

Making it Real – What Action Should You Take Now?

28th November 2025

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Introductions



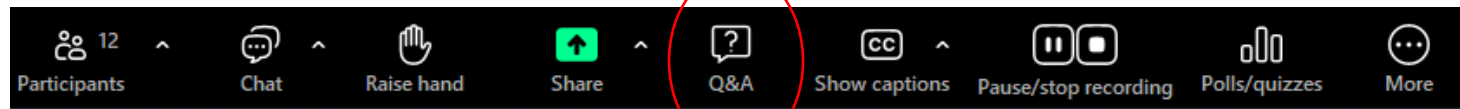
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Questions & Answers

Type your questions into the Q&A panel



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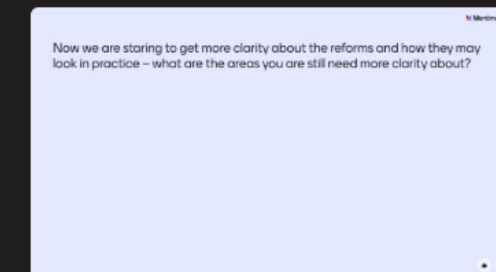
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Assessment reforms - P...

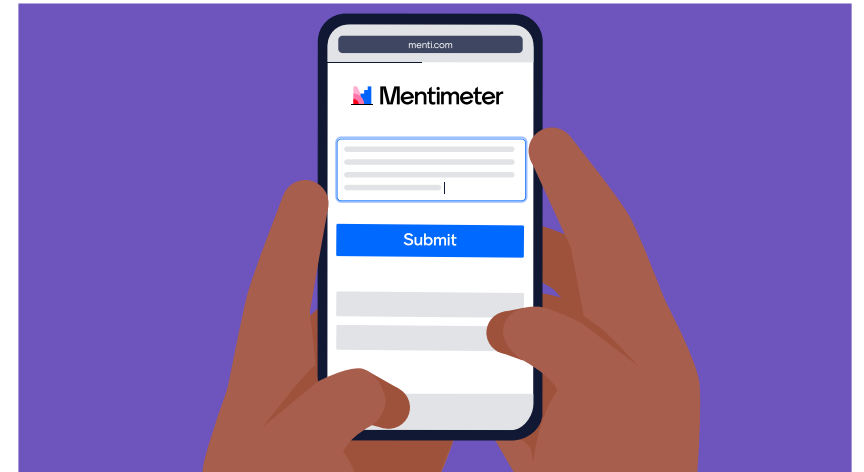


Choose a slide to present



Housekeeping

- All on mute with cameras **off**.
- Slides and recording to follow today's session.
- We are using Mentimeter for interactive elements today.
Menti.com – **Code 8736 5851**
- Add questions to the **Q&A function** and we will try to respond to them as we go through the session. We may also use them to inform and support the development of sessions 3.



What are we covering today?

- What do we know so far – what are we still waiting to hear?
- Exploring the changes in practice through the lens of the Data Technician L3
- Next steps – what to consider, how to respond.
- Questions and Answers

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Assessment reforms - P...



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Now we are starting to get more clarity about the reforms through the first 3 published assessment plans and how they may now look in practice:

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What areas do you still need more clarity about?

fast bold
creative
leader focus
transpiration

inspiration

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Assessment reforms - P...

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Now we are starting to get more clarity about the reforms and how they may look in practice – what are the areas you are still need more clarity about?

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Which sectors do you deliver in?



- ☐ Agriculture, Environmental and Animal Care
- ☐ Business and Administration
- ☐ Construction and the Built Environment
- ☐ Creative and Design
- ☐ Digital
- ☐ Education and Early Years
- ☐ Engineering and Manufacturing
- ☐ Health and Science
- ☐ Legal, Finance and Accounting
- ☐ Sales, Marketing and Procurement
- ☐ Other



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Assessment reforms - P...



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Now we are starting to get more clarity about the reforms and how they may look in practice – what are the areas you are still need more clarity about?

