
Common Assessment Standards (methods and processes) on a competence-oriented basis including non-formal and informal learning for the sector of health and social care

LEONARDO DA VINCI TRANSFER OF INNOVATION PROJECT
“PROPER CHANCE – IMPLEMENTING ECVET IN THE FIELD OF HEALTH AND SOCIAL CARE FOR THE PROMOTION
OF PROFESSIONAL PERMEABILITY AND GEOGRAPHICAL MOBILITY”
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For more information on the project “PROPER CHANCE” go to our website
www.proper-chance.eu

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1. Foreword

This document was written as a guideline for the institutions participating in the LdV Transfer of Innovation Project “PROPER CHANCE”. It is one of the major objectives of the project to agree on common standards for the assessment of learning outcomes for the sector of health and social care in Italy, Belgium and Germany. This will be the basis for future cooperation and mutual understanding to promote professional permeability and mobility for workers in the aforementioned field. The project partners agree on these assessment standards with the signature of the common Memorandum of Understanding. The assessment standards described below are to be met by the partners intending to participate in learner mobility to assure assessment, validation and recognition.

It is the objective of this document:

- to describe the common standards for the assessment of learning outcomes of professions in the field of health and social care, and
- to promote mutual understanding for professional permeability and mobility for workers in the aforementioned field.

The assessment standards define frames, quality, criteria, instruments, methodologies and resources required to carry out assessments in the field of health and social care to assess professional competences (knowledge, skills and personal competences).

The assessment standards will be the common norm, the mediator, between the different partners, i.e. training providers, for the implementation of mobility or permeability. They shall as well promote the mutual trust between employees and training centres. They will be based on the descriptions of learning outcomes according to the ECVET standards, instruments and principles.

The *use of terminology* in this document is based on the definitions given in the “RECOMMENDATION OF THE EUROPEAN PARLIAMENT AND OF THE COUNCIL of 23 April 2008 on the establishment of the European Qualifications Framework for lifelong learning (ECVET) (2008/C 111/01)”:

- **Assessment** of learning outcomes means methods and processes used to establish the extent to which a learner has in fact attained particular knowledge, skills and competence.
- **Validation** of learning outcomes means the process of confirming that certain assessed learning outcomes achieved by a learner correspond to specific outcomes which may be required for a unit of a qualification.
- **Recognition** of learning outcomes means the process of attesting officially achieved learning outcomes through the awarding of units or qualifications.

The term of assessment is differentiated from the term of evaluation following the definition given in the Cedefop glossary “Quality in education and training”: “**Assessment** generally refers to appraisal of individuals whereas **evaluation** is more frequently used to describe appraisal of education and training methods or providers.”¹

¹ Cedefop (2011): Glossary / Glossar / Glossaire: Quality in education and training / Qualität in der allgemeinen und beruflichen Bildung / La qualité dans l’enseignement et la formation, Luxembourg: Publications Office of the European Union

2. Quality Principles and Requirements for Assessments and their Development

It is the objective of assessments to evaluate professional competences, which represent the ability and willingness of an individual to use knowledge, skills and personal competences in work or learning related environments for the professional and individual development. Accordingly, the knowledge, skills and competences, as described in a given unit of learning outcomes, need to be assessed.

Guiding principles for the development of competence-oriented assessments of learning outcomes are:

- Performance-orientedness (i.e. the assessment refers to a complete professional task),
- Process-orientedness (i.e. the assessment refers to work processes and their implementation into professional contexts)
- Authenticity and practical relevance (i.e. the assessment approximates real work situations and processes as much as possible).

Further requirements for developing assessment instruments are:

- The assessment needs to take into account the qualification level the professional competence refers to. Qualification Frameworks are the European Qualification framework and, if applicable, national qualification frameworks (NQF).
- The assessment procedure needs to include the “complete task“. That means that it has to prove the ability of planning, performing and controlling the given task autonomously.
- The assessment is the gateway between educational context and work life. So it needs to anticipate and take into account the actual requirements and conditions of the profession.

Quality requirements of competence-based evaluation of learning outcomes are

- Neutrality (objectivity)
- Dependability (reliability)
- Informational value (validity) and
- Manageability (cost-effectiveness, utility, Acceptance und user-friendliness).

The evaluation of the competence criteria needs to include whether the solutions:

- Are in accordance with the situation (Evaluation of the decisions)
- Are in accordance with the process (Evaluation of the process documentation)
- Are in accordance with the quality demands (Evaluation of the results)
- Are in accordance with the demands (Evaluation of the amount of work)

For the evaluation of assessment standards, among others the following questions need to be answered:

- Does the assessment evaluate professional competences?
- Can assessments of this type be done at another time and another place and by other assessors with similar results?
- Is the assessment manageable, which means it is possible to carry it out, given known practical constraints such as time, budget or numbers of pupils?

