

DRAFT END-POINT ASSESSMENT PLAN FOR THE DIGITAL LEARNING DESIGNER APPRENTICESHIP

APPRENTICESHIP REFERENCE NUMBER	LEVEL OF THIS END-POINT ASSESSMENT (EPA)	INTEGRATED
ST0974	5	No

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Key Fields

Introduction and overview

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This document explains the requirements for end-point assessment (EPA) for the **digital learning designer** apprenticeship. End-point assessment organisations (EPAOs) must follow this when designing and delivering the EPA.

Digital learning designer apprentices, their employers and training providers should read this document.

An approved EPAO must conduct the EPA for this apprenticeship. Employers must select an approved EPAO from the Education and Skills Funding Agency's Register of end-point assessment organisations (RoEPAO).

A full-time apprentice typically spends **24 months on-programme (this means in training before the gateway) working towards competence as a digital learning designer**. All apprentices must spend at least 12 months on-programme. All apprentices must complete the required amount of off-the-job training specified by the apprenticeship funding rules.

This EPA has **2** assessment methods.

The grades available for each assessment method are:

Assessment method **1 - project with presentation and questioning:**

- fail
- pass
- distinction

Assessment method **2 - professional discussion with portfolio:**

- fail
- pass
- distinction

The result from each assessment method is combined to decide the overall apprenticeship grade. The following grades are available for the apprenticeship:

- fail
- pass
- merit
- distinction

EPA summary table

[Edit epa gateway form](#)[Edit available grades form](#)[Edit overall epa grading form](#)[Edit re-sits and re-takes form](#)

On-programme (typically 24 months)	The apprentice must complete training to develop the knowledge, skills and behaviours (KSBs) of the occupational standard. The apprentice must complete training towards English and maths qualifications in line with the apprenticeship funding rules. This includes those with an education, health and care plan or a legacy statement. British sign language (BSL) qualifications are an alternative to English qualifications for those who have BSL as their primary language. The apprentice must compile a portfolio .
End-point assessment gateway	The employer must be content that the apprentice is working at or above the occupational standard. The apprentice's employer must confirm that they think the apprentice: • is working at or above the occupational standard as a digital learning designer • has the evidence required to pass the gateway and is ready to take the EPA The apprentice must have achieved English and maths qualifications in line with the apprenticeship funding rules. This includes those with an education, health and care plan or a legacy statement. British sign language (BSL) qualifications are an alternative to English qualifications for those who have BSL as their primary language. For the professional discussion with portfolio the apprentice must submit a portfolio . The apprentice must submit any policies and procedures as requested by the EPAO.
End-point assessment (typically 4 months)	Grades available for each assessment method: Project with presentation and questioning • fail • pass • distinction

	Professional discussion with portfolio • fail • pass • distinction Overall EPA and apprenticeship can be graded: ○ fail ○ pass ○ merit ○ distinction
Professional recognition	This apprenticeship aligns with We are aligning to ALT https://www.alt.ac.uk for Associate Member The apprenticeship will either wholly or partially satisfy the requirements for registration at this level. This apprenticeship aligns with https://www.thelpi.org for Associate Member The apprenticeship will either wholly or partially satisfy the requirements for registration at this level.
Re-sits and re-takes	• Re-take and re-sit grade cap: pass • Re-sit timeframe: typically 1 months • Re-take timeframe: typically 4 months

Duration of end-point assessment period

[Edit duration of end-point assessment period form](#)

The EPA is taken in the EPA period. The EPA period starts when the EPAO confirms the gateway requirements have been met and is typically [4](#) months.

The EPAO should confirm the gateway requirements have been met and the EPA should start as quickly as possible.

EPA gateway

[Edit epa gateway form](#)

The apprentice's employer must confirm that they think their apprentice is working at or above the occupational standard. The apprentice will then enter the gateway. The employer may take advice from the apprentice's training provider(s), but the employer must make the decision.

The apprentice must meet the gateway requirements before starting their EPA.

These are:

- achieved English and maths qualifications in line with the apprenticeship funding rules
- for the [professional discussion with portfolio](#) the apprentice must submit [portfolio](#)

Portfolio of evidence not assessed

For those with an education, health and care plan or a legacy statement, the apprenticeship's English and mathematics minimum requirement is Entry Level 3. British Sign Language (BSL) qualifications are an alternative to English qualifications for those who have BSL as their primary language.

The apprentice must submit any policies and procedures as requested by the EPAO.

Assessment methods

[Edit assessment methods form](#)

The assessment methods can be delivered in any order.

The result of one assessment method does not need to be known before starting the next.

Project with presentation and questioning

[Edit project with presentation and questioning form](#)

Overview

A project involves the apprentice completing a significant and defined piece of work that has a real business application and benefit. The project must start after the apprentice has gone through the gateway. It gives the apprentice the opportunity to demonstrate the KSBs mapped to this assessment method.

The project must meet the needs of the employer's business and be relevant to the apprentice's occupation and apprenticeship. The EPAO must confirm that it provides the apprentice with the opportunity to demonstrate the KSBs mapped to this assessment method to the highest available grade. The EPAO must refer to the grading descriptors to ensure that projects are pitched appropriately.

This assessment method has 2 components:

- [project with a project output](#)
- [presentation with questions and answers](#)

Rationale

[This assessment method is being used because:](#)

Digital Learning designer work in a project-based environment and are responsible for producing, analysing and presenting products to a range of stakeholders. The project will address a digital learning designer task tailored to the organisational requirements of the apprentice's employer which reflects the normal working practices within the role. As part of the role they will be expected to complete project reports and the project will reflect the areas their report would cover within their industry. By using this assessment method, the apprentice will be able to demonstrate not only their digital learning skills but also their use of varied methods of presenting digital learning design outputs and their ability to distil key design outputs into a presentation. The questioning element allows the apprentice an opportunity to provide further detailed evidence to support their demonstration of the mapped KSBs to this method. Both the presentation and the questioning element will reflect their day-to-day duty of working with and communicating effectively with key stakeholders.

Component 1: Project with a project output

Delivery

The **project with presentation and questioning** must be structured to give the apprentice the opportunity to demonstrate the KSBs mapped to this assessment method to the highest available grade.

