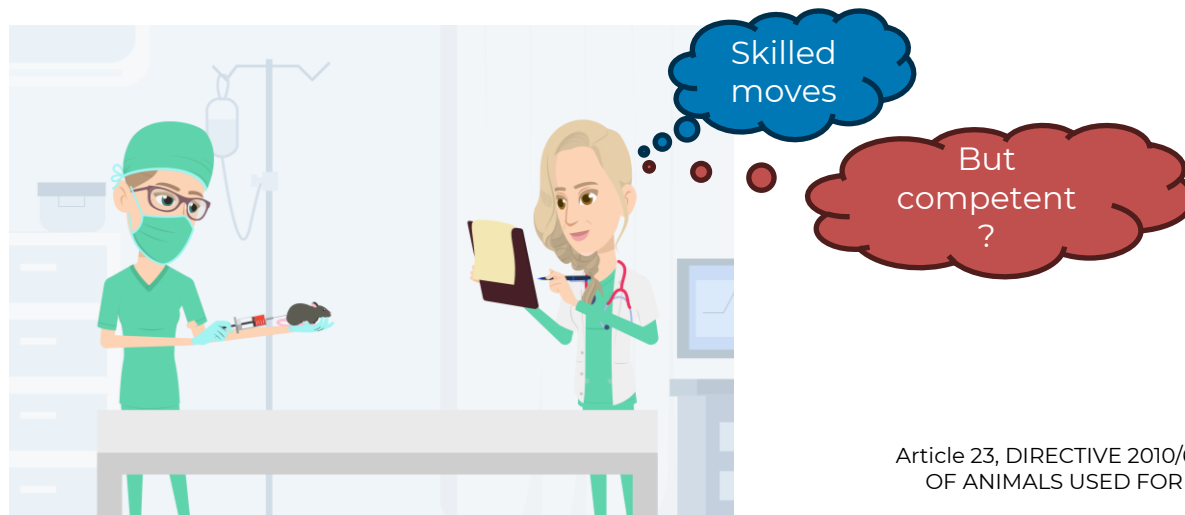




# Competence of personnel

- Adequately educated and trained before they perform any of the following functions
  - (a) carrying out procedures on animals;
  - (b) designing procedures and projects;
  - (c) taking care of animals; or
  - (d) killing animals.
- Staff carrying out functions referred to in points (a), (c) or (d) shall be supervised in the performance of their tasks until they have demonstrated the requisite competence.

