Apprenticeships in

Digital

Pearson Level 5 End-point Assessment for
Digital Learning Designer

About Pearson

We are the world's leading learning company operating in countries all around the world. We provide content, assessment and digital services to schools, colleges and universities, as well as professional and vocational education to learners to help increase their skills and lifelong employability prospects. We believe that wherever learning flourishes so do people.

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What are Pearson End-point Assessments?

End-point Assessment (EPA) takes place at the end of the apprenticeship programme when the apprentice has passed through gateway and been signed off as ready for the assessment by their employer. It is a synoptic assessment of the knowledge, skills and behaviours outlined in the apprenticeship standard learnt throughout the apprenticeship programme.

Purpose

The purpose of the EPA is to confirm that the apprentice has met the required level of knowledge, skills and behavioural standards set by employers and that they are competent in their role as Digital Learning Designer.

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 apprentices 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 apprentice 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 apprentice 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 apprentices 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. Primarily, these include: 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 apprentices 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.

Industry support and recognition

Pearson has worked in close collaboration with employers, other assessment organisations and experts from professional bodies and training providers in developing the assessment tools for this EPA. We are grateful to all who have generously shared their time and expertise to help us in the development process.

2 Summary of End-point Assessment

EPA Title	Pearson Level 5 End-point Assessment for Digital Learning Designer
Qualification number (QN)	610/3544/0
Regulation start date	01/01/2024
First Pearson assessment	01/08/2024
Assessment Methods	• Assessment Method 1: Professional Discussion underpinned by portfolio • Assessment Method 2: Project with presentation and questioning *Refer to Section 5 for detailed information about each assessment method.*
Grading	Pass/Merit/Distinction *Refer to Section 3 for detailed information.*
Duration of apprenticeship programme	The typical duration for this apprenticeship is 24 months but this will depend on the individual apprentice's previous experience and access to opportunities to gain the full range of competences.
Gateway requirements	• Employer confident that the apprentice is ready • Maths and English requirements (*refer to the* Apprenticeship funding rules *pg21 for more detail*) • Portfolio of evidence
Time period for completion of EPA	The EPA period starts when the EPAO confirms the gateway requirements have been met and is typically four months. The assessment methods can be delivered in any order and the result of one assessment method does not need to be known before starting the next.

EPA Title	Pearson Level 5 End-point Assessment for Digital Learning Designer
Apprenticeship certification	The certificate for the apprenticeship is awarded by the Institute for Apprenticeships and Technical Education (IfATE), through a process administered by the Education and Skills Funding Agency (ESFA). As the end-point Assessment Organisation (EPAO), Pearson will claim certificates on behalf of apprentices.
Digital badging	On successful completion of their EPA, apprentices are issued a securely verified Credly digital credential or 'badge.' The digital badge can be easily shared online via social networks allowing them to showcase their talent and grow their presence in a professional community. Further information about Credly digital credentials can be found at www.pearson.com/en-gb.html (Discover Pearson Businesses).

3 EPA structure

Pearson Level 5 End-point Assessment for Digital Learning Designer

The EPA for the Digital Learning Designer apprenticeship consists of the following two assessment methods:

- Assessment Method 1: Professional Discussion underpinned by portfolio.

- Assessment Method 2: Project with presentation and questioning.

The table below gives a summary of the structure of the end-point assessment.

End-point Assessment methods	Duration	Weighting %	Assessment method grading
Professional Discussion underpinned by portfolio	60 mins	50%	Pass/Merit/Distinction
Project with presentation and questioning	12 weeks to complete project Presentation and questions: 60 mins • Presentation: 20 mins • Questioning: 40 mins	50%	Pass/Merit/Distinction

EPA Grading

The grading for this EPA is Pass/Merit/Distinction

An independent assessor must individually grade the assessment methods in line with the grading criteria and KSBs.

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 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.

The table below shows how the grade from each end-point assessment method is combined to determine the overall End-point Assessment grade.

EPA Assessment Method 1	EPA Assessment Method 2	End-point Assessment grade
Fail	Fail	Fail
Pass	Fail	Fail
Fail	Pass	Fail
Pass	Pass	Pass
Distinction	Pass	Merit
Pass	Distinction	Merit
Distinction	Distinction	Distinction

4 Assessment

Assessment plan

Pearson's approach to assessing this EPA is set by the assessment plan for the apprenticeship standard. This document is available in *Annexe A.*

Language of assessment

Apprentices must use English only during the assessment of this EPA.

An apprentice taking the EPA may be assessed in British Sign Language for the purpose of reasonable adjustment.

Further information on the use of language in assessment is available in our *Use of languages in qualifications policy*, available on our website.

Gateway

Before progressing to the EPA from on-programme, all apprentices must be signed off by their employer, through the 'gateway'. This gateway sign-off confirms that apprentices have the level of occupational knowledge, skills and behaviours required to achieve the apprenticeship.

The EPA-specific requirements for the gateway are stated in *Section 2: Summary of End-point Assessment* and the assessment plan in *Annexe A.*

Employers must complete a *Gateway Declaration Form* (see *EPA resource pack*) with the apprentice. The form and the associated gateway evidence to prove apprentices have met the requirements must be supplied to Pearson before the EPA can take place.

