



The evidence guide as tool of accreditation in Spain

The process of validation and accreditation of competencies acquired by non-formal and informal ways of learning and labor experience is officially established in Spain since 2009¹. Since then more than 90 calls have been developed according the formal procedure approved by the Spanish Government. In this procedure there are three principal phases: First phase of advisement, second phase of assessment, and the third phase of accreditation and registry.

In the assessment phase, the different procedures have to be used to gather evidences which demonstrate that the competencies have been acquired. In this phase the evidence guide are used as support tool to procedure. The evidence guide is the essential tool for the criteria of assessment the professional competence. This instrument will let the professionals have homogeneous and common criteria of observation in all practice demonstrations.

The evidence guide is a document that makes explicit the professional competence of a competence unit. This document is a set of technical specifications and recommendations to facilitate the job of advisors and assessors. The evidence guide of professional competencies is split in sub-guides for each of competency units of the whole qualification.

These guides have an easy structure and adequate content to optimize the assessment process and help to guarantee the validity, reliability and homogeneity, both the process development as the assessment outcomes. In each guide of evidence the dimensions of professional competence are established: the “know and know-how” (technical competencies) and the “know-be” (social competencies).

The main characteristics of the evidence guide are:

- Establishes specifications for evaluation of the Competency Units such as the related dimensions of professional competencies (technical and social) and professional situations of assessment.
- Provides guides for identification the most fitted methods to use in the assessment of professional competency in each of competency units. In some cases, according to the indirect evidences provided by candidates, it is suggested that one or more methods of evaluation have to be used.

¹ Royal Decree 1224/2009, of 17th July, on the recognition of professional competencies acquired by labor experience (Boletín Oficial del Estado, num. 205 of 25 August 2009).



- Defines the professional situations of assessment as starting point to develop this evaluation in simulated workplaces or through professional proofs.
- Establishes also the assessment criteria built up by merit criteria, indicators and performance scales.
- Offers guidelines and recommendations to evaluators in order to reduce mistakes and assessment biases.
- Stimulates the Competence Unit Assessment as a complete (whole) unit.
- Determines a significative context of assessment to let the generalization of evidence gathered in all contexts can be possible. This significant context can be found in professional contexts of evaluation.

The structure of the competency unit is shown in a schematic way in order to facilitate the understanding the role of evidence guide in the assessment phase of validation and accreditation of professional competencies acquired by labor experience and non-formal and informal ways of training.

