



LAS-Learning

Trainees Instructions

EU Module 27 - Competence Assessor

Development of interactive e-learning modules on specific areas of the Education & Training framework facilitating implementation of DIR 2010/63/EU

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Table of contents

1. Module Description	2
1.1 Overview	2
1.2 Topics Covered	2
1.3 Learning Objectives	2
2. Prerequisites and Requirements	3
2.1 Requirements	3
3. Grading and Completion	3
4. Textbooks and Reading Materials	3
5. Course Program	3
5.1 Progress Tracking	5
5.2 Module Structure	5
5.3 In-Depth Explanation Lesson by Lesson	6
6. Target Audience	8
7. Notes	8
7.1 Testers' Feedback Form	9



1. Module Description

1.1 Overview

The individual responsible for establishing competence should be capable of supervising a professional activity and determining the appropriate level of entrustment and supervision needed. This module offers the essential knowledge and tools necessary for practical competence assessment.

This module will cover five topics: Identify the goals of an assessment, Choose and design assessment tools, Perform an assessment, Reporting and communication of the assessment results, and Continuous evaluation and improvement of the assessment process.

If you are visiting the site independently, you should consult the EC Training and Education framework [guidance document](#), which provides an overview of training requirements for individuals with different responsibilities under their relevant national legislation. Additional education and training may be necessary to meet national or institutional requirements.

This document offers suggestions for supporting your training. Each module aligns with the learning outcomes specified by the EU Education & Training framework for laboratory animal science. This module was developed by Ivo Tiebosch, Nuno Franco, Ronald Vlasblom, Felicia van der Flier and Laura Anne Kuipers, experts in laboratory animal science, mainly focusing on laboratory animal welfare, ethics, and regulatory compliance with extensive experience researching, publishing, and training. In addition, an international Reflection Group panel has further refined the content, while Nuno H. Franco managed overall coordination.

Your collaboration and feedback are greatly appreciated, as the module is currently in the testing phase.

1.2 Topics Covered

- Identify the goals of an assessment
- Choose and design assessment tools
- Perform an assessment
- Reporting and communication of the assessment results
- Continuous evaluation and improvement of the assessment process

1.3 Learning Objectives

- Understand how to define clear, measurable, and aligned objectives that guide the assessment process and inform instructional strategies.
- Develop the ability to select and create appropriate assessment methods that accurately measure student learning outcomes and align with instructional goals.



- Acquire skills to administer assessments effectively, ensuring reliability, validity, and fairness in the evaluation of student performance.
- Learn to analyse assessment data and communicate findings clearly to stakeholders, facilitating informed decisions about teaching and learning.
- Commit to ongoing reflection and refinement of assessment practices to enhance their effectiveness and better support student learning.

2. Prerequisites and Requirements

No specific prior knowledge is required. However, a basic understanding of searching bibliographic databases and a background in laboratory animal science and/or non-animal methods can be advantageous.

This module is designed to guide you step by step, eliminating the need for prior study.

2.1 Requirements

- Completion of lessons and understanding of learning objectives.
- Participation in knowledge checks and assessments to evaluate understanding.

3. Grading and Completion

Grading will be based on the successful completion of knowledge checks and assessments provided at the end of each module. Upon finishing all parts of the module, students will receive a certificate of completion. If proof of completion for a specific section is required, learners may be asked to take a screenshot of the screen, as each part's completion is indicated. This ensures transparency and verifiability of progress.

4. Textbooks and Reading Materials

The **“References and Further Reading”** lesson provides most references and readings. They comprise scientific articles, sections of books, websites, and videos. Clicking on any link will open a new window to download or visualise the additional material. Several links to further resources can also be found in the module contents to better guide the reader.

The additional materials provide more information on specific topics, tools, and resources.

