

MS

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COURSE

COMPETENT ASSESSOR

ACCREDITATION



OPITO APPROVED
Code: 9018



COURSE AIMS AND OBJECTIVES

The aim of this training programme is to impart the initial training to enable trainee competence assessors, now referred to as learners, to acquire the necessary knowledge and skills which underpin the tasks to be performed as a Competence Assessor.

The objectives of this training are that learners will be able to:

- (a) Understand the principals and corresponding roles and responsibilities involved in competence assessment
- (b) Plan and carry out an assessment
- (c) Monitor and verify assessment records
- (d) Objectively review and assess different types of evidence
- (e) Understand the importance of robust record keeping
- (f) Deliver assessment feedback

Upon successful completion of the training, and with evidence that the skills and knowledge have been successfully applied in the workplace, the learner would be eligible to conduct workplace assessments, providing they themselves are technically competent in the discipline being assessed.

Following this training, it will be the responsibility of the employing organization to allow each assessor to gain further experience. This will normally fall under the jurisdiction of the organization's internal verifier position(s)

PRE-REQUISITES

There are no formal pre-requisites for attendance on the Competence Assessor Training Programme. However, to ensure successful completion of the Competence Assessor Training Standard, learners must have access to a minimum of two candidates undergoing an assessment process in their workplace

OUTCOMES OF THE COMPETENCE ASSESSOR TRAINING

UNIT 1 - Introduction to Assessment (Theory)

Outcomes	Criteria
The learner will understand	
1. The principles of competence assessment including individual roles and responsibilities	1.1 The purpose of workplace competence management systems (content, procedures and processes)
	1.2 The main benefits of competence assessment for employers and employees
	1.3 The roles and responsibilities of individuals involved in the assessment and quality assurance process (i.e., candidates, competence assessors, internal verifiers, internal and external quality assurance personnel, awarding/accreditation bodies)
	1.4 Assessment-related terminology
	1.5 Confidentiality requirements
	1.6 Potential conflict of interest situations
	1.7 Equal opportunities during assessment
	1.8 Typical structures of competence assessment standards
2. Evidence Sources	2.1 The two main sources of assessing competence: 2.1.1 Observation 2.1.2 Questioning
	2.2 Other sources of assessing competence, to include: 2.2.1 Candidate Reports/Personal Statements 2.2.2 Products of Work 2.2.3 Recognition of Prior Learning (qualifications, knowledge, experience) 2.2.4 Simulation 2.2.5 Witness Testimony 2.2.6 Professional Discussion
	2.3 The use of technology in assessment e.g., audio/visual records
	2.4 The strengths and weaknesses of each source of evidence
Assessment guidance	Centres must ensure that learners receive all theoretical learning specified in each Unit Outcome. Centres must also be able to demonstrate that learners have achieved an understanding of the information and concepts detailed in each of the Unit Outcomes. This may be achieved through a variety of methods, including but not limited to group or individual discussion, verbal or written questioning, scenarios, virtual simulation, and eLearning. Records of methods used, and assessment results must be maintained

OUTCOMES OF THE COMPETENCE ASSESSOR TRAINING

UNIT 2 – Planning and Carrying Out the Assessment (Theory)

Outcomes	Criteria
The learner will understand	
3. Assessment Planning	3.1 Involving candidates in the competence assessment planning process, to include: <ul style="list-style-type: none"> 3.1.1 Evaluating the experience and achievements of the candidate 3.1.2 Agreeing the current standard expected of the candidate 3.1.3 Agreeing what needs to be done to satisfy the standard 3.1.4 Planning to make the best use of time and evidence 3.1.5 Identifying good assessment opportunities
	3.2 Recognizing and responding to different candidate confidence levels in order to prepare for a successful assessment
	3.3 Requirements for candidates with particular assessment needs and how to provide for them
	3.4 How disputes that occur during the assessment will be handled
	3.5 Recording and updating requirements for assessment plans
4. Evidence Gathering and Evaluation and Assessment Decisions	4.1 Using different types of evidence for carrying out assessments
	4.2 How evidence should be produced from normal work activities and be: <ul style="list-style-type: none"> 4.2.1 Valid 4.2.2 Authentic 4.2.3 Reliable 4.2.4 Current 4.2.5 Sufficient
	4.3 Communication skills to include active listening, body language, barriers
	4.4 Unobtrusively observing candidates perform in the workplace
	4.5 Asking questions during or as soon as possible after the observation in a suitable environment
	4.6 The differences between types of questions, to include: <ul style="list-style-type: none"> 4.6.1 Open 4.6.2 Closed 4.6.3 Specific 4.6.4 Hypothetical 4.6.5 Leading
Assessment Guidance	Centres must ensure that learners receive all theoretical learning specified in each Unit Outcome prior to any practical assessment taking place. Centres must also be able to demonstrate that learners have achieved an understanding of the information and concepts detailed in each of the Unit Outcomes. This may be achieved through a variety of methods, including but not limited to: group or individual discussion, verbal or written questioning, scenarios, virtual simulation, and eLearning. Records of methods used, and assessment results must be maintained.

