



ERASMUS +

KA2: Cooperation for innovation and the exchange of good practices - Sector Skills Alliances



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The DISH Tools



TEMPLATES



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1 Templates - Assessment and Recognition Tool

1.1 Checklist for Planning The Assessment

TEACHER/TRAINER

During planning of the training (before training)

- Describe competences to be assessed (according to the training aims)
- Discuss with potential learners/staff/managers which assessment approach will fit in the learning context
- Assess if the training aims and thus assessment would differ for different employment categories. Adapt the assessment process to the professional profile.
- Choice of methodology: in situ or on-line assessment tools
- In case of in situ: Define reflective questions
- Construct a questionnaire (use the In-situ questions as inspiration)
- Choose a platform
- Establishment of validation and certification

TEACHER/TRAINER

During the training

- Introduce the assessment process
- Make room for reflection and adaption/tasks during training

TEACHER/TRAINER

After the training

- Assess the documents produced through the assessment process
- Issue certificates on training and assessment
- Evaluation of training

STUDENT/TRAINEE

Before training

- Create a portfolio/folder and an individual action plan

STUDENT/TRAINEE

During training

- Go through the reflective questions / tasks

STUDENT/TRAINEE

After training

- Evaluation, feed-back and suggestions/alterations
- Upload assessment documents to the portfolio
- Upload certificate to portfolio



1.2 ECEVET Assessment Topics

The ECEVET framework proposes the following questions.

You can see the original list of questions on this website: https://www.ecvet-toolkit.eu/sites/default/files/Assessment%20Topics%20-%20Guidelines%20%2812c1c-Tool%29_Nov2013_0.pdf

1. Who will assess the learner?
 - a. Do the assessors require a specific profile (that is, a particular training, qualification, or experience)?
 - b. Is it possible to identify a specific person or a group of persons to assess the learner?
2. How will learning outcomes be assessed and in what context (including where)?

Assessment procedures, methods, tools

- a. Are certain procedures, methods, tools and so on required?
- b. Which assessment method(s) is (are) appropriate (for example, self-assessment, feedback meetings/discussions, written assignments, skills demonstrations, work samples, presentation, or simulated conversation)?
- c. Which assessment tools can be used?
- d. Is the assessment: Doable (not too ambitious, nor too time-consuming), practical, and appropriate (for example, taking into account constraints such as time and resources available or the language skills of learners and assessors) for the mobility period.
- e. Clearly related to, and appropriate for, the agreed learning outcomes (not too complex and not too simple)?

Assessment criteria: Are the assessment criteria specified and clear?

- f. Do the partners have a common understanding of the level of performance?
 - g. Are the assessment criteria and indicators clearly related to the agreed learning outcomes?
 - h. Where will the assessment take place (for example, in the classroom, in a laboratory, or in the workplace)?
 - i. Are the necessary conditions and resources available in the host organisation (such as a certain environment, specific machines, materials and so on)?
3. When will the assessment take place?
 - a. what type of assessment is appropriate (for example, formative assessment during the whole stay abroad or summative assessment at the end of the stay abroad)?
 - b. Is assessment integrated into the mobility period with the aim of having a balance between learning time and assessment time?
 4. What procedures will ensure the quality of assessment?
 - a. What quality assurance procedures are planned to ensure that the learner enjoys fair treatment and that the result of the assessment is valid and reliable?
 - b. Is there a suitable balance between standardisation and individualisation?



