



CONTENT CREATOR

Key information

Reference: ST0105

Version: 1.1

Level: 3

Typical duration to gateway: 15 months

Typical EPA period: 3 months

Maximum funding: £10000

Route: Creative and design

Date updated: 07/09/2022

Approved for delivery: 24 June 2016

Lars code: 112

EQA provider: Ofqual

Example progression routes:

Marketing executive

Review: This apprenticeship standard will be reviewed after three years

End-point assessment plan

Version 1.1

Introduction and overview

This document explains the requirements for end-point assessment (EPA) for the content creator apprenticeship. End-point assessment organisations (EPAOs) must follow this when designing and delivering the EPA.

Content creator apprentices, their employers and training providers should read this document.

An approved EPAO must conduct the EPA for this apprenticeship. Employers must select an approved EPAO from the Education and Skills Funding Agency's Register of end-point assessment organisations (RoEPAO).

A full-time apprentice typically spends 15 months on-programme (this means in training before the gateway) working towards competence as a content creator. All apprentices must spend at least 12 months on-programme. All apprentices must complete the required amount of off-the-job training specified by the apprenticeship funding rules.

This EPA has 2 assessment methods.

The grades available for each assessment method are:

Assessment method 1 - project or campaign evaluation report, presentation of additional/new content and questions:

- fail

- pass
- distinction

Assessment method 2 - professional discussion underpinned by a portfolio of evidence:

- fail
- pass
- distinction

The result from each assessment method is combined to decide the overall apprenticeship grade. The following grades are available for the apprenticeship:

- fail
- pass
- merit
- distinction

EPA summary table

<p>On-programme (typically 15 months)</p>	<p>The apprentice must complete training to develop the knowledge, skills and behaviours (KSBs) of the occupational standard.</p> <p>The apprentice must complete training towards English and maths qualifications in line with the apprenticeship funding rules. This includes those with an education, health and care plan or a legacy statement. British sign language (BSL) qualifications are an alternative to English qualifications for those who have BSL as their primary language.</p> <p>The apprentice must compile a portfolio of evidence.</p>
<p>End-point assessment gateway</p>	<p>The employer must be content that the apprentice is working at or above the occupational standard.</p> <p>The apprentice's employer must confirm that they think the apprentice:</p> <ul style="list-style-type: none"> • is working at or above the occupational standard as a content creator • has the evidence required to pass the gateway and is ready to take the EPA <p>The apprentice must have achieved English and mathematics qualifications (including those with an education, health and care plan or a legacy statement) as specified by the apprenticeship funding rules. British Sign Language (BSL) qualifications are an alternative to English qualifications for those who have BSL as their primary language.</p> <p>For the professional discussion underpinned by a portfolio of evidence the apprentice must submit a portfolio of evidence.</p> <p>The apprentice must submit any policies and procedures as requested by the EPAO.</p>
<p>End-point assessment (typically 3 months)</p>	<p>Grades available for each method:</p> <p>Project or campaign evaluation report, presentation of additional/new content and questions</p> <ul style="list-style-type: none"> • fail • pass • distinction

	<p>Professional discussion underpinned by a portfolio of evidence</p> <ul style="list-style-type: none"> • fail • pass • distinction <p>Overall EPA and apprenticeship can be graded:</p> <ul style="list-style-type: none"> • fail • pass • merit • distinction
Re-sits and re-takes	<ul style="list-style-type: none"> • Re-take and re-sit grade cap: pass • Re-sit timeframe: typically 2 months • Re-take timeframe: typically 3 months

Duration of end-point assessment period

The EPA is taken in the EPA period. The EPA period starts when the EPAO confirms the gateway requirements have been met and is typically 3 months.

The EPAO should confirm the gateway requirements have been met and the EPA should start as quickly as possible.

EPA gateway

The apprentice's employer must confirm that they think their apprentice is working at or above the occupational standard. The apprentice will then enter the gateway. The employer may take advice from the apprentice's training provider(s), but the employer must make the decision.

The apprentice must meet the gateway requirements before starting their EPA.

These are:

- achieved English and mathematics (including those with an education, health and care plan or a legacy statement) as specified by the apprenticeship funding rules. British Sign Language (BSL) qualifications are an alternative to English qualifications for those who have BSL as their primary language.
- for the professional discussion underpinned by a portfolio of evidence the apprentice must submit: portfolio of evidence

Portfolio of evidence requirements:

The apprentice must compile a portfolio of evidence during the on-programme period of the apprenticeship. It should only contain evidence related to the KSBs that will be assessed by this assessment method. It will typically contain 10 discrete pieces of evidence. Evidence must be mapped against the KSBs. Evidence may be used to demonstrate more than one KSB; a qualitative as opposed to quantitative approach is suggested.

Evidence sources may include:

- content created or showreels
- work products
- contribution or response to brief
- reference materials and research undertaken
- workplace documentation and records, for example workplace policies and procedures
- colleague feedback, witness statements

This is not a definitive list; other evidence sources can be included.

