

# VTCT Level 3 Award in Assessing Competence in the Work Environment (QCF)

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Accreditation start date: **1 September 2010**  
Credit value: **9**  
Guided learning hours (GLH): **54**  
Qualification number: **500/9756/8**

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## Statement of unit achievement

By signing this statement of unit achievement you are confirming that all learning outcomes, assessment criteria and range statements have been achieved under specified conditions and that the evidence gathered is authentic.

This statement of unit achievement table must be completed prior to claiming certification.

Unit code	Date achieved	Learner signature	Assessor initials	IV signature (if sampled)
Mandatory units				
UV30563				
UV30564				

# The qualification

## Introduction

The VTCT Level 3 Award in Assessing Competence in the Work Environment (QCF) is a practical-based qualification intended for assessors who assess occupational competence in an individual's work environment.

## National Occupational Standards (NOS)

Units in this qualification have been mapped to the relevant NOS (where applicable). This qualification is accredited on the Qualifications and Credit Framework (QCF).

This qualification is approved and supported by Lifelong Learning UK, now a division of The Learning and Skills Improvement Service (LSIS), the sector-owned body for the learning and skills sector.



## Progression

This qualification provides the knowledge and skills required to progress to employment as an assessor of occupational competence in the work environment.

The VTCT Level 3 Award in Assessing Competence in the Work Environment (QCF) also provides progression opportunities to the following VTCT qualifications:

- Level 3 Award in Assessing Vocationally Related Achievement (QCF)
- Level 3 Certificate in Assessing Vocational Achievement (QCF)

# Qualification structure

## Total credits required - 9

All mandatory units must be completed.

### Mandatory units - 9 credits

VTCT unit code	Ofqual unit reference	Unit title	Credit value	GLH
UV30563	D/601/5313	Understanding the principles and practices of assessment	3	24
UV30564	H/601/5314	Assess occupational competence in the work environment	6	30

# Guidance on assessment

This book contains the mandatory units that make up this qualification. Optional units will be provided in additional booklets (if applicable). Where indicated, VTCT will provide assessment materials. Assessments may be internal or external. The method of assessment is indicated in each unit.

## Internal assessment

*(any requirements will be shown in the unit)*

Assessment is set, marked and internally verified by the centre to clearly demonstrate achievement of the learning outcomes. Assessment is sampled by VTCT external verifiers.

## External assessment

*(any requirements will be shown in the unit)*

Externally assessed question papers completed electronically will be set and marked by VTCT.

Externally assessed hard-copy question papers will be set by VTCT, marked by centre staff and sampled by VTCT external verifiers.

## Assessment explained

VTCT courses are assessed and verified by centre staff. Work will be set to improve your practical skills, knowledge and understanding. For practical elements, you will be observed by your assessor. All your work must be collected in a portfolio of evidence and cross-referenced to requirements listed in this record of assessment book.

Your centre will have an internal verifier whose role is to check that your assessment and evidence is valid and reliable and meets VTCT and regulatory requirements.

An external verifier, appointed by VTCT, will visit your centre to sample and quality-check assessments, the internal verification process and the evidence gathered. You may be asked to attend on a different day from usual if requested by the external verifier.

This record of assessment book is your property and must be in your possession when you are being assessed or verified. It must be kept safe. In some cases your centre will be required to keep it in a secure place. You and your course assessor will together complete this book to show achievement of all learning outcomes, assessment criteria and ranges.



## Creating a portfolio of evidence

As part of this qualification you are required to produce a portfolio of evidence. A portfolio will confirm the knowledge, understanding and skills that you have learnt. It may be in electronic or paper format.

Your assessor will provide guidance on how to prepare the portfolio of evidence and how to show practical achievement, and understanding of the knowledge required to successfully complete this qualification. It is this booklet along with the portfolio of evidence that will serve as the prime source of evidence for this qualification.

