

City & Guilds Level 4 Apprenticeship Assessment for Artificial Intelligence (AI) and Automation Practitioner (9690-11/51)

Standard: ST1512

Assessment Plan: Version 2.1

QN: 610/7387/8

Apprenticeship Assessment Handbook

Last modified August 2026/v1.0

For external use

Qualification at a glance

Subject area	Digital
City & Guilds number	9690-11/51
Age group approved	16+ 18+
Entry requirements	None specified by City & Guilds
Assessment	Project Professional discussion
Grading	Distinction/Pass/fail
Approvals	Full approval required
Support materials	Project assessment pack Professional discussion assessment pack
Registration and certification	Consult Walled Garden for last dates

Title and level	City & Guilds qualification number	Regulatory reference number
City & Guilds Level 4 Apprenticeship Assessment for Artificial Intelligence (AI) and Automation Practitioner	9690-11/51	610/7387/8

Version	Summary of changes	Section
1.0 August 2026	Initial version	All

Contents

1. Introduction	5
Occupation summary.....	5
Apprenticeship overview.....	6
Knowledge, skills and behaviours	7
2. Centre requirements	12
Approval	12
Resource requirements 9690-11	12
Quality assurance 9690-11	13
Resource requirements 9690-51	14
3. Delivering the Apprenticeship Assessment	15
Access arrangements and reasonable adjustments	15
Health and safety and codes of practice.....	16
Inclusion and diversity	16
Sustainability	16
4. Assessment overview	18
Assessment of this apprenticeship	18
Assessment Outcomes	18
Performance descriptors	20
Overall grade	22
5. Completing the Apprenticeship Assessment.....	23
Gateway to Completion	23
Statement of Achievement	23
Digital credentials	24

6. Assessment information: 9690-700/702 Project.....	25
Overview	25
Assessment specification	26
Assessment instructions	28
Project submission	28
Grading.....	28
7. Assessment information: 9690-701 Professional Discussion	29
Overview	29
Assessment specification	30
Assessment instructions	33
Grading.....	33
8. Resits and retakes	34
9690-700/702 Project	34
9690-701 Professional Discussion	34
Submissions must include	34
9. Security, confidentiality and copyright of Apprenticeship Assessment materials	35
Appendix 1 Sources of general information.....	36

1. Introduction



Occupation summary

This occupation is found in a wide range of sectors and organisations that rely on digital tools, online systems, and data-driven processes to operate efficiently. Employees in this occupation support improvement wherever digital workflows exist and are typically embedded in operational teams, working in digital support roles, or in change delivery functions. They may also be employed by consultancies or service providers helping organisations optimise internal and customer-facing processes.

The broad purpose of the occupation is to enhance productivity, streamline processes, and support continuous improvement through the safe and responsible use of automation, integration, and AI tools. They understand, select, and implement digital solutions to address inefficiencies in existing systems. Their work is focused on solving real-world challenges that slow down business operations such as manual tasks, duplicated data entry, unintegrated tools, and inefficient workflows. They play a key role in unlocking time and cost savings supporting organisations to realise the potential for AI, automation and digital solutions to improve efficiency, accuracy or productivity.

In their daily work, an employee in this occupation interacts with internal stakeholders across a variety of teams such as operations, service delivery, customer support, or finance, depending on the organisation. They may also engage with external suppliers or digital tool providers to implement new systems or assist with integrations. They report to team leaders, service managers or project owners and work closely with colleagues to analyse and support existing ways of working. They use communication, collaboration, and feedback skills to align their automation work with wider organisational goals.

An employee in this occupation will be responsible for identifying opportunities to improve workflow efficiency and productivity using digital tools. They will analyse current systems and processes, make recommendations utilising low-or no-code solutions including AI-driven automations. They will support with user adoption, facilitating the responsible, safe and ethical use of AI, automation and digital solutions, ensuring they align with organisational policies and user needs.

While they are not expected to lead teams, they are responsible for taking ownership of specific projects or tasks that deliver tangible operational value.

Apprenticeship overview

This pack will help centres to prepare learners for their apprenticeship assessments and support centres in conducting assessments for the City & Guilds Level 4 Apprenticeship Assessment for Artificial Intelligence (AI) and Automation Practitioner (9690-11/51). It explains how learners will demonstrate the knowledge and skills that they have developed during their apprenticeship.

This pack must be used alongside the:

- Project Assessment Pack
- Professional Discussion Assessment Pack
- [Apprenticeship service | City & Guilds](#), which includes information to support you with the transition to Apprenticeship Assessment
- [Quality Assurance | City & Guilds](#) for information about quality assurance guidance

Full-time learners will typically spend 18 months on-programme working towards meeting the Occupational Standard for the Apprenticeship Assessment for Artificial Intelligence (AI) and Automation Practitioner, with required off-the-job training as specified by the apprenticeship funding rules. The employer and centre should ensure that the learner has access to development opportunities to gain the required technical knowledge, skills and behaviours (KSBs), as outlined in the Occupational Standard.

There are no prescribed points when assessment should take place. Learners may be assessed at appropriate points (or milestones) throughout their apprenticeship. See the assessment instructions sections within this handbook to understand what is required for each assessment.

The assessment for this apprenticeship includes the following:

- Project
- Professional Discussion

Learners must complete the English and maths formal qualification requirements as set out in the apprenticeship funding rules.

Knowledge, skills and behaviours

Knowledge	
K1	The role of organisational leadership in responsible AI adoption, including setting values, policy, and strategy. The business case for ethical AI adoption, including reputational risk, staff morale, and long-term sustainability.
K2	Legal and regulatory frameworks including employment rights, equality, and responsible automation, data protection and GDPR. Ethical principles and professional standards relevant to AI development such as fairness, transparency, and accountability.
K3	Understand the potential social and economic impacts of AI and automation on different roles, particularly for non-technical staff including change management principles.
K4	Approaches for identifying and implementing incremental change, including piloting, evaluating solutions in relation to organisational constraints such as budget, time, and resources.
K5	Methods to identify opportunities to enhance productivity such as improve processes, reduce waste, increase user or customer satisfaction or optimise outcomes.
K6	The importance of designing AI and automation systems that augment rather than replace human work, where feasible.
K7	The capabilities, benefits and risks of automation, AI and digital tools including responsible use, ethical considerations and the potential impact on the workforce.
K8	The capabilities, risks and implications of on-premise, cloud-based and third party solutions.
K9	AI and automation concepts, models and limitations. The impact adoption may have on workplace culture and wellbeing.
K10	Sources of error and algorithmic bias, including how they may be affected by choice of dataset and methodologies applied, and the impact on the user and or organisation. Fairness metrics and mitigation approaches.
K11	User requirements when designing and implementing AI and automation solutions including accessibility considerations.
K12	Product development lifecycle including consideration of user experience (UX) principles such as user centred design (UCD), data informed design and experimental testing.
K13	How to assess the viability of solutions, for example testing and evaluating solutions, using test data and results, feasibility (time, cost, data quality and process maturity), and user testing.
K14	Principles and application of testing methodologies and their application in practice.
K15	Principles of human oversight and human AI collaboration to achieve shared outcomes.

