



# Guidelines

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## TeBeVAT- Assessor Training Modules



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of the European Union





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## Content

1	Introduction.....	1
2	Assessor Role in the TeBeVAT-Process.....	2
3	Assessor Profile Overview.....	3
4	Assessor Qualification.....	4
5	Assessor Competences .....	5
5.1	ASSESSMENT.....	7
5.1.1	establish a work environment where candidates can demonstrate their competences (90 20 00 05 10).....	8
5.1.2	Assess candidates (90 20 00 05 12).....	10
5.1.3	monitor assessment (90 20 00 05 20) .....	13
5.1.4	show impartiality in an assessment situation (90 20 00 05 15).....	15
5.1.5	deliberate assessment results (90 20 00 05 80) .....	21
5.2	COMMUNICATION AND FEEDBACK .....	24
5.2.1	Listen actively (50 10 00 05 20).....	25
5.2.2	Have emotional intelligence (50 20 00 05 10).....	28
5.2.3	Give constructive feedback (90 10 00 05 90).....	31
5.2.4	Use questioning techniques for assessment (90 20 00 05 30) .....	34
5.3	QUALITY AND ETHICS.....	37
5.3.1	Follow ethical code of conduct in assessment situations (70 58 00 05 10).38	
5.3.2	Apply quality standards to the interaction with candidates (70 58 00 05 20) 41	
5.4	PROFESSIONAL DEVELOPMENT.....	44
5.4.1	Reflect on practice (50 30 00 04 10).....	45
5.4.2	Manage personal professional development (70 11 00 03 20).....	48
5.4.3	Monitor developments in field of expertise (70 11 00 03 40).....	51
5.4.4	Develop professional network (70 15 00 03 10) .....	54
5.5	ADMINISTRATION .....	57
5.5.1	Keep personal administration (40 00 00 03 10).....	58
5.5.2	Maintain professional administration (40 00 00 03 20).....	60
5.5.3	document an assessment according to the set guidelines (90 20 00 05 90).63	
5.5.4	manage the documentation of an assessment according to the set guidelines (90 20 00 05 85).....	66



6	Knowledge .....	69
6.1.1	manage the documentation of an assessment according to the set guidelines (90 20 00 05 85).....	70





## 1 Introduction

The TeBeVAT training for assessors is set out to provide interested stakeholders, like individuals who wish to be or want to become an assessor, or institutions which would like to train assessors, with required information about the contents and the methodologies used for practice.

The TeBeVAT assessor units are set out to be transferable among member states, but to entail the same competences in its core. Therefore, the units describe in detail what competences are expected, also in the background of a sectoral layer describing specifically skills and knowledge for sector requirements. Stacking up to a complete Assessor Profile, the units comprise elements of different learning fields important for the successful delivery of an assessment of prior learning.

The following modules respect the importance of procedural knowledge, specific for the TeBeVAT process, and general competences, important to successfully carry out assessment of vocational competences. As these are non sector specific, the procedural knowledge will remain a unit without further detail.



## 2 Assessor Role in the TeBeVAT-Process

The TeBeVAT Assessor is part of the board assessing prior learnings of the TeBeVAT candidate by using several assessment methods and procedures. The assessor screens the candidate's documentation (including LLDT) and verifies the given references and evidence.

Documentation is prepared by the candidate in the LLDT, LRS database and SOLM with support of the TeBeVAT mentor. These instruments are the main documentation sources for the TeBeVAT assessor, who is not required to investigate in other systems.

First step of the assessment process is screening the given documentation under the evidence quality criteria and deciding the proper assessment methods for the individual micro-credentials of knowledge and competences. After that the board assesses under involvement of the candidate the identified fields by utilizing the prior defined assessment methods.

If the board of TeBeVAT assessors decide that the candidate fulfills the requirements for a (part-) certification, the application of the candidate is validated.

The TeBeVAT Assessor appears exclusively in the certification process.

The TeBeVAT appeals process has – if necessary – influence on the assessment process. Collaboration of the TeBeVAT assessors with the TeBeVAT ombud is mandatory in this case.



### 3 Assessor Profile Overview

<b>Profile Title</b>	Assessor for Prior Learning
<b>Profile Description</b>	<p>An assessor for prior learning measures the existing competences, skills and knowledge of a candidate against a given qualification or certificate, according to a pre-defined standard or procedure, and judges objectively if the candidate reaches the corresponding performance criteria.</p>
<b>Profile Scope Note</b>	<p>Apart from the specific skills needed to assess candidates, the assessor also needs a profound understanding of</p> <ul style="list-style-type: none"><li>• The field, and the occupations</li><li>• The qualifications and standards for the targeted occupations</li><li>• The different standards, assessment methods and procedures of the targeted occupations</li></ul> <p>Assessors need to have substantial demonstrable experience in the targeted occupations they are assessing.</p> <p>This is not further developed in this profile, as it depends on the type of field, education and assessment.</p>
<b>ESCO Reference</b>	<a href="http://data.europa.eu/esco/occupation/20786e6d-36f0-4d1e-b033-05101fa71f3c">http://data.europa.eu/esco/occupation/20786e6d-36f0-4d1e-b033-05101fa71f3c</a>



## 4 Assessor Qualification

### Entry Guidance:

Candidates taking the competence units need to have access to learners in order to carry out assessments.

### Validity of Qualification:

Candidates passing the assessment programme will become eligible for assessment responsibilities for up to three years.

### Resource requirements:

There are no specific resource requirements for these qualifications. Institutions providing assessor trainings have to ensure that appropriate resources are in place to deliver the units in this qualification.

### Target group:

The modules for assessment of prior learning are suitable for learners aspiring to or currently undertaking an assessor role in vocational education and training.

### Units:

Unit Reference	Unit Title	Level	LH
TAU1	Assessment	5	6
TAU2	Communication and Feedback	5	6
TAU3	Quality and Ethics (4hours)	5	6
TAU4	Professional Development (4hours)	5	6
TAU5	Administration (4hours)	5	6





## 5 Assessor Competences

To assess and certify the TeBeVAT candidate's competences the TeBeVAT assessor has to have profound qualification in the following fields:

a. TeBeVAT process – processual knowledge	
Description:	<p>To have the necessary understanding of the instruments used in the TeBeVAT process and their application, the TeBeVAT assessor needs to have deep knowledge about the specific tools and strategies.</p> <p>The processual knowledge also includes knowledge and competences about carrying out interviews, standard certification profiles, documentation, the LLDT (including skills scan, performance criteria, evidence quality criteria) and appeals handling.</p> <p>In order to carry out an objective assessment process, the TeBeVAT assessor has to have knowledge and experience in assessing knowledge and competences.</p> <p>The specific focus of a TeBeVAT assessment is on the defined TeBeVAT assessment instruments.</p> <p>In the first stage of the assessment process – the assessment of the LLDT – the TeBeVAT assessor has to apply the evidence quality criteria as a base of the investigation of the provided documentation. After scanning and rating of the documentation, the TeBeVAT assessors decide about the applicable assessment methods and procedures, which are the standardized tool case of the assessment process.</p> <p>Afterwards the board of assessors carry out the assessment process by using the assessment strategy defined before. Under involvement of the candidate the board of assessors carry out the assessment process and come to a conclusion. The validation process is accompanied by the board of assessors and a full or partial certification is achieved.</p>
Volume of training	<p>To gain the required processual knowledge a course of three days (8hrs per day) is recommended including the following units:</p> <ol style="list-style-type: none"> <li>TeBeVAT process – structure, roles, instruments, and stakeholders (4hrs)</li> <li>documentation tools &amp; LLDT (4hrs)</li> <li>assessment methods (4hrs)</li> <li>assessment procedures in the assessment process (8hrs)</li> <li>appeals handling (4hrs)</li> </ol>



b. General Competences	
Content	In order to fulfill the requirements of the TeBeVAT assessment process it is necessary to incorporate some general / non processual competences, which are represented in the ESCO taxonomy and laid out in a sectoral layer. In the following, reusable competence sets are being set out for the fields
Volume:	<p>The competences required to carry out the assessment are being described below, composing the units:</p> <ul style="list-style-type: none"><li>▪ Assessment (6 hours)</li><li>▪ Communication and Feedback (6hours)</li><li>▪ Quality and Ethics (6 hours)</li><li>▪ Professional Development (6 hours)</li><li>▪ Administration (6 hours)</li></ul>



## 5.1 ASSESSMENT

TeBeVAT Assessor – Delivering Assessment	
Assessment	Internally assessed and externally moderated assessment evidence
Grading	Assessment is competent / not competent.
Progression Opportunities	To the assessor
Guided Learning Hours	8
Review date	24.02.2022
Sector	Transferable
Unit Reference	TAU1

### Learning Outcomes

The learner will understand

1. how to create a work environment where performers can develop their potential
2. candidate assessments
3. the monitoring of assessments
4. fundamentals of impartiality
5. how to assist clients with special needs
6. how to deliberate assessment results with other assessors



## 5.1.1 establish a work environment where candidates can demonstrate their competences (90 20 00 05 10)

### 5.1.1.1 ESCO Description /Equivalent

Title	create a work environment where performers can develop their potential
Description	Ensure that performers are well prepared and closely guided in each work session. Ask performers for feedback about the work sessions and take it into account
Scope Note	Familiarise the candidate with the assessment situation and guide them through the process
Concept URI	<a href="http://data.europa.eu/esco/skill/cbd72961-64fa-4714-84ad-382318341059">http://data.europa.eu/esco/skill/cbd72961-64fa-4714-84ad-382318341059</a>
ESCO Version	1.1

#### In other languages

Deutsch	ein Arbeitsumfeld schaffen, in dem Künstler/Künstlerinnen ihr Potenzial ausschöpfen können
Nederlands	werkomgeving creëren waar artiesten hun potentieel kunnen ontwikkelen
Italiano	creare un ambiente di lavoro nel quale gli interpreti possono sviluppare il loro potenziale