To ensure the project allows the apprentice to meet the KSBs mapped to this assessment method to the highest available grade, the EPAO should sign-off the project's title and scope at the gateway to confirm it is suitable.

The project output must be in the form of a **product**.

The apprentice must start the project after the gateway. They must complete and submit the **product** to the EPAO by the end of week 12 of the EPA period. The employer should ensure the apprentice has the time and resources, within this period, to plan and complete their project. The apprentice must complete their project and the production of its components unaided.

The apprentice may work as part of a team to complete the project which could include technical internal or external support. However, the project output must be the apprentice's own work and reflective of their own role and contribution. The apprentice and their employer must confirm that the project output(s) is the apprentice's own work when it is submitted.

The **product** must include at least: **The apprentice's project can be based on any of the following:**

- an idea or opportunity that addresses a new need in their workplace.
- a redesign of an existing programme.
- a digital learning output that addresses a recurring issue in their workplace.

Example 1: Corporate - Design or redesign and development of an induction programme or mandatory compliance training programme

Example 2 : HE - Design or redesign of a blended learning programme

To ensure the project allows the apprentice to meet the KSBs mapped to this assessment method to the highest available grade, the EPAO should sign-off the project's title and scope at the gateway to confirm it is suitable.

The project output must be in the form of a digital learning product.

The digital learning product can take the form of

- a Multimedia eLearning course
- a range of learning Aids – Podcasts, Infographics etc
- a Virtual Classroom
- a Video series – Instructional video, screencast, animated video etc.
- a Social learning experience
- a software simulation

The apprentice must start the project after the gateway. They must complete and submit the digital learning product to the EPAO by the end of week 8 of the EPA period. The employer should ensure the apprentice has the time and resources, within this period, to plan and complete their project.

The apprentice may work as part of a team to complete the project which could include technical internal or external support. However, the project output must be the apprentice's own work and reflective of their own role and contribution. The apprentice and their employer must confirm that the project output(s) is the apprentice's own work when it is submitted.

The project must include at least:

- A project report
- A final project output

1: The project report

As a minimum all project reports outputs must include:

- The scope of the project (including key performance indicators, learning objectives, and technical scope)
- A high-level project plan (Gantt/ Kanban/ etc)
- Evidence of research and findings with analysis (Consideration of legislation, regulation, industry and organisational policies, procedures, user requirements and constraints)
- Recommendations and conclusions based on the research and findings (referencing learning theories and frameworks)

Design Process

- Explanation of the design process to include rationale and constraints (to include supporting evidence e.g different iterations of the design throughout the process)

Development Process

- Method of development and description of development process
- Details of the internal evaluation and quality control process before implementation.

Summary

- Particulars of the implementation of the project output
- Self and/ or employer evaluation of the final project output and outcomes.

The project report should acknowledge sources.

The project report has a maximum word limit of 5,000. A tolerance of plus or minus 10% is allowed.

Appendices, references, diagrams etc. will not be included in this total.

The project must map, in an appendix, how it evidences the relevant KSBs for this assessment method.

The apprentice will need to consider the availability of company and external resources required to complete the project. They must also ensure they are fully

aware of the KSBs the project is intended to assess as that is what the grading of the project will be based on.

The apprentice may work as part of a team which could include technical internal or external support. However, the report will be the apprentice's own work and will be reflective of their own role and contribution. When the project is submitted, the employer and the apprentice should verify the submitted work is that of the apprentice.

2.The final project output

As a minimum all project outputs must:

- Be developed in a suitable software program/authoring tool. Ideally, a tool that is used in their role. For example: Articulate Storyline, Moodle etc
- Be equivalent to a minimum of 15 mins learning time for an end user
- Demonstrate the apprentices' visual design skills Be accessible, as per regulations or organisational policies (eg Closed captions, alt text etc)
- Evidence the apprentices' technical and digital production skills
- Be published in a relevant format for review, i.e: Review link (for authoring tools), MP4 (videos and multimedia packs), Hyperlink etc.
- Be accessible to the assessor for the full-time required.

Component 2: Presentation with questions

Delivery

In the presentation with questions the apprentice delivers a presentation to an independent assessor on a set subject. The independent assessor must ask questions following the presentation. This gives the apprentice the opportunity to demonstrate the KSBs mapped to this assessment method.

The apprentice must prepare and submit their presentation speaker notes and supporting materials [presentation with questions and answers](#). The independent assessor must ask questions after the presentation. The presentations must include:

- an overview of the project
- the project scope (including key performance indicators) and learning objectives
- summary of actions undertaken by the apprentice
- project outcomes and how these were achieved

The apprentice must prepare and submit their presentation speaker notes and supporting materials to the EPAO at the same time as the [product](#) by the end of week 12 of the EPA period.

The apprentice must notify the EPAO, at that point, of any technical requirements for the presentation. During the presentation, the apprentice must have access to:

- audio-visual presentation equipment
- flip chart and writing and drawing materials

- computer

The independent assessor must have at least 2 weeks to review the project output(s) and presentation speaker notes and supporting materials, to allow them to prepare questions.

The EPAO must give the apprentices at least 2 weeks notice of the presentation with questions.

The apprentice must deliver their presentation to the independent assessor on a one-to-one basis.

The independent assessor must ask questions after the presentation.

The purpose of the questions is.

To give the digital learning designer apprentice the opportunity to cover all the KSB assigned to this assessment method.

The presentation and questions must last 60 minutes. This will typically include a presentation of 20 minutes and questioning lasting 40 minutes. The independent assessor can increase the total time of the presentation and questioning by up to 10%. This time is to allow the apprentice to complete their last point or respond to a question if necessary.

The independent assessor must ask at least 8 questions. They must use the questions from the EPAO's question bank or create their own questions in-line with the EPAO's training. Follow up questions are allowed where clarification is required. The independent assessor must use the full time available for questioning. The independent assessor must make the grading decision. The project components must be assessed holistically by the independent assessor when they are deciding the grade.

The independent assessor must make the grading decision. The project components must be assessed holistically by the independent assessor when they are deciding the grade.

The independent assessor must keep accurate records of the assessment. They must record:

- the KSBs demonstrated in the product and presentation
- the apprentice's answers to questions
- the KSBs demonstrated in answers to questions
- the grade achieved

Assessment location

The presentation with questions must take place in a suitable venue selected by the EPAO (for example the EPAO's or employer's premises). The presentation with questions should take place in a quiet room, free from distractions and influence. The presentation with questioning can be conducted by video conferencing. The EPAO must have processes in place to verify the identity of the apprentice and ensure the apprentice is not being aided.

