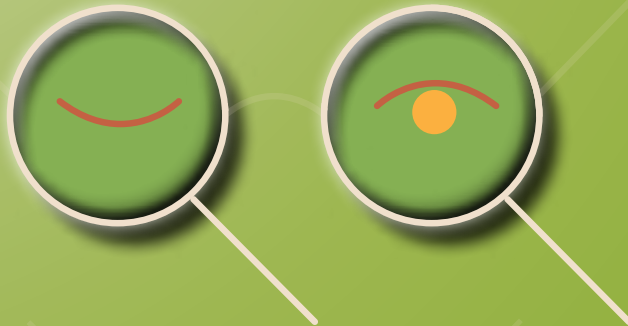


# Learning Outcomes and Their Assessment in Learning Mobility Projects Catalogue of Examples

ECVET





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ECVET



FRSE THEMATIC REPORTS

**Learning Outcomes and Their Assessment in Learning Mobility Projects.  
Catalogue of Examples**

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# List of Acronyms

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- EC** » European Commission
- ECVET** » European Credit System for Vocational Education and Training
- EU** » European Union
- IQS** » Integrated Qualifications System
- LA** » Learning Agreement
- LLL** » Lifelong Learning
- MoU** » Memorandum of Understanding
- PQF** » Polish Qualifications Framework
- PTR** » Personal Transcript of Records

# Foreword

We are pleased to present information material on the application of the European Credit System for Vocational Education and Training (ECVET) in learning mobility projects in the Vocational Education and Training sector of the Erasmus+ Programme.

This material is primarily addressed to people planning or implementing learning mobility projects using ECVET principles, i.e. the ones preparing application documentation, project coordinators, institution directors, instructors, teachers and methodologists, as well as other individuals involved in project implementation and cooperation with foreign partners.

The publication complements the brochures published in previous years:

- » *System ECVET. Podstawowe informacje oraz wskazówki dotyczące organizowania mobilności edukacyjnych* (Bartosiak et al. 2014)<sup>1</sup>,
- » *Wykorzystanie założeń systemu ECVET w projektach mobilności edukacyjnej w sektorze Kształcenie i szkolenia zawodowe programu Erasmus+* (Dębowski et al. 2016)<sup>2</sup>.

These publications describe the genesis of ECVET, explain its basic principles and show a broader background, explaining the concept of credit accumulation and credit transfer. The materials also indicate the possible areas of application of ECVET in learning mobility projects, describing the organisation and implementation of learning mobility step by step, including tips on completing project documentation: Memorandum of Understanding and Learning Agreements. In addition, the 2016 brochure discusses examples of formulating learning outcomes, their assessment and recognition<sup>3</sup>.

A brief overview of ECVET goals and principles is provided below, which is a necessary introduction to the subsequent parts of the publication. Our assumption, however, is not to repeat the content of other brochures, so we encourage you to acquire knowledge about ECVET from the materials mentioned above.

1 See [www.ekspercietvet.org.pl/img/ekspercietvet/Mfile/file/149/ecvet\\_broszura.pdf](http://www.ekspercietvet.org.pl/img/ekspercietvet/Mfile/file/149/ecvet_broszura.pdf) [access: 28.04.2020].

2 See [www.ekspercietvet.org.pl/img/ekspercietvet/Mfile/file/281/ecvet\\_broszura\\_12.2016.pdf](http://www.ekspercietvet.org.pl/img/ekspercietvet/Mfile/file/281/ecvet_broszura_12.2016.pdf) [access: 28.04.2020].

3 For more information refer to *Portfolio Europass* (2014), [www.czytelnia.frse.org.pl/870](http://www.czytelnia.frse.org.pl/870) [access: 28.04.2020].



In this publication we focus on explaining what learning outcomes are, what their function is and what is the importance of their assessment – both in the project documentation and during the implementation of a learning mobility project.

Information on the use of learning outcomes and their assessment is supplemented with examples included in the catalogue. These examples come from various industries and have been selected to show a variety of approaches and solutions, which is to facilitate their use depending on the needs of the planned or implemented project. The examples presented in this publication should not be regarded as ready for use in project documentation. First of all, because they are taken out of the context of the project. In addition, there is no one-size-fits-all and ideal approach – it must be tailored to the needs and possibilities of the project partnership, and these can vary. Therefore, it is worth treating this material as a set of correctly-defined learning outcomes and assessment methods assigned to them.

The examples contained in this publication have been developed by the authors on the basis of project documentation provided by institutions implementing learning mobility projects as well as their own experience and knowledge.

The thematic scope of the publication answers the most frequent questions regarding the use of ECVET in learning mobility projects, addressed to the Foundation for the Development of the Education System and the Polish ECVET Experts Team.

The material was developed by members of the Polish ECVET Experts Team, operating at the Foundation for the Development of the Education System since 2012 under contract with the European Commission.

We hope that the information contained in this publication will prove valuable and useful in the application of ECVET principles and in the implementation of educational projects under the Erasmus+ programme.

Enjoy your reading!



# 1. The role of learning outcomes and their assessment in ECVET

## 1.1. ECVET – objectives, principles, application

The European Credit System for Vocational Education and Training (ECVET) is an instrument supporting lifelong learning (LLL), learner mobility and flexibility of learning pathways. ECVET was developed by the European Union Member States in cooperation with the European Commission (EC) and subsequently adopted in the form of the *Recommendation of the European Parliament and of the Council of 18 June 2009*<sup>4</sup> (thereafter: ECVET Recommendation).

### Credit accumulation

Credit accumulation is the accumulation of learning outcomes (defined for a unit of learning outcomes or a qualification) the achievement of which by a given person was verified in the process of validation (Bartosiak et al. 2014).

How did this instrument come about? In recent decades, a growing need for diversified lifelong learning was observed not only in formal education, such as at school or university. The fast-evolving economic and social conditions have resulted in changing the way of thinking about education, learning, obtaining qualifications and verifying skills and knowledge. The change also took place in thinking about the recognition of credits, including these acquired as part of non-formal education (training, courses, etc.) and informal learning (hobbies, self-learning, etc.). Continuous learning – including updating one’s knowledge, developing new skills or developing completely different competences – has become a necessity.

<sup>4</sup> Recommendation of the European Parliament and of the Council of 18 June 2009 on the establishment of a European Credit System for Vocational Education and Training (ECVET), [https://eur-lex.europa.eu/legal-content/EN/TXT/HTML/?uri=CELEX:32009H0708\(02\)&from=EN](https://eur-lex.europa.eu/legal-content/EN/TXT/HTML/?uri=CELEX:32009H0708(02)&from=EN) [access: 28.04.2020].

## Credit transfer

Credit transfer is when learning outcomes, which have been previously validated by other bodies, can be recognised by a body awarding a qualification (or a unit of learning outcomes) as components of the requirements for the qualification. This means that the body issuing a certificate recognises the credits that have been previously verified (assessed) by another body. In this way, ECVET helps to avoid the duplication of parts of study programmes and eliminates the need for multiple validations of once achieved learning outcomes (Bartosiak et al. 2014).

In response to observed changes, EU Member States have developed several solutions, proposals and instruments that make it easier to adapt to these changes not only for learners but also for education providers and institutions carrying out education policy in individual countries. ECVET is one of the complementary instruments for lifelong learning and international mobility. These include:

- » European Quality Assurance Reference Framework for Vocational Education and Training (EQAVET) adopted by the 2009 Recommendation of the European Parliament and the Council<sup>5</sup>;
- » European Qualifications Framework (EQF)<sup>6</sup>;
- » Validation of Non-formal and Informal Learning<sup>7</sup>.

