

Professional competences evaluator profile:

professional in the area surveyed, whose task is directed to the evaluation of competencies and skills acquired through work and non-formal training, in order to evaluate and certify the candidate's experience.

Professional competences evaluator levels of proficiency

- **Basic** professional in the area covered by the survey, with professional experience of at least 5 years.
- **Medium:** professional in the area covered by the survey, with professional experience of at least 8 years experience in coordination and supervision of human resources in this area of work.
- **Advanced:** professional in the area covered by the survey, with professional experience of at least 10 years with experience in management and evaluation of jobs in this area.

Training course output profile

After completing the course the participant will be able to:

- Understand and apply existing national legislation related to assessment and accreditation of skills acquired in a job or training in non-formal.
- Planning competences evaluation of candidates based on competition rules and procedures established by the certifying entity.
- Implement competences evaluation of candidates, according to the rules and procedures established by the certifying entity.
- Communicate the results of the competence evaluation of candidates, according to the standards established by the certifying

The main functions of professional competences evaluator focus on:

- **Plan and conduct** evaluation of the degree of acquisition and performance skills
- **Check and evaluate** acquisition and performance of those skills, according to standards established in the rules of procedure.
- **Actively participate** in the selection of techniques and design of evaluation instruments to implement
- **Develop** a final report of the evaluation
- **Communicate** results of evaluation that evaluated
- Provide guidance on ways to improve the professional performance
- **Assess** on systems to improve professional competences

The personal characteristics that must have a professional competences evaluator are as follows (in alphabetical order):

- Positive attitude toward self-learning
- Self- control
- Capacity for observation
- Ability to listen
- Commitment to perform all actions necessary to adequately evaluation
- Confidence
- Creativity
- Emotional balance
- Personal integrity
- Intrinsic motivation
- Perseverance
- Serenity
- Ethical Values
- Versatility

General competence professional competence evaluator

Evaluate professional competences acquired by the candidate by any means of learning, using different evaluation instruments, through comparison with the benchmark of competence in a particular professional profile.

Core Competences

Competences	Units of Competence
Effective Communication	<ul style="list-style-type: none"> ○ Establish working relationships with everyone involved in the evaluation process, internal and external of the organization ○ Ability to communicate effectively with colleagues and / or candidates, using appropriate language ○ Communication skills, empathy and assertiveness ○ Listening skills and observation ○ Ability to communicate orally and in writing
Information Management	<ul style="list-style-type: none"> ○ Knowledge of updated information on the procedure of evaluation and accreditation. ○ Knowledge of sources of information and documentation to evaluate skills ○ Collection, management and analysis of information ○ Use of ICT (search and find information, use of basic computer applications) for evaluation purposes
Teamwork	<ul style="list-style-type: none"> ○ Skills to learn effectively coordinate different groups ○ Management group discussions ○ Leadership
Professional development and improvement	<ul style="list-style-type: none"> ○ Management and organization of situations ○ Working in different contexts ○ Ability to adapt to new contexts ○ Ability to decision making ○ Effective time management ○ To be aware of their own capabilities and limitations ○ Be committed to continuous professional development of their own knowledge and skills, and their work. ○ Integrating theory into practice in the evaluation process

Technical competencies

Tasks	Competencies	Units of Competence	Training issues
<p>1.- Planning the process of professional performance, skills and evidence of skills that will receive recognition and accreditation</p>	<ul style="list-style-type: none"> • Identification of the professional profile to evaluate. • Planning the assessment process according to the professional field or workplace of candidate • Advise the candidate for the evaluation process of professional competence to which he is observing. • Participation in coordinated evaluation of professional skills 	<ul style="list-style-type: none"> • Designing the assessment of professional competence in a particular professional profile. • Collect and determine the regulations that determines the adequacy of the profile. • Set the units of competency for which to obtain evidence. • Concrete assessment activities according to the method suitable for obtaining of new evidence. • Identify and organize the activity to be performed by the candidate in accordance with the provisions of proposed evidence. • Organize initial briefings with candidates according to the established evaluation plan. • In the case of lead the evaluation team: <ul style="list-style-type: none"> ✓ Coordinate activities of different members according to work plan designed. ✓ Distribute the functions and tasks among different team members. ✓ Promote the evaluation team a work based on the principles of responsibility, mutual support and consistency. 	<p>Context of the assessment process and accreditation of professional competence</p> <p>The procedure of evaluation and accreditation of competencies</p>
<p>2.- Application of the process on the professional performance, skills and evidence of skills that will receive recognition and accreditation.</p>	<ul style="list-style-type: none"> • Selection of evaluation techniques • Selection and / or development of instruments for data collection. • Application of the instruments in the specific context 	<ul style="list-style-type: none"> • Determine for each individual case assessment techniques suitable for data collection. • Design tools for data collection. • Apply assessment tools and design data collection. • Record the evidence collected in the evaluation process. 	<p>Technical basis of the evaluation</p> <p>Methods, tools and assessment in the evaluation of professional competence</p>