Evidence in the portfolio may take the following forms:

- Observed work
- Witness statements
- Audio-visual media
- Evidence of prior learning or attainment
- Written questions
- Oral questions
- Assignments
- Case studies

All evidence should be documented in the portfolio and cross referenced to unit outcomes. Constructing the portfolio of evidence should not be left to the end of the course.

Many frequently asked questions and other useful information are detailed in the VTCT Candidate's Handbook, which is available on the VTCT website at [www.vtct.org.uk/students](http://www.vtct.org.uk/students). Other questions should be addressed to the tutor, lecturer or assessor.

# Unit assessment methods

This section provides an overview of the assessment methods that make up each unit in this qualification. Detailed information on assessment is provided in each unit.

Mandatory units				
		External	Internal	
VTCT unit code	Unit title	Question paper(s)	Observation(s)	Assignment(s)
UV30563	Understanding the principles and practices of assessment	0	✗	✓
UV30564	Assess occupational competence in the work environment	0	✓	✓

# Unit glossary

	Description
<b>VTCT product code</b>	All units are allocated a unique VTCT product code for identification purposes. This code should be quoted in all queries and correspondence to VTCT.
<b>Unit title</b>	The title clearly indicates the focus of the unit.
<b>National Occupational Standards (NOS)</b>	NOS describe the skills, knowledge and understanding needed to undertake a particular task or job to a nationally recognised level of competence.
<b>Level</b>	Level is an indication of the demand of the learning experience, the depth and/or complexity of achievement and independence in achieving the learning outcomes. There are 9 levels of achievement within the Qualifications and Credit Framework (QCF).
<b>Credit value</b>	This is the number of credits awarded upon successful achievement of all unit outcomes. Credit is a numerical value that represents a means of recognising, measuring, valuing and comparing achievement.
<b>Guided learning hours (GLH)</b>	GLH is an estimate of the time allocated to teach, instruct, assess and support learners throughout a unit. Learner initiated private study, preparation and marking of formative assessment is not taken into account.
<b>Observations</b>	This indicates the minimum number of observations required to achieve the unit.
<b>Learning outcomes</b>	The learning outcomes are the most important component of the unit, they set out what is expected in terms of knowing, understanding and practical ability as a result of the learning process. Learning outcomes are the results of learning.
<b>Evidence requirements</b>	This section provides guidelines on how evidence must be gathered.
<b>Maximum service times</b>	The maximum time in which a particular service or practical element must be completed.
<b>Observation outcome</b>	An observation outcome details the practical tasks that must be completed to achieve the unit.
<b>Knowledge outcome</b>	A knowledge outcome details the theoretical requirements of a unit that must be evidenced through oral questioning, a mandatory written question paper or portfolio of evidence.
<b>Assessment criteria</b>	Assessment criteria set out what is required, in terms of achievement, to meet a learning outcome. The assessment criteria and learning outcomes are the components that inform the learning and assessment that should take place. Assessment criteria define the standard expected to meet learning outcomes.
<b>Range</b>	The range indicates what must be covered. Ranges must be practically demonstrated in parallel to the unit's observation outcomes.



# UV30563

## Understanding the principles and practices of assessment

The aim of this unit is to develop your knowledge and understanding of the principles and practices of assessment.

Level

**3**

Credit value

**3**

GLH

**24**

Observation(s)

**0**

External paper(s)

**0**



# Understanding the principles and practices of assessment

## Learning outcomes

On completion of this unit you will:

1. Understand the principles and requirements of assessment
2. Understand different types of assessment method
3. Understand how to plan assessment
4. Understand how to involve learners and others in assessment
5. Understand how to make assessment decisions
6. Understand quality assurance of the assessment process
7. Understand how to manage information relating to assessment
8. Understand the legal and good practice requirements in relation to assessment

## Evidence requirements

1. *Specific unit requirements*  
All learning outcomes in this unit must be assessed using methods appropriate to the assessment of knowledge and understanding.
2. *Achieving assessment criteria*  
There must be valid, authentic and sufficient evidence for all the assessment criteria. However, one piece of evidence may be used to meet the requirements of more than one learning outcome or assessment criterion.
3. *Knowledge outcomes*  
There must be evidence that you possess all the knowledge and understanding listed in the 'Knowledge' section of this unit. This evidence may include projects, assignments, case studies, reflective accounts, oral/written questioning and/or other forms of evidence.
4. *Tutor/Assessor guidance*  
You will be guided by your tutor/assessor on how to achieve learning outcomes in this unit. All outcomes must be achieved.
5. *External paper*  
There is no external paper requirement for this unit.