Knowledge

K16	Feedback and evaluation loops to improve systems, processes, productivity and performance including human in the loop safeguards.
K17	Principles for designing sustainable solutions to support organisational strategies and objectives.
K18	Governance principles to ensure accountability and compliance, including methods to identify system vulnerabilities and mitigate threats or risks to assets, data and cyber security.
K19	Engagement and training approaches used with non-technical staff to understand their roles, responsibilities, and concerns when AI automation solutions are proposed. Including best practice and methods to deliver training.
K20	Methods to develop resources such as manuals, short explainers, chat-based guidance, interactive wikis and training materials.
K21	Strategies for inclusive communication with stakeholders from diverse and non-technical backgrounds.
K22	Collaborative working principles to explore AI and automation solutions and implement prototypes, pilots or proof of concepts.
K23	Mitigation strategies for post-deployment issues such as overreliance and automation bias.
K24	Principles to support project and change management delivery.
K25	Approaches to maintaining up-to-date knowledge of existing, evolving and emerging technologies and sector trends for example peer learning, online forums, AI tool release notes.
K26	The benefits of wellbeing and safe working practices.
K27	Methods for assuring compliance in AI and automation projects, including documentation of model decision-making, conducting structured risk assessments, and aligning implementation with recognised AI assurance and governance frameworks. The importance of auditability, transparency, and accountability in organisational contexts.
K28	Principles and practices of algorithmic impact assessment and workforce equality monitoring, including methods to identify, assess, and mitigate potential disproportionate impacts of automation and AI systems on different workforce groups. Organisational responsibilities under equality and employment law, and methods to evidence fairness and transparency in adoption.
K29	Principles and practices for the long-term monitoring of AI and automation solutions, including detection and mitigation of risks such as model drift, emerging bias, degraded performance, and security vulnerabilities.

Skills	
S1	Review, establish, follow and or amend policies and procedures on data and information security.
S2	Follow ethical, responsible and safe working practices respecting confidentiality and sensitive organisational matters.
S3	Undertake analysis to identify if automation is viable. Including assessing risks such as data quality, process maturity and unintended consequences of AI automation projects, such as the impact on job roles.
S4	Engage with non-technical staff to understand their roles, responsibilities, and concerns when automation solutions are proposed and implemented. Adapt approach to support workforce needs when implementing solutions that impacts the workforce.
S5	Support with the introduction, adaption, and implementation of change. Contribute to constructive dialogue between leaders and employees about the adoption of AI and automation solutions.
S6	Review and complete workflow and process mapping to identify problems or inefficiencies and recommend solutions including pilots, incremental changes and scaling opportunities.
S7	Use automation design tools to suit the organisational context to configure, adapt and implement AI or automation solutions, such as conversational agents, text processing AI, workflow automation platforms and cloud-based SaaS or PaaS.
S8	Create and refine prompts for AI tools, using iterative testing to achieve accurate and useful outputs.
S9	Apply analytical and computational techniques using tools and datasets to design, evaluate, and optimise automation solutions.
S10	Integrate AI and automation technologies to collect, process, and manage data effectively, enabling intelligent and efficient system operation.
S11	Design, integrate, and test digital workflows and AI automation tools using APIs, connectors, or low-or no-code integration methods.
S12	Iterate solutions based on testing and feedback to ensure reliability, security, accessibility, and alignment with organisational needs.
S13	Identify opportunities to deliver automation. Support leaders in integrating ethical, empathetic approaches when decision-making.
S14	Support in the identification and evaluation of opportunities for increased productivity. For example, use of low-or no-code tools, streamlining processes and use of AI platforms.

Skills	
S15	Make evidence based suggestions to support governance, outcomes and facilitate improvement for example cost benefit analysis.
S16	Report on productivity and efficiency savings and the opportunities for automation and where applicable when automation does not improve experience or processes.
S17	Contribute to sustainable and efficient AI and automation solutions.
S18	Support with the delivery of training to technical and non-technical user groups or audiences adapting content and format responding to feedback and organisational context.
S19	Contribute to the creation and or adaption of resources such as user guides, training materials, process documents to meet user requirements.
S20	Work collaboratively to deploy AI and automation strategies. Support where required to deal with the impact of automation for example retraining, redeployment, or upskilling of affected staff.
S21	Undertake data analysis, preparation, and conversion to support automation solutions.
S22	Present and communicate information including the translation of technical concepts into accessible materials to support clear dialogue with stakeholders.
S23	Work with others to achieve agreed outcomes or outputs. Provide evidence-based analysis and insight to leaders on the likely human impacts of automation projects.
S24	Use project management principles, techniques and tools to support the development of clear, balanced communications and briefings, articulating both opportunities and risks.
S25	Keep up to date with existing, evolving, emerging technologies and sector trends in AI, automation and technology including methods to evaluate vendor and supplier solutions.
S26	Apply ethical and human-centred design principles when scoping, developing, and deploying automation and AI solutions, underpinned by robust governance.
S27	Apply technical understanding to help align business needs with technical capabilities, supporting the development of solutions that are scalable, efficient, and aligned with the organisation's strategic objectives.
S28	Undertake assurance activities to evidence responsible AI and automation, including maintaining clear documentation of design and decision-making, contributing to risk assessments, and applying assurance frameworks to support compliance with organisational, regulatory, and ethical standards.
S29	Apply algorithmic impact assessment and workforce equality monitoring techniques when scoping, implementing, and reviewing AI and automation projects. Gather and analyse relevant workforce data, identify potential equality risks, and contribute evidence-based recommendations to support fair and inclusive adoption.