OUTCOMES OF THE COMPETENCE ASSESSOR TRAINING

UNIT 2 – Planning and Carrying Out the Assessment (Theory)

Outcomes	Criteria
The learner will perform	
5. Assessment Planning	5.1 Creating an assessment plan based on a provided standard using a blank template.
6. Collecting and Evaluating Evidence and Making the Assessment Decision	6.1 In groups, evaluating and discussing a range of completed documentation and deciding on what would, and would not be acceptable assessment evidence
	6.2 Individually, evaluating samples of workplace evidence making an assessment decision and explaining the rationale behind their conclusion
	6.3 Discuss the results of 6.2 as a group
Assessment Guidance	Centres must ensure that learners receive all theoretical learning specified in each Outcome prior to any practical assessment taking place. Following theoretical learning and demonstration of practical exercises by the centre, learners will be observed undertaking practical exercises covering all the criteria specified in Outcomes 5 and 6 of Unit 2. Learners must successfully complete all practical exercises to achieve this Unit.

UNIT 3 – Feedback and Record Keeping (Theory)

Outcomes	Criteria
The learner will understand:	
7. Recording Assessment Decisions	7.1 Recording the assessment decision and justification
	7.2 Ensuring assessment records are accurate, complete, up to date, and provide an auditable trail of evidence
	7.3 The internal verification process
8. Providing Feedback	8.1 Providing feedback to the candidate that is: 8.1.1 At an appropriate time and place 8.1.2 In a constructive and encouraging way
	8.2 Conveying and explaining assessment decisions to the candidate
	8.3 Giving candidates constructive advice when the evidence does not meet the required standard
	8.4 Identifying and agreeing to the next steps in the assessment process
	8.5 Obtaining feedback from the candidate on the assessment
	8.6 Recording candidate feedback, where required
	8.7 The appeals procedure, and processes for handling appeals
Assessment Guidance	Centres must ensure that learners receive all theoretical learning specified in each Unit Outcome prior to any practical assessment taking place. Centres must also be able to demonstrate that learners have achieved an understanding of the information and concepts detailed in each of the Unit Outcomes. This may be achieved through a variety of methods, including but not limited to group or individual discussion, verbal or written questioning, scenarios, virtual simulation, and eLearning. Records of methods used, and assessment results must be maintained.

OUTCOMES OF THE COMPETENCE ASSESSOR TRAINING

UNIT 3 – Feedback and Record Keeping (practical)

Outcomes	Criteria
The learner will perform:	
9. Recording Assessment Decisions	9.1 Recording assessment decisions (using the information from previous exercises in Unit 2) and cross-referencing evidence to the standard being assessed using the blank assessment form
	9.2 Exchange and check (verify) another learner's work for accuracy and understanding
	9.3 Discuss the results as a group
10. Providing Feedback	10.1 Conducting a feedback session where the decision is 'Not Yet Competent' and recording a summary of the feedback provided (based on the completed evidence forms from the practical exercises in Unit 2)
	10.2 Sharing and discussing feedback as a group
	10.3 Conducting feedback sessions in which difficult issues or disagreements are raised using several feedback scenarios
	10.4 Sharing and discussing feedback as a group
Assessment Guidance	Centres must ensure that learners receive all theoretical learning specified in each Outcome prior to any practical assessment taking place. Following theoretical learning and demonstration of practical exercises by the centre, learners will be observed undertaking practical exercises covering all the criteria specified in Outcomes 9 and 10 of Unit 3. Learners must successfully complete all practical exercises to achieve this Unit.

TARGET GROUP

The competence assessor standard has been developed for individuals within an organization who are designated to be competence assessors.

DURATION

2 Days

CERTIFICATE VALIDITY

No expiry date for the certificate. It is the delegate's employing company's responsibility to determine the validity of this certificate and how to re-validate the delegate's training.



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