5 End-point Assessment Methods

Assessment Method 1: Professional Discussion underpinned by portfolio

Structure

The Professional Discussion underpinned by portfolio assesses apprentices' knowledge, skills and behaviours from the apprenticeship standard, in line with the assessment plan requirements. It is assessed by a Pearson Independent End-point Assessor (IEA).

Professional Discussion underpinned by portfolio	
Summary	This assessment will take the form of a Professional Discussion, which must be appropriately structured to draw out the best of the apprentice's competence and cover the knowledge, skills and behaviours (KSBs) assigned to this assessment method.
	The discussion is underpinned by a portfolio of evidence that apprentices prepare during the on-programme part of their apprenticeship.
	The apprentice can refer to and illustrate their answers with evidence from their portfolio of evidence; however, the portfolio of evidence is not directly assessed.
Duration	60 minutes (+/-10%)
Portfolio	Apprentices are required to provide work-based evidence in a portfolio to validate and support their responses in the professional discussion. This portfolio is submitted prior to the professional discussion.
Grading	Pass/Distinction
	To achieve a pass – apprentices must demonstrate all the pass descriptors.
	To achieve a distinction – apprentices must demonstrate all the pass descriptors and all the distinction descriptors.
	The grading criteria for this assessment method can be found in the assessment plan in *Annexe A.*
Preparation	Apprentices must use the documents published in the *EPA Resource Pack* to support their preparation.

Professional Discussion underpinned by portfolio	
Delivery and conduct	The professional discussion will be conducted face-to-face or remotely.
	The IEA will ask the apprentice a minimum of eight broad questions and apprentices present their work-based evidence in response.
	This must take place in a quiet environment away from the apprentice's normal working environment.
	The IEA will take notes and the professional discussion will be audio or video recorded.
Assessment	The IEA will review the apprentice's responses against the Pass and Distinction grade criteria using the evidence requirements in the *EPA Resource Pack* as guidance.

Standards Assessed

The Professional Discussion underpinned by portfolio assesses the following outcomes from the Apprenticeship Standard.

Apprenticeship standard outcomes
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.
K5 Diverse needs, abilities, and motivations of apprentices and the challenges and opportunities they may encounter in different learning contexts.
K7 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.
K8 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 features, such as hybrid and blended learning.
K9 Digital content and platform types that may be used to facilitate or enhance learning, including learning management systems, interactive modules, videos, podcasts, immersive formats, user-generated content and games.
K10 Approaches and techniques for articulating aims and objectives in order to generate a learning journey and curriculum conducive to, and in alignment with, measurable outcomes and assessment strategies.
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.
S5 Use instructional design tools, taxonomies, and frameworks to articulate meaningful learning objectives and learning content, through scripts or storyboards.
S7 Interpret and synthesise information sources and concepts to organise content and re-present information to align with learning objectives and meet apprentice needs.
S8 Communicate concepts, designs, and strategies to suit different stakeholder audiences and facilitate collaborative processes, using appropriate formats and technologies, such as face-to-face and virtual presentations, storyboards, and project documentation.

Apprenticeship standard outcomes
S11 Configure and apply regulatory, professional, organisational and technical standards and techniques including accessibility standards and data security to the sustainable design and formatting of documents, multimedia, user interface, digital products and platforms.
S13 Evaluate the effectiveness of digital learning products and experiences in achieving project requirements and intended learning objectives, using appropriate tools and methodologies.
S16 Assimilate and use evaluative information to contribute to the review of organisational policies, processes and systems.
B1 Champions the diverse needs, interests, and wellbeing of colleagues and apprentices, to create inclusive solutions.
B3 Driven to keep up to date with the latest digital learning design trends, tools, techniques, and practices through relevant community networks to support the ongoing development of their own skills and knowledge and the sharing of that knowledge to develop the skills of others.
B4 Comfortable interacting with and learning from people from different backgrounds, demographics, and specialist areas.
B5 Reliable, objective, and capable of both independent and team working.
B6 Explore and reflect on how people learn and the interplay between learning and technology, sharing their knowledge to inspire others.
B7 Collaborate with other team members and wider stakeholders to continuously improve policies, processes, and systems to meet organisational needs.
B8 Welcomes feedback to build constructive relationships and improve practice.

Assessment Method 2: Project with presentation and questioning

Structure

The Project with presentation and questioning assesses apprentices' knowledge, skills and behaviours from the apprenticeship standard, in line with the assessment plan requirements. It is assessed by a Pearson independent end point assessor (IEA).

Project	
Summary	The Project with presentation and questioning involves completing a significant and defined piece of work that has a real business application and benefit. The project must meet the needs of the employer's business and be relevant to your occupation and apprenticeship.
	This assessment method has **two** components:
	1. project with a product output in the form of a digital learning output
	2. presentation with questions and answers
	At the gateway, apprentices submit to Pearson their project outline. Once this is signed off, they complete their project output, 5000-word (+/-10%) project and supporting presentation (report summary). On an agreed date and time, they deliver their presentation to the IEA, who will ask questions.
Duration	12 weeks to complete project and presentation.
	60 minutes (+/-10%) for presentation delivery and IEA questioning (typically 20 minutes for the presentation and 40 minutes of IEA questioning).
Grading	Pass/Distinction
	To achieve a pass – apprentices must demonstrate all the pass descriptors.
	To achieve a distinction – apprentices must demonstrate all the pass descriptors and all the distinction descriptors.
	The grading criteria for this assessment method can be found in the assessment plan in *Annexe A.*

