



## Draft Preview

# DRAFT APPRENTICESHIP ASSESSMENT PLAN FOR THE SCENIC ARTIST APPRENTICESHIP

ST0916/V2

APPRENTICESHIP REFERENCE NUMBER	LEVEL OF THIS APPRENTICESHIP	INTEGRATION
ST0916	3	None

## Assessment Plan

### Assessment details

#### Introduction

This Apprenticeship Assessment Plan (AAP) sets out the requirements for the assessment of the Level 3 scenic artist 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><b>AO1: Design Interpretation and Planning</b></p> <p>Understands and applies design requirements by interpreting briefs, using software, and planning work in line with production timeline and objectives.</p>	<p><b>K11</b>, *K12, <b>K16</b>, K17, K18*</p> <p><b>S1</b>, S8, S16*, <b>S18</b></p>
<p><b>AO2: Scenic Art theory and Application principles &amp; practice.</b></p> <p>Uses scenic art theories and principles to create decorative effects and finishes across a range of materials and contexts.</p>	<p><b>K1</b>, <b>K2</b>, K4, K5, K6, K9, <b>K13</b></p> <p><b>S4</b>, S11, S12, <b>S13</b>, S14</p>
<p><b>AO3: Drawing methods and Visual Representation</b></p> <p>Produces accurate drawings and visual representations using perspective, geometry, and industry-standard techniques to support scenic and design requirements.</p>	<p>K3, K10*</p> <p><b>S2</b>, <b>S3</b></p>
<p><b>AO4: Carving, and Sculptural Work</b></p> <p>Applies carving and sculptural techniques and finishes to achieve desired effects.</p>	<p><b>K7</b>, <b>K8</b></p> <p><b>S5</b>, <b>S6</b></p>
<p><b>AO5: Tools, Equipment, and Safe Working Practices</b></p> <p>Uses and maintains tools, equipment, and access equipment safely, complying with health, safety, and environmental legislation and organisational procedures.</p>	<p><b>K14</b>, K15, K21, <b>K22</b></p> <p><b>S7</b>, <b>S9</b>, S10, S19</p>
<p><b>AO6: Professional Practice and Collaboration</b></p> <p>Communicates, and collaborates with colleagues and other departments, using a variety of accepted methods. Demonstrates professional behaviours such as inclusivity and sharing best practice.</p>	<p><b>K19</b>, K20, <b>K23</b>, K24*</p> <p><b>S15</b>, <b>S17</b></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
<b>Applied Knowledge</b>	Demonstrates sound application of scenic 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 knowledge, facts, procedures, and ideas to manage and resolve routine and non-routine tasks with discernment and skill, confidently operating in familiar but sometimes complex work contexts.
<b>Applied Skills</b>	Identifies and applies appropriate scenic 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 skills, methods, and procedures proactively and resourcefully to complete tasks and address challenges effectively and with minimal oversight, while working within set parameters.
<b>Regulatory and Procedural Awareness</b>	Applies legislation, regulation, and organisational procedures relevant to scenic work without error, showing some depth of insight and adaptability across routine and non-routine tasks.	Demonstrates refined judgement in interpreting legislation, regulation, and organisational procedures relevant to scenic work, confidently navigating nuanced issues in practice across routine and non-routine tasks.
<b>Communication and Collaboration</b>	Participates effectively in scenic team environments and demonstrates effective communication that	Communicates persuasively and adapts confidently to different audiences and team dynamics, taking initiative in delivering colleague

	supports daily operations and collaborative working within familiar but sometimes complex contexts.	interactions and contributing positively to collaborative working in familiar but sometimes complex contexts.
<b>Information Use and Decision Making</b>	Accurately interprets and evaluates relevant scenic information from a variety of sources to support problem-solving in mostly familiar but sometimes complex work contexts.	Evaluates diverse and sometimes conflicting scenic information sources with insight, drawing informed conclusions that improve task outcomes or efficiency in mostly familiar but sometimes complex work contexts.
<b>Responsibility and Autonomy</b>	Takes responsibility for initiating and completing scenic tasks within set parameters and, where relevant, contributes to guiding or supporting others with a reasonable degree of autonomy.	Pre-empts the need for scenic tasks to be initiated within set parameters, demonstrating accountability and responsiveness to emerging priorities or risks, and leading others to achieve team outcomes with minimal oversight.

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