Draft apprenticeship assessment plan for the Lead adult care worker apprenticeship

Apprenticeship reference number	Level of this apprenticeship	Integration
ST0006	3	Mandatory qualification

Assessment details

Introduction

This Apprenticeship Assessment Plan (AAP) sets out the requirements for the assessment of the Level 3 Lead adult care worker apprenticeship. It should be read in conjunction with the General Requirements for Apprenticeship Assessment. Where there is conflict between this AAP and the General Requirements, this AAP takes precedence. Assessment organisations must also comply with the relevant regulatory framework for apprenticeship assessment.

It is important that the assessment of apprentices is proportionate, valid, and provides reliable evidence of an apprentice's attainment of the relevant knowledge and skills. As such, assessment organisations must design assessments to ensure:

- employers have confidence that the apprentice has reached the expected performance standard

- apprentices are sufficiently secure in their knowledge and skills, so that they could demonstrate their competence in different contexts (for example, a different workplace)

Assessment Outcomes

The assessment outcomes group and summarise the knowledge and skills that must be demonstrated in assessments. All assessment outcomes must be assessed.

The assessment outcomes have been created to summarise the content that is not fully assessed by the [qualification/qualifications] mandated in the occupational standard. The knowledge and skills statements that are not mapped here are assessed by the [qualification/qualifications] mandated in the occupational standard.

Knowledge and skills statements in **bold** are mandatory and must be assessed in every version of the assessment that is made available.

Assessment Outcome	Mapping
AO1: Professional development and leadership Uses leadership approaches to guide and support themselves and others, promoting inclusion, wellbeing, resilience, and a learning culture. Applies reflective practice and peer support to improve team performance, co production, conflict resolution and service quality.	K1*,**K2**, K4, K5, K16, K17 **S1**, S2, S4*,S5

AO2: Person-centred care Delivers safe, person-centred care within their scope of practice, principles of trauma-informed practice, and medication safety providing dignified personal care while promoting active participation and independence.	**K7, K21**, K26*,K28, **K30***,**K31** S26*, **S28, S30***,S31
AO3: Duty of care and safeguarding Applies positive behaviour support and coordinating support for individuals with complex needs or acuity. Recognising, responding to, and escalating safeguarding concerns; applying health and safety and risk procedures; maintaining professional boundaries; and acting within duty of care and candour responsibilities.	**K8,** K9, **K13* K19**,S8, S9*, S11* **S12***, **S19, S20**
AO4: Digital health and sustainability Promotes the understanding of digital health solutions, care tools, and assistive technologies to improve coordination, access, and outcomes. Integrating preventative, proactive, and sustainable approaches into everyday practice	K22, K25, S22, S24, S25

(*) Knowledge and skills statements which offer opportunities to develop functional English and maths are identified with an asterisk.

Assessment requirements

Assessment organisations must set apprenticeship assessments. Assessment organisations should consider how technology and digital tools can support innovation and efficiency.

Assessment organisations must design apprenticeship assessments to include at least one **professional discussion.**

Any additional assessment(s) must be selected from the following list of methods to ensure the assessment outcomes are met in full:

- **observation**
- **question and answer**
- **presentation**
- **case study**
- **additional professional discussion**

Apprentices may be assessed at any appropriate point during their apprenticeship programme.

Assessments may be designed to allow a centre or training provider to mark assessments. The assessment organisation is responsible for ensuring all assessments are sufficiently reliable and valid, and for the accuracy of any centre or training provider marking.

Performance descriptors

Performance descriptors describe the level of performance required to achieve a pass or distinction grade. Assessment organisations must design assessments that align with these descriptions.

Performance Category	Pass	Distinction
Applied Knowledge	Demonstrates sound application of knowledge, facts, procedures, and ideas across routine and non-routine tasks and interventions.	Applies a thorough understanding of knowledge, facts, procedures, and ideas to manage and resolve routine and non-routine complex tasks with refined judgement and skill.
Applied Skills	Identifies and applies appropriate adult care skills, techniques, and procedures to complete tasks and address challenges with a reasonable degree of autonomy and effectiveness.	Selects and integrates appropriate adult care skills, techniques, and procedures proactively and resourcefully to complete tasks and address challenges effectively and with minimal oversight.
Regulatory and Procedural Awareness	Applies legislation, regulation, and guidance relevant to adult care practice, with some depth of insight and adaptability.	Demonstrates refined judgement in interpreting legislation, regulation, and guidance relevant to adult care practice, confidently navigating nuanced issues in practice.
Communication and Collaboration	Collaborates effectively with stakeholders in adult care team environments and demonstrates effective communication skills that support service delivery.	Takes initiative in building collaborative relationships with stakeholders that add value to adult care teams. Communicates with clarity and adapts confidently to different individuals to support service delivery.
Information Use and Decision Making	Accurately interprets and evaluates relevant information from a variety of sources to support problem-solving in mostly familiar but	Evaluates diverse and sometimes conflicting information sources with insight, drawing informed conclusions that improve outcomes.

	sometimes complex work situations.	
Responsibility and Autonomy	Takes responsibility for initiating and completing adult care tasks within set parameters.	Pre-empts the need for adult care tasks to be initiated, within set parameters demonstrating accountability, and responsiveness to emerging priorities or risks.

Additional qualification

The qualification detailed in the occupational standard must be completed before the end of the apprenticeship.