Question and resource development

The EPAO must develop a purpose-built assessment specification and question bank. It is recommended this is done in consultation with employers of this occupation. The EPAO should maintain the security and confidentiality of EPA materials when consulting employers. The assessment specification and question bank must be reviewed at least once a year to ensure they remain fit-for-purpose.

The assessment specification must be relevant to the occupation and demonstrate how to assess the KSBs mapped to this assessment method. The EPAO must ensure that questions are refined and developed to a high standard. The questions must be unpredictable. A question bank of sufficient size will support this.

The EPAO must ensure that the apprentice has a different set of questions in the case of re-sits or re-takes.

EPAO must produce the following materials to support the [project with presentation and questioning](#):

- independent assessor EPA materials which include:
 - training materials
 - administration materials
 - moderation and standardisation materials
 - guidance materials
 - grading guidance
 - question bank
- EPA guidance for the apprentice and the employer

The EPAO must ensure that the EPA materials are subject to quality assurance procedures including standardisation, training, and moderation.

Professional discussion with portfolio

Edit professional discussion with portfolio form

Overview

In the discussion, an independent assessor and apprentice have a formal two-way conversation.

The apprentice can refer to and illustrate their answers with evidence from their portfolio of evidence. It gives the apprentice the opportunity to demonstrate their competency across the KSBs mapped to this EPA method.

Rationale

This assessment method was selected as a valid way to draw out KSBs, in particular, the behaviours, which would be less likely to naturally occur in the project with presentation and questioning. It is commonplace for people in this occupation to engage in detailed technical discussions, so this assessment method mirrors their day to day work. This will allow some KSBs which may not naturally occur in every workplace or may take too long to observe to be assessed and the assessment of a disparate set of KSBs.

A professional discussion is a well-recognised method and is widely used within the digital sector. It allows for knowledge, skills and behaviours that may not naturally occur as part of another assessment method to be assessed and more easily discussed. • It allows for testing of responses where there are a range of potential answers • It is cost-effective as it can be conducted remotely to reduce travelling time.

Delivery

The **professional discussion** must be structured to give the apprentice the opportunity to demonstrate the KSBs mapped to this assessment method to the highest available grade.

An independent assessor must conduct and assess the **professional discussion**. The purpose of the independent assessor's questions will be

To give the digital learning designer apprentice the best opportunity to cover all of the KSB assigned to this assessment method.

Giving the opportunity for the apprentice to make detailed contributions to confirm their competency across the knowledge, skills and behaviours.

The EPAO must give an apprentice **2 weeks** notice of the **professional discussion**. The independent assessor must have at least **2 week(s)** to review the supporting documentation. The apprentice must have access to their **portfolio** during the **professional discussion**.

The apprentice can refer to and illustrate their answers with evidence from their **portfolio** is however the **portfolio** is not directly assessed.

The **professional discussion** must last for **60 minutes**. The independent assessor can increase the time of the **professional discussion** by up to 10%. This time is to allow the apprentice to respond to a question if necessary.

The independent assessor must ask at least 10 questions. Follow-up questions are allowed where clarification is required. The independent assessor must use the questions from their EPAO's question bank or create their own questions in-line with the EPAO's training.

The independent assessor must make the grading decision. The independent assessor must keep accurate records of the assessment. They must record:

- the apprentice's answers to questions
- the KSBs demonstrated in answers to questions
- the grade achieved

Assessment location

The **professional discussion** must take place in a suitable venue selected by the EPAO (for example the EPAO's or employer's premises).

The **professional discussion** should take place in a quiet room, free from distractions and influence.

Question and resource development

The EPAO must develop a purpose-built assessment specification and question bank. It is recommended this is done in consultation with employers of this occupation. The EPAO should maintain the security and confidentiality of EPA materials when consulting employers. The assessment specification and question bank must be reviewed at least once a year to ensure they remain fit-for-purpose.

The assessment specification must be relevant to the occupation and demonstrate how to assess the KSBs mapped to this assessment method. The EPAO must ensure that questions are refined and developed to a high standard. The questions must be unpredictable. A question bank of sufficient size will support this.

The EPAO must ensure that apprentice has a different set of questions in the case of re-sits or re-takes.

The EPAO must produce the following materials to support the **professional discussion with portfolio**:

- independent assessor assessment materials which include:

- training materials
- administration materials
- moderation and standardisation materials
- guidance materials
- grading guidance
- question bank
- EPA guidance for the apprentice and the employer

The EPAO must ensure that the EPA materials are subject to quality assurance procedures including standardisation, training, and moderation.

Grading

[Edit add grade descriptor form](#)[Edit mapping of ksbs to grade themes form](#)[Edit available grades form](#)

Project with presentation and questioning

Fail - does not meet pass criteria

THEME KSBS	PASS APPRENTICES MUST DEMONSTRATE ALL THE PASS DESCRIPTORS	DISTINCTION APPRENTICES MUST DEMONSTRATE ALL THE PASS DESCRIPTORS AND ALL OF THE DISTINCTION DESCRIPTORS
Analysis K3 K4 K6 S1 S2 S3	Outlines the aims and objectives of the project and the project management approach being used to achieve them. (K3) Gathers and analyses information from both business stakeholders and learners to establish learning needs and project requirements. (K4) (S3) Explains how they have used concepts and principles of learning design theory to inform the design approach and use of learning technologies. (K6)	Shows a deeper understanding of project management theories and processes and utilises this in a way which is beneficial to the project. (K3) Demonstrates insightful interpretation of different types of information gathered to inform the digital learning design approach and technical requirements (K4) (S3) Researches human, technological, or subject-specific