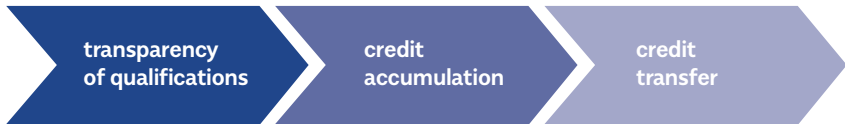
5 Recommendation of the European Parliament and of the Council of 18 June 2009 on the establishment of a European Quality Assurance Reference Framework, [https://eur-lex.europa.eu/legal-content/EN/TXT/HTML/?uri=CELEX:32009H0708\(01\)&from=EN](https://eur-lex.europa.eu/legal-content/EN/TXT/HTML/?uri=CELEX:32009H0708(01)&from=EN) [access: 28.04.2020].

6 Council recommendation of 22 May 2017 on the European Qualifications Framework for lifelong learning and repealing the recommendation of the European Parliament and of the Council of 23 April 2008 on the establishment of the European Qualifications Framework for lifelong learning, [https://eur-lex.europa.eu/legal-content/EN/TXT/HTML/?uri=CELEX:32017H0615\(01\)&from=EN](https://eur-lex.europa.eu/legal-content/EN/TXT/HTML/?uri=CELEX:32017H0615(01)&from=EN) [access: 28.04.2020].

7 Council Recommendation of 20 December 2012 on the validation of non-formal and informal learning, [https://eur-lex.europa.eu/legal-content/EN/TXT/HTML/?uri=CELEX:32012H1222\(01\)&from=EN](https://eur-lex.europa.eu/legal-content/EN/TXT/HTML/?uri=CELEX:32012H1222(01)&from=EN) [access: 28.04.2020].



Can you say that these instruments are applied uniformly in all Member States of the European Union? No – their implementation, as well as the implementation of ECVET, is voluntary and they are introduced (fully or partially, within the framework of legal regulations or guidelines, recommendations) into the policies of many European countries. Why is ECVET introduced in different countries, although its use is not mandatory? Because of the objectives of ECVET – lifelong learning and international mobility – which are supported by:



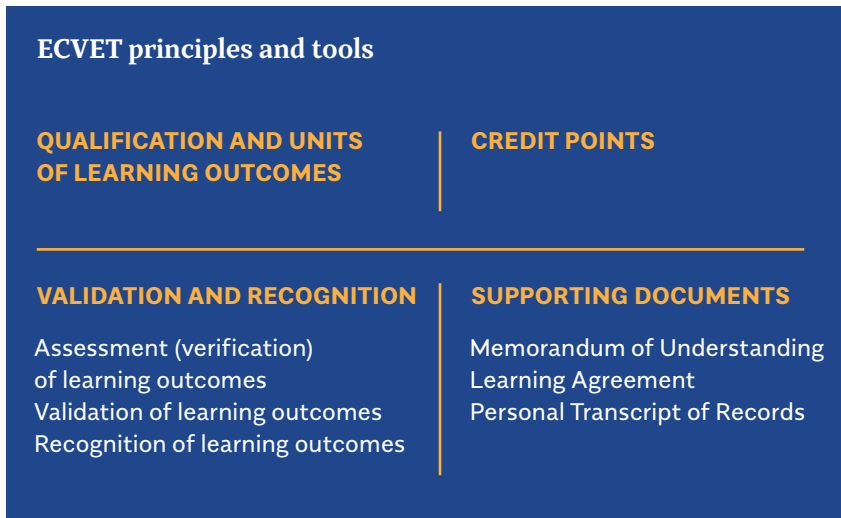
What are its practical implications? The benefits of using ECVET are twofold, they affect individuals and include:

- » gaining occupational qualifications (certificates, diplomas) more easily,
- » avoidance of re-certification of verified competencies,
- » raising awareness of competencies held,
- » encouraging learners to learn in different countries and educational environments.

The benefits also relate to education systems (types and levels) on national and international levels and include:

- » making it easier for learners to obtain confirmation and recognition of skills and knowledge acquired in different education systems and countries,
- » increasing the compatibility of different VET systems,
- » guarantee for employers that each type of vocational qualification includes specific knowledge and skills.

ECVET is a set of principles and tools that facilitate the achievement of these objectives and benefits.



Source: own work based on *Using ECVET... 2012*.

These documents are used successfully in Poland and other countries and will not be discussed in detail in this publication. Methods of filling them in have been described in other studies (Dębowski et al. 2016). Below, we will focus on the two remaining elements, and more specifically on their basic components: units of learning outcomes and their assessment.

The issue of ECVET credit points is controversial, as only a few countries have introduced them. Five years after the ECVET Recommendation, the European Commission has concluded that having learning outcomes expressed in the form of credit points is too much of a challenge, while at the same time these points are of limited relevance to those who use the system. This is why they were considered to be of secondary importance from the perspective of ECVET implementation<sup>8</sup>.

The solutions described in the ECVET Recommendation include principles and tools that can be used by the Member States and by ‘smaller’ partnerships to accumulate and transfer credits.

<sup>8</sup> “Expressing credit of learning outcomes in terms of credit points has proven either too challenging or not useful enough to many of the VET providers that use ECVET, so that at this stage credit points appear as a «secondary and marginal element» of the implementation ECVET” (*Implementation of the Recommendation... 2014*).

Ultimately, these activities can lead to the creation of national systems for the accumulation and transfer of credits or the development of a European system.

At this stage, ECVET is a set of principles – a concept whose assumptions are applied in different areas of education. This is also the case in Poland, where its status is not regulated by law. In Poland, ECVET is not usually mentioned by its name (mobility projects are the exception), however, its elements and principles are applied in several areas:

- 
1. Mobility projects (for more details, see part three of this publication).
  2. Vocational education and training within the system of education.
  3. Integrated Qualifications System, especially its part covering market and regulated qualifications.
- 

In the Polish system of vocational education and training ECVET principles are applied in solutions supporting the accumulation and transfer of credits (Dębowski, Stęchły 2015; Stęchły, Tomaszuk, Ziewiec 2012). One of them is the very structure of qualifications – in the system of education full qualifications (certificates confirming qualifications in specific occupations, e.g. IT technician), which consist of partial qualifications (certificates confirming qualifications in occupations, e.g. administration of network operating systems and computer networks) can be distinguished. This approach makes it easier to obtain full or partial qualifications in stages, and thus to obtain only those partial qualifications that you need at a given moment. In addition, partial qualifications consist of units of learning outcomes (the purpose of grouping learning outcomes into units is explained in more detail in the next section).

Another solution facilitating the accumulation and transfer of credits is using several units of learning outcomes common to all full qualifications. These are:

- 
- » occupational health and safety,
  - » starting and running business activity,
  - » foreign language for occupational purposes,
  - » personal and social competences,
  - » organisation of small teams' work – only in upper secondary technical school.
-

Another solution combining VET with the objectives of ECVET is assigning the level of the Polish Qualifications Framework (PQF) to qualifications – both full and partial ones (Ziewiec-Skokowska et al. 2017; Sławiński et al. 2018). Most importantly, however, qualifications awarded in vocational education and training in Poland are described using an approach based on learning outcomes (Ziewiec-Skokowska, Danowska-Florczyk, Stęchły 2016).

Integrated Qualifications System established in by the Act of December 2015 on IQS aims, most of all, to integrate qualifications functioning in the country and ensure the quality of qualifications acquired outside of the education and higher education system, and secondly, to increase the credibility of qualifications acquired in Poland on the European labour market.

Integrated Qualifications System is based on numerous mechanisms and solutions developed to ensure quality, flexibility of learning, but also accumulation and transfer of credits. The objectives of ECVET are manifested, among other things, by:

- » putting in order different types and levels of qualifications and streamlining terminology related to qualifications (mutual understanding is key to the transfer of credits);
- » establishing PQF and an approach to determining the level of PQF for qualifications;
- » establishing an Integrated Qualifications Register (in order to ensure transparency and exchange of information);
- » defining a common approach to the development and description of market qualifications (in order to ensure quality and comparability) – this concerns primarily their structure: qualifications consist of units of learning outcomes, each unit has a title, an assigned PQF level and a defined indicative workload. It is possible to define the requirements for validation of individual units, which enables independent and step-by-step acquisition – this, in turn, affects the flexibility of the whole learning process.