# Developing knowledge

## Achieving knowledge outcomes

You will be guided by your tutor and assessor on the evidence that needs to be produced. Your knowledge and understanding will be assessed using the assessment methods listed below:

- Observed work
- Witness statements
- Audio-visual media
- Evidence of prior learning or attainment
- Written questions
- Oral questions
- Assignments
- Case studies

Where possible your assessor will integrate knowledge outcomes into practical observations through oral questioning.

# Knowledge



## Outcome 1

### Understand the principles and requirements of assessment

You can:	Portfolio reference
a. Explain the functions of assessment in learning and development	
b. Define the key concepts and principles of assessment	
c. Explain the responsibilities of the assessor	
d. Identify the regulations and requirements relevant to the assessment in own area of practice	



## Outcome 2

### Understand different types of assessment method

You can:

Portfolio reference

- a. Compare the strengths and limitations of a range of assessment methods with reference to the needs of individual learners



## Outcome 3

### Understand how to plan assessment

You can:	Portfolio reference
a. Summarise key factors to consider when planning assessment	
b. Evaluate the benefits of using a holistic approach to assessment	
c. Explain how to plan a holistic approach to assessment	
d. Summarise the types of risks that may be involved in assessment in own area of responsibility	
e. Explain how to minimise risks through the planning process	



## Outcome 4

### Understand how to involve learners and others in assessment

You can:	Portfolio reference
a. Explain the importance of involving the learner and others in the assessment process	
b. Summarise types of information that should be made available to learners and others involved in the assessment process	
c. Explain how peer and self-assessment can be used effectively to promote learner involvement and personal responsibility in the assessment of learning	
d. Explain how assessment arrangements can be adapted to meet the needs of individual learners	





## Outcome 5

### Understand how to make assessment decisions

You can:	Portfolio reference
a. Explain how to judge whether evidence is: <ul style="list-style-type: none"><li>• sufficient</li><li>• authentic</li><li>• current</li></ul>	
b. Explain how to ensure that assessment decisions are: <ul style="list-style-type: none"><li>• made against specified criteria</li><li>• valid</li><li>• reliable</li><li>• fair</li></ul>	



## Outcome 6

### Understand quality assurance of the assessment process

You can:	Portfolio reference
a. Evaluate the importance of quality assurance in the assessment process	
b. Summarise quality assurance and standardisation procedures in own area of practice	
c. Summarise the procedures to follow when there are disputes concerning assessment in own area of practice	



## Outcome 7

### Understand how to manage information relating to assessment

You can:	Portfolio reference
a. Explain the importance of following procedures for the management of information relating to assessment	
b. Explain how feedback and questioning contribute to the assessment process	



## Outcome 8

### Understand the legal and good practice requirements in relation to assessment

You can:	Portfolio reference
a. Explain legal issues, policies and procedures relevant to assessment, including those for confidentiality, health, safety and welfare	
b. Explain the contribution that technology can make to the assessment process	
c. Evaluate requirements for equality and diversity and, where appropriate, bilingualism in relation to assessment	
d. Explain the value of reflective practice and continuing professional development in the assessment process	

# Unit content



This section provides guidance on the recommended knowledge and skills required to enable you to achieve each of the learning outcomes in this unit. Your tutor/assessor will ensure you have the opportunity to cover all of the unit content.

## Outcome 1: Understand the principles and requirements of assessment

**Functions of assessment:** Awarding organisation, regulatory requirements and occupational standards, assess achievement plan progression and development, identification of further training needs, reasonable adjustments and specific considerations for assessment, methods and modes of delivery of assessment.

