SAM Experience
Alliances towards a Sustainable Future

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

WP4. D4 Evaluation and Feedback Report



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Introduction

This deliverable consolidates the evaluation and feedback generated during the implementation of the SAMExperience Learning Experience pilot. It focuses on the two core WP4 components: the digital Assessment Centre and the personalised Learning Paths. The evaluation considers methodological relevance, digital usability, learner progression, implementation consistency across partner institutions and the practical strengths and areas for improvement identified during the pilot.

The report completes the WP4 sequence initiated with D4.1, which defined the Assessment Centre methodology, D4.2, which documented the Assessment Centre pilot, and D4.3, which documented the Learning Paths pilot. The purpose of D4.4 is therefore not to repeat those deliverables, but to interpret the evidence produced through implementation and translate it into conclusions and recommendations for future use of SAMExperience.

Work Package 4 - Learning Experience Piloting: Assessment Centre & Learning Paths

Lead partner: West University of Timișoara (WUT) | Participating university partners: MUE, LBC, UEKat and UniFg

Purpose and scope of the evaluation

The evaluation was designed to determine whether the full SAMExperience learning process could operate as an integrated competence-development experience and whether the digital implementation was sufficiently usable, coherent and transferable for continued use after the project.

The evaluation addressed the following questions:

- Did the Assessment Centre provide a clear and operational starting point for competence-oriented learning?
- Could assessment information be connected meaningfully with subsequent Learning Paths?
- Were learners able to navigate the digital environment and understand the sequence of required activities?
- Did the combination of multimedia resources, quizzes, reflection and challenges support the intended competence-development process?
- Could partner institutions implement the pilot consistently despite different national and academic contexts?
- Which elements of the Assessment Centre and Learning Paths worked particularly well?
- Which elements should be refined before future cohorts or broader exploitation?

Evaluation framework and evidence sources

The evaluation combined quantitative operational evidence with qualitative implementation feedback. Because the pilot involved several institutions and different types of activities, not every feedback item was collected through a single harmonised numerical scale. For this reason, this report uses thematic synthesis where appropriate and avoids presenting unsupported satisfaction percentages.

The principal evidence sources were:

- Moodle activity-completion, grade and participation records;
- Assessment Centre and Learning Path implementation records;
- course-completion and certificate information;
- learner feedback collected during and after the learning experience;
- questions and support requests received during implementation;
- observations from academic and technical staff in the participating institutions;
- consortium discussions and WP4 coordination meetings; and
- practical observations generated while configuring, testing and operating the digital platform.

Participant-level and personal data are not reproduced in this deliverable. The report presents consolidated findings relevant to methodology, usability and future improvement.

Evaluation dimensions

To structure the analysis, the evidence was organised into five evaluation dimensions.

Dimension	Main evaluation focus
Methodological coherence	Alignment between assessment, competence development and the SAM profile.
Usability and accessibility	Clarity of navigation, instructions, activity sequencing and access to resources.
Learner engagement	Participation, progression, completion and interaction with the learning activities.
Implementation feasibility	Ability to run the same learning process across different partner institutions and countries.
Sustainability and transferability	Potential for reuse, maintenance and adaptation after the pilot.

Assessment Centre evaluation

The Assessment Centre was evaluated as the diagnostic entry point to the personalised learning experience. Its strongest contribution was the creation of a structured transition from initial self-reflection and scenario-based assessment towards competence-development recommendations. The use of digital activities made it possible to expose participants in different countries to the same core methodology and to store the corresponding evidence centrally.

The pre-training Assessment Centre combined introductory guidance, self-assessment and assessment activities using scenarios, video material and structured questions. Conditional access rules were used to preserve the intended sequence and reduce the risk that learners skipped prerequisite steps.

