



Education and Culture DG

Lifelong Learning Programme



## INTRODUCTION

This tool describes the process of assessment. The tool helps you to organize the assessment of workplace learning. It includes the minimum criteria to assess with high-quality.

## GLOSSARY

- **Competency:** the ability to use knowledge, skills and attitudes in a job embedded situation.
- **Behavioural criteria:** description of specific behaviour that shows the existence of the competency. This behaviour can be observed.
- **Competency based interview:** the interviewer asks an example of a situation in which the interviewee used a specific competency. The interviewee describes a recent real life situation of his own experiences. The interviewer asks open questions to determine the behaviour that proves the existing of that competency.
- **Personal development plan:** starts with a description of the strengths and weaknesses of the student. After analyzing this description, he makes a plan for action to improve his competencies, using the SMART procedure. (Specific, Measurable, Attainable, Relevant, Time limit).
- **Peer intervision:** students exchange and discuss their workplace experiences with each other.

## TOOL

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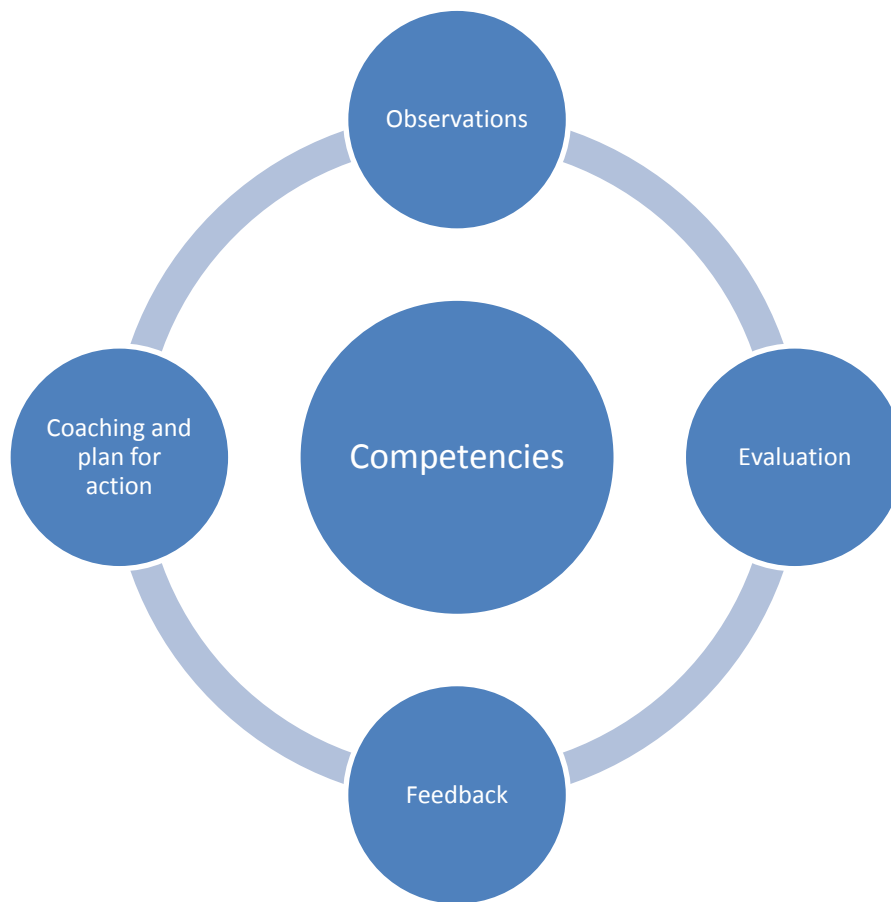
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## Standards of assessment

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### FLOW

1. Defining a competence profile = a list of **competencies** and **behavioural criteria** gained at fieldwork placement. Student and mentor must know the profile very well.
2. Collecting information about the student's performance.
  - Observations in a logbook = daily report/register of activities = 360° view
    - by the mentor and colleagues,
    - by the student under supervision of the mentor or colleagues,
    - by the patients. Mentor or other colleagues write it down.
  - **Competency Based Interview.**
  - School mentor or/and company mentor works with the student on the ward to check student's work.
3. Connecting observations to competences
4. Evaluating the competencies: not-achieved ----- achieved
5. Giving feedback
6. Making a plan for action. The student makes a **personal development plan**. The mentor supports and coaches the student.



### Basic Principles

- Self-assessment by student is the guideline. Self-reflection and peer intervision (exchanging experiences with other students) are good methods for self-assessment.
- Mentor is supported by his team. The student has the right to get information from different sources and different situations.
- The assessment is mutual. The student gets the possibility to evaluate the mentor, the assessment-process and the fieldwork placement
- The mentor and his team give feedback to the student daily on the work floor and in feedback/coaching sessions.
- The mentor(s) and the student evaluate the competences of the student minimum twice during an internship.
- The assessment process leads to a personal development plan for the student.
- Mentors do need extra training of assessment skills: observing, giving feedback, coaching, motivating, ...



## DEFINITIONS