



A proposal

**Qualified EUCEBS Assessor Award
Training Programme
(QEA)**

January, 2005

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I. INTRODUCTION

1. The background for designing the QEAA

EU and national policies and measures aiming at:

- removing barriers to learning and labour market,
- improving learning of risk groups,
- improving employability and mobility of risk groups,
- strengthening social inclusion and cohesion,
- making learning more visible and attractive.

Common EU principles for the identification and validation of non-formal and informal learning (Document 9600/4 EDUC 118 SOC 253).

EUCEBS project outcomes as the main input to designing the QEAA:

2. The philosophy of the QEA training programme

The importance of making visible the non-formal learning intertwines the whole programme.

Attending the programme is in its character experiential learning, a process in which the future assessors learn by doing and experience a similar validation process as EUCEBS certificate candidates.

The programme qualifies assessors to combine two methods of validating and accrediting knowledge and competences, by portfolio and EUCEBS tests. Portfolio provides for approximately 60% and testing for approximately 40% of the total number of credits in case of combined methods of accreditation

Ensuring quality, confidence, trust and further development in the field of assessing/accrediting.

The partners' institutions will become "nests" for providing training to assessors and will seek a solution to how to establish an international NGO responsible for monitoring, evaluation and further development of the assessors' network.

3. The structure of the QEA training programme

It is experience-based (Slovenian example) modular programme.

The programme is composed of two parts. The first part defines the structure and the content of the programme and the second part defines the standards of competence needed for obtaining QEAA.

The first part defines the aims of the training, duration, content of the training, crediting of the programme, entry requirements, and completion of the programme with award, verification and assessment of competences, resources for implementing the training programme, and the professional role of the qualified assessors.

The second part defines the standards of competence of assessors. This part is prepared in accordance with the Slovenian legislation concerning NVQs. It lays down obligatory structure of the programme and compounds of the standards. These are: the name of the programme, professional background required, relation to the formal programmes, ways and criteria of assessment of competence, the benefits of QEAA, his/her educational level required, resources, standards of competence of assessors, supporting documents, literature and sources, validity of the licence to practice, monitoring of the QEAA training programme, and working group preparing the training programme and the standards.

Further on, to ensure quality of the EUCEBS system accreditation and transparency on EU level, partners' countries should provide within their legislation arrangement the following infrastructure:

- a three-member assessment board, with the rules and conditions for their work,
- monitoring body (inspectorate),
- body dealing with EUCEBS candidates complaints.

II. PART A: THE STRUCTURE AND CONTENT OF THE PROGRAMME

1. The title of the programme:

Qualified EUCEBS Assessor Award Training Programme

2. The aims of training

The trainees

1. recognize European, national and EUCEBS documents dealing with identification, validation, and certification of non-formal and informal learning (NFL)
2. develop positive attitudes to validation and certification of NFL
3. get acquainted with EUCEBS' 6 domains, their elements, performance criteria and range statements
4. qualify for using the two instruments in the process of validating and accrediting the EUCEBS candidates' certificate in the 6 domains:
 - a) EUCEBS tests, and
 - b) collecting, validating and accrediting NFL and competencies
5. qualify for direct /immediate validation and accreditation of NFL and competencies
6. get to know the characteristics of creating the portfolio, and its components and judge the relevance of evidences in relation the EUCEBS certificate/s and the EUCEBS tests in the 6 domains
7. appreciate the communication competencies of the QEAA, and show adequate responses and respect for the candidates in the process of accrediting the EUCEBS certificate/s
8. know the characteristics of the target groups applying for the EUCEBS certificate.
9. master EUCEBS ICT.

3. Duration, content and crediting of the training

The length of the programme: 40 hours: 15 hours lessons, 19 hours active methods of learning, 6 hours self-directed learning. In addition written and practical essay of candidate's knowledge and competencies takes 3 – 7 hours.