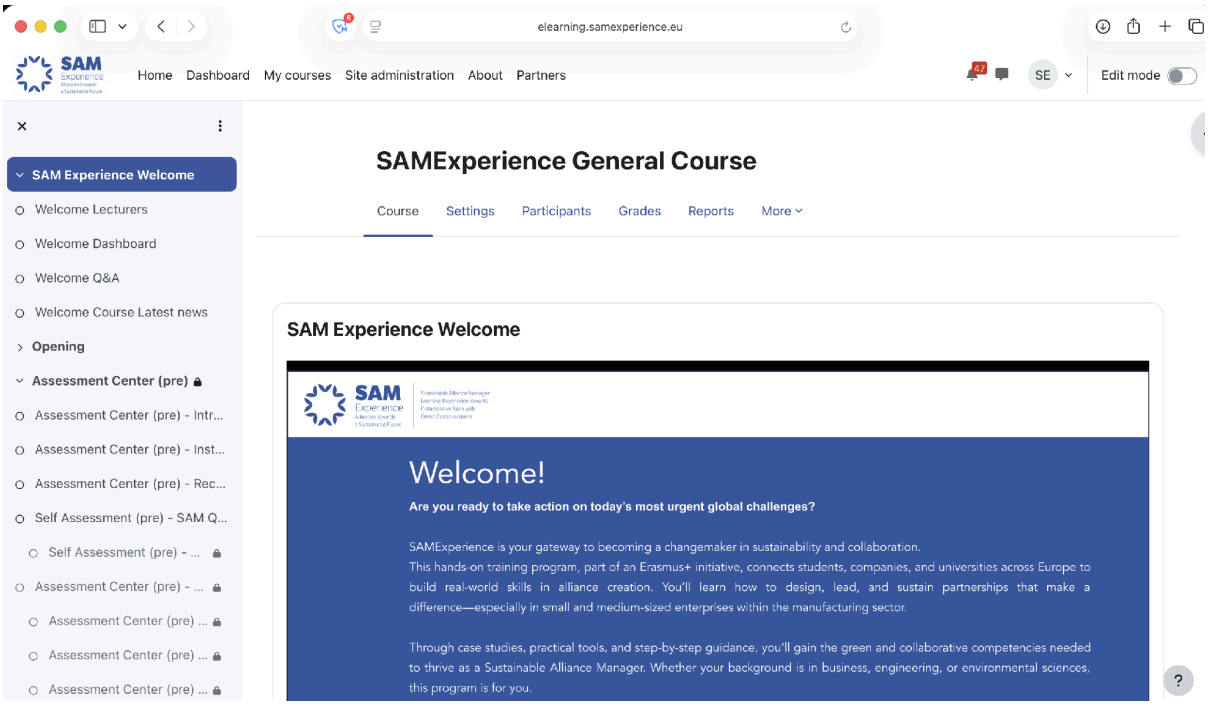


Figure 1. Assessment Centre section within the SAMExperience General Course.

