

**Sheffield  
Hallam  
University**

# **APPRENTICESHIP DESIGN AND DELIVERY**

**Supplementary Guidance:**

## **ASSESSMENT FOR KSB DEVELOPMENT**

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This document provides supplementary guidance and information to support the implementation of Scheme D.

This may include design and delivery considerations and advice on best practice to delivery high quality apprenticeships within the specific quality assurance and funding compliance parameters that apply.

This specific Supplementary Guidance relates to Assessment design and delivery for the Development of Knowledge Skills and Behaviours (*Assessment for KSB Development*)

# ASSESSMENT FOR KSB DEVELOPMENT

## I. INTRODUCTION

This document provides guidance on how to set Assessment for the Development of Knowledge Skills & Behaviours (AD-KSB) (a bit like “assessment for learning” but aimed at Apprentices. The End Point Assessment is the point at which KSBs will be *synoptically* assessed. All on Program modules should include assessment that directly *facilitates* the development of KSBs. Consider an approach that creates stepping-stones to competence, rather than hurdles. The OfSTED Education Inspection Framework provides for the judgement of Apprenticeship Training Providers like SHU on the *quality of education* taking into consideration (extracts):

Figure 2a and 2b: OfSTED Education and inspection Framework - Extracts Pertaining to KSBs

- *The provider’s curriculum, which embodies the decisions the provider has made about the knowledge skills and behaviours its learners need to acquire to fulfil their aspirations for learning, employment and independence.*
- *The way teachers teach and assess to support learners to build their knowledge and apply that knowledge as skills.*

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- *The way teachers teach and assess to support learners to build their knowledge and apply that knowledge as skills.*

## 2. TRAINING PLAN BREAKDOWN

Linked to the OfSTED position are the requirements of the Education & Skills Funding Agency (ESFA) to generate a “*Training Plan*” to be signed by the University, the Employer and the Apprentice prior to the start. The Training Plan is set by SHU and is agreed with every employer during onboarding. The Training Plan Breakdown states for *every module* what the Employer is required to do **before, during and after each module**. This will enable the learning and assessment that will guide the development of KSBs for each module and collectively support the Apprentice’s readiness for End Point Assessment (EPA). The Training Plan is now a key device to support a positive student experience by clarifying the employer support.

The Training Plan also embeds our intentions for the Apprenticeship Essentials (listed in the key diagram above).

Employers will provide a range of relevant experiences from which the apprentice can reflect, develop, plan and gain evidence of the KSBs, as set out in the Training Plan Breakdown. SHU will provide learning opportunities of related theory and practice and we will design assessments that draw on the experience of the learners to promote further experiential development.

Figure 3: Explanation of Before, During and After

### **Before:**

These activities should enable the learner to explore relevant work-place practice in preparation for the module learning teaching and assessment, for example by working with fellow practitioners on related projects, or for example, by investigating policies and procedures applicable to their organisation and sector. It may also be helpful to require the employer to plan experiences to take place during the module. These are designed by SHU with reference to KSB mapping and Apprenticeship Essentials.

### **During:**

These employer-led activities should provide immediacy of learning to enable active reflection on the KSBs during and connected to the themes of the module, the indicative content and in preparation for the assessment, for example Apprentices continuing to work on key duties and further engagement with key organisational stakeholders in their organisation. This should facilitate the use of [STARE](#) analysis to support critical review as part of an assessment during the module.

### **After:**

These activities, again led by the employer in accordance with the Training Plan, should build on the learning from experience as explored through the module assessment. The employer-led activities should enable further development of KSBs in the workplace and engagement with Apprenticeship Essentials. This should include further [SMART](#) target setting. Further development should be supported through a combination of future modules and the (tripartite) Apprenticeship Progress Reviews (APRs) conducted with the SHU Work Based Learning Coach and employer mentor.

