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CONSTRUCTION AND PILOT VALIDATION OF A SOFT SKILLS SELF-ASSESSMENT SCALE FOR PEER REVIEW IN VET

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TOPICS

THE CONTEXT

AIM OF THE STUDY

SCALE DESIGNING

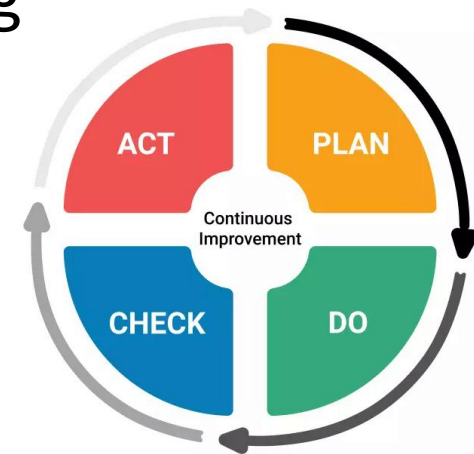
PILOT STUDY

CONCLUSIONS





- EQAVET frames quality as a continuous improvement cycle
- Peer review is not an inspection but structured peer learning
- Four phases: planning, self-evaluation, peer visit, redesign
- Evidence and feedback are used to support decisions
- The goal is organizational learning, not only accountability



THE INTERNAL ECOSYSTEM OF PEER REVIEW



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- Effective peer review depends on internal roles, not only external peers
- Six roles support the process inside the VET provider
- They connect strategy, data, facilitation and improvement design
- Role clarity reduces gaps, overlaps and informal expectations
- Soft skills support coordination across all roles



A PRACTICAL SCALE FOR SOFT SKILLS



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- Build a self-assessment scale for soft skills in peer review
- Use behaviour-based items, not abstract personality labels
- Make items understandable also without direct peer review experience
- Reduce ambiguity and support honest self-evaluation
- Test a shorter version suitable for real organizational use



- Ten dimensions were derived from the competency framework





- Initial pool: 8 items per dimension
- Items described everyday behaviours using “When...” situations
- Response scale: 1 = not at all true to 5 = completely true
- Items were reviewed for content coverage and semantic redundancy





- Pilot sample: 75 participants with different familiarity levels
- Combined quantitative item analysis and content review
- Criteria: distribution, item-total fit, internal consistency, coverage
- Shortening was not driven by alpha alone
- Final choice balanced reliability, parsimony and meaning



