HPass

Standards for the Assessment of Humanitarian Competencies

Handbook for the provision of quality assessment of competencies for humanitarian action

2019 Edition

Email: **info@hpass.org**
Website: **www.hpass.org**

The standards for the assessment of humanitarian competencies aim to improve the quality of assessment linked to humanitarian action and give people confidence in their ability to help communities who are vulnerable to or affected by crises.

These standards are based on extensive consultation by a consortium made up of the Bioforce Institute, the Humanitarian Leadership Academy, Pearson and RedR UK. They are the result of a joint drafting process involving many people and organisations, and do not represent the views of any one organisation.

Acknowledgements

The drafting of the standards for the assessment of humanitarian competencies has been an extensive, consultative and collaborative process.

The research, consultation, and drafting of this handbook was implemented by the following organizations: the Bioforce Institute, RedR UK, Pearson, and the Humanitarian Leadership Academy, under the overall coordination of the Bioforce Institute.

We would like to thank the team who coordinated the drafting of these standards: Elizabeth Crofts, Kate Denman, Rory Downham, Alison Ely, Sharron Escobar, Angharad Evans, Emily Fereday, Moira Fratta, Jason Gregory, Esther Grieder, Stephanie Hill, Aida Ouerdane, Petra Pojerova, Hanna Smokcum, Isaac Snow, Ana Urgoiti, Gerard Witham and Kelly Wooster.

Contributions to support the creation of the pilot draft were made by a group of dedicated people from all around the world and we would also like to thank them: James Adek, Aina G. Irbe, Lambert K. Kouame, Sonia Hernandez Morales, Aurelia Munene, Concepta Mwachi, Kisuke Ndiku, Nick Jeff Omito, Juan Antonio Saenz, Selma Scheewe, Bernardo Semadeni Martínez and Caroline Wanene.

Special thanks to those organisations that piloted the standards and related guidance materials: Bioforce Institute, International Association of Professionals in Humanitarian Assistance and Protection (PHAP), Logistics Learning Alliance Ltd, Luminus Technical University College LTUC, NORCAP, PM4NGOs, Save the Children, United Nations Volunteers (UNV), University of Duhok - Center for Peace and Conflict Resolution Studies and World Vision International.

We would like to thank the people – too many to mention by name, who helped to develop the standards by sharing their experience and good practices during the consultation and by giving feedback on the drafts.

Contents

Glossary

Assessment – services you offer to candidates (or processes you design) to assess competencies, knowledge, skills and attitudes.

You (the assessment provider) – organisations, companies, departments, groups and institutes providing competency assessment services to anyone involved in humanitarian action, or conducting assessment of competencies.

Candidates – people whose competencies are being assessed.

Competencies – a set of behaviors a person must demonstrate, based on their knowledge, skills and attitudes, to perform effectively in a given situation.

Competency frameworks – an established group of competencies needed to carry out specific roles.

Humanitarian action – activities whose objective is to save lives, alleviate suffering and maintain human dignity during and after man-made crises and disasters caused by natural hazards, as well as to prevent and strengthen preparedness for when such situations occur.

Key actions – action you take to achieve the standards.

Modality – the method you use to conduct assessments, for example online tests, simulation exercises, oral exams and written tests.

Overall commitment – a statement that describes the overall aim and purpose of the assessment of competencies standards

Principles – values that underpin the assessment standards which will support an assessment provider to achieve the overall commitment

Quality assurance mechanisms – processes to assure the quality of the assessment provider against the standards

Resources – money, materials, staff and other assets that a person or organisation needs to be able to carry out their work.

Standards – requirements to make sure that assessment of competenies for humanitarian practitioners is fit for purpose. In this document they describe what you, the assessment provider, should do to meet the overall commitment that those involved in humanitarian action have recognition of their competencies that demonstrate their ability to work effectively.

Suggested evidence – ways of demonstrating how you are meeting the key action in practice.

Introduction

What are the standards for the assessment of humanitarian competencies?

The standards provide criteria to measure the quality of assessment of competencies for humanitarian action. You, the assessment provider, can use them as a basis for checking your performance and to guide improvements.

The standards are not intended to provide a definitive “how to” guide for assessment provision. They promote a consistent overall approach based on a sector-wide consensus of what constitutes best practice.

If you meet these standards, you are contributing to the **overall commitment** that people involved in humanitarian action have recognition of their competencies that demonstrate their ability to work effectively.

Who are these standards for?

These standards are for organisations, companies, departments and institutes who provide assessment services to anyone involved in humanitarian action in whatever capacity. Assessment services are defined as a process where individuals’ competencies, knowledge, skills and behaviours are evaluated and recognised by an independent assessment provider. You can use the standards to guide external assessment provision, or include them as part of your organisation’s internal human resources and recruitment function.

The main purpose of the assessment of competencies is to formally assess and recognise achievement to date. The process can be part of an assessment programme or it can be separate, as would be the case in a recruitment process, for example. Assessment can also be part of professional development and progression, or can happen at any point when a staff member or an individual wants to have their competencies assessed.

You can use the standards to guide external assessment provision, or include them as part of your organisation’s internal human resources and recruitment function.

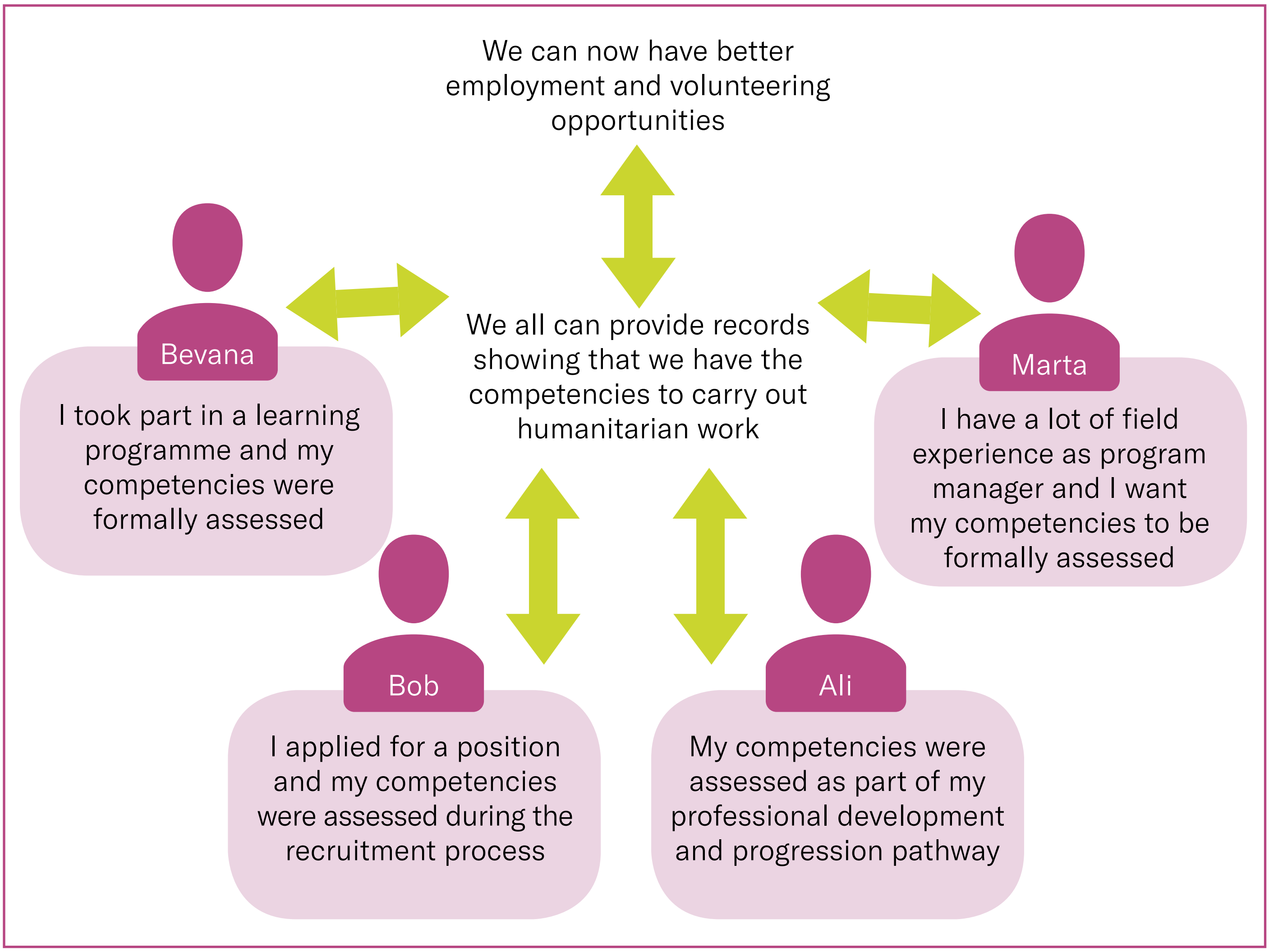
These standards can apply to all assessment providers, whatever their type, size or scope of services.

Assessment of competencies can be required by different stakeholders:

Individuals who seek to have their competencies assessed (referred to as candidates). Candidates may want to be assessed to have their competencies recognised, to further their career prospects by having recognised competencies; or to identify their own strengths and areas of improvement to perform a job role.

Client organisations that send candidates to you. Client organisations includes government bodies, departments or institutions; United Nations agencies, the International Red Cross and Red Crescent Movement; national or international NGOs and community-based organisations that pursue the assessment, validation or recognition of their staff and volunteers competencies.

The following graphic tries to show different people in different circumstances but all looking for an assessment of competencies.



These standards can apply to all assessment providers, whatever their type, size or scope of services.

Organisations may find these standards useful in guiding the design of a new assessment service, as an inspiration.

What the standards cover

These standards are primarily intended to help providers meet the assessment needs of people who are involved in humanitarian action, including those working in preparedness, disaster risk reduction and recovery.

The standards may also prove useful to assessment linked to development and other areas closely related to humanitarian action, although they may need to be adapted to specific needs and contexts.

The standards are meant to support national regulations (where they exist), not replace them. They can also complement other technical standards. These assessment standards offer you the opportunity to compare your services with similar providers working in other parts of the world.

Structure

Standards

There are seven standards for assessment providers. Standards 1 to 3 cover analysing assessment of humanitarian competencies needs through to delivering the assessment. Standards 4 to 7 describe the processes needed to support assessment provision. Together they contribute to the **overall commitment** that people involved in humanitarian action have recognition of their competencies that demonstrate their ability to work effectively.

Key actions

Each standard has associated key actions. To meet the standards, you must carry out the key actions. Key actions are what you need to do to make sure assessment services are of a high quality.

The standards and key actions are flexible enough to be used by different types of assessment providers and circumstances in different regions, countries, areas and communities.

Each key action is accompanied by suggested evidence: ways of demonstrating how you are meeting the key action in practice. These can be in a range of formats. The list provided are suggestions only. You do not need to provide the examples listed if you have alternatives.

Principles
There are three principles incorporated into the standards: Accessibility, Impartiality and Inclusivity. How these principles underpin the overall commitment and relate to each standard is outlined in the 'Why this standard is important' section at the start of each chapter.

How to use the standards

Each chapter contains guidance and suggestions on how to carry out each key action including:

- Explanations and considerations for applying the standards
- Suggestions for applying a principled approach
- Example of best practice in the form of case studies from different regions
- Scenarios based on possible situations that assessment providers could encounter
- Suggested forms of evidence to demonstrate how the key action has been met

Supporting tools and templates you can use and adapt for your own purposes are included in the Annex Table and available at the end of this handbook and also via the HPass platform. Further resources, reading and information are also referenced.

Quality assurance mechanisms

Quality assurance mechanisms are processes to assure the quality of your assessment provision against the standards.

Self-evaluation
Self-evaluation is an opportunity for you to review, explore and value your current assessment provision against the standards. The self-evaluation tool lists the key actions that, if taken together, ensure you are working towards each standard. There is space for you to list what evidence you have that proves you are doing the key action (suggested forms of evidence are included alongside each key action). It also allows you to make an action plan for areas where you recognise improvement is required. The benefit of conducting a self-evaluation is increased involvement in the process of assessing strengths and identifying areas in need of improvement. The self-evaluation is the first step towards obtaining HPass Approved Provider status that confirms your organisation has met all the standards.

Stakeholders from over 400 organisations from more than 60 countries contributed to the content of these standards.

External Recognition
External recognition is a third-party endorsement of your self-evaluation that confirms you are meeting all the assessment standards. You may be visited, or you may be able to submit information electronically to a quality reviewer who will discuss with you the evidence that you have listed. This is an opportunity for your organisation to be benchmarked and to achieve the status of HPass Approved Provider. For more information about this process please refer to the Quality Manual.

How the standards were developed

In February 2017 a drafting team began a consultation process to design the standards. This included creating an advisory group comprised of key stakeholders with expertise in humanitarian action, learning and assessment provision and quality assurance, and a management group representing all consortium partners.

An initial draft of the standards was used in a face-to-face consultation phase in seven international regions. 192 people from 20 countries and 113 organisations participated in drafting workshops. 55 semi-structured interviews and three focus-group discussions were also conducted. An online consultation survey collected inputs from a further 148 people. A writers' group, made up of 12 interested stakeholders identified during the face-to-face consultation, supported the creation of the subsequent pilot draft. The pilot phase took place between May-October 2018. The feedback gathered was then used to produce this first edition of the standards.

Stakeholders from over 400 organisations from more than 60 countries contributed to the content of these standards.

As with all standards, these will be revised periodically to reflect changes in best practice, new trends in humanitarian action and global developments to produce updated editions.

Background

Many assessment providers invest considerable resources in making sure their services are of a high quality. However, research found that, while providers used some internal and external standards, there was no single, affordable standard that was widely accepted or which directly met their needs. A preliminary inception report, commissioned by the Humanitarian Leadership Academy (the Academy), showed that assessment providers and human resources departments would welcome standards that can measure the quality of their services (HPI Inception Reports, Outputs 2 and 3, 2016 (unpublished material)).

In 2017, the Academy, the Bioforce Institute, Pearson Education, and RedR UK formed a consortium to help develop a quality framework for assessment provision, including standards, quality-assurance tools and guidance material.

With HPass, any humanitarian practitioner, whether they are a volunteer or an experienced field worker, will have the opportunity to have their experience and learning formally recognised.

HPass

The assessment standards are part of HPass, a platform focusing on professional development for people involved in humanitarian action. HPass is a digital platform where humanitarian workers and volunteers, employers, credentialing bodies, and assessment providers like you can meet.

HPass is an opportunity for assessment and learning providers to join a global platform, sign up to the standards and provide digital badges for learners completing their learning programmes and people whose competencies are being assessed.

With HPass, any humanitarian practitioner, whether they are a volunteer or an experienced field worker, will have the opportunity to have their experience and learning formally recognised.

HPass is also accessible by humanitarian employers, who will be able to search for individuals by their skills and experience, increasing the speed and efficiency of recruitment during an emergency or to meet ongoing operational needs.

HPass is brought to you by a group of humanitarian organisations that are passionate about assessment and learning and ensuring that humanitarian action continues to improve, and practitioners are recognised for their skills and expertise.

For more information visit **www.hpass.org**.

Overview of the standards for the assessment of humanitarian competencies

Overall commitment

People involved in humanitarian action have recognition of their competencies that demonstrate their ability to work effectively.

Standard 1 – Analysis
Relevant assessment needs are identified

Standard 2 – Design
Assessments are designed and prepared according to identified needs

Standard 3 – Delivery
Assessments are delivered effectively and accurately

Standard 4 – Resources
Resources for assessments are appropriate, sufficient and well managed

Standard 5 – Communication
Communication effectively supports assessments

Standard 6 – Administration
Administration systems effectively support assessments

Standard 7 – Evaluation and Accountability
Evaluation and accountability mechanisms effectively support quality assessments

Standard 1 Analysis: Relevant assessment needs are identified	1.1 identify the purpose of the assessment 1.2 identify relevant competency frameworks within the humanitarian or other sectors 1.3 decide what knowledge, skills, attitudes or competencies to assess 1.4 analyse target candidate(s)' characteristics, assessment preferences and requirements
Standard 2 Design: Assessments are designed and prepared according to identified needs	2.1 define measurable assessment criteria that candidates will be able to demonstrate through assessment 2.2 decide appropriate assessment modalities 2.3 plan the steps for a consistent, inclusive and impartial assessment process including measures to prevent dishonesty 2.4 define the expected outcomes of each step of the assessment processes 2.5 choose or create appropriate assessment tools to accurately measure the selected knowledge, skills, attitudes or competencies
Standard 3 Delivery: Assessments are delivered effectively and accurately	3.1 carry out assessments as designed 3.2 have in place reasonable measures to mitigate safety and security risks to candidates 3.3 interpret the results of assessments in a standardised and impartial way based on evidence 3.4 share assessment results
Standard 4 Resources: Resources for assessments are appropriate, sufficient and well managed	4.1 identify the resources needed to implement assessments effectively 4.2 follow procedures for procuring, maintaining and managing the resources needed 4.3 have in place reasonable measures to mitigate safety and security risks to staff and other resources

Standard 5 Communication: Communication effectively supports assessments	5.1 use and maintain appropriate and accessible communication channels 5.2 use clear and accessible language for all communications 5.3 ensure information about assessment services is relevant, accurate and available when needed 5.4 listen and respond appropriately to communications
Standard 6 Administration: Administration systems effectively support assessments	6.1 provide effective administrative and logistical support before, during and after assessments 6.2 follow procedures for safely and securely managing assessment materials and results 6.3 store candidates‘ personal information using secure and appropriate data-management procedures 6.4 make sure assessment results (and recognised badges or certificates, if available) are delivered and can be retrieved in the stated time period 6.5 share personal and confidential information only as agreed
Standard 7 Evaluation and Accountability: Evaluation and accountability mechanisms effectively support quality assessments	7.1 systematically monitor and evaluate assessment services 7.2 use transparent and accessible methods to receive honest feedback 7.3 record and deal with concerns and complaints 7.4 use lessons learnt to improve and update assessment services 7.5 make information about the quality of assessment services available and transparent 7.6 treat candidates, staff and other stakeholders in a way that promotes inclusivity, anti-discrimination and well-being

Principles

The purpose of these standards is to contribute to more effective humanitarian action.

The purpose of these standards is to contribute to more effective humanitarian action: therefore, the standards are consistent with humanitarian principles that guide humanitarian action.

In addition, we have identified and incorporated these three principles to help you provide high-quality assessments:

Accessibility: Aim to reach those who have limited or no access to learning and assessment opportunities. Also look at barriers to taking part in assessments (these may include location and financial restrictions, language skills, literacy and numeracy levels, and physical, mental, intellectual or sensory impairments).

Impartiality: Carry out processes and treat people fairly and equally.

Inclusivity: Include everyone, whatever their age, sex, gender, sexuality, marital status, ethnicity, nationality, disability, social or educational background, religious or other beliefs.

1 Standard 1
Analysis

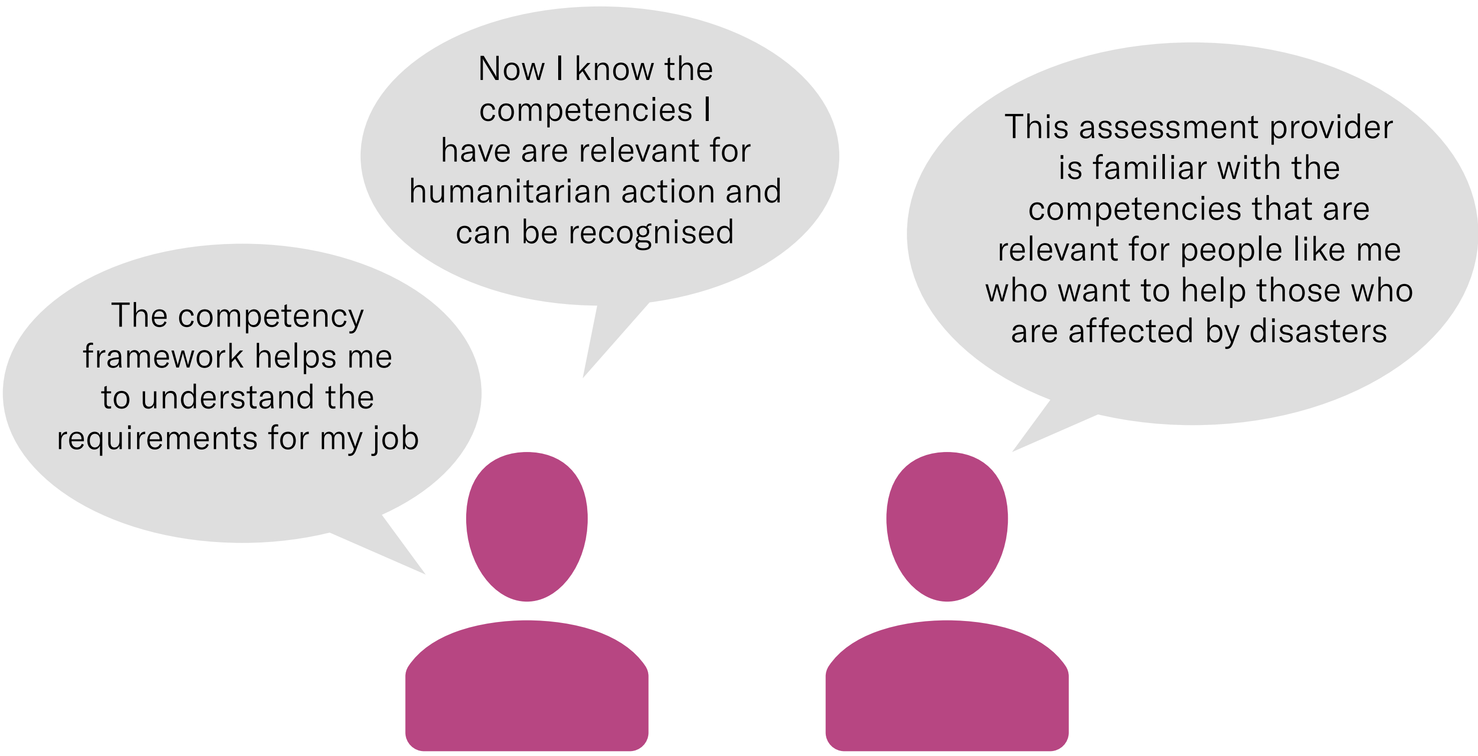
Standard 1
Analysis

Relevant assessment needs are identified

Key actions

You will:

1.1	✔	identify the purpose of the assessment;
1.2	✔	identify relevant competency frameworks within the humanitarian or other sectors;
1.3	✔	decide what knowledge, skills, attitudes or competencies to assess; and
1.4	✔	analyse target candidate(s)' characteristics, assessment preferences and requirements.



It is your role to understand those needs and select and design appropriate assessment solutions to meet them.

Why is this standard important?

The design of an appropriate assessment process for candidates must be preceded with an analysis of their needs and the assessment mechanisms available to meet their needs. People and organisations seek out assessment services for many different reasons. It is your role to understand those needs and select and design appropriate assessment solutions to meet them. Analysis may also reveal where assessment is not the right pathway for candidates at a particular time or issues with eligibility.

In this way, standard 1 analysis contributes to the achievement of the **overall commitment**: people involved in humanitarian action have recognition of their competencies that demonstrate their ability to work effectively.

Impartially analysing the assessment needs of individuals or groups and assessing their physical and environmental constraints ensures assessment providers demonstrate the principles of **inclusivity** and **accessibility**.

Overall guidance

The primary users of assessment services are:

Individuals who seek to have their competencies assessed (referred to here as candidates). Candidates may want to be assessed to have their competencies recognised, to further their career prospects by having recognised competencies; or to identify their own strengths and areas of improvement to perform a job role. Candidates may also be staff or potential staff who need to have their competencies assessed by a HR department as part of a professional development or recruitment process.

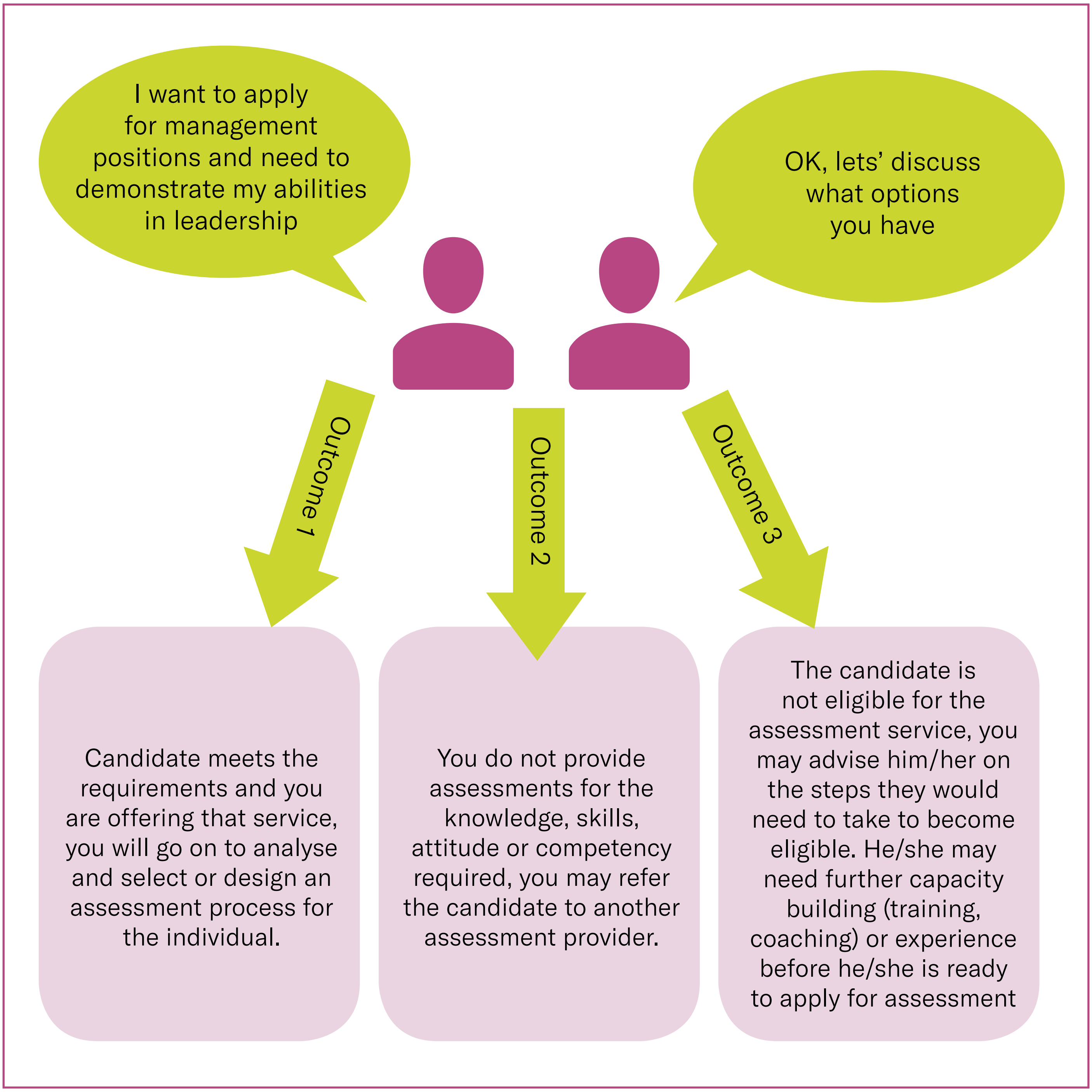
Client organisations that send candidates to you. Client organisations includes government bodies, departments or institutions; UN agencies, the Red Cross/Red Crescent Movement; national or international NGOs and community-based organisations that pursue assessment services from an assessment provider like you. Candidates sent to you from client organisations may be:

- Potential employees who are being assessed as part of a client organisation's recruitment process to ensure the recruits have the right competencies to fulfil a job function;
- Employees who are being assessed as part of their organisation's performance management system. The assessment will ensure there is evidence-based monitoring and evaluation of employee competence and that any gaps are identified; and/or

- Employees who have taken part in assessment programme or capacity building process. As a result of participation, the client organisation may wish to measure changes in staff competence.

Once the overall purpose of the assessment is defined, you should identify relevant competency frameworks, if available. Where there are no existing competency frameworks, you may want to develop new ones to meet identified assessment needs.

Figure 1: Discussing assessment options for an individual candidate



1.1

Key Action 1.1

Identify the purpose of the assessment

Assessments can have a variety of purposes: from measuring the level of achievement on certain competencies, to measuring progress on certain competencies in comparison with previous assessments. The purpose could be to measure an entire competency domain, like "Understanding humanitarian contexts, and applying humanitarian principles and standards"[1], or to measure specific skills and behaviours linked to a core competency in that domain, for example the capacity to participate actively in disaster coordination and interagency operation based on a clear understanding of the organisation's perspective and approach" [2].

The purpose of the assessment should take into account candidates' needs, for example the recognition, validation and certification of prior assessment and competencies a candidate has achieved, or the evaluation of staff competencies for a possible promotion, and the needs of the sector.

The purpose of the assessment is the candidate's over-riding motivation for using the assessment service. Most commonly, candidates (and/or their employers) will be looking to recognise and validate their existing knowledge, skills, attitudes or competencies or to obtain a specific certificate or level of certification.

If you have a specific target candidate, you can agree the purpose of the assessment directly with them. If you are developing an open access assessment, or do not yet know who your specific candidates will be, you can use a representative sample of typical candidates in that group to base your assessment on. For example, you could develop an assessment for people who wish to demonstrate a particular competency or set of competencies.

1 Core Humanitarian Competency Framework

2 Ibid

You may be able to demonstrate this key action using some of the following suggested evidence:

- A process to identify why and for what purpose candidates require assessment.
- A reviewable record that states the purpose of the assessment for each candidate.
- A nominated role or team in place to identify the purpose of the assessment.
- An assessment policy (including assessment of distance or online candidates).
- Records of interviews with candidates.
- Documents that confirm agreement of assessment objectives.
- Candidate application / interview/ selection /registration records that show the purpose of the assessment.
- Documents that confirm agreement of assessment objectives.
- Pre-assessment records that show objectives of assessments.

Special guidance: Agreeing the assessment objective for a customised assessment

The process for agreeing an assessment objective for a customised assessment is defined below:

1. **Initial Contact** - Initially, candidates or client organisations contact you to seek information on assessments. You can help them to have realistic expectations of the services, by proactively sharing information about the scope of your services, the criteria for participation and the process involved
2. **Application** - Candidates prepare and submit their application. Applications normally include:

- A completed application form duly filled with the handwritten or electronic signature of the candidate. See annex: Sample application and self-assessment form.
- A signed declaration that the information provided is accurate and true.
- A self-assessment that describes the candidate's prior experience in relation to the competency to be assessed. This can include professional or voluntary positions held, training, knowledge and skills. See annex: Sample application and self-assessment form.
- Portfolio: A paper-based or electronic document to provide evidence of current level of experience, training, knowledge, skills and attitudes. This may include diplomas, employer letters, certificates etc. See annex: Sample portfolio.

