

**Project Assessment: An International Perspective**

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**Abstract**

Project Assessment is an American Psychological Association (APA, 2018) initiative aimed at facilitating assessment of the five Comprehensive Learning Goals of the APA Guidelines for the Undergraduate Psychology Major (2013). We believe that Project Assessment holds great promise for both U.S. and international use; moreover, we suggest that Project Assessment can benefit from consideration of international assessment initiatives, particularly those aimed at increasing mobility in our interconnected world. Internationally, particularly in Europe where all but one country adheres to the Bologna Process and many countries adhere to the related EuroPsy guidelines, assessment of psychology higher education is driven by a broader range of stakeholders than is typically considered in the U.S. Indeed, Bologna countries explicitly consider input from external stakeholders such as employers when developing curricula and assessing outcomes, and they prioritize the assessment of skills at least as much as knowledge. In this paper, we outline the Bologna Process, EuroPsy, and similar collaborative agreements in other world regions. We highlight what the U.S. can learn from these projects, particularly the involvement of a broader range of stakeholders and an emphasis on mobility of degrees and graduates. While doing so, we explore evidence on internationally implemented assessment practices and on the extent to which harmonized curricula and assessment practices have increased mobility. As many world regions pursue Bologna-like structures, often with funding from the European Union, we believe that it is essential that those pursuing U.S. initiatives like Project Assessment actively join the global conversation about higher education in psychology.

*Keywords:* assessment, international, Bologna Process, Tuning, harmonization

**Project Assessment: An International Perspective (Submitted 1/14/2020)**

Project Assessment is an initiative of the American Psychological Association (APA, 2018). In 2016, a team of U.S. instructors and researchers<sup>1</sup> was tasked with identifying or developing assessments tied to the APA Guidelines for the Undergraduate Psychology Major (2013). These assessments (pass.apa.org) are a welcome and valuable resource; however, they are arguably too US-centric. All SNAP collaborators were US-based, and the assessments built on the generally US-centric APA guidelines. We argue that Project Assessment should consider international initiatives in terms of trends, but also in terms of the ultimate goals of such initiatives – employability, intercultural competence, and mobility for students and graduates. We introduce the Bologna Process and EuroPsy, the seminal European collaborative educational agreements, as well as similar initiatives in other world regions. We then highlight what U.S. psychology, including Project Assessment, can learn from these projects.

**The Rise of the Bologna Process and EuroPsy in Europe**

**The Bologna Process.** In 1999, Ministers of 29 European countries signed the Bologna Declaration, committing to the establishment of a European Higher Education Area (EHEA) to facilitate student and graduate mobility, increase the quality of higher education, and become more competitive internationally. The signing countries agreed on the following:

1. Comparable degrees: undergraduate (at least 3 years) and graduate. A diploma supplement should provide clear and transferable information about the degrees;
2. Access to the labor market through both the first and second cycle degrees;
3. A single system of credits;
4. The promotion and facilitation of student mobility across institutions and countries; and
5. The promotion of collaboration in quality assurance (Bologna Declaration, 1999).

The Bologna Declaration launched the Bologna Process, currently involving 48 countries, which have met many of its goals (Eurydice, 2018). Most countries incorporated the three-cycle degree structure (a doctoral level was added in 2005), the diploma supplement, and a formalized European Credit Transfer System. With respect to mobility, an

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<sup>1</sup> Two of this paper's authors (Nolan, Dunn) were part of the initiative, the Summit on the National Teaching of Psychology (SNAP), that developed Project Assessment.

increased number of students study abroad, and acceptance of credits across countries, however, has been widely implemented. ‘Automatic’ recognition of qualification, however, is still far from being in effect (Eurydice, 2018).

