

Grading of European Asylum Curriculum modules



Internal guidance on grading of the European asylum curriculum modules as prescribed in the Training Quality Assurance Framework

IG Reference No: IG-011-01

Supersedes Version: N.A.

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Status	EFFECTIVE	Approval Workflow No	<i>On file</i>
Effective Date	05-OCT-23	Review Date	04-OCT-26





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1. Purpose and scope

This Internal Guidance outlines guiding principles relating to the grading of summative assessments conducted as part of the European asylum curriculum modules and courses, as prescribed in Chapter 6: Assessment of Learning of the Training Quality Assurance Framework¹.

Formative assessments are outside the scope of this Internal Guidance, as learners participating in such assessments will only be provided with qualitative feedback.

2. Assessment procedures

Assessments form an important part of the training and learning process. Well-designed assessments enable learners to demonstrate that they have achieved the intended learning outcomes. The European Union Agency for Asylum (EUAA) implements accurate and reliable assessments according to the principles described below.

Assessments are designed for each learning module. Sample assessments may be tested at an early stage of development with a group of EUAA staff prior to use to certify learners' achievement of learning outcomes. All assessments in EUAA training modules are designed to be:

- **Authentic** – The assessment tasks are directly relevant to the required occupational tasks;
- **Transparent** – The assessment requirements and criteria are clearly communicated in advance of the assessment;
- **Consistent** – Clear and consistent procedures are established for designing, marking and quality assuring assessments;
- **Fair** – The assessment gives all participants equal opportunities to demonstrate their knowledge, skills, responsibility and autonomy;
- **Reliable** – The assessment consistently measures the performance of participants;
- **Valid** – The assessment tasks effectively measure the achievement of the learning outcomes.

Assessments are designed at the level of each module or course, and the procedures for conducting the specific assessments are detailed in the respective assessment strategy and instructions. Learners are provided with information on the type, length, timing and schedule of assessments, together with opportunities for formative assessment. In addition to the final grades, learners may receive short feedback in writing based on the intended learning outcomes and marking rubric, if relevant.

3. Grading scale

The EUAA publishes the results of summative assessments using a three-point grading scale – distinction, pass, fail – which serves to support consistency in grading. Assessments are graded according to the grading scale below:

¹ Decision of the Executive Director No 59 of 1 April 2022 on the Training Quality Assurance Framework.



Grade	Distinction	Pass	Fail
Criterion	Learner exceeds the achievement of learning outcomes of the relevant module.	Learner achieves the learning outcomes of the relevant module.	Learner does not achieve the learning outcomes of the relevant module.

For each assessment task the expected standard is clearly described in the syllabus. In some cases, the grading scale can be limited to 'pass' and 'fail' depending on the nature of the learning outcomes. If applicable, specific guidance on pass rate criteria will be clearly presented in the assessment strategy included in the module's syllabus.

4. Marking rubrics

A marking rubric defines what will constitute a pass, fail or distinction for each of the assessment criteria. The criteria will carry equal weighting unless specific weightings are added to each criterion. Weightings should reflect the complexity of learning.

Criteria and weightings	Distinction	Pass	Fail
Criterion 1 Weighting:			
Criterion 2 Weighting:			
Criterion 3 Weighting:			
Criterion 4 Weighting:			
Criterion 5 Weighting:			
Criterion 6 Weighting:			

Module-specific assessment regulations are applied in selected cases, such as specific criteria that must be met in order to pass a module.

Guidelines for assessors and verifiers are developed for some modules. The aim of such guidelines is to provide assessors and verifiers with possible correct solutions to the different tasks that learners should undertake as part of the assessment.



5. Assessors and assessment standards

Assessments are conducted by assessors who have expertise in the subject area and have successfully completed the EUAA's training for assessors. The EUAA implements a range of measures to ensure high assessment standards:

- Performance in assessments is graded against clear criteria which are available to the learner in advance of each module delivery. All assessors are fully familiar with the content and assessment tasks;
- Assessment tasks are designed to enable learners to demonstrate achievement of learning outcomes and, where possible, provide the opportunity to demonstrate that the requirements set for the learning outcomes have been exceeded.

6. Verification of grades

Internal controls are in place to verify the awarded grades. This involves reviewing the allocation of grades of all learners awarded a distinction or fail grade, as well as a proportion of the assessments awarded a pass grade. This is highlighted in Chapter 6.4 of the Training Quality Assurance Framework.

7. Summary of changes

Version no.	Changes
01	New IG