Project	
Preparation	Apprentices must use the documents published in the *EPA Resource Pack* to support their preparation.
Delivery and conduct	Apprentices have a maximum of 12 weeks to complete the work-based project and presentation (starting when their project outline is signed off after the gateway).
	The project is submitted to Pearson in the form of a digital learning output, and a 5000-word (+/-10%) report, together with their supporting presentation.
	The apprentice delivers the presentation of their report to the IEA at a date/time agreed, either face-to-face or via online video. The IEA will also ask questions to ensure full coverage of the mapped KSBs.
Assessment	The IEA assesses the evidence from the project, presentation and questions holistically against the grade criteria mapped to this assessment method, using the associated assessment guidance (published in the *EPA Resource Pack*).

Standards Assessed

The project assesses the following outcomes from the Apprenticeship Standard:

Apprenticeship standard outcomes
K2 Operational, technical, regulatory, organisational, quality requirements, and evolving requisites such as carbon consciousness, 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.
K6 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.
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 in order to determine their suitability 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 combined and configured to optimise user experiences.
K14 Measurements and methodologies that can be applied to assure and evaluate the quality and effectiveness of learning products and experiences.
S1 Develop communication strategies to manage and engage with project stakeholders and use appropriate methods and technologies to facilitate and document communications.
S2 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 apprentices and learning environments, such as apprentice feedback, learning analytics, needs analysis, and profile mapping, to inform the learning design approach and technical requirements.

Apprenticeship standard outcomes
S4 Select and apply appropriate learning theories and instructional design models and methodologies to inform digital learning design approaches, outputs, and implementation strategies.
S6 Use learning objectives to map a learning journey to facilitate and measure their achievement through formative and summative activities.
S9 Select and use distinct software, hardware, platforms, and tools to design, develop, and implement digital learning products and experiences.
S10 Use professional techniques to script, edit, create, and produce a range of multimedia formats, including text, imagery, audio, and video.
S12 Conduct the quality checking and testing of digital outputs whilst ensuring there is ongoing improvement of quality assurance processes internally and/or with target users, prior to implementation, including proofreading, updating, renewing and revising existing content, application of branding, accessibility and functionality.
S14 Plan and manage your own design and development activities and collaborate with others to achieve shared objectives and outputs.
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, and quality assurance.
B2 Takes responsibility and uses own initiative to solve problems, finding opportunities for improvement and innovation.
B9 Acts with integrity with respect to ethical, legal, and regulatory frameworks ensuring the protection of personal data, safety, and security.

6 Delivery of End-point Assessment

End-point assessment planning and scheduling

Employers and/or training providers must have an agreement in place to conduct EPAs with Pearson, and apprentices must be registered on the ACE360 system. Once the gateway evidence has been uploaded to ACE360, this will alert the IEA to review the evidence and start the planning and scheduling process.

The purpose of the EPA planning meeting is to share information with the IEA in order to support the assessment process and to agree a plan for the upcoming assessment activities for the apprentices. The IEA will agree a plan and schedule for each assessment activity. The end-point Assessment planning meeting can be conducted remotely using appropriate technology.

All assessment methods must be completed within the time period specified in *Section 2: Summary of End-point Assessment*.

Reassessment

Reassessment, including both resit and retake, is permitted in agreement between Pearson and the employer. The timescale will be agreed on a case-by-case basis with Pearson. As part of that agreement, any reassessments must not provide an apprentice with an unfair advantage over others.

If the apprentice fails the project assessment method, they must amend the project output in line with the independent assessor's feedback. The apprentice will be given 12 weeks to rework and submit the amended product.

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

Resits and retakes 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 resit or retake, unless the EPAO determines there are exceptional circumstances.

For additional EPA-specific requirements, refer to the assessment plan in *Annexe A.*

Booking reassessment

Reassessment is requested using the ACE360 system. Once the request is confirmed, the allocated IEA will liaise with the key contact to start the scheduling process.

Appeals

The *End-point Assessment enquiries and appeals policy* is available on the Pearson website and ACE Knowledge base. This has full information about what will happen if an apprentice or centre wishes to query the result of an assessment.

7   Access to assessment

Access to assessment for apprentices with disabilities or specific needs

Equality and fairness are central to our work. Our *Equality, diversity and inclusion in Pearson qualifications and related services policy* requires all apprentices to have equal opportunity to access our assessments, and that our EPAs are awarded in a way that is fair to every apprentice.

We are committed to making sure that:

- apprentices with a protected characteristic (as defined by the Equality Act 2010) are not, when they are taking one of our assessments, disadvantaged in comparison to apprentices who do not share that characteristic

- all apprentices achieve the recognition they deserve from their EPA and that this achievement can be compared fairly to the achievement of their peers.

For apprentices with disabilities and specific needs, the assessment of their potential to achieve the EPA must identify, where appropriate, the support that will be made available to them during delivery and assessment.

Centres must deliver the EPA in accordance with current equality legislation. For full details of the Equality Act 2010, please visit www.legislation.gov.uk

Reasonable adjustments

A reasonable adjustment relates to an adjustment that helps to reduce the effect of a disability or a physical or mental health condition, which may place the apprentice at a disadvantage compared to others. If an apprentice requires any adjustment to their assessment then this must be recorded within the ACE360 system to support the discussion at the EPA planning meeting.

