teamcare

STUDENTS' ASSESSMENT GUIDE

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CONTENTS

1 INTRODUCTION

These guidelines describe the requirements for assessing Specialists in Community-Based Interprofessional Teams (CBITs) for person-centered care who have attended the TEAMCARE courses. The guidelines are meant to support and inform training designers and to ensure that participants in the TEAMCARE training courses demonstrate the competencies and skills necessary for proficient practice, standardizing the knowledge and abilities of CBITs and equipping them to deliver high-quality care in interprofessional, community-based settings. The guidelines include an overview on student's assessment in HE, that offers a general description of the concept of feedback and assessment in the context where it will be performed, and practical hints for implementation.

2 PREMISES: STUDENTS' ASSESSMENT, ECTS AND MICRO-CREDENTIALS

Students' assessment in Higher Education (HE) is essential to certification, recognition and transparency and constitutes an effective element enhancing student's motivation. In addition to formal "summative" assessment assuring information for the formal certification, "formative" assessment allows to monitor student learning, provide ongoing feedback, improve teaching and learning; it also helps students identify their strengths and weaknesses and target areas that need to work on and help faculty recognize where students are struggling and address problems immediately. Formative assessment in the form of regular, specific, timely feedback should be prioritised in any comprehensive assessment plan.

In the framework of the European Credit Transfer System - ECTS, credits can only be awarded after a successful completion of the work required and appropriate assessment of the learning outcomes achieved. As defined by ECVET, Learning Outcomes are "sets of competencies, expressing what the student will know, understand or be able to do after completion of a process of learning, long or short". To be able to recognize and validate competences in the framework of ECTS, in compliance with the main EU VET standards such as ECVET, HE students' assessment should be "learning-outcome oriented". This means that teachings, courses and programmes should clearly identify the Learning Outcomes (LOs) they ought to achieve and therefore allow the assessment of each LO's achievement.

TEAMCARE's Curriculum also complies with the new "European approach to micro-credentials for lifelong learning and employability" [EC, 2022], the European Council Recommendation published on June 2022: it defines the new concept of 'Micro-credential'

as "the record of the learning outcomes that a learner has acquired following a small volume of learning". These learning outcomes must be assessed "against transparent and clearly defined criteria". Learning experiences leading to micro-credentials are designed to provide the learner with specific knowledge, skills and competences that respond to societal, personal, cultural or labour market needs. Micro-credentials are owned by the learner, can be shared and are portable. They may be stand-alone or combined into larger credentials.

In such context, "assessment means the process or method used to evaluate, measure and eventually describe the learning outcomes acquired by individuals through formal, non-formal or informal settings. Assessment is performed by the provider or other recognised assessment providers" [EC, 2022]. In a recent report, CEDEFOP [2024] states that micro-credentials are assessed in different ways across Europe: assessment approaches on micro-credential vary notably, with different national views on the description and assessment of qualifications and on the validation of prior learning; recent assessment models include the use of portfolios allowing for stacking of micro-credentials, and simulations [CEDEFOP, 2024].

As shown by MICROBOL [2022] project, which has engaged ministries and stakeholders involved in the Bologna Follow-up Group to explore whether and how the existing European Higher Education Area (EHEA), tools can be used and/or need to be adapted to be applicable to micro-credentials, states that micro-credentials can only be recognized on the basis of a proof of the learning outcomes achieved by a learner, according to transparent requirements and after assessment. The assessment is performed by nationally recognized higher education institutions or other recognized assessment providers as part of its national quality assurance framework. Assessment must be reliable, regardless of the assessment method used (computer-based, teacher-based, mixed). The assessment must be fairly applied to all students and carried out in accordance with the stated procedures. It needs to be valid and allow students to demonstrate the extent to which the micro-credential intended learning outcomes and competences have been achieved.

In complex curricula, the assessment of each LO can be very burdensome. To this end, LOs are often grouped into units or modules and assessments tools are designed to assess sets of LOs.

