

## **Higher and Degree Apprenticeship Quality Improvement Plan**

### **CIP / BEST PRACTICE: *Work Based Learning Assessment Improvements***

- Course Leaders to complete the summary form (p3).
- Module Leaders to complete individual forms (p4)
- To complete the CIP requirements, Heads of Department or Apprenticeship Leads, to return final collated forms to [apprenticeships@shu.ac.uk](mailto:apprenticeships@shu.ac.uk)

### **COURSE REVIEW - CONTEXT**

The purpose of the course-by-course assessment review is to achieve expedient and effective improvements to assessment practice focussed on authentic Work Based Learning (WBL) principles.

This objective responds to the SHU Apprenticeship Quality Improvement Plan as amended following the University's requirements from OfSTED inspection in 2019. The action applies to the whole portfolio as part of the University's commitment to improve the compliance and innovation for all our Apprenticeship provision.

The focus of this review is to identify the extent to which assessment reflects genuine WBL opportunities as befitting an apprenticeship and improve practice through early adjustments to assessment briefs and practice through the Course Improvement Process.

### **THE SHU DELIVERY MODEL FOR APPRENTICESHIPS**

The Apprenticeship Programme Specification includes a new set of module descriptors at each level to cover:

- Personal and Professional Development (template for each level) (20 credits)
- Project Modules (template for each level) (20, 40 or 60 credits)
- A generic template to be used for all other modules (including those of introductory, discipline, or specialist nature at all levels of study), integrating to knowledge, skills and behaviours (KSBs) from the Apprenticeship Standard.

<https://portal.shu.ac.uk/sites/AQF/cda/Pages/WBLF.aspx>

Some Apprenticeship programmes are revalidating now to implement the new specification as above. All programmes should apply the principles for WBL assessment whether through revalidation or an immediate focussed review of assessment practice. See Appendix 1 for further explanation of the SHU model.

## **WBL - GOOD PRACTICE FOR ASSESSMENT**

Appendix 1 also sets out detailed guidance for good practice for WBL Assessment. In summary, Apprenticeship Course Leaders should work with module leaders to implement a review and proposals for assessment enhancement, against the following menu of options for delivering WBL-focussed assessment.

### **Checklist of options to consider and develop WBL assessment:**

- Application of KSBs in the actual Job Role
- Reflection and planning from experiences
- SMART planning linked to three-way-reviews
- Peer interaction and comparison
- Using theory and formal guidance to evaluate practice
- Challenge theories, policies and assumed knowledge
- Review of a technical, or professional event, or activity
- Employer input and review of impact
- Build in artefacts and evidence to support KSBs
- Build in practice opportunities for End Point Assessment
- Consider opportunities for apprentices to engage with consideration of British Values (link) and Equality and Diversity (link)
- Negotiation of relevant experience (in advance)
- Supporting the development of English, Maths and ICT skills for Apprentices.
- Capture of technical competence for job role (e.g. pass fail element)

*(Minimum of one assessment per module should include WBL practice)*

These options are explained in Appendix 1.

## **ACTIONS FOR REVIEW AS PART OF CIP**

- Course Leaders to complete the summary form (p3).
- Module Leaders to complete individual forms (p4)
- To complete the CIP requirements, Heads of Department or Apprenticeship Leads, to return final collated forms to: [apprenticeships@shu.ac.uk](mailto:apprenticeships@shu.ac.uk)

## PROGRAMME / COURSE LEVEL REQUIRED INFORMATION

Faculty	Department

Apprenticeship

  

Course

Assigned Department Apprenticeship Lead or equivalent

  

Course Leader

<b>List of Modules (from Course Specification)</b> <b>Check list for review progress and outcomes</b>				
Module Title	Mandatory or Elective (M/E)	Reviewed (Y/N)	Improved WBL response?	
			Assessment 1 (Y/N)	Assessment 2 (Y/N)
Insert rows as needed for each course				

## INDIVIDUAL MODULE EVALUATION - ENHANCING WBL IN ASSESSMENT

Please respond to provide an overview of how each module on your course does, or will implement high quality WBL Assessment from Sept 2019. Forms to your CL.