The portfolio of evidence should not include reflective accounts or any methods of self-assessment. Any employer contributions should focus on direct observation of performance (for example, witness statements) rather than opinions. The evidence provided should be valid and attributable to the apprentice; the portfolio of evidence should contain a statement from the employer and apprentice confirming this.

The EPAO should not assess the portfolio of evidence directly as it underpins the discussion . The independent assessor should review the portfolio of evidence to prepare questions for the discussion . They are not required to provide feedback after this review.

The apprentice must submit any policies and procedures as requested by the EPAO.

Assessment methods

The assessment methods can be delivered in any order.

The result of one assessment method does not need to be known before starting the next.

Project or campaign evaluation report, presentation of additional/new content and questions

Overview

The project or campaign evaluation report requires the apprentice to produce an evaluative report based on a project or campaign that the apprentice has contributed to, and developed content for, in the last 6 months leading to gateway. It gives the apprentice the opportunity to demonstrate the KSBs mapped to this assessment method.

The project or campaign will have met the needs of the employer's business and be relevant to the apprentice's occupation and apprenticeship.

This assessment method has 2 components:

- project with a project output (project or campaign evaluation report)
- presentation with questions and answers (presentation of additional/new content)

Rationale

This EPA method is being used because:

- it tests knowledge and skills holistically and reflects the work undertaken in the occupation
- It enables the demonstration of knowledge and skills through the creation of the report and presentation
- it is cost-effective
- it ensures valid, reliable and authentic assessment
- it replicates the requirement to evaluate campaigns, develop content, pitch ideas and continuously improve in the workplace. The end-to-end content creation process would take too long to be observed and then evaluate
- it enables a broad range of knowledge, skills and behaviours to be tested along with their depth of understanding

Component 1: Evaluative report

Delivery

The project or campaign evaluation report, presentation of additional/new content and questions must be structured to give the apprentice the opportunity to demonstrate the KSBs mapped to this assessment method to the highest available grade.

The apprentice's project should be based on the following:

- the evaluation of a project or campaign that the apprentice has contributed to, and developed content for, in the last 6 months leading to gateway.

The EPAO must confirm that the apprentice has completed a project from which they can produce an evaluative report and additional/new content.

The project output must be in the form of a report.

The apprentice must start the evaluative report after the gateway. They must complete and submit the report to the EPAO by the end of week 4 of the EPA period. The employer should ensure the apprentice has the time and resources, within this period, to plan and complete their evaluative report. The apprentice must complete their project and the production of its components unaided.

The apprentice may have worked as part of a team to complete the pre gateway project which could include technical, internal or external support. However, the evaluative report output must be the apprentice's own work and reflective of their own role and contribution. The apprentice and their employer must confirm that the evaluative report and additional/new content is the apprentice's own work when it is submitted.

The report must include at least:

- An introduction.
- Analysis of the performance of a campaign against the original brief and branding requirements.
- Data or evidence used as a base for future improvements. This should include consideration of user experience, audience segmentation, the use of platforms, and budget requirements.
- A summary of findings including lessons learnt.
- Appendices which include complete customer journey mapping, along with a copy of the original brief.

The project report has a word count of 1500 words. A tolerance of 10% above or below the word count is allowed at the apprentice's discretion. Appendices, references and diagrams are not included in this total. The project report must map, in an appendix, how it evidences the KSBs mapped to this assessment method.

Component 2: Presentation of additional/new content with questions

Delivery

In the presentation with questions the apprentice will present their additional/new content to the independent assessor. The independent assessor must ask questions following the presentation. This gives the apprentice the opportunity to demonstrate the KSBs mapped to this assessment method.

The apprentice must prepare and submit their presentation speaker notes and supporting materials for the presentation with questions and answers. The independent assessor must ask questions after the presentation. The presentation should build on the project or campaign evaluation report created by the apprentice. As part of the presentation, the apprentice should:

- develop new content
- pitch their recommendations and explain the expected impact of the new content
- justify how they considered the most appropriate delivery platform
- reference the evidence used to inform the recommendations
- produce and present a mood board or other visual aid
- produce and present a storyboard and outline script ideas to support content production
- describe the lessons learnt.

The apprentice must prepare and submit their presentation speaker notes and supporting materials to the EPAO at the same time as the report by the end of week 4 of the EPA period.

The apprentice must notify the EPAO, at that point, of any technical requirements for the presentation. During the presentation, the apprentice must have access to:

- audio-visual presentation equipment
- industry presentation or software packages
- any other requirements as previously notified to the EPAO

The independent assessor must have at least 2 weeks to review the project output(s) and presentation speaker notes and supporting materials, to allow them to prepare questions.

The EPAO must give the apprentices at least 2 weeks notice of the presentation with questions.

The apprentice must deliver their presentation to the independent assessor on a one-to-one basis.

The independent assessor must ask questions after the presentation.

The purpose of the independent assessor's questions will be to explore aspects of the evaluation report and presentation including how it was carried out and assess the apprentices depth of understanding, skills and behaviours.

