



Draft Preview

DRAFT APPRENTICESHIP ASSESSMENT PLAN FOR THE SCENIC CONSTRUCTION TECHNICIAN APPRENTICESHIP

ST0917/V2

APPRENTICESHIP REFERENCE NUMBER	LEVEL OF THIS APPRENTICESHIP	INTEGRATION
ST0917	3	None

Assessment Plan

Assessment details

Introduction

This Apprenticeship Assessment Plan (AAP) sets out the requirements for the assessment of the Level 3 scenic construction technician apprenticeship. It should be read in conjunction with the General Requirements for Apprenticeship Assessment. Where there is conflict between this AAP and the General Requirements, this AAP takes precedence. Assessment organisations must also comply with the relevant regulatory framework for apprenticeship assessment.

It is important that the assessment of apprentices is proportionate, valid, and provides reliable evidence of an apprentice's attainment of the relevant knowledge and skills. As such, assessment organisations must design assessments to ensure:

- employers have confidence that the apprentice has reached the expected performance standard
- apprentices are sufficiently secure in their knowledge and skills, so that they could demonstrate their competence in different contexts (for example, a different workplace)

Assessment Outcomes

The assessment outcomes group and summarise the knowledge and skills that must be demonstrated in assessments. All assessment outcomes must be assessed.

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

Assessment Outcome	Mapping
<p>AO1: Design Interpretation and Communication</p> <p>Applies design requirements by interpreting design requirements such as drawings, models, or digital representations, s, producing construction drawings, and using industry language to communicate with others.</p>	<p>K3, K4, K5*, K6, K7*S1, S3*, S4*, S5, S6*</p>
<p>AO2: Material Selection and Sustainability</p> <p>Selects and researches materials and finishes for scenic elements, considering sustainability, recyclability, and environmental impact, and applies processes to minimise waste.</p>	<p>K1, K19, K25*</p> <p>S2, S14*, S17, S18, S20</p>
<p>AO3: Scenic Construction Processes</p> <p>Constructs scenic structures and components using technical processes for wood, metal, and sustainable materials, assembling and fixing elements to meet design specifications.</p>	<p>K2, K9, K10, K11*, K12, K13*, K14, K15, K16, K17, K18, K24</p> <p>S7, S8*, S9, S10*, S11*, S12*, S13, S19, S24, S25</p>
<p>AO4: Compliance, Health & Safety, and Best Practice</p> <p>Complies with statutory, organisational, and health and safety regulations, applying risk assessments, method statements, and best practice for safe working, lifting, and working at height.</p>	<p>K8, K21, K22, K23</p> <p>S15, S16*, S23</p>
<p>AO5: Installation and On-Site Operations</p> <p>Prepares, transports, assembles, and secures scenic elements , using correct equipment and techniques for moving, hanging, and positioning scenery.</p>	<p>K20</p> <p>S21, S22</p>

(*) Knowledge and skills statements which offer opportunities to develop functional English and maths are identified with an asterisk.

Assessment requirements

Assessment organisations must set apprenticeship assessments. Assessment organisations should consider how technology and digital tools can support innovation and efficiency.

Assessment organisations must design apprenticeship assessments to include at least one **project**.

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

- **Interview**
- **Project**
- **Presentation**
- **Simulated task**
- **Portfolio**
- **Question and answer**

Apprentices may be assessed at any appropriate point during their apprenticeship programme.

Assessments may be designed to allow a centre or training provider to mark assessments. The assessment organisation is responsible for ensuring all assessments are sufficiently reliable and valid, and for the accuracy of any centre or training provider marking.

Performance descriptors

Performance descriptors describe the level of performance required to achieve a pass or distinction grade. Assessment organisations must design assessments that align with these descriptions.

Performance Category	Pass	Distinction
Applied Knowledge	Demonstrates sound application of scenic construction knowledge, facts, procedures, and ideas across routine and non-routine tasks, completing them to an acceptable standard within familiar but sometimes complex work contexts.	Applies a thorough understanding of scenic construction knowledge, facts, procedures, and ideas to manage and resolve routine and non-routine tasks with discernment and skill in familiar but sometimes complex work contexts.
Applied Skills	Identifies and applies appropriate scenic construction skills, methods, and procedures to complete tasks and address challenges with a reasonable degree of autonomy and effectiveness, working within set parameters.	Selects and integrates appropriate scenic construction skills, methods, and procedures proactively and resourcefully to complete tasks and address challenges effectively and with minimal oversight, while working within set parameters.
Regulatory and Procedural Awareness	Applies relevant legislative, organisational, and health and safety requirements without error, demonstrating some depth of insight and adaptability when operating across routine and non-routine scenic construction tasks.	Demonstrates refined judgement in interpreting legislative, organisational, and health and safety requirements, confidently navigating nuanced issues in practice when undertaking routine and non-routine scenic construction tasks.
Communication and Collaboration	Participates effectively in scenic	Communicates persuasively and adapts

	<p>construction team environments and communicates using appropriate industry terminology to support daily operations in familiar but sometimes complex work contexts.</p>	<p>confidently to different audiences and team dynamics in scenic construction settings, taking initiative in supporting effective interactions across familiar but sometimes complex work contexts.</p>
<p>Information Use and Decision Making</p>	<p>Accurately interprets and evaluates relevant scenic construction information from a variety of sources to support problem-solving in mostly familiar but sometimes complex work contexts.</p>	<p>Evaluates diverse and sometimes conflicting scenic construction information sources with insight, drawing informed conclusions that improve task outcomes or efficiency in familiar but sometimes complex work contexts.</p>
<p>Responsibility and Autonomy</p>	<p>Takes responsibility for initiating and completing scenic construction tasks within set parameters and, where relevant, contributes to guiding or supporting others in familiar but sometimes complex work contexts.</p>	<p>Pre-empts the need for scenic construction tasks to be initiated within set parameters, demonstrating accountability and responsiveness to emerging priorities or risks, and leading others to achieve team outcomes in familiar but sometimes complex work contexts.</p>

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