<b>Module:</b> <b>Level:</b> Year: <b>Module Leader:</b>				
	Level:	Year:		
<b>Assessment 1 (current)</b>	<ul style="list-style-type: none"> <li>• INSERT ASSESSMENT NAME</li> <li>• TYPE (ASSIGNMENT / EXAM / OTHER)</li> <li>• OTHER KEY INFO - BROAD DESCRIPTION</li> </ul>			
	<ul style="list-style-type: none"> <li>• INSERT ASSESSMENT NAME</li> <li>• TYPE (ASSIGNMENT / EXAM / OTHER)</li> <li>• OTHER KEY INFO - BROAD DESCRIPTION</li> </ul>			
<b>Does (or will) the assessment incorporate:</b>	<b>Assess 1 (current)</b>	<b>Assess 1 (proposed)</b>	<b>Assess 2 (current)</b>	<b>Assess 2 (proposed)</b>
Application of KSBs in the actual job role	<b>Y / N</b>	<b>Y / N</b>	<b>Y / N</b>	<b>Y / N</b>
Reflection and planning from experiences	<b>Y / N</b>	<b>Y / N</b>	<b>Y / N</b>	<b>Y / N</b>
SMART planning linked to three-way-reviews	<b>Y / N</b>	<b>Y / N</b>	<b>Y / N</b>	<b>Y / N</b>
Peer interaction and comparison	<b>Y / N</b>	<b>Y / N</b>	<b>Y / N</b>	<b>Y / N</b>
Using theory + formal guidance to evaluate practice	<b>Y / N</b>	<b>Y / N</b>	<b>Y / N</b>	<b>Y / N</b>
Challenge theories, policies & assumed knowledge	<b>Y / N</b>	<b>Y / N</b>	<b>Y / N</b>	<b>Y / N</b>
Review of a technical, or professional event/ activity	<b>Y / N</b>	<b>Y / N</b>	<b>Y / N</b>	<b>Y / N</b>
Employer input and review of impact	<b>Y / N</b>	<b>Y / N</b>	<b>Y / N</b>	<b>Y / N</b>
Build in artefacts and evidence to support KSBs	<b>Y / N</b>	<b>Y / N</b>	<b>Y / N</b>	<b>Y / N</b>
Build in practice opportunities for EPA	<b>Y / N</b>	<b>Y / N</b>	<b>Y / N</b>	<b>Y / N</b>
British Values / Equality & Diversity	<b>Y / N</b>	<b>Y / N</b>	<b>Y / N</b>	<b>Y / N</b>
Supporting the development of English, Maths and ICT skills.	<b>Y / N</b>	<b>Y / N</b>	<b>Y / N</b>	<b>Y / N</b>
Negotiation of relevant work experience? When for? (describe below)	<b>Y / N</b>	<b>Y / N</b>	<b>Y / N</b>	<b>Y / N</b>
Capture of technical competence for job role (e.g. pass fail element)	<b>Y / N</b>	<b>Y / N</b>	<b>Y / N</b>	<b>Y / N</b>
Summary of Proposed changes to Assessment 1 and/or 2.	Module Leaders to enter brief descriptive text. Course Leaders can review modules to see overall assessment approach across the levels.			

## **Designing a Work Based Assessment for *Subject Specific Modules***

The Apprenticeship and Work Based Learning Framework contains core Work Based Learning Modules:

**Personal and Professional Development** – modules to enable learners to reflect on current practice and develop action plans for continued personal and professional development. See Student facing PPD guide at:

<https://portal.shu.ac.uk/sites/AQF/cda/Pages/WBLF.aspx>

**Work-Based Project**- modules that allow learners to negotiate a work-based project related to their role to further the application of their learning in the work place and develop knowledge, skills and behaviours from a specific project. See Student facing Project guide at: <https://portal.shu.ac.uk/sites/AQF/cda/Pages/WBLF.aspx>

These modules are built in to SHU models for course structure shown below (p6), noting that each Apprenticeship standard will need flexible application of these principles for course design to reflect such matters as technical requirements and those approaches determined by professional statutory and regulatory bodies and the specific requirements of End Point Assessment (EPA). The EPA might be integrated (to the degree) or alternatively an independent assessment that takes place after the credits are awarded. This is set out in the *Standard and Assessment Plan* (as published by the [Institute for Apprenticeships](#)). The SHU models are illustrated below.

## Model 1

**Only applicable where funding bands are high and at, to near £27,000:**



**Model 2 ...the preferred model and applicable where lower funding bands imply greater focus on work based learning:**



The models show modules of sizes of 20, 40 and 60 credits. A learner's scheduled teaching hours will vary depending on the available funding and faculty business decision based on the SHU Apprenticeship costing model.

Course teams will need to design modules of *introductory*, *subject* and *discipline* specific nature and *specialist* modules for routes within apprenticeship provision, in accordance with mapping to the standard. In terms of learning outcomes and indicative content these may be similar to more standard undergraduate or postgraduate modules. However, they will be written using the **Apprenticeship module template: <https://portal.shu.ac.uk/sites/AQF/cda/Pages/WBLF.aspx>**, which requires specific identification of the relevant knowledge skills and behaviours from the Apprenticeship Standard as well as WBL-based assessment.

In a 20 credit module (for example) there might typically be two assessments.

*The Apprenticeship & Work Based Learning Framework requires at least one of the assessments in every subject-specific module to be a work-based learning assessment.*

At least one assessment in each module should therefore be designed to assess the relevant learning outcomes in the module, but also specifically for apprenticeships, the assessment brief should enable and require the learner to draw on their *actual* work based activities and work situation so that they can relate directly to selected *knowledge skills and behaviours* from the Apprenticeship Standard.

This specific requirement should be reflected within the approach to learning teaching and assessment and be explicitly specified in the SHU assignment brief. Just to emphasise - the brief needs to clarify how the assessment relates to the Apprenticeship Standard. The related assessment activity and LTA briefings should make reference to knowledge, skills and behaviours accordingly.

A key challenge for designing these assessments is perhaps a lack of certainty over what experiences take place in the job role of each individual apprentice in their own work place (and when). Therefore assessments need to be carefully drafted and be sufficiently flexible to ensure all learners have an equal chance to perform and learn from the assessment. Further guidance is offered...

Below is a schedule of key factors that can be used to enhance the WBL element of any assessment. It is not intended that all these options will be taken for each WBL assessment, but that courses should offer a range of WBL-type assessments to suit the development of the range of knowledge skills and behaviours offer variety, inclusivity and enhance engagement.

The following WBL assessment practices can be used in combination and to some extent might be seen to overlap or be expressing different perspectives on the same task. The list is not offered to define practice, but to stimulate development of new ideas and ensure all Apprenticeship modules provide some assessment of WBL activities and support progress to EPA. These approaches can be factored into most assessments without modification of the module.