### **Status of work on the development of Integrated Qualifications System**

The Integrated Qualifications System was established in Poland pursuant to the Act of December 2015 on IQS. It has been fully operational since mid-2016 when relevant implementing legislation entered into force.

The Integrated Qualifications Register is available online.

So far more than 140 market qualifications have been submitted to IQS. 17 of them already operate within the system, which means that it is possible to apply for them in eligible institutions, and the vast majority of the remaining ones will be included in the IQS in the coming months (as at November 2018). At the same time, several dozens of new qualifications are being described and included in IQS. All the qualifications submitted to IQS have been developed by entities interested in improving employees' competences in a given area. These include associations, foundations, training companies and other businesses. The submitted qualifications vary in many respects: the target groups, the scope and complexity of required learning outcomes and the amount of time needed to achieve them.

## 1.2. Learning outcomes and their assessment

Learning outcomes determine what a given person knows, understands and is able to do thanks to learning in different settings. They can be interpreted from two points of view:

- a) written statements, specific elements of knowledge, skills and social competences that describe the requirements for a person (student, trainee, apprentice). Their fulfilment is verified in the validation process, which leads to the recognition of credits and obtaining qualifications;
- b) elements of knowledge, skills and social competences acquired in the process of learning.

In the second part of this publication, we will focus on the learning outcomes as statements recorded in the project documentation. However, it is important to remember that the measure of learning outcomes' quality is the extent to which the developed description (point 'a') above) corresponds to the actual achievement of learning outcomes (point 'b)'). Accumulation and transfer of credits is possible thanks to appropriate design of individual learning outcomes, and also thanks to appropriate structure of units of learning outcomes.

## Learning outcomes in Poland

The learning outcomes approach (as opposed to the learning/teaching objectives approach) results from a change in thinking about education. The focus is on the student, not the teacher. However, the key is what the student is to learn – what knowledge and skills they have to acquire, and what attitudes to develop. The learning outcomes approach was implemented in education and higher education systems – in general education (2009), higher education (2011) and vocational education and training (2012) respectively. Learning outcomes are also one of the basic elements of qualifications included in IQS, which was based on PQF and established by the Act of December 2015 on IQS.

Source: own work based on Sławiński et al. 2013; Ziewiec-Skokowska et al. 2017; Sławiński et al. 2018.

A unit of learning outcomes is a set of recorded learning outcomes, which are coherently linked, complementary and together form a logical whole. Units can be grouped based on:

- » process, professional task (e.g. baking an apple pie),
- » thematic area (e.g. health and safety at work),
- » product or technique (e.g. hybrid manicure).

It is not possible to determine how many learning outcomes should be included in one unit, as this depends on the specific character and complexity of a given unit.

Grouping of learning outcomes is not the exclusive domain of mobility projects. It is also used in market qualifications (i.e. those awarded outside of the education and higher education systems, and included in IQS). In IQS, groups of learning outcomes are called units. All units of learning outcomes included in a given market qualification can be seen in the Integrated Qualifications Register<sup>9</sup>. For example, the qualification 'joinery installation' consists of four units: installation of external windows and balcony doors, installation of roof

9 Integrated Qualifications Register, <https://rejestr.kwalifikacje.gov.pl> [access: 28.04.2020].





windows, installation of external and internal doors, installation of gates and gratings. Learning outcomes included in each of them are available in the register.

In order to confirm that a given person has achieved specific learning outcomes (unit of qualifications or a whole qualification), they need to undergo an assessment process.

Assessment of learning outcomes leads to the confirmation that a given person has met the requirements set out in the standard. In the case of mobility projects (as well as IQS) this standard involves pre-defined learning outcomes grouped into units. In other situations, these may also be operationalised training objectives, learning outcomes specified for a given subject or requirements specified in the examination standard. In Polish practice the terms 'ocenie' and 'weryfikacja' are used in context of assessment. The former has a strong relation to grading, the latter may lead to some ambiguity, since verification – in terms of ECVET and in accordance with the ECVET Recommendation – stands for methods and processes leading to determining whether an individual has achieved particular learning outcomes, i.e. has acquired knowledge and skills resulting from the description of learning outcomes in a particular unit or units.

Reliable assessment of learning outcomes requires the use of appropriate methods. These methods have evolved, especially when attention was paid to the fact that learning can take many forms, and can take place in different settings.

However, they must certainly be selected according to learning outcomes that are to be assessed. More information on this topic can be found in the second part of this publication.

## Different meanings of the term 'validation'

The term 'validation' in the ECVET Recommendation was used in a very narrow sense (close to its most general meaning in the Polish language, i.e. "all activities aimed at examining the appropriateness, relevance or accuracy of something"), as a process demonstrating that certain learning outcomes achieved by an individual – as confirmed by the verification (assessment) process – correspond to those recorded in a given unit of learning outcomes or qualification. In other words, it means checking if learning outcomes achieved in the host institution are in line with those defined and required by the sending institution and, consequently, if a decision can be made to have them recognised by the home institution.

Over the years, however, both in European documents and in Polish legislation, the term 'validation' has been understood differently, more broadly, in relation to the whole process of checking whether an individual achieved particular learning outcomes.

The Council Recommendation of 20 December 2012 on the validation of non-formal and informal learning defines this concept as follows: "validation means a process of confirmation by an authorised body that an individual has acquired learning outcomes measured against a relevant standard and consists of the following four distinct phases:

- 1) **IDENTIFICATION** through dialogue of particular experiences of an individual,
- 2) **DOCUMENTATION** to make visible the individual's experiences,
- 3) a formal **ASSESSMENT** of these experiences, and
- 4) **CERTIFICATION** of the results of the assessment which may lead to a partial or full qualification".

This publication adopts the most up-to-date and the broadest understanding of the term 'validation'. However, to avoid misunderstandings and ambiguities, we use the term 'assessment of learning outcomes' where possible (and the term 'weryfikacja' in Polish).

## 2. Describing learning outcomes and planning their assessment

Learning outcomes can cover different learning domains (cognitive, psychomotor and affective) and different categories – knowledge, skills and social competencies. In order for recorded learning outcomes to fulfil their purpose – for both the learner, the teacher and the verifier – they should be properly formulated and presented in a logically structured form.

### 2.1. How to describe learning outcomes?

Learning outcomes should be

- UNAMBIGUOUS** > they must not give room for different interpretations – everyone should understand them in the same way
- CLEAR** > comprehensible for a typical/average learner – they should be understood by a beginner learner (to whom the unit is addressed), as well as by a teacher or examiner
- REALISTIC** > achievable by a typical/average learner – they should not be formulated with the best or ideal learner in mind
- MEASURABLE** > they must be verifiable – it should be possible to verify if learning outcomes have been achieved
- CONSISTENT** > they should be consistent within a unit, i.e. inter-related, complementary and presented in an orderly manner (e.g. in order from general to detailed or according to a specific logical sequence)

When describing learning outcomes, ambiguous terms should be avoided as they are not measurable. The use of operational verbs is recommended. It is suggested to use one verb to describe one learning outcome.

### Ambiguous terms and operational verbs

Ambiguous terms (not recommended)	Operational verbs (recommended)
understands, knows, can, acts accordingly, properly performs...	analyses, argues, defines, selects, identifies, instructs, classifies, constructs, mixes, monitors, assembles, supervises, operates, evaluates, defines, discusses, marks, plans, compares, designs, edits, recognizes, differentiates, solves, draws, selects, summarizes, sketches, justifies, explains, lists...