THEME KSBS	PASS APPRENTICES MUST DEMONSTRATE ALL THE PASS DESCRIPTORS	DISTINCTION APPRENTICES MUST DEMONSTRATE ALL THE PASS DESCRIPTORS AND ALL OF THE DISTINCTION DESCRIPTORS
	Plans and implements communication strategies to manage and engage with project stakeholders. Uses appropriate methods and technologies to facilitate and document communications. (S1) (S2)	aspects of the project's aims and needs and interprets findings to propose solutions to problems, quality enhancements, or innovations. (K6) Monitors the effectiveness of communication methods and styles and adapts their approach accordingly. (S1) (S2),
Design / Develop K11 K12 K13 S4 S6 S7 S9 S10 B2	Applies principles of high quality digital design, including accessibility, user interface (UI) / user experience (UX), visual communication, and use of branding/ style guides, in order to script, edit, create, and produce a range of multimedia formats, including text, imagery, audio, and video. (K11) (S10) Selects and uses a range of software, hardware, platforms, and tools to design, develop, and implement digital learning products and experiences. Considers the constraints, benefits, features, functionality and technical standards of	Demonstrates advanced technical skill and innovative or creative use of technology to develop learning materials and experiences. (S9)

THEME KSBS	PASS APPRENTICES MUST DEMONSTRATE ALL THE PASS DESCRIPTORS	DISTINCTION APPRENTICES MUST DEMONSTRATE ALL THE PASS DESCRIPTORS AND ALL OF THE DISTINCTION DESCRIPTORS
	tool used for optimal effect. (K12) (K13) (S9) Selects and applies appropriate learning theories and instructional design models and methodologies to inform digital learning design approaches, outputs, and implementation strategies. (S4) Uses learning objectives to map a learning journey to facilitate and measure their achievement through formative and summative activities. (S6) Interprets and synthesises a range of information sources and concepts to organise content and re-present information to align with learning objectives and meet learner needs. (S7) Takes responsibility for the ongoing development of own and others understanding of how people learn to inform and improve digital learning design practice. (B2)	
Evaluation K14 S12 S13	Outlines how quality is defined and measured in this project, both in terms of project delivery and	Cites professional and academic models or research in the design and application of the

THEME KSBS	PASS APPRENTICES MUST DEMONSTRATE ALL THE PASS DESCRIPTORS	DISTINCTION APPRENTICES MUST DEMONSTRATE ALL THE PASS DESCRIPTORS AND ALL OF THE DISTINCTION DESCRIPTORS
	the conduciveness of outputs to the achievement of learning objectives. (K14) Explains how quality assurance processes were coordinated throughout the project and how problems or opportunities for improvement were identified and addressed. (S12) Documents evaluative processes and engages with different stakeholders to capture lessons learned. (S13)	project evaluation strategy. (K14)
Organisation S14 S15	Plans and manages their own design and development activities and collaborates with others to achieve shared objectives and outputs. (S14) Organises and manages digital assets and outputs on a platform in accordance with organisational or professional standards, to maintain regulatory compliance, version control, and efficient collaborative processes. (S15)	Actively engages in professional development activities to optimise personal performance. (S14)

Professional discussion with portfolio

Fail - does not meet pass criteria

THEME KSBS	PASS APPRENTICES MUST DEMONSTRATE ALL THE PASS DESCRIPTORS	DISTINCTION APPRENTICES MUST DEMONSTRATE ALL THE PASS DESCRIPTORS AND ALL OF THE DISTINCTION DESCRIPTORS
Context K1 S5 S11	Understands their role as a digital learning designer, the types of activities and projects they may engage with, and how they relate to other roles, within their organisation and as part of a rapidly evolving professional community. (K1) Uses instructional design tools, taxonomies, and frameworks to articulate meaningful learning objectives and learning content, through scripts or storyboards. (S5) Configures and applies regulatory, professional, organisational and technical standards and techniques (such as Accessibility Standards and data security) to the design and formatting of documents, multimedia, user interface, digital products and platforms. (S11)	N/A
Scoping K2 K5 K7 K8 K9 K10	Explains the range of operational considerations and requirements that need to be gathered to inform a digital learning design project or initiative, such as costing and procurement, legal compliance, data	Critically evaluates the effectiveness of project and organisational processes to handle the breadth and complexity of different learning design projects and challenges. (K2) (K5) (K7) (K8)

THEME KSBS	PASS APPRENTICES MUST DEMONSTRATE ALL THE PASS DESCRIPTORS	DISTINCTION APPRENTICES MUST DEMONSTRATE ALL THE PASS DESCRIPTORS AND ALL OF THE DISTINCTION DESCRIPTORS
	security and compatibility of technologies. (K2) Understands and articulates the diverse needs, abilities, and motivations of learners and the challenges and opportunities they may encounter in different learning contexts. (K5) Suggests a range of tools and approaches that can be used to facilitate the application of learning theories and methodologies within collaborative settings, such as design workshops and course templates. (K7) Describes the diversity of delivery modes and formats used in different contexts, including self-directed, user generated synchronous, and asynchronous learning, and also formats that combine digital and non-digital. (K8) Explains how different technologies and digital content types may be used to facilitate or enhance a learning journey conducive to a set of measurable objectives and outcomes. (K9) (K10)	Becomes an authority on how different technologies and digital content types may be used to facilitate or enhance a learning journey conducive to a set of measurable objectives and outcomes. (K9) (K10)
Improvement K15 S17 B1 B3 B5	Is aware of and can identify further sources of professional guidance,	Critically engages and is involved with sources of professional guidance,

THEME KSBS	PASS APPRENTICES MUST DEMONSTRATE ALL THE PASS DESCRIPTORS	DISTINCTION APPRENTICES MUST DEMONSTRATE ALL THE PASS DESCRIPTORS AND ALL OF THE DISTINCTION DESCRIPTORS
	support, frameworks, and communities of practice available to stay up to date and continually develop skills in digital learning design practice. Explores the interplay between technology and learning. (K15) (S17) (B3) Explains how they have developed and adapted their practice to champion the diverse needs, interests, and wellbeing of colleagues and learners. (B1) Explains how they have identified opportunities and taken the initiative to innovate, solve problems, or improve practice, through resourcefulness, collaboration, and creativity. B5	support, frameworks, and communities of practice, stays up to date and continually develops skills in digital learning design practice. Explores and understands the interplay between technology and learning. (K15) (S17) (B3) Critically examines aspects of digital learning design practices that could disadvantage specific groups of learners or colleagues, and propose ethical ways to eliminate or alleviate those disadvantages. (B1)
Communication S8 S16 B4 B6 B7	Adequately communicates concepts, designs, and strategies to suit different stakeholder audiences, using appropriate formats and technologies, such as face-to-face and virtual presentations, storyboards, and project documentation (S8) Collaborates with and is willing to learn from other team members and wider stakeholders to continuously improve policies, processes and systems to meet	Demonstrates outstanding communication skills to suit different audiences, using appropriate formats and technologies. (S8) Demonstrates how they have contributed to the development or improvement of policies, processes, or initiatives to improve digital learning design practices in their organisation. (S16) Critically reflects on how they have handled negative feedback or challenging