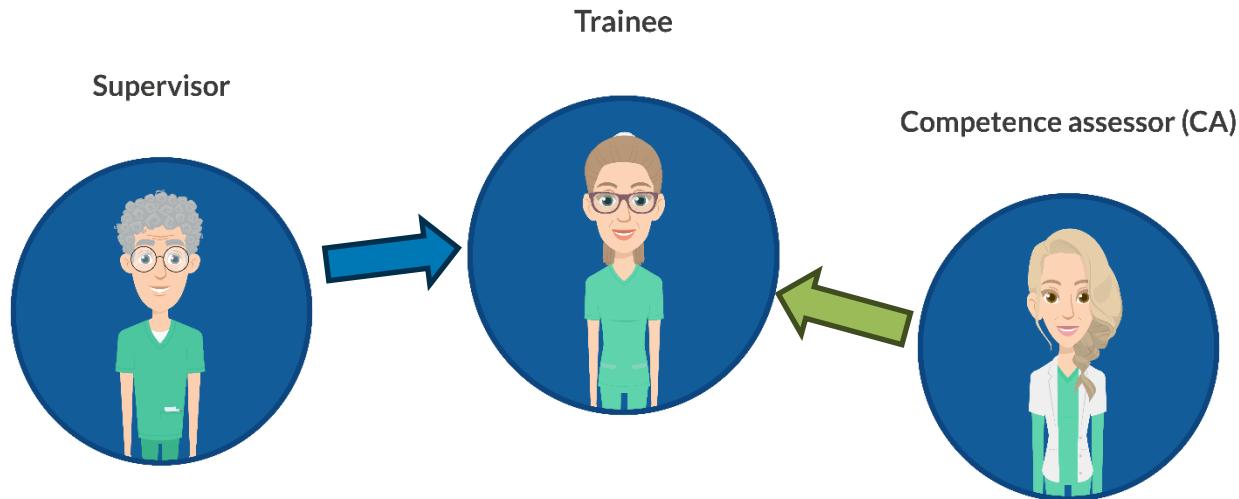
# Competence of personnel



Article 23, DIRECTIVE 2010/63/EU ON PROTECTION  
OF ANIMALS USED FOR SCIENTIFIC PURPOSES

# This means

- Every performer of function A, C and D starts as trainee, who is supervised until assessed as competent



# This means



- Every performer of function A, C and D starts as trainee, who is supervised until assessed as competent

