

Guidance to recognition and validation of learning outcomes

Annex 1 – Templates collection

How to use the templates collection

This document is supposed to be an **operative tool for all those practitioners who are involved in the management and/or implementation of a transnational mobility of VET students**. In order to use the SEPLO templates collection in the most useful and effective way, according to your needs, we suggest you to use the hyperlinks that connect the different tables and templates presented hereafter. In this way, depending on the type and number of assessment methodologies that you want to apply to your mobility project, you can adopt or being inspired by the proposed templates, thus **structuring your own monitoring and evaluation framework in a flexible way**. If you need more background and theoretical information about the process of collecting evidences for the recognition and validation of learning outcomes, please, refer to the main output and, in particular:

- ➔ **Chapter 1** for an introduction to the concepts of 'monitoring', 'assessment' and 'evaluation'
- ➔ **Chapter 2** for a compared analysis of the results obtained with the research on assessment of learning outcomes in SEPLO partner countries (UK, Italy, France, Denmark and the Netherlands)
- ➔ **Chapter 3** for a focus on the information flows between the different actors involved in the transnational mobility at the different stages of an ECVET project
- ➔ **Chapter 4** for a real case of summative evaluation in the catering field

How do you want to collect evidences?

Click on the methodology that you want to explore and discover the SEPLO templates

Logbook templates

Also called *journal* or *diary*, a *logbook* is either a physical book or an online tool used by the students in order to register their learning achievements during their mobility experience. Asking a student to update the logbook every day, or an agreed timeframe, is a good methodology that combines a self-assessment opportunity for the students and a continuous monitoring database for the mobility tutors.

Assessment scenarios

The agreement of assessment scenarios is essential to ensure that all the requirements for the assessment abroad to be considered as valid. These are documents that combine guidelines for the assessors from the hosting side together with concrete examples on the expected results. The final judgement is facilitated by the comparison between the scenario's examples and the student's final performance.

Personal judgments

There are several ways of assessing VET students' performance based on personal judgements: direct observation from the tutors, customers/witnesses' statements, but also peer and self-assessment. It is very important that a structured framework is always provided to those involved in assessment and it is suggested to collect at least two different points of view during the process.


Digital assessment

The collection of evidences may be definitely supported through the exploitation of digital procedures and devices. For example, much online software is available for the design of evaluation forms and, in many cases, they also offer useful tools for the representation and analysis of the collected information.

Logbook templates

Here are two examples of templates for students to evidence their learning when completing the 'work experience' unit of their vocational course whilst on placement. If you think that this may be useful for your mobility project, click on the download button


 to get the full documentation.

WORK EXPERIENCE BLOG AND GOAL SETTING


The document includes a clear guidance on how and when the template should be completed, which is discussed with the student as part of the preparatory activities for the mobility.
 As one of the activities is a blog, this means staff can access and review this remotely and give feedback to ensure that the student is providing the right level of information.
 The resource has been shared by REYEUROPE, the British partner of the SEPLO project, and it is available in English.

WHO?		HOW?	WHEN?
<i>Tutor form the sending side</i>			
<i>Tutor form the hosting side</i>			
<i>Student/trainee</i>	X	The student uses the instructions to complete the templates, as per the description above	During the mobility
<i>Other:</i>			

Assessment scenarios

Here below you can find a list of the SEPLO templates for assessment scenarios, each one presented with a brief description and detailed information on whom is normally involved in using it, how and at what stage of the mobility project. Once you have identified the template that better matches with your needs, click on the download button  to access the full template.

ASSESSMENT SCENARIOS AND GRID FOR STUDENT WORK PLACEMENT IN RECEPTION

This resource breaks down the learning outcomes addressed during the work placement in terms of Knowledge, Skills and Competences, combining each with an assessment grid for all 3 actors to fill in: VET teacher/supervisor, host mentor and student. The resource has been shared by EURICON, the Dutch partner of the SEPLO project, and it is available in English.