Content and duration of the programme

Domain of QEAA	Lessons	Active methods of learning	Self directed learning	Total hours
European, national, and EUCEBS documents and measures on validation of NFL	1	1	1	3
Basic theoretical knowledge concerning learning, teaching, communicating and assessing the competence of the candidates for the EUCEBS certificate	3	3	3	9
ICT in the process of validating and issuing EUCEBS certification	1	2	3	4
EUCEBS Certificate and tests	4	7		11
Preparing documentation and validating NFL by portfolio	5	4		9
Accrediting EUCEBS Certificate implementing EUCEBS tests and portfolio	1	2	1	4
Total hours	15	18	7	40

4. Entry requirements

- Higher or upper secondary, respecting the national regulation
- 3 for higher and – 5 for upper secondary years of experiences in adult literacy classes
- Experiences in teaching trainers/teachers of adults recommended.
- Appointed by national education/employment authority (respecting national regulation)

5. Terms and conditions for successfully completing the QEAA

The candidate can be awarded the QEAA in one of the following ways:

- a) Enrolls in the QEAA Training Programme (face to face or e – programme) and successfully completes it (by passing the final exam).

To successfully complete the training the applicant must pass an exam which consists of two parts: written test and practical work. The written part of the exam represents 15% and the practical part 85 % of the final grade.

- b) Successfully demonstrates through personal portfolio that his/her competence and knowledge are adequate.

The applicant collects evidence of his/her formally and non-formally gained knowledge and competence in a portfolio.

The assessment board then assesses and verifies whether the applicant's knowledge is consistent with the requirements of the training. If the portfolio is incomplete and does not have evidence of certain competence required for the training, the applicant must take an exam to prove that he/she has the necessary knowledge and competence in any case. However the applicant does not need to take the whole exam but just the part which verifies the knowledge that is not backed up by evidence in the portfolio.

6. Verifying and assessing the knowledge and competence of QEAA candidates

In **written** assignments the candidate demonstrates:

- the mastering of European, national and EUCEBS documents regarding NFL,
- familiarity with basic theoretical knowledge concerning learning, teaching, communicating, validating and assessing the competence of the candidates for the EUCEBS Certificate.

In **practical** assignments the candidate demonstrates the whole process of accrediting the EUCEBS certificate by implementing portfolio and EUCEBS tests.

The candidate is awarded the QEAA when passing the written and practical essays. The written part represents 15% and the practical one 85% of the total evaluation, the candidate is awarded the certificate when achieving at least 70 of all of 100 credits.

7. Resources for implementing the programme

Material resources: place/room for conducting the QEAA Training Programme as determined in national legislation.

Staff resources: entry requirements for QEAA Training Programme:

Candidates have

- higher education / upper secondary (ISCED), respecting national education regulation
- 3 for higher and 5 for upper secondary education of experiences in teaching of adults in adult literacy classes,
- experiences in training trainers/ teachers/ mentors of adults recommended.

2. Knowledge and competence of the qualified assessor:

QEAA is valid for 5 years. After that period the assessors are obliged to renew their licence. The assessors are qualified also for **guidance** in the process of collecting and validating NFL but they can not play both roles to the same candidate.

III. PART B: STANDARDS OF KNOWLEDGE AND COMPETENCE

1. The name (and code) of standards of knowledge and competence

Qualified EUCEBS Assessor Award - QEAA

Professional background: adult teachers and trainers

Special requirements for qualified assessor candidates: higher education/
upper secondary (?);

Work experience:

- 3 – 5 (?) years of experiences in teaching of adults with lower or no education,
- at least 2 years of experiences in training trainers/ teachers/ mentors of adults.

Other requirements: successfully accomplished QEAA Training Programme.

2. Relation to the formal programmes:

In partner countries:

Each partner defines the status of the training programmes and QEAA with the competent authorities in accordance with national legislation.

In the case of Slovenia:

The competent authority is the Council of Experts of the Republic of Slovenia for Adult Education, defined in the Law on Organisation and Financing of Education.

In EU:

We will seek to have the training programme and QEAA included into the European Inventory on the identification and validation of non-formal and informal learning¹.

The training programme will also sit within an own EUCEBS verification framework, under EUCEBS own brand name in line with the recommendations to Training 2010 of the EC Expert Group on Non Formal and Informal Learning.

3. Methods of verifying/rating professional knowledge and competence:

- written and
- practical.