1.3 Portfolio Structure

NAME

PROFESSION

DATE

HOW ARE TECHNOLOGIES USED IN MY UNIT

WHAT VALUES DO TECHNOLOGY HAVE FOR MY UNIT/ORGANISATION

WHAT VALUES DO TECHNOLOGY HAVE FOR ME

WHAT IS MY ROLE IN IMPLEMENTATION OF NEW TECHNOLOGY

WHAT DO I NEED AND WANT TO LEARN REGARDING TECHNOLOGY AND HOW DO I ACCOMPLISH THIS

TRAINING

DATE

INSERT DOCUMENTATION/CERTIFICATE

WHAT DO I NEED AND WANT TO LEARN REGARDING TECHNOLOGY AND HOW DO I ACCOMPLISH THIS

TRAINING

DATE

INSERT DOCUMENTATION/CERTIFICATE

WHAT DO I NEED AND WANT TO LEARN REGARDING TECHNOLOGY AND HOW DO I ACCOMPLISH THIS

TRAINING

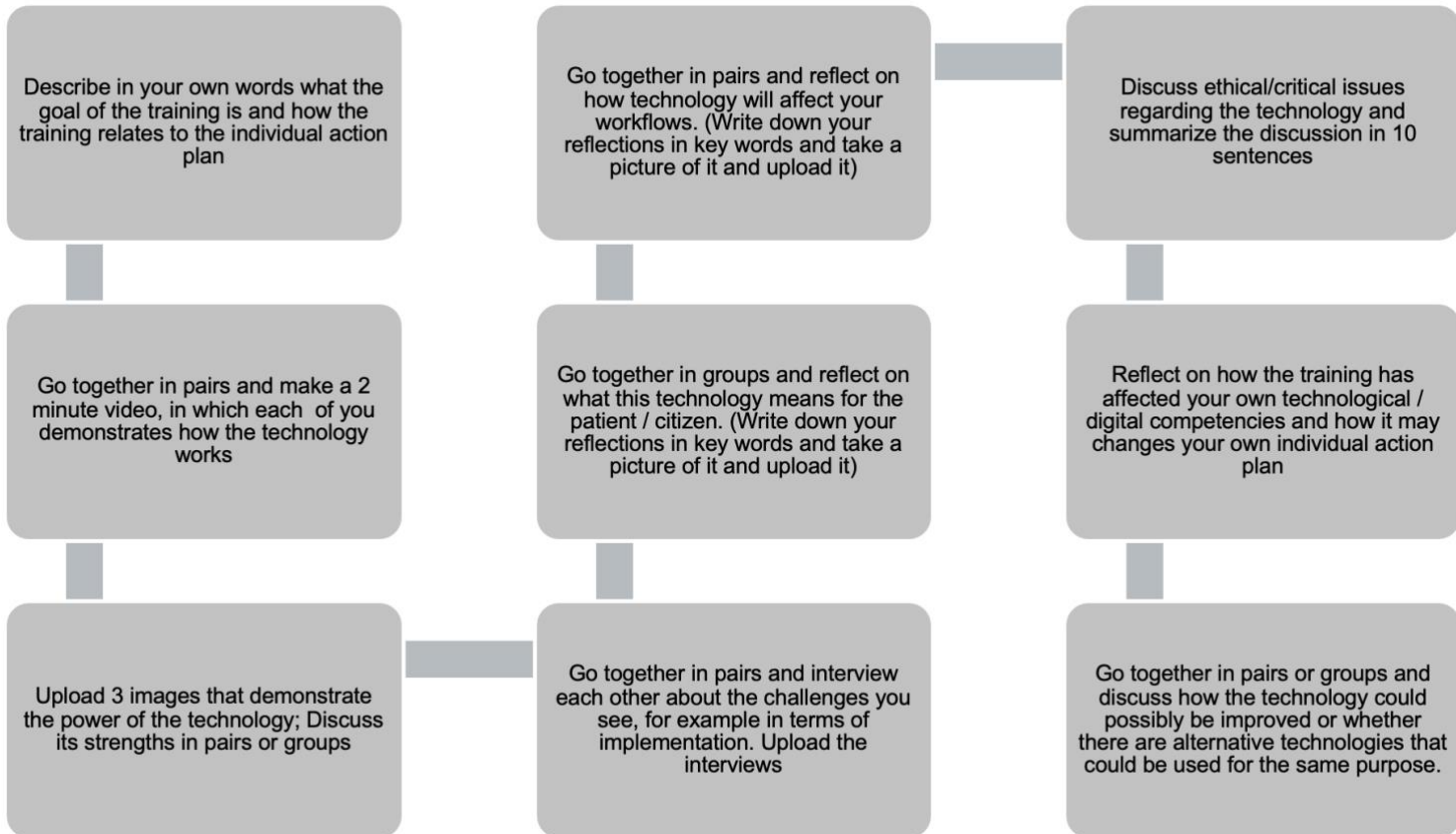
DATE

INSERT DOCUMENTATION/CERTIFICATE

WHAT DO I NEED AND WANT TO LEARN REGARDING TECHNOLOGY AND HOW DO I ACCOMPLISH THIS



1.4 In-situ Questions and Exercises





1.5 Certificate Model

THIS IS TO CERTIFY THAT

NAME

HAS ACCOMPLISHED

TITLE OF TRAINING

ISSUED BY

TRAINING INSTITUTION

DESCRIPTION OF TRAINING IN TERMS OF OVERALL AIM AND EXPECTED LEARNING OUTCOME

DESCRIPTION OF ASSESSMENT PROCESS

DATE & SIGNATURE