3 LEARNING OUTCOMES FORMULATION AND ASSESSMENT DESIGN

Learning outcomes should be clear, verifiable and assessable, in order to enable learners and teachers to judge whether the results have actually been achieved.
Generally LOs should [Alvino & Mazzarino, 2018; Alvino et al., 2023]:

- be described from the perspective of the learner; LOs do not describe the learning target or the learning path, but the result following the completion of a learning process.
- be based on active verbs, as measurable or observable actions;
- be specific and contextualized; it is essential to provide an indication as to what the knowledge and skills of the graduates refer to, and as to what kind of performance is concerned;
- be described briefly and precisely and should be externally verifiable; the formulations must be chosen in a way that allows the evaluation process to determine if the learner has achieved the learning outcomes;
- be realistic to be achieved within the time and the resources available.
- specify the mastery level: verbs, adjectives and context descriptions, should reflect the level of the specific learning outcomes.

The way LOs are worded informs the **ASSESSMENT CRITERIA AND METHODS** used to check whether or not the particular LOs have been achieved. So, after defining the learning outcomes and strategies of your course, the main information necessary to define a consistent set of assessment criteria has been determined. The LO's helps us to identify **what the learner should actually do to show competence**. The LO should also state **the expected level** of the competence as well as **the level of responsibility and autonomy** of the learner.

To define the assessment CRITERIA this information should be integrated with the definition of the **ASSESSEMENT CONDITIONS.** Sometimes a description of the professional situation could be very useful, as well as the reference to the "key activities" analysed at the beginning of the design process. Additional conditions (requirements) can be also defined; for instance, to emulate real-life professional working conditions, a limited amount of time can be assigned daily for each activity, so that the person under assessment operates in similar stress conditions; the equipment available must be clearly defined, as well as specific products and technical support in accordance to the professional situation under evaluation.

Figure 1 outlines the detailed description of a LO drawn from the "Specialist in CBIT for person-centered care" Curriculum. Such a description is compliant with the list of

requisites described at the beginning of this section. Active verbs describe in detail what a student is supposed to know and to do once achieved the learning outcome. They clearly provide an important input to identify the proper methods, to check the declared knowledge and to allow the students to show his/her skills. In addition, the choice of some verbs such as "masters" or "describe and outline" mirrors the intended level of the competence.
Assessment criteria should be transparent to students and formalized in the proper design documents.

LO CODE: C7 **LO TITLE: To utilise the appropriate tools to identify and report near misses, risks, and errors**	
ADDRESSED COMPETENCE(s)	**MAIN KNOWLEDGE, SKILLS AND ATTITUDES**
3.3.3 Using tools to identify and report errors, risks, or near misses	The professional is able to: KNOWLEDGE: • Describe tools for identifying and reporting near misses, risks and errors SKILLS: • Use, when confronted with specific near misses, risks and errors, the appropriate tools to identify and report them ATTITUDES (as illustrated by behaviours): • Promote appropriate tools for identifying and reporting near misses, risks and errors • Adopt the mindset based on learning from the incident
PERFORMANCE TYPE	
☒ Performed individually ☒ Performed in team	
PROFICIENCY LEVEL	
EQF level*: 6	
Other frameworks**:	

Figure 1: The description of a LO drawn from TEAMCARE's Curriculum

Once the criteria are defined, the design of the assessment should go deeper, defining **specific method** (such as tests) **or activities** (such as problem-solving activities, demonstrations, etc.) There's no magic formula to solve design problems and there's no effective assessment method for every context, target user and learning outcome. Anyway, some hints could be useful to this end. First of all, *the more complex the cognitive tasks are the more active, situated and contextualized the activities performed to learn them should be, as well as the assessment methods testing the mastery of the competence.*

TEAMCARE's Curriculum competencies have been defined through 3 main dimensions: knowledge, skills and attitudes; each dimension can characterize the whole competence in different percentages, so sometimes a dimension can be prevalent or not present;

- when the "***knowledge***" (theoretical and factual) dimension is prevalent, "traditional" assessment methods, such as oral or written exams can be affectively adopted;
- when the "***skills***" dimension is prevalent, active practice is fundamental and learners should be involved in activities which allow the opportunity to practice the

task; learning strategies such as learning-by-doing, work based learning, problem-based learning, simulations, should be implemented to address the skills and the assessment methods selected to test the achievement of LOs should foster such "active and contextualized enactment" of the skill;

- when the "***attitude***" dimension is prevalent, learners should be actively involved in situated and contextualized activities. Individual or collaborative or cooperative tasks may be useful, to support the enactment of the attitude that have to be assessed.

