



PACE-VET · Assessor Overview

Modules / Skills

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MODULE	ESCO LINK	Field	Field of Competence	Sub-field of Competence	Place in the process	Level	Enumerator	ESCO COMPETENCE TITLE	ESCO DESCRIPTION	COMMENTARY	SKILLS	KNOWLEDGE	AUTONOMY / ATTITUDE	Assessment Methods												TRAINING
														Structured Portfolio 6	Structured Portfolio + PACE-VET APP	Observation - Simulated Environment	Observation - On Site	Peer Box Exercise	Role Play	Criterion Based Interview	Written Test (Multiple Choice)	Written Test (Open Answer)	Oral Examination	Pitch / Presentation / Gaming		
A	LINK							Assessment						POR	POR	OSE	OOS	PBE	RPL	CBi	TMC	TOA	ORE			
A1	LINK	Assessment	90	20	00	05	11	Prepare the assessment of prior learning	Familiarise the candidate with the assessment situation and guide them through the process of assessment of their prior learning.		Familiarise candidates with the assessment situation Guide candidates through the assessment process	Knowledge of the role of assessment in vocational education Knowledge about the purpose of the validation of the competences being assessed Knowledge about the specific assessment processes and methods in TebeVAT / PACE-VET Knowledge about the needed set-up for the assessment Knowledge about the specific appeals processes in TebeVAT / PACE-VET	Emotional intelligence Empathy Sense of methodology												Classroom courses about psychological factors around assessment processes and specific assessment process knowledge combined with practical lessons about carrying out assessment processes.	
A2	LINK	Assessment	90	20	00	05	12	Assess candidates	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.		Evaluate the candidates' vocational competences, skills and knowledge Use tests, interviews, simulations, and evidence of prior learning according to a pre-defined standard or procedure Formulate statements out of the evaluation result	Knowledge about evaluation standards and procedures Knowledge about formulation and formatting of summative statements	Accuracy Sense of methodology												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.	
A3	LINK	Assessment	90	20	00	05	13	Assess prior learning	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.		Interchange observations of assessment process with other assessors from the sector Negotiate a common final rating based on their own and the other assessor's observations by aligning different views in scoring and reaching consensus on the candidate's rating	Knowledge about the sectoral scoring criteria Knowledge about strategies of synchronising different performance ratings	Sense of methodology Being realistic												Common understanding of the TebeVAT / PACE-VET processes as well as assessment situations and methods within the validation system and be able to implement these	
A4	LINK	Assessment	90	20	00	05	15	Show impartiality in an assessment situation	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.		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 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	Sense of methodology Emotional intelligence											Can be trained in simulated or real life environment with classroom lessons in advance.		
A5	LINK	Assessment	70	22	00	05	45	Assist candidates (clients) with special needs	Aid candidates (clients) with special needs following relevant guidelines and special standards. Recognise their needs and accurately respond to them if needed.	ESCO: 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.	Recognise candidate's individual special needs Prepare the candidate's surroundings according to relevant guidelines and special standards to facilitate special needs Organise additional support if necessary	Basic knowledge of mental and physical diseases Knowledge about relevant guidelines and special standards Knowledge about processes and solutions to facilitate special needs	Safety awareness Aware of other's behavior Awareness of own behavior Awareness of rated levels of risk Respect for safety warnings and instructions Able to cooperate Able to follow instructions and procedures Patience Emotional intelligence Problem-solving approach											Classroom lessons 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.		
A6	LINK	Communication	90	20	00	05	30	Use questioning techniques for assessment	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.	ESCO: use questioning techniques for assessment 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.	Use different questioning techniques adapted to the type of information to be gathered	Knowledge about questioning techniques in assessment	Sense of methodology Problem-solving approach												Practical classes with guided group trainings and complimentary classroom lessons.	
A7	LINK	Assessment	90	20	00	05	80	Deliberate prior learning assessment results	Interchange observations and negotiate a final rating with other assessors. Align different views and reach consensus on the performance of the candidate.		Interchange observations in the assessment process with other assessors Negotiate a common final rating based on the own and the other assessor's observations Align different views and reach consensus of the candidate's rating	Knowledge about rating criteria Knowledge about strategies of synchronising different performance ratings	Being realistic Sense of methodology												Guided workshops for junior assessors together with senior assessors to exchange experiences.	
