



Skills England

Standard Draft Preview

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Standard in development
L5: Digital learning designer
Version 2.0

Title of occupation

Digital learning designer

UOS reference number

ST0974

Core and options

No

Level of occupation

Level 5

Occupational maps data

Route: Digital

Pathway: Digital Business Services

Cluster: Digital solutions advanced technician

Typical duration of apprenticeship

24 months

Minimum hours for compliance

326 hours

Target date for approval

29/01/2027

Resubmission

No

Would your proposed apprenticeship standard replace an existing framework?

Yes

Ascentis Level 4 Diploma and Extended Diploma in Digital Learning Design Ofqual Number: Diploma: 601/2588/3 Extended Diploma: 601/4153/0 Ascentis Level 3 Diploma in Digital Learning Design Ofqual Numbers: Diploma: 601/2586/X Ascentis Level 3 Certificate and Diploma in Technology Enhanced Learning Ofqual Numbers: Diploma: 601/2586/X

Does professional recognition exist for the occupation?

Yes

Regulated occupation

Is this a statutory regulated occupation?

No

Occupational summary

This occupation is found in organisations of any size or sector where there is either an internal need, or where digital learning services are part of their business outputs. Typical organisations include, but are not limited to, formal education providers, public sector organisations, private training providers, in-house and specialist digital learning design studios and private companies, for example retail and telecommunications.

Digital learning designers are experts in adult learning and have specialist skills in educational technologies. They design and develop a range of products and initiatives, such as online courses, interactive multimedia, and virtual simulations, to address a wide range of educational and business needs

The broad purpose of the occupation is to scope, design, develop, and maintain digital learning materials and provisions for educational and professional development programmes, courses, and other learning initiatives. Employees in this occupation work with a range of stakeholders, including internal or external subject experts, clients, academics, learning and development, and technology professionals. They engage with organisational and sector insights, research and performance data, and consult with learners and other stakeholders, to define the learning context and requirements, and design and develop digital learning designs within an appropriate learning model or framework. They support and advise upon the use and implementation of learning technologies to facilitate learning and assessment strategies. Digital learning designers act as subject matter experts in approaches to learning with digital technologies. This includes good practice and research-informed approaches to how humans learn and how this knowledge can be leveraged with appropriate learning technologies. They provide contextually relevant guidance on enhancing the learner experience, complying with legal and professional standards, such as accessibility, and evaluating and improving the effectiveness of learning systems. Their services may be required as an internal resource and/or as part of an external commercial, non-profit, or public service. They coordinate various aspects of different digital learning projects with a focus on enhancing and improving learner experience and achieving intended learning outcomes. Digital Learning Designers maximise platform configuration and the use of established and emerging technologies, to achieve the best outcome for learners and their organisations. They may align digital learning programmes of study, content, and experiences with professional or qualification frameworks. Digital learning designers actively engage with relevant communities of practice and maintain their professional skillset through research and continual professional development.

In their daily work, an employee in this occupation interacts with a wide range of internal and external departments and stakeholders. These include primarily subject matter experts, educators and training professionals but also various professional staff such as IT, operations, marketing and management. They may also work with independent creative and legal professionals as well as professional bodies. They interact directly with a wide range of learners who may be employees, students, or public consumers. A Digital Learning Designer may work independently or within a team depending upon the type and size of organisation. They are expected to carry out their role independently with limited supervision. A key part of the design role is to consult colleagues, management, stakeholders, subject experts and the wider community of professional practice outside of their organisation. In day-to-day project work Digital Learning Designers usually report to a relevant project or programme

manager. More broadly, direct line management is often carried out by a head of department or senior learning designer. These roles and company structures vary dependent upon size and type of organisation.

An employee in this occupation will be responsible for making sure deliverables are achieved and documented within agreed project specifications and timescales. They are responsible for sound and appropriate design for effective learning in specific contexts. They ensure the quality of the digital learning content and configurations. Typically they may provide progress reports either internally or to an external client. They are responsible for data they gather during the design process and must ensure they follow legal and organisational requirements. Typically they agree the time and resource required from other professionals with whom they work collaboratively, for example a graphic designer. They capture and respond to relevant evaluative data and feedback. They may be responsible for some budgetary considerations depending on the type and size of organisations and scope of their role. This would often relate to advice in procurement processes, including choices of technology, specialist work such as video and animation and licence requirements.