The assessment of professional competences is based on the observable performance of typical work situations of a profession. The required performance should be described in the form of learning outcomes, containing a content and a behavioural component, e. g. “to assist clients to form relationships with others” or “to give reasons for work processes and results”.

The following structural model results from the central requirements for the competence-oriented assessment of learning outcomes. It defines both the assessors’ responsibilities and the learner’s role in the assessment process:

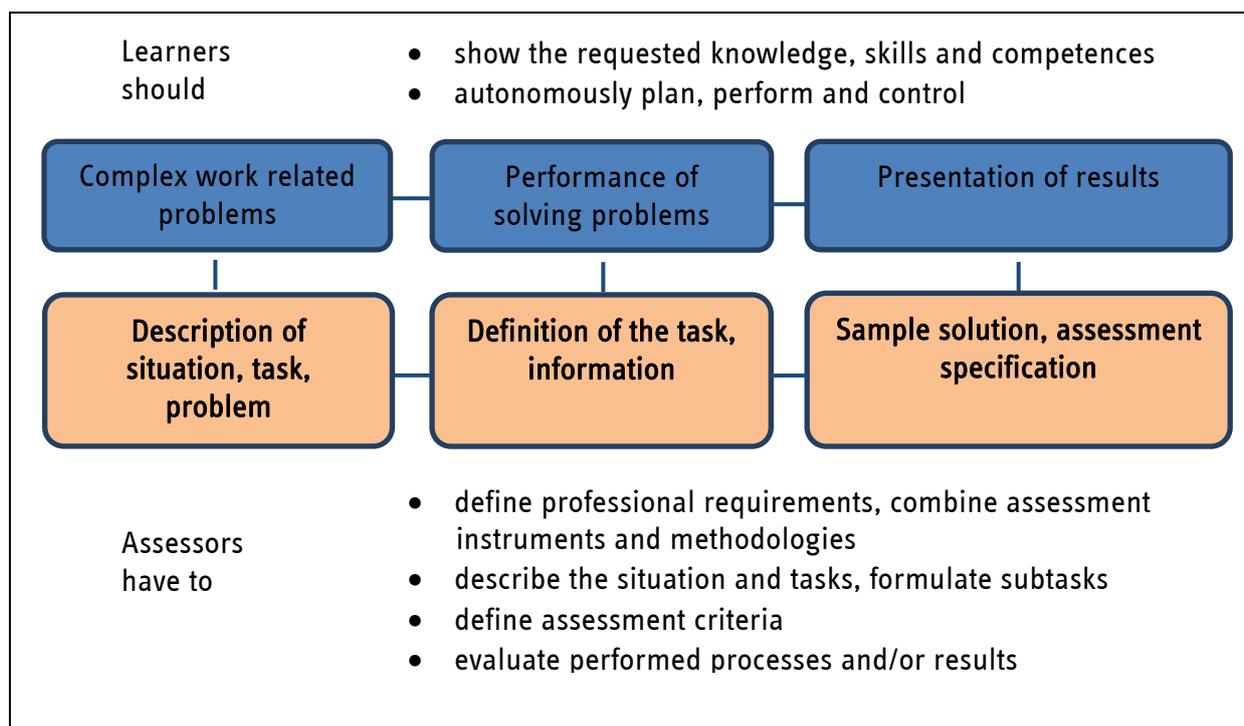


Figure 1: Structural Model of competence-oriented assessment

3. Assessment Methodologies, Instruments and Settings

To show the complexity of the different dimensions of professional competence, theory and practice need to be integrated into the assessment. This is done by the combination of written, oral and practical elements.

The fields of assessment derive from the key activities of the profession. They are the elements to compose and structure the assessments. Assessment instruments describe the procedure of the assessment and the subject of the evaluation and are to be defined for each assessment. Combining several instruments for one assessment is possible, for specific objectives recommended (cf. chapter d).

a. Assessment Process

The assessment process can be summarized as follows:

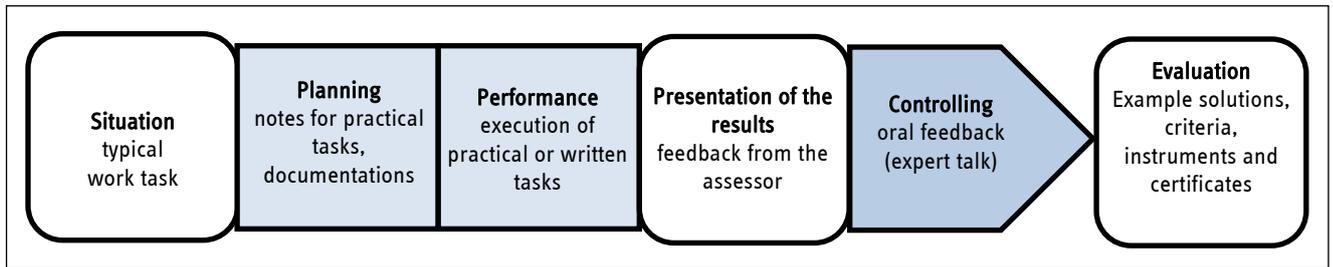


Figure 2: Process Model of a competence-oriented assessment of learning outcomes on the basis of a typical work task

b. Structure of an Assessment Task

Each assessment task should be structured as follows and should contain information on the given aspects:

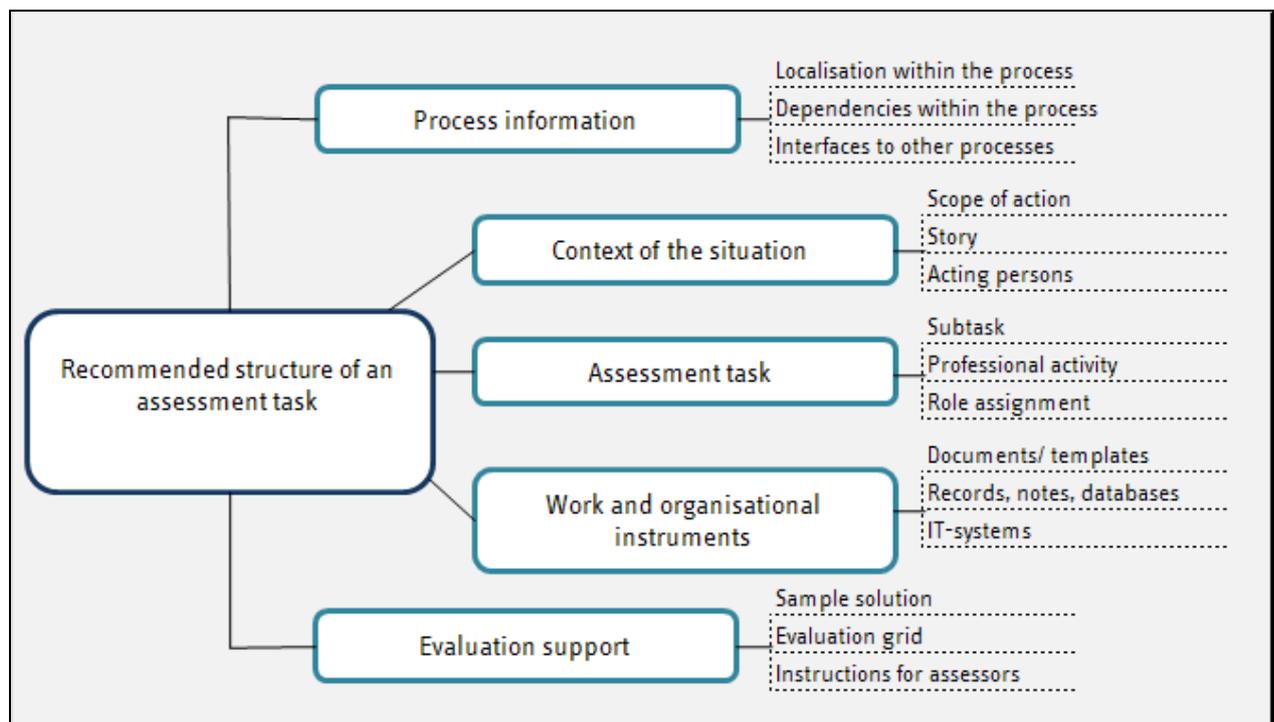


Figure 3: Model of a competence-oriented assessment

- Definition of one or several tasks: the definition must be clear and understandable by the trainee, and use the technical terms. It has to be precise. The trainee must be able to go back to this definition at any time he wishes so. If possible or necessary, indicate the specifications to be met by the result.
- Conditions of realisation: duration, material resources (tools, documents, human resources including the position of the assessing trainer, ...), constraints to be respected, ...

c. Assessment Instruments

Written tasks

e. g. with closed questions, short answer questions or with open answers and written documents (documentations, written plans):

- represent typical professional tasks with concrete results, such as solutions of specific problems, business letters etc.,
- will be evaluated according to their right content and the understanding of professional contexts

Presentations

- are the demonstration of typical professional issues, professional contexts or the solution of a task
- will be evaluated according to the professional and communicational competences as well as according to the presentation skills and form.

Expert discussions

- are debates about professional problems and professional issues, discussion of problems, solutions and processes of problem solving,
- can be case-related, task-related or situation-related

Simulation of a conversation

- is an oral role play within future professional roles
- will be evaluated according to professional and communicational competences and customer-orientation.

Product (of a practical task)

- Is the creation of a professional product, e. g. a marketing concept
- will be evaluated according to its work result and the work process, the work process is monitored as well

Work sample (practical work process)

- is the performance of a typical professional task, e. g. providing a service
- will be evaluated according to its procedural methods and work results.

d. Combining assessment instruments for assuring integrated assessments

The objective of learning outcome-orientedness and close-to-reality representation of professional tasks in assessments asks for combination of the above mentioned methods.