Pearson will apply the *Reasonable adjustment matrix* published by the Institute for Apprenticeships and Technical Education (IfATE).

Further guidance: Submitting Reasonable Adjustments Requests

8 Malpractice

Dealing with malpractice in assessment

'Malpractice' refers to acts that undermine the integrity and validity of assessment, the certification of qualifications and/or may damage the authority of those responsible for delivering the assessment and certification.

Pearson does not tolerate actual or attempted malpractice by apprentices, centre staff or centres in connection with Pearson qualifications. Pearson may impose sanctions on apprentices, centre staff or centres where malpractice or attempted malpractice has been proven.

Malpractice may occur or be suspected in relation to any unit or type of assessment within a qualification. For further details on malpractice and advice on preventing malpractice by apprentices, please see Pearson's *Centre Guidance: Dealing with Malpractice*, available on our website.

Centres are required to take steps to prevent malpractice and to assist with investigating instances of suspected malpractice. Apprentices must be given information that explains what malpractice is and how suspected incidents will be dealt with by the centre. The *Centre Guidance: Dealing with Malpractice* document gives full information on the actions we expect you to take.

Pearson may conduct investigations if we believe a centre is failing to conduct assessments according to our policies. The above document gives further information, examples, and details the sanctions that may be imposed.

In the interests of apprentices and centre staff, centres need to respond effectively and openly to all requests relating to an investigation into an incident of suspected malpractice.

Apprentice malpractice

The head of centre is required to report incidents of suspected apprentice malpractice that occur during the delivery of Pearson qualifications. We ask centres to complete JCQ Form M1 (www.jcq.org.uk/malpractice) and email it with any supporting documents (signed statements from the apprentice, invigilator, copies of evidence, etc) to the Investigations Processing team at candidatemalpractice@pearson.com. The responsibility for determining any appropriate sanctions on apprentices lies with Pearson.

Apprentices must be informed at the earliest opportunity of the specific allegation and the centre's malpractice policy, including the right of appeal. Apprentices found guilty of malpractice may be disqualified from the qualification for which they have been entered with Pearson.

Failure to report malpractice constitutes staff or centre malpractice.

Onscreen testing – Rogo

Please note that should a Rogo test recording be flagged for further review, the malpractice team will investigate whether JCQ rules have been adhered to. This will extend the agreed timeframe from 5 working days, until the investigation has been concluded. Further information can be found here [End-point Assessment: Rogo – PA Knowledge Test Results (pearson.com).](#)

Tutor/centre malpractice

The head of centre is required to inform Pearson's Investigations team of any incident of suspected malpractice (which includes maladministration) by centre staff, before any investigation is undertaken. The head of centre should inform the Investigations team by submitting a JCQ M2 Form (downloadable from www.jcq.org.uk/malpractice) with supporting documentation to pqsmalpractice@pearson.com. Where Pearson receives allegations of malpractice from other sources (for example Pearson staff, anonymous informants), the Investigations team will conduct the investigation directly or may ask the head of centre to assist.

Pearson reserves the right in cases of suspected malpractice to withhold the issuing of results/certificates while an investigation is in progress. Depending on the outcome of the investigation, results and/or certificates may not be released or they may be withheld.

You should be aware that Pearson may need to suspend certification when undertaking investigations, audits and quality assurances processes. You will be notified within a reasonable period of time if this occurs.

Sanctions and appeals

Where malpractice is proven, we may impose sanctions such as:

- mark reduction for affected assessments

- disqualification from the qualification

- debarment from registration for Pearson qualifications for a period of time.

If we are concerned about your centre's quality procedures we may impose sanctions such as:

- requiring centres to create an improvement action plan

- requiring staff members to receive further training

- placing temporary suspensions on certification of apprentices

- placing temporary suspensions on registration of apprentices

- debarring staff members or the centre from delivering Pearson qualifications

- suspending or withdrawing centre approval status.

The centre will be notified if any of these apply

Pearson has established procedures for considering appeals against sanctions arising from malpractice. Appeals against a decision made by Pearson will normally be accepted only from the head of centre (on behalf of apprentices and/or members or staff) and from individual members (in respect of a decision taken against them personally). Further information on appeals can be found in the JCQ Appeals booklet (https://www.jcq.org.uk/exams-office/appeals).

9   Further information

Edexcel, BTEC and Pearson Work Based Learning contact details:

- https://qualifications.pearson.com/en/contact-us.html

Books, software and online resources for UK schools and colleges:

- www.pearsonschoolsandfecolleges.co.uk

Documents that further support the information in this specification:

- *EPA Service Guide* (Pearson, this is made available to approved centres).