**Supervisor**

- Supervisor

- Can train the procedure
  - Can monitor development

- Competence assessor

- Can assess competence in the procedure



**Competence assessor (CA)**



# Shifts in responsibility

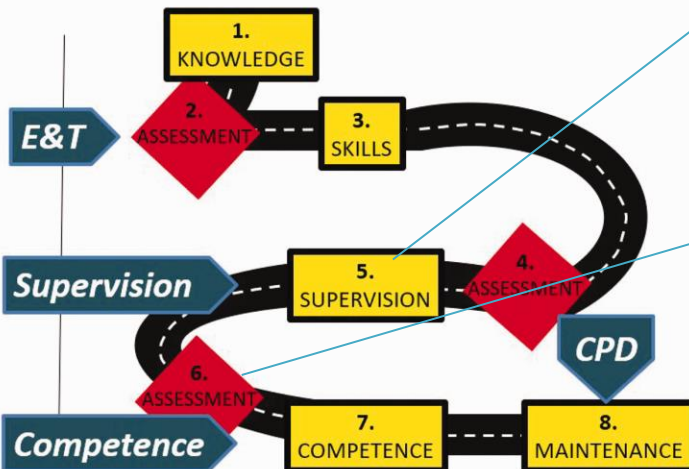
(a) Directive  
86/609/EEC

**3 STEPS**



(b) Directive  
2010/63/EU

**8 STEPS**

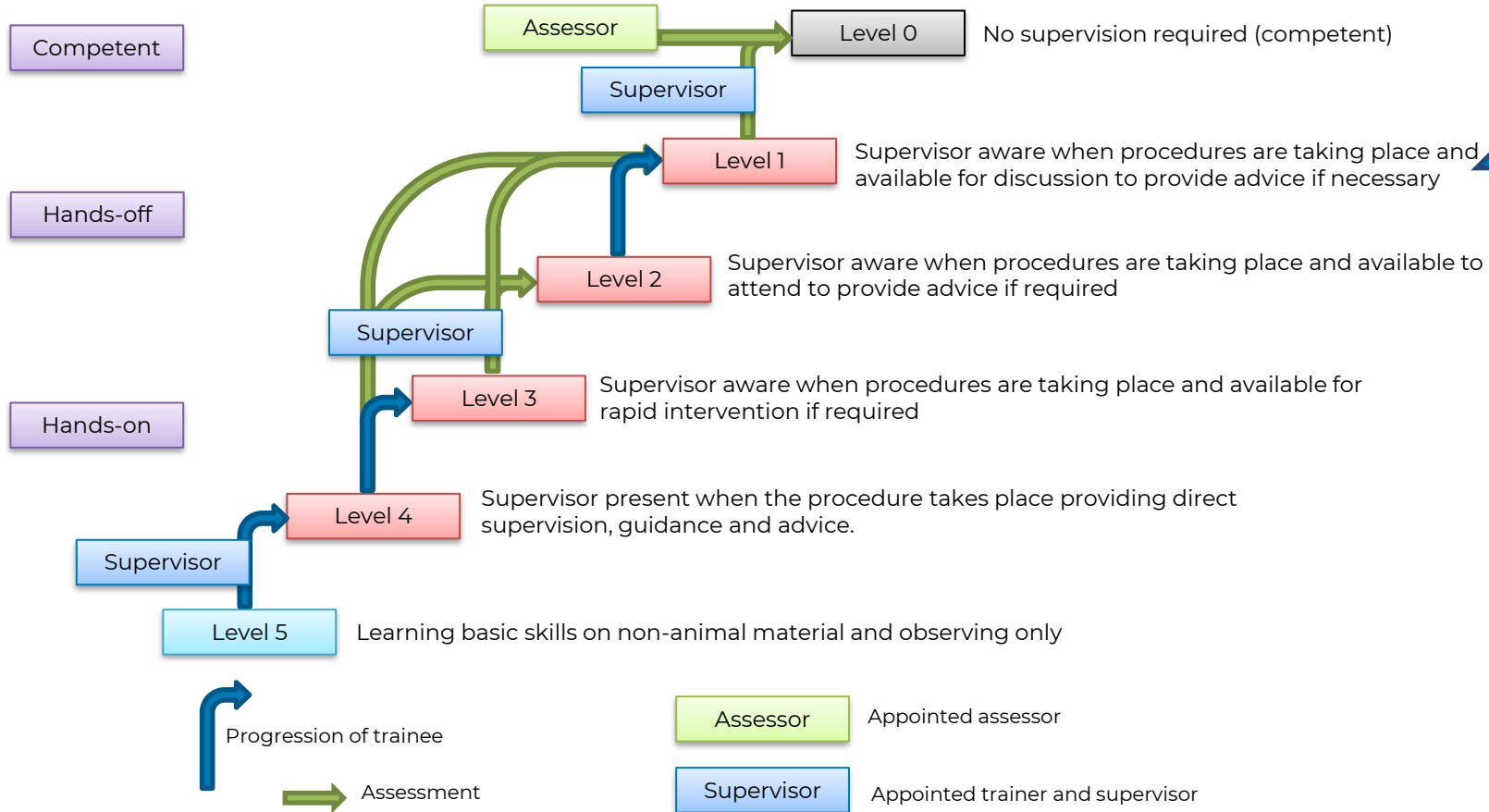