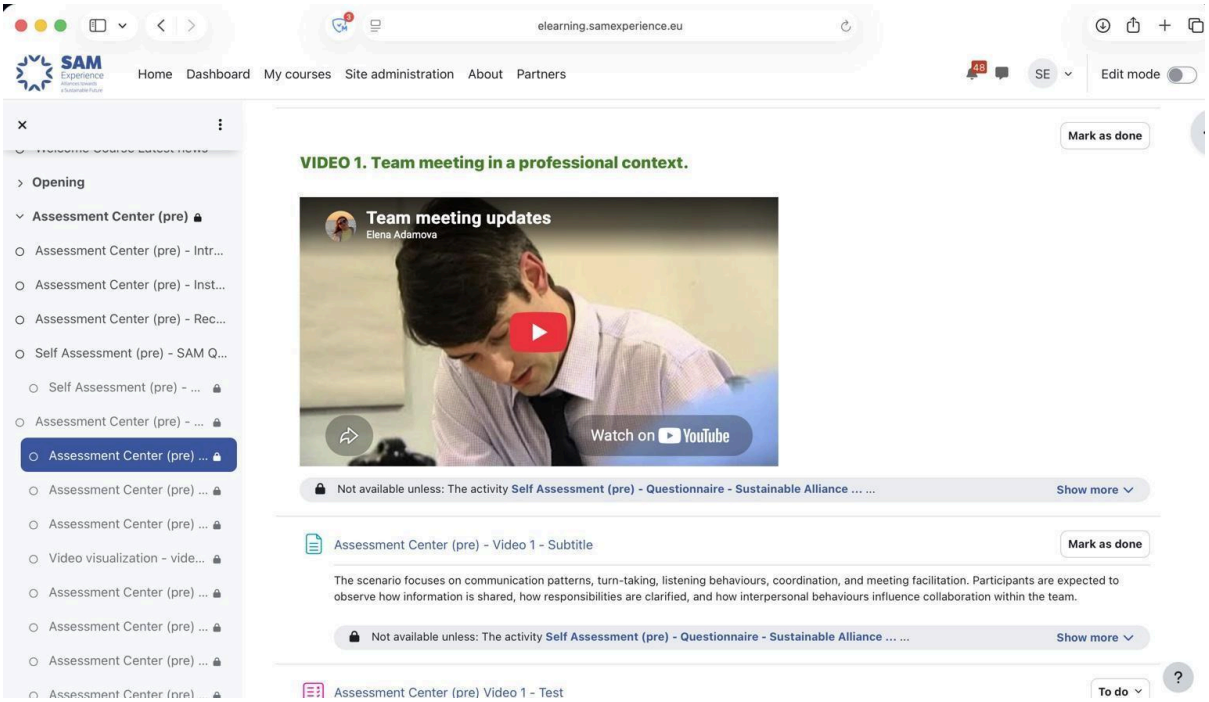


Figure 2. Example of a video-based Assessment Centre activity with prerequisite access conditions.

The evaluation indicated that scenario-based activities are particularly valuable because they place the learner in situations resembling professional collaboration rather than limiting assessment to abstract knowledge questions. The digital format also improved implementation consistency across countries. At the same time, this format requires especially clear instructions and careful sequencing, because learners need to understand both what they are observing and how the activity relates to the competence being assessed.

Learning Paths evaluation

The Learning Paths were evaluated as the developmental component of the SAMExperience model. Their principal strength is that they operationalise the idea that learners can have different competence-development needs and therefore should not necessarily follow an identical learning route.

The course architecture allowed assessment, completion and access conditions to be combined with resources organised around the Focus, Create, Manage and Sustain phases. This made it possible to guide learners through a common environment while still applying competence-oriented recommendations and progression rules.

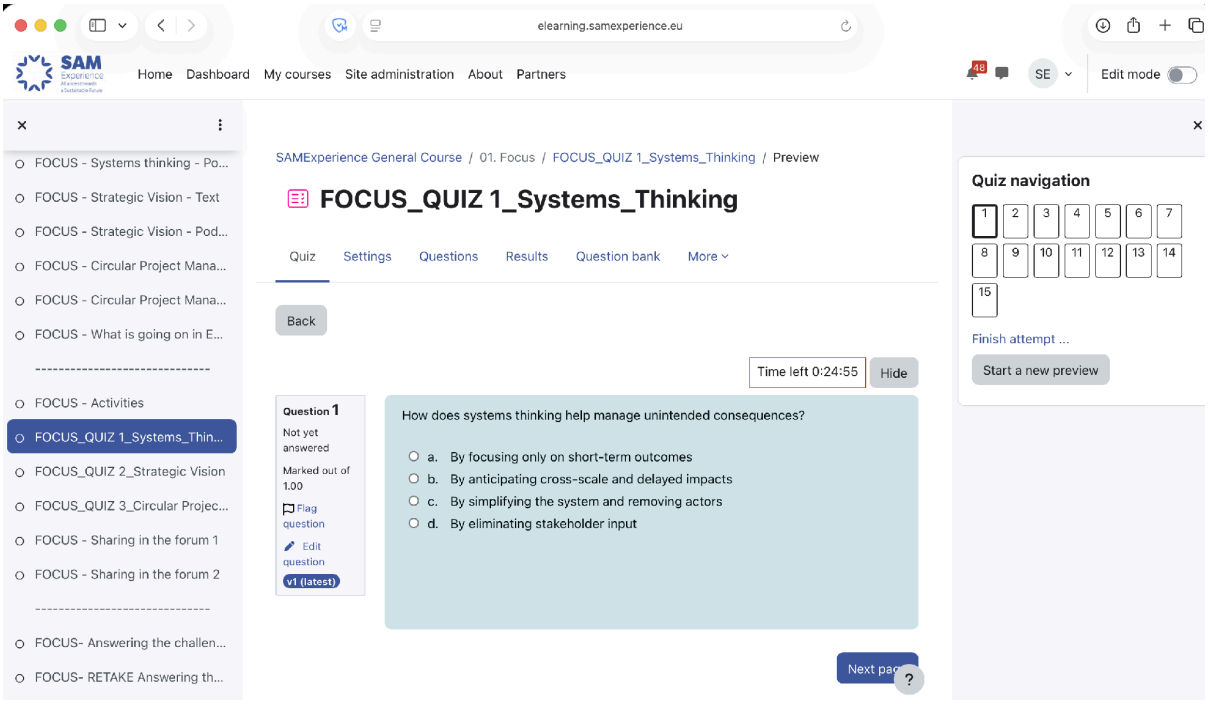


Figure 3. Example of learning resources and activities within the Focus phase.