The presentation and questions must last 30 minutes. This will typically include a presentation of 15 minutes and questioning lasting 15 minutes. The independent assessor can increase the total time of the presentation and questioning by up to 10%. This time is to allow the apprentice to complete their last point or respond to a question if necessary.

The independent assessor must ask at least 5 questions. They must use the questions from the EPAO's question bank or create their own questions in-line with the EPAO's training. Follow up questions are allowed where clarification is required.

The topics and themes that must be covered are:

- regulatory requirements
- written content
- audio-visual content
- content management
- planning
- collaboration
- continuous professional development (CPD)

The independent assessor must use the full time available for questioning. The independent assessor must make the grading decision. The project components must be assessed holistically by the independent assessor when they are deciding the grade.

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The independent assessor must keep accurate records of the assessment. They must record:

- the KSBs demonstrated in the report and presentation
- the apprentice's answers to questions
- the KSBs demonstrated in answers to questions
- the grade achieved

Assessment location

The presentation with questions must take place in a suitable venue selected by the EPAO (for example the EPAO's or employer's premises).

The presentation with questions should take place in a quiet room, free from distractions and influence.

The presentation with questioning can be conducted by video conferencing. The EPAO must have processes in place to verify the identity of the apprentice and ensure the apprentice is not being aided.

Question and resource development

The EPAO must develop a purpose-built assessment specification and question bank. It is recommended this is done in consultation with employers of this occupation. The EPAO should maintain the security and confidentiality of EPA materials when consulting employers. The assessment specification and question bank must be reviewed at least once a year to ensure they remain fit-for-purpose.

The assessment specification must be relevant to the occupation and demonstrate how to assess the KSBs mapped to this assessment method. The EPAO must ensure that questions are refined and developed to a high standard. The questions must be unpredictable. A question bank of sufficient size will support this.

The EPAO must ensure that the apprentice has a different set of questions in the case of re-sits or re-takes.

EPAO must produce the following materials to support the project or campaign evaluation report, presentation of additional/new content and questions:

- independent assessor EPA materials which include:
 - training materials
 - administration materials
 - moderation and standardisation materials
 - guidance materials
 - grading guidance
 - question bank
- EPA guidance for the apprentice and the employer

The EPAO must ensure that the EPA materials are subject to quality assurance procedures including standardisation, training, and moderation.

Professional discussion underpinned by a portfolio of evidence

Overview

In the discussion, an independent assessor and apprentice have a formal two-way conversation.

The apprentice can refer to and illustrate their answers with evidence from their portfolio of evidence. It gives the apprentice the opportunity to demonstrate their competency across the

KSBs mapped to this EPA method.

Rationale

This EPA method is being used because:

- it enables synoptic assessment of knowledge, skills and behaviours
- this method also helps to assess the apprentices in-depth understanding of their work and covers aspects of the occupation that are difficult to observe and take place in restricted and confidential settings
- it validates what the apprentice carried out and allows the assessor to robustly evaluate their knowledge, skills and behaviours, underpinned by the apprentice's portfolio
- this is consistent method that applies across work settings in the industry. It also replicates the approach taken to recruitment and reviewing candidates performance used in industry

Delivery

The professional discussion must be structured to give the apprentice the opportunity to demonstrate the KSBs mapped to this assessment method to the highest available grade.

An independent assessor must conduct and assess the professional discussion.

The purpose of the independent assessor's questions will be to authenticate evidence, experience and competence and check underpinning knowledge and understanding.

The EPAO must give an apprentice 10 days notice of the professional discussion.

The independent assessor must have at least 2 week(s) to review the supporting documentation.

The apprentice must have access to their portfolio of evidence during the professional discussion.

The apprentice can refer to and illustrate their answers with evidence from their portfolio of evidence is however the portfolio of evidence is not directly assessed.

The professional discussion must last for 60 minutes. The independent assessor can increase the time of the professional discussion by up to 10%. This time is to allow the apprentice to respond to a question if necessary.

The independent assessor must ask at least 7 questions. Follow-up questions are allowed where clarification is required. The independent assessor must use the questions from their EPAO's question bank or create their own questions in-line with the EPAO's training.

The independent assessor must make the grading decision. The independent assessor must keep accurate records of the assessment. They must record:

- the apprentice's answers to questions
- the KSBs demonstrated in answers to questions
- the grade achieved

Assessment location

The professional discussion must take place in a suitable venue selected by the EPAO (for example the EPAO's or employer's premises). Video conferencing can be used to conduct the presentation, but the EPAO must have processes in place to verify the identity of the apprentice and ensure the apprentice is not being aided. There should also be the facility to view the presentation if submitted online.

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The EPAO must produce the following materials to support the professional discussion underpinned by a portfolio of evidence:

- independent assessor assessment materials which include:
- training materials
- administration materials
- moderation and standardisation materials
- guidance materials
- grading guidance
- question bank
- EPA guidance for the apprentice and the employer

The EPAO must ensure that the EPA materials are subject to quality assurance procedures including standardisation, training, and moderation.

