



Draft Preview

DRAFT APPRENTICESHIP ASSESSMENT PLAN FOR THE DIGITAL ACCESSIBILITY SPECIALIST APPRENTICESHIP

ST0863/V2

APPRENTICESHIP REFERENCE NUMBER	LEVEL OF THIS APPRENTICESHIP	INTEGRATION
ST0863	4	None

Assessment Plan

Assessment details

Introduction

This Apprenticeship Assessment Plan (AAP) sets out the requirements for the assessment of the level 4 digital accessibility specialist 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
<p>AO1: Accessibility standards, legislation and organisational integration</p> <p>Applies people focused disability legislation and organisational policies, including equality duties, reasonable adjustments and frameworks such as the ADA, to ensure inclusive practices that support users with diverse disability needs. Uses accessibility standards and technical regulations such as WCAG, EN 301 549, the European Accessibility Act (EAA) and Section 508 to guide digital-product decisions, applying appropriate conformance methods and inclusive design practices to embed accessible, compliant solutions across the organisation in relation to digital accessibility and digital inclusion.</p>	<p>K1, K2, K3, K5, K10, K11, K17, K24,</p> <p>S10, S17</p>
<p>AO2: Assistive technologies and user support</p> <p>Uses and evaluates a range of assistive technologies to understand their functionality, interaction patterns and how they shape multimodal user experiences. Selects appropriate tools and adaptive strategies applying best practices and support strategies to address barriers when identified.</p>	<p>K13, K14, K21</p> <p>S2, S8, S9, S13</p>
<p>AO3: Inclusive design</p> <p>Focuses on designing digital products and services that are usable and accessible by the widest possible range of users. This includes applying recognised accessibility standards and inclusive design principles and practices across web, mobile, electronic documentation and other platforms to ensure equitable user experiences.</p>	<p>K9, K12, S15</p>
<p>AO4: Accessible content production</p> <p>Covers the creation of accessible digital content using productivity tools and best practices. Ensures outputs such as documents, presentations, and communications are inclusive, readable, enjoyable and usable by people with diverse needs.</p>	<p>K4, S11</p>
<p>AO5: Accessibility documentation</p> <p>Involves understanding and documenting technical accessibility considerations and standards. This includes explaining how accessibility is implemented in</p>	<p>K8, S12</p>

development (e.g. code-level practices and frameworks) and creating business reports, business cases and documentation appropriate for the target audience, providing guidance or documentation that supports accessible service delivery.

AO6: Accessibility testing, evaluation and audit

Conducts accessibility testing and audits across multiple platforms using current and evolving standards and guidelines, alongside commonly used assistive technologies. Produces clear audit documentation with issue descriptions, severity scoring, and remediation recommendations. Plans and facilitates workshops and usability testing sessions. Applies structured research and testing methodologies, user data and uses manual, automated and emerging AI-supported tools to assess accessibility and prioritise issues, evaluating and informing effective remediation.

K7, K15, K22

S4, S5, S7

AO7: Communication, training and stakeholder engagement

Presents information clearly to varied audiences, tailoring communication to context and purpose. Produces reports, business cases, high level presentations for senior stakeholders and training materials, leads groups when required, and engages stakeholders through effective interpersonal, written and verbal communication.

K6, K16, K20, K23

S1, S3, S6, S16, S18

AO8: Digital security, data ethics and risk considerations

Implements security best practice, ethical data handling and risk aware approaches when working with digital systems and assistive technologies. Considers GDPR, data ethics implications and security constraints when supporting accessibility activities.

K18, K19, K25

S14

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 **a project**

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**
- **professional discussion**
- **question and answer**
- **written assessment**

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.

Adapts and applies cognitive and practical skills with a high degree of flexibility and operational fluency in accessibility tasks, ensuring methods are effective and optimised for quality and efficiency of service outcomes.

Performance Category	Pass	Distinction
Applied Knowledge	Demonstrates sound application of accessibility related knowledge to address well defined but complex problems, reaching appropriate and generally effective outcomes within the operational context.	Applies accessibility knowledge with confidence and precision, consistently producing high quality outputs in response to well defined but complex problems, with solutions that often enhance outcomes or processes.
Applied Skills	Identifies and applies suitable cognitive and practical skills in accessibility tasks, adapting as necessary to meet requirements. Methods chosen are generally appropriate, with results that meet organisational or sector expectations.	Adapts and applies cognitive and practical skills with a high degree of flexibility and operational fluency in accessibility tasks, ensuring methods are effective and optimised for quality and efficiency of service outcomes.
Regulatory and Procedural Awareness	Applies relevant accessibility legislation, standards and organisational procedures with sound judgement, adapting appropriately to varied and occasionally complex situations.	Interprets and applies accessibility related regulatory and procedural requirements with insight and appropriate flexibility, identifying implications and making informed decisions in varied and complex situations.
Communication and Collaboration	Communicates clearly and collaborates effectively with colleagues and stakeholders, contributing to responsive and	Communicates and collaborates with confidence and insight, tailoring approach to meet diverse stakeholders needs and contributing to improved collaboration and service outcomes.

	inclusive service delivery.	
Information Use and Decision Making	Analyses and interprets relevant information to make informed decisions, showing clear awareness of the accessibility context and the broader scope of the occupational area.	Analyses, interprets and evaluates information from a range of sources, providing insightful justification for decisions and demonstrating strong awareness of broader implications within the occupational area.
Responsibility and Autonomy	Take responsibility for own work and decisions within defined parameters, managing tasks and priorities effectively and supporting others where required, with adequate awareness of risks and priorities in accessibility related activities.	Proactively takes ownership of work and decisions, working independently within defined parameters and coordinating tasks or supporting others as needed, while exercising sound judgement on priorities and risks when managing resources or actions in accessibility related activities.

Crown copyright 2026 You may re-use this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. Visit www.nationalarchives.gov.uk/doc/open-government-licence.