ABK	LINK	Assessment	KN02					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.	ESCO: 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.		Knowledge about various evaluation techniques, theories, and tools Knowledge about different assessment strategies Knowledge about the assessment procedure and methods in TebeVAT / PACE-VET	Sense of methodology												Online course: video	

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														Structured Portfolio - s	Portfolio	OSB	OSB	OSB	OSB	OSB	OSB	OSB	OSB	OSB	
B								Communication and Feedback						Portfolio	Portfolio	OSB	OSB	OSB	OSB	OSB	OSB	OSB	OSB	OSB	
B1	LINK	Communication	50	10	00	05	20	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.	ESCO: 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.	Giving attention to what other people say Keeping conversation etiquette Deriving key points of the conversation	Knowledge about conversation strategies	Sense of methodology Concentration												On-site training or in simulated environment in the group or with external people.
B2	LINK	Communication	50	20	00	05	10	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.	ESCO: 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.	Recognize own and foreign emotions Distinguish between different emotions Recognize the influence of emotions on social environment and interaction	Knowledge about human emotions Basic knowledge about human psychology	Emotional intelligence												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.
B3	LINK	Communication	90	10	00	05	90	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.	ESCO: 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.	Analyze given information under specific points of view Give founded feedback through criticism and praise Communicate in a respectful, clear, and consistent manner	Knowledge about information analysis methodology Knowledge about constructive negotiation	Sense of methodology Empathy												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.

MODULE	ESCO	Field	Field of Competence	Sub-field of Competence	Place in the process	Level	Duration	ESCO COMPETENCE TITLE	ESCO DESCRIPTION	COMMENTARY	SKILLS	KNOWLEDGE	AUTONOMY / ATTITUDE	Assessment Methods											TRAINING
														Structural Portfolio - S	Structural Portfolio - PACE-VET APP	Observation - Simulated Environment	Observation - On Site	Portfolio - Exercise	Role Play	Criteria Based Interview	Written Test (Multiple Choice)	Written Test (Open Answer)	Oral Examination	Practical / Presentation / Gaming	
C								Quality & Ethics						POR	POR	OSE	OOS	PBE	RPL	CB	TMC	TOA	ORE		
C1	LINK	Quality & Ethics	70	58	00	05	10	Follow ethical code of conduct in assessment situations	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		Obey and apply accepted principles of right or wrong (e.g. fairness, transparency, objectivity, safety, privacy and impartiality) in assessment situations	Knowledge about accepted principles of right or wrong Knowledge about ethical standards in assessment situations	Emotional intelligence Sense of methodology											Classroom lessons about ethical standards in combination with practical lessons about carrying out assessments situations.	
C2	LINK	Quality & Ethics	70	58	00	05	20	Apply quality standards to the interaction with candidates	Follow established procedures which prevent errors in the conception and implementation of an assessment		Apply established procedures to prevent errors in the conception and implementation of an assessment.	Knowledge of established procedures to prevent errors in the conception and implementation of an assessment Knowledge about the quality management methods in TeBeVAT / PACE-VET	Accuracy Quality awareness Sense of methodology											Training in role plays or in real life situations under supervision.	
C3	LINK	Quality & Ethics	90	20	00	05	20	Monitor assessment	Monitor the assessment process in the workplace, educational context or in a validation situation NOTE: derived from monitor assessment	ESCO: monitor assessment Monitoring the assessment process in the workplace or educational context.	Apply established procedures to prevent errors in the conception and implementation of an assessment.	Knowledge about assessment process structure Knowledge about assessment process guidelines	Accuracy Sense of methodology											Practical training in simulated and real life situations.	

MODULE	ESCO	Field	Field of Competence	Sub-field of Competence	Place in the process	Level	Endorsement	ESCO COMPETENCE TITLE	ESCO DESCRIPTION	COMMENTARY	SKILLS	KNOWLEDGE	AUTONOMY / ATTITUDE	Assessment Methods													TRAINING
														Standard Portfolio - S	Standard Portfolio - FACS-VET app	Observation - Simulated Environment	Observation - On Site	Peer Review Exercise	Role Play	Criterion Based Interview	Written Test (Multiple Choice)	Written Test (Open Answer)	Oral Examination	Pitch / Presentation / Gaming			
D								Professional Development							POR	POR	DSE	DGS	PBE	NPL	CB	TMC	TDA	DRE			
D1	LINK	Professional Development	50	30	00	D4	10	Exercise self-reflection	Effectively, regularly and systematically reflect on own actions, performance, and attitudes, and make necessary adjustments, seeking professional development opportunities to plug knowledge and practice gaps in identified areas.		Exercise self-evaluation of own practice in a consistent, coherent and appropriate way Take and incorporate feedback from stakeholders Plan steps to adapt own practice accordingly	Knowledge about methods and techniques of self-evaluation Knowledge about strategies of taking feedback in a reflective way	Committed to self-development Preparedness for LifeLong-Learning													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.	
