



Draft Preview

DRAFT ASSESSMENT PLAN ST0105/V2 FOR THE CONTENT CREATOR APPRENTICESHIP

APPRENTICESHIP REFERENCE NUMBER	LEVEL OF THIS ASSESSMENT	INTEGRATION
ST0105	3	None

Assessment Plan

Assessment details

Introduction

This Apprenticeship Assessment Plan (AAP) sets out the requirements for the assessment of the Level 3 content creator 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.

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

Assessment Outcome	Mapping
AO1: Content Planning and Strategy <p>Apprentices interpret briefs, research ideas, and apply audience segmentation to plan content that aligns with brand requirements, marketing strategies, and campaign objectives.</p>	K1* , K2* , K4 , K7, K8 , K9 , K20*, K21*, K22, K23, K24 S1 , S2 , S3, S14, S18
AO2: Content Creation and Production <p>Apprentices create, adapt, and edit written, visual, and audio content using industry-standard tools and packages, ensuring accessibility, inclusivity, and suitability for different platforms and formats.</p>	K10, K11, K12, K13 , K14* , K15, K16 , K17, K18 , K19 S4, S5, S6, S8 , S9*, S10*, S11 , S12, S13
AO3: Audience Engagement and Project Delivery <p>Apprentices publish and deliver content across channels, engage with audiences, and adapt communication styles to evolving circumstances while monitoring user experience to maximise engagement.</p>	K25 S15*, S16 , S17*
AO4: Compliance, Data, and Quality Standards <p>Apprentices apply regulatory, legal, and organisational requirements, including copyright, data protection, accessibility, and inclusive language, to ensure content meets compliance and quality standards.</p>	K5* , K6* , K29, K30 S7*
AO5: Evaluation and Continuous Improvement <p>Apprentices analyse data to evaluate campaign success, apply lessons learned, and use professional development planning to improve future content creation and maintain up-to-date knowledge of tools, platforms, and trends.</p>	K3* , K26 , K27 , K28 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 **project**.

Any additional assessment(s) must be selected from the following list of methods to ensure the assessment outcomes are met in full:

- **Professional discussion**
- **Project**
- **Presentation**
- **Simulated task**
- **Portfolio**

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	Demonstrates sound application of content creator knowledge, facts, procedures, and ideas across routine and non-routine tasks, completing them to an acceptable standard.	Applies a thorough understanding of content creator knowledge, facts, procedures, and ideas to manage and resolve routine and non-routine tasks with professional judgement and skill.
Applied Skills	Applies recognised content creation methods and tools to produce accessible, inclusive, and brand-aligned outputs with reasonable autonomy.	Integrates and adapts content creation methods resourcefully across varied platforms, demonstrating innovation and minimal need for oversight.
Regulatory and Procedural Awareness	Follows copyright, data protection, accessibility, and organisational procedures reliably, ensuring content meets compliance expectations.	Anticipates and interprets nuanced compliance issues, applying refined judgement to ensure content not only meets but enhances regulatory and organisational standards.
Communication and Collaboration	Communicates clearly with colleagues, clients, and audiences, contributing effectively to collaborative projects and customer interactions.	Communicates persuasively, tailoring style confidently to diverse audiences and team dynamics, taking initiative in client and colleague engagement.
Information Use and Decision Making	Uses available data and audience insights to inform routine content and campaign decisions, supporting problem-solving in familiar contexts.	Critically evaluates diverse and sometimes conflicting data sources, drawing insightful conclusions that improve campaign outcomes and efficiency.

Responsibility and Autonomy	Takes responsibility for completing content tasks within agreed timelines and contributes to supporting team delivery where required.	Demonstrates accountability by pre-empting tasks, responding to emerging priorities, and leading others to achieve team outcomes while adding measurable value.
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