

Level 5 Digital Learning Designer V1.0

End-Point Assessment Specification



Who is this specification for?

This specification has been created for anyone involved in training and supporting apprentices on this standard and should be read in conjunction with AIM's policies and procedures found on www.aimgroup.org.uk/eparesources

Disclaimer

The information contained in this specification was correct at the time of publication. Whilst we endeavour to keep the content up to date, we would recommend that you also refer to [Digital learning designer / Skills England](#) for up to date information on the EPA standard and the assessment plan.

To report any errors, please contact: assessment@aimgroup.org.uk

Version history				
Version number	Version code	Date	Changes made with page number(s)	Checked by (initials and date)
3	DLD/SP/013/V3/160426/HL	April 26	Apprenticeship duration updates prior to gateway updated as per Skills England guidance – Page 5 External changes and links to assessment plan amended throughout	

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1. An Introduction to AIM Assessment

Who is AIM Assessment?

AIM Assessment is part of the AIM Qualifications and Assessment Group, a leading Awarding Organisation (AO) and Access Validating Agency (AVA) offering award-winning qualifications and Access to HE Diplomas for over thirty years.

AIM Qualifications and Assessment Group is an independent, Ofqual recognised, end-point assessment organisation (EPAO) responsible for an apprentice's final assessment to ensure they can do the job for which they've trained.

AIM is regulated by Ofqual, CCEA, Qualifications Wales and the Quality Assurance Agency for Higher Education (QAA) to ensure we maintain quality standards in our delivery and provision.

Role

As an end-point assessment organisation (EPAO) we assess apprentices' knowledge, skills and behaviours learnt throughout their apprenticeship.

The assessment is taken after the training has been completed, and when the apprentice's employer and training provider are satisfied that the apprentice is ready. If the end-point assessment (EPA) is successful, an apprenticeship certificate is issued by the Department for Education (DfE). We work closely with employers and providers from the start of the apprenticeship to support apprentices and their employer/training provider on their journey towards a successful EPA.

2. Why choose AIM for your EPA?

AIM's exceptional end-point assessments are characterised by ten guiding principles.

By embodying these principles, we not only validate an apprentice's readiness for the industry but also enhance the overall quality and credibility of apprenticeships.

1. Assessments are undertaken by assessors with the **relevant skills, experience** and specific **industry knowledge**.
2. Assessments should produce **consistent results**, no matter who conducts or takes it, ensuring reliability in the evaluation process.
3. Assessments should **accurately measure** what it's intended to assess in order to guarantee that the assessment truly reflects the apprentice's capabilities.
4. The assessment process should be **fair and impartial**, avoiding bias or discrimination against any apprentice.
5. Assessments should be **accessible to all** apprentices, accommodating diverse backgrounds, abilities, and learning styles.
6. Assessments should have **clearly defined criteria and expectations** to ensure apprentices understand what they're being assessed on.
7. All parties (apprentice, employer and training provider) should know how the apprentice will be assessed; the process should be **transparent** to instil confidence in its fairness.
8. Assessment tasks and questions should mirror **real work scenarios** to help apprentices showcase their practical skills, knowledge and behaviours.
9. The assessor should provide **constructive feedback** to help apprentices understand their strengths and areas for improvement.
10. There should be a **close partnership** between the EPAO, and the training provider/employer to ensure the assessment meets everyone's needs.