Candidates' applications for assessment and their participation as a candidate in the assessment process need to be registered and recorded to ensure accountability and to facilitate the tracking of progress.

The application process should be accessible and reasonable adaptions should be made to accommodate those with special circumstances and candidates with disabilities. For example, someone with a visual impairment may require someone to read the application form for the candidate and complete on their behalf. Candidates with low literacy levels may require some assistance to complete the form from the assessment provider. There may also be challenges with access to internet in case of an online registration process. You should take reasonable measures to ensure that applications are accessible to those with higher and lower levels of information communication technology and those who are based in remote field locations.

3. **Application Review** - You should review applications on the basis of eligibility criteria to determine if the application is accepted, reviewed or should be resubmitted (for example with additional information and evidence).

   The eligibility review process should be done in a standardized way. For example: One assessment provider has a focal person to organise the application dossier from each candidate and this person decides on eligibility using the eligibility checklist. See annex: Eligibility checklist

   Another assessment provider also has a focal person but their task is just to look at the administrative component of the application, and then a committee decides on the professional or experience-based requirements.

   Candidates should be accepted or denied admission in a fair manner according to your assessment policy. See the annex: Key elements of an assessment policy, for further information.

   Admission can be “partial”. You may admit the candidate as eligible for part of the competency assessment, and offer the option for them to participate in an assessment programme to validate the rest of the competencies. In this case you can offer a series of assessments, and a deadline should be established for completing the final assessment. For quality assessment opportunities refer to the Humanitarian Assessment Standards and the providers that have subscribed to them or who are HPass approved assessment provider.

   Deciding upon the assessment objective - Once candidate is admitted to the assessment process, you and the candidate should work together to determine the overall assessment objective. You should be able to explain the requirements, process and benefits of the different types of assessment and guide the candidates to identify their overall objective. Where a client organisation has requested the assessment of a candidate, you should ensure that all involved parties are in agreement regarding the overall assessment objective.

   You can also, conclude this identification of objectives by referring the candidate to other existing assessment services, if none of your services match their requirements.

1.2

Key Action 1.2

Identify relevant competency frameworks within the humanitarian or other sectors

To provide an effective assessment service, it is essential to have an up to date understanding of the frameworks that are already established for humanitarian action and related sectors and whether these can be used to assess competencies, and therefore to fulfil the overall purpose of the assessment. If a client organisation has a suitable competency framework, which can be used.

See the resources section for a list of competency frameworks that have been published for cross-organisational use. Useful sources for identifying existing competency frameworks are:

Source:	Some examples:
Humanitarian networks and platforms	Core Humanitarian Competencies Framework - articulates core humanitarian behaviours agreed by a broad range of humanitarian actors and agencies, and integrated into the HPass initiative. Humanitarian Action Qualifications Framework - Related to the CHCF (above), it describes the knowledge, skills and responsibilities required of all humanitarians. The framework has 8 levels and covers 6 dimensions: service to affected people, collaborative relationships, leadership, coping and safety, context analysis and reflection and humanitarian commitment. Child Protection in Emergencies Competency Framework - created by the Child Protection Working Group aims to be inclusive of priorities, approaches and structures of different organisations carrying out humanitarian work. The Cash Transfer Programming (CTP) Competency Framework developed by the Cash Assessment Partnership (CaLP) includes essential competencies for anyone working on CTP, and also identifies specific competencies that are only relelvant to specific job roles or functions. The Urban Competencies Framework developed by RedR UK asas part of work being undertaken by the Global Alliance for Urban Crises (GAUC), describes competencies required by people who are operating in a humanitarian capacity in urban crises.

Humanitarian organisations	UNICEF-has a competency framework for staff which includes core and functional competencies. Client organisations may serve as a resource for gathering existing relevant competency frameworks.
Assessment and assessment providers	Some assessment and assessment providers may develop their own competency frameworks as tools to design assessment products and assessment services. For example, the Bioforce Institute produced the Trainer Competency Framework in collaboration with RedR UK.
National government	National disaster management agencies or government ministries may have accepted competency frameworks for disaster management and other technical competencies.
Related sectors	Organisations companies and departments from related sectors may also have relevant competency frameworks you can refer to. For example, the Institution of Civil Engineers Competency Framework or Professional Development.

To determine the relevance of a competency framework, you can compare the purpose of the assessment to available competency frameworks. You may find more than one competency framework that is relevant and the selection will take into consideration which competency framework will:

- Most closely align to the purpose of the assessment;
- Most likely be recognised by relevant stakeholders for the candidates.

The relevance of the selected competency framework should periodically be reviewed based on new developments in the humanitarian action practice. A review can also help to identify newly created or revised competency frameworks that may become available; periodically, competency frameworks may be adjusted or adapted to address new demands for staff competencies and you should monitor changes made to the frameworks.

Competency frameworks are a good reference tool for breaking down competencies into detailed and measurable knowledge, skills and attitudes which are often formulated into behaviours. The design of competency frameworks is not globally standardised but typically they can be organised in different layers, as follows:

- A number of competency domains or dimensions
- Competencies
- Behaviours.

Competency frameworks are useful for the assessment of competencies; candidates can be assessed against each of the pre-identified behaviours that are listed for each competency domain.

The content of an assessment should be based on widely accepted competency frameworks, where they exist. Competency frameworks are useful for the assessment of competencies; candidates can be assessed against each of the pre-identified behaviours that are listed for each competency domain. If no relevant competency framework exists, the assessment should be based on policy, practice or research.

The justification for the selection of a particular competency framework should be documented and recorded. If the assessment is customised for an individual candidate, this decision should be recorded in their file. If the assessment will be standardised open access, the decision should be recorded in the analysis records for evidence and future reference.

You may find that you can use existing competency frameworks, but that they need to be modified or adapted to the context. For example, the CHCF[3] Framework corresponds to the needs of many humanitarian organisations but it it is quite likely that further technical skills or knowledge, which are specific to a particular client organisation or a particular job role, will need to be added. The Additional Guidance to the CHCF is a useful tool which gives detailed information on how to use and adapt humanitarian core competencies for different needs. You might use relevant representative stakeholders to validate and suggest relevant adaptations for the context. Relevant stakeholders for validation may include donors, humanitarian forums, sector/cluster coordination groups, technical specialists, programme managers, academia etc.

Where you have increasing demand for assessment services in skills, knowledge, attitudes or competencies outside of your current offer, you may decide to create a new competency framework. The decision to create new competency frameworks should not be taken lightly as it can be resource- intense and time-consuming. In some cases you may only need to develop the specific competencies that you want to assess rather than developing a whole new competency framework. Where possible, it is helpful to coordinate or collaborate with othe assessment providers to establish agreed competency frameworks that will be widely accepted in humanitarian action.

If you take the decision to create competency frameworks, you should, establish a robust and evidence-based process to ensure they will be credible for the humanitarian action.

3 CHS Alliance, 2018. A guide to the Core Humanitarian Competency Framework, available at: https://www.chsalliance.org/files/files/CHCF%20Guide%20FINAL%20Nov%2017.pdf

You should document your process for creating any new competency framework to demonstrate their validity. Below are the general steps for creating a new relevant competency framework.

- Research - using existing job descriptions, training curriculum and elements of related competency frameworks.
- Design - list and describe competencies, layers, levels for each layer if applicable, etc.
- Validate- speak to relevant stakeholders to ensure all elements of the competency are captured.
- Pilot- test the competency framework by using it for a trial period and then reviewing.
- Finalise- establish the new competency framework and procedures for its review.

You may be able to demonstrate this key action using some of the following suggested evidence:

- A hard copy or online access to a list or catalogue of relevant existing competency frameworks in the humanitarian and other sectors.
- A recorded analytical process to identify relevant competency frameworks.
- Evidence of research of competency frameworks within the humanitarian and other sectors.
- A nominated role with responsibility for research.
- A demonstrable process to determine reasons for choice of the framework.
- Minutes of meetings to select an existing framework.

1.3

Key Action 1.3
Decide what knowledge, skills, attitudes or competencies to assess

Use the information gathered in the analysis stage to determine the competency areas to assess. You can design and deliver assessment services that assess candidates against:

- A whole competency framework.
- Competency domains.
- Competencies.
- Components of competencies: knowledge, skills, attitudes.

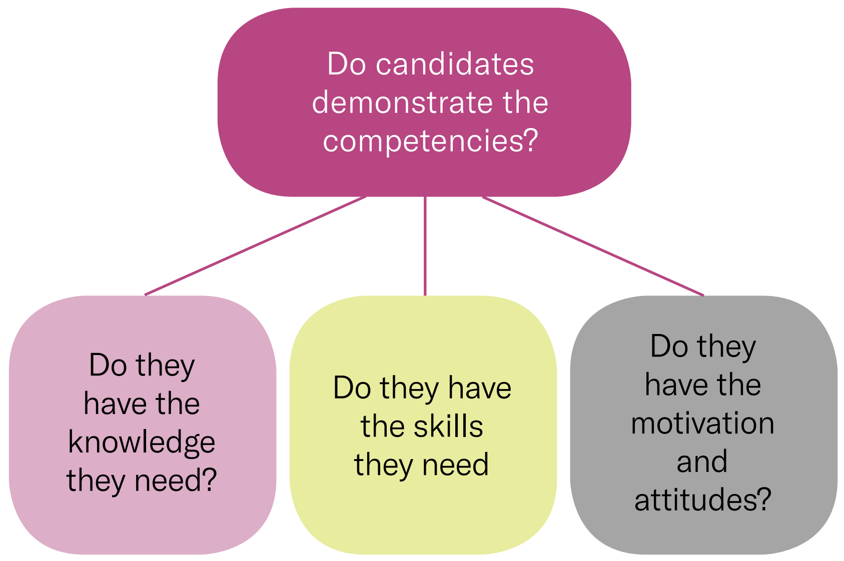


Figure 2: The components of competencies:

You should be clear about which of these elements you will assess; all assessment processes require competency statements that are easy-to-understand. The descriptions and criteria are used by assessors to guide the assessment process. These criteria serve as the "roadmap" to help candidates determine how well their expected knowledge, skills and competencies match the expected standards. They help to identify gaps and relevant sources and types of evidence needed for a successful assessment.

All assessment processes require competency statements that are easy-to-understand.

You can use different factors to decide which assessment services you will provide, for example:

- Your current or potential expertise and capacity to assess a particular assessment needs to include, whether you have the required resources.
- Existing assessment services that your target candidates have access to.
- The importance or urgency for the sector.
- The assessment services that are most relevant to your target candidates.
- Whether you have a particular focus or mandate in terms of thematic, geographical areas or target candidate group.

If your specific target candidate is already identified, you can determine the target competency areas the candidate wants to be assessed against. You can look at the experience of the candidate and the relevant frameworks for humanitarian action. Then, you can identify specific skills, knowledge, attitudes and/ or competencies that need to be assessed for the candidate to reach their assessment objective.

Where client organisations are involved, it may be helpful to gather job descriptions of candidates and use them as a basis for selecting the specific competencies. Some organisations might have entire competency frameworks that can be used, for example, UNICEF.

You may be able to demonstrate this key action using some of the following suggested evidence:

- Lists of knowledge, skills, attitudes or competencies to be assessed.
- A tool that maps the knowledge, skills, attitudes or competencies to be addressed.
- Records of interviews with candidates.
- Nominated role(s) with responsibility for preparing lists of knowledge, skills, attitudes or competencies to be assessed.
- A documented process to prepare lists of knowledge, skills, attitudes or competencies decided upon with reasons.
- Clear competency statements.

1.4

Key Action 1.4

Analyse target candidate(s)' characteristics, assessment preferences and requirements

The other crucial component of analysis is to analyse the assessment preferences and requirements of your target candidates in order to understand how they prefer to be assessed and to identify any factors which may affect their ability to access your assessment services.

If your specific target candidate(s) are already identified, you can base the analysis on their individual needs. If you have no specific target candidates, for example if the assessment will be open access, you will need to consider a typical or likely candidate profile.

Target candidates should be analysed taking into account:

Area of consideration	Explanation and example
Cultural context	You need to consider expectations for assessment and other aspects such as, if it is culturally acceptable to have lunch at 11am then it is important not to place the assessment at that time or if it is acceptable that different genders should be assessed separately and by someone of the same sex this should be respected
Language	You need to consider the level of proficiency and literacy in the language of assessment. This should never be presumed and ideally should be asked directly to the candidate, and not to a governing body/senior staff that may not fully appreciate the real level of language in staff/group
Location	You need to consider if candidates are based in the field or in a head office, where they are geographically and how able they are to travel. This may also include safety considerations which will vary depending on candidates profile (see Key Action 3.2 for more detail on safety and security for candidates)
Roles and organisations	You should consider if candidates are volunteers, technicians or managers and the type of organisation that they work for;
Access to technology	You need to understand target candidates access to technology and a reliable internet connection. For examples, specific websites may not be accessible in certain countries, either due to government restrictions or the strength and speed of the internet.
Specific needs	You need to consider specific assessment needs or any physical requirements that may impact candidates' ability to access assessment. This is especially the case for candidates who identify as having assessment difficulties, physical impairments or other form of disability.

This will enable you to design and deliver assessment services that are closely aligned to candidates' needs and circumstances.

These considerations should feed into the overall analysis. This will enable you to design and deliver assessment services that are closely aligned to candidates' needs and circumstances.

Depending on the type of assessment services you provide, you might conduct this type of analysis at different points with different purposes in mind. For example:

- You might do this before you develop a new assessment service. The information on your specific candidate(s) or likely candidate profile will help you to design a programme that meets their needs.
- If you are using an existing assessment; one that has been created by someone else or that you have used previously, you might conduct this analysis to identify ways in which you need to either adapt the assessment materials and plan before delivery or to identify any factors that you need to take into account when delivering the assessment.

The application process will help to clarify what candidates/client organisations expect. You may use more in-depth interviews with candidates and/or client organisations to agree the specific areas to assess. Alternatively, you can offer the candidate a tool to map how their experience and training matches with the skills and knowledge required for the certification or badge they are aiming for. For a candidate's assessment and experience mapping you can find useful elements in annex: Sample portfolio.

Link to other standards and key actions

> **Key Action 2.2:** Decide appropriate assessment modalities

Your analysis of the candidates' environmental conditions and assessment preferences will specifically inform your decisions of modality to ensure your assessments are designed inclusively and accessibly.

You may be able to demonstrate this key action using some of the following suggested evidence:

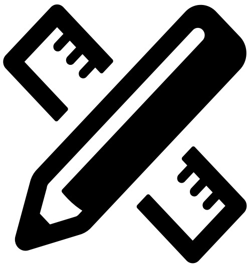
- Documents that show that the location of candidates is known.
- Email correspondence with candidates.
- Interview/ needs assessment template.
- Documents that demonstrate consideration of target candidates conditions, for example: language; computer literacy; disability; dyslexia or dyspraxia; internet access; travel conditions; local conditions.
- Candidates' self-assessment records.
- Candidates' profiles.
- Records of interviews with candidates.

Annex Title	Relevant Key Actions
Sample application and self- assessment form	1.1
Sample portfolio	1.1
Eligibility checklist	1.1
Key elements of an assessment policy	1.1

2

Standard 2
Design

Standard 2
Design

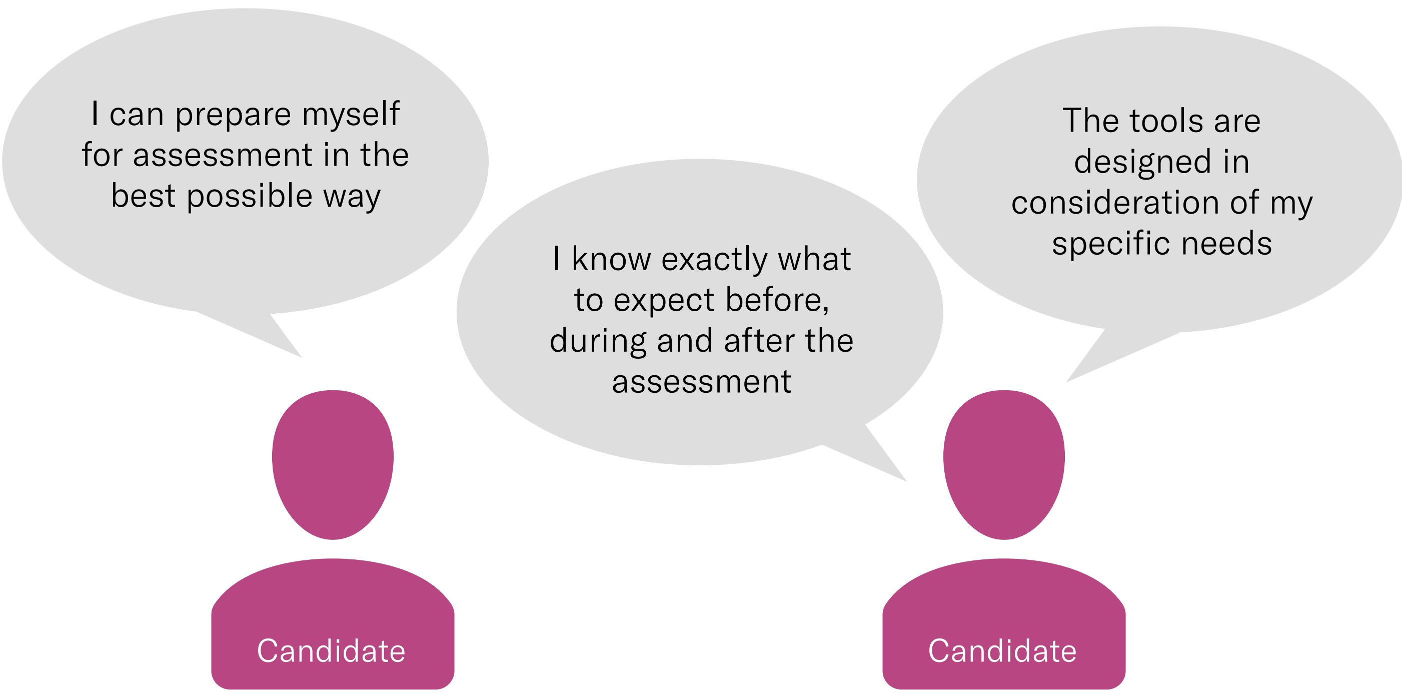


Assessments are designed and prepared according to identified needs

Key actions

You will:

2.1	✔	define measurable assessment criteria that candidates will be able to demonstrate through assessment;
2.2	✔	decide appropriate assessment modalities;
2.3	✔	plan the steps for a consistent, inclusive and impartial assessment process including measures to prevent dishonesty;
2.4	✔	define the expected outcomes of each step of the assessment processes; and
2.5	✔	choose or create appropriate assessment tools to accurately measure the selected knowledge, skills, attitudes or competencies.



Assessments should be designed with the participation of a range of stakeholders to ensure industry or sector relevance and they should be linked to national qualification systems and frameworks, where relevant and feasible.

Why is this standard important?

The assessment design process should take into consideration the elements outlined in Standard 1 Analysis: the overall purpose of the assessment, the available competency assessment frameworks, what is going to be assessed and any environmental constraints that need to be considered. This process is crucial for ensuring assessments cover the right content in a way that most effectively supports candidates' goals. In this way, standard 2 contributes to the achievement of the **overall commitment**: People involved in humanitarian action have recognition of their competencies that demonstrate their ability to work effectively.

Designing transparent and measurable assessment criteria with inclusion and accessibility mainstreamed at each step of the process ensures assessment providers demonstrate their commitment to the principles of **impartiality**, **inclusivity** and **accessibility**.

Overall guidance

Design of assessments refers to determining the most adequate structure, content and delivery modalities, and which tools are the most effective and fit for purpose to assess knowledge, skills, attitudes or behaviours in relation to the competencies to be assessed and the overall purpose of the assessment. The content of an assessment should be based on widely accepted competency frameworks, on policy, practice or research. The assessment modality and tools should reflect the best practices in the industry, where possible.

It is important that a candidate-centred approach is adopted from the start: the assessment should help candidates to demonstrate and better understand their current level of knowledge, skills, attitudes and behaviours in relation to competencies required in humanitarian roles.

Assessments should be designed with the participation of a range of stakeholders to ensure industry or sector relevance and they should be linked to national qualification systems and frameworks, where relevant and feasible.

Each stage of the design of new assessments should be tested, reviewed, refined and signed-off before being used in formal assessments. Testing can be done by piloting the tools with volunteers, and getting feedback both from volunteer candidates and assessors. Review should be done by experts in humanitarian action issues who can provide feedback and suggested improvements to the design.

You need to ensure that your assessments do not perpetuate unhelpful stereotypes or biased perspectives and that they are inclusive. For example, pictures, case studies and examples used in the assessments should reflect a cross-section of communities and should particularly include those with vulnerabilities who may often be less visible. Assessment materials should incorporate views from a wide range of cultural settings and reflect a gender, age and diversity sensitivity.

2.1

Key Action 2.1

Define measurable assessment criteria that candidates will be able to demonstrate through assessment

Once you have decided the purpose of the assessment, and the knowledge, skills, attitudes or competencies to assess, you will need to select or design **assessment criteria** and level descriptors. It is ideal to have a panel or a small group of professionals with expertise in assessment of competencies, and/or the competency area being assessed to participate in the design of the assessment.

Scenario: Defining assessment criteria

A small assessment provider conducted analysis and identified the need to provide assessment of competencies for managing field logistics. They worked with three logistics experts from their existing pool of technical experts and assessors to draft the assessment criteria.

The assessment provider then approached a national professional membership body for logisticians, and a nearby university and asked them to review and validate the assessment criteria.

Once the review and validation was complete, the assessment provider continued with the assessment design.

Assessment criteria are a mechanism for ensuring the assessment process will meet the candidate and client organisations' needs; they facilitate the measurement of candidate's progress, and they are a mechanism for ensuring consistency in the delivery of assessments. Assessment criteria normally contain competency areas and a description of the knowledge, skills, attitudes, and behaviours that can be expected of a person who possesses that competency. Many competency frameworks also describe low, medium and high levels of performance, often described through behaviours. See two examples below.

Example 1: Nutrition in Emergencies Competency Framework – Criteria for one Competency

Competency area	**Level 1 Behaviours**	**Level 2 Behaviours**	**Level 3 Behaviours**
Measuring Malnutrition: Rapid Assessments	Demonstrates ability to participate in rapid assessments of the nutritional situation	Organises teams and ensures adherence to guidelines Conducts rapid assessments in line with guidelines and protocols	Plans, organises, and leads nutritional assessments Provides technical support to teams where needed

Example 2: UNICEF Competency Framework - Deciding and Initiating Action

	Level 1	**Level 2**	**Level 3**
Deciding and initiating action Takes responsibility for actions, projects and people; takes initiative and works under own direction; initiates and generates activity and introduces changes into work processes; makes quick, clear decisions which may include tough choices or considered risks.	Makes straightforward decisions to progress own work.	Identifies urgent decisions which may involve difficult choices and risks for team or department; Acts upon them promptly, on the basis of incomplete information when necessary.	Identifies urgent decisions which may involve tough choices and major risks for UNICEF as a whole; Acts upon them promptly, on the basis of incomplete or contradictory information when necessary.
	Accepts responsibility for own work and mistakes.	Stands by the actions of team or department, publicly accepting responsibility and accountability.	Stands by the decisions and actions of UNICEF as a whole, accepting and promoting managerial responsibility.
	Works well with minimal direct supervision.	Expresses confidence in own decisions and actions; Seizes the initiative, and guides own work and work of others.	Confidently promotes own decisions and planned actions; Actively encourages others at all levels to take the initiative in the service of organisational goals.
	Takes the initiative with respect to own work.	Actively promotes team initiative with respect to work processes and organisational objectives.	Actively promotes individual and team initiative across UNICEF.

Based on the assessment criteria, you can identify the evidence requirements, or the information that shows that the candidate possesses the knowledge, skills, attitudes, or behaviours required. A useful reference will be the levels/ performance descriptors.

This will support the consistency and reliability of assessments. Evidence can be collected from the candidate before (for example through portfolios) or during the assessment, by observing behaviours or gathering information from answers to questions, for example. Quality evidence is considered evidence that is:

Valid – related to the competency.

Sufficient – demonstrates a range of performance.

Current – shows the candidate's current knowledge, skills etc.

Authentic – demonstrates the candidate's own work.

The scoring system for assessment should also be clearly defined to ensure that candidates are marked consistently and accurately against the selected competencies, and the criteria and level descriptors that are being used.

Candidates may be marked simply through a pass/fail distinction or through more descriptive levels of performance such as excellent, good, fair, and poor.

You can use criteria, level descriptors and scoring system to design a scoring grid for the assessor or panel to use. This grid should contain some guidance or examples for the assessor or panel on what to look for during the assessment. See resources for an example portfolio scoring grid.

Link to other standards and key actions

> **Standard 1:** Analysis

The assessment design must be based on the results of the analysis.

> **Key action 2.4:** Define the expected outcomes of each step of the assessment process

The design of the assessment process should be based on the criteria established in this stage.

> **Key action 2.5:** Choose or create appropriate assessment tools to accurately measure the selected knowledge, skills, attitudes or competencies

The tools that are selected or created during the assessment design must be able to measure the criteria.

> **Key action 3.3:** Interpret the results of assessments in a standardised and impartial way based on evidence

Establishing clear assessment criteria will help ensure that assessment results can be interpreted in a standardised way.

You may be able to demonstrate this key action using some of the following suggested evidence:

- A list for each candidate or standardised assessment to show measurable criteria.
- A demonstrable process to define measurable assessment criteria for candidates or standardised assessments.
- A record of the competency framework(s) to which assessment criteria are linked.
- An assessment policy (including the policy for distance or online candidates when appropriate).
- Lists of the knowledge, skills, attitudes and competencies from the framework that will be assessed.
- Nominated role(s) for defining measurable assessment criteria for standardised or customised assessments.
- Minutes or notes of meetings in which assessment criteria have been identified.
- Descriptions of measurable assessment criteria.

2.2

Key Action 2.2

Decide appropriate assessment modalities

An assessment modality is a method for evaluating candidates' competencies. Each modality has a particular strength, purpose and value, but also certain limitations.

To choose the most adequate assessment modality, identify which modality is the most adequate to test the competency and also to meet the candidate(s)' needs. This should be informed by your analysis of the candidate(s) environmental conditions and assessment preferences.

The modalities selected should aim to be inclusive and take into consideration the following elements of the context:

- **Access and familiarity with technology** - Unless directly related to the requirements of the competency, candidates should not be expected to use unfamiliar or advanced technology to complete the assessment process. For example, written tests may be favoured over on-line testing where candidates are unfamiliar with technology. Also where candidates will not have reliable access to technology, face to face methods should be favoured.
- **Language** - The modality selected should give candidates equal chance of passing without requiring an advanced level of a non-native language. Choose modalities that will give candidates the best possible chance to succeed regardless of their language skills.
- **Cultural/Social Norms** - Be sensitive to cultural and social customs that may inhibit candidates' ability to fully participate in assessment activities. For example, it may not be appropriate in all contexts for men and women to participate in a simulation together or to sit an exam in a mixed gender space.
- **Location** - Modalities selected should be accessible for the candidate(s). Reasonable adaptations should be made for any candidates who identify as living with a disability and that require mobility considerations.

How does this apply to me?

An assessment provider that provides standardised online assessment wants to ensure that their assessment modalities are accessible for a wide range of candidates globally. They decide to conduct an accessibility review of their current assessment offer. They contract an expert who conducts the review and identifies a range of accessibility issues one of which is the lack of access for people with visual impairments.

The accessibility expert makes recommendations about the reasonable adjustments that will make the assessment more accessible. For example, the assessment provider should allow people with visual impairments to access the online assessment using their reader device so that they are not disadvantaged by the online written test modality.

The assessment provider agrees to the accessibility recommendations, and implements them. They then advertise the improved accessibility of their assessment services through a range of humanitarian networks.

These considerations should feed into the overall design of the assessment. This will enable you to design and deliver services that are closely aligned to candidate(s)' needs and circumstances.

RECU Principle

Such adaptions will need to ensure candidates can Reach, Enter, Circulate and Use (RECU) the assessments environment; meaning everyone can easily:

- **Reach** buildings, public spaces, communications, transportations and other services they wish to use.
- **Enter** buildings and other spaces, and have access to written materials and broadcasted messages.
- **Circulate** inside buildings and other places.
- **Use** all the services provided and use all communication materials.

Source: Humanitarian inclusion standards for older people and people with disabilities, page 38, published by the Age and Disability Consortium as part of the ADCAP programme, 2018

For individual, customised assessments, the modalities selected should take into account candidates' prior experience using a CV, performance management reports, training certifications or other documentary evidence. Modalities should also consider prior academic or technical qualifications and diplomas. You

Assessments should test competencies as applied in an environment reasonably similar to the reality in which the candidates will likely to be working.

may need to discuss available modalities with candidate so their preferences can be taken into account. Some people will be more comfortable demonstrating their competencies in a professional situation and others may prefer to present their portfolio before a panel.

Assessments should test competencies as applied in an environment reasonably similar to the reality in which they will likely to be working, for example: excessive workload, competing priorities, insecurity and others, which are common situations in humanitarian work. A person can be an excellent planner in a normal situation, but might not function equally well in a context of limited information or resources and need for fast delivery. This should be taken into account in designing the assessment, and can be related to the modality of the assessment, for example, simulations.

Often a combination of modalities is used to make a holistic assessment. The most common modalities are:

- **Self-assessment** - A process conducted by the candidate in which they ascertain personal and professional strengths and weaknesses in relation to different competencies. It raises the awareness of the candidate about their own competencies and the limits of expertise and about how closely they match the requirements of a certain position or certificate. There are two main types of self-assessment:
  - Self-directed, used by individuals on their own.
  - Interpretive, which are shared with others (for example, discussed with a peer or an advisor).

  Frequently self-assessments are used in combination with other modalities; sometimes they are completed before a candidate applies for a formal assessment, to determine eligibility. Generally, the results of a self-assessment are most useful for the candidate, to reflect on their competencies.
- **Oral exam/interview** - An assessor or a panel or a panel of professionals in the subject matter of the competency poses questions to the candidate, who responds verbally and whose responses are evaluated against previously established criteria. The interview can also happen at the end of the professional situation test, to analyse it and ask for complementary information. Oral interviews can be structured or semi-structured. They are useful to evaluate a candidate's knowledge of concepts and theory, their problem-solving capacities, and their interpersonal and communications skills. This modality is often used in conjunction with other modalities.

- **Written examination** - This modality can be useful for assessing a candidate's knowledge, as well as problem solving skills and communication skills. It can take different forms: essay, problem-based scenario, multiple choice test, short answer and others.
- **Portfolio** - A collection of products (documents, images, video, audio, multimedia or any other form), gathered by the person being assessed, which provide evidence of the achievement of specific competencies through their personal or professional experience.

