Knowledge Guide

Assessing Competence for the Care Certificate

Competence Circle

1. Observe practice
2. Assess knowledge
3. Check understanding
This knowledge guide belongs to:

Name:

Organisation:

Place of Work:

Manager:

Start Date:

End Date:
Who is this Knowledge Guide for?

This Knowledge Guide module is designed to support people who are responsible for assessing competence for the care certificate.

The framework and content that the Knowledge Guide is based on has been created using a refined version of the TAQA301 to make it relevant specifically to the Care Certificate requirements. TAQA301 is the qualification unit specifically for assessing competence.

This Knowledge Guide module has been created in partnership with organisations and people involved in providing care and support alongside qualified and experienced assessors.

It can be freely used by care providers, subject to the Copyright note on Page 64.
Contents

1 The Functions of Assessment

1. a) Explain the functions of assessment in learning and development - initial assessment
   b) Explain the functions of assessment in learning and development - identifying learning styles
   c) Who is the Care Certificate for?
   d) Who can sign off the Care Certificate?
   e) Who is responsible for teaching and assessment?
   f) Care Certificate and workplace induction

2. Define the key concepts and principles of assessment
   a) Assessment process
   b) Valid, authentic, current and sufficient

3. Explain the responsibilities of the assessor
   a) Role
   b) Meeting standards
   c) The standards
   d) Assessment decisions

4. a) Identify the regulations and requirements relevant to assessment in own area of practice - regulatory bodies
2 Strengths and Limitations of a Range of Assessment Methods

1. Compare the strengths and limitations of a range of assessment methods.

3 Key Factors to Consider When Planning Assessment

1. Summarise key factors to consider when planning assessment:
   a) Observation
   b) Assessment of knowledge
   c) Volume of assessment
   d) Underpinning resources

2. Evaluate the benefits of using a holistic approach to assessment:
   a) Value
   b) Meets more than one standard

3. Summarise the types of risks that may be involved in assessment in:
   a) Own area of responsibility
   b) Learners’ practice
The Importance of Involvement in the Assessment Process

1. a) Explain the importance of involving the learner and others in the assessment process

   b) Explain how peer and self-assessment can be used effectively to promote learner involvement and personal responsibility in the assessment of learning

   c) Explain how assessment arrangements can be adapted to meet the needs of individual learner

Procedures to Follow

1. a) Summarise the relevant procedures to follow when there are disputes concerning assessment in own area of practice

   c) Explain the importance of following procedures for the management of information relating to assessment

   d) Explain how feedback and questioning contributes to the assessment process

What Contributes to the Assessment Process?

1. a) Explain the contribution that technology can make to the assessment process

   b) Explain the value of reflective practice and continuing professional development in the assessment process
How to use this Knowledge Guide

Do you need this Knowledge?

This guide is designed to help you to gain the knowledge you need to support you with your role as an assessor of the Care Certificate.

Your manager is responsible for checking your knowledge, understanding and competence in your specific workplace(s) before you undertake this role.

If you already have a good level of knowledge and experience, you could take an online assessment and only read sections of this Knowledge Guide (or do sections of our eLearning) that you need to do in order to fill the gaps in your knowledge. By using an assessment, your knowledge will be recorded and you can build an evidence portfolio of your competence. This can save you and your manager a lot of time.

For more information contact: carecertificate@ageuk.org.uk

These symbols refer to actions you should take to achieve the outcomes.

There is an action checklist at the end of this Guide.

Reference “Manager”

When we refer to “manager” in this Guide, this is the person responsible for checking you are competent and confident to work, it may mean something different in your role, for example: supervisor, line manager, coach, buddy, mentor, employer or assessor.
1 The Functions of Assessment
1.1a Explain the functions of assessment in learning and development - initial assessment

The initial assessment is a crucial part of the Care Certificate. It will enable you to find out what learners know and identify what the gaps are so you can plan a personalised induction for each individual to meet the Care Certificate.

The initial assessment will enable you to ascertain the starting point. The purpose of an initial assessment is to assess:

- The learners' previous knowledge, competence and experience
- Any additional support or guidance needed
- The learner's preferred learning style
- The academic level of any previous learning

The initial assessment needs to be done with a learner rather than to them. It should be of benefit to learners and help them to feel positive about themselves and their potential to learn.

<table>
<thead>
<tr>
<th>For the learner</th>
<th>For the assessor</th>
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<tbody>
<tr>
<td>It establishes the starting point so the learner can see what else they need to learn</td>
<td>It enables effective planning to meet individual learners' needs</td>
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<tr>
<td>It creates a more reflective approach to learning</td>
<td>It establishes a starting point to ensure any learning is designed at an appropriate level</td>
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<tr>
<td>It identifies the knowledge and experience they already have</td>
<td>It improves the quality of teaching and coaching</td>
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Initial Assessment Methods

Using a range of assessment methods will enable you to understand a learner’s starting point.

These can include:

- Self-assessment
- One to one discussions
- Questions
- Online assessment

Whichever method you use, it is important that the initial assessment contains some form of knowledge and skills assessment which can be validated by the assessor.

**Age UK** provide a range of online assessments that measure knowledge against specific standards. If you are not using these resources already for the Care Certificate or for the standards set out in this Assessing Competence Knowledge Guide, contact us for more information on 01924 669541 or via carecertificate@ageuk.org.uk.

