UNIHEAL+ - Contextualizing UNIversal HEALth resilience through health professionals' re-skilling for digital health services provision

Project Number: 2021-1-ES01-KA220-VET-000033271

PR4: UNIHEAL+ Skills Assessment, Validation and Recognition, Content & Tools

Task 4.1 Map the existing EU initiatives on transparency and recognition of skills and qualifications

DESCRIPTION

The aim of this output is to **develop a package of tools for trainers, educators and employers in order to assess, validate and recognize the skills acquired through the provision of UNIHEAL+ Framework Courses to the target groups.** The lead partner of PR4 is CSI. The package will be composed of digital mainly check lists, rubrics, and templates through which VET practitioners will be able to collect and analyze quantitative and qualitative data with regards to each training session implementation. The tools will be developed based on the following European Tools for the transparency and recognition of skills and competences, to ensure that competences, skills and qualifications can be more easily recognised and are better understood, within and across national borders, in all subsystems of education and training as well as in the labour market, no matter whether these were acquired through formal education and training or through other learning experiences.

The tools are:
a) European Qualification Framework (EQF),
b) European Credit System for Vocational Education and Training (ECVET),
c) European Quality Assurance in Vocational Education and Training (EQAVET).

TASK 4.1A MAP THE EXISTING EU INITIATIVES ON TRANSPARENCY AND RECOGNITION OF SKILLS AND QUALIFICATIONS

EUROPEAN EDUCATIONAL FRAMEWORK APPLIED ON THE UNIHEAL+ PROJECT	
EQF	The European Qualifications Framework (EQF) is a tool to facilitate the **comparison of national qualification systems** (NQF) and frameworks from different countries, enabling communication among them. NGF for each partner country are further described in the following table. It is an eight-level framework based on learning outcomes, including knowledge, skills and responsibility and autonomy (what they can do). Learners, graduates, providers and employers can use these levels to understand and compare qualifications awarded through different types of education and training – school, academic, professional, vocational – in different countries. Each EGF level is defined by specific descriptors that indicate the relevant learning outcomes. EGF level 5 was selected for UNIHEAL+ materials (both framework courses and assessment tools). **WATCH THIS VIDEO FOR MORE INFORMATION**
ECVET	The European Credit System for Vocational Education and Training (ECVET) is a framework used for the transfer, recognition and (where appropriate) accumulation of individuals' learning outcomes for the acquisition of a vocational education and training (VET) qualification. ECVET is based on 2 principals including the use of (1) learning outcomes, and (2) assessment, validation, and recognition tools. It is also defined by Units, Points, and Credit Keeping in line with ECVET framework, UNIHEAL+ provides a set of self-assessment and self-validation tools (Task 4.1B) that will be reviewed by both

EQAVET	internal and external partners. Furthermore, those tools will be assessd and validated based on the defined learning outcomes grouped into competence units. **WATCH THIS VIDEO FOR MORE INFORMATION** The European Quality Assurance Reference Framework (EQAVET) is a novel reference instrument developed to support EU countries in promoting and monitoring the quality and continuous improvements of their VET systems based on commonly agreed references. By developing a mutual trust and understanding between the VET systems, this framework enables a country to approve and recognize the skills and competencies acquired by learners in different countries and learning systems. The UNIHEAL+ Assessment, Validation, and Recognition tools will be developed based on the EQAVET four stages of the Quality Assurance cycle: 1. Planning phase 2. Implementation phase 3. Evaluation phase (Internal and External Partners Review) 4. Review phase (Pilot Review) **WATCH THIS VIDEO FOR MORE INFORMATION**

OVERVIEW OF NATIONAL QUALIFICATIONS FRAMEWORK OF THE PARTNER COUNTRIES

LINK TO NGF IN EUROPE 2020 REPORT

Country	Scope of the framework	Number of Levels	Level Descriptors
Spain	Designed as a comprehensive NQF for lifelong learning; will include all levels and types of qualification from formal education and training.	Eight proposed	• knowledge • skills and abilities • competence
Lithuania	Designed as a comprehensive NQF for lifelong learning; currently includes qualifications from VET and higher education; revision and inclusion of general education qualifications at levels 1-4 is in progress	Eight	• characteristics of activities (complexity, autonomy, variability) • types of competences (functional, cognitive and general)
Greece	Comprehensive NQF including all levels and types of qualification from formal education and training	Eight	• knowledge • skills • competence
Romania	Comprehensive NQF including all levels and types of qualification from formal education and training. Open to qualifications obtained through validation of non-formal and informal learning.	Eight	• knowledge • skills • responsibility and autonomy