Behaviours

Note, all behaviours will be verified by the employer, and a declaration will need to be completed as part of the Gateway to Completion.

B1	Demonstrates empathy by actively considering the perspectives and concerns of staff who may be impacted by AI-driven change. Acts responsibly, recognising organisational efficiency goals with fairness to employees.
B2	Maintains professionalism and upholds confidentiality when discussing sensitive workforce impacts, showing respect for individual contributions.
B3	Demonstrates confidence in sharing concerns or alternative perspectives of self or others, even when under pressure to deliver efficiencies.
B4	Balances respect for leadership decisions with advocacy for employees.
B5	Support leaders to consider the impact of AI automation adoption, not just immediate organisational gains.
B6	Shows curiosity and initiative, experimenting with AI and automation, while ensuring such exploration is conducted safely, ethically, and with regard for potential impacts.

2. Centre requirements



Approval

Full approval

To offer this Apprenticeship Assessment, centres will need to gain both centre and qualification approval.

Please refer to the document **Centre Approval**

Process: Quality Assurance Standards for further information.

Centre staff should familiarise themselves with the structure, content and assessment requirements of the Apprenticeship Assessment before designing a course programme.

Resource requirements 9690-11

Centre staffing

Staff delivering this Apprenticeship Assessment must be able to demonstrate that they meet the occupational expertise requirements listed below.

Technical competence

- Staff must be fully competent in the job role and/or have technical knowledge at least equal to the level they are teaching.
- Their experience must reflect current industry standards, practices and expectations.

Professional experience

- Staff must have recent and relevant hands-on experience in the specific subject they are delivering or assessing.
- They must be able to demonstrate assessment competence through relevant qualifications or training.

Training delivery

- Staff should have a proven track record of delivering training or be actively working towards developing these skills.
- Centres must ensure delivery staff are supported in developing and enhancing training delivery.

Cross-cutting subject expertise

For some subject areas of a qualification, content may be delivered by specialists from outside the vocational area (ie business, maths, digital, health and safety). This is permitted where mapping to the curriculum, assessment and industry standards is evidenced and is managed through internal quality assurance procedures.

Continuing Professional Development (CPD)

Centres must ensure that staff maintain up-to-date knowledge of their occupational area and current best practice in delivery, mentoring, training, assessment and quality assurance. Staff should take account of any national or legislative changes and developments. Assessors must be regularly observed and sampled in line with the centre's internal quality assurance procedures.

Assessment resources

Centres must be able to demonstrate that they have access to the equipment and technical resources required to deliver this apprenticeship and its assessment requirements.

Quality assurance 9690-11

Approved centres must have effective quality assurance systems to ensure optimal delivery and assessment of Apprenticeship Assessment. Quality assurance includes initial centre approval, Apprenticeship Assessment approval and the centre's own internal procedures for monitoring quality. Centres are responsible for internal quality assurance and City & Guilds is responsible for external quality assurance. All external quality assurance processes reflect the minimum requirements for all verified and/or moderated assessments undertaken by City & Guilds, as detailed in the Centre Assessment Standards Scrutiny (CASS), section H2 of Ofqual's General Conditions. For more information on both CASS and City & Guilds quality assurance processes visit the [What is CASS?](#) and [Quality Assurance Standards documents](#) on the City & Guilds website.

Standards and rigorous quality assurance are maintained by the use of:

- internal quality assurance
- City & Guilds external quality assurance.

To carry out the quality assurance role, Internal Quality Assurers (IQAs) must:

- adhere to the requirements set out in the centre handbook
- have appropriate teaching and vocational knowledge and expertise
- have experience in quality management/internal quality assurance
- hold or be working towards an appropriate teaching/training/assessing qualification
- be familiar with the occupation and technical content covered within the Apprenticeship Assessment.

External quality assurance for the Apprenticeship Assessment will be provided by City & Guilds. External Quality Assurers (EQAs) are appointed by City & Guilds to approve centres, and to monitor the assessment and internal quality assurance carried out by centres. External quality assurance is carried out to ensure that assessment is valid and reliable, and that there is good assessment practice in centres.

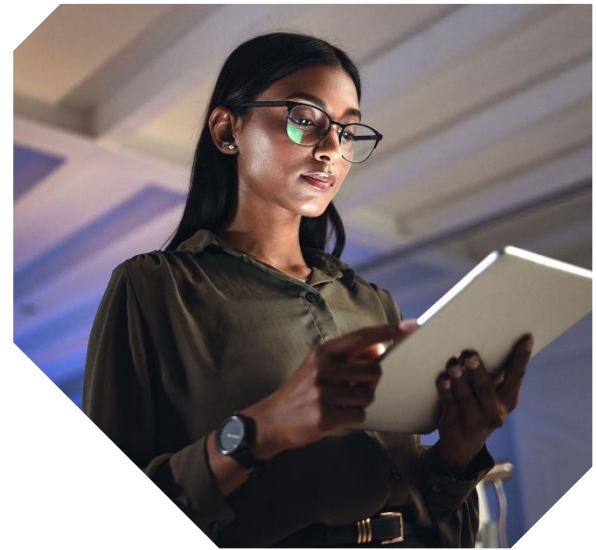
The role of the EQA is to:

- adhere to the requirements set out in the centre handbook
- provide advice and support to centre staff
- ensure the quality and consistency of assessments and marking/grading within and between centres using systematic sampling
- provide feedback to centres and to City & Guilds.

Resource requirements 9690-51

- Centres must be able to demonstrate that they have access to the equipment and technical resources required to deliver this apprenticeship and its assessment requirements.
- Centres must ensure that the staff delivering these qualifications are able to demonstrate they have the occupational expertise required to train the apprentices up to the standard set up by the industry and successfully achieve the Apprenticeship Assessment.

3. Delivering the Apprenticeship Assessment



Initial assessment and induction

An initial assessment of each learner should be made before the start of their programme to identify:

- if the learner has any specific training needs
- any support and guidance they may need when working towards their Apprenticeship Assessment
- any knowledge and skills relevant to the Apprenticeship Standard which the learner is already demonstrating prior to starting their apprenticeship
- the appropriate type and level of apprenticeship for the learner.

We recommend that centres provide an induction programme, so the learner fully understands the requirements of the qualification, their responsibilities as a learner and the responsibilities of the centre. This information can be recorded on a learning contract.