THEME KSBS	PASS APPRENTICES MUST DEMONSTRATE ALL THE PASS DESCRIPTORS	DISTINCTION APPRENTICES MUST DEMONSTRATE ALL THE PASS DESCRIPTORS AND ALL OF THE DISTINCTION DESCRIPTORS
	organisational needs. (S16) (B4) Welcomes, reflects on and actions feedback to build constructive relationships and improve practice. (B6) Takes responsibility for the evaluation of own and/or others' capabilities and development using wide-ranging approaches and criteria in contexts of varying complexity. (B7)	situations and found positive opportunities for personal development and improvements in the digital learning design approach. (B6) (B7)

Overall EPA grading

[Edit overall epa grading form](#)

Performance in the EPA determines the apprenticeship grade of:

- fail
- pass
- merit
- distinction

An independent assessor must individually grade the: [project with presentation and questioning and professional discussion with portfolio](#) in line with this EPA plan.

The EPAO must combine the individual assessment method grades to determine the overall EPA grade.

If the apprentice fails one or more assessment methods, they will be awarded an overall fail.

To achieve an overall pass, the apprentice must achieve at least a pass in all the assessment methods. To achieve an overall EPA merit, the apprentice must achieve a pass in the either assessment method and a distinction in the other assessment method. To achieve an overall EPA distinction, the apprentice must achieve a distinction in both assessment methods.

Grades from individual assessment methods must be combined in the following way to determine the grade of the EPA overall.

PROJECT WITH PRESENTATION AND QUESTIONING	PROFESSIONAL DISCUSSION WITH PORTFOLIO	OVERALL GRADING
Fail	Fail	Fail
Fail	Pass	Fail
Pass	Fail	Fail
Pass	Pass	Pass
Pass	Distinction	Merit
Distinction	Pass	Merit
Distinction	Distinction	Distinction

Re-sits and re-takes

Edit re-sits and re-takes form

If the apprentice fails one or more assessment methods they can take a re-sit or a re-take at their employer's discretion. The apprentice's employer needs to agree that a re-sit or re-take is appropriate. A re-sit does not need further learning, whereas a re-take does.

The apprentice should have a supportive action plan to prepare for a re-sit or a re-take.

The employer and EPAO agree the timescale for a re-sit or re-take. A re-sit is typically taken within 1 months of the EPA outcome notification. The timescale for a re-take is dependent on how much re-training is required and is typically taken within 4 months of the EPA outcome notification.

If the apprentice fails the project assessment method, they must to amend the project output in line with the independent assessor's feedback. The apprentice will be given 6 weeks to rework and submit the amended product.

Failed assessment methods must be re-sat or re-taken within a 6-month period from the EPA outcome notification, otherwise the entire EPA will need to be re-sat or re-taken in full.

Re-sits and re-takes are not offered to an apprentice wishing to move from pass to a higher grade.

The apprentice will get a maximum EPA grade of pass for a re-sit or re-take, unless the EPAO determines there are exceptional circumstances.

Roles and responsibilities

Edit roles and responsibilities form

ROLES	RESPONSIBILITIES
Apprentice	As a minimum, the apprentice should:

ROLES	RESPONSIBILITIES
	• participate in and complete on-programme training to meet the KSBs as outlined in the occupational standard for a minimum of 12 months • complete the required amount of off-the-job training specified by the apprenticeship funding rules and as arranged by the employer and training provider • understand the purpose and importance of EPA • meet the gateway requirements • undertake the EPA
Employer	As a minimum, the apprentice's employer must: • select the EPAO and training provider • work with the training provider (where applicable) to support the apprentice in the workplace and to provide the opportunities for the apprentice to develop the KSBs • arrange and support off-the-job training to be undertaken by the apprentice • decide when the apprentice is working at or above the occupational standard and is ready for EPA • ensure that supporting evidence required at the gateway is submitted in line with this EPA plan • liaise with the training provider and EPAO to ensure the EPA is booked in a timely manner Post-gateway, the employer must: • confirm arrangements with the EPAO for the EPA (who, when, where) in a timely manner (including providing access to any employer-specific documentation as required, for example company policies) • ensure that the EPA is scheduled with the EPAO for a date and time which allows the opportunity for the apprentice to be assessed against the KSBs • remain independent from the delivery of the EPA • ensure the apprentice is given sufficient time away from regular duties to prepare for, and complete all post-gateway elements of the EPA, and that any required supervision during this time (as stated within this EPA plan) is in place

ROLES	RESPONSIBILITIES
	• where the apprentice is assessed in the workplace, ensure that the apprentice has access to the resources used on a regular basis • pass the certificate to the apprentice upon receipt from the EPAO
EPAO	As a minimum, the EPAO must: • conform to the requirements of this EPA plan and deliver its requirements in a timely manner • conform to the requirements of the register of end-point assessment organisations (RoEPAO) • conform to the requirements of the external quality assurance provider (EQAP) for this apprenticeship • understand the occupational standard • make the EPA contractual arrangements, including agreeing the price of the EPA • develop and produce assessment materials as detailed for each assessment method in this EPA plan • appoint qualified and competent independent assessors in line with the requirements of this EPA plan to conduct assessments and oversee their working • appoint administrators (and invigilators where required) to administer the EPA • provide training for independent assessors in terms of good assessment practice, operating the assessment tools and grading • provide information, advice, guidance and documentation to enable apprentices, employers and training providers to prepare for the EPA • confirm all gateway requirements have been met as quickly as possible • arrange for the EPA to take place, in consultation with the employer • ensure that the apprentice has access to the required resources and liaise with the employer to agree this if necessary, where the apprentice is not assessed in the workplace • develop and provide assessment recording documentation to ensure a clear and auditable process is in place for providing assessment decisions and feedback to stakeholders • have no direct connection with the apprentice, their employer or training provider in all instances; there must be no conflict of interest • have policies and procedures for internal quality assurance (IQA), and maintain records of IQA activity and moderation for external quality assurance (EQA) purposes

