CAMPLUS

Empowerment for migrants
from camps to integration

NoteBook
Self-assessments tools

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Introduction

The consortium of CAMPLUS project developed a notebook that consists of ten self-assessment tools, carefully curated to address the multifaceted dimensions of integration. It offers migrants an opportunity to explore their skills, strengths, aspirations, and challenges, facilitating a deeper understanding of their individual capacities and areas for development.

The goal of this notebook is to empower migrants to actively participate in shaping their integration process. By providing a structured framework for self-reflection, it encourages migrants to take ownership of their own integration journey and make informed decisions regarding their personal and professional development. Furthermore, the notebook serves as a valuable resource for professionals working with migrants, such as trainers and educators.

This notebook, together with other useful documents of the CAMPLUS toolbox, is intended as a supportive resource for trainers that could be helpful for experts working in the field.

Diary: "My Journey"

Purpose: to be aware and reflect on the learning path as a journey;

Development: the diary is meant to be a deep tool to reach self-awareness, but some fixed questions may support the trainee to be led. The diary is divided into three main sections – *Before, during, after*- which represent the steps of their learning path. The idea is that each page is entitled with a question, to support the trainee on following a reflecting process.

Each section has some questions the trainee has to answer to:

Before

1. *Who am I?*

2. *What is my goal?*

3. *Which fears and obstacles I've faced?*

4. *Think about your " Here and Now" : how do you feel about it?*

During

1. *Who am I?*

2. *What is my goal now? Is it changing?*

3. *Which fears and obstacles am I facing? Are the same as before?*

4. *Think about your "Here and Now" : how do you feel about it?*

After

1. *Who am I?*

2. *What is my goal?Has it changed?*

3. *Which fears and obstacles I've faced so far?*

4. *How have I learnt to deal with my obstacles and turn them into good points?*

5. *Think about your "Here and Now" : how do you feel about it?*

6. *Think about your " There and Then": how do you feel about it?*

For each section, blank pages should be left for the trainee to express feelings and thoughts.

Skills evaluated: self awareness, critical thinking, self evaluation

Resources or graphic references:

Here below a graphic example of how the diary could be developed - a very simple design

MY JOURNEY
BEFORE

WHO AM I?

_____
_____
_____
_____
_____
_____
_____

MY JOURNEY
DURING

WHO AM I?

_____
_____
_____
_____
_____
_____
_____

MY JOURNEY
AFTER

WHO AM I?

_____
_____
_____
_____
_____
_____
_____
_____

Questionnaire

<u>Purpose</u>: the questionnaire should help the trainee to reflect on the learning experience and make clear the outcomes and their level.

<u>Development</u>: the questionnaire is divided into 3 parts , one for each aspect of the experience - ***Me, myself and I; Me and the others; Me and my goals*** - in order to assess several aspects, such as communication, self awareness, problem solving..

The questionnaire, indeed, will be the same for each section.

Me, myself and I

Please answer the following questions, by giving a point, from 1 to 4, as follow:

1= strongly disagree	2= disagree	3= agree	4= strongly agree

1. I think self awareness is really important as a starting point to reach my goals

    1   2   3   4
    Please comment:

2. I'm scared to fail

    1   2   3   4
    Please comment:

3. My limits affect my actions

    1   2   3   4
    Please comment:

4. I am aware of my obstacles

    1   2   3   4
    Please comment

5. I do believe in myself and my competences

1   2   3   4
Please comment:

Me and the others

1. I feel comfortable to share my experience and feelings with others

1   2   3   4
Please comment:

2. I feel the others empathise with me

1   2   3   4
Please comment:

3. It's important to get in touch with different people, cultures and way of thinking

1   2   3   4
Please comment:

4. I have good communication skills

1   2   3   4
Please comment:

5. I am able to deal with stereotypes

1   2   3   4
Please comment:

Me and my goals

1. I'm satisfied with my future objectives

   1   2   3   4
   Please comment:

2. I think this experience will be useful for my future plans

   1   2   3   4
   Please comment:

3. I am able to deal with my fears and barriers

   1   2   3   4
   Please comment:

4. I know how to create a project\plan

   1   2   3   4
   Please comment:

5. I think I'll reach my goals

   1   2   3   4
   Please comment:

The abovementioned questionnaire should be used right after the first sessions of activities, as a midterm evaluation and at the end of the experience

Skills evaluated: self evaluation, communication skills, systemic assessment

Resources or graphic references:

Diversity, Inclusion Culture and Equity

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
	○	○	○	○	○

Hiring and Recruitment

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
	○	○	○	○	○

Career Development

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
	○	○	○	○	○

Policies and Procedures

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
	○	○	○	○	○

Inclusion

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
	○	○	○	○	○

Personal Experiences

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
	○	○	○	○	○

Refugees, Asylum Seekers and Democracy: Interview Questionnaire

Respondent's profile

1. Please, select your gender:

   Male   **Female**   **Other**

2. Which of the following age groups do you belong to?

   18-29   **30-45**   **46-59**   **60+**

3. Which religion do you associate yourself with?

   Christian   **Muslim Atheist Other** (please specify)

