

Programme for Course for Tutors for Assessor Training

PURPOSE

This document provides guidance to laboratory accreditation bodies wishing to organise training courses to train potential tutors to be used for assessor training. It covers documentation needed, the techniques to be used and the method of appraisal of participants in assessor training courses.

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Authorship

This publication has been written by WELAC Working Group 2.

Official language

The text may be translated into other languages as required. The English language version remains the definitive version.

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1 Objective of course for tutors for assessor training

- 1.1 Instruct potential tutors in the organisation, content and operation of courses for potential assessors for laboratory accreditation.
- 1.2 Those attending the course should be permanent members of the assessment staff of accreditation bodies of future accreditation bodies for laboratory accreditation with the necessary presentational skills and anticipated responsibility for training of assessors. All attendees must have a good working knowledge of EN 45001, 45002 and 45003.
- 1.3 To assist accreditation bodies to produce training courses for assessors in such a way as to harmonise the approach to training and therefore assist in the process of harmonising accreditation practice.
- 1.4 To provide a 3-day tutor's course which is open to all accreditation bodies planning to set up their own assessor training courses.

2 Administration of course for tutors

- 2.1 The course should be administered at a location chosen by WELAC WG2 by two or more accreditation bodies within WELAC with suitable experience.
- 2.2 The attendees should be asked to pay fees in advance for the course, which should be fully self-financing, to the administering accreditation bodies to cover administration, preparation of course documentation and costs for tutors. Accommodation and cost of food should be met directly by participants.

3 Content of course for tutors

3.1 Introduction

- 3.1.1 Welcome to attendees.
- 3.1.2 Introduce content of course for tutors.
- 3.1.3 Administrative arrangements, eg lunches, telephone, timing, etc.
- 3.1.4 Attendees introduce themselves to rest of course

Name, organisation and responsibility

3.2 Programme

3.2.1 Introduction

- (a) The role of accreditation in Europe
- (b) Background to course
- (c) Purpose of assessor training courses (ATCs)
- (d) Selection of course tutors
- (e) Description of administrative arrangements necessary before, during and after the course.

3.2.2 Selection of attendees at ATCs.

3.2.3 Content of ATCs

- (a) See WELAC publication WGD5.

3.2.4 Documentation required for ATCs.

3.2.5 Method of tutoring and use of training media

- (a) Lectures, syndicate exercises
- (b) Report-backs and feed-back
- (c) Division of responsibilities between tutors
- (e) Human aspects.

3.2.6 Assessment of attendees at ATCs.

3.2.7 Syndicate work on EN 45001

- (a) Course members to be divided into syndicates
- (b) Presentation by one member of each syndicate, of a section of EN 45001, to rest of course members.

3.2.8 Case studies

- (a) Dummy assessment

Use of case study covering opening meeting, assessment of sections of a laboratory and final meeting. Case study to consist of text describing dialogue between assessment team and laboratory staff. Text to reflect good and bad assessor practice, implied and actual non-compliances and inadequate answers by the laboratory.

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3.2.9 Quality systems

- (a) Explanation of the QA requirements in EN 45001 and their relation to the ISO 9000 series of documents. Note that the ISO/IEC Guide 25:1990 refers to ISO 9000.
- (b) Introduction to concept of quality manuals by tutors followed by each syndicate taking it in turns to comment on non-compliances found by other syndicates on a specified section of the manual.

3.2.10 Audits and reviews

- (a) Each syndicate to present criticism of an audit report and other syndicates to comment on their performance.

3.2.11 Calibration and traceability of measurement

- (a) Each syndicate to present criticism of examples of acceptable/unacceptable calibration certificates and other syndicates to comment on their performance.

3.2.12 Use of IT in laboratories.

3.2.13 Proficiency testing.

3.2.14 Human aspects of assessment

- (a) Lecture covering human aspects to be shown by tutors and the human aspects ATC members must be told about.

3.2.15 Administrative procedures of accreditation body

- (a) Description of content of lecture to be given on this topic.

3.2.16 Conduct of assessments

- (a) Description of content of lecture to be given on this topic.

3.2.17 Reporting non-compliances

- (a) Tutor course tutors to provide guidance on making non-compliance reports to laboratories and then syndicates to comment on non-compliance reports prepared by tutor course tutors.

3.2.18 Dummy assessment

- (a) Syndicates to read case study and then take on role of management receiving reports from the assessors who have conducted the assessment of the laboratory. The tutors will act the role of assessors.

3.2.19 Feedback

- (a) Tutors to comment on techniques and performance of management team.

3.2.20 Administrative documents

- (a) Report from assessment
- (b) Accreditation certificate.

3.2.22 Surveillance

3.2.23 Question and answer session

4 Appraisal of course attendees

- (a) Continuous assessment by tutors during the course
- (b) Letter to accreditation body confirming satisfactory attendance, etc.

5 Certificate/Diploma

- 5.1 An attendance certificate or diploma shall be handed over to the attendees. This shall give a brief description of the contents of the course, but shall not infer that the holder is a fully qualified tutor.