

These learning objectives are in addition to the requirements of the Professional Development Educator Standards (PDE). As assessors of the ASYE are expected to meet the PDE standards care has been taken to avoid duplication. Where applicable some of the existing standards have been revised and new ones have been created to be tested in this pilot.

	Learning objectives for Assessor training	Source-adapted from
Preparation	Take responsibility for planning, designing and creating a physical and learning environment for the observation of direct practice that is conducive to the demonstration of assessed capability and use of video technology, engaging with the learner in this activity.	PEPS/PDE A.1.(links to KSS PS ¹)
	Ensure that ethical and professional issues are taken into account.	New
Observation	Demonstrate observation skills of looking, listening and meta-competence ² in the identification and assessment of practice dynamics and the assessment of the intervention and behaviour of the NQSW.	New
	Confidently evaluate observed evidence for its relevance, validity, reliability, sufficiency and authenticity according to the agreed standard	PDE
	Confidently demonstrate the ability to record clearly and concisely evidence and comments on the practice of the learner.	PDE
	Demonstrate an awareness of and ability to counter professional bias in the role of the Observer by maintaining objectivity. Be skilled in maintaining a distance from the intervention unless forced to intervene	New

¹ Knowledge and Skills for Practice Supervisors, Department of Education, November 2015.

² Meta competency- Higher order, overarching qualities and abilities of a conceptual, interpersonal and professional nature .This includes cognitive, critical and self-reflective capacities.

Post observation reflective discussion	Use focused questioning and prompts with practitioners to explore the observed practice and to identify if practitioners need to adopt a more reflective and curious approach	KSS practice supervisors
	Provide timely feedback on learners' performance in an appropriate written and verbal format. Ensure feedback provided is constructive and specific. Review learner progress using evidence from the direct observation and relating this to the holistic assessment process.	PDE
	Identify any specific learning outcomes not yet demonstrated and agree how these may be addressed.	PDE
	Ensure that all assessment decisions, and the supporting evidence, are documented and recorded according to the required standard for the ASYE and at the level required by the PDE.	PDE
Assessor CPD	Demonstrate ability to critically reflect to counter professional bias and support own development as practice development educator, including the use of feedback from videoed observations, by internal moderator.	PDE – adapted with workshop addition