4. Please, specify your ethnic group:

   _____

5. What is the highest degree or level of education you have completed?

   No schooling completed   Compulsory education   Secondary education   University

6. Please, state your employment status at the moment:

   - o **Unemployed, but I have a work permit**
   - o **Unemployed, I don't have a work permit**
   - o **Employed**

7. How long have you been living here (in the host country/refugee camp)?

   Less than 1 year 1-5 years   5-10 years   More than 10 years

8. What is your current legal status? (you can tick more than one boxes)

   - o **Asylum seeker**
   - o **Refugee**
   - o **Temporary resident**
   - o **Permanent resident**
   - o **Naturalized citizen**

9. Why did you leave your country of origin? (please, specify)

   - o **Because of armed conflict**
   - o **I was persecuted for my political beliefs**
   - o **Other:_____**

Civic and political participation in the host country

10. Do you have the right to vote in host country elections?

   - o **No**

- o **Only local/municipal elections**
- o **Yes, in national and local elections**
- o **Other:_____**

11. If yes, did you vote in the last elections in your host country?

- o **Yes**
- o **No**

Please, describe your experience and motivations:

12. Are you a member or supporter or have you ever been candidate in any political party in the host country?

- o **No**
- o **Member**
- o **Supporter**
- o **I have been a candidate**

Please, describe your experience and motivations:

13. Could you describe any civic society organization or grassroots movement in the host country that you have recently led or been an active member of? Please, describe your activities and the objectives of the organization/movement. What challenges and opportunities have you faced?

14. Have you recently attended or organized any protests or demonstrations in your host country? Please, describe your experience and motivations. What worked and what didn't?

- o **Yes**
- o **No**

15. Please, add any further observations about your civic and political engagement in the host country. What do you think are the main challenges for refugees and asylum seekers civic and political participation in your host country? What have been the successes? What should be changed/improved?

Participation in origin country's political life

16. Do you have the right to vote in your origin country?

- o **No**
- o **Only presidential elections**
- o **Yes, in all national elections**
- o **DN/DC**

17. If yes, did you vote in the last elections/referendum in your origin country?

- o **Yes**
- o **No**

Please, describe your experience and motivations:

1. Open Questions

This assessment tool will be focused on open questions.

1.MOTIVATION FOR MIGRATING

There is a story behind every decision to migrate.

- What was yours (or your parents)?
- What were your (or your parents) hopes or expectations for your new life here?
- Why did you choose to come to this country/community instead of somewhere else?

2.THE JOURNEY

- Who did you come with and who did you leave behind? Did anyone come ahead of you?
- What was the most difficult part about leaving?
- What was your journey to this new country/community like?
- What was the most difficult part of coming here?
- What was it like when you first arrived?
- What most surprised you?
- What did you miss most about where you came from?
- Who was most helpful with getting you settled?
- Migration can be hard. Where did you find strength in difficult times?
- How do you think that migration has changed you?

3. HOPES & REALITIES

- As time has passed, how does your experience compare to what you expected?
- What have been your biggest challenges?
- What have been your greatest sources of joy?
- Overall, how do you think your family is doing after the migration?
- Can you think of times when you have felt unwelcome as an immigrant? What about when you have felt welcomed?
- Do you have a story about someone you care about that was deported?
- What is the thing you are proudest of so far and why?
- What are you hoping to accomplish in the future?
- What do you think may get in the way of those dreams?
- What do you think may help your dreams come true?

ADVICE

- If someone you knew were planning on coming to this country/community, what would you tell them to expect?
- What advice would you give them about whether or not they should come?

- If they decided to come, what advice would you give them about how to make the best of their experience?
- What do you wish more people knew about immigrants, migrants, or others that are new to the community?
- What are the 2 or 3 most important things that people could do to make the process of coming to a new country/community better?

Is there anything you would like to add that that has not been asked?

