

Presentation

Provide recognition of competence acquired through work experience or non-formal training is a measure to promote the vocational training, thus contributing to the achievement of the objectives of the Lisbon Summit of 2000, ratified by the European Union, in order to facilitate the employability of job seekers, mobility, promote learning throughout life and promote social cohesion, especially to those workers who lack a recognized qualification.

Legal regulations of each country to support this training

From this framework has been designed this course to train evaluators of skills of qualified professional, at that level, of the health and social services professional sector to that are accredited by the competent administration to act as evaluator of these qualifications.

The procedure that facilitates the process of evaluation and accreditation of competences acquired through non formal and informal, is developed over a 2-phase process for the study and resolution of the candidate.

Presentation

The purpose of this course is to provide the necessary training to meet the functions as evaluators involved in this process of recognition of professional experience, in particular:

- Advise the candidate to access, if feasible, the process of evaluation and recognition of their competences. If not feasible, should be referred to other professionals or institutions, for advice on how to improve their professional development.
- Conduct evaluation in accordance with the established plan and record the proceedings in standards documents.
- Evaluate the candidate following the established procedure, and resolve incidents that occur.
- Ensuring the quality of the whole evaluation process.

Presentation

This course is intended that participants:

- Acquire the knowledge and skills necessary to perform the functions as evaluators of the evaluation process and accreditation of competences acquired through the process of formal and informal learning.
- Understand the key theoretical and technical evaluation based on competences.
- Know the process of evaluation and accreditation of professional competence.

Presentation

Develop the skills to enable them:

- Plan an evaluation process.
- Implement the evaluation and accreditation process, which involves deciding on the use of tools and instruments for evaluating the qualifications of the candidates according to the reference unit of competency.
- Solve each of the incidents that may arise in the process of evaluation and accreditation
- Perform evaluation reports on the issuance of a judgment on the professional skills evaluated.

This course is designed for a duration of 45 hours (30 face to face +15 on-line)

Descriptors

<p>Module I: Context of the assessment process and accreditation of professional competence</p>	<p>The process of evaluation and accreditation of professional competence in the country where it carries out this process. Definition and content of professional competence. Aim and objective of this process of evaluation and accreditation. The integration of this process in the country's education system. Professional competences evaluator profile skills and functions.</p>
<p>Module II: Technical principles of evaluation</p>	<p>What is to evaluate and assess skills. Objectives of the evaluation. The observation and interview. Basic principles for ethical behavior in the evaluation of professional skills</p>
<p>Module III: The process of evaluation and accreditation of competences</p>	<p>Stages of the process of evaluating professional competences. Features. The collection of information. Type of information and documents: the evidence. The application of professional competences evidence guide. The collection and data analysis. The evaluation report of competence: content, key to its development. The communication of results to candidates. Basic personal skills of the evaluator. The accreditation process</p>
<p>Module IV: Methods, tools and evaluation of competence acquired through the work experience</p>	<p>Evaluation planning. The design, development and implementation of evaluation tools. The collection and data analysis. Optimization of evaluation resources</p>
<p>Module V: Communicating Results of the professional competences evaluation</p>	<p>Evaluation report of competence: content, key to its development. The valuation of the acquisition of professional competence. The process of decision making: individual and group. The communication of results. The report for the certification. Assess to candidates for professional improvement. Personal skills of the evaluator. Basic principles of quality evaluation process.</p>

Program

Module 0. Core competences

- 0.1 Communication skills and cultural diversity (reduced)
 - 0.1.1 Communication: Definition and Components
 - 0.1.2 . Non-verbal communication
 - 0.1.3 Cultural dimensions
 - 0.1.4 Search for common theme: intercultural dialogue
 - 0.1.5 Intercultural competence
 - 0.1.6 Dialogue between faiths
 - 0.1.7 Reconciliation of conflicting reports
 - 0.1.8 Inclusive dialoge
 - 0.1.9 Communication barriers between cultures
- 0.2 Information and data
 - 0.2.1 Classification of information
 - 0.2.2 Advantages of organizing information
 - 0.2.3 Organization of information
 - 0.2.4 Standards in information management

Program

Module 0. Core competences

- 0.3 Organization and types of organizations
 - 0.3.1 Planning
 - 0.3.2 Planning work: Definition
 - 0.3.3 Stages of planning
 - 0.3.4 Planning process.
 - 0.3.5 Barriers in the planning
 - 0.3.6 Problems associated with the planning
 - 0.3.7 The objectives:
 - 0.3.8 Objectives to be achieved:
 - 0.3.9 Establish priorities..
 - 0.3.10 Plan your day.
 - 0.3.11 The important and urgent.
 - 0.3.12 Evaluate work patterns:
 - 0.3.13 The daily schedule:
 - 0.3.14 Using the daily.
 - 0.3.15 Organize paperwork:

Program

Module 0. Core competences

- 0.4 Teamwork and group dynamics
 - 0.4.1 Definitions and background
 - 0.4.2 Phases of identity of work teams
 - 0.4.3 Stages of development work teams
- 0.5 Conflict
 - 0.5.1 Conflict concept
 - 0.5.2 Process of conflict

Program

Module 1. Context of the assessment process and accreditation of professional competence

1.1. European context

1.1.1 Level of development and approach taken in European models of accreditation.

1.1.2 Factors influencing the level of development and the approach in European models of accreditation

1.2 Professional certification competency European and National Agencies

1.2.1 Forum European Centre for the Development of Vocational Training (CEDEFOP)

1.2.2 France: cererq

1.2.3 Italy : isfol

1.2.4 Check republic

1.2.5 Spain: incual

1.3 The requirements and procedures for evaluation and accreditation of competences acquired through work experience.

1.3.1 Competences evaluator

Program

Module 2. Technical principles of evaluation

- 2.1. - The evaluation of professional competence
- 2.2. – Methods and Instruments for professional competence evaluation.
- 2.3.- The ethical dimension of evaluation

Module 3. The process of evaluation and accreditation of professional competences

- 3.2 The requirements for evaluation and accreditation of professional competences.
- 3.3 Evidences for evaluation
- 3.4 Professional competence evidence guide
 - 3.4.1 - Criteria for competence evaluation
- 3.5 .-Professional competences accreditation

Revision

In Module 2

2.2. – Methods and Instruments for professional competence evaluation

- Add:
 - Observation
 - Interview

In Module 3

3.1. The phases of the procedure.

- Revise SCHEMA

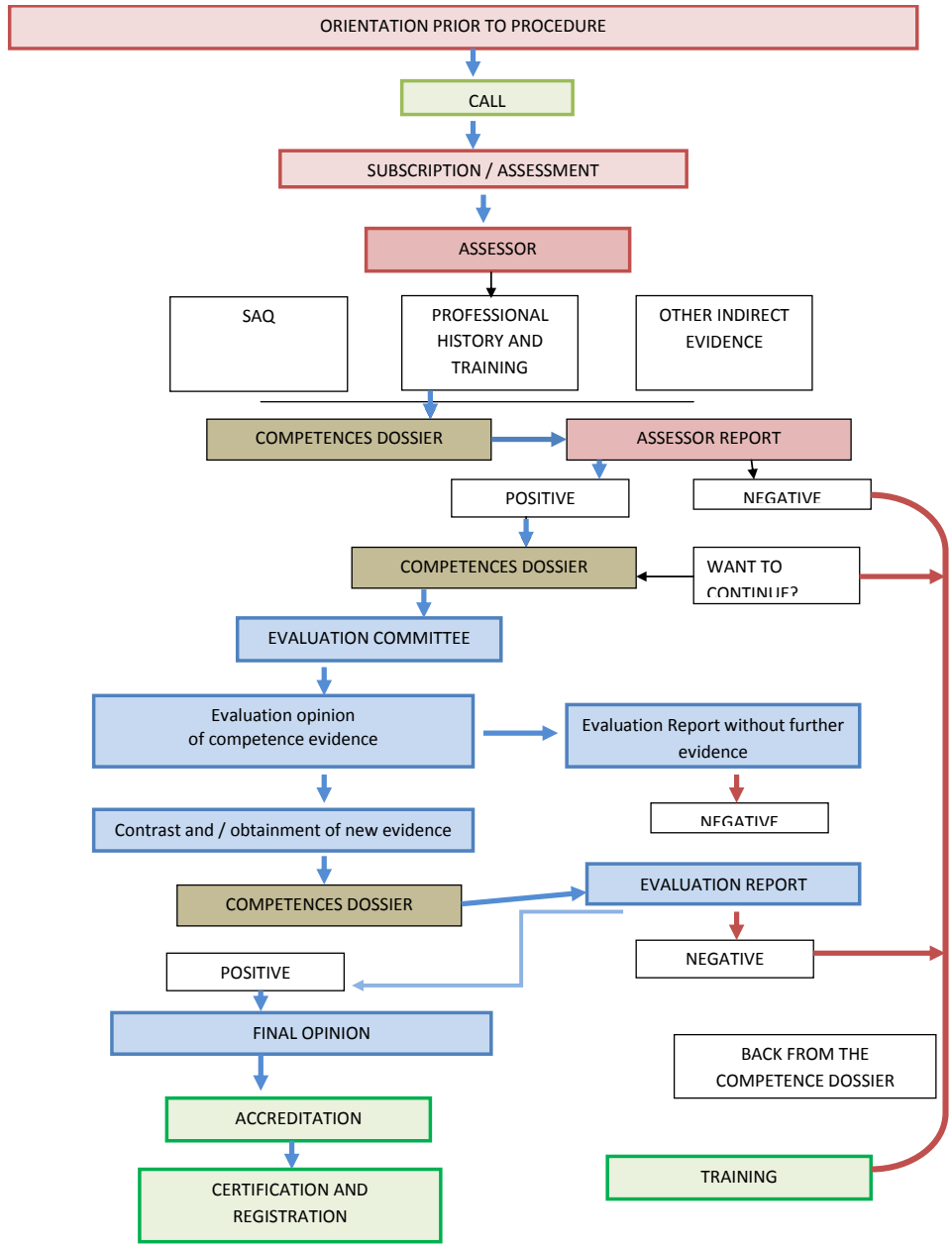
3.2 The requirements for evaluation and accreditation of professional competences.

