



A Guide to Assessing Competence

Assessing competence in the workplace is necessary to ensure that staff are both confident and competent in their work.

Individuals are considered competent when they are able to consistently apply their knowledge and skills to the standard of performance required in the workplace.

Assessment

This is the process of collecting evidence and making judgements on whether competence has been achieved. This confirms that an individual can perform to the standard expected in the workplace, in line with the competency framework.

Evidence collected may be **direct**, such as observation of workplace performance, **indirect**, such as formal testing, or supplementary, such as testimonies from others.

Evidence is used by an assessor to make a judgement about whether an individual is competent.

It is the responsibility of the assessor to determine what and how much evidence is required to make the assessment judgement.

The assessment must be valid, reliable, flexible and fair.

Understanding the role of evidence

Evidence is the information gathered which, when matched against the requirements of the competency, provides proof of competence. Evidence can take many forms and be gathered from a number of sources.

Types of Evidence

Direct

- direct observation
- oral questioning
- demonstration of specific skills

Indirect

- assessment of qualities of a final product
- review of previous work undertaken
- written tests of underpinning knowledge

Third Party

- testimonials from others
- reports from supervisors
- work diary or logbook
- examples of reports or work documents

Formal training sessions, whether classroom based or e-learning, can provide the underpinning knowledge to inform practise. However, they do not provide evidence of competence, unless there is some formal testing. Individuals should be deemed competent when they can relate theory to practise, in their everyday practise.

Other possible evidence:

- participation in team meeting safeguarding discussions
- supervision/1:1 discussions
- transcripts of phone-calls

Rules of evidence collection

Any evidence collected must demonstrate the **4 rules of evidence** listed below.

Relevant Relates to the appropriate unit(s) of competency	Authentic Is the individual's own work	Current Recent enough to show that skills/knowledge can still be applied to a current work situation	Sufficient Provides enough evidence to make a judgement about an individual's competence
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Holistic Assessment

Holistic Assessment is the process of assessing across the competencies, rather than each competency in isolation. For example, an observation of an individual working directly with a service user may demonstrate competencies 2, 4 and 5 of the competency framework.

While the process of holistic assessment is encouraged, assessors must be confident that an individual is demonstrating competence against the full unit(s) of competency.

Assessment Decisions

Assessment decisions must be recorded and reviewed, on the appropriate paperwork.

All assessment decisions must follow the 4 rules of evidence, detailed above.

Leicester City and Leicestershire /Rutland Safeguarding Adults Boards have produced an evidence log sheet, as well as samples of completed evidence logs that are available to download from the relevant Board websites.

Data Protection

All assessment decisions must be recorded in a way that does not provide identifying personal information about service users.