  Professional experiences include actual activities that the candidate has carried out in a professional or voluntary setting and one-off or continuous training linked to the competency.

  The portfolio will also include documentary evidence that demonstrates the candidate has the required competency. This could be in the form of a presentation of a project completed by the candidate, with the project budget and monitoring and evaluation system and/or certificates from seminars, training, a video, and so on.
- **Professional situation test or On-the-job assessment** – This modality is conducted at the candidate's workplace and will consist of a series of agreed activities. It includes opportunities for the candidate to demonstrate their competency in real activities. Candidates must be aware that professional situation tests can vary widely, with different steps and diverse levels of support from the provider. Candidates need all this information in advance to better prepare for it.
- **Simulation** – A constructed reproduction of professional situations resembling actual scenarios during which the candidate is required to perform tasks and is directly observed and evaluated by the assessors. This modality is similar to the professional situation test, but it is characterised by the use of simulated scenarios or activities rather than real ones. It is frequently used at the end of emergency preparedness and response trainings.
- **Performance evaluation** - An evaluation of performance most frequently conducted by the supervisor of the candidate. This takesplace within the structure of an organisation, and is frequently part of career development for employees.
- **360 evaluation** - An evaluation of performance based on feedback from multiple persons in the sphere of influence of the candidate (supervisor, supervisees, peers, others).

Link to other standards and key actions

> **Key action 1.4:** Analyse target candidate(s)' characteristics, assessment preferences and requirements

Anaylsing the candidates environmental conditions and preferences will inform the modality you choose and design for the assessment.

> **Key action 3.2:** Have in place reasonable measures to mitigate safety and security risks to candidates

You need to consider the safety and well-being of candidates when you select the assessment modality.

You may be able to demonstrate this key action using some of the following suggested evidence:

- An assessment policy (including candidates at a distance or online candidates).
- Individual candidate's assessment records showing consideration of:
  - Their access to and familiarity with IT
  - Languages that they write or speak fluently
  - Their cultural / social norms
  - Their location (Cross reference 1.4).
- Records of meetings held to discuss assessment modalities.
- Records that show adaptation of modalities for specific standardised assessments or candidates.
- A demonstrable process to determine appropriate assessment modalities.
- Evidence of how the resources required for chosen assessment modality were decided and obtained (Cross reference to 4.2).
- Records of desk-top research on best-practice in relevant assessment.

2.3

Key Action 2.3

Plan the steps for a consistent, inclusive and impartial assessment process including measures to prevent dishonesty

The **assessment process** is the series of steps that candidates take from the beginning to the end; it should suit the needs of all stakeholders and be both efficient and cost-effective.

You can offer a standard assessment process, or a customised one if required by the circumstances and if you have resources available to do so. Assessment processes should take into consideration the varying needs and characteristics of potential candidates in the context, such as literacy levels, language, and disability, for instance.

Figure 3: a customised assessment process:

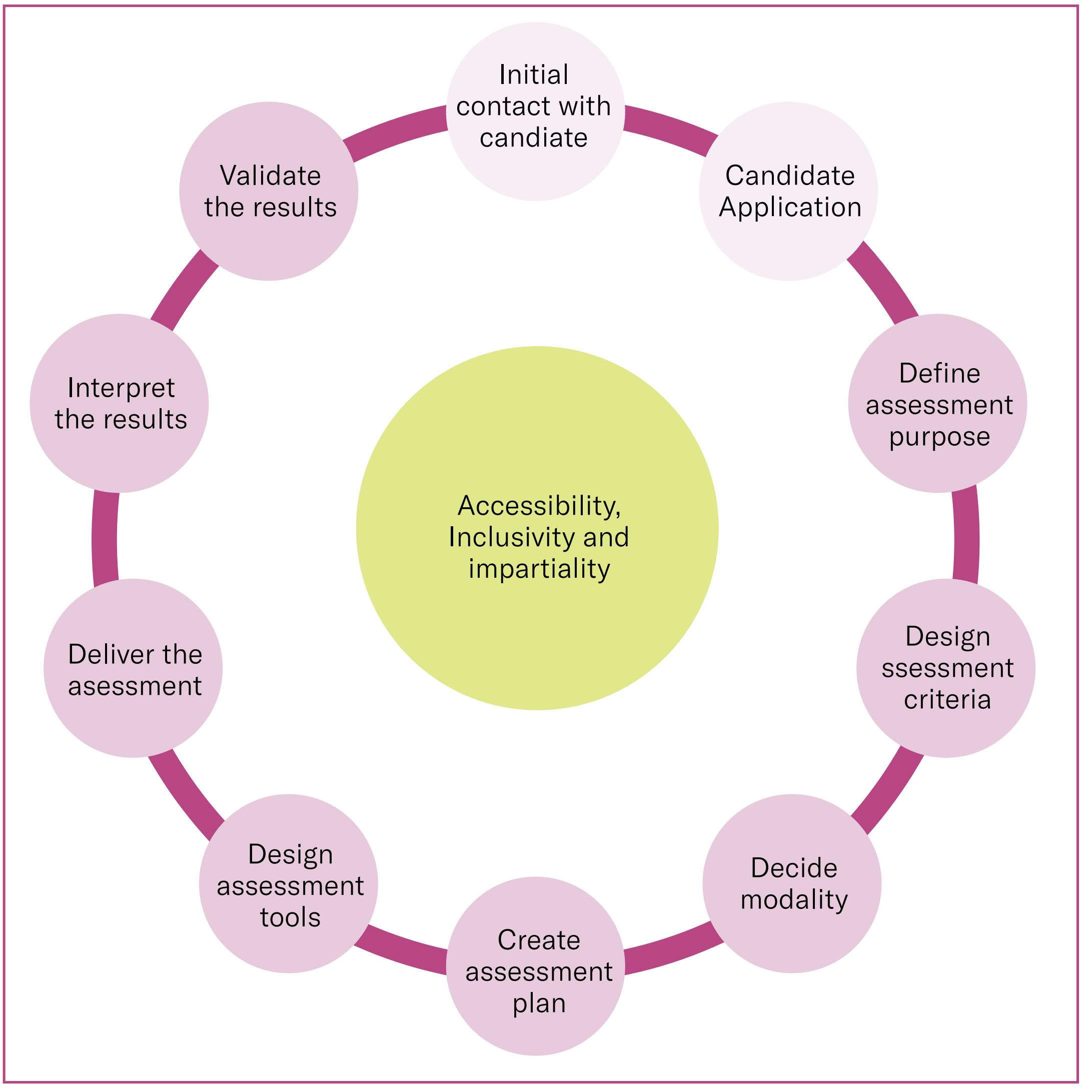
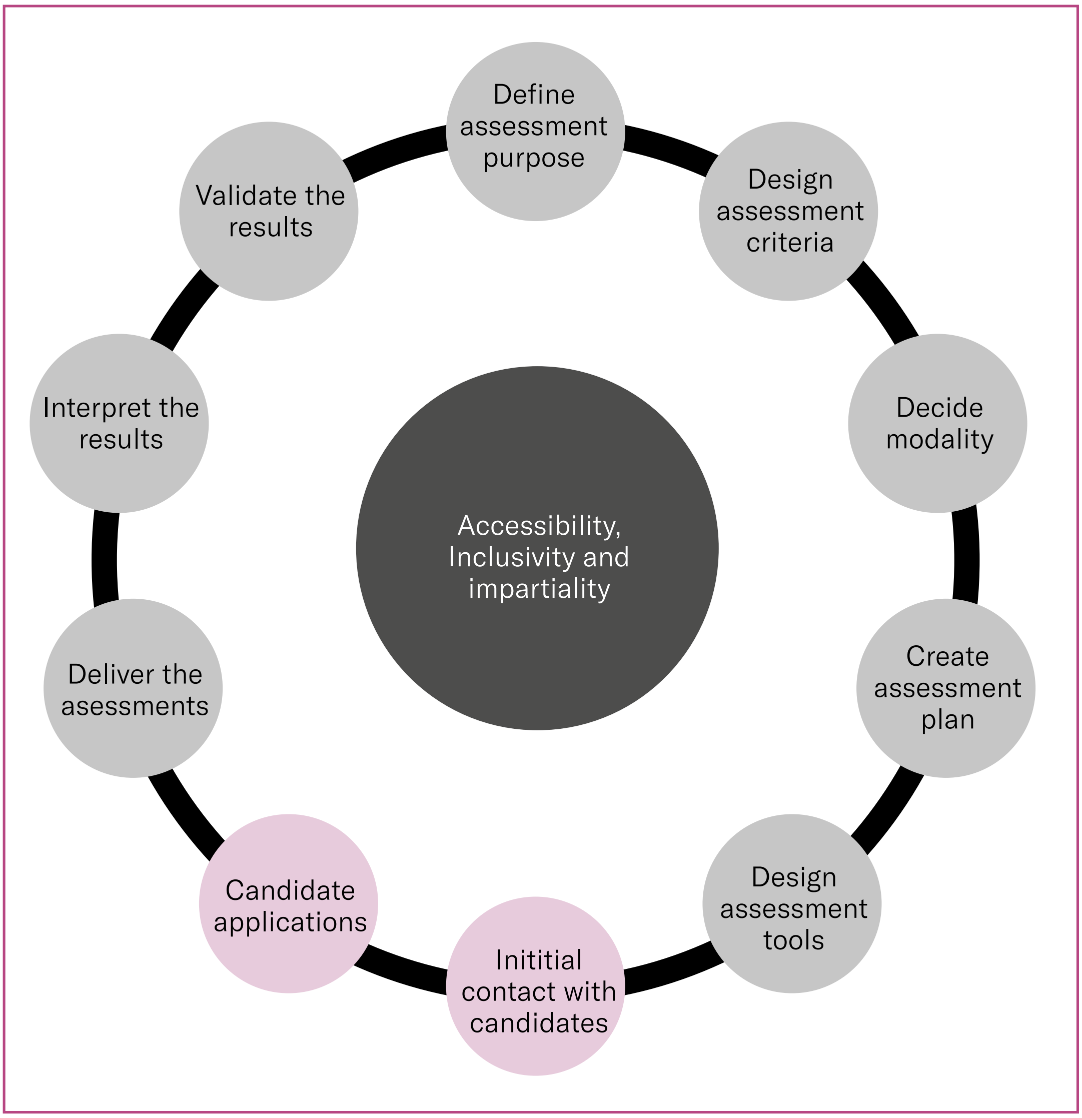


Figure 4: a standardised assessment process:



The assessment process will vary depending on your context but it should always include the following elements. They may occur in a different order depending on whether the process is for standard or customised assessment:

- **Initial Contact** – Candidates seek information on assessments and you provide information, guidance and respond to queries.
- **Application** – Candidates prepare and submit their application according to instructions.
- **Application Review** – You review applications and on the basis of eligibility criteria determine if the application is accepted, reviewed or should be resubmitted (for example with additional information and evidence).

You can offer a standard assessment process, or a customised one if required by the circumstances and if you have resources available to do so.

- **Definition of assessment objective/purpose** – Once candidates are admitted to the assessment process, you and the candidate determine together the overall assessment objective (the reason for taking the assessment) and the assessment purpose (what the specific assessment is about).
- **Definition of assessment criteria** – On the basis of its assessment policy, you determine the competencies to be assessed, their level, the criteria for evaluation, and the descriptors. This information is communicated to the candidate.
- **Selection or design of the assessment modality and tools** – You determine what are the most appropriate modalities and tools to assess selected competencies; if required new / adapted assessment tools are designed.
- **Assessment plan** – You produce an assessment plan on the basis of your assessment policy and standard processes. For customised assessments this plan must be adapted to the needs and characteristics of the candidate; the Assessment Plan is shared with the candidate(s).
- **Preparation of the assessment** – Both the candidate and you prepare for the assessment. This step will vary depending on the assessment plan; for example it might include for the candidate the preparation of a portfolio and collection of evidence regarding their skills. You will conduct all practical and administrative preparation needed for the delivery of the assessment and the interpretation of its results. When there are assessors, this includes their preparation too, for example familiarising themselves with the competencies that will be assessed, reviewing assessment criteria and performance descriptors, and assessment tools.
- **Delivery of the assessment** - the assessment might take place in a single phase or in multiple, progressive steps. This will depend on the individual case.
- **Interpretation of results** – If the assessment is done face to face, the assessor(s) analyses the result of the assessment exercises or tasks during and after the assessment. They evaluate and score performance on the basis of the assessment criteria previously established. If the assessment is completed through an automated platform, the results will be calculated automatically at the end of each task or once the assessment is complete based on the criteria established.

© Institut Bioforce

- **Validation** - Compare the assessment results with the accepted standards needed to confirm that the candidate has achieved the level of competence required. If the candidate has not achieved the performance desired, the results of the assessment could be of partial validation or no validation.
- **Assessment report** - You elaborate the assessment report, giving indications on the candidate's performance in each of the competencies and components assessed, and including recommendations for competency development if pertinent.
- **Communication of the assessment results** – you communicate the results of the assessment (and if pertinent of the certification) to the candidate. You should also communicate your appeal procedures, in case the candidate is not satisfied with the assessment process and results.
- **Optional Credentials**- If accredited, you can issue a formal credential, such as a diploma or certificate. Alternatively, less formal certificates or certifications may also be awarded. Paper credentials, may be supplemented or even replaced by digital credentials if you use the HPass Open Badge platform. More information about HPass Open Badges can be found on hpass.org.
- **Recording** - you must document and record all steps of the assessment and its results and maintain the records according to your policies and national legislation if required.

If an appeal is initiated, you may have to repeat some steps of the process as defined in the appeal procedures.

You should have a clear protocol that can be activated if unfair treatment is detected. It's recommended that this protocol can be activated by different people: the candidate, an impartial observer, one of the panel members, or the client organisation.

When designing the process for the assessment, important considerations are:

Consistency – You should ensure that your assessment processes are consistently measuring candidates against accepted standards, following defined policies and procedures, for example by using a scoring system with level descriptors. Standardisation exercises help to ensure consistency of assessments.

Inclusivity and accessibility - Reasonable measures should be taken to ensure that assessment services are available and accessible for a wide range of humanitarian practitioners. Assessment criteria should ensure that the assessment process does not exclude those without formal education unless it is a specific requirement of the competency (i.e. medical degree), people with disabilities or other characteristics.

Impartiality - The design of the assessment process should ensure that no particular social, religious or ethnic groups are favoured. Also all genders should have equal access to participate in assessments and you must proactively engage candidates to find out about any special circumstances that may affect their participation in the assessment (i.e. physical disability, cultural norms etc.). Assessment processes should be designed irrespective how the candidate acquired the competence.

To ensure that assessment is consistent and impartial, and that all candidates have an equal chance of success, you need to have reasonable measures in place to prevent dishonesty or cheating during the assessment process. These can include establishing systems for verifying the identity of candidates or establishing a system for ensuring work is completed following agreed guidelines, for example, if there is a closed book assessment, you will need a mechanism in place to ensure candidates do not have access to their assessment materials during the assessment.

For a useful checklist to verify the assessment process, see the annex: Checklist to verify the validity of the assessment process.

Link to other standards and key actions

> **Key action 3.1:** Carry out assessments as designed

Thorough and comprehensive planning at this stage will enable you to complete 3.1 successfully.

> **Key action 3.3:** Interpret the results of assessments in a standardised and impartial way based on evidence

It is essential to consider how assessment results will be interpreted during the design stage to ensure that this can be in a standardised and impartial way based on evidence.

> **Key action 7.2:** Use transparent and accessible methods to receive honest feedback

Feedback from candidates can confirm if they perceive the assessment to be impartial. See 7.2 for further information about using feedback to check the quality of your assessments.

> **Key action 7.3:** Record and deal with concerns and complaints

You should have in place mechanisms to record and deal with concerns and complaints. If candidates or other stakeholders detect a lack of impartiality in an assessment, or dishonesty by a candidate, they may communicate this to you through concerns or complaints mechanisms. See 7.3 for further detail on how to deal with concerns or complaints effectively.

You may be able to demonstrate this key action using some of the following suggested evidence:

- Roles and responsibilities for planning the assessment process are allocated and defined.
- Flow chart of processes.
- A communicated, up to date plagiarism policy.
- A hard or soft copy of an assessment plan that is communicated and used.
- Design of assessments that shows measures to prevent dishonesty.
- Records of communications with candidates to inform them of what dishonesty means in assessment.
- Records of post assessment review process to ensure consistency was applied and dishonesty did not take place.
- A profile of the cohort of candidates to show consistency, inclusivity and impartiality.
- An implemented process and toolkit to ensure consistent, inclusive and impartial assessment, could include:
  - A marking rubric.
  - Cross marking observation.
  - Standardisation exercises.
- A number coding system to anonymise candidates' identity and demographic information.
- Feedback from candidates (questionnaires, surveys, interviews).
- Records of standardisation meetings with staff.
- A control system to manage assessment.

2.4

I know the range of outcomes I might receive from my assessment and when to expect the results

Candidate

Key Action 2.4

Define the expected outcomes of each step of the assessment processes

Every step of the assessment process needs to be designed in advance to determine:

- Documents required for each step of the assessment; these coud include templates, forms, lists, instructions or guidelines, for example.
- Decisions to be taken at each step; including who takes the decision.
- Outcomes of each step.
- Next steps.

For each step, the assessor(s) and the candidate should be clear on the expected outcomes and how the outcomes will impact the overall achievement of the results. The expected outcomes should be clearly documented and this information should be shared with candidates before the assessment.

The table below gives indications for each of the assessment process steps described in Key Action 2.3, of the documents, decisions, outcomes and next steps. You may need to adapt this guidance.

Step	Expected outcomes
Contact	**Contact** Documents: n/a. Information can be requested and provided through different modalities including interviews, websites and other forms or channels of communication. **Decisions: Candidates** decides to apply or not for assessment with the assessment provider. **Outcomes:** The candidate understands the services offered by the assessment provider and can take an informed decision on applying for assessments. **Next steps:** If the candidate decides to apply, they submit the application. **Next steps:** Candidate may choose to submit an application for assessment.
Application	**Documents:** Application document, list of eligibility criteria, instructions on applications. **Decisions:** n/a **Outcomes:** The candidate submits an application for assessment to the assessment provider. **Next steps:** Application review.

Application review	**Documents:** Informed decision on the application; formal communication of the decision to the candidate with instruction for further steps, if any. **Decisions:** Acceptance (full or partial) or rejection of the application. **Outcomes:** Acceptance (full or partial) or rejection of the application. **Next steps:** If the application is accepted, the assessment process starts, if it is partially accepted, the candidate is asked to submit a second, more extensive application, if it is rejected, the process ends.
Assessment purpose	**Documents:** (suggested) Assessment agreement. **Decisions:** Depending on the individual case, the assessment provider and candidate agree on the purpose of the assessment, for example, measuring the achievement of a certain level in a determined competency or group of competencies. **Outcomes:** Agreed assessment objective/purpose between the candidate and the assessment provider. **Next steps:** Elaboration of assessment criteria.
Assessment criteria	**Documents:** Assessment policy, competency framework(s), level descriptors defining behaviours expected for each level of competence. **Decisions:** What competency framework to use. **Outcomes:** The assessment criteria, levels of performance and descriptors are defined and recorded. **Next steps:** Elaboration of the assessment format and tools.
Assessment format and tools	**Documents:** assessment guidelines, if existing; other assessment documentation such as: manuals and guidelines; assessment tools, templates and formats; assessment-related materials including questions, activities, procedures, instructions. A list of the assessment modalities and tools to be used. **Decisions:** Which assessment modalities and tools will be used? **Outcomes:** The most adequate assessment modalities and tools are identified to assess the candidate's competencies; if needed, new or adapted tools are created. **Next steps:** Production of the assessment plan.

Assessment plan	**Documents:** Assessment plan. **Decisions:** n/a **Outcomes:** A clear assessment plan is produced and communicated to the candidate, outlining all steps of the process and actions required. **Next steps:** Preparation.
Preparation of the assessment	**Documents:** It varies depending on the individual case. For example, the candidate might have to collect evidence on their previous training, experience and skills, or might have to produce a portfolio or an essay for review. The assessment provider and in particular the assessors might have to elaborate specific exercises or questions; this phase involves also logistics arrangements for the assessments. **Decisions:** It varies depending on the individual case. **Outcomes:** Candidate and the assessment provider conduct all the activities and tasks required in preparation for the assessment. **Next steps:** Delivery of the assessment in one or multiple phases.
Delivery	**Documents:** Applied assessment tools (candidates' responses), recording of assessment and notes by assessor(s), videos, registrations, completed checklists etc. **Decisions:** Observation, analysis, interpretation and recording of results by the assessor(s) during the event (depending on the type of assessment tool used). **Outcomes:** A clear, standardised and impartial assessment takes place. **Next steps:** Interpretation of results post-assessment.
Interpretation of results	**Documents:** Assessor(s) analysis of the results of each assessment tool or exercise, interpretation of the results overall evaluation of the candidate's performance. **Decisions:** On the basis of the assessment policy and assessment criteria (see above), assessor(s) perform a judgement on the candidate's achievement of the expected level of performance against each competency. **Outcomes:** The assessor(s) interpret the results of the assessment in an ethical, evidence-based, standardised, impartial manner. **Next steps:** Validation of competency.

Validation	**Validation Documents:** Competency framework(s), performance descriptors. **Decisions:** If the candidates' performance corresponds to the descriptors / accepted standards for performance, their competency is validate. **Outcomes:** The candidates' performance is compared to the assessment criteria to determine achievement (or level of achievement if relevant). **Next steps:** Production of the assessment report.
Assessment report	**Documents:** Assessment report. **Decisions:** n/a **Outcomes:** A written assessment report is produced to describe the candidate's performance, and the assessment results. If areas for improvement are identified, either because of partial or no achievement on a competency, the assessment report should also give some orientation to the candidate on how to further develop the competency. **Next steps:** Communication of assessment results to the candidate, and if the assessment was requested by a client organisation, to the client organisation as well. If the AP is accredited, certification.
Communication of results	**Documents:** Assessment report. **Decisions:** n/a **Outcomes:** The candidate is informed of the results of their assessment. **Next steps:** Recording.
(Optional) Certification	**Documents:** It varies depending on the certification. It could be a degree, a diploma, a certificate, a badge, etc. **Decisions:** If the candidate has achieved the required performance level, the candidate is certified. **Outcomes:** The candidate is certified on the competencies assessed. **Next steps:** Recording.
Recording	**Documents:** Secured database. **Decisions:** n/a. **Outcomes:** The participation and results of the candidate in the assessment are recorded and documented and can be accessed by relevant parties. **Next steps:** Assessment results are kept secured if ever the candidate asks for them in the future.

Link to other standards and key actions

> **Key action 5.3:** Ensure information about assessment services is relevant, accurate and available when needed

It is essential that clear information about the expected outcomes of each step of the assessment process is made available to the candidates.

You may be able to demonstrate this key action using some of the following suggested evidence:

- An assessment plan that includes expected outcomes listed at each stage.
- Records of communications with candidates to show they were aware of the expected outcomes of assessment.
- A demonstrable process to define the outcomes of each step of assessment, for example, linkages to relevant research and competency frameworks.
- Nominated role(s) for people with responsibility for deciding on the outcomes.

2.5

Key Action 2.5

Choose or create appropriate assessment tools to accurately measure the selected knowledge, skills, attitudes or competencies

To meet this key action, you should select or develop tools that will directly measure a candidate's achievement of the assessment criteria. The tools should ensure that candidates have opportunities to demonstrate their knowledge, skills, attitudes or behaviours so they can be effectively measured.

An **assessment tool** contains both the instrument and the procedures for collecting and interpreting evidence:

- The instrument is the questions, activities or resources needed for the assessment.
- The procedures include information for the assessor or invigilator on how to conduct and record the assessment and instructions to the candidate about how to complete the assessment.

Some assessment tools are better suited to a specific modality. For example, a simulation is an assessment modality, and a corresponding assessment tool is a "desktop emergency simulation on floods in Bangladesh", designed to assess the candidates' competence in coordination". See the table below for more examples of assessment tools relating to different assessment modalities:

Modalities	Example assessment tools
Self-assessment	A self-assessment checklist for candidates to identify their own level of competence in the 6 domains of their organisation's programme management competency framework.
Oral exam/interview	Instructions for the interview panel and the interview materials including interview questions and notes sheets.
Written examination	Exam papers with questions and multiple-choice answers to provide to candidates. Instructions for the invigilator and a marking sheet for the assessor.
Portfolio	An instructions document for candidates describing the requirements for the portfolio, including a checklist of key things to include. The instructions for assessors on how to review the portfolio, including an eligibility checklist (see annex: eligibility checklist in standard 1: design).

The tools should ensure that candidates have opportunities to demonstrate their knowledge, skills, attitudes or behaviours so they can be effectively measured.

To select the most adequate assessment tools, you should take into consideration all of the following:

- What competency will be assessed;
- Which aspect(s) of the competency: knowledge, skills, attitudes or behaviours;
- At what level of performance;
- The type of evidence to be collected;
- The context;
- The characteristics of the candidate.

Well-designed assessment tools should provide evidence of the candidate's competency that is:

- **Valid** – there is a clear relationship between the evidence requirements of the competency and the evidence on which the assessment judgement is made.
- **Sufficient** – the performance criteria and evidence guide are addressed; competence over a period of time is demonstrated; all dimensions of competency are addressed; competence in different contexts is demonstrated.
- **Current** – the evidence demonstrates the candidate's current knowledge , skills, attitudes or competency.
- **Authentic** – it can be verified that the evidence is the candidate's own work.

The competency framework should be used as the basis for selecting or designing tools. Tools can also be developed using existing resources. For example a competency-based interview can be developed using the question bank included in the CHCF Guide. For more detail, see the annex: Creating new assessment tools.

4 Definitions adapted from "Designing assessment tools for quality outcomes in VET"

Scenario: Using a competency framework to design an assessment tool.

An assessment provider has identified that the CaLP Competency Framework is the most relevant competency framework for their assessment of CTP competencies.

They want to provide a self-assessment tool for potential candidates so that they can reflect on their own performance against the essential competencies as part of the assessment application process.

They use the competency framework to design a self-assessment tool which lists the essential competencies from the framework with some specific questions related to the behviours in the framework and a grading system. This way candidates can assess how they might perform in the assessment.

Candidates will benefit most from assessment results that are recognised by a wide range of employers.

Standardised assessment tools and procedures might disadvantage or exclude some candidates who have specific needs or disabilities, and you should make reasonable adjustments so that candidates can complete assessments, in a way that does not unfairly affect their performance.

When you select or develop standardised assessment tools and procedures, you should provide guidance on how to apply these to people with specific needs, who might otherwise be disadvantaged. For example, a written test may be difficult for a candidate with dyslexia to complete within the allotted time. In this case, you might have a standard adjustment offering 30% more time for candidates with dyslexia. You should inform candidates which adjustments can be made to enable them to complete the assessment, and confirm the adjustments with the candidate before the assessment. See the annex: Characteristics of an assessment tool for further information.

Where possible, you should use assessment tools that are widely accepted by humanitarian agencies. Candidates will benefit most from assessment results that are recognised by a wide range of employers. Candidates will benefit if you align to accepted methods of assessment within their country, region or context.

Special guidance: Assessment plan.

The **assessment plan** is a document that includes the steps for candidate(s) to follow, the competencies to be assessed, when the assessment will occur, how the assessment will occur, the assessment methods to be used and an overview of instructions for the candidate(s). It should be communicated to all involved stakeholders.

The assessment plan should include:

- The competencies to be assessed and criteria for evaluation.
- A brief description of how the assessment will be carried out.
- Clear instructions for candidates for any task required before, during and after the assessment.
- An overall estimated time for the assessment process and a schedule of activities. The schedule should make clear to the candidate/client organisation all deadlines and the times and places of assessment events.
- The modalities of the assessment including:
  - A description of each assessment modality and respective tools and how they relate to the assessment criteria
  - Estimated time required to complete each step. For example: Portfolio 25 hours; Professional Situation Exercise 8 hours; Interview with Panel 1 hour.
  - Weighting of each component. For example: Portfolio 25%; Professional Situation Exercise 25%; and Interview with Panel 50%.

Roles and responsibilities of candidate(s), client organisations and the assessment provider for the duration of the assessment process.

See the annex: Assessment plan template, for a suggested template.

Link to other standards and key actions

> **Key action 1.3:** Decide what knowledge, skills, attitudes or competencies to assess

The work done to meet this key action is based on the decisions made in 1.3.

> **Key action 3.2:** Have in place reasonable measures to mitigate safety and security risks to candidates

Measures to mitigate safety and security risks include considering the potential negative effects of the selected tools and making adjustments to the selection or design if negative effects are likely.

© John Phillips

You may be able to demonstrate this key action using some of the following suggested evidence:

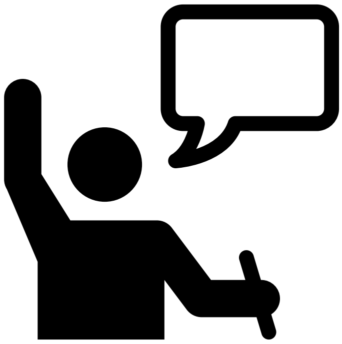
- Documented records that show how the assessment tools were selected or created for each step of the assessment process.
- Documents to show that assessment tools and resources are mapped to the assessment objectives.
- The assessment plan.
- A demonstrable process to create new assessment tools when gaps have been noted.
- Nominated roles with authority to create / sign off new assessment tools.
- Records from a formal sign off process for new assessment tools.
- Sign off documents that are correctly completed and authorised.
- A demonstrable owned process to check and select existing appropriate assessment tools.
- Assessment tools that have clear procedures and instructions.
- Evidence of contextualisation of assessment tools.