Think about the forms of initial and pre-learning assessments do you and your organisation carry out with your learners. Why do you do this?
Explain the functions of assessment in learning and development – identifying learning styles

Everyone processes information and learns new things in different ways. Learning styles refer to different theories that explain how people learn. A learning styles questionnaire or a set of questions are usually asked to find out what a person’s preferred learning style is.

**Knowing your own preferred learning style will help you to:**

1. Understand how you learn
2. Identify helpful learning strategies
3. Study more efficiently, effectively and save time

Regardless of what learning style you prefer, you will also benefit from using a variety of written, oral and tactile methods.

Knowing the learning style of your learners can be hugely beneficial. They are much more likely to engage in a learning activity if it is suitable to their preferred learning style. The learner and assessor relationship will improve if the assessor uses teaching and assessment methods that meet their learning style.

There are a range of tools available to identify learning styles. Some are freely available on the internet and some can be hugely expensive. We have provided below information about 3 of the more well-known learning styles theories.
VARK Learning Style
Fleming and Mills (1992) suggested four main learning styles to determine the dominant learning style. It is sometimes known as VARK.

For ‘Visual Learners’ use resources with picture diagrams, flash cards and text. Use lists to organise their thoughts. Colour code notes. Underline and/or use highlighters for important information in texts and readings.

For ‘Auditory Learners’ - use audio tapes and videos, use dialogues and discussions. Solve problems by talking about them. Read text out loud. Put study questions and answers on tape. Discuss questions and answers.

For ‘Read and Write Learners’ encourage them to take notes, and write important facts, key words and details. Use writing and drawing as memory aids.

For ‘Kinaesthetic’ (movement/tactile) - use hands-on activities like projects and demonstrations. They learn best when they are involved or active. Use movement as a memory aid. Use physical activities, board games, role plays, or interactive e-learning.

You will find more information about VARK on the internet: http://vark-learn.com/the-vark-questionnaire/.
### David Kolb
According to Kolb's model, the ideal learning process engages four modes in response to situational demands; they form a ‘learning cycle’.

In order for learning to be effective, all four of these approaches must be incorporated.

As individuals attempt to use all four approaches, they may tend to develop strengths in one leading them to prefer one of Kolb’s four learning styles:

<table>
<thead>
<tr>
<th>Learning Style</th>
<th>Description</th>
</tr>
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<tbody>
<tr>
<td><strong>Accomodator</strong></td>
<td>Concrete experience + active experiment / practical doing</td>
</tr>
<tr>
<td><strong>Converger</strong></td>
<td>Abstract conceptualisation / thinking + active experiment, practical &quot;hands-on&quot; application of theories</td>
</tr>
<tr>
<td><strong>Diverger</strong></td>
<td>Concrete experience + reflective observation: imaginative ability and discussion</td>
</tr>
<tr>
<td><strong>Assimilator</strong></td>
<td>Abstract conceptualisation / thinking + reflective observation: inductive reasoning and creation of theories</td>
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</tbody>
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You will find more information on the internet about David Kolb’s work.
Honey and Mumford
Learning styles were developed by Peter Honey and Alan Mumford, based upon the work of Kolb. They identified four distinct learning styles or preferences:

**Activist**
- People who learn by doing – brainstorming, problem solving, group discussion, puzzles, competitions, role-play. They tend to thrive on the challenge of new experiences but are bored with implementation and longer term consolidation, so a change in the delivery will aid them.

**Reflector**
- These learners like to understand the theory behind the actions – using models, statistics, stories, quotes, background information, applying theories. They are thoughtful people who like to consider all possible angles and implications before making a move, so may need help to move forwards.

**Theorist**
- These people need to be able to see how to put the learning into practice in the real world – they need time to think about how to apply learning in reality. Use case studies, problem solving, discussion. They tend to be perfectionists and like to see how every fits and may need help to move onto another subject.

**Pragmatist**
- These people learn by observing and thinking about what happened. Use shadowing and discussion. Self-analysis questionnaires, feedback from others. Coaching and discussion. They like to get on with things and act quickly and confidently. They tend to be impatient and like new projects.

It will help if you use a learning styles questionnaire to find out your own learning style. You should become familiar with the terminology and support your staff to identify their own learning style. You will find some free questionnaires on the internet.
Who is the Care Certificate for?

The Care Certificate is an identified set of standards for health and social care workers to comply with during the course of their work.

The Care Certificate is designed for people who are new to care work and offers this group of staff their first step on their career ladder. It also offers opportunities for new staff who already have care experience and existing staff to refresh or improve their knowledge.

These staff are referred to collectively as Healthcare Support Workers (HCSW) and Adult Social Care Workers (ASCW) in Skills for Care documents.
Other roles - It is up to the employer to decide whether the Care Certificate is appropriate for other roles. To be awarded the Care Certificate the person must meet all of the outcomes and assessment requirements for all 15 standards.

Employers may wish to use some of the Standards with other staff who have some aspects of care in their role or who have contact with people who are being supported. In these cases they would not achieve the full Care Certificate, but partial completion.


1.1d Who can sign off the Care Certificate?

Once the assessor has completed final summative assessment, the following people are responsible for signing off the Care Certificate:
Who is responsible for teaching and assessment?

The employer is responsible for assuring the overall quality of teaching and assessment and for identifying appropriate assessors, mentors, coaching and learning activities that enable workers to gain confidence and become competent in their roles.

The assessor is the person responsible for making the decision about whether a worker has met the required Standards set out in the Care Certificate. The assessor can also provide some of the teaching and work with other team members to provide learning and assessment opportunities.