If a learner has achieved a complex set of learning outcomes, the assessing institution has to check whether it is advisable to apply an integrated assessment. The term “integrated assessment” refers to a comprehensive assessment on a set of competences and is usually applied at the end of a training programme for awarding qualifications.

When developing integrated assessments, the following aspects are to be considered:

- The **task(s)** to be performed must be complex enough and global enough to address all the professional competences required by the key activities of a profession. It needn't combine all skills and knowledge, but address all professional competences.

Here we assess through the accomplishment of a task, that the learner can mobilize and combine his skills and knowledge in a specific context and level of responsibility.

- If possible, one global task will encompass all the professional competences.
- In many situations, the profession will not allow one task to encompass all professional competences (since they're situational related). In those cases, it is important to integrate the different professional competences, and to assess that the trainee is capable of transfer his competences to different situations. So, different tasks on different workstations or work situations, AND some task showing him combining the workstations, will be designed.
- It is recommended to combine the different assessment instruments, but to prefer the instrument which will be the closest to the real professional context.
- Different assessment instruments should be used for the same task. It helps to refine the competences assessment.

The weight of each competence within the profession is important for the assessment of the different competences. If, for example, a competence is very important regarding the consequences of potential failure (e. g. danger for life) it might be necessary to formulate "K.O. criteria", meaning that a positive assessment for a specific competence has to be achieved by a learner in order to obtain the complete qualification.

e. Assessors and assessment team

The definition of the roles of the actors in the assessment process is essential for assuring the quality of the assessment. For each assessment (or type of assessment) the following questions have to be answered:

- Who will assess the learning outcomes? Teachers, in-company trainers or external experts?
- What are the criteria for choosing the assessors?
- How many assessors are necessary to do the assessment?
- What are the different roles in a group of assessors?
- How will the assessor group be composed in order to assure the quality of the assessment?

4. Assessment templates and grids

Assessment sheets / templates and observation forms are used as the basis for assessment. These are the practical tools which are used before, during and after the assessment. The coherence of those documents is important, but the practical aspect is also essential, since it will be used by trainers "on the field".

- **The grid for assessment** is a combination of criteria and observable indicators that allows the assessing persons to have an objective basis for the assessment – or the most objective possible.
- **The criteria** are the different looks that we bear on the response of the learner, the qualities expected of a "response" or the different angles from which we can watch the performance of the assessed person. A criterion is the expected quality of the production or delivery of the student. A criterion is the basis for a judgment; it is a point of view that it is up to evaluate, to make a decision. They must be:
 - Relevant : they must correspond to the assessed skills, knowledge, and competences
 - Independent: the failure of a criterion cannot automatically lead to the failure of another criterion. If two indicators are duplicated in two different criteria this means that the criteria are not independent. Instead, the same criterion can be found in various tasks of an assessment.
 - not numerous: if the criteria proposed are too many, we can globalize, combine some
- **Indicators** are observable and / or measurable signs from which we can verify that the quality of the expressed criterion is encountered. The indicator is an observable indication for a criterion; it allows to "contextualize" the criterion, to clarify what is expected. It answers the question "what is going to be seen when the criterion is satisfied?" or "What will we observe exactly?"

A number of points or marks should be given according to the existing and acknowledged evaluation systems.

5. Assessment of Informal and Non-formal Learning

Following European definition, we hear by

- **Informal learning**, the "learning resulting from daily activities related to work, family or leisure. It is not organised or structured in terms of objectives, time or learning support. Informal learning is in most cases unintentional from learner's perspective."
- **Non-formal learning**, the "learning which is embedded in planned activities not explicitly designated as learning (in terms of objectives, time or learning support). Non-formal learning is intentional from the learner's point of view"².

The assessment of learning outcomes of non-formal and informal learning follows the same guidelines as the assessment of formally acquired learning outcomes. However, a few additional criteria should be respected, which take account of the widely differing learning contexts of non-formal and informal learning.

This phase is the most important for vulnerable persons, like under graduated people or long term unemployed persons. The possibility of getting their competences recognized is an utmost important asset for them, fostering professional insertion and self-confidence. But this

² This definition is rehearsed several times in the official doctrine :e.g. CEDEFOP, Terminology of European education and training policy, Luxembourg, Office for official publication of the European Communities, 2008

represents often a confrontation with failure experience. It bears so a great emotional value. It is important to build with these persons a relationship that allows a good assessment.

a. Counselling and Orientation Phase

Before the actual assessment can take place, counselling and orientation will be offered to the learner. The learning outcomes, which are to be assessed, will be identified; the learner will be supported by a counsellor or assessor. The learner will be informed about the organisational framework of the assessment and the requirements and standards which are to be met in the assessment.

With vulnerable groups, this phase must allow building a relation of trust between the candidate and the counsellor. The global situation of the person, their history and global social situation must be heard. On the other hand, the information must be clear and complete.

b. Choice and adaptation of assessment instruments

As specified above, the combination of different instruments will be envisaged for the assessment of complex professional competences. If necessary, instruments will be adapted according to the context in which learning outcomes have been acquired.