#### Sectoral Layer

Field and subfield	90 20
Place in the Process	00
Level	10
Unique Identifier	10



### 5.1.1.2 Sectoral Detail

<b>Skills</b>	<ul style="list-style-type: none"> <li>• familiarise candidates with assessment situation</li> <li>• guide candidates through the assessment process</li> </ul>
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>• knowledge about handling psychological factors (e.g., stress) in assessment situations</li> <li>• knowledge about the specific assessment process</li> </ul>
<b>Autonomy and attitude</b>	<ul style="list-style-type: none"> <li>• Sense of methodology</li> <li>• Emotional intelligence</li> <li>• Empathy</li> </ul>

### 5.1.1.3 Assessment

<b>Self assessment</b>	<ol style="list-style-type: none"> <li>1. I don't know how to familiarise the candidate with the assessment situation and guide them through the process.</li> <li>2. I am uncertain how to familiarise the candidate with the assessment situation and guide them through the process.</li> <li>3. I know how to familiarise the candidate with the assessment situation and guide them through the process.</li> <li>4. I am more than able to familiarise the candidate with the assessment situation and guide them through the process.</li> </ol>
<b>Mentor assessment</b>	<ol style="list-style-type: none"> <li>1. ... doesn't know how to familiarise the candidate with the assessment situation and guide them through the process.</li> <li>2. ... is uncertain how to familiarise the candidate with the assessment situation and guide them through the process.</li> <li>3. ... knows how to familiarise the candidate with the assessment situation and guide them through the process.</li> <li>4. ... is more than able to familiarise the candidate with the assessment situation and guide them through the process.</li> </ol>
<b>Acceptable assessment methods</b>	<p><a href="#">Observation in a Simulated Environment</a></p> <p><a href="#">Observation on Site</a></p> <p><a href="#">Role Play</a></p>
<b>Training</b>	<p>Classroom courses about psychological factors around assessment processes and specific assessment process knowledge combined with practical lessons about carrying out assessment processes.</p>



## 5.1.2 Assess candidates (90 20 00 05 12)

### 5.1.2.1 ESCO Description /Equivalent

Title	assess candidates
Description	Evaluate the candidates' vocational competences, skills and knowledge through tests, interviews, simulations, and evidence of prior learning according to a pre-defined standard or procedure. Formulate summative statements of the displayed competences in comparison to set expectations.
Scope Note	
Concept URI	<a href="http://data.europa.eu/esco/skill/550e2d00-bd89-4614-8e15-330ae5277af3">http://data.europa.eu/esco/skill/550e2d00-bd89-4614-8e15-330ae5277af3</a>
ESCO Version	1.1
<hr/>	
<b>In other languages</b>	
Deutsch	Bewerber/innen beurteilen
Nederlands	kandidaten beoordelen
Italiano	valutare candidati
<hr/>	
<b>Sectoral Layer</b>	
Field and subfield	90 20
Place in the Process	00
Level	05
Unique Identifier	12





### 5.1.2.2 Sectoral Detail

<b>Skills</b>	<ul style="list-style-type: none"> <li>• evaluate the candidates' vocational competences, skills, and knowledge</li> <li>• use tests, interviews, simulations, and evidence of prior learning according to a pre-defined standard or procedure</li> <li>• formulate statements out if the evaluation result</li> </ul>
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>• knowledge about evaluation standards and procedures</li> <li>• knowledge about formulation and formatting of summative statements</li> </ul>
<b>Autonomy and attitude</b>	<ul style="list-style-type: none"> <li>• Accuracy</li> <li>• Sense of methodology</li> </ul>

### 5.1.2.3 Assessment

<b>Self assessment</b>	<ol style="list-style-type: none"> <li>1. I don't know how to evaluate the candidates' vocational competences, skills and knowledge through tests, interviews, simulations, and evidence of prior learning according to a pre-defined standard or procedure. Formulate summative statements of the displayed competences in comparison to set expectations.</li> <li>2. I am uncertain how to evaluate the candidates' vocational competences, skills and knowledge through tests, interviews, simulations, and evidence of prior learning according to a pre-defined standard or procedure. Formulate summative statements of the displayed competences in comparison to set expectations.</li> <li>3. I know how to evaluate the candidates' vocational competences, skills and knowledge through tests, interviews, simulations, and evidence of prior learning according to a pre-defined standard or procedure. Formulate summative statements of the displayed competences in comparison to set expectations.</li> <li>4. I am more than able to evaluate the candidates' vocational competences, skills and knowledge through tests, interviews, simulations, and evidence of prior learning according to a pre-defined standard or procedure. Formulate summative statements of the displayed competences in comparison to set expectations.</li> </ol>
<b>Mentor assessment</b>	<ol style="list-style-type: none"> <li>1. ... doesn't know how to evaluate the candidates' vocational competences, skills and knowledge through tests, interviews, simulations, and evidence of prior learning</li> </ol>



according to a pre-defined standard or procedure.  
Formulate summative statements of the displayed competences in comparison to set expectations.

2. ... is uncertain how to evaluate the candidates' vocational competences, skills and knowledge through tests, interviews, simulations, and evidence of prior learning according to a pre-defined standard or procedure.  
Formulate summative statements of the displayed competences in comparison to set expectations.
3. ... knows how to evaluate the candidates' vocational competences, skills and knowledge through tests, interviews, simulations, and evidence of prior learning according to a pre-defined standard or procedure.  
Formulate summative statements of the displayed competences in comparison to set expectations.
4. ... is more than able to evaluate the candidates' vocational competences, skills and knowledge through tests, interviews, simulations, and evidence of prior learning according to a pre-defined standard or procedure.  
Formulate summative statements of the displayed competences in comparison to set expectations.

#### **Acceptable assessment methods**

- [Observation in a Simulated Environment](#)
- [Observation on Site](#)
- [Role Play](#)
- [Post Box Exercise](#)
- [Structured Portfolio](#)
- [Criterion Based Interview](#)
- [Oral Examination](#)
- [Written Test - Multiple Choice](#)
- [Written Test - Open Answers](#)

#### **Training**

Specific classroom courses about the field of competence, that shall be assessed and assessment strategies in general. Role-play training with prepared cases, in the group of assessors-to-be.



### 5.1.3 monitor assessment (90 20 00 05 20)

#### 5.1.3.1 ESCO Description /Equivalent

Title	monitor assessment
Description	Monitor the assessment process in the workplace, educational context or in validation situation.
Scope Note	Familiarise the candidate with the assessment situation and guide them through the process
Concept URI	<a href="http://data.europa.eu/esco/skill/cbd72961-64fa-4714-84ad-382318341059">http://data.europa.eu/esco/skill/cbd72961-64fa-4714-84ad-382318341059</a>
ESCO Version	1.1

#### In other languages

Deutsch	ein Arbeitsumfeld schaffen, in dem Künstler/Künstlerinnen ihr Potenzial ausschöpfen können
Nederlands	werkomgeving creëren waar artiesten hun potentieel kunnen ontwikkelen
Italiano	creare un ambiente di lavoro nel quale gli interpreti possono sviluppare il loro potenziale

#### Sectoral Layer

Field and subfield	90 20
Place in the Process	00
Level	10
Unique Identifier	10



### 5.1.3.2 Sectoral Detail

<b>Skills</b>	<ul style="list-style-type: none"> <li>• familiarise candidates with assessment situation</li> <li>• guide candidates through the assessment process</li> </ul>
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>• knowledge about handling psychological factors (e.g., stress) in assessment situations</li> <li>• knowledge about the specific assessment process</li> </ul>
<b>Autonomy and attitude</b>	<ul style="list-style-type: none"> <li>• Sense of methodology</li> <li>• Emotional intelligence</li> <li>• Empathy</li> </ul>

### 5.1.3.3 Assessment

<b>Self assessment</b>	<ol style="list-style-type: none"> <li>5. I don't know how to familiarise the candidate with the assessment situation and guide them through the process.</li> <li>6. I am uncertain how to familiarise the candidate with the assessment situation and guide them through the process.</li> <li>7. I know how to familiarise the candidate with the assessment situation and guide them through the process.</li> <li>8. I am more than able to familiarise the candidate with the assessment situation and guide them through the process.</li> </ol>
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<b>Mentor assessment</b>	<ol style="list-style-type: none"> <li>5. ... doesn't know how to familiarise the candidate with the assessment situation and guide them through the process.</li> <li>6. ... is uncertain how to familiarise the candidate with the assessment situation and guide them through the process.</li> <li>7. ... knows how to familiarise the candidate with the assessment situation and guide them through the process.</li> <li>8. ... is more than able to familiarise the candidate with the assessment situation and guide them through the process.</li> </ol>
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<b>Acceptable assessment methods</b>	<a href="#">Observation in a Simulated Environment</a> <a href="#">Observation on Site</a> <a href="#">Role Play</a>
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<b>Training</b>	Classroom courses about psychological factors around assessment processes and specific assessment process knowledge combined with practical lessons about carrying out assessment processes.
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## 5.1.4 show impartiality in an assessment situation (90 20 00 05 15)

### 5.1.4.1 ESCO Description /Equivalent

Title	show impartiality in an assessment situation
Description	Assess candidates based on objective criteria and methods according to a pre-defined standard or procedure, considering prejudice or bias, to make or facilitate objective and transparent decisions.
Scope Note	n.a.
Concept URI	<a href="http://data.europa.eu/esco/skill/aa2a10db-ba2d-4e2c-a6e0-14848c64c10b">http://data.europa.eu/esco/skill/aa2a10db-ba2d-4e2c-a6e0-14848c64c10b</a>
ESCO Version	1.1
<hr/>	
<b>In other languages</b>	
Deutsch	Unvoreingenommenheit in einer Bewertungssituation zeigen
Nederlands	onpartijdigheid tonen in een beoordelingssituatie
Italiano	dimostrare imparzialità in una situazione di valutazione
<hr/>	
<b>Sectoral Layer</b>	
Field and subfield	90 20
Place in the Process	00
Level	05
Unique Identifier	15



#### 5.1.4.2 Sectoral Detail

##### **Skills**

- assess candidates based on objective criteria and methods according to a pre-defined standard or procedure
- minimise prejudice or bias
- facilitate objective and transparent decisions

##### **Knowledge**

- knowledge about assessment strategies incorporating objective criteria and methods
- knowledge about pre-defined assessment standards and procedures
- knowledge about strategies to minimise prejudice or bias
- knowledge about strategies to facilitate objective and transparent decisions

##### **Autonomy and attitude**

- Sense of methodology
- Emotional intelligence

#### 5.1.4.3 Assessment

##### **Self assessment**

1. I don't know how to assess candidates based on objective criteria and methods according to a pre-defined standard or procedure, taking into account prejudice or bias, to make or facilitate objective and transparent decisions.
2. I am uncertain how to assess candidates based on objective criteria and methods according to a pre-defined standard or procedure, taking into account prejudice or bias, to make or facilitate objective and transparent decisions.
3. I know how to assess candidates based on objective criteria and methods according to a pre-defined standard or procedure, taking into account prejudice or bias, to make or facilitate objective and transparent decisions.
4. I am more than able to assess candidates based on objective criteria and methods according to a pre-defined standard or procedure, taking into account prejudice or bias, to make or facilitate objective and transparent decisions.