Cyprus	Comprehensive NQF including all levels and types of qualification from formal education and training and from the system of vocational qualifications.	Eight, with sublevels at levels 5 and 7	• knowledge • skills • competence

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TASK 4.1B DESIGN SUGGESTED TOOLS

For the purposes of the UNIHEAL+ Skills Assessment, Validation and Recognition Tools, **Rubrics, Checklists, Questionnaires, Templates and Guidelines** will be developed based on the learning outcomes of each competence unit, aligned with EQF level 5. At least one of these tools should be used for each Competence Unit taking into consideration the learning outcomes of the unit (i.e., whether the Unit is dedicated more on providing 'knowledge' than 'skills', then a Questionnaire might be more appropriate).

EQF level 5	Knowledge	Skills	Responsibility and autonomy
	Comprehensive, specialized, factual and theoretical knowledge within a field of work or study and an awareness of the boundaries of that knowledge	A comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems	• Exercise management and supervision in contexts of work or study activities where there is unpredictable change; • Review and develop performance of self and other

Self-assessment and self-validation approach was chosen as the ideal approach for the UNIHEAL+ project considering that the UNIHEAL+ Courses will be available online without a teacher being present to complete assessments, but also the concern of target groups' availability raised throughout the field research.

1. ASSESSMENT OF LEARNING OUTCOMES

1.1. Assessment Tool: Rubric – Verification Method and Assessment Criteria

Global definition:

> "A rubric has three essential features: evaluative criteria, quality definitions and a scoring strategy"(Popham, 1997; p.72);

'In order to do a proper assessment of learning outcomes, it is necessary both to specify the expected learning outcomes, that can either be divided into knowledge, skills and/or competences, or they can be listed (without further breakdown), and to set the methods for verifying them and the criteria for assessing them' (ECVET, 2016). The template below presents an example of Rubric for setting the verification method and assessment criteria. **Assessment criteria for each unit within each competence unit should be defined.**

Verification method	Assessment criteria
– Verbal explanation of the principles of warehousing	– Factual correctness and completeness of explanation
– Practical demonstration of the assessment of goods quality using the senses	– Correctness and truthfulness of the result of assessment of goods quality using the senses
– Practical demonstration of weighing and measuring goods	– Accuracy of the determined weight and measurement of goods
– Practical demonstration of packaging goods	– Correct choice of packaging material, strength and economy of packaging
– Practical demonstration of preparing goods for display and sale	– Correctness, completeness and efficiency in preparing goods
– Practical demonstration of work with a cash register	– Correct choice of cash register functionalities, speed of service
– Practical demonstration of cash and cashless payment for goods	– Correct procedure for effecting the payment
– Practical application of the principles of handling complaints about goods	– Correctness and completeness of the application of principles of handling complaints about goods
– Practical demonstration of stock taking of goods	– Correctness, completeness and speed in stock taking

1.2. Assessment Tool: Grading Rubric

Each user of the platform will have to answer a questionnaire with **5 multiple choice answer after each unit/module per Competence Unit**. According to ECVET, it is recommended to prepare an assessment record/form, in which the trainer can record the assessment results. An assessment record/form could be in the form of a Rubric or a Checklist.

Rubrics can provide a quantitative assessment further to the completion of each competence unit, as they will be developed based on levels of performance and relevant scores; the so-called grading rubric. For the purposes of PR4 of the UNIHEAL+ project, the Analytic Rubric approach will be used, that scores each Learning Outcome leading to an overall score for each Competence Unit. Such a rubric promotes fair and equitable grading standard, and easy to use and explain, and provides a more detailed feedback. The Template for the Analytic Rubric is provided below.

