

Unit L&D9D Assess Workplace Competence Using Direct Methods (FD40 04)

Source: Learning and Development Standard 9

Who this Unit is for

This Unit is for those who assess in the workplace using the following assessment methods:

- ◆ observation and possibly,
- ◆ related questioning and/or,
- ◆ inspecting work products (created at the time of the observation)

Someone holding this Unit will be able to assess SVQs (or individual Units), other workplace qualifications and in-company standards that only require one or more of these three assessment methods.

'Direct assessors' of this kind may also contribute to the assessment of SVQs, other workplace qualifications or in-company standards that require a wider range of assessment methods, where the final assessment decision is being made by another assessor.

For this Unit, assessments must be of a substantial but realistic and manageable piece of the candidate's work. Each assessment should cover the full assessment cycle to include planning, judging evidence, providing feedback and recording the decision.

What this Unit is about

The types of activities the assessor-candidate will be involved in include:

- 1 Preparing and planning assessments
- 2 Assessing candidate performance and knowledge
- 3 Confirming progression and achievement

To achieve this Unit the assessor-candidate is required to assess the competence of two candidates in their place of work on two separate occasions for each candidate (four assessments in total), using standards such as those provided by a national awarding/standard setting body or the candidates' employer.

The assessor-candidate's knowledge will be assessed by them taking part in a discussion with their assessor or answering questions (either written or oral) or providing a statement of how and why they carried out certain activities, or a combination of these.

The assessor-candidate's performance will be assessed by their assessor observing them conducting part of the assessment process and by looking at products of their work such as:

- ◆ pre-assessment planning documentation
- ◆ assessment plans agreed with candidates
- ◆ observation reports and other assessment records
- ◆ feedback records used to convey progress/achievement to candidates

Terminology

Within this Unit the following explanations and examples apply:

Assessment method	<i>Observation, questioning, checking products of work.</i>
Equality	<i>A state of fair treatment that is the right of all the people regardless of differences in, for example, culture, ability, gender race, religion, wealth, sexual orientation, or any other group characteristic.</i>
Current/Currency	<i>Evidence that the candidate still possesses the skills and knowledge being claimed.</i>
Diversity	<i>Acknowledging that each individual is unique and recognising individual differences in, for example, culture, ability, gender, race, religion, wealth, sexual orientation, or any other individual characteristic.</i>
Identify and collect evidence	<i>This is done through the assessment process, for example, by assessor observations, checking products of work, asking questions.</i>
Reliable	<i>Assessors achieving a consistent approach to the way they make judgements about candidate evidence.</i>
Requirements	<i>These are the requirements of the practitioner's own organisation and those of an external organisation, such as awarding organisation.</i>
Risk assessment	<i>Risk relates to breach of quality assurance principles (VARCS).</i>
Sufficient	<i>Enough evidence as specified in Evidence Requirements and/or Assessment Strategy.</i>
Valid	<i>Selecting and using an appropriate method of assessment in relation to the skills and or knowledge being assessed.</i>
Fair	<i>Ensuring candidates are assessed consistently and objectively to the standards.</i>
Safe	<i>This covers the health, safety and welfare of the person being assessed.</i>
Special assessment arrangement	<i>An agreement made with the candidate and the organisation to ensure fair assessment of the candidate without diluting the standards, for example, taking account of shift working by arranging assessment opportunities to suit the candidate's work patterns.</i>

Performance What the assessor-candidate must do:	Knowledge What the assessor-candidate must know:
<p>1 Prepare and plan for assessments</p> <p>(a) Ensure candidates understand the purpose, requirements and processes of assessment.</p> <p>(b) Identify evidence that is valid, authentic and sufficient.</p> <p>(c) Plan to use valid, fair and reliable and safe assessment methods.</p> <p>(d) Plan assessment to meet requirements and candidate needs.</p>	<ol style="list-style-type: none"> 1 The range of information that should be made available to candidates before assessment begins. 2 The standards to be assessed and the assessment/evidence regulatory requirements. 3 The candidates' job role and their work environment and how this influences the assessment approach adopted. 4 How to judge when the candidate is ready for assessment. 5 The uses, benefits and drawbacks of the different assessment methods, including those that use technology. 6 Types of risks when assessing and how to manage them. 7 How to involve candidates in planning assessments and ensuring they have access to the assessment process. 8 How assessment arrangements can be adapted to meet the diverse needs of individual candidates. 9 How disputes and appeals will be handled and how confidentiality will be maintained.
<p>2 Assess candidate performance and knowledge</p> <p>(a) Collect evidence that is valid, authentic and sufficient.</p> <p>(b) Use valid, fair, reliable and safe assessment methods.</p> <p>(c) Make assessment decisions against specified criteria.</p> <p>(d) Work with others to ensure the standardisation of assessment practice and outcomes.</p>	<ol style="list-style-type: none"> 1 How to implement the chosen assessment methods. 2 The principles of competence based assessment (competent versus not yet competent). 3 How to judge evidence in relation to the quality assurance principles that are applied (Valid, Authentic, Reliable, Current, Sufficient (VARCS)). 4 Achieving objectivity and consistency when making assessment decisions and what to do when there is doubt. 5 Standardisation processes and how to contribute to those. 6 How to co-operate and work effectively with others involved in the assessment process.

Performance What the assessor-candidate must do:	Knowledge What the assessor-candidate must know:
<p>3 Confirm progression and achievement</p> <p>(a) Provide feedback to the candidate that affirms achievement and identifies any additional requirements.</p> <p>(b) Maintain required records of the assessment process, its outcomes and candidate progress.</p>	<ol style="list-style-type: none"> 1 The purpose and value of feedback in the assessment cycle. 2 How to deliver constructive feedback and the next steps in the assessment process. 3 How to ensure access and data protection requirements are adhered to when maintaining records of assessment and candidate progress. 4 Internal quality assurance processes and procedures and how to apply these in practice. 5 The value and purpose of continuing professional development for assessment practitioners.