



## General information

**Unit title:** Assess Workplace Competence Using Direct and Indirect Methods (SCQF level 8)

**Unit code:** J3P0 48

**Superclass:** GA

**Publication date:** December 2019

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**Version:** 01

## Unit purpose

This unit is for those who assess in the workplace using a wide range of assessment methods, both direct and indirect. The person wishing to achieve this unit (the assessor-candidate) will use the following direct methods:

- ◆ observation
- ◆ examination of work products (both created and not created at the time of observation)
- ◆ questioning

They may also be involved in authenticating indirect evidence such as:

- ◆ discussing with learners
- ◆ testimony of others (witnesses)
- ◆ examining learner statements
- ◆ assessing learners in simulated environments
- ◆ Recognising Prior Learning (RPL) — otherwise known as the Accreditation of Prior Achievement (APA)

The assessment decisions made by the assessor-candidate will be used to confirm achievement in a range of situations such as assessing SVQs, other workplace qualifications or in-company standards.

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

## **General information (cont)**

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

- 1 Preparing to assess
- 2 Planning assessments
- 3 Assessing learner performance and knowledge
- 4 Confirming progression and achievement

## **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**

10 SCQF credit points at SCQF level 8

## 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 learners' 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 candidates 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](http://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

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