

2.3. Good Practice examples

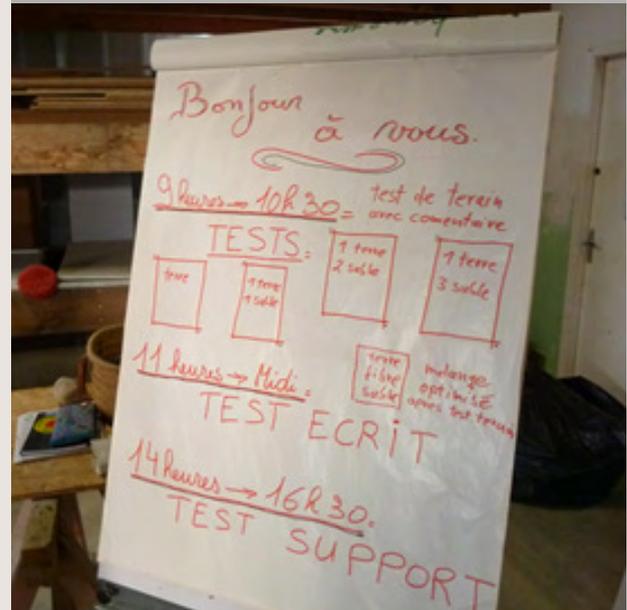
2.3.1. Example for Unit 1 and Unit 2, by the vocational training centre Batipole en Limouxin, France

Preparation for the exam



- Print out the examination checklist and use it to prepare the exam
- Make sure that everything necessary for the exam is organised and ready (tools, materials, water, access to electricity...)
- Make several sorts of clay soil, aggregates and fibres available to the trainees (each type with a particular colour and grain size)
- Print all work sheets in advance (assessor sheet, observer sheet, feedback sheet, etc.)
- Write the outline of the exam on central board
- Write also the tasks clearly defined (size and thickness of the plastering).
- The background should be appropriate for thickness of the plaster to be applied. Provide a work surface rough and large enough for the required task.
- Write the names of the trainees, the assessors and the observers on a badge or a sticker
- Ensure that the work space allowed for each trainee is comparatively equal, giving special attention to lightening (natural light if possible).
- Identify each work space by the name of the examinee. Allow trainees to choose their working station.

Example of exam schedule



- 9h - 10h30** Clay sample test on base coat (U1) + oral questions
- 11h - 12h** Written test
- 14h - 16h30** Clay plastering test on background unit (U2) + oral questions



Background set up/ Types of backgrounds /

Use of the background

Backgrounds can be made from a wooden frame on which an appropriate board (gypsum for instance) can be fixed. The structure of the background can include a window/opening, an internal corner, an external corner and a ceiling. Background units can be made out of different types of materials to allow exercises on joints, such as wood/gypsum board for instance. To give stability to the background unit, it is helpful to make an "L" shape.

The "L" shape can be used by 2 persons at a time and offers many possibilities. Different types of plastering exercises can be done, for instance, a smooth finishing layer on one side, a rough finishing layer on the other or a finishing layer left to the choice of the trainee. Mesh may be used in one or several of the corners. Plastering on the corner may be sharp or smooth. In short, a large variety of uses are possible.

These backgrounds are used for Unit 2 and therefore, they will receive a finishing layer (3 to 5 mm thick)

For Unit 1, we ask the trainees to make tests of clay plaster for base/body coat. This means that the thickness of the samples will range from 8 to 12 mm. An appropriate background must be chosen, according to the required thickness of the plaster.

Background units are used for testing Unit 2 (finishing layer)

Orientation and introduction before the exam

Assessors introduce themselves to the trainees with a short presentation

Each trainee puts on his/her name badge

An oral presentation of the exam (tasks and schedule) is given. The assessor makes sure all the trainees understand the recommendations. Trainees can ask questions if necessary during this introduction.

The general atmosphere is a very important aspect of the exam (welcoming environment, respect for the trainees, smiles, coffee /tea available...)

Starting the exam

All trainees start working at the same time.