When a competence (and the related LO) is articulated in **many dimensions, different assessment methods** can be integrated in order to investigate the different components of the competence. Especially, when practical skills and social skills are investigated, the observation of a student in a practical activity, a simulation or in work based learning (WBL) is useful for an authentic assessment. A list of possible assessment methods is provided in Section 4.

4 ASSESSMENT METHODS

Assessment methods are the means to evaluate the knowledge, understanding and performance of a learner at the end of a learning process. One or more methods can be used to assess the achievement of a single LO in a curriculum. Combining several methods ensures a comprehensive evaluation of gained competence.

The choice of assessment methods follows three basic rules:

- Assessment methods need to be aligned to the LO by taking into account the verb in the learning outcome statement. For example, the verb "explain" indicates the need to construct rather than select the answer (see Section 3).
- Assessment methods must be appropriate to the purpose of the curriculum and the LO at curriculum level. This is important if the LO is designed to develop general competences, for example critical thinking, problem solving, cooperation, etc.
- Assessment methods must be linked to educational strategy of the curriculum.

A transparent, reliable and fair process of LO assessment motivates students to learn and develop. There's not a single and universal catalogue for LO assessment methods. In the following sections a list of the most frequently used methods is presented for each category identified.

4.1 Assessment of Interprofessional Competency

Assessment of interprofessional competencies in healthcare has received considerable attention in recent years due to the need for evidence that health and social care practitioners are able to work well together. Interprofessional academic scholars have authored a consensus statement to guide decisions about the selection of a valid and

reliable assessment process and tool (Rogers et al, 2027)[1] The principles to be considered when making assessment decisions about interprofessional competence include:

- Assessment of interprofessional competence should include: role understanding; interprofessional communication; interprofessional values; coordination, and collaborative decision making; reflexivity; and teamwork
- Assessment of individual, rather than assessment of the performance of team is recommended for undergraduate learners
- The provision of accurate, timely, feedback to learners on their progress toward achievement of interprofessional competence is critical
- The use of self-assessment tools and scales to measure attitude or perceived confidence is not recommended in summative assessment of interprofessional competency, though some such tools may have a place as part of a portfolio assessment process.

Multiple valid and reliable interprofessional assessment tools have subsequently been proposed, and are summarised by the NEXUS network: https://nexusipe.org/advancing/assessment-evaluation.

One example of a useful tool is the Interprofessional Collaboration Assessment Rubric (ICAR).[2] The ICAR measures communication, collaboration, roles and responsibilities, collaborative patient-centered care, conflict management and team functioning. There are 31 IPCP competency statements, each of which are rated by an observer, rather than via self-assessment. The ICAR is therefore able to provide learners with detailed feedback on each competency area, to understand areas for further development. As a summative assessment, ICAR may be used to assess learners' achievement and reliability and validity studies support the usefulness of this tool.

4.2 Written exam/essays/assignments

4.2.1 Multiple-choice question test (MCQ)

MCQ test is a reliable method for effectively assessing knowledge and reasoning. This type of test is less susceptible to guessing and easier to score. The questions can be written to evaluate various levels of learning outcome, from basic recall to application and analysis.

[1] Rogers, G. D., Thistlethwaite, J. E., Anderson, E. S., Abrandt Dahlgren, M., Grymonpre, R. E., Moran, M., & Samarasekera, D. D. (2017). International consensus statement on the assessment of interprofessional learning outcomes. Medical teacher, 39(4), 347-359.

[2] Curran V, Hollett A, Casimiro LM, Mccarthy P, Banfield V, Hall P, Lackie K, Oandasan I, Simmons B, Wagner S. (2011) Development and validation of the interprofessional collaborator assessment rubric (ICAR). J Interprof Care, 25(5):339-44.

A multiple-choice item is composed of the problem called 'stem' and a list of suggested solutions, known as alternatives. Alternatives are formed of one correct answer, which is the key, and incorrect options, called distractors. The stem can be formed as a question, short scenario or a case study and expressed as simple as possible. The preferable form is a question. The stem should present a definite problem, without containing irrelevant material which can decrease the reliability and the validity of the test scores. It is better to avoid negative form in the stem because negative phrasing could be a source of misunderstanding unless significant learning outcomes require negative phrasing. In this case the negative form in the stem should be highlighted. Alternatives should be plausible, stated clearly and narrowly, mutually exclusive, homogenous in content and presented in a logical order (e.g., alphabetical or numerical). The alternatives should not contain any clues to the correct answer. The options "all of the above" and "none of the above" should not be used. The number of alternatives can vary among items as long as all alternatives are plausible. Language must be similar in all items, and the placement of the correct answer must vary. Only one best answer should be in the alternatives. Easy and non-functioning distractors should be avoided. MCQ test items should be piloted by someone who can find mistakes, clues, grammar and punctuation problems before implementation.