The assessor is not responsible for assuring the overall quality, this is the responsibility of the employer.
1.1f  

**Care Certificate and work place induction**

The Care Certificate is the start of the career journey but it is only one element of the training and education that will ensure workers are ready and safe to practice within their specific sector.

The Care Certificate *does not* focus on the specific skills and knowledge needed for specific work settings and the specific needs of the individuals being supported.

“The Care Certificate should be used in conjunction with a workplace induction that is centred around the worker and their job role.”

Induction should include information about the organisation, the specific work place or different places they will work and information about the specific people they will work with.

Some of these will change with time and this information should be updated as it changes.

The Care Certificate will only make reference to policies, procedures and agreed ways of working. These will vary from one work place to another and some will also vary for the different people that are being supported. It is essential that workers know the relevant policies, procedures and ways of working relevant to their own job role and they should also understand how these should be applied to their work.
Define the key concepts and principles of assessment - assessment process

Assessment is a process of making judgments against a set of standards and evidence based criteria.

You will use the outcomes set out in the Care Standards to judge and assess learners’:

- Perform all specified tasks consistently to the required standard
- Understand why they doing things
- Demonstrate knowledge and understanding
- Apply the required skills in different ways - across a range
Define the key concepts and principles of assessment – valid, authentic, current, reliable and sufficient

The role of the assessor in the Care Certificate is to assess the care worker to ensure they have the skills, knowledge and competence, to be safe to practice.

They assess the evidence, making judgments using the Care Certificate Standards and evidence criteria. The evidence produced must:

- **Valid**
  - Relate to the Care Certificate

- **Authentic**
  - Be produced by the worker
  - Relate to the worker and their role (in the case of a witness testimony)
  - Be observed in the worker's current work situation (in the case of an observation)

- **Current**
  - Be carried out recently by the worker, or relate to their current knowledge, skills and competence
  - Be recent enough for the assessor to be confident that the worker still has the skills and knowledge required

- **Reliable**
  - Be from an assessment process that is fair and consistent
  - Be signed and dated by the worker and the assessor or witness
  - Genuinely representative of the worker's knowledge and skills

- **Sufficient**
  - Cover all the areas of competence that are needed
  - Sufficient for the assessor to be confident the worker has met the Standard
  - A judgement and decision by the individual assessor
Explain the responsibilities of the assessor – role

Who can be an assessor?

In order to be an Assessor the person must possess the knowledge, skills and experience to demonstrate their own competence in the Standard(s) that they are assessing.

An assessor may hold a qualification related to the role, for others it will be by virtue of being in a supervisory role. This doesn’t mean that in every case the same person is competent to assess every standard. For example, it may be necessary to use a different assessor to assess Standard 12 – Basic Life Support.
Some examples of assessors could be:

- Professional e.g. Nurse, OT’s, Physiotherapist, Dietician, Social Worker
- Those with NVQ or QCF Diploma in Health and Social Care at Level 3, 4, or 5
- Those with NVQ in Health or QCF Diploma in Clinical Healthcare Support at Level 3, 4, or 5
- Those with Allied Health Professional Support or QCF Diploma in Maternity and Paediatric Support
- Those with a Registered Manager Award

These are only examples and in no way reflect the breadth of qualifications used to contribute towards the achievement of occupational competence in health or adult social care.

Assessment can be part of the people management role or part of the responsibility they may have for ensuring that staff are competent in their job role.

**There is no requirement for assessors of the Care Certificate to hold a specific assessor qualification.**

However…..

**The employer must be confident that the person with this responsibility is competent to assess.**
The responsibilities of the assessor:

The Assessor is the person responsible for making the decision on whether the worker has met the Standard set out in the Care Certificate. An assessor will:

- Assess the initial starting point of the learner and their learning style to plan their learning to match their development needs
- Develop opportunities with others in the team, to develop and improve the learners skills and knowledge
- Directly observe the care worker, to ensure they are competent, safe and following best practice
- Record observations against the Care Certificate standards
- Develop opportunities to further improve practice if required
- Assess the learners knowledge and competence against the Care Certificate standards
- Record knowledge against the Care Certificate standards
- Develop opportunities to further improve knowledge if required
- Finally make judgments on the learners: knowledge, skills and competence to ensure learners are safe to practice. Completing the summative assessment once the learner has fully met the care certificate standard

What does your organisation consider to be the strengths and personal qualities of a good assessor?

How is competence to be an assessor assessed and quality assured?

Is there a Job Description and Person Specification describing the role’s requirements?
In all assessed learning there are constraints and practical limitations in terms of time and resources. Think about the constraints you are aware of within your organisation and about how these might impact you in your role as an assessor.

**1.3b Explain the responsibilities of the assessor – meeting standards**

To enable the learner to meet the standards the assessor should:

- Ensure the learner’s needs are considered
- Ensure the learner has a good understanding of the evidence requirements
- Plan and work with the learner to evidence knowledge and competence
- Consider the most appropriate time to conduct the observation to get the best evidence
- Plan and work with learner to evidence knowledge and competence
Explain the responsibilities of the assessor – the standards

The assessor should:

**Understand**...the Standards and evidence requirements of the Care Certificate.

**Download**...a copy of “The Care Certificate Framework Assessor” document to identify the requirements and criteria for assessment.

Read...the Care Certificate Standards and check what they mean in practice in your work setting with the people you support.