## **Key Options for Designing and Enhancing WBL Assessment:**

- **Application of KSBs in the actual job role**

The assessed outputs demonstrate how the specialist knowledge / skills behaviours (selected competencies) have been evidenced and developed in the apprentice's own job role. The selected KSBs will be pertinent to the learning outcomes set out in the module descriptor. The learner is given assessment space in which to reflect on, or critique evidence and plan for the development of specific KSBs (past, ongoing or future). This broad approach is present in most of the options below.

- **Reflection and planning from experience(s)**

In respect of reflecting or critiquing the development of competence, the apprentice needs a flexible approach that can include reflection and/or planning to reflect their current situation and snapshot of their experience at that time. Warning: If Apprentices are *required* to conduct an in-depth review of a substantial work-located project, or if a programme of activity is assumed to have taken place, this could create barriers to progression as some apprentices may not be in a position to succeed. Build in sufficient flexibility and also planning across the course team, including WBL Coaches, so that employer-located projects can be planned and secured in advance. Where the planned activity is core the apprenticeship standard this should be less of a concern, but planned for regardless.

- **SMART planning linked to three-way-reviews**

The assessment brief should normally require an element of future planning (possibly appended in tabular form using [SMART](#) action planning). It might be useful to relate the brief to the ongoing process of three-way review to demonstrate that this is taking place and draw from emerging development plans and three way review, also strengthening the employer's awareness of how assessment is adding value and future impact that is of relevance to the employer. [STAR](#) is an increasingly popular method as well.

- **Peer interaction and comparison**

The assessment brief should require or utilise some direct liaison by the apprentice with other staff in their business or organisation, including peers and stakeholders in the employer. In addition this could include shared discourse with peers on their apprenticeship programme to share and compare practice. This approach is particularly valuable to help address inconsistencies in employer practice and variation in the apprentice's access to relevant experience. NB. A more ambitious approach, or perhaps an extreme intervention reserved for at-risk apprentices might be rotation and shadowing in different organisations (secondment).

- **Using theory and formal guidance to evaluate practice**  
For degree-level learning it is valuable to compare and evaluate theory, law or other learned knowledge to elements of practice and challenges facing industry and practitioners. The assignment brief could include a requirement to review and reflect on, evaluate and critique their organisation and sector guidance, policies and practice, relating that to specific knowledge skills and behaviours set out in the standard and having reference to any professional, statutory or regulatory bodies. There may also be grounds to explore emerging research and socio-economic or political factors. The learner can use their knowledge from these sources to review and evaluate their own practice, or develop a critical review of their own organisation, or a specific project. Beyond this the learner might make recommendations for development in the organisation or for the sector (see below section on "Employer input and review of impact"). If nothing else this assessment activity should inform action panning for the apprentice's own development.
- **Challenge theories, policies and assumed knowledge**  
If previous stages of learning and/or assessment have been based on a scenario approach, or illustrative material (rather than actual work place experience) then consider if the WBL Assignment can ask the apprentice to make comparison of the scenario to their own lived reality or parameters they can identify in their own work place and the sector they are working in. They might use their work environment to contextualise, review and critique the model or artefact provided in an earlier part of curriculum. Ask the apprentice to evaluate their experience and whether it confirms, or challenges theoretical models, policies, or assumed knowledge - what have they experienced that gives them a more critical view of established political, legal and theoretical frameworks?
- **Review of a technical, or professional event, or activity**  
Work based learning assessments present excellent opportunities to develop technical awareness and understanding, or further professional values, behaviours and competence. Whilst the long term benefits of developing reflective meta-learning skills and reflexive practitioner behaviours are of high value, a WBL assessment can be very effective to tackle and demonstrate (or evidence) the development of *technical* skills, by describing, analysing and evaluating the success and/or failure of events. An apprentice assessment brief might also ask the learner to identify, or generate better solutions to achieve business, or operational outputs that are directly connected with the employing organisation, the sector and specific KSBs in the apprenticeship standard.  
Whilst such reviews should be authentic and respect employer confidentiality, they might also offer opportunity (with employer consent) to celebrate success.
- **Employer input and review of impact**

Seek to include employer feedback, regarding impact, or opportunities to improve. The challenge, or application of theory tackled in the module (possibly in assignment 1) might be a strong focus for development of higher level skills and behaviours that match to the standard and are reviewed in assessment 2 of your module. In setting the brief a range of options might be appropriate to give the apprentice the flexibility to draw on their experience (or future plans) at that time in their apprenticeship. If there is an emphasis on forward planning then this can be taken forward in the process of three way review, action planning with the WBL Coach and captured in the E-portfolio. Think beyond the boundaries of the module credits. Is this a module in which to practically complete a three way review through the brief you set and requirements for appended employer input and SMART planning?

*NB. Course Leaders should ensure this happening at least once in each year of study- see SHU Delivery Guidance.*

- **Build in artefacts and evidence to support KSBs**

It is valuable to include (possibly append) evidence of engagement from three way reviews, or require that focus during the running of the module (and inform the WBL Coach that this is happening). Where the apprentice's line manager (WBL Mentor in the workplace) has provided feedback and action planning through three way review this can be a valuable source for higher level reflection, further planning and critique of issues. Consider therefore, what artefacts might be required as appendices, or embedded objects in the submission. Sometimes it may be valuable to reflect on progress and critique theories of learning that have relevance to the learning outcomes and knowledge skills and behaviours outlined in the module descriptor. Ideally the Apprentice will be able to reflect on impact of their own (or other's) projects and practise against a theoretical framework. It is worth keeping this element flexible if there is variable reliability of apprentice work based experience in the specific subject area.