**Key concepts and principles:** Assessment opportunities linked to learning, collaboration/agreement between assessor, centre and learner, achievements and opportunities for development and improvement, enhancement of achievement, identification of learner needs, reasonable adjustments, recognition of prior learning.

**Responsibilities of assessor:** Regulatory and awarding body requirements and occupational standards, organisational

requirements, knowledge of internal verification processes, reliability and credibility of assessment decisions, recognition of learner needs, recognition of prior learning, occupational/vocational competence and currency, continuing professional development opportunities for personal development and improvement.

**Regulations and requirements in own area of practice:** Regulatory bodies and their directives including Ofqual, SQA, DfES, CCEA, sector skills councils and awarding organisations, centre requirements, internal and external verification processes and strategies, self-assessment reviews and self-improvement plans, legislation including equality and diversity, health, safety and welfare, risk assessment and accident reporting procedures, standardisation and moderation.

## Outcome 2: Understand different types of assessment method

**Strengths and limitations of assessment methods used by individual learners:** Regulation and good practice requirements, recognition of initial assessment of learners, reasonable adjustments and special considerations, specific conditions in relation to time, resources, staffing, technology and work environment, recognition of prior

learning, holistic approach to assessment, enhancement of skills and knowledge, improvement opportunities, advantages and disadvantages of assessment methods such as practical observation, oral and written questioning, projects and assignments, witness testimonies and discussions.



## Outcome 3: Understand how to plan assessment

### **Key factors when planning assessment:**

Acknowledging regulatory body requirements, awarding organisation requirements and centre requirements, occupational expertise of assessor, learner needs, assessment plan, including timing and venue, assessment methods including observation of performance, written evidence (i.e. projects, assignments, independent papers and journals), oral and written questioning, witness testimony, learner statements and recognising prior learning, range opportunities.

### **Benefits of holistic approach:**

Amalgamation of knowledge and understanding outcomes with practical outcomes including range statements and variety of activities, natural progression from one outcome to another in a work environment, beneficial to learner development.

**Planning holistic approach:** Assessment opportunities, to take advantage of naturally occurring outcomes using a variety of activities.

### **Types of risks involved in assessment:**

Limitations affecting assessment and opportunities for assessment, lack of assessor expertise/occupational competence, assessment risks such as resources not fit for purpose and unsuitable timing, assessment plan is not valid, fair and reliable, occupational risks such as health, safety and welfare, equality and diversity, first aid and emergency procedures, data protection and confidentiality.

### **Minimising risks in assessment:**

Following clear directives from regulatory bodies, applying specified criteria and standards, ensuring appropriate staff occupational/assessment experience, documented rationale for assessment, identifying learner needs, considering reasonable adjustments and special considerations, appeals procedures, equality and diversity, health, safety and welfare, safeguarding and security, using appropriate methods of assessment, applying standardisation, clear audit trail for evidencing assessment decisions, tracking.



## Outcome 4: Understand how to involve learners and others in assessment

**Types of information available to learner and others:** Awarding organisation requirements, including learning outcomes and assessment criteria, assessment method and plan, types of evidence, tasks, reasonable adjustments and special considerations, timing, venue, expected outcomes, assessment decisions and feedback.

**Use of effective peer and self assessment to promote learner involvement and responsibility:** Self-assessment on carrying out assessment, use of outcome measures including feedback from peers, witness testimonies, observation reports, appraisal

and achievement of goals/targets, identification of strengths and weaknesses, achievements and opportunities for improvement, conclusions, setting of personal goals and personal development planning.

**Adapting assessment for individual needs:** Initial assessment of learners, aligned with regulations and good practice requirements, negotiation of plan with learner, reasonable adjustments and special considerations, specific conditions in relation to time, resources, technology and work environment, recognition of prior learning.

## Outcome 5: Understand how to make assessment decisions

**Judging evidence:** In line with awarding organisation and centre requirements, rationale provided for assessment decisions including credibility and authenticity with learning programme and outcomes, assessment evidence to be sufficient, current and reliable.