4. Criteria for verification /assessment/rating

¹ Draft Conclusions of the Council and of the representatives of the Governments of the Member states meeting within the Common European Principles for the identification and validation of non-formal and informal learning 9600/04 EDUC 118 SOC 253

In this process the candidates proves that he/she masters the domains up to determined degree.

To successfully accomplish the written essay means that the candidate masters the following content and reaches at least the minimal number of credits.

Written assignment and ratings	NO of all credits	Min. No of credits
European, national, and EUCEBS documents/measures on validation	7,5	6
Basic theoretical knowledge concerning learning, teaching, communicating, validating and assessing competence of the candidates for the EUCEBS certificate	8	6
Total NO of credits	15	13

The highest possible rate to be obtained in this part of the assessing procedure is 15 credits out of 100. In order to pass the exam the candidates have to achieve at least 13credits.

The written output is rated according to the following criteria

- correctness of answers/ understanding of the question, reply is fully relevant and to the purpose,
- comprehensiveness,
- accuracy/ rigor.

To successfully accomplished the practical part of the examination the candidate masters the following content and reaches at least the minimal number of credits

Rating of practical work	NO of all credits	Min. No of credits
implementing EUCEBS testing for the Certificate	28	18
validating evidence in portfolio respecting standards for validation	23	15
validating evidence in porfolio in relation to the EUCEBS standards	10	7
validating evidence in porfolio in relation to the tests results		
communication between the candidate and assessors in the process of testing and validating portfolio	5	3
ICT in the process of validating and issuing EUCEBS Certificate	10	7
Admitting evidence for/ accrediting EUCEBS Certificate, implementing tests and portfolio	10	7
Total	85	57

The highest possible rate to be obtained in this part of the procedure is 85 credits. The candidate has to achieve at least 57 credits in this part of the exam.

The practical part of the process is rated according to the following criteria:

- autonomy / self-dependence,
- competence in using the tests and portfolio in the process of accrediting the EUCEBS certificate,
- accuracy/ rigor,
- relationship to the candidate,
- ability adequately to structure of the processes of testing and portfolio validating,
- competence in using the EUCEBS ICT,
- competence in using resources (tests and portfolio documentation).

The highest possible rate in assessing the candidate's knowledge and competence as a whole including both parts of the exam is 100 credits.

The candidates have to reach at least 80 credits, 31 from the written part and 49 from the practical part in order to be awarded the QEAA.

5. What are the benefits of attaining the QEAA(vocation or sets of activities within the vocation)

Assessors are qualified for two roles: for assessors and for counsellors in the process of issuing EUCEBS Certificate to the candidates.

Assessor is not allowed to act as assessor in the following cases:

- if she/he counsels the candidate in the process of issuing EUCEBS certificate,
- if she/he is employer/co-worker of the candidate during the certification process,
- if she/he is a close relative of the candidate.

6. The educational level: see part III. B; point 1

7. Modifying of the programme for disabled teachers/assessors

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8. Resources: material and staff: see above

9. Standards of knowledge and competence assessors are expected to reach

- Standards are structured into 4 items:
- domain represents the main field of assessor activities,
- element describes key activity within the main area of assessor's work,
- performance criteria are each divided into two sections: in the first one the key activities are split into smaller units – tasks, and in the second one knowledge and competence for implementing the tasks are determined,

- the last item defines the tasks for assessing/rating/validating the candidate's knowledge and competence.

Domain (field of work)	Elements (key elements)	Performance criteria (detailed description of key elements)	Tasks/range statements
1 Acting according to the European, national and EUCEBS documents and measures on validation of NFL	<ul style="list-style-type: none"> - preparing assessors for the certification procedure 	<ul style="list-style-type: none"> - uses legislative and expert foundations in the certification process - knows the main documents of the EC expert group on identification and validation of NF learning²: - masters the EU web page sites reporting on progress in relation to identification and validation of NFL, - knows national documents, measures and procedures of collecting, assessing, and validating learning - formal and non formal, - knows the EUCEBS certificate /s and the role of EUCEBS assessors. 	<ul style="list-style-type: none"> - describes the conclusions and recommendations of the EC documents on validation of NFL, - describes the relevant national documents, - describes the policy and methods of assessing and validating NFL in their countries, - explains the rationales for EUCEBS, - explains the structure of EUCEBS Certificate, - describes the EUCEBS tests, - explains the role of EUCEBS assessor and counsellor and members of the assessing board.