4.2.2 Essays

Essays have traditionally been a useful method to measure higher-order learning such as abilities to reason, create, analyse, synthesize and evaluate. Essay questions provide the opportunity for more systematic and deeper thinking, including problem-solving and decision-making rather than selecting a solution from limited options. However, with the recent deluge of Generative AI, there is the potential for learners to outsource most long form writing tasks if not completed under exam conditions. Another disadvantage of the essay is that it is difficult to objectively assess, which is time-consuming. As a result, assessment by essay requires careful preparation and scoring.

Essay questions can be divided into restricted or extended response essays. The restricted response essays usually cover a limited part of content of the curriculum. These questions can be designed as problem solving exercises, case studies or scenario-based activities involving clinical data and situations. Extended response essays assess complex learning outcomes that allow the demonstration of reasoning and thinking skills, creativity, integration and evaluation of ideas, construction of arguments, etc.

Reports can be used as extended response essays which provide information about a result of research and analysis of data. The structure of reports reflects the information seeking process and has 6 subsections: summary of the contents, introduction or

background, methods, results, discussion and conclusion and/or recommendations. The formulation of essay questions, especially those using case studies, is time-consuming. The essay questions should clearly state the involved learning outcome, define the task and not to allow for various or broad interpretations. The task can be written as a statement or a question. Several relatively short questions are better than one long question. It is advisable to indicate a time limit for answering the question. A limited essay question requires 10 to 15 minutes to answer. A broader question that requires more than a page or two to answer should be given half an hour to an hour.

The essay exams can be assessed using a holistic or analytic approach. In the holistic approach, all answers to a given essay question are first reviewed and then a score is given based on the overall quality of the answer. The responses can be grouped into best, average and poor answers before a score is assigned. A holistic approach helps to avoid predisposition in scoring. Reading all the answers of one person at the same time may lead to a positive bias in the assessment if the first answers are very good or a negative bias if the first answers are poor. A holistic approach is recommended for questions with a variety of acceptable answers. The analytical approach starts by drawing up a list of key elements that should be included in the answer. The essay question is scored according to the number of response items that fit the response model. Regardless of the approach used, narrative feedback should be provided by the assessor to promote learning.

4.2.3 Assignments and projects

Assignments and projects can be an excellent mechanism to assessment teamwork tasks. It is possible to combine a range of modalities to demonstrate student learning. Again, the verbs in the learning outcome direct the type of written assignments or projects that should be created. The verbs that best describe the skill or skills the teacher intends to assess are sometimes called directive verbs. In Figure 2 appropriate testing methods are associated with Bloom's taxonomy. The verbs under each domain show the kind of activities that a test might assess. These verbs can be used when constructing assignment and project tasks. In addition, some complex learning outcomes can be more effectively assessed with other types of assessment, for example performance

assessment, simulation, etc. In most situations written exam is a solitary activity and typically does not assess teamwork skills.