**Confirming assessment decisions:** Judgement against specified criteria, rationale and justification provided for assessment decisions, evidence to be valid, current and relevant to occupational standards, achievement of outcomes and ranges to be confirmed, authenticity, reliability and sufficiency of evidence to be confirmed using standardisation procedures, mark sheets, record cards, sampling and verification, replication of

assessment tasks under identical/similar conditions/context.



## Outcome 6: Understand quality assurance of the assessment process

### **Importance of quality assurance**

**for assessment:** To meet regulatory body, awarding organisation and centre requirements, use of standardisation, credibility of assessment decisions, internal and external verification procedures, cohesive process, evaluation procedures, opportunities for improvement.

### **Standardisation procedures in own**

**occupational area:** In accordance with centre and awarding organisation policies and occupational standards, standardisation of assessment method,

paperwork, collaboration/agreement of learner feedback, standardisation meetings, sharing good practice, internal and external verification procedures, shadowing, evaluation procedures.

### **Procedures following disputes**

**concerning assessment:** Awarding organisation and centre procedures, documented appeals procedure, process for appeal, including appropriate personnel, confidentiality, ensure no discrimination, outcome to procedure, transparent audit trail.

## Outcome 7: Understand how to manage information relating to assessment

**Management of information:** Accurate reflection of activities/occurrences, range of assessment methods documented, action plans/personal development plans, completed assessment logbooks/pro-formas, records of oral and written questioning, to be aligned with centre and awarding organisation policies, legislative requirements.

### **Contribution of feedback to assessment**

**process:** Collaboration/agreement of assessment decisions, motivation, identify further assessment needs, identify learner needs to improve achievement, corroboration of assessment decisions, opportunity for development, target/goal setting.





## Outcome 8: Understand the legal and good practice requirements in relation to assessment

**Legal issues, policies and procedures relevant to assessment:** Regulatory bodies including Ofqual, SQA, DfES and CCEA, sector skills councils and awarding organisations, legislation including health and safety, equality and diversity, procedures including first aid and emergency procedures, risk assessment, accident reporting procedures, hygiene and duty of care, safe recording and storage of information, data protection, standardisation and moderation of assessors, peer observations, continuing professional development.

**Contribution of technology in assessment process:** Use of new technology such as online testing, initial testing, electronic projects/assignments, e-portfolios, audio and visual evidence, electronic feedback and discussion forums, distance learning, consideration of authenticity and reliability of evidence, record keeping and storage, appropriate systems and software, electronic safeguarding and security.

**Evaluation of equality and diversity regarding assessment:** Recognising equality and diversity including bilingualism, legislative requirements, codes of practice, flexibility in planning, implementation and quality assurance, provision of additional resources and support.

**Value of continuing professional development and reflective practice:** Self-assessment on carrying out assessment, use of outcome measures including feedback from learners and colleagues, observation reports, appraisal and achievement of goals/targets,

identification of strengths and weaknesses, achievements and opportunities for improvement, conclusions, setting of personal goals and personal development planning.

# Notes

Use this area for making notes and drawing diagrams



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# UV30564

## Assess occupational competence in the work environment

The aim of this unit is to develop your performance to carry out assessments of occupational competence in a work environment.

Level

**3**

Credit value

**6**

GLH

**30**

Observation(s)

**1**

External paper(s)

**0**



# Assess occupational competence in the work environment

## Learning outcomes

On completion of this unit you will:

1. Be able to make assessment decisions about occupational competence
2. Be able to provide required information following the assessment of occupational competence
3. Be able to maintain legal and good practice requirements when assessing occupational competence
4. Be able to plan the assessment of occupational competence

## Evidence requirements

### 1. *Specific unit requirements*

There must be evidence to cover all of the assessment methods listed in the unit.

As a minimum, there must be performance evidence for the following assessment methods:

- observation of performance in the work environment
- examining products of work
- questioning the learner.