2. Journal Guidance

Purpose	Developing a date-to-date journal guide that leads towards employment and evaluates one's strength and weakness
Development	Being a refugee having fled your own home and settling in a new community with different languages and ethnic background are extremely challenging to adapt in a new environment, there is a huge pressure to find your purpose and ideal career. This journal can become a path to self-discovery, find own career and life purpose.
Skills evaluated	Critical thinking, self-knowledge, organisational skill, resume writing, writing techniques.
Resources or graphic references (for the notebook).	https://dreamdashjournal.com/journal-prompts-to-find-your-purpose-feeling-lost-in-your-career/ https://www.dailyworkjournal.com/

3. Skills Profile

Purpose	This refers to a chart that shows the most significant skills that are required and where skills gap exists. The profile should explain how current skill gaps are being dealt with.
Development	Presentation of individual skills through data which is often done with competency module and/or a visual interactive presentation of organised skill data.
Skills evaluated	Leadership, management, problem solving, interpersonal, communication, active listening and transferrable skills.
Resources or graphic references (for the notebook).	https://www.ibbaka.com/ibbaka-talent-blog/what-is-a-skill-profile https://www.birmingham.ac.uk/Documents/alumni/graduatecareers/skills-profile.pdf https://hr.leeds.ac.uk/info/10/redeployment/102/redeployment_for_employees/4

4. Skills acquired by partners' members

Purpose	That a self-assessment be carried out by each project partner of its ability to maintain project objectives despite the vagaries
Developement	The CAMPLUS project was developed at a given time, in a specific context, with laudable and precise objectives. Unforeseen events (Covid consequences, realities specific to each partner: personnel changes, difficulties in delivering documents on time, etc.) mean that the project, over three years, experiences impact and finds itself in the need to react while is trying to keep his goals. It is interesting to know, in the end, if he succeeded, totally, partially, and to identify how he managed to integrate the unplanned events and to continue the defined schedule and achieve the targeted objectives. Each partner will be asked to complete a simple questionnaire based on the 3 capacities listed below. A synthesis will be made and analyzed together. In the end, lessons will be learned.
Skills evaluated	1) Ability of each project partner to identify hazards with relevance: according to their severity, at the right time 2) Ability of each partner to work with the others to take these hazards into account, to make decisions and to implement them 3) Ability of each actor to play their role in order to achieve the overall objectives of the project, identification of the means used by each
Ressources or graphic references (for the notebook).	A questionnaire will be drawn up, using the capacity grid above, and sent to all partners: - Now, halfway through the project, - six months before the end of the project, - at the end of the project.

5. Evaluation of the achievement of the project objectives

Purpose	That a self-assessment be carried out by each project partner of its ability to maintain project objectives despite the vagaries
Developement	The CAMPLUS project was developed at a given time, in a specific context, with laudable and precise objectives. Unforeseen events (Covid consequences, realities specific to each partner: change of people, difficulties in delivering documents on time, etc.) mean that the project, over three years, experiences impact and finds itself in the need to react while is trying to keep his goals. It is interesting to know, in the end, if he succeeded, totally, partially, or not (we hope not) and to identify how he managed to integrate the unplanned events and to continue the defined schedule. and achieve the targeted objectives. Each partner will be asked to complete a simple questionnaire based on the 3 capacities listed below. A synthesis will be made and analyzed together. In the end, lessons will be learned.
Skills evaluated	1) 1) Ability of each project partner to identify hazards with relevance: according to their severity, at the right time 2) 2) Ability of each partner to work with the others to take these hazards into account, to make decisions and to implement them 3) 3) Ability of each actor to play their role in order to achieve the overall objectives of the project, identification of the means used by each
Resources or graphic references (for the notebook).	A questionnaire will be drawn up, using the capacity grid above, and sent to all partners: - Now, halfway through the project, - six months before the end of the project, - at the end of the project.

6. Valuing Volunteer's Competencies...

... acquired through non-formal and informal learning experiences, such as volunteering, including transversal competences, to

increase employability, social inclusion and mobility

The European project LEVERup aims to improve the social position of volunteering in general and of volunteers and their volunteer organisations in particular. This Competence Test of Personal Skills aims to make visible which competencies the volunteer has and what the value of these competencies is for him/her and his/her volunteer organization.

The volunteer and the volunteer organisations benefit from the overview that the volunteer obtains after completing this test. The outcome offers opportunities to take further career steps, to serve as a basis for a diploma course or simply to strengthen your self-knowledge.

After completing the test, you will receive an overview of your scores for the various competencies. Filling out the test takes about 15 minutes.

Competence	Description	Actually, no.	A little	Definitely
1. Engagement/ Engagement	**Engagement** means that you've decided to commit yourself to something. An engagement is therefore a kind of promise to commit yourself to a social goal. **Engagement** means to me: ● I can explain why I feel connected to the objectives of the organisation where I work. ● I can explain what I think of the organization where I work. ● I can give my own opinion about my tasks and reflect on it.	O O O	O O O	O O O
2. Communication	**Communication** is the ability to create an interpersonal connection, consciously or spontaneously, using oral, written and digital means of communication appropriate to the context. **Communication** means to me: ● I can build relationships by using different means of communication (oral, written or digital) that best fit the situation. ● I am good at listening to other people and understanding their needs and opinions.	O O	O O	O O
3. Intercultural and diversity management	**Intercultural and diversity management** is the ability to establish relationships with people who belong to different cultural or ethnic groups or who are characterized by a disability. **Intercultural and diversity management** means to me: ● I can build relationships with people who have different cultural backgrounds than I do. ● I can build relationships with people with disabilities. ● I can use diversity as a management tool.	O O O	O O O	O O O
4. learning to learn	**Learning to learn** is the ability to learn throughout one's life (formally and informally), to be aware of one's own learning process, wishes and achievements, to identify opportunities, to overcome obstacles to effective learning. Learning to learn means to me: ● I am aware of my own learning process, and that I am actually already learning a lot while I am doing something. ● I understand and use learning strategies in	O O O O	O O O O	O O O O