10   Glossary

Term	Description
Apprenticeship Standard	A short document prepared by a Trailblazer group that sets out concisely the requirements to be competent in a job role. All apprenticeship standards are published on www.gov.uk.
Assessment Plan	This document is also prepared by a Trailblazer group and sets out the requirements that End-point Assessment organisations must follow when assessing the EPA.
Competence	The minimum knowledge, skills and behaviours (KSBs) required to perform a job role effectively.
Assessment Methods	The different assessments that form the overarching EPA. Most EPAs will typically have between two and four assessment methods that assess set parts of the overarching standard.
End-point Assessment	A synoptic assessment of the knowledge, skills and behaviours outlined in the apprenticeship standard that have been learned throughout the apprenticeship programme. The apprentice has to pass the EPA to be successful in their apprenticeship programme and demonstrate competence.
Gateway	The point at which the apprentice is identified as being competent by their employer and therefore ready to plan to take their End-point Assessment. There are requirements for maths and English to enter gateway and there may be other requirements, such as mandatory qualifications, that vary depending on the apprenticeship standard.
Independent End-point Assessor	The assessor appointed by Pearson to work with the apprentice and employer to plan their EPA during gateway and then assess the apprentice in the final EPA.
On-programme	The first and main part of the apprenticeship when the apprentice is developing their KSBs towards competence. 20% of on-programme is required to be off-the-job training.
Retake	An apprentice requires further learning after failing an assessment method before they can be re-entered for it.
Resit	An apprentice fails an assessment method but is able to be re-entered immediately without any further learning.
Trailblazer group	A group of employers who have worked together to agree the apprenticeship standard and write the associated assessment plan.

Term	Description
Institute for Apprenticeships and Technical Education (IfATE)	IfATE is a non-departmental public body that oversees the development, approval and publication of apprenticeship standards and assessment plans. In addition, the Institute is responsible for technical education, including 'T' Levels.

Annexe A: Assessment Plan

Introduction and overview

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 on-the-job training specified by the apprenticeship funding rules.

This EPA has two assessment methods.

The grades available for each assessment method are:

Assessment method 1 – professional discussion underpinned by portfolio:

- Fail
- Pass
- Distinction

Assessment method 2 – project with presentation, and questioning:

- 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

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 language qualifications for those who have BSL as their primary language.
	The apprentice must compile a portfolio of evidence.
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 language qualifications for those who have BSL as their primary language.
	For the professional discussion underpinned by portfolio the apprentice must submit a portfolio of evidence.
	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:
	Professional discussion underpinned by portfolio
	• Fail
	• Pass
	• Distinction
	Project with presentation, and questioning
	• Fail
	• Pass
	• Distinction
	Overall EPA and apprenticeship can be graded:
	• Fail
	• Pass
	• Merit
	• Distinction
Professional recognition	This apprenticeship aligns with Association for Learning Technology (ALT) for associate certified member CMALT.
	The apprenticeship will either wholly or partially satisfy the requirements for registration at this level.
Resits and retakes	Retake and resit grade cap: Pass
	Resit timeframe: typically 1 month
	Retake timeframe: typically 4 months

Duration of End-point Assessment period

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

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 mathematics qualifications in line with the apprenticeship funding rules

- for the professional discussion underpinned by portfolio the apprentice must submit portfolio of evidence

The portfolio underpins the professional discussion and therefore is not directly assessed.

Portfolio of evidence requirements: The apprentice must compile a portfolio of evidence during the on-programme period of the apprenticeship. It should only contain evidence related to the KSBs that will be assessed by this assessment method. It will typically contain 8 discrete pieces of evidence. Evidence must be mapped against the KSBs. Evidence may be used to demonstrate more than one KSB; a qualitative as opposed to quantitative approach is suggested.

Evidence sources may include:

- workplace documentation and records, for example: workplace policies and procedures

- witness statements

- annotated photographs/video clips (maximum total duration 10 minutes); the apprentice must be in view and identifiable.

This is not a definitive list; other evidence sources can be included. The portfolio of evidence should not include reflective accounts or any methods of self-assessment. Any employer contributions should focus on direct observation of performance (for example, witness statements) rather than opinions. The evidence provided should be valid and attributable to the apprentice; the portfolio of evidence should contain a statement from the employer and apprentice confirming this. The EPAO should not assess the portfolio of evidence directly as it underpins the discussion The independent assessor should review the portfolio of evidence to prepare questions for the discussion. They are not required to provide feedback after this review.

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

Order of assessment methods

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.

Professional discussion underpinned by portfolio

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 that 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.

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 two week(s) to review the supporting documentation. The apprentice must have access to their portfolio of evidence during the professional discussion.

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

The professional discussion will typically last for 60 minutes. A tolerance of 10% above or below the duration is allowed at the independent assessor discretion They can flex the duration of professional discussion dependent on apprentice need. This time is to allow the apprentice to respond to a question; if necessary, take into account different accessibility needs; and give the best chance of achieving the correct grading.

The independent assessor must ask at least 8 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 the questions

- the KSBs demonstrated in answers to the 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 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.

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 the apprentice has a different set of questions in the case of resits or retakes.

The EPAO must produce the following materials to support the professional discussion underpinned by the portfolio:

- independent assessor assessment materials which include:
  a. training materials
  b. administration materials
  c. moderation and standardisation materials
  d. guidance materials
  e. grading guidance
  f. 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.

Project with presentation, and questioning

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 two components:

* project with a project output

* presentation with questions and answers.

Rationale

This assessment method is being used because:

Digital Learning Designers 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 product 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.

The apprentice's project can be based on any of the following:

- a specific problem

- a recurring issue

- an idea or opportunity.

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 that 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 and product. 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 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 that 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 project must include at least:

- a project report
- a final product output.

1: The project report

As a minimum all project report 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.