ROLES	RESPONSIBILITIES
	• deliver induction training for independent assessors, and for invigilators and markers (where used) • undertake standardisation activity on this apprenticeship for an independent assessor before they conduct an EPA for the first time, if the EPA is updated and periodically (a minimum of annually) • manage invigilation of the apprentice to maintain security of the assessment in line with the EPAO's malpractice policy • verify the identity of the apprentice • use language in the development and delivery of the EPA that is appropriate to the level of the occupational standard
Independent assessor	As a minimum, an independent assessor must: • have the competence to assess the apprentice at the level of this apprenticeship and hold any required qualifications and experience in line with the requirements of the independent assessor as detailed in the IQA section of this EPA plan • understand the occupational standard and the requirements of this EPA • have, maintain and be able to evidence, up-to-date knowledge and expertise of the occupation • deliver the end-point assessment in-line with this EPA plan • comply with the IQA requirements of the EPAO • have no direct connection or conflict of interest with the apprentice, their employer or training provider; in all instances; there must be no conflict of interest • attend induction training • attend standardisation events when they start working for the EPAO, before they conduct an EPA for the first time and a minimum of annually for this apprenticeship • assess each assessment method, as determined by the EPA plan • assess the KSBs assigned to each assessment method, as shown in the mapping of KSBs to assessment methods in this EPA plan • make the grading decisions • record and report assessment outcome decisions, for each apprentice, following instructions and using assessment recording documentation provided by the EPAO, in a timely manner • use language in the development and delivery of the EPA that is appropriate to the level of the occupational standard

ROLES	RESPONSIBILITIES
	mark open (constructed) test answers accurately according to the EPAO's mark scheme and procedures
Training provider	As a minimum, the training provider must: - work with the employer and support the apprentice during the off-the-job training to provide the opportunities to develop the KSBs as listed in the occupational standard - conduct training covering the KSBs agreed as part of the Commitment Statement or the Individual Learning Plan - monitor the apprentice's progress during any training provider led on-programme learning - advise the employer, upon request, on the apprentice's readiness for EPA - remain independent from the delivery of the EPA

Reasonable adjustments

[Edit reasonable adjustments form](#)

The EPAO must have reasonable adjustments arrangements for the EPA.

This should include:

- how an apprentice qualifies for reasonable adjustment
- what reasonable adjustments may be made

Adjustments must maintain the validity, reliability and integrity of the EPA as outlined in this EPA plan.

Internal quality assurance (IQA)

[Edit internal quality assurance \(iqa\) form](#)

Internal quality assurance refers to how the EPAO ensures valid, consistent and reliable EPA decisions. The EPAO must adhere to the requirements within the roles and responsibilities section:

The EPAO must also:

- have quality assurance systems and procedures that ensure fair, reliable and consistent EPA regardless of employer, place, time or independent assessor
- appoint independent assessors who are competent to deliver the EPA and who:
 - have recent relevant experience of the occupation or sector to at least occupational level 4 gained in the last 3 years or significant experience of the occupation or sector
 - hold, or are working towards, an assessor qualification

- have professional body membership with:
[The Association for Learning Technology](#)
- operate induction training for anyone involved in the delivery or assessment of the EPA
- provide training for independent assessors in good assessment practice, operating the assessment tools and making grading decisions
- provide ongoing training for markers and invigilators
- provide standardisation activity for this apprenticeship standard for all independent assessors:
 - before they conduct an EPA for the first time
 - if the EPA is updated
 - periodically as appropriate (a minimum of annually)
- conduct effective moderation of EPA decisions and grades
- conduct appeals where required, according to the EPAO's appeals procedure, reviewing and making final decisions on EPA decisions and grades
- have no direct connection with the apprentice, their employer or training provider.

Value for money

[Edit value for money form](#)

Affordability of the EPA will be aided by using at least some of the following:

- [completing applicable assessment methods online \(for example computer-based assessment\)](#)
- [utilising digital remote platforms to conduct applicable assessment methods](#)

Professional recognition

[Edit professional recognition form](#)

This apprenticeship aligns with:

We are aligning to ALT <https://www.alt.ac.uk> for Associate Member
<https://www.thelpi.org> for Associate Member

Mapping of KSBs to assessment methods

[Edit mapping of ksbs to assessment methods form](#)

KNOWLEDGE	ASSESSMENT METHODS
K1 The role of the digital learning designer, the types of activities and projects they may engage with, and how they relate to other roles, within their organisation and as part of a rapidly evolving professional community.	Professional discussion with portfolio

KNOWLEDGE	ASSESSMENT METHODS
K2 The range of operational considerations and requirements that need to be gathered to inform a digital learning design project or initiative, including costing and procurement, legal compliance, data security and compatibility of technologies.	Professional discussion with portfolio
K3 The difference between a project and a business as usual process or activity, to include a range of project management approaches and how they may be combined with digital learning design and development methodologies to achieve objectives.	Project with presentation and questioning
K4 How to gather, analyse and interpret relevant information to establish learning needs, project requirements and inform digital learning design processes.	Project with presentation and questioning
K5 The diverse needs, abilities, and motivations of learners and the challenges and opportunities they may encounter in different learning contexts.	Professional discussion with portfolio
K6 The concepts and principles that underpin a range of learning theories, such as the differences between pedagogy and andragogy, and how to interpret them to guide the design of learning experiences and the selection and application of technologies for learning	Project with presentation and questioning
K7 The range of tools and approaches that can be used to facilitate the application of learning theories and methodologies within collaborative settings, such as design workshops and course templates.	Professional discussion with portfolio
K8 The diversity of delivery modes and formats used in different contexts, including self-directed, user generated synchronous, and asynchronous learning, and also formats that combine digital and non-digital	Professional discussion with portfolio
K9 The range of digital content and platform types that may be used to facilitate or enhance learning, including learning management	Professional discussion with portfolio