- **Build in practice opportunities for End Point Assessment**

Where possible and agreed with the course design team and Course leader, use assessment methods that enable preparation and practice for the Apprenticeship End Point Assessment, or support the development of the E-portfolio and achievement of other gateway requirements. Be careful that you do not assess work that the apprentice might need to take to End Point Assessment. In some instances this might be deemed as double assessment of one piece of work (check with the Course leader and Apprentice Lead in your area). They should direct you towards the End Point Assessment and come to an agreed approach to support preparation (practice!) for the EPA.

- Consider opportunities for apprentices to engage with consideration of: British Values <https://www.youtube.com/watch?v=U9cqHsiE0vM>; and Equality and Diversity <https://blog.s.shu.ac.uk/ip/inclusive-assessment/>

Apprenticeship Programmes are funded using public money and it is the Government's intention that a set of Core British Values can be woven into the curriculum for any level of apprenticeship, also bearing in mind the University's obligation to comply with the rules around free speech <https://www.shu.ac.uk/about-us/governance-and-strategy/governance/freedom-of-speech> Your assessment might not respond directly to all of the above, but where the assessment requires some engagement with any professional or general behaviours, values, ethics and development opportunities, there may be some opportunity to highlight those links in some element of the submission requirements (see illustration below).

- **Supporting the development of English, Maths and ICT skills**

From an Apprenticeship perspective the advancement of English and maths and ICT skills (often referred to collectively as functional skills) is seen by the ESFA, OfSTED and policy makers generally as a fundamental requirement of provision (our delivery). These are elements of our curriculum that are often in-built. WBL Assessments are an opportunity to highlight this good practice and be specific to the learner about where their opportunities to develop, apply and gain feedback for further development are available within the curriculum.

Very often we find good evidence of this practice and the use of written English or mathematical application might be apparent in the assessment criteria and therefore the summative feedback that follows. In some modules these functional skills might not be specific to the learning outcomes, but very much present. In other modules they may be less central to the core content, but the quality of the learners submission will often depend on the learning and application from other modules and so that should be made clear to the learner as a form of feedback / feed-forward and target setting at three-way reviews.

- **IMPORTANT: Negotiation of relevant experience (in advance):**

Your approach to assessment might depend on the existence of a previous experience. This might enable a reflective and critical review of learning and impact. In this case, the module leader should work with the design team, Course Leader and other stakeholders to specify the scope of that work based experience. This can then be specified in the Commitment Statement mapping document (in the employer column) as an *expectation* of the employer and work based mentor (typically the line manager). This requirement can be set out in the Commitment Statement through the mapping document and communicated to the Course Leader and SHU Work

Based Learning Coach to support the negotiation of that experience in the work place (3-way progress reviews). This will be easier for some *core* KSBs than others though in theory all should be possible. It will also be easier to negotiate this experience through three way reviews if the assessment activity is taking place *after* the first year of the apprenticeship or later stages. SHU Work Based Learning Coaches will need to be clearly briefed on the requirements so they can pursue a clear WBL action plan to facilitate the assessment.

- **Capture of technical competence for job role (e.g. pass fail element)**

Some apprenticeship delivery requires a very focussed progression of technical skills, for example in clinical practice, or engineering fields, where developing professional behaviours and competency has to be underpinned by more fundamental technical, safety, or other requirements as specified by professional bodies, and/or regulatory frameworks.

Therefore it may be appropriate to include assessments in the degree apprenticeship that act as checkpoints to ensure that mandatory technical learning is appropriately captured. This is sometimes referred to as meeting *gateway* requirements. These requirements are usually well known in the respective professions and disciplines. It may be appropriate to design in these stop/go gateways to ensure those work place activities are in place. Often it makes sense to combine a pass/fail element of assessment with a deeper critical review of professional ethics, behaviours or similar.

## **In summary a checklist of options to consider for WBL Assessment:**

- Application of KSBs in the actual job role
- Reflection and planning from experiences
- SMART planning linked to three-way-reviews
- Peer interaction and comparison
- Using theory and formal guidance to evaluate practice
- Challenge theories, policies and assumed knowledge
- Review of a technical, or professional event, or activity
- Employer input and review of impact
- Build in artefacts and evidence to support KSBs
- Build in practice opportunities for End Point Assessment
- Consider opportunities for apprentices to engage with consideration of British Values ([link](#)) and Equality and Diversity ([link](#))
- Negotiation of relevant experience (in advance)
- Supporting the development of English, Maths and ICT skills
- Capture of technical competence for job role (e.g. pass fail element)

NB. A genuine WBL assignment will typically facilitate learning and help generate and identify evidence by combining options from the above checklist, though will rarely require or enable all of the above. This is a matter for module leaders to design the best fit for the Learning Outcomes and related KSBs for their module. The Course Leader should ensure variety, interest and opportunity for each learner to take ownership of their own progress and achievement of targets, working with SHU WBL Coaches.

Two illustrative Assignment Briefs are offered in Appendix 2, below to show how some of these WBL assessment practices can be combined in ways that allow all learners to negotiate and perform in assessment that supports progress towards full KSB achievement for EPA.

Finally, look out for ways to use submissions to celebrate success both within the university and (with consent) in competitions and marketing.

