# LIST OF RECOMMENDATIONS FOR POLICY MAKERS

| A. Legal Framework for assessing competences | B. Practical Assessment framework | C. Assessment for learning | D. Assessment as a natural part of the learning process | E. Active learning |
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| A1. At European level, the existing **guidance and policies** on competences based learning and assessment should be endorsed and reinforced in future Erasmus + programme. <br> A2. National Governments should adequate the **legal framework** for VET in order to introduce the concept of Competences based Learning and Assessment. <br> A3. **Curricula** for different VET programmes should be based on this concept of competences based learning and assessment and provide guidelines for their future development at the VET centres. <br> A4. At regional Level, regional academic authorities should develop strategies to allow for **initiatives** linked to the introduction of new methodologies and development of innovative experiences. <br> A5. VET institutions must have freedom and **flexibility** to adapt the frameworks to the characteristic of their environments. | B1. Open assessment frameworks, like **CompAssess Open Framework**, should be used as a basis for competence assessment methods implementation. This framework should be understood as open frameworks. It should not be anchored to any task, subject or programme. <br><br> B2. Each institution should **adapt** the criteria, parameters and performance indicators present in the rubrics of the Framework to the purposes and language of each specific context. <br><br> B3. Research and experiment on the knowledge about the **learning practices** (dimensions and types) as a solid basis which eases the assessment process. | C1. In the new curricula, to add the concept of **Assessment for Learning** to the traditional one of Assessment of Learning. <br><br> C2. Students should receive **feedback** and formative assessment not only at the end of the process but during the learning activities. <br><br> C3. The selected system depends on the VET`s socio-cultural and economical context and its stakeholders, so the institutions must have freedom or **flexibility** to adapt the assessment to their own circumstances. | D1. Open Frameworks should be clear, focusing on a limited set of competences. Rubrics must be easy understandable, and symbols and expressions to be used in the process familiar to all users. <br><br> D2. The protocol or **process of assessing** competences should be well established and be known by teachers, students, families and companies. <br><br> D3. Use **ICT tools** to facilitate the assessment process helping to collect evidences and information and analyse results. <br><br> D4. **On line repositories** of previous experiences, proposals of tools, practices, exercises should be available at every institution in order to support new comers to these innovative experiences. | E1. To implement **Dual system** to integrate business and working life with theory. <br><br> E2. Integrate **active collaborative learning methods** like Problem and Project Based Learning (PBL), Cased Based Learning (CBL), Simulations etc. or use methods like Service Based Learning (SBL) where some real activities can be used to give service to external clients: Cooking, ICT service, nurse… <br><br> E3. **Monitors** at the companies should be allowed to take part in this assessment processes. |

| Teachers' new role | Use of ICTs | Students' new role | Change process: Awareness campaigns and training | |
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| F1. To favour the commitment of teachers with the implementation of innovative methodologies by means of support on **training**, on **incentives** and **recognition**.<br><br>F2. To enable **teachers stability** when taken part in these type of initiatives, since permanent changes in staff affect negatively the implementation of new methodologies and means a lost in effort and investment.<br><br>F3. To promote the introduction of these new methodologies through **networks** on VET centres, in order to favour synergies among centres, as well as the dissemination of good practices.<br><br>F4. Foster the development of **new learning scenarios** for learning, which reinforce the need for changing teachers' and students' new roles | G1. Promote the implementation of the **Smart VET** concept which means to relay as much as possible on the potentialities of ICT to turn VET education into a modern, efficient and sustainable type of learning.<br><br>G2. Select VET teachers with good **competences on ICT** and favour the updating with training on new ICTs.<br><br>G3. Bet on **open software** and low cost licences. | H1. Introduce families and students to this new concept of Competences based Learning and Assessment. Explain the reason for that and the differences with traditional teaching, making them aware of potential risks.<br><br>H2. As in this model students will be at the centre of the process, they should know what is expected from them, and how their **role** changes completely within this model.<br><br>H3. Introduce the concept of **self-assessment** (and peer assessment) as an interesting point to be considered to encourage students to manage their own learning and to move away from authoritarian approaches to assessment. Authoritarian teacher can generate intellectual and vocational conformity among students. | I1. There must be **awareness campaigns**: Spread the concept in conferences, magazines, etc.<br><br>I2. There must be a staff training and development programme. Which would help to match staff's teaching skills with the Competence Based Training paradigm.<br><br>I3. Share the **vision** of the VET centre and search for consensus with staff member, which will help to reduce the confusion and sabotage among them.<br><br>I4. Incentives can also help in the sense that it can decrease the resistance. All the **resources** allocated to the process and an action plan helps to avoid frustration and treadmill situations.<br><br>I5. To encourage the **initial effort** of teachers at the beginning of the implementation. | |

*Table 1- Summary of the recommendations*