8 Assessment Changes

What you need to know

Apprenticeships can now combine (external independent) assessment with expert provider-based (internal) assessment on-programme.

Assessment plans will be more concise, precise, accessible, and easy to use.

Communication of concepts, expectations, and terminology will change to improve clarity, comprehension, and consistency.

Training providers could deliver and mark assessments with adequate oversight and quality assurance in place.

Some apprenticeships may be reduced to a minimum of 8 months, including foundation apprenticeships, where this continues to deliver confidence and competence.

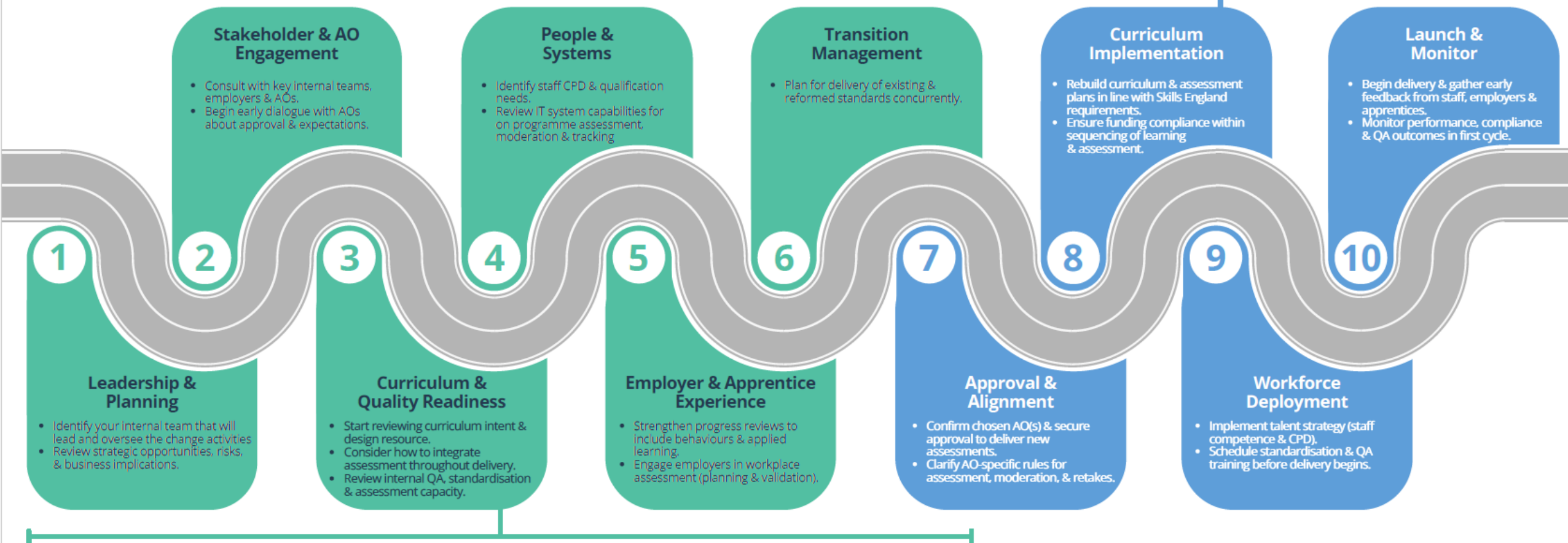
The assessment of apprentice behaviours will now be the responsibility of employers (and not part of the formal assessment model).

Providers and apprentices must start their programmes with a secure assessment organisation partner.

The system is upgrading current regulatory frameworks to support the revised assessment principles, and to improve quality, comparability, efficiency, and recognition.

APPRENTICESHIP ASSESSMENT REFORM ROADMAP

PHASE 2: Once each new standard is published



Exploring the changes in practice through the lens of the Data Technician L3

Data Technician 2025

Revised Assessment Process

 Skills England

Data technician

Key information

☒ Proposal approved

☒ Occupational standard approved

☒ End-point assessment plan approved

☒ Funding approved

Reference: ST0795

Level: 3

Typical duration to gateway: 24 months

Route: Digital

Integration: None

Maximum funding: £13000

Date updated: 28/10/2025

Lars code: 576

EQA provider: Ofqual

Review: this apprenticeship will be reviewed in accordance with our change request policy.