Access arrangements and reasonable adjustments

City & Guilds has considered the design of this qualification and its assessments in order to best support accessibility and inclusion for all learners. City & Guilds understands however that individuals have diverse learning needs and may require reasonable adjustments to fully participate. Reasonable adjustments, such as additional time or alternative formats, may be provided to accommodate learners with disabilities and support fair access to assessment.

Access arrangements are adjustments that allow learners with disabilities, special educational needs or temporary injuries to access the assessment and demonstrate their skills and knowledge without changing the demands of the assessment. These arrangements must be made before assessment takes place.

The Equality Act 2010 requires City & Guilds to make reasonable adjustments where a disabled person would be at a substantial disadvantage in undertaking an assessment.

It is the responsibility of the centre to ensure at the start of a programme of learning that learners will be able to access the requirements of the Apprenticeship Assessment.

Special consideration is a post-examination adjustment to a learner's mark or grade to reflect temporary injury, illness or other indisposition at the time of the examination/assessment.

Please refer to the documents 'Joint Council for Qualifications (JCQ) Access Arrangements and Reasonable Adjustments', 'JCQ – A Guide to the special consideration process' and 'Access arrangements – When and how applications need to be made to City & Guilds' for more information. All of these are available on the **[City & Guilds website](#)**

Health and safety and codes of practice

The importance of safe working practices, the demands of the Health and Safety at Work Act and any codes of practice associated with the industry **must** always be adhered to.

Following safe working practices is an integral part of all City & Guilds assessments, and it is the responsibility of the centre and employer to ensure that all the health and safety requirements are in place.

Should any evidence submitted by the learner fail to follow correct health and safety practices and procedures, City & Guilds will grade the Apprenticeship Assessment as a fail.

Inclusion and diversity

City & Guilds is committed to improving inclusion and diversity within the way we work and how we deliver our purpose which is to help people and organisations develop the skills they need for growth. More information and guidance to support centres in supporting inclusion and diversity through the delivery of City & Guilds qualifications can be found here:

[Inclusion and diversity | City & Guilds \(cityandguilds.com\)](https://www.cityandguilds.com)

Sustainability

City & Guilds are committed to net zero. Our ambition is to reduce our carbon emissions by at least 50% before 2030 and develop environmentally responsible operations to achieve net zero by 2040, or sooner if we can. City & Guilds is committed to supporting qualifications that help our customers to consider sustainability and their environmental footprint.

More information and guidance to support centres in developing sustainable practices through the delivery of City & Guilds qualifications can be found here:

[Our Pathway to Net Zero | City & Guilds \(cityandguilds.com\)](https://www.cityandguilds.com)

Centres should consider their own carbon footprint when delivering this qualification and consider reasonable and practical ways of delivering this qualification with sustainability in mind. This could include:

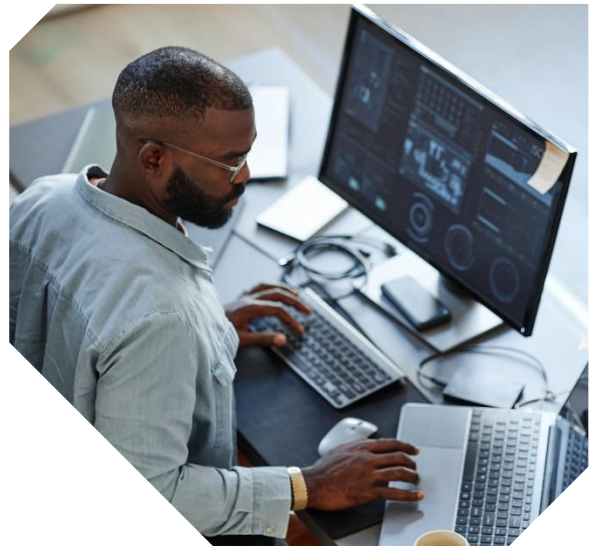
- reviewing purchasing and procurement processes (such as buying in bulk to reduce the amount of travel time and energy used, as well as considering and investing in the use of components that can be reused, instead of the use of disposable or single use consumables)
- reusing components wherever possible
- waste procedures (ensuring that waste is minimised and recycling of components is in place wherever possible)
- minimising water use and considering options for reuse/salvage as part of activities wherever possible.

Authenticity of evidence

Apprenticeship Assessment evidence provided must be valid and attributable to the learner. Centres and learners should be aware of City & Guilds guidance on both plagiarism and the use of artificial intelligence (AI).

Plagiarism is the failure to acknowledge sources properly and/or the submission of another person's work as if it were the learner's own. Plagiarism is not allowed in this assessment. This is an assessment of a learner's abilities, so the work submitted must be their own and carried out under the conditions stated. The learner will be asked to sign a declaration to confirm that the work is authentically their own.

4. Assessment overview



Assessment of this apprenticeship

Learners must successfully complete the following assessments:

- Project
- Professional Discussion

Assessment Outcomes

AO1 Strategic and ethical adoption of AI automation:

Supports leaders in adopting AI or automation responsibly by aligning solutions and benefits, with organisational values, ethical principles, and workforce needs. Applies change management strategies and evaluates social, economic, and reputational impacts.

Knowledge and skills

Assessment method

K1, K2, K3, K6, K7, K9, K15, K24, K26,
S2, S5, S13, S20, S23, S24

Professional Discussion

AO2 Solution design and development:

Use AI or automation tools, platforms, and integration methods configuring AI or automation solutions. Applies technical understanding to align solutions with business needs, supporting scalability, accessibility, and strategic fit.

Knowledge and skills

Assessment method

K8, K11, K12, K22,
S7, S8, S10, S11, S26, S27

Project

AO3 Testing, evaluation and iteration:

Assesses solution viability through testing, user feedback, and feasibility analysis. Iterates and refines solutions to improve security, accessibility, reliability, and alignment with organisational constraints and user requirements.

Knowledge and skills	Assessment method
K4, K13, K14, K16, S3, S12, S21	Project

AO4 Governance, assurance and ongoing risk management:

Implements assurance activities to evidence responsible AI or Automation. Follows governance frameworks, risk mitigation strategies, and algorithmic impact assessments to support compliance, transparency, and accountability.

Knowledge and skills	Assessment method
K10, K18, K23, K27, K28, K29, S28, S29	Professional Discussion

AO5 Stakeholder engagement and workforce enablement:

Engages with diverse stakeholders to encourage adoption of AI or Automation. Delivers training, adapts resources, and communicates technical concepts in accessible formats to enable workforce understanding and participation.

