



Education and Culture DG

Lifelong Learning Programme



INTRODUCTION

This **tool** is a checklist designed as a questionnaire to evaluate your own ability to assess competences achieved in work based learning while working as assessor with these learners at school or in VET institution.

As result of this self-evaluation you get a clear starting point for **improvement**: make a SWOT analysis, design your own personal development plan or follow a training on assessment.

GLOSSARY

Terms & **concepts** used:

- ✓ Assessment
- ✓ Competences
- ✓ Competence profile
- ✓ Instruments
- ✓ Personal development plan
- ✓ SWOT

Links with **other tools**:

- ✓ Standards of assessment

TOOL

1.1. Ability as assessor of competences in a learning perspective.

Competence & indicator	I'm able	I practice	Examples – notes - comments How can I show this to you?
Observe behavior and competences.			
Collect information about the students learning needs.			
Relate observations to competences			

Evaluate the competences			
Report on the assessment based on the competence profile			
Motivate my assessment in a transparent way			
Is aware of possible stressors during the assessment process			

1.2. Ability to develop instruments/tools for assessment

Competence & indicator	I'm able	I practice	Examples – notes - comments How can I show this to you?
Is able to analyse a training environment			
Collect, record and work with information from various resources			
Formulate indicators of behavior so that they are easy to observe			
Formulate clear standards for the assessment.			

Knowledge of services, activities and methods used in the workplace			
Develop tools for assessment related to job embedded learning			

1.3. Working in a team

Competence & indicator	I'm able	I practice	Examples – notes - comments How can I show this to you?
Cooperate in a team			
Respect the ideas and approach of members of the team			
Ask and give help to team members.			
Recognizes prejudices and stereotypes (own & of others) that affect negatively the cooperation			
Share ideas with colleagues and contribute to knowledge building of the team			

Motivate the team to participate in assessment procedures			
---	--	--	--

1.4. Lifelong learning ability.

Competence & indicator	I'm able	I practice	Examples – notes - comments How can I show this to you?
Openness to new knowledge on assessment and select tools that suit the needs of the mentoring process			
Willingness to update own competences by keeping informed and participating in training in a self-directed manner.			
Evaluate own development and learn from experiences			
Improve the quality of own work continuously by assessing and monitoring own knowledge and skills.			
Participate actively to a working group in the organisation			

Exchange information with other institutions/departments			
Participate to professional networks (intern/extern)			

1.5. Client/student centred approach.

Competence & indicator	I'm able	I practice	Examples – notes - comments How can I show this to you?
Focus on the learning process of the student			
Create an atmosphere of confidence, provide guidance and give support to the student			
Give and receive feedback and work with this feedback			
Coach the student to clarify goals, sources and possible barriers.			
Provide guidance to the student in developing a personal development plan			



Check if expectations and demands of students are fulfilled.			
Make clear appointments with students and respect this.			