KNOWLEDGE	ASSESSMENT METHODS
systems, interactive modules, videos, podcasts, immersive formats, user generated content and games.	
K10 How learning aims and objectives may be articulated to generate a learning journey and curriculum conducive to, and in alignment with, measurable outcomes and assessment strategies, and games.	Professional discussion with portfolio
K11 The principles of high quality digital learning design, including accessibility, user interface (UI) / user experience (UX), visual communication, and use of branding and style guides.	Project with presentation and questioning
K12 The constraints and benefits of different types of technologies in order to determine their suitability for facilitating the design, development, or implementation of digital learning experiences and achieving learning objectives.	Project with presentation and questioning
K13 The features, functionality and technical standards associated with different platforms and software used in the design, development, and curation of digital learning experiences, and how these can be combined and configured to optimise user experiences.	Project with presentation and questioning
K14 The measurements and methodologies that can be applied to assure and evaluate the quality and effectiveness of learning products and experiences.	Project with presentation and questioning
K15 The sources of professional guidance, support, frameworks, and communities of practice available to stay up to date and continually develop skills in digital learning design practice.	Professional discussion with portfolio
SKILL	ASSESSMENT METHODS
S1 Develop communication strategies to manage and engage with project stakeholders and use appropriate methods and technologies to facilitate and document communications.	Project with presentation and questioning
S2	Project with presentation and questioning

KNOWLEDGE	ASSESSMENT METHODS
Plan and facilitate discussions and activities to initiate and progress work, analyse and interpret information, gather requirements, and engage effectively with stakeholders.	
S3 Gather, analyse, and interpret information about learners and learning environments, such as learner feedback, learning analytics, needs analysis, and profile mapping, to inform the learning design approach and technical requirements.	Project with presentation and questioning
S4 Select and apply appropriate learning theories and instructional design models and methodologies to inform digital learning design approaches, outputs, and implementation strategies.	Project with presentation and questioning
S5 Use instructional design tools, taxonomies, and frameworks to articulate meaningful learning objectives and learning content, through scripts or storyboards..	Professional discussion with portfolio
S6 Use learning objectives to map a learning journey to facilitate and measure their achievement through formative and summative activities	Project with presentation and questioning
S7 Interpret and synthesise a range of information sources and concepts to organise content and re-present information to align with learning objectives and meet learner needs.	Project with presentation and questioning
S8 Communicate concepts, designs, and strategies to suit different stakeholder audiences, using appropriate formats and technologies, such as face to face and virtual presentations, storyboards, and project documentation	Professional discussion with portfolio
S9 Select and use a range of software, hardware, platforms, and tools to design, develop, and implement digital learning products and experiences.	Project with presentation and questioning
S10 Use professional techniques to script, edit, create, and produce a range of multimedia formats, including text, imagery, audio, and video.	Project with presentation and questioning

KNOWLEDGE	ASSESSMENT METHODS
S11 Configure and apply regulatory, professional, organisational and technical standards and techniques (including Accessibility Standards and data security) to the design and formatting of documents, multimedia, user interface, digital products and platforms.	Professional discussion with portfolio
S12 Conduct or coordinate the quality checking and testing of digital outputs, internally and/or with target users, prior to implementation, including proofreading, application of branding, accessibility, and functionality, and contribute to ongoing improvement of quality assurance processes. To include updating, renewing and revising existing content.	Project with presentation and questioning
S13 Evaluate the effectiveness of digital learning products and experiences in achieving project requirements and intended learning objectives, using appropriate tools and methodologies.	Project with presentation and questioning
S14 Plan and manage your own design and development activities and collaborate with others to achieve shared objectives and outputs.	Project with presentation and questioning
S15 Organise and manage digital assets and outputs on a platform in accordance with organisational or professional standards, to maintain regulatory compliance, version control, efficient collaborative processes,	Project with presentation and questioning
S16 Collaborate with other team members and wider stakeholders to continuously improve policies, processes and systems to meet organisational needs.	Professional discussion with portfolio
S17 Identify opportunities to stay up to date and continually develop skills in digital learning design practice through professional bodies, events, frameworks, and communities of practice.	Professional discussion with portfolio
BEHAVIOUR	ASSESSMENT METHODS
B1 Champions the diverse needs, interests, and wellbeing of colleagues and learners	Professional discussion with portfolio

BEHAVIOUR	ASSESSMENT METHODS
B2 Takes responsibility for the ongoing development of own and others understanding of how people learn to inform and improve digital learning design practice.	Project with presentation and questioning
B3 Commits to exploring and understanding the interplay between technology and learning, whilst keeping up to date with new technologies'. (CMALT)	Professional discussion with portfolio
B4 Willing to learn from colleagues from different backgrounds and specialist areas, communicating and disseminating effective practice. (CMALT)	Professional discussion with portfolio
B5 Takes initiative, finding opportunities for improvement and innovation. Uses own initiative to solve problems through resourcefulness, collaboration, and creativity.	Professional discussion with portfolio
B6 Welcomes, reflects on and actions feedback to build constructive relationships and improve practice	Professional discussion with portfolio
B7 Takes responsibility for the evaluation of own and/or others' capabilities and development using wide-ranging approaches and criteria in contexts of varying complexity.	Professional discussion with portfolio

Mapping of KSBS to grade themes

[Edit add grade themes form](#)[Edit mapping of ksbs to grade themes form](#)

Project with presentation and questioning - Project

KSBS GROUPED BY THEME	KNOWLEDGE	SKILLS	BEHAVIOUR
Analysis K3 K4 K6 S1 S2 S3	The difference between a project and a business as usual process or activity, to include a range of project management approaches and how they may be combined with digital learning	Develop communication strategies to manage and engage with project stakeholders and use appropriate methods and technologies to facilitate	N/A