With vulnerable people, this phase must insure that the assessment aims for the real competences to assess. The assessment instrument must take into account the vulnerabilities, and meantime stay focused on the competences to assess.

This can be trivial: for instance, assessment in helpdesk for a person in a wheel chair must allow that person to go to the desk. But this can be trickier: e.g. a person that always had trouble with exams, but who had a very good professional experience as builder, could be paralysed if the assessment instruments take the exact shape of a school exam – and so the assessment would not target the professional skills, but the ability to pass an exam.

c. Possibilities of recognition of informal and non-formal learning in the partnership countries

Germany - Saxony

Recognition of learning outcomes for the qualification “Social care assistant”:

This qualification is regulated by the federal state of Saxony (Germany) the regulations for vocational schools (Berufsfachschulordnung, BFSO)³ contains different possibilities for recognition of learning outcomes:

§ 36 says, that a foreign professional qualification is to recognised as equal, if the kind of the qualification, it's amount and it's content are similar to the qualification that want to be achieved. The decision will be made by the “Sächsische Bildungsagentur” according to the

³ Verordnung des Sächsischen Staatsministeriums für Kultus über die Berufsfachschule im Freistaat Sachsen (Schulordnung Berufsfachschule – BFSO) vom 27. April 2011, rechtsbereinigt mit Stand vom 1. Januar 2013

regulation 2005/36/EG of the European Parliament and the council from 7th of September 2005 about the recognition of professional qualifications.

§ 72 says, that persons, who want to achieve the qualification “Social care assistant” and have not attended an accredited vocational school need to pass the same assessments as regular students. Additionally there will be written or oral exams in all other subjects of the curriculum.

§ 38 says that only applicants can apply for the assessment, that have their regular place of residence within Saxony and that can prove that they have the knowledge, skills and competences according to the qualification they want to achieve.

Therefore the non-formal and “informal” achieved learning outcomes can hardly be recognised towards the qualification of “Social care assistant”.

Recognition of learning outcomes for the qualification “Geriatric Nurse” (Altenpfleger):

This qualification is regulated by the “German ministry for family, seniors, woman and youth. The regulations for the vocational education and assessment of Geriatric Nurse (Altenpflege-Ausbildungs- und Prüfungsverordnung - AltPflAPrV)⁴ says within § 21 (3) , that persons that have an evidence about the qualification of a geriatric nurse, that has been achieved outside of Germany can apply for the recognition of the qualification towards „Altenpfleger”.

Because the integrated exam postulates the qualification for “Geriatric nurse” and the pre-condition to be allowed to attend this exam is to have passed all subjects within the curricula successfully, recognition of learning outcomes is not possible.

The “Law for elderly care”⁵ says within § 7 that a shortening of the duration of the regularly two year training program of one year is possible if similar qualifications have been achieved before, e.g. hospital nurse.

Within the Saxony regulations for vocational schools (Berufsfachschulordnung, BFSO)⁶ there is another expectance regulated § 102 allows the shortening of the duration of the training program for one year as well for persons that have successfully achieved the qualification “social care assistant”.

Therefore the recognition of non-formal and “informal” achieved learning outcomes cannot be recognised towards the qualification of “Geriatric Nurse”.

French speaking Belgium

In French speaking Belgium, several systems for the recognition of informal and non-formal learning have been developed. The first and oldest is the use of the “Article 8” of the social promotion school. It allows granting anybody access to training units or to the final exam of a

⁴ Altenpflege-Ausbildungs- und Prüfungsverordnung vom 26. November 2002 (BGBl. I S. 4418), die zuletzt durch Artikel 38 des Gesetzes vom 6. Dezember 2011 (BGBl. I S. 2515) geändert worden ist.

⁵ Altenpflegegesetz in der Fassung der Bekanntmachung vom 25. August 2003 (BGBl. I S. 1690), das zuletzt durch Artikel 1 des Gesetzes vom 13. März 2013 (BGBl. I S. 446) geändert worden ist.

⁶ Verordnung des Sächsischen Staatsministeriums für Kultus über die Berufsfachschule im Freistaat Sachsen (Schulordnung Berufsfachschule – BFSO) vom 27. April 2011, rechtsbereinigt mit Stand vom 1. Januar 2013

qualification, through recognition of his previous learning outcomes, whatever is the context of learning.

In this scenario, the school has the freedom to accept the proof the candidate shows or to ask for a specific assessment. It is also possible to sign a convention between a non-formal institution and the scholarship administration to allow trainees from this institution to get, collectively, recognition of their learning outcomes and access to school courses.

Causing the access to training courses or to the final assessment, this system has the asset of getting full graduation and to mix social and technical skills.

Recently, the “Consortium for the validation of competences” has been founded. It structures a network of institutions that validates the learning outcomes of the broad audience. The network follows specific standards, assessment and quality process. The recognition has some legal power through sectorial agreements with social partners. The Consortium should be included as one of the important pieces of the Belgian future ECVET system.

