

**SKILLS FRAMEWORK FOR HEALTHCARE
TECHNICAL SKILLS AND COMPETENCIES (TSC) REFERENCE DOCUMENT**

TSC Category	Education for Healthcare Professions					
TSC	Learner Assessments					
TSC Description	Evaluate learners' knowledge to develop self-regulated learners					
TSC Proficiency Description	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
			HCE-PDV-3037-1.1	HCE-PDV-4037-1.1	HCE-PDV-5037-1.1	
Knowledge			<ul style="list-style-type: none"> • Support assessment of newly joined Enrolled Nurses, students and support care staff 	<ul style="list-style-type: none"> • Guide students and nurses in assessment of skills to meet learning outcomes 	<ul style="list-style-type: none"> • Develop learners' assessment frameworks and integrate improvements in assessment processes 	
Abilities			<ul style="list-style-type: none"> • Competency assessment criteria • Competencies for scope of practice • Continuing competence requirements • Self-assessment methods and tools • Effective methods on providing feedback 	<ul style="list-style-type: none"> • Types of evidence to demonstrate competency • Principles for assessing the practice of nurses including confidentiality and fairness • Documentation procedures on learners' assessments • Types of assessment tools • Types of assessment tasks • Strategies for self-assessment and peer assessment in teaching or learning activities 	<ul style="list-style-type: none"> • Criteria for approved assessors • Competencies and indicators assessment criteria for scope of practice • Triangulation of evidence from different sources for effective assessments • Formative and summative assessment methodologies • Relationships between assessment modalities and domains of learning outcomes or goals in the areas of cognitive, affective and psychomotor domains • Assessment design decision framework • Licensing, accreditation and certification policies and requirements • Methods to guide assessors on performing assessment and feedback 	
			<ul style="list-style-type: none"> • Interpret assessment criteria • Participate in continuous professional development to maintain continuing competence requirements • Perform self-assessments • Provide feedback to learners after the 	<ul style="list-style-type: none"> • Gather evidence to demonstrate competence • Identify appropriate assessment tools • Assess learners' acquisition of required competencies and capabilities for graduation and provision of safe nursing practice 	<ul style="list-style-type: none"> • Prepare assessment plans • Conduct pre-assessment discussions with learners to clarify expectations • Gather evidence to support competence assessed • Discuss assessment details with relevant stakeholders 	

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			<p>completion of assessments</p>	<ul style="list-style-type: none"> • Use assessment data to enhance teaching or learning processes • Maintain accurate records of learners' progress and achievements for continuous quality improvement and external validation 	<ul style="list-style-type: none"> • Discuss areas for development or overall career direction with learners • Develop learners' abilities to engage in critical and constructive self-assessments and peers' feedback • Monitor learners' performance and desired outcomes of learning • Develop assessor guides on performing assessments and feedback • Guide development of assessment tools and methods to ascertain learners' competencies in cognitive, affective and psychomotor domains 	
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