**Toward European standards for Psychologists: EuroPsy.** The emphasis in the European Union (EU) on quality assurance and mobility also led to a common framework for practicing psychologists. In the EU, as in many world regions, a bachelor’s and master’s degree, typically along with supervised practice, are required to practice psychology. But the EU also has developed a Diploma that outlines minimum competencies beyond these degrees, now called the EuroPsy Certificate and adopted by 24 countries (EFPA, 2017; Lunt et al., 2015). Beyond training, EuroPsy protects clients and employers by promoting a minimum level of professional quality and ethics, and enhances mobility of both students and practicing psychologists (Lunt et al., 2015). EuroPsy has been an important influence on the training of practicing psychologists, but it also formulates competency-based standards at undergraduate and graduate levels. For that reason, it affects all students, even those who plan to earn only an undergraduate degree or pursue a career as a psychologist engaged in teaching or research.

### **Educational systems and assessment in non-Euro-Bologna Countries**

The vast diversity among the more than 4000 psychology educational programs globally has led to calls for a framework to foster comparisons (Bullock, 2014). Those involved in Bologna have considered such harmonization<sup>2</sup>, including through a Bologna Follow Up Group (BFUG, 2002). The BFUG called for outreach (Clark, 2014), which has led to partnerships between the EU and other regions, often funded by the EU (e.g., Crosier & Parveva, 2013; Dang, 2015). Knight writes that Bologna “has propelled other regions and sub-regions around the world to look more seriously at the significance and modality of building closer alignment of their higher education systems” (p. 106, 2014). In terms of ‘features,’ regions that have created Bologna-like agreements typically consider: (1) qualification frameworks, (2) threshold learning outcomes, which support quality assurance, and (3) the nature of the levels of degree programs, typically a Bologna-like 3+2 program. Such developments have advantages, including the review and possible improvement of institutional, national, and international systems, and disadvantages, including the reputed ‘re-colonization’ of formerly colonized nations (e.g., Zmas, 2015).

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<sup>2</sup> The language of common frameworks often seems to be describing a musical performance. Words like “tuning” and “harmonization” replace the language of standardization to reflect that curricula, learning outcomes, and assessments across institutions and countries work together rather than serve as interchangeable duplicates of each other.

Results have varied. At the minimal end, a country may develop procedures to assess graduate applications (e.g., Thege & Dobson, 2016). On a grander scale, a regional consortium may develop a “Tuning project” to develop competence-based curricula that allow for mobility across institutions and countries. Psychology is not always included; as with Bologna, there are often attempts at harmonizing general higher education before specific disciplines. Moreover, some consortia have been explicit that although they are using Bologna as a model, their own collaborations are locally driven. For example, Dang described the Bologna Process as “melting pot harmonization,” a system more similar across institutions than the Asian “mosaic harmonization” which aims to create connections among different existing programs (p. 774, 2015). Here, as examples, we explore consortia in Africa, Asia, and Latin America, as well as initiatives in Australia. (Note: There are other Tuning collaborations.)

**Africa.** Between 2011 and 2013, Tuning Africa (<https://tuningafrica.org/en/what-is-tuning-africa>) developed harmonized curricula across 60 universities for general and discipline-specific education that aligned with relevant stakeholders (e.g., employers). A second phase, lasting through 2018, almost doubled university and country participation. Tuning Africa has partnered with the EU and includes mobility among its goals (<https://tuningafrica.org/en/the-africa-eu-partnership>). One country that has incorporated Bologna-like principles, including in psychology, is Cameroon (Eta et al., 2019). There have been limitations, including a lack of strict adherence to the Bologna model; a lack of public appreciation of the value of psychology, likely contributing to a lack of resources; and little mention of learning outcomes or assessment (Tchombe, 2020). Despite drawbacks, one apparent outcome of reforms in Cameroon and other francophone African countries is increased mobility, with increasing numbers of students studying abroad (University World News, 2008). For example, almost half of international students studying in France are from Africa; a French report praised cooperation among universities in Africa and between African universities and their counterparts on other continents (University World News, 2013).