## **Appendix 2: Example and Illustrative WBL Assignment Briefs**

### **Example 1: From Occupational Therapy Degree Apprenticeship**

#### **Assessment Brief 2018/19**

**Module Title:** (Apprenticeship) Factors Influencing Occupational Performance

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**Code:**

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**Level:** 4

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**Credits** 20

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**Module Leader/**

**Assessment** Annette Trehern-Walker

**set by:**

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**B**

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**Mode of submission:** This assessment should be submitted electronically via the assessment link on Blackboard.  
Your submission should be referenced using the APA referencing, 6th Edition. Guidance on how to do this is available on the library gateway: <https://libguides.shu.ac.uk/referencing>.  
Please use the assignment template as provided on blackboard.

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**Task details and instructions:** To meet the module learning outcomes, you are required to produce a 2,000 word written assignment/resource which incorporates the following:  
Based on a chosen case study from work (or placement) you will complete an activity analysis on an occupation that is of importance to this individual. This activity analysis will concentrate on the different systems that make up the body. You provide detail about the challenges/alterations this person experiences in performing the occupation as a result of their health condition.

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From this you will expand and apply one occupational therapy theoretical model and describe the impact the health condition is having on the person's life now and in the future. Your description includes both the physical and mental health aspects of this impact. Depending on the individual and the occupation you will focus on either self-care, leisure, or productivity.

You have to liaise with your work-based mentor or placement educator to decide on your case study. This may involve gaining consent from this person. Guidance on how to go about this is available as part of the module.

You will share your work with your peers. This will allow you to develop a broader understanding of the different ways in which health conditions can affect individuals. As well as provide you with insight in other occupational therapy theoretical models and how these can be applied in practice.

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<b>Module learning outcomes:</b>	<p>On successful completion of this assessment, you will be able to:</p> <p><b>Module Learning Outcomes</b></p> <ol style="list-style-type: none"><li>1. Analyse an occupation and describe how human systems interact to enable occupational performance</li><li>2. Describe how the environment can impact on an individual's occupational performance.</li><li>3. Describe how the changes in a person's health &amp; well-being can impact on occupational performance across the lifespan.</li><li>4. Reflect on your knowledge relating to occupation and the human systems and identify a minimum of two actions to continue your learning.</li></ol>
<b>Guidance linked to grid</b>	<p>Marks for your assessment will be allocated based on how well you apply the following aspects from the apprenticeship standard. Grading will take place on the level 4 course work criteria (attached).</p> <p>The <b>fourth</b> learning outcome forms part of your ongoing development and this is not assessed as part of this module, but is part of your portfolio for the course. The actions from this module will form the basis of discussions about your progression with one or more the following people: work-based mentor, academic advisor, placement educator. Failure to engage with this might result in a delay in acceptance on the end point assessment.</p>

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<b>Subject Knowledge and Understanding</b> Analysis and use of activities and occupations as therapy.  The effects of occupational dysfunction on individuals and the importance of restoring and facilitating opportunities to achieve health and wellbeing through occupations.  Identification of the nature and level of occupational need and application of a relevant occupational therapy model to help address this.
<b>Intellectual Skills:</b> including understanding, judgement, analysis, evaluation and synthesis  Understanding of the importance of occupation to the person. Understanding of the impact of occupational disruption on the individual and direct environment. Understanding the importance of restoring occupational opportunities. Understanding the structure and function of the human body and mind and the impact of dysfunction on this. Understand the functional nature of human beings.
<b>Subject specific skills and application to practice</b> Activity analysis and grading.  Impact and modification of the environment to build peoples abilities and enhance occupational performance.
<b>Transferable skills:</b> including communication, presentation and organisation, dissemination  Your resource has to be organised logically. You need to follow the correct method for referencing.

**Weighting** This assessment is worth 100% of the overall module mark.

**within module:**

**Word count/ duration (if applicable)** The assignment should be **2,000 words in length**. This word limit relates to the word count given by the word count tool in Microsoft Word and should be **included at the end of the document before the reference list**. **Work that is >10% over the word limit will be penalised by 10% of the available marks, i.e. you would lose 10 marks on this assessment task**. Note that all text apart from the list of references at the end of a document is included in the word count.

**Formative Feedback** To support your completion of the assessment process you are offered the opportunity to seek feedback from a named member of the module teaching team on an outline of your assignment.  
Course leader: Annette Treherne-Walker

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Module Teaching Team: Petra Klompenhouwer & ....  
You will have the opportunity to discuss your work with module tutors and your peers. A draft outline can be submitted for formative feedback a date for this will be specified during the module.

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<b>Marking</b>	Marks will be awarded for each of the following assessment grid domains: <ul style="list-style-type: none"><li>• Intellectual Skills <b>30%</b></li><li>• Subject specific skills and application to practice <b>30%</b></li><li>• Subject Knowledge and Understanding <b>30%</b></li><li>• Transferable Skills <b>10%</b></li></ul> <p>You should consult your Blackboard Module site for detailed grade or mark descriptors.</p>
<b>Feedback arrangements:</b>	You can expect to receive feedback within 15 working days State the date feedback will be available and in what format students can expect to receive feedback. All marks and feedback are internally moderated and a sample is seen by the external examiner - please name EE
<b>Support arrangements:</b>	You can obtain support for this assessment .... You can arrange to meet your module leader, or Annette Trehern-Walker.  <b>Annette can you put your contact details</b> Academic writing skill workshops are available through the skills centre. Details of how they can support you are available here:  <a href="https://blogs.shu.ac.uk/skillscentre/?doing_wp_cron=1550495438.0900950431823730468750">https://blogs.shu.ac.uk/skillscentre/?doing_wp_cron=1550495438.0900950431823730468750</a>  <b>Library Services</b> There is a wealth of information and support available from the learning centre. Details of how they can support you are available here: <a href="https://library.shu.ac.uk/index.html">https://library.shu.ac.uk/index.html</a> . <b>Academic Misconduct</b> Academic misconduct is any action, attempted action or omission that may result in you gaining an unfair advantage over other students in an assessment, where there is evidence to demonstrate that your actions or behaviour arose from an intention to deceive the marker. It is a breach of the Code of Academic Conduct and as such

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will be investigated under the Academic Conduct Regulation. It is a serious matter and has the potential to result in a number of sanctions which could impact on your ability to progress academically. Further information on misconduct can be found by typing “Academic Misconduct” into the search tab in Blackboard.

