

# UNIT A1 ASSESS CANDIDATES USING A RANGE OF METHODS

## UNIT OVERVIEW

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### This unit is appropriate for you if your role involves:

- assessing candidates against agreed standards of competence using a range of assessment methods
- giving candidates feedback on your assessment decisions
- contributing to the internal quality assurance processes.

### The activities you are likely to be involved in:

- developing realistic plans for learning and assessment with candidates
- understanding assessment requirements
- planning the assessment process with candidates and the other people involved
- helping candidates to meet the agreed assessment requirements
- reviewing the candidate's level of competence and identifying what they need to do to be fully competent
- supporting candidates with different needs during your assessment
- using a variety of assessment methods
- making a record of your assessment decisions
- giving candidates feedback on their performance and reviewing their progress throughout the assessment process
- using different types of evidence to give an overall assessment of competence
- working with the other people involved in the assessment process, such as workplace supervisors and other teachers or trainers.

### What the unit covers:

- 1 developing plans for assessing competence with candidates
- 2 judging evidence against agreed standards to make assessment decisions
- 3 giving candidates feedback and support on your assessment decisions
- 4 contributing to the internal quality assurance process.

### Preferred methods of assessment for this unit:

The minimum evidence you need to provide for this unit is listed in the evidence requirements section. Evidence will be assessed using one or more of the following assessment methods:

- observation
- examination of evidence
- questioning
- professional discussion.

For example, you could agree with your assessor to use a professional discussion to demonstrate how you have used three different types of evidence to demonstrate achievement of particular standards rather than asking you to create a written report.

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### Element A1.1

Develop plans for assessing competence with candidates



#### Performance criteria

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You must be able to do the following:

- a) develop and agree an assessment plan with candidates
- b) check that all candidates understand the assessment process involved, the support available to them and the complaints and appeals procedure
- c) agree fair, safe, valid and reliable assessment methods
- d) identify appropriate and cost-effective opportunities for assessing performance
- e) plan for using different types of evidence
- f) identify how the past experience and achievements of candidates will contribute to the assessment process
- g) identify and agree any special arrangements needed to make sure the assessment process is fair
- h) identify how other people will contribute to assessments and what support they may need
- i) identify how to protect confidentiality and agree arrangements to deal with sensitive issues
- j) agree how you will handle any difficulties or disputes during the assessment
- k) agree when assessment will take place with candidates and the other people involved
- l) agree arrangements with candidates for reviewing their progress against the assessment plan
- m) review and update assessment plans to take account of what the candidates have achieved

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### Element A1.2

Judge evidence against criteria to make assessment decisions



#### Performance criteria

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You must be able to do the following:

- a) use the agreed assessment methods to assess competence in appropriate situations
- b) use the past experience and achievements of candidates as part of the assessment of their current competence
- c) ensure that the evidence comes from the candidates' own work
- d) make safe, fair, valid and reliable decisions about the competence of candidates, only on the agreed standard
- e) collect evidence from the other people involved in the assessment process
- f) apply any agreed special arrangements to make sure the assessment is fair
- g) base your decisions on all the relevant evidence of candidates' performance and knowledge. Take this evidence from as many places as possible
- h) explain and resolve any inconsistencies in the evidence
- i) make a record of the outcomes of assessments by using the agreed recording system
- j) speak to the appropriate person if you and the candidate cannot agree on your assessment of their performance

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### **Element A1.3**

Provide feedback and support to candidates on assessment decisions



#### **Performance criteria**

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You must be able to do the following:

- a) give candidates feedback at an appropriate time and place
- b) give candidates feedback in a constructive and encouraging way, which meets their needs and is appropriate to their level of confidence
- c) clearly explain your assessment decisions on whether candidates' evidence of competence is good enough
- d) give candidates advice when they cannot prove their competence and on how they can develop the necessary skills or provide more evidence
- e) encourage candidates to get advice on your assessment decisions
- f) identify and agree the next steps in the assessment process and how candidates will achieve these
- g) follow the agreed complaints and appeals procedures if candidates disagree with your assessment decisions

### **Element A1.4**

Contribute to the internal quality assurance process



#### **Performance criteria**

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You must be able to do the following:

- a) ensure your assessment records are accurate and up to date, and provide an audit trail of evidence
- b) contribute to standardisation arrangements so that your assessment decisions are in line with others
- c) give accurate and timely information on assessments
- d) contribute to the agreed quality assurance process

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### Evidence requirements

To achieve this unit you must provide evidence to convince your assessor that you consistently meet all the performance criteria and all the knowledge requirements.