Occupational standard

Assessment

Assessment Plan

Introduction

This Apprenticeship Assessment Plan (AAP) sets out the requirements for the assessment of the Level 3 data 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 (Objectives) Outcomes

Assessment Outcome	Mapping
AO1: Data acquisition and preparation Accesses, selects, and prepares data from diverse sources using appropriate formats and organisational standards to enable downstream analysis and usage.	K1, K2, K3, K4* , K5, K6 S1, S2, S12*
AO2: Data analysis and quality management Applies analytical methods and tools to examine datasets, identify patterns and faults, validate integrity, and enhance data quality.	K13, K14*, K15*, K16*, K17* , K18* S3*, S4, S5*, S6*, S7*
AO3: Data communication and collaboration Communicates data findings in ways suited to technical and non-technical audiences, using suitable formats, tools, and channels for collaborative understanding and decision-making.	K9, K10*, K11* , K12* S8* , S9*, S13, S14
AO4: Legal, ethical, and sustainable data practice Manages data in compliance with legal and ethical standards, sustainability principles, and organisational policies including equity, diversity, and inclusion.	K7, K8, K19, K20 , K22, K24, K25 S10, S11, S15
AO5: Applied data practice and organisational impact Utilises data insights to support strategic and operational decision making, understanding stakeholder behaviours, and contribute to organisational goals.	K21 S16*
AO6: Emerging data technologies and techniques Explores and applies contemporary technologies and techniques, including artificial intelligence, prompt engineering, and IoT, enhancing data transformation and innovation.	K23, K26*

The Data Technician – Summary of Changes

Assessment Outcome	Mapping
AO1: Data acquisition and preparation	K1, K2, K3, K4*, K5, K6; S1, S2, S12*
AO2: Data analysis and quality management	K13, K14*, K15*, K16*, K17*, K18*; S3*, S4, S5*, S6*, S7*
AO3: Data communication and collaboration	K9, K10*, K11*, K12*; S8*, S9*, S13, S14
AO4: Legal, ethical, and sustainable data practice	K7, K8, K19, K20, K22, K24, K25; S10, S11, S15
AO5: Applied data practice and organisational impact	K21; S16*
AO6: Emerging data technologies and techniques	K23, K26*

Data Technician 2025

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 simulated task***.

Data Technician 2025

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

- Project
- Professional discussion
- Observation
- Portfolio (not specifically excluded as a graded element)

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.

Gearing Up

- It is likely that a robust portfolio may be required for a range of standards. This is underpinned by an assessment approach that allows the KSBs to be evidenced in '3D'
- Your teams may be required to provide graded outcomes, even if these are considered formative subject to confirmation by the AO
- It will still be possible to appoint an AO to administer the full assessment
- It gives an opportunity for employer involvement in KSB assessment – especially the behaviours

Working with AOs

- Early appointment gives maximum planning time
- Every AO will offer a unique mix of assessment, the plan does not specify the exact methods, so you and your employer will have choices
- Who pays is a live issue for conversation. Most assessment requiring oversight will most likely be more expensive than a pure AO model

'Off the Job'

- Off the job is changing as a concept, however certain mechanisms of assessment will count towards hours recorded.
- Assessment planning is therefore critical
- Assessment must be genuinely allied to the workplace for maximum benefit
- The progress review is a critical element to measure success, not just a compliance tool

Progress Reviews

- The progress Review is now a central and critical element of the programme and can no longer be 'tick box' or employer afterthought
- PRs are now an ideal place to describe and set the assessment strategy as it is a point to reflect on achievement and how to evidence it fully along with the employer

Fireside Chat



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Now you have some insights through our worked example, what do you think are the opportunities within the reforms?