Check...you have a good knowledge and understanding of the ‘Care Certificate’ evidence requirements, as this is the criteria you will be using to assess competence.

Self-Assess...yourself against the Standards and be sure that you are competent and confident to carry out this role.

Examine...each section of the assessment guidance to help you plan, gather evidence and implement assessment.

Assess...the learner’s evidence against the standards and make judgments to ensure the learner is safe to practice.

1.3d Explain the responsibilities of the assessor – assessment decisions

The evidence is only sufficient when the assessor is confident that the learner has met a Standard. The assessment decision is a judgement of the individual assessor and decisions should be logged and tracked against each Standard being assessed.

The assessor should:

- Agree and discuss the assessment decisions with the learner to provide the learner with feedback on their progress
- Ensure all decisions are auditable and are recorded correctly against the Standard being assessed
- Ensure the learner is aware of and has access to the assessment decisions
- Agree and record actions for further activities for your learner to carry out
**Knowledge Guide**

Assessing Competence for the Care Certificate

1.4a Identify the regulations and requirements relevant to assessment in own area of practice - regulatory bodies

The Care Certificate is designed to give everyone the confidence that health and social care workers have the same introductory skills, knowledge and behaviours to provide compassionate, safe and high quality care and support.

**Skills for Care, Health Education England and Skills for Health**

The Care Certificate was introduced as a result of the Cavendish Review. It was jointly developed by Skills for Care, Health Education England and Skills for Health.

![Diagram of regulatory bodies and their contributions to the Care Certificate]
This is an extract from a document highlighting some of the key messages from Skills for Care, Skills for Health and Health Education England’s Assessor document for the Care Certificate.

Care Certificate Framework Assessor Document:

The Care Certificate will provide clear evidence that the worker has been assessed against a specific set of standards and has demonstrated they have the skills, knowledge and behaviours to ensure that they provide compassionate and high quality care and support page 2.

The Care Certificate Framework - ensuring that there is a record of the assessment decisions that is auditable page 2.

The assessment of the Care Certificate should be as rigorous as the assessment of any formal qualification.

There is no requirement for assessors of the Care Certificate to hold any assessor qualification; the employer must be confident that the person with this responsibility is competent to assess page 3.

Evidence of performance must be undertaken in the workplace during the learners real work activity and observed by the assessor. Simulated evidence can only be used where the evidence could not reasonably be assessed in a real work situation for example basic life support page 4.

Certificates of attendance, attendance on study days or eLearning, without assessment of what has been learnt, is not evidence towards the Care Certificate page 5.

Documentation of assessment and evidence of practice is the responsibility of the worker and their employer; the evidence may be recorded online page 6 (Recording Assessment Decisions).
Knowledge Guide
Assessing Competence for the Care Certificate

Care Quality Commission (CQC)

CQC is the independent regulator of health and adult social care in England. Their role is to make sure health and social care services provide people with safe, effective, compassionate, high-quality care.

The Care Certificate is not legislation, however, CQC set out guidance for regulated employers to meet Regulation 18(2)(a) of their Fundamental Standards (April 2015). This guidance states:

“It is expected that providers that employ healthcare assistants and social care support workers should follow the Care Certificate standards to make sure new staff are supported, skilled and assessed as competent to carry out their roles.”

Familiarise yourself with CQC’s regulations and guidance. These will guide you in your work and in providing best practice. http://www.cqc.org.uk/content/regulations-service-providers-and-managers

Your Employer

Although Skills for Care, Skills for Health and Health Education England have set out the Care Certificate Standards, it is the ‘employer’s responsibility’ to regulate and ‘standardise assessment’ to meet these standards within their own organisation.

- Employers must be confident the assessor is competent to assess
- Procedures should exist for Assessing the Care Certificate
- A quality assurance process should also be in place
The Assessor

Although Skills for Care state an assessor doesn’t need a relevant assessor qualification, they do suggest assessors work to the National Occupational Standard ‘LSILADD09 Assess Learner Achievement’.

As the assessor you should:

- Ensure you understand the organisations processes for the ‘Care Certificate’
- Understand the Care Certificate Standards requirements
- Ensure you are involved in quality assurance to standardise and to improve practice in making assessment decisions
Strengths and Limitations of a Range of Assessment Methods
2.1a Compare the strengths and limitations of a range of assessment methods

There could be weaknesses to all assessment methods and this may also vary from learner to learner. The assessor needs to ensure that all evidence is valid, authentic, current and sufficient.
Knowledge Guide
Assessing Competence for the Care Certificate

Presentation

Positive
- Works well for creative, confident people
- Can be recorded as evidence
- Learners can demonstrate understanding and application to their role

Negative
- Can be intimidating, especially if there are too many people listening
- Can take a lot of time to prepare
- Learners could present info without relating to their job role

Weak
- Learner did a presentation to the team and this was recorded

To strengthen
- Record needs to show the name of the learner, witness, assessor and date
- Record can be written, an audio or a video version
- Presentation needs to include questioning by the team, witness or assessor to show the learner fully demonstrates knowledge
Knowledge Guide
Assessing Competence for the Care Certificate

Online Assessment

Positive
• Can very quickly give you an indication of a learner’s knowledge level
• Automatically scored, saving lots of time not marking paper assessments
• Can identify essential ITC skills required
• Immediate and ongoing electronic record available to assessor and learner - even if in different locations
• Can use tablets and mobiles which learners are more familiar with

Negative
• People lack confidence to use computers
• Organisation has to identify a suitable assessment system
• Used immediately after eLearning or training will only evidence what learners remember, not what they have learned and will remember in the future

An assessment needs to include:
• Learner’s name and date the assessment was taken
• Assessor to review the assessment with the learner
• A record of the discussion between the assessor and learner
• Identification of learner’s areas for development
• Evidence of the learner’s progress

The Grey Matter Group provide a cost effective system for assessment and evidence recording with links to workbooks and bite-sized eLearning via CareCertificate.co.uk. These resources are free for care providers where a local agreement is in place. The system is cloud based and easy to use. People can be set up to use the system within a few minutes.
Learner has given the assessor an observation from another worker.