##### **Mentor assessment**

1. ... doesn't know how to assess candidates based on objective criteria and methods according to a pre-defined standard or procedure, taking into account prejudice or bias, to make or facilitate objective and transparent decisions.





2. ... is uncertain how to assess candidates based on objective criteria and methods according to a pre-defined standard or procedure, taking into account prejudice or bias, to make or facilitate objective and transparent decisions.
3. ... knows how to assess candidates based on objective criteria and methods according to a pre-defined standard or procedure, taking into account prejudice or bias, to make or facilitate objective and transparent decisions.
4. ... is more than able to assess candidates based on objective criteria and methods according to a pre-defined standard or procedure, taking into account prejudice or bias, to make or facilitate objective and transparent decisions.

**Acceptable  
assessment  
methods**

[Observation in a Simulated Environment](#)  
[Observation on Site](#)  
[Role Play](#)

**Training**

Can be trained in simulated or real life environment with classroom lessons in advance.



## Assist clients with special needs (70 22 00 05 45)

### 5.1.4.4 ESCO Description /Equivalent

Title	Assist clients with special needs
Description	Aid clients with special needs following relevant guidelines and special standards. Recognise their needs and accurately respond to them if needed.
Scope Note	n.a.
Concept URI	<a href="http://data.europa.eu/esco/skill/b6b2e665-1085-4f4d-9973-e979721815d7">http://data.europa.eu/esco/skill/b6b2e665-1085-4f4d-9973-e979721815d7</a>
ESCO Version	1.09
<hr/>	
<b>In other languages</b>	
Deutsch	Kundinnen und Kunden mit speziellen Anforderungen unterstützen
Nederlands	klanten met bijzondere behoeften assisteren
Italiano	assistere i clienti con esigenze particolari
<hr/>	
<b>Sectoral Layer</b>	
Field and subfield	70 22
Place in the Process	00
Level	05
Unique Identifier	45



#### 5.1.4.5 Sectoral Detail

##### **Skills**

- Recognise individual's special needs
- Prepare the client's surrounding according to relevant guidelines and special standards
- Organise additional support if necessary

##### **Knowledge**

- knowledge about assessment strategies incorporating objective criteria and methods
- knowledge about pre-defined assessment standards and procedures
- knowledge about strategies to minimise prejudice or bias
- knowledge about strategies to facilitate objective and transparent decisions

##### **Autonomy and attitude**

- Safety awareness
- Aware of other's behavior
- Awareness of own behavior
- Awareness of raised levels of risk
- Respect for safety warnings and instructions
- Able to cooperate
- Able to follow instructions and procedures
- Patience
- Emotional intelligence
- Problem-solving approach

#### 5.1.4.6 Assessment

##### **Self assessment**

1. I don't know how to aid clients with special needs following relevant guidelines and special standards or to recognise their needs and accurately respond to them if needed.
2. I am uncertain how to aid clients with special needs following relevant guidelines and special standards or to recognise their needs and accurately respond to them if needed.
3. I know how to aid clients with special needs following relevant guidelines and special standards or to recognise their needs and accurately respond to them if needed.
4. I am more than able to aid clients with special needs following relevant guidelines and special standards or to recognise their needs and accurately respond to them if needed.



**Mentor  
assessment**

1. ... doesn't know how to aid clients with special needs following relevant guidelines and special standards or to recognise their needs and accurately respond to them if needed.
2. ... is uncertain how to aid clients with special needs following relevant guidelines and special standards or to recognise their needs and accurately respond to them if needed.
3. ... knows how to aid clients with special needs following relevant guidelines and special standards or to recognise their needs and accurately respond to them if needed.
4. ... is more than able to aid clients with special needs following relevant guidelines and special standards or to recognise their needs and accurately respond to them if needed.

**Acceptable  
assessment  
methods**

[Observation in a Simulated Environment](#)

[Observation on Site](#)

[Role Play](#)

[Structured Portfolio](#)

**Training**

Classroom lesson with theoretical background of mental and physical disabilities and needs of people being disabled.  
Combined with on-site training in groups of students and / or a disabled person.



## 5.1.5 deliberate assessment results (90 20 00 05 80)

not yet in ESCO

### 5.1.5.1 ~~ESCO Description/Equivalent~~/suggestion

Title	deliberate assessment results
Description	Interchange observations and negotiate a final rating with other assessors. Align different views and reach consensus on the performance of the candidate.
Scope Note	n.a.
Concept URI	n.a.
ESCO Version	n.a.
<hr/>	
<b>In other languages</b>	
Deutsch	Ergebnisse eines Assessments besprechen
Nederlands	Bespreek de resultaten van een beoordeling
Italiano	Discutere i risultati di una valutazione
<hr/>	
<b>Sectoral Layer</b>	
Field and subfield	90 20
Place in the Process	00
Level	05
Unique Identifier	80



### 5.1.5.2 Sectoral Detail

#### Skills

- interchange observations of assessment process with other assessors
- negotiate a common final rating based on the own another assessor's observations
- align different views and reach consensus of the candidate's rating

#### Knowledge

- knowledge about rating criteria
- knowledge about strategies of synchronising different performance ratings

#### Autonomy and attitude

- Sense of methodology
- Being realistic

### 5.1.5.3 Assessment

#### Self assessment

1. I don't know how to interchange observations and negotiate a final rating with other assessors. Align different views and reach consensus on the performance of the candidate.
2. I am uncertain how to interchange observations and negotiate a final rating with other assessors. Align different views and reach consensus on the performance of the candidate.
3. I know how to interchange observations and negotiate a final rating with other assessors. Align different views and reach consensus on the performance of the candidate.
4. I am more than able to interchange observations and negotiate a final rating with other assessors. Align different views and reach consensus on the performance of the candidate.

#### Mentor assessment

1. ... doesn't know how to interchange observations and negotiate a final rating with other assessors. Align different views and reach consensus on the performance of the candidate.
2. ... is uncertain how to interchange observations and negotiate a final rating with other assessors. Align different views and reach consensus on the performance of the candidate.





3. ... knows how to interchange observations and negotiate a final rating with other assessors. Align different views and reach consensus on the performance of the candidate.
4. ... is more than able to interchange observations and negotiate a final rating with other assessors. Align different views and reach consensus on the performance of the candidate.

**Acceptable  
assessment  
methods**

[Observation in a Simulated Environment](#)  
[Observation on Site](#)  
[Structured Portfolio](#)

**Training**

Guided workshop for junior assessors together with senior assessors to exchange experiences.



## 5.2 COMMUNICATION AND FEEDBACK

TeBeVAT Assessor – Communicating with candidates and sharing feedback	
Assessment	Internally assessed and externally moderated assessment evidence
Grading	Assessment is competent / not competent.
Progression Opportunities	To the assessor
Guided Learning Hours	8
Review date	24.02.2022
Sector	Transferable
Unit Reference	TAU2

### Learning Outcomes

The learner will understand

1. active listening in an assessment situation
2. how develop and use emotional intelligence
3. how to provide constructive criticism
4. different questioning techniques for assessment



## 5.2.1 Listen actively (50 10 00 05 20)

### 5.2.1.1 ESCO Description /Equivalent

Title	listen actively
Description	Give attention to what other people say, patiently understand points being made, asking questions as appropriate, and not interrupting at inappropriate times; able to listen carefully the needs of customers, clients, passengers, service users or others, and provide solutions accordingly.
Scope Note	n.a.
Concept URI	<a href="http://data.europa.eu/esco/skill/a17286c5-238d-4f0b-bc24-29e9121345de">http://data.europa.eu/esco/skill/a17286c5-238d-4f0b-bc24-29e9121345de</a>
ESCO Version	1.09

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#### In other languages

Deutsch	aufmerksam zuhören
Nederlands	actief luisteren
Italiano	ascoltare attentamente

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#### Sectoral Layer

Field and subfield	50 10
Place in the Process	10
Level	05
Unique Identifier	20



### 5.2.1.2 Sectoral Detail

#### Skills

- Giving attention to what other people say
- Keeping conversation etiquette
- Deriving key points of the conversation

#### Knowledge

- Knowledge about conversation strategies

#### Autonomy and attitude

- Sense of methodology
- Concentration

### 5.2.1.3 Assessment

#### Self assessment

1. I don't know how to give attention to what other people say, patiently understand points being made, asking questions as appropriate, and not interrupting at inappropriate times; able to listen carefully the needs of customers, clients, passengers, service users or others, and provide solutions accordingly.
2. I am uncertain how to give attention to what other people say, patiently understand points being made, asking questions as appropriate, and not interrupting at inappropriate times; able to listen carefully the needs of customers, clients, passengers, service users or others, and provide solutions accordingly.
3. I know how to give attention to what other people say, patiently understand points being made, asking questions as appropriate, and not interrupting at inappropriate times; able to listen carefully the needs of customers, clients, passengers, service users or others, and provide solutions accordingly.
4. I am more than able to give attention to what other people say, patiently understand points being made, asking questions as appropriate, and not interrupting at inappropriate times; able to listen carefully the needs of customers, clients, passengers, service users or others, and provide solutions accordingly.