D2	LINK	Professional Development	70	11	00	D3	20	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 your practice and through contact with peers and stakeholders.	ESCO: 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. Pursue a cycle of self-improvement and develop credible career plans.	Inform oneself about new evolutions in relation to the own function Identify personal development needs against the needs of the organisation and the current work activities Identify personal development needs against personal goals Get and use feedback from others on personal performance to identify personal development needs	Knowledge of new evolutions in relation to the own function and the organisation	Committed to self-development Open minded Preparedness for LifeLong-Learning													This is a typical soft skill that develops over a long period of time and can be coached rather than "trained".	
D3	LINK	Professional Development	70	11	00	D3	40	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.		Note and recognise changes in one's specific field of expertise	Knowledge about active and passive ways of recognising transformations in specific fields	Committed to self-development Preparedness for LifeLong-Learning Sense of methodology													Classroom courses creating awareness and methodology for successful monitoring alterations in field of expertise.	
D4	LINK	Professional Development	70	15	00	D3	10	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.		Keep up actively with developments in the sector Actively maintain network(s) Involve others in your activities Look for mutual benefits Take part in professional social gatherings and network meetings Adapt communication to the target group	Understands networking techniques Has a general understanding of the sector structure, associations and stakeholders	Open-minded Positive approach													It is important to support the trainees in how to maximize their visits to events or performances.	

MODULE	ESCO LINK	Field	Field of Competence	Sub-field of Competence	Place in the process	Level	Enumerator	ESCO COMPETENCE TITLE	ESCO DESCRIPTION	COMMENTARY	SKILLS	KNOWLEDGE	AUTONOMY / ATTITUDE	Assessment Methods												TRAINING
														Structured Portfolio - s - Supportive	Structured Portfolio - PACE-VET APP	Observations - Simulated Environment	Observations - On Site	Peer Review Assessment	Self-Play	Criticism based interview	Written Test (Multiple Choice)	Written Test (Open answers)	Oral Examination	Photo / Presentation / Gaming		
E								Administration						POR	POR	OSE	OOS	PBE	RPL	CB	TMC	TOA	ORE			
E1	LINK	Administration	40	00	00	03	10	Keep personal administration	File and organise personal administration documents comprehensively.		Establish and maintain a structured system to store Administration documents comprehensively	knowledge about different file storing systems (analogue and digital)	Accuracy Sense of methodology												Classroom lessons about different file storing systems in combination with training on the most common systems.	
E2	LINK	Administration	40	00	00	03	20	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.		Establish and maintain a structured system to store administration documents comprehensively Administer information by filling relevant documents correctly Prepares documents about enterprise-related matters	knowledge about different file storing systems (analogue and digital) knowledge about relevant enterprise-related documents and papers knowledge about documentation guidelines of enterprise-related matters	Accuracy Sense of methodology											Classroom lessons about different file storing systems and business administration in combination with training on the most common systems and documents.		
E3	LINK	Administration	90	20	00	05	90	Document prior learning assessments	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. Ensure that pre-defined templates and procedures are clear, comprehensible, and unambiguous.		Use existing templates to protocol answers and information collected Adhere to a pre-defined frame of reference structure the protocol comprehensible for others	knowledge about common and specific templates to protocol answers and information collected knowledge about common and specific frames of reference	Accuracy Sense of methodology											Classroom courses creating awareness and methodology for successful monitoring alterations in field of expertise.		
E4	LINK	Administration	90	20	00	05	85	Manage documentation of prior learning assessments	Agree upon competencies that are to be assessed. Establish the assessment protocol and develop templates to record the assessment decisions. Establish a communication plan. Distribute relevant assessment documents to authorities, candidates (clients), or colleagues according to this plan.	Documents for the assessments have been prepared by the project partners In the future, a certification authority establishes the communication plan and distribution guidelines for documents	Develop and set up templates together with relevant stakeholders Prepare the assessment protocol accordingly Provide and distribute relevant documents for the assessment with stakeholders according to a communication plan	knowledge about general and specific assessment strategy knowledge about general and organization-specific document distribution channels and strategies Common understanding of the administrative processes as well as the TeReVAT / PACE-VET documentation procedures	Able to act on own initiative Accuracy Sense of methodology											Classroom lessons about assessment documentation strategies.		