Annex Title	Relevant Key Actions
Checklist to verify the validity of the assessment process	2.3
Assessment plan template	2.5
Characteristics of an assessment tool	2.5
Creating new assessment tools	2.5

3

Standard 3
Delivery

Standard 3
Delivery

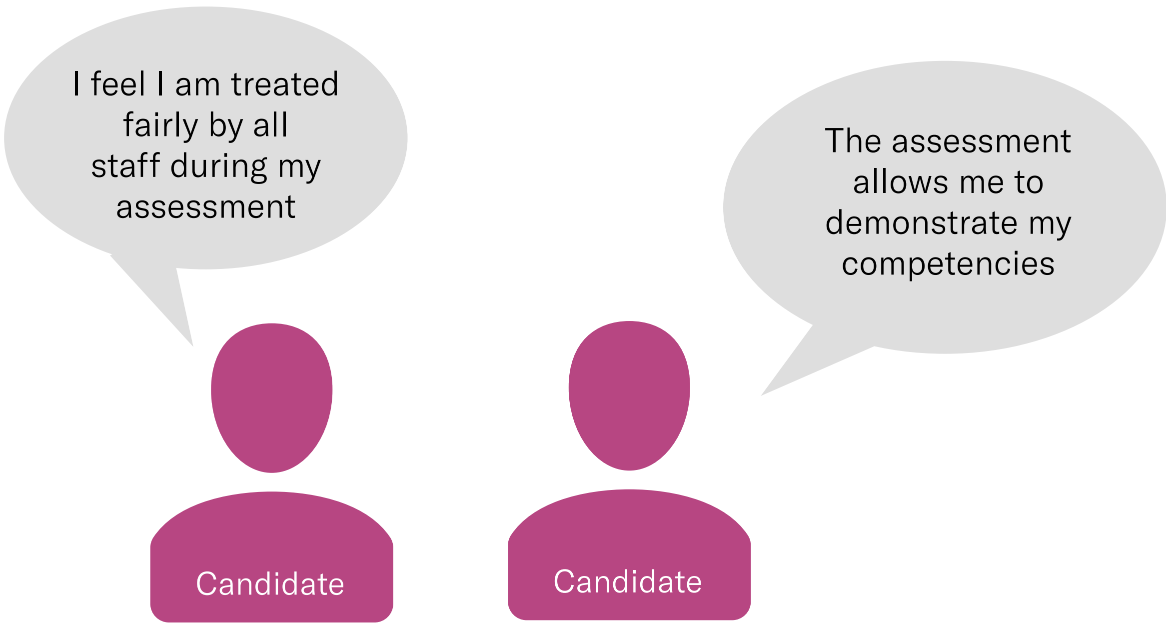


Assessments are delivered effectively and accurately

Key actions

You will:

3.1	✔	carry out assessments as designed;
3.2	✔	have in place reasonable measures to mitigate safety and security risks to candidates;
3.3	✔	interpret the results of assessments in a standardised and impartial way based on evidence; and
3.4	✔	share assessment results.



Why is this standard important?

Effective delivery of assessments is essential for candidates and client organisations to achieve their assessment goals. This stage of the assessment process is of special importance for candidates. Here the provider has the opportunity to demonstrate the high quality processes employed during the analysis and design stages.

Effectively delivering assessments means you must ensure assessments are implemented as planned, in adherence to agreed parameters while at the same time making reasonable and appropriate adaptations for the candidates.

If you ensure assessments are delivered effectively and accurately, you will contribute to **the overall commitment:** people involved in humanitarian action have recognition of their competencies that demonstrate their ability to work effectively.

Delivering assessments as designed and analysing results consistently, whilst also actively taking steps to ensure the environment in which assessments take place is safe for all candidates, demonstrates commitment to the **principles of impartiality, inclusivity and accessibility.**

Case study

Safe environment - Bioforce

Once they are eligible, candidates have an "accompagnement" (support) in the format of 3-free hours' collective skype.

Private Sessions can also be arranged if the candidate requires them.

BIOFORCE created and nurtures a pool of "accompagnateurs" (tutors) inside the organisation or identifying external coaches.

BIOFORCE Offers training for this tutors and on-going support with recycling sessions to conduct AAR (After Action Reviews) to inform future practice.

It is the human resources services who recruits and selects the "accompagnateurs".

Overall Guidance

Assessments should be implemented as planned, according to the agreed schedule and covering the agreed content, whilst ensuring that the candidate's journey is effectively supported so that they are able to perform to their full potential during the assessment.

A code of conduct for conducting assessments and interpreting results are needed to ensure effective and accurate assessments.

For assessments that are facilitated face-to-face or remotely, the role of the assessor(s) is crucial. The assessors need to have a broad range of competencies, skills and experience including:

- Interviewing and assessment skills
- Ability to follow a standardised process and the established criteria for well-delivered services
- Solid cross-cultural communication skills
- Adherence to professional standards of practice
- Report-writing
- Strong interpersonal skills
- The ability to build rapport with individuals quickly and effectively.

In addition, they must demonstrate respect for candidates' views, opinions and experiences: for example, by actively eliciting and acknowledging candidates' existing knowledge, skills and experiences.

A code of conduct for conducting assessments and interpreting results are needed to ensure effective and accurate assessments. The code establishes the rules of engagement, for example a facilitator cannot also be the assessor, and the assessor cannot be related to or be a friend of the candidate. The code also defines roles and responsibilities of assessors before, during and after the assessment exercise. For example, during an assessment it may be a requirement to have one assessor and one moderator present.

Assessment roles may include:

Assessor – someone who conducts assessments. They are responsible for reviewing the evidence presented by candidates and making a judgement as to whether it shows the candidate has met the requirements for the assessment criteria.

Impartial observer or proctor – someone who is present while the candidate is taking the assessment to verify the assessment is conducted as planned and to prevent or detect dishonesty. They ensure the validity and integrity of the assessment.

Moderator – is someone who conducts quality assurance in relation to the assessments carried out by assessors.

3.1

Key Action 3.1

Carry out assessments as designed

All new assessors must be trained in the organisation's principles, policies and procedures in relation to delivery of assessments.

In facilitated assessments, where candidates interact with assessors either remotely or face to face, it is essential that the assessor is well-prepared. They must be aware of relevant information about the candidates; they must be up to date with the latest developments relevant to the subject matter; and they must have familiarised themselves with the assessment objectives, requirements, scheduled and planned activities of the programme as laid out in the assessment plans.

All new assessors must be trained in the organisation's principles, policies and procedures in relation to delivery of assessments. As part of training, assessors should be made aware of the importance of impartiality in assessments- that is to say the assessment process should not in any way hinder or advantage any individual.

Assessors use the descriptors and criteria during assessment, to determine how well candidates meet the criteria. Descriptors and criteria also serve as a valuable tool to give specific and motivational feedback at the end of an assessment process.

In non-facilitated assessments, candidates can also be monitored either in person by an invigilator, or by an online proctor. Invigilators and online proctors should be well-prepared; they must be familiar with the assessment regulations and scheduled activities and they must act with integrity to ensure that assessments are conducted as designed. Likewise, administrative staff must display principled behaviour at all times and contribute to a supportive environment for candidates.

It is inevitable that there will sometimes be delays or necessary changes to a planned schedule of activities. These should be communicated to the candidates with as much notice as possible. If an online assessment platform will be temporarily unavailable, for example, due to scheduled maintenance work, candidates and other stakeholders should be informed well in advance. Changes in the design should be closely followed and observed, this is usually called proctoring.

The assessment provider may also name a person to ensure the validity and integrity of new plans and processes. For example, you can appoint one person as an observer during the interviews or oral exams to ensure impartiality towards the candidate.

Link to other standards and key actions

> **Standard 2 Design:** Assessments are designed and prepared according to identified needs

Implementing the assessments as designed, does not preclude making adaptations based on unexpected circumstances or unforeseen candidate needs. Adaptations to the assessment in order to ensure all candidates have equal opportunities to achieve the result is important. For example, alterations are needed to remove barriers for people with disabilities, this may mean that the activity itself might need altering for people with mobility issues if it is part of a simulation to be given an equal chance of succeeding.

> **Key Action 4.2:** Follow procedures for procuring, maintaining and managing the resources needed

To implement an assessment effectively, you should ensure that the assessment environment (the physical or virtual space in which the assessment takes place) and resources are sufficient, accessible and adapted to target candidates and they must allow for support to candidates prior to, during and after the assessment.

You may be able to demonstrate this key action using some of the following suggested evidence:

- Reviewable evidence (reporting documents / minutes of review meetings/ observation records) to show that assessments have been conducted as designed.
- An assessment policy.
- Documented standardised staff preparation sessions / communications.
- Feedback from and/or interview records with candidates to check how and when assessment was carried out.
- Feedback from other interested stakeholders.
- Communications to and from staff to check how assessment was carried out.
- Communications in event of any change required.
- Checklists that confirm what took place.
- Demonstrable process to check both during and after assessment that the design has been followed.

3.2

Key Action 3.2

Have in place reasonable measures to mitigate safety and security risks to candidates

For the duration of the assessment process, particularly if this is delivered face-to-face, you have the responsibility to ensure candidates' safety and security risks are mitigated. Risks can arise from a wide variety of factors such as: activities that are poorly designed, conducted or explained; an assessment environment or venue that is not sufficiently safe in terms of the physical environment and equipment or the structure; a venue that is not in a secure location and that may expose candidates to threats to their person or property; content or activities that may put candidates at risk due to the sensitive nature of the topics, and threats may arise to candidates' security due to topics and ideas that they are asked to share or even due to their attendance. These considerations also apply in on-line assessments, and assessment providers should be conscious of the impact of an assessment process on those who are being assessed remotely.

You can consider the following examples to mitigate safety and security risks:

- Assessors should not ask candidates to engage in activities that would negatively impact on their safety or security: activities should be carried out safely with clear instructions. For example, sensitive, political or taboo topics should be broached with caution as revealing such information could place candidates at risk, especially in highly charged or politically unstable environments. Candidates should not be required to share ideas or participate in activities which may pose a risk to them.
- The assessment environment and equipment should not pose any risk to the safety of any of the candidates: there should be no trip hazards, electronic equipment should have been tested recently, any furniture to be used by candidates should be sound; in assessments programmes with equipment, such as vehicle or generator maintenance for logisticians' assessments, all equipment should be tested regularly, and assessors trained in their use.
- The venue should be structurally sound, well secured and located in an area that does not pose a security threat to candidates.

See annex: Checklist for ensuring candidates' safety and security.

You may consider developing a code of conduct to incorporate some ethical principles, for instance:

- Consent of the candidate
- Respect for professional secrecy
- Respect for privacy
- Agreement of the candidate to communicate the results to a third party
- Destruction of documents at the end of the assessment.

See annex: Sample code of conduct. For further information go to Standard 4 Resources and Key action 7.6 Treat candidates, staff and other stakeholders in a way that promotes inclusivity, anti-discrimination and well-being.

Special guidance – Risk mitigation

If you need to mitigate risks for candidates, you can incorporate some of the following good practices:

- Ensuring data protection
- Having a code of ethics of assessors
- Asking candidates to sign an agreement
- Changing the location of assessments from time to time in case you are working in a high risk area
- Making sure you provide a safe space
- Appointing a neutral invigilator
- Including in the candidate manual a section on safety considerations
- Using proctoring procedures as a basis of safe and impartial assessment
- Addressing security issues linked to publication of names.

You can find further guidance about "Managing the Security of Aid Workers with Diverse Profiles" at

https://www.eisf.eu/library/managing-the-security-of-aid-workers-with-diverse-profiles/

You may be able to demonstrate this key action using some of the following suggested evidence:

- Nominated roles with responsibility to conduct risk assessments.
- Risk assessments documents that show that checks have been made to ensure safety of candidates.
- Appropriate insurance cover in place.
- Documents/ photographs that show how a safe environment has been created.
- Training records that include assessors receiving safety training and updates.
- Published guidelines about safety that are given to candidates.
- Methods to inform candidates about risk and the measures taken to mitigate risk.
- List of measures taken to change or adapt conditions to ensure safety, security and well-being.
- Documented process to check the safety and fitness for purpose of resources and venue availability.
- Nominated role(s) with authority to research and inform about national and local political situations and associated risk.
- A demonstrable process to take action to mitigate risk from national and local political situations.
- Assessment records show that the length of time of the assessment is appropriate for the well-being of the candidates.
- A nominated role with responsibility for candidates' safety, security and well-being.
- A published policy on access to the internet, appropriate use of the internet and how to stay safe online.
- Process to ensure candidates', security and well-being including their online presence.
- Records to show that assessment activities have been designed to ensure they are non-threatening.
- Records that demonstrate that resources are safety checked.

3.3

Key Action 3.3

Interpret the results of assessments in a standardised and impartial way based on evidence

Standardisation in assessment is about consistency. Consistency refers to the same judgements being made in the same, or similar, contexts each time a particular assessment is conducted. You should document the required processes and ensure that all assessment staff are trained in delivering assessments accordingly.

We can find different assessment practices, to be used in isolation or combined, depending on the scope of your assessment:

- An assessment panel
- Marking tests.

Assessors should adhere to strict ethical guidelines that ensure a professional assessment service and fairness to all candidates.

Special guidance on marking practices – adapted from Leicester Assessment Institute

- **Single marking:** Work (portfolio/ test) is marked by a single assessor
- **Double marking:** two assessors work to the same mark scheme. They may either (a) mark blind in parallel, or (b) the second assessor reviews the reliability of the first assessor's comments and gradings (rather than directly evaluating the candidate's work).
- **Sampling:** work is marked by the first assessor and a sample of work is seen by a second assessor who blind marks. If there is an unresolved disagreement between the two assessors, then another assessor should be involved.
- **Moderation:** work is marked by a first assessor. A second assessor receives a full set of marks of the work and a sample of work against which to test the robustness of the marking. They do not directly evaluate the candidate's work.
- **Blind marking:** work is provided to second assessors or moderators as original copies without any grades or comments from the first assessor.
- **Peer marking:** where summatively assessed, candidates who mark other candidates' work within a cohort should follow the same guidelines for first assessors as described above. Second marking, sampling or moderation by internal assessors should be applied to ensure fairness and reliability.
- **Automated marking:** Work is marked automatically by electronic or other means (either through Blackboard or through some other approved system).

The use of an assessment panel is a common approach to ensure impartiality in assessments. Assessment panels are a small representative group of assessors who possess the required abilities to judge candidates against assessment criteria. They will need to collectively have assessor skills and mastery of the subject of the competencies.

Commonly accepted principles of panel members' behaviour are:

- Neutrality towards the candidate
- Impartial and objective analysis of the evidence
- Respect for confidentiality
- Equal treatment
- The solidarity of the assessment panel's decision.

Assessors should adhere to strict ethical guidelines that ensure a professional assessment service and fairness to all candidates. You could create an ethical declaration to be signed by assessors and panel members to ensure accountability and fairness. See annex: Sample ethical decalaration.

You may be able to demonstrate this key action using some of the following suggested evidence:

- Reviewable evidence is available to show that assessments were:
  - Evidence based
  - Standardised and impartial
- Evidence is mapped to assessment decisions, for example: marking, spreadsheet, reports.
- A demonstrable process to conduct standardisation exercises.
- Assessment profiles.
- Records of assessors' / panel meetings to discuss assessment outcomes.
- A demonstrable process for cross marking.
- A demonstrable process to benchmark or produce mark schemes.
- A demonstrable process of triangulation against other relevant reports or outcomes of other assessments.
- A demonstrable process to interpret assessment results.
- A nominated role with responsibility for assessment.

3.4

Key Action 3.4

Share assessment results

At the end of each stage of the assessment process and/or after the final assessment step has been completed, the assessment results are determined. We don't always have to determine the results of one stage to move on to the next, for example, you might complete a written test then immediately do a short desk based simulation.

In the case of both facilitated and non-facilitated assessments, candidates should be aware of how they have performed in tasks and should be given feedback on how they could improve. For example, the assessor can provide timely, specific feedback to the candidate after a facilitated assessment. In automated online assessments, the assessment platform can automatically generate feedback for the candidate about their performance, including a breakdown of their performance across different topic or tasks.

Assessment results compare the required knowledge, skills, attitudes or competencies to a candidate's existing competencies or performance. Candidates' performance in an assessment normally leads to one of the following outcomes:

- **Partial validation** - The assessor(s) identify the skills, competencies and knowledge that have been met and those that will be the subject of an additional assessment necessary for full validation.
- **Full validation** - The assessor(s) recognise that the candidate has the competencies required to be awarded the recognition of achievement. Recognitions may include: a badge, diploma, title, certificate etc.
- **Refusal of validation**: The assessor(s) determine that achievements do not correspond to the level of skills, knowledge and behaviours required.

The results should be determined by an agreed and impartial process.

Each person who participates in assessment should receive an assessment report from you. Assessment reports should provide information that helps candidates identify the level to which they have achieved their assessment goal.

See annex: Assessment report template, for a model on how a panel can compile their appreciations.

How does this apply to me?

Where client organisations have funded candidates' participation in the assessment, assessment results may be delivered directly to the client organisation if this has been previously agreed to.

For example, the human resources department of the client organisation may receive a candidate's assessment results and use them to inform a decision about recruitment of the candidate or a promotion within the organisation. Assessment results can also help client organisations to give candidates relevant career development opportunities and advice. The candidates should be informed, from the beginning, of how and to whom assessment reports will be delivered.

Link to other standards and key actions

> **Standard 6:** Administration

When candidates have a successful assessment, the assessment report should contain details about their results and the form of recognition they will receive. Feedback on success helps individuals to decide on their next steps. An assessment report where the candidate has been successful should contain but is not limited to: detailed constructive feedback on both successes and areas where performance could be improved and official assessment recognition which may be in the form of academic credit, license and/or certification.

In the case of a partial or unsuccessful assessment, candidates should be given specific information on the criteria they did not meet. The report should contain an explanation of incomplete evidence and/or assessment gaps that need to be addressed to meet the criteria. Candidates can then prepare for re-assessment, whether by self-study, additional training or work assignments, or to choose an alternate path.

> **Standard 5:** Communication and
> **Standard 7:** Evaluation and Accountability

When delivering assessment reports, it is important to select an appropriate communication channel and ensure that any official diplomas, titles or certificates are managed securely. Any channel used should be appropriate in the context and sensitive to the candidate's right to privacy.

You may be able to demonstrate this key action using some of the following suggested evidence:

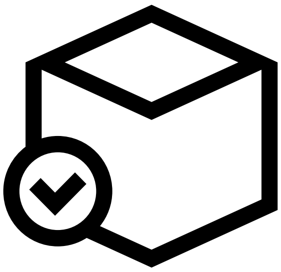
- Records that show accurate assessment results have been shared with appropriate people.
- An assessment policy.
- Accurate, reviewable and accessible assessment records.
- Assessment reports.
- Records of assessment outcomes that are quality assured.
- A communicated, embedded process of how assessment results are quality assured and shared.
- Communications showing assessment reports are delivered to interested and authorised parties, for example organisations or individuals.
- Secure storage facilities.

Annex Title	Relevant Key Actions
Sample code of conduct	3.1–3.2
Checklist for ensuring candidates' safety and security	3.2
Sample ethical declaration	3.3
Assessment report template	3.4

4

Standard 4
Resources

Standard 4
Resources



Resources for assessments are appropriate, sufficient and well managed

Key actions

You will:

4.1 ✔ identify the resources needed to implement assessments effectively;

4.2 ✔ follow procedures for procuring, maintaining and managing the resources needed; and

4.3 ✔ have in place reasonable measures to mitigate safety and security risks to staff and other resources.

Human resources are particularly important as the actions of staff are the basis of an effective assessment service. Staff should be carefully supported to ensure they deliver the best services for candidates.

Why is this standard important?

You need to ensure that you have adequate resources to deliver your services as planned and that you manage them appropriately. This is important for achieving the **overall commitment** people involved in humanitarian action have recognition of their competencies that demonstrate their ability to work effectively.

This involves the acquisition of resources and their maintenance and management since resources, including human, digital and physical resources, are often the largest proportion of budgets. Human resources are particularly important as the actions of staff are the basis of an effective assessment service. Staff should be carefully supported to ensure they deliver the best services for candidates.

Physical and digital resources that take into account the diverse needs and characteristics of a wide range of candidates, and mitigating measures that reduce safety and security risks for staff, can ensure that assessment providers demonstrate their commitment to the principles of **inclusivity** and **accessibility**.

Overall Guidance

In this standard, the term, 'resources' relates to human, physical, digital and financial resources. Human resources include staff and contractors who support all aspects of the design, delivery, evaluation and administration of conducting assessments. Physical resources include consumable items, assets, equipment, assessment materials and any physical environments. Digital resources include online databases, resource libraries or online platforms for example.

4.1

Key Action 4.1
Identify the resources needed to implement assessments effectively

To ensure you are able to implement your assessments, you should consider what resources you need. This includes all the physical, digital and human resources that you will need. You can make a resources plan that outlines what you need, when you will need the resource, any relevant information about the type, quantity or quality of the resource, how you will acquire the resource and any other relevant details about specific items.

The resource plan should include all of the resources that you will need to design and deliver the assessments and should include resources needed to perform functions such as human resources, financial management and logistics. You may need some, or all the following resources:

- Staff to manage and administer your assessments.
- Assessors or expert resource people to design or deliver assessments.
- A physical space to use as an office.
- A venue for conducting face-to-face assessments.
- Any consumable items and supplies that may be required for face-to-face assessments programmes.
- Physical or digital copies of assessment materials.
- A digital platform for virtual assessment.
- Hardware and software packages to develop or implement assessments or undertake support functions.
- Finances which may be in the form of donations or fees.

You should consider which reasonable adjustments or specific resources may be required to support inclusion; you may need to identify specific resources to support candidates of diverse profiles to access your assessment services. For example, specific resources might be required for people with disabilities, or it may be necessary to make adjustments to resources to meet the needs of different genders or religious groups.

You may need to identify specific resources to support candidates of diverse pro les to access your assessment services.

You may be able to demonstrate this key action using some of the following suggested evidence:

- Minutes or records of meetings with staff to determine required resources.
- A list of required human and physical resources for each assessment.
- Justification for use of human and physical resources is documented.
- Documented decisions to use resources.
- Job descriptions / person specifications/ job advertisements.
- RACI (responsible, accountable, consulted and informed) diagrams.

4.2

For physical and digital resources you will need to have robust procurement and stock management procedures.

Key Action 4.2
Follow procedures for procuring, maintaining and managing the resources needed

Once you have identified the resources that you need to conduct your assessments, you need to identify what resources you already have and what you need to acquire. You can then create procurement and recruitment plans. You will also need to consider how you will maintain and manage the resources that you acquire. For example, certain items may need careful storage or licenses to purchase, use or store. This may particularly be the case if you run face-to-face assessments using specialist equipment such as imitation fire arms.

Some grants or charitable donations have regulations related to the purchase, storage and disposal of some types of resources such as assets, equipment and consumable items. If you receive grants with this type of regulation, your resources plan may be an appropriate place to identify what type of item each resource is. Definitions of these terms vary but the following may be useful guidance:

- Assets: these are valuable items such as property, vehicles or large items such as generators. Because of the high value, you will need to make an asset register to track these items. You may need to report on the status of your assets if you have a board of trustees and you may be subject to regulations on purchasing these items or how you dispose of them particularly if your funding is from a donor.
- Equipment: these are items that you may use to administer your assessment services, such as computers or printers, or items that you use in your assessments such as projectors or water testing equipment. These items may need to be updated or replaced periodically. Your resources plan should include details of how you will monitor your equipment and specify when you will replace items. The distinction between equipment and assets varies and is sometimes defined by the value of the item (so for example, items over a certain cost may be defined as assets). Another distinction that may be used is whether an item has any residual value at the end a project life span or a specified period: items that retain some or all of their value tend to be considered to be assets while items that lose value tend to be considered to be equipment.

- Consumables: these are items that are used up relatively quickly. These tend to be low value but need to be monitored carefully as they need to be frequently replaced. These items may include stationery, items used for refreshments or items used in assessments such as chemicals for water testing if you are running a WASH assessment, ready to use food if you are running a nutrition assessment or protective masks and gloves if you are running a health assessment.

For physical and digital resources you will need to have robust procurement and stock management procedures. Depending on the resources that you need, you will need some of the following:

- Accounting policies, processes and systems that accurately record what you have spent;
- Warehousing, storage and inventory policies and procedures that allow for the safe and secure storage of equipment;
- A digital resource management system, policies and procedures for the safe and secure storage of digital resources;
- An asset or equipment register;
- A risk register to allow you to identify and mitigate potential risks to your resources;
- An ethical sourcing policy and an environmental policy.

Special guidance

Special attention needs to be paid to the purchase, storage and use of imitation weapons or explosives that might be used in simulations.

These items need to be stored:

- In a secure location that cannot be accessed by unauthorised personnel;
- In a cabinet or container that will ensure that they do not degrade;
- In a location that is at a distance from staff or candidates in case of accidental explosions;
- In a manner that is compliant with local laws (for example, it may be necessary to register the equipment with the police).

For human resources, it is likely that national laws will dictate many of the policies and procedures that you need to follow. To help you follow these laws and effectively resource your organisation, you need to consider all aspects of human resource management. As an assessment provider, you will need to be clear about how you will:

- Recruit, screen and hire staff, contractors or volunteers with the required competencies to create and implement high quality assessment services. For example, you may need to ensure assessors are qualified to undertake assessment;
- Induct and orientate assessors to prepare them for delivering quality assessment. This may include training assessors in specific regulations, guidelines and tools for assessment and grading;
- Manage the performance and professional development of your staff, contractors and volunteers to ensure they continue to have the competencies and up-to-date knowledge that they need;
- Manage any instances of poor performance or inappropriate behaviour, especially towards candidates.

Useful documents may include:

- Organisational structure chart;
- Job descriptions;
- Competency profiles for each role or type of role;
- Code of conduct for staff, contractors and volunteers. It is important to have in place codes of conduct for staff and contractors that outline expectations of behaviour towards each other and towards candidates;
- Diagrams showing responsibilities as well as lines of accountability, consultation and information (see annex: RACI diagram);
- Observation form to assess assessors during recruitment and for ongoing performance management;
- Professional development plans that assess the competencies staff require and identify relevant formal, informal or on-the-job assessment opportunities.

When selecting an assessor, you need to consider their competency levels and experience and their appropriateness for the role.

Scenario – Code of Conduct for staff and volunteers

An assessment provider assesses coordination competencies through a face to face simulations in which candidates interact with a range of actors. The actors are staff and volunteers who play various roles during the simulation.

The assessment provider has a code of conduct for staff and volunteers, which outlines expectations of behaviour towards each other and towards candidates during the simulation. All staff and volunteers are required to sign the code of conduct, to confirm that they agree to abide by it, before they are assigned to participate in the simluation.

When selecting an assessor to conduct assessment, you need to consider their competency levels and experience and their appropriateness for the role. For example, you may need a female assessor for a specific assessment due to cultural norms and preferences. You will also need to make sure you have systems for ensuring you have enough assessors with the right profiles when you need them.

To support effective resource management, you should have records which are:

- Accurate with any incomplete information noted;
- Dated, to make sure that it is clear when information was collected, and periodically updated, so that it is most useful;
- Easy to use and available to those who need them: systems should be put in place to ensure that appropriate permission is granted to those who can change or access records depending on the sensitivity of the information contained in the documents;
- Appropriately backed up so that crucial documentation cannot be accidentally lost or deleted;
- Appropriate for the intended use: records should be no more complex or detailed than required but must contain all the necessary information.

Scenario: Recruiting and training assessors to deliver new services

An assessment provider based in Jordan worked with a pool of assessors who could be contracted to deliver their assessment services when needed. The assessments were mostly face-to-face assessments on technical competencies conducted in Amman.

In response to an updated assessment needs analysis, the assessment provider decided to:

- Begin offering remote facilitated assessments online for some areas of technical competence.
- Broaden the range of assessment topics they offered, to include leadership competencies too.

The assessment provider reviewed the resources that they had available and identified that they would need more assessors with a broader range of competencies and experiences. They decided to increase their pool of experts that could be contracted when needed to design and deliver the assessments.

When setting up the pool of experts, the assessment provider identified and advertised a set of recruitment criteria including interview skills and experience and expertise in relevant competency areas. Once experts were in the pool, they were expected to keep themselves up-to-date on the latest developments in the sector but the assessment provider offered in-house training to new and existing assessors to ensure that they had the skills to conduct remote assessments online.

> **Key action 7.6:** Treat candidates, staff and other stakeholders in a way that promotes inclusivity, anti-discrimination and well-being

It is important to have in place codes of conduct for staff and contractors that outline expectations of behaviour towards each other and towards candidates. You should also have procedures for dealing with cases of inappropriate or harmful action. Having these in place will help you to meet key action 3.6. These steps may also help you to meet key action 3.5 if there are cases when candidates' safety and security may also be compromised by staff or contractor action.

You may be able to demonstrate this key action using some of the following suggested evidence:

- The availability of human and physical resources is considered and recorded during the design of assessments (cross reference to 2.5).
- Procurement policy and reviewable processes.
- Justification for use of human and physical resources is documented.
- Documented decisions to use resources.
- Job descriptions / person specifications/ job advertisements.
- RACI (responsible, accountable, consulted and informed) diagrams.
- Procurement procedures show that appropriate (human and physical) resources are obtained, maintained and managed.
- An asset register to record the location of resources identified in 4.1.
- Records to show that the use and location of the resources is monitored.
- Identified role(s) with responsibility for procuring and allocating resources (human and physical) for planned assessments.
- Documented post assessment review of resources.
- A resource monitoring, maintenance, management and replacement policy to ensure resources are appropriate and safe.
- Feedback from candidates and staff (questionnaires/ meetings / surveys).
- Evidence that resources are appropriate for any online or distance candidates (for example, feedback from staff and candidates; completion rates of assessments).
- Staff recruitment policy with associated procedures.
- Organisation chart shows an appropriate number of staff for each function.
- Candidate / assessor ratio is calculated and appropriate.
- A documented process to check that the qualifications and experience of staff are mapped to assessment requirements.
- Evidence of regular monitoring of staff levels and turnover with associated action if required.
- Standardised processes for recruiting appropriate new staff are embedded and operative

4.3

Key Action 4.3

Have in place reasonable measures to mitigate safety and security risks to staff and other resources

Assessment of competencies takes place in a wide range of contexts and therefore your measures to mitigate risks to the safety and security of staff and other resources will be dependent on the operational environment.

You may need to undertake and develop contextual analysis, risk assessments, security management plans, standard operating procedures and/or a crisis management plan to consider the safety and security of your staff or contractors. If assessors are visiting a different location to attend the assessment, they are likely to face additional vulnerabilities depending on their profile. You will need to consider:

- Whether you need to provide travel advice or a security briefing on the location or implement any particular security procedures;
- The safety and security of the venue and location in which you are holding the assessment or where staff might be staying;
- What your duty of care is to staff and contractors and what level of responsibility you will take for their travel such as whether you will make travel arrangements and provide insurance;
- Whether specific security training is required and if you will provide this to your staff and contractors;
- What level and type of insurance you will require to cover the range of likely or possible events that may affect the safety or security of staff or contractors.

Link to other standards and key actions

> **Key action 3.2:** Have in place reasonable measures to mitigate safety and security risks to candidates

The risks that face candidates and staff will in some ways be similar. However, the extent and nature of your responsibility towards each group is different. As a result, the measures that you take to mitigate safety and security risks will differ. It will be useful to view the guidance in key action 3.5 and key action 5.3 together so that you can make sure you have integrated safety and security processes.

You may be able to demonstrate this key action using someof the following suggested evidence:

- Operating human resource policies and processes commit to ensuring that staff are not discriminated against on characteristics such as, cognitive ability, beliefs, gender, disability, age, ethnic origin, skin colour, sexuality, religious belief or any other characteristic.
- Support mechanisms can be shown to be in place for staff - inclusive of staff from underrepresented groups.
- Staff from underrepresented groups have the support they need to be successful.
- Organisation activities allow staff to build relationships and develop multicultural skills with other staff and candidates from diverse backgrounds or with diverse skills.
- Activities or events that make staff feel valued and allow them to achieve their full potential.
- Staff code of conduct.
- Staff contracts.
- Shared job descriptions.
- Staff policies and procedures to include:
    - Recruitment policy
    - Whistleblowing
    - Grievance and disciplinary policies
    - Diversity/ inclusivity policy
    - Maternity, paternity and child care policies.
- Staff handbook.
- Communications to staff (for example, contracts; equal opportunities / non-discriminatory policy).
- Feedback from staff (for example, appraisal process documents; questionnaires; surveys; complaints / concerns) indicates a culture of openness and trust.