Grading

Project or campaign evaluation report, presentation of additional/new content and questions

Fail - does not meet pass criteria

THEME KSBS	PASS APPRENTICES MUST DEMONSTRATE ALL THE PASS DESCRIPTORS	DISTINCTION APPRENTICES MUST DEMONSTRATE ALL THE PASS DESCRIPTORS AND ALL OF THE DISTINCTION DESCRIPTORS
Interpret the brief and requirements K7 K8 K9 S1 S2 S3	Interprets requirements of the brief and identifies the commercial drivers and marketing strategy of the client/customer. K7, K9, S1 Researches and evaluates campaign ideas and concepts in line with the brief and branding requirements, and guidelines. K8 S2 S3	Evaluates how potential issues with the brief and marketing strategy could have an impact on the content and how these can be mitigated. K7, K9, S1 Identifies opportunities to use the content to promote or expand the wider brand in line with brand values. K8 S2 S3
Use of data and audience segmentation K2 K3 S18	Applies segmentation techniques to analyse the audience. Uses analysis to inform the selection of the channel format and platform. K2 K3 S18	Applies techniques to identify potential audiences beyond the core demographics to maximise the impact of the content. K2 K3 S18
Audience behaviour in relation to platforms and channels K11 K12 S14	Recommends the platform or channel for the media campaign, considering different audience behaviour and communication styles that affect content production. K11 K12 S14	No distinction criteria for this descriptor.
User journeys and experience K24 S17	Monitors user experience and maps user journeys to ensure content is focused on maximising engagement. K24 S17	No distinction criteria for this descriptor.
Evaluation K23 K26 S19 B4 B7	Evaluates the success of the content using measurable outcomes, lessons learnt and available data. Identifies areas to improve the quality of content for future campaigns. K23 K26 S19 B4 B7	Justifies how they remain objective and communicate lessons learnt to other areas of the organisation and identify the potential positive impact on other campaigns. K23 K26 S19 B4 B7
Pitch ideas S4	Prepares, storyboard and presents	No distinction criteria for this

S5 S6	outline script ideas and pitches proposals for creative content using a mood board or other visual aid. S4 S5 S6	descriptor.
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Professional discussion underpinned by a portfolio of evidence

Fail - does not meet pass criteria

THEME KSBS	PASS APPRENTICES MUST DEMONSTRATE ALL THE PASS DESCRIPTORS	DISTINCTION APPRENTICES MUST DEMONSTRATE ALL THE PASS DESCRIPTORS AND ALL OF THE DISTINCTION DESCRIPTORS
Regulatory requirements K5 K6 S7	Explains the regulatory and legal requirements when using media assets. Describes how they interpret and check the integrity of the data and personal and employer responsibilities regarding data protection and data sharing. K5 K6 S7	Evaluates the potential commercial and safeguarding implications upon the business if data integrity is compromised. K5 K6 S7
Written content K10 K13 K14 K15 S8 S9 S10 B1	Describes how they create high-quality, accessible written content using tone of voice, inclusive language and correct grammar, punctuation and spelling. K10, K14, S8, S9, B1 Explains how they write and edit persuasive copy/scripts for use on different channels and platforms in order to raise brand awareness. K13 K15 S10	Justifies how the use of inclusive language and accessible content impacts audience behaviour. K13 S10
Audio-visual content K16 K17 K21 S11 S12	Describes how they use standard packages to create or capture visuals and audio to develop content. Explains how they adapt communication styles for different platforms audiences and devices. Explains how they source, adapt and edit content. K16 K17 K21 S11 S12	Identifies and presents opportunities for the content to be re-purposed for other platforms and channels and adds value to other areas of the business. K16 K17 K21 S11 S12
Content Management K18 K19 S13	Explains how they apply industry standard tools and content management systems to organise, structure and label content effectively, methodically and securely enabling efficient search and retrieval. K18, S13	No distinction criteria for this descriptor.

	<p>Describes how web pages are published and explains how the content can be optimised to ensure high rankings in search engine results.</p> <p>K19</p>	
<p>Planning K1 K4 K22 K29 K30 S21</p>	<p>Explains how they plan content delivery against a schedule in order to meet production timelines within the production workflow and within budget. Explains how they consider the culture of the organisation, commercial pressures and organisational working practices.</p> <p>K1 K4 K22 K29 S21</p> <p>Describes how the structures, regulation and funding of organisations affects creative media activities.</p> <p>K30</p>	<p>Identifies potential problems that could affect content delivery and takes appropriate action prior to them arising.</p> <p>K1 K4 K22 K29 S21</p>
<p>Collaboration K20 K25 K28 S15 S16 B2 B3 B5</p>	<p>Describes how they are inclusive and act professionally and ethically when developing and maintaining positive working relationships with clients, colleagues and suppliers.</p> <p>S15 B2 B3 B5</p> <p>Explains how they engage and communicate clearly with audiences through social media. Describes how they prioritise and adapt content to respond to evolving circumstances during a campaign and how they recognise potential threats or issues and escalate these.</p> <p>K20 K25 S16</p> <p>Describes how they manage and market own skills and services</p> <p>K28</p>	<p>Evaluates how collaboration with wider networks can have a positive impact on the campaign.</p> <p>S15 B3 B5</p>
<p>CPD K27 S20</p>	<p>Describes how they plan and</p>	<p>Evaluates how they share learning</p>

B6	undertake development to keep up to date with industry technologies, tools, trends and best practice. K27 S20 B6	and best practice to ensure that content ideas are future proofed and reflect technological advances. K27 S20 B6
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Overall EPA grading

The assessment methods contribute equally to the overall EPA pass grade.