KSBS GROUPED BY THEME	KNOWLEDGE	SKILLS	BEHAVIOUR
	design and development methodologies to achieve objectives. (K3) How to gather, analyse and interpret relevant information to establish learning needs, project requirements and inform digital learning design processes. (K4) The concepts and principles that underpin a range of learning theories, such as the differences between pedagogy and andragogy, and how to interpret them to guide the design of learning experiences and the selection and application of technologies for learning (K6)	and document communications. (S1) Plan and facilitate discussions and activities to initiate and progress work, analyse and interpret information, gather requirements, and engage effectively with stakeholders. (S2) Gather, analyse, and interpret information about learners and learning environments, such as learner feedback, learning analytics, needs analysis, and profile mapping, to inform the learning design approach and technical requirements. (S3)	
Design / Develop K11 K12 K13 S4 S6 S7 S9 S10 B2	The principles of high quality digital learning design, including accessibility, user interface (UI) / user experience (UX), visual communication, and use of branding and style guides. (K11) The constraints and benefits of different types of technologies in order to determine their suitability for facilitating the design, development, or implementation of digital learning experiences and	Select and apply appropriate learning theories and instructional design models and methodologies to inform digital learning design approaches, outputs, and implementation strategies. (S4) Use learning objectives to map a learning journey to facilitate and measure their achievement through formative and summative activities (S6) Interpret and synthesise a range of information sources and concepts to organise content and re-	Takes responsibility for the ongoing development of own and others understanding of how people learn to inform and improve digital learning design practice. (B2)

KSBS GROUPED BY THEME	KNOWLEDGE	SKILLS	BEHAVIOUR
	achieving learning objectives. (K12) The features, functionality and technical standards associated with different platforms and software used in the design, development, and curation of digital learning experiences, and how these can be combined and configured to optimise user experiences. (K13)	present information to align with learning objectives and meet learner needs. (S7) Select and use a range of software, hardware, platforms, and tools to design, develop, and implement digital learning products and experiences. (S9) Use professional techniques to script, edit, create, and produce a range of multimedia formats, including text, imagery, audio, and video. (S10)	
Evaluation K14 S12 S13	The measurements and methodologies that can be applied to assure and evaluate the quality and effectiveness of learning products and experiences. (K14)	Conduct or coordinate the quality checking and testing of digital outputs, internally and/or with target users, prior to implementation, including proofreading, application of branding, accessibility, and functionality, and contribute to ongoing improvement of quality assurance processes. To include updating, renewing and revising existing content. (S12) Evaluate the effectiveness of digital learning products and experiences in achieving project requirements and intended learning objectives, using appropriate tools and methodologies. (S13)	N/A
Organisation	N/A	Plan and manage your own design and development	N/A

KSBS GROUPED BY THEME	KNOWLEDGE	SKILLS	BEHAVIOUR
S14 S15		activities and collaborate with others to achieve shared objectives and outputs. (S14) Organise and manage digital assets and outputs on a platform in accordance with organisational or professional standards, to maintain regulatory compliance, version control, efficient collaborative processes, (S15)	

Professional discussion with portfolio - Discussion

KSBS GROUPED BY THEME	KNOWLEDGE	SKILLS	BEHAVIOUR
Context K1 S5 S11	The role of the digital learning designer, the types of activities and projects they may engage with, and how they relate to other roles, within their organisation and as part of a rapidly evolving professional community. (K1)	Use instructional design tools, taxonomies, and frameworks to articulate meaningful learning objectives and learning content, through scripts or storyboards.. (S5) Configure and apply regulatory, professional, organisational and technical standards and techniques (including Accessibility Standards and data security) to the design and formatting of documents, multimedia, user interface, digital products and platforms. (S11)	N/A
Scoping K2 K5 K7 K8 K9 K10	The range of operational considerations and requirements that need	N/A	N/A

KSBS GROUPED BY THEME	KNOWLEDGE	SKILLS	BEHAVIOUR
	to be gathered to inform a digital learning design project or initiative, including costing and procurement, legal compliance, data security and compatibility of technologies. (K2) The diverse needs, abilities, and motivations of learners and the challenges and opportunities they may encounter in different learning contexts. (K5) The range of tools and approaches that can be used to facilitate the application of learning theories and methodologies within collaborative settings, such as design workshops and course templates. (K7) The diversity of delivery modes and formats used in different contexts, including self-directed, user generated synchronous, and asynchronous learning, and also formats that combine digital and non-digital (K8) The range of digital content and platform types that may be used to facilitate or enhance learning, including learning management		

KSBS GROUPED BY THEME	KNOWLEDGE	SKILLS	BEHAVIOUR
	systems, interactive modules, videos, podcasts, immersive formats, user generated content and games. (K9) How learning aims and objectives may be articulated to generate a learning journey and curriculum conducive to, and in alignment with, measurable outcomes and assessment strategies, and games. (K10)		
Improvement K15 S17 B1 B3 B5	The sources of professional guidance, support, frameworks, and communities of practice available to stay up to date and continually develop skills in digital learning design practice. (K15)	Identify opportunities to stay up to date and continually develop skills in digital learning design practice through professional bodies, events, frameworks, and communities of practice. (S17)	Champions the diverse needs, interests, and wellbeing of colleagues and learners (B1) Commits to exploring and understanding the interplay between technology and learning, whilst keeping up to date with new technologies'. (CMALT) (B3) Takes initiative, finding opportunities for improvement and innovation. Uses own initiative to solve problems through resourcefulness, collaboration, and creativity. (B5)
Communication	N/A	Communicate concepts, designs, and strategies	Willing to learn from colleagues from

KSBS GROUPED BY THEME	KNOWLEDGE	SKILLS	BEHAVIOUR
S8 S16 B4 B6 B7		to suit different stakeholder audiences, using appropriate formats and technologies, such as face to face and virtual presentations, storyboards, and project documentation (S8) Collaborate with other team members and wider stakeholders to continuously improve policies, processes and systems to meet organisational needs. (S16)	different backgrounds and specialist areas, communicating and disseminating effective practice. (CMALT) (B4) Welcomes, reflects on and actions feedback to build constructive relationships and improve practice (B6) Takes responsibility for the evaluation of own and/or others' capabilities and development using wide-ranging approaches and criteria in contexts of varying complexity. (B7)

Supporting information

External quality assurance

Edit external quality assurance (eqa) form

Option selected: Ofqual

Involved employers

Foster & Forge, University of Birmingham, University of Exeter. LDN apprenticeship limited, Sainsbury's, Virgin Media. UCPS e-learning, Cursim, Advance HE, The Association for Learning Technology, BT, instinct, Omniplex learning, mdx, NTU, Solentalt, Lexedio, LDN Apprenticeships Ltd Digital Learning Institute, Quantum Rise Talent Group Ltd, Aston University, City, University of London, Queen's University Belfast City, University of London, University of Portsmouth, Pearson, BT, Nottingham Trent University, QA, Middlesex University and Association for Learning Technology

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