



# Guidelines

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## TeBeVAT-Assessor Profile



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## 1 Description

An assessor measures the competences of a candidate against a given qualification profile, according to a pre-defined standard or procedure and judges objectively if the candidate reaches the performance criteria of the competences.

## 2 Scope note

Apart from the specific skills needed to assess candidates, the assessor also needs a profound understanding of

- The field, and the occupations,
- The qualifications and standards for the targeted occupations,
- The different standards, assessment methods and procedures of the targeted occupations,
- Observation Techniques to safeguard impartiality and objectivity.

Assessors need to have substantial demonstrable experience in the targeted occupations they are assessing.

This is not further developed in this profile, as it depends on the type of field, education and assessment.

## 3 Competences

### 3.1 Assessment

- **create a work environment where performers can develop their potential** (create a work environment where performers can develop their potential)
- **assess the work during the performance** (Evaluate different aspects of the performance, including the work of actors, dancers, musicians, and other people involved. Assess the success, by analysing the reaction of the audience, the critics, etc. Adjust the work if needed, according to chosen factors, production constraints, and other circumstances.)
  - **assess a performance (Judge different aspects of the performance based on a predefined expectation standard)**
- **monitor assessment** (Monitoring the assessment process in the workplace or educational context.)
  - **monitor assessment (Monitor the assessment process in the workplace, educational context or in validation situation)**
- **assess students** (Evaluate the students' (academic) progress, achievements, course knowledge and skills through assignments, tests, and examinations. Diagnose their needs and track their progress, strengths, and weaknesses. Formulate a summative statement of the goals the student achieved.)
- **show impartiality** (Perform duties for disputing parties or clients based on objective criteria and methods, disregarding prejudice or bias, to make or facilitate objective decisions and outcomes.)

- **show impartiality in an assessment situation (Assess candidates based on objective criteria and methods**, disregarding prejudice or bias, to make or facilitate objective and transparent decisions)
- **assist clients with special needs** (Aid clients with special needs following relevant guidelines and special standards. Recognise their needs and accurately respond to them if needed.)
- **Take structured notes** (Observe a performance and protocol notes with the help of a scheme or template setting out performance expectations. Work with the scheme in a way that makes the protocol comprehensible for others.)
- **Adhere to a frame of reference when assessing a candidate** (Note down observations which are relevant to a predefined set of competences and structure the observation protocol accordingly.)

### 3.2 Communication and feedback

- **have emotional intelligence** (Recognize one's 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.)
- **show social competences** (Ability to interact effectively with other people.)
- **Listen actively** (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.)
- **Use questioning techniques** (Formulate questions appropriate to the purpose, such as eliciting accurate information or supporting the learning process.)
- **Give constructive feedback** (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.)
- **provide performance feedback** (provide performance feedback and observation remarks to third parties with regard to quality)
- **create a productive assessment situation** (Familiarise the candidate with the assessment situation without interfering in the performance through verbal or nonverbal communication).
- **Agree upon an assessment result** (Interchange ideas and negotiate a final rating with other assessors. Align different views and reach consensus on the performance of the candidate.)

### 3.3 Quality and ethics

- **follow ethical code of conduct** (Carry out workplace activities according to accepted principles of right and wrong, including fairness, transparency and impartiality in work practices and conduct towards other people.)
- **apply quality standards** (Follow procedures which prevent errors in creation and delivery of a product, a solution or a service to customers.)

### 3.4 Professional development

- **manage personal professional development** (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 own practice and through contact with peers and stakeholders.)
- **reflect on practice** (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.)
- **monitor developments in field of expertise** (Keep up with new research, regulations, and other significant changes, labour market related or otherwise, occurring within the field of specialisation.)
- **develop professional network** (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.)

### 3.5 Administration

- **maintain professional administration** (File and organise professional administration documents comprehensively, keep customer records, fill in forms or log books and prepare documents about company-related matter.)
- **keep personal administration** (File and organise personal administration documents comprehensively.)
- **document an assessment according to the set guidelines** (Set-up templates and agree upon competences which are to be assessed. Prepare the assessment protocol accordingly.)
- **exchange documents** (Provide and distribute relevant documents according to an aligned communication plan with authorities, clients or colleagues.)

### 3.6 Knowledge

- **assessment processes** (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.)

# TeBeVAT Assessor Profile

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