Principles for and examples of formulating learning outcomes are also described in other publications (cf. Bartosiak et al. 2014; Dębowski et al. 2016; Ziewiec-Skokowska, Danowska-Florczyk, Stęchły 2016).

It is recommended that records of learning outcomes be complemented by assessment criteria. They serve to develop and clarify learning outcomes. The criteria indicate what is observable (and preferably measurable) evidence of knowledge, skills and social competencies. Therefore, they indicate what to check to conclude that the learning outcome has been achieved. They often refer to stages of a given process or results (outputs) of activities. They should be detailed enough to make it clear what is behind a given outcome – what type and extent of knowledge, skills and social competences are expected.

The criteria are a valuable source of information for learners, but also for those responsible for planning and carrying out the assessment process. However, they should not be too detailed so as not to hamper understanding of the unit of learning outcomes and leave some room for flexibility. Examples of assessment criteria are presented in Table 1.

The criteria are widely used in many countries. They are also called verification criteria or performance criteria. The assessment criteria will also apply in upper

**Table 1. Example of learning outcomes and assessment criteria**

Learning outcomes	Assessment criteria
uses control and measurement equipment and apparatus in storehouses	<ul style="list-style-type: none"> <li>» identifies control and measurement equipment and apparatus used in storehouses of raw materials, semi-finished products and confectionery (e.g. thermometers, hygrometers, psychrometers)</li> <li>» reads and records the indications of control and measurement apparatus in storehouses of raw materials, semi-finished products and confectionery</li> <li>» compares the reading results with the parameters in technological documentation</li> </ul>
draws up a menu	<ul style="list-style-type: none"> <li>» uses recipes and nutrition standards</li> <li>» determines nutritional value of food products</li> <li>» adjusts the menu to the needs of guests</li> <li>» draws up a document (menu)</li> </ul>

Source: own work based on the core curriculum for occupations.

secondary technical schools and sectoral vocational schools in Poland from the school year 2019/2020 (see: box, p. 20).

From the point of view of mobility projects, it is recommended that in an annex to a Learning Agreement learning outcomes are specified using assessment criteria.

Currently, the criteria are only used in some of the projects with ECVET, as their use involves additional work and previous experience, which is very helpful in developing assessment criteria. The formulation of assessment criteria can be seen as another, more advanced level in the preparation of mobility projects. Also, it all depends on how we formulate learning outcomes – if they are very detailed, it may be advisable not to use even more detailed assessment criteria, but if learning outcomes are quite general, it is worth specifying them using assessment criteria. It is also worth noting that partner institutions use other (including informal) methods to clarify learning outcomes and provide guidance to tutors/assessors. Relevant examples can be found in the catalogue in part four of this publication.

### **Learning outcomes and assessment (verification) criteria in the new core curriculum for occupations**

On 31 March 2017, the Minister of National Education adopted the Regulation on the core curriculum for vocational education (Official Journal of 2017, item 860). The core curriculum has been applied from the school year 2017/2018 in:

- » grade 1 of stage I sectoral vocational school,
- » grade 1 of four-year upper secondary technical school,
- » semester 1 of post-secondary school, and in subsequent years in subsequent grades or semesters of these schools.

The introduced changes concerned, among other things, the number of qualifications distinguished within occupations (up to one qualification in occupations for which training is provided in stage I sectoral vocational school and up to a maximum of two qualifications in occupations for which training is offered in upper secondary technical schools and post-secondary schools).

Already in 2017, the decision was made that learning outcomes described in core curriculum should be further specified by means of assessment (verification) criteria. Work on the formulation of the criteria was carried out in 2017 and 2018. The modified core curricula for trade occupations and additional vocational skills are to enter into force on 1 September 2019. Learning outcomes and assessment (verification) criteria should be used in the development of curricula, in-school evaluation principles and in the preparation of examination tasks.

## **2.2. How to choose assessment methods?**

The way learning outcomes are formulated (what operational verb has been chosen, what vocabulary has been used to describe what is to be mastered by the learner), and what they relate to (what activities and topics, knowledge, skills or personal and social competences), have a great impact on the choice of assessment methods that will be used to check whether or not particular units of learning outcomes have been achieved.

In training and education practice in Poland, examinations or tests are used to verify acquired knowledge and skills. However, these terms do not tell us much about the methods used to check the achievement of specific learning outcomes. Therefore, these terms are often used with more precise terminology, e.g. practical test, written examination, oral examination, test of practical skills, knowledge test.

In the case of training leading to the award of a certificate or diploma, assessment is seen as an element that increases the value of training and certificate or diploma awarded as a result. This difference is illustrated by the distinction between a 'certificate of participation in a training course' and a certificate attesting the acquisition of specific skills – which was verified, for example, by an examiner during the assessment process.

The assessment methods should be adapted to specific characteristics of the qualification or unit(s) of learning outcomes and applied with due diligence. A transparent, reliable and fair process of learning outcome assessment motivates students to learn and develop, and facilitates the work of vocational training instructors and teachers.

There is no single, universal and closed catalogue of methods for learning outcome assessment. Table 2 presents a list of the most frequently used methods that can be helpful in distinguishing, analysing and selecting assessment methods for specific learning outcomes to be verified (Stęchły 2018).

Table 2. List of the most common methods for learning outcomes assessment	
Method	Description
Observation in real settings	Analysis of the candidate's performance in real (or almost real) setting for the performance of tasks specified in the description of learning outcomes.
Practical skills test	The candidate performs a specific (often narrowly defined) task related to the use of practical skills. A practical skills test includes elements of observation, but in controlled conditions and for a limited time. The outcome of a task is often assessed based on predetermined outcome/quality criteria.
Knowledge test	Asking the candidate questions or performance of specific tasks by the candidate, which requires using knowledge and cognitive skills and analysing the results of these actions.

Method	Description
Interview	Exchange of questions and answers in oral form – an interview may be free or structured in its form.
Debate	Exchange of arguments on a specific topic. A free debate takes place in a group and participants have a lot of freedom, as they are not assigned any specific function or the way of presenting their stance is not imposed on them. A structured debate consists of an organised and moderated (guided) discussion in a group of people who exchange arguments on a given topic (it can follow a specific scenario).
Presentation	Preparation, presentation and discussion of a specific topic before a panel of experts (e.g. assessors).
Analysis of evidence and declarations	Examining previously collected documents and products of an individual that can prove the achievement of selected learning outcomes.
Observation in simulated settings (e.g. assessment centre)	Identifying, analysing and evaluating the competencies of a group of people using diversified methods and tools in a single session, in a controlled environment and in conditions that are identical for all candidates.

Source: own work based on SCQF... 2017, p. 13; materials developed by the Educational Research Institute.

More than one assessment method can usually be used to confirm that an individual has achieved specific learning outcomes. The basic principle for the selection of assessment methods can be formulated as follows: “choose practical assessment methods to assess practical learning outcomes”.

The difference between “knows how to do something” and “can do something” is crucial. If learning outcomes relate to speaking, assessment methods should include oral expression, e.g. a conversation. However, if you want to check the ability to perform a specific activity, assessment methods should provide space for observation or tools for performing the activity.

In the case of universal skills or social competencies, it will not always be possible to design a single, summative process of learning outcomes assessment upon the completion of education. An innovative and flexible approach, possibly involving experimental methods, is needed for such competencies.





For example, assessment of interpersonal communication skills can be based on:

- » evidence gathered during the training or work (e.g. video recordings of the person holding negotiations)

or

- » 360-degree assessment, which may include collecting colleagues' opinions on how a given person communicates.

Below you can find an example of three learning outcomes with possible assessment methods and comments.