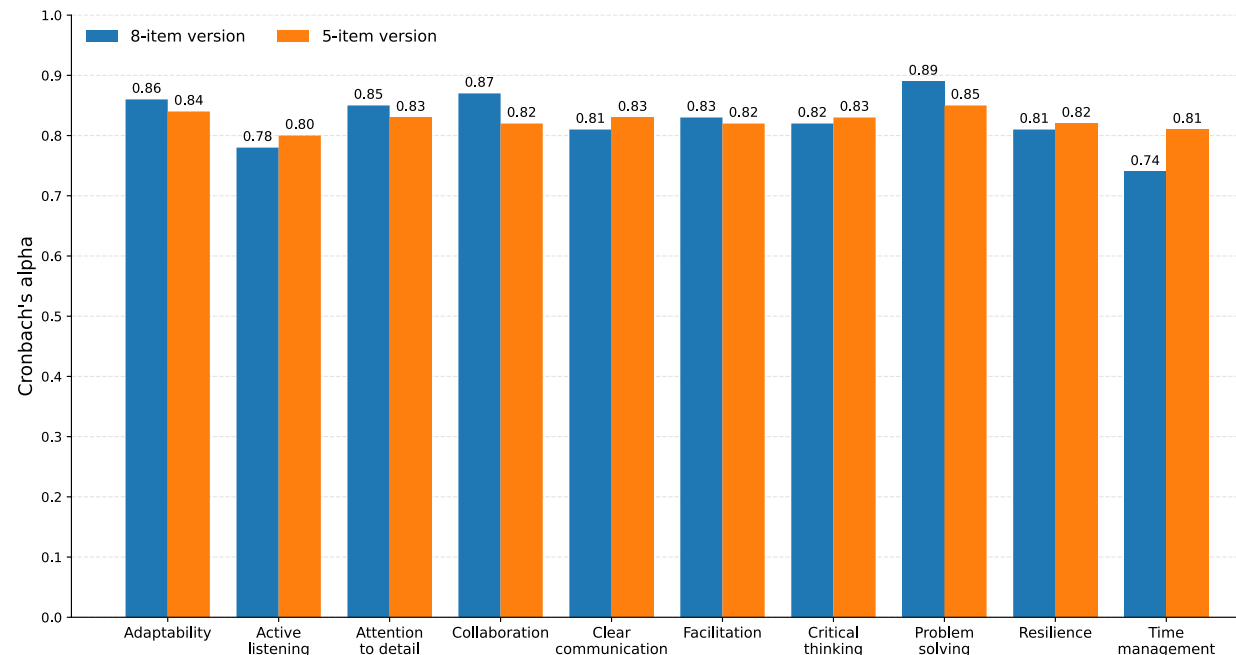
ITEMS ANALYSIS



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- Final version: 50 items, 10 subscales, 5 items each
- Correlations between 8-item and 5-item versions: above .90
- Cronbach's alpha: adequate and more homogeneous across all subscales



PROFILE



Facilitator

This person “makes things happen” smoothly: manages the agenda, timing and logistics, welcomes the peer reviewers, maintains a collaborative climate, facilitates discussion, handles operational problems, and manages the archiving and sharing of the materials produced during the process.

High suitability

The consistency between your knowledge, soft skills and the role requirements tends to support your effectiveness in managing sessions and exchanges, keeping to time and maintaining a positive working climate, and turning contributions into operational decisions. In general, you are able to maintain continuity even when evidence and decisions must be coordinated under time pressure.

Suggestions

In the Facilitator role, you tend to perform well when you can use your ability to check the consistency and completeness of materials without losing sight of what is relevant, and your ability to keep the group focused, manage speaking turns and time, and help turn contributions into decisions. This helps you manage sessions and exchanges, keep to time, maintain the working climate, and turn contributions into operational decisions while keeping the discussion of evidence structured. At times, you may accept an interpretation too quickly without checking it, especially when the evidence is incomplete or when you need to complete an output quickly or manage several requests at the same time. This may leave some steps unclear or delay decisions. You could make your performance more consistent by establishing a regular reporting and feedback routine, identifying priorities in advance, and monitoring timing and decisions through a brief summary at the end of each session. To improve further, you should strengthen your knowledge of governance and quality, and make reporting and feedback more consistent through guided exercises and review in pairs.



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Improvement Planner

This role translates peer review evidence into concrete action. It develops and structures the improvement plan, defines operational objectives, responsibilities, timelines and indicators, and supports the adoption of innovations within the centre’s ordinary processes.

Low suitability

The role requires a stronger level of soft skills. Based on the results, you may lose continuity when complexity or pressure increases. This may weaken the reliability of decision-making, evidence management and follow-up.

Suggestions

In the Improvement Planner role, you tend to perform well when you can use your ability to check the consistency and completeness of materials without losing sight of what is relevant, and your ability to keep the group focused, manage speaking turns and time, and help turn contributions into decisions. This helps you translate evidence and recommendations into improvement proposals, priorities and sustainable small-scale actions while keeping the discussion of evidence structured. At times, you may accept an interpretation too quickly without checking it, especially when the evidence is incomplete or when you need to complete an output quickly or manage several requests at the same time. This may leave some steps unclear or delay decisions. You could make your performance more consistent by establishing a regular planning and methodological routine, identifying priorities in advance, and monitoring timing and decisions through a brief summary at the end of each session. To improve further, you should strengthen your knowledge of governance and quality, and make reporting and feedback more consistent through guided exercises and review in pairs.



LIMITS AND NEXT STEPS



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- Pilot evidence is promising but not definitive
- Larger and more heterogeneous VET samples are needed
- Factorial structure must be tested explicitly
- External validity should be checked with behavioural indicators
- Longitudinal use can test development over time



SCALE'S USE IN VET PROVIDERS



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- Read individual profiles in relation to peer review roles
- Compose balanced teams for self-evaluation and peer visits
- Support mentoring, facilitation and reflective supervision
- Use results as formative evidence, not as a punitive ranking





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