



LAS-Learning

Course Organisers Instructions

EU Module 27 - Competence Assessor

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

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1. Module Description

a. Overview

This document offers suggestions for incorporating these eModule into a blended learning arrangement. 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, as well as education and training. The module was revised further by an international Reflection Group panel. Coordination was carried out by Nuno H. Franco. The module is in the testing phase, and we appreciate your collaboration in testing it in your courses and providing feedback.

If you have not yet completed the course modules yourself, we recommend doing so to better understand how to use the content in your courses. Each module specifies the learning outcomes covered. Where applicable, the introduction to each module suggests pre-reading for learners or recommends training to be completed beforehand.

As you progress through the modules, information about the learning outcomes is provided, but further reading and additional training might be necessary to meet national or institutional training requirements. Recommended additional reading is listed at the end of each module, along with references cited throughout the content. Whenever possible, links to these references are provided.

The module is currently in the testing phase. We appreciate your collaboration in integrating it into your courses and providing feedback. After completing a module, please fill out the form below with your feedback.

b. Learning Objectives

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. The module consists of 5 parts:

1. Identify the goals of an assessment.
2. Choose and design assessment tools.
3. Perform an assessment.
4. Reporting and communication of the assessment results.
5. Continuous evaluation and improvement of the assessment process.



2.Course Program

The module is organised into different chapters, with lessons and learning objectives for the participants as follows:

Chapter	Lesson	Learning objectives
Introduction	0	Understanding the purpose of the module and introducing the characters used. Also a glossary is provided.
Identify the goals of an assessment	1-4	<p>27.1. Explain the background and legislation requiring competence assessment and continuing professional development.</p> <p>27.2. Highlight the importance of competence assessment within continuing professional development.</p> <p>27.3. Describe how a competence assessment scheme leads to higher standards of animal welfare, scientific quality and professional conduct.</p> <p>27.4. Outline the various components that need to be assessed to establish that a trainee is competent.</p> <p>27.5. Clarify the function of Entrustable Professional Activities (EPAs) and supervision levels in progression towards and evaluation of competence.</p> <p>27.6. Evaluate the essential elements that are needed to have personal authority in the performance assessment.</p>
Select and construct assessment tools	5-6	<p>27.7. 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>27.8. Explain how different approaches to assessment influence their quality criteria and what possible assessment strategies are available.</p> <p>27.9. Name essential elements of competent performance within an entrusted professional activity.</p> <p>27.10. Demonstrate methods used in constructing an assessment tool, such as a DOPS sheet, based on the aforementioned elements of competent performance.</p>
Conduct an assessment	7-9	<p>27.11. Describe methods for establishing an empathetic, calm, and safe assessment environment.</p> <p>27.12. 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>27.13. Identify potential assessment pitfalls and describe strategies to avoid them.</p> <p>27.14. Explain all information that should be gathered for an accurate decision on competence.</p>



		<p>27.15. Provide examples of communication strategies for identifying and establishing competence.</p> <p>27.16. Demonstrate writing of clear and concise notes of demonstrated skills and trainee's responses for later reporting using an assessment tool such as a DOPS sheet.</p>
Report and communicate the assessment results	10-11	<p>27.17. Describe methods to evaluate deeper learning in the final assessment for working competently and independently by allowing the trainee to evaluate and discuss their own performance and the methodologies used.</p> <p>27.18. Demonstrate the ability to systematically organise all information in a clear and comprehensive assessment report.</p> <p>27.19. Demonstrate effective methods of transparently conveying the assessment results to the trainee and use constructive feedback to encourage reflection on the trainee's own performance.</p>
Evaluate and improve the assessment procedure	12	<p>27.20. Critically evaluate and reflect on the decision-making process of establishing the quality of the assessment based on established criteria.</p> <p>27.21. Demonstrate how trainees' feedback can improve on assessment methods and tools.</p> <p>27.22. Elaborate the methods and importance of harmonising principles and practices among assessors.</p>
Summary and knowledge check		<p>Module summary</p> <p>Check knowledge</p> <p>List of references and further reading</p>

Table 1 - Learning objectives per parts and lessons.

a. Progress Tracking

Once learners begin working through a module, their progress is tracked. They can break off and resume their studies at any point. Once the module is complete, they can access any section to refresh their understanding of a topic.

b. Model Structure and Implementation Guidance

The module is structured into several parts, which were designed to be followed in sequence but can also be taken iteratively based on the learner's needs. Please note that a **certificate of completion** is issued exclusively to learners who finish all parts of the module.

From a pedagogical perspective, each tutor is responsible for deciding which materials to use in face-to-face sessions, which parts learners should complete independently, and whether to mandate their completion. However, it is essential to consider the time required to complete the eModule or its parts to avoid overburdening learners.



We highly recommend completing the module to ensure it aligns with your course's content and scope. Familiarising yourself with the material will also enable you to engage more effectively with students on the various topics covered in the eModule.

c. 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. "How does a DOPS sheet work?" description with 1 table, 1 video and 1 interactive sorting quiz. "The relation of assessment with learning" description with 1 video and 5 multiple choice quizzes.