Table 3. Selection of learning outcomes assessment methods		
Learning outcomes	Considered assessment methods	Comments
<p>Holds a meeting</p>	<ul style="list-style-type: none"> <li>» analysis of a result, product (e.g. developed meeting agenda, materials for the meeting)</li> <li>» observation in simulated settings (e.g. workgroup in an assessment centre)</li> <li>» observation in real settings (e.g. during a meeting at the workplace)</li> <li>» 360-degree assessment (e.g. interview with colleagues)</li> </ul>	<p>The analysis of materials prepared for the meeting does not provide full feedback on the achievement of this outcome. It can only confirm one's ability to prepare a meeting. Observation in simulated and real settings and 360-degree assessment can be used interchangeably. In this case, the choice may depend on whether the person has had the opportunity to hold meetings at the workplace.</p>
<p>Explains risks associated with non-delivery of goods or services by a subcontractor</p>	<ul style="list-style-type: none"> <li>» interview</li> <li>» knowledge test (e.g. open questions concerning risks)</li> </ul>	<p>The analysis of both, oral and written, statements can be an adequate way to verify this learning outcome.</p>

Learning outcomes	Considered assessment methods	Comments
<p>Implements safety procedures in the area of work documentation and monitors their observation at the workplace.</p>	<p>» observation in real settings (e.g. visit to a construction site, which includes the observation of behaviour and verification of documentation)            » interview with the assessor using provided documentation or a case study (including specific questions about how to implement, how to improve, etc.)</p>	<p>An interview with an examiner is easier to conduct, but it may be questionable to what extent it confirms the real ability to implement changes in the workplace (and to what extent knowledge how to implement change).            Note: it should be remembered that if the outcome was recorded differently, e.g. 'explains how procedures are implemented...', completely different assessment methods would be relevant.</p>

Source: Stęchły, Laskowska-Pomorska, Ławiński 2018.



# 3. Project documentation vs. learning outcomes and their assessment

When planning mobility using ECVET, the expected learning outcomes and the method of their assessment should be taken into account from the very beginning. At all stages of project preparation, information about learning outcomes is required – from the moment of preparing a project application and MoU, through LA and developing assessment forms, to issuing transcript of records.

Already at the application stage, information on learning outcomes and planned ways of assessment and certification should be provided, as complete as possible. In the 'Learning outcomes' section of the application<sup>10</sup> you should:

- » describe what the participant(s) will learn; indicate specific learning outcomes (professional skills and competencies),
- » describe how learning outcomes will be verified,
- » determine who verifies if participants have mastered learning outcomes,
- » indicate whether learning outcomes will be formally recognised,
- » select tools/certificates that will confirm the achievement of learning outcomes.

Sometimes, at the stage of filing an application, learning outcomes (including possible assessment criteria) and assessment methods are not yet fully specified but only pre-defined with partners. Often a specific place (e.g. a company) where traineeships and placements will take place is not yet known. Therefore, learning outcomes provided for in a project should be general enough to allow for later implementation of placements and internships in different enterprises (in different positions), but detailed enough to show what participants will learn. It is a widely accepted practice to use learning outcomes included in the core curriculum for a given occupation<sup>11</sup>, which are made more specific when carrying out the project.

<sup>10</sup> See application form: Erasmus KA102 – VET learner and staff mobility (Call 2019).

<sup>11</sup> You can read more about the use of learning outcomes included in core curriculum in Chapter 6 of the ECVET brochure (Dębowski et al. 2016, pp. 29–33).

All information listed in the above section of the application form is reflected in the ECVET system. These are shown in Table 4.

Table 4. Breakdown of the 'Learning outcomes' section of the application form and ECVET elements	
Element indicated in the application	Corresponding element of ECVET
what will the participant(s) learn?	the occupational area, in which students in Poland are trained (e.g. occupation and qualification) and the units of learning outcomes to be achieved during mobility
specific learning outcomes (occupational skills and competencies)	learning outcomes units and assessment criteria
how will learning outcomes be verified?	assessment methods
who will verify if participants have mastered learning outcomes?	assessor – the person responsible for verifying (assessing) whether students have mastered learning outcomes
will the learning outcomes be formally recognised?	recognition of achievements, e.g. award of credit for an apprenticeship, exemption from a learning module, entry in a certificate of completion of a given grade
tools/certificates that will confirm the achievement of learning outcomes	personal transcript of records, Europass Mobility, work placement or traineeship completion certificate

Source: own work.

All information indicated above should appear in the documentation of a project to be carried out according to ECVET principles. It is a common practice to identify key information in MoU and to supplement specific issues in annexes to the Memorandum.

Within the above-mentioned documents, information on learning outcomes and their validation can be presented by schools in different ways – the catalogue of examples at the end of this publication shows different possibilities of presentation/arrangement of information on learning outcomes and their assessment within a mobility project. However, regardless of the layout, documents should contain a set of information allowing reliable validation of achieved learning outcomes. Table 6 shows the full range of information on requirements and assessment of learning outcomes concerning cooperation. This information can be found in various documents.

**Table 5. Breakdown of information most frequently appearing in the Memorandum of Understanding and Annexes to it**

Contents of Memorandum of Understanding	Contents of Annexes to Memorandum of Understanding
Names of qualifications and units of learning outcomes	List of units of learning outcomes together with learning outcomes
Description and list of assessment methods used	Combination of learning outcomes and applied assessment methods
General description of the assessment method and assessment scales	Assessment cards/observation sheets
Description of persons (institutions) responsible for the assessment and recognition of learning outcomes	Usually specified in MoU in the section setting out responsibilities of the parties
Identification of tools and certificates confirming the achievement of learning outcomes	Document templates, e.g. personal transcript of records, additional certificates

Source: own work.

**Table 6. Breakdown of information on learning outcomes and their assessment**

Unit of learning outcomes	Learning outcomes	Assessment criteria	Assessment and assessment methods	The person responsible for assessment
Personal and social competencies	teamwork	<ul style="list-style-type: none"> <li>» performs professional tasks in a group</li> <li>» adjusts behaviour to different roles in the group</li> <li>» communicates needs, expectations and results of his/her work to colleagues and superiors</li> </ul>	observation	tutor at work
MoU and LA	MoU (annex) and LA	annexes	generally described in MoU and LA broken down into learning outcomes – in annexes	

Source: own work.

### Personal transcript of records

Learning outcomes achieved during mobility must be described in a personal transcript of records (PTR). This document, signed by the host institution, confirms the achievement of pre-defined learning outcomes by a mobility participant.

There is no template for this document. Partners create it on their own, jointly deciding on its contents and appearance. The appearance of PTR depends on how learning outcomes are described (layout of tables). Very often this document is comparable to an assessment form.

PTR should feature: data of the participant, the name of host institution, the duration of mobility and description of achieved learning outcomes, and should be validated with signatures of persons responsible for the assessment of these outcomes. If an assessment form provides space for this information, it may also constitute a personal transcript of records (cf. assessment cards described in Part Four of this publication).

Tables 5a and 5b in *Europass Mobility* can also be used in the preparation of PTR (Dębowski et al. 2016, pp. 35–39).



# 4. Catalogue of examples

## 4.1. Learning outcomes

### Example 4.1.1. Learning outcomes and assessment criteria within the unit 'provision of materials, equipment and tools for construction work'

#### Learning outcomes

Learner:

selects construction materials/products for construction work

selects equipment and tools on-site in accordance with the documentation

selects means of transporting materials and tools to the worksite

#### Assessment criteria

Learner:

- » calculates the amount of construction materials necessary for the performance of works
  - » prepares construction materials for the performance of specific construction works
  - » determines technical characteristics of construction products used for the performance of construction work
  - » takes into account the opinions and ideas of other team members
- 
- » uses manuals for tools, power tools and equipment
  - » assesses the condition of machinery and equipment used for construction work
  - » describes different types of structures and materials in terms of the usability of selected types of tools and equipment
  - » indicates equipment and tools appropriate for a specific activity
- 
- » characterises the means of transport used on a construction site
  - » assesses the availability and usability of means of transport
  - » allocates the means of transport according to their intended use

Source: own work based on project documentation prepared by the Upper Secondary School Complex in Chojna.