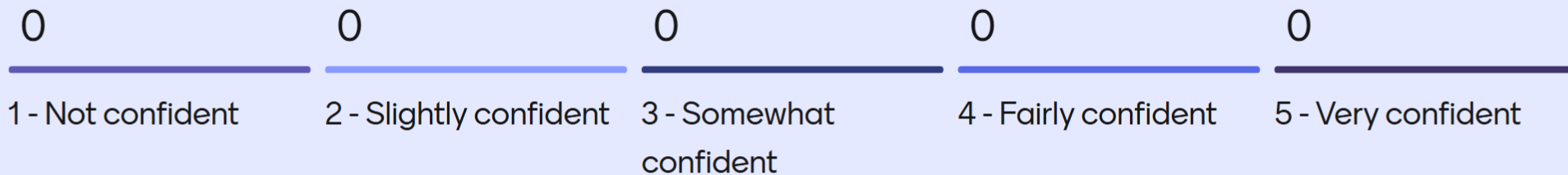
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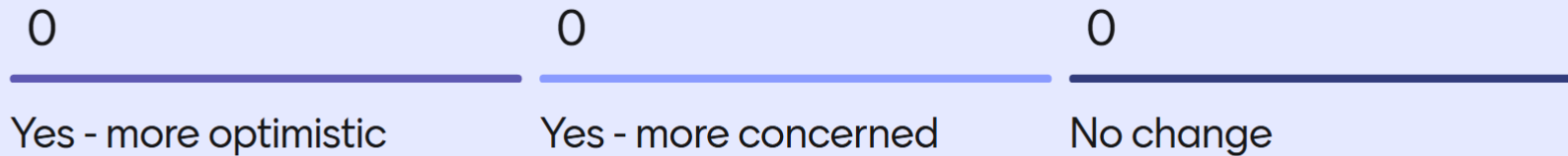
Now you have some insights through our worked example, what do you think are the challenges within the reforms?



Now we are 2 months further on from the 1st webinar - How confident are you in being able to respond in a timely way to the reforms?



Following these 3 webinars have the sessions shifted your perspective?



In responding to the reforms which areas do you feel you will need most support or focus?



- ☐ Strategic planning
- ☐ Action planning for change
- ☐ Curriculum design
- ☐ Assessment practice including standardisation
- ☐ IQA practice
- ☐ Overall quality assurance and Ofsted readiness
- ☐ Gaining centre approval from your chosen AOs



How do you feel you could best be supported with preparation for the changes these reforms will bring to your organisation?

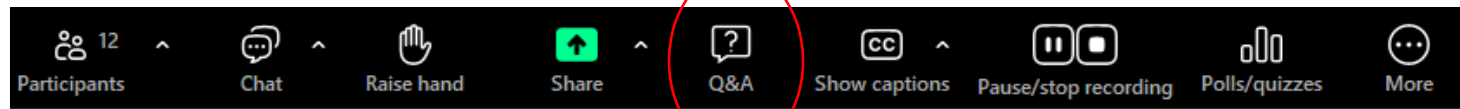


- ☐ Webinars
- ☐ Onsite - CPD workshops around specific topics for your staff
- ☐ Online - CPD workshops around specific topics for your staff
- ☐ Resources to support specific activities including curriculum design, planning, staff readiness
- ☐ Training for delivery / assessor / coaching staff to support them in undertake formal assessments
- ☐ Masterclass series (Webinars)
- ☐ Independent review of current curriculum and practice with action plan development
- ☐ Bespoke consultancy support
- ☐ Other



Questions & Answers

Type your questions into the Q&A panel



Upcoming Events

- [Curriculum Design for the New Apprenticeship Landscape | 9-Dec](#)
- [Apprenticeship compliance for leaders - CPD accredited | 10-Dec](#)
- [Apprenticeship Financial Management | 14-Jan](#)
- [Recognising & responding to harmful behaviours | 20-Jan](#)
- [Advanced progress review practice | 03-Feb](#)
- [Apprenticeship compliance for your role | 25-Feb](#)
- [Data management in apprenticeships | 23-Mar](#)

After this session you will receive:

Slide deck

Webinar recording

Other SDN Mesma Group events

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