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| Unit Title: | Assess occupational competence in the work environment |
| OCR unit number | 31* |
| Level: | 3 |
| Credit value: | 6 |
| Guided learning hours: | 30 |
| Unit accreditation no: | H/601/5314 |

*This unit has a different OCR number if taken within the L&D suite.

## Unit purpose and aim

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:

- 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

'Practitioner' means anyone with a learning and development responsibility as the whole or a part of their role.

| Learning Outcomes | Assessment Criteria | Exemplification |
|---|---|---|
| **The Learner will:**<br>1 Be able to plan the assessment of occupational competence | **The Learner can:**<br>1.1 Plan assessment of occupational competence based on the following methods:<br>• observation of performance in the work environment<br>• examining products of work<br>• questioning the learner<br>• discussing with the learner<br>• use of others (witness testimony)<br>• looking at learner | • The candidate may explain:<br>- what documentation the candidates organisation uses<br>- the company policies and procedures on assessment<br>- what the various forms of assessment are<br>- when it is most appropriate to use the various methods of assessment<br>• The candidate may explain:<br>- what communication methods there are<br>- which communication methods are best suited to |

| Learning Outcomes | Assessment Criteria | Exemplification |
|---|---|---|
| | statements<br>• recognising prior learning<br>1.2 Communicate the purpose, requirements and processes of assessing occupational competence to the learner<br>1.3 Plan the assessment of occupational competence to address learner needs and current achievements<br>1.4 Identify opportunities for holistic assessment | the learner<br>- what assessment methods suits the situation and learner best.<br>- how to identify learner needs and requirements.<br>• The candidate may consider:<br>- what planning documentation to use<br>- what the company policies and procedures are for assessment<br>- what national regulations on assessment there are<br>- what learner needs are<br>- how to establish what the learner needs are<br>- how to establish learners current achievements<br>• The candidate may consider:<br>- what holistic assessment is<br>- how to establish what the learner will be able to demonstrate or show that will enable holistic assessment<br>- how to hold planning meetings with learners to establish what assessments are possible. |
| 2 Be able to make assessment decisions about occupational competence | 2.1 Use valid, fair and reliable assessment methods including:<br>• observation of performance<br>• examining products of work<br>• questioning the learner<br>• discussing with the learner<br>• use of others (witness testimony)<br>• looking at learner statements<br>• recognising prior learning<br>2.2 Make assessment decisions of occupational competence against specified criteria<br>2.3 Follow standardisation procedures | • The candidate may explain:<br>- what valid assessment is<br>- what fair assessment is<br>- what reliable assessment is<br>- how the various methods of assessment should be conducted and recorded<br>- how to plan to use the various methods of assessment<br>- how to communicate with learners<br>• The candidate may explain:<br>- what the methods of assessment are<br>- what the occupational specifications are<br>- how to record the assessment decisions<br>• The candidate may explain:<br>- what the company |


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|---|---|---|
| | 2.4 Provide feedback to learners that affirms achievement and identifies any further implications for learning, assessment and progression | standardisation procedures are<br>• The candidate may explain:<br>- what types of feedback there are<br>- the effects of good and bad feedback<br>- where it is most appropriate to give feedback<br>- when it is most appropriate to give feedback<br>- how to involve the learner in the feedback process<br>- how to record the feedback process |
| 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<br>3.2 Make assessment information available to authorised colleagues<br>3.3 Follow procedures to maintain the confidentiality of assessment information | • The candidate may explain:<br>- what records the company use<br>- how the documentation is to be used<br>- How the company standardisation meetings have covered their usage?<br>• The candidate may explain:<br>- What company procedures are in place for quality assurance<br>• The candidate may explain:<br>- what company policies and procedures, legislation and regulatory requirements are in place around the maintenance of confidentiality? |
| 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<br>4.2 Apply requirements for equality and diversity and, where appropriate, bilingualism, when assessing occupational competence<br>4.3 Evaluate own work in carrying out assessments of occupational competence<br>4.4 Maintain the currency of own expertise and competence as relevant | • The candidate may explain the relevance of:<br>- The NVQ Code of Practice 2006<br>- Regulatory arrangements for the QCF 2008<br>- Awarding Institutions regulations and guidance<br>- In relationship to assessment of vocational skills, knowledge and understanding<br>• The candidate may consider their understanding:<br>- of current legislation on equality and diversity, including bilingualism<br>- give an example of when |

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|---|---|---|
| | to own role in assessing occupational competence | these requirements have been adhered to, if appropriate<br>• The candidate may consider:<br>- when they seek feedback from internal and external sources, i.e. peers and internal and external quality assurance personnel<br>- how this feeds into self assessment, CPD analysis and annual appraisals<br>• The candidate may include:<br>- records of CPD<br>- identified activities for forward planning of CPD.<br>- identified CPD requirements in current role and potential progression if applicable. |

## Assessment

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.

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.

The candidate assessor's performance evidence must be assessed by observation, examining the products of work and questioning / discussions.

There must be valid, authentic and sufficient evidence for all the assessment criteria. 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.

## Evidence requirements

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


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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.

## National Occupational Standards (NOS) mapping/signposting

Learning and Development Standard 9 Assess learner achievement

**NOS can viewed on the relevant Sector Skills Council's website or the Occupational standards directory at www.ukstandards.co.uk**.

## Additional information

For further information regarding administration for this qualification, please refer to the OCR document '*Admin Guide: Vocational Qualifications' (A850)* on the OCR website www.ocr.org.uk .