WHO?		HOW?	WHEN?
<i>Tutor form the sending side</i>	X	The teacher from the sending institution uses this to assess the student.	After the mobility
<i>Tutor form the hosting side</i>	X	The mentor of the host organisation uses this to assess the student.	After the mobility
<i>Student/trainee</i>	X	The student uses this to assess themselves.	After the mobility
<i>Other:</i>			

ASSESSMENT SCENARIOS AND GRID FOR STUDENT WORK PLACEMENT IN INTERNATIONAL TRADE

This resource is an example of an assessment form, including instructions, for students of Assistant Manager for International Trade. It details the core tasks and learning outcomes and includes assessment grids for these tasks, as well as job attitude, which can be filled in by the assessor. The resource also includes a timesheet. The resource has been shared by EURICON, the Dutch partner of the SEPLO project, and it is available in English.

WHO?		HOW?	WHEN?
<i>Tutor form the sending side</i>	X	The teacher from the sending institution assesses the student remotely.	During the mobility
<i>Tutor form the hosting side</i>	X	The mentor of the host organisation assesses the student and fills in the grids.	During the mobility
<i>Student/trainee</i>	X	The student does not fill in anything, but must sign after assessments are completed.	During the mobility
<i>Other:</i>			

Personal judgments

Here below you can find a list of the SEPLO templates of evaluation forms or similar tools to be used during a personal judgment, each one presented with a brief description and detailed information on whom is normally involved in using it, how and at what stage of the mobility project. Once you have identified the template that better matches with your needs, click on the download button  to access the full template.

SKILLS ASSESSMENT FORM FOR A VET MOBILITY OF 4 WEEKS IN THE FIELD OF BAKERY/PASTRY

This template is a very good example of how to structure a form for the summative evaluation of a Bakery/Pastry VET student who has completed a work-based learning period of 4 weeks abroad. The resource has been shared by ALFMED, the French partner of the SEPLO project, and it is available in English and French.

WHO?		HOW?	WHEN?
<i>Tutor form the sending side</i>	X	To describe the Units of Learning Outcomes to be assessed during the internship	Before the mobility
<i>Tutor form the hosting side</i>	X	To understand precisely what to assess during the internship	During the mobility
<i>Student/trainee</i>	X	The trainee is informed of the detailed assessment of his/her work	After the mobility
<i>Other:</i>			

SKILLS ASSESSMENT FORM FOR A TRAINEE IN HOTEL MANAGEMENT (IVET)

This template is a very good example of how to structure a form for the summative evaluation of a Hotel Management trainee who is carrying out an initial VET Qualification course. The resource has been shared by ALFMED, the French partner of the SEPLO project, and it is available in English and French.

WHO?		HOW?	WHEN?
<i>Tutor form the sending side</i>	X	To describe the Units of Learning Outcomes to be assessed during the internship	Before the mobility
<i>Tutor form the hosting side</i>	X	To understand precisely what to assess during the internship	During the mobility
<i>Student/trainee</i>	X	The trainee is informed of the detailed assessment of his/her work	After the mobility
<i>Other:</i>			

SKILLS ASSESSMENT FORM FOR WORK-BASED LEARNING OF COOKS/WAITERS EQF LEVEL 2/3


This template can support you in defining which Units of Learning outcomes should be assessed for an international traineeship of cooks/waiters attending a qualification course at EQF level 2/3. The resource has been shared by CELF, the Danish partner of the SEPLO project, and it is available in English.

WHO?		HOW?	WHEN?
<i>Tutor form the sending side</i>	X	The teacher is supporting the int. coordinator in the development of the assessment sheet	Before the mobility
<i>Tutor form the hosting side</i>	X	The tutor in the host organisation is doing the company assessment at the end of the mobility	During the mobility
<i>Student/trainee</i>			
<i>Other: International coordinator</i>	X	The international coordinator is coordinating the document flow	Before the mobility

SKILLS ASSESSMENT FORM FOR RETAIL AND BUSINESS PROGRAMME STUDENTS


This template is a very good example of how to structure a form for the summative evaluation of a trainee in Retail and Business who is having an international mobility in the United Kingdom. The resource has been shared by CELF, the Danish partner of the SEPLO project, and it is available in English and it has been recognized as a good practice by the Erasmus+ Danish National Agency.

WHO?		HOW?	WHEN?
<i>Tutor form the sending side</i>	X	The teacher is supporting the int. coordinator in the development of the assessment sheet	Before the mobility
<i>Tutor form the hosting side</i>	X	The tutor in the host organisation is doing the company assessment at the end of the mobility	During the mobility
<i>Student/trainee</i>	X	The VET learner is informed about the LOs when they are signing the LA	Before the mobility
<i>Other: International coordinator</i>	X	The international coordinator is coordinating the document flow	Before the mobility

GENERAL TEMPLATE FOR COMBINED SKILLS ASSESSMENT

This template include a table for the design of Units of Learning outcomes and an evaluation grid where all points of view are taken into consideration for the final evaluation of the student: his/her self-assessment, the evaluation from the teacher and the company representative. The resource has been shared by CELF, the Danish partner of the SEPLO project, and it is available in English.