Not fully available to all the professions and sectors, this system has nevertheless the advantage of being fully modular and of being integrated into all the French speaking VET system: the “competences titles” (certificates) it delivers are accepted everywhere.

Italy

In training 2010-2011 the Lombardy Region has initiated a guided application for the recognition of informal and non-formal learning. It is to be noted that this kind of recognition in Italy is ruled at a regional and not at a national level.

The certification process runs as follows:

1. Accompanying preventive actions through a tutorial function that assists the student in completing the application form by analyzing his/her path (formal, non-formal and informal) and identifying any additions to be made
2. Establishment of a Commission (either educational institutions or training centres accredited by the Region or VET institutions or networks)
3. Composition of the Commission: responsible for the recognition and expert of training processes or, in the case of educational institutions, the Academic Board will identify the teachers who will be members of the board. Also experts in the world of work and vocational training could be involved.
4. Assessment through evidence: examination and collection of elements useful to the credit certification on the basis of the documentation submitted by the student (diploma, transcripts, certifications of extracurricular activities, lessons learned outside the school in different sectors of civil society, related to the training of the person and his/her human, civil and cultural growth, at work, in voluntary work or apprenticeship, certificates issued during the year as a result of their work or for self-training).

5. Assessment tests: the interview and the test will be in line with the object (competence) to which they relate
6. Certificates issue and credit recognition: assignment of educational value that it is up to the Commission
7. Accompanying actions subsequent to the inclusion in the educational / school (recovery actions, tutoring)

6. Result of the assessment process and certification

An assessment process results in a statement on whether the envisaged learning outcomes have been achieved and whether the learning process has been completed successfully. This is to be certified by written documents.

The term certification refers – according to the definition given in the Cedefop glossary “Quality in education and training” – to the “process of issuing a certificate, diploma or title formally attesting that a set of learning outcomes (knowledge, know-how, skills and/or competences) acquired by an individual have been assessed and validated by a competent body against a predefined standard.”⁷

If an integrated assessment for obtaining a complete qualification has been passed, the competent institution is to issue a certificate on this degree. It is recommended to supplement this certificate by a personal transcript of records (including the description of the achieved learning outcomes).

This personal transcript should – similar to the europass mobility – contain the following information:

- Details about the learner
- Details about the issuing institution including contact person and contact data
- Training history
- Description of Skills and competences acquired
 - Activities or tasks performed, if applicable
 - Professional competences, skills and knowledge acquired
 - Language skills and competences acquired
 - ICT skills acquired
 - Other skills (social, organisational, etc.) acquired

For the obtainment of partial qualifications, for example in international mobilities, the institutions competent to issue certificates will do this according to their standard procedures, if a practical training has been completed abroad, the internship company is to issue a certificate. Both document types should be supplemented by the “Europass mobility”⁸ and / or the personal transcript.

A personal transcript for a learner mobility should contain:

⁷ Cedefop (2011): Glossary / Glossar / Glossaire: Quality in education and training / Qualität in der allgemeinen und beruflichen Bildung / La qualité dans l’enseignement et la formation, Luxembourg: Publications Office of the European Union

⁸ cf. <http://europass.cedefop.europa.eu/en/home>

- Details about the learner
- Details about the issuing institution including contact person and contact data
- Data on the sending and hosting institutions and
- Description of the learning mobility experience
- Description of Skills and competences acquired during learning mobility experience
 - Activities or tasks performed, if applicable
 - Professional competences, skills and knowledge acquired
 - Language skills and competences acquired
 - ICT skills acquired
 - Other skills (social, organisational, etc.) acquired

The templates for the above mentioned personal transcripts, which have been developed by the project partnership, are attached to this document.

7. Annexes

a. Templates for Personal Transcripts

- Personal Transcript on acquired learning outcomes
- Personal Transcript for a learning period completed abroad

b. Examples of Assessments

- Written Assessment for the qualification “Social Care Assistant” (Germany)

a. Templates for Personal Transcripts

Personal Transcript on acquired learning outcomes

1 This personal transcript is awarded to

Surname

First Name

Address (street, house number, postcode, city, country)

Date of Birth (dd.mm.yyyy)

Nationality

Signature of the holder

2 This personal transcript is issued by

Name and address of issuing organization

Issuing Date (dd.mm.yyyy)

Contact person

Title / Position

Telephone

E-Mail

Stamp and Signature

3 Training history

Targeted Qualification

EQF Level

Relevant legal framework and / or valid curricula on which training is based, if applicable

Training period

from (dd.mm.yyyy)

to (dd.mm.yyyy)