“Training under supervision allows for the learned skill sets to be applied in the **local** environment.”

“The acquisition of adequate skills can be assessed as in Step 4, but it should preferably take place in the trainee’s **normal working environment.**”

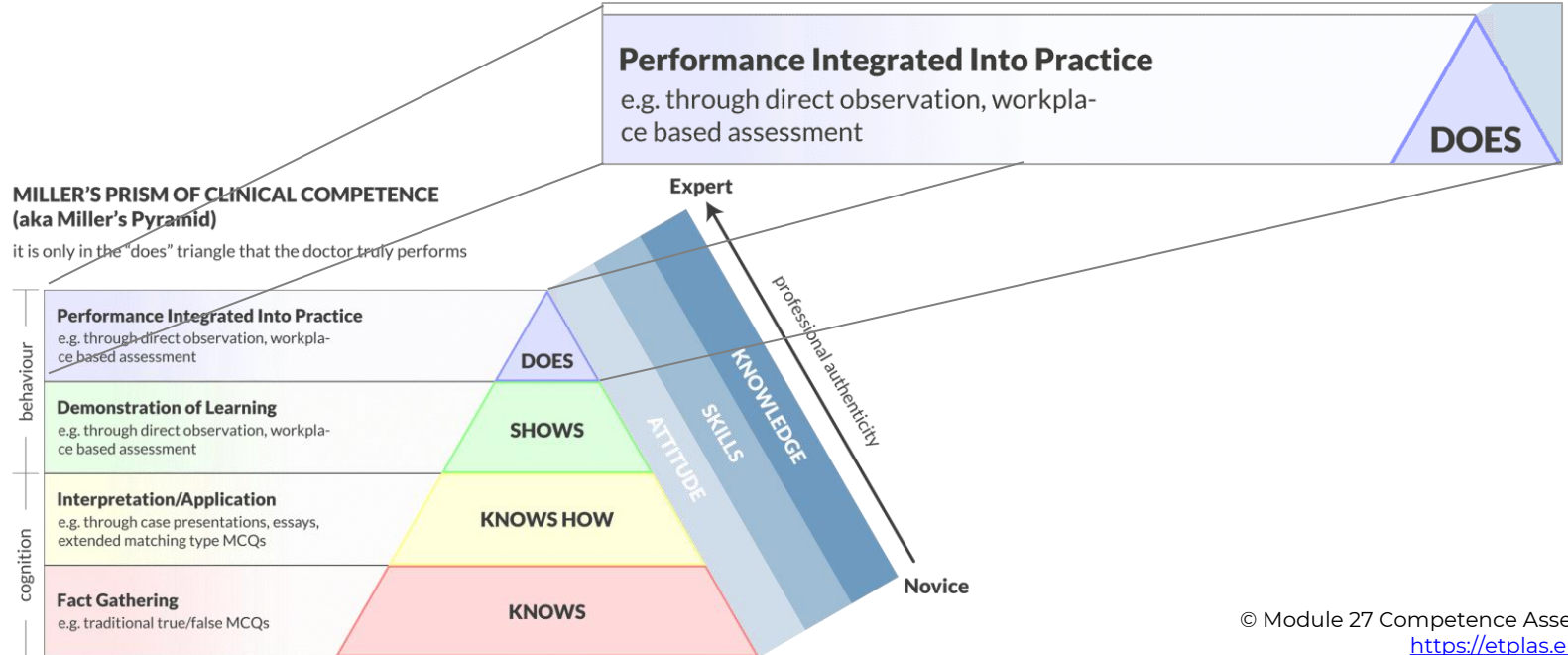
Frías R. Let's do it right: Eight steps to competence in laboratory animal science in the European Union. *Laboratory Animals*. 2023;57(2):112-116. doi:10.1177/00236772231157455