### **Breaches of confidentiality and unethical practices**

The University takes this very seriously and failure to follow confidentiality, anonymity, or follow research ethics protocols can result in a student having to go before an Academic Conduct Panel. You must not disclose the name of any patients/ service users, Trusts or other organisations, personnel or disclose any information that would mean an organisation, service or person can be identified.

### **Assessment Information**

If you have any questions about assessment rules, you can be found by typing “Assessment Regulations” into the search tab in Blackboard.

### **Extensions and exceptional circumstances (RRAA)**

If personal exceptional circumstances may have affected your ability to complete this assessment, you can apply for a 10 working day extension. Further information on how to do this can be found by typing “Extension” into the search tab in Blackboard.

### **Who to contact**

If you have any queries about this assessment, please contact Module Leader the module leader in the first instance.

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**Reassessment:** The **minimum pass criteria for this module is 40%.**

If you do not achieve the minimum pass criteria for the module 40% you are entitled to a referral at the end of the module.

If you are referred you will be given one final attempt / date for resubmission, after the assessment board has ratified the mark.

The maximum overall mark you can be awarded in a referred assessment task that you pass is 40%. Resubmission will be a re-work of your original assignment.

Failure to achieve 40% on the second attempt will result in withdrawal from the programme.

	<b>Subject Knowledge and Understanding</b>	<b>Intellectual Skills:</b> including understanding, evaluation and judgement	<b>Subject specific skills and application to practice</b>	<b>Transferable skills:</b> including communication, presentation and organisation
<b>Weightings</b>	30%	30%	30%	10%
<b>90 - 100 Outstanding</b>	The work demonstrates an outstanding level of subject knowledge based on broad and extensive reading well beyond core texts.	The work demonstrates an in-depth interpretation and understanding of the knowledge base with examples of outstanding debate, evaluation and judgement.	The work demonstrates a range of very effective responses to given problems applied to practice, some of which demonstrates innovation and considerable insight/ reflection.	Organisation and presentation is outstanding and all guidance has been followed. Sentence structure and grammar indicate a high level of skill.
<b>80 - 89 Excellent</b>	The work demonstrates an excellent level of subject knowledge based on broad and extensive reading well beyond core texts.	The work demonstrates an in-depth interpretation and understanding of the knowledge base with examples of excellent debate, evaluation and judgement.	The work demonstrates a range of effective responses to given problems applied to practice, some of which demonstrates innovation and insight/ reflection.	Organisation and presentation is excellent and all guidance has been followed. Sentence structure and grammar indicate a high level of skill
<b>70 - 79 Very Good</b>	The work demonstrates a very good level of subject knowledge based on broad reading beyond core texts.	The work demonstrates a detailed interpretation and understanding of the knowledge base with examples of very good debate, evaluation and judgement.	The work demonstrates several effective responses to given problems applied to practice, some of which demonstrate insight/ reflection.	Organisation and presentation is very good and all guidance has been followed. Sentence structure and grammar indicate a very good level of skill
<b>60 - 69 Good</b>	The work demonstrates a good level of subject knowledge based on some reading beyond core texts.	The work demonstrates a detailed interpretation and understanding of the knowledge base with examples of good debate, evaluation and judgement.	The work demonstrates a good response to given problems applied to practice, some of which demonstrate insight/ reflection.	Organisation and presentation is good and all guidance has been followed. Sentence structure and grammar indicate a good level of skill

<b>50 - 59</b> <b>Competent</b>	The work demonstrates a competent level of subject knowledge mainly limited to core texts	The work demonstrates a competent interpretation and understanding of the knowledge base with examples of good debate, evaluation and judgement.	The work demonstrates a competent response to given problems applied to practice, some of which demonstrate insight/ reflection.	Organisation and presentation is competent and all guidance has been followed. Sentence structure and grammar indicate a good level of skill
<b>40 - 49</b> <b>Satisfactory</b>	The work demonstrates a satisfactory level of subject knowledge based on reading of core texts	The work demonstrates a satisfactory interpretation and understanding of the knowledge base with some examples of debate, evaluation and judgement.	The work demonstrates satisfactory response to given problems applied to practice. Insight/ reflection is not always evident.	Organisation and presentation is satisfactory and guidance has been generally followed. Sentence structure and grammar indicate a satisfactory level of skill
<b>30 - 39</b> <b>Inadequate</b>	The work demonstrates an inadequate level of subject knowledge. Limited or no evidence of independent study.	The work demonstrates an inadequate interpretation or understanding of the knowledge base with limited or no examples of debate, evaluation and judgement.	The work demonstrates an inadequate response to given problems. It is not applied to practice and insight/ reflection is not evident.	Organisation and presentation is inadequate and guidance has not been followed. Sentence structure and grammar indicate an inadequate level of skill
<b>0 - 29</b> <b>Poor</b>	The work demonstrates a poor level of subject knowledge. No evidence of independent study.	The work demonstrates a poor interpretation and understanding of the knowledge base with no examples of debate, evaluation and judgement.	The work demonstrates a poor response to given problems. There is no application to practice. Insight/ reflection is not evident.	Organisation and presentation is poor and guidance has not been followed. Sentence structure and grammar indicate a poor level of skill

### **Illustration 1:**

**Course:** **BSc in Rocket Science**

**Apprenticeship:** **Rocket Scientist**

**Module:** **Launching a Rocket, Level 4**

**Assignment 2:** **Launching Rockets in Practise - Critical Review**

### **Introduction:**

During this module you will have already covered the theory of how to prepare, conduct and review the *launch* of a rocket off the ground and through the atmosphere into the post launch phase of the rocket journey.