**Witness Testimony**

- **Positive**
  - Can be provided by a colleague or a person receiving care and support
  - Identifies good performance and areas for development
  - Another perspective

- **Negative**
  - Witness may not have appropriate knowledge or cognitive skills
  - Witness' opinion may be biased e.g. about what they think rather than following policies, procedures and legislation

**Witness Testimonies should be:**
- On headed paper, signed & dated by the witness and the learner
- Identify the witness' level of expertise in the subject
- Describe how the learner put their knowledge into practice
Observation

Positive

• Planned activity can be beneficial for people being supported
• Identify in advance Standard(s) being observed
• Plan for a different assessor if required to meet specialist knowledge areas
• Immediately identifies practice that needs improving

Negative

• Learners may behave differently when being observed over a short period
• May need different assessors to ensure specialist knowledge about specific Standard(s) and what competent practice looks like

Weak

• The learner has given the assessor a observation from another worker
• Describes past work together

Observations should include:

• A holistic observation that meets several standards
• A factual record of the learners current and actual practice
• The observers level of expertise in the subject
• Cover the learners practice in the standard being assessed or added to an eAssessment
• Be recorded by the assessor/observer. Signed and dated by them and the learner
**Professional Discussion**

Assessor records knowledge in a professional discussion.

A professional discussion:

- Should be recorded by the assessor or manager, signed and dated by everyone involved
- Can be a written or audio record
- Needs to state what the learner said
- Show how the learner reflected
- Identify how the learner put their knowledge into practice relevant to the standard
- Needs to be about current practice

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**Positive**

- Assessor is able to listen and ask questions to check understanding
- The learner can explain how they would put their knowledge and skills into practice
- Safer to discuss before work takes place directly with people being supported

**Negative**

- Learners may be good at talking about practice but not actually able to put skills into practice
- Learners could forget what has been discussed, especially if sessions are long and undocumented
Key Factors to Consider When Planning Assessment
Summarise key factors to consider when planning assessment - Observation

Within the Care Certificate standards some of the criteria may ask for the learner to **demonstrate**, **take steps to** or **to show**.

**Planning and carrying out an observation**

- Check the learners understanding of the criteria to enable them to prepare themselves for the observation
- Consider with the learner the best time to do the observation
- Ask the learner to gain the customer and managers consent before the observation
- Record the planning to show the learner the transparency of the delivery and to prevent miscommunication with the time/day etc.
- Put the learner at ease before the observations, as observations can be stressful
- Write up the facts of observation in a positive manner and ensure you reference to the standards achieved in the observation.
- Feed back to the learner in a positive manner to aid their development and practice
Assessment evidence **must be collected during real work activity**.

Simulated evidence can **only be used where the evidence could not reasonably be assessed in a real work situation** or is unlikely to occur during the induction period for example basic life support.

It is **not permissible to use Skype or other forms of video evidence when observing performance.**

*Source: Skills for Care ‘The Care Certificate Framework for Assessors’*

**3.1b Summarise key factors to consider when planning assessment – Knowledge**

Assessment of knowledge and understanding is prefixed with verbs such as:

- Describe
- Explain
- Identify
- List
- Define

Assess Knowledge
You can assess knowledge using questions. These can be written down on paper, taken online or through verbal evidence.

**Paper**
- Print & time costs are high
- Time consuming
- Printing is not environmentally friendly
- Needs manual marking & storage
- Good for people who cannot use a computer, tablet or smartphone

**Verbal**
- Still needs to be documented
- Takes a lot of time
- Good for people with limited written or computer skills

**Online**
- Faster & secure
- Auto marked
- Assessor and learner can be in different locations
- Doesn't get lost or ruined - always there
- Environmentally friendly
- Saves print & time costs

Planning knowledge evidence – Consider the best way to collect knowledge evidence. This could be through:

- Recording oral answers to questions
- Small projects with a poster presentation
- Questions to include multiple choice, true false, missing words
Knowledge Guide
Assessing Competence for the Care Certificate

Online assessment where learners have record of their answers to questions and evidence portfolio

Workbooks where the learner has read materials and recorded their answers to questions

Presentation showing their knowledge with supporting witness testimonies from their supervisor

A case study written by the learner, showing their knowledge and reflections on practice

A professional discussion with the learner to include set questions that the learner answers

“Certificates of attendance, attendance on study days or e-learning without assessment of what has been learnt is not evidence toward achievement of the Care Certificate”.

Source: Skills for Care ‘The Care Certificate Framework for Assessors’

It is recommended that you use a combination of methods to gather evidence.