## I.3 PRINCIPLES FOR GOOD PRACTICE

- The Assessment requirements should capitalise on the employer-led activities set out in the Training Plan (for the relevant module).
- Level 4 needs to include the [Starting point Exercise](#) at the beginning of the programme. Assessment should capitalise on this exercise and capture evidence of impact. Appendix 2 includes a case study Assignment Brief.
- At each level/stage of study a specific *project* module (typically 40 credits) should optimise KSB development through a project approach, i.e. a specific project/or stream of practice is set up in the work place and the learning from that key experience is evaluated and the learner's critical review is assessed by SHU. This should focus on impact and development of KSBs. The grade should relate to the Apprentice's ability to critically reflect and plan for future development rather than the quality of experience itself (which is to some extent beyond the direct control of the Apprentice).
- At each level / stage of study a long thin Personal and professional Development (*portfolio*) module (typically 20 credits at Undergraduate) should include an assignment brief which enables the Apprentice to evaluate their progress in compiling evidence of KSB development in the context of their starting Point and overall target of End Point Assessment. Assessment grades should focus on the apprentices understanding of their progress and the meaning of the KSBs in a professional context, whilst encouraging a pro-active approach to career development. Therefore, apprentices will not be judged on the employer's support, but interventions can be flagged.
- Assessment enables the Apprentice to use and reflect on their understanding of the [Apprenticeship Essentials](#):
  - On-Boarding (including the Starting Point Exercise and subsequent reviews of the Skill Scan)
  - British Values
  - Equality Diversity and Inclusion
  - Wellbeing (safeguarding) including community and enrichment
  - Succeeding in Off The Job Training (SMART, STARE, English and Maths Development)
  - Career Development
- In the final stage of the on-programme Apprenticeship a *Gateway* assessment should be used to ensure all requirements of EPA are ready and the Apprenticeship can pass through the Gateway. This should include any items for Gateway stipulated in the Assessment plan for the Apprenticeship Standard, for example:
  - Confirmation of a complete log of Off The Job Training (all apprenticeships).
  - Completion of all mandatory credits and other training if required in the Apprenticeship Standard
  - Confirmation of employer sign-off as may be prescribed in the Assessment Plan for the Apprenticeship Standard

And, your gateway assessment might incorporate (for example):

- **Identification of other practice requirements, for example, a scoped and approved project brief to be undertaken in the EPA period – if relevant this may require employer sign-off**
  - **Final opportunity to practice the methods of EPA including the articulation of their learning in relation to KSBs (or locate this in other modules).**
- *Stepping-stones not abstract hoops!* Completing a Higher/Degree Apprenticeship is a challenging experience. Whilst a degree must offer underpinning theory and promote an autonomous learning journey, apprentices need an assessment that they recognise as *practically valuable*. All assessment tasks should support their development in readiness for End Point Assessment, as the primary objective. A carefully crafted Assessment brief can combine rich theoretical considerations with critical reflection and action planning for the job role.

The next section sets out a baseline approach which can be inserted into any assessment brief, then there is further guidance on related options to adapt and refine the approach to suit the module KSB-learning outcomes that the module is designed to support.

## I.4 OPTIONS TO CONSIDER FOR GOOD PRACTICE

- Identifying the impact and development since the Starting Point Exercise
- 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
- Using experience to 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)

These options are explained in Appendix 1.

Appendix 2 includes illustrations of some good practice.

You can also review the case study of Assessment development that was undertaken for the Senior Leader Apprenticeship here: <https://blogs.shu.ac.uk/wblapprenticeships/wbl-assessment/>

## I.5 A MODEL TO SUPPORT GOOD PRACTICE

All modules, should work from the *Training Plan*, but if there is doubt as to how to set “Assessment for the Development of KSBs”, then the following baseline of practice can be adopted, possibly worth 500 words of the allowance and STARE analysis appended (appendix not included in word count) for example:

... your final reflection should be completed near the end of the module. You should append at least one [STARE](#) form to assist with your concise and impactful summary. You should reflect on the development journey that you have been on, the actions that you have undertaken and the impact that this has had in your workplace and on your career development journey. Using appropriate reflective models and theory, you should aim to reflect on what has gone well, what could have gone better and any learning you can take away from this making specific reference to the knowledge, skills and behaviours that you have been developing. You also need to consider your future career goals and the ongoing development actions required to progress these goals, updating your Training Plan and [SMART](#) targets, prior to final submission.

You may also find it helpful to *consider* the following questions:

- What can you learn from an evaluation of your development in relationship to [British Values](#) and any impact on professional behaviours?
- What can you learn from an evaluation of your development in relationship to [Equality Diversity and Inclusion](#) and any impact on your professional behaviours?
- Does the impact of your reflection offer cause for [celebration](#) or demonstrate a [return on investment](#) from your Apprenticeship?
- Has your experience and reflection led to new perspectives or incidents relating to [wellbeing](#), for example, managing your own stress level and time management or supporting others?
- Do your learning moments represent time spent in development that can support your [Off the Job Training Log](#)?