Domain (field of work)	Elements (key elements)	Performance criteria (detailed description of key elements)	Tasks/range statements
2 Using basic theoretical knowledge concerning learning teaching, communicating with EUCEBS target groups and assessing the knowledge and competence of the candidates for the EUCEBS Certificate	- preparing candidates for EUCEBS accreditation procedure	<ul style="list-style-type: none"> - communicating with the EUCEBS target groups, - contacting and motivating the candidates for the EUCEBS certificate, - informing the candidates, - guidance the candidates in the process of certification. - knows the principles of verbal and non verbal communication, - knows the principles of guidance, - knows the ethic norms of validating NFL and testing, - knows the principles of collecting and validating NFL, - knows the rules of testing, - knows how to respect the privacy and rights of the candidates. 	<ul style="list-style-type: none"> - describes the principles of communication with the EUCEBS target groups, - explains the principles of guidance, - explains the candidates' rights, - asks questions and gives additional instruction, - describes and enumerates the methods of assessing the candidates, - describes the principles of collecting and validating NFL, - describes the ethic norms of testing, - describes the rules of testing.
3 Using ICT in the process of validation and issuing EUCEBS certificate	- preparation, managing and archiving documentation in EUCEBS e-environment	<ul style="list-style-type: none"> - manages e portfolio in the certification process - manages e testing - manages e documentation of the procedure results - manages e archiving the procedure - masters EUCEBS web page, - knows the legislative principles of data protection. 	<ul style="list-style-type: none"> - creates e portfolio, - prepares and documents e testing, - documents and archives the whole certification procedure,

Domain (field of work)	Elements (key elements)	Performance criteria (detailed description of key elements)	Tasks/range statements
<p>4 Preparing documentation and validating NFL (portfolio)</p>	<p>Creating and validating evidence according to the validation principles and EUCEBS standards</p>	<ul style="list-style-type: none"> - guidance the candidates in the process of collecting evidence from the candidate's work and everyday experiences, self instruction, learning in non formal meetings and through hobbies, - validates the evidence implementing the principles of authenticity, validity, relevancy and reliability - taking notes on guidance, - assesses portfolio implementing the principles of sufficiency, variability, and complexity in relation to EUCEBS standards. - knows how to determine the missing knowledge and competence in relation to EUCEBS standards, - documents the validation process, - masters the process of identification and validation of non-formal and informal learning, - knows the EUCEBS rules for collecting the process and results. 	<ul style="list-style-type: none"> - explains the principles of guidance, - explains the principles of portfolio creating, - implements the principles of validating evidence, - implements the principles of judging the evidence and its relation to EUCEBS standards, - determines the domains/elements and range statements where testing is needed, - documents the process of validation and portfolio accreditation.

Domain (field of work)	Elements (key elements)	Performance criteria (detailed description of key elements)	Tasks/range statements
5 Testing EUCES standards	<ul style="list-style-type: none"> - selects domains, elements and range statements for testing and implements testing 	<ul style="list-style-type: none"> - receiving and identifying candidates, - informing the candidates of the testing procedure, - using tests in the certification process - explains the testing results to the candidates, - collecting the procedure and results. - knows the principles of testing, - knows the test scoring principles, - knows how to judge the test results in relation to EUCES standards, - masters the documentation forms. 	<ul style="list-style-type: none"> - explains direct assessment methods within six EUCES domains, - explains the testing procedure, - implements testing respecting the testing principles and scoring, - explains the reasons for testing the chosen domains/elements/range statements, - judges the test results in relation to EUCES standard.