**Asia.** The primary Bologna-like process in Asia was developed by the Association of Southeast Asian Nations (ASEAN), and eventually grew into ASEAN+3, which added China, Japan, and South Korea (Dang, 2015). Both versions have been working toward harmonization among countries in Asia and with those in the EU (Dang, 2015). As noted previously, ASEAN is developing their system based on local drivers, so there is less integration than in the EHEA (Syahrudin et al., 2016). Indonesia, a founding ASEAN country, uses assessments to evaluate competencies in graduates (Cranney, Hulme, Suleman, Job, & Dunn, in press). Within psychology, the Universitas

Indonesia (UI) specifies competencies, including the abilities to recognize and analyze behavioral issues based on theory, to perform research, and to design interventions. Despite an applied focus, assessment tends to be relatively basic and may not fully measure learning outcomes relating to application of knowledge and skills.

**Latin America.** Several countries in Latin America embarked on a Tuning process between 2004 and 2013 (Beneitone & Yarosh, 2015). This involved 182 universities and 15 disciplines (including psychology) with the goal of building a Bologna-like higher education area to promote mobility within that region, as well as with other regions. There is evidence of increased competence-driven curricula and assessments, a shift that is receiving institutional support (Beneitone & Yarosh, 2015); more than 90% of administrators and faculty members reported a positive effect of the process. Other research suggests that Tuning projects are not universally successful (Klie & del Pilar Grazioso, 2020); for example, three universities from Guatemala participated in this study; yet, there is no emphasis on consistent learning outcomes or assessments across that country.

**Australia.** Following educational reforms that led to the “economical” delivery of education through lectures and multiple-choice exams, students finally called for demonstrable value for money. As part of the quality assurance reforms that ensued (likely spurred by the Bologna Process), there was a call for the specification of ‘threshold learning outcomes’ (which led to a focus on capstone courses<sup>3</sup>; Lee & Loton, 2015). Specific learning outcomes for undergraduate and graduate psychology were specified as national accreditation standards (APAC, 2010; Cranney et al., 2009). A new degree structure, similar to the Bologna model was approved in 2010; indeed the Psychology Board of Australia website ([psychologyboard.gov.au](http://psychologyboard.gov.au)) references Bologna/EuroPsy in relation to the new degree structure. In terms of assessment, APAC (2019) standards specify that students must demonstrate competence with respect to learning outcomes, as assessed by multiple tools, often including direct observation; however, there is little guidance regarding strategies. With the increased emphasis on flexible educational delivery, including economic pressure to repackage programs into micro-credentials for continuous professional development (i.e., meeting market demands), challenges in curricular delivery will continue.

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<sup>3</sup> In this paper, we use the word “course” to refer to discrete units within the curriculum; in some countries and institutions, courses are called modules or units.

### What the U.S. can learn

The U.S. is among the areas that have not embarked on a Tuning Process on a grand scale, although there have been smaller initiatives (e.g., by the Lumina Foundation). The U.S. accreditation system is regional, with no expectations to harmonize across institutions. It does, however, require efforts to connect learning outcomes with assessments and then to act on those data; indeed, mature programs focus on how well students demonstrate expected learning skills (e.g., Stanny & Halonen, 2011). More informally, and in line with Bologna and similar initiatives, there is a push toward assessment of skills, some of which is reflected in Project Assessment. And, within psychology, the growing acceptance of the APA guidelines has opened the door to harmonization.<sup>4 5</sup> There are two areas, however, that U.S. higher education, including in psychology, has generally neglected, and that Bologna-like collaborations have embraced: (1) a broader range of stakeholders invested in quality education, and (2) curricula and assessments that promote mobility (e.g., Adelman, 2009). We will consider each in turn.

#### A Broader Range of Stakeholders

Changes resulting from the Bologna Process and other Tuning projects were partly influenced by external stakeholders, including employers and the general public. Traditionally, curricula and assessments are faculty-driven; but there has been an increasing awareness of a mismatch between graduates' skills and employer expectations (Altbach et al., 2009; Beneitone & Yarosh, 2015). Here we consider the rationale and examples of good practice around stakeholder engagement, including employers, community organizations, and students.