The first assignment asked you to prepare a structured report (for a private sector investor/client) on the key steps in rocket launch according to NASA. You have provided a critical review of how this practice has evolved over the last twenty years as a result of developing technology and how this was influenced by major aerospace incidents, including disaster response. You will have received feedback on the depth of your understanding and the clarity with which you have communicated to a client in that scenario.

Assignment 1 was particularly aligned to the following Knowledge, Skills and Behaviours:

- K3: Understand how international regulations apply to rocket launch, flight and landing
- K7: Be familiar with the technological options for controlling launch pad
- S6: Be able to review previous logs, data and reports in order to propose solutions and plan for future launch
- B12: Demonstrate diligence in reviewing process and practice to support safety and success in all stages of rocket flight
- B13: Have a solutions-focussed mentality

This second assignment requires you to build on your progress against the above knowledge, skills and behaviours (KSBs), by relating it to your own practice in the work place. Because this is a level 4 module, we are asking you to look flexibly at practice around you, reflect on your involvement to date (or knowledge of practice in your organisation and in the sector) and complete the assignment with an initial action plan to identify future opportunities to engage in contemporary launch-pad process and innovation. Assignment 2 will therefore build on the above KSBs, but also help you to recognise and plan competency for the following:

- K8: Know your organisations processes and review their effectiveness, to influence management, and technical development.
- S7: Communicate outcomes from flight activity in order to focus on key risk rectification procedures, in line with international standards.

## The Task

The task can be broken down into 4 key aspects:

- Identify your organisation's policies and procedures for launching rockets and conduct a review of how these compare to NASA current guidelines - Explain how your organisation keeps up to date documentation and disseminates changes to its staff. Discuss as well, whether all staff in your organisation are given the same opportunity to keep their skills and knowledge up to date.
- From your own previous or current experience, or alternatively through interviews with key staff in your organisation reflect on the way that past events outside the organisation have had an impact on the current state of play and practice in your work own specific work environment.
- Analyse a recent launch review document from your organisation and consider how this relates to the KSBs in your apprenticeship standard. Determine and critique how well the launch review document enables you and your organisation to continuously improve.
- Having summarised your key learning from the above, include a table of SMART targets for your future development in relation to all KSBs included in your submission and submit that to your WBL coach in advance of the next three way review. Ensure you have agreed these in draft with your work based mentor, so they are ready for sign off during your next three way review of the relevant KSBs. Append your SMART table and use approximately 300 words to evaluate the feasibility of your plan.

## Word Count and Presentation

You should consider presenting your work using illustrations, graphs tables and diagrams as well as structured written text. All extracts should be clearly labelled and referenced. There are no limits on what you append, but for guidance go for about three to four sides of legible artefacts and evidence, that might also appear in your e-portfolio. Your SMART table should be appended and will be excluded from the word count (3000 words in main body).

Your structure is up to you but be sure to cover the four elements of the task and clearly cross reference the materials in the Appendix. You must use Harvard referencing.

(etc.)

## Deadline - See Blackboard / Assignment Schedule [!]

## Feedback

You will receive marks according to clear judgements using the assessment grid below and written notes on your critical review, within three weeks of submission.

You will also receive further review of your SMART targets in your next three way review with your work based learning coach and thereafter in preparation for EPA.

Your submission will remain confidential within the University's marketing and QA procedures, not to be shared further without your consent.

### Assessment Grid (The assessment criteria are equally weighted)

Fail (<40%)	Pass (40-59%)	Merit (60% to 69%)	Distinction (70% +)
<b>Policy Practice and Development (<i>INSERT KSBs</i>)</b>			
Fail to demonstrate a clear understanding of how your organisation's policies, procedures and approach to improvement relate to international standards and the needs of staff	You demonstrate an acceptable level of understanding, but going forward you need to develop further insight into how <b>policies, procedures and practice</b> should sustain safe and effective launch activity, acknowledging the importance of <b>equal access</b> to training and development.	You demonstrate a clear and applied level of understanding, including how policies, procedures and practice sustain safe and effective launch activity, critically reflecting on the importance of equal access to training and development.	You demonstrate an excellent level of understanding, including how policies, procedures and practice could better sustain safe and effective launch activity, offering improvements for equal access to training and development.
<b>Reflective Capability (<i>INSERT KSBs</i>)</b>			
You do not properly engage with specific experiences, nor secure useful views from your peers at work and have not identified the impact of your organisation's current practice in your work context	You have conducted basic <b>reflection of previous experience</b> , and engaged with peers to better understand the impact of previous events on your organisation's <b>current practice</b> , with reference to your own area of practice	You have carefully reviewed previous experience and your peer's perspective(s) to demonstrate a good understanding of how events have shaped your organisation's practice, specifically exploring the impact on your own area of practice	You have critically analysed previous experience and your peer's perspective(s) to demonstrate an excellent, applied understanding of how events have shaped your organisation's practice, specifically evaluating the impact on your own area of practice
<b>KSBs for Launch Review</b>			
You have not demonstrated an understanding of the purpose of launch review and do not demonstrate how this relates to development of knowledge skills and behaviours in your Apprenticeship Standard.	You have demonstrated a basic <b>understanding of the purpose of launch review</b> and made adequate connection to the <b>development of knowledge skills and behaviours</b> in your Apprenticeship Standard.	You have demonstrated a good understanding of the purpose of launch review, identified your own development and conducted applied action planning for related knowledge skills and behaviours in your Apprenticeship Standard.	You have demonstrated an excellent, interpretive understanding of the purpose of launch review, and collected strong evidence of your development and/or developed clear purposeful action planning for your development.