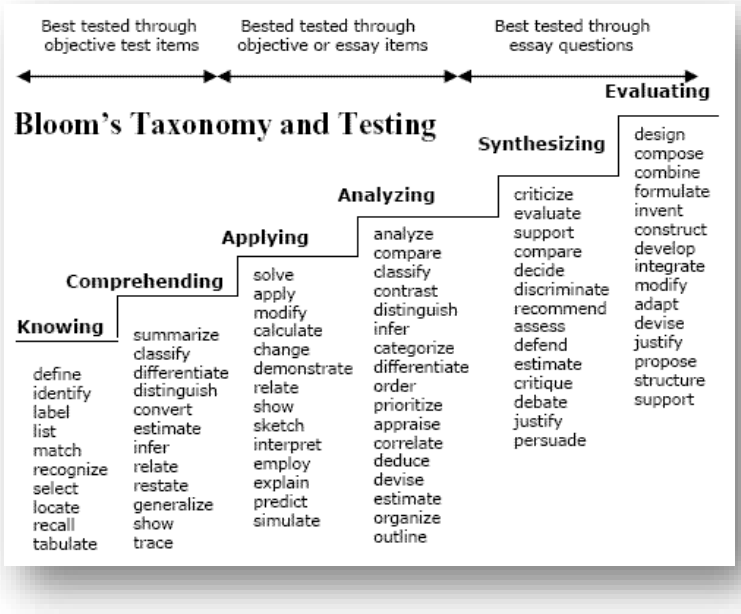

Figure 2: Bloom's taxonomy and associated appropriate testing methods.

4.3 Oral exam

4.3.1 Identifying effective exam questions

The acquisition of a qualification and the assessment of its acquisition is a particularly important factor increasing human competition in the labour market and in a changing world of work. For this reason, much attention is paid to the organization of the assessment of competencies acquired by a person, the design and quality of their tasks.

This methodological process requires clinical tutors to plan the training: the training focuses on the fact that the student understands the importance of a real case discussion, related to an emotionally involved person, is able to identify the elements of a care plan (problems to be identified, goals to be achieved, interventions to be implemented, assessments to be carried out), and is able to apply them to a patient. It is important for the student to gain a significant training experience since the construction phase of the text as it requires the ability to:

- focus on a typical healthcare problem related to the students' educational goals;
- design a case including a description and additional data;

- contextualize the problems included in the case, directing them to the students' educational goals.

Why is it important?

- To create valuable assessment methods to document learning.
- To motivate students and reveal educator expectations.
- To identify areas of improvement.
- To provide feedback to educators regarding understanding and areas of confusion.

How to do it?

- Identifying what to assess.
- Selecting the appropriate type of question to evaluate the concept.
- Creating a clear question.
- Avoid confusing jargon, leading adjectives, ineffective distractors.
- Create questions that have longevity and can be easily modified then used again.
- Provide enough information to set the scene, not too much to be confusing.
- Editing the final product.

What to assess?

- Focus on learning outcomes or objectives.
- Clearly identify what you expect students to recall (knowledge), understand (comprehend), apply, analyze, synthesize and evaluate.
- Assign points to reflect the importance of the material in the context of the entire course.
- Create the question stem. Create the stem to capture the definite problem efficiently while decreasing the opportunity for misinterpretation.

4.3.2 Example of oral exam forms

PROTOCOL

- ✓ The protocol must include all essential information, needed by the students for specific objectives (detailed above).
- ✓ Cases need to be standardized to the extent possible (i.e. same length, same format - page one introduces patient, page two introduces medications and medical/social history, page three reveals diagnosis).
- ✓ Design, or co-design a realistic case
- ✓ The student, in the presence of the teacher, reads through the case and presents an oral review and analysis of the case including hypothesis generation, acquisition and

interpretation of the clinical evidence presented in the case, initial exploration of underlying mechanisms.

RESEARCH
- ✓ The student explores existing knowledge (on academic material) and goes deep into the case.
- ✓ The student spends time in independently searching relevant information and in further problem analysis.
- ✓ Enables an assessment of the degree to which the student be efficient and effective as a self-directed learner.

SYNTHESIS:
- ✓ Describe the process of information gathering;
- ✓ Explain how research priorities were set;
- ✓ Present a final analysis of the problem;
- ✓ Relate new knowledge obtained.

4.4 Simulation/skills demonstration

Practical application of tasks requires demonstration, either in a simulated setting or in the workplace. When designing tasks for the assessment of the application of acquired competencies, simulation situations can be used to provide opportunity for feedback on learning or summative assessment.

A practical exam assesses whether a person has acquired skills that can be demonstrated in a real or simulated work environment. It should be noted that the same methodological principles apply to the planning of the skills assessment as to the theoretical part of the assessment, except that the skills assessment requires a real, practical task, not just a mental one. For this reason, the practical part of the assessment task requires more than just a theoretical evaluation, identification and calculation, as it also implies performance. The person should also provide an evaluation of their work and explain and justify the decisions they made (why did you do the task one way or another, what would you do differently, etc.). Working groups are important in the preparation of tasks for the members of the assessment of acquired competencies, since they help them have a common understanding of what needs to be evaluated (what is the object of evaluation?) and what are the components of the object of assessment.