	formal and informal learning environments. ● I can recognize and use available learning methods. ● I can solve learning problems and I stay focused on my lifelong learning.			
5. Initiative	**Initiative** is the ability to seize opportunities and turn ideas into action. For me, initiative means: ● I'll take my chance if it comes up, and I can implement ideas. ● I dare to take on a challenge. ● I have a proactive attitude in initiating and/or implementing improvements within the organisation where I work.	O O O	O O O	O O O
6. Result orientation	**Result-oriented** means that your actions and decisions are focused on actually achieving the intended results. Result-oriented means to me: ● I show perseverance in the performance of my work. ● I can carry out my tasks successfully. ● I can give a clear and verifiable description of the results.	O O	O O	O O
7. Problem solving ability	**Problem-solving ability** is the ability to (h)acknowledge that problems exist and to come up with a plan to solve these problems. Problem-solving ability means to me: ● I can identify and tackle problems in logical order, measure their impact, think about possible causes of problems and recognize the source of the problem. ● I can devise effective solutions, implement them and monitor the desired end result.	O O	O O	O O
8. Teamwork	**Teamwork** is the ability to work together with a group of people to achieve a goal. Teamwork means to me: ● I can work in a team where I take an active attitude and support my colleagues when necessary. ● I do my best to contribute to the achievement of the team's objectives. ● I understand and respect the division of roles in	O O O	O O O	O O O

	the workplace.			
9. Leadership	**Leadership** is the ability to lead a group of people or an organization. Leadership means to me: ● I can distinguish between the different roles in the organization, divide them into groups and support others in their respective roles. ● I listen to others and allow others to control the results without losing my own vision.	O O	O O	O O
10. Responsibility	**Responsibility** is the ability to do what you need to do and accept the consequences (results) of your actions. Responsibility means to me: ● I take responsibility for my own duties. ● I know when to ask others for help. ● I can reflect on and report on my own behaviour and performance.	O O O	O O O	O O O
11. Organization and Planning	**Organization and planning** involve the ability to organize your work or tasks and those of others, to plan and optimize the activities and resources available to achieve effective results. Organization and planning mean to me: ● I can organise my work and the work of others in such a way that the desired results are achieved. ● I can start decision-making or development processes. ● During the process I can oversee how things are going and I contribute positively to following the agreed plan.	O O O	O O O	O O O
12. Innovation and creativity	**Innovation and creativity** concern the ability to think 'out of the box' and produce alternative ideas to achieve opportunities, solutions or performance. Innovation and creativity mean to me: ● I look for new and creative ideas using both my experience and my imagination. ● I can think out of the box. ● I can use innovative methods.	O O O	O O O	O O O
13. Empathy	**Empathy** is the ability to deal with personal feelings and the interests of a collective cause. Empathy means to me: ● I can sense and share the atmosphere within a	O	O	O

	conversation.	O	O	O
	● I can vouch for other people's feelings and interests in such a way that it fits in with the mission of the organisation where I work.			
14. Flexibility and adaptability	**Flexibility and adaptability** mean that a person can easily adapt to a changing environment, working methods, working hours, tasks, responsibilities and behaviour of others. Flexibility and adaptability mean something to me: ● I am aware of the specific circumstances in which I find myself and of the challenges and demands that the situation places on someone. ● I can deal with changing circumstances with regard to my values, attitude, feelings and behaviour. ● I look for and recognize other methods if necessary.	O O O	O O O	O O O
15. Digital skills	**Digital competence** refers to the ability to use media and technologies in a meaningful way. Digital skills means to me: ● I can work with digital instruments and I understand digital processes. ● I can use digital instruments and processes as an aid to my own functioning. ● I understand the properties of the technology and can give my opinion about the benefits it offers. I can link these advantages to my own abilities and use in practice.	O O O	O O O	O O O
16. General knowledge	**General knowledge** is multidisciplinary and covers several domains. For a self-assessment, not every domain needs to be relevant within a personal context: ● I have knowledge of marketing and communication theories. ● I have legal knowledge of the legislation surrounding the organisation where I work and I know the CAO and/or other organizational arrangements. ● I have knowledge of the financial income and expenses and the administrative processes within the organisation where I work. ● I have knowledge of important developments in (vocational) education and the way in which you yourself can contribute to the acquisition of certain competencies, and to propose and use innovative methods according to the situation.	O O O O O	O O O O O	O O O O O