Your evidence must be the result of real work activities undertaken by yourself. Evidence from simulated activities is not acceptable for this unit.

This unit covers assessing of candidates by using different assessment methods. These include:

- watching candidates perform in the workplace
- asking candidates questions
- taking account of past experience and achievements
- setting tests
- setting projects and tasks
- arranging simulations
- assessing the candidate's report of their work
- using evidence from other people, including peers and witnesses.

Assessment can include using material from Awarding Bodies and from within your own organisation. It can also include assessing the competence of those who assess candidates as a major part of their role.

The minimum evidence you need for this unit is listed below:

<p><b>THREE assessment plans</b> you have produced for a minimum of 2 different candidates.</p> <p><b>PLUS</b></p> <p><b>ONE record</b> which states the assessment methods you have selected to assess specific aspects of competence.</p>	<p>Each <b>plan</b> must cover one <b>full</b> unit of competence, which can be certificated. Over the 3 plans you must cover a minimum of <b>4</b> assessment methods including the observation of candidate(s) and one opportunity to involve others in making a contribution to the assessment process.</p> <p>All candidates must show they have agreed assessment requirements.</p> <p>This <b>record</b> must indicate why the assessment methods are valid, reliable and fair indicators of competence and cover a minimum of <b>four</b> assessment methods showing how others have been involved in the assessment process.</p>
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 Evidence requirements (continued)

<p><b>PLUS</b></p> <p><b>TWO written outcomes</b> from progress reviews you have conducted with a minimum of 2 candidates.</p>	<p>The two <b>written outcomes</b> should include evidence of having updated assessment plans.</p>
<p><b>PLUS</b></p> <p><b>THREE assessment decision records</b> for a minimum of 2 different candidates.</p>	<p>The <b>assessment decision records</b> must relate to the 3 assessment plans you are submitting for element A1.1.</p>
<p><b>PLUS</b></p> <p><b>ONE record</b> which shows how you have used 3 different types of evidence to demonstrate achievement of particular standards, used observation of the candidate as an assessment method.</p>	<p>The <b>record</b> must explain how you implemented the assessment methods and evaluated the effectiveness of them in the light of assessing candidates. You must show how you have demonstrated competence in respect of element A1.2 criteria c), d) and g).</p>
<p><b>PLUS</b></p> <p>A minimum of <b>ONE observation</b> of you providing feedback to a candidate.</p>	<p>Observation may take place in person or using appropriate technology such as a video tape.</p>
<p><b>PLUS</b></p> <p><b>TWO records</b> of you providing feedback to candidates on other occasions.</p>	
<p><b>PLUS</b></p> <p><b>ONE record</b> of a professional discussion between you and your assessor based on feedback to candidates.</p>	<p>You must indicate how element A1.3 criteria a), d) and f) were addressed.</p>
<p><b>PLUS</b></p> <p><b>ONE assessment record</b> each for 2 different candidates which have been used as part of the internal quality assurance process.</p>	

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### Evidence requirements (continued)