Practical skills can be assessed in a simulated or authentic work environment. The quality of the assessment of practical skills therefore depends on the context and authenticity of the professional activity. The context of the activity is not only the technological and

technical environment (materials, equipment, devices and tools used) but also the professional organizational and social environment of the activity (functions assigned to the workplace in the general production scheme, the channels of presentation of material and information resources to the workplace, the transfer of work results to another workplace, the authentic professional communication and collaboration within and between workplaces, and the workplace's informational environment in terms of the standards, rules and requirements for the performance of the various activities, etc). The more these elements are present in the assessment process, the more accurately the results of the practical skills assessment will indicate whether the practical skills acquired meet the requirements of the professional activity.

Below some **hints to design effective assessment tasks** in the practical part of the assessment of the competencies acquired by a person are provided:

- ✓ *Align assessment tasks to competencies and learning outcomes*. The tasks' content and the objectives of the assessment of knowledge and skills acquired in the tasks are analysed for their relevance to the competences and learning outcomes set out in the Curriculum.
- ✓ *Focus of the tasks*. The tasks analysed for the assessment of practical competences are either focused on narrow or broad areas of activity, cover one narrow area and part of it, or integrate subjects from several occupational areas. The basic analysis sources are the tasks, the Curriculum and professional standards.
- ✓ *Assessment of various competencies by tasks*. The aim is to determine which competences can be assessed in the tasks analysed, whether just a few narrow competences or a number of different competences.
- ✓ *Existence of performance criteria*. The analysis shall examine whether the criteria for assessing competences are included in the wording of the tasks and whether these criteria are sufficiently clear, objective and valid, reflecting the requirements of the competences content of the specific professional activity.
- ✓ *Optimal duration of the tasks and assessment of the practical part.* Compare the duration of different types of tasks and their justification.
- ✓ *Diversity of task content*. Assessment of the formulation of the tasks in terms of their specificity, accuracy and integrity.
- ✓ *Consider the individual capabilities*. Analyses whether the tasks allow for choices to be made about how to complete them, taking into account the individual abilities of those being assessed.

4.5 Assessment of Work-Based Learning

A variety of methods can be used to assess work-based learning (WBL) achievements, depending on the specific learning outcomes and whether the focus is on the content, the learning process or both. Most often, the competences/skills of learners are assessed by workplace mentors and their ability to link theory and practice. In the following paragraphs are presented some assessment methods for WBL.

4.5.1 Mini-clinical evaluation exercise [mCEX]

Mini-clinical evaluation exercise (mCEX) is an observational tool that assess the leaner's clinical performance, interaction with a real patient, ability to collect a focused medical history, perform a physical examination, make a diagnosis and propose a treatment plan. This tool takes approximately 15 minutes. A structured evaluation form is used to assess the performance. Constructive feedback must be given to the learner in order to improve the performance. Usually, four to eight mCEX sessions are needed to obtain a reliable image of the trainee's clinical competence. The assessment should be performed by different assessors using the mini-CEX tool.

4.5.2 Direct observation of procedural skills [DOPS]

Direct observation of procedural skills [DOPS] is as an adaptation of the mCEX to assess procedural skills related to a real patient. The assessment is based on a common rating scale.

4.5.3 Case-based discussion [CbD]

Case based discussion [CbD] is designed to assess the knowledge, diagnostic reasoning, rationale for choosing certain actions and understanding of differential diagnosis. Usually, the learner describes the case and the assessor prepares questions for discussion. The discussion focuses on the case, identifying the learner's clinical reasoning and management skills. Medical records should be available during the discussion. The assessor examines the learner's professional judgement and provides constructive feedback.

4.5.4 Multisource feedback [MSF] and other tools

Multisource feedback [MSF] tools represent a way of systematically collecting and gathering the perspectives of colleagues and patients, so that they can be used both to evaluate performance and to provide feedback to learners at the same time. The test can objectively assess competences such as communication skills, interpersonal skills, collegiality and professional competence.

