

## Analysis Tool (formerly: Taxonomy Table)

### Target group, aims and added value

TARGET GROUP
<ul style="list-style-type: none"> <li>• VET experts and providers</li> <li>• Transnational project consortia</li> </ul>
OBJECTIVES
<p>The quality of VET innovation in international project consortia depends to a large extent on an understanding of core issues of the educational contexts/VET systems involved. The analysis tool serves as a common basis for comparison of existing learning outcomes approaches and competence assessment approaches in different VET systems. It contains a set of criteria and lead questions that arise when dealing with learning outcomes and competence assessment in the VET system/educational system. When filled in with country specific findings, it supports the identification of similarities and differences between the respective countries and enhances the “mutual trust” by avoiding confusion and improving the project communication.</p>
ADDED VALUE
<ul style="list-style-type: none"> <li>• support of „mutual trust“ and understanding of core issues of different VET systems in transnational project consortia</li> <li>• support of transparency and common understanding of existing learning outcomes approaches in different educational context/national systems in transnational project consortia (e. g. as a basis to make similarities and differences between partner countries clear) and for VET providers (e. g. to get an insight in framework conditions of future mobility stays)</li> <li>• introduction of a common language which makes it easier to address similarities and differences in existing learning outcomes approaches and competence assessment approaches - esp. in the initial phase of transnational projects</li> </ul>

Final version on the basis of the discussions in the meeting in Coventry

Levels of analysis	Criteria	Leading questions
<b>Competence understanding</b>	<ul style="list-style-type: none"> <li>Countries definitions/concepts</li> </ul>	<p>What is the definition/concept in education policy? Which traditions should be considered?</p>
<b>Conception of learning outcomes approaches</b>	<ul style="list-style-type: none"> <li>Description of learning outcomes in units/ modules</li> </ul>	<p>In which way are learning outcomes described? What role do units/modules play? How do they look like? What is indicated?</p>
	<ul style="list-style-type: none"> <li>Role of employers and other stakeholders</li> </ul>	<p>In which way are employers' needs considered? Are other stakeholders involved? If yes, who and in which way?</p>
	<ul style="list-style-type: none"> <li>Kind of approach</li> </ul>	<p>Is there a holistic or rather specialised approach in describing learning outcomes?</p>
<b>Conception of assessment</b>	<ul style="list-style-type: none"> <li>Curricula</li> </ul>	<p>What is defined in the curricula?</p>
	<ul style="list-style-type: none"> <li>Structure</li> </ul>	<p>Is there a theoretical and/or a practical part?</p>
	<ul style="list-style-type: none"> <li>Determination time of assessment</li> </ul>	<p>Are there partial/final assessment procedures? Is there continued recording of learning outcomes? Is assessment unit-related?</p>
	<ul style="list-style-type: none"> <li>Role of employers and other stakeholders</li> </ul>	<p>In which way are employers' needs considered? Are other stakeholders involved? If yes, who and in which way?</p>
	<ul style="list-style-type: none"> <li>Task creation process</li> </ul>	<p>Who is responsible for the task creation? Are they standardized?</p>
	<ul style="list-style-type: none"> <li>Examiners' Qualification</li> </ul>	<p>Who are the examiners? In which way are they qualified?</p>
<b>Assessment implementation</b>	<ul style="list-style-type: none"> <li>Tasks</li> </ul>	<p>What kinds of tasks are applied (multiple choice etc.)?</p>
	<ul style="list-style-type: none"> <li>Choice of Methods/instruments</li> </ul>	<p>What impact does the learning outcomes approach have on assessment methods?</p>
	<ul style="list-style-type: none"> <li>Assessment execution</li> </ul>	<p>In which contexts are exams executed (in a school, at the chamber of commerce/of craft, at workplace etc.)?</p>
	<ul style="list-style-type: none"> <li>Judgement/evaluation</li> </ul>	<p>How are learning outcomes valued? (Are there marks?)</p>
	<ul style="list-style-type: none"> <li>Role of employers and other stakeholders</li> </ul>	<p>In which way are employers' needs considered? Are other stakeholders involved? If yes, who and in which way?</p>

