



Skills England

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DRAFT APPRENTICESHIP ASSESSMENT PLAN FOR THE DIGITAL ENGINEERING TECHNICIAN APPRENTICESHIP

ST0266/V2

APPRENTICESHIP REFERENCE NUMBER	LEVEL OF THIS APPRENTICESHIP	INTEGRATION
ST0266	3	None

Assessment Plan

Assessment details

Introduction

This Apprenticeship Assessment Plan (AAP) sets out the requirements for the assessment of the Level 3 digital engineering 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.

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

Assessment Outcome	Mapping
AO 1: Health, safety and sustainability compliance Complies with health, safety, environmental and sustainability regulations, legislation, codes, standards, policies and strategies and principles relating to safe working practices.	K1, K2, K3, K4, K5 S1, S2, S3, S4
AO 2: Engineering principles and technology application Applies engineering regulations, legislation, codes, policies, standards and strategies, and supports operational delivery with established and emerging technologies	K6, K7 S5, S6
AO 3: Project design and planning Plans and prioritises own work activities, prepares schedules and reports, through effective time management and provides an understanding of project lifecycles and digital engineering, quantification and cost planning.	K8, K9, K10*, K11*, K12, S7, S8*
AO 4: Digital engineering and information management Uses digital systems and BIM standards to manage validate and exchange information, perform 3D and model federation and clash detection, and applies simulation and validation techniques within a common data environment. Complies with GDPR and cyber regulations and policies.	K15, K21, K22, K23, K24, K25, K26, K27 S10, S16, S17, S18, S19, S20
AO5: Collaborative working and organisational context Works collaboratively with stakeholders, communicates using relevant sector-specific terminology, and understands organisational roles, limits of personal responsibilities, and organisational performance objectives. Promotes equity, diversity and inclusion in the workplace.	K13, K14, K17, K18*, K19*, K33 S9, S12, S13*, S14*, S23
AO 6: Quality assurance, data analysis, problem solving and professional development Applies quality assurance procedures, interprets technical documentation, solves problems using structured techniques, analyses and records data and information. Engages in continuous professional development.	K16, K20*, K27, K28, K29, K30, K31, K32*, K34, K35 S11, S15*, S21, S22*, S23*, S25

Assessment requirements

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

Assessment organisations must design apprenticeship assessments to include a **project**.

Any additional assessment, or assessments, must be selected from the following list of methods, to ensure the assessment outcomes are met in full. Assessments available in the list may be used more than

once:

- **presentation**
- **question and answer**
- **interview**
- **portfolio**
- **professional discussion**

Assessment organisations must have due regard to any relevant frameworks, standards, guidance or other documents that may be published by industry regulators, professional bodies, and other representative groups.

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	Applies sound application of factual, procedural, and theoretical digital engineering technician knowledge in a broad range of varied work activities, performed in a variety of contexts, most of which are complex and non-routine.	Applies thorough application of factual, procedural, and theoretical digital engineering technician knowledge in a broad range of varied work activities, performed in a variety of contexts, most of which are complex and non-routine.
Applied Skills	Selects and applies, methods and procedures consistently in a broad range of varied work activities and a variety of contexts, most of which are complex and non-routine. Solves well defined problems, which may be complex and non-routine, with sound judgement.	Integrates using skills, methods and procedures proactively and resourcefully in a broad range of varied work activities and a variety of contexts, most of which are complex and non-routine. Solves well defined problems, which may be complex and non-routine, that improve outcomes.
Regulatory and Procedural Awareness	Interprets and evaluates health, safety, environmental, sustainability and digital regulatory legislation, regulation and guidance relevant to the role, with minimal non-critical errors, and with some depth of insight and adaptability.	Applies evaluation of health, safety, environmental, sustainability and digital regulatory legislation, regulation and guidance relevant to the role, with minimal non-critical errors, and with greater depth of insight and adaptability.
Communication and Collaboration	Participates effectively in team environments and applies effective communication approaches, supporting daily operations.	Communicates clearly and confidently in team environments adapting communication approaches, supporting effective daily operations.
Information Use and Decision Making	Interprets and evaluates digital engineering information relevant to the role, from a variety of sources, supporting decisions and actions with sound judgement.	Applies evaluation of digital engineering information from a variety of sources, relevant to the role, with insight, supporting conclusions that improve outcomes.
Responsibility and Autonomy	Takes responsibility for initiating and completing digital engineering	Takes responsibility for initiating and completing digital engineering technician tasks

	technician tasks and procedures including where relevant, taking responsibility for supervising or guiding others. Exercises responsibility autonomy and judgement with limited parameters	and procedures with confident autonomy and sound judgment within limited parameters. Proactively manages own work, confidently, recognising when to refer issues beyond their responsibility.
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