Performance in the EPA determines the apprenticeship grade of:

- fail
- pass
- merit
- distinction

An independent assessor must individually grade the: project or campaign evaluation report, presentation of additional/new content and questions and professional discussion underpinned by a portfolio of evidence in line with this EPA plan.

The EPAO must combine the individual assessment method grades to determine the overall EPA grade.

If the apprentice fails one or more assessment methods, they will be awarded an overall EPA fail.

To achieve an overall pass, the apprentice should achieve at least a pass in all the assessment methods. To achieve an overall EPA 'merit,' the apprentice must achieve a pass in one of the assessment methods and a distinction in the other. To achieve an overall EPA 'distinction,' the apprentice 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 EPA overall.

PROJECT OR CAMPAIGN EVALUATION REPORT, PRESENTATION OF ADDITIONAL/NEW CONTENT AND QUESTIONS	PROFESSIONAL DISCUSSION UNDERPINNED BY A PORTFOLIO OF EVIDENCE	OVERALL GRADING
Any grade	Fail	Fail
Fail	Any grade	Fail
Pass	Pass	Pass
Pass	Distinction	Merit
Distinction	Pass	Merit
Distinction	Distinction	Distinction

Re-sits and re-takes

An apprentice who fails one or more assessment method(s) can take a re-sit or a re-take at their employer's discretion. The apprentice's employer needs to agree that a re-sit or re-take is appropriate. A re-sit does not need further learning, whereas a re-take does.

An apprentice should have a supportive action plan to prepare for a re-sit or a re-take.

The employer and EPAO agree the timescale for a re-sit or re-take. A re-sit is typically taken within 2 months of the EPA outcome notification. The timescale for a re-take is dependent on how much re-training is required and is typically taken within 3 months of the EPA outcome notification.

Failed assessment methods must be re-sat or re-taken within a 6-month period from the EPA outcome notification, otherwise the entire EPA will need to be re-sat or re-taken in full.

Re-sits and re-takes are not offered to an apprentice wishing to move from pass to a higher grade.

An apprentice will get a maximum EPA grade of pass for a re-sit or re-take, unless the EPAO determines there are exceptional circumstances.

Roles and responsibilities

ROLES	RESPONSIBILITIES
Apprentice	<p>As a minimum, an apprentice should:</p> <ul style="list-style-type: none"> • participate in and complete on-programme training to meet the KSBs as outlined in the occupational standard for a minimum of 12 months • undertake 20% off-the-job training as arranged by the employer and training provider • understand the purpose and importance of EPA • undertake the EPA including meeting all gateway requirements
Employer	<p>As a minimum, the apprentice's employer must:</p> <ul style="list-style-type: none"> • select the EPAO and training provider • work with the training provider (where applicable) to support the apprentice in the workplace and to provide the opportunities for the apprentice to develop the KSBs • arrange and support a minimum of 20% off-the-job training to be undertaken by the apprentice • decide when the apprentice is working at or above the level required by the occupational standard and so is ready for EPA • ensure that all supporting evidence required at the gateway is submitted in accordance with this EPA plan • remain independent from the delivery of the EPA • confirm arrangements with the EPAO for the EPA (who, when, where) in a timely manner (including providing access to any employer-specific documentation as required, for example company policies) • ensure that the EPA is scheduled with the EPAO for a date and time which allows appropriate opportunity for the apprentice to meet the KSBs • ensure the apprentice is well prepared for the EPA • require the training provider and EPAO to ensure the EPA is booked in a timely manner <p>Post-gateway, the employer must:</p> <ul style="list-style-type: none"> • confirm arrangements with the EPAO for the EPA (who, when, where) in a timely manner (including providing access to any employer-specific documentation as required, for example company policies)

