

Assessment methods and procedures

Who is responsible for carrying out an assessment

Your ECVET Recommendation 4

Show the courage to leave the assessment of the agreed learning outcomes to the host partner, once the quality and methods of assessment have been agreed in a Memorandum of Understanding.

Explanation and further information

The hosting institution organises the assessment of learning outcomes as specified in the Learning agreement. The assessment can be done by teachers, trainers, employers, etc. depending on the education and training and assessment arrangements and procedures that are used in the host context. (Get to know ECVET better, Questions & Answers)

The assessment of learning outcomes in VET qualification systems in Europe shows a great variety. This concerns both the methods of assessment and the people who are involved. In some countries, teachers are always responsible, while in others representatives from companies, employers' organisations, competent bodies or chambers are involved. It is too much to expect from the hosting partner that they will adapt their assessment procedures to meet the requirements of the sending partner.

The method of assessment will also depend on the duration of the international mobility, and on the nature of the hosting partner: e.g. a VET institute or a company. In some occasions, a simple assessment grid will be sufficient, in other situations a skills demonstration will be organised or students will complete a self-assessment. If the sending partner accepts the results of an assessment carried out by the hosting partner, this is the ultimate proof of mutual trust. The sending partner however, remains responsible for the validation and recognition of the learning outcomes.

- The knowledge, skills and competence that are subject of the assessment, should be clearly related to the agreed learning outcomes. The same counts for the assessment indicators and criteria that will be used. The representatives from the host partner who will carry out the assessment have to understand very well the level of performance that is expected by the sending partner and by the student or trainee who will be assessed. Reference to the EQF-levels will be helpful in this respect.
- When setting up a partnership, the different ideas concerning responsibility for assessment procedures should be discussed firmly. In some countries, it is very common to trust assessors just because of their professional skills, while in other countries all kind of proof and further documentation have to be assembled in order to make an assessment valid.
- Assessors should be aware of cultural differences that are reflected in how students perform their tasks during an international mobility. If a student is expected to perform a task independently, this could easily be understood as not respectful; a student, who has the task to observe first before undertaking any action, could be regarded as lazy and not entrepreneurial enough.