Percentage of the qualification completed

 %

Further remarks

4 Description of acquired learning outcomes

4.a Activities or tasks performed, if applicable

4.b Acquired learning outcomes

Key activity *or* Unit of Learning Outcomes

Professional Competence

Skills

Knowledge

Professional Competence

Skills

Knowledge

Professional Competence

Skills

Knowledge

Key activity *or* Unit of Learning Outcomes

Professional Competence

Skills

Knowledge

Professional Competence

Skills

Knowledge

Professional Competence

Skills

Knowledge

4.c Language skills and competences acquired

4.d ICT skills acquired

4.e Other skills (social, organisational, etc.) acquired

Date (dd.mm.yyyy)

Signature of the contact person

Signature of the holder

Personal Transcript for a learning period completed abroad

This personal transcript has been developed in the LdV Transfer of Innovation Project PROPER CHANCE. It has been designed to meet the needs of the partnership institutions; however, it is largely equivalent to the *Europass Mobility*. <http://europass.cedefop.europa.eu>

The information contained in this document can be transferred without much effort to a *Europass Mobility*.

1 This personal transcript is awarded to

Surname

First Name

Address (street, house number, postcode, city, country)

Date of Birth (dd.mm.yyyy)

Nationality

Signature of the holder

2 This personal transcript is issued by

Name and address of issuing organization

Issuing Date (dd.mm.yyyy)

3 The sending partner of the learning experience abroad is

Name and address of sending organization

Surname and first name of contact person

Title / Position

Telephone

E-Mail

Stamp and Signature

4 The hosting partner of the learning experience is

Name (if relevant faculty/department) and address of sending organization

Surname and first name of contact person

Title / Position

Telephone

E-Mail

Stamp and Signature

5 Description of the learning mobility experience

Objective of the mobility experience

Qualification (certificate, diploma or degree) to which the education or training leads, if any

Community or mobility programme involved, if any

Duration of the mobility experience

from (dd.mm.yyyy)

to (dd.mm.yyyy)

6 Description of skills and competences acquired during learning mobility experience

6.a Activities or tasks performed, if applicable

6.b Professional competences, skills and knowledge acquired

Professional Competence

Skills

Knowledge

Professional Competence

--	--

Skills

Knowledge

-

-

6.c Language skills and competences acquired

--

6.d ICT skills acquired

--

6.e Other skills (social, organisational, etc.) acquired

--

--

Date (dd.mm.yyyy)

--

Signature of the contact person

--

Signature of the holder

b. Examples

Example: **Written Assessment for the qualification “Social Care Assistant” (Germany)**

Profession: Social Care Assistant
Subject: Building and creating social relationships
Examination Tools: Complex written task
Duration: 150 minutes
Assistance permitted: German Orthography (DUDEN)

Name of student: _____
Class: _____

Name of First Assessor	Points	Grade	Signature
Name of Second Assessor	Points	Grade	Signature

The Situation: A New Phase in Life for Ms Lange

Ms Lange has been living for three months at the senior resident's home. Her current situation in her life is really weighing her down. She shows no interest in meeting any of the other residents of the home. In the recreation room, Ms Lange often sits alone at the window staring absently outside at the nearby park. She only speaks up if she is directly asked something. Even then she speaks very quietly and avoids eye contact.

Due to a stroke her mobility is limited. She is able however to manage short distances with a walking frame. Nevertheless in her basic care she needs significant help.

You are employed at the Senior residence home as a Social Worker. In the past few weeks during her basic care procedure, you have been able to reach Ms Lange. In talking with her, you have found out that she used to work as a florist. She used to run a garden nursery with many employees. She very excitedly and enthusiastically tells you about her past professional life. In addition, her family was the center of her life. She is very proud that she was able to deal with all of these responsibilities.

Recently, it has severely depressed her that, due to the waning of her motor skills, her creative activities have become very limited. However she is particularly depressed that, since she has moved into the residence home, she has only seldom received visits from her family. During a Team Consultation, you learn that a Spring party is being planned. You ask if Ms Lange may be included in the preparations. The Station Leader therefore tasks you to talk to Ms Lange about it.

Exercise:

1. Analyse this new phase of Ms Lange's live in consideration of her resources, the changes in her life, and her current habits of communication.
19 pts.
2. Make suggestions for including Ms Lange in the preparations of the Spring party, and give reasons for your ideas.
10 pts.
3. Develop a guideline for discussions, which includes the suitable conditions for talking with Ms Lange.
33 pts.
4. Reflect on the selected methods of your conversation preparation, under the aspect of the positive tenor with Ms Lange.
21 pts.

Suggested Solution

1. Analyse Ms Lange's new phase of life in regard to her resources, biographical changes, and her current communication behaviour.