	<ul style="list-style-type: none"> • ensure that the EPA is scheduled with the EPAO for a date and time which allows appropriate opportunity for the KSBs to be met • remain independent from the delivery of the EPA • ensure the apprentice is given sufficient time away from regular duties to prepare for, and complete all post-gateway elements of the EPA, and that any required supervision during this time (as stated within this EPA plan) is in place • where the apprentice is assessed in the workplace, ensure that the apprentice has access to the resources used on a daily basis • pass the certificate to the apprentice upon receipt from the EPAO
EPAO	<p>As a minimum, an EPAO must:</p> <ul style="list-style-type: none"> • conform to the requirements of this EPA plan and deliver its requirements in a timely manner • conform to the requirements of the Register of End-Point Assessment Organisations (RoEPAO) • conform to the requirements of the external quality assurance provider (EQAP) for this apprenticeship • understand the occupational standard • make all necessary contractual arrangements, including agreeing the price of the EPA • develop and produce assessment materials including specifications and marking materials (for example mark schemes, practice materials, training material) • appoint suitably qualified and competent independent assessors and oversee their working • appoint administrators (and invigilators where required) to administer the EPA as appropriate • provide training for independent assessors in terms of good assessment practice, operating the assessment tools and grading • provide adequate information, advice and guidance documentation to enable apprentices, employers and training providers to prepare for the EPA • arrange for the EPA to take place, in consultation with the employer • where the apprentice is not assessed in the workplace, ensure that the apprentice has access to the required resources and

liaise with the employer to agree this if necessary

- develop and provide appropriate assessment recording documentation to ensure a clear and auditable process is in place for providing assessment decisions and feedback to all relevant stakeholders
- have no direct connection with the apprentice, their employer or training provider; in all instances, including when the EPAO is the training provider for example, a HEI), there must be no conflict of interest
- have policies and procedures for internal quality assurance (IQA), and maintain records of regular and robust IQA activity and moderation for external quality assurance (EQA) purposes
- deliver induction training for independent assessors, and for invigilators and/or markers (where used)
- undertake standardisation activity on this apprenticeship for all independent assessors before they conduct an EPA for the first time, if the EPA is updated and periodically as appropriate (a minimum of annually)
- manage invigilation of apprentices to maintain security of the assessment in line with the EPAO's malpractice policy
- verify the identity of the apprentice being assessed
- use language in the development and delivery of the EPA that is appropriate to the level of the occupational standard

Pre-gateway, the EPAO must:

- make all necessary contractual arrangements, including agreeing the price of the EPA
- provide adequate information, advice and guidance documentation to enable the apprentice, employers and training provider to prepare for the EPA
- arrange for the EPA to take place, in consultation with the employer.

At the gateway, the EPAO must:

- confirm all gateway requirements have been met as quickly as possible.

Post-gateway, EPAOs must:

- where the apprentice is not assessed in the workplace, ensure that the apprentice has access to the required resources and liaise with the employer to agree this if necessary.

Independent assessor

As a minimum, an independent assessor must:

	<ul style="list-style-type: none"> • have the competence to assess the apprentice at the level of this apprenticeship and hold any required qualifications and experience in line with the requirements of the independent assessor as detailed in the IQA section of this EPA plan • understand the occupational standard and the requirements of this EPA • have, maintain and be able to evidence, up-to-date knowledge and expertise of the subject matter • deliver the end-point assessment in-line with this EPA plan • comply with the IQA requirements of the EPAO • have no direct connection or conflict of interest with the apprentice, their employer or training provider; in all instances, including when the EPAO is the training provider for example HEI • attend induction training • attend standardisation events when they begin working for the EPAO, before they conduct an EPA for the first time and a minimum of annually on this apprenticeship • assess each assessment method, as determined by the EPA plan, and without extending the EPA unnecessarily • assess against the KSBs assigned to each assessment method, as shown in the mapping of KSBs to assessment methods and as determined by the EPAO, and without extending the EPA unnecessarily • make all grading decisions • record and report all assessment outcome decisions, for each apprentice, following instructions and using assessment recording documentation provided by the EPAO, in a timely manner • use language in the development and delivery of the EPA that is appropriate to the level of the occupational standard • mark open (constructed) test answers accurately according to the EPAO's mark scheme and procedures
Training provider	<p>As a minimum, a training provider should:</p> <ul style="list-style-type: none"> • work with the employer and support the apprentice during the off-the-job training to provide the opportunities to develop the knowledge, skills and behaviours as listed in the occupational standard • conduct training covering any knowledge, skill or behaviour requirement agreed as part of the Commitment Statement or the Individual Learning Plan

	<ul style="list-style-type: none"> • monitor the apprentice's progress during any training provider led on-programme learning • advise the employer, upon request, on the apprentice's readiness for EPA • remain independent from the delivery of the EPA. Where the training provider is the EPAO for example HEI, there must be procures in place to mitigate against any conflict of interest.
Marker	<p>As a minimum, a marker should:</p> <ul style="list-style-type: none"> • attend induction training as directed by the EPAO • have no direct connection or conflict of interest with the apprentice, their employer or training provider in all instances including when the EPAO is the training provider for example HEI • mark test answers accurately according to the EPAO's mark scheme and procedures
Employer	<p>Provide the EPAO with any work place specific policies, requirements and or instructions at least two weeks in advance of the apprentice being assessed.</p>
Independent Assessor	<p>Be willing to sign a non-disclosure/confidentiality agreement if required</p>

Reasonable adjustments

The EPAO must have reasonable adjustments arrangements for the EPA.