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	The learning goal of this lesson, presented in 1 list 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 Structure and Transparency with 5 videos, quizzes, 1 image and an interactive image
9	Lesson 8: Clear your mind	27.12	Learning goal of this lesson, presented in 1 list and 1 quote inserted in a photo. Creating a safe environment description with 1 list.
10	Lesson 9: Getting towards the proper judgement	27.12	The learning goal of this lesson, presented in 1 list "From observing to concluding" with 2 videos, flip-cards, match-cards and self-assessment quizzes
11	Lesson 10: Assuring and assessing deeper learning	27.17 27.18 27.19	The learning goal of this lesson, presented in 1 list "Deeper learning" with text and 1 image "Deeper learning" image with a quote and informative text and a quiz question
12	Lesson 11: Communicate with the trainee	27.17 27.18 27.19	The learning goal of this lesson, presented in 1 list "Clear reporting" with text and match-cards "Preparing the communication of the end result" with text, 1 image, 1 interactive image, flip-cards and match-cards "Providing feedback effectively and constructively" with a numbered list "Communication of passing or non-passing an assessment" with text and a numbered list, 1 video and a quiz question "Getting feedback" with a numbered list Self-assessment question
13	Lesson 12: Improving your performance	27.20 27.21 27.22	The learning goal of this lesson, presented in 1 list "Looking back on assessment quality" with 1 image "Your qualities as an assessor" with an interactive image, a PDF file, flip-cards and match-cards "Quality of the assessment" with interactive image and pdf file "Harmonisation of assessment" with a list, 1 image and a self-assessment quiz
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.



3.Participants' Profile

This module is intended for experienced animal caretakers, animal technicians, technologists, or scientists performing procedures on animals appointed to supervise (train) or assess other colleagues to do these procedures.

No specific prior knowledge considering assessment or education is required. For personnel already experienced in education, this module could be supportive and of value as a stand-alone tool. For personnel new in education, it supports training as explained further.



4.eModule

The eModule provides clear definitions, essential knowledge, and interactive components designed to enhance understanding of key animal ethics theories and develop critical thinking skills. Participants will learn to ethically frame and evaluate animal research from a broad perspective and a case-by-case approach.

The content and references are curated from expert sources, including researchers and information specialists, ensuring high-quality and reliable information. The module is presented dynamically, combining text, images, built-in exercises, and videos to engage learners effectively. It can be integrated into courses as homework or used during a lecture day. Many lessons are designed to deliver comprehensive information and understanding without additional in-class interaction.

a. Limitations

Performing an assessment requires you to be reflective. In the same way that training others is a skill that benefits from firm theoretical grounding but is acquired and perfected through practice, competence assessment is discussed here in theory. Still, it needs to be practised and reviewed whilst performing. Hence, we advise this module to be used as the theoretical support of a competence assessor training in which the trainee is aided to develop interpersonal skills further and reflect on their performance. The video incorporated, in particular, can be a good starting point for discussion.

b. Blended Learning Approach

E-learning modules offer significant advantages, particularly for learners who may find it challenging to attend traditional intensive training sessions spanning several days. Such sessions can disrupt work schedules and limit participants' ability to balance learning with other responsibilities. While this eModule covers all required learning outcomes, we do not advocate entirely replacing face-to-face teaching (or "live" online discussion sessions) with e-learning. Instead, we recommend a blended learning approach (hybrid or mixed-mode learning). This approach combines the flexibility of e-learning with the engagement of interactive, live sessions, ensuring that learners receive the necessary information while accommodating those who require greater flexibility.

The modules are divided into short, manageable lessons, allowing participants to seamlessly integrate learning activities into their daily schedules.



5. Implementing Blended Learning Strategies

Flipped Classroom Arrangement

Before face-to-face classes, learners are introduced to the course contents (for example, by completing our e-learning modules). You can recommend that learners take the whole course (and request a certificate of completion) or focus on specific lessons or chapters.

This approach can:

- Familiarise learners with the content in advance, helping them better understand complex concepts.
- Prepare and motivate learners to engage more actively in their learning and during face-to-face classes.
- Harmonise learners' knowledge levels before in-person classes.
- Provide sufficient background knowledge for group work, allowing for more focused and productive discussions.
- Provide a starting point for interactive discussion.

Consolidate Learning and Prepare for Exams

The courses are designed to align with the learning outcomes of traditional laboratory animal science courses. Learners can use each module to study and prepare for the final exam. Additionally, the built-in quizzes allow learners to test their knowledge and track their progress.

Address Expertise Gaps in Your Facility

Gathering expertise across all subjects covered in the EU-functions modules can be challenging, especially in smaller establishments. This may hinder the ability to deliver training that meets all outcomes of the Education and Training framework to a high standard. Using these modules as a basis, tutors and learners can access quality reference material that could mitigate such gaps and ensure education and training are up to standard.

Use Modules as Teaching Resources

Tutors can integrate text, videos, images, interactive exercises, and quizzes into their teaching activities. This not only boosts engagement but also caters to different learning styles. For each module, we provide suggestions for topics that can be incorporated into interactive discussion sessions.



6. 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. They are ideal for learners who wish to expand their knowledge or gain a more comprehensive understanding of the issues.