	● I have knowledge of social developments and the associated opportunities. I can apply this knowledge to my situation.			Pag. 25

7. My Entrepreneurship, a self-test

Everyone is more or less 'entrepreneurial'. This self-test is intended to give people insight into their own 'entrepreneurship'. Am I a completely independent and autonomous type of entrepreneur? Am I enterprising but do I prefer to do that under the guidance of a team leader or chef? Or is my entrepreneurship somewhere in between: independent and more or less supervised? In short, many forms of entrepreneurship are possible. The most important question is which type of entrepreneurship suits me best?

The competence 'entrepreneurship' includes different levels of functioning and roles, ranging from assistant and craftsman to manager and (independent) entrepreneur. Entrepreneurship' is a competence that is not limited to the entrepreneur himself but extends to every employee within an organisation.

The competence 'entrepreneurship' is in fact a '*container competence*' and consists of several sub-competences. Depending on the position and role that someone occupies in an organisation (or as a self-employed entrepreneur) , these sub-competencies usually are specifically and personally coloured.

The competence 'entrepreneurship' can be described as "*the extent to which someone actively responds to opportunities and threats, influences others to do so and dares to take risks*".[1] The extent to which this competence is present is partly determined by the job level at which someone is active or can be deployed. The job level is also dependent on the context in which entrepreneurship manifests itself: as a self-employed person without personnel, as a business leader, manager or director in an organisation, as an independent operating staff member, etc.

Instruction

1. This self-test consists of two parts: a test about your behaviour as an 'enterprising person' and a test about the way you fill in tasks as an 'enterprising person'.
2. Please read carefully how the self-test is worked out.
3. Complete the self-test according to the instructions in the model by ticking:
    a. To what extent the requested competence applies to you: you have the competence, you master the competence ('can') or you are what the competence indicates ('are'),
    b. Whether you had a recent (less than one year ago) or a longer ago (more than one year old) concrete experience with the mentioned competence.

You can analyse the results yourself or discuss them with your coach, colleague, partner, etc.: what does this self-test say about my entrepreneurship? What can I do with the results? Can I focus on

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[1] Duvekot R. C. (2008). *Portfolio Gestuurd ondernemerschap. Van competentie naar portfolio ondernemerschap [Portfolio-driven entrepreneurship. From competence to portfolio entrepreneurship].* Empowerment centre EVC, Arnhem.

specific career opportunities? Are there certain development opportunities by following a course or formulating a learning task? Do I run straight to the Chamber of Commerce to start my business?

Part 1. Self-assessment Behavioural Competences Entrepreneurship

Part 1: Self-assessment Behavioural Competences Entrepreneurship	I have, can or am …				Experience is:	
	N/A	never	sometimes	often	< 1j.	> 1 j
1 I am service-minded	☐	☐	☐	☐	☐	☐
2 I can handle pressure and setbacks	☐	☐	☐	☐	☐	☐
3 I am flexible and adapt quickly to changing circumstances	☐	☐	☐	☐	☐	☐
4 I have persuasiveness	☐	☐	☐	☐	☐	☐
5 I am inquisitive	☐	☐	☐	☐	☐	☐
6 I am creative	☐	☐	☐	☐	☐	☐
7 I am efficient	☐	☐	☐	☐	☐	☐
8 I am ambitious	☐	☐	☐	☐	☐	☐
9 I have perseverance	☐	☐	☐	☐	☐	☐
10 I am brave	☐	☐	☐	☐	☐	☐
11 I am empathetic/I have a good sense of situations and people	☐	☐	☐	☐	☐	☐
12 I can be critical of myself	☐	☐	☐	☐	☐	☐
13 I am assertive	☐	☐	☐	☐	☐	☐
14 I have a sense of responsibility	☐	☐	☐	☐	☐	☐
15 I am disciplined	☐	☐	☐	☐	☐	☐
16 I can reflect on my own actions	☐	☐	☐	☐	☐	☐
17 I have communication skills	☐	☐	☐	☐	☐	☐
18 I am methodical and result-oriented	☐	☐	☐	☐	☐	☐
19 I am environment-oriented	☐	☐	☐	☐	☐	☐
20 I can cooperate	☐	☐	☐	☐	☐	☐
21 I am decisive	☐	☐	☐	☐	☐	☐

Self-assessment Task Competences Entrepreneurship

Part 2: Self-assessment Task Competences Entrepreneurship	I have, can or am …				Experience is:	
	N/A	never	sometimes	often	< 1j.	> 1 j
1 I have financial knowledge and understanding	☐	☐	☐	☐	☐	☐
2 I can think and work market-oriented	☐	☐	☐	☐	☐	☐