# Supervised until...



# ... demonstrated the requisite competence.

- Assessment of competence and trust





# Supervisor

- Performs the activity using good practice (train from experience)
- Guides the trainee
- Assessment **for** learning
- **Variable background:**
  - Scientist (PhD student)
  - Animal Technician/technologist
  - Veterinarian
  - Animal caretaker

Supervisor



Can the supervisor prepare for the assessment?  
Can the supervisor assess (for learning)?



Reflective



Communicator



Judge



Expert



Educator



Representative

# Competence Assessor

- Someone independent
- Familiar with activity
- Has to decide...
- Assessment **of** learning
- **Variable background:**
  - Scientist (PhD student)
  - Animal Technician/technologist
  - Veterinarian
  - Animal caretaker

Competence assessor (CA)



Can the competence assessor create a proper “image” of the competence of the trainee?



Reflective



Communicator



Judge



Expert

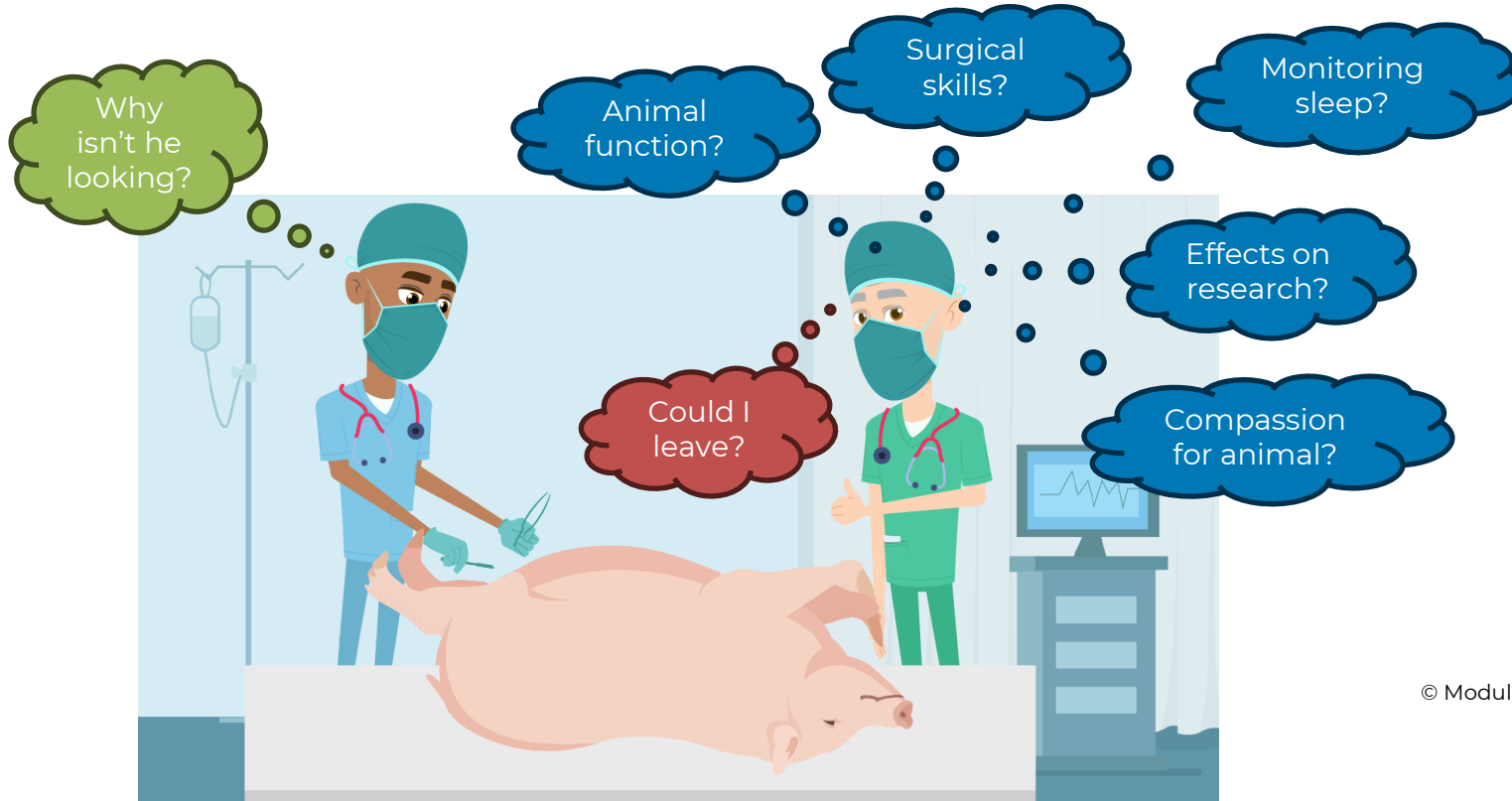


Educator



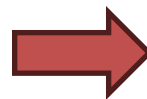
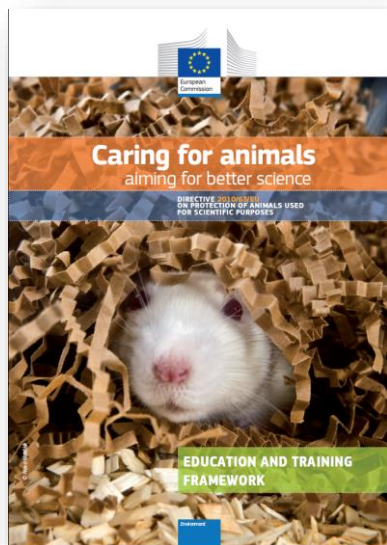
Representative

# Acknowledging competence is not easy...



# Module 27

- Competence assessor



ONESOURCE  
Consultoria Informatica Lda.



IBMC  
INSTITUTO DE BIODIVERSIDADE E MEDICINA  
REPRODUTIVA E REPRODUTIVA DE GLABRO



Education and Training Platform



for Laboratory Animal Science



Education and Training Framework, Brussels, 19-20 February 2014 ;  
[http://ec.europa.eu/environment/chemicals/lab\\_animals/pdf/guidance/education\\_training/en.pdf](http://ec.europa.eu/environment/chemicals/lab_animals/pdf/guidance/education_training/en.pdf)

# Learning outcomes competence assessor



27.1. Explain the background and **legislation** requiring competence assessment and **continuing professional development**.