This approach can be adapted and/or supplemented with other options set out below and expanded on in Appendix 1.

## APPENDIX I: DESIGNING A WORK BASED ASSESSMENT FOR SUBJECT SPECIFIC MODULES

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

### Key Options for Designing and Enhancing WBL Assessment

#### Identifying the impact and development since the Starting Point Exercise

The [Starting Point Exercise](#) is a fundamental plank of the University's strategy to individualise curriculum and recognise the Apprentices development from where they started. This has been recognised by OfSTED for its intention and early implementation. It is important that well-crafted Assessment briefs can deliver on this potential. The main idea is that the work and discussions from the Starting point Exercise can feature as part of a reflective assignment in the first module in which the Apprentice is asked to explore their current professional position and their career aspirations using the Starting Point Grid as a reflective tool alongside theory.

There is an example of an Assessment that achieves this (see example 2 in Appendix 2). In the example, the Apprentice is required to submit the starting point grid in an appendix.

#### 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 planning 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://blogs.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

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.

You can also review the case study of Assessment development that was undertaken for the Senior Leader Apprenticeship: <https://blogs.shu.ac.uk/wblapprenticeships/wbl-assessment/>

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

Commented [MS1]: Will need to relocate the case study

## APPENDIX 2: EXAMPLES AND ILLUSTRATIVE WBL ASSIGNMENT BRIEFS

### Example 1: Starting point Exercise – Evidence of Impact

#### Portfolio –Work Based Learning 3

##### TASK 1 – Portfolio

<b>Assessment Weighting (%)</b>	70%
<b>Mode of Assessment</b>	Portfolio
<b>Word Count or equivalent</b>	2,500
<b>Rationale for Assessment Task</b>	This portfolio will evidence your first steps towards preparation for End Point Assessment, specifically gateway and the online test.  The portfolio will evidence the work you have set in place to gain competence in the KSB's required for the apprenticeship, demonstrate your ability to reflect on your learning journey so far and outline your personal development strategy to enable completion of the apprenticeship.
<b>Type of Submission</b>	Online
<b>Submission Date</b>	Please see <a href="https://msr.shu.ac.uk/urd/sits.urd/run/siw_lgn">https://msr.shu.ac.uk/urd/sits.urd/run/siw_lgn</a>
<b>In-Module Retrieval available for this task?</b>	Yes
<b>Module Leader</b>	Emma Harrison  e mail: <a href="mailto:e.v.harrison@shu.ac.uk">e.v.harrison@shu.ac.uk</a> tel: 0114 225 4620

#### Assignment Specifics

##### Assignment Overview

The purpose of this assessment is to build understanding of the End Point Assessment for your apprenticeship and engage in detailed learning around KSB development.

The assessment will be presented as a portfolio showing activities undertaken through the module to support understanding of an engagement in the apprenticeship. Learners will also be expected to reflect on those activities as well as progress made and future developmental plans.

#### Required Output

The elements outlined below will make up the portfolio. Please note that the emphasis is on your reflection on the evidence provided, rather than the evidence itself.

##### Part 1: Reflection on progress against the Starting Point Exercise (30%)

As part of the first taught session you completed a starting point exercise for use at your first three way review. Reflect on that starting point exercise and consider the following areas:

The three areas in which you were least sure of your skills scan judgement: You put actions in place to find out more about these. Consider the following:

What did you do to find out about these KSB's?

Has your research helped to increase your confidence in your skills scan judgement or changed your judgement and why?

If you were to advise future apprentices on where to get similar information what would tell them?

The three areas in which you were least advanced in your skills scan judgement: Discuss these areas and consider the following:

Outline progress made to build your knowledge of these areas. There was an action plan included in the starting point exercise, you may wish to use this to demonstrate actions and progress.

You could also include a separate Personal Development plan.

It may be useful to use learning theory to reflect on actions and progress in this section.

Aspirations for the programme: In this section you said what you were aiming for in terms of grades. Now you have had a few marks back do you feel you are on track? If not what could you do to reach your target or do you need to re-evaluate your target and why?