Raumecken für das Auftragen eines Oberputzes (Einheit 2)

Exam framework

The trainees, the assessors and the observers should be present on site from the beginning until the end of the exam (no telephone calls, cigarette breaks, etc)

External people may not disturb the exam process

Assessors may not give answers to technical questions asked by trainees during the examination time

Assessors observe the work of the trainees according to the assessment sheet, particularly the way trainees:

- *Choose their materials (clay, sand, etc.)*
- *Organise their work station, keeping in mind that the work station is divided in two parts (two trainees for one background)*
- *Prepare their background (protection, tape) and plastering mix (quantity, thickness, texture, amount of water)*
- *Choose tools appropriate for each task*
- *Plaster the background (directions and order of treatment of the surface)*
- *Clean up their work space (but not the tools that must remain until they are told to clean up)*
- *Manage time.*

Assessors spend a couple of minutes with each trainee while the work is going on and ask them questions concerning practical and theoretical elements of the clay plastering course.

Time remaining should be announced 30 minutes, 15 minutes and 5 minutes before the scheduled end.

During the exam, observers remain silent, they can watch and take pictures or film, but may not talk. They should not wait until the end to fill in the observation sheet.

Finishing the exam

All trainees stop working at the same time. If assessors decide to allow extra time, it should be given to everyone

Trainees keep their tools and working materials by their work station until they are told to clean up allowing assessors to observe the trainees' organisation.

Assessors ask each trainee to comment on their work. Is the trainee satisfied with his/her work? What could the trainee have improved in his/her own work?

Trainees should be asked to leave the exam area once they have cleaned up.

Assessors finish filling in the assessment sheet, as do the observers.



2.3.2. Example for Unit 3, level 3 by the Associations Hoblina and ArTUR, assessment run in Kvacany, Slovakia, 02.09.2011

In the mountain village of Kvacany, in the middle of Slovakia, there was a 4 day course for Unit 3 level 3 (one candidate passed at level 2) on surface treatments, maintenance and repair of clay plasters. An ECVET exam took place after finishing the course, on the 2nd of September 2011. Examinees were from Slovakia, Czech Republic and from Germany. Assessors were from Slovakia, France and Germany. Organisers were the NGOs ArTUR and Hoblina from Slovakia.

Place

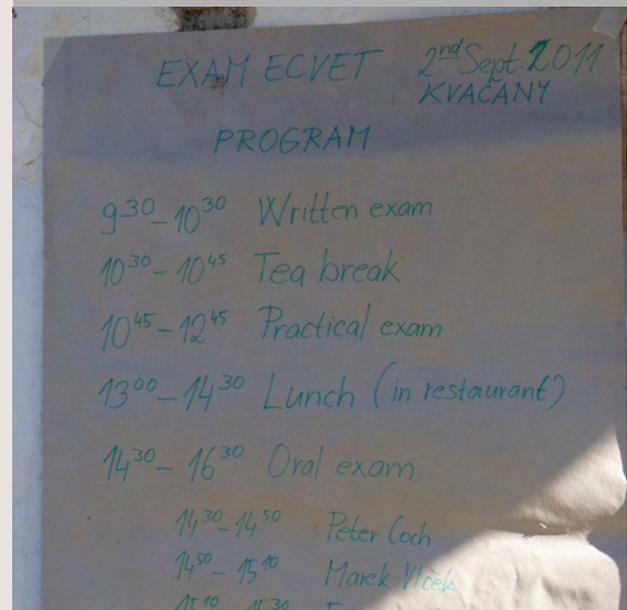


The venue was only suitable for this unit in good weather. It was in an old Log house, with gaps on the outside filled with clay mortar; some of the test questions referred to this specific feature.

Examinees took their written exam outside.

In the interior there was one room plastered with clay plaster and painted with lime wash. Some parts were freshly repaired during the course, so they could be lime washed during the exam. Another part of the practical exam was carried out outside on prepared boards hanging on the walls.

Actual Schedule of the exam



9:30 -11:00	Introduction, instructions about written exam
11:00 - 11:15	Tea break
11:15 - 13:45	Practical exam
13:45 - 14:30	Lunch
14:45 - 16:40	Oral exam (interview) approx 20 minutes per examinee
16:40	Further discussion between assessors - finalising results
18:15	Feedback (this was too late, most of examinees had already left)
19:00	(approx) Dinner

Introduction

There was a welcome and short introduction by the examinees and assessors. Examinees were given name labels for their shirts. Arrangements for the place were described. The plan of the day was explained and hung on the wall.