The final product output

As a minimum all product output 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 (e.g. 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)
- 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 two 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 two 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 KSBs assigned to this assessment method.

The presentation and questions will typically last 60 minutes. This will usually include a presentation of 20 minutes and questioning lasting 40 minutes. A tolerance of 10% above or below the duration is allowed at the independent assessor discretion. They can flex the duration of presentation and questions dependent on apprentice need. This time is to allow the apprentice to complete their last point, respond to a question; if necessary, take into account different accessibility needs; and give the apprentice the best chance of achieving the correct grading.

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 the questions

- the KSBs demonstrated in answers to the 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 reviewed 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 resits or retakes. The EPAO must produce the following materials to support the project with presentation, and questioning:

- independent assessor EPA materials which include:
    a. training materials
    b. administration materials
    c. moderation and standardisation materials
    d. guidance materials
    e. grading guidance
    f. 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

Professional discussion underpinned by 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 the Distinction descriptors
Context K1 S5 S11 B5	Outlines their role within the organisation including their own activities and contributions to collaborative projects that use digital design tools, taxonomies, and frameworks to meet objectives and produce learning content though scripts or storyboards. (K1, S5, B5) Evaluates how they apply the correct standards and techniques in the design and formatting of documents, multimedia, user interface, digital products and platforms, including those regarding Accessibility and data security. (S11)	N/A

Theme KSBs	Pass – apprentices must demonstrate all the Pass descriptors	Distinction – apprentices must demonstrate all the Pass descriptors and all the Distinction descriptors
Scoping K7 K8 K9 S7 B6	Evaluates 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) Compares and contrasts 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) Evaluates how they have analysed the interplay between learning and technology, the different digital content and platform types, and how people learn, to align with specific apprentice needs and learning objectives, and organised and presented this to stakeholders (K9, S7, B6)	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)

Theme KSBs	Pass – apprentices must demonstrate all the Pass descriptors	Distinction – apprentices must demonstrate all the Pass descriptors and all the Distinction descriptors
Improvement K15 S13 S16 B3 B7 B8	Analyses how they have evaluated digital learning products and experiences in terms of meeting specific project requirements, learning objectives and the use of tools and methodologies. (S13) Collaborates with, and is willing to learn from, other team members and wider stakeholders to continuously improve policies, processes, and systems, using evaluative information, and in line with organisational guidelines. (S16, B7) Records the development opportunities they have undertaken for digital learning design practice with professional bodies, events, frameworks, and communities; and outlines how they have shared these experiences to support the development of others. (K15, B3) Critically reflects on how they have handled constructive feedback or challenging situations and found positive opportunities for personal development and improvements in the digital learning design approach. (B8)	Critically engages and is involved with sources of professional guidance, 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, B3)

Theme KSBs	Pass – apprentices must demonstrate all the Pass descriptors	Distinction – apprentices must demonstrate all the Pass descriptors and all the Distinction descriptors
Communication K5 K10 S8 B1 B4	Collaborates with, and learns from, stakeholders from diverse backgrounds to communicate aims, concepts, designs, and strategies by selecting formats and technologies appropriate to the audience, to align with the outcomes and assessment strategies for the learning journey and curriculum. (K5, K10, S8, B4) Critically examines aspects of digital learning design practices that could disadvantage specific groups of apprentices or colleagues and proposes ethical ways to eliminate or alleviate those disadvantages. (B1)	Critically evaluates how they have developed and demonstrated outstanding communication skills to suit different audiences, using appropriate formats and technologies. (S8)

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 the Distinction descriptors
Analysis K4 K6 S1 S2 S3	Develops effective communication strategies to facilitate engagement with project stakeholders to establish project requirements, and to initiate and progress work, utilising appropriate technologies to document this communication. (K4, S1, S2) Using their knowledge of the concepts and principles of learning theories, gathers and undertakes detailed analysis of a range of information about apprentices and learning environments to inform their approach to the requirements and design of the project solution. (K6, S3)	NA

Theme KSBs	Pass – apprentices must demonstrate all the Pass descriptors	Distinction – apprentices must demonstrate all the Pass descriptors and all the Distinction descriptors
Design/ Develop K11 K12 K13 S4 S6 S9 S10 B2	Selects and applies appropriate learning theories and instructional design models and methodologies, drawing on their understanding of the principles of digital learning design, to inform the project approach and implementation strategy. (K11, S4) Selects and uses software, hardware and tools to design, develop and implement digital learning products considering their constraints, benefits, features, functionality and technical standards to determine suitability for achieving learning objectives and configuration to optimise apprentice experience. (K12, K13, S9) Selects and uses approaches to map a learning journey to facilitate the measurement of achievement of learning objectives through formative and summative activities. (S6) Uses own initiative within the project scope to innovatively problem solve by selecting and using professional techniques to create the final output, and taking responsibility for finding opportunities for improvement (S10, B2)	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 the Distinction descriptors
Evaluation K14 S12	Assures and evaluates the quality of the project output by conducting testing with project stakeholders prior to implementation. (K14, S12)	Justifies and critically evaluates their choice of quality checking and testing methods applied to the product. (K14, S12)
Organisation K2 K3 S14 S15 B9	Organises and manages digital assets and outputs according to relevant organisational, regulatory and professional standards, acting with integrity and ensuring the protection of personal data, safety and security. (K2, S15, B9) Manages own development activities within the project by utilising project management approaches and digital learning design methodologies to achieve the agreed outputs and objectives. (K3, S14)	Actively engages in professional development activities to optimise personal performance. (S14)

Overall EPA grading

Performance in the EPA determines the apprenticeship grade of:

- Fail

- Pass

- Merit

- Distinction

An independent assessor must individually grade the: professional discussion underpinned by portfolio, project with presentation and questioning 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 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.