- Spanish model of ORGANIZATIONAL STRUCTURE and MANAGEMENT STRUCTURE

3.5 .-Professional competences accreditation

- Spanish certificate

FINAL SUMMARY: Next diapo



Program

Module 4. Methods, tools and evaluation of competences acquired through the work experience

- 4.1 The selection of methods and tools for evaluation
- 4.2 Design, development and implementation of evaluation tools.
 - 4.2.1 Design tools for direct evaluation of the performance::
 - 4.2.2 Design and implementation of tools to evaluate knowledge, skills and cognitive skills required for professional performance
- 4.3 Professional competences evaluation planning process

Module 5. : Communicating Results of the professional competences evaluation

- 5.1 The development of the professional competences evaluation report
- 5.2 Evaluation of professional competence and communication of results to the candidate and the institution certifying
- 5.3 Advising the candidate on training activities for professional development
- 5.4 Personal skills of professional competence evaluator
- 5.5 The quality of the evaluation process of professional competence

Revision

In Module 5

5.3 Advising the candidate on training activities for professional development

If the candidate has not shown evidence of competition I wanted to prove the evaluation commission, in a report, you recommend a training plan that allows the candidate to test the professional competence to overcome the procedure, which can be open or closed and the candidate is presented to new calls (understanding)

In Module 3

SAQ

1. - Explain briefly what are the components of communication.
2. - Define and explain three basic forms of cultural interaction
3. - Explain that we can find barriers in communication.
4. - Reason for it is necessary and describe the planning stages
5. - Define following concepts:
 - Competency Unit:
 - Professional Background:
 - Performance criteria:
6. - Briefly explain what the functions of the assessor
7. - Define phases of the accreditation process of professional competence.
8. - Indicate at least three possible methods of data collection to verify that the applicant has the skills seeks accreditation.

SAQ

9. - Complete this table:

TECHNICAL COMPETENCE	involve the mastery of knowledge and skills specific to a particular career field or scientific	KNOW	Expertise
		KNOW HOW	Domain specific methods and techniques to achieve success in certain professional fields
			Enabling, in the workplace develop learning as a result of personnel intercommunication
SOCIAL COMPETENCES	include motivations, values, ability to relate a social context	KNOWLEDGE TO BE	Attitudes of behavior at work and ways of acting and interacting

10. - Define advantages and disadvantages of the following assessment methods:

- Professional Interview:
- Direct observation:

CASE STUDY

XXXXXXXXX was brought to the accreditation call to get the care people at home certificate

CV

Age: 35 years

Education: Business Administration FP

Other studies:

- Food hygiene and food handling 20 hours
- Mobilization of patients 20 hours
- First aid, 20 hours

Professional experience:

- She took care of their parents when they were sick for five years.
- As autonomous, users home care for 5 years
- Currently works on a home help company for 3 years.

ACTIVITIES

1. Define units of competence that may be accredited by unregulated training
2. That would make assessment tests for evidence of competition does not prove

OTHERS PRACTICAL OPTIONS

EVALUATOR GUIDE ANNEXES

- I. MODEL AND TRAINING PROFESSIONAL HISTORY
- II. DATA MODEL ASSESSMENT OF INDIVIDUAL PLAN
- III. FICHA MONITORING ACTIVITIES BY THE EVALUATOR / A IN THE ASSESSMENT FOR EACH PERSON
- IV. MODEL EVALUATION REPORT
- V. DOCUMENTS TO BE USED BY THE EVALUATION COMMITTEE PERSON IN CONNECTION WITH THE CANDIDATE
 - A. Valuation Opinion Evidence of Indirect Competition
 - B. Communication to the candidate's opinion of Evidence Assessment Indirect Competition
 - C. Evaluation Activity Log
 - D. Model Act Assessment of Professional Competence Individual
 - E. Standard request for individual review
 - F. Joint Final Act Review Commission
- VI. CODE OF ETHICS OF ASSESSOR / A
- VII. FLOW CHART FOR THE IMPROVEMENT OF THE QUALITY OF THE EVALUATION
- VIII. QUESTIONS ABOUT THE EVALUATOR GUIDE / A
- IX. SUPPORTING EVIDENCE GUIDES
- X. GLOSSARY OF EVALUATION

EVIDENCE GUIDE