<p><b>PLUS</b></p> <p><b>FOUR written reviews</b> of at least 2 pieces of evidence for each of 2 different candidates.</p> <p><b>PLUS</b></p> <p><b>ONE written statement</b> from the person responsible for internal quality assurance (eg an internal verifier for N/SVQs).</p> <p><b>Knowledge Evidence Requirements</b></p> <p><b>ONE record</b> of a professional discussion between you and your assessor.</p> <p><b>PLUS</b></p> <p><b>ONE written or spoken explanation</b> of the procedures used within your centre.</p>	<p>You must have contributed to internal standardisation procedures involving these reviews.</p> <p>The <b>statement</b> must demonstrate how you have contributed to agreed quality assurance procedures.</p> <p>During the <b>professional discussion</b> you should review any method of assessment not covered by performance evidence and:</p> <ul style="list-style-type: none"> <li>▪ indicate the validity and reliability of each method</li> <li>▪ review any potential issues of fairness and access in relation to individual assessment methods</li> <li>▪ cover all of the following methods if not covered by performance evidence: <ul style="list-style-type: none"> <li><input type="checkbox"/> questioning</li> <li><input type="checkbox"/> accreditation of prior experience and achievement</li> <li><input type="checkbox"/> formal testing</li> <li><input type="checkbox"/> projects and assignments</li> <li><input type="checkbox"/> simulations</li> <li><input type="checkbox"/> candidate and peer reports</li> <li><input type="checkbox"/> evidence from others.</li> </ul> </li> </ul> <p>The <b>explanation</b> must include the following procedures:</p> <ul style="list-style-type: none"> <li>▪ how to provide access to assessment for candidates with individual special needs and special assessment requirements</li> </ul>
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### Evidence requirements (continued)

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	<ul style="list-style-type: none"> <li>▪ how disputes and appeals about assessment decisions are handled</li> <li>▪ the internal standardisation and quality assurance arrangements</li> <li>▪ how assessments are recorded</li> <li>▪ sources of information regarding assessment requirements and best practice.</li> </ul>
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## **UNIT A1      ASSESS CANDIDATES USING A RANGE OF METHODS**



### **Knowledge requirements**

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You need the following knowledge to perform this unit of competence. You will show this through the outcome of your work activities and through evaluations of systems and processes.

You need to be able to show that you have general knowledge and understanding of the following:

#### **The nature and role of assessments of competence**

- 1 how to identify and use different types of evidence when carrying out assessments
- 2 how to identify and compare different types of evidence when making your assessment decisions
- 3 how to collect evidence in ways that are cost-effective and timely
- 4 how to collect and use evidence from candidates' prior experience and achievements within the current assessment process
- 5 how to develop and agree assessment plans with candidates and the other people involved
- 6 how to accurately assess performance against specific parts of a standard
- 7 how to take appropriate action and help candidates develop their competence
- 8 how to change assessment procedures to meet the individual needs of candidates
- 9 how to identify the difficulties in making safe, fair, valid and reliable assessments of evidence and who to involve in such cases
- 10 how to follow standardisation and internal quality assurance procedures.

#### **Principles and concepts**

- 11 how to measure existing levels of competence
- 12 how to make valid and reliable assessments of candidates' knowledge
- 13 how to make valid and reliable assessments of candidates' performance
- 14 how to make sure you have covered all the agreed criteria during an assessment
- 15 how to check that the evidence is the candidates' own work
- 16 how to make sure that supporting evidence supplied by other people is reliable
- 17 how to encourage candidates to consider and use their past experience and achievements
- 18 how to give constructive feedback on existing levels of competence and what candidates need to do to be fully competent
- 19 how to involve candidates in planning assessments
- 20 how to keep to the Data Protection Act
- 21 how to encourage candidates who have different levels of confidence and experience to take an active part in their assessment
- 22 how to use language and behaviour which does not discriminate against any candidate
- 23 how to meet the different needs of candidates

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### **Knowledge requirements (continued)**

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- 24 how to give feedback to candidates with different levels of confidence and experience
- 25 how to encourage candidates to ask questions and get advice
- 26 how to monitor and review progress with candidates
- 27 how to identify changes in levels of candidates' competence and assess how this affects your own competence
- 28 how to use opportunities to update your skills and experience
- 29 how to identify and use information on current assessment best practice
- 30 how to use personal development opportunities to improve your assessment skills.

### **External factors influencing the assessment of national standards**

- 31 how to meet candidates' needs for access to safe, fair, valid and reliable assessment, in line with relevant legislation
- 32 how to recognise and challenge unfair discrimination in assessments
- 33 who to get advice from about meeting candidates' special assessment requirements
- 34 how to identify and plan for issues of confidentiality and data protection during the assessment process
- 35 how to record, store and pass on assessment decisions to other people within an agreed system
- 36 how to identify and assess things that can influence your own competence
- 37 how to identify appropriate sources of support for your own development.