### Example 4.1.2. Learning outcomes and assessment criteria within the unit ‘window installation’

#### Learning outcomes

Learner:

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uses design documentation, technical specifications for the execution and acceptance of construction works, standards, catalogues and instructions for window installation

prepares a plan and workstation for the installation of window frames

performs window installation

#### Assessment criteria

Learner:

---

- » reads design documentation for windows and balcony doors
- » obtains access to standards and catalogues related to the installation of windows and balcony doors
- » applies installation instructions during the installation

- » distinguishes between window types and window frame elements
- » selects materials, tools and equipment for window installation
- » prepares the workstation – protects nearby surfaces against damage and dirt
- » prepares the reveal for the installation of the window frame

- » performs the installation of window frame
- » embeds window and balcony door sash in the frame
- » makes thermal insulation (internal and external) of the window frame to the window reveal the connection
- » mounts internal and external windowsill
- » makes the finishing of the frame to reveal the connection

Source: own work based on the materials prepared by the Upper Secondary School Complex in Chojna and the qualification ‘installation of woodwork’.





### Example 4.1.3. Learning outcomes and assessment criteria within the unit 'operation of peripheral equipment'

#### Learning outcomes

Learner:

---

knows the function, structure and principles of operation of peripheral equipment



prepares peripheral equipment for operation



monitors the work and performs maintenance of computer system peripheral equipment



#### Assessment Criteria

Learner:

---

- » recognizes types of communication interfaces of peripheral equipment
- » knows the structure and types of peripheral equipment
- » knows principles of operation of peripheral equipment
- » identifies the functions of peripheral equipment based on drawings, conceptual designs and descriptions
- » interprets technical parameters of peripheral equipment
- » compares technical parameters of peripheral equipment
  
- » connects peripheral equipment to computer system
- » installs peripheral equipment drivers
- » configures peripheral equipment
  
- » lists the maintenance activities performed on peripheral equipment
- » plans a schedule for the maintenance of peripheral equipment
- » selects consumables for peripheral equipment
- » replaces consumables in peripheral equipment
- » uses software to monitor the operation of peripheral equipment
- » monitors the operation of peripheral equipment
- » performs the maintenance of peripheral equipment according to the schedule

Source: own work based on a draft core curriculum.

### Example 4.1.4. Learning outcomes and assessment criteria within the unit 'occupational health and safety'

#### Learning outcomes

Learner:

---

observes the principles of occupational health and safety, fire protection, environmental protection and ergonomics

uses personal protective equipment provided at the workplace

observes the principles of professional dress and hygiene

#### Assessment criteria

Learner:

---

- » obeys the rules of occupational health and safety, fire protection, environmental protection and ergonomics
- » justifies the use of selected principles of occupational health and safety
- » explains the importance of fire protection, environmental protection and ergonomics, referring to safety and sustainable development
- » draws attention to the observance of principles of occupational health and safety, fire protection, environmental protection and ergonomics by others

- » performs tasks using required protective equipment
- » lists the protective equipment required to carry out specific activities
- » refuses to perform a task if protective equipment is not provided

- » describes the types of clothing relevant for the job
- » explains the importance of hygiene in the workplace and for a professional image
- » adjusts clothing to the rules of the workplace and takes into account the advice/suggestion received in this respect
- » works with the observance of principles of hygiene in the workplace (e.g. mandatory breaks, ergonomics of the workplace) and personal hygiene (e.g. cleanliness)

Source: own work based on project documentation prepared by the Upper Secondary School Complex in Ornontowice.



**Example 4.1.5. Learning outcomes by category, with guidance for the assessor – as part of the unit of learning outcomes 'occupational health and safety, fire protection, environment and ergonomics in a construction company'**

<b>Knowledge</b> Learner:	<b>Skills</b> Learner:	<b>Social competencies</b> Learner:
describes the terms and rules concerning occupational health and safety, fire protection, environmental protection and ergonomics	<ul style="list-style-type: none"> <li>» applies health and safety rules in practice</li> <li>» observes the rules concerning taking action in the case of fire</li> <li>» observes the rules concerning environmental protection</li> <li>» applies the principles of ergonomics</li> </ul>	<ul style="list-style-type: none"> <li>» proposes new technical and organisational solutions to improve working conditions</li> <li>» updates his/her knowledge in the field of occupational health and safety</li> <li>» consistently applies occupational health and safety rules</li> </ul>
discusses the rules for selecting the workplace in accordance with the requirements of ergonomics, health and safety regulations, fire protection and environmental protection	<ul style="list-style-type: none"> <li>» organizes the workplace of a construction technology professional in accordance with the requirements of ergonomics, occupational health and safety, fire protection and environmental protection regulations</li> <li>» applies work organisation rules, including maintaining order in the workplace</li> </ul>	<ul style="list-style-type: none"> <li>» uses various sources of information to keep knowledge up to date and implement new solutions in the workplace</li> <li>» complies with the principles of work culture</li> </ul>
describes the means of individual and collective protection during the performance of professional tasks	<ul style="list-style-type: none"> <li>» selects personal protective equipment for specific construction work</li> </ul>	<ul style="list-style-type: none"> <li>» obeys the rules of work ethics</li> <li>» is responsible for the observance of health and safety rules by himself/herself and his/her colleagues</li> </ul>

## Guidelines for the assessor/tutor

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In terms of knowledge, the learner should know terminology and concepts to enable him/her to participate safely in work. Knowledge of technologies, means and materials used should enable a deliberate and conscious choice allowing to perform specific tasks. The assessment of knowledge acquired by the learner should focus on the range of knowledge he or she possesses, the use of nomenclature and relating this knowledge to specific situations and possible applications. The assessment of knowledge should not relate to language skills (e.g. sentence forming, spelling).

---

In terms of skills, the learner should prove his or her ability to apply these principles in practice, in particular by avoiding (or eliminating) dangerous situations and by organising (maintaining) the workplace with the observance of relevant principles.

---

In terms of social competencies, the assessment should take into account attitudes related to safe and efficient organisation of work, both for oneself and colleagues. Particular attention should be paid to how the learner reacts to dangerous situations, whether he or she proposes improvements and whether he or she carries out health and safety activities with due care.

Source: own work based on project documentation prepared by the Upper Secondary School Complex in Chojna.



**Example 4.1.6. Learning outcomes and assessment criteria within the unit  
'communicating in Spanish'**

**Learning outcomes**

Learner:

---

recognizes and uses basic Spanish vocabulary of the sector

interprets short texts (instructions) in Spanish or in English which are related to typical work activities

**Assessment criteria/guidelines for partners**

Learner:

---

- » recognizes and uses basic terms, typical for the workplace, in written and oral form
- » explains the meaning of basic vocabulary in the sector
- » formulates short statements and questions to perform assigned tasks

- » identifies the main idea of the text or its part
- » finds specific (indicated) information in the text

Source: project documentation of the Upper Secondary School Complex in Ornontowice.

**Example 4.1.7. Learning outcomes and assessment criteria within the unit  
'communication in a foreign language and improvement of language competences'**

**Learning outcomes**

Learner:

---

formulates simple statements in a foreign language

**Assessment criteria**

Learner:

---

- » makes short and simple oral statements about work-related activities performed (e.g. instruction, question)
- » produces short and simple written statements about work-related activities performed (e.g. e-mail, response to an inquiry)
- » communicates in a linguistically correct, consistent and logical way that can be understood by interlocutors
- » applies communication and compensation strategies

understands simple and clearly articulated oral and written statements



- » defines the main idea of a statement/text or an excerpt from a statement/text
- » finds specific information in a statement/text
- » recognises the relationship between different parts of a text

improves linguistic competencies



- » interacts with other people by performing language tasks and formulating questions about the use of a given language
- » reads texts in a foreign language, also using information and communication technologies (e.g. translate/interpret app)
- » uses context (where possible) to understand the meaning of a word

Source: own work on the basis of examples from project documentation and draft core curricula.