Other forms of evidence will be acceptable for the remaining assessment methods:

- discussing with the learner
- use of others (witness testimony)
- looking at learner statements
- recognising prior learning.

### 2. *Simulation*

Simulation is not allowed in this unit.

### 3. *Achieving assessment criteria*

There must be valid, authentic and sufficient evidence for all the assessment criteria. Holistic assessment is encouraged and one piece of evidence may be used to meet the requirements of more than one assessment criterion.

### 4. *Observation outcomes*

There must be evidence of you carrying out a **minimum of two** assessments of **two** learners' occupational competence (**four assessments** in total). This occupational competence must not be in assessment itself. In other words, evidence for this unit must not come from assessing another learner assessor who in turn is assessing someone else. **A minimum of one assessment must be observed.**

### 5. *Range*

All ranges must be practically demonstrated or other forms of evidence produced to show they have been covered.

### 6. *Knowledge outcomes*

There must be evidence that you possess all the knowledge and understanding listed in the 'Knowledge' section of this unit. This evidence may include projects, assignments, case studies, reflective accounts, oral/written questioning and/or other forms of evidence.

### 7. *Tutor/Assessor guidance*

You will be guided by your tutor/assessor on how to achieve learning outcomes and ranges in this unit. All outcomes and ranges must be achieved.

### 8. *External paper*

There is no external paper requirement for this unit.

# Achieving observations and range

## Achieving observation outcomes

Your assessor will observe your performance of practical tasks. The minimum number of observations required is indicated in the evidence requirements section of this unit.

Criteria may not always naturally occur during a practical observation. In such instances you will be required to produce supplementary evidence or asked questions to demonstrate your competence in this area. Your assessor will document the criteria that have been achieved through oral questioning.

Your assessor will sign off an outcome when all criteria have been competently achieved.

## Achieving range

The range section indicates what must be covered. Ranges should be practically demonstrated as part of an observation. Where this is not possible other forms of evidence may be produced. All ranges must be covered.

Your assessor will document the portfolio reference once a range has been competently achieved.



# Observations

## Outcome 1

### Be able to make assessment decisions about occupational competence

You can:

- a. Use valid, fair and reliable assessment methods including:
  - observation of performance
  - examining products of work
  - questioning the learner
  - discussing with the learner
  - use of others (witness testimony)
  - looking at learner statements
  - recognising prior learning
- b. Make assessment decisions of occupational competence against specified criteria
- c. Follow standardisation procedures
- d. Provide feedback to learners that affirms achievement and identifies any further implications for learning, assessment and progression

\* May be assessed through oral questioning.

Observation	1	Optional	Optional	Optional
Date achieved				
Criteria questioned orally				
Portfolio reference				
Assessor initials				
Learner signature				



## Outcome 2

### Be able to provide required information following the assessment of occupational competence

You can:

- a. Maintain records of the assessment of occupational competence, its outcomes and learner progress
- b. Make assessment information available to authorised colleagues
- c. Follow procedures to maintain the confidentiality of assessment information

\*May be assessed through oral questioning.

Observation	1	Optional	Optional	Optional
Date achieved				
Criteria questioned orally				
Portfolio reference				
Assessor initials				
Learner signature				





## Outcome 3

### Be able to maintain legal and good practice requirements when assessing occupational competence

You can:

- a. Follow relevant policies, procedures and legislation for the assessment of occupational competence, including those for health, safety and welfare
- b. Apply requirements for equality and diversity and, where appropriate, bilingualism, when assessing occupational competence

\* May be assessed through oral questioning.

Observation	1	Optional	Optional	Optional
Date achieved				
Criteria questioned orally				
Portfolio reference				
Assessor initials				
Learner signature				



## Outcome 4

### Be able to plan the assessment of occupational competence

You can:

- a. Communicate the purpose, requirements and processes of assessing occupational competence to the learner

\*May be assessed through oral questioning.