Domain (field of work)	Elements (key elements)	Performance criteria (detailed description of key elements)	Tasks/range statements
6 Accrediting EUCESB certificate	<ul style="list-style-type: none"> - Deciding the final result of assessing and testing - Delivering decision to the candidate 	<ul style="list-style-type: none"> - assesses and validates both “instruments” portfolio and tests results according to EUCESB standards on all 6 domains, - determines and interprets the final results/score, - informs and explains the score to the candidate according to the results, - motivates candidates to undertake further learning activities, - documents the process of accrediting the EUCESB Certificate/ EUCESB domain certificates. - knows how to use and combine portfolio and tests results in deciding the final result, - knows how to score the final result, - ensures factors/conditions for objective decision making, - respects assessor’s role in the assessing board. 	<ul style="list-style-type: none"> - simulates the validation of the exemplar portfolio (using all supporting forms) and testing using the EUCESB tests, - simulates notification of the candidate with the results, - outlines the EUCESB Certificate’s learning plan/ outline future further learning possibilities for the EUCESB candidate.

Domain (field of work)	Elements (key elements)	Performance criteria (detailed description of key elements)	Tasks/range statements
7 Administration and documentation	Collecting and archiving the whole proces	<ul style="list-style-type: none"> - delivers documentation to the responsible bodies, - takes notes and minutes, - delivers evidence and tests results to the candidates, - sorts documentation, - archives documentation. <p>- knows the documentation forms and procedures</p>	Implements the whole processes of collecting, delivering , sorting and archiving
8 Complaint procedures	Managing complaints	<ul style="list-style-type: none"> - investigates a complaint and the documentation of the procedure, - re-assesses the final result of portfolio assessing and testing, - re-starts the procedure and re-sets the final decision, - informs the board about complaints and potential changing of the final decision, - transfers all the documentation to relevant bodies/or for the reassignment the final result. 	Implements the re-assessing procedure

10. Validity of the award (validity): 4 years

11. Supporting documents and infrastructure

1. Documents and bodies
 - i. Body for assessing and issuing EUCEBS Certificate/s (members and procedures).
 - ii. Body responsible for dealing with complaints
 - iii. Methodology for preparing assessors standards of knowledge.
 - iv. EUCEBS standards and tests.
 - v. Forms for collecting and validating NFL.
 - vi. Instructions for collecting and archiving the awarding process.
2. Literature and sources:
 - SI documents, studies and international projects, experiences,
 - Partner countries experiences,
 - EU documents,
 - EUCEBS partners know how and experiences.

12. Working group preparing the programme and standards:

Olga, Ester and Bonnie, the very first draft

Basis for crediting domains: Qualified Assessors Award Training Programme - crediting domains							Min No-credits	
Domain	Lessons	Active methods	Self directed	Total hours	Struct of hours= No of credits	65	91	
1 European and national documents and measures on validation of NF learning	1	1	1	3	8	5	7	
2 Basic theoretical knowledge concerning learning teaching, communicating and assessing the knowledge and skills of the candidates for the EUCEBS award (half theoretical, half practical)	3	3	3	9	23	15	20	
3 ICT in the process of validating and issuing EUCEBS certificate	1	2	1	4	10	7	9	
EUCEBS Certificate and tests	4	7		11	28	18	25	
4 Preparing documentation and validating NF learning by portfolio	5	4		9	23	15	20	
5 Accrediting EUCEBS award implementing EUCEBS tests and portfolio	1	2	1	4	10	7	9	
total	15	19	6	40	100,00	65	91	
check				40	100,00			
Written assignement and their ratings	Total hours	Structure of hours= = No of credits	Min. No of credits					
			0,85					
European and national documents/measures on validation	3	8	6					

Basic theoretical knowledge concerning learning teaching, communicating, validating and assessing the knowledge and skills of the candidates for the EUCEBS award	3	8	6				
total	6	15	13				
check			12,75				
Rating of practical work	Total hours	Struc hours=no of hours	Min. No of credits	0,7			
implementing EUCEBS testing the certificates	11	28	18				
validating evidence in portfolio respecting the standards for validation	9	23	15				
validating evidence in porfolio in relation to the standards	4	10	7				
validating evidence in porfolio in relation to the tests results		0	0				
communication between the candidate and assessors in the process of testing and validating portfolio	2	5	3				
ICT in the process of validating and issuing EUCEBS certificate	4	10	7				
Accrediting EUCEBS award implementing tests and portfolio	4	10	7				
Total	34	85	57				
Total available (total - written)	34	85	67				
Total written and practical check	40	100	70				
written	6	15	13				
practical	34	85	57				
total	40	100	70				