Suggested evidence for part 1:

**Starting point exercise** (required)

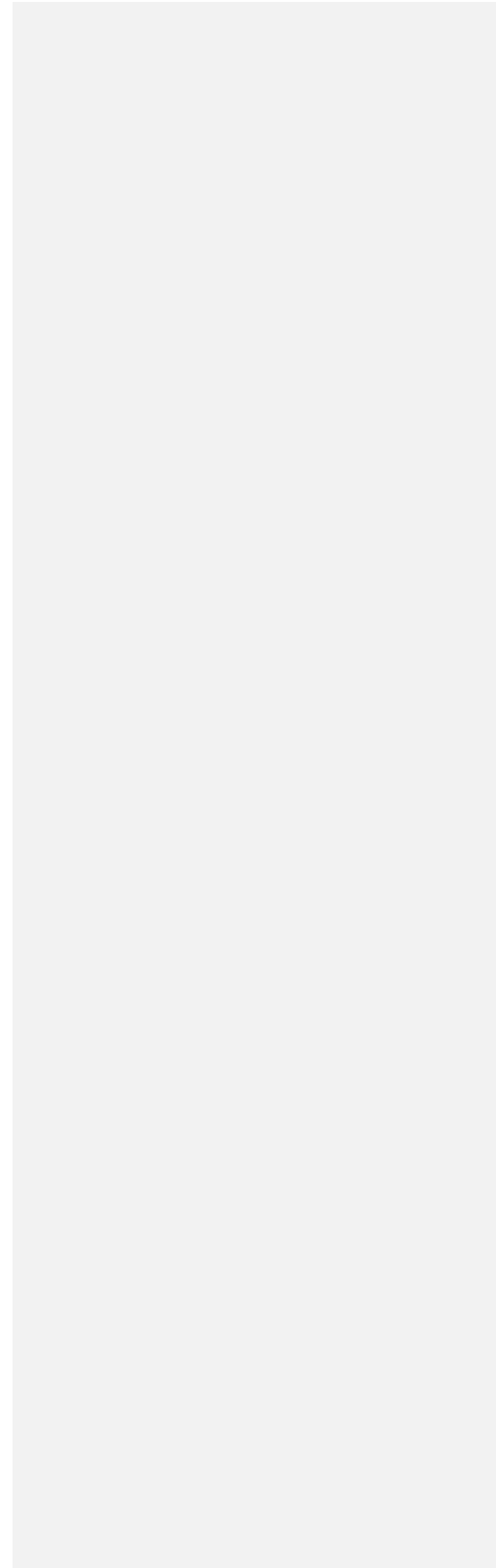
Personal Development Plan

Skills Scan (You may provide more than one to show progress through time)

Three way review form or forms

Work progress reviews

Any other evidence you feel is relevant to your narrative



Part 2: Consideration of the Portfolio of Evidence required to enter gateway (20%)

In order to enter gateway you are required to submit a 'portfolio of evidence' which needs to be signed off by your mentor. You cannot enter gateway without this portfolio. SHU recommend that you collect this evidence through the use of STARE statements. Include at least one STARE statement and discuss which KSB's have you used it to evidence. Evaluate which of these KSB's you feel it best supports and the areas you feel it does not support as comprehensively. Summarise the areas you have yet to evidence in a STARE statement and highlight any barriers to proving your competence in these areas.

Suggested evidence for part 2:

**STARE statement** (At least one required)

Skills Scan

Any other evidence you feel is relevant to this section

Part 3: Health and Safety (30%)

One of the areas you need to prove competence in is Health and safety. This is a knowledge area and skill area regardless of your apprenticeship standard.

- Construction Quantity Surveyor:

Knowledge: Health and Safety

Skills: Health and Safety

- Construction Site Management:

Knowledge: Safe Systems of Work

Skills: Health, Safety and Welfare

Reflect on what you have done to meet the selected KSB's, make reference to at least one learning theory and consider what you have learnt and how this will impact on your future behaviour. Ensure that you differentiate between evidence for the knowledge and Skill area. Finally align the KSB's to the relevant professional body, usually CIOB or RICS. This could be integrated within the reflection or you may wish to provide a separate section showing how the KSB's align to the professional body competencies.