5. Course Program

The module is organised into seven chapters, with lessons and learning objectives as follows:



Chapter	Lesson	Learning objectives
Introduction	1	Get to know the learning objectives
Identify the goals of an assessment	2-5	<p>Explain the background and legislation requiring competence assessment and continuing professional development</p> <p>Highlight the importance of competence assessment within continuing professional development</p> <p>Describe how a competence assessment scheme leads to higher animal welfare standards, scientific quality and professional conduct</p> <p>Outline the various components that need to be assessed to establish that a trainee is competent</p> <p>Clarify the function of Entrustable Professional Activities (EPAs) and supervision levels in progressing and evaluating competence</p> <p>Evaluate the essential elements needed to have personal authority in the performance assessment</p>
Choose and design assessment tools	6-7	<p>Explain how different approaches to assessment influence their quality criteria and what possible assessment strategies are available</p> <p>Name essential elements of competent performance within an entrusted professional activity</p> <p>Describe the application of Direct Observation of Procedural Skills (DOPS) sheets, how they relate to other assessment strategies, how to use them, and how these contribute to the overall assessment quality</p> <p>Demonstrate methods used in constructing an assessment tool, such as a DOPS sheet, based on the aforementioned elements of competent performance</p>
Perform an assessment	8-10	<p>Describe methods for establishing an empathetic, calm, and safe assessment environment</p> <p>Outline the assessment process, including the steps leading to the decision regarding a candidate's ability to perform an Entrustable Professional Activity (EPA)</p> <p>Identify potential assessment pitfalls and describe strategies to avoid them</p> <p>Explain all information that should be gathered for an accurate decision on competence</p> <p>Provide examples of communication strategies for identifying and establishing competence</p> <p>Demonstrate writing of clear and concise notes of demonstrated skills and trainee's responses for later</p>



		reporting using an assessment tool such as a DOPS sheet
Reporting and communication of the assessment results	11-12	<ul style="list-style-type: none"> - Describe methods to evaluate deeper learning in the final assessment for working competently and independently by allowing the trainee to assess and discuss their performance and the methodologies used - Demonstrate the ability to systematically organise all information in a clear and comprehensive assessment report - Demonstrate effective methods of transparently conveying the assessment results to the trainee and use constructive feedback to encourage reflection on the trainee's performance
Continuous evaluation and improvement of the assessment process	13	<p>Critically evaluate and reflect on the decision-making process of establishing the quality of the assessment based on established criteria</p> <p>Demonstrate how trainees' feedback can improve assessment methods and tools</p> <p>Elaborate on the methods and importance of harmonising principles and practices among assessors</p>
Summary and knowledge check	14-16	<p>Module summary</p> <p>List of references and further reading</p> <p>Assess your knowledge</p>

Table 1 - Learning objectives per parts and lessons.

5.1 Progress Tracking

Once you begin working through a module, your progress is tracked, and you can break off and resume your studies at any point. Once the module is completed, the trainee can access any section to refresh their understanding of a topic.

5.2 Module Structure

The module is divided into several parts, and although they were designed to be followed sequentially, they can also be taken iteratively. Please note that a certificate of completion is only issued to learners who complete all module parts. If proof of completion for a specific part of the module is required, the trainee should provide a snapshot of the screen because the module indicates progress after each part is completed.



5.3 In-Depth Explanation Lesson by Lesson

Lesson	Title	LO	Explanation
1	Introduction		Image and tagline.
2	Lesson 1: Why establish Competence	27.1 27.2	Introduction with 1 quote "Goals of the Education & Training Framework" with 1 image and text "Let's imagine that..." with 1 image and text "Acquiring and establishing competence" with 4 images, 2 interactive and text Quick self-assessment with multiple answer question
3	Lesson 2 - What is competence and how does it relate to competency?	27.3 27.4	Introduction with 1 quote, 2 lists and 2 flip-cards. Being and doing are presented in 1 photo, 1 interactive labelled figure and 1 figure. "Why and when do we trust?" presented in 1 photo, with 1 diagram, 3 flip-cards and 1 process with 2 steps. Entrustment and competence are presented in 1 photo with 2 interactive labelled figures and 3 flip-cards. Beyond the assessment presented in 1 photo with 1 list and 1 multiple choice quiz.
4	Lesson 3: What to train and why assess?	27.5	The learning goal of this lesson, presented in 1 list. Entrustable professional activities description with 1 list, 1 figure and 1 interactive sorting quiz. Supervision levels description with 1 figure and 2 matching quizzes.
5	Lesson 4 - Being a competence assessor	27.6	The learning goal of this lesson, presented in 1 list. The role of competence assessor is described with 6 flip-cards and 1 table. "Identify what it takes" description with 2 interactive sorting quizzes.
6	Lesson 5: Assessment tools	27.7 27.8 27.9	The learning goal of this lesson, presented in 1 list. Different methodologies and the relation to DOPS description with 1 table and 1 figure. Review your last assessment description.



