

ST0862 Domestic and sexual abuse support worker Assessment Plan

Introduction

This Apprenticeship Assessment Plan (AAP) sets out the requirements for the assessment of the Level 4 domestic and sexual abuse support 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.

Assessment organisations must ensure all the core assessment outcomes and the assessment outcomes for one of the following options are assessed for each apprentice:

- Option 1: Independent domestic violence adviser (IDVA)
- Option 2: Children and young people domestic abuse support worker (CYPDASW)
- Option 3: Independent sexual violence adviser (ISVA)

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

Core Assessment Outcomes	Mapping
AO1: CORE: Crisis response, risk assessment and safety planning Recognises and responds to crisis situations, applies risk assessment and safeguarding processes, and uses organisational tools to develop safety and recovery plans that protect survivors of domestic and or sexual abuse.	K1, K2, K7, K8, S1, S2, S8, S14, S32
AO2: CORE: Survivor advocacy and coordinating multi-agency support Acts as an independent advocate for survivors to navigate legal, statutory and voluntary systems, supports participation in police and court processes, and coordinates referrals and information sharing with multi-agency partners. Delivers programmes to aid recovery and promotes empowerment.	K6, K14, K16 K13 S3, S9, S10, S13, S15, S16, S41
AO3: CORE: Communication and professional boundaries Adapts communication methods and uses communication aids to meet diverse social background needs, engages with survivors from marginalised and disadvantaged groups. Maintains case management and professional boundaries.	K3, K4, K5, K9, K10, K11, K15 S4, S5, S6, S7, S11, S12, S33
AO4: CORE: Professional reflection, supervision and self-care Uses reflective practice models, participates in supervision, engages in continuous professional development. Takes appropriate actions to maintain personal wellbeing and resilience.	K12, K42 S17, S18, S40
Option 1: Independent domestic violence adviser (IDVA)	Mapping
AO5: OPTION 1: Housing, legal and immigration access Supports survivors to access safe and permanent accommodation, applies knowledge of homelessness duties, and local housing policy. Advocates for survivors' rights to access specialist legal, financial and immigration status advice.	K17, K18, K19, K20, K21, K22, K23, S19, S20, S21, S22, S23

AO6: OPTION 1: Safety, wellbeing and violence advocacy Uses a needs-led approach to implement safety and wellbeing interventions. Acts as an institutional advocate for survivors of abuse and applies knowledge of the impact of abuse can have survivors.	K24, K41 S24, S36
Option 2: Children and young people domestic abuse support worker (CYPDASW)	Mapping
AO7: OPTION 2: Support and communication with children and young people Supports children and young people affected by domestic abuse with emotional and practical needs. Adapts communication to their needs, and co-designs safe and appropriate activities that promote recovery and empowerment.	K25, K26, K27, K29 S25, S26, S27,
AO8: OPTION 2: Work with parents and agency partners Supports parents in their roles, contributes to preventative work and activities for children and young people. Collaborates with safeguarding agencies and enables children and young people's voices to shape local and national responses.	K28, K30, K31, K32 S28, S29, S30, S31
Option 3: Independent sexual violence adviser (ISVA)	Mapping
AO9: OPTION 3: Sexual violence support and empowerment practice Applies empowerment models, understands the impacts of sexual violence across age groups. Identifies and helps overcome barriers to disclosure, and provides client led emotional and practical support.	K33, K35, K36, K37, K38, K41 S34, S35, S36, S37, S38, S39, S42
AO10: OPTION 3: Navigation of sexual violence support systems and referral pathways Coordinates access and referrals to sexual violence agencies and specialist advice, and supports survivors to understand their rights, entitlements and support options. Integrates knowledge of how immigration status can affect statutory access to healthcare and other services.	K21, K34, K39, K40 S43, S44

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 assessments to include at least one **professional discussion**.

Any additional assessment or assessments must be selected from the following list of methods to ensure the assessment outcomes are met in full. Assessments available in the list may be used more than once:

- **presentation**
- **case study**
- **journal**
- **portfolio**
- **question and answers**
- **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 support work practical, theoretical and technical knowledge to address well defined but complex and non-routine problems, and reach appropriate, generally effective outcomes.	Applies support work knowledge with confidence and precision, consistently producing high quality outputs in response to well defined but complex and non-routine problems. Solutions are not only appropriate but often enhance outcomes.

Applied Skills	Identifies and applies suitable cognitive and practical support work skills to complete work tasks, adapting as necessary to meet needs. Methods chosen are appropriate, with results that meet organisational expectations.	Adapts and applies cognitive and practical support work skills with a high degree of flexibility and operational fluency, ensuring that methods are both effective and optimised for quality and efficiency of outcomes.
Regulatory and Procedural Awareness	Applies relevant support work legislation, regulation and organisational procedures with sound judgement, adapting appropriately to varied and occasionally complex situations.	Interprets and applies support work regulatory and procedural requirements with insight and appropriate flexibility, identifying implications and making informed decisions in varied and occasionally complex situations.
Communication and Collaboration	Communicates clearly and collaborates effectively with colleagues and agencies, leading on responsive survivor support.	Communicates and collaborates with confidence and insight, tailoring approaches to meet diverse colleagues, agencies and survivor needs and contributing to improved collaboration and outcomes.
Information Use and Decision Making	Analyses and interprets relevant information to make informed decisions, showing a clear awareness of the support work context and the broader scope of the role.	Analyses, interprets and evaluates information from a range of sources, providing insightful justification for decisions and demonstrating strong awareness of broader implications within the support work context.
Responsibility and Autonomy	Takes responsibility for actions and decisions within set parameters. Manages own work and, where relevant, oversees others or allocates resources with adequate awareness of risks and priorities.	Proactively takes responsibility for actions and decisions within set parameters. Manages own work and where relevant the coordination of others. Independently uses sound judgement about risks and priorities to manage resources or actions.