27.2. Highlight the **importance of competence assessment** within continuing professional development.

27.3. Describe how a competence assessment scheme leads to higher **standards of animal welfare, scientific quality and professional conduct**.

27.4. Outline the various **components that need to be assessed** to establish that a trainee is competent.

27.5. Clarify the function of **Entrustable Professional Activities (EPAs)** and **supervision levels** in progression towards and evaluation of **competence**.

27.6. Evaluate the essential elements that are needed to have **personal authority** in the performance assessment.

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 the overall assessment quality.

27.8. Explain how different approaches to assessment influence their **quality criteria** and what possible assessment strategies are available.

27.9. Name essential elements of **competent performance** within an **entrusted professional activity**.

27.10. Demonstrate methods used in **constructing** an assessment tool, such as a **DOPS** sheet, based on the aforementioned elements of competent performance.

27.11. Describe methods for **establishing an empathetic, calm, and safe** assessment environment.

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).

27.13. **Identify** potential assessment **pitfalls** and describe strategies to avoid them.

27.14. Explain all **information** that should be **gathered** for an accurate decision on competence.

27.15. Provide **examples of communication strategies** for identifying and establishing competence.

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.

27.17. Describe methods to **evaluate deeper learning** in the final assessment for allowing the trainee to evaluate and discuss their own performance and the methodologies used.

27.18. Demonstrate the ability to systematically **organise all information** in a clear and comprehensive assessment report.

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.

27.20. Critically **evaluate and reflect** on the **decision-making** process of, establishing the quality of the assessment based on established criteria.