Discuss with the learner the best way to record / reference to show which standard the evidence relates to

Consider what support is needed from others i.e. resources, time, quiet area, computer/tablet

Record the planning to show the learner the transparency of the delivery and to prevent miscommunication
Summarise key factors to consider when planning assessment – volume

Planning the volume of assessment – In “The Care Certificate Framework for Assessors”, Skills for Care explain that it is the employers’ and / or assessors’ responsibility to determine what is an appropriate type and volume of evidence for the Care Certificate. It is likely to be different for each individual employee based on their individual circumstances. The main factors are that the evidence is:

- Sufficient to cover all the areas of competence
- Current and shows they are safe to practice
- Valid and reflects good practice over a range of tasks
Summarise key factors to consider when planning assessment – underpinning resources

Before the learner undertakes the Care Certificate, you will need to ensure they have the necessary underpinning skills and are supported to learn using methods that are suitable to them. These could be:

- A mentor to aid learning, if a learner lacks confidence
- Adapting learning materials, to meet a learner's needs
- Providing reading resources
- Providing links to internet resources
- Access to other professionals to support them develop knowledge
- Face to face workshops and training activities
- Providing on the job coaching or a work buddy
- Allow them to shadow another "competent" worker
- Provide access to online assessments and eLearning
- Provide access to workbooks and knowledge guides
3.2a 

Evaluate the benefits of using a holistic approach to assessment – value

Whilst each Standard in the Care Certificate is independent, in many instances the Standards are also inter-related. Therefore, it is possible to use some of the same evidence to meet different Standards, particularly when you are undertaking observations. This is called holistic assessment and can be used where learning or performance objectives are inter-related.

The main values of holistic assessment are:

- It is efficient as it saves the learner and assessor time
- It reduces costs
- It helps to show how the learner integrates knowledge into practice
- The learner can be assessed against more than one Standard
- Seeks the views of others to save the learner work and involves others in the process
Evaluate the benefits of using a holistic approach to assessment – meets more than one Standard

Holistic assessment can work particularly well when you are doing observations. Communication is an independent Standard in the Care Certificate but communication skills will be used when the worker is interacting with a variety of people in the course of their work and this will link across most of the Care Certificate Standards. Similarly “Duty of Care” will underpin everything a worker does.
**3.2c Summarise the types of risks that may be involved in assessment in own area of responsibility**

It is the assessor’s responsibility to identify the risks that could occur during the assessment process and to minimise these, where possible. To minimise the risks, establish links with the assessment cycle, for example:

1. **Consider the health and safety of the individual, the learner and assessor before carrying out observations.**
2. **Carry out an environmental risk assessment before undertaking an observation.**
3. **Do not put unrealistic or unnecessary stress on the learner to gain evidence - involve them in the assessment process.**
4. **Check evidence is authentic and is not provided by others, or copied from the internet, a workbook or trainer.**
5. **Do not over assess the learner, ensuring assessments are well planned.**
6. **Ensure the assessment process is fair and unbiased.**
7. **Ensure both you store evidence safely and securely with no reference that identify individuals being supported.**
8. **Follow your organisation’s assessment strategy and quality assurance process.**
3.2d

**Summarise the types of risks that may be involved in assessment – learners’ practice**

It is the assessor’s responsibility to identify the risks that could occur during the assessment process in terms of the learner’s practice. The learner should:

- **Consider the health and safety of the individual and themselves**
- **Consider the environment and carry out a risk assessment before a task**
- **Store his / her evidence portfolio safely and securely with no references that identify individuals being supported**
- **Follow the care plan and your organisation's policies and procedures**
The Assessor role is really important in identifying and correcting poor practice. The Assessor might need to step in immediately in order to safeguard someone if practice is poor. If poor or unsafe practice is observed:

**Discuss**
- Ask the learner to reflect on what they could do to improve their practice

**Show**
- Where practice is unsafe, step in to show the learner how to undertake the task safely

**Report**
- Report any poor or unsafe practice to the manager to see if any additional learning could be provided

Think about why it is important that a learner’s employer is supportive towards the assessor and the learner in the achievement of the Care Certificate.
The importance of involvement in the assessment process
4.1.a Explain the importance of involving the learner and others in the assessment process

As the assessor, it is important to involve learners, their supervisor and manager in the process, because:

- Keeps the learner, supervisor and others in the loop
- Ensures the process is transparent and fair
- Ensures the process is efficient and to identify assessment opportunities
- Develops learners' skills using their own initiative

- By making learners and supervisor aware of the standards and criteria for the assessment
- By making learners aware of how outcomes will be recorded and by whom
- By making learners aware of processes for feedback
- By making learners and supervisors aware of appeals process and complaints procedure

- Who could provide witness testimonies
- Methods to collect knowledge evidence
- Observation opportunities
Explain how peer and self-assessment can be used effectively to promote learner involvement and personal responsibility in the assessment of learning

Self-assessment is where learners themselves undertake an evaluation of their own knowledge and skills. Peer assessment is where a person who is already competent in the Standards required undertake an assessment of learners’ knowledge and skills.

Self-assessment will develop the learner’s skills to become a reflective practitioner and critically analyse their learning. This method and the information generated can be used to promote learner involvement, encouraging learners to take personal responsibility in the assessment process through...

| Encouraging self-assessment of prior learning to identify the starting point |
| Enabling the learner to be reflective and identify areas for development |
| Identifying and re-evaluating their own achievement |
| Identifying areas that could be assessed that assessor may not have thought of |
| Developing learners ownership of their learning |

Self-assessment and peer assessment against each of the Care Certificate Standards can be hugely time consuming. Skills for Care have created a self-assessment tool that learners can use to tick against the areas they believe they are competent in and where they believe the gaps are. Whilst this can be a useful starting point, the information is subjective in that it is based on a learner’s opinion of their knowledge and skills.