MODULE	ESCO Title	ESCO Description	Skill-ID	SKILLS	Criteria-ID	Criteria	Know-ID	KNOWLEDGE BLOCKS	Criteria-ID	Criteria	AA-ID	AUTONOMY / ATTITUDE	Criteria-ID	DESCRIPTION
Module A: Assessment														
A1	Prepare the assessment of prior learning	Familiarise the candidate with the assessment situation and guide them through the process of assessment of their prior learning.	A1.1	Familiarise candidates with the assessment situation	A1.101	Checks to see if the needed set-up is complete and in order	AK.01	Knowledge of the role of assessment in vocational education	AK.101	Knows the role of assessment in vocational education	AA.23	Emotional intelligence	AA.231	Has the ability to perceive, use, understand, manage, and handle emotions
					A1.102	Welcomes the candidate and makes sure they are at ease							AA.232	Can recognize their own emotions and those of others and use emotional information to guide thinking and behavior
					A1.103	Explains the assessment process to the candidate	AK.02	Knowledge about the purpose of the validation of the competences being assessed	AK.102	Knows the purpose of the validation of the competences being assessed			AA.233	Can discern between different feelings and label them appropriately, and adjust emotions to adapt to environments
					A1.104	Explains the appeals process to the candidate	AK.03	Knowledge about the specific assessment processes and methods in TeBeVAT / PACE-VET	AK.103	Knows the specific TeBeVAT / PACE-VET assessment processes and methods	AA.24	Empathy	AA.241	Can understand or feel what another person is experiencing from within their frame of reference
					A1.105	Explains how the evidence will be gathered (observation / questioning)	AK.04	Knowledge about the needed set-up for the assessment	AK.104	Knows the needed set-up for the assessment (equipment / materials)			AA.242	Communicates an accurate recognition of the significance of another person's ongoing intentional actions, associated emotional states, and personal characteristics
					A1.106	Explains the assessor roles in the assessment	AK.05	Knowledge about the specific appeals processes in TeBeVAT / PACE-VET	AK.105	Knows the specific TeBeVAT / PACE-VET appeals process	AA.44		AA.441	Uses methods for structured procedures to achieve certain goals
					A1.107	Explains confidentiality and impartiality of the process to the candidate								
					A1.108	Gives a comprehensive safety briefing								
					A1.109	Explains under what circumstances the assessment might be stopped (safety issues)								
					A1.110	Gives the candidate an opportunity to get acquainted with the assessment space								
					A1.111	Gives the candidate an opportunity to ask questions related to the specific functioning of the equipment/materials provided								
					A1.112	Checks if the candidate has understood all instructions								
					A1.201	Checks to make sure the candidate is ready for the assessment	AK.06	Knowledge about handling psychological factors (e.g. stress) in assessment situations	AK.106	Knows how to handle psychological factors (e.g. stress) in assessment situations				
A2	Assess candidates	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.	A2.1	Evaluate the candidates' vocational competences, skills and knowledge	A2.101	Has a command of the assessment method and procedures used	AK.07	Knowledge about evaluation standards and procedures	AK.107	Knows evaluation standards and procedures	AA.04	Accuracy	AA.041	Is able to determine how close a given set of observations or evaluations are to their true value
					A2.102	Acts accordingly in the active or passive assessor roles					AA.44		AA.441	Uses methods for structured procedures to achieve certain goals
					A2.103	Communicates and interacts with the co-assessor as foreseen in the procedure								
					A2.104	Assesses candidates based on objective criteria								
					A2.105	Measures no skills other than those being assessed								
					A2.106	Ensures that the candidate is engaged								
					A2.107	Stops the assessment if necessary								
					A2.108	Waits for the candidate's initiative in the assessment								
					A2.2	Use tests, interviews, simulations, and evidence of prior learning according to a pre-defined standard or procedure	A2.201	Follows the prescribed assessment methods and procedures						
							A2.202	Follows the scheduled timeframe for the assessment						
					A2.3	Formulate statements out of the evaluation result	A2.301	Takes notes during the assessment	AK.08	Knowledge about formulation and formatting of summative statements	AK.108	Knows how to formulate and format summative statements		
							A2.302	Formulates and formats summative statements based on the evaluation						
A3	Evaluate prior learning	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.	A3.1	Interchange observations in the assessment process with other assessors from the sector	A3.101	Communicates and interacts with the co-assessor regarding observations made in the assessment process	AK.08	Knowledge about formulation and formatting of summative statements	AK.108	Knows how to formulate and format summative statements	AA.17	Being realistic	AA.171	Has a sensible and practical idea of what can be achieved or expected
					A3.2	Negotiate a common final rating based on their own and the other assessor's observations by aligning different views in scoring and reaching consensus on the candidate's rating	A3.201	Checks the portfolio to see if the candidate has the necessary training and/or experience	AK.09	Knowledge about Recognition of Prior Learning	AK.109		AA.172	Has a clear vision about their goals and is attentive to opportunities
