

# **ST0694 Level 6 Career development professional Assessment Plan**

## **Introduction**

This Apprenticeship Assessment Plan (AAP) sets out the requirements for the assessment of the Level 6 career development professional 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 qualification or qualifications mandated in the occupational standard. The qualification or qualifications assess the knowledge and skills statements that are not mapped here.

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

<b>Assessment Outcome</b>	<b>Mapping</b>
<b>AO1: Delivers policy-aligned career development practice</b> Understands and applies organisational, local and national policies, systems and requirements when delivering career development practice. Uses this understanding to interpret responsibilities, contribute to organisational processes, and support clients in ways aligned with policy and service frameworks. Shares and disseminates relevant policy updates, practice information and insights within the organisation to support	<b>K2, K3, K4, K17, K21, K23, K24, S7</b>

Assessment Outcome	Mapping
<p>colleagues, promote consistency in service delivery, and contribute to continuous improvement.</p>	
<p><b>AO2: Labour market and occupational research information</b>  Identifies, evaluates and applies labour market intelligence, occupational information and research evidence. Uses appropriate methods to gather, interpret and present information that informs client guidance and professional decisions, ensuring that information is adapted and communicated in ways that are accessible, inclusive, and responsive to the diverse needs, backgrounds, abilities, and circumstances of clients, enabling equitable and informed decision-making.</p>	<p><b>K18, K20, K22, K25, S17, S18</b></p>
<p><b>AO3: Needs assessment and diagnostic assessment within career development approaches</b>  Uses assessment, diagnostic tools, and career development models to explore client needs, support decision-making and promote adaptability. Applies appropriate theoretical and practical approaches to enable clients to understand options, strengths and development needs.</p>	<p><b>K13, K15, S9, S11, S15, S16,</b></p>
<p><b>AO4: Caseload management, workflows and ongoing client support</b>  Uses organisational systems to manage caseloads, prioritise work and maintain accurate records. Provides ongoing support through multiple channels, including digital and AI-enabled methods, aligning service delivery with client needs and organisational requirements.</p>	<p><b>K19, S19, S20</b></p>
<p><b>AO5: Equality, ethics and professional standards in practice</b>  Understands and applies equality legislation, British values, ethical codes and reflective practice to ensure safe, fair and inclusive career development services. Uses professional judgement to maintain boundaries and uphold organisational and legal requirements.</p>	<p><b>K1, K5, S4</b></p>

## **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:

- **presentation**
- **interview**
- **additional professional discussion**
- **question and answer**
- **written assessment**
- **project**
- **portfolio**

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.

<b>Performance Category</b>	<b>PASS</b>	<b>DISTINCTION</b>
<b>Applied knowledge</b>	Applies advanced career development knowledge to create valid and workable solutions in complex contexts involving many interacting factors, showing sound	Applies advanced knowledge with a high level of insight and strategic awareness, producing solutions that effectively navigate complex contexts involving many interacting factors, and add value

	interpretation and a reasoned approach.	in both design and implementation.
<b>Applied skills</b>	Determines, refines and adapts suitable methods, using advanced cognitive and practical skills to effectively address problems with limited definition, supported by relevant research and/or development activities.	Determines and refines methods with a strong emphasis on adaptation and optimisation, often designing or applying research and development outputs in ways that significantly improve outcomes.
<b>Regulatory and procedural awareness</b>	Applies regulatory and procedural knowledge strategically, aligning compliance with organisational goals and adapting approaches to meet evolving requirements.	Anticipates and interprets regulatory change, shaping responses that ensure compliance while enabling strategic advantage or operational resilience.
<b>Communication and collaboration</b>	Communicates, influences, and collaborates across a range of stakeholder groups, aligning communication with organisational goals and values.	Leads strategic communication and collaboration that engages, aligns, and influences stakeholders. Demonstrates keen judgement and responsiveness in complex or sensitive contexts.
<b>Information use and decision making</b>	Critically analyses, interprets and evaluates complex information and ideas to inform decisions. Demonstrates an awareness of theoretical perspectives and their application within the occupational setting.	Engages critically with a wide range of theories, schools of thought or models, using them to inform a nuanced evaluation of complex concepts or information and to justify innovative or forward-thinking approaches.
<b>Responsibility and autonomy</b>	Exercises accountability in planning and delivering courses of action capable of supporting change or development. Makes	Plans and executes sustained action that underpins substantial change or development. Exercises autonomy with confidence and judgment, taking accountability for

	considered judgments within broad parameters.	complex decision-making and outcome evaluation.
--	---	---

**Professional recognition**

This apprenticeship aligns with the professional body recognition detailed in the occupational standard.

Please contact the relevant professional body for further information.

**Additional qualification**

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