**Employers.** Employers have noted a lack of needed skills (e.g., collaboration, leadership, problem solving; e.g. Brown et al., 2009; Oliver & de St Jorre, 2018) among graduates. This gap between skills and needs has driven employer engagement within higher education globally (Altbach et al., 2009; Mann et al., 2014). Indeed, in the Bologna Process and similar projects, employability of graduates is a key factor in curriculum development (Sin & Neave, 2016); moreover, employers, along with recent graduates, are consulted to inform faculty members as they develop learning outcomes and assessments (Adelman, 2009).

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<sup>4</sup> APA does have national guidelines for practicing psychologists that guide state associations; however, because Project Assessment is focused on undergraduate psychology, we will keep our focus on the undergraduate level.

<sup>5</sup> Following APA policy, the current Guidelines, which appeared in 2013, will be undergoing a 10-year review and possible revision in the next two years.



Within psychology, the employability context for psychology varies considerably, with some countries providing graduate-level training to most students (e.g., the Netherlands) and others providing such training to a smaller proportion (e.g., the UK, Hulme & Cranney, in press; the U.S., Landrum, 2018). Beyond practitioner careers, graduates enter a variety of careers, including charitable work, sales and marketing, management, education, and health care. So, engaging employers in psychology assessment development requires broad thinking about the ways in which curricula and assessment can be designed to demonstrate relevance to, and allow students to articulate the transferability (Pollard et al., 2015) of their skills to, a range of career options (see also, Landrum et al., 2010). Employers can be engaged in a variety of ways (Minocha et al., 2017), from obtaining advice on the skills that they seek in hires (e.g., Hamilton et al., 2008), to involving them as experts in curriculum review and course-validation events, to asking them to set authentic problems from their workplaces for use as assessments (student proposals can be fed back to employers to inform their practices, to ensure employers benefit from such engagement). Psychology programs can also learn about employer perspectives regarding students' skills and work preparation via onsite internships. To formalize opportunities for all such initiatives, program directors could hold advisory board meetings, whereby contributions of employers could be acknowledged and celebrated.

Once input from employers has been incorporated into curricula, assessment of expected competencies must follow. Traditionally, work-based learning and placements are common methods of engaging students with employability (Moore & Reddy, 2012). Assessment of such programs is typically via a reflective portfolio, often incorporating an account of the relevance of psychology to the work setting. Because placement opportunities can be resource and staff intensive (Hulme & Cranney, in press), alternative models, including "authentic assessments," are attractive. Various definitions of authentic assessment have been proposed, but this one, from Gulikers and colleagues (2004), summarizes the concept rather neatly:

Authentic assessment means that: (a) tasks must appropriately reflect the competency that needs to be assessed, (b) the content of an assessment involves authentic tasks that represent real-life problems of the knowledge domain assessed, and (c) the thinking that experts use to solve the problem in real life are also required by the assessment task (p. 68).

Likewise, Ashford-Rowe and colleagues (2013) proposed a model in which authentic assessment has eight components: they must be challenging, produce an outcome, ensure transfer of knowledge, incorporate reflection and metacognition, assess students' performance accurately, be delivered in a 'real-world' environment, facilitate feedback dialogue, and incorporate collaborative opportunities. In other words, authentic assessments are those that

require educators to assess students' transferable skills and knowledge from the psychology curriculum within settings that resemble the workplaces to which students aspire.

An example of the use of authentic assessment is provided by Hulme and Cranney (in press), in a capstone undergraduate psychology course, *Making a Difference with Psychology*, at Keele University (UK). Students reflect on their studies in the context of employment-relevant topics (e.g., leadership, science communication, activism, engagement with the arts and culture), and identify ways in which they can apply their skills and knowledge. For their assessment, students act as consultants to an organization, and write a proposal outlining a research- and theory-informed solution. Although students report finding the task challenging, the scaffolded learning process and authenticity make it engaging and meaningful. Thus, through employer engagement, student employability can be enhanced to explicitly align with employers' needs, and students are able to articulate their skills confidently in novel contexts. Selected student work is provided to employers to inform their problem-solving approach, thus showcasing the relevance of psychological evidence and the quality of student work, benefiting the employers, and further motivating employers' continued engagement.