			<p>“How does a DOPS sheet work?” description with 1 table, 1 video and 1 interactive sorting quiz.</p> <p>“The relation of assessment with learning” description with 1 video and 5 multiple choice quizzes.</p>
7	Lesson 6: Design your own (DOPS) assessment tool	27.10	Learning goal of this lesson, presented in 1 list and 2 short answer quizzes.
8	Lesson 7: How to perform an assessment	27.11 27.12 27.13 27.14 27.15 27.16	<p>The learning goal of this lesson, presented in 1 list</p> <p>Establishing an empathetic, calm, and safe assessment environment with 1 list, text and multiple-answer quiz, banner image with quote, 1 image and flip cards</p> <p>Structure and Transparency with 5 videos, quizzes, 1 image and an interactive image</p>
9	Lesson 8: Clear your mind	27.12	<p>Learning goal of this lesson, presented in 1 list and 1 quote inserted in a photo.</p> <p>Creating a safe environment description with 1 list.</p>
10	Lesson 9: Getting towards the proper judgement	27.12	<p>The learning goal of this lesson, presented in 1 list</p> <p>“From observing to concluding” with 2 videos, flip-cards, match-cards and self-assessment quizzes</p>
11	Lesson 10: Assuring and assessing deeper learning	27.17 27.18 27.19	<p>The learning goal of this lesson, presented in 1 list</p> <p>“Deeper learning” with text and 1 image</p> <p>“Deeper learning” image with a quote and informative text and a quiz question</p>
12	Lesson 11: Communicate with the trainee	27.17 27.18 27.19	<p>The learning goal of this lesson, presented in 1 list</p> <p>“Clear reporting” with text and match-cards</p> <p>“Preparing the communication of the end result” with text, 1 image, 1 interactive image, flip-cards and match-cards</p> <p>“Providing feedback effectively and constructively” with a numbered list</p>



			<p>“Communication of passing or non-passing an assessment” with text and a numbered list, 1 video and a quiz question</p> <p>“Getting feedback” with a numbered list</p> <p>Self-assessment question</p>
13	Lesson 12: Improving your performance	27.20 27.21 27.22	<p>The learning goal of this lesson, presented in 1 list</p> <p>“Looking back on assessment quality” with 1 image</p> <p>“Your qualities as an assessor” with an interactive image, a PDF file, flip-cards and match-cards</p> <p>“Quality of the assessment” with interactive image and pdf file</p> <p>“Harmonisation of assessment” with a list, 1 image and a self-assessment quiz</p>
14	Summary		Module summary
15	References and Further Reading		References for additional materials
16	Knowledge-check		Assesses progress and knowledge acquired during the module

Table 2 - Explanation lesson by lesson.

6. Target Audience

This module is intended for (bio)medical researchers, participants in laboratory animal science courses, university students, biology/medical teachers, animal welfare body members, regulators, and anyone interested in learning more about animal research ethics and the principles of Replacement, Reduction, and Refinement of animal use for scientific and educational purposes.

7. Notes

As this is a test run, we kindly request one feedback form for each tested module to ensure we gather thorough insights for every tested module. The majority of the modules are designed to complement other components of your training, and the content should be accessible even if you have relatively little experience working with laboratory animal science. Where appropriate, the introduction to the module suggests pre-reading and suggested training that should be completed before continuing with the module.



7.1 Testers' Feedback Form

We would greatly appreciate your valuable insights and detailed feedback regarding the instructions provided. Your input will help us ensure clarity, accuracy, and overall effectiveness in conveying the necessary information.

https://forms.uu.nl/universiteitutrecht/TestReview_LASLearning_instructions