Annex Title	Relevant Key Actions
Example of RACI dagram	4.1

5

Standard 5
Communication

Standard 5
Communication

Communication effectively supports assessments

Key actions

You will:

5.1 ✔ use and maintain appropriate and accessible communication channels;

5.2 ✔ use clear and accessible language for all communications;

5.3 ✔ ensure information about assessment services is relevant, accurate and available when needed; and

5.4 ✔ listen and respond appropriately to communications.

Communication ensures smooth engagement with you at all stages of the assessment journey of a candidate.

Why is this standard important?

Clear, timely and accurate sharing of information and effective processes for receiving, recording and responding to communication ensures that: assessments run smoothly; that candidates are clear about the processes and their progress; and that any queries are dealt with appropriately. Sharing information, communicating clearly, and listening carefully to candidates contributes to more effective assessment services, improves the quality of services delivered. This supports assessment providers to achieve the **overall commitment** people involved in humanitarian action have recognition of their competencies that demonstrate their ability to work effectively.

Effective communication that allows all candidates to access information and communicate openly with the assessment provider, without facing barriers due to their context or personal characteristics ensures that the assessment provider demonstrates their commitment to the principle of **accessibility** and **inclusivity**.

Overall Guidance

This standard covers the range of communications that you will have. It emphasises the need for systematic use of appropriate communication mechanisms to establish effective dialogue with candidates and other stakeholders; for using clear language; for sharing accurate information and responding promptly to candidates and other stakeholders. These processes support candidates to access assessments and ensure smooth engagement with you at all stages of their assessment journey.

You may find it helpful to develop a document that outlines: what information will be shared with whom, when and how; how incoming communications will be encouraged, received, recorded and handled; and who will be responsible for different tasks. The document can also state how you will ensure that all communications from you are culturally sensitive and respectful of individuals' characteristics. For an example see annex: Communications plan template.

Link to other standards and key actions

> **Standard 6:** Administration

A function of administration is to ensure that candidates receive appropriate information in a timely manner. Administrative systems can support effective communications within your organisation, with candidates and with other stakeholders. Both standards support the overall work of assessment providers and ensure the smooth running of assessment programmes.

> **Standard 7:** Evaluation and accountability

Good communication will enhance the quality of the evaluation and accountability mechanisms and will help you to create opportunities, relationships and environments that enable candidates to communicate concerns and complaints.

5.1

Key Action 5.1

Use and maintain appropriate and accessible communication channels

This key action relates to the methods of communication you use for different purposes and different audiences. The purpose is to establish effective dialogue with candidates and other stakeholders so that you can share information and also receive communication including information, feedback, complaints, queries and requests.

Communication channels may include any combination of written and oral communications such as:

- Your own or others' websites or microsites.
- Social media platforms.
- Information / induction sessions or meetings.
- Email.
- Instant messaging services.
- Written letters.
- Guidelines and information materials.
- Telephone.
- Internet based communication platforms that may allow video conferencing such as Skype, Zoom, and WhatsApp.

To establish which communication channel is appropriate for which type of communication and with whom there are several things to take into consideration, including:

- Your own capacity to use and monitor a particular communication channel.
- The capacity of potential candidates to access different communication channels easily and regularly, particularly considering the needs of candidates with restricted or limited access to communications technology or with different capacities such as a disability or no literacy.
- The content and intended audience of the message including whether it is intended for one individual, a group or anyone as well as whether the information is sensitive.

Communication channels may include any combination of written and oral communications.

Candidates should be actively encouraged to use communication channels and you should seek to promote a culture of open communication to encourage ongoing dialogue between staff and candidates.

- The intention of the message for example whether it is for sharing information or encouraging dialogue.
- The cultural context, taking into account any implications of using a particular channel: for example, a printed and even stamped document may be required in certain contexts while other contexts may prefer communications to be mostly digital.

Accessible communication channels are flexible enough to support the needs of all candidates. Candidates with limited access to communications technology or with different capacities, for example people with disabilities or low literacy may need adaptions to access information. You should make reasonable adjustments to ensure communication channels are accessible to all. For example, making paper-based documents available in large print on request.

Information on communication channels, how to contact you and where to find information should be proactively shared with candidates and other stakeholders. Candidates should be actively encouraged to use communication channels and you should seek to promote a culture of open communication to encourage ongoing dialogue between staff and candidates. Management can model positive communication behaviours by inviting open conversations with staff members.

Maintenance of communication channels means that you will need to periodically review the channels that have been put into place taking into account feedback from staff members, client organisations and candidates through feedback, complaints mechanisms and lessons learnt and subsequently act upon them.

Links to other standards and key actions

> **Key action 3.1:** Carry out assessments as designed

When sharing information about assessments and any changes to services, you should consider which channel is most appropriate: the sensitivity and timeliness of the communication need to be considered when selecting the mechanism. For example, if a change in venue or schedule is needed, a telephone call may be more appropriate than a posted letter.

> **Key action 3.4:** Share assessment results

When sharing sensitive information, for example the results of assessment with candidates, the choice of communication channel should be considered.

> **Key action 7.2:** Use transparent and accessible methods to receive honest feedback

The choice of appropriate communication channel is essential to ensure that candidates and other stakeholders feel comfortable when sharing feedback with you.

> **Key action 7.3:** Record and deal with concerns and complaints

There should be secure and dedicated communication channels available to candidates who wish to make a complaint or register a concern so that candidates are confident to use them.

You may be able to demonstrate this key action using some of the following suggested evidence:

- A communication policy or plan.
- Demonstrable use of two-way communication channels.
- Documented research that methods of communication have been chosen for appropriateness (for example, email, social media, websites, written letters, phone or electronic platforms).
- Communications from and to candidates, staff or organisations.
- Evidence that correct communication methods are used for different messages.
- Outline of how communication methods have been adapted/ revised based on feedback.
- Feedback from staff, organisations and candidates.
- Evidence that communication is secure.
- Nominated role with responsibility for communication.

5.2

Communication should be done in languages that are easily understood, respectful, inclusive and culturally appropriate for different humanitarian actors.

Key Action 5.2

Use clear and accessible language for all communications

This key action emphasises the need for clarity in your communications as well as the need for ensuring that your language is tailored to your audience.

Written and oral communications should to be clear and accessible to all, they should:

- Avoid jargon, colloquial terms and expressions and idioms that non-native speakers are less likely to understand.
- Avoid abbreviations or acronyms that may not be known to all.
- Be unambiguous.
- Be of high-quality so the text is legible on the page or screen.
- Be available with reasonable adjustments made for candidates with specific needs, for example, some candidates may need paper-based resources to be printed in a large font or on coloured paper.
- Be culturally sensitive and not display gender or other bias in both the language used and the choice of images.
- Ideally be in the target audience's native language although there are many practical reasons why this may not be possible.

Communication should be done in languages that are easily understood, respectful, inclusive and culturally appropriate for different humanitarian actors, especially vulnerable and marginalised groups. To accommodate the needs of candidates who are participating in an assessment conducted in a language in which they are not proficient, or those who communicate in sign language, it may be necessary to use an interpreter. Guidance on how to work effectively with an interpreter can be found in the annex: Working with an interpreter, and guidance on how to make communications accessible to all can be found in the annex: Making communications accessible to all.

It is also important to remember that communication can also be non-verbal. It is good practice to make sure that all images you use in your communications and assessment materials are inclusive and accessible. You should also make sure that your body language and tone are appropriate and do not cause unintended offense.

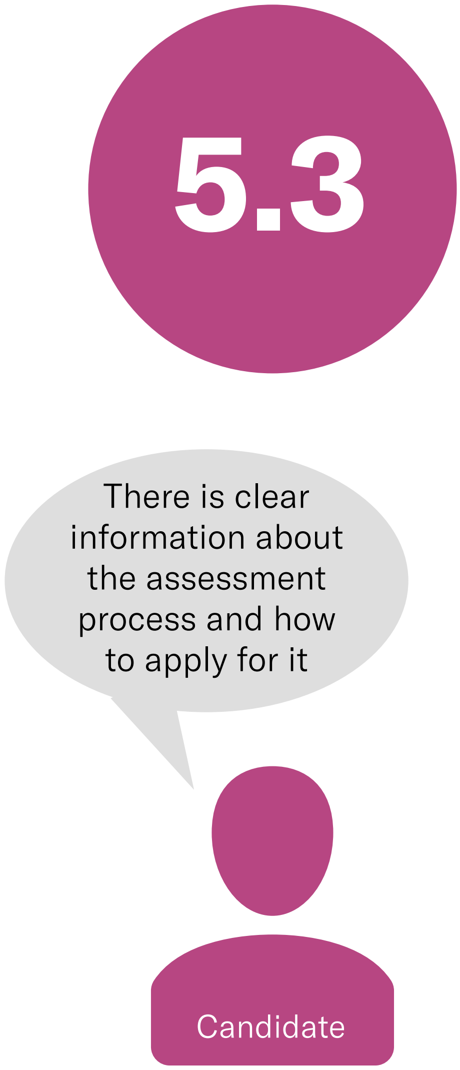
Links to other standards and key actions

> **Key action 3.4:** Share assessment results

Clarity in communication is important through all of your services but it is especially important when sharing potentially sensitive information. This is particularly true when sharing results of assessments with candidates. In this situation, ambiguity could lead to misunderstandings and confusion.

You may be able to demonstrate this key action using some of the following suggested evidence:

- All information about assessment services is clear, accurate and up to date.
- Demonstrable processes for making reasonable adjustments to ensure communications are accessible and understood by all.
- A sign off process to check the content of published communications.
- A process to check that grammar, spelling and language in communications and documents are accurate.
- Interviews with staff and candidates.
- A language guide or policy including guidance on developing easy-read documents where appropriate.



Key Action 5.3

Ensure information about assessment services is relevant, accurate and available when needed

Relevant information about assessment should cover:

- The assessment process (including duration and steps);
- The assessment policy of the organisation;
- Assessment topics;
- Examples of competency frameworks and assessment criteria;
- How to access or apply for the assessment, including any deadlines for enrolment;
- Any deadlines for application;
- Selection or eligibility criteria or the intended target audience;
- Duration of the assessment;
- Average time to be devoted by the candidate;
- Roles and responsibilities of the assessment provider and the candidates;
- Expected outcomes from participation;
- The recognition available such as a badge or certificate.

You should ensure that the information provided is easily understood and that the candidates has access to all the information they need to apply and participate in the assessment process. This also needs to be provided in a timely manner: information should be available within a reasonable time in advance of the start date for candidates to make decisions regarding their participation.

Frequently review and update information about assessment services across all media to ensure it is accurate and does not mislead or confuse candidates. If changes are made to assessments, these should be clearly communicated with specific information provided directly to any candidates who are already enrolled for the assessment as soon as possible.

You should ensure that the information provided is easily understood and that the candidates has access to all the information they need to apply and participate in the assessment process.

It is also important to be transparent about what will happen if the candidate is not successful the first time they are assessed including options for repeating the assessment and the procedure for an appeal if the candidate wishes to contest the results of the assessment.

It is important to make sure that communications do not set unrealistic expectations for candidates; the information provided should be honest and not mislead candidates or create false expectations of an assessment process or result.

You can share further information with candidates to help them understand what to expect and how to best prepare for the assessment. This could include:

- Samples of questions or previous assessment tasks;
- Sample essays and other completed assessment tasks, with the grade awarded. You must have permission from candidates to publish their work if the samples are genuine;
- Useful resources to prepare for assessments, like a study guide.

You should also provide contact details for further questions candidates may have on any part of the assessment process.

There are often pre-existing communication platforms related to humanitarian action that can be used to communicate to potential candidates about assessment opportunities and services. Coordination meetings, NGO platforms and Disaster Management and Disaster Risk Reduction Networks are often useful places to share information.

Scenario: Culture of open communication

An assessment provider in Indonesia decided to develop a communications policy to promote a culture of open communication. They decided that the policy should define and document all processes for sharing information and communication in general. They decided that their policy should include, for example:

- The organisation's commitment to accurate and timely information sharing
- What information it will share with candidates and other stakeholders
- How decisions will be made about when and how to share information
- The criteria used in deciding not to share information.

Once the policy was developed, it was presented to staff at an all staff meeting, and circulated it to all staff via email.

Scenario: Communicating assessment results directly with a client organisation

An assessment provider in Europe was contracted by a large INGO to conduct competency assessments of potential new staff as part of the recruitment process.

They agreed that the assessment provider would submit a report about the assessment process and results obtained for each candidate.

To ensure effective reporting, the assessment provider produced the reports systematically, within the agreed timeframe using a defined structure to meet the client's information requirements. The reports provided specific feedback about candidates' performance, including whether they achieved a successful, partial or unsuccessful assessment.

The assessment provider and the INGO agreed in advance that the INGO would provide the assessment feedback to the candidates as part of their recruitment process, to ensure that they avoided lack of feedback to candidates.

Links to other standards and key actions

> **Key action 3.1:** Carry out assessments as designed

Ideally assessment programmes should be delivered as communicated, but if changes are made, candidates need to be informed of these changes immediately. Change processes therefore need to incorporate a communication strategy.

You may be able to demonstrate this key action using some of the following suggested evidence:

- An up to date and accurate website.
- Published documents that give up to date and accurate information about assessment programmes and services.
- Documented guidance for communicating information when required i.e. before, during and after assessment programmes.
- Dated communications with stakeholders.
- Staff are trained about responsibilities for communications.
- A process to monitor communication.
- The communication policy includes how and when information is to be updated.
- Information shows that candidates to make informed choices.
- Owners of communications / documents identified.
- Documents have version control and are dated.
- A process to approve and sign off published information.
- Feedback from candidates.

5.4

Key Action 5.4

Listen and respond appropriately to communications

You can encourage potential candidates to approach you with further communications by ensuring that timely and appropriate responses are consistently provided,

It is important that you actively encourage dialogue and that you listen and respond to your candidates and other stakeholders. To ensure that this happens, you need to ensure that you encourage candidates to communicate with you and that you respond systematically. You can establish set procedures for response to enable you to do this. These procedures should identify who is responsible for monitoring incoming communication, who is responsible for responding, guidelines on how to respond and standard response times. These factors may vary depending on the type of communication.

These procedures can ensure that responses are accurate and appropriate. Having standard response times is important as it means that candidates and client organisations get the information they need in enough time to make decisions and take appropriate actions. These response times should be made public so that candidates know what to expect. The timeframe set for responding to queries and requests should not adversely affect the candidate or the quality of the assessment and should be reasonably in line with candidates' needs. Care should be taken to ensure that these timeframes are adhered to.

If new procedures are introduced, it may be necessary to provide training to staff who receive and respond to incoming communications. You should also monitor how effective the procedures are and how well they are being implemented as part of your monitoring and evaluation initiatives.

Candidates are likely to have ongoing queries about how to make an application for an assessment, how the assessment will be conducted, and how the results will be delivered and may wish to provide feedback or register concern about an aspect of your work. These incoming communications are all important for your work and can help you improve the quality of your assessment services. You can encourage potential candidates to approach you with further communications by ensuring that timely and appropriate responses are consistently provided, and by providing multiple channels of communication. This will contribute towards building transparent and responsive two-way communication with candidates.

Queries can be used to improve communications over time; if queries are recorded and reviewed periodically, weaknesses in communications can be identified and improved. Frequent queries and their answers can be used to develop a "Frequently Asked Questions" document or FAQs.

To summarise the following points should be considered:

- Encourage candidates to communicate with you;
- Provide multiple channels of communication;
- Respond to candidates systematically and appropriately;
- Define who is responsible for monitoring incoming communication and who is responsible for responding;
- Decide and communicate guidelines on standard response times;
- For new procedures train staff on how to respond to incoming communications.

Links to other standards and key actions

> **Key action 7.1:** Systematically monitor and evaluate assessment services

When establishing monitoring and evaluation systems, it is worth considering how you want to include communication with candidates and other stakeholders. Monitoring communications can improve your ability to provide assessment services that are responses to candidates' needs.

> **Key action 7.2:** Use transparent and accessible methods to receive honest feedback

As part of evaluation and accountability systems, it is important to have methods in place for receiving feedback. When considering how to receive and record this feedback, it is also important to think about how to respond.

You may be able to demonstrate this key action using some of the following suggested evidence:

- Published response time (service level agreements).
- Service level agreement able to be reviewed as met.
- A nominated role is responsible for monitoring service level agreements and action taken when service falls below stated level.
- Staff trained about how to respond appropriately to meet service level agreements.
- Nominated staff roles to respond or process queries and communications.
- Demonstrable process to check that the tone of responses is appropriate for the situation and the readers.
- Evidence that responses to communications are made in an appropriate way, for example: emails, complaints/ action logs.
- Documented requests from and responses to distance and online candidates.
- Feedback from candidates.
- Register of communications that informs improvement.

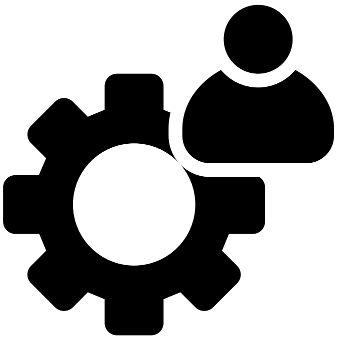
Annex Title	Relevant Key Actions
Communications plan template	5.1 – 5.4
Working with an interpreter	5.2
Making communications accessible to all	5.2

6

Standard 6
Administration

© Institut Bioforce

Standard 6
Administration



Administration systems effectively support assessments

Key actions

You will:

6.1 ✔ provide effective administrative and logistical support before, during and after assessments;

6.2 ✔ follow procedures for safely and securely managing assessment materials and results;

6.3 ✔ store candidates' personal information using secure and appropriate data-management procedures;

6.4 ✔ make sure assessment results (and recognised badges or certificates, if available) are delivered and can be retrieved in the stated time period; and

6.5 ✔ share personal and confidential information only as agreed.

This standard covers all the administrative processes needed to ensure assessments run smoothly. In this way, it underpins all of the other standards.

Why is this standard important?

Administrative systems, processes and procedures support the delivery of quality assessment services and enable candidates and organisations to access these services. Effective administrative support enables the smooth delivery of assessment services. Ineffective administrative support can not only cause practical delays but can also hinder the assessment process itself. In this way, standard 6 contributes to the achievement of the **overall commitment**: people involved in humanitarian action have recognition of their competencies that demonstrate their ability to work effectively.

Effective administrative systems that are consistently applied taking into account diverse characteristics of candidates and that manage personal data confidentially and in a manner that reduces risk ensure that: all candidates have fair opportunity to access and participate in assessments. These measures enable assessment providers to demonstrate their commitment to **principles of accessibility, impartiality and inclusivity**.

Overall Guidance

This standard covers all the administrative processes needed to ensure assessments run smoothly. In this way, it underpins all of the other standards. The key actions cover the provision of practical and logistical administrative support, making sure candidates can access and apply for assessment processes that are suitable for them and the secure and accurate management of information.

It is important that all administrative systems are systematic and consistently followed by all. However, they do not need to be overly complex and should be proportionate to your needs.

However, data protection laws will govern and inform some administrative systems, particularly relating to managing personal data of candidates.

© Institut Bioforce

6.1

You should also consider the context you are operating in when determining the types of administrative and logistical support candidates may need.

Key Action 6.1

Provide effective administrative and logistical support before, during and after assessments

Effective administrative support needs to be provided internally, to ensure your assessments run smoothly, and externally, to support candidates and organisation using your assessment services. It includes using routine processes to ensure required preparations and follow up actions are made and all and organisations receive the appropriate level of administrative support. Administrative support may include some of the following depending on your organisation:

- Before assessment is conducted:
  - Access information about the assessment process and how to access it;
  - Any preparation the candidate needs to undertake in advance to complete the application;
  - Scheduling a calendar for delivery taking into account your own capacities, candidates' availability and other relevant events in context ensuring that all relevant individuals are involved in the process;
  - Inform candidates about any modification of dates and times to meet the assessment panel;
  - Inform about how to proceed if the candidate is absent due to illness;
  - Checking the availability and suitability of a venue or digital platform and making relevant bookings;
  - Preparing, uploading or printing any required assessment materials and ensuring they are accessible to the candidates and assessors;
  - Sharing information about accessing the assessment online or in person for example by sharing details of the location and address;
  - Ensuring candidates have information about preparations they need to make.
- During the assessment itself:
  - Ensuring candidates are accessing the venue or platform without difficulties;

  - Informing assessors if any candidates will be absent for example due to illness;
  - Monitoring candidates' practical needs and making adjustments, for example, to the assessment environment or by providing replacement materials.
- After the assessment:
  - Providing candidates with proof of attendance to the tests and/or proof of payment and/or proof of the recognition;
  - Processing any payments or reimbursements to assessors, venues, vendors, candidates for example if travel or per diems are covered;
  - Taking any required practical actions such as appropriately disposing of or replacing any used materials or consumables.

Administrative support can be provided in person, by phone, online either in real time or through email.

The support required will vary depending on your circumstances and the candidates or organisations. You should also consider the context you are operating in when determining the types of administrative and logistical support candidates may need. For example, in some contexts, candidates might need logistical or financial support to attend the assessment and you may need to provide transport or reimburse costs; In other situations, you may need to consider offering logistic support with child care or a room for breastfeeding.

Case Study: PHAP offers support before during and after assessments

The following are some of the mechanisms PHAP has in place to ensure they achieve this key action:

- A shared mailbox allow staff to provide and coordinate administrative support to candidates. The communication is based on standard responses.
- Terms of reference for certification support assistant.
- Follow-up survey questions about candidate satisfaction with support.
- List of standard support replies.
- Shared mailbox for certification inquiries.

Beyond the direct administrative and logistical support provided to candidates and client organisations, it is also essential to ensure that assessment services receive appropriate support. For online assessment services this might include managing enrolment and granting access to the assessment platform, including issuing permissions and passwords to assessors and candidates, and uploading assessment materials to the platform, whilst for face to face assessments or simulations support might include managing venue bookings, and ensuring that resources and materials are prepared and available at the venue on time.

How does this apply to me?

"We do not conduct assessments ourselves, we hire the services of a recognized assessment provider, and so does this apply to us?"

This can be the case of one organisation hiring the assessment services to assess the competencies of its staff or volunteers. As an organisation that works through implementing partners, you can still complete the quality assurance review but will need to demonstrate that you have systems in place to ensure that your partners are following the key actions.

In these cases, the checklist provided in this key action can be used for:

- Selecting suitable implementing partners;
- Forming partnership agreements;
- Allocating and agreeing responsibilities between different parties;
- Building capacity of implementing partners if this is appropriate.

If you hired assessment services to others, you still may need to provide administrative support to the candidates, for example ensuring they have access to the preparation materials they need, and to the assessment provider, for example ensuring that any queries or requests for information about the candidates are handled promptly.


483 B

Links to other standards and key action

> **Key action 1.4:** Analyse target candidate(s)' characteristics, assessment preferences and requirements

Information gathered about the needs and requirements of individual candidates should be considered when making preparations. For example, some candidates may have request end large font resources, or you may need to ensure that the selected venue has adequate facilities for a candidate with restricted mobility.

> **Key action 3.2:** Have in place reasonable measures to mitigate safety and security risks to candidates

In the course of undertaking your administrative work, you should consider any safety and security impacts on your candidates. For example, when assessing a venue for suitability, the safety and security of candidates should be a consideration in terms of the location of the venue, how it can be accessed, the security of the building itself as well as any risks to safety within the venue. You should also consider cyber security and ensure that all of your systems are secure.

> **Key action 4.1:** identify the resources needed to implement assessments effectively

The list of resources proposed in key action 4.1 can be used to inform planning and preparations for assessments to make sure that all required resources are available.

> **Standard 5:** Communication

The standard on communication and administration are closely linked and both facilitate the smooth running of assessment services. The communication standard focuses specifically on receiving, sharing and storing information while the administration standard focuses on establishing and maintaining systems which will facilitate communication as well as other aspects of the assessment provider's work.

You may be able to demonstrate this key action using some of the following suggested evidence:

- Information sessions, tutorial support, buddies, alumni exist to provide progression support.
- Reviewable documents exist to show effective administrative support is given to candidates and organisations at appropriate times.
- Documentation identifying administrative and logistical support needs (cross reference with 1. 5)
- Identified role with responsibility for candidates and organisation support.
- Proven support for distance or online candidates (for example, logs and time frames).
- Support mechanisms operate face to face, by phone, or online, in real time or through email.
- Records that time zones and modality are taken into consideration for distance and online candidates.
- Support records.
- Feedback from candidates and organisations that proves effectiveness of support (for example, evaluations, tutorial meetings, mentor reports).
- Permission to access and use communication channels is allocated to appropriate people.

6.2

Confidential assessment materials are documents related to the delivery of the assessment that should not be seen by candidates prior to delivery.

Key Action 6.2

Follow procedures for safely and securely managing assessment materials and results.

Throughout the assessment process, there is some information which is specifically used during the design and delivery stages and will need to remain confidential.

Confidential assessment materials are documents related to the delivery of the assessment that should not be seen by candidates prior to delivery. Some examples of confidential assessment materials may be written test questions or simulation roles and updates which require the candidate to react to a change in the situation or new information. Assessment providers will require another set of materials that are confidential and should never been seen by a candidate, for instance the simulation instructions for the staff, or the assessment grid the assessors will use to double mark one written test.

The management of confidential assessment materials involves all aspects of developing or receiving, storing and using the materials during the design and delivery of assessments.

Measures for safe and secure management of assessment materials include:

- New staff should be carefully trained before being allowed to access confidential assessment materials.
- If assessment materials are being delivered or transported, there should be a system to sign for them and a log kept to track all incoming and outgoing materials. The log must include all awarding body deliveries with the number of boxes or packages received.
- Physical materials should be locked away in secure storage until an authorised member of staff needs to access them.
- The room or lock box used for confidential physical materials should not be used to house unrelated equipment such as an IT server, boiler, electrical units or archive materials. This will help to prevent unauthorised access.

- Access to this room/storage must be restricted to members of staff directly involved in the administration of examinations. PCs and portable devices that contain confidential assessment materials should:
  - Electronic materials must be stored in a secure system that is password-protected to prevent unauthorised use of the device and unauthorised access to information held on the device.
  - Have passwords of sufficient strength and changed on a regular basis.
  - Be logged off or 'locked' when left unattended for any period of time.

You may be able to demonstrate this key action using some of the following suggested evidence:

- Process to ensure that assessment materials are always kept safely and securely.
- Data management protection policy (including online candidates or candidates at a distance when appropriate).
- Established operating procedures for safe and secure storage of results.
- Procedures to review and monitor security of materials and results are operating.
- Staff are trained in how to manage safely, materials and results.
- A demonstrable process to review and check communications for accessibility, accuracy, grammar, spelling, language, format and media is used.

6.3

Before collecting any data, you need to determine what information you need and how long you will need to keep it for.

Key action 6.3

Store candidates' personal information using secure and appropriate data-management procedures

You should implement national legal requirements for data protection. The guidance in this handbook may complement national requirements but should not be used as a substitute.

Key action 6.5 is closely related to this 6.3. Key action 6.3 focuses on storing personal data that has been collected in the providing assessment services while key action 6.5 focuses on the usage and sharing of that information.

Before collecting any data, you need to define what information you need and how long you will need to keep it for. Any additional candidate information beyond this scope should not be collected unless there is a specific reason to do so and information should not be stored for longer than necessary.

Once you have decided what information you will collect and how long you need it for, you need to establish a data management system that allows you to collect and store this information. This system should be as simple as possible that it is easy to use, update and maintain. You also need to make sure that the system is secure and that it is possible to delete and retrieve information. You need to be able to retrieve information for your own use or for candidates as they may ask to see any personal information that you hold on them. In some countries, data protection laws make it a requirement for you to share this information within a given timeframe if it is requested.

To manage data effectively, you need to:

- Establish a system to register and identify candidates and collect the required information
- Regularly check the accuracy of the information you hold
- Implement a process of removing records that are out-of-date, unnecessary, redundant or superfluous
- Establish a mechanism for retrieving candidates' personal information when they request access to it.

Where personal or sensitive data is held, relevant security and access controls should be in place.

Data management procedures should enable you to store candidate information securely whether in hard copy or electronic format. Storage of hard copy (paper based) records should be lockable if the information is confidential. Electronic records of confidential information should also be appropriately secured and there should be a system for backing up information stored electronically.

Some appropriate means to secure protected information can be:

- Limited number of key holders (If it is a number combination lock, the code should be changed periodically)
- Secure rooms
- Safes
- IT security passwords
- Backup processes

Data management procedures should define who can access candidate information and this should only be accessible to staff who need this information to do their jobs. Candidates should also be able to access their information and records.

Where personal or sensitive data is held, relevant security and access controls should be in place. Additional controls may also be needed to prevent such data from being copied or misused.

Paper records and paper files containing personal data and sensitive information about candidates should:

- Be handled in such a way as to restrict access only to those persons with reasons to access them
- Be locked away when not required
- Be kept hidden from callers to offices
- Follow a secure disposal of confidential waste.

Links to other standards and key actions

> **Key action 1.4:** Analyse target candidate(s)' characteristics, assessment preferences and requirements

When collecting personal informal during assessment needs analyses, you need to consider how to store this data securely.

> **Standard 4:** Resources

Systems that are designed to maintain and monitor the use and quality of resources may contain sensitive or personal information. Information related to finances and the recruitment and management of assessors may be particularly sensitive.

> **Key action 7.3:** Record and deal with concerns and complaints

When establishing systems for receiving and dealing with complaints and concerns, consideration should be given as to how this information will be stored. This also applies for collecting and storing feedback.

You may be able to demonstrate this key action using some of the following suggested evidence:

- Data management procedures are documented and operating to ensure secure storage of candidates' personal information.
- Structured and indexed safe methods of storage of candidates' personal information are used.
- Security of candidates' information can be shown to be protected.
- Identified role with responsibility for data management.
- Data protection and retention policy (including distance / online candidates when appropriate).
- Information back up processes with reviewable log.
- Identified users with secure access.
- Process to record and securely dispose of unnecessary, redundant or superfluous data.
- Compliance with local data retention law.
- Documented agreed response time.
- Documents have a review/ renewal date and control versions.
- Staff are trained and informed about responsibilities for communications (who can communicate what and at what level).
- A policy to sign off critical or confidential information.
- The website can be shown to be accurate and up to date.

6.4

Assessment reports should provide information that helps candidates identify the level to which they have achieved their assessment goal.

Key action 6.4

Make sure assessment results (and recognised badges or certificates, if available) are delivered and can be retrieved in the stated time period

Each person who participates in assessment should receive an assessment report from you. Assessment reports should provide information that helps candidates identify the level to which they have achieved their assessment goal.