**Community.** The concept of the 'civic' university, implying that universities are geographically located within, but also a part of, a community, which should benefit from their presence (e.g., UPP Foundation, 2019), is not new. Boyer (1987) wrote:

The aim of education is not only to prepare students for productive careers, but also to enable them to live lives of dignity and purpose; not only to generate new knowledge, but to help shape a citizenry that can promote the public good. Thus, higher education's vision must be widened if the nation is to be rescued from the problems that threaten to diminish permanently the quality of life (p. 297).

Collaboration with civic organizations fits into the focus of Bologna countries on embracing external stakeholders. Indeed, a growing emphasis on psychological literacy leads to increased recognition that psychology graduates should acquire a "general capacity to adaptively and intentionally apply psychology to meet personal, professional and societal needs" (p. iii; Cranney et al., 2012). This has led some psychology educators to engage community organizations in curricular and assessment activities. Such collaborations facilitate employability, but also promote global citizenship, intercultural competence, problem-solving skills, and a generative "giving back locally" function – all relevant to achieving the civic mission of higher education.

Community engagement in psychology education and assessment can be found globally (e.g., Taylor & Hulme, 2018). At Utrecht University (Netherlands), bachelor's students in psychology are required to take 'The

destination' course. Students must recognize their role as an academic professional, analyze societal problems from a psychological perspective, develop concrete tools, and present to relevant community organizations (e.g., organizations supporting refugees). Assessment is done in the form of a policy report and a symposium presentation to the organization. Likewise, psychology students at Newcastle University (UK) engage in a series of community-focused challenges (e.g., supporting veterans, reducing homelessness); students are assessed by "pitching" their ideas to a panel of judges who include community members working on those issues. Each of these projects has seen successful uptake of students' ideas. In addition, students gain insights into diverse cultures, and authentically apply their knowledge and skills to make a difference, enhancing employability and psychological literacy more generally (see also Cranney & Dunn, 2011, for examples from Canada, Italy, and New Zealand).

Similar initiatives, sometimes termed high-impact practices (HIPs) can already be found in the U.S. (e.g., Henderson, 2016; Kuh, 2008), including service learning, volunteer opportunities, and collaborative (i.e., team-based) projects that supplement internships and related placements. These initiatives can be highly effective, and we suggest that, building on these good practices, they could become a central feature of U.S. psychology education. Such HIPs are generally used by institutions to increase student engagement and promote persistence to complete degrees, both of which are key aspects of student success. Regrettably, however, these and related markers are not generally viewed as or included in assessments of community engagement.

**Students as partners.** Students have traditionally been recipients of the educational experience, with faculty responsible for design and delivery of learning and assessment activities (Freire, 1999). More recently, some higher education providers have viewed 'students as partners' or 'co-creators', whereby students and faculty are conceptualized as active and equal collaborators in creating learning and assessment practices (Mercer-Mapstone et al., 2017). Bologna countries are among those that explicitly seek feedback from students as changes are implemented (Sin & Neave, 2016); however, the concept of students as partners extends beyond seeking feedback. It involves giving students a role as creators of their own educational experience beyond the traditional role of responding retrospectively to what their educators provided. Instead, students choose content, design curricula, and plan assessment and teaching methods that they experience themselves (and not for the cohort that succeeds them). They might even deliver these experiences themselves. Benefits for both students and faculty have been widely reported, and include improved learning, raised awareness of employability skills, increased

engagement and motivation, transformed self-awareness and sense of belonging, and enhanced inclusion with empowerment of minority students (Mercer-Mapstone et al., 2017).

Within psychology specifically, the uptake of a students-as-partners approach has been limited; however, there have been successful examples in the UK. At Stirling University in Scotland, undergraduate students teach statistics to more junior students, produce a conference to engage employers and external agencies, and develop research projects in teams, with minimal academic staff input. The resulting impact on psychological literacy led to a British Psychological Society award for innovation. At Keele University, psychology students have engaged with a ‘decolonizing the curriculum’ process (e.g., McLaughlin & Whatman, 2011), analyzing curricula and sharing resources from more diverse sources, raising awareness of the importance of cultural diversity. The project benefits current students, but also future students, who will be given access to richly diverse resources; success will be determined through future evaluations. The students, therefore, directly drive the curriculum.