We would recommending using an online assessment system, like the one provided by Age UK that asks questions designed specifically to check knowledge which automatically marks the answers (saving a lot of time) with an online learning needs overview report and eLearning to provide knowledge where gaps are identified. For more information contact: carecertificate@ageuk.org.uk
Explain how assessment arrangements can be adapted to meet the needs of individual learners

When you are developing or bringing together materials for learning and assessment, the learner’s individual circumstances and needs should always be considered.

Below are two scenarios that you may experience. Read each scenario and consider the following questions:

1. How could you support each learner?
2. How can you reassure them that the Care Certificate is achievable for them?
3. What special arrangements could you make to support this learner?
4. What must you make sure does not happen?

**4.1.c**

**Scenario 1**

- Your learner is 45 years old and new to your organisation but has worked in the care sector for 18 years.
- The learner was a non-achiever at school and has since realised they have dyslexia. The learner is really keen to complete the Care Certificate, but is extremely concerned about how to cope with their dyslexia.

**Scenario 2**

- Your learner is a person for whom English is a second language. The learner’s spoken English is quite good but their written English is minimal.
Assessors should adapt learning and assessment methods to accommodate the needs of their learners. Good teaching and assessment practices will be of benefit to all learners. Assessors need to sensitively discuss and agree with the learner what could aid their learning and assessment. This could be...

- Assigning a mentor and / or a buddy to work with them
- Providing adapted learning materials (e.g. coloured paper, larger text, highlighted text, graphics)
- Allowing extra time to undertake an activity
- Using audio to record knowledge evidence
- Specialist software to aid writing skills and use methods where less writing is required
- Using technology (CareCertific.co.uk) with features that support people with different learning needs

There is no need for assessors to be negative during the assessment process. Even performance and capability issues can be managed positively through support and encouragement.
5 Procedures to Follow

Step 1

Step 2

Step 3
Summarise the relevant procedures to follow when there are disputes concerning assessment

If a learner wishes to complain about, or disagree with an assessment decision the assessor has made they should be encouraged to:

1. Initially raise it with the assessor to attempt to resolve the dispute
2. Speak to their mentor, buddy or supervisor to gain support and a second opinion
3. If no solution is agreed, it should be raised with an appropriate manager or with the organisation's Registered Manager
4. If the issue is not resolved, the learner should follow the organisation's "Procedure for Appeals"

The organisation should ensure this process is in place with a Procedure of Appeals and that learners understand the process and their right to appeal.

Check your organisation’s process and “Procedure for Appeals”. If a learner wishes to complain about or disagree with an assessment decision you have made, what would you do?
Explain the importance of following procedures for the management of information relating to assessment

The assessor should follow procedures for the management of information in regard to assessment by:

1. Providing accurate information about achievement and progress
2. Providing regular feedback to the learner
3. Managing and storing learner evidence, safely and securely
4. Providing relevant people with evidence to show the learner has achieved the Standards
5. Contributing to quality assurance and standardisation
6. Making information available in the event of an appeal
7. Contribute to self-assessment and monitoring reports

Procedures should be in place to provide a framework for you to work with and follow that will ensure you meet relevant legislation and regulations.

What are your organisation’s requirements for managing learner data? Make sure you comply with the Data Protection Act.

What processes are used in your organisation to evaluate the quality of the Care Certificate delivery?
What Contributes to the Assessment Process?
Explain how feedback and questioning contributes to the assessment process

It is good practice to provide feedback to the learner following an assessment. You should arrange a time to provide robust feedback to the learner.

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Encourage the learner to reflect on their own practice which will engage them in taking an active role in their continuous professional development.

When providing feedback, always begin with explaining what was positive, before identifying areas of development.

Try to end feedback on a positive note with key actions to be achieved within a specified time period.

Feedback and questioning contributes to the assessment process by:

- Keeping up to date with progress
- Identifying future actions required
- Positively identifying development areas
- Motivating and encouraging the learner
### Explain the contribution that technology can make to the assessment process

There are various ways that technology can be used to enhance the assessment process. Some of these are:

<table>
<thead>
<tr>
<th>Technology Resource</th>
<th>Benefits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online assessments</td>
<td>Identify the technology resources that are available to you and your learner. Find out how to use them and the benefits they will achieve. Support your learners to use technology to achieve the Care Certificate and to understand the use of technology in their role.</td>
</tr>
<tr>
<td>Increased use of smartphones and tablets</td>
<td>Access to most recent policies and procedures</td>
</tr>
<tr>
<td>Voice recognition programmes</td>
<td>Communication between people</td>
</tr>
<tr>
<td>Electronic evidence portfolios</td>
<td>Standardising systems and processes</td>
</tr>
<tr>
<td>Identifying essential skills (English &amp; ICT) needs</td>
<td>Translation between different languages</td>
</tr>
<tr>
<td>Decrease or remove need for paper and printing</td>
<td>Maintaining secure records in one place</td>
</tr>
<tr>
<td>Delivering electronic learning</td>
<td>Saving time, money and reducing effort</td>
</tr>
<tr>
<td>Access to info from any location</td>
<td>Access to info from any location</td>
</tr>
<tr>
<td>Electronic evidence portfolios</td>
<td>Online assessments</td>
</tr>
<tr>
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<td>Decrease or remove need for paper and printing</td>
<td>Voice recognition programmes</td>
</tr>
</tbody>
</table>

79% of adults in the UK have a smartphone and 1 in 2 households have a tablet, so computer technology is no longer a major barrier. People use technology in many different ways in their personal lives (e.g. shopping, banking, communication).