Resources	Changes	Communication Behaviour
Can move with walking frame	Has been living for 3 months in Senior's residence	It is difficult for her to establish contact with other residents
Opens up in discussions with Social Care Assistant	Her current situation in life weighs heavily upon her.	Only participates in discussions when asked
Florist, runs a garden nursery with many employees > responsible	Mobility limited due to stroke > walking frame	She sits alone at the window, looks on impassively
Talks with great enthusiasm and interest about her professional life > able to get excited	Needs help with basic care	Intense discussions with Social Care Assistant
Is proud to have mastered her responsibilities > self-confident	Family was the centre of her life; family members seldom visit	Talks with great excitement about her past
can speak	Creative activity severely limited due to ever-decreasing motor skills	speaks softly and avoids eye contact

2. Make suggestions for including Ms Lange in the preparations of the Spring party, and give reasons for your ideas

- Flower decoration for festivity, because she was a professional florist
- Give her responsibility for festival decoration due to her experience of running a garden nursery
- Invite her family members to visit, since they were the center of her life

3. Develop a guideline for discussions which include an appropriate framework for speaking with Ms Lange

Design of discussion guidelines 1. Creation 2. Maintenance 3. Ending Relationships 3 points

For 1.

- | | |
|---|----------|
| Place, room, time, daily schedule and access | 3 points |
| Promotional factors (no disturbances, enable eye contact, etc.) | 3 points |
| Factors for establishing relationships (matters for discussion, authentic themes, I-messages) | 3 points |

For 2.

- | | |
|---|----------|
| Discussion methods and techniques | 3 points |
| Contents of discussions (firmly declare, include biography, ideas from Ms Lange, create encouragement so that Ms Lange recognizes and includes her own possibilities) | 3 points |
| Discussion-promoting pre-requisites (sitting possibilities, recognize needs and fulfil in accordance with the given situation) | 3 points |

For 3.

- | | |
|---|---------|
| Summarize | 1 point |
| Give feedback, flashlight (Blitzlicht) | 1 point |
| Offer thanks, praise concrete and theme-related ideas | 1 point |
| Attain permission to use ideas | 1 point |
| Clarify further procedure, give a forecast | 1 point |
| Offer possibilities of establishing contact | 1 point |

4. Reflect on the selected methods of your conversation preparation, under the aspect of the positive tenor with Ms Lange

In this exercise, the students prove their skills in reflecting on their own actions and methods, where positive relationship establishment and successful communication is discernible.

An indicator is found in an appreciative attitude toward social interaction and communication.

Example:

- Walk in the park

Reasons

- Resource, that she can still walk

Conclusion

- | | |
|--|-----------------|
| • Resource appreciated | 1 point |
| • Create possibilities to sit and use in accordance with individual need | 2 points |
| • Empathy, acceptance, and congruence | 2 points |

(Students should select 3 examples)

Evaluation forms:

Last Name, First Name:

Exercise 1

Criteria	Indicators	Maximum possible points	First Assessor	Second Assessor
Guidance	- Complete fulfilment of the requirements of the conceptual formulation	1		
	- integrated case orientation	1		
	- logical development	1		
Conditions	- Resources	5		
	- Changes	5		
	- current communication behaviour	5		
Oral Presentation	- Structured presentation in context	1		
Total		19		

Exercise 2

Criteria	Indicators	Maximum possible points	First Assessor	Second Assessor
Guidance	- Complete fulfilment of the requirements of the conceptual formulation	1		
	- integrated case orientation	1		
	- logical development	1		
Conditions	- Ideas	3		
	- Reasons	3		
Oral Presentation	- Clear and precise use of language	1		
Total		10		

Exercise 3

Criteria	Indicators	Maximum possible points	First Assessor	Second Assessor
Guidance	- Complete fulfilment of the requirements of the conceptual formulation	1		
	- integrated case orientation	1		
	- logical development	1		
Conditions	- Development of Discussion Guidelines	3		
	- 1. Phase			
	• Place, time, access	3		
	• promoting factors	3		
	• relationship establishment	3		
	- 2. Phase	3		
	• Discussion methods	3		
• Discussion contents	3			
• promoting conditions	6			
- 3. Phase				
Oral Presentation	- Structured presentation in context	1		
		1		
	- Clear and precise use of language	1		
	- Use of terminology			
Total		33		

Exercise 4

Criteria	Indicators	Maximum possible points	First Assessor	Second Assessor
Guidance	- Complete fulfilment of the requirements of the conceptual formulation	1		
	- integrated case orientation	1		
	- logical development	1		
Conditions	- Naming Examples	3		
	- Reasons (Ms Lange resources)	each 2 (6)		
	- Conclusion (appraisal)	each 2 (6)		
Oral Presentation	- Structured presentation in context	1		
	- Clear and precise use of language	1		
	- Use of terminology	1		
Total		21		

Evaluation Key

Exercise 1:	19 points
Exercise 2:	10 points
Exercise 3:	33 points
Exercise 4:	21 points

Total Points: 83 points

100 - 92 %	83 Points - 77 Points	Grade 1
91 - 81 %	76 Points - 68 Points	Grade 2
80 - 67 %	67 Points - 56 Points	Grade 3
66 - 50 %	55 Points - 42 Points	Grade 4
49 - 30 %	41 Points - 25 Points	Grade 5
29 - 0 %	24 Points - 0 Points	Grade 6