



Sustain a Wave

Assessment Concept

Activity 2





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1 Introduction

The SUSTAIN-A-WAVE project promotes competence development for water sports professionals and adult educators by transforming water sports into innovative learning spaces for Education for Sustainable Development. Central to this approach is the need for appropriate assessment tools that support both the recognition of competences and the participants' self-awareness. This concept presents a selection of assessment methods and tasks designed to support the documentation, reflection, and validation of learning outcomes in the CPD context, with a specific focus on competence-based learning for trainers working in water sport and adult education settings.

The tools can be used in structured training settings as well as in practice-oriented and non-formal learning environments, offering flexibility for trainers, facilitators, and project partners working with diverse professional backgrounds. They are not limited to knowledge testing, but are intended to capture competence development, participation, reflection, and transfer into practice. In the context of SUSTAIN-A-WAVE, this means that assessment should help trainers show how they can connect sustainability themes with water sport activities, community engagement, and educational design.

The methods in this concept aim to:

- Encourage active trainer participation through assessment that is relevant and meaningful.
- Capture learning evidence that can support validation, reflection, and future follow-up.
- Support greater self-awareness and confidence in professional practice.
- Allow flexible use for trainers with different learning preferences, backgrounds, and roles.

This concept complements the SUSTAIN-A-WAVE Competence Framework and supports the LEVEL5-based validation process applied in the project. It is intended as a living document that can evolve with practice. Trainers and partners are encouraged to adjust and combine tools according to the local water sport context and the learning profile of the participants.

2 Assessment purposes

Assessment in SUSTAIN-A-WAVE is understood as a supportive and developmental process rather than a controlling or exclusionary one. Its role is to help participants make their learning visible, reflect on their progress, and strengthen their competences in relation to sustainable water sports and adult education. In practice, assessment should:

- Support learning by helping participants recognise their development.
- Record learning in a clear and accessible way.
- Contribute to validation within a competence-based approach such as LEVEL5.
- Improve the CPD design through feedback and participant input.

The assessment process should therefore help participants understand how their knowledge, skills, and attitudes develop in relation to sustainable water sports and adult education. It should also make it possible to identify how the training supports practical transfer, for example by helping trainers design ESD-based offers, facilitate community learning, and promote responsible behaviour in water sport environments.

3 Assessment principles

The assessment concept is learner-centred, competence-based, and reflective. It should support trainers in understanding their own progress and should also provide the partnership with clear evidence that the learning process has contributed to competence development. For this reason, assessment should happen before, during, and after the CPD, rather than only at the end.

The process should be inclusive and practical. Since trainers may come from different backgrounds and may have different preferred learning styles, the tools should allow written, oral, visual, and collaborative forms of expression. The goal is to make learning visible in a way that is fair, accessible, and useful for professional development.

4 Assessment logic

The assessment concept follows a simple logic: the competence framework defines what trainers should be able to do, the CPD helps them develop these competences, and the assessment tools show how far this development has progressed. This structure ensures that assessment is aligned with the learning process and with the project's educational goals.

The concept uses three complementary tools. First, a LEVEL5 self-assessment spider diagram helps trainers identify their starting point and reflect on their own development. Second, a mentor observation sheet documents learning in action during the CPD. Third, a reflective learning portfolio captures transfer, evidence, and final reflection after the CPD. Together, these tools provide a balanced picture of competence development.

This combination is useful because no single tool can fully capture complex competence growth. Self-assessment highlights learner perception, observation adds an external perspective, and the portfolio shows how learning is understood and transferred into practice. The result is a more reliable and meaningful assessment process.

5 Using LEVEL5 to Assess Competence Development

LEVEL5 is a competence-based approach for assessing learning in non-formal, informal, and practice-based settings. It looks at competence as a combination of knowledge, skills, and attitudes and shows development across five levels.

In SUSTAIN-A-WAVE, LEVEL5 is used because the learning is not only about gaining information, but about developing the ability to design and facilitate sustainability learning in water sport contexts. It helps the partnership describe progress clearly, compare starting and ending points, and recognise learning in a structured and flexible way. Trainers are expected to learn how to connect sustainability, water sports, adult education, facilitation, and community engagement. LEVEL5 provides a structured way to make this development visible and understandable.

For this assessment concept, LEVEL5 is especially relevant because it fits the project's competence framework, which includes:

- Domain-specific competences related to sustainable development, ESD in water sports, programme design, safety, and community engagement.



- Social competences such as teamwork, leadership, and intercultural communication.
- Organisational competences such as planning, adaptability, and evaluation.
- Personal competences such as problem solving, initiative, and learning to learn.

LEVEL5 supports an assessment process that is:

- based on real competence growth,
- focused on reflection and development,
- and useful for validation and transfer into practice.

6 Assessment tools

The three assessment tools in this concept are designed to make trainer learning visible in a practical and supportive way. They combine self-assessment, mentor observation, and reflective documentation to capture competence development from different perspectives. Each tool is linked to the SUSTAIN-A-WAVE competence framework and the CPD learning outcomes. Together, they help trainers reflect on their progress, receive feedback, and document what they have learned. The tools are also meant to be simple, flexible, and easy to adapt to different CPD activities. Their purpose is not only to assess learning, but also to support transfer into future practice. In this way, assessment becomes part of the learning process itself.