3	I can think and work in a customer-oriented way	☐	☐	☐	☐	☐	☐
4	I can plan	☐	☐	☐	☐	☐	☐
5	I can think and work strategically	☐	☐	☐	☐	☐	☐
6	I interact (join people in activities)	☐	☐	☐	☐	☐	☐
7	I have good communication skills (oral and written)	☐	☐	☐	☐	☐	☐
8	I am entrepreneurial	☐	☐	☐	☐	☐	☐
9	I am tenacious about my strategy, goals and vision	☐	☐	☐	☐	☐	☐
10	I engage in self-reflection and can adjust my goals and approach	☐	☐	☐	☐	☐	☐
11	I think and work innovatively	☐	☐	☐	☐	☐	☐
12	I can convince or influence other people	☐	☐	☐	☐	☐	☐
13	I can negotiate	☐	☐	☐	☐	☐	☐
14	I have organisational skills	☐	☐	☐	☐	☐	☐

European Network VPL

Valuation Prior Learning

The Test Carrousel
for examination, assessment and validation

Ruud Duvekot (composition)

EC-VPL - January 2018

The Test Carrousel for examination, assessment and validation

The list below[2] contains the most commonly used forms of testing when examining, testing, validating or assessing 'what has been learned'. This list is not exhaustive.

1	(digital) Portfolio assessment
Purpose	- (Self-)assessment of the student - Supervising the student's learning process - Presenting the competences and competence development of the student
Features	- Looking ahead, reflection and providing insight into the learning process - Authentic image of the student - Space for individual profiling of the student - Instrument for demand-driven curricula: based on the student's learning needs - Guidance and assessment tool - Content-oriented and development-oriented - Rich in evidence of competence - Interactive and longitudinal
Function	Reflective, summative and formative
Design/design	Student, education and field of work
Those involved	Student, fellow student, education and field of work
Feedback	Continuous

2	Self-assessment
Purpose	- Formulating the documentation of personal learning experiences and results - Reflecting on the personal value of these experiences/results - Possibly and if desired, organizing a peer-reflection on the self-assessment. - Answers the questions: who am I? What have I done in my life so far? What is the value of my experiences? - Provide a framework for the development of a personal action plan, based on the enhanced self-insight into knowledge and ability and the creation of new perspectives in the life areas of work, learning and living.
Features	- The test form can be the starting point of an assessment procedure or validation assessment, in which the previous learning experiences are assessed summatively and/or formatively with a view to learning objectives, career or social perspective. - To sketch an authentic picture of personal values, strength & weakness, passion and mission. - Personal ad: who I am, my skills and expertise and motivations. - Reflective process (personal and/or in groups (in learning teams) - Possibility of a structured approach to the test form in a guided session

[2] Duvekot R.C. & Geerts, J. (Eds.) (2012). *Handbook for the assessment and validation of pedagogical competences of adult educators.* Timisoara, IREA/Brumar.

Duvekot, R.C. & Schuur, C.C.M. (eds.) (2014). *Building Personalized Learning. A handbook for creating a common theoretical background.* Vught, EC-VPL, Series VPL Biennale 3.

Jaspers, M. & Heijmen-Verstegen, J. (2004). *Toetswijzer competentiegericht begeleiden en beoordelen in het hoger onderwijs.* Eindhove, COO.

Kappe, R. Smits, R & Bekker, E. (2011). *Training-model for assessors of Inholland University.* Amstelveen, ECI.

	- Via portfolio assessment option to certification in personal career management
Function	Reflective and formative
Design/design	Student, other students, portfolio trainer/guide
Those involved	Trainer/tutor, possibly an assessor to assess the personal action plan
Feedback	Feedback from trainer, assessor and/or fellow students on the portfolio and the personal action plan of the student

3	**Criterion-based interview**
Purpose	Assessing competencies by means of in the past concrete perceptible behaviour and/or making explicit the behaviour shown in the past in order to evaluate and reflect on that behaviour by means of a specific questioning methodology (STARRTT: situation - task - action - result - reflection - transfer - theory).
Features	- Valid if structured and based on professional analysis - Criteria have been announced to the student in advance - The quality of the interview is strongly dependent on the qualities of the interviewer
Function	Summative, formative
Design/design	Education and possibly student(s)
Those involved	Trained interviewers who can apply the STARRTT methodology
Feedback	Multi-criteria feedback on the student's actions and/or competencies

4	**Master's thesis / graduation project / (final) thesis**
Purpose	Examination of being competent at master's level.
Features	- Task is performed in an authentic context - Student is aware of the assessment situation - Analytic way of assessment - In general, the validity is relatively high - Student is given the opportunity to prove his competence by himself. - Labour-intensive - Contributes to the further development of the profession (innovative capacity)
Function	Summative (and possibly also formative)
Design/design	Education and student
Those involved	Assessor of the training and, if possible, of the workplace.
Feedback	A final assessment, which concerns the combined assessment of the following aspects: to what extent the student can function as an independent professional; to what extent the student is able to critically assess his own product and himself.

