accounts;
- automated access restrictions and completion rules;
- central recording of digital assessment activity;
- local support by university partners; and
- continuous communication between WUT and partner teams during the pilot.

Technical and usability observations

The pilot also served as an operational test of the digital implementation developed in WP3. The Assessment Centre required the platform to handle authenticated participation, embedded multimedia, questionnaires, assessment activities, conditional access and completion tracking within one learner journey.

The implementation confirmed the value of automated sequencing. Locked activities and prerequisite conditions reduced ambiguity and helped learners understand the expected order of work. Multimedia scenarios could be presented directly within the course, and Moodle reporting functionality supported follow-up by administrators and teaching staff.

Where practical issues were identified during implementation, they were addressed through iterative platform configuration and partner coordination rather than by changing the core Assessment Centre methodology.

Data protection and ethical considerations

The pilot was implemented within an authenticated learning environment. Participant activity and assessment information were associated with individual user accounts and accessible according to Moodle role permissions. Administrative and teaching access was restricted to authorised users.

The Assessment Centre was designed as a developmental educational instrument. Its purpose was to identify competence-development needs and guide learning, not to make high-stakes employment or selection decisions. This distinction was important when communicating the purpose of the assessment to learners and interpreting the resulting competence information.

Pilot results and connection with Learning Paths

The key result of the Assessment Centre pilot was the generation of individual competence-related information that could be used to move learners into the next stage of the SAMExperience. The pilot therefore validated the Assessment Centre not as an isolated test, but as the diagnostic component of the personalised learning methodology.

A learner could demonstrate different development levels across different SAM competences. The subsequent Learning Path was intended to respond to this profile by directing the learner towards the activities most relevant to the next development step. This connection between assessment and personalised learning is the central mechanism through which WP4 addresses the project objective of reducing skills mismatches.

The completion of the international Assessment Centre pilot also provided implementation evidence for the final Evaluation and Feedback activity, including observations on learner progression, digital usability and the feasibility of applying a common competence-based assessment process across partner institutions.

Lessons learned

- A common digital environment is valuable for maintaining methodological consistency across countries.
- Clear orientation and step-by-step sequencing are essential when learners complete a multi-stage Assessment Centre autonomously.
- Conditional access rules reduce procedural errors and support consistent progression.
- Scenario-based and multimedia activities strengthen the practical dimension of competence assessment.
- Local partner support remains important even when the assessment process is digitally self-managed.
- Assessment results are most useful when they are directly connected to a subsequent development action, in this case the personalised Learning Paths.

Conclusions

The Assessment Centre pilot successfully operationalised the methodology defined in D4.1 within the SAMExperience digital environment. The activity demonstrated how self-assessment, scenario-based evidence, digital assessment and structured learner progression could be combined in a common international procedure.

The pilot generated the competence-related information needed for the personalised Learning Paths and provided operational evidence concerning the usability and consistency of the Assessment Centre. It therefore constituted the transition from methodology design to personalised competence development and established the basis for D4.3 and the final WP4 evaluation.