Suggested evidence for part 3:



**Examples from your own work showing how you meet this Knowledge and Skill area.**

(required)

Narrative from the amplification document

Information from RICS or CIOB

Any other evidence you feel is relevant to this section

Presentation of your Assignment (20%)

The portfolio can be presented as a Word document, PowerPoint or Website. Ensure that it is clear which evidence supports each section of the portfolio. Marks will be awarded for ease of use of the portfolio, clarity of written English, referencing and general presentation.

- All typed work should be Arial (11pts) or Calibri (12pts)
- You should use the APA referencing system
- Word count is not applicable to this submission due to the nature of the work

Additional Support and Guidance

The assessment is supported through the block week learning. Each block week will be instrumental in supporting learners in the creation of their Portfolio.

Learning Outcomes

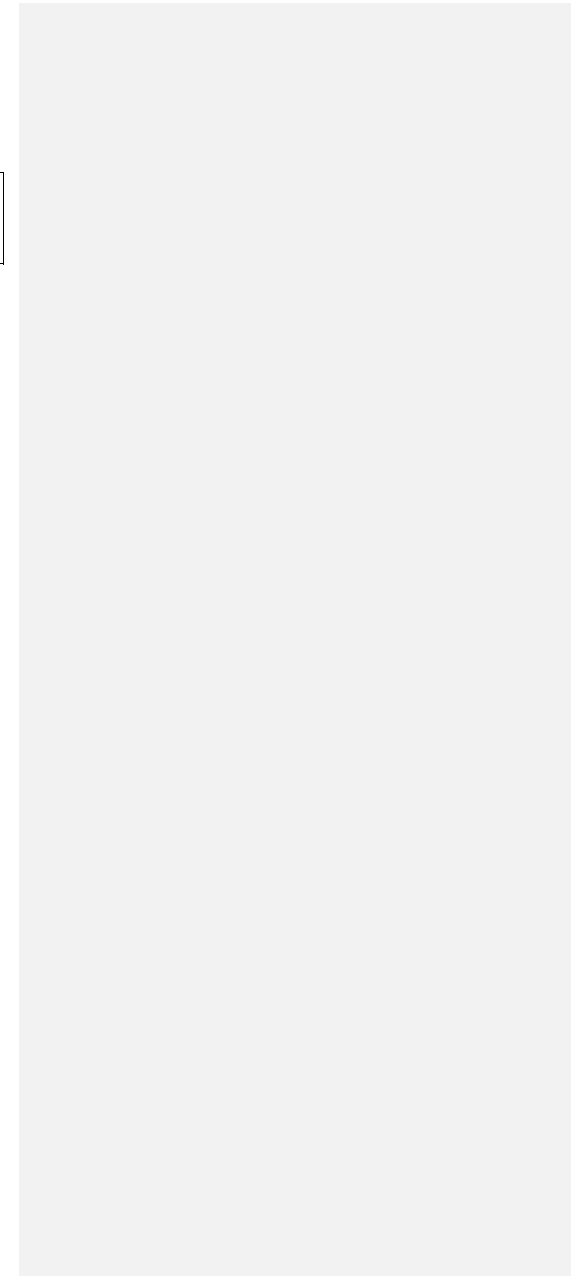
The assessment is linked to the following learning outcomes:

1. Define performance indicators / standards of performance appropriate to the learner's professional context and aligned to the knowledge skills and behaviours in their Apprenticeship Standard.
2. Identify and explain the skills and competencies required for developing and sustaining effective performance in the role.
3. Reflect on and evaluate areas for personal and professional development and prioritise actions for success at their End Point Assessment and for career progression.