Where client organisations have funded candidates' participation in the assessment, assessment results may be delivered directly to the client organisation if this has been previously agreed. For example, the human resources department of the client organisation may receive a candidate's assessment results and use them to inform a decision about recruitment of the candidate or a promotion within the organisation. Assessment results can also help client organisations to give candidates relevant career development opportunities and advice. The candidates should be informed, from the beginning, of how and to whom assessment reports will be delivered.

When candidates have a successful assessment, the assessment report should contain details about their results and the form of recognition they will receive. Feedback on the assessment performance helps individuals to decide on their next steps. An assessment report where the candidate has been successful should contain (but is not limited to): detailed constructive feedback on both successes and areas where performance could be improved and official assessment recognition which may be in the form of academic credit, license and/or certification.

In the case of a partial or unsuccessful assessment, candidates should be given specific information on the criteria they did not meet. The report should contain (but not be limited to):

- An explanation of incomplete evidence
- Performance gaps that need to be addressed to meet the criteria.

© Maria de la Guardia

Where possible, it is ideal for assessment results to be delivered immediately following the final assessment step.

Candidates can then:

- Prepare for re-assessment, whether by self-study, additional training or work assignments, or
- To choose an alternate path.

Timely delivery and retrieval of assessment results is a core function of any assessment provider. Client organisations will depend on the timely delivery and retrieval of results to facilitate efficiency in recruitment and performance management processes. Candidates will be eager to receive their results and could become unduly stressed if they are not received in a reasonable timeframe. You should remind candidates who may also rely on the results for a job application/acceptance.

Where possible, it is ideal for assessment results to be delivered immediately following the final assessment step. However, this may not always be possible as the determination of results will take deliberation between panel members and consideration of multiple factors.

You need to establish the maximum time frame required for delivery and retrieval of assessment results and monitored to ensure you deliver results within the stated timeframe. Candidates and client organisations should be made aware of when they can expect to receive assessment results and in what form i.e. badge, certificate, and letter.

Links to other standards and key actions

> **Key action 5.1:** Use and maintain appropriate and accessible communication channels

When delivering assessment reports, it is important to select an appropriate communication channel and ensure that any official diplomas, titles or certificates are managed securely. Any channel used should be appropriate in the context and sensitive to the candidate's right to privacy.

You may be able to demonstrate this key action using some of the following suggested evidence:

- Review trails show timely delivery of assessment results to candidates.
- Service level agreements for delivery and retrieval of assessment results.
- Candidate requests are responded to according to service level agreements.
- Secure storage facility for results, accessible only by authorised staff.
- Process to ensure badges or certificates are not duplicated or created fraudulently.
- A process to ensure that only those candidates who have been successfully assessed receive badges or certificates.
- The process for the retrieval of assessment results is documented.
- Quality review of assessment results confirms accurate delivery.
- Feedback from candidates.

6.5

Key action 6.5

Share personal and confidential information only as agreed

You need to offer clarity about how candidate information will be shared and make candidates aware of this.

You should implement national legal requirements for data protection. The guidance in this handbook may complement national requirements but should not be used as a substitute.

Key actions 6.3 and 6.5 are closely related. Key action 6.3 focuses on storing personal data that has been collected in the assessment process while key action 6.5 focuses on the usage and sharing of that information.

You need to offer clarity about how candidate information will be shared and make candidates aware of this. It is important for candidates to be aware of whether any of their information will be shared and if so, what information, with whom and for what purpose. For example, where a client organisation has hired and funded the assessment service, they will likely expect access to the candidate's records. Where assessment is self-funded, you should not share candidate's information with third parties without the candidate's consent. For example, some organisations may include a clause in their Certification policy to make clear that information about a particular individual is considered confidential and shall not be disclosed to a third party by the organisation.

You should have procedures in place to properly evaluate requests from other organisations (such as auditing bodies or donors) for access to data in your possession. Such procedures should assist you in deciding whether the release of data is fully justifiable, in the interests of candidates and whether it is compliant with any existing national data protection legislation. For example, fax machines should not be used for transmitting sensitive documents.

If you are using information about candidates, case studies or photographs to report on, advertise or market your services or activities, you need to make sure that nothing personal or confidential is shared and that you have candidates' permission to include them in this type of material. If you are taking photographs of candidates, you need to seek permission to do so and ensure that there is no negative impact on their assessment process or future employment or volunteering opportunities. Seeking permission in advance may be more efficient.

Links to other standards and key actions

> **Key action 5.2:** Use clear and accessible language for all communications

When sharing information on candidates as per agreements, you should ensure that the communication is clear and accessible so that no misunderstandings arise.

You may be able to demonstrate this key action using some of the following suggested evidence:

- Demonstrable procedures to keep personal and confidential information safe and secure, including the use of passwords and other security methods.
- A published and communicated policy of how personal and confidential information will be shared. (Information sharing policy).
- A 'need to know' list to ensure only authorised staff or interested parties have access to personal and confidential information.
- A published document that identifies what is personal and confidential information.
- Data retention policy with detailed instructions on the safe disposal of personal and confidential information.
- Nominated role with responsibility for data security.
- Facilities to store data securely and confidentially.
- Authorised agreements to share documents.
- Recorded changes to design of assessments when resource implications make them necessary.

7

Standard 7
Evaluation and accountability

Standard 7
Evaluation and accountability

Evaluation and accountability mechanisms effectively support quality assessments

Key actions

You will:

7.1	✔	systematically monitor and evaluate assessment services;
7.2	✔	use transparent and accessible methods to receive honest feedback;
7.3	✔	record and deal with concerns and complaints;
7.4	✔	use lessons learnt to improve and update assessment services;
7.5	✔	make information about the quality of assessment services available and transparent; and
7.6	✔	treat candidates, staff and other stakeholders in a way that promotes inclusivity, anti-discrimination and well-being.

Accountability processes are an essential component of quality because they make sure you are responsive to candidates' needs.

Why is this standard important?

Standard 7 contributes to the **overall commitment** that people involved in humanitarian action have recognition of their competencies that demonstrate their ability to work effectively. Systematic evaluation processes that measure the quality of services offered, and feed into a continuous cycle of review and improvement, ensure that the assessment services offered are relevant, appropriate and responsive to candidates' and client organisations' needs. Furthermore, accountability processes are an essential component of quality because they make sure you are responsive to candidates' needs.

Effective evaluation and accountability processes that consider the diverse characteristics of candidates, offers accessible and confidential feedback and complaints mechanisms for all candidates and finally allows assessment providers to demonstrate commitment to the principles of **accessibility, impartiality and inclusivity**.

Overall Guidance

You should have mechanisms in place and designated staff for eliciting and responding to feedback from candidates and client organisations and for dealing with complaints.

To make sure that your assessments are responsive to the need of candidates, evaluation and accountability mechanisms should be in place that are transparent, robust and consistently applied. Establishing policies and processes can enable you to:

- Systematically collect and analyse monitoring and evaluation data;
- Encourage and respond to feedback;
- Handle complaints sensitively and effectively;
- Have systems for continuous improvement.

The purpose of this standard is to enable you to provide services that are continuously improving and responsive to candidates' needs. The standard supports you to monitor and evaluate your performance so you can understand how effective your assessment services are.

You can also engage in quality certification as a mechanism for ensuring continuous improvement and responsiveness to candidates' needs. The self-evaluation tool and Quality Manual which can be found on the HPass website, provides useful guidance on quality assurance.

7.1

The time and resources allocated for monitoring and evaluation should be proportionate to your size and scope as an assessment provider and the services you provide.

Key Action 7.1
Systematically monitor and evaluate assessment services

Monitoring and evaluation are two powerful tools for managing the quality of assessment services. They are complementary components that form part of a robust quality assurance system, and they each have a different function in supporting quality. The key differences are:

- Monitoring is an ongoing process to measure progress towards achieving planned results. Monitoring allows you to check whether services are being delivered as planned, and to identify emerging trends or problems.
- Evaluation is done periodically, or at set points in time, normally at the end of service delivery, and it aims to assess the achieved results against expected ones.

Both monitoring and evaluation allow you to gather feedback on different aspects of the assessments you conduct and your overall services, and this information can be used to check quality, and identify and deliver improvements.

The time and resources allocated for monitoring and evaluation should be proportionate to your size and scope as an assessment provider and the services you provide. Aim to establish systematic, but simple, timely and participatory mechanisms to monitor progress and evaluate the quality and effectiveness of your services. Carefully consider how much time staff and candidates are asked to dedicate to monitoring and evaluation activities, as well as what data is really needed, and how it will be used. Avoid collecting data that you will not use.

Effective monitoring and evaluation uses methods and tools suited to the context, combining qualitative and quantitative data as appropriate. Different approaches and tools suit different performance, assessment and accountability purposes. A variety of methods may be used including participatory impact assessments and listening exercises, quality assurance tools, reviews or audits and internal assessment and reflection exercises.

Links to other standards and key actions

> **Key action 6.3:** Store candidates' personal information using secure and appropriate data-management procedures

When you are collecting, storing and using information for your monitoring and evaluation systems, you need to make sure that you adhere to any locally or nationally relevant data protection laws. Further guidance can be found in key action 6.3.

You may be able to demonstrate this key action using some of the following suggested evidence:

- Evidence that a process of participatory and proportionate monitoring and evaluation of assessment services is implemented.
- A regular schedule of monitoring and evaluation that involves relevant stakeholders.
- Records and tools to show proportionate monitoring and evaluation has occurred (for example: questionnaires, surveys, interviews with staff and candidates, records of meetings held at end of assessments).
- Documented results of monitoring and evaluation (for example: reports, spreadsheets).
- Documentary evidence (for example: electronic files) that evaluation from candidates (including those at a distance) has been recorded and acted upon.
- Evidence that methods and tools that suit the context are used (for example: participatory impact assessments and listening exercises, quality assurance tools, reviews or audits and internal assessment and reflection exercises).
- Minutes of regular monitoring and evaluation meetings.
- An operating, timely and documented quality cycle.
- Monitoring and evaluation policies and procedures are communicated.
- Identified role with responsibility for design and performance of monitoring and evaluation.
- Evidence of conformity to local data protection laws.
- Feedback from staff and candidates.
- A staff evaluation / monitoring policy that includes opportunities to check assessments made.

7.2

Some candidates and stakeholders are more likely to give you honest feedback if mechanisms are anonymous.

Key Action 7.2

Use transparent and accessible methods to receive honest feedback

You should establish mechanisms that encourage candidates to share feedback on their experience of the services they have used. These can include a dedicated email address, online surveys, comment boxes or evaluation forms.

You may also receive unprompted or informal feedback from candidates and stakeholders. You should make sure that your monitoring and evaluation systems use all feedback received to guide improvements to your services.

Some candidates and stakeholders are more likely to give you honest feedback if mechanisms are anonymous. Try to provide opportunities for service users to give feedback that does not require them to identify themselves if they do not want to. Being transparent about your performance and the feedback you receive, increases your accountability to candidates and other stakeholders and will encourage further, honest feedback. As a minimum, you should make the results of monitoring and evaluation exercises available to those who have participated but you can share the results publicly, for example, by posting information on your website or by publishing a short report of findings. In some cases, feedback may include sensitive information that should not be made public. You should keep this sensitive information confidential.

Managing expectations is important, as candidates and other stakeholders may believe that their feedback will automatically result in their desired outcome. Take care to be honest and transparent about how feedback will be used, and about how you have used monitoring and evaluation findings in the past, to avoid generating frustration and disappointment.

Clarity about the intended use and users of the data should determine what is collected and how it is presented. Data should be presented in a brief, accessible format that facilitates sharing and decision-making.

Links to other standards and key actions

> **Key action 5.1:** Use and maintain appropriate and accessible communication channels

It is important that feedback mechanisms are accessible. Guidance on this is provided in key action 5.1.

> **Key action 6.3:** Store candidates' personal information using secure and appropriate data-management procedures

Feedback received may be sensitive, so it is particularly important that it is stored securely. Guidance on this can be found in key action 6.3.

> **Key action 7.4:** Use lessons learnt to improve and update assessment services

The feedback you receive should be used to help you improve your assessment services. It should be included in any periodic reviews that you conduct.

You may be able to demonstrate this key action using some of the following suggested evidence:

- Policy for supporting transparent and honest feedback from relevant stakeholders.
- Toolkit/ templates for receiving honest feedback, for example, anonymised questionnaires.
- Examples of how honest feedback has been received and informed reviews and decision making.
- Staff training and communications that inform interested parties of how to give and receive feedback (for example: posters, handbooks, information sheets, website, emails, and assessment documents).
- Published guidance on providing feedback is accessible (for example: posters, handbooks, web site and programme literature).
- Reports communicating the outcomes from feedback.

7.3

Key Action 7.3
Record and deal with concerns and complaints

Complaints mechanisms should be safe and accessible for candidates, with designated staff available to handle concerns or complaints. The complaints process needs to be clearly explained to staff, candidates and other stakeholders, and mechanisms are needed for both sensitive (e.g. relating to corruption, sexual exploitation and abuse, or gross misconduct - where confidentiality is the focus) and non-sensitive information (e.g. challenges to use of selection criteria - where transparency is the focus). Complaints handling mechanisms must ensure that information on complaints is kept confidential regardless of whether or not it is considered to be sensitive. Information recorded should only be stored for as long as it is needed.

All complaints should be acknowledged, and the complainant informed of when they can expect a response. A response should be given within the specified timeframe and a record should be kept of all complaints made, including the time taken to respond, the response given, and how the complaint was resolved. For example, if the complainant accepted the response, if any follow up actions were taken, or if any recommendations were made for changes in organisation policy or processes. These records and recommendations should be reviewed regularly to inform change and drive improvements as outlined in key action 7.4. The right to appeal should also be built into complaints mechanisms.

Having a grievance procedure and whistle-blowing policy in place provides a mechanism for staff to register complaints or concerns about poor practice or conduct of colleagues.

Links to other standards and key actions

> **Key action 3.1:** Carry out assessments as designed.

It is important that candidates can make a complaint if an assessment service is not delivered as planned. Any complaints you receive should be used to help improve the quality and consistency of your assessment services.

> **Key action 7.4:** Use lessons learnt to improve and update assessment services

Alongside feedback on assessments, assessment from complaints and concerns should be incorporated into periodic reviews to ensure that appropriate improvements are made to all assessment services.

> **Key action 7.6:** Treat candidates, staff and other stakeholders in a way that promotes inclusivity, anti-discrimination and well-being

Safe and accessible complaints mechanisms enable candidates to inform you if assessment services are not being delivered in a way that adheres to inclusivity, anti-discrimination and well-being. Any complaints of this nature should be dealt with following the guidance above, and improvements or disciplinary actions taken where necessary.

You may be able to demonstrate this key action using some of the following suggested evidence:

- A communicated concerns/ complaints policy (for example: in handbooks, web site, assessment materials, and posters).
- Documented and time constrained concerns and complaints processes.
- Register of outcomes from concerns and complaints that lead into lessons learnt and improve services.
- A whistle blowing policy and procedure.
- A nominated role with authority to process concerns and complaints.
- Evidence that data is kept confidentially.
- Review trail to show resolution of complaints and concerns.
- Communications that raise awareness of how to make a complaint or raise a concern.
- Interviews with staff and candidates.
- Records of complaints and concerns are kept confidentially.
- Communications that raise awareness of how to make a complaint or raise a concern, for example: posters, handbooks, letters.
- Concerns and complaints can be tracked and reviewed as resolved.

7.4

Key Action 7.4

Use lessons learnt to improve and update assessment services

You should have procedures in place for periodic reviews that guide updates and improvements to assessment services. Reviews will vary in scale and scope depending on the assessment services you provide, but should include as a minimum:

- Content and methodology: To ensure that assessment content and practice remain up to date and fit for purpose, periodic review of content should be conducted by suitably qualified staff.
- Delivery of services: The results from monitoring and evaluations completed by candidates can provide useful information on the quality of service delivery. Regular review of the results of monitoring and evaluations, as well as any complaints or any other feedback received, can identify any areas where services require improvement. Lessons learnt and best practice from internal reviews and evaluations can also inform improvements to policies, systems and procedures.

Recommendations for improvements to services should be recorded, detailing whether any follow up actions were agreed including timeframes for these. Mechanisms should be established to follow up whether the recommendations are implemented, and to gauge whether the expected improvements in the service were achieved.

Performance monitoring and 'real-time evaluation' can also be carried out periodically, leading to immediate changes in policy and practice. Evaluations are often carried out by independent, external evaluators but internal staff members can also evaluate a service as long as they take an objective approach.

Monitoring should periodically check whether the assessment services continue to be relevant to candidates' needs. Findings should lead to revisions to the services as appropriate.

Links to other standards and key actions

> **Standard 2:** Design

Lessons learnt should feed into the design of new assessment services, processes and tools.

You may be able to demonstrate this key action using some of the following suggested evidence:

- A demonstrable internal review process to gather lessons learnt (for example: feedback from candidates and staff, complaints and concerns (cross reference to 7.3) minutes of meetings, emails, observation records).
- A documented quality cycle is in place that proves continuous improvement.
- Evidence that improvements have been made because of lessons learnt (for example: programme design, change to programme delivery).
- A nominated staff role with responsibility for quality.
- A quality assurance policy.
- Documents that record change to programme delivery made because of lessons learnt.
- Minutes or records of monitoring and evaluation meetings (cross reference to 7.1).
- A timed schedule for the review of assessment tools and methods.
- Documentary evidence of controlled change to assessments (if needed).
- Recorded changes to design of assessments when resource implications make them necessary.

7.5

Key action 7.5

Make information about the quality of assessment services available and transparent

It is important that candidates and other stakeholders have access to information about your performance, so they can make informed decisions about whether they want to invest time and resources in participating in one of your assessments. It is also important for stakeholders, such as potential donors or investors, to have access to transparent information.

Some types of information should be available in the public domain and either publicised or available on request. The purpose of sharing this type of information is to reassure candidates of the quality and suitability of your services and provide evidence that you are a reliable assessment provider. This information may include:

- Summaries of evaluations of previous assessment services;
- Records and statistics of the number of assessments offered and the number of candidates to date, or in recent years;
- Profiles of some of your assessors;
- Summary of audited financial accounts;
- Safeguarding, safety and security and insurance policies which cover the assessment services;
- Any outstanding, unresolved or significant complaints, bankruptcy or legal action that is pending;
- Any external recognition, for example, if you are an HPass Approved Assessment Provider.

Other information may be required by stakeholders such as donors or investors, a board of trustees, implementing partners or quality reviewers. The information and records needed by these stakeholders will vary depending on the type of organisation that you are, the country and context in which you are operating and your relationship with the stakeholder in question. It could include detailed financial and performance records, records on use of resources and policies. The purpose of sharing this type of information may be to demonstrate compliance with regulations or laws or to demonstrate the value and quality of your services to encourage investment or support.

In some cases, there may also be lists of information that you are required to make available by law.

Links to other standards and key actions

> **Key action 5.3:** Ensure information about assessment services is relevant, accurate and available when needed

You will need to decide what information to share about your assessment services and performance record publicly and what you make available on request. You also need to be compliant with local and national laws.

You may be able to demonstrate this key action using some of the following suggested evidence:

- Published information is accurate, honest and up to date.
- Information is easily accessible for example, via website or literature.
- Established channels for interested stakeholders to ask questions.
- Organisation's contact details are openly available and accessible.
- Staff are trained about the quality of assessment services.
- Demonstrable process to review and update information.
- A nominated role with responsibility for accurate and accessible format of information.
- A communications policy.

7.6

Key action 7.6

Treat candidates, staff and other stakeholders in a way that promotes inclusivity, anti-discrimination and well-being

How you treat candidates, staff and other stakeholders who impact or are impacted by your assessment services will have a strong effect on your overall performance and it is your responsibility to work in such a way that promotes inclusivity, anti-discrimination and well-being. Other stakeholders that impact or are impacted by your assessment programmes might include:

- Human resources department outsourcing the assessment services;
- Client organisations sending a group of staff members to the provider to be assessed;
- Other assessment providers;
- An assessment provider asking you to conduct assessments to complement an assessment programme.

It is important that staff, candidates and other stakeholders feel that they are treated well by you. For staff members, this means that they should be issued with contracts that clearly outline expectations, responsibilities and terms and conditions of employment; that human resource policies should be fair and consistently applied; and that terms and conditions are fair. The style and complexity of staff policies and procedures will depend on your size and context as an assessment provider. Staff should participate in the development and review of policies where possible to ensure that their views are represented. A staff manual can be useful to facilitate knowledge of and consultation on policies. Policies you might have included:

- Recruitment policy;
- Whistleblowing, grievance and disciplinary policies;
- Equal opportunities and diversity/ inclusivity policy;
- Anti-harassment and discrimination policy;
- Maternity, paternity and child care policies.

Candidates' should also feel that they are treated well by you so that they are able to achieve their full potential in the assessments. This means that all staff and assessors should always interact with candidates in a respectful and supportive way. To ensure candidates are well treated you could:

- Establish a climate of trust where both assessors and candidates' are confident in their roles
- Ensure staff who meet candidates are welcoming and helpful in their approach
- Treat candidates as adult professionals and be respectful of their existing knowledge, skills and experiences.

To ensure fairness you should adopt transparent processes. For example, recruitment of staff or contractors should be open and understandable to all staff and applicants. Transparency includes developing and sharing up-to-date and relevant job descriptions for each post. You should also take steps to establish diverse and competent teams. To do this, it may be necessary to specifically encourage certain profiles of people to apply for positions to increase workplace diversity and to offer opportunities for people who are often marginalised in society. For example you may write on the job description or your website that people with disabilities or people from a certain country are encouraged to apply. Existing teams can increase their appropriateness and diversity through new recruitment as required. Any steps that you take to improve diversity should be transparent.

You should also treat candidates fairly and with transparency. This applies to all of your interactions with them but is particularly important when they are applying for assessments and during the assessment. Similarly, you may want to specifically encourage certain profiles of candidates to apply for assessment and a similar statement might be placed where you provide information about the assessment so that candidates feel that they can apply despite certain (perceived or real) obstacles that may need to be addressed such as visas, access, language or cultural norms. For example, you may provide assessment for the WASH sector and through your analysis you have found that that women are not present in the leadership and decision making roles, you might therefore decide to specifically encourage women to apply for management or leadership assessments to try and support the sector to close the gender gap.

Treating all staff, candidates and stakeholders in a non-discriminatory manner entails establishing policies and/or codes that define acceptable behaviour and gaining agreement from those involved to follow them. No staff

Candidates' should feel that they are treated well by you so that they are able to achieve their full potential in the assessments.

member, candidate or stakeholder in the provision of services should be party to abuse, corruption or sexual exploitation. To reinforce this, it is important that staff are asked to sign a code of conduct. You can also consider implementing a candidate code of conduct if appropriate. You can create this to meet your needs specifically or you can use existing codes of conduct such as the Code of Conduct for International Red Cross and Red Crescent Movement and NGOs in Disaster Relief. A safeguarding policy is also useful especially if you frequently work with vulnerable people.

For candidates, an agreement can be included in the application form, this may be a simple box for candidates and even other stakeholders to check, agreeing to acceptable behavior. It may also be reinforced at the time of assessment by verbally explaining the parameters of respect and/or a form for candidates to sign outlining the expectations of behaviour towards staff, fellow candidates and actors (if applicable). In addition this form might include a confidentiality element relating to the content of the assessment, see 6.2 follow procedures for safely and securely managing assessment materials and results for further detail on this area.

A grievance mechanism should be in place and accessible to all staff, candidates and stakeholders. Staff, candidates and other stakeholders are all likely to need slightly different mechanisms due to their varying degrees of responsibility and interaction with the services. Refer to 7.3 record and deal with concerns and complaints for more information.

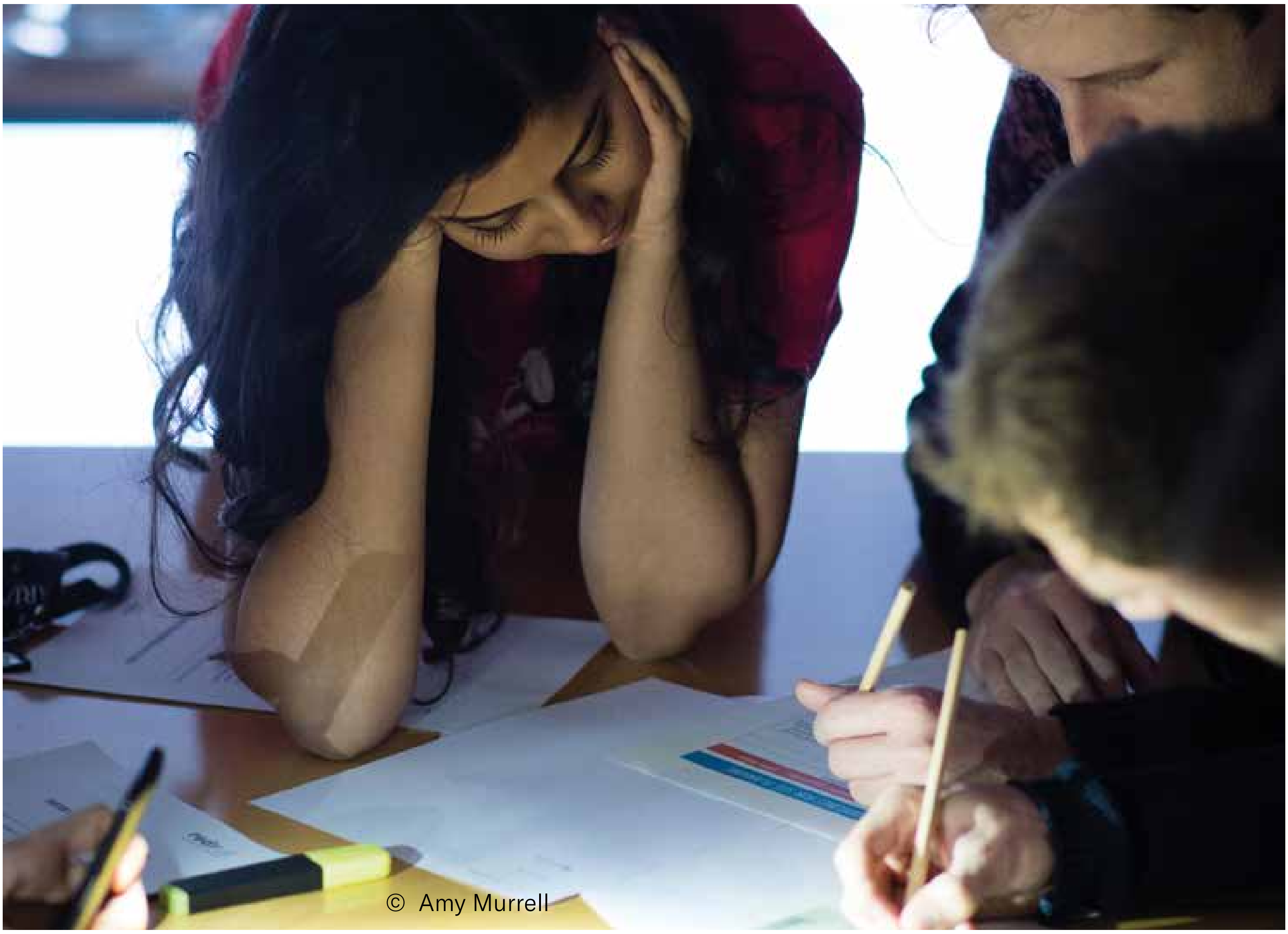
Staff well-being should be supported through policies and actions; all staff should be encouraged to achieve a healthy work-life balance to avoid burn out, help staff retention and promote well-being. Although your responsibility in this regard is less towards candidates, you should also take steps to monitor and promote their well-being for the period of time that you are engaging with them. This means that you should take into account their physical and emotional needs during assessment programmes and not ask them to engage in any activities that will be harmful to them. This may include for example, a sensitive choice of activity, allow for sufficient breaks, giving candidates warnings if there are shocking or distressing images in the assessment materials. Depending on the assessment, you may decide that additional support should be on hand or close by. For example, if you are putting candidates in stressful situations or discussing topics that could trigger past trauma such as gender-based violence, assessors should be aware of the signs of psychological distress and should be able to remove candidates from a situation before their well-being is compromised. They

A grievance mechanism should be in place and accessible to all staff, candidates and stakeholders.

should also know where to refer candidates for additional support if required. It is important that any stress that candidates experience in this type of assessment is within reasonable limits so that it contributes to the ability to measure competence rather than one which can create distress or trauma.

People working and volunteering in humanitarian action are recognised as being at high risk of trauma-related mental health conditions through direct or vicarious experiences. It is good practice for employers to offer or signpost appropriate mental health support services for staff and volunteers, and to promote these services using positive language in order to reduce stigma related to mental health conditions.

A range of reasonable adjustments can be made to support well-being and inclusivity in the workplace. It is good practice to ask staff about their needs when they join. For example, if they are dyslexic they may request a certain screen, if they have a back problem certain adjustments may be needed to their desk. At the same time similar questions should be asked to candidates ahead of the assessment, particularly if they are face-to-face.


© Amy Murrell

Links to other standards and key actions

> **Key action 3.2:** Have in place reasonable measures to mitigate safety and security risks to candidates

The well-being of candidates is closely linked to their safety and security. See 3.2 for further information.

> **Key action 4.3:** Have in place reasonable measures to mitigate safety and security risks to staff and other resources

The well-being of staff is closely linked to their safety and security. See 4.3 for further information.

> **Key action key action 5.2:** Use clear and accessible language for all communications

Using respectful language to communicate with staff supports inclusion and anti-discrimination in the workplace.

> **Key action 7.3:** Record and deal with concerns and complaints

Should any discrimination, exclusion or unacceptable behaviour occur, there must be robust, trustworthy and confidential greievance mechanisms in place for reporting said behaviour.

You may be able to demonstrate this key action using some of the following suggested evidence:

- Feedback from candidates that asks their opinion of how they were treated before, during and after the assessment programme.
- Staff training about inclusivity, anti-discrimination and well-being is evidenced.
- A documented process to check that assessment materials do not discriminate on characteristics such as beliefs, gender, disability, age, ethnic origin, skin colour, sexuality, religious belief or any other characteristic.
- A duty of care policy.
- Staff safety, security and well-being policy and procedures in place and operative.
- Health and Safety policy (including health and safety of computer / internet usage).
- Risk assessment process.
- Appropriate insurance cover.
- Risk registers.
- Identified staff role with responsibility for staff safety, security and well-being.
- Staff security, safety and well-being training sessions.
- Documented communication channels (for example: In Case of Emergency (ICE); monitoring of staff locations and travel).
- Interviews with staff.
- Demonstrable processes to ensure staff safety, security and well-being.
- Demonstrable processes to ensure safety of resources, for example, lockable cabinets for high risk resources.
- Documented evidence that adjustments, changes and other reasonable measures have been taken to ensure staff safety, security and well-being.
- Whistle blowing policy.