Professional Discussion underpinned by portfolio	Project with presentation and questioning	Overall grading
Fail	Fail	Fail
Pass	Fail	Fail
Fail	Pass	Fail
Pass	Pass	Pass
Distinction	Pass	Merit
Pass	Distinction	Merit
Distinction	Distinction	Distinction

Resits and retakes

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

The apprentice should have a supportive action plan to prepare for a resit or a retake.

The employer and EPAO agree the timescale for a resit or retake. A resit is typically taken within 1 month of the EPA outcome notification. The timescale for a retake 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 amend the project output in line with the independent assessor's feedback. The apprentice will be given 12 weeks to rework and submit the amended product.

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

Resits and retakes 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 resit or retake, unless the EPAO determines there are exceptional circumstances.

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Roles and responsibilities

Roles	Responsibilities
Apprentice	As a minimum, the apprentice should: • 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 on-the-job training specified by the apprenticeship funding rules and as arranged by the employer and training provider • understand the purpose and importance of the EPA • meet the gateway requirements • undertake the EPA.

Roles	Responsibilities
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 on-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
	• 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.

Roles	Responsibilities
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

Roles	Responsibilities
EPAO cont.	• have policies and procedures for internal quality assurance (IQA), and maintain records of IQA activity and moderation for external quality assurance (EQA) purposes
	• 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

Roles	Responsibilities
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 • mark open (constructed) test answers accurately according to the EPAO's mark scheme and procedures.

Roles	Responsibilities
Training provider	As a minimum, the training provider must: • work with the employer and support the apprentice during the on-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

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

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:
  a. 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
  b. hold, or are working towards, an assessor qualification
  c. 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:
  a. before they conduct an EPA for the first time
  b. if the EPA is updated
  c. 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

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

This apprenticeship aligns with the Association for Learning Technology (ALT) for associate certified member CMALT.

KSB mapping table

Knowledge	Assessment method
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.	Professional discussion underpinned by portfolio
K2 Operational, technical, regulatory, organisational, quality requirements, and evolving requisites such as carbon consciousness, that need to be gathered to inform a digital learning design project or initiative.	Project with presentation, and questioning
K3 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 Information needed to establish learning needs, project requirements, and inform digital learning design processes.	Project with presentation, and questioning
K5 Diverse needs, abilities, and motivations of apprentices and the challenges and opportunities they may encounter in different learning contexts.	Professional discussion underpinned by portfolio
K6 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 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 underpinned by portfolio
K8 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 features, such as hybrid and blended learning.	Professional discussion underpinned by portfolio

Knowledge	Assessment method
K9 Digital content and platform types that may be used to facilitate or enhance learning, including learning management systems, interactive modules, videos, podcasts, immersive formats, user-generated content and games.	Professional discussion underpinned by portfolio
K10 Approaches and techniques for articulating aims and objectives in order to generate a learning journey and curriculum conducive to, and in alignment with, measurable outcomes and assessment strategies.	Professional discussion underpinned by portfolio
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.	Project with presentation, and questioning
K12 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 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 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 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 underpinned by portfolio

Skills	Assessment method
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 Plan and facilitate discussions and activities to initiate and progress work, analyse and interpret information, gather requirements, and engage effectively with stakeholders.	Project with presentation, and questioning
S3 Gather, analyse, and interpret information about apprentices and learning environments, such as apprentice 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 underpinned by 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 information sources and concepts to organise content and re-present information to align with learning objectives and meet apprentice needs.	Professional discussion underpinned by portfolio
S8 Communicate concepts, designs, and strategies to suit different stakeholder audiences and facilitate collaborative processes, using appropriate formats and technologies, such as face-to-face and virtual presentations, storyboards, and project documentation.	Professional discussion underpinned by portfolio

Knowledge	Assessment method
S9 Select and use distinct 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
S11 Configure and apply regulatory, professional, organisational and technical standards and techniques including accessibility standards and data security to the sustainable design and formatting of documents, multimedia, user interface, digital products and platforms.	Professional discussion underpinned by portfolio
S12 Conduct the quality checking and testing of digital outputs whilst ensuring there is ongoing improvement of quality assurance processes with internally and/or with target users, prior to implementation, including proofreading, updating, renewing and revising existing content, application of branding, accessibility and functionality.	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.	Professional discussion underpinned by portfolio
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, and quality assurance.	Project with presentation, and questioning
S16 Assimilate and use evaluative information to contribute to the review of organisational policies, processes and systems.	Professional discussion underpinned by portfolio