This should include:

- how an apprentice qualifies for reasonable adjustment
- what reasonable adjustments may be made

Adjustments must maintain the validity, reliability and integrity of the EPA as outlined in this EPA plan.

Internal quality assurance (IQA)

Internal quality assurance refers to how EPAOs ensure valid, consistent and reliable EPA decisions. EPAOs must adhere to the requirements within the roles and responsibilities section and:

- have effective and rigorous quality assurance systems and procedures that ensure fair, reliable and consistent EPA regardless of employer, place, time or independent assessor
- appoint independent assessors who are competent to deliver the EPA and who:

- have recent relevant experience of the occupation or sector to at least occupational level 2 gained in the last 3 years or significant experience of the occupation or sector
- meet the following minimum requirements:
the independent assessor must have the technical skills to create content and hold a position above the role of a content creator
- operate induction training for anyone involved in the delivery or assessment of the EPA
- provide training for independent assessors in good assessment practice, operating the assessment tools and making grading decisions
- provide ongoing training for markers and invigilators
- provide standardisation activity for this apprenticeship standard for all independent assessors:
 - before they conduct an EPA for the first time
 - if the EPA is updated
 - periodically as appropriate (a minimum of annually)
- conduct effective moderation of EPA decisions and grades
- conduct appeals where required, according to the EPAO's appeals procedure, reviewing and making final decisions on EPA decisions and grades
- have no direct connection with the apprentice, their employer or training provider; in HEI.

Value for money

Affordability of the EPA will be aided by using at least some of the following:

- utilising digital remote platforms to conduct applicable assessment methods
- using the employer's premises

Professional recognition

Professional body recognition is not relevant to this occupational apprenticeship.

Mapping of KSBs to assessment methods

KNOWLEDGE	ASSESSMENT METHODS
<p>K1 The principles and process of setting a budget to produce content.</p>	<p>Professional discussion underpinned by a portfolio of evidence</p>
<p>K2 The methods used to segment and understand core audiences and how to plan content for these.</p>	<p>Project or campaign evaluation report, presentation of additional/new content and questions</p>
<p>K3 Availability of data and its use to inform decision making when identifying channels, formats and platforms for content creation.</p>	<p>Project or campaign evaluation report, presentation of additional/new content and questions</p>
<p>K4 The end-to-end production workflow process for the organisation, the key stages, and own role within this</p>	<p>Professional discussion underpinned by a portfolio of evidence</p>
<p>K5 The regulatory and legal requirements when using media assets such as copyright, intellectual property rights, GDPR, web accessibility and non-disclosure agreements.</p>	<p>Professional discussion underpinned by a portfolio of evidence</p>
<p>K6 Personal and employer responsibilities regarding data protection and data sharing, the potential impact on a business and the regulations that cover this.</p>	<p>Professional discussion underpinned by a portfolio of evidence</p>
<p>K7 How to identify the commercial drivers for a client/customer.</p>	<p>Project or campaign evaluation report, presentation of additional/new content and questions</p>
<p>K8 The importance of brand, brand awareness, brand purpose, branding guidelines and the intended audience within a brief.</p>	<p>Project or campaign evaluation report, presentation of additional/new content and questions</p>
<p>K9 Where content creation fits within a marketing strategy.</p>	<p>Project or campaign evaluation report,</p>

	presentation of additional/new content and questions
K10 How tone of voice can be adapted effectively to reflect the content.	Professional discussion underpinned by a portfolio of evidence
K11 How audiences and their behaviours differ across channels and platforms and the different communication styles that could be used.	Project or campaign evaluation report, presentation of additional/new content and questions
K12 How creative content can be used across multiple channels and platforms, and how the platform chosen affects the content production.	Project or campaign evaluation report, presentation of additional/new content and questions
K13 The different styles of writing that can be used according to the type of content, channel and platform required.	Professional discussion underpinned by a portfolio of evidence
K14 Correct use of grammar, punctuation, spelling and inclusive language.	Professional discussion underpinned by a portfolio of evidence
K15 The principles of writing persuasive copy for a person or group or to raise brand awareness.	Professional discussion underpinned by a portfolio of evidence
K16 The principles applied to create or capture visuals and audio when using standard packages and equipment.	Professional discussion underpinned by a portfolio of evidence
K17 Where to source, adapt and edit content from.	Professional discussion underpinned by a portfolio of evidence
K18 How to organise, structure and label content effectively, methodically and securely to enable efficient search and retrieval.	Professional discussion underpinned by a portfolio of evidence
K19	Professional discussion underpinned by a