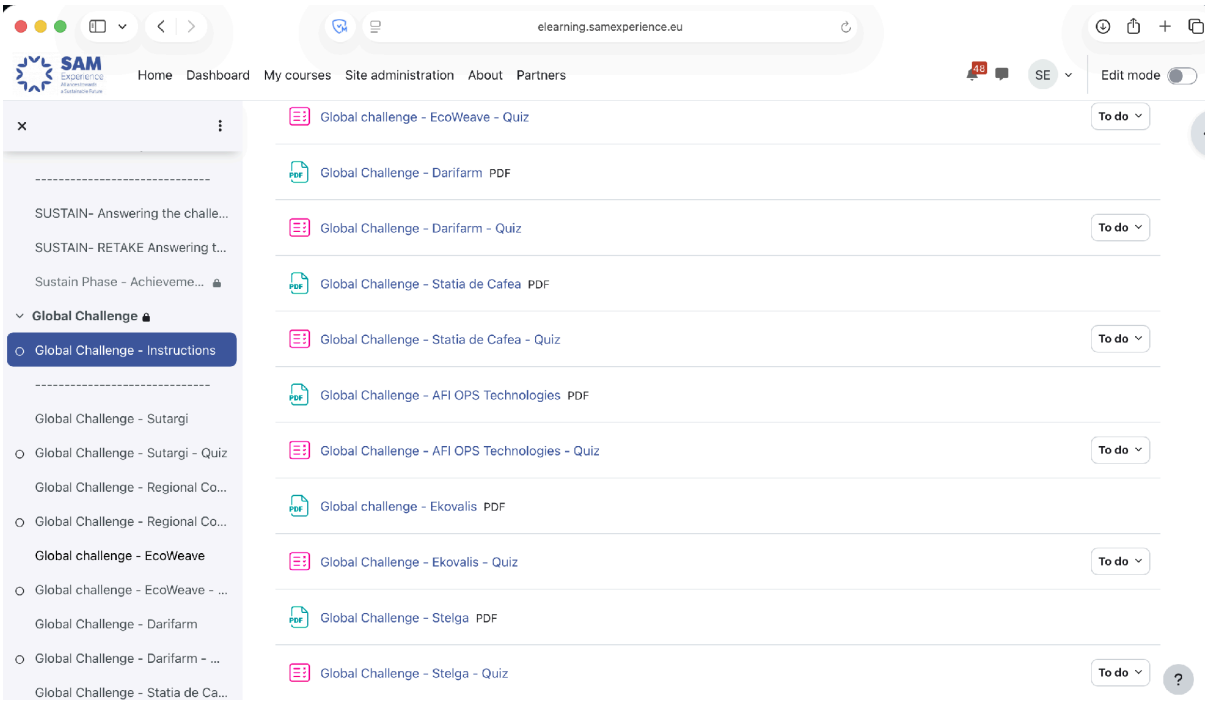


Figure 4. Example of a competence-related quiz used during the learning pathway.

The evaluation confirmed the feasibility of connecting assessment information with structured digital learning activities. It also highlighted that personalisation works best when the recommendation is transparent to the learner. Future implementations should therefore make the relationship between the assessed competence, the recommended activity and the expected development outcome as explicit as possible.

Digital platform and user-experience evaluation

The central Moodle environment supported the complete pilot from authentication to certification. A common platform reduced fragmentation and ensured that participants from different institutions accessed the same learning materials, assessment activities and completion logic.

Positive user-experience features included a consistent project identity, centralised navigation, a visible course index, activity-completion indicators, automated quiz functionality, conditional access and browser-based access without installation of dedicated software.

The implementation also demonstrated the importance of iterative technical refinement. Multimedia-rich courses require appropriate upload, request and media-handling limits, while large groups accessing video content can place additional demands on server resources. These observations were addressed through configuration adjustments during implementation and should be considered in future scaling decisions.

