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COURSE BROCHURE

Vocational Competence Assessment and Quality Assurance Training Course

21 June – 2 July 2027
Rome

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Registered in the United Kingdom and Saudi Arabia

Vocational Competence Assessment and Quality Assurance Training Course

Ref: 1193_44803 **Date:** 21 June – 2 July 2027 **Location:** Rome **Fees:** 11100 GBP

Vocational Competence Assessment and Quality Assurance is a 2-week training course for workplace assessors and training coordinators, built around an Assessment Quality Assurance Portfolio that each participant compiles from real cases. Employers increasingly rely on proven workplace competence rather than attendance records, so every judgement an assessor signs must stand up to scrutiny. Jupiter Prime Training designed this Vocational Competence Assessment and Quality Assurance course for those who make and check such judgements.

Why Vocational Competence Assessment and Quality Assurance Matters Now

Three groups shape this field today. Employers want evidence that technicians, operators and service staff can perform safely and consistently, not just that they attended training. Candidates expect fair, transparent decisions and useful feedback. Awarding and licensing bodies expect assessment centres to show consistent judgements across assessors and sites. An organisation that assesses well builds a workforce whose competence is trusted by clients and auditors; one that assesses poorly risks unsafe sign-offs and disputed results. The course rests on the VACSR rules of evidence valid, authentic, current, sufficient, reliable, Bloom's taxonomy for questioning and Miller's pyramid of clinical competence.

Who Gains Most from Vocational Competence Assessment and Quality Assurance

- Workplace assessors who observe candidates and sign competence decisions on site
- Training coordinators responsible for assessment schedules, records and candidate progress
- Internal quality assurers who sample assessor decisions and lead standardisation
- Technical supervisors who verify the skills of new operators before independent work
- Learning and development specialists who design competence frameworks for technical roles

Assessment centres in manufacturing, utilities and healthcare gain most when assessors and quality assurers attend together and calibrate their judgements on shared cases.

Vocational Competence Assessment and Quality Assurance Capabilities

Participants sharpen the full chain from planning an assessment to defending its outcome before an external verifier.

- Design assessment plans mapped to performance criteria — candidates and their line managers
- Apply direct observation and structured questioning — sound competence decisions
- Test evidence against the VACSR rules — sign-off and referral choices
- Communicate developmental feedback after each assessment — candidate progress and motivation
- Build sampling plans for internal quality assurance — consistency across assessors
- Specify standardisation activities and appeal routes — fairness and audit readiness

Key Vocational Competence Assessment and Quality Assurance Terms

- Performance criteria — statements describing the standard a candidate must reach to show competence in a task.
- VACSR — rules of evidence requiring material to be valid, authentic, current, sufficient and reliable.
- Professional discussion — a planned, recorded conversation in which a candidate explains how and why they work as they do.
- Internal quality assurance — sampling and checking assessor decisions to confirm accuracy and consistency.
- Standardisation — activities in which assessors compare judgements on the same evidence to align their decisions.
- Recognition of prior learning — assessing existing skills and experience against criteria without repeating training.

Vocational Competence Assessment and Quality Assurance Day by Day

Day 1: The Purpose of Competence Assessment

- Competence Versus Knowledge Assessment — Choosing What to Judge
- Miller's Pyramid of Competence — Matching Methods to Performance Levels
- Occupational Standards and Performance Criteria — Defining the Benchmark
- Assessor Roles and Ethical Boundaries — Impartiality and Conflicts of Interest
- Stakeholder Map of Candidates, Employers and Verifiers — Shared Expectations

Day 2: Planning Assessment

- Assessment Plan Template — Methods, Timing and Evidence Sources
- Holistic Assessment Design — Covering Several Units in One Activity
- Candidate Readiness Check — Avoiding Premature Assessment
- Reasonable Adjustments Planning — Fair Access for All Candidates
- Health, Safety and Risk Controls During Workplace Assessment — Protecting Candidates

Day 3: Direct Observation

- Observation Checklist Construction — Linking Behaviours to Criteria
- Naturally Occurring Evidence — Assessing Real Work Rather Than Simulations
- Observer Effect Management — Reducing Candidate Anxiety
- Witness Testimony Use — Expert Statements From Supervisors
- Simulation Assessment Conditions — When Real Work Is Unsafe or Rare