List of Annexes

Annex Title	Relevant Key Actions
Standard 1: Analysis	
Sample application and self-assessment form	1.1
Sample portfolio	1.1
Eligibility checklist	1.1
Key elements of an assessment policy	1.1
Standard 2: Design	
Checklist to verify the validity of the assessment process	2.3
Assessment plan template	2.5
Characteristics of an assessment tool	2.5
Creating new assessment tools	2.5
Standard 3: Delivery	
Sample code of conduct	3.1–3.2
Checklist for ensuring candidates' safety and security	3.2
Sample ethical declaration	3.3
Assessment report template	3.4
Standard 4: Resources	
Example of RACI dagram	4.1
Standard 5: Communication	
Communications plan template	5.1–5.4
Working with an interpreter	5.2
Making communications accessible to all	5.2


Pre-existing NGOs
IRC
Sufetula City
New NGOs
IMC
(assessing
Soussi City
Pre-existing
NGOs
IRC
(drugs support)
Soussi City
New NGOs
Susah City
Pre-existing
NGOs
Susah City
New NGOs
Zufar sub-district

1

Standard 1 Analysis

Sample application and self- assessment form

Below is a sample application and self – assessment form used by Institut Bioforce. It can be adapted to suit your requirements.

APPLICATION AND SELF-ASSESSMENT FORM
INTERNATIONAL PROJECT COORDINATOR

Your application must include:

- A first part describing your motivations
- A **CV** informing the panel members of your professional experience, (1 to 4 pages max.)
- In the second part of the application entitled “Presentation of an activity/project”, describe on 2 to 5 pages, an activity or project that you have designed and implemented,
- In the third part of the application entitled “Analysis of what you have acquired during your professional experience” each CPC (Certificate of Professional Competence) must contain at least one hundred lines (**2 to 5 pages**).

Please note that the “Calibri 11” font must be used for the body of the text.

ANY APPLICATION THAT DOES NOT COMPLY WITH THESE INSTRUCTIONS WILL BE REJECTED AND WILL NOT BE PASSED ON TO THE MEMBERS OF THE PANEL

SUPPORT FOR THE RECOGNITION OF PRIOR LEARNING PROCESS

Bioforce offers you optional support for the recognition process.

We offer you a methodological support to help you describe and analyse your activities and the skills acquired during your work experience.

Information available from XXXX

Tel.: XXXXX

email: xxx

YOUR PERSONAL DETAILS

Mr/Mrs

Surname

First name(s)

Date of birth

Place of birth

Nationality/-ies

Address

Post code

Town/City

Tel. no(s)

Fax

Email

WHAT ARE YOUR MOTIVATIONS?

Explain the reasons for your application and your choice of title in relation to your career plan.

Use as many pages as you deem necessary to describe your reasons.

At the end, please attach your CV (1 to 4 pages) so that the panel can see your work history.

WHAT ARE YOUR PROFESSIONAL ACHIEVEMENTS?

Part I: Summary of your work experience

This first step consists of listing in a table the various missions / positions / functions / activities that you have exercised/been involved with that are relevant to your application.

These missions may have been carried out under a variety of statuses (paid employee, unpaid, volunteer, self-employed or other).

All of the missions presented must add up to a minimum duration of 36 months (an aggregate total of 3 years).

Use the “International Project Coordinator” competency framework provided to help you when filling out the summary table on the next page, indicating the areas of expertise developed in your various missions.

In this table you can only list the missions / positions / functions / activities for which you have provided documentary evidence in portfolio no. 1 “application form”. This summary must allow the panel to evaluate the knowledge, skills and competences you have acquired during your work experience.

Example:

See list of CPCs and the summary table on the following pages.

Lists of areas of competence in the competency framework for international project coordinator.

1	Responsibility for the design, implementation, monitoring and evaluation of projects related to the country strategy and the organisation plan
2	Human resource management
3	Analysis of the contexts in which the projects are implemented
4	Management of the security and safety of materials and persons
5	Development of partnerships in the implementation area
6	External representation of his/her organisation to the communities, stakeholders and networks in the project country or area
7	Contribution to the identification of new funding opportunities and the management of funds from funding agencies
8	Contribute towards the administrative, legal and financial management of projects
9	Help manage the logistical resources of projects

In a summary table like this one, present the competencies you developed in your various positions or international missions.

For each job/mission, check the boxes of the competencies acquired or used (see the competency framework for International Project Coordinator).

Example of how to present your work experience:

Job title / Role / Occupation	Organisation	Start date	End date	Duration	Place	CCP1	CCP2	CCP3	CCP4	CCP5	CCP6	CCP7	CCP8	CCP9
Project Coordinator	MSF France	01/01/2015	30/06/2015	6 months	Chad - Abéché	X		X	X		X		X	X
Head of base	ACF Spain	01/07/2013	31/12/2014	18 months	Niger - Maradi	X	X			X		X	X	
Field Coordinator	MSF Switzerland	30/06/2012	30/06/2013	12 months	Sudan – El Geneina	X	X	X	X	X	X	X	X	X
TOTAL DURATION OF WORK EXPERIENCE PRESENTED				36 months										

WHAT ARE YOUR PROFESSIONAL ACHIEVEMENTS?

Part II: Presentation of an activity / project

In this section, describe in **2 to 5 pages maximum**, an activity or project that you have designed and implemented.

You are free to choose any project from those in your work history. You may have to talk about it during the spoken interview before the panel.

In your presentation you should endeavour to describe:

1. The **context**: the organisation(s) concerned, the geographical location(s), the project(s) within which this activity took place, and the general issues,
2. The **objectives** pursued (those of the project as well as your personal objectives), the type of programme / project,
3. The concerned stakeholders: colleagues, hierarchy, local, regional, national, or international authorities, partners and beneficiaries,
4. The nature of your **responsibilities**: objectives to be achieved under the supervision of your line manager (relative autonomy), definition of objectives and performance (high degree of autonomy),
5. The **resources** you had at your disposal,
6. Your **motivation**, as you perceive it: what are the reasons that led you to take this job position? What were your personal objectives? What personal commitment did it require of you?
7. The **methods** that you personally applied,
8. The personal **difficulties** encountered and the **solutions** you were able to contribute.

All of these points should be considered from the perspective, not of the project, but rather from YOUR personal perspective within the project.

WHAT ARE YOUR PROFESSIONAL ACHIEVEMENTS?

Part III: Analysis of the achievements of your professional experience

You must include all of the activities you performed and analyse them, by area of competence.

Each area of competence must also be broken down into the corresponding items of Knowledge and / or Skills so that you can describe these in more detail. You will find details about this in the competency framework.

You must provide an analysis of your experience in the respective area of competence. Considering the academic level of the International Project Coordinator Diploma (accredited at level I), you should not restrict yourself to simply describing your activities in the relevant area of competence. The panel expects from you a certain level of analysis and reflection concerning your professional experience, which is to say that you should be able to describe what you have learned over the course of your experience, and illustrate this with examples.

Each CPC must consist of at least one hundred lines (min. 2 to 3 pages up to a max. of 5).

You should emphasise the personal nature of your experience and involvement by writing in the first person singular.

Feel free to attach (as annexes only) any documents you consider relevant (logframe matrix, budget, internal documents, etc.).

For each attached document, specify your role regarding the document submitted (total/partial authorship, implementation), so that the panel will have an idea of your responsibilities.

These documents may only appear in the body of your text in the form of references to the annexes.

SWORN STATEMENT

I, the undersigned (surname in block capitals and first name of the applicant):

hereby declare that all of the information appearing in this application form is true and accurate, and I declare that I have not submitted more than three requests for different diplomas within the context of the RPL (Recognition of Prior Learning)

Signed in:

On:

Signature:

You have just finished filling out your application and self-evaluation form

Send your application and self-evaluation in electronic form by email to XXX: XXXX@XXX

And send 4 printed copies by post to:

XXXX

Portfolio

Below is an example of the portfolio used by the Bioforce Institute. It can be adapted to suit your requirements.

PORTFOLIO No.:

Your portfolio number was sent to you by email after you registered via the online form on the Bioforce Institute website.

DOCUMENTS A JOINDRE :

- ❑ 1 / This completed portfolio
- ❑ 2 / Photocopy of the front and back of your identity card, passport or valid residence card
- ❑ 3 / Your academic certificates
- ❑ 4 / Reference letters from your traineeship or internship
- ❑ 5 / Your certificate of first aid training (the French BNS, AFPS, PSC1 certificates or equivalent)
- ❑ 6 / A motivation letter
- ❑ 7 / Your CV with photo
- 8/ Proof of your 36 months of relevant experience:
  - ❑ For your salaried jobs: employment certificates OR pay slips (from start and finish)
  - ❑ For your self-employed activities: your tax declaration form or the declaration that your employer has paid your social security contributions
  - ❑ For your voluntary/unpaid activities: reference letters or certificates of your voluntary/unpaid activities. If you no longer work for the respective organisation, any document that certifies your activity

  These documents must be numbered in chronological order.
- ❑ 9 / A handwritten sworn statement, dated and signed, attesting to the accuracy of all of the information appearing in this portfolio and declaring that no more than three requests for validation of the acquisition of experience have been submitted in the calendar year for diplomas or other qualifications. (Text to be copied out in full).

The Bioforce Institute reserves the right to verify the accuracy of your statements. In the event of false statements, your request for a diploma will be rejected and the administration will be obliged to file a complaint against you. Making false declarations is punishable under the law (Criminal Code, article 441-1; Penal Code articles 441-6.)

PART I: TRAINING

Certificates obtained in chronological order:
(attach photocopies of the certificates)

Title of the qualification (in full)	Establishment	Level	Duration	Year obtained

Additional training:
(attach photocopies of certificates of attendance)

Name of the training course	Establishment	Field	Duration

PART II: PROFESSIONAL EXPERIENCE

Please use one line for each item of professional experience in **chronological order**, filling out **all the fields**. Referring to the **competency framework** for the respective diploma (attached to this document), check the boxes of the competencies that you put into practice in your work experience. All of the experience mentioned must be **backed up** by a statement from your employer, job descriptions etc. … and **numbered according to the table below**.

N	Precise job title	Organisation (no acronyms)	Project base (town)	Functions and responsibilities	Number of persons under direct management	Amount of budget managed (specify the currency)	Status	Job title of your line manager	Duration (in months)	No. of hrs per week	1	2	3	4	5	6	7	8	9
1	e.g. Logistics coordinator	Oxfam	Mopti	Manage the implementation of a sanitation system during establishment of refugee camps for X persons…	22	500 000	Paid em-ployee	Base manager	18	35	X		X			X	X	X	X
2																			
3																			
4																			

PART III: PROFESSIONAL SELF-ASSESSMENT

In this part, you will be asked to grade your **degree of autonomy and responsibilities by area of competence**. We ask you to answer with the utmost degree of honesty because you are not expected to have an expert level in all target competences. In addition, this tool will serve to support the panel's decision-making process regarding the eligibility of your RPL (Recognition of Prior Learning) application. It is in your interest to estimate your real competencies accurately **in order to reduce the risk of failure at the end of the RPL process**.

Fill out only one box per line, corresponding to your involvement, and illustrate your activities with specific examples.

	FUNCTIONAL You are involved in the implementation	**OPERATIONAL** As well as implementation, you are involved in strategy development	**STRATEGIC** As well as implementation, you determine the strategy
Competency 1: Responsibility for the design, implementation, monitoring and evaluation of projects related to the country strategy and the organisation plan			
Competency 2: Human resource management			
Competency 3 3: Analysis of the contexts in which the projects are implemented			

IPC COMPETENCY FRAMEWORK

The professional competencies for the role of International Project Coordinator (IPC) are listed below. Please refer to this list when filling out the table concerning your professional experience.

1	Responsibility for the design, implementation, monitoring and evaluation of projects related to the country strategy and the organisation plan
2	Human resource management
3	Analysis of the contexts in which the projects are implemented
4	Management of the security and safety of materials and persons
5	Development of partnerships in the implementation area
6	External representation of his/her organisation to the communities, stakeholders and networks in the project country or area
7	Contribution to the identification of new funding opportunities and the management of funds from funding agencies
8	Contribute towards the administrative, legal and financial management of projects
9	Help manage the logistical resources of projects

Eligibility checklist

Below is an example of eligibility checklist used by the Bioforce Institute. It can be adapted to suit your requirements.

1/ Overall view:

Subject	**Example of questions**	**Yes** Confirmed by content of the application form	**Uncertainties** As to whether required points are covered in the application form	**No** Required points not covered in the application form
About the level of the job	■ Do the jobs held correspond to the level required by the diploma? ■ Do the conditions for performing the jobs correspond to those of a diploma holder?			
About the nature of the jobs and activities	■ Do the jobs held correspond to those described in the competency framework? ■ Do the described activities correspond to those described in the competency framework? ■ Do the described activities correspond to those usually performed by professionals in the sector concerned?			
About the expected level of competence	■ Have the activities performed enabled the knowledge, skills and competencies usually expected of the diploma holder to be developed? ■ Have you found evidence of the expected competencies?			

Areas of competence	**IN HIS/HER APPLICATION, THE CANDIDATE MUST DEMONSTRATE THE FOLLOWING:**	**Yes** Confirmed by content of the application form	**Un-certainties** Whether required points are covered in the application form	**No** Required points not covered in the application form	Location of evidence - Page number
CCP1 Responsibility for the financial, budgetary and accounting management of the project:	**Financial management:** ■ Deriving a detailed financing plan from the strategic plan, in agreement with the country director and headquarters ■ Maintaining a balance between income and expenditure for the project ■ Developing, in collaboration with headquarters, procedures and tools to facilitate the effective financial management of the project ■ Monitoring the procedures and tools required for the effective financial management of the project ■ Analysing the financial status of the project in collaboration with the country director and informing headquarters of the financial risks ■ Drawing up internal financial reports ■ Providing, during an external financial audit at headquarters, the documents/proofs necessary for the proper conduct of the audit ■ Organising the follow-up of external financial audits that take place in the field **Budget management:** a). Budget preparation: ■ Working with the country director to determine the annual budgetary framework ■ Creating the provisional budget for the project in collaboration with the country director, project managers etc. ■ Developing, in conjunction with head office, the analytical accounting plan that corresponds to the budget framework				

Areas of competence	**IN HIS/HER APPLICATION, THE CANDIDATE MUST DEMONSTRATE THE FOLLOWING:**	**Yes** Confirmed by content of the application form	**Un-certainties** Whether required points are covered in the application form	**No** Required points not covered in the application form	Location of evidence - Page number
CCP1 Responsibility for the financial, budgetary and accounting management of the project:	b). Budget follow-up: ■ Issuing budget follow-up(s) ■ Circulating budget follow-up(s) to the persons concerned (headquarters & in the field) ■ Performing, in collaboration with cost centre managers, an analysis of discrepancies between the budgeted and actual figures ■ Making proposals for budget adjustments ■ Setting up and follow-up of other KPIs/dashboards needed for the financial monitoring of the project **Expenditure validation and internal control process:** ■ Implementing and documenting procedures for expenditure allocations in consultation with headquarters ■ Assuring monitoring/compliance with procedures for expenditure allocations ■ Ensuring the validity and adequacy of the supporting documents ■ Implementing and supervising an internal financial control system **Accounts:** ■ Overseeing the allocation of accounting items ■ Organising budget monitoring, and specifically the definition of procedures and the accounting workflows ■ Responsibility for monthly and annual accounts, in consultation with headquarters ■ Forwarding all supporting documents to headquarters				

Areas of competence	**IN HIS/HER APPLICATION, THE CANDIDATE MUST DEMONSTRATE THE FOLLOWING:**	**Yes** Confirmed by content of the application form	**Un-certainties** Whether required points are covered in the application form	**No** Required points not covered in the application form	Location of evidence - Page number
CCP1 Responsibility for the financial, budgetary and accounting management of the project:	▪ Determining, in consultation with headquarters, the archiving policy for accounting documents **Cash management:** ▪ Planning expenditures and generating the cash flow forecast in collaboration with the teams ▪ Presenting requests for transfer of funds to headquarters ▪ Managing cash flows according to the realities on the ground ▪ Ensuring the availability of cash and the security of cash storage facilities ▪ Implementing, under the direction of the headquarters, the opening and closure of bank accounts				
CCP2 Responsibility for management of human resources	**Human resources processes (recruitment, organisation of work, payroll):** ▪ Applying the organisation's regulations and codes of conduct to prevent abuses; ▪ Implementing and monitoring the application of the organisation's human resources and social protection policies and procedures in the respective country ▪ Organising recruitment: identification of human resources needs, job vacancies announcements, processing of applications, conducting tests and interviews, selection and integration of new employees				

Areas of competence	IN HIS/HER APPLICATION, THE CANDIDATE MUST DEMONSTRATE THE FOLLOWING:	**Yes** Confirmed by content of the application form	**Un-certainties** Whether required points are covered in the application form	**No** Required points not covered in the application form	Location of evidence - Page number
CCP2 Responsibility for management of human resources	■ Reviewing all the job descriptions and checking their consistency with the organisational chart of the respective organisation ■ Establishing, in agreement with the country director and headquarter, a salary policy in compliance with the current legal and administrative framework, and supervising implementation of this policy ■ Studying the practices of other international humanitarian organisations in terms of remuneration in order to establish a salary scale for submission to the country director and/or the headquarters for validation ■ Organising estimates of taxes and duties payable and supervising social security declarations and payment to the organisations concerned ■ Organising and monitoring the monthly payroll process ■ Identifying and assessing risks related to changes in human resources policies ■ Participating in the preparation of projects by helping to identify the needs from a human resources perspective and by evaluating the corresponding total payroll costs. **Administrative and legal management of employment:** ■ Performing analyses of the legal and administrative context in the country of the intervention ■ Establishing internal rules of procedure and overseeing their application ■ Organising medical repatriations and evacuations				

Areas of competence	**IN HIS/HER APPLICATION, THE CANDIDATE MUST DEMONSTRATE THE FOLLOWING:**	**Yes** Confirmed by content of the application form	**Un-certainties** Whether required points are covered in the application form	**No** Required points not covered in the application form	Location of evidence - Page number
CCP2 Responsibility for management of human resources	■ Administrative management of repatriations and medical evacuations ■ Representing the organisation with respect to the competent authorities of the project country (Ministry of Labour, Immigration) ■ Setting up a staff representative according to local legislation ■ Maintaining relationships with the staff representatives ■ Establishing administrative files for staff ■ Checking that all of the administrative documents necessary for carrying out their work are complete and up-to-date (visa, identity papers, travel authorisation, etc.) ■ Drawing up employment contracts for national staff ■ Defining procedures for administrative follow-up of national staff ■ Managing employment contracts and dismissal procedures with the help of local legal support ■ Organising the follow-up of staff absences (leave, trips, etc.) ■ Organising the payment of local salaries and advances, in consultation with headquarters ■ Registering international staff with embassies and local authorities ■ Administrative organisation of the end of contract for international staff (tickets, scheduling appointment at headquarters, transfer to headquarters of administrative information relating to the end of the contract)				

Areas of competence	**IN HIS/HER APPLICATION, THE CANDIDATE MUST DEMONSTRATE THE FOLLOWING:**	**Yes** Confirmed by content of the application form	**Un-certainties** Whether required points are covered in the application form	**No** Required points not covered in the application form	Location of evidence - Page number
CCP2 Responsibility for management of human resources	■ In the case of the local recruitment of international staff, managing, in consultation with headquarter, the administrative and contractual formalities. **Team management:** ■ Setting up a system for regular staff appraisals and verifying its implementation by all managers ■ Organising the annual assessment interviews and analysing the interview grids filled out by all the managers ■ Setting up, implementing and evaluating the impact of the annual skills building plan ■ Organising internal mobility and career management ■ Supporting and training managers in their approach to team leadership (management): compliance with human resources policies, recruitment, organisation of work, use of tools, prevention and handling of difficult situations, conduct of evaluation interviews, staff retention ■ Participating with the country director in decision-making in the event of a breach of contract by a national member of staff ■ Defining the organisation of work and job posts for the team for which s/he is directly responsible (job descriptions, organisation chart)				

Areas of competence	IN HIS/HER APPLICATION, THE CANDIDATE MUST DEMONSTRATE THE FOLLOWING:	**Yes** Confirmed by content of the application form	**Un-certainties** Whether required points are covered in the application form	**No** Required points not covered in the application form	Location of evidence - Page number
	■ Managing the team for which s/he is directly responsible (setting individual objectives, team motivation, conflict resolution, evaluations, skills development, retention of team members).				
CCP3 Coordinating, planning and evaluating the actions related to his/her area of intervention in the context of the programme's action plan:	**At the level of the programme's action plan:** ■ Participating in the development of the various projects implemented within the mission ■ Ensuring consistency between the proposed project and the budget **At the level of his/her area of intervention:** ■ Developing the action plan in his/her area of intervention according to the action plan for the programme, in agreement with the head of programme and/or the technical focal point at headquarter: ➾ Defining the objectives ➾ Evaluating and planning the activities to be implemented ➾ Mobilising the resources needed to implement activities ➾ Organising the implementation of the monitoring mechanism for his/her activities ➾ Evaluating the activities implemented/level of achievement of objectives ➾ Accountability about activities towards the country director and/or headquarters ■ Developing and maintaining relations with local partners (International Organisations, local NGOs, local authorities etc.)				

Areas of competence	**IN HIS/HER APPLICATION, THE CANDIDATE MUST DEMONSTRATE THE FOLLOWING:**	**Yes** Confirmed by content of the application form	**Un-certainties** Whether required points are covered in the application form	**No** Required points not covered in the application form	Location of evidence - Page number
CCP4 Responsibility for the administrative and legal management of the project	**Legal protection** ■ Organising the legal protection of the project, including identifying a local partner able to help organise the necessary legal advice ■ Participating in drafting the contractual documents for the project (with local authorities, international partners and local NGOs, suppliers, rental contracts, etc.) in his/her areas of competence ■ Responsibility for the specific follow-up of property lease contracts ■ Responsibility for ensuring the existence and validity of partnership agreements ■ Ensuring compliance with the formalities required by local authorities **Administrative organisation** ■ Planning the various administrative activities in the living and working premises ■ Organising a filing system in his/her areas of competence, assuring the security of administrative and financial records ■ Organising, in the event of an evacuation, the removal and/or destruction of administrative documents				

Areas of competence	IN HIS/HER APPLICATION, THE CANDIDATE MUST DEMONSTRATE THE FOLLOWING:	**Yes** Confirmed by content of the application form	**Un-certainties** Whether required points are covered in the application form	**No** Required points not covered in the application form	Location of evidence - Page number
CCP5 Taking into account the logistical aspects of a project	**Procurement** ■ Participating in and overseeing procurement management in the internal procedures and/or procedures of the funding agencies ■ Participating in and overseeing the administrative follow-up related to the organisation of local and international transport ■ Participating in and overseeing the administrative follow-up related to the organisation of storage for consumables, goods and equipment in the internal procedures and/or procedures of the funding agencies **Technology** ■ Use of the telecommunications equipment necessary for implementing an international project ■ Participating in and overseeing the administrative management of a fleet of vehicles ■ Participating in and overseeing the administrative management of technical sites ■ Implementing a policy for the handling of off-road vehicles for the purposes of recruiting and training a driver ■ Participating in and overseeing the administrative management of the energy supply facilities				

Areas of competence	IN HIS/HER APPLICATION, THE CANDIDATE MUST DEMONSTRATE THE FOLLOWING:	**Yes** Confirmed by content of the application form	**Un-certainties** Whether required points are covered in the application form	**No** Required points not covered in the application form	Location of evidence - Page number
CCP6 Establishing contractual relationships with the funding agencies:	**Drawing up a funding request:** ■ Supporting the country director in a contextual analysis of local funding agencies and in identifying sources of funding ■ Drawing up the financial part of the project reports in consultation with project managers (budget documents and budget narrative), according to the established financing plan, and in compliance with the procedures of the funding agencies ■ Submit the financial part of the project reports (budget documents and budget narrative) to the country director and then to the headquarter for validation **Follow-up of the financing contract:** ■ Analysing the financing contract and assuring compliance with the contractual framework ■ Responsibility for filing contractual documents ■ More specifically, planning, drafting and circulating the schedule for financial reporting, taking into account the requirements of funding agencies, in consultation with project managers ■ If necessary, issuing payment requests ■ Making budget change proposals to the country director / project manager / headquarters, in order to best meet the needs of projects, while respecting the framework defined in the contract				

Areas of competence	**IN HIS/HER APPLICATION, THE CANDIDATE MUST DEMONSTRATE THE FOLLOWING:**	**Yes** Confirmed by content of the application form	**Un-certainties** Whether required points are covered in the application form	**No** Required points not covered in the application form	Location of evidence - Page number
CCP6 Assurer les relations contractuelles avec les bailleurs de fonds :	■ Drawing up the financial reports, in consultation with the project managers, and submitting them for validation to the coordinator or the headquarters ■ Where necessary, organising the financial audits				
CCP7 Contributing to the smooth flow of internal information and external communication	**Communication with local authorities:** ■ Analysing the local context (identification of contact persons and their respective roles) ■ Participating in negotiations of partnership agreements ■ Documenting the contractual relations linked to the project ■ Maintaining regular contact with the relevant authorities and, in particular, providing official representatives for handling administrative affairs with the competent local authorities ■ Writing reports for local authorities, and submitting them for validation **Communication with other partners (international organisations, local NGOs, funding agencies, other partners):** ■ Documenting the contractual relations linked to the project ■ Participating in inter-agency coordination meetings in his/her areas of expertise ■ Participating in skills building in his/her areas of expertise, in partnership with local organisations ■ Participating in the representation of his/her organisation at external events or events				

Areas of competence	**IN HIS/HER APPLICATION, THE CANDIDATE MUST DEMONSTRATE THE FOLLOWING:**	**Yes** Confirmed by content of the application form	**Un-certainties** Whether required points are covered in the application form	**No** Required points not covered in the application form	Location of evidence - Page number
CCP7 Contributing to the smooth flow of internal information and external communication	**Internal communication (within the project and with headquarters)** ■ Ensuring the effective flow of information between the various field teams, and between the field and the headquarter ■ Drawing up activity reports related to his/her areas of expertise and circulating them to the persons concerned within the programme and at headquarter level ■ Participation in the organisation of the field visits by persons from headquarter (air ticket, travel authorisation, organising accommodation, etc.)				
CCP8 Integrating into his/her practices, the contexts in which the international activities are carried out:	■ Identifying the key stakeholders in an international project ■ Identifying the various phases of intervention (emergency, recovery, development) ■ Know how to carry out a geopolitical analysis of a country/region and its consequences on the humanitarian situation ■ Know how to describe the current geopolitical and humanitarian situation of several geographical zones ■ Know how to identify the applications of law, ethics and quality in the humanitarian environment				

Areas of competence	IN HIS/HER APPLICATION, THE CANDIDATE MUST DEMONSTRATE THE FOLLOWING:	**Yes** Confirmed by content of the application form	**Un-certainties** Whether required points are covered in the application form	**No** Required points not covered in the application form	Location of evidence - Page number
CCP9 Defining and implementing context-specific security and safety procedures:	■ Participating in the analysis of a specific context and identifying the major risks to which aid workers may be exposed that are linked to his/her field of activity ■ Participating in defining various strategies, responsibilities, procedures and rules for reducing risks ■ Implementing strategies, a security policy and the security plan related to his/her field of activity ■ Defining procedures and tools related to the security of funds and ensuring that these are implemented and monitored ■ Avoiding and managing stress in the context of a humanitarian mission ■ Participating in the analysis and update of the security plan according to the changes in the context				

Key elements of an assessment policy

Consider including the folllowing key elements in an assessment policy, if you have one.

The objecitve of Assessment [what is being assessed; why is it being assessed; purpose]

Who will Perform Assessments? [Titles of roles]

Where will Assessment Take Place? [workplace; classroom; on location]

When will Assessment Take Place? [at the end of a course; during the learning process; monthly/ weekly/daily on the job]

Methodology of Assessment [tests; assessment of a portfolio of evidence; observation]

Standardisation of Assessment [assessor training; standardisation sessions and exercises; cross checking]

Communication of Assessment Outcomes [methods; responsibilities; timing; format]

Security of Storing Assessment Outcomes [methods; forms; online records; IT security]

OWNER OF POLICY VERSION / DATE DATE OF REVIEW

2

Standard 2 Design

Checklist to verify the validity of the assessment process

This checklist helps in verifying the validity of the assessment. Gauge your assessment against the following statements, and where you are unable to answer YES, re-work your approach.

It is taken from Australian National Training Authority (2002), “Maximising confidence in assessment decision-making”. More checklists are available in the document. https://www.ncver.edu.au/ data/assets/file/0015/10086/maximising-confidence- in-assessment-780.pdf (Last access 19 January 2018)

Question	Y/N	Comment
The assessment tasks are based on realistic workplace activities and contexts.		
The evidence relates directly to the units of competence, or learning outcomes, being assessed.		
The instrument will assess the candidate’s ability to meet the level of performance required by the unit(s) of competency.		
The assessment tasks have been designed to allow holistic and integrated assessment of knowledge, skills and attitudes.		
More than one task and source of evidence will be used as the basis for judgement, with evidence drawn from a variety of performances over time where practical.		
Different sources of evidence of knowledge and skills that underpin the competency will be considered in the assessment.		
The purpose, boundaries and limitations of the interpretations that can be made of evidence have been clearly identified.		
The methods and instruments selected are appropriate for the assessment system specified by the industry (where applicable).		
Where practical, the methods and processes for assessment have been validated by another person with expertise in the competencies being assessed.		

Assessment plan template

A template to be used by the assessor to determine the assessment plan.

Example from Department of Education, Training and Youth Affairs (2001), Training Package Assessment Materials Project - Guide 10: Quality assurance guide for assessment: http://www.det.act.gov.au/data/assets/pdf_file/0004/456376/Guide-10.pdf (last access 8 February 2018)

Assessment plan

Assessment task:

Assessment method:

Assessor/s:

Date of assessment:

Units of competency/elements to be assessed:

Brief description of task:

Resources required:

Instructions for candidates:

Characteristics of an assessment tool

The table below describing all components of an ideal assessment tool, is taken from Australia National Quality Council, "Guide for developing assessment tools", 2009. http://www.det.act.gov.au/data/assets/pdf_file/0007/801619/Validation-And-ModerationGuideForDevelopingAssessmentTools.pdf (Last access 19 January 2018)

Component	Description
The context	The target group and purpose of the tool should be described. This should include a description of the background characteristics of the target group that may impact on the candidate performance (e.g. literacy and numeracy requirements, workplace experience, age, gender etc).
Competency mapping	The components of the Unit(s) of Competency that the tool should cover should be Mapping described. This could be as simple as a mapping exercise between the components of the task (e.g. each structured interview question) and components within a Unit or cluster of Units of Competency. The mapping will help to determine the sufficiency of the evidence to be collected.
The information to be provided to the candidate	Outlines the task(s) to be provided to the candidate that will provide the opportunity for the candidate to demonstrate the competency. It should prompt them to say, do, write or create something.
The evidence to be collected from the candidate	Provides information on the evidence to be produced by the candidate in response to the task.
Decision making rules	The rules to be used to: Check evidence quality (i.e. the rules of evidence); Judge how well the candidate performed according to the standard expected (i.e. the evidence criteria); and Synthesise evidence from multiple sources to make an overall judgement.
Range and conditions	Outlines any restriction or specific conditions for the assessment such as the location, time restrictions, assessor qualifications, currency of evidence (e.g. for portfolio based assessments), amount of supervision required to perform the task (i.e. which may assist with determining the authenticity of evidence) etc.
Materials/ resources required	Describes access to materials, equipment etc that may be required to perform the task.
Assessor interventions	Defines the amount (if any) of support provided.
Reasonable adjustment (for enhancing fairness)	This section should describe the guidelines for making reasonable adjustments to the way in which evidence of performance is gathered (e.g. in terms of the information to be provided to the candidate and the type of evidence to be collected from the candidate) without altering the expected performance standards (as outlined in the decision making rules).