							A3.202	Compares the pieces of evidence with the criteria in the standard	AK.10	Knowledge about evaluation standards and procedures	AK.110		AA.441	Uses methods for structured procedures to achieve certain goals
							A3.203	Synthesises which competences from the standard have and have not been demonstrated	AK.11	Knowledge about the sectoral scoring criteria	AK.111			
							A3.204	Communicates and interacts with the co-assessor to negotiate a final rating by aligning different views in scoring and reaching a consensus	AK.12	Knowledge about strategies of synchronising different performance ratings	AK.112			
A4	Show impartiality in an assessment situation	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.	A4.1	Assess candidates based on objective criteria and methods according to a pre-defined standard or procedure	A4.101	Is able to assess candidates based on objective criteria and methods according to the pre-defined standards and procedures	AK.13	Knowledge about assessment strategies incorporating objective criteria and methods	AK.111	Knows assessment strategies incorporating objective criteria and methods	AA.23	Emotional intelligence	AA.231	Has the ability to perceive, use, understand, manage, and handle emotions
					A4.2	Recognises forms of prejudice and bias in assessment	A4.201	Recognises forms of prejudice and bias in assessment	AK.14	Knowledge about pre-defined assessment standards and procedures	AK.112		AA.232	Can recognize their own emotions and those of others and use emotional information to guide thinking and behavior
							A4.202	Takes prejudice and bias into account	AK.15	Knowledge about strategies to minimise prejudice or bias	AK.113		AA.233	Can discern between different feelings and label them appropriately, and adjust emotions to adapt to environments
					A4.3	Facilitate objective and transparent decisions	A4.301	Facilitates objective and transparent decisions	AK.16	Knowledge about strategies to facilitate objective and transparent decisions	AK.114	Sense of methodology	AA.441	Uses methods for structured procedures to achieve certain goals
A5	Assist candidates (clients) with special needs	Aid candidates (clients) with special needs following relevant guidelines and special standards. Recognise their needs and accurately respond to them if needed.	A5.1	Recognise candidate's individual special needs	A5.101	Recognises candidate's individual special needs	AK.15	Basic knowledge of mental and physical diseases	AK.115	Has a basic knowledge of mental and physical diseases	AA.02	Able to follow instructions and procedures	AA.021	Follows instructions and procedures
					A5.2	Prepare the candidate's surroundings according to relevant guidelines and special standards to facilitate special needs	A5.201	Utilises processes and solutions to facilitate special needs	AK.16	Knowledge about relevant guidelines and special standards regarding special needs	AK.116		AA.091	Is aware of other's behaviour
							A5.202	Prepares the candidate's surrounding according to relevant guidelines and special standards to facilitate special needs	AK.17	Knowledge about processes and solutions to facilitate special needs	AK.117		AA.131	Is aware of ones own behaviour
			A5.3	Organise additional support if necessary	A5.301	Organises additional support if necessary					AA.14	Awareness of raised levels of risk	AA.141	Is aware of raised levels of risk
											AA.20		AA.201	Acts or works together for a shared purpose
											AA.23		AA.231	Has the ability to perceive, use, understand, manage, and handle emotions
												Emotional intelligence	AA.232	Can recognize their own emotions and those of others and use emotional information to guide thinking and behavior
													AA.233	Can discern between different feelings and label them appropriately, and adjust emotions to adapt to environments
													AA.311	Willing to wait if necessary, constant in pursuit or exertion, calmly diligent
											AA.34	Problem-solving approach	AA.341	Understands the problems they face and develop optimal solutions
											AA.36		AA.361	Respects safety warnings and instructions
											AA.42		AA.421	Is aware of, and can identify risks and safety considerations
A6	Use questioning techniques for assessment	Use different questioning techniques such as semi-structured interviews, open and closed questions, or STARIR interviews, adapted to the type of information to be gathered.	A6.1	Use different questioning techniques adapted to the type of information to be gathered	A6.101	Recognises and uses the proper questioning techniques	AK.18	Knowledge about questioning techniques in assessment	AK.118	Knows questioning techniques used in assessment	AA.34	Problem-solving approach	AA.341	Understands the problems they face and develop optimal solutions
					A6.102	Creates space in the interview to note observations/statements made by the candidate					AA.44		AA.441	Uses methods for structured procedures to achieve certain goals
					A6.2	Gather information in accordance with procedures	A6.201	Links the candidate's statements to the assessment criteria						
							A6.202	Summarises the interview and leaves room for additions by the candidate						
A7	Deliberate prior learning assessment results	Interchange observations and negotiate a final rating with other assessors. Align different views and reach consensus on the performance of the candidate.	A7.1	Interchange observations in the assessment process with other assessors	A7.101	Interprets and evaluates with the co-assessor the observations made in the assessment process	AK.19	Knowledge about rating criteria	AK.119	Knows rating criteria	AA.17	Being realistic	AA.171	Has a sensible and practical idea of what can be achieved or expected