#### **Example 4.1.8. Learning outcomes and assessment criteria within the unit 'social competencies'**

##### **Learning outcomes**

Learner:

---

uses stress management techniques



updates knowledge and improves work-related skills



##### **Assessment criteria**

Learner:

---

- » describes stressful situations and explains how she/he would cope with them
- » explains stress management techniques (e.g. breathing, work organisation)
- » performs tasks within the prescribed time
- » reduces negative behaviour caused by stress
- » expresses his/her emotions, feelings and views in accordance with generally accepted norms and principles of social interaction
- » demonstrates knowledge/skills, which are new or updated on their own initiative
- » shows improvement in the performance of work-related tasks (e.g. improvement in the quality of work/products, speed of work, scope of correctly performed activities)
- » describes sources or ways of updating and improving knowledge and skills



works in a team



- » demonstrates knowledge/skills, which are new or updated on their own initiative
- » shows improvement in the performance of work-related tasks (e.g. improvement in the quality of work/products, speed of work, scope of correctly performed activities)
- » describes sources or ways of updating and improving knowledge and skills
- » demonstrates the ability to assume different roles in a team
- » communicates with other team members
- » shows respect for all colleagues

Source: own work based on project documentation prepared by the Upper Secondary School Complex in Ornontowice.

#### **Example 4.1.9. Learning outcomes and instructions for a host institution as part of the unit 'personal and social competencies in international environment'**

##### **Learning outcomes**

Learner:

- » cooperates in an international team
- » copes with stress
- » adjusts to a multinational and multicultural environment
- » is tolerant towards other ethnic groups and nations, observes cultural and ethical principles



##### **Instructions for partners**

Learner:

- » personal and social competencies should be tested in an international environment
- » the assessment should take into account the increase in competencies resulting from working in a new environment (making mistakes, indiscretions or single examples indicating the lack of specific learning outcomes should not result in not giving credit for the unit, provided the learner can correct and understands the mistakes made)
- » a precondition for giving credit for the unit is behaviour proving that the person is good mannered and observes the principles of ethics resulting from the awareness of cultural differences
- » a precondition for giving credit for the unit is respecting others, especially in situations of interaction with people having different views and expressing different values

Source: own work.



Home

## 4.2. Description and selection of methods of learning outcomes assessment

### Example 4.2.1. General description of the planned assessment and documentation of achievements

The following example provides a description of what assessment methods will be used during mobility. Such descriptions can often be found in MoU and LA and are often further specified in annexes by indicating methods used with reference to particular learning outcomes/units of learning outcomes.

How will the assessment be conducted if learners have achieved learning outcomes?



#### **Testing learners' skills is carried out throughout the work placement on the basis of:**

- » observation of learner's work
- » assessment of how a given task is performed and of its result
- » recapitulation of the work placement
- » a site visit to the work placement venue
- » analysis of work placement register

#### **In particular, the following should be tested:**

- » ability to perform work-related tasks
- » good manners of the learner and quality services provided to guests
- » the organisation of the workplace
- » observing occupational health and safety rules
- » creativity when performing work
- » ability to use computer software
- » observance of work discipline

#### **Forms of individualisation of learner's work: adapting conditions, means, methods and forms of training to learner's needs and abilities.**

When and how will learners' achievements be documented?



- » Europass Mobility (upon the completion of traineeship)
- » certificate confirming the completion of traineeship (at the end of the traineeship, issued by project partners)
- » certificate confirming the completion of linguistic and cultural preparation (upon the completion of the course, issued by the sending institution)





- » trainee's skills assessment card (upon the completion of traineeship)
- » presentation on acquired skills (at the end of traineeship)
- » photographic documentation (during the traineeship)
- » work placement register - the tasks performed and tutor's opinion from the host institution, i.e. the company where the traineeship takes place (upon the completion of traineeship)

Source: own work based on the documentation of the Catering School Complex in Gorzów Wielkopolski.

**Example 4.2.2. A matrix of assessment methods and learning outcomes with the indication of an individual responsible for the assessment of learning outcomes**

Learning outcomes  Learner:	Assessment method			Responsible person
	Observation	Exercise/ Performance	Conversation	
complies with the rules on health and safety, fire protection, environmental protection and ergonomics	V			Spanish tutor
uses the individual protection equipment provided in the workplace	V			Spanish tutor
understands and uses professional dress code and hygiene	V			Spanish tutor
recognizes and uses the basic vocabulary of the sector			V	Spanish tutor
interprets short texts related to typical work activities			V	Spanish tutor
is able to work in stressful situations	V			Spanish tutor

Learning outcomes Learner:	Assessment method			Responsible person
	Observation	Exercise/ Performance	Conversation	
updates the knowledge and improves professional skills	V			Spanish tutor
cooperates in a team	V			Spanish tutor
interacts with colleagues	V			Spanish tutor
weighs raw materials to make a ceramic mass		V		Spanish tutor
shapes the ceramic mass	V			Spanish tutor
maintains tools for manual forming of ceramic products		V		Spanish tutor
decorates ceramic products		V		Spanish tutor
uses the principles of cooling and hardening of ceramics		V		Spanish tutor
selects appropriate methods for finishing ceramic products		V		Spanish tutor
uses machines and devices necessary for finishing ceramic products		V		Spanish tutor

Source: project documentation of the Upper Secondary School Complex in Ornontowice.

### Example 4.2.3. Assigning groups of learning outcomes to assessment methods

Assessment methods	Learning outcomes to be tested
practical examination	<ul style="list-style-type: none"><li>» performance of work-related tasks in all departments of the institution, in accordance with applicable regulations</li><li>» food storage</li><li>» preparation and dispatch of food and drinks</li><li>» preparation of dishes typical of French and Mediterranean cuisine</li></ul>
oral examination/ presentation	<ul style="list-style-type: none"><li>» propagating knowledge of other cultures and customs</li><li>» knowledge of the country and its culture</li></ul>
observation	<ul style="list-style-type: none"><li>» organisation and taking care of the workplace</li><li>» responding to prejudices and stereotypes</li><li>» functioning in different cultural and linguistic conditions</li><li>» using the French language, including for work-related purposes</li><li>» interacting within a group</li></ul>

Source: own work based on the documentation of the School Complex No. 1 in Grodzisk Mazowiecki.

## 4.3. Forms, sheets and other materials for observation and assessment of learning outcomes

**Example 4.3.1. Form for the assessment of learning outcomes including assessment criteria**

Learning outcomes	Assessment criteria	Result of assessment
knows the function, structure and principles of operation of peripheral equipment	recognizes types of communication interfaces of peripheral equipment	1 / 0
	knows the structure and types of peripheral equipment	1 / 0
	knows principles of operation of peripheral equipment	1 / 0
	identifies the functions of peripheral equipment based on drawings, conceptual designs and descriptions	1 / 0
	interprets technical parameters of peripheral equipment	1 / 0
	compares technical parameters of peripheral equipment	1 / 0
prepares peripheral equipment for operation	connects peripheral equipment to the computer system	1 / 0
	installs peripheral equipment drivers	1 / 0
	configures peripheral equipment	1 / 0
monitors the work and performs maintenance of computer system peripheral equipment	lists the maintenance activities performed on peripheral equipment	1 / 0
	plans a schedule for the maintenance of peripheral equipment	1 / 0
	selects consumables for peripheral equipment	1 / 0
	replaces consumables in peripheral equipment	1 / 0



monitors the work and performs maintenance of computer system peripheral equipment	uses software to monitor the operation of peripheral equipment	1 / 0
	monitors the operation of peripheral equipment	1 / 0
	performs the maintenance of peripheral equipment according to the schedule	1 / 0

Source: own work based on a draft core curriculum.

