ST0366/V2

Apprenticeship reference number	Level of this apprenticeship	Integration
ST0366	2	None

Assessment Plan

Assessment details

Introduction

This Apprenticeship Assessment Plan (AAP) sets out the requirements for the assessment of the level 2 fencing installer apprenticeship. It should be read in conjunction with the General Requirements for Apprenticeship Assessment. Where there is conflict between this AAP and the General Requirements, this AAP takes precedence. Assessment organisations must also comply with the relevant regulatory framework for apprenticeship assessment.

It is important that the assessment of apprentices is proportionate, valid, and provides reliable evidence of an apprentice's attainment of the relevant knowledge and skills. As such, assessment organisations must design assessments to ensure:

- employers have confidence that the apprentice has reached the expected performance standard
- apprentices are sufficiently secure in their knowledge and skills, so that they could demonstrate their competence in different contexts for example, a different workplace.

Assessment Outcomes

The assessment outcomes group and summarise the knowledge and skills that must be demonstrated in assessments. All assessment outcomes must be assessed.

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

Assessment Outcome	Mapping
AO1: Health, safety, environmental and industry protection and compliance Applies health and safety and industry regulations and standards, safe systems of work and environmental protection measures during fencing activities. Uses control measures and safe working	**K1,** K2, K3, **K4*, K22**, K23, K24 **S1, S2, S3, S4**

practices to protect themselves, others and the environment.	
AO2: Fencing preparation and setting out Interprets drawings and specifications and organises resources. Prepares fencing activities by locating underground services, establishing lines and levels and constructing foundations.	**K8*,** K9, **K10*,** K11*, **K12, K18*** **S5***, **S12*,** **S13*, S14, S15***, **S16***
AO3: Tools, materials and equipment Selects, uses and maintains hand tools, power tools and mechanical plant for fencing activities. Handles, moves, stores and maintains materials, tools and equipment applying safe handling practices and workplace procedures.	K14, **K15**, K16 S7, **S8**, **S9, S10,** S11
AO4: Fencing installation and repair Installs and repairs or reinstates fencing systems, selecting materials and components and applying specifications and installation requirements. Fixes posts, rails, panels and associated components using installation techniques and methods.	K5***, K6***, K7, K13 S6, **S17, S21**
AO5: Communication, team working and documentation Completes workplace documentation and communicates effectively with colleagues, customers and other stakeholders. Applies teamwork principles and escalation procedures to support fencing operations and working relationships.	**K17*,** K19, K20*, K21* **S18,** S19*, **S20***

(*) Knowledge and skills statements which offer opportunities to develop functional English and maths are identified with an asterisk.

Assessment requirements

Assessment organisations must set apprenticeship assessments. Assessment organisations should consider how technology and digital tools can support innovation and efficiency.

Assessment organisations must design apprenticeship assessments to include at least one **observation**. Any additional assessment(s) must be selected from the following list of methods to ensure the assessment outcomes are met in full:

- **question and answers**
- **simulation**
- **additional observation**
- **written assessment**
- **interview**
- **portfolio**

Assessment organisations must have due regard to any relevant frameworks, standards, guidance or other documents that may be published by industry regulators, professional bodies, and other representative groups.

This assessment plan will be updated to specify the title, version and date of the Industry Competence Steering Group (ICSG) competence frameworks once published, and awarding organisations are required to fully align with the ICSG competence frameworks once they have been included in this assessment plan.

Assessment organisations must design apprenticeship assessment that fully aligns with the Fencing Industry Skills Scheme (FISS) - Construction Skills Certification Scheme (CSCS) alliance member card scheme requirements, insofar as they relate to assessment of the knowledge and skills within the apprenticeship-occupational-standard, such that the apprentice may use attainment of the apprenticeship assessment to support an application for the FISS - CSCS Blue Skilled Worker card.

Assessment organisations must design apprenticeship assessment to include at least one observation or simulation delivered and assessed by the assessment organisation. This must include the mandated knowledge and skills assigned to **AO4** in this AAP.

Employers expect apprentices to work in accordance with British Standard BS1722 requirements.

Apprentices may be assessed at any appropriate point during their apprenticeship programme.

Assessments may be designed to allow a centre or training provider to mark assessments. The assessment organisation is responsible for ensuring all assessments are sufficiently reliable and valid, and for the accuracy of any centre or training provider marking.

Performance descriptors

Performance descriptors describe the level of performance required to achieve a pass or distinction grade. Assessment organisations must design assessments that align with these descriptions.

Performance Category	Pass	Distinction
Applied Knowledge	Applies knowledge, facts, procedures and ideas in a significant range of varied work activities and contexts, some of which are complex or non-routine.	Applies knowledge, facts, procedures and ideas with consistently high accuracy, insight or efficiency in a significant range of varied work activities and contexts, some of which are complex or non-routine.
Applied Skills	Selects and applies practical skills consistently in a significant range of varied work activities and contexts, some of which are complex or non-routine. Solves straightforward, well-defined problems.	Integrates practical skills with precision in a significant range of varied work activities and contexts, some of which are complex or non-routine. Solves straightforward, well-defined problems that add value.
Regulatory and Procedural Awareness	Applies legislation, regulations and guidance relevant to the role with minimal non-critical errors, although depth of insight or adaptability may be limited.	Applies legislation, regulations and guidance relevant to the role with confidence and adaptability, demonstrating sound judgement across varied situations.
Communication and Collaboration	Communicates and collaborates effectively within a team or group setting.	Communicates with clarity and sensitivity within a team or group setting, adapting communication to support effective collaboration and positive outcomes.

Information Use and Decision Making	Gathers and interprets relevant information to inform decisions and actions that are fit for purpose.	Interprets and applies information and feedback relevant to the role and task, shaping actions that add value.
Responsibility and Autonomy	Takes responsibility for completing tasks and procedures. Exercises autonomy and judgement subject to overall direction or guidance and works effectively with others where required.	Exercises informed judgement and self-direction when taking responsibility for completing tasks and procedures, anticipating the needs of the task or team.

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