#### Mentor assessment

1. ... doesn't know how to give attention to what other people say, patiently understand points being made, asking questions as appropriate, and not interrupting at inappropriate times; able to listen carefully the needs of customers, clients, passengers, service users or others, and provide solutions accordingly.



2. ... is uncertain how to give attention to what other people say, patiently understand points being made, asking questions as appropriate, and not interrupting at inappropriate times; able to listen carefully the needs of customers, clients, passengers, service users or others, and provide solutions accordingly.
3. ... knows how to give attention to what other people say, patiently understand points being made, asking questions as appropriate, and not interrupting at inappropriate times; able to listen carefully the needs of customers, clients, passengers, service users or others, and provide solutions accordingly.
4. ... is more than able to give attention to what other people say, patiently understand points being made, asking questions as appropriate, and not interrupting at inappropriate times; able to listen carefully the needs of customers, clients, passengers, service users or others, and provide solutions accordingly.

**Acceptable  
assessment  
methods**

[Observation in a Simulated Environment](#)  
[Observation on Site](#)  
[Role Play](#)

**Training**

On-site training or in simulated environment in the group or with external people.



## 5.2.2 Have emotional intelligence (50 20 00 05 10)

### 5.2.2.1 ESCO Description /Equivalent

Title	Recognize ones own and other people`s emotions, distinguish correctly between them and observing how they can influence one`s environment and social interaction and what can be done about it.
Description	Give attention to what other people say, patiently understand points being made, asking questions as appropriate, and not interrupting at inappropriate times; able to listen carefully the needs of customers, clients, passengers, service users or others, and provide solutions accordingly.
Scope Note	n.a.
Concept URI	<a href="http://data.europa.eu/esco/skill/f0a84d52-91fd-45ec-9fe9-e363d9318b9e">http://data.europa.eu/esco/skill/f0a84d52-91fd-45ec-9fe9-e363d9318b9e</a>
ESCO Version	1.09

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#### In other languages

Deutsch	emotionale Intelligenz besitzen
Nederlands	beschikken over emotionele intelligentie
Italiano	avere intelligenza emotiva

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#### Sectoral Layer

Field and subfield	50 20
Place in the Process	00
Level	05
Unique Identifier	10





### 5.2.2.2 Sectoral Detail

#### Skills

- Recognise own and foreign emotions
- Distinguish between different emotions
- Recognise the influence of emotions on social environment and interaction

#### Knowledge

- Knowledge about human emotions
- Basic knowledge about human psychology

#### Autonomy and attitude

- Emotional intelligence

### 5.2.2.3 Assessment

#### Self assessment

1. I don't know how to recognize ones own and other people`s emotions, distinguish correctly between them and observing how they can influence one`s environment and social interaction and what can be done about it.
2. I am uncertain how to recognize ones own and other people`s emotions, distinguish correctly between them and observing how they can influence one`s environment and social interaction and what can be done about it.
3. I know how to recognize ones own and other people`s emotions, distinguish correctly between them and observing how they can influence one`s environment and social interaction and what can be done about it.
4. I am more than able to recognize ones own and other people`s emotions, distinguish correctly between them and observing how they can influence one`s environment and social interaction and what can be done about it.

#### Mentor assessment

1. ... doesn't know how to recognize ones own and other people`s emotions, distinguish correctly between them and observing how they can influence one`s environment and social interaction and what can be done about it.
2. ... is uncertain how to recognize ones own and other people`s emotions, distinguish correctly between them and observing how they can influence one`s environment and social interaction and what can be done about it.
3. ... knows how to recognize ones own and other people`s emotions, distinguish correctly between them and observing how they can influence one`s environment and social interaction and what can be done about it.
4. ... is more than able to recognize ones own and other people`s emotions, distinguish correctly between them and



observing how they can influence one`s environment and social interaction and what can be done about it.

**Acceptable  
assessment  
methods**

[Observation in a Simulated Environment](#)  
[Observation on Site](#)

**Training**

Due to that this competence is mainly an attitude, it can only be trained directly on the job. As with every social skill, a combination of classroom lessons about the basics (e.g. psychology) and real-life training in groups under supervision and in the job in supervision is recommended.



## 5.2.3 Give constructive feedback (90 10 00 05 90)

### 5.2.3.1 ESCO Description /Equivalent

Title	give constructive feedback
Description	Provide founded feedback through both criticism and praise in a respectful, clear, and consistent manner. Highlight achievements as well as mistakes and set up methods of formative assessment to evaluate work.
Scope Note	n.a.
Concept URI	<a href="http://data.europa.eu/esco/skill/b9bb1f03-15e2-4079-943e-7e483b21725b">http://data.europa.eu/esco/skill/b9bb1f03-15e2-4079-943e-7e483b21725b</a>
ESCO Version	1.09
<hr/>	
<b>In other languages</b>	
Deutsch	konstruktives Feedback geben
Nederlands	constructieve kritiek geven
Italiano	fornire un riscontro costruttivo
<hr/>	
<b>Sectoral Layer</b>	
Field and subfield	90 10
Place in the Process	00
Level	05
Unique Identifier	90



### 5.2.3.2 Sectoral Detail

<b>Skills</b>	<ul style="list-style-type: none"> <li>Analyse given information under specific points of view</li> <li>Give founded feedback through criticism and praise</li> <li>Communicate in a respectful, clear, and consistent manner</li> </ul>
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>Knowledge about information analysis methodology</li> <li>Knowledge about constructive negotiation</li> </ul>
<b>Autonomy and attitude</b>	<ul style="list-style-type: none"> <li>Sense of methodology</li> <li>Empathy</li> </ul>

### 5.2.3.3 Assessment

<b>Self assessment</b>	<ol style="list-style-type: none"> <li>I don't know how to provide founded feedback through both criticism and praise in a respectful, clear, and consistent manner. Highlight achievements as well as mistakes and set up methods of formative assessment to evaluate work.</li> <li>I am uncertain how to provide founded feedback through both criticism and praise in a respectful, clear, and consistent manner. Highlight achievements as well as mistakes and set up methods of formative assessment to evaluate work.</li> <li>I know how to provide founded feedback through both criticism and praise in a respectful, clear, and consistent manner. Highlight achievements as well as mistakes and set up methods of formative assessment to evaluate work.</li> <li>I am more than able to provide founded feedback through both criticism and praise in a respectful, clear, and consistent manner. Highlight achievements as well as mistakes and set up methods of formative assessment to evaluate work.</li> </ol>
<b>Mentor assessment</b>	<ol style="list-style-type: none"> <li>... doesn't know how to provide founded feedback through both criticism and praise in a respectful, clear, and consistent manner. Highlight achievements as well as mistakes and set up methods of formative assessment to evaluate work.</li> <li>... is uncertain how to provide founded feedback through both criticism and praise in a respectful, clear, and consistent manner. Highlight achievements as well as mistakes and set up methods of formative assessment to evaluate work.</li> <li>... knows how to provide founded feedback through both criticism and praise in a respectful, clear, and consistent</li> </ol>



manner. Highlight achievements as well as mistakes and set up methods of formative assessment to evaluate work.

4. ... is more than able to provide founded feedback through both criticism and praise in a respectful, clear, and consistent manner. Highlight achievements as well as mistakes and set up methods of formative assessment to evaluate work.

**Acceptable  
assessment  
methods**

- [Observation in a Simulated Environment](#)
- [Observation on Site](#)
- [Role Play](#)

**Training**

Practical on-site training or training in a simulated environment, best in a project surrounding where a group of trainees have to solve a problem together. In-site feedback loops shall be used for supervised training units.



## 5.2.4 Use questioning techniques for assessment (90 20 00 05 30)

### 5.2.4.1 ESCO Description /Equivalent

Title	use questioning techniques for assessment
Description	Use different questioning techniques such as semi-structured interviews, open and closed questions, or STARR interviews, adapted to the type of information to be gathered.
Scope Note	n.a.
Concept URI	<a href="http://data.europa.eu/esco/skill/cb65d537-9a5e-4e73-914f-f4ed2b67301c">http://data.europa.eu/esco/skill/cb65d537-9a5e-4e73-914f-f4ed2b67301c</a>
ESCO Version	1.09
<hr/>	
<b>In other languages</b>	
Deutsch	Fragetechniken zur Bewertung einsetzen
Nederlands	ondervragingstechnieken gebruiken voor de beoordeling
Italiano	utilizzare tecniche di interrogazione a fini di valutazione
<hr/>	
<b>Sectoral Layer</b>	
Field and subfield	90 10
Place in the Process	00
Level	05
Unique Identifier	30



#### 5.2.4.2 Sectoral Detail

<b>Skills</b>	<ul style="list-style-type: none"> <li>• use different questioning techniques adapted to the type of information to be gathered</li> </ul>
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>• knowledge about questioning techniques</li> </ul>
<b>Autonomy and attitude</b>	<ul style="list-style-type: none"> <li>• Sense of methodology</li> <li>• Problem-solving approach</li> </ul>

#### 5.2.4.3 Assessment

<b>Self assessment</b>	<ol style="list-style-type: none"> <li>1. I don't know how to use different questioning techniques such as semi-structured interviews, open and closed questions, or STARR interviews, adapted to the type of information to be gathered.</li> <li>2. I am uncertain how to use different questioning techniques such as semi-structured interviews, open and closed questions, or STARR interviews, adapted to the type of information to be gathered.</li> <li>3. I know how to use different questioning techniques such as semi-structured interviews, open and closed questions, or STARR interviews, adapted to the type of information to be gathered.</li> <li>4. I am more than able to use different questioning techniques such as semi-structured interviews, open and closed questions, or STARR interviews, adapted to the type of information to be gathered.</li> </ol>
<b>Mentor assessment</b>	<ol style="list-style-type: none"> <li>1. ... doesn't know how to use different questioning techniques such as semi-structured interviews, open and closed questions, or STARR interviews, adapted to the type of information to be gathered.</li> <li>2. ... is uncertain how to use different questioning techniques such as semi-structured interviews, open and closed questions, or STARR interviews, adapted to the type of information to be gathered.</li> <li>3. ... knows how to use different questioning techniques such as semi-structured interviews, open and closed questions, or STARR interviews, adapted to the type of information to be gathered.</li> <li>4. ... is more than able to use different questioning techniques such as semi-structured interviews, open and closed questions, or STARR interviews, adapted to the type of information to be gathered.</li> </ol>



**Acceptable  
assessment  
methods**

- [Observation in a Simulated Environment](#)
- [Observation on Site](#)
- [Role Play](#)

**Training**

Practical classes with guided group trainings and complimentary classroom lessons.