5	**Oral (including presentation)**
Purpose	The ability to present, reason, communicate and discuss a subject orally.
Features	- Low reliability - Difficult to guarantee validity - Very strict rules on acceptance and procedure required - This type of test is generally not recommended because of its high degree of subjectivity. - The subject of the test is known in advance: the content, the presentation as a skill or both. - Oral is always taken in conjunction with other test forms
Function	Summative
Design/design	Teacher teams and possibly students
Those involved	Assessors
Feedback	Mostly orally immediately after collection.

6	**Skills test**
Purpose	The test checks whether the student has the required skills or can demonstrate that certain professional skills are being performed correctly and adequately.
Features	- Training of observers increases reliability - Criteria lists of the assessment may be more detailed or more general in nature, depending on the purpose of the assessment. - Generally, ensure sufficient validity - The duration of the assessment should be long enough, this is a problem in the implementation. - Labour-intensive
Function	Summative and formative
Design/design	Teacher's teams and possible field of work
Those involved	Trained assessors
Feedback	A grade and an oral or written explanation. The feedback can be given by the assessors/teachers, fellow students and the student himself (reflection).

7	**Simulation, performance assessment**
Purpose	Measuring one or more competencies in a realistic, standardized situation
Features	- Simulated real-world work environment in role-playing - Focused on customer/learner skills - Standardized situation - Approaches the authentic situation - Requires a lot of preparation - Different types of simulations: the simulator, the conversation simulation, the computer simulation and the actor simulation.
Function	Summative, reflective and formative
Design/design	Training teachers and professional field

Those involved	Trained observers who assess through a list of assessment criteria
Feedback	A score that can be included in the portfolio and in a Personal Development Plan (PDP) or Personal Action Plan (PAP).

8	**Work sample / labour test**
Purpose	Testing of competence and knowledge and skills.
Features	- Task is performed in an authentic context - Student is aware of the assessment situation - Very realistic way of judging - In general, the validity is relatively high - High degree of acceptance for both the person to be assessed and the assessors - Development is relatively expensive - The decrease takes a lot of time, which keeps the number of tasks to be performed to a minimum. This can lead to wrong conclusions.
Function	Summative
Design/design	Training instructors and professional field, possibly a student
Those involved	Assessor of the training and of the workplace, possibly the client or the patient
Feedback	A final grade, which concerns the combined assessment of the following aspects: to what extent the student can function as an independent professional; to what extent the student is able to critically assess his own product; the quality of the student's product and how this comes across to others.

9	**Station exam**
Purpose	Testing method in which the student, on the basis of various controlled (simulation) settings, has mastered and is able to perform a representative series of skills and, if possible, can respond briefly. The student learns that skills are an essential element of vocational training. Practicing it makes perfect sense. The student also learns to work under time pressure and to carry out a variety of different skills within a time frame of 1-2 hours. Knowledge assessment (see above) can be included in a ward test.
Features	- Series of skills that the student carries out according to the assignment in a set period of time in a set number of rooms - A room is called a "station". - The executed skill is immediately observed - A station exam consists of a circuit of multiple stations (8-12).
Function	Summative
Design/design	Teachers/test developers in consultation with the professional field

Those involved	n each station, the student is assessed by an observer. The observer is a trained expert or a trained simulation patient with an assessment form. The reviews are completed on a scanning form for automatic (or manual) processing.
Feedback	Assessment on a 5-point scale: insufficient /moderate /sufficient /spacious enough /good
Purpose	Assessing the level of knowledge and skills of a student by means of a problem or case description, in which an appeal is made to the problem-solving ability of the student.
Features	- Problem or case, derived from the professional practice - Generic competences are tested - Occupational specific knowledge is tested - Can be part of a knowledge test or omnibus-test - Stimulates multidisciplinary and creative thinking in the student
Function	Summative and formative
Design/design	Teachers/key developers via information from the work field
Those involved	Teachers/test developers and possibly work field and/or fellow students
Feedback	Possibly a follow-up discussion or final discussion with an explanation of the quality of the analysis of the student, quality of the problem solving, way of working of the student.