**Assessment Criteria**

	<b>Referred Insufficient 0-39%</b>	<b>3<sup>rd</sup> Class Sufficient 40% - 49%</b>	<b>Lower Second Good 50% - 59%</b>	<b>Upper Second Very good 60% - 69%</b>	<b>1<sup>st</sup> Class Excellent 70% - 100%</b>
<b>Presentation (20%)</b>	<i>Collection of materials not set out with a meaningful or definable structure. Writing style and language used fails to meet the expected written standards. No or little referencing to APA.</i>	<i>Basic layout allowing the reader to link experience to professional competencies with an identifiable structure. Demonstrate ability to meet the expected written standards. Some referencing to APA method with errors.</i>	<i>Generally sound structure in an accessible format. Meets written standard with references used to the APA method. Images used to support the presentation in a meaningful way.</i>	<i>Layout and format allows easy navigation to the portfolio. Clear English used throughout with strong written standard. Referencing to the APA method used throughout.</i>	<i>Attractive and professional standard consistent throughout. Concise statements. Sections and evidence clearly cross referenced to validate level of competence. APA referencing used accurately throughout.</i>
<b>Part 1 (30%)</b>	<i>Starting point exercise not provided or included with no further analysis.</i>	<i>Starting point exercise provided with limited analysis of progress through the year.</i>	<i>Starting point exercise provided with some analysis of progress and an action plan for future progress outlined. Self reflection present to a some extent.</i>	<i>Starting point exercise provided with analysis of progress and an action plan for future progress outlined and analysed in detail. Self reflection present to a good standard.</i>	<i>Starting point exercise provided with detailed analysis of progress and an action plan for future progress outlined and analysed in detail. Excellent self reflection shown.</i>
<b>Part 2 (20%)</b>	<i>STARE statement not included, too brief or irrelevant. No real analysis of the use of STARE statements.</i>	<i>STARE statement included though too brief or irrelevant. Some attempt at discussion of the KSB's the statement meets</i>	<i>One or more STARE statement included and fit for purpose. Some evaluation of the KSB's met though these statements provided. Analysis of KSB areas not yet proved through STARE statements not included or not in depth.</i>	<i>One or more STARE statement included and written to a good standard. Clear evaluation of the KSB's met though these statements provided. Analysis of KSB areas not yet proved through STARE statements considered to a high standard.</i>	<i>One or more STARE statement included and written to a standard. Clear and in depth evaluation of the KSB's met though these statements provided. Analysis of KSB areas not yet proved through STARE statement considered with summary of ability to meet at present.</i>
<b>Part 3 (30%)</b>	<i>No reflection upon the learner's progress toward achievement of the Health and Safety K &amp; S provided. Limited or no consideration of how this can be achieved moving forward. No or irrelevant evidence provided</i>	<i>Some reflection upon the learner's progress towards the Health and Safety K &amp; S provided. Some recognition of further actions to support progress offered. Some</i>	<i>Reasonable evidence used to clarify reflections and demonstrate progress towards achievement of the Health and Safety K &amp; S is provided by the learner. Evidence provided to show</i>	<i>Good range of evidence used, discussed in a meaningful way, to show progress towards the Health and Safety K &amp; S. Learning Theories used to show application and</i>	<i>Consistent ability to show deeper reflection of self, progress toward the Health and Safety K &amp; S, including use of learning theory. Evidence is used to show application and progressive learning with clear explanation</i>

	<i>to show development in this area.</i>	<i>evidence provided to support development in this area.</i>	<i>development against these areas.</i>	<i>progression of learning. Further actions considered.</i>	<i>of the difference between the K&amp;S area and future actions considered in detail.</i>
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As well as assessing your work against the module assessment criteria, markers will use the University Generic Grade Descriptor to award your final grade for individual tasks in the module. This descriptor also provides you with additional guidance to enable you to improve your work. A copy of the University Generic Grade Descriptor can be found in the rules and regulations area on Blackboard.

### **Cheating and Plagiarism**

#### **ACADEMIC MISCONDUCT:**

"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 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.

Acts of misconduct may take many forms. Indicative definitions can be found within the Academic Conduct Regulation."

**\*\*The penalties for academic misconduct are severe and could result in you being terminated from your programme of study at the University\*\***

Further information is available at:

<https://students.shu.ac.uk/shuspacecontent/academic-misconduct>

[https://students.shu.ac.uk/regulations/conduct\\_discipline/Academic%20Conduct%20Regulations%202018-19.pdf](https://students.shu.ac.uk/regulations/conduct_discipline/Academic%20Conduct%20Regulations%202018-19.pdf)

### **Submission of your Assignment**

You need to submit your assignment electronically via the module site by the date and time specified on Blackboard. Remember to submit **both** to the **main** and the matching **TurnItIn** submission points.

Your last submitted attempt will be the attempt that is marked.

#### **Filenames**

Should start with your Surname Forename and Assessment Title, e.g. Blogg Joe Glaciation Essay.docx

Use only letters, numbers, hyphens and underscores, and should be less than 72 characters in length.