Assessors and observers were given forms to write their notes in English or if they did not speak English, then in their own language.

Written test

The written test was taken outside. Each table had a candidate name on it so that everyone knew where to sit. As examinees were from Slovakia, Czech Rep. and from Germany, questions were written for Germans in English + German and for Slovaks and Czech in English and Slovak languages. One hour was given for the written test.

Practical test

a) Repair



Boards of clay plaster with deliberate cracks and damage were prepared before the exam. The cause of the crack (meeting of two background panels without mesh) had to be hidden from the sides.

The tasks were written in English and German and pinned on the wall.



• Task 1

There is a crack in the first layer. Find out the cause and repair the damage with the given mortar.

• Task 2

In-fill the strip of missing plaster with the given mortar. Make the joint between new and old plaster as good (invisible) as possible.

• Task 3

The surface has a small mechanically damaged part. Repair it with the given mortar. Make the joint between new and old plaster as good (invisible) as possible.

b) Paints and fixatives



Boards with a clay plaster surface were prepared before the exam. A part of a wall to be painted with lime wash was selected. The lime was prepared before the exam.

• Task 1

Produce a casein glue out of 60 ml fat free (0%) quark cheese and lime putty. Note the recipe.

• Task 2

Prepare 1 ltr lime paint and add casein glue. Note the recipe.

• Task 3

Prepare a fixative of the given cellulose glue (20 ml). Note the recipe.

• Task 4

Paint 3 m² of lime paint on the interior wall.

Suggestions for improvement:

Every trainee should be given a written description of the task. More time should be given.

Oral exam - interview

The oral exam was done rather fast, and a lot of translation had to be done, as the assessors were also international: from France, Germany and Slovakia.

Suggestions for improvement:

As this is a difficult task for assessors, they have to be prepared to ask the right questions for a specific level (if there are two levels assessed in one exam, the assessors should be different for each level)

Suggestion for the oral test structure:

- 1: ask about practical exercise,
- 2: refer to difficult questions from the written test,
- 3: competence questions (main part)

The recommendation is to allow 25 minutes for 1 trainee (15 mins for Questions + 10 mins for discussion between assessors and evaluation).

Evaluation

Assessment was done, but it would have benefited from more time. Also the certificates were given immediately. The examinees signed the assessment sheet, where they see their percentage scores, but there was no time to explain them.

Suggestions for improvement :

Assessors should have enough time to summarise and discuss their feedback after the exam. Feedback should be given to examinees. It is necessary to think about the time needed for translation when there are international participants.

Language and time

It is important to know who does not speak English. Translated questions and instructions for the tasks must be prepared in advance. Extra time should be given to non-native speakers.

2.4. Calculation of the examination costs

An organisation providing an ECVET exam as part of a course or on its own, must be aware that running an exam is an additional or extra offer, which needs to be calculated. You have not only to prepare the exam, but also to ensure the quality and document the results.

For calculation we recommend you carefully consider all the steps which are necessary to prepare the exam, to perform the exam and to issue and document the certificates (see organiser checklist).

Basically when calculating the cost of an exam, consider the same cost categories as for calculation of a course. It is advisable to calculate :

1. direct costs related to the exam e.g. costs for preparing and running the exam: personnel, rental, insurance, workshop and office equipment, materials needed to perform the exam, advertising, write-offs and depreciation, maintenance, taxes
2. indirect costs (or overhead) costs such as communication, administration, documentation, book keeping etc. Calculators usually apply a fixed ratio for the overhead costs (indirect costs), which of course

depends on the structure of your organisation.

You might be shocked by the real costs of the exams and be inclined to offer the exams for a lower price. But be aware, if we want the member organisations of the LearnWithClay Partnership to run high quality ECVET exams, we need not only well trained assessors but an economically sound basis, which enables us to continue to offer ECVET exams in the future.

Post factum calculation

When the exam is over, do a post factum calculation. This helps to detect mistakes in your assumptions and to improve future calculations. Learn more about post factum calculation on the CD Clay Plaster module 3, T6.