Knowledge and skills	Assessment method
K19, K20, K21, S4, S18, S19, S22	Professional Discussion

AO6 Continuous improvement and change delivery:

Identifies opportunities to improve productivity and performance through automation. Contributes to sustainable change initiatives, supports improvement strategies, and reports on outcomes to support organisational decision-making.

Knowledge and skills	Assessment method
K5, K17, K25, S1, S6, S9, S14, S15, S16, S17, S25	Project

Performance descriptors

Performance descriptors describe the level of performance required to achieve a pass or distinction grade. Assessments for this apprenticeship align with these descriptors.

Performance Category	Pass	Distinction
Applied Knowledge	Demonstrates sound application of AI automation knowledge to address well-defined but complex and non-routine problems and reach outcomes.	Applies AI automation knowledge with autonomy, precision, and strategic insight to consistently deliver high-quality solutions that enhance outcomes or processes to complex, non-routine problems.
Applied Skills	Identifies and applies suitable cognitive and practical skills in AI or automation contexts to complete work activities, adapting as necessary to meet requirements. Methods chosen produce results to meet organisational or sector standards.	Adapts and applies cognitive and practical skills in AI automation contexts with a high degree of flexibility and operational fluency, ensuring that methods applied both enhance quality, and the overall service impact.
Regulatory and Procedural Awareness	Applies legislation, regulation, and organisational procedures with sound judgement, adapting appropriately to varied and occasionally	Interprets and applies regulatory and procedural requirements with insight and flexibility, identifying implications and making informed decisions in varied

Performance Category	Pass	Distinction
	complex AI or automation situations.	and occasionally complex AI or automation situations.
Communication and Collaboration	Communicates clearly and collaborates with colleagues and stakeholders, contributing to service delivery in AI or automation adoption.	Communicates and collaborates with confidence and insight, tailoring approach to meet diverse stakeholder needs, contributing to improved collaboration and enhanced service outcomes in AI or automation adoption.
Information Use and Decision Making	Analyses and interprets relevant information to make informed decisions, showing a clear awareness of the AI automation context and the broader scope of the occupational area.	Analyses, interprets and evaluates information from a range of sources, providing insightful justification for decisions, and demonstrating a strong awareness of broader implications within the AI or automation occupational area.
Responsibility and Autonomy	Takes responsibility for actions and decisions within set parameters. Manages own work and, where relevant, oversees others or allocates resources in AI or automation contexts with adequate awareness of risks and priorities.	Proactively takes responsibility for actions and decisions within set parameters. Manages own work and the coordination of others in AI or automation contexts. Independently uses sound judgement about risks and priorities to manage resources or actions.

Overall grade

This Apprenticeship Assessment is graded distinction, pass or fail overall.

Information about how each assessment is graded can be found in the assessment instructions sections of this pack. The learner will fail an assessment method if they do not meet the grading descriptors.

In order to achieve a pass in the overall apprenticeship, learners must achieve a pass in both of the assessment methods.

In order to achieve a distinction in the overall apprenticeship, learners must achieve a distinction in both of the assessment methods.

Grades from individual assessment methods should be combined in the following way to determine the grade of the Apprenticeship Assessment as a whole:

Assessment 1: Project	Assessment 2: Professional Discussion	Overall grading
Pass	Fail	Fail
Fail	Pass	Fail
Pass	Pass	Pass
Pass	Distinction	Pass
Distinction	Pass	Pass
Distinction	Distinction	Distinction

5. Completing the Apprenticeship Assessment



Gateway to Completion

Gateway to Completion provides a final confirmation that the learner has successfully completed all required elements of the Apprenticeship Assessment and is ready for final grading and certification. No further assessment takes place after this point. The centre determines when a learner is ready to proceed to Gateway to Completion.

Gateway to Completion will be managed through Proficient, with City & Guilds support and guidance in place to answer any questions you have.

By declaring that the learner is ready for final grading and certification, you will be confirming the following:

- All assessment components have been completed.
- All components meet at least a pass.
- All required evidence and results are ready for aggregation.
- The learner meets all other requirements set out in the assessment plan:
 - has completed minimum duration for this Apprenticeship Standard.
 - has completed minimum off the job training as set out in the Department for Education (DfE) funding rules for this Apprenticeship Standard.
 - has completed any English and maths requirements as set out in the apprenticeship funding rules for this Standard.
 - the learner's employer has verified that the required behaviours have been suitably demonstrated over the course of the apprenticeship.

Once Gateway to Completion is approved:

- City & Guilds aggregates all assessment results
- the final grade is determined
- certification is claimed and issued by Skills England.

Statement of Achievement

An Apprenticeship Assessment Statement of Achievement will be issued to each successful learner confirming the grade achieved

Centres with access can view and download PDF copies of the Statement in Proficient once the learner's final results are confirmed. A PDF supports more efficient processing of funding claims by providing evidence of learner certification before the learner's paper certificate arrives.

Digital credentials

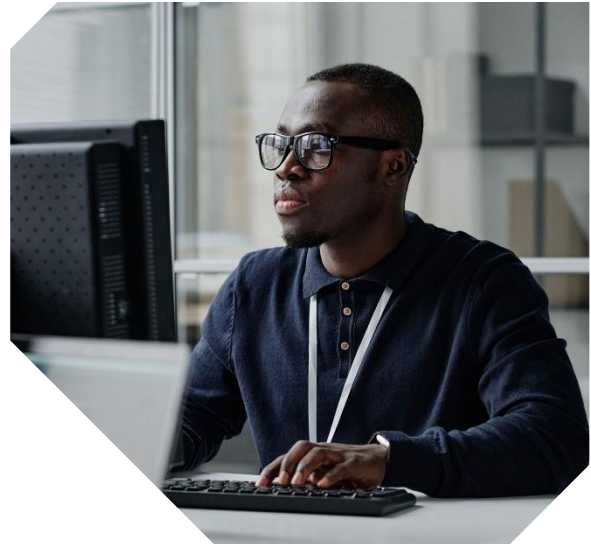
A digital credential is a verified, visual representation of knowledge and skills earned in various learning environments. Please see an example below.