Engaging students more extensively within curriculum and assessment design has the potential to enhance student understanding of assessment, facilitate innovation, and increase relevance with respect to employability and internationalization. We encourage further evaluation of innovations with psychology students as co-creators to inform future assessment practices. Moreover, these kinds of initiatives, like those involving employers and organizations, fall squarely within the expectations of Bologna-like collaborations (Sin & Neaves, 2016).

### **Assessment for Mobility**

From the outset, a prime goal of the Bologna Process was mobility (Bologna, 1999). In 2012, because of differences in educational situations and opportunities across countries, the EHEA published a Mobility Strategy, in which ministers agreed that countries should develop their own internationalization and mobility strategies; national higher education institutions were encouraged to take into account their own contexts and stakeholders (Eurydice, 2018). In the 2012 Mobility Strategy, targets included both credit mobility [periods spent studying abroad, corresponding to at least 15 credits from the European Credit Transfer and Accumulation system (ECTS, akin to the U.S. credit system) and degree mobility (obtaining a degree in a country different from where the preceding degree was obtained, or working in a country different from where the degrees were obtained] (EHEA, 2012). Earlier, the EHEA had adopted a mobility target that by 2020, 20% of graduates should have spent a part of their training abroad (European Commission, 2009). Little data are available on the effect on student mobility, in part

because it is difficult to measure; many factors figure into the equation. Data also generally are not discipline specific. Reddy and colleagues (2014) explored mobility for psychology. In most Bologna countries, mobility was found to have increased, as acknowledged by the European Federation of Psychologists' Associations (EFPA) Board of Educational Affairs; however, barriers were found including lack of transparency, language, lack of intercultural competency allowing students to successfully study abroad, and lack of funding (EFPA BEA, 2014).

By 2018, the majority of European countries had implemented a mobility strategy; however, student mobility varies greatly among countries and institutions (Eurydice, 2018). Kotsi and Agiomirgianakis (2013), for example, found that mobility was concentrated in the northern part of Europe with northern countries as net exporters in academic qualifications and Mediterranean countries as net importers. One factor contributing to differences is the availability of financial support for incoming or outgoing mobility (Eurydice, 2018).

The implementation of EuroPsy has influenced legislation on the regulation of psychology in Europe, thus influencing curricula (e.g., EFPA BEA, 2014; McElvaney, 2018). EuroPsy is a standard for professional training, not a license. National bodies set the requirements to practice; thus, psychologists wishing to practice in another European country have to meet not only training standards, but also additional requirements (e.g., language competency, knowledge of legislation). It is difficult to measure the impact of EuroPsy on the mobility of psychologists; however, it is assumed that the EuroPsy certificate helps mobility by providing a minimal professional standard and by facilitating evaluation of training and recognition of qualifications (Lunt et al, 2015; McElvaney, 2018). McElvaney and colleagues are currently gathering more concrete data, expected to become available soon. Regardless, the existence of movements that explicitly encourage and ease mobility form a model from which U.S. psychology can learn – in terms of mobility within the U.S. and across countries.

### **Evidence-based international assessment practices**

"It is an important challenge for university psychology departments to be at the forefront of developments in assessment, and to learn the lessons from research on effective teaching and learning." (Lunt et al., 2011, p. 81).

We outlined areas that we believe are key to international assessment in a more harmonized higher education space, including assessment of skills, inclusion of a wider range of stakeholders, and enhanced mobility for students and degrees. Next, we present seven assessment propositions distilled from theory and research on higher education assessment (Boud et al., 2009, pp. 2-4), and provide good practice examples that all psychology

educators could adapt. Although good practice can be found in many psychology programs both within and beyond the U.S., if adopted broadly, these propositions could further the process of harmonization, and in turn enhance mobility. Where relevant, we draw connections with specific aspects of the Bologna-type agreements.

