

Assessor Guidance Notes

Introduction

This document provides guidance and support to assessors of Short Course Accreditation applications.

Short Courses may either lead to:

1. An academic qualification or
2. A vocational training attendance certificate or
3. Technical Membership on successful completion of a learning pathway

Inclusions

The guidance notes have headings that match those on the checklist. For each section, these notes include:

- The action you need to carry out.
- The questions on the checklist you need to answer in that section.
- Guidance.

Conflict of interest

If you have a conflict of interest in carrying out any assessment, you must let CIEHF admin know immediately, so the assessment can be re-allocated to another assessor. A conflict could be that you have worked with, or are related to the Course Lead or one of the trainers, or you have some other, perhaps commercial, interest in the application.

Data confidentiality and protection

All documents relating to an application are confidential, must be kept as secure as possible and must not be copied or shared, except between CIEHF admin and assessors. The vast majority of applications will consist of electronic files which should all be deleted once an assessment has been completed and application finalised. Paper records should be destroyed. You are bound in these regards by signing a Non-Disclosure Agreement.

CIEHF Admin will keep records of applications for a time as specified in their data protection policy.

Guidance Notes

Before you start, you should be familiar with the information on the CIEHF website concerning Short Courses at www.ergonomics.org.uk/Public/Awards_Accreditation/Training_Courses.aspx

You should also note the requirements of the PAB Rules available from the CIEHF website at www.ergonomics.org.uk/Public/About_Us/CIEHF_Documents.aspx

Stage 1: Application preparation

Actioned by: applicant

A complete application will consist of the following documents:

- The application form.
- The course syllabus.
- Academic course material – sample information including practical work handouts and reading lists.
- Vocational training course material – information including presentation and handouts, detailed timetable and feedback forms.
- Learning pathway material - including resource list and template log books.
- Detailed CVs of the teaching staff, trainers or pathway team members.

Actioned by: CIEHF Admin

- Confirm the current grade of the Course Leader.
- Check that the course syllabus is complete and whether there are any supporting documents.
- Check relevant number of Professional Competencies are covered.

Stage 2: Assessment

Actioned by: Assessor

Throughout the assessment, enter Yes or No to the questions on the checklist and enter comments to substantiate your responses. This is especially important where you find issues with the application. Doing this should also help you to formulate your overall decision about whether or not to accept the application.

Course information

ACTION: Review the application and the course syllabus.

Q1-Q3.

GUIDANCE: Q1: Consider whether the course title suggests a scope that goes beyond the content.

Q2/3: For academic courses, check learning outcomes are consistent across the course materials and assessment processes.

Course content

ACTION: Review the course materials and Professional Competency checklist.

Q4-10.

GUIDANCE: Q4: Check that the course criteria clearly states who the course is aimed at, for example, “Aimed at non-ergonomists, so no prior knowledge required” or “This course is aimed at graduate or equivalent experience as CPD”.

Q5: Check materials for readability and clarity and that they are relevant to the course content. The course materials should be adequate for the type and length of course. A very short course for example might only have a programme, course reading, hand-outs and slides, whereas a longer course may have much more in-depth material.

Q6: Academic course content should be up to date and clearly referenced. Vocational course material may be less detailed but should still be up to date and referenced.

Q7: Tools and approaches included should be appropriate to the course. For academic courses you are looking for underpinning theory behind such tools. For vocational courses the tools and approaches should reflect the course outline and be appropriate.

Q8: Check whether the course is intended for specific domains with particular UK legal frameworks and regulations, for example health and safety, defence or rail. If the course is offered outside the UK or aimed at international delegates, is the course content applicable and referenced for other countries and regions?

Q9: Check for reference material to relate clearly to the course content. It should be dated to ensure material is current and relevant.

Q10: For academic courses, at least 15 Professional Competencies (i.e. minimum 30%) should be covered. For vocational training courses this should be at least 5 competencies (i.e. minimum 10%). For learning pathways this should be at least 30 competencies (i.e. minimum 60%).

Course material should provide clear evidence as to how the identified competencies are covered.

Course duration

ACTION: Review the syllabus or timetable.

Q11-Q12.

GUIDANCE: Academic courses and learning pathways should cover at least 600 hours of study, taught and self-directed. Vocational courses should be of sufficient duration to cover the course material, given the intended audience.

Practical experience

ACTION: Review the course material and timetable.

Q13.

GUIDANCE: It may be that for courses of short duration there is insufficient time for practical experience of the taught elements. For longer courses, this would be essential and an overview should be provided as to how practice will be carried out.

There should be adequate time to put theory into practice. Check how this will be carried out and managed, especially for distance learning academic courses. For vocational training, there should be time for practical exercises to be carried out. The practical sessions should contribute to the learning outcomes.

For learning pathways, this will be individually managed so no fixed timetable will be provided.

Delegate assessment

ACTION: Review the syllabus and supporting material.

Q14.

GUIDANCE: For academic courses, look for details of the assessment process including pass marks. Assessment is not required for vocational training, but individual assessment of the performance of the delegates or self-assessment is good practice. For learning pathways, evidence of individual assessment will be documented in the template log book which will be provided as part of the application.

Trainer/team member CVs

ACTION: Review the trainer or team member CVs.

Q15.

GUIDANCE: For all short courses, is there evidence that the teaching staff or trainers have suitable and sufficient experience and knowledge to deliver the course content?

For academic courses, at least one of the teaching staff should be a Chartered Member of the CIEHF.

For vocational courses, the lead trainer should be a member of the CIEHF (any grade other than student). There should be evidence of experience in teaching, ideally to include a qualification such as City & Guilds 7303 or 6302 or other Level 3 award.

For learning pathways, the pathway leader should be a Chartered Member of the CIEHF.

Stage 3: Feedback & Decision

Actioned by: assessor

ACTION: Add your final comments and feedback to the checklist, together with your decision whether to accept the application or not.

GUIDANCE: Your feedback should always be informative, useful and constructive, even if your decision is to decline the application. The feedback should be a helpful part of the journey to a successful application.

The options for your decision are:

Accept: If your decision is to accept the application as it stands, you should choose this option. You need not add any further comments.

Discuss: If you have enough information but before you give your decision, you would like to discuss one or two points about the application with the other assessor, select this option, and detail the discussion points on the checklist.

More information: If you would like more information from the applicant before you make your decision, choose this option. You should add sufficiently detailed feedback to ensure the applicant can understand what you need. Please take time to read back over your feedback as if you were the applicant. Is it clear and unambiguous? This is the area where there are most issues, when the applicant is given the feedback but then asks for more detail as to what the assessor is looking for.

Decline: If you cannot accept the application even with further information, then your decision should be to decline the application. You should give detailed feedback for the applicant as to how and why you came to this decision, and what they might do in the future should they wish to re-apply.

In all cases, once you have completed the checklist and have reached your initial independent decision, you should email the form back to CIEHF Admin at membership@ergonomics.org.uk. Admin will then take the

necessary next steps. If one or both assessors have selected 'Discuss', you will be asked to contact each other and come to an agreed decision.