

***Royal Decree 1224/2009, July the 17<sup>th</sup>, for the professional competencies accreditation acquired through work experience.***

**Article 25. Qualifications for advisers and/or evaluators.**

1. In order to get from the administration in charge the authorization to perform the duties of advice and/or evaluation, the candidate must meet the following requirements:

a) At least four years experience in one of the following groups:

- Teachers belonging to the professors body.
- Secondary education or vocational training teachers that belong to the relevant professional family (area or branch).
- Trainers specializing in the units of competence specified.
- Experts in the units of competence specified.

b) Overcoming a specific training course organized or supervised by the competent authorities. The course contents are set out at the Annexes IV and V of this Royal Decree.

2. The persons appointed by the competent authorities as advisers can not participate as evaluators in the same call for evaluation and accreditation.

## **TRAINING CONTENT BLOCKS FOR THE ADVISER AT THE PROFESSIONAL COMPETENCE EVALUATION**

### ***Block 1: Advising Context.***

- 1.1. Qualifications and Vocational Training National System
- 1.2. Professional Qualifications National Catalogue- The Professional Qualification: structure. - Unit of Competence: professional accomplishments, performance criteria, professional context.
- 1.3. Career Information and Guidance Integrated Information System
- 1.4. Accreditation of Professional Qualifications: Vocational Qualifications, Professionalism Certificates and Partial Cumulative Accreditation.
- 1.5. Existing training resources.

### ***Block 2: The evaluation and accreditation of competencies procedure.***

- 2.1. The procedure stages.
- 2.2. The requirements for professional skills evaluation and accreditation.
- 2.3. Accreditation effects.
- 2.4. Adviser´s duties and responsibilities in the proceedings.
- 2.5. Case studies.

### ***Block 3: Technical principles in the advising procedure.***

- 3.1. Types of advice and career paths.
- 3.2. Characteristics of the skills acquired through work experience and non-formal ways of training.
- 3.3. Demand analysis: A study of user profiles.
- 3.4. Relationship between the adviser and the candidate.

- 3.5. Relationship between the adviser and the Evaluation Commission.
- 3.6. Monitoring and continuity at the advising process.
- 3.7. Case studies.

**Block 4: Methodologies and instruments.**

- 4.1. Criteria and procedures for advising.
- 4.2. The procedures manual: the applicants guide, the adviser guide and evaluator guide.
- 4.3. Professional and training background: the candidate curriculum vitae.
- 4.4. The candidate 's self-evaluation: objectives and instruments.
- 4.5. The candidate skills dossier: models, methods and preparing techniques.
- 4.6. The professional interview as an advising technique.
- 4.7. The initial diagnosis report, reporting results and recommendations for lifelong learning.
- 4.8. Case studies.

**Block 5: Advising ethics and quality.**

- 5.1. Quality tools at the advising process.
- 5.2. Advising ethical principles and codes of conduct.
- 5.3. Accreditation legal issues.

## **TRAINING CONTENT BLOCKS FOR THE EVALUATOR AT THE PROFESSIONAL COMPETENCE EVALUATION**

### ***Block 1: Assessment/evaluation context:***

- 1.1. Qualifications and Vocational Training National System.
- 1.2. Professional Qualifications National Catalogue -The Professional Qualification: structure. - Unit of Competence: professional accomplishments, performance criteria, professional context.
- 1.3. Career Information and Guidance Integrated Information System.
- 1.4. Accreditation of Professional Qualifications: Vocational Qualifications, Professionalism Certificates and Partial Cumulative Accreditation.
- 1.5. Existing training resources.

### ***Block 2: The evaluation and accreditation of competencies procedure***

- 2.1. The procedure stages.
- 2.2. The requirements for professional skills evaluation and accreditation.
- 2.3. The accreditation effects.
- 2.4. Characteristics of the evaluation stage.
- 2.5. The evaluator duties and responsibilities
- 2.6. Case studies.

### ***Block 3: Evaluation technical principles.***

- 3.1. Evaluator duties at the professional competence evaluation process.
- 3.2. Professional performance, competencies and professional competence evidences.
- 3.3. Obtaining sufficient evidence of professional competence as the focus of the evaluation: Obtaining types and sources.
- 3.4. Assessment methods and tools analysis.

- 3.5. The procedures manual: the applicants guide, the adviser guide and evaluator guide.
- 3.6. The adviser's report and its use at the assessment/evaluation.

***Block 4: The competence Evidence Guideline.***

- 4.1. Concepts and basic structure.
- 4.2. Using the guideline.
- 4.3. Case studies.

***Block 5: Methods and tools for assessing the professional competence.***

- 5.1. Evaluation planning.
- 5.2. The selection of methods and their implementation in assessment activities.
  - Observation in the workplace.
  - Simulations
  - Standardized tests on professional competence.
  - Professional interview
- 5.3. Design and implementation of assessment instruments: reliability, validity and relevance.
- 5.4. Evaluation resources optimization.
- 5.5. Case studies.