Typical job titles

Digital learning designer

E-learning developer

Instructional designer

Learning design officer

Learning designer

Learning technologist

Are there any statutory / regulatory or other typical entry requirements?

No

Occupation duties

DUTY	KSBS
Duty 1 Scope and define digital learning project requirements with stakeholders in response to organisational needs.	K1 K2 K3 K4 K10 S2 S3
Duty 2 Analyse learning needs to agree clear objectives and outcomes.	K2 K4 S3 S4 S8
Duty 3 Write and structure appropriate learning outcomes.	K10 S6 S7 S8
Duty 4 Design and map curricula, including content, learning activities, and assessment approaches using relevant learning theories.	K6 K8 K10 S5 S6 S7 S8
Duty 5 Advise stakeholders on good practice in learning design aligned to knowledge, skills, behaviours, and performance.	K1 K3 K5 K8 K9 K12 K13 S2 S5 S6 S8 S17 B2 B5 B6
Duty 6 Capture and align technical, user, and UX/UI requirements with learning design approaches.	K2 K5 K6 K7 K8 K9 K12 K13 S4 S5 S8 S10 B1
Duty 7 Plan and manage learning design and development strategies within time and budget constraints.	K2 K3 K4 K5 K8 K9 S4 S5 S6 S8
Duty 8 Communicate learning strategies and solutions clearly to stakeholders using appropriate tools and formats.	K1 K3 K5 K7 K8 K9 K12 K13 S1 S2 S5 S6 S9 S15 B1 B4
Duty 9 Facilitate collaborative design processes with stakeholders, SMEs, and partners.	K1 K3 S1 S2 S9 S15 S17 B4 B5

Duty 10 Design and develop digital learning content and assets to meet agreed objectives.	K11 K13 S6 S10 S11 B6
Duty 11 Present designs, prototypes, and outputs at key stages and gather feedback.	K3 K11 K13 S1 S2 S8 S9 S12 S13 S15 S17
Duty 12 Review, quality assure, and test learning outputs to meet compliance and standards (e.g. accessibility, data protection, branding).	K14 S12 S13 S14 S16 B6
Duty 13 Manage feedback, documentation, and project communications throughout the design and development process.	K13 S1 S2 S9 S15 S17 B6
Duty 14 Implement, configure, and support digital learning platforms and technologies, ensuring secure and effective delivery.	K2 K9 K12 K14 S4 S7 S10 S12 S16 B1 B2
Duty 15 Evaluate effectiveness of products and process.	K5 K14 K15 S3 S7 S14 S15 S17 B1 B2 B3 B5 B6
Duty 16 Continuous development of self.	K14 K15 S17 B3 B4 B5 B6

KSBs

Knowledge

K1: Role of the digital learning designer, 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.

- K2:** Operational, technical, regulatory, organisational, quality requirements, and evolving requisites such as sustainability, that need to be gathered to inform a digital learning design project or initiative.
- K3:** Project management approaches and how they may be combined with digital learning design and development methodologies to achieve objectives.
- K4:** Information needed to establish learning needs, project requirements, and inform digital learning design processes.
- K5:** Diverse needs, abilities, and motivations of learners and the challenges and opportunities they may encounter in different learning contexts.
- K6:** Learning theories, concepts and or principles, and how to apply them to design learning experiences and select digital technologies.
- K7:** Methods and models that can be used to design curriculums or specify course structures, such as backwards design and ABC Learning Design (Laurillard).
- K8:** Diversity of delivery modes used in different contexts, such as self-directed, synchronous, and asynchronous learning, and modes that combine digital and non-digital features, such as hybrid and blended learning.
- K9:** Digital content and platform types that may be used to facilitate or enhance learning, such as learning management systems, interactive modules, videos, podcasts, immersive formats, content and games.
- K10:** Methodologies for articulating aims and objectives with measurable outcomes and assessment strategies to generate a learning journey.
- K11:** Principles of high-quality digital learning design, including accessibility, user interface (UI), user experience (UX), visual communication, and use of branding and style guides.
- K12:** Constraints and benefits of different types of technologies for facilitating the design, development, or implementation of digital learning experiences and achieving learning objectives.
- K13:** 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 used together and set up to optimise user experience.
- K14:** Measurements and methodologies that can be applied to assure and evaluate the quality and effectiveness of learning products and experiences.
- K15:** 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.