Learner participation, progression and pre/post evidence

Moodle records provide quantitative evidence covering the complete learner journey. The final SAMExperience General Course included 390 learners with the Student role. Of these, 319 completed the pre-training self-assessment and 309 completed all 13 pre-training Assessment Centre tests. Progression remained substantial through the competence-development stages: 305 learners completed Focus, 302 Create, 299 Manage, 295 Sustain and 291 the Global Challenge. Ultimately, 286 students fulfilled the requirements for the final course-completion certificate.

Evaluation indicator	**No.**
Students enrolled	390
Pre-training self-assessment	319
Complete pre-training Assessment Centre (13 tests)	309
Focus phase certificate	305
Create phase certificate	302
Manage phase certificate	299
Sustain phase certificate	295
Global Challenge certificate	291
Complete post-training Assessment Centre (13 tests)	273
Post-training self-assessment	288
Final feedback questionnaire	266
Full course completion certificate	286

Paired analysis provides additional evidence of development. All 288 learners who submitted the post-training self-assessment also had a matching pre-training response. Across the 51 self-assessment statements (1-5 scale), the mean increased from 3.73 before training to 4.07 after training (mean change +0.34; paired t-test $p<0.001$; Cohen's $dz=0.50$). The overall self-rating as a Sustainable Alliance Manager increased from 6.56/10 to 7.77/10 (+1.22; $p<0.001$; $dz=0.66$). Of the 288 paired respondents, 173 increased their overall rating, 77 remained unchanged and 38 decreased.

Objective digital Assessment Centre results showed a smaller but statistically significant positive change. Among the 273 learners who completed all 13 corresponding pre- and post-training tests, the mean normalised score (0-5 scale) increased from 3.69 to 3.80 (+0.11; paired t-test $p<0.001$; $dz=0.30$). These results support a positive training effect, while the smaller objective effect compared with self-reported improvement also indicates that self-perception and performance should be interpreted as complementary evidence rather than interchangeable measures.

Feedback themes

The final feedback questionnaire was completed by 266 learners. Quantitative ratings were positive across all evaluation dimensions. Mean perceived competence development was 8.08/10, the perceived connection between activities and SAM competences was 8.10/10, learning formats and engagement averaged 7.98/10, and overall course satisfaction reached 8.20/10. For overall satisfaction, 193 of 266 respondents (72.6%) provided a rating of 8/10 or higher, and the median rating was 9/10.

Evaluation dimension	**Mean / 10**
Perceived competence development	8.08
Connection between activities and SAM competences	8.10
Learning formats / engagement	7.98
Overall course satisfaction	8.20

Perceived competence-development ratings were also consistent across the five learning components: Focus 8.01/10, Create 7.99/10, Manage 8.09/10, Sustain 8.11/10 and Global Challenges 8.20/10. The Global Challenges component received the highest average rating, although differences between phases were modest.

Open-ended feedback was reviewed thematically. Recurring improvement suggestions concerned shortening or simplifying some activities and theoretical content, increasing interactivity and dynamism, adding further practical examples and case-based activities, improving pacing, and continuing to use video and other applied formats. These comments are consistent with the operational observations made during the pilot and provide concrete priorities for future iterations.

Theme	Consolidated interpretation
Clarity of the learning journey	Learners benefit from clear orientation, visible prerequisites and explicit explanations of why an activity is required.
Relevance of content	Scenario-based tasks, practical examples and company challenges strengthen the perceived connection with professional practice.
Flexibility	Digital self-paced access supports different academic schedules and learner circumstances, but requires progress monitoring and reminders.
Variety of formats	The combination of text, video, podcasts, quizzes, forums and challenge materials supports different learning activities and reduces reliance on a single format.
Technical accessibility	Browser-based access is effective, but video delivery, uploads and account access require adequate infrastructure and user support.
Personalisation	The concept is strongest when the learner clearly sees how assessment results lead to specific recommended development activities.

Strengths identified

The evaluation identified several strengths of the SAMExperience Assessment Centre and Learning Paths:

- Integration of assessment and learning in one digital environment rather than using disconnected tools;
- clear competence-based orientation linked to the Sustainable Alliance Manager profile;
- use of realistic scenarios and practical challenges to complement theoretical resources;
- common implementation framework across several countries and institutions;
- flexibility of digital access and self-paced progression;
- use of conditional access and completion tracking to implement complex learning sequences;
- ability to combine multiple media and activity types within a single pathway;
- centralised monitoring through grades, reports, completion and certification data; and
- reusability of the learning environment for future cohorts and exploitation activities.