11	**Knowledge test**
Purpose	Determining the student's level of professional and subject-specific knowledge.
Features	- Different manifestations: tests with closed questions or with open questions or with a combination of both - Can be purchased via paper or computer - In the case of large groups and closed questions, reliability and validity can be easily mapped out. - In the case of closed questions, the test can be checked automatically, offers possibilities for checking the reliability of the test - Often taken at the end of a certain study period
Function	Summative; very good to use also formative as a practice test
Design/design	Content expert lecturers/test developers of the study programme and possibly students or professional field
Those involved	Teachers/test developers of the programme
Feedback	Result, usually a figure calculated from the correct and incorrectly answered questions. If possible, broken down by knowledge area within the test. If automated, also a comparison with the results of the other students in the group.

12	**Omnibus test**
Purpose	The Omnibus test focuses on five competences and measures to what extent the student:

	1. *Define* a new problem or aspect of a problem situation by previously studied relevant concepts, models or theories.
	2. *Analyse* a new problem.
	3. The results of the analysis can *synthesize*.
	4. *Arguments in favour of* possible solutions or decisions to be taken.
	5. *Evaluate* solutions or decisions.
Features	The Omnibus test is developed in a problem-based curriculum. It measures problem-solving skills and has ten characteristics:
	1. Each test question is based on, and refers to, problem situations as described in articles; the articles describing the problem situations are different in nature.
	2. The test is based on a set of articles.
	3. The articles describe a problem situation in its entirety.
	4. The problem situations were discussed during the educational group meetings.
	5. Problem situations are approached from different disciplines.
	6. The problem situations are studied during a self-study period.
	7. The test questions focus on core aspects of the problem situations.
	8. Both closed and open-ended forms of demand are used, whereby both forms of demand focus on a specific level of control.
	9. The button has an open-book character.
	10. The test is constructed by a multidisciplinary team.
Function	Summative and formative
Design/design	Multidisciplinary team of lecturers/test developers
Those involved	Multidisciplinary team of lecturers/test developers; also, possibilities for co- and peer assessment
Feedback	Students indicate that they need to discuss the possibilities and limitations of what they have learned from variants of the problem task.

13	**Essay**
Purpose	Testing knowledge, understanding, insight and application of knowledge. Also a visionary statement
Features	- Reproduction of facts - Laying of combinations or applications of knowledge - Answers consist of enumerations, reasoning, arguments and arguments. - Response key required - Reliability is a tricky issue: there are often multiple interpretations possible by the assessors, despite the answer key. - Fast construction versus long correction time - Language is key - Wide range of applications - Student has to formulate his own answers
Function	Summative and in case of a visionary statement also reflective and formative
Design/design	Multidisciplinary team of lecturers/test developers, where possible coordinated by a test committee
Those involved	Content expert lecturers/test developers of the programme, who are part of the multidisciplinary team.
Feedback	The test results give the student insight into strengths and weaknesses through differentiation into separate scores.

14	**360⁰ Feedback**
Purpose	Assessing competencies that are central in the workplace, in graduation projects and project education. Examples are social and management competencies or oral communication.
Features	- Direct way to gather information about behavioural competencies - Deployment of multiple assessors results in high reliability and validity - Time consuming for many people involved - Depends on good intentions and discipline of the actors involved - Not usable for selection purposes - It only makes statements about competencies 'shown' by the student in the current context. - Written questionnaire filled in by the student, persons at the workplace, the placement supervisor at the workplace and possibly also the placement supervisor of the educational institution.
Function	Summative, provided that the requirements of reliability and validity are met. This key can also be used formatively. And also super reflective
Design/design	Coach and/or Academic Advisor
Those involved	Anyone who "knows" the student (in that situation)
Feedback	Feedback on the student's actions and/or competencies from a number of angles.

15	**Personality test**
Purpose	Giving insight into the personality of the student and establishing a relationship with the profession for which the student is being trained via a portfolio.
Features	- Predictive validity for some personality traits in specific situations - Easy and cheap to maintain - Risk of Privacy Threat - Language test
Function	Reflective and formative. May never be used summative from an ethical point of view.
Design/design	Existing and proven personality tests
Those involved	The student and possibly the Academic Advisor or Coach
Feedback	Insight into personal characteristics and motives

16	**Imitatio ludum (imitation game)**
Purpose	Organizing feedback on how to act in professional situations by inviting pupils (internship/workplace), students (learning team) or colleagues (workplace) to imitate the personal actions.
Features	- Limited to reflecting on others' own actions. - Enlarging the personal action for the purpose of analysing personal characteristics in specific situations - Requires a safe context and setting, with mutual trust that actions are imitated critically but not negatively. - Performance preferably after a well-executed internship, completion of a certain task or at the end of a period. - Video recording is desirable in order to analyse the imitated behaviour and to realise improvement actions.

Function	Reflective and formative
Design/design	The student in cooperation with the coach/mentor/student counsellor.
Those involved	Depending on the context: pupils, students, colleagues
Feedback	Insight into personal characteristics and feedback from various angles on the explicit/implicit actions of the student