Observation	1	Optional	Optional	Optional
Date achieved				
Criteria questioned orally				
Portfolio reference				
Assessor initials				
Learner signature				



# Range

**\*You must cover all the ranges listed:**

Planning of assessment methods		Portfolio reference
Observation of performance in the work environment		
Examining products of work		
Questioning of learners		
Discussing with learners		
Use of others (witness testimony)		
Looking at learner statements		
Recognising prior learning		
Use of assessment methods		Portfolio reference
Observation of performance in the work environment		
Examining products of work		
Questioning of learners		
Discussing with learners		
Use of others (witness testimony)		
Looking at learner statements		
Recognising prior learning		
Learners		Portfolio reference
New to assessment		
Used to assessment		

\*It is strongly recommended that all range items are practically demonstrated. Where this is not possible, other forms of evidence may be produced to demonstrate knowledge/competence.



**\*You must cover all the ranges listed:**

Learners with a <b>minimum of 1</b> specific need	Portfolio reference
Physical needs	
Literacy difficulties	
Language differences	
Assessment process	Portfolio reference
Assessment planning	
Standardisation	
Production of evidence	
Share information with internal personnel	
Completion of qualification	

\*It is strongly recommended that all range items are practically demonstrated. Where this is not possible, other forms of evidence may be produced to demonstrate knowledge/competence.



**\*You must cover all the ranges listed:**

Regulations and good practice requirements	Portfolio reference
Equality and diversity	
Bilingualism (if applicable)	
Health, safety and welfare	
Reasonable adjustments	
Appeals procedures	
Data protection and confidentiality	
Rules for appearance and behaviour	
Authenticity and validity of evidence	
Currency	
Sufficient evidence	
Occupational standards	
Verification	Portfolio reference
Internal verification	
External verification	
Sampling by verifiers	
Outcome	Portfolio reference
Competent	
Not competent	
Insufficient evidence	

\*It is strongly recommended that all range items are practically demonstrated. Where this is not possible, other forms of evidence may be produced to demonstrate knowledge/competence.



**\*You must cover all the ranges listed:**

Records		Portfolio reference
Assessor records		
Learner assessment record		
For centre		
For awarding organisation		
Feedback		Portfolio reference
Oral		
Written		

\*It is strongly recommended that all range items are practically demonstrated. Where this is not possible, other forms of evidence may be produced to demonstrate knowledge/competence.

# Developing knowledge

## Achieving knowledge outcomes

You will be guided by your tutor and assessor on the evidence that needs to be produced. Your knowledge and understanding will be assessed using the assessment methods listed below:

- Observed work
- Witness statements
- Audio-visual media
- Evidence of prior learning or attainment
- Written questions
- Oral questions
- Assignments
- Case studies

Where possible your assessor will integrate knowledge outcomes into practical observations through oral questioning.

# Knowledge



## Outcome 3

### Be able to maintain legal and good practice requirements when assessing occupational competence

You can:	Portfolio reference
c. Evaluate own work in carrying out assessments of occupational competence	
d. Maintain the currency of own expertise and competence as relevant to own role in assessing occupational competence	





## Outcome 4

### Be able to plan the assessment of occupational competence

You can:	Portfolio reference
b. Plan assessment of occupational competence based on the following methods: <ul style="list-style-type: none"> <li>• observation of performance in the work environment</li> <li>• examining products of work</li> <li>• questioning the learner</li> <li>• discussing with the learner</li> <li>• use of others (witness testimony)</li> <li>• looking at learner statements</li> <li>• recognising prior learning</li> </ul>	
c. Plan the assessment of occupational competence to address learner needs and current achievements	
d. Identify opportunities for holistic assessment	

# Unit content



This section provides guidance on the recommended knowledge and skills required to enable you to achieve each of the learning outcomes in this unit. Your tutor/assessor will ensure you have the opportunity to cover all of the unit content.

