



Skills England

Draft Preview

DRAFT APPRENTICESHIP ASSESSMENT PLAN FOR THE DIGITAL LEARNING DESIGNER APPRENTICESHIP

ST0974/V2

APPRENTICESHIP REFERENCE NUMBER	LEVEL OF THIS APPRENTICESHIP	INTEGRATION
ST0974	5	None

Assessment Plan

Assessment details

Introduction

This Apprenticeship Assessment Plan (AAP) sets out the requirements for the assessment of the level 5 digital learning designer 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: Role, Scope, Planning and Stakeholder Engagement Uses knowledge of the role, organisational context, and project requirements to define scope, gather and interpret information, plan activities, and engage stakeholders to support the successful progression of digital learning design work.	K1, K2 , K3, K4 , K15 S1, S2, S3 , S4 , S9, S15
AO2: Design and Decision Making Applies learning theories and instructional design models or methodologies to define learning objectives, develop curricula and learning journeys, and make informed design decisions that meet learner and organisational needs.	K5, K6 , K7, K8, K10 S5 , S6 , S7 , S8
AO3: Production, Development and Compliance Designs, creates, and configures digital learning content and multimedia using appropriate tools, platforms, and technologies, while applying accessibility, regulatory, and quality standards to ensure outputs are effective, inclusive, and compliant.	K9, K11 , K12, K13 S10 , S11 , S12 , S13
AO4: Implementation and Evaluation Implements digital learning solutions and evaluates their effectiveness using appropriate tools and methodologies, using insights to inform improvements to learning products, processes, and organisational practice.	K14 S14 , S16, S17

Assessment requirements

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

Assessment organisations must design apprenticeship assessments to include at least one **professional discussion**.

Any additional assessment, or assessments, must be selected from the following list of methods, to ensure the assessment outcomes are met in full. Assessments available in the list may be used more than once:

- **portfolio**
- **presentation**
- **project**
- **question and answer**

To meet the expectation of employers, assessment organisations should consider selecting a portfolio as an additional method.

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 insightful application of theoretical and or technological digital learning design knowledge across a wide and often unpredictable variety of contexts.	Applies refined and insightful application of theoretical and or technological digital learning design knowledge across a wide and often unpredictable variety of contexts.
Applied Skills	Selects and applies digital learning design practical methods , consistently across a wide and often unpredictable variety of contexts. Solves broadly defined, complex problems with effective and defensible judgements.	Adapts, refining digital learning design methods to optimise outcomes across a wide and often unpredictable variety of contexts. Solves broadly defined, complex problems with highly developed and insightful judgements.
Regulatory and Procedural Awareness	Analyses, interprets and evaluates digital learning design regulatory, accessibility and organisational requirements , aligning compliance with organisational goals across a wide and often unpredictable variety of contexts.	Applies evaluation of digital learning design regulatory, accessibility and organisational requirements , aligning compliance with organisational goals across a wide and often unpredictable variety of contexts.
Communication and Collaboration	Communicates confidently and collaborates effectively with a range of colleagues	Applies advanced communication to influence and engage with a range of colleagues and stakeholders , to meet

	and stakeholders, adapting, to meet different contexts, priorities and perspectives. Applies well-judged communication to resolve issues and inform decision making, contributing to effective outcomes.	different contexts, priorities and perspectives. Applies insight and judgement to build alignment, contributing to improved outcomes.
Information Use and Decision Making	Analyses, interprets and evaluates digital learning design information from a range of sources, demonstrating awareness of broader professional, sectoral or ethical considerations, and offering well-justified reasoning to draw conclusions for planning and developing courses of action.	Applies evaluation of digital learning design information from a range of sources, offering balanced well-justified, nuanced reasoning and awareness of different perspectives to draw conclusions for planning and developing courses of action.
Responsibility and Autonomy	Takes responsibility for the analysis and diagnosis, design, planning, execution and evaluation of digital learning design activities, relevant to the role, within broad parameters, including where relevant, taking responsibility for the work of others and allocation of resources.	Exercises strategic responsibility for the analysis and diagnosis, design, planning, execution and evaluation of digital learning design activities, relevant to the role, within broad parameters, with impact, confident, and well-developed judgment, including responsibility for the work of others and allocation of resources.

Professional recognition

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

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