1. "...assessment is used to engage students in learning that is productive" (p. 2)

For any one course, a final grade does not tell a student or employer whether the student has acquired threshold learning outcomes unless these core skills are explicitly tested. In psychology, if one of the threshold learning outcomes is, for example, 'active listening,' we will not be able to indicate that a student has acquired this learning outcome unless it is individually assessed *and* if it is required that they pass the assessment to pass the course. We highly recommend that psychology educators consider redesigning curricula so that all stakeholders are confident that the student has acquired the threshold learning outcomes that have been influenced by employer, community, and student input. The assessment methods should demonstrably and explicitly evidence mastery of the intended learning outcomes/competencies, perhaps through authentic assessment products, the assistance of technological innovations (that, e.g., can identify and automatically score instances of 'active listening'), and the compilation of such evidence in a portfolio that can be used by students to present credentials for job applications.

2. "...feedback is used to actively improve student learning" (p. 2)

Initiatives relevant to feedback were introduced in a large undergraduate health psychology course in Australia (Broadbent et al., 2018). For example, for a series of similar written assessments, constructive orally recorded feedback informs how the student proceeds with the next assignment. This initiative increased student satisfaction and grades. In addition, 'personalized' behaviorally oriented praise, generated automatically but apparently written by the course coordinator, is given if a student increases their grade from the previous assignment. This approach was well received, even after students realized that the feedback was automated. See Cranney and colleagues (in press) for further international examples regarding feedback.

3. "...students and teachers become responsible partners in learning and assessment" (p. 2)

One example includes the development of students' ability to judge the work of others against agreed standards, and respond to peer feedback (Sung et al., 2003). Undergraduate students in Taiwan used iterative Web-based self- and peer-assessment procedures to integrate the writing and evaluation of proposals for psychology experiments. Sung and colleagues concluded that this procedure, combined with group discussion, could "help

students to elaborate their experiment design knowledge” (p. 333), as indicated by the increased final proposal grade. See Cranney and colleagues (in press) for further examples, as well as their conclusion that these kinds of assessments enhance metacognitive capacity, valuable in any career context.

4. “...students are inducted into the assessment practices and cultures of higher education” (p. 2)

With the massification of higher education in Australia, students vary in what has been termed ‘enabling’ skills such as structured writing. Cranney and colleagues (2008) included in their large ( $N > 800$ ) Australian first-year psychology course a brief critical writing assignment under exam conditions. Funding was available to mark these assignments, identify students with the lowest marks, and provide a tutorial program for students during a major writing assignment (a laboratory report). This intervention appeared to have some positive impact on grades. It is conceivable that technological advances could make future programs cost-effective and thus sustainable.

5. “...assessment for learning is placed at the centre of subject and program design” (p. 3)

This proposition is about how courses are designed and delivered such that teaching activities and assessments enable acquisition of the program learning outcomes (e.g., Biggs, 2003; UNSW, n.d.). At many universities, including Keele University (UK) and most psychology programs in the Netherlands (e.g., Hulme & Cranney, in press), curricula are designed such that students are expected to learn general psychological knowledge in the first year, and more advanced knowledge and skills, including the ability to apply psychological knowledge, in the second and third years. Students chose elective courses in their final year (e.g., Making a Difference in Psychology, discussed above) that had learning outcomes and assessments centered around psychological literacy. This example is an illustration of the types of program design that could usefully be applied to all U.S. curricula.

6. “...assessment for learning is a focus for staff and institutional development” (p. 3)

Two points are worth noting regarding this proposition. First, the Bologna Process explicitly emphasizes employer input (Lunt et al., 2011); this is less the case in the U.S. or Australia, but may be so in regions that have adopted Bologna-like processes. Second, in most nations there is a regulatory body that determines the competencies required of practicing psychologists, and monitors education with respect to competencies. Designing assessment to facilitate acquisition of skills and competencies is a skill in itself, and one that may not be possessed by all psychology educators. Providers must ensure that faculty are capable of designing and delivering curricula and assessments that provide assurance of student learning of competencies. In Australia (APAC, 2019) and the UK

(Quality Assurance Agency, 2019), undergraduate and graduate programs are subject to an accreditation process; in the U.S., undergraduate psychology programs are not subject to discipline-specific accreditation; however, the APA Guidelines 2.0 (2013) are used to support those who voluntarily engage with them.

