

Unit 302

Assess Occupational Competence in the Work Environment

Title:	Assess Occupational Competence in the Work Environment
Level:	3
Credit value:	6
General Guidance This unit assesses a candidate assessor's competence in assessing the occupational competence of others. Primary evidence for the learning outcomes and assessment criteria must come from the candidate assessor assessing two real learners on two occasions in a real work environment against standards/criteria that are approved by the organisation. These standards/criteria may include national occupational standards, components of qualifications or in-house standards. Each assessment must be a substantial but realistic and manageable piece of a learner's work. The unit covers seven assessment methods in total. The candidate assessor must show that they have covered a minimum of three of these assessment methods in their real practice. The candidate assessor is allowed, if necessary, to provide other forms of evidence – for example through a statement or by discussion – to show how they would use the other assessment methods. Evidence from this unit – in the form of statements and discussions – can be used as evidence for the following unit: <i>301: Understanding the principles and practices of assessment</i>	

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Terminology

Authentic	<i>Being the learner's own 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>
Diversity	<i>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.</i>
Evidence	<i>Evidence of a learner's knowledge, understanding, skill or competence that can be used to make a judgment of their achievement against agreed standards/criteria</i>
Learner	<i>The person being assessed by the candidate assessor</i>
Reliable	<i>Consistently achieves the same results with different assessors and the same (or similar) group of learners.</i>
Requirements	<i>These could be the requirements of the practitioner's own organisation or those of an external organisation, such as awarding organisation.</i>
Sufficient	<i>Enough evidence as specified in Evidence Requirements or Assessment Strategy.</i>
Valid	<i>Relevant to the standards/criteria against which the candidate is being assessed.</i>
Fair	<i>Ensuring that everyone has an equal chance of getting an objective and accurate assessment.</i>

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Learning outcomes <i>The candidate assessor will:</i>	Assessment criteria <i>The candidate assessor can:</i>	Evidence <i>The candidate assessor must provide the following:</i>	Best Practice Guide <i>To meet best practice standard the following should apply:</i>
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"> • 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 	Products of work showing planning for two assessments of two learners (four assessments in total), covering as a minimum across the four assessments: <ul style="list-style-type: none"> • observation of performance in the work environment • examining products of work • questioning the learner If the candidate assessor's planning does not include the following assessment methods: <ul style="list-style-type: none"> • discussing with the learner • use of others (witness testimony) • looking at candidate statements • recognising prior learning they must show through a statement or by discussion how they would plan to use these assessment methods.	The candidate assessor's planning should include: <ul style="list-style-type: none"> • identification of the standards/criteria to be used for assessment • reference to the assessment strategy if they are assessing a qualification • the types and sufficiency of evidence required – evidence of performance in the work environment, evidence of knowledge and/or understanding • how they will communicate with the learner and others involved in the assessment process • location and resources required for the assessment • time and duration of the assessment • specific learner needs and any support required • how they will manage the assessment process • how they will record assessment processes and decisions • how they will provide feedback to learner In addition this could be confirmed by witness testimony

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	1.2 communicate the purpose, requirements and processes of assessing occupational competence to the learner	Observation, products of work or witness testimony	Observation to include the candidate assessor briefing the learner ahead of the assessment. Products of work to include for example, notes, emails, recorded conversations. Witness testimony to include, for example, statements from the learner or learners' supervisor showing that the candidate assessor has communicated the purpose, requirements and processes of the assessment to the learner.
	1.3 plan the assessment of occupational competence to address learner needs and current achievements	As in 1.1 above	The candidate assessor should show – either through a statement or by discussion – that they have taken account of the learner's needs – for example, shift patterns, occasions when they are carrying out relevant work, any special support they may need. They should also show that they have taken account of learners' current achievements, for example by not planning to reassess something for which there is already sufficient evidence. In addition this could be confirmed by witness testimony
	1.4 Identify opportunities for holistic assessment	As in 1.1 above	The plans should show that the candidate assessor is planning to use techniques, such as holistic assessment and cross referencing, to make the best use of the evidence that is generated by the assessment occasion, rather than seeking separate pieces of evidence for each standard/criterion.

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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"> • 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 	Observations showing two assessments of two learners (four assessments in total). The candidate assessor must use, as a minimum, the following assessment methods during these assessments: <ul style="list-style-type: none"> • observation of performance in the work environment • examining products of work • questioning the learner If the candidate assessor does not include the following assessment methods: <ul style="list-style-type: none"> • discussing with the learner • use of others (witness testimony) • looking at candidate statements • recognising prior learning they must show through a statement or by discussion how they would plan to use these assessment methods.	The candidate assessor should show, through a discussion or statement, how the assessment methods they have used are valid, fair and reliable in terms of the outcomes and criteria being used to assess the learner.

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	2.2 make assessment decisions of occupational competence against specified criteria	As above	The candidate assessor should show, through a discussion or statement, how they have matched and measured evidence against the required outcomes/criteria. If they are assessing a qualification they should describe how they have complied with the assessment strategy for that qualification.
	2.3 follow standardisation procedures	As above	The candidate assessor should show, through a discussion or statement, how their assessment decisions conform to standardisation procedures within their organisation.
	2.4 provide feedback to learners that affirms achievement and identifies any further implications for learning, assessment and progression	Observation of feedback to learners on at least one occasion.	Feedback to learners should be clear, accurate and constructive, should identify progress and any further learning and assessment requirements.
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	Products of work in the form of assessment records completed by the candidate assessor.	Records should be accurate, meet the requirements of the organisation and, where appropriate, awarding organisation. This could also be confirmed by witness testimony
	3.2 make assessment information available to authorised colleagues	Products of work as above.	Products of work, for example, completed assessment records showing that the candidate assessor has followed all the required organisational and awarding organisation requirements for communicating and storing information about the four assessments to colleagues in the organisation. In addition this could be confirmed by witness testimony

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	3.3 follow procedures to maintain the confidentiality of assessment information	Discussion or statement	The candidate assessor should explain – either through discussion or a statement – how they have complied with the requirements of the Data Protection Act and any additional organisational and awarding organisation requirements for confidentiality. In addition this could be confirmed by witness testimony
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	There must be evidence through the observations and associated products of work above that the candidate assessor has applied all relevant legal requirements – in particular for health, safety and welfare – and all relevant organisational policies and procedures.	This should be supported by the candidate assessor providing an explanation – either through discussion or a statement showing how they took account of relevant legal and organisational requirements. If they are assessing a qualification they should describe how they have complied with the assessment strategy for that qualification. In addition this could be confirmed by witness testimony
	4.2 apply requirements for equality and diversity and, where appropriate, bilingualism when assessing occupational competence	There must be evidence through the observations and associated products of work above that the candidate assessor has applied all relevant legal requirements for equality, diversity and, if appropriate (for example in Wales) for bilingualism, and all relevant organisational policies and procedures.	This should be supported by the candidate assessor providing an explanation – either through discussion or a statement showing how they took account of equality and diversity requirements.

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	4.3 evaluate own work in carrying out assessments of occupational competence	Discussion or statement	There should be an explanation by the candidate assessor – either through a discussion or statement – as to how they have evaluated the four assessments they have carried out and what learning points they have identified.
	4.4 maintain the currency of own expertise and competence as relevant to own role in assessing occupational competence	Discussion or statement	There should be an explanation by the candidate assessor – either through a discussion or statement – as to how they will continue to reflect on their practice and plan and take part in continuing professional development in respect of both their occupational expertise in the sector and their competence as an assessor.