Do not password protect your file(s).

Please ensure your file is smaller than 250 MB or you will be unable to submit it to Blackboard.

It is your responsibility to ensure that your work is successfully submitted. Always check your email receipt and the submission point again following each submission.

More guidance on online submission, including contacts for IT help can be found on the Assessment4Students webpage: <https://academic.shu.ac.uk/assessment4students/> Please note the issues with some browsers.

If you have a learning contract which recommends the use of stickers for your work please make sure that you type the wording of the sticker at the top of your assignment – preferably in red so that it is as visible as possible for markers.

**Back-up and keep a copy of your work.**

### **Formative Turnitin Checking**

On this course, Turnitin is available as an optional facility for you to check your work for referencing accuracy prior to your final submission. You can find this in the 'Drafting your work' folder on Blackboard. Even if you use this checking option, you must, submit your final version to the main and the matching TurnItIn submission points as detailed above.

### **Return of your marked Assignment and Feedback/Feedforward**

Work will be returned via black board and the online marking rubric with a feedback/forward paragraph.

### **In-Module Retrieval of an Assessment Task**

If you have made an initial valid attempt but not achieved a pass mark, you may choose to rework the assessment task once only. To be a valid attempt, the initial coursework submission must be capable of being marked against the marking criteria set. There must be some genuine attempt to answer the brief in the format required. If you take the in-module retrieval and you pass the reworked assessment task, the mark for this assessment task will be capped at the pass mark. If you rework the assessment task and your mark is lower than your original mark, then the original mark stands. Refer to the module site for in-module retrieval submission dates. This date will be set by your module leader. Having taken or declined your in-module retrieval opportunities, if you do not pass the module on second attempt you will be referred and will have to undertake a further piece of referral assessment to pass the module.

**Example 2: 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 set by:** Annette Trehern-Walker

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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.  
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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**Module** On successful completion of this assessment, you will be able to:

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**learning outcomes: Module Learning Outcomes**

1. Analyse an occupation and describe how human systems interact to enable occupational performance
2. Describe how the environment can impact on an individual's occupational performance.
3. Describe how the changes in a person's health & well-being can impact on occupational performance across the lifespan.
4. Reflect on your knowledge relating to occupation and the human systems and identify a minimum of two actions to continue your learning.

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**Guidance linked to grid**

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).

The **fourth** 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><b>Subject Knowledge and Understanding</b></p> <p>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.</p>
<p><b>Intellectual Skills:</b> including understanding, judgement, analysis, evaluation and synthesis</p> <p>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.</p>
<p><b>Subject specific skills and application to practice</b></p> <p>Activity analysis and grading.</p> <p>Impact and modification of the environment to build peoples abilities and enhance occupational performance.</p>

**Transferable skills:** including communication, presentation and organisation, dissemination  
Your resource has to be organised logically.  
You need to follow the correct method for referencing.

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<b>Weighting within module:</b>	This assessment is worth 100% of the overall module mark.
<b>Word count/ duration (if applicable)</b>	The assignment should be <b>2,000 words in length</b> . This word limit relates to the word count given by the word count tool in Microsoft Word and should be <b>included at the end of the document before the reference list</b> . <b>Work that is &gt;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</b> . Note that <u>all</u> text apart from the list of references at the end of a document is included in the word count.
<b>Formative Feedback</b>	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 Trehern-Walker 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.
<b>Marking</b>	Marks will be awarded for each of the following assessment grid domains: Intellectual Skills <b>30%</b> Subject specific skills and application to practice <b>30%</b> Subject Knowledge and Understanding <b>30%</b> Transferable Skills <b>10%</b> You should consult your Blackboard Module site for detailed grade or mark descriptors.
<b>Feedback arrangements:</b>	You can expect to receive feedback within 15 working days <b>State the date feedback will be available and in what format students can expect to receive feedback.</b> All marks and feedback are internally moderated and a sample is seen by the external examiner - <b>please name EE</b>
<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>

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### Library Services

There is a wealth of information and support available from the learning centre. Details of how they can support you are available here:

<https://library.shu.ac.uk/index.html>.

### Academic Misconduct

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 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	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

		of good debate, evaluation and judgement.		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 a 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