The Analytic rubric contains the **Assessment Criteria** for each learning outcome/unit. Each Criterion will be measured based on different **Levels of Performance**, including Good, Fair, and Poor. Clear and a few Levels were selected over multiple levels that are difficult to distinguish. Each Level of Performance will be assigned to a specific **Score** to facilitate the calculation of the overall score, and a description to distinguish each level. To complete the self-assessment rubric, the target group should review the list of criteria and decide on a scale 1-3, to what extent they agree that they have achieved each criterion

Guidelines for Rubric Development:

Each row (performance) should be dedicated on each unit within each competence unit and therefore, the level of performance can be defined on the extend of covering the learning outcomes for the specific unit

☐ A row (Performance Area) for each group of questions for each competence unit

☐ This checklist can be filled in automatically based on how many questions have been answered correctly for each unit of each competence unit. E.g., there will be 5 questions for the use of cloud storage – we can define that answering 5/5 shows 'correctness and completeness', 3-4 shows shows 'correcteness but not completeness', and 1-2 shows 'uncertainty'.

☐ Brainstorm characteristics/descriptors that describe each criterion. Specifically, identify ways to describe Good, Fair, and Poor performance for each criterion. It is advisable to use descriptions of the knowledge/skill/responsibility rather than a judgment. For example, 'ability to identify and use the mHealth applications with support from the provided sources' is preferable to 'the ability to identify and use the mHealth applications is fair'.

	CU3: eHealth and mHealth context and content	
Performance Area	Level of Performance	Score

	Good (Score = 3)	Fair (Score = 2)	Poor (Score = 1)	
Role of eHealth and mHealth in healthcare systems	Shows accuracy and completeness in the explanation of how digital transformation is affecting the health sector using examples/cases	Shows accuracy in explaining several positive effects of digital transformation in healthcare systems but not completeness	Shows uncertainty in explaining all the positive effects of digital transformation in healthcare systems	
Challenges of implementing eHealth and mHealth in healthcare systems	Shows correctness in identifying multiple challenges through case studies/examples			

1.3. Assessment Tool: Checklist

A checklist is another quick way to assess the achievement of a learning outcome. The suggested checklist indicates 'Passed' or 'Failed' and can be filled in automatically based on the results of the questionnaire. This is because each row (Assessment task) on the table will be dedicated on each question on the assessment test after the completion of the Unit.

CU3: eHealth and mHealth context and content		
Assessment task	Passed	Failed
Practically demonstrates through the assessment test to be able to recognize the distinction between eHealth and mHealth	√	
Practically demonstrates through the assessment test to understand the positive effects of digital transformation in the health sector for both health professionals and patients		
Practically demonstrates through the assessment test to understands the key principles upon which digital tools should be used in the health sector		

2. VALIDATION OF LEARNING OUTCOMES

The validation is a quality review process that involves the process through which it is confirmed that the assessment tools have produced valid and reliable evidence.

- ✓ A certificate will be issued when a minimum mark of 60% is achieved after combining all the questionnaires assessed **after the completion of each competence unit**. So, one Certificate Will be issuded for each competence unit. If the target group fails to receive that mark, then they can have the possibility to re-try. Considering that the UNIHEAL+ project is not accredited as a Certification Body, the certificate will serve to frame the acquisition of the relevant knowledge/skills/responsibility.

- ✓ A certificate confirming the **completion of the training** is also suggested by the ECVET guidelines. Therefore, a certificate will be provided further to the completion of the training, regardless of the mark.

- ✓ Following the completion of the UNIHEAL+ training, we will encourage all learners to update their CV and European Skills Passport, through **Europass**, once they skills assessment phase has been completed. Europass is a European Union (Directorate General for Education and Culture) initiative to increase transparency of qualification and mobility of citizens in Europe. It aims to make a person's skills and qualifications clearly understood throughout Europe (including the European Union, European Economic Area and EU candidate countries). The five Europass documents are the **Curriculum Vitae**, **Language Passport**, **Europass Mobility**, **Certificate Supplement**, and **Diploma Supplement**, sharing a common brand name and logo. Since 2012 individuals have been able to assemble all Europass documents in the European Skills Passport. **Guidelines** of how to complete those documents can be provided. The guidelines will also explain how this can be useful for both trainers and learners.

3. RECOGNITION OF LEARNING OUTCOMES

The recognition of learning outcomes means the process of attesting officially achieved learning outcomes through the award of credit, units or qualifications. It is up to the end users to find suitable pathways for the recognition of the learning outcomes in their national contexts. **To offer a complete overview to UNIHEAL+ users, the accreditation and certification systems in all partner countries can be presented.**