## STAGE 1 - TOOL 3: A development template for the indicative assessment approach

The assessment approach for your Apprenticeship standard should give employers confidence that all successful apprentices are genuinely competent. This tool will help you to map the components that make up your indicative assessment approach, to check that your approach is sufficiently comprehensive, and to ensure that there are no gaps in coverage of the standard.

The tool is a ready-reckoner for assessment planning, leading to more detailed work in stage 2.

**How to use the tool**

1. In Part 1 of the indicative assessment plan overleaf:

Complete the section for *The standard*:

* List the skills, knowledge and behaviour elements of the Apprenticeship standard that, together, define competency.
* Indicate which are critical (C), frequently used (F) and/or linked to professional registration (PR). Such elements should be prioritised for end-testing and/or grading as part of the assessment approach.

Complete the *Assessment components* section for each identified element of the standard. Consider the following as you complete it:

* Not every element may need to be assessed.
* A range (at least two) assessment methods should be used across the standard. An assessment approach that relies on few components/methods may be limited in reliability and may not suit all apprentices or employer contexts.
* End-point assessment must be synoptic and assess across the whole standard.
* Any on-programme assessment should support the apprentice towards competency.
* Take a high-level look at assessment weighting and the grading that might be relevant. These may be influenced by the signposting in the C, F and PR columns.
1. Address the overarching key questions in Part 2 of the tool. These will help you consider the feasibility of key implementation issues which, in turn, may require you to refine the approach outlined in Part 1.

To help you, a worked example of the plan has been provided based on the *Private Pilot Licence* case study.

**After using the tool**

Use the outputs of this tool as the foundation for your stage 2 work on developing the detail of the assessment approach.

**Indicative assessment plan** – use for interim assessment or end-test planning

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| **Part 1 – mapping assessment to the standard***(insert additional rows as required)* |
| **The standard** | **Assessment components** |
| **Skills** | **C** | **F** | **PR** | **Method** | **Who assesses** | **When assessed** | **Weighting** | **Judgment** |
|  |  |  |  | Choose an item. | Choose an item. | Choose an item. | Choose an item. | Choose an item. |
|  |  |  |  | Choose an item. | Choose an item. | Choose an item. | Choose an item. | Choose an item. |
|  |  |  |  | Choose an item. | Choose an item. | Choose an item. | Choose an item. | Choose an item. |
|  |  |  |  | Choose an item. | Choose an item. | Choose an item. | Choose an item. | Choose an item. |
| **Knowledge** | **C** | **F** | **PR** | **Method** | **Who assesses** | **When assessed** | **Weighting** | **Judgement** |
|  |  |  |  | Choose an item. | Choose an item. | Choose an item. | Choose an item. | Choose an item. |
|  |  |  |  | Choose an item. | Choose an item. | Choose an item. | Choose an item. | Choose an item. |
|  |  |  |  | Choose an item. | Choose an item. | Choose an item. | Choose an item. | Choose an item. |
|  |  |  |  | Choose an item. | Choose an item. | Choose an item. | Choose an item. | Choose an item. |
| **Behaviours** | **C** | **F** | **PR** | **Method** | **Who assesses** | **When assessed** | **Weighting** | **Judgement** |
|  |  |  |  | Choose an item. | Choose an item. | Choose an item. | Choose an item. | Choose an item. |
|  |  |  |  | Choose an item. | Choose an item. | Choose an item. | Choose an item. | Choose an item. |
|  |  |  |  | Choose an item. | Choose an item. | Choose an item. | Choose an item. | Choose an item. |
|  |  |  |  | Choose an item. | Choose an item. | Choose an item. | Choose an item. | Choose an item. |

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| **Part 2 – key implementation questions** |
| **Governance**How will quality of assessment be assured and standardised across different sites? |  |
| **Independence of assessment**How will independence and impartiality of assessment be assured? |  |
| **Affordability**How has cost been taken into consideration in the design of your approach? What proportion of the total costs of the Apprenticeship is likely to be attributed to assessment*?*How does the cost of assessment balance the cost of training to support apprentice development? |  |
| **Feasibility**How will this assessment proposal be made operational and how long will it take to put the necessary resources in place? Are there any the workforce considerations? |  |

**Indicative assessment plan – A worked example for the *Private Pilot Licence* case study**

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| **Part 1 – mapping assessment to the standard** |
| **The standard** | **Assessment components** |
| **Skills** | **C** | **F** | **PR** | **Method** | **Who assesses** | **When assessed**  | **Weighting** | **Judgement** |
| Six instrument control block for general aircraft handling | X |  |  | Practical observation | Training provider | Continuous  | Essential | Pass/Fail - competent / not competent |
| UK Air Law (I) – Radio Comms | X |  | X | Multiple choice | External agency | End of element/stage | Essential | Numerical score |
| **Knowledge** | **C** | **F** | **PR** | **Method** | **Who assesses** | **When assessed**  | **Weighting** | **Judgement** |
| UK Air Law (II) - Airspace | X |  | X | Multiple choice | External agency  | End of element/stage | Essential | Numerical score |
| Control Surfaces | X | X |  | Practical observation | Training provider | Continuous | Desirable |  |
| **Behaviours** | **C** | **F** | **PR** | **Method** | **Who assesses** | **When assessed**  | **Weighting** | **Judgement** |
| Calm composure |  | X | X | Practical observation | Training provider | Continuous |  |  |

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| **Part 2 – key implementation questions** |
| **Governance**How will quality of assessment be assured and standardised across different sites? | * UK regulatory body reviews course materials, assessment plans and instructor qualifications.
* Subject to a review at not more than six months
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| **Independence of assessment**How will independence and impartiality of assessment be assured? | * All assessment is undertaken using an external agency and examiners from outside the flight school.
* All assessments are pre-written and externally validated. Revisions are immediately implemented across all flight schools
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| **Affordability**How has cost been taken into consideration in the design of your approach? What proportion of the total costs of the Apprenticeship is likely to be attributed to assessment?How does the cost of assessment balance the cost of training to support apprentice development? | * All assessment is fully integrated into the training delivery plan and log book.
* Written assessments are online; uses a modest computer resource to administer
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| **Feasibility**How will this assessment proposal be made operational and how long will it take to put the necessary resources in place? Are there any the workforce considerations? | * All resources are already in place.
* Update training required for staff including instructors and administrative support.
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