6.1 Self-assessment spider diagram

The first assessment tool is a LEVEL5 spider diagram completed at the beginning and at the end of the CPD. It helps trainers assess their development in the areas of knowledge, skills, and attitudes. The visual format makes progress easy to understand and helps participants compare their initial position with their final self-assessment.

The spider diagram should reflect the main CPD competences, such as understanding ESD in water sports, designing learning activities, facilitating reflection, and supporting sustainability-oriented behaviour change. Trainers use the scale to rate themselves, and the results can then be discussed with a mentor or peer to support reflection and goal-setting.

This tool is important because it:

- strengthens self-awareness and supports goal setting.
- shows progress clearly through a pre/post comparison.
- is simple and visually easy to understand.
- fits well with competence-based validation.

This tool is especially suitable for SUSTAIN-A-WAVE because the CPD is aimed at professional growth in a context where competences are developed through reflection and experience. Trainers can use the spider diagram to assess, for example, how confident they feel in introducing sustainable development, designing learning activities, or engaging communities. The spider diagram should be brief, clear, and easy to complete.

6.2 Observation and reflection sheet

The second assessment tool is the mentor observation sheet. It is used during CPD activities to document how trainers apply their competences in real learning situations, especially in



teamwork, communication, leadership, planning, adaptability, and the integration of ESD with water sports.

The observation sheet should be based on a small number of clear criteria linked to the competence framework. It should remain practical and easy to use during the CPD, while still being detailed enough to support meaningful feedback. After observation, a short feedback conversation should help the trainer interpret the notes and identify next steps for development.

This tool is important because it:

- provides external evidence of competence development.
- links observed behaviour to the competence framework.
- supports dialogue between trainers and mentors.
- helps identify further learning needs.

This is particularly important in SUSTAIN-A-WAVE, where much of the learning happens through participation, interaction, and facilitation rather than formal testing.

6.3 Reflective learning portfolio

The third assessment tool is a reflective learning portfolio. This portfolio collects evidence of learning during the CPD and after it, such as short reflections, lesson ideas, activity plans, feedback notes, and examples of how the trainer intends to use the approach in their own context. It is a strong tool for documenting both process and outcome.

This tool is especially useful because it supports long-term transfer. The purpose of the CPD is not only to train participants once, but to help them design and implement future learning activities. The portfolio therefore becomes both an assessment instrument and a practical output for implementation.

This tool is important because it:

- documents learning over time.
- supports reflection and transfer.
- can be used as validation evidence.
- results in a concrete product for future work.

In SUSTAIN-A-WAVE, trainers are not only expected to understand the CPD content, but also to use it in their own clubs, organisations, or educational settings. The portfolio makes this transfer visible and gives participants a concrete product they can continue to use after the training.

7 Example of the assessment process

The assessment process follows three steps. First, trainers complete the self-assessment spider diagram before the CPD to identify their starting point and learning expectations. Second, the mentor observation sheet is used during the CPD to document competence development in action. Third, the reflective portfolio is completed after the CPD to capture final learning, transfer ideas, and validation evidence.

Together, these three tools cover the full assessment cycle:

- Self-assessment for awareness and baseline.



- Observation for external validation and feedback.
- Portfolio for reflection and transfer.

This sequence creates a clear pathway from self-reflection to observed practice and then to documented learning outcomes. It also balances the trainer's own perspective with the mentor's perspective and supports both validation and professional development.

The process should also include short feedback moments between the participant and the mentor or facilitator. These conversations help trainers understand their progress, identify strengths and gaps, and plan next steps for future practice.

8 Conclusion

This assessment concept offers a flexible and practical framework for documenting and reflecting on trainer learning in the SUSTAIN-A-WAVE approach. Its purpose is not only to measure competence development, but also to make learning visible, support reflection, and strengthen the transfer of knowledge into future practice. By combining self-assessment, mentor observation, and reflective documentation, the concept allows different aspects of learning to be captured in a balanced and meaningful way. This is especially important in a context where learning happens through practice, interaction, and experience in water sport environments.

The concept is designed to support trainers with different professional backgrounds, learning styles, and levels of experience. It does not rely on a single assessment method, but instead uses complementary tools that can be adapted to the context and the needs of the participants. In this way, the assessment process becomes more than a final check of outcomes; it becomes part of the learning journey itself.

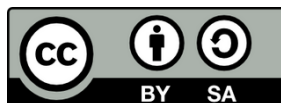
Above all, the concept aims to support recognition, motivation, and professional growth. It should help trainers understand their own development, identify next steps, and apply what they have learned in their own organisations and communities. For the project as a whole, this means that assessment contributes not only to validation, but also to capacity building, quality improvement, and the long-term sustainability of the SUSTAIN-A-WAVE approach.



Sustain a Wave



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