3. Standard summary

Standard name	AIM Qualifications Level 5 Digital Learning Designer End-Point Assessment
ST code	ST0974 Version: 1.0
Role profile of the apprenticeship* (* this outlines the purpose of the qualification)	<p>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 learners 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.</p> <p>Typical job titles include Digital learning designer, E-learning developer, Instructional designer, Learning design officer, Learning designer and Learning technologist.</p> <p>The purpose of the apprenticeship (qualification) including end-point assessment, is to ensure that the apprentice has learnt the knowledge, skills and behaviours needed to undertake the role of a Digital learning designer.</p>
Duration	Typically 24 months training and four months EPA
Apprenticeship process	The apprentice will typically spend 24 months on their apprenticeship. Apprentices working 30+ hours per week will spend a minimum of 20% (ie at least six hours per week) of their time off-the-job, learning with a training provider, college, or with their employer. After their training period the apprentice will begin their end-point assessment (EPA) to check they have the knowledge, skills and behaviours (KSBs) required for this role. This assessment should be completed within four months and will be conducted by AIM’s specialist end-point assessors.
Gateway* / other requirements	<p>Apprentices must have satisfied the following before Gateway*:</p> <ul style="list-style-type: none"> ▪ Spent at least 12 months on their apprenticeship programme (for apprentices registered prior to 01.08.25) ▪ Spent at least 8 months on their apprenticeship programme (for apprentices registered on or after 01.08.25) ▪ Employer confirmation that the apprentice is ready to take EPA ▪ Achieved maths and English qualifications at Level 2 -this only applies to apprentices aged 16-18 at the start of their apprenticeship training. For apprentices aged 19+ at the start of their apprenticeship training, achieving L2 English and maths is not mandatory. ▪ Submitted a portfolio of evidence and mapping grid; and an approved project proposal <p>*Gateway is the point at which apprentices enter the end-point assessment period.</p>
Assessment methods	<ul style="list-style-type: none"> ▪ Assessment method one: Professional discussion, underpinned by a portfolio

	<ul style="list-style-type: none"> ▪ Assessment method two: Project with presentation, and questioning. 																					
Overall grading	<p>Grading that is achievable for this standard:</p> <table border="1"> <thead> <tr> <th>Assessment method one: Professional discussion, underpinned by a portfolio</th> <th>Assessment method two: Project with presentation, and questioning.</th> <th>Overall grading</th> </tr> </thead> <tbody> <tr> <td>Fail</td> <td>Any grade</td> <td>Fail</td> </tr> <tr> <td>Any grade</td> <td>Fail</td> <td>Fail</td> </tr> <tr> <td>Pass</td> <td>Pass</td> <td>Pass</td> </tr> <tr> <td>Pass</td> <td>Distinction</td> <td>Merit</td> </tr> <tr> <td>Distinction</td> <td>Pass</td> <td>Merit</td> </tr> <tr> <td>Distinction</td> <td>Distinction</td> <td>Distinction</td> </tr> </tbody> </table>	Assessment method one: Professional discussion, underpinned by a portfolio	Assessment method two: Project with presentation, and questioning.	Overall grading	Fail	Any grade	Fail	Any grade	Fail	Fail	Pass	Pass	Pass	Pass	Distinction	Merit	Distinction	Pass	Merit	Distinction	Distinction	Distinction
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Appeals	<p>The AIM Results and Appeals Policy can be viewed on the AIM website here: AIM Policies and Procedures</p>																					
Reasonable adjustments	<p>AIM can make reasonable adjustments to the way that an apprentice is assessed during their EPA, according to individual circumstances. For example, they may require practical arrangements be put in place to support them in an in-person assessment due to a diagnosed condition. For further information on applying for reasonable adjustments please visit: AIM Policies and Procedures</p>																					
Results	<p>AIM anticipates the release of results within 15 working days after the apprentice’s final assessment.</p>																					
Preparation and support	<p>Before Gateway, AIM will approve a project’s suitability and establish time frames with the apprentice. For the assessments, AIM will provide guidance and preparation documents. AIM also runs online clinics to support the employer and apprentice.</p>																					

4. Assessment methods

Assessment method one: Professional discussion, underpinned by a portfolio	
Summary of the assessment: A structured discussion with an assessor, supported by a portfolio of evidence	
Components	Component one: Professional discussion
Timings/duration	Portfolio of evidence completed on-programme and submitted at Gateway Professional discussion: 60 minutes
Submission requirements	Eight pieces of portfolio evidence along with a portfolio mapping grid is submitted at Gateway
Grading for this assessment method	Fail Pass Distinction
Assessment preparation and support from AIM	For the assessment, AIM will provide detailed guidance and preparation documents, including sample questions, which are available upon contracting with AIM. AIM also runs apprentice clinics to support the employer and apprentice.