### Example 4.3.2. Assessment form for assessment of learning outcomes

Trainee's name:

Profession:

Host organisation:

Tutor:

Training duration:

Date:

### Unit 1. Health and Safety in the workplace

Learning outcomes	Achieved	Not achieved
complies with the rules on health and safety, fire protection, environmental protection and ergonomics	1	0
uses personal protective equipment provided at the workplace	1	0
understands and uses professional dress code and individual hygiene	1	0

Source: project documentation of the Upper Secondary School Complex in Ornontowice.

### Example 4.3.3. Assessment form for units of learning outcomes

Personal data of the participant	
Full name	
Units of learning outcomes	Completion
Makes graphic designs using photo editing and animation software.	
Creates object-oriented applications using high-level languages and development environments.	
Administrates databases and users using Microsoft SQL Server and MySQL.	
Tests and configures personal computers and peripherals for specific applications using technical documentation in English.	

Source: own work based on the documentation of the Technical School of Electronics in Rzeszów.

### Example 4.3.4. Traineeship observation sheet

#### PARTICIPANT OBSERVATION SHEET (GROUP ...)

Foreign traineeship held on .....  
 as part of the project entitled .....  
 project number .....

TRAINEE: .....

PLACE OF TRAINEESHIP: .....

**A** – always or very often      **B** – often      **C** – sometimes  
**D** – rarely      **E** – very rarely or not at all

SUPPORTING DOCUMENTS	Keeps systematic records in the work placement register	A	B	C	D	E
	Discusses in detail the scope of performed work	A	B	C	D	E
	Gives an accurate account of the traineeship	A	B	C	D	E

PREPARATION	Wears a suitable outfit	A	B	C	D	E
	Uses specialist jargon in English	A	B	C	D	E
	Uses simple phrases in Portuguese	A	B	C	D	E
	Displays knowledge of tourist and cultural region where the traineeship is held	A	B	C	D	E
CONDUCT	Is punctual	A	B	C	D	E
	Obeys the regulations binding at the traineeship venue	A	B	C	D	E
	Obeys the regulations binding at the place of accommodation	A	B	C	D	E
	Obeys the regulations binding during school excursions	A	B	C	D	E
ATTITUDE	Takes initiative at the traineeship venue	A	B	C	D	E
	Displays a friendly manner	A	B	C	D	E
	Is well-mannered	A	B	C	D	E

Additional notes and comments: .....

Source: project documentation of the Władysław Grabski Complex of Economics, Tourism and Hotel Schools in Łódź.

### Example 4.3.5. Trainee Assessment Form

Full name: .....

Traineeship venue: .....

Dates of traineeship: .....

Name of institution conducting assessment: .....

Name of the occupation: **Nutrition and catering technician**

Unit of learning outcomes		Learning outcomes	Assessment of learning outcome achievement (YES/NO)	
Observance of safety rules at the workplace		1) observes rules on occupational health and safety, fire protection, hygiene and sanitary protection	YES	NO
		2) applies the means of individual and collective protection during the performance of work-related tasks	YES	NO
		3) organises the workplace with the observance of safety regulations	YES	NO
Language competencies		1) communicates in English when travelling and in the workplace	YES	NO
		2) uses specialist vocabulary relating to the performance of work-related tasks	YES	NO
		3) uses documentation in English and foreign language sources of information	YES	NO
Personal and social competencies		1) plans and cooperates in an international team	YES	NO
		2) copes with stress	YES	NO
		3) adjusts to a multinational and multicultural environment	YES	NO
		4) is tolerant toward other ethnic groups and nations, observes cultural and ethical principles	YES	NO
		5) is creative and open to change	YES	NO
Work-related competencies	food storage	1) selects food storage conditions	YES	NO
		2) uses food storage devices	YES	NO
		3) selects methods of food preservation	YES	NO
	preparation and dispatch of food and drinks	1) distinguishes between methods and techniques for preparing food and drinks	YES	NO
		2) selects ingredients for food and drink preparation	YES	NO





Work-related competencies	preparation and dispatch of food and drinks	3) prepares semi-finished products and food and drinks	YES	NO
		4) uses equipment and devices for preparing and dispatching food and drinks	YES	NO
		5) cuts, decorates and serves dishes and drinks	YES	NO
	organisation of catering production	1) assesses the quality of prepared dishes and drinks	YES	NO
		2) differentiates between menu card types	YES	NO
	planning and execution of catering services	1) determines the scope of services provided by the institution	YES	NO
		2) determines the functions and responsibilities in various positions	YES	NO
		3) prepares the room for serving individual guests and for special events	YES	NO
		4) selects and settles the tableware and table linen	YES	NO
		5) selects devices and equipment to provide catering services	YES	NO
	6) uses the devices and equipment to provide catering services	YES	NO	
	7) cleans up	YES	NO	

**Learner's skills are tested throughout the work placement on the basis of:** observation of the learner's work, performance of the assigned task (preparing the required dishes and drinks and setting the table for a special event), discussion to sum up the work placement, a site visit to the traineeship venue, the manner of keeping the work placement register.

**Forms of individualisation of learner's work:** adapting conditions, means, methods and forms of training to learner's needs and abilities.

A six-grade scale is used to assess the trainee:

Excellent	(6)	27–28 tasks have been successfully performed
Very good	(5)	24–26 tasks have been successfully performed
Good	(4)	20–23 tasks have been successfully performed
Satisfactory	(3)	14–19 tasks have been successfully performed
Admissible	(2)	8–13 tasks have been successfully performed
Fail	(1)	0–7 tasks have been successfully performed

Final assessment: .....

Place, date

Signature and stamp

Source: project documentation of the Catering School Complex in Gorzów Wielkopolski.

### Example 4.3.6. Trainee Assessment Form

**ASSESSMENT GRID**  
(EVALUATION FORM) OF THE PRACTICAL TRAINING From ... Till ... (... WORK DAYS)  
Project No. ...

COMPANY OR INSTITUTION:

NAME OF THE STUDENT:

SCHOOL YEAR:

PRESENCE/ NUMBER OF DAYS ABSENT

		1	2	3	4	5	6
1	Punctuality						
2	Work accuracy and tidiness						
3	Ability to follow instructions						
4	Training concern and availability						
5	Relation and integration in the group						
6	Efficiency in the work, creativity						
7	Professional knowledge						
8	Professional skills						

		1	2	3	4	5	6
9	Organisation of work						
10	Self-reliance in work						
11	Quality of work						
12	Professional attitude						
Sub-total		S1 = ...	S2 = ...	S3 = ...	S4 = ...	S5 = ...	S6 = ...
SUM (S)		S = S1 + S2 + S3 + S4 + S5 + S6 = ...					
AVERAGE (AVG)		AVG = S/12 = ...					
FINAL GRADE (FG)		FG = ...					

1 – unsatisfactory

2 – sufficient

3 – satisfactory

4 – good

5 – very good

6 – excellent

REMARKS

DATE

RESPONSIBLE PERSON/TUTOR:

SIGNATURE OF INSTITUTION:

STAMP

Source: project documentation of the Technical School of Electronics in Rzeszów.

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(Zespół Szkół Gastronomicznych w Gorzowie Wielkopolskim),
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(Zespół Szkół nr 1 w Grodzisku Mazowieckim),
- » Technical School of Electronics in Rzeszów  
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We strongly encourage you to share knowledge and to cooperate in future projects undertaken to improve the quality of learning mobility.



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