## **Resources and Reading**

- Rocket Scientist Apprenticeship Standard and Assessment Plan, IFA 2024
- Work-sourced procedural documents
- Feedback from Assignment 1
- A work-sourced launch review document (or exemplar on Blackboard site if necessary)
- Conducting Action research / interview techniques, etc.
- SMART targets - On-line resource: .....
- Reading list On Line:
- Support from your Work-place mentor - (see three-way review template)
- Procedure and practice for Successful Launch, Billington T, 2022
- NASA's International Standards for safe Launch practice (!! ) (not a real document!)

## **Illustration 2:**

**Course:** MA Getting through life  
**Apprenticeship:** Being a person  
**Module:** Commuting  
**Assignment 2:** Leaving home in the morning

### **Introduction:**

During the first year of your apprenticeship course you will have explored the principles of good organisation and reliability as key traits (competencies) that underpin certain definitions of success in modern society. We also considered whether a more laissez faire approach to life can be considered of value when quality of life is positioned away from capitalised KPIs for success and instead focussed on alternative paradigms for measuring happiness and worth, though noting significant potential consequences of unstructured living.

In this module we are focussing on key knowledge skills and behaviours associated with the ability to *get to work (or other commitments, including care and/or voluntary activities) on time*. In your first assignment you covered transport options and work patterns against the context of work life balance. In this Assignment 2 of the module you are asked to look more closely at the skill of getting out the house on time and some of the key underpinning factors for succeeding in *prompt departure*, whilst ensuring the quality of that departure can be maintained with reference to other factors including:

- Identifying a target departure time and planning ahead
- Personal experience in leaving the house, including relaxation, personal hygiene and self esteem
- The experience of others and how to gauge this
- Quality of preparation for the day ahead and further activities beyond the working day

### **The Task**

For this assignment you will work in *action learning sets* within seminars to compare your own experience and challenges with the experiences and reflections of other apprentices. This will ensure you have an appreciation of the wider context that others must work in and the specific challenges we each face in our relative life-roles.

Through these focus group sessions and your own research you should enhance your reflection on your own recent experience and practice and prepare for an action plan (See Assignment 2 later in this module - available on Blackboard).

Areas you may wish to consider for preparatory your discussions and reflective review:

- The role of reflection on previous experience (the learning cycle)
- Your skills scan and commitment statement to be aware of your starting position
- Key related outcomes from your 360 degree appraisal (see induction)
- Planning and preparation the night before
- Learning from peer interviews and reflection.
- The role of modern technology to support timing, e.g. Travel Apps.
- Project Management Principles (see feedback and resources from previous Module)
- Stakeholder engagement principles (as above)
- How your behaviour impacts on others, giving specific consideration to shared, or disparate values (ideally using a reflection from your own or another's shared experience - ideally comparing experiences and how these can be positioned against appropriate value frameworks).
- Finally, identify up to three key learning points which you are able to translate into plans using a SMART methodology and prepare to discuss these in your next three way review. In particular have regard to how any changes in your approach might have an impact on your stakeholders and be prepared to express this as a Specific, Measurable, Attainable, Relevant and Time-bound Target.

## **Support and Celebration of Achievements**

During the final three weeks of the module you will be asked to showcase your best achievements in leaving home no time. You must use the template on Blackboard for this and append it to your submission. You should reflect on how that experience helped you to develop your capabilities as a human and with your consent we may ask to share your case-study.

## **Feedback**

There will be a focus supporting the development of English, Maths and ICT skills

## **Word Count and Presentation**

- 2500 words + appended material.
- There is no prescribed format for this reflective piece, but you are encouraged to use a range of software to demonstrate your increasing competence in using a range of packages to improve your communication skills including standard of written English and ability to calculate travel times allowing for risk of delay and travel time sensitivity.

### Assessment Grid (The assessment criteria are equally weighted)

	Fail (<40%)	Pass (40-59%)	Merit (60% to 69%)	Distinction (70% +)
Impactful reflectivity as applied to your own and other experiences	etc.			You have demonstrated excellent <b>self-awareness</b> , drawing on relevant <b>experiences</b> and made insightful comparison with other <b>contexts and values</b> .
Understanding and Application of Project Principles, including Stakeholder Analysis	You have failed to apply project management principles to the specific task of departing on time.	etc.		
Application of reflection to generate SMART plan		You have been able to identify how past experience and review can help generate some meaningful forward planning with sufficient elements of SMART methodology	etc.	
Quality of communication, including range of presentation methods and clarity of expression	etc.		You have integrated a good variety of techniques in an effective way to assist with a clear review and well communicated forward plans.	
Application of maths skills to travel itinerary				You have shown excellent progress in the application of your maths skills to a specific travel challenge.