27.21. Demonstrate how **trainee's feedback can improve** on assessment methods and tools.

27.22. Elaborate the methods and importance of **harmonising** principles and practices among **assessors**.

IDENTIFY THE  
GOALS OF AN  
ASSESSMENT

SELECT AND  
CONSTRUCT  
ASSESSMENT  
TOOLS

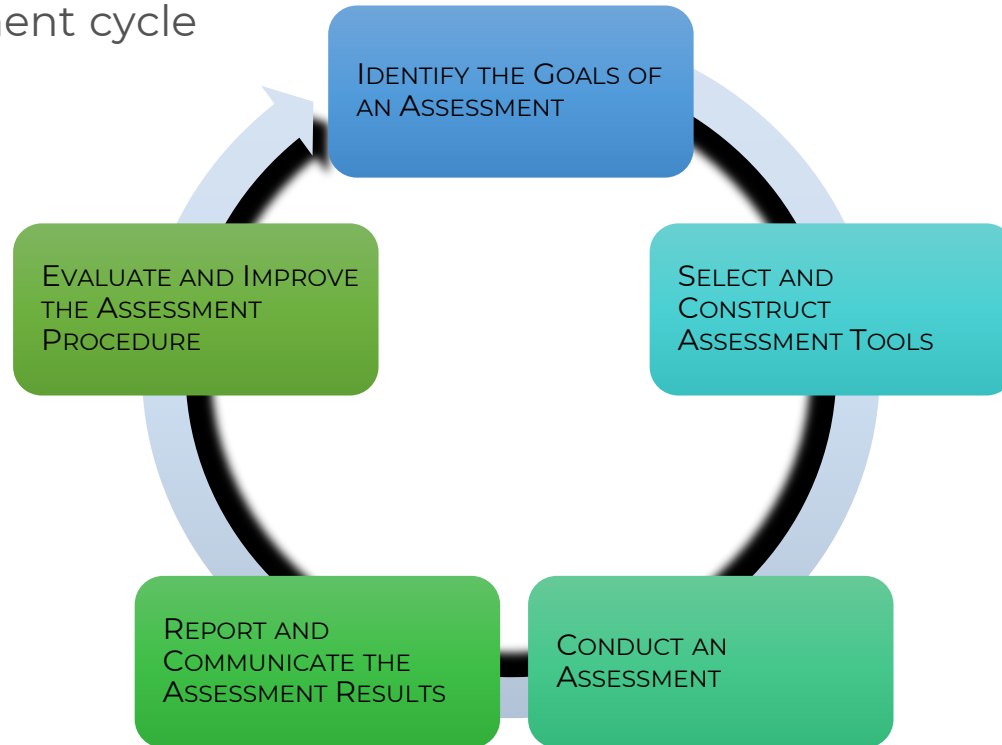
CONDUCT AN  
ASSESSMENT

REPORT AND  
COMMUNICATE  
THE ASSESSMENT  
RESULTS

EVALUATE AND  
IMPROVE THE  
ASSESSMENT  
PROCEDURE

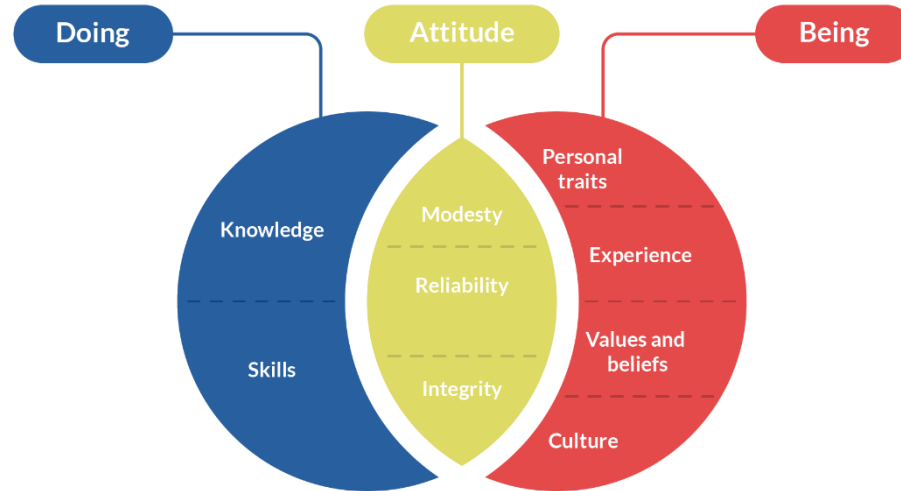
# Learning outcomes competence assessor

- Assessment cycle



# Acknowledging competence

- Elements of trust (Based on medical education)



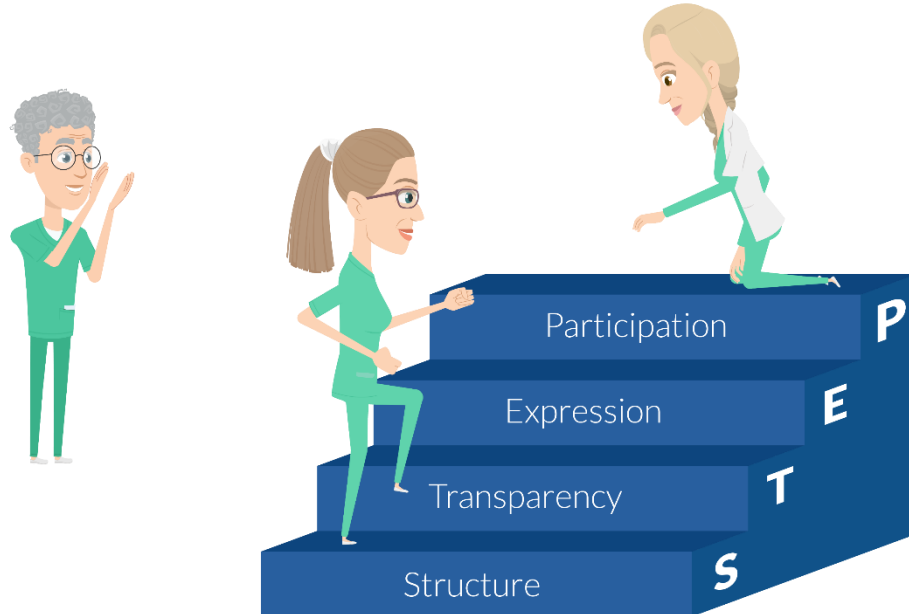
IDENTIFY THE  
GOALS OF AN  
ASSESSMENT

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<https://etplas.eu/en>

Ten Cate O, Taylor DR. The recommended description of an entrustable professional activity: AMEE Guide No. 140. Med Teach. 2021;43(10):1106-14