Day 4: Questioning Techniques

- Bloom's Taxonomy for Question Design — Probing Depth of Understanding
- Open, Probing and Hypothetical Questions — Testing Underpinning Knowledge
- Professional Discussion Structure — Drawing Out Reasoning and Judgement
- Recording Oral Responses — Audit Trail for Verbal Evidence
- Questioning Bias Awareness — Avoiding Leading or Unfair Questions

Day 5: Gathering and Judging Evidence

- VACSR Rules of Evidence — Testing Every Item Before Sign-Off
- Product Evidence and Work Samples — Judging Finished Outputs
- Authenticity Checks and Plagiarism Controls — Confirming Candidate Ownership
- Recognition of Prior Learning Process — Crediting Existing Competence
- Digital Portfolio Platforms — Organising and Cross-Referencing Evidence

Day 6: Assessment Decisions and Feedback

- Competent or Not Yet Competent Judgements — Decision Rules and Thresholds
- Developmental Feedback Model — Strengths, Gaps and Next Steps
- Difficult Feedback Conversations — Handling Disagreement and Disappointment
- Assessment Records and Signatures — Traceable Decisions
- Reassessment Planning — Targeted Opportunities After Referral

Day 7: Internal Quality Assurance

- Sampling Strategy Design — Risk-Based Selection of Assessor Decisions
- Observing Assessors in Practice — Quality of Process, Not Only Outcome
- Assessor Performance Profiles — Spotting Leniency and Severity Patterns
- Quality Assurance Feedback Reports — Actions for Assessors
- Assessor Continuing Professional Development Records — Occupational Currency

Day 8: Standardisation and Consistency

- Standardisation Meeting Facilitation — Comparing Judgements on Shared Evidence
- Inter-Assessor Reliability Checks — Measuring Agreement Between Assessors
- Exemplar Evidence Banks — Agreed Benchmarks for Borderline Cases
- Multi-Site Consistency Controls — Aligning Remote Assessment Teams
- Assessment Instrument Review — Revising Checklists and Question Banks

Day 9: Appeals, Audit and Improvement

- Appeals and Complaints Procedure — Fair Resolution of Disputed Decisions
- Malpractice Investigation Steps — Protecting Assessment Integrity
- External Verification Visit Preparation — Evidence of Robust Systems
- Assessment Data Trends — Pass Rates, Referrals and Timeliness
- Continuous Improvement Log — Lessons From Audits and Appeals

Day 10: Practising the Assessment Quality Assurance Portfolio

- Observed Assessment Role-Play — Applying Observation and Questioning Together
- Evidence Judgement Exercise — Applying VACSR to Mixed Portfolios
- Mock Standardisation Session — Calibrating Decisions With Peers
- Sampling Plan for Your Centre — Applying Risk-Based Selection
- Assessment Quality Assurance Portfolio — Final Compilation for the Centre Lead

Applying Vocational Competence Assessment and Quality Assurance After the Course

- Run a standardisation meeting in which assessors judge the same evidence and agree an exemplar for borderline cases.
- Introduce a risk-based sampling plan and observe two assessors in practice within the month.

Vocational Competence Assessment and Quality Assurance Questions FAQ

What is vocational competence assessment and quality assurance and why does it matter now?

It is the process of judging whether people can perform work tasks to a standard, and checking that those judgements are consistent. It matters now because employers and auditors want proof of competence, not attendance.

Which roles gain most from vocational competence assessment and quality assurance training?

Workplace assessors, training coordinators and internal quality assurers gain most. You benefit if you sign competence decisions, sample other assessors' work or prepare a centre for external verification.

How does vocational competence assessment and quality assurance differ from train-the-trainer courses?

It concentrates on judging and verifying competence, not on delivering instruction. You work on evidence rules, observation, questioning, sampling and standardisation rather than lesson design or presentation skills.

What do you bring back from vocational competence assessment and quality assurance training?

You bring back a portfolio for your assessment centre. It contains assessment plans, observation checklists, a sampling plan and standardisation records that you can use with your own assessors.

Vocational Competence Assessment and Quality Assurance: The Way Forward

The Assessment Quality Assurance Portfolio first informs which assessor decisions a centre samples in its next quality cycle. Assessors, quality assurers and centre leads use it to align judgements and prepare for verification visits. After the first external visit, the sampling rationale deserves a fresh look, because verifier findings often reveal risks the centre had not weighted.