At a graduate level, the resource-intensive Objective Structured Clinical Examination (OSCE; e.g., Roberts & Norris, 2020) involves scenarios for authentic assessment of clinical skills in graduate students; such a model may be useful within the context of both graduate and undergraduate psychology education. However, at the undergraduate level, it is unclear how, for example, the APAC foundational competency of “interpersonal and team-work skills” (APAC, 2019) would be validly assessed for hundreds of psychology students. Cranney and colleagues (in press), however, highlight rubrics for ‘generic’ skills (e.g., interpersonal skills, AAC&U, 2019) that could support assessment, perhaps “undertaken by peers, with the occasional or capstone authentication of such skills by teachers, perhaps facilitated by technology, such as teamwork performance being assessed through computerized recognition of evidence-based constructive communication” (p. 11). In general, we acknowledge the challenge to educators to juggle competing demands regarding assessment.

7. ...assessment provides inclusive and trustworthy representation of student achievement (p. 3)

From a formal perspective, the intent of the Bologna Process is to meet the third aspect of this assessment proposition (“certification accurately and richly portrays graduates’ and students’ achievements to inform future careers and learning”, p. 3). As Adelman (2009) states:

...if your discipline, institution, and system have all established and publicly promulgated clear and discrete criteria for learning and thresholds of performance, that evidence, in itself, creates a powerful endorsement of the credentials awarded. When backed by a Diploma Supplement, and sealed by a culture of quality demanding continuous monitoring and improvement..., you have a public warranty (p. 191).

In other words, the Diploma Supplement documents graduates’ qualifications – what they know and what they can do. One alternative to a Diploma Supplement is a capstone assessment, such as a learning outcome portfolio (e.g., Lee & Loton, 2015). Students provide evidence that they have achieved threshold learning outcomes, and comment on how they could further develop these capabilities. One issue with such an approach is its diverse target audience – quality controllers (who may want comprehensive documentation for every outcome) versus students and prospective employers (who may want a targeted career-relevant product such as a tailorable resume derived from a portfolio). Psychology program directors should work toward ensuring that such assessments can be flexibly used by the student, both during their studies and after graduation.



### Conclusion

Clifford Adelman, who often wrote about the Bologna Process in a U.S. context, opined that Bologna was a leader in higher education. But, he explains, “that doesn’t mean the Euros have done everything as well as they could; that doesn’t mean they have a finished product; and that doesn’t mean that other countries should swallow whole an incomplete technology” (p. 9, 2009). Yet, Adelman urges less developed countries to learn from Bologna. “In this context,” he suggests, “the U.S. is a less developed country” (p. 9). Although the evidenced achievements of U.S. psychology education (e.g., Halpern, 2010) arguably contradict this statement, as critical thinkers, psychology educators realize that as our global society changes, there is a continuous need to review learning outcomes, curricula, and assessments; thus, it would be beneficial to examine Bologna and similar collaborations. We recommend that individual U.S. institutions learn from both national (e.g., APA, 2019) and international (e.g., Bologna and EuroPsy) guidelines on learning and assessment in psychology. Psychology educators could usefully ask: How does a particular curriculum develop student competencies, including in intercultural and international contexts? How does it make them more employable? What are the likely employers saying about current graduates and what they desire in a graduate? How can students demonstrate their competencies in a way that makes them attractive to employers and enhances mobility within a country or region, and across countries?

These questions are also likely to matter as Project Assessment matures and is used more widely, perhaps even helping to spur harmonization across curricula and institutions. We believe that the leaders of assessment in the field of psychology, including those working with Project Assessment, could benefit from examining the complex, sometimes limited, often varied, but also inspiring Tuning projects initiated by our colleagues around the world. In turn, those involved in Project Assessment might share their experiences with international colleagues, which may result in inspiration and increased quality of education and assessment for all!

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