### 5.3 QUALITY AND ETHICS

TeBeVAT Assessor – Adhere to quality standards and ethical behavior	
Assessment	Internally assessed and externally moderated assessment evidence
Grading	Assessment is competent / not competent.
Progression Opportunities	To the assessor
Guided Learning Hours	8
Review date	24.02.2022
Sector	Transferable
Unit Reference	TAU3

#### Learning Outcomes

The learner will understand

1. ethical codes of conduct in assessment situations
2. quality standards in the interaction with candidates



### 5.3.1 Follow ethical code of conduct in assessment situations (70 58 00 05 10)

#### 5.3.1.1 ESCO Description /Equivalent

Title	follow ethical code of conduct in assessment situations
Description	Carry out interviews, tests, simulations and assessment of evidence of prior learning according to accepted principles of right or wrong, including fairness, transparency, objectivity, safety, privacy and impartiality in assessment practices and conduct towards candidates.
Scope Note	n.a.
Concept URI	<a href="http://data.europa.eu/esco/skill/d56a2182-14e0-4319-ab2f-0133aa67672b">http://data.europa.eu/esco/skill/d56a2182-14e0-4319-ab2f-0133aa67672b</a>
ESCO Version	1.1

#### In other languages

Deutsch	ethischen Verhaltenskodex in Bewertungssituationen einhalten
Nederlands	de ethische gedragscode volgen in het kader van beoordelingen
Italiano	seguire il codice etico di condotta nelle situazioni di valutazione

#### Sectoral Layer

Field and subfield	70 58
Place in the Process	00
Level	05
Unique Identifier	10



### 5.3.1.2 Sectoral Detail

<b>Skills</b>	<ul style="list-style-type: none"> <li>obey and apply accepted principles of right or wrong (e.g. fairness, transparency, objectivity, safety, privacy and impartiality) in assessment situations</li> </ul>
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>knowledge about accepted principles of right or wrong</li> <li>knowledge about ethical standards in assessment situations</li> </ul>
<b>Autonomy and attitude</b>	<ul style="list-style-type: none"> <li>Sense of methodology</li> <li>Emotional intelligence</li> </ul>

### 5.3.1.3 Assessment

<b>Self assessment</b>	<ol style="list-style-type: none"> <li>I don't know how to carry out interviews, tests, simulations and assessment of evidence of prior learning according to accepted principles of right or wrong, including fairness, transparency, objectivity, safety, privacy and impartiality in assessment practices and conduct towards candidates.</li> <li>I am uncertain how to carry out interviews, tests, simulations and assessment of evidence of prior learning according to accepted principles of right or wrong, including fairness, transparency, objectivity, safety, privacy and impartiality in assessment practices and conduct towards candidates.</li> <li>I know how to carry out interviews, tests, simulations and assessment of evidence of prior learning according to accepted principles of right or wrong, including fairness, transparency, objectivity, safety, privacy and impartiality in assessment practices and conduct towards candidates.</li> <li>I am more than able to carry out interviews, tests, simulations and assessment of evidence of prior learning according to accepted principles of right or wrong, including fairness, transparency, objectivity, safety, privacy and impartiality in assessment practices and conduct towards candidates.</li> </ol>
<b>Mentor assessment</b>	<ol style="list-style-type: none"> <li>... doesn't know how to carry out interviews, tests, simulations and assessment of evidence of prior learning according to accepted principles of right or wrong, including fairness, transparency, objectivity, safety, privacy and impartiality in assessment practices and conduct towards candidates.</li> <li>... is uncertain how to carry out interviews, tests, simulations and assessment of evidence of prior learning according to accepted principles of right or wrong, including fairness, transparency, objectivity, safety, privacy</li> </ol>



and impartiality in assessment practices and conduct towards candidates.

3. ... knows how to carry out interviews, tests, simulations and assessment of evidence of prior learning according to accepted principles of right or wrong, including fairness, transparency, objectivity, safety, privacy and impartiality in assessment practices and conduct towards candidates.
4. ... is more than able to carry out interviews, tests, simulations and assessment of evidence of prior learning according to accepted principles of right or wrong, including fairness, transparency, objectivity, safety, privacy and impartiality in assessment practices and conduct towards candidates.

**Acceptable  
assessment  
methods**

- [Observation in a Simulated Environment](#)
- [Observation on Site](#)
- [Role Play](#)

**Training**

Classroom lessons about ethical standards in combination with practical lessons about carrying out assessments situations.



## 5.3.2 Apply quality standards to the interaction with candidates (70 58 00 05 20)

### 5.3.2.1 ESCO Description /Equivalent

Title	apply quality standards to the interaction with candidates
Description	Follow established procedures which prevent errors in the conception and implementation of an assessment.
Scope Note	n.a.
Concept URI	<a href="http://data.europa.eu/esco/skill/cc892855-cb24-4d48-8344-a5d71d48f61d">http://data.europa.eu/esco/skill/cc892855-cb24-4d48-8344-a5d71d48f61d</a>
ESCO Version	1.1

#### In other languages

Deutsch	Qualitätsstandards bei der Interaktion mit den Bewerbern anwenden
Nederlands	kwaliteitsnormen toepassen op de interactie met kandidaten
Italiano	applicare standard di qualità all'interazione con i candidati

#### Sectoral Layer

Field and subfield	70 58
Place in the Process	00
Level	05
Unique Identifier	20



### 5.3.2.2 Sectoral Detail

<b>Skills</b>	<ul style="list-style-type: none"> <li>• apply established procedures to prevent errors in the conception and implementation of an assessment.</li> </ul>
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>• knowledge of established procedures to prevent errors in the conception and implementation of an assessment</li> </ul>
<b>Autonomy and attitude</b>	<ul style="list-style-type: none"> <li>• Quality awareness</li> <li>• Accuracy</li> <li>• Sense of methodology</li> </ul>

### 5.3.2.3 Assessment

<b>Self assessment</b>	<ol style="list-style-type: none"> <li>1. I don't know how to follow established procedures which prevent errors in the conception and implementation of an assessment.</li> <li>2. I am uncertain how to follow established procedures which prevent errors in the conception and implementation of an assessment.</li> <li>3. I know how to follow established procedures which prevent errors in the conception and implementation of an assessment.</li> <li>4. I am more than able to follow established procedures which prevent errors in the conception and implementation of an assessment.</li> </ol>
<b>Mentor assessment</b>	<ol style="list-style-type: none"> <li>1. ... doesn't know how to follow established procedures which prevent errors in the conception and implementation of an assessment.</li> <li>2. ... is uncertain how to follow established procedures which prevent errors in the conception and implementation of an assessment.</li> <li>3. ... knows how to follow established procedures which prevent errors in the conception and implementation of an assessment.</li> <li>4. ... is more than able to follow established procedures which prevent errors in the conception and implementation of an assessment.</li> </ol>
<b>Acceptable assessment methods</b>	<ul style="list-style-type: none"> <li>• <a href="#">Observation in a Simulated Environment</a></li> <li>• <a href="#">Observation on Site</a></li> <li>• <a href="#">Role Play</a></li> <li>• <a href="#">Structured Portfolio</a></li> </ul>



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## **Training**

Training in role-plays or in real life situations under supervision.



## 5.4 PROFESSIONAL DEVELOPMENT

TeBeVAT Assessor – Support professional development	
Assessment	Internally assessed and externally moderated assessment evidence
Grading	Assessment is competent / not competent.
Progression Opportunities	To the assessor
Guided Learning Hours	8
Review date	24.02.2022
Sector	Transferable
Unit Reference	TAU4

### Learning Outcomes

The learner will understand

1. reflecting on assessment practices
2. how to guide candidates with personal professional development
3. developments in the field of expertise
4. how to develop a professional network





## 5.4.1 Reflect on practice (50 30 00 04 10)

### 5.4.1.1 ESCO Description /Equivalent

Title	reflect on practice
Description	Routinely evaluate own practice, critically evaluating and monitoring the practice methods and outcomes in consistent, coherent and appropriate ways, being aware of relevant methodologies and utilising feedback from managers, supervisors, other professionals, and patients/clients, in order to adapt the practice accordingly.
Scope Note	n.a.
Concept URI	<a href="http://data.europa.eu/esco/skill/c152e2a2-db0d-4d8f-b25c-ef474c83a9c0">http://data.europa.eu/esco/skill/c152e2a2-db0d-4d8f-b25c-ef474c83a9c0</a>
ESCO Version	1.1

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#### In other languages

Deutsch	eigene Handlungsweisen evaluieren
Nederlands	nadenken over praktijken
Italiano	riflettere sulla pratica

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#### Sectoral Layer

Field and subfield	50 30
Place in the Process	00
Level	04
Unique Identifier	10



#### 5.4.1.2 Sectoral Detail

<b>Skills</b>	<ul style="list-style-type: none"> <li>• self-evaluation of own practice in a consistent, coherent and appropriate way</li> <li>• take and incorporate feedback from stakeholders</li> <li>• plan steps to to adapt own practice accordingly</li> </ul>
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>• knowledge about ways of self-evaluation</li> <li>• knowledge about strategies of taking feedback in a reflective way</li> </ul>
<b>Autonomy and attitude</b>	<ul style="list-style-type: none"> <li>• Preparedness for LifeLong-Learning</li> <li>• Committed to self-development</li> </ul>