					A7.102	Deliberate with the co-assessor a final rating by aligning different views in scoring								
					A7.2	Negotiate a common final rating based on the own and the other assessor's observations	A7.201	Reaches a consensus with the co-assessor for the evaluation	AK.20	Knowledge about strategies of synchronising different performance ratings	AK.120		AA.441	Uses methods for structured procedures to achieve certain goals
							A7.202	Formulates and formats summative statements based on the evaluation						
							A7.203	Documents and motivates the assessment results						
ABK	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.					AK.21	Knowledge about various evaluation techniques, theories, and tools	AK.121	Knows various evaluation techniques, theories, and tools	AA.44	Sense of methodology	AA.441	Uses methods for structured procedures to achieve certain goals
							AK.22	Knowledge about different assessment strategies	AK.122	Knows different assessment strategies				
							AK.23	Knowledge about the assessment procedures and methods	AK.123	Knows the assessment procedures and methods in TeBeVAT / PACE-VET				

Module B: Communication and Feedback														
B1	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.	B1.1	Give attention to what other people say	B1.101	Give attention to what other people say	BK.01	Knowledge about conversation strategies	BK.101	Knows about conversation strategies	AA.19	Concentration	AA.191	Directs attention to a single subject
			B1.2	Keeping conversation etiquette	B1.102	Keeps conversation etiquette								
			B1.3	Deriving key points of the conversation	B1.103	Derives key points of the conversation								
			B1.4	Seek confirmation through reflective listening	B1.104	Seeks confirmation through reflective listening								
B2	Have emotional intelligence	Recognise 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.	B2.1	Recognise own and foreign emotions	B2.101	Recognises own and foreign emotions	BK.02	Knowledge about human emotions	BK.102	Knows about human emotions	AA.21	Emotional intelligence	AA.211	Has the ability to perceive, use, understand, manage, and handle emotions
			B2.2	Distinguish between different emotions	B2.102	Distinguishes between different emotions	BK.03	Basic knowledge about human psychology	BK.103	Knows about human psychology			AA.232	Can recognise their own emotions and those of others and use emotional information to guide thinking and behaviour
			B2.3	Recognise the influence of emotions on social environment and interaction	B2.103	Recognises the influence of emotions on social environment and interaction							AA.233	Can discern between different feelings and label them appropriately, and adjust emotions to adapt to environments
B3	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.	B3.1	Analyse given information under specific points of view	B3.101	Analyses given information under specific points of view	BK.04	Knowledge about information analysis methodology	BK.104	Knows about information analysis methodology	AA.24	Empathy	AA.241	Can understand or feel what another person is experiencing from within their frame of reference
			B3.2	Give founded feedback through criticism and praise	B3.102	Gives founded feedback through criticism and praise	BK.05	Knowledge about constructive negotiation	BK.105	Knows about constructive negotiation			AA.242	Communicate an accurate recognition of the significance of another person's ongoing intentional actions, associated emotional states, and personal characteristics
			B3.3	Communicate in a respectful, clear, and consistent manner	B3.103	Communicates in a respectful, clear, and consistent manner					AA.44	Sense of methodology	AA.441	Uses methods for structured procedures to achieve certain results
Module C: Quality and Ethics														
C1	Follow ethical code of conduct in assessment situations	Carry out interviews, tests, simulations and assessment of evidence of prior learning according to accepted principles of right or wrong (e.g. fairness, transparency, objectivity, safety, privacy and impartiality) in assessment situations and conduct towards candidates.	C1.1	Obey and apply accepted principles of right or wrong (e.g. fairness, transparency, objectivity, safety, privacy and impartiality) in assessment situations	C1.101	Obeyes and applies accepted principles of right or wrong (e.g. fairness, transparency, objectivity, safety, privacy and impartiality) in assessment situations	CK.01	Knowledge about accepted principles of right or wrong	CK.101	Knows about accepted principles of right or wrong	AA.23	Emotional intelligence	AA.231	Has the ability to perceive, use, understand, manage, and handle emotions
			C1.2	Adheres to General Data Protection Regulation (GDPR) and specific local and sector specific rules/guidelines	C1.102	Adheres to General Data Protection Regulation (GDPR) and specific local and sector specific rules/guidelines	CK.02	Knowledge about ethical standards in assessment situations	CK.102	Knows about ethical standards in assessment situations			AA.232	Can recognise their own emotions and those of others and use emotional information to guide thinking and behaviour
													AA.233	Can discern between different feelings and label them appropriately, and adjust emotions to adapt to environments
											AA.44	Sense of methodology	AA.441	Uses methods for structured procedures to achieve certain results
