

Linking existing work-based learning to indicator statements at Level 5 – an edited example to maintain anonymity.

LEVEL 5 Level Indicator				
(here is a sample tick for you to copy and paste as required √)	Managing Business Services	Recruitment & Selection (see example of text below related to this focus.)	Leadership & Management	Quality Management
1. Responsibility across a broad area rather than for individual tasks, including for negotiating objectives and outcomes and for their wider impacts			√	√
2. Developing thought-through courses of action		√	√	√
3. Coping effectively with a range of unfamiliar situations and problems		√	√	√
4. Understanding the implications of different issues and courses of action			√	√
5. Identifying dilemmas and value-conflicts			√	√
6. Identifying and evaluating the effects and impact of operating parameters and principles			√	√
7. Drawing on a broad personal or formal knowledge-base and set of mental models relating to the area of practice	√	√	√	√
8. Developing practical theories, ideas and models including to find ways forward when faced with contradictions and gaps	√		√	√
9. Researching, analysing and evaluating information to identify relationships and patterns and make informed	√	√	√	√

judgements				
10. Designing practical research to provide new information and affect areas of practice				√
11. Evaluating the effects of options and actions, including impacts outside of the immediate context	√		√	√
12. Taking innovative approaches to address issues				√

Example of text supporting the **Recruitment & Selection** column in the matrix above

(Level Indicators 2,3, 7 & 9 at Level 5 – equivalent to a student in their second year of honours degree studies, or final Foundation Degree year.)

On the XX March 2006, I attended a one-week full-time specialist Assessor Training Course, for assessing people in a public service job role (referred to as a Y role here to maintain confidentiality).

We studied past exercises and scenarios to analyse the competencies being assessed and the standards required for an applicant to pass this stage of assessment to become a Y role.

We studied training videos using of mock exercises/mock assessment centres and practised scoring candidates for their performance. We learned how to apply the scoring system used at these Assessment Centres, how to assess and interpret behaviours, award scalars and grades.

The areas we had to be occupationally competent in to qualify as an assessor were the areas we were assessing in throughout the assessments: Customer Service, Team Working, Communication skills, Conflict Resolution, Problem solving and Equal Opportunities

To pass the course and assess whether we could go and assess live candidates in assessment centres we then had to assess 20 interactive candidate performances and 10 written candidate performances. Our assessments of behaviour and awarding of scalars and grades were then compared candidate by candidate, to the assessment of the reference group.

Statistical analysis was undertaken to produce three correlation coefficients; one for behaviours, one for scalars and one for grades. The coefficients indicate the degree of similarity, or agreement with your assessments and those of the reference group. The obtained coefficients were then compared to universally accepted benchmarks that have been established by previous research in this area.

I passed this course with strong coefficients and went on to assess at 3 separate, week-long Y role Recruitment Assessment Centres.

Evidence of this attendance, pass and how strong my coefficients were, are attached here:

(evidence withheld for this public example)

The Level Indicators I displayed here were:

2: Developing thought-through courses of action in assessing performance, identifying behaviours and interpreting what I have seen to assign scalars and grades.

3: Coping effectively with a range of unfamiliar situations and problems: I only had a week to learn how to assess a range of interactive and written assessments with a high degree of accuracy when comparing assessments with a reference group of experienced Y role officers and assessors. Also in live assessment centres, we were assessing 60 candidates a day each, 3 minute performances with 3 minutes interval between each for scoring in 60 minute blocks – this was unfamiliar and challenging situation to cope sufficiently to score effectively and accurately.

7: In order to assess effectively and accurately I had to draw on a broad personal or formal knowledge-base and set of mental models relating to Customer Service, Team Working, Communication skills, Conflict Resolution, Problem solving and Equal Opportunities.

9: I had to analyse and evaluate information quickly in order to make informed judgements.