Areas for improvement

The pilot also identified areas where future iterations can be strengthened. These do not undermine the achieved results; rather, they reflect practical lessons from delivering a complex international digital learning experience.

- Make the connection between individual assessment results and recommended Learning Path activities more visible to the learner.

- Provide a concise learner-facing progress overview showing completed, current and outstanding activities.
- Continue simplifying and standardising naming conventions for activities across the four phases.
- Keep instructions short and operational at activity level, while providing more detailed methodological information separately.
- Optimise multimedia delivery and server capacity for periods of simultaneous access.
- Maintain responsive account and password-recovery support, especially at the beginning of each cohort.
- Use common feedback instruments across institutions when numerical cross-country comparison is required.
- Continue reviewing accessibility of multimedia content, including subtitles and alternative textual support.
- Consider additional automation for learner reminders and progression alerts in future implementations.

Improvements introduced during implementation

The pilot used an iterative implementation approach. Technical and organisational adjustments were made when practical use revealed opportunities to improve the learner experience. These adjustments concerned configuration and usability rather than changes to the project objectives or competence model.

Examples include refinement of course navigation and visibility, adaptation of multimedia and upload settings, clarification of participant access, refinement of completion conditions and continued adjustment of course resources as partners reviewed the learner journey. The iterative approach was important because the final learning environment had to operate with real participants rather than only satisfy a technical specification.

Lessons learned

- Personalisation requires transparency: learners should understand why a particular activity is recommended.
- Digital assessment is most useful when it immediately connects to development opportunities rather than producing an isolated score.
- Common digital infrastructure improves international consistency, but local learner support remains necessary.
- Complex course structures should reveal only the information needed at each stage and avoid unnecessary navigation burden.
- Completion data are valuable operational indicators but should be interpreted together with qualitative feedback and assessment evidence.

- Iterative co-design between pedagogical and technical teams improves both methodological fidelity and usability.
- Scalability should be considered from the beginning when multimedia resources are expected to be used simultaneously by large cohorts.

Recommendations for future use

Based on the pilot evaluation, future cohorts and exploitation activities should retain the existing competence-based architecture while strengthening the visibility of personalisation and learner progress. A concise dashboard or progress summary linking assessed needs, recommended activities and completion status would further improve the experience.

Future implementations should also continue collecting standardised feedback at key moments: immediately after the pre-training Assessment Centre, after completion of the Learning Paths and after the post-training Assessment Centre. Using a shared core questionnaire across countries would enable more direct quantitative comparisons while still allowing partners to add context-specific questions.

For larger cohorts, technical planning should include server capacity, multimedia delivery strategy, monitoring and timely support procedures. The platform architecture remains appropriate, but operational scaling should be accompanied by corresponding infrastructure planning.

Sustainability implications

The evaluation supports continued use of SAMExperience beyond the funded project. The methodology is implemented using reusable learning resources and standard Moodle functionality, allowing the consortium to update content, enrol new cohorts and adjust completion or progression rules without rebuilding the platform.

The strongest sustainability opportunity is the combination of a reusable competence framework, digital Assessment Centre and modular learning resources. This allows partners to use the complete SAMExperience or selected components in university courses, micro-credentials, professional-development activities and cooperation with SMEs.

Conclusions

The WP4 evaluation confirms that SAMExperience operated as an integrated digital process linking competence-oriented assessment, targeted learning activities, practical challenges, post-training reassessment and certification. The pilot exceeded the original participation benchmark, enrolling 390 students; 309 completed the complete pre-training Assessment Centre, 273 completed all corresponding post-training Assessment Centre tests, and 286 fulfilled the requirements for final course certification.

The paired evidence indicates positive development. Self-assessment across 51 competence-related statements increased from 3.73 to 4.07 on a five-point scale, while the overall Sustainable Alliance Manager self-rating increased from 6.56 to 7.77 out of 10. Objective Assessment Centre performance also increased significantly, from 3.69 to 3.80 on the normalised five-point scale. Together with an overall satisfaction score of 8.20/10 from 266 feedback respondents, these results provide convergent evidence that the learning experience was both operationally feasible and positively evaluated by participants.

The evaluation also shows that successful personalisation depends on clear explanations, visible progression and timely support. The areas for improvement identified through open feedback are concrete and manageable, particularly around content length, interactivity, pacing and practical examples. The final SAMExperience environment therefore provides a sound evidence-based foundation for continued use, refinement and transfer after the project.