C2	Apply quality standards to the interaction with candidates	Follow established procedures which prevent errors in the conception and implementation of an assessment.	C2.1	Apply established procedures to prevent errors in the conception and implementation of an assessment	C2.101	Applies established procedures to prevent errors in the conception and implementation of an assessment	CK.03	Knowledge of established procedures to prevent errors in the conception and implementation of an assessment	CK.201	Knows and applies established procedures to prevent errors in the conception and implementation of an assessment	AA.04	Accuracy	AA.041	Is able to determine how close a given set of observations or evaluations are to their true value
							CK.04	Knowledge about the quality management methods	CK.202	Knows about the quality management methods	AA.35	Quality Awareness	AA.351	Understands the fundamental principles and concepts of continuous improvement
											AA.44	Sense of methodology	AA.441	Uses methods for structured procedures to achieve certain results
C3	Monitor assessment	Monitor the assessment process in the workplace, educational context or in validation situation.	C3.1	Apply established procedures to prevent errors in the conception and implementation of an assessment	C3.101	Applies established procedures to prevent errors in the conception and implementation of an assessment	CK.05	Knowledge about assessment process structure	CK.301	Knows about assessment process structure	AA.04	Accuracy	AA.041	Is able to determine how close a given set of observations or evaluations are to their true value
							CK.06	Knowledge about assessment process guidelines	CK.302	Knows about assessment process guidelines	AA.44	Sense of methodology	AA.441	Uses methods for structured procedures to achieve certain results
Module D: Professional Development														
D1	Exercise self-reflection	Effectively, regularly and systematically reflect on own actions, performance, and attitudes, and make necessary adjustments, seeking professional development opportunities to plug knowledge and practice gaps in identified areas.	D1.1	Exercise self-evaluation of own practice in a consistent, coherent and appropriate way	D1.101	Exercises self-evaluation of own practice in a consistent, coherent and appropriate way	DK.01	Knowledge about methods and techniques of self-evaluation	DK.101	Knows about methods and techniques of self-evaluation	AA.18	Committed to self-development	AA.181	Has a clear vision about their goals and is attentive to opportunities
			D1.2	Take and incorporate feedback from stakeholders	D1.102	Takes and incorporates feedback from stakeholders	DK.02	Knowledge about strategies of taking feedback in a reflective way	DK.102	Knows about strategies of taking feedback in a reflective way			AA.202	Is aware for the need to continue improving professionally
			D1.3	Plan steps to adapt own practice accordingly	D1.103	Plans steps to adapt own practice accordingly					AA.33	Preparedness for Lifelong Learning	AA.331	Continually improves knowledge, know-how, skills, competences and/or qualifications for personal, social and/or professional reasons
D2	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 your practice and through contact with peers and stakeholders.	D2.1	Inform oneself about new evolutions in relation to the own function	D2.101	Informs oneself about new evolutions in relation to the own function	DK.03	Knowledge of new evolutions in relation to the own function and the organisation	DK.103	Knows new evolutions in relation to the own function and the organisation	AA.18	Committed to self-development	AA.181	Has a clear vision about their goals and is attentive to opportunities
			D2.2	Identify personal development needs against the needs of the organisation and the current work activities	D2.102	Identifies personal development needs against the needs of the organisation and the current work activities							AA.182	Is aware for the need to continue improving professionally
			D2.3	Identify personal development needs against personal goals	D2.103	Identifies personal development needs against personal goals					AA.30	Open-mindedness	AA.301	Is receptive to new ideas and inclined to seriously consider alternative viewpoints
			D2.4	Get and use feedback from others on personal performance to identify personal development needs	D2.104	Gets and uses feedback from others on personal performance to identify personal development needs					AA.33	Preparedness for Lifelong Learning	AA.331	Continually improves knowledge, know-how, skills, competences and/or qualifications for personal, social and/or professional reasons
D3	Monitor developments in field of expertise	Keep up with new research, regulations, and other significant changes, (about market related or otherwise, occurring within the field of specialisation).	D3.1	Note and recognise changes in one's specific field of expertise	D3.101	Notes and recognises changes in one's specific field of expertise	DK.04	Knowledge about active and passive ways of recognising transformations in specific fields	DK.104	Knows about active and passive ways of recognising transformations in specific fields	AA.18	Committed to self-development	AA.181	Has a clear vision about their goals and is attentive to opportunities
											AA.33	Preparedness for Lifelong Learning	AA.331	Continually improves knowledge, know-how, skills, competences and/or qualifications for personal, social and/or professional reasons
											AA.44	Sense of methodology	AA.441	Uses methods for structured procedures to achieve certain results
D4	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.	D4.1	Keep up actively with developments in the sector	D4.101	Keeps up actively with developments in the sector	DK.05	Understands networking techniques	DK.105	Understands networking techniques	AA.30	Open-mindedness	AA.301	Is receptive to new ideas and inclined to seriously consider alternative viewpoints