Assessment method two: Project with presentation, and questioning.	
Summary of the assessment: The project involves the apprentice completing and submitting a piece of work that has a real business benefit. This is followed by a presentation delivered by the apprentice, and then questions from an assessor.	
Components	Component one: Project with a product output Component two: Presentation with questions
Timings/duration	Project report: 5,000 words excluding appendices, references, diagrams and other annexes. Project output: A digital learning product equivalent to a minimum of 15 minutes of learning time for an end user. Presentation: typically 20 minutes Questioning: typically 40 minutes
Submission requirements	Project and report completed post-Gateway; AIM sign off the scope of the project
Grading for this assessment method	Fail Pass Distinction
Assessment preparation and support from AIM	For the assessment, AIM will provide detailed guidance and preparation documents, including sample questions, which are available upon contracting with AIM. AIM also runs apprentice clinics to support the employer and apprentice.

5. Grading criteria/KSBs

During their end-point assessment (EPA), apprentices are assessed against the grading criteria which is underpinned by the knowledge, skills and behaviours (KSBs) which have been attained during the on-programme period. These have been listed below and are sourced from the [Digital learning designer / Skills England](#) EPA assessment plan for this standard [accessed: 16/04/2026].

Grading criteria

Assessment method one: Professional discussion underpinned by a portfolio		
Theme (if applicable)	PASS – apprentices must demonstrate all the pass grading criteria	DISTINCTION – apprentices must demonstrate all the distinction grading criteria
Context	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 through scripts or storyboards. (K1, S5, B5)	N/A
	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)	
Scoping	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)	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. Explores and understands the interplay between technology and learning. (K9) (B6)
	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 learner needs and learning objectives, and organised and presented this to stakeholders (K9, S7, B6)	
Improvement	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)	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. (K15, B3)

	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)	
Communication	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 evaluates how they have developed and demonstrated outstanding communication skills to suit different audiences, using appropriate formats and technologies. (S8)
	Critically examines aspects of digital learning design practices that could disadvantage specific groups of learners or colleagues, and propose ethical ways to eliminate or alleviate those disadvantages. (B1)	

Assessment method two: Project with presentation, and questioning

Theme (if applicable)	PASS – apprentices must demonstrate all the pass grading criteria	DISTINCTION – apprentices must demonstrate all the distinction grading criteria
Analysis	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)	N/A
	Using their knowledge of the concepts and principles of learning theories, gather and undertake detailed	

	analysis of a range of information about learners and learning environments to inform their approach to the requirements and design of the project solution. (K6, S3)	
Design / Develop	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)	Demonstrates advanced technical skill and innovative or creative use of technology to develop learning materials and experiences. (S9)
	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 learner 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)	
Evaluation	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	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)	Actively engages in professional development activities to optimise personal performance. (S14)
	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)	

Knowledge, skills and behaviours (KSBs)

Knowledge

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.
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.
K5: Diverse needs, abilities, and motivations of learners and the challenges and opportunities they may encounter in different learning contexts.
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.
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.
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.
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.

Skills

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 learners and learning environments, such as learner feedback, learning analytics, needs analysis, and profile mapping, to inform the learning design approach and technical requirements.
S4: Select and apply appropriate learning theories and instructional design models and methodologies to inform digital learning design approaches, outputs, and implementation strategies.
S5: Use instructional design tools, taxonomies, and frameworks to articulate meaningful learning objectives and learning content, through scripts or storyboards.

S6: Use learning objectives to map a learning journey to facilitate and measure their achievement through formative and summative activities.
S7: Interpret and synthesise information sources and concepts to organise content and re-present information to align with learning objectives and meet learner 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.
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.
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.
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.
S13: Evaluate the effectiveness of digital learning products and experiences in achieving project requirements and intended learning objectives, using appropriate tools and methodologies.
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.
S16: Assimilate and use evaluative information to contribute to the review of organisational policies, processes and systems.

Behaviours

B1: Champions the diverse needs, interests, and wellbeing of colleagues and learners, to create inclusive solutions.
B2: Takes responsibility and uses own initiative to solve problems, finding opportunities for improvement and innovation.
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.
B9: Acts with integrity with respect to ethical, legal, and regulatory frameworks ensuring the protection of personal data, safety, and security.

6. Regulatory references (internal use)

Ofqual General Conditions of recognition

Design and development of qualifications

Condition E3 Publication of a qualification specification

Contact information

If you need help/assistance from the Apprenticeship team, please contact us using the details below.

Tel: +44 (0)1332 224654

Enquiries: assessment@aimgroup.org.uk

More information can be found on: www.aimgroup.org.uk/epa