The most used MSF tool is the mini-Peer Assessment Technique (mini-PAT). Usually, the learner chooses multiple assessors representing a mix of senior supervisors, colleagues,

clinic staff and etc. Each assessor completes a mini-PAT questionnaire. The learner also performs a self-assessment using the mini-PAT questionnaire. The combined data from the questionnaire is presented in a way that allows the learner to see his/her own evaluation and compare it with that of peer assessors.
Team assessment of behaviour is used as a formative and summative tool to improve performance. This assessment tool requires a minimum of 10 responses to make a valid and reliable assessment. Patient satisfaction questionnaire is a structured questionnaire designed to obtain patients' feedback on the trainee's performance.

4.5.5 Learning journal/learning log

Learning journal/learning log *is a useful tool* for monitoring and evaluating progress towards learning outcomes. It allows both formative and summative self-assessment.

4.6 Assessment based on other data

This category includes all the methods that do not fall under the previous categories, such as the ones related to the use of ICTs (e.g. collection of tracking data and learning analytics) or innovative tools such as e-portfolios or specific functionalities of Virtual Environments.
If the course has an e-learning component, students' assessment can rely on **learning analytics**, i.e. data collected by the e-learning platform about learners and their activities; such data can be collected, analysed and reported by a student (student history), by groups of students, by activity/resource, by assessment method, etc. The collection of these data is fundamental above all for course monitoring and formative assessment
An e-portfolio is a collection of digital course-related artefacts, collected and managed by the learner in different forms (essays, posters, photographs, videos); **e-Portfolios** can also capture other aspects of the learner's life, such as volunteer experiences, employment history, extracurricular activities, and more. It can also be a source of reflection for the learner about the learning process and include also data about the learners' participation in collaborative activities carried out through chat, forums, etc.

5 PRACTICAL HINTS AND BEST PRACTICES

5.1 Assessment approaches

As described in Section 1, in order to be able to recognize and validate competencies in the framework of the ECVET, ECTS and micro-credential EU standards and tools, teachers should be able to assess if a student has achieved **each learning outcome** of the instantiated curriculum.

In complex curricula such as the TEAMCARE's one, assessing students "LO by LO" could require a very big effort and this task may not be in line with the needs and rules of the HE institution/VET provider.
To support and lighten this complex task, two EU projects co-funded by Erasmus Plus Programme, NECTAR project[3] and oMERO project[4], identified 3 main ASSESSMENT APPROACHES and developed specific tools supporting their implementation.
Each approach corresponds to *"a way to manage the assessment of LOs in the assessment tools"* (e.g. an automatic test, a written essay, a simulation, etc.). Teachers can define a different approach for each assessment tool, from the simplest (approach 1) to the most complex (approach 3).
Possible Assessment Approaches are:

ASSESSMENT APPROACH 1: the teacher reports if the WHOLE EXAM/TEST has been PASSED or FAILED. If the exam has been PASSED, each LO assessed through that exam/test is considered as PASSED.
ASSESSMENT APPROACH 2: the teacher reports if EACH LEARNING OUTCOME assessed by the tool has been PASSED or FAILED.
ASSESSMENT APPROACH 3: the teacher reports if EACH LEARNING OUTCOME assessed by the tool has been PASSED or FAILED. In the event that a LO has been PASSED, the teacher also has to detail the specific mastery level (e.g. satisfactory, good, excellent).

5.2 Grading and certification

A candidate passes if they successfully complete both theoretical and practical exams. Results are usually released within 10 days, and candidates are allowed to retake exams if they do not pass on the first attempt. Once all requirements are met, the Certification Body should issue the "Specialist in CBIT for person-centered care" qualification certificate within 15 days.

5.3 Governance and oversight

A**n Assessment Committee** should be responsible for maintaining the integrity of the assessment procedure. This committee, comprised experts or field specialists, evaluates and authenticates examination procedures to ensure equity, impartiality, and adherence to professional norms.

[3] https://www.nectar-project.eu/
[4] https://www.visualrehabilitator.eu/

Examiners are chosen according to their expertise and experience in the pertinent health domain, requiring a minimum of two years of practical experience. They can correspond to teachers or may be recruited to assessment purposes. Their responsibilities encompass supervising theoretical and practical assessments, verifying adherence to protocols, and reporting outcomes. They must maintain impartiality, devoid of any prior association with the candidates.

Invigilators should oversee the logistics of the examination, encompassing candidate identification, provision of examination materials, and enforcement of examination regulations. They are essential in maintaining the integrity of the process by overseeing fraudulent activities and facilitating the seamless administration of both online and written examinations