Digital credentials are issued and verified online, making it easy for individuals to demonstrate their competencies to employers, clients and peers online. Each digital credential has a unique URL that can be shared electronically via social media, in an email signature and on a CV. This is a complimentary service in addition to the paper certificate.

For further information, please visit the City & Guilds Digital Credentials webpage and the general terms in respect of our privacy policy or [Contact us | City & Guilds](#)

6. Assessment information: 9690-700/702 Project



Overview

Grading	Distinction/Pass/Fail To achieve a pass, the learner must sufficiently evidence all the pass grading descriptors. To achieve a distinction, the learner must sufficiently evidence all the pass and distinction grading descriptors.
Type of assessment	Word-based project
Duration	Project must be completed during the learner's time on the apprenticeship programme.
Internal or external assessment	9690-700 Internally assessed (9690-11) 9690-702 Externally assessed (9690-51)
Location	Evidence can be produced by the learner during their time with the employer or at the centre.
Resources	Project assessment pack – for candidates Project assessment pack – for assessors Candidate recording forms which include the evidence reference matrix and declaration of authenticity.

Assessment specification

The following knowledge and skills will be assessed by the project. City & Guilds have provided grading descriptors for these knowledge and skills in the project candidate assessment pack.

AO2 Solution design and development:

Use AI or automation tools, platforms, and integration methods configuring AI or automation solutions. Applies technical understanding to align solutions with business needs, supporting scalability, accessibility, and strategic fit.

Knowledge and skills

K8	The capabilities, risks and implications of on-premise, cloud-based and third party solutions.
K11	User requirements when designing and implementing AI and automation solutions including accessibility considerations.
K12	Product development lifecycle including consideration of user experience (UX) principles such as user centred design (UCD), data informed design and experimental testing.
K22	Collaborative working principles to explore AI and automation solutions and implement prototypes, pilots or proof of concepts.
S7	Use automation design tools to suit the organisational context to configure, adapt and implement AI or automation solutions, such as conversational agents, text processing AI, workflow automation platforms and cloud-based SaaS or PaaS.
S8	Create and refine prompts for AI tools, using iterative testing to achieve accurate and useful outputs.
S10	Integrate AI and automation technologies to collect, process, and manage data effectively, enabling intelligent and efficient system operation.
S11	Design, integrate, and test digital workflows and AI automation tools using APIs, connectors, or low-or no-code integration methods.
S26	Apply ethical and human-centred design principles when scoping, developing, and deploying automation and AI solutions, underpinned by robust governance.
S27	Apply technical understanding to help align business needs with technical capabilities, supporting the development of solutions that are scalable, efficient, and aligned with the organisation's strategic objectives.

AO3 Testing, evaluation and iteration:

Assesses solution viability through testing, user feedback, and feasibility analysis. Iterates and refines solutions to improve security, accessibility, reliability, and alignment with organisational constraints and user requirements.

Knowledge and skills

K4	Approaches for identifying and implementing incremental change, including piloting, evaluating solutions in relation to organisational constraints such as budget, time, and resources.
K13	How to assess the viability of solutions, for example testing and evaluating solutions, using test data and results, feasibility (time, cost, data quality and process maturity), and user testing.
K14	Principles and application of testing methodologies and their application in practice.
K16	Feedback and evaluation loops to improve systems, processes, productivity and performance including human in the loop safeguards.
S3	Undertake analysis to identify if automation is viable. Including assessing risks such as data quality, process maturity and unintended consequences of AI automation projects, such as the impact on job roles.
S12	Iterate solutions based on testing and feedback to ensure reliability, security, accessibility, and alignment with organisational needs.
S21	Undertake data analysis, preparation, and conversion to support automation solutions.

AO6 Continuous improvement and change delivery:

Identifies opportunities to improve productivity and performance through automation. Contributes to sustainable change initiatives, supports improvement strategies, and reports on outcomes to support organisational decision-making.

Knowledge and skills

K5	Methods to identify opportunities to enhance productivity such as improve processes, reduce waste, increase user or customer satisfaction or optimise outcomes.
K17	Principles for designing sustainable solutions to support organisational strategies and objectives.
K25	Approaches to maintaining up-to-date knowledge of existing, evolving and emerging technologies and sector trends for example peer learning, online forums, AI tool release notes.

AO6 Continuous improvement and change delivery:

Identifies opportunities to improve productivity and performance through automation. Contributes to sustainable change initiatives, supports improvement strategies, and reports on outcomes to support organisational decision-making.

S1	Review, establish, follow and or amend policies and procedures on data and information security.
S6	Review and complete workflow and process mapping to identify problems or inefficiencies and recommend solutions including pilots, incremental changes and scaling opportunities.
S9	Apply analytical and computational techniques using tools and datasets to design, evaluate, and optimise automation solutions.
S14	Support in the identification and evaluation of opportunities for increased productivity. For example, use of low-or no-code tools, streamlining processes and use of AI platforms.
S15	Make evidence based suggestions to support governance, outcomes and facilitate improvement for example cost benefit analysis.
S16	Report on productivity and efficiency savings and the opportunities for automation and where applicable when automation does not improve experience or processes.
S17	Contribute to sustainable and efficient AI and automation solutions.
S25	Keep up to date with existing, evolving, emerging technologies and sector trends in AI, automation and technology including methods to evaluate vendor and supplier solutions.

Assessment instructions

All assessment guidance for the project assessment is in the project candidate assessment pack which is available on the City & Guilds website www.cityandguilds.com and Proficient.

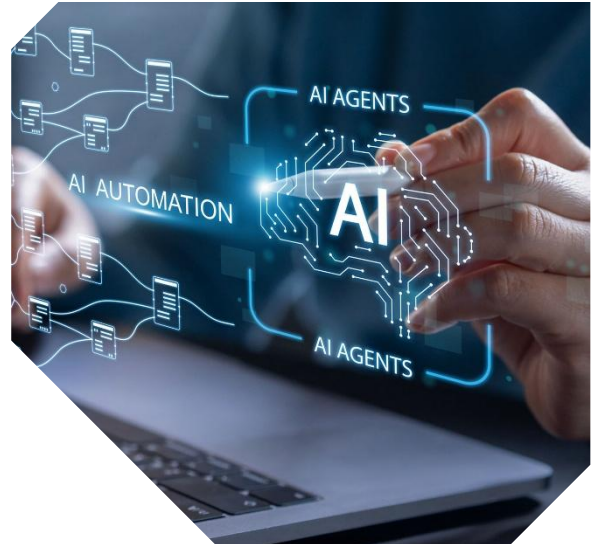
Project submission

When the project report is complete and internal quality assurance has been completed, the centre should submit the grade on Proficient. The grade will then be subject to sampling and verification. The project assessment grade must be confirmed prior to Gateway to Completion taking place.

