

## **Assess Occupational Competence in the Work Environment (FD47 70)**

### **Who this Unit is for**

This qualification is intended for assessors who assess occupational competence in an individual's work environment. It includes the following assessment methods (although not all of these require performance evidence):

- ◆ observation of performance in the work environment
- ◆ examining products of work
- ◆ questioning the learner
- ◆ discussing with the learner
- ◆ use of others (witness testimony)
- ◆ looking at learner statements
- ◆ recognising prior learning

### **What this Unit is about**

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

- 1 Preparing the assessment of occupational competence.
- 2 Carrying out assessment and make decisions about occupational competence.
- 3 Providing required information following the assessment of occupational competence.
- 4 Maintaining legal and good practice requirements when assessing occupational competence.

To achieve this Unit assessor-candidates are required to plan and assess the competence of two candidates in their work environment using a set of standards such as those provided by a national awarding/standard setting body or the candidates' employer.

Each assessor-candidate's performance will be assessed by an assessor through observation, questioning and inspection of his or her products of work. Examples of work products would include:

- ◆ pre-assessment planning documentation
- ◆ assessment plans that have been agreed with candidates
- ◆ observation reports and other assessment records used in the assessment process
- ◆ feedback records you have used to convey progress/achievement to candidates
- ◆ records capturing the standardisation process
- ◆ self-evaluation/development/CPD records

The assessor-candidate's knowledge will be assessed by taking part in a discussion with their assessor, answering questions to ensure all learning Outcomes are fully covered for the complete Unit.

Supplementary assessment methods may be used where necessary such as professional discussion, reflective accounts or witness testimony.

<b>Title:</b>	Assess Occupational Competence in the Work Environment	
<b>Level:</b>	3	
<b>Credit value:</b>	6	
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>	
<b><i>The learner will:</i></b>	<b><i>The learner can:</i></b>	
1 Be able to plan the assessment of occupational competence.	1.1 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>	1.2 Communicate the purpose, requirements and processes of assessing occupational competence to the learner.
		1.3 Plan the assessment of occupational competence to address learner needs and current achievements.
		1.4 Identify opportunities for holistic assessment.
2 Be able to make assessment decisions about occupational competence.	2.1 Use valid, fair and reliable assessment methods including: <ul style="list-style-type: none"> <li>◆ observation of performance</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>	2.2 Make assessment decisions of occupational competence against specified criteria.
		2.3 Follow standardisation procedures.

<b>Learning Outcomes</b>  <i>The learner will:</i>	<b>Assessment Criteria</b>  <i>The learner can:</i>
	2.4 Provide feedback to learners that affirms achievement and identifies any further implications for learning, assessment and progression.
3 Be able to provide required information following the assessment of occupational competence.	3.1 Maintain records of the assessment of occupational competence, its Outcomes and learner progress.  3.2 Make assessment information available to authorised colleagues.  3.3 Follow procedures to maintain the confidentiality of assessment information.
4 Be able to maintain legal and good practice requirements when assessing occupational competence.	4.1 Follow relevant policies, procedures and legislation for the assessment of occupational competence, including those for health, safety and welfare.  4.2 Apply requirements for equality and diversity and, where appropriate, bilingualism, when assessing occupational competence.  4.3 Evaluate own work in carrying out assessments of occupational competence.  4.4 Maintain the currency of own expertise and competence as relevant to own role in assessing occupational competence.

## Evidence Requirements and Assessment Guidance (for the complete Unit)

- (a) The aim of this Unit is to assess the candidate assessor's performance in assessing occupational competence in an individual's work environment. 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
- Simulations are not allowed.
- (b) 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
- (c) The candidate assessor's performance evidence must be assessed by observation, examining the products of work and questioning/discussions.
- (d) There must be valid, authentic and sufficient evidence for all the Assessment Criteria.
- (e) Holistic assessment is encouraged and one piece of evidence may be used to meet the requirements of more than one learning Outcome or Assessment Criterion.
- (f) There must be evidence of the candidate assessor carrying out at least 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 candidate assessor who in turn is assessing someone else.

Additional information about the Unit	
Unit aim(s)	<p>The aim of this Unit is to assess a learning and development practitioner's performance in carrying out assessments of occupational competence in a work environment. This Unit requires evidence of using the following assessment methods:</p> <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> <p>'Practitioner' means anyone with a learning and development responsibility as the whole or a part of their role.</p>
Unit expiry date	TBA
Details of the relationship between the Unit and relevant national occupational standards (if appropriate)	Learning and Development NOS Standard 9: Assess Learner Achievement.
Details of the relationship between the Unit and other standards or curricula (if appropriate)	
Assessment requirements specified by a sector or regulatory body (if appropriate)	<p>Evidence for all learning Outcomes must come from carrying out assessments in a work environment. As a minimum, there must be <b>performance evidence</b> for the following assessment methods:</p> <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> </ul> <p>Simulations are not allowed.</p> <p>Other forms of evidence will be acceptable for the remaining assessment methods:</p> <ul style="list-style-type: none"> <li>◆ discussing with the learner</li> <li>◆ use of others (witness testimony)</li> <li>◆ looking at learner statements</li> </ul>

<b>Additional information about the Unit</b>	
	◆ recognising prior learning
Endorsement of the Unit by a sector or other appropriate body (if required)	Lifelong Learning UK
Location of the Unit within the subject/sector classification system	13 Education and Training 13.2 Direct Learning Support
Name of the organisation submitting the Unit	Lifelong Learning UK
Availability for use	Shared
Availability for delivery	TBA
Guided Learning Hours	30