

ST0562 Level 3 Learning and Development Practitioner

Assessment Plan

Introduction

This Apprenticeship Assessment Plan (AAP) sets out the requirements for the assessment of the Level 3 Learning and Development Practitioner 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.

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: Learning needs analysis and stakeholder consultation Applies analytical, questioning and consultation techniques to identify organisational, team or individual learning needs. Uses data, stakeholder insight and organisational context to confirm root causes and define clear learning requirements.	K11* , S1* , S2* , S3* , S4*

Assessment Outcome	Mapping
<p>AO2: Learning design and development</p> <p>Designs and develops structured, inclusive and engaging learning resources and programmes using appropriate delivery channels. Selects methods, plans sessions, researches solutions and produces materials that are underpinned by theory and latest practice and align with organisational values.</p>	<p>K1*, K2, K4, K5*, S6*, S8</p>
<p>AO3: Learning delivery</p> <p>Delivers learning interventions using appropriate techniques adapted to learner needs, abilities and delivery modes. Engages participants, manages behaviours, monitors and supports progress and uses coaching or questioning to enable achievement of learning objectives.</p>	<p>K2, K13, S5, S7*, S9*, S10, S11*, S12, S13*</p>
<p>AO4: Evaluation and continuous improvement of learning</p> <p>Implements evaluation methods to measure learning impact, gather evidence and analyse outcomes. Uses quantitative and qualitative data and learner feedback to assess effectiveness and apply insights to improve future learning solutions.</p>	<p>K3*, K12*, S14*, S15*, S16*,</p>
<p>AO5: Professional communication and collaborative working</p> <p>Uses effective communication, influence and relationship building skills to support learning activities and stakeholder engagement. Collaborates across teams, handles sensitive situations professionally and maintains constructive working relationships.</p>	<p>K6, K7*, K8, K9, K10, S17*, S18*, S19*, S20*, S21*</p>

(*) 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** and, if applicable, any relevant constraints.

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

- **demonstration**

- **presentation**
- **observation**
- **additional professional discussion**
- **question and answer**
- **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.

Performance Category	Pass	Distinction
Applied Knowledge	Demonstrates sound application of knowledge, facts, procedures, and ideas across routine and non-routine learning and development tasks, completing them to an acceptable standard	Applies a thorough understanding of knowledge, facts, procedures, and ideas to manage and resolve routine and non-routine learning and development tasks with discernment and skill.
Applied Skills	Identifies and applies appropriate learning and development skills, methods and procedures to complete tasks and address challenges with a reasonable degree of autonomy and effectiveness	Selects and integrates appropriate learning and development skills, methods and procedures proactively and resourcefully to complete tasks and address challenges effectively and with minimal oversight.
Regulatory and Procedural Awareness	Applies relevant organisational procedures and guidance connected	Demonstrates refined judgement in interpreting organisational procedures

	to learning and development without error and with some depth of insight and adaptability	and guidance connected to learning and development activities, confidently navigating nuanced issues in practice.
Communication and Collaboration	Participates effectively in learning and development team environments and demonstrates effective communication and service delivery skills that support daily operations, working with a reasonable degree of autonomy in routine and non-routine contexts.	Communicates persuasively and adapts confidently to different audiences and team dynamics within learning and development environments, taking initiative in delivering colleague and stakeholder interactions.
Information Use and Decision Making	Accurately interprets and evaluates relevant learning and development information from a variety of sources to support problem-solving in mostly familiar but sometimes complex work contexts, applying sound judgement within set parameters.	Evaluates diverse and sometimes conflicting learning and development information from a variety of sources with insight, drawing informed conclusions that improve task outcomes or efficiency.
Responsibility and Autonomy	Takes responsibility for initiating and completing learning and development tasks within set parameters and, where relevant, contributes to guiding or supporting others while maintaining a reasonable degree of autonomy across routine and non-routine tasks.	Evaluates diverse and sometimes conflicting learning and development information from a variety of sources with insight, drawing informed conclusions that improve task outcomes or efficiency.

Professional recognition

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

Please contact the relevant professional body for further information.