

## Assessment and Documentation

### Assessment

Assessment of learning outcomes means methods and processes used to establish the extent to which a learner has in fact attained the knowledge, skills and competences described in the unit of learning outcomes or the mobility unit. **Assessment is a basis for validation and recognition of learning outcomes when learners' credit is being transferred.** The fact that learners' learning outcomes have been positively assessed, in line with the learning agreement, and the result of the assessment is **documented** serves as basis for validating and recognising learners' credit. **Credit in this context means the assessed learning outcomes.** The credit may later be translated into ECVET or other points by the home institution but at this point this issue is not relevant for any of the hosting institutes in the EMEU network.

**Assessment gives additional value to mobility.** The fact that learners are assessed, the learning outcomes are made visible and they are aware, as well as their teachers, of the progress they made during mobility is important for identifying the added value of mobility for learners. Learners' assessment therefore contributes to valorise mobility. **Assessment methods and criteria should therefore be made available to the sending organisations prior to mobility.**

According to the ECVET recommendation **the assessment process should reflect the norms and practises of the host organisation.** The hosting partners in each EMEU team are responsible for making sure the selected procedures for assessing the learning outcomes are transparent enough for the sending partners and meet the minimum requirements for validation and recognition.

**When designing the assessment process of your module consider the following:**

1. **The hosting institution** organises the assessment of learning outcomes as specified in the EMEU module description. **The assessment criteria are uploaded as an annex to the module on the EMEU website when the registering is opened.** The keep it simple principle should be followed also when the host institution decides on the assessment methods and criteria while at the same time **it is important to take into consideration the minimum requirements of each sending institution.** The aim should not be to overcomplicate the assessment process, therefore, **it is necessary for every sending institute to communicate clearly to the other partners what kind of requirements for the assessment process (including criteria) their particular legal framework sets.**
2. **Assessment criteria and indicators** should be clearly related to the agreed learning outcomes and **the expected EQF level.** The assessment criteria should be transparent and reflect each learning outcome (15 expected learning outcomes in a module = 15 -30 targets for assessment). ECVET recommendation endorses **orientation towards minimum demands for assessing the learning outcomes.** Therefore, the most ECVET compliant scale for assessing would be to use only PASS/FAIL. If the host organization uses normally a different scale be it 1-10, 1-4 or any other, that scale can also be used.

An example of assessment criteria using the scale **SATISFACTORY – GOOD - EXCELLENT**:

Learning outcome - ***'The learner chooses appropriate materials for the product'***  
SATISFACTORY - ***'The learner chooses appropriate materials for the product under instruction'***  
GOOD - ***'The learner chooses appropriate materials for the product independently'***  
EXCELLENT – ***'The learner chooses appropriate materials for the product independently and creatively and uses them economically'***

3. **The selection of the method(s) of assessment** should be appropriate to the expected learning outcomes. Assessment methods might include one or several of the following:
- self-assessment
  - peer-assessment
  - simulated conversations
  - structured (oral or written) formal feedback
  - written assignments
  - written exam
  - work samples
  - (online) portfolio (e.g. blog, Instagram)
  - video, photographs, drawings
  - skills demonstration
  - presentation
  - observation
4. **The profile of the assessor(s)** should also reflect the norms and practices of the host organisation. Typically assessors in this context are the teachers or trainers who deliver the module, workplace trainers or tutors with sufficient experience in their sector, other relevant experts and in some cases the customers. Some form of self- or peer-assessment is also beneficial for the learners either as part of the official assessment or as a follow-up to the formal assessment.

## Documentation of Assessment

In order for the home institute and/ or competent body to be able to validate and recognise the learning outcomes of individual students some documentation on assessment is required. In ECVET terminology this document is called **the personal transcript**. It is a record of learning achievements **signed and stamped after the completion of the mobility period**. **The learner should always receive at least a copy of the signed and stamped assessment document before leaving the host organisation.**

**The assessment document should contain at least the following details:**

- the identity of the learner
- the identity of the host organisation
- the identity and profile of persons that assessed the learner
- information on learners' assessed learning outcomes
  - 1) total grade for the module or
  - 2) a grade for each target of assessment (KSC) or
  - 3) a grade for each learning outcome
- other comments or a written summary of the assessment

As most partners will be required to use **the EUROPASS mobility certificate** for documenting the learning period abroad as well as the learning outcomes achieved there are two alternatives for documenting the assessment:

- a) the signed and stamped assessment document can be attached to the mobility certificate
- b) assessment is documented in sections 5a and 5b of the mobility certificate. RT2017