#### 5.4.1.3 Assessment

<b>Self assessment</b>	<ol style="list-style-type: none"> <li>1. I don't know how to routinely evaluate own practice, critically evaluating and monitoring the practice methods and outcomes in consistent, coherent and appropriate ways, being aware of relevant methodologies and utilising feedback from managers, supervisors, other professionals, and patients/clients, in order to adapt the practice accordingly.</li> <li>2. I am uncertain how to routinely evaluate own practice, critically evaluating and monitoring the practice methods and outcomes in consistent, coherent and appropriate ways, being aware of relevant methodologies and utilising feedback from managers, supervisors, other professionals, and patients/clients, in order to adapt the practice accordingly.</li> <li>3. I know how to routinely evaluate own practice, critically evaluating and monitoring the practice methods and outcomes in consistent, coherent and appropriate ways, being aware of relevant methodologies and utilising feedback from managers, supervisors, other professionals, and patients/clients, in order to adapt the practice accordingly.</li> <li>4. I am more than able to routinely evaluate own practice, critically evaluating and monitoring the practice methods and outcomes in consistent, coherent and appropriate ways, being aware of relevant methodologies and utilising feedback from managers, supervisors, other professionals, and patients/clients, in order to adapt the practice accordingly.</li> </ol>
<b>Mentor assessment</b>	<ol style="list-style-type: none"> <li>1. ... doesn't know how to routinely evaluate own practice, critically evaluating and monitoring the practice methods and outcomes in consistent, coherent and appropriate ways, being aware of relevant methodologies and utilising</li> </ol>



feedback from managers, supervisors, other professionals, and patients/clients, in order to adapt the practice accordingly.

2. ... is uncertain how to routinely evaluate own practice, critically evaluating and monitoring the practice methods and outcomes in consistent, coherent and appropriate ways, being aware of relevant methodologies and utilising feedback from managers, supervisors, other professionals, and patients/clients, in order to adapt the practice accordingly.
3. ... knows how to routinely evaluate own practice, critically evaluating and monitoring the practice methods and outcomes in consistent, coherent and appropriate ways, being aware of relevant methodologies and utilising feedback from managers, supervisors, other professionals, and patients/clients, in order to adapt the practice accordingly.
4. ... is more than able to routinely evaluate own practice, critically evaluating and monitoring the practice methods and outcomes in consistent, coherent and appropriate ways, being aware of relevant methodologies and utilising feedback from managers, supervisors, other professionals, and patients/clients, in order to adapt the practice accordingly.

### **Acceptable assessment methods**

- [Observation on Site](#)
- [Structured Portfolio](#)

### **Training**

Classroom and practical lessons in communication, giving and taking feedback could be the base for that skill. Due to that is a very personal skill, practical training in this field could support the developing of reflective behaviour but experience and the will to continuously evaluate the own practice is the most important aspect.



## 5.4.2 Manage personal professional development (70 11 00 03 20)

### 5.4.2.1 ESCO Description /Equivalent

Title	Manage personal professional development
Description	Take responsibility for lifelong learning and continuous professional development. Engage in learning to support and update professional competence. Identify priority areas for professional development based on reflection about your practice and through contact with peers and stakeholders.
Scope Note	n.a.
Concept URI	<a href="http://data.europa.eu/esco/skill/a8d24a95-47b3-4f88-92e7-06600bcd3612">http://data.europa.eu/esco/skill/a8d24a95-47b3-4f88-92e7-06600bcd3612</a>
ESCO Version	1.1

#### In other languages

Deutsch	die eigene berufliche Entwicklung vorantreiben
Nederlands	persoonlijke professionele ontwikkeling beheren
Italiano	gestire lo sviluppo professionale personale

#### Sectoral Layer

Field and subfield	70 11
Place in the Process	00
Level	03
Unique Identifier	20



#### 5.4.2.2 Sectoral Detail

<b>Skills</b>	<ul style="list-style-type: none"> <li>• Inform oneself about new evolutions in relation to the own function</li> <li>• Identify personal development needs against the needs of the organisation and the current work activities</li> <li>• Identify personal development needs against personal goals</li> <li>• Get and use feedback from others on personal performance to identify personal development needs</li> </ul>
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>• New evolutions in relation to the own function and the organisation</li> </ul>
<b>Autonomy and attitude</b>	<ul style="list-style-type: none"> <li>• Open-minded</li> <li>• Preparedness for LifeLong-Learning</li> <li>• Committed to self-development</li> </ul>

#### 5.4.2.3 Assessment

<b>Self assessment</b>	<ol style="list-style-type: none"> <li>1. I don't know how to take responsibility for lifelong learning and continuous professional development. I am not engaged in learning to support and update professional competence. I don't know how to identify priority areas for professional development based on reflection about my practice and through contact with peers and stakeholders.</li> <li>2. I am uncertain how to take responsibility for lifelong learning and continuous professional development. I am little engaged in learning to support and update professional competence. I am uncertain how to identify priority areas for professional development based on reflection about my practice and through contact with peers and stakeholders.</li> <li>3. I know how to take responsibility for lifelong learning and continuous professional development. I am engaged in learning to support and update professional competence. I know how to identify priority areas for professional development based on reflection about my practice and through contact with peers and stakeholders.</li> <li>4. I am more than able to take responsibility for lifelong learning and continuous professional development. I am strongly engaged in learning to support and update professional competence. I am more than able to identify priority areas for professional development based on reflection about my practice and through contact with peers and stakeholders.</li> </ol>
------------------------	--



### **Mentor assessment**

1. ... doesn't know how to take responsibility for lifelong learning and continuous professional development. ... is not engaged in learning to support and update professional competence. ... doesn't know how to identify priority areas for professional development based on reflection about his/ her practice and through contact with peers and stakeholders.
2. ... is uncertain how to take responsibility for lifelong learning and continuous professional development. ... is little engaged in learning to support and update professional competence. ... is uncertain how to identify priority areas for professional development based on reflection about his/ her practice and through contact with peers and stakeholders.
3. ... knows how to take responsibility for lifelong learning and continuous professional development. ... is engaged in learning to support and update professional competence. ... knows how to identify priority areas for professional development based on reflection about his/ her practice and through contact with peers and stakeholders.
4. ... is more than able to take responsibility for lifelong learning and continuous professional development. ... is strongly engaged in learning to support and update professional competence. ... is more than able to identify priority areas for professional development based on reflection about his/ her practice and through contact with peers and stakeholders.

### **Acceptable assessment methods**

- [Structured Portfolio](#)
- [Criterion Based Interview](#)

### **Training**

This is a typical soft skill that develops over a long period of time and can be coached rather than "trained".



### 5.4.3 Monitor developments in field of expertise (70 11 00 03 40)

#### 5.4.3.1 ESCO Description /Equivalent

Title	monitor developments in field of expertise
Description	Keep up with new research, regulations, and other significant changes, labour market related or otherwise, occurring within the field of specialisation.
Scope Note	n.a.
Concept URI	<a href="http://data.europa.eu/esco/skill/23ac233d-84ad-4517-b0f5-8ca19ba2614e">http://data.europa.eu/esco/skill/23ac233d-84ad-4517-b0f5-8ca19ba2614e</a>
ESCO Version	1.1
<hr/>	
<b>In other languages</b>	
Deutsch	Entwicklungen im Fachgebiet verfolgen
Nederlands	ontwikkelingen op expertisegebied opvolgen
Italiano	mantenersi aggiornati sugli sviluppi nel proprio settore di competenza
<hr/>	
<b>Sectoral Layer</b>	
Field and subfield	70 11
Place in the Process	00
Level	03
Unique Identifier	20



### 5.4.3.2 Sectoral Detail

<b>Skills</b>	<ul style="list-style-type: none"> <li>• note and recognise chances in one's specific field of expertise</li> </ul>
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>• knowledge about active and passive ways of recognising transformations in specific fields</li> </ul>
<b>Autonomy and attitude</b>	<ul style="list-style-type: none"> <li>• Sense of methodology</li> <li>• Preparedness for LifeLong-Learning</li> <li>• Committed to self-development</li> </ul>

### 5.4.3.3 Assessment

<b>Self assessment</b>	<ol style="list-style-type: none"> <li>1. I don't know how to keep up with new research, regulations, and other significant changes, labour market related or otherwise, occurring within the field of specialisation.</li> <li>2. I am uncertain how to keep up with new research, regulations, and other significant changes, labour market related or otherwise, occurring within the field of specialisation.</li> <li>3. I know how to keep up with new research, regulations, and other significant changes, labour market related or otherwise, occurring within the field of specialisation.</li> <li>4. I am more than able to keep up with new research, regulations, and other significant changes, labour market related or otherwise, occurring within the field of specialisation.</li> </ol>
<b>Mentor assessment</b>	<ol style="list-style-type: none"> <li>1. ... doesn't know how to keep up with new research, regulations, and other significant changes, labour market related or otherwise, occurring within the field of specialisation.</li> <li>2. ... is uncertain how to keep up with new research, regulations, and other significant changes, labour market related or otherwise, occurring within the field of specialisation.</li> <li>3. ... knows how to keep up with new research, regulations, and other significant changes, labour market related or otherwise, occurring within the field of specialisation.</li> <li>4. ... is more than able to keep up with new research, regulations, and other significant changes, labour market related or otherwise, occurring within the field of specialisation.</li> </ol>





**Acceptable  
assessment  
methods**

- [Observation in a Simulated Environment](#)
- [Observation on Site](#)
- [Structured Portfolio](#)

**Training**

Classroom courses creating awareness and methodology for successful monitoring alterations in field of expertise.