Technical competencies

Tasks	Competencies	Units of Competence	Training issues
<p>3.- Resolution of the process of professional performance from the evidence collected</p>	<ul style="list-style-type: none"> • Assessment of data collected according to the professional profile evaluate • Resolution of the achievement level of the candidate according to the professional profile 	<ul style="list-style-type: none"> • Analyze and evaluate the competence dossier, and the evidence required to identify and contrast the skills provided by the candidate • Determine the level of attainment of employment or professional skills evaluated. • Prepare the assessment report referred to the candidate, the level of proficiency achieved by the evidence presented and contrasted. • Make the proposal for the opinion of recognition or accreditation of professional competency units acquired by non-formal. • Respond to requests for review by the candidate. • Manage and archive all documentation generated during the process. • Propose an individualized training plan to achieve those competencies with a low level of achievement or reputation. • Advise the candidate for professional improvement process. 	<p>4. Methods, tools and assessment in the evaluation of professional competence</p>
<p>4.- Ensure quality throughout the evaluating professional skills process</p>	<ul style="list-style-type: none"> • Development and monitoring of the evaluation process according to quality standards. • Quality assesment in all phases of the process of professional competencies evaluation 	<ul style="list-style-type: none"> • Ensure that the procedures performed to comply with accreditation established quality indicators. • Implement quality standards in the evaluation of professional skills. • Document the process in order to facilitate monitoring, control and assurance of quality • Rate each phase of the assessment process of skills according to standards. 	<p>4.Methods, tools and assessment in the evaluation of professional competence</p>

CONTENTS OF THE COURSE IN PROFESSIONAL COMPETENCE EVALUATION

Basic Course

Module 0: Core competences

1. Communication skills and cultural diversity
2. Information and data
3. Organization and types of organizations
4. Teamwork and group dynamics
5. The conflict

Module I: Context of the assessment process and accreditation of professional competence

1. Professional certification competency
2. The requirements and procedures for evaluation and accreditation of skills acquired through work experience: basic criteria
3. The evaluator skills

Descriptors: 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.

CONTENTS OF THE COURSE IN PROFESSIONAL COMPETENCE EVALUATION

Module III: The process of evaluation and accreditation of competences

- 1.The phases of the professional competences evaluation procedure
- 2.The requirements for the professional competences evaluation
- 3.The evidence for evaluation
- 4.The professional competences evidence guide
- 5.The accreditation of competences

Descriptors: 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

CONTENTS OF THE COURSE IN PROFESSIONAL COMPETENCE EVALUATION

Medium Course

Module IV: Methods, tools and evaluation of competence acquired through the work experience

- 1.The selection of methods and tools for evaluation
- 2.Design, development and implementation of evaluation tools
- 3.The planning process of professional competence evaluation

Descriptors: Evaluation planning. The design, development and implementation of evaluation tools. The collection and data analysis. Optimization of evaluation resources

CONTENTS OF THE COURSE IN PROFESSIONAL COMPETENCE EVALUATION

Module V: Communicating Results of the professional competences evaluation

- 1.The development of the evaluation report of professional competence
- 2.Evaluation of professional competence and communication of results to the candidate and the institution certifying
- 3.Assessing the candidate on training activities for professional development
- 4.Personal skills of professional competence evaluator
- 5.The quality of the evaluation of professional competence

Descriptors: 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.