



Quality indicators for competence-oriented learning and assessment

The quality indicators listed here serve as a basis for the implementation and assessment for a competence-oriented training practice. They address a wide span of target groups – ranging from institutions responsible for the design and implementation of assessment (e. g. competent bodies) at system and provider level to VET practitioners in institutions providing vocational education and training (e. g. schools or companies). Given the diversity of the VET systems in terms of training/teaching and assessment practices it is especially important to agree on common quality criteria – valid for any of the VET systems involved in “TrainCom”.

Quality indicator 1: Orientation to working and business processes

To ensure authenticity and congruence with working and business processes, training and assessment tasks should be implemented which correspond to actions typical for the profession in question, which reflect the actual situation of application in its given complexity, and which are linked and associated with one another in a broader context. Assessment tasks are designed to follow the logic of a comprehensive professional action; i. e. to plan, execute and evaluate the task/project independently.

Quality indicator 2: Transparent criteria are to be set for the assessment.

Clear criteria for the assessment of the performance of a learner are made available to the learner and results are documented. That enhances the transparency of the assessment process and its results. The estimations of all learning venues (depending on the respective VET system the vocational school, college, company) should contribute to the establishment and documentation of competences.

Quality indicator 3: Different assessment methods - in oral and written form - are combined.

Different assessment methods - in oral and written form - (e.g. discussion, declarative methods, interview, observation, portfolio, presentation, simulation) are combined.

Assessment should be seen as an integral part of learning, which means that it takes place during and at the end of a learning phase.

Quality indicator 4: Ensure the qualification of assessors

Assessors have the necessary knowledge, skills and competence in order to assess learners for their competences. That includes technical, methodological and pedagogical skills. Assessors acquire these competences in certified training courses and through professional experience.

Quality indicator 5: All relevant stakeholders ought to be involved in defining outcomes of training and assessment methods.

To ensure the requirements of the labour market (qualification requirements of the job) and civil society in general (as a responsible and empowered citizen) are met, all relevant stakeholders ought to be involved in designing or revising outcomes and assessment methods. That includes organisations providing training (vocational schools, colleges, companies); bodies representing the interests of employers and employees (e. g. social partners) and bodies implementing assessment (e. g. chambers) are engaged.