



Challenge-Based Learning in Higher Education

Using the Entrepreneurial Competences Framework for assessment purposes

Developed by



The Entrepreneurial Competences Framework can be used in various ways in order to assess participants of a program. The three levels of the framework allow you to provide the students with a guideline, a resource for identifying their skills levels before and after participating in activities such as a Challenge Based Learning program.

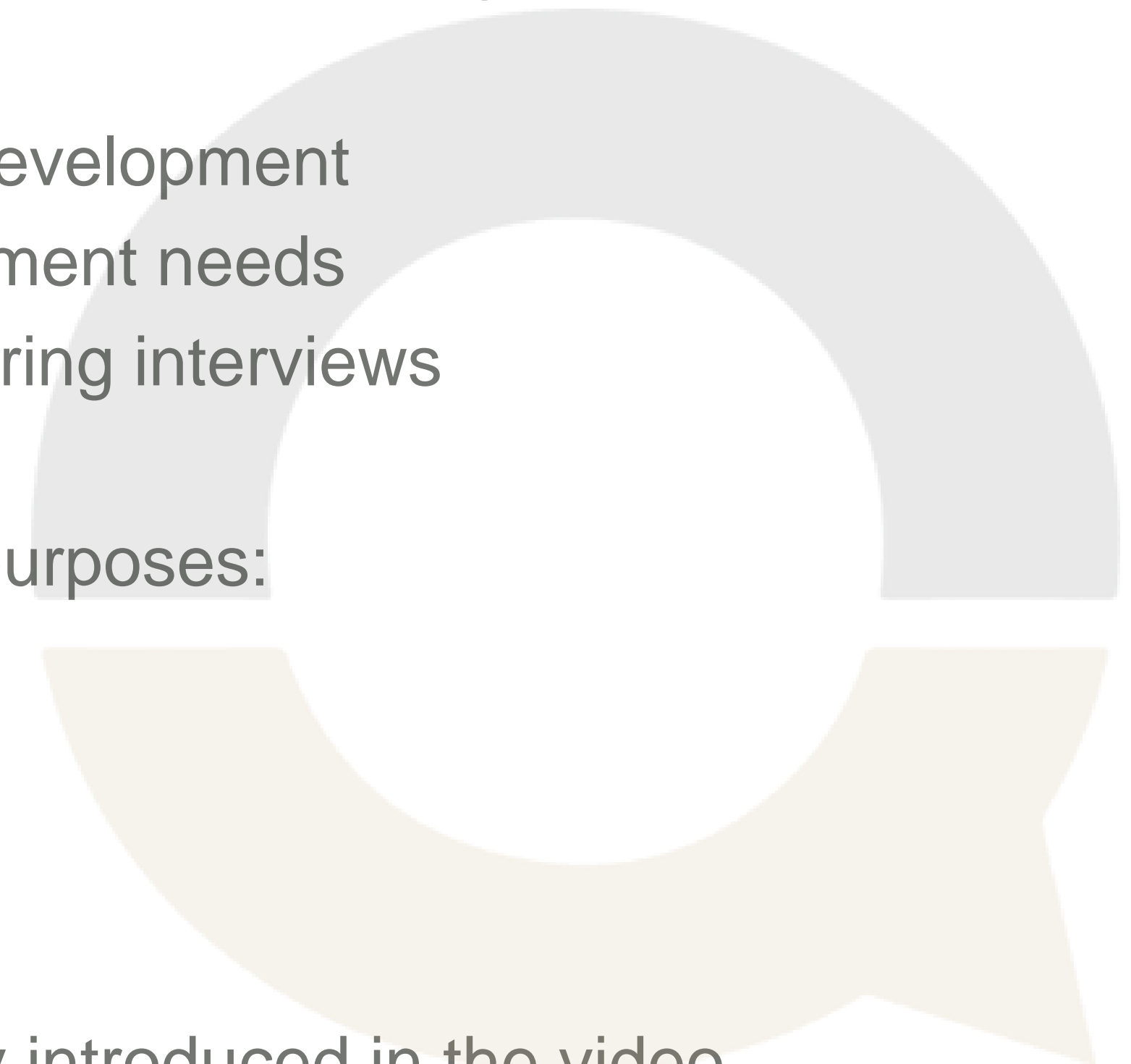
By using such a framework and learning to identify their current level, the students get to work on:

- Their professional development by creating an action plan
- Identifying their strengths, weaknesses and opportunities in development
- Having a starting point to monitor progress, prioritise development needs
- Learning the right vocabulary to better present themselves during interviews