Grading

The project will be graded distinction, pass or fail.

7. Assessment information: 9690-701 Professional Discussion



Overview

Grading	Distinction/Pass/Fail To achieve a pass, the learner must sufficiently evidence all the pass grading descriptors. To achieve a distinction, the learner must sufficiently evidence all the pass and distinction grading descriptors.
Type of assessment	Professional Discussion
Duration	60 minutes
Internal or external assessment	Externally assessed
Location	Remote
Resources	Professional discussion assessment pack – for candidates

Assessment specification

The following knowledge and skills will be assessed by the professional discussion. City & Guilds have provided grading descriptors for these knowledge and skills in the professional discussion candidate assessment pack.

AO1 Strategic and ethical adoption of AI automation:

Supports leaders in adopting AI or automation responsibly by aligning solutions and benefits, with organisational values, ethical principles, and workforce needs. Applies change management strategies and evaluates social, economic, and reputational impacts.

Knowledge and skills

K1	The role of organisational leadership in responsible AI adoption, including setting values, policy, and strategy. The business case for ethical AI adoption, including reputational risk, staff morale, and long-term sustainability.
K2	Legal and regulatory frameworks including employment rights, equality, and responsible automation, data protection and GDPR. Ethical principles and professional standards relevant to AI development such as fairness, transparency, and accountability.
K3	Understand the potential social and economic impacts of AI and automation on different roles, particularly for non-technical staff including change management principles.
K6	The importance of designing AI and automation systems that augment rather than replace human work, where feasible.
K7	The capabilities, benefits and risks of automation, AI and digital tools including responsible use, ethical considerations and the potential impact on the workforce.
K9	AI and automation concepts, models and limitations. The impact adoption may have on workplace culture and wellbeing.
K15	Principles of human oversight and human AI collaboration to achieve shared outcomes.
K24	Principles to support project and change management delivery.
K26	The benefits of wellbeing and safe working practices.
S2	Follow ethical, responsible and safe working practices respecting confidentiality and sensitive organisational matters.
S5	Support with the introduction, adaption, and implementation of change. Contribute to constructive dialogue between leaders and employees about the adoption of AI and automation solutions.
S13	Identify opportunities to deliver automation. Support leaders in integrating ethical, empathetic approaches when decision-making.

AO1 Strategic and ethical adoption of AI automation:

Supports leaders in adopting AI or automation responsibly by aligning solutions and benefits, with organisational values, ethical principles, and workforce needs. Applies change management strategies and evaluates social, economic, and reputational impacts.

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| S20 | Work collaboratively to deploy AI and automation strategies. Support where required to deal with the impact of automation for example retraining, redeployment, or upskilling of affected staff. |
| S23 | Work with others to achieve agreed outcomes or outputs. Provide evidence-based analysis and insight to leaders on the likely human impacts of automation projects. |
| S24 | Use project management principles, techniques and tools to support the development of clear, balanced communications and briefings, articulating both opportunities and risks. |

AO4 Governance, assurance and ongoing risk management:

Implements assurance activities to evidence responsible AI or Automation. Follows governance frameworks, risk mitigation strategies, and algorithmic impact assessments to support compliance, transparency, and accountability.

Knowledge and skills

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|-----|---|
| K10 | Sources of error and algorithmic bias, including how they may be affected by choice of dataset and methodologies applied, and the impact on the user and or organisation. Fairness metrics and mitigation approaches. |
| K18 | Governance principles to ensure accountability and compliance, including methods to identify system vulnerabilities and mitigate threats or risks to assets, data and cyber security. |
| K23 | Mitigation strategies for post-deployment issues such as overreliance and automation bias. |
| K27 | Methods for assuring compliance in AI and automation projects, including documentation of model decision-making, conducting structured risk assessments, and aligning implementation with recognised AI assurance and governance frameworks. The importance of auditability, transparency, and accountability in organisational contexts. |
| K28 | Principles and practices of algorithmic impact assessment and workforce equality monitoring, including methods to identify, assess, and mitigate potential disproportionate impacts of automation and AI systems on different workforce groups. Organisational responsibilities under equality and employment law, and methods to evidence fairness and transparency in adoption. |

AO4 Governance, assurance and ongoing risk management:

Implements assurance activities to evidence responsible AI or Automation. Follows governance frameworks, risk mitigation strategies, and algorithmic impact assessments to support compliance, transparency, and accountability.

K29	Principles and practices for the long-term monitoring of AI and automation solutions, including detection and mitigation of risks such as model drift, emerging bias, degraded performance, and security vulnerabilities.
S28	Undertake assurance activities to evidence responsible AI and automation, including maintaining clear documentation of design and decision-making, contributing to risk assessments, and applying assurance frameworks to support compliance with organisational, regulatory, and ethical standards.
S29	Apply algorithmic impact assessment and workforce equality monitoring techniques when scoping, implementing, and reviewing AI and automation projects. Gather and analyse relevant workforce data, identify potential equality risks, and contribute evidence-based recommendations to support fair and inclusive adoption.

AO5 Stakeholder engagement and workforce enablement:

Engages with diverse stakeholders to encourage adoption of AI or Automation. Delivers training, adapts resources, and communicates technical concepts in accessible formats to enable workforce understanding and participation.

Knowledge and skills

K19	Engagement and training approaches used with non-technical staff to understand their roles, responsibilities, and concerns when AI automation solutions are proposed. Including best practice and methods to deliver training.
K20	Methods to develop resources such as manuals, short explainers, chat-based guidance, interactive wikis and training materials.
K21	Strategies for inclusive communication with stakeholders from diverse and non-technical backgrounds.
S4	Engage with non-technical staff to understand their roles, responsibilities, and concerns when automation solutions are proposed and implemented. Adapt approach to support workforce needs when implementing solutions that impacts the workforce.
S18	Support with the delivery of training to technical and non-technical user groups or audiences adapting content and format responding to feedback and organisational context.
S19	Contribute to the creation and or adaption of resources such as user guides, training materials, process documents to meet user requirements.