Skills

- S1:** Develop communication strategies to manage and engage with project stakeholders and select methods and technologies to facilitate and document communications.

- S2:** Plan and facilitate discussions and activities to initiate and progress work, documenting communications.
- S3:** Analyse and interpret information, gather requirements, and engage with stakeholders.
- S4:** 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.
- S5:** Select and apply learning theories and instructional design models and or methodologies to inform digital learning design approaches, outputs, and implementation strategies.
- S6:** Write meaningful learning objectives, and learning content, through scripts and or storyboards using instructional design principles, taxonomies, or frameworks.
- S7:** Map a learning experience to achieve learning objectives and measure their achievement through formative and summative activities.
- S8:** Interpret and synthesise information sources and concepts to organise content, re-present information that aligns with learning objectives and meets learner needs.
- S9:** Communicate concepts, designs, and strategies to suit different stakeholder audiences and facilitate collaborative processes, using formats and technologies, such as face to face and virtual presentations, storyboards, and project documentation.
- S10:** Select and use distinct software, hardware, platforms, and tools to design, develop, and implement digital learning products and experiences.
- S11:** Use recognised techniques to script, edit, create, and produce maintainable multimedia assets, including text, imagery, audio, video with or without Artificial Intelligence technology.
- S12:** Configure and apply regulatory, professional, organisational or technical standards including accessibility standards and data security to the design and formatting of documents, multimedia, user interface, digital products and platforms.
- S13:** Conduct the quality checking and testing of digital outputs with stakeholders, prior to implementation, whilst ensuring there is ongoing improvement of quality assurance processes (for example, proofreading, updating, renewing and revising existing content, application of branding, accessibility and functionality).
- S14:** S14 Evaluate the effectiveness of digital learning products and experiences in achieving project requirements and intended learning objectives, using appropriate tools and methodologies.
- S15:** Utilise project management approaches to plan and manage your own design and development activities to achieve shared objectives and outputs.
- S16:** 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, and quality assurance.

S17: Assimilate and use evaluative information to contribute to the continuous improvement of organisational policies, processes and systems.

Behaviours

B1: Advocates for the diverse needs, interests, and wellbeing of stakeholders to create inclusive solutions.

B2: Demonstrates accountability by using initiative to address challenges and improve practice, operating reliably both independently and collaboratively.

B3: Keeps up to date with the latest digital learning design trends, tools, techniques, and practices, reflecting on how people learn to support the ongoing development of their own skills and knowledge and the sharing of that knowledge to develop the skills of others.

B4: Confident interacting with and learning from people from different backgrounds, demographics, and specialist areas.

B5: Welcomes and implements feedback to build constructive relationships and improve practice.

B6: Acts with integrity with respect to ethical, legal, AI and regulatory frameworks ensuring the protection of personal data, safety, and security.

Qualifications

English and maths

English and maths qualifications must be completed in line with the apprenticeship funding rules.

Does the apprenticeship need to include any mandated qualifications in addition to the above-mentioned English and maths qualifications?

No

Professional recognition

This standard aligns with the following professional recognition:

- Association for Learning Technology (ALT) for Associate Certified Member (ACMALT).
- RITTech the registration for IT technicians for Advanced RITTech

Consultation

The group of persons consulted with the wider Digital product manager community in both private, public and educational settings. All the feedback was collated and distributed to whole expert group. The insights were discussed and amend where applicable. Where not actioned a full rational was input and feedback.

Progression routes

ST0625 Creative digital design professional (integrated degree) L6

ST0411 Project manager (integrated degree) L6

ST0470 Digital user experience (UX) professional (integrated degree) L6

Progression Job titles could include: Instructional Design Manager, Head of Learning Design, Head of Learning Technologies, Production Manager, Senior Learning Designer. All estimated to be Level 6 to 7. Progression from content creator L3

Supporting uploads

Mandatory qualification uploads

Mandated degree evidence uploads

Professional body confirmation uploads

-  ST0974_standard_professional-body-confirming-alignment_ALT CONFIRMING APPRENTICESHIP ALIGNMENT WITH PROFESSIONAL RECOGNITION - 2023.docx
-  ST0974_standard_professional-body-confirming-alignment_IfATE confirmation letter - Digital Learning Designer 281024.docx

Subject sector area

6.1 Digital technology (practitioners)