			D4.2	Actively maintain network(s)	D4.102	Actively maintains network(s)	DK.06	Has a general understanding of the sector structure, associations and stakeholders	DK.106	Has a general understanding of the sector structure, associations and stakeholders	AA.32	Positive approach	AA.321	Approaches even difficult situations with a positive outlook and focuses on what can be achieved
			D4.3	Involve others in your activities	D4.103	Involves others in your activities								
			D4.4	Look for mutual benefits	D4.104	Looks for mutual benefits								
			D4.5	Take part in professional social gatherings and network meetings	D4.105	Takes part in professional social gatherings and network meetings								
			D4.6	Adapt communication to the target group	D4.106	Adapts communication to the target group								
E1	Keep personal administration	File and organise personal administration documents comprehensively.	E1.1	Establish and maintain a structured system to store administration documents comprehensively	E1.101	Establishes and maintains a structured system to store administration documents comprehensively	EK.01	Knowledge about different file storing systems (analogue and digital)	EK.101	Knows about different file storing systems (analog and digital)	AA.04	Accuracy	AA.041	Is able to determine how close a given set of observations or evaluations are to their true value
											AA.44	Sense of methodology	AA.441	Uses methods for structured procedures to achieve certain results
E2	Maintain professional administration	File and organise professional administration documents comprehensively, keep customer records, fill in forms or log books and prepare documents about customer-related matter.	E2.1	Establish and maintain a structured system to store administration documents comprehensively	E2.101	Establishes and maintains a structured system to store administration documents comprehensively	EK.01	Knowledge about different file storing systems (analogue and digital)	EK.101	Knows about different file storing systems (analog and digital)	AA.04	Accuracy	AA.041	Is able to determine how close a given set of observations or evaluations are to their true value
			E2.2	Administrate information by filing relevant documents correctly	E2.102	Administrates information by filing relevant documents correctly	EK.02	Knowledge about relevant organisation-related documents and papers	EK.102	Knows about relevant organisation-related documents and papers	AA.44	Sense of methodology	AA.441	Uses methods for structured procedures to achieve certain results
			E2.3	Prepare documents about organisation-related matters	E2.103	Prepares documents about organisation-related matters	EK.03	Knowledge about documentation guidelines of organisation-related matters	EK.103	Knows about documentation guidelines of organisation-related matters				
E3	Document prior learning assessments	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. Ensure that pre-defined templates and procedures are clear, comprehensible, and understandable.	E3.1	Use existing templates to protocol answers and information collected	E3.101	Uses existing templates to protocol answers and information collected	EK.04	Knowledge about common and specific templates to protocol answers and information collected	EK.104	Knows about common and specific templates to protocol answers and information collected	AA.04	Accuracy	AA.041	Is able to determine how close a given set of observations or evaluations are to their true value
			E3.2	Adhere to a pre-defined frame of reference structure the protocol comprehensible for others	E3.102	Adheres to a pre-defined frame of reference structure the protocol comprehensible for others	EK.05	Knowledge about common and specific frames of reference	EK.105	Knows about common and specific frames of reference	AA.44	Sense of methodology	AA.441	Uses methods for structured procedures to achieve certain results
E4	Manage documentation of prior learning assessments	Agree upon competencies that are to be assessed. Establish the assessment protocol and develop templates to record the assessment decisions. Establish a communication plan. Distribute relevant assessment documents to authorities, candidates (learners), or colleagues according to this plan.	E4.1	Develop and set-up templates together with relevant stakeholders	E4.101	Develops and set-up templates together with relevant stakeholders	EK.06	Knowledge about general and specific assessment strategy	EK.106	Knows about general and specific assessment strategy	AA.03	Acts on own initiative	AA.031	Recognizes actions needed without being prompted by others
			E4.2	Prepare the assessment protocol accordingly	E4.102	Prepares the assessment protocol accordingly	EK.07	Knowledge about general and organisation-specific document distribution channels and strategies	EK.107	Knows about general and organisation-specific document distribution channels and strategies	AA.04	Accuracy	AA.041	Is able to determine how close a given set of observations or evaluations are to their true value
			E4.3	Provide and distribute relevant documents for the assessment with stakeholders according to a communication plan	E4.103	Provides and distributes relevant documents for the assessment with stakeholders according to a communication plan	EK.08	Common understanding of the administrative processes as well as the documentation procedures	EK.108	Has a common understanding of the administrative processes as well as the documentation procedures	AA.44	Sense of methodology	AA.441	Uses methods for structured procedures to achieve certain results