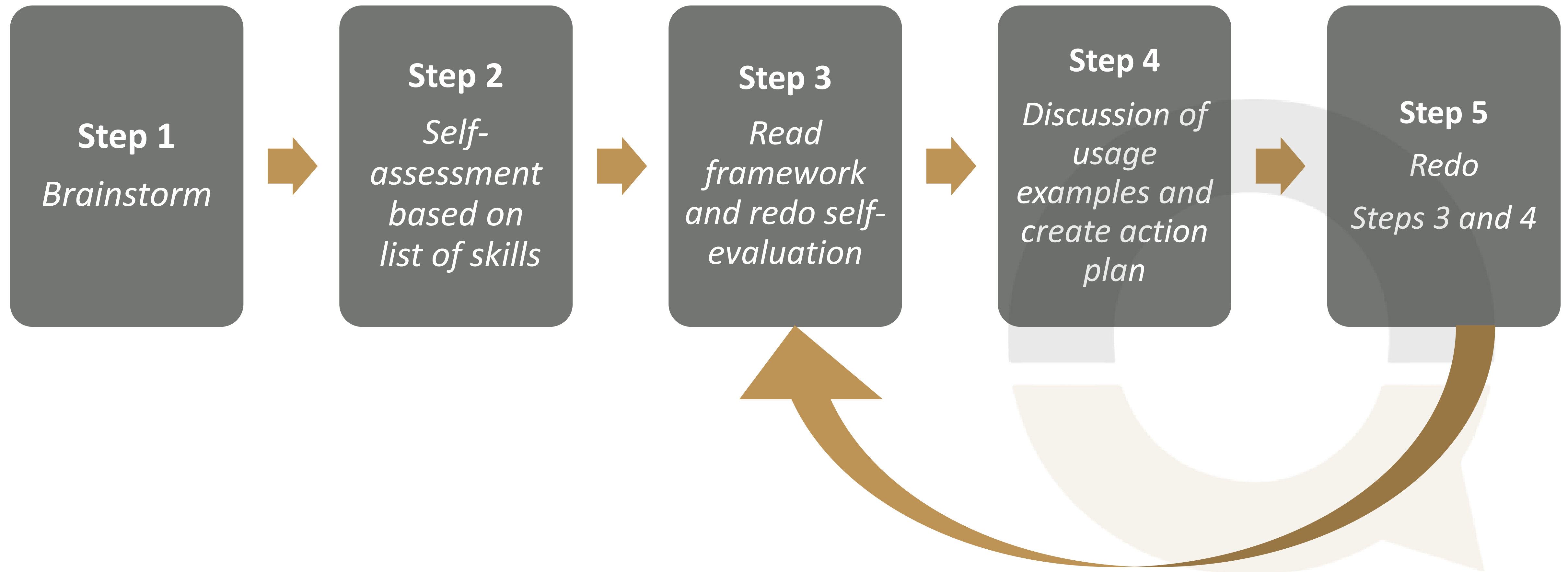
Below are some methods for using the framework for assessment purposes:

- Creating open badges for each skill and level
- Evaluation by tutor/professor/mentor/jury (top down)
- 360 degrees evaluation (add evaluations by group members)

On the following page is the detail of the assessment method briefly introduced in the video “Using the Entrepreneurial Competences Framework for assessment purposes”



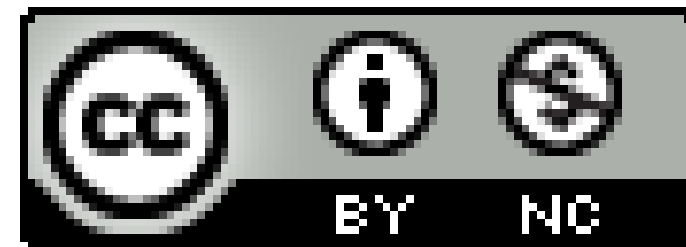
Self evaluation workshop overview



Self evaluation workshop- step-by-step

Use the framework to conduct a « self evaluation workshop » through the five main steps described below:

- Step 1 – Organise a brainstorming session on skills that the students think that they will use during your program they are participating in. This will give you an idea of their level of awareness and expectations for the program.
- Step 2 – Present to the students the list of skills you have selected based on what you would like them to focus on and/or what you think is important during the program. Then ask the students to self-evaluate for those skills, 1 being basic level and 3 being expert.
- Step 3 - Present the detailed framework and what it means to be at a basic, intermediary or advanced level* for the skills you have chosen for your program. You can have a group discussion in order to understand the description of the levels. Once they have gone through the framework, ask them to redo the self-evaluation in order to see if they had initially under/over-estimated their skills.
- Step 4 – Have an open discussion and exchange on examples of ways of using and developing those skills throughout the programme and ask the participants to chalk out a personal action plan that they can put in place during their participation in order to improve the skills they would like to work on.
- Step 5 – At the end of the program, redo steps 3 and 4 by having the participants share examples of their experience and how they feel they got to work and improve on certain skills (or not) and if they attained their personal development goals



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