General information

Unit title: Assess Workplace Competence Using Direct Methods (SCQF level 7)

Unit code: J3NY 47

Superclass: GA

Publication date: December 2019

Source: Scottish Qualifications Authority

Version: 01

Unit purpose

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.

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

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

General information (cont)

Outcomes

On successful completion of the unit the assessor-candidate will be able to:

1 Prepare and planning assessments
2 Assess learner performance and knowledge
3 Confirm progression and achievement

Credit points and level

8 SCQF credit points at SCQF level 7

Statement of standards

Acceptable performance in this unit will be the satisfactory achievement of the standards set out in this part of the unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to SQA.

Outcome 1

Performance criteria

P1   Ensure learners understand the purpose, requirements and processes of assessment.
P2   Identify evidence that is valid, authentic and sufficient.
P3   Plan to use valid, fair and reliable and safe assessment methods.
P4   Plan assessment to meet requirements and learner needs.

Knowledge and understanding

K1   The range of information that should be made available to learners before assessment begins.
K2   The standards to be assessed and the assessment/evidence regulatory requirements.
K3   The learner' job role and their work environment and how this influences the assessment approach adopted.
K4   How to judge when the learner is ready for assessment.
K5   The uses, benefits and drawbacks of the different assessment methods, including those that use technology.
K6   Types of risks when assessing and how to manage them.
K7   How to involve learners in planning assessments and ensuring they have access to the assessment process.
K8   How assessment arrangements can be adapted to meet the diverse needs of individual learners.
K9   How disputes and appeals will be handled and how confidentiality will be maintained.

Outcome 2

Performance criteria

P1   Collect evidence that is valid, authentic and sufficient.
P2   Use valid, fair, reliable and safe assessment methods.
P3   Make assessment decisions against specified criteria.
P4   Work with others to ensure the standardisation of assessment practice and outcomes.

Knowledge and understanding

K1   How to implement the chosen assessment methods.
K2   The principles of competence based assessment (competent versus not yet competent).
K3   How to judge evidence in relation to the quality assurance principles that are applied (Valid, Authentic, Reliable, Current, Sufficient (VARCS)).
K4   Achieving objectivity and consistency when making assessment decisions and what to do when there is doubt.
K5   Standardisation processes and how to contribute to those.
K6   How to co-operate and work effectively with others involved in the assessment process

Statement of standards (cont)

Outcome 3

Performance criteria

P1   Provide feedback to the learner that affirms achievement and identifies any additional requirements.
P2   Maintain required records of the assessment process, its outcomes and learner progress.

Knowledge and understanding

K1   The purpose and value of feedback in the assessment cycle.
K2   How to deliver constructive feedback and the next steps in the assessment process.
K3   How to ensure access and data protection requirements are adhered to when maintaining records of assessment and learner progress.
K4   Internal quality assurance processes and procedures and how to apply these in practice.
K5   The value and purpose of continuing professional development for assessment practitioners.

Assessment for this unit

This unit can only be delivered, taught and assessed within the subject area of the group award to which it contributes. Please refer to the assessment strategy for the group award.

Evidence requirements

To achieve this unit the assessor-candidate is required to assess the competence of two learners in their place of work on two separate occasions for each learner (four assessments in total), using standards such as those provided by a national awarding/standard setting body or the learners' 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 learners
♦   observation reports and other assessment records
♦   feedback records used to convey progress/achievement to learners

The assessor will also observe the assessor-candidate giving feedback to at least one of the learners and reviewing their progress.

Statement of standards (cont)

Equality and inclusion

This unit specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of assessor-candidates should be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence.

Further advice can be found on our website **www.sqa.org.uk/assessmentarrangements**.

Terminology

Within this unit the following explanations and examples apply:

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

History of changes to unit

Version	Description of change	Date