Going forward, the use of technology will continue to increase and care workers will need to engage with technology in their role to support the individuals they are working with, to achieve and maintain their own personal development and to support their organisation to operate more efficiently and effectively.
6.1.c Explain the value of reflective practice and continuing professional development in the assessment process

Assessing the Care Certificate will continually enable the assessor to reflect on their own practice alongside the practice they are assessing. The benefits of assessors reflecting on their practice are:

<table>
<thead>
<tr>
<th>Benefit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ensure the assessor’s practice meets standards and legal requirements</td>
</tr>
<tr>
<td>Aid the assessor to critically analyse and reflect on their practice and to develop good practice</td>
</tr>
<tr>
<td>Learn from other assessors and those involved in the quality assurance, to standardise and improve processes for assessment</td>
</tr>
<tr>
<td>Research and train to improve the delivery of learning and assessment</td>
</tr>
<tr>
<td>Maintain the assessor’s occupational expertise; keeping up with changes in technology, working practices and standards in the sector</td>
</tr>
<tr>
<td>Maintain assessor expertise in assessment; keeping up to date with new assessment standards, requirements and methods</td>
</tr>
</tbody>
</table>

The assessor should support the learner to understand the value of reflective practice and continuing professional development (CPD) in the assessment process which will benefit both the assessor and learner.

How have you maintained your CPD over the last 12 months?

How do you update your own skills and experience to maintain and improve your ability as an assessor?

Do you keep a CPD record and is it up to date?
## Knowledge Guide

### Assessing Competence for the Care Certificate

#### Your Checklist

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Symbol</th>
<th>Description</th>
<th>Tick</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1b</td>
<td>![Tick]</td>
<td>Become familiar with learning styles terminology. You will find some free questionnaires on the internet.</td>
<td></td>
</tr>
</tbody>
</table>
| 1.2b    | ![Tick] | Download a copy of “The Care Certificate Framework Assessor” document, to for more information about the requirements and criteria for assessment – you can use this link:  
| 1.3a    | ![Light Bulb] | What does your organisation consider to be the strengths and personal qualities of a good assessor? How is competence to be an assessor assessed and quality assured?  
Is there a Job Description and Person Specification describing the role’s requirements? |      |
| 1.3a    | ![Light Bulb] | In all assessed learning there are constraints and practical limitations in terms of time and resources. Think about the constraints you are aware of within your organisation and about how these might impact you in your role as an assessor. |      |
| 1.4a    | ![Tick] | Familiarise yourself with CQC’s regulations and guidance. These will guide you in your work and in providing best practice.  
http://www.cqc.org.uk/content/regulations-service-providers-and-managers |      |
| 1.4a    | ![Tick] | Find your organisation’s “Procedures for Assessing” the Care Certificate. How and where do you:  
- Record, track, log assessment decisions  
- Communicate progress and feedback to your learner  
- Agree actions and learning activities for your learner  
- Quality assure the Care Certificate process |      |
<table>
<thead>
<tr>
<th>3.1.a</th>
<th>Use the “Care Certificate Framework for Assessors” to identify the learning outcomes that require an observation. This will help you to plan the observations.</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1.b</td>
<td>Use the “Care Certificate Framework for Assessors” to identify the learning outcomes that require knowledge evidence i.e. “describe”, “explain”, “define”, “list” or “identify”. This will help you to plan how the learner will present knowledge evidence.</td>
</tr>
<tr>
<td>3.2.c</td>
<td>What are the key factors you need to consider when planning an assessment with your learner? What are the areas of risk that could impact on the success of your relationship?</td>
</tr>
<tr>
<td>3.2.d</td>
<td>Why is it important that a learner’s employer is supportive?</td>
</tr>
<tr>
<td>5.1.a</td>
<td>Check your organisation’s process and “Procedure for Appeals”. If a learner wishes to complain about or disagree with an assessment decision you have made, what would you do?</td>
</tr>
<tr>
<td>5.1.b</td>
<td>What are your organisation’s requirements for managing learner data? Make sure you comply with the Data Protection Act. What processes are used in your organisation to evaluate the quality of the Care Certificate delivery?</td>
</tr>
<tr>
<td>6.1.b</td>
<td>Identify the technology resources that are available to you and your learners. Find out how to use them and the benefits they will achieve.</td>
</tr>
<tr>
<td>6.1.c</td>
<td>How have you maintained your CPD over the last 12 months? How do you update your own skills and experience to maintain and improve your ability as an assessor? Do you keep a CPD record and is it up to date?</td>
</tr>
</tbody>
</table>
What’s next.....

An essential part of your development is to assess, evidence and record what you have learnt. You may be entitled to use our assessment and evidence recording system. Your manager is responsible for supporting you with this, observing your practice and ensuring you are competent in your workplace in providing support to people receiving care and with the learners you will be assessing.

Checking your knowledge, competence and practice will be a regular part of your ongoing Continuous Professional Development.

By taking an assessment first, you may find you already have some, most, or all of the knowledge required and you can save time by avoiding repeating subjects and courses unnecessarily.

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