# Conduct an assessment

- Elements for a better experience

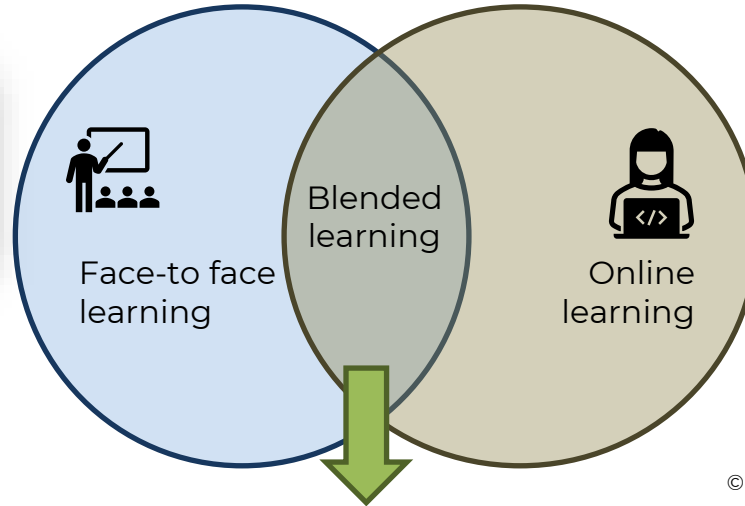
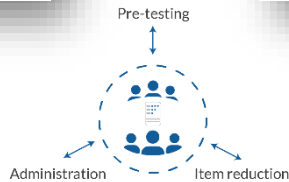




# Evaluate the process



# Blended learning

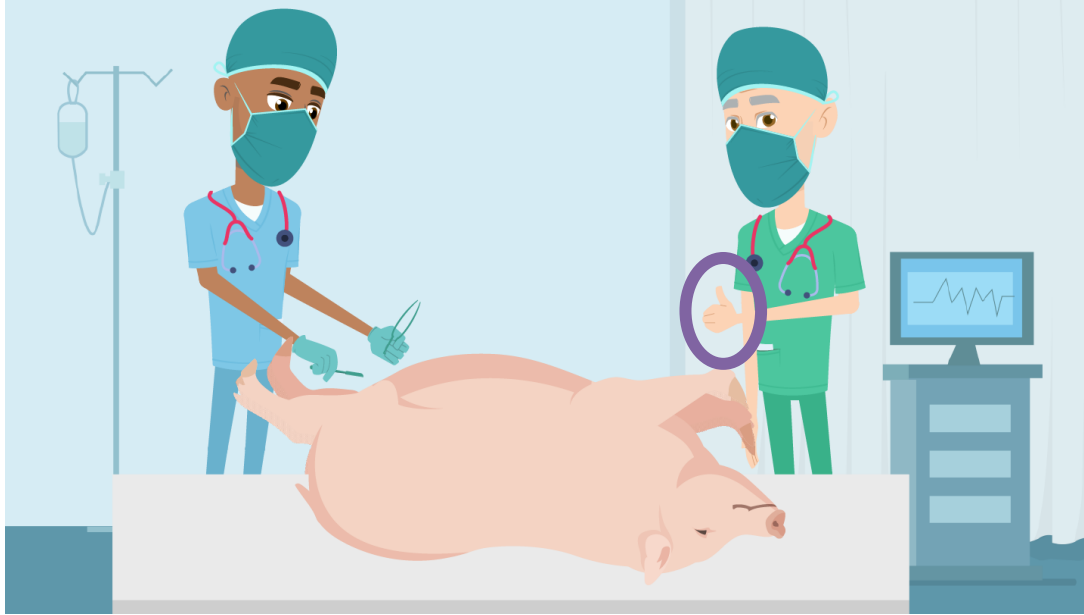


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# Acknowledging competence is not easy...



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# ... but you can learn how to do it!