## 5.4.4 Develop professional network (70 15 00 03 10)

### 5.4.4.1 ESCO Description /Equivalent

Title	Develop professional network
Description	Reach out to and meet up with people in a professional context. Find common ground and use your contacts for mutual benefit. Keep track of the people in your personal professional network and stay up to date on their activities.
Scope Note	n.a.
Concept URI	<a href="http://data.europa.eu/esco/skill/bf5d77ad-e18c-48d8-83f0-bc79c011c74a">http://data.europa.eu/esco/skill/bf5d77ad-e18c-48d8-83f0-bc79c011c74a</a>
ESCO Version	1.09
<hr/>	
<b>In other languages</b>	
Deutsch	professionelle Netzwerke aufbauen
Nederlands	een professioneel netwerk ontwikkelen
Italiano	sviluppare una rete professionale
<hr/>	
<b>Sectoral Layer</b>	
Field and subfield	70 15
Place in the Process	00
Level	03
Unique Identifier	10



#### 5.4.4.2 Sectoral Detail

##### **Skills**

- Keeps up actively with developments in the sector
- Actively maintains network(s)
- Involves others in your activities
- Looks for mutual benefits
- Takes part in professional social gatherings and network meetings
- Adapts communication to the target group

##### **Knowledge**

- Understands networking techniques
- Has a general understanding of the sector structure, associations and stakeholders

##### **Autonomy and attitude**

- Is open-minded
- Has a positive approach

#### 5.4.4.3 Assessment

##### **Self assessment**

1. I don't know how to reach out to and meet up with people in a professional context. I don't know how to find common ground and use my contacts for mutual benefit and how to keep track of the people in my personal professional network and stay up to date on their activities.
2. I am uncertain how to reach out to and meet up with people in a professional context. I am uncertain how to find common ground and use my contacts for mutual benefit and how to keep track of the people in my personal professional network and stay up to date on their activities.
3. I know how to reach out to and meet up with people in a professional context. I know how to find common ground and use my contacts for mutual benefit and how to keep track of the people in my personal professional network and stay up to date on their activities.
4. I am more than able to reach out to and meet up with people in a professional context. I am more than able to find common ground and use my contacts for mutual benefit and how to keep track of the people in my personal professional network and stay up to date on their activities.

##### **Mentor assessment**

1. ... doesn't know how to reach out to and meet up with people in a professional context. ... doesn't know how to find common ground and use his/ her contacts for mutual benefit and how to keep track of the people in his/ her personal professional network and stay up to date on their activities.
2. ... is uncertain how to reach out to and meet up with people in a professional context. ... is uncertain how to find



common ground and use his/ her contacts for mutual benefit and how to keep track of the people in his/ her personal professional network and stay up to date on their activities.

3. ... knows how to reach out to and meet up with people in a professional context. ... knows how to find common ground and use his/ her contacts for mutual benefit and how to keep track of the people in his/ her personal professional network and stay up to date on their activities.
4. ... is more than able to reach out to and meet up with people in a professional context. ... is more than able to find common ground and use his/ her contacts for mutual benefit and how to keep track of the people in his/ her personal professional network and stay up to date on their activities.

**Acceptable  
assessment  
methods**

- [Structured Portfolio](#)
- [Criterion Based Interview](#)

**Training**

It is important to support the trainees in how to maximize their visits to events or performances.



## 5.5 ADMINISTRATION

TeBeVAT Assessor – Administer assessments	
Assessment	Internally assessed and externally moderated assessment evidence
Grading	Assessment is competent / not competent.
Progression Opportunities	To the assessor
Guided Learning Hours	8
Review date	24.02.2022
Sector	Transferable
Unit Reference	TAU5

### Learning Outcomes

The learner will be able

1. to keep personal administration
2. to maintain professional administration
3. to document an assessment according to the set guidelines
4. to manage the documentation of an assessment according to the set guidelines



## 5.5.1 Keep personal administration (40 00 00 03 10)

### 5.5.1.1 ESCO Description /Equivalent

Title	keep personal administration
Description	File and organise personal administration documents comprehensively.
Scope Note	n.a.
Concept URI	<a href="http://data.europa.eu/esco/skill/9df34bc3-25d4-4452-a896-4d19b94ef896">http://data.europa.eu/esco/skill/9df34bc3-25d4-4452-a896-4d19b94ef896</a>
ESCO Version	1.1

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#### In other languages

Deutsch	Verwaltungsdokumente führen
Nederlands	persoonlijke administratie bijhouden
Italiano	mantenere un archivio di informazioni personali

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#### Sectoral Layer

Field and subfield	40 00
Place in the Process	00
Level	03
Unique Identifier	10



### 5.5.1.2 Sectoral Detail

<b>Skills</b>	<ul style="list-style-type: none"> <li>establish and maintain a structured system to store administration documents comprehensively</li> </ul>
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>knowledge about different file storing systems (analogue and digital)</li> </ul>
<b>Autonomy and attitude</b>	<ul style="list-style-type: none"> <li>Accuracy</li> <li>Sense of methodology</li> </ul>

### 5.5.1.3 Assessment

<b>Self assessment</b>	<ol style="list-style-type: none"> <li>I don't know how to file and organise personal administration documents comprehensively.</li> <li>I am uncertain how to file and organise personal administration documents comprehensively.</li> <li>I know how to file and organise personal administration documents comprehensively.</li> <li>I am more than able to file and organise personal administration documents comprehensively.</li> </ol>
<b>Mentor assessment</b>	<ol style="list-style-type: none"> <li>... doesn't know how to file and organise personal administration documents comprehensively.</li> <li>... is uncertain how to file and organise personal administration documents comprehensively.</li> <li>... knows how to file and organise personal administration documents comprehensively.</li> <li>... is more than able to file and organise personal administration documents comprehensively.</li> </ol>
<b>Acceptable assessment methods</b>	<ul style="list-style-type: none"> <li><a href="#">Observation in a Simulated Environment</a></li> <li><a href="#">Observation on Site</a></li> <li><a href="#">Structured Portfolio</a></li> <li><a href="#">Oral Examination</a></li> <li><a href="#">Written Test - Multiple Choice</a></li> <li><a href="#">Written Test - Open Answers</a></li> </ul>
<b>Training</b>	Classroom lessons about different file storing systems in combination with training on the most common systems.



## 5.5.2 Maintain professional administration (40 00 00 03 20)

### 5.5.2.1 ESCO Description /Equivalent

Title	maintain professional administration
Description	File and organise professional administration documents comprehensively, keep customer records, fill in forms or log books and prepare documents about company-related matter.
Scope Note	n.a.
Concept URI	<a href="http://data.europa.eu/esco/skill/8ebb2c0a-0baa-43bf-95cf-094047c57427">http://data.europa.eu/esco/skill/8ebb2c0a-0baa-43bf-95cf-094047c57427</a>
ESCO Version	1.1

---

#### In other languages

Deutsch	professionelle Verwaltung führen
Nederlands	professionele administratie bijhouden
Italiano	tenere l'amministrazione professionale

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#### Sectoral Layer

Field and subfield	40 00
Place in the Process	00
Level	03
Unique Identifier	20





### 5.5.2.2 Sectoral Detail

<b>Skills</b>	<ul style="list-style-type: none"> <li>• establish and maintain a structured system to store administration documents comprehensively</li> <li>• administer information by filling relevant documents correctly</li> <li>• prepare documents about company-related matter</li> </ul>
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>• knowledge about different file storing systems (analogue and digital)</li> <li>• knowledge about relevant company-related documents and papers</li> <li>• knowledge about documentation needs of company-related matters</li> </ul>
<b>Autonomy and attitude</b>	<ul style="list-style-type: none"> <li>• Accuracy</li> <li>• Sense of methodology</li> </ul>

### 5.5.2.3 Assessment

<b>Self assessment</b>	<ol style="list-style-type: none"> <li>1. I don't know how to file and organise professional administration documents comprehensively, keep customer records, fill in forms or log books and prepare documents about company-related matter.</li> <li>2. I am uncertain how to file and organise professional administration documents comprehensively, keep customer records, fill in forms or log books and prepare documents about company-related matter.</li> <li>3. I know how to file and organise professional administration documents comprehensively, keep customer records, fill in forms or log books and prepare documents about company-related matter.</li> <li>4. I am more than able to file and organise professional administration documents comprehensively, keep customer records, fill in forms or log books and prepare documents about company-related matter.</li> </ol>
<b>Mentor assessment</b>	<ol style="list-style-type: none"> <li>1. ... doesn't know how to file and organise professional administration documents comprehensively, keep customer records, fill in forms or log books and prepare documents about company-related matter.</li> <li>2. ... is uncertain how to file and organise professional administration documents comprehensively, keep customer records, fill in forms or log books and prepare documents about company-related matter.</li> <li>3. ... knows how to file and organise professional administration documents comprehensively, keep</li> </ol>



customer records, fill in forms or log books and prepare documents about company-related matter.

4. ... is more than able to file and organise professional administration documents comprehensively, keep customer records, fill in forms or log books and prepare documents about company-related matter.

**Acceptable  
assessment  
methods**

- [Observation in a Simulated Environment](#)
- [Observation on Site](#)
- [Role Play](#)
- [Structured Portfolio](#)
- [Criterion Based Interview](#)
- [Oral Examination](#)
- [Written Test - Multiple Choice](#)
- [Written Test - Open Answers](#)

**Training**

Classroom lessons about different file storing systems and business administration in combination with training on the most common systems and documents.



### 5.5.3 document an assessment according to the set guidelines (90 20 00 05 90)

not yet in ESCO

#### 5.5.3.1 ~~ESCO Description~~/Equivalent/suggestion

Title	document an assessment according to the set guidelines
Description	Observe a performance and use existing templates to protocol answers and information collected during tests, interviews, or simulations. Adhere to a pre-defined frame of reference. Structure the protocol comprehensible for others.
Scope Note	n.a.
Concept URI	n.a.
ESCO Version	n.a.