WHO?		HOW?	WHEN?
<i>Tutor form the sending side</i>	X	The teacher is supporting the ECVET coordinator in the development of the assessment sheet	Before the mobility
<i>Tutor form the hosting side</i>	X	The tutor in the host organisation is doing the company assessment at the end of the mobility	During the mobility
<i>Student/trainee</i>	X	The VET learner is the doing a self-assessment at the end of the mobility	During the mobility
<i>Other: ERASMUS+/ECVET coordinator at the college</i>	X	He/she is responsible for the whole ECVET flow and finally provides the learner with the EUROPASS	After the mobility

SKILLS ASSESSMENT FORM FOR AVIATION SERVICE STUDENTS

The student on placement has a conversation with his or her mentor from the host organisation, who fills in the assessment form. The resource has been shared by EURICON, the Dutch partner of the SEPLO project, and it is available in English and Dutch.

WHO?		HOW?	WHEN?
<i>Tutor form the sending side</i>			
<i>Tutor form the hosting side</i>	X	The mentor of the host organisation assesses the student and fills in the grid.	During the mobility
<i>Student/trainee</i>	X	The student participates in the progress interview.	During the mobility
<i>Other:</i>			

SKILLS ASSESSMENT FORM FOR MANAGEMENT AND ADMINISTRATION STUDENTS



This template presents a grid used by the host company mentor to assess vocational and transversal competencies acquired by management and administration trainees during a work-based learning experience. The resource has been shared by EGINA, the Italian partner of the SEPLO project, and it is available in English.

WHO?		HOW?	WHEN?
<i>Tutor form the sending side</i>	X	The teacher shares this with the host organisation and explains how to use it	Before the mobility
<i>Tutor form the hosting side</i>	X	The host tutor follows given instructions and assesses the work of the student	During the mobility
<i>Student/trainee</i>	X	The student is directly affected by this resource, which represents an evaluation of his/her activity	After the mobility
<i>Other:</i>			


EXAMPLE OF WITNESS STATEMENT



A witness statement is used to provide a written record of learner performance against targeted assessment criteria. Someone other than the assessor of the qualification/unit may complete it. This may be an assessor of a different qualification or unit, a work placement supervisor, a technician, learning resources manager or anyone else who has witnessed the performance of the learner against given assessment criteria. It can be someone who does not have direct knowledge of the qualification, unit or evidence requirements as a whole, but who is able to make a professional judgement about the performance of the learner in the given situation. The resource has been shared by REYEUROPE, the British partner of the SEPLO project, and it is available in English.

WHO?		HOW?	WHEN?
<i>Tutor form the sending side</i>	X	The sending tutor will share this resource with the host organisation and explain how it can be used	Before the mobility
<i>Tutor form the hosting side</i>	X	The host organisation mentor will record their observations of the students' work as per instruction	During the mobility
<i>Student/trainee</i>			
<i>Other:</i>			

Digital assessment

Here below you can find the brief description and detailed information on whom is normally involved in using the Dutch Digital Assessment tool. If you think that this might be applicable to your mobility project, click on the download button  to get the full Info Pack.

INFO PACK ABOUT DUTCH DIGITAL ASSESSMENT TOOL

This document briefly introduces the Dutch Digital Assessment Tool "Praktijk Beoordelen", meaning "Practical Assessment". The tool can be used by all actors in all phases of the international work placement: preparation, execution, and assessment/validation. The resource has been shared by EURICON, the Dutch partner of the SEPLO project, and it is available in English.

WHO?		HOW?	WHEN?
<i>Tutor from the sending side</i>	X	The teacher from the sending institution uses this to prepare and assess the student.	Before the mobility
<i>Tutor from the hosting side</i>	X	The teacher from the host organisation uses this to guide and assess the student.	During the mobility
<i>Student/trainee</i>	X	The student uses this to prepare, log progress and complete assessments.	Before, During and After the mobility
<i>Other:</i>			