Behaviour	Assessment method
B1 Champions the diverse needs, interests, and wellbeing of colleagues and apprentices, to create inclusive solutions.	Professional discussion underpinned by portfolio
B2 Takes responsibility and uses own initiative to solve problems, finding opportunities for improvement and innovation.	Project with presentation, and questioning
B3 Driven to keep up-to-date with the latest digital learning design trends, tools, techniques, and practices through relevant community networks to support the ongoing development of their own skills and knowledge and the sharing of that knowledge to develop the skills of others.	Professional discussion underpinned by portfolio
B4 Comfortable interacting with and learning from people from different backgrounds, demographics, and specialist areas.	Professional discussion underpinned by portfolio
B5 Reliable, objective, and capable of both independent and team working.	Professional discussion underpinned by portfolio
B6 Explore and reflect on how people learn and the interplay between learning and technology, sharing their knowledge to inspire others.	Professional discussion underpinned by portfolio
B7 Collaborate with other team members and wider stakeholders to continuously improve policies, processes, and systems to meet organisational needs.	Professional discussion underpinned by portfolio
B8 Welcomes feedback to build constructive relationships and improve practice.	Professional discussion underpinned by portfolio
B9 Acts with integrity with respect to ethical, legal, and regulatory frameworks ensuring the protection of personal data, safety, and security.	Project with presentation, and questioning

Mapping of KSBs to grade themes

Professional discussion underpinned by portfolio

KSBs grouped by theme	Knowledge	Skills	Behaviour
Context K1 S5 S11 B5	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. (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 sustainable design and formatting of documents, multimedia, user interface, digital products and platforms. (S11)	Reliable, objective, and capable of both independent and team working. (B5)

KSBs grouped by theme	Knowledge	Skills	Behaviour
Scoping K7 K8 K9 S7 B6	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) 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 features, such as hybrid and blended learning. (K8) Digital content and platform types that may be used to facilitate or enhance learning, including learning management systems, interactive modules, videos, podcasts, immersive formats, user-generated content and games. (K9)	Interpret and synthesise information sources and concepts to organise content and re-present information to align with learning objectives and meet apprentice needs. (S7)	Explore and reflect on how people learn and the interplay between learning and technology, sharing their knowledge to inspire others. (B6)

KSBs grouped by theme	Knowledge	Skills	Behaviour
Improvement K15 S13 S16 B3 B7 B8	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)	Evaluate the effectiveness of digital learning products and experiences in achieving project requirements and intended learning objectives, using appropriate tools and methodologies. (S13) Assimilate and use evaluative information to contribute to the review of organisational policies, processes and systems. (S16)	Driven to keep up-to-date with the latest digital learning design trends, tools, techniques, and practices through relevant community networks to support the ongoing development of their own skills and knowledge and the sharing of that knowledge to develop the skills of others. (B3) Collaborate with other team members and wider stakeholders to continuously improve policies, processes, and systems to meet organisational needs. (B7) Welcomes feedback to build constructive relationships and improve practice. (B8)

KSBs grouped by theme	Knowledge	Skills	Behaviour
Communication K5 K10 S8 B1 B4	Diverse needs, abilities, and motivations of apprentices and the challenges and opportunities they may encounter in different learning contexts. (K5) Approaches and techniques for articulating aims and objectives in order to generate a learning journey and curriculum conducive to, and in alignment with, measurable outcomes and assessment strategies. (K10)	Communicate concepts, designs, and strategies to suit different stakeholder audiences and facilitate collaborative processes, using appropriate formats and technologies, such as face-to-face and virtual presentations, storyboards, and project documentation. (S8)	Champions the diverse needs, interests, and wellbeing of colleagues and apprentices, to create inclusive solutions. (B1) Comfortable interacting with and learning from people from different backgrounds, demographics, and specialist areas. (B4)

Project with presentation, and questioning

KSBs grouped by theme	Knowledge	Skills	Behaviour
Analysis K4 K6 S1 S2 S3	Information needed to establish learning needs, project requirements, and inform digital learning design processes. (K4) 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)	Develop communication strategies to manage and engage with project stakeholders and use appropriate methods and technologies to facilitate 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 apprentices and learning environments, such as apprentice feedback, learning analytics, needs analysis, and profile mapping, to inform the learning design approach and technical requirements. (S3)	None

KSBs grouped by theme	Knowledge	Skills	Behaviour
Design/Develop K11 K12 K13 S4 S6 S9 S10 B2	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) 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. (K12) 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)	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) Select and use distinct 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)	Takes responsibility and uses own initiative to solve problems, finding opportunities for improvement and innovation. (B2)

KSBs grouped by theme	Knowledge	Skills	Behaviour
Evaluation K14 S12	Measurements and methodologies that can be applied to assure and evaluate the quality and effectiveness of learning products and experiences. (K14)	Conduct the quality checking and testing of digital outputs whilst ensuring there is ongoing improvement of quality assurance processes internally and/or with target users, prior to implementation, including proofreading, updating, renewing and revising existing content, application of branding, accessibility and functionality. (S12)	None

KSBs grouped by theme	Knowledge	Skills	Behaviour
Organisation K2 K3 S14 S15 B9	Operational, technical, regulatory, organisational, quality requirements, and evolving requisites such as carbon consciousness, that need to be gathered to inform a digital learning design project or initiative. (K2) Project management approaches and how they may be combined with digital learning design and development methodologies to achieve objectives. (K3)	Plan and manage your own design and development 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, and quality assurance. (S15)	Acts with integrity with respect to ethical, legal, and regulatory frameworks ensuring the protection of personal data, safety, and security. (B9)

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