## Outcome 1: Be able to make assessment decisions about occupational competence

### Use of assessment methods:

Observation of performance and examining products of work, questioning the learner, discussing with the learner and use of others (witness testimony), looking at learner statements, recognised prior learning, ensuring validity relevant to occupational standards, fairness relevant to opportunities for achievement of outcomes and ranges, value of a holistic approach, authenticity and sufficiency of evidence gathered, reliability relevant to standardisation procedures, mark sheets, record cards, sampling and verification, replication of assessment tasks under identical/similar conditions/context.

**Assessment decisions:** Against specified criteria, rationale and justification to be provided for assessment decisions, decisions are coherent, realistic, accessible and relevant, decisions show clearly that occupational competence has and has not been achieved, justifiable reasons are recorded fully.

**Standardisation procedures:** In accordance with centre and awarding organisation policies and occupational standards, standardisation of assessment methods, paperwork, recording, collaboration/agreement of learner feedback, standardisation meetings, sharing good practice, internal and external verification procedures, shadowing, evaluation procedures.

### Providing feedback to learners:

Coverage including affirmation of achievement or identification of further work required by learner, assessment and progression, use of communication and interpersonal skills including sensitive and empathetic approach (as required), effective use of body language and voice, positive, constructive and supportive feedback approach, appropriateness of feedback in terms of level related to criteria and standards, achievements and opportunities for improvement highlighted, with development plans outlined.



## Outcome 2: Be able to provide required information following the assessment of occupational competence

**Maintaining records:** Accurate reflection of activities/occurrences, range of assessment methods documented, action plans/personal development plans, completed assessment logbooks/pro-formas, records of oral questioning and written assessment, alignment with centre and awarding organisation policies, legislative requirements for records.

**Availability of assessment information:** To be shared with appropriate colleagues including internal and external verifiers,

accessibility of information, different approaches including team meetings, electronic and hard formats, assessment and standardisation meetings and sampling.

**Maintaining confidentiality:** Suitable environment for providing learner feedback, safe recording and storage of information, data protection, legislative requirements for paper-based records, electronic safeguarding and security.

## Outcome 3: Be able to maintain legal and good practice requirements when assessing occupational competence

**Relevant policies, procedures and legislation:** Regulatory bodies including Ofqual, SQA, DfES, CCEA sector skills councils and awarding organisations, legislation including health and safety, and equality and diversity, procedures including, first aid and emergency procedures, risk assessment, accident reporting procedures, hygiene and duty of care, organisational including standardisation and moderation of assessors, and continuing professional development.

**Equality and diversity requirements:** Relevant legislation, codes of practice, requirements of awarding organisations, employment regulations and policies, promoting equality and diversity including bilingualism when appropriate, flexibility in planning, implementation, and quality

assurance, provision of additional resources and support.

**Evaluation of own work:** Self-assessment on carrying out assessment, use of outcome measures including feedback from learners and colleagues, observation reports, appraisal and achievement of goals/targets, identification of strengths and weaknesses, achievements and opportunities for improvement, conclusions, setting of personal goals and personal development planning.

**Maintaining currency:** Review of competence, setting goals and realistic targets, modification to assessment plans and practice, evidence based research and use of new technology, personal development planning, continuing professional development.



## Outcome 4: Be able to plan the assessment of occupational competence

**Plan assessment:** Identify assessment opportunities, plan time and venue, agree assessment plan with learner using a variety of assessment methods including observation of performance, products of work, written evidence (i.e. projects, assignments, independent papers and journals), questioning and discussion, witness testimony, learner statements and recognised prior learning, range opportunities, agree process of assessment.

**Communication:** Coverage of assessment including purpose, requirements and process, use of communication and interpersonal skills including clarity, tone and pace of voice, body language, eye contact, sensitivity, positive approach, use of visual aids and other media (if required).

**Addressing learner needs and current achievements:** Initial assessment of learners aligned with regulations and good practice requirements, reasonable adjustments and special considerations, specific conditions in relation to time, resources, technology and work environment, recognition of prior learning, communication with relevant parties.

**Holistic assessment:** Amalgamation of knowledge and understanding outcomes with practical outcomes including range statements and variety of activities, natural progression from one outcome to another in a work environment.