AO5 Stakeholder engagement and workforce enablement:

Engages with diverse stakeholders to encourage adoption of AI or Automation. Delivers training, adapts resources, and communicates technical concepts in accessible formats to enable workforce understanding and participation.

- S22 Present and communicate information including the translation of technical concepts into accessible materials to support clear dialogue with stakeholders.

Assessment instructions

All assessment guidance for the professional discussion is in the professional discussion candidate assessment pack which is available on the City & Guilds website www.cityandguilds.com and Proficient.

Grading

The professional discussion will be graded distinction, pass or fail.

8. Resits and retakes



Resits and retakes are defined as follows:

- a resit does not require any further training or learning to be undertaken to pass the assessment
- a retake requires further training and learning for the learner to demonstrate that they are working at or above the level set out in the Apprenticeship Standard.

If a learner is unsuccessful in an assessment, they can resit or retake the assessment. The centre and apprentice's employer will need to agree whether a resit or retake is an appropriate course of action. There will be no restrictions on the grade that can be achieved for resits or retakes. Learners can resit or retake an assessment to improve their grade. City & Guilds do not place any restrictions on the number of resits/retakes.

9690-700/702 Project

Please refer to the project assessment pack – for assessors for details of the resubmission process.

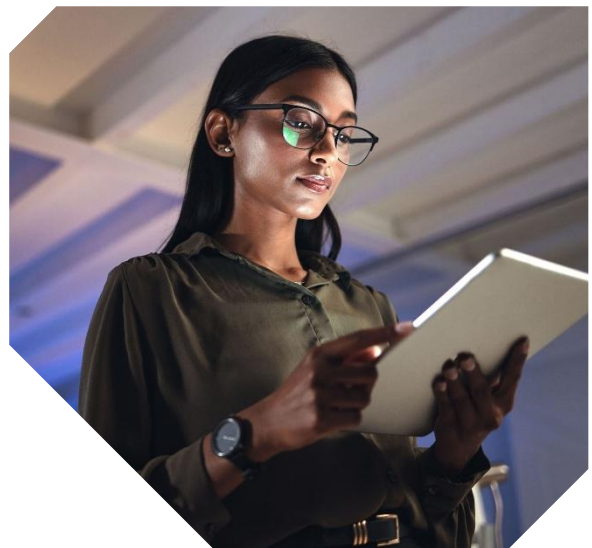
9690-701 Professional Discussion

If the resit or retake relates to the professional discussion, the assessor will question the learner on the same subject area but using a different set of questions.

Submissions must include

For both the 9690-700/702 Project and the 9690-701 Professional Discussion, a new set of recording forms for the resit or retake should be submitted. These must refer to the version of recording forms originally submitted.

9. Security, confidentiality and copyright of Apprenticeship Assessment materials



The approved centre must:

- Only use the City & Guilds assessment materials in formal planned assessments (leading to the award of apprenticeships) and not for any other purpose (including, but not restricted to, for commercial purposes)
- Handle and store securely the City & Guilds assessment materials in accordance with the following conditions:
 - City & Guilds assessment materials must be accessible to learners only during formal assessment as governed by the assessment conditions specified for the qualification (see section 5 and 6 in this handbook for further information); learners should on no account be allowed to take question papers or answers away with them, and copies of question papers and answer packs should be kept securely by the centre at all times
 - learner portfolios may contain assessment results referenced to the assessment taken but should not contain the City & Guilds assessment materials (such as assessment tasks, questions or learners' marked scripts if the tests may be reused (unless otherwise stated))
 - the approved centre must not make public in any format the contents of any City & Guilds assessment materials either in part or in full.
- City & Guilds assessment materials must be securely handled and under no circumstances shared with third party organisations or individuals.
- Assessment materials cannot be replaced, amended or adapted and remain the copyright and intellectual property rights of City & Guilds.
- The centre undertakes to check the website on a regular basis to ensure that they have the latest version of the assessment materials and will make a request to City & Guilds for these. It is not expected that City & Guilds will send out these updates automatically.
- Assess the learner as the assessment intended. Adaptations to assessments must only be those published by City & Guilds.

Learner's completed assessments must be retained securely by centres for quality assurance purposes following certification. Currently this is for a period of three years from the date of certification, this may be in electronic format. After this time, the papers may be securely destroyed. They must not be given to the learner.

Appendix 1 Sources of general information

The following documents contain essential information for centres delivering City & Guilds qualifications. They should be referred to in conjunction with this handbook. To download the documents and to find other useful documents, go to www.cityandguilds.com or click on the links below:

Centre handbook: quality assurance standards

This document is for all approved centres and provides guidance to support their delivery of our qualifications. It includes information on:

- centre quality assurance criteria and monitoring activities
- administration and assessment systems
- centre-facing support teams at City & Guilds/ILM
- centre quality assurance roles and responsibilities.

The centre handbook should be used to ensure compliance with the terms and conditions of the centre contract.

Centre assessment: quality assurance standards

This document sets out the minimum common quality assurance requirements for our qualifications that feature centre-assessed components.

It incorporates our expectations for centre internal quality assurance and the external quality assurance methods we use to ensure that assessment standards are met and upheld. It also details the range of sanctions that may be put in place when centres do not comply with our requirements or actions that will be taken to align centre marking/assessment to required standards. Additionally, it provides guidance on administering portfolios and controlled assessments, including a definition of supervised conditions.

Access arrangements: when and how applications need to be made to City & Guilds

This provides full details of the arrangements that may be made to facilitate access to assessments and qualifications for learners who are eligible for adjustments in assessment.

The **centre document library** also contains useful information on such things as:

- conducting examinations
- registering learners
- appeals and malpractice.

Useful contacts

Please visit the **contact us** section of the City & Guilds website.

City & Guilds

For almost 150 years, we have worked with people, organisations and economies to help them identify and develop the skills they need to thrive. We understand the life-changing link between skills development, social mobility, prosperity and success. Everything we do is focused on developing and delivering high-quality training, qualifications, assessments and credentials that lead to jobs and meet the changing needs of industry.

We partner with our customers to deliver work-based learning programmes that build competency to support better prospects for people, organisations and wider society. We create flexible learning pathways that support lifelong employability because we believe that people deserve the opportunity to (re)train and (re)learn again and again – gaining new skills at every stage of life, regardless of where they start.

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City & Guilds is a global skills partner, empowering people, organisations and economies to develop the skills they need for growth.