Validity evidence	Evidence of validity (such as face, construct, predictive, concurrent, consequential and content) should be provided to support the use of the assessment evidence for the defined purpose and target group of the tool.
Reliability evidence	If using a performance based task that requires professional judgement of the assessor, evidence of reliability could include providing evidence of: The level of agreement between two different assessors who have assessed the same evidence of performance for a particular candidate (i.e. inter-rater reliability); and The level of agreement of the same assessor who has assessed the same evidence of performance of the candidate, but at a different time (i.e. intra-rater reliability). If using objective test items (e.g. multiple choice tests) than other forms of reliability should be considered such as the internal consistency of a test (i.e. internal reliability) as well as the equivalence of two alternative assessment tasks (i.e. parallel forms).
Recording requirements	The type of information that needs to be recorded and how it is to be recorded and stored, including duration.
Reporting requirements	For each key stakeholder, the reporting requirements should be specified and linked to the purpose of the assessment.

Creating new assessment tools

The table below is taken from: The Australian Government, Department of Education, Employment and Workplace relations (2012), TAEASS502B Design and develop assessment tools https://training.gov.au/TrainingComponentFiles/TAE10/TAEASS502B_R1.pdf (last access 19 January 2018)

1. Determine focus of the assessment tool	1.1 Identify target group of candidates, purposes of assessment tool, and contexts in which the tool will be used 1.2 Access relevant benchmarks for assessment and interpret them to establish evidence required to demonstrate competence 1.3 Identify, access and interpret organisational, legal and ethical requirements and relevant contextualisation guidelines 1.4 Identify other related documentation to inform assessment tool development
2. Design assessment tool	2.1 Select assessment methods that support the collection of defined evidence, taking into account the context in which the assessment will take place and meeting the principles of assessment 2.2 Enable candidates to show or support their claim for recognition of current competency through selected assessment methods 2.3 Consider different assessment instruments for the selected assessment methods to generate options for collection of evidence 2.4 Consider how the assessment instruments will be administered
3. Develop assesment tool	3.1 Develop specific assessment instruments that address the evidence to be collected 3.2 Define and document clear and specific procedures instructing assessor and candidate on the administration and use of the instruments 3.3 Consider requirements of assessment system policies and procedures and address storage and retrieval needs, and review, evaluation and version control procedures as part of this process

4.Review and trial assessment tool	4.1 Check draft assessment tools against evaluation criteria and amend as required 4.2 Trial assessment tools to validate content and applicability 4.3 Collect and document feedback from relevant people involved in trialling 4.4 Make amendments to final tool based on analysis of feedback 4.5 Appropriately format and file finalised assessment tool according to assessment system policies and procedures and organisational, legal and ethical requirements

3

Standard 3 Delivery

Sample ethical declaration

Below is an example of an ethical declaration used by Institut Bioforce. It can be adapted to suit your requirements.

This ethical declaration of the members of the panel has been drawn up by a French interdepartmental committee for the development of the Recognition of Prior Learning (RPL). It sets out the following working criteria:

- **Neutrality**

The RPL panel is not an end-of-course examination board or a recruitment body. All personal and professional interests must be set aside. You should not participate in the evaluation or deliberations by the panel if you personally know the candidate.

- **Objectivity of the evaluation**

After completely analysing the candidate's entire application in-depth, you will evaluate all of his/her achievements deriving from his/her experience, without taking into account their status and distinctive characteristics, in terms of the reference texts of the relevant certification (National Directory of Professional Certifications, decree on the creation of certification, competency framework).

- **Respect for confidentiality**

You must respect, without a time limit, the confidentiality of the information of any kind provided by the candidate and, in particular, the personal and professional data.

You also agree to protect the confidentiality of the panel's deliberations.

You will not disclose the results to the candidates.

- **Equal treatment**

TThroughout the evaluation process, you will ensure that no discriminatory element influences the appraisal of the application; you will endeavour to base your evaluation on the candidate's experience as a whole and adopt a neutral and constructive attitude.

You respect the principle according to which a candidate can obtain a certification regardless of the idiosyncrasies of his/her work history and the nature of his/her paid , freelance or voluntary work.

The terms and conditions for the provision of support, or the absence of such support, are not taken into account in the evaluation.

During the assessment interview, which is neither a knowledge test, an oral exam nor an end-of-training examination, you will adopt a neutral and constructive attitude.

For the job placement, you will adopt an attitude of strict neutrality and ensure that this is not affected by any discriminatory elements.

You will let the candidate conduct his/her activity and will only intervene for safety reasons.

- **Solidarity with the panel's decision**

You are expected to stand behind the panel's collective decision.

- **The ethical standards of the chairman/chairwoman of the panel**

You will oversee compliance with the regulatory framework of the certification, the ethical declaration of the members of the panel and the methodological rules for evaluation of the candidates.

You will ensure that the discussions between the panel members are conducted in a calm and efficient manner in order to arrive at the greatest possible consensus with regards to the decision as to whether or not to validate the candidate's experience.

You will ensure that all the members of the panel can freely express their opinions.

Code of conduct

This document serves to officialise a bespoke set of ethical and regulatory guidelines that help organization's contracted and affiliated individuals to maintain high standards of behaviour in all activities and environments associated with it.

It is key to clarify who the code of conduct applies to and what to do with it.

Some of the areas that could be covered are:

1. Personal behaviour
2. Fraudulent and corrupt behaviour
3. Use of resources
4. Conflicts of interest
5. Communication and information
6. Prevention from sexual exploitation and abuse
7. Reporting

You can also include your Complaint and Case Processing Procedure in an annex for the users to know how to report code violations.

> If you need a complete example of a recent developed code of conduct and the related Complaint Procedure Form, you can visit:
>
> https://www.institutbioforce.fr/en/bioforce/vision-mission/code-conduct

Assessment report template

This template is an example of an assessment report used by Institut Bioforce. It can be adapted to suit your requirements.

MINUTES OF THE MEETING Recognition of Prior Learning

Date and place

The Recognition of Prior Learning is a system governed by the French Law of August 8, 2016 relating to work, modernisation of social dialogue and safeguarding of professional careers and the implementation decree (Decree 2017–1135).

It is open to any person who has worked (as a paid employee, self-employed or voluntary) for a cumulative total duration of at least 1 year, in an activity that is related to the respective diploma or certificate for a professional purpose, and allows the person concerned to be awarded a diploma or certificate.

Please note that to award its certificates, the Bioforce Institute requires a cumulative total of 36 months' experience in relation to the respective certificate.

Serving on the panel were:

- First name surname, title, organisation
- First name surname, title, organisation

Were present:

- First name surname, title, organisation

1/ Procedure of the committee:

A reminder is given about the Recognition of Prior Learning process, as well as the eligibility criteria for the various certificates:

a/ The Recognition of Prior Learning process:

1/ The eligibility application

2/ The application presenting the achievements

3/ The panel

b/ The eligibility criteria for the titles of Administrator of International Missions, Coordinator of International Projects and Logistics Specialist for International Missions:

- ✔ Has exercised the profession of Administrator / Coordinator / Logistics Specialist or any other activity directly related to the title concerned, for a minimum of 36 months, including at least 12 months in an international solidarity context
- ✔ Has exercised the same as an employee or on a voluntary basis
- ✔ Can provide a first-aid certificate (e.g. PSC1, AFPS, etc.)

2/ Deliberation by the members of the panel on the applications for the RPL:

During this session, many of the applications including documents of previous experience were presented to the members of the panel, for full validation of the title.

a- Complete validation

Complete validation of the title

- Surname first name

b- Partial validation

Partial validation of the title

- Surname first name

After deliberation, the members of the panel have validated the following areas of competence:

>

>

After deliberation, members of the panel did not validate the following areas of competence:

>

>

c- Non-validation of complementary areas after partial accreditation for the title of International Project Coordinator

Mr/Mrs name, Chairman/Chairwoman of the panel, thanks the members of the panel who are present and adjourns the meeting.

Mr/Mrs Surname Forename,

Chairman/Chairwoman of the Panel

Checklist for Ensuring Candidates' Safety and Security

Is the assessment room or outdoor location.....?

- ❑ Well ventilated
- ❑ Well lit
- ❑ Fitted with equipment to enable it to be kept at an appropriate temperature
- ❑ Free from any hazardous substances
- ❑ Free from any trip hazards, lose or unstable equipment, obstacles or furniture

Is the equipment....?

- ❑ Recently checked
- ❑ Well maintained
- ❑ Functioning
- ❑ Appropriately stored
- ❑ Used by trained staff

Is the furniture...?

- ❑ In safe condition and suitable for prolonged use

Are the refreshments....?

- ❑ Prepared and served in hygienic conditions
- ❑ Culturally appropriate
- ❑ Sufficient

Are the water and sanitation facilities...?

- ❑ Easily accessible to all candidates
- ❑ Clean and well maintained

Is the Venue...?

- ❏ Structurally sound
- ❏ Located in an area that is secure and does not create risk to property or person
- ❏ Equipped with firefighting apparatus such as sprinklers, fire alarms and fire extinguishers
- ❏ Equipped with sufficient fire escapes
- ❏ Equipped with first aid box
- ❏ Supported by personnel trained in the use of fire and first aid equipment
- ❏ Protected by day and night guards (in locations where this is appropriate)
- ❏ Protected by a perimeter fence (in locations where this is appropriate)
- ❏ Accessible by safe public transport or is suitable transport provided
- ❏ In proximity to emergency support or health services

Is the assessment...?

- ❏ Designed in such a way that they will not be harmful to candidates' safety, security or well-being
- ❏ Effectively conducted so that instructions are clear and candidates are not asked to engage in activities that may cause them physical or emotional harm
- ❏ Sensitive to political or taboo topics
- ❏ Implemented in such a way that maintains candidates' dignity

Are measures in place to ensure...?

- ❏ Candidate data is secure
- ❏ Online platforms and networks are protected and secure


Salwa

4

Standard 4 Resources

Example of a RACI diagram

The RACI diagram can be completed in relation to a selected assessment programme or event, or in relation to ongoing activities. Below is an example of a completed RACI diagram for an assessment programme:

Activity	Responsible	Accountable	Consulted	Informed
Contextualise assessment tools	Assessor	Assessor	Candidate Client organisation	Assessment administrator
Send instructions for the simulation	Assessment administrator	Assessor	Client organisation	N/A
Print assessment materials and prepare the venue	Assessment administrator	Assessment administrator	Assessor Venue manager	Assessor
Etc...				

5 Standard 5 Communication

Communications plan template

What information do we need to share?	Who do we need to share it with?	How will we share it?	When and how often will it be shared or updated?	Who is responsible?	Any other
Schedule of planned assessment programmes	Potential candidates	On our website; Listings on reliefweb; Email mailout to anyone who has expressed interest in our assessments; Printed calendar distributed at events	Schedule created in September for the upcoming year and put on website immediately; Paper version printed in October; Mailshot quarterly; Updated when changes occur	Assessments Manager to create calendar; Assessments Coordinator to draft mailshot wording; Assessments Administrator to update website, send emails and get paper version printed	Select photographs that represent diverse candidates; Translate all
Policies that apply to candidates on application procedures,	Potential candidates considering enrolling on courses	Available on website; Available by email or printed versions on request	Reviewed once a year and updated; Updated if other changes occur	Assessment Manager writes the policies with input from staff and candidates; Senior Management Team review policies; Board of Trustees approve policies	Policies should take into account the different circumstances found in different locations and ensure they are suitable

Policies that apply to staff	All staff; Board of Trustees	Available on internal database	Reviewed once a year and updated; Updated if other changes occur	HR Manager writes policies with input from staff; Senior Management Team review policies; Board of Trustees approve policies	All policies should ensure an inclusive and anti-discriminatory approach
Assessors' Handbook	Current and potential assessors; Staff who recruit and manage assessors; HR Manager; Board of Trustees	Available on assessors' portal; Emailed to new assessors when they are recruited; Available on request	Reviewed once a year and updated; Updated if other changes occur	Assessment manager writes the policies with input from staff and candidates; Senior Management Team review policies; Board of Trustees approve policies	All policies should ensure an inclusive and anti-discriminatory approach

Working with an Interpreter

In an ideal situation, an assessor will be able to conduct assesment in a language that the candidates can understand. However, this may not always be possible, and you may need to use an interpreter during an assessment.

If you are working with an interpreter, set up a meeting in advance of the assessment in which you will:

- Brief the interpreter of the purpose and objectives of the assessment
- Discuss what activities will take place during the assesment
- Explain what you would like the interpreter to do during the assessment
- Make sure that the interpreter understands any of the key terms or specialised vocabulary that you will use and has prepared how they will translate the term for the candidate

During the assessment:

- Introduce yourself and the interpreter to the candidate and make sure that they understand the different roles that you both play and how the interpreter will work during the assessment
- Speak directly to the candidate and make eye contact with them
- Be courteous and respectful of the interpreter at all times and remember to thank them for the work they have done
- Even if you do not understand what the interpreter is saying, listen to them with your full attention
- Be aware that most interpreters may need time to translate in their heads before they speak: do not pressure them to hurry if they pause
- Use simple language, avoid colloquial terms or expressions and try to only use specialised or technical terms which you have previously shared with the interpreter
- Speak clearly, at an even pace in relatively short segments and pause so that the interpreter can speak
- Avoid complicated sentence structures and sentence fragments

- Make sure that you have planned enough time: any part of the assessment that is being interpreted will take at least double the time and possibly longer as some concepts or terms may have no direct translation and so may need to be explained in more detail
- Encourage the interpreter to ask questions if they do not understand what you have said.

Based on information from:

The National Council on Interpreting in Health Care (NCHIC), more information available at: https://refugeehealthta.org/access-to-care/language-access/best-practices-communicating-through-an-interpreter/

The Humanitarian Leadership Academy, 'Learning Design and Facilitation – Level 2' free online course which is available at: https://kayaconnect.org/course/info.php?id=652

Making Communications Accessible to All

How to talk about people.

Ask! The best course of action will always be to ask the person you are referring to what their preferred language is. This includes things like their preferred name, which pronouns they use, and how they talk about themselves.

In general, use person-first language and avoid passive, victim words. Person-first language (PFL) is a way of speaking that recognises the whole person instead of defining them by something like a disability. PFL stresses that a disability may just be one aspect of a person's identity, in the same way that their gender, religion, or ethnicity is just one facet of someone's life.

Term	Description
Diverse Profile	Diverse Profile is an inclusive way to refer to an individual's personal identity characteristics. The phrase is used to reflect how personal identities are multidimensional or 'intersectional'.
Gender and sex	Gender is a socially constructed concept that defines the behaviours, appearance, and attributes that a given society deems appropriate for men and women. Sex refers to the biological and physiological characteristics of men and women, normally referred to as male and female. Where gender is not known or when talking about a hypothetical person, use singular 'they' rather than he/she, he or she, she/he, or defaulting to he. As a rule, when there is no need to refer to someone's gender, do not refer to someone's gender. If you are asking for someone's gender, for example to collect monitoring and evaluation data on a form, always allow a space for the person to self identify, they may not identify as a man or a women or male or female. Instead of just male female your options could read: ❑ Male ❑ Female ❑ identify as .... (allowing space for someone to type/write) Some people will identify as non-binary (a person whose gender identity is something other than exclusively male or female) or a transwoman, transman. Avoid 'both genders', 'the two genders', or 'the opposite gender' as this enforces an outdated concept of there only being two possible gender identities.

LGBTQI(+)	LGBTQI(+) Refers to the acronym for Lesbian, Gay, Bisexual, Trans*, Queer and Intersex. NB: Trans* can refer to people who identify as transsexual, transvestite or transgender. This acronym can vary. For instance, a common version is LGBT. Increasingly, including within the United Nations, Queer and Intersex have been added to this acronym. (+) is a shorthand for the inclusion of others who may not fit within these categories. Never presume anyone's identity or sexual orientation or reveal someone else's. This is personal information which people may or may not wish to share. In many situations revealing such information can vastly increase security risks for individuals, teams and projects. This can include internal risks as much as external.
Intersectionality	A term used to describe overlapping or intersecting social identities. This is an important concept for helping to remind us that we are multidimensional social beings. We might be oppressed because of one aspect of our identity, while at the same time be in a dominant position because of another. Similarly, we might be doubly/triply oppressed or dominant due to the social positions we occupy. These positions are relational and may change depending on the relationship between our identity and the cultural norms of a place.
Age	Only refer to someone's age if it is directly relevant to the purpose. If you do need to refer to age use PFL language, for example use older person rather than elderly. Young adult or younger person, avoid words such as kids or youth. Age is very much cultural as it is chronological as such there is no standard age and many terms associated to age contain negative connotations which are not acceptable in a professional environment. When referring to adults, even if they are young adults, never refer to them as girl(s) or boy(s) as this can be very condescending and potential insult their age, professionalism and gender identity. For example, instead of saying 'good girl' or 'good boy' remove any reference to gender or age and simply say 'good work'.
Disability	Disability refers to a range of impairments that may be cognitive, developmental, intellectual, mental, physical, sensory, or a combination of these. Use PFL, for example 'person with a disability/people with disabilities' are more appropriate than "disabled person". Describing someone as a 'person with a disability' can avoid inferring that someone's identity is defined by their disability.
Mental health	Mental health is an umbrella term that broadly includes conditions like anxiety and panic disorders, bipolar disorders, depression, eating disorders, obsessive-compulsive disorder (OCD), post-traumatic stress disorder (PTSD), psychosis, schizophrenia, and substance use disorders. Use PFL including has a history of, is being treated for, lives with rather than suffers from, is a victim of, is afflicted with, etc.

Further resources and information

Additional resources available on HPass

– see www.hpass.org

- Hpass badges,
- HPass, (2019), Humanitarian Learning Standards
- HPass, (2019), Quality Manual

Further Resources for Standard 1: Analysis

Bhardwaj, R., (2015), Inclusion Competency Framework: For Humanitarian Professionals -
Supporting Gender-sensitive Age and Disability Inclusion in Humanitarian Action, ADCAP

Bioforce and RedR, (2011), International Development and Humanitarian Trainer Competency Framework. Available at:
https://www.alnap.org/system/files/content/resource/files/main/training-competency-framework.pdf

Child Protection Working Group (2010) Child Protection in Emergencies Competency Framework
http://unicefinemergencies.com/downloads/eresource/docs/2.6%20Child%20Protection/Inter-agency_CPIE_Competencies_Final__colour-1%5B1%5D.pdf

CHS Alliance (2015) Core Humanitarian Competencies Framework
https://www.chsalliance.org/files/files/CHCF%20-%20Framework.pdf

CHS Alliance (2017) A Guide to the Core Humanitarian Competency Framework: Supporting Humanitarians to Work Effectively
https://www.chsalliance.org/files/files/CHCF%20Guide%20FINAL%20Nov%2017.pdf

CHS Alliance and HIAS Africa (2016) Core Humanitarian Competencies Framework Case Study
https://www.chsalliance.org/files/files/Resources/Case-Studies/Core-humanitarian-competencies-framework-case-study-HIAS.pdf

Cilliers, J., (2017), WASH in Emergencies Competency Framework, RedR UK and WEDC (Not yet published)

Consortium of British Humanitarian Agencies (now called The Start Network), (2018), Core Humanitarian Competency Framework. Available at: https://www.chsalliance.org/what-we-do/chcf

DFID (2016) Technical Competency Framework for Humanitarian Cadre
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/553182/HumanitarianISept16.pdf

EUPRHA (2014) Humanitarian Qualifications Action Framework
https://www.euhap.eu/haqf/

EUPRHA, (2014) Humanitarian Action Profile, NOHA. Available at: http://euhap.eu/haqf/

Government of Australia (2016) Fact Sheet: Providing quality training and assessment services to students with disabilities
https://www.asqa.gov.au/news-publications/publications/fact-sheets/providing-quality-training-and-assessment-services-students

Mango, (2013), Mango Register Competency Framework. Available at: https://www.mango.org.uk/pool/mango-register-competency-framework-2013.pdf

Meeker, J., et al., (2013), Nutrition in Emergencies Competency Framework, Global Nutrition Cluster. Available at: http://nutritioncluster.net/resources/nie-competency-framework-gnc-july-2012/

Nutrition Cluster (2013) Technical Competency Framework for Nutrition in Emergencies

https://www.ucl.ac.uk/igh/research/a-z/related-docs-images/technical-competency-framework-for-nie-2013.07.25.pdf

The Cash Learning Partnership (CaLP), (2018), Cash Transfer Programming Competency Framework. Available at: http://www.cashlearning.org/downloads/calp-ctp-competency-web.pdf

Tina-Fisher, H., (2010), Child Protection in Emergencies (CPiE) Competency Framework, Interagency Initiative of the Child Protection Working Groups. Available at: http://www.cpcnetwork.org/resource/child-protection-in-emergencies-cpie-competency-framework/

UCL (2013) Technical Competency Framework for Nutrition in Emergencies Practitioners https://www.ucl.ac.uk/igh/research/a-z/related-docs-images/technical-competency-framework-for-nie-2013.07.25.pdf

UNICEF (2009) Competency Definitions and Behavioural Indicators

https://www.unicef.org/about/employ/files/UNICEF_Competencies.pdf

Further Resources for Standard 2: Design

Australian Government (2015), Guide to developing assessment tools https://www.asqa.gov.au/sites/g/files/net2166/f/Guide_to_developing_assessment_tools.pdf

Australian Government (no date), Fact-sheet “Providing quality training and assessment services to students with disabilities”

https://www.asqa.gov.au/news-publications/publications/fact-sheets/providing-quality-training-and-assessment-services-students

Canadian Association for Prior Learning Assessment (2012), Assessing the Skills and Competencies of Internationally Trained Immigrants: A Manual for Regulatory Bodies, Employers and Other Stakeholders

http://capla.ca/assessing-the-skills-and-competencies-of-internationally-trained-immigrants-a-manual-for-regulatory-bodies-employers-and-other-stakeholders-2/

This document provides an overview of common assessment modalities or methods (self-assessments, written examinations, oral questioning, demonstrations and observations, and portfolios), their purpose, benefits and challenges.

Canadian Association for Prior Learning Assessment (2015), Quality Assurance for RPL in Canada - The Manual

http://capla.ca/rpl-qa-manual/

Note: this is an amazing resource but not free.

CEDEFOP (2015), European guidelines for validating non-formal and informal learning

http://www.cedefop.europa.eu/en/publications-and-resources/publications/3073

CHS Alliance (2017), A guide to the Core Humanitarian Competency Framework

https://www.chsalliance.org/what-we-do/chcf/guide

A list of broad and specific questions against the six domain competencies of the CHCF.

Department of Education, Training and Youth Affairs (2001), Training Package Assessment Materials Project - Guide 1: Training Package assessment materials kit

http://www.det.act.gov.au/__data/assets/pdf_file/0006/456351/Guide-1.pdf

– Template 8 page 182: Assessment Agreement

Project - Guide 8: Strategies for ensuring consistency in assessment

http://www.det.act.gov.au/__data/assets/pdf_file/0011/456374/Guide-8.pdf

See the 5P model on ensuring consistency in assessments, (people, process, products, perspective, and policy). People includes assessors, managers and other staff associated with the assessment process; the process describes the planning, conduct and review of assessment; the products are the items used in planning, conducting and reviewing assessments; the perspective ensures that the assessment service addresses the requirements and expectations of industry, employers and candidates, the policy is the stated intention about how the assessment process will be managed and implemented.

Project - Guide 10: Quality assurance guide for assessment

An Assessment Planning Checklist organised in 5 sections to verify all steps of the planning process and ensure its completeness.

http://www.det.act.gov.au/__data/assets/pdf_file/0004/456376/Guide-10.pdf

Department of Training and Workforce Development, Western Australia (2013), Designing assessment tools for quality outcomes in VET

https://www.velgtraining.com/knowledge/download/b385d703-d87d-40eb-b13f-707a859bc888

Provides useful definition of assessment principles.

England, Wales and Northern Ireland National Qualifications Framework (2011), Accredited qualifications

Information about level descriptors can be found in:

The Qualifications and Credit Framework (QCF) system offers you an explanation about level descriptors: http://www.accreditedqualifications.org.uk/level-descriptors.html and a format: http://www.scqf.org.uk/content/files/Level_Descriptors-original_format.doc

France Ministry of Employment (no date), La mise en situation professionnelle en pratique (Professional Situation Test in practice) http://www.vae.gouv.fr/espace-ressources/fiches-outil/la-mise-en-situation.html

This page (in French) explains what a Professional Situation Test is and provides two examples on how it can be conducted, one from the employment sector and one from the education sector.

Government of Western Australia (2013), Designing assessment tools for quality outcomes in VET

https://www.velgtraining.com%2Fknowledge%2Fdownload%2Fb385d703-d87d-40eb-b13f-707a859bc888&usg=AOvVaw3RNumVCGeHiQIVtZLQbO_n

Humanitarian Quality Assurance Initiative (2018), HQAI Self-Assessment Manual

A manual for organisations that undertake a self-assessment against the CHS

http://hqai.org/wp-content/uploads/GUI125-HQAI-self-assessment-Manual-2018-03-12.pdf

Further Resources for Standard 3: Delivery

American Psychological Association (2014) "The Standards for educational and Psychological Testing"

http://www.apa.org/science/programs/testing/standards.aspx

List on available resources on safety and security: https://sites.google.com/site/ngosecurity/safety&securitymanuals

CARE (2004) "CARE International SAFETY & SECURITY HANDBOOK"

https://reliefweb.int/sites/reliefweb.int/files/resources/care-safety-and-security-handbook.pdf

Further Resources for Standard 4: Resources

CHS Alliance, (2015), A Handbook for Measuring HR Effectiveness. Available at: http://chsalliance.org/files/files/Resources/Tools-and-guidance/CHS-Alliance-Handbook-for-Managing-HR-Effectiveness-Final.pdf

ECHO, (2004), Generic Security Guide for Humanitarian Organisations. Available at: https://reliefweb.int/report/world/generic-security-guide-humanitarian-organisations-enar

Macpherson, R., (2004), CARE International Safety and Security Handbook, CARE. Available at: https://reliefweb.int/sites/reliefweb.int/files/resources/care-safety-and-security-handbook.pdf

People In Aid, (2011), 'Debriefing: Building Staff Capacity'. Available at: http://chsalliance.org/files/files/Resources/Case-Studies/Debriefing-building-staff-capacity.pdf

Further Resources for Standard 5: Communication

ECB, (2007), Building Trust in Diverse Teams: The Toolkit for Emergency Response. Available at:

http://policy-practice.oxfam.org.uk/publications/building-trust-in-diverse-teams-the-toolkit-for-emergency-response-115413

IFRC, (2017), 'Beneficiary Communications and Accountability Baseline Assessment Grid'. Available at:

http://media.ifrc.org/ifrc/wp-content/uploads/sites/5/2017/02/Beneficiary-Communications-and-Accountability-Baseline-Assessment-Grid.pdf

Plain English Campaign, (2018), How to Write in Plain English. Available at: http://www.plainenglish.co.uk/files/howto.pdf

Further Resources for Standard 6: Administration

Department of Finance, (2008), Protecting the Confidentiality of Personal Data Guidance Note, Ireland: Centre for Management and Organisation Development. Available at:

https://www.dataprotection.ie/documents/guidance/GuidanceFinance.pdf

UK Government, (2018), Data Protection Guide. Available at: https://www.gov.uk/data-protection

Further Resources for Standard 7: Evaluation and Accountability

Anderson, M., B., Brown, D. and Jean, I.,)2012), Time to Listen: Hearing People on the Receiving End of International Aid, Cambridge, MA: CDA Collaborative Learning Projects. Available at: https://www.cdacollaborative.org/publication/time-to-listen-hearing-people-on-the-receiving-end-of-international-aid/

Bonino, F., Jean, I., and Knox Clarke, P., (2014), Closing the Loop: Effective Feedback in Humanitarian Contexts: Practitioners Guidance, London: ALNAP-CDA. Available at: https://www.cdacollaborative.org/publication/closing-the-loop-effective-feedback-in-humanitarian-contexts-practitioner-guidance/

Bonino, F., Jean, I., and Knox Clarke, P., (2013), Effective Humanitarian Feedback Mechanisms: Methodology Summary for Joint ALNAP and CDA Action Research, London: ALNAP-CDA. Available at: https://www.cdacollaborative.org/publication/effective-humanitarian-feedback-mechanisms-methodology-summary-for-a-joint-alnap-and-cda-action-research/

CDA Collaborative Learning Project, The Listening Program. Information and resources available at:

http://cdacollaborative.org/cdaproject/the-listening-project/

CHS Alliance, the Sphere Project and Groupe URD, (2015), CHS Guidance Notes and Indicators. Available at:

https://corehumanitarianstandard.org/files/files/CHS-Guidance-Notes-and-Indicators.pdf

CHS Alliance, the Sphere Project and Groupe URD, (2015), The Core Humanitarian Standard for Quality and Accountability. Available at:

https://corehumanitarianstandard.org/the-standard/language-versions

Danish Refugee Council, (2008), Complaints Mechanism Handbook. Available at:

http://www.alnap.org/resource/8762

UNHCR Geneva, (2009), 'Guidelines on Setting Up a Community Based Complaints Mechanism Regarding Sexual Exploitation and Abuse by UN and non-UN Personnel', IASC Task force on Protection from Sexual Exploitation and Abuse. Available at:

www.pseataskforce.org/uploads/tools/1351822689.pdf

Kirkpatrick, J., D. and Kirkpatrick, W., K., (2016), Kirkpatrick's Four Levels of Training Evaluation, ATD Press

Kirkpatrick, D., L. and Kirkpatrick, J., D., (2007), Implementing the Four Levels: A Practical Guide for Effective Evaluation of Training Programmes, San Francisco: Berrett-Koehler

Save the Children, (2013), Programme Accountability Guidance Pack. Available at:

http://resourcecentre.savethechildren.se/library/programme-accountability-guidance-pack-save-children-resource


BIOFORCE
l'école
de l'engagement
humanitaire

HPass

www.hpass.org