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#### In other languages

Deutsch	eine Prüfung nach vorgegebenen Richtlinien dokumentieren
Nederlands	Documenteer een test volgens gespecificeerde richtlijnen
Italiano	Documentare un test secondo le linee guida specificate

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#### Sectoral Layer

Field and subfield	90 20
Place in the Process	00
Level	05
Unique Identifier	90



### 5.5.3.2 Sectoral Detail

<b>Skills</b>	<ul style="list-style-type: none"> <li>• use existing templates to protocol answers and information collected</li> <li>• adhere to a pre-defined frame of reference</li> <li>• structure the protocol comprehensible for others</li> </ul>
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>• knowledge about common and specific templates to protocol answers and information collected</li> <li>• knowledge about common and specific frames of reference</li> </ul>
<b>Autonomy and attitude</b>	<ul style="list-style-type: none"> <li>• Sense of methodology</li> <li>• Accuracy</li> </ul>

### 5.5.3.3 Assessment

<b>Self assessment</b>	<ol style="list-style-type: none"> <li>1. I don't know how to observe a performance and use existing templates to protocol answers and information collected during tests, interviews, or simulations., adhere to a pre-defined frame of reference and structure the protocol comprehensible for others.</li> <li>2. I am uncertain how to observe a performance and use existing templates to protocol answers and information collected during tests, interviews, or simulations., adhere to a pre-defined frame of reference and structure the protocol comprehensible for others.</li> <li>3. I know how to observe a performance and use existing templates to protocol answers and information collected during tests, interviews, or simulations., adhere to a pre-defined frame of reference and structure the protocol comprehensible for others.</li> <li>4. I am more than able to observe a performance and use existing templates to protocol answers and information collected during tests, interviews, or simulations., adhere to a pre-defined frame of reference and structure the protocol comprehensible for others.</li> </ol>
<b>Mentor assessment</b>	<ol style="list-style-type: none"> <li>1. ... doesn't know how to observe a performance and use existing templates to protocol answers and information collected during tests, interviews, or simulations., adhere to a pre-defined frame of reference and structure the protocol comprehensible for others.</li> <li>2. ... is uncertain how to observe a performance and use existing templates to protocol answers and information collected during tests, interviews, or simulations., adhere to</li> </ol>



a pre-defined frame of reference and structure the protocol comprehensible for others.

3. ... knows how to observe a performance and use existing templates to protocol answers and information collected during tests, interviews, or simulations., adhere to a pre-defined frame of reference and structure the protocol comprehensible for others.
4. ... is more than able to observe a performance and use existing templates to protocol answers and information collected during tests, interviews, or simulations., adhere to a pre-defined frame of reference and structure the protocol comprehensible for others.

**Acceptable  
assessment  
methods**

- [Observation in a Simulated Environment](#)
- [Observation on Site](#)
- [Role Play](#)

**Training**

Classroom lessons about used templates and frames of reference combined with practical lessons about applying those.



## 5.5.4 manage the documentation of an assessment according to the set guidelines (90 20 00 05 85)

not yet in ESCO

### 5.5.4.1 ~~ESCO Description~~/Equivalent/suggestion

Title	manage the documentation of an assessment according to the set guidelines
Description	Set-up templates and agree upon competences which are to be assessed. Prepare the assessment protocol accordingly. Provide and distribute relevant documents for the assessment with authorities, clients, or colleagues according to a communication plan.
Scope Note	n.a.
Concept URI	n.a.
ESCO Version	n.a.

---

#### In other languages

Deutsch	die Dokumentation einer Bewertung gemäß den festgelegten Richtlinien verwalten
Nederlands	de documentatie van een beoordeling beheren volgens de vastgestelde richtsnoeren
Italiano	gestire la documentazione di una valutazione secondo le linee guida stabilite

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#### Sectoral Layer

Field and subfield	90 20
Place in the Process	00
Level	05
Unique Identifier	85



#### 5.5.4.2 Sectoral Detail

<b>Skills</b>	<ul style="list-style-type: none"> <li>• Develop and set-up templates together with relevant stakeholders.</li> <li>• Prepare the assessment protocol accordingly.</li> <li>• Provide and distribute relevant documents for the assessment with stakeholders according to a communication plan.</li> </ul>
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>• knowledge about general and specific assessment strategy</li> <li>• knowledge about general and organisation-specific document distribution channels and strategies</li> </ul>
<b>Autonomy and attitude</b>	<ul style="list-style-type: none"> <li>• Sense of methodology</li> <li>• Able to act on own initiative</li> <li>• Accuracy</li> </ul>

#### 5.5.4.3 Assessment

<b>Self assessment</b>	<ol style="list-style-type: none"> <li>1. I don't know how to set-up templates and agree upon competences which are to be assessed; prepare the assessment protocol accordingly and provide and distribute relevant documents for the assessment with authorities, clients, or colleagues according to a communication plan.</li> <li>2. I am uncertain how to set-up templates and agree upon competences which are to be assessed; prepare the assessment protocol accordingly and provide and distribute relevant documents for the assessment with authorities, clients, or colleagues according to a communication plan.</li> <li>3. I know how to set-up templates and agree upon competences which are to be assessed; prepare the assessment protocol accordingly and provide and distribute relevant documents for the assessment with authorities, clients, or colleagues according to a communication plan.</li> <li>4. I am more than able to set-up templates and agree upon competences which are to be assessed; prepare the assessment protocol accordingly and provide and distribute relevant documents for the assessment with authorities, clients, or colleagues according to a communication plan.</li> </ol>
<b>Mentor assessment</b>	<ol style="list-style-type: none"> <li>1. ... doesn't know how to set-up templates and agree upon competences which are to be assessed; prepare the assessment protocol accordingly and provide and distribute relevant documents for the assessment with</li> </ol>



authorities, clients, or colleagues according to a communication plan.

2. ... is uncertain how to set-up templates and agree upon competences which are to be assessed; prepare the assessment protocol accordingly and provide and distribute relevant documents for the assessment with authorities, clients, or colleagues according to a communication plan.
3. ... knows how to set-up templates and agree upon competences which are to be assessed; prepare the assessment protocol accordingly and provide and distribute relevant documents for the assessment with authorities, clients, or colleagues according to a communication plan.
4. ... is more than able to set-up templates and agree upon competences which are to be assessed; prepare the assessment protocol accordingly and provide and distribute relevant documents for the assessment with authorities, clients, or colleagues according to a communication plan.

**Acceptable  
assessment  
methods**

- [Observation in a Simulated Environment](#)
- [Observation on Site](#)
- [Role Play](#)

**Training**

Classroom lessons about assessment documentation strategies.





## 6 Knowledge

TeBeVAT Assessor – Knowledge regarding assessment processes	
Assessment	Internally assessed and externally moderated assessment evidence
Grading	Assessment is competent / not competent.
Progression Opportunities	To the assessor
Guided Learning Hours	8
Review date	24.02.2022
Sector	Transferable
Unit Reference	TAU6

### Learning Outcomes

The learner will understand

1. Assessment processes, how to choose them and how to grade a candidate



## 6.1.1 manage the documentation of an assessment according to the set guidelines (90 20 00 05 85)

### 6.1.1.1 ESCO Description /Equivalent /

Title	Assessment processes
Description	Various evaluation techniques, theories, and tools applicable in the assessment of students, participants in a programme, and employees. Different assessment strategies such as initial, formative, summative and self-assessment are used for varying purposes.
Scope Note	n.a.
Concept URI	<a href="http://data.europa.eu/esco/skill/31b67516-af16-4b97-8430-a8a8e0f84190">http://data.europa.eu/esco/skill/31b67516-af16-4b97-8430-a8a8e0f84190</a>
ESCO Version	1.1
<hr/>	
<b>In other languages</b>	
Deutsch	Beurteilungsverfahren
Nederlands	Beoordelingsprocessen
Italiano	processi di valutazione
<hr/>	
<b>Sectoral Layer</b>	
Field and subfield	00 00
Place in the Process	00
Level	00
Unique Identifier	00



### 6.1.1.2 Sectoral Detail

#### Knowledge

- knowledge about various evaluation techniques, theories, and tools
- knowledge about different assessment strategies

#### Autonomy and attitude

- Sense of methodology
- Able to act on own initiative
- Accuracy

### 6.1.1.3 Assessment

#### Self assessment

1. don't know about various evaluation techniques, theories, and tools applicable in the assessment of students, participants in a programme, and employees; different assessment strategies such as initial, formative, summative and self- assessment are used for varying purposes.
2. I am uncertain about various evaluation techniques, theories, and tools applicable in the assessment of students, participants in a programme, and employees; different assessment strategies such as initial, formative, summative and self- assessment are used for varying purposes.
3. I know about various evaluation techniques, theories, and tools applicable in the assessment of students, participants in a programme, and employees; different assessment strategies such as initial, formative, summative and self- assessment are used for varying purposes.
4. I am more than familiar with various evaluation techniques, theories, and tools applicable in the assessment of students, participants in a programme, and employees; different assessment strategies such as initial, formative, summative and self- assessment are used for varying purposes.

#### Mentor assessment

1. ... doesn't know about various evaluation techniques, theories, and tools applicable in the assessment of students, participants in a programme, and employees; different assessment strategies such as initial, formative, summative and self- assessment are used for varying purposes.
2. ... is uncertain about various evaluation techniques, theories, and tools applicable in the assessment of students, participants in a programme, and employees; different assessment strategies such as initial, formative,



summative and self- assessment are used for varying purposes.

3. ... knows about various evaluation techniques, theories, and tools applicable in the assessment of students, participants in a programme, and employees; different assessment strategies such as initial, formative, summative and self- assessment are used for varying purposes.
4. ... is more than familiar with various evaluation techniques, theories, and tools applicable in the assessment of students, participants in a programme, and employees; different assessment strategies such as initial, formative, summative and self- assessment are used for varying purposes.

**Acceptable  
assessment  
methods**

- [Structured Portfolio](#)
- [Criterion Based Interview](#)
- [Oral Examination](#)
- [Written Test - Multiple Choice](#)
- [Written Test - Open Answers](#)

**Training**

Classroom lessons about assessment processes.

# TeBeVAT Assessor Training Module

**We thank the co-authors from:**

BF/M-Bayreuth

STEPP

CONSULENZA DIREZIONALE

SV-WTU

VPLT

OSAT



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