How web pages are published and how the content can be optimised to ensure high rankings in search engine results.	portfolio of evidence
K20 The importance of clearly articulating requirements and how this can influence priorities for a campaign.	Professional discussion underpinned by a portfolio of evidence
K21 How communication styles can be adapted to suit different audiences.	Professional discussion underpinned by a portfolio of evidence
K22 How to plan content delivery against the schedule.	Professional discussion underpinned by a portfolio of evidence
K23 The principles for creating an effective campaign with measurable outcomes.	Project or campaign evaluation report, presentation of additional/new content and questions
K24 The principles of mapping user journeys to ensure content is focused on maximising engagement.	Project or campaign evaluation report, presentation of additional/new content and questions
K25 Ways/methods of engaging with audiences, how to respond to evolving situations, recognise potential threats/issues and when to escalate these.	Professional discussion underpinned by a portfolio of evidence
K26 How to evaluate the success of the campaign against the objectives using available data.	Project or campaign evaluation report, presentation of additional/new content and questions
K27 How to keep up to date with existing and evolving content tools, platforms, trends and talent.	Professional discussion underpinned by a portfolio of evidence
K28 Approaches to managing and marketing own skills and services.	Professional discussion underpinned by a portfolio of evidence

K29 The culture of the organisation in which they are working, the commercial pressures, project deadlines and organisational working practices.	Professional discussion underpinned by a portfolio of evidence
K30 How the structures, regulation and funding of organisations affects creative media activities.	Professional discussion underpinned by a portfolio of evidence

SKILL	ASSESSMENT METHODS
<p>S1 Interpret the aims of the brief.</p>	<p>Project or campaign evaluation report, presentation of additional/new content and questions</p>
<p>S2 Research ideas and concepts to meet the brief.</p>	<p>Project or campaign evaluation report, presentation of additional/new content and questions</p>
<p>S3 Evaluate brand requirements and brand guidelines.</p>	<p>Project or campaign evaluation report, presentation of additional/new content and questions</p>
<p>S4 Prepare a mood board or other visual aid for the content to be created.</p>	<p>Project or campaign evaluation report, presentation of additional/new content and questions</p>
<p>S5 Present ideas, pitches and proposals for creative content to be further developed.</p>	<p>Project or campaign evaluation report, presentation of additional/new content and questions</p>
<p>S6 Storyboard and outline script their ideas for content to be developed.</p>	<p>Project or campaign evaluation report, presentation of additional/new content and questions</p>
<p>S7 Interpret data, consider its integrity and use it to inform content.</p>	<p>Professional discussion underpinned by a portfolio of evidence</p>
<p>S8 Develop accessible written content for different platforms and devices.</p>	<p>Professional discussion underpinned by a portfolio of evidence</p>
<p>S9 Apply best practice and inclusive language when creating content.</p>	<p>Professional discussion underpinned by a</p>

	portfolio of evidence
<p>S10 Write and edit copy or scripts for use on different channels and platforms.</p>	Professional discussion underpinned by a portfolio of evidence
<p>S11 Create or capture visuals and audio using standard packages and equipment.</p>	Professional discussion underpinned by a portfolio of evidence
<p>S12 Source, obtain and prepare media assets for use; using industry standard packages to adapt and edit content.</p>	Professional discussion underpinned by a portfolio of evidence
<p>S13 Use industry standard tools and content management systems to organise, structure and label content effectively, methodically and securely enabling efficient search and retrieval.</p>	Professional discussion underpinned by a portfolio of evidence
<p>S14 Identify and recommend the platform/s or channel/s to use for the media campaign.</p>	Project or campaign evaluation report, presentation of additional/new content and questions
<p>S15 Develop and maintain effective working relationships with clients, colleagues and suppliers, establishing and using professional contacts.</p>	Professional discussion underpinned by a portfolio of evidence
<p>S16 Engage and respond with audiences through social media, adapting content to respond to evolving circumstances.</p>	Professional discussion underpinned by a portfolio of evidence
<p>S17 Monitor user experience to ensure content is focused on maximising engagement.</p>	Project or campaign evaluation report, presentation of additional/new content and questions
<p>S18 Analyse the differences between audiences using audience segmentation techniques and data.</p>	Project or campaign evaluation report, presentation of additional/new content and questions

S19 Use lessons learned to evaluate the success of the content and identify areas for improvement for future campaigns.	Project or campaign evaluation report, presentation of additional/new content and questions
S20 Use continuing professional development planning to support own current and future training and development needs.	Professional discussion underpinned by a portfolio of evidence
S21 Operate effectively within the production workflow to meet production timelines.	Professional discussion underpinned by a portfolio of evidence

BEHAVIOUR	ASSESSMENT METHODS
B1 Committed to producing high quality creative content.	Professional discussion underpinned by a portfolio of evidence
B2 Team-focussed and works effectively with colleagues and others.	Professional discussion underpinned by a portfolio of evidence
B3 Acts in a way that builds and maintains positive relationships with customers.	Professional discussion underpinned by a portfolio of evidence
B4 Takes ownership of work and strives to achieve quality content.	Project or campaign evaluation report, presentation of additional/new content and questions
B5 Acts in a professional and ethical manner, embracing equality, diversity and inclusion in the workplace.	Professional discussion underpinned by a portfolio of evidence
B6 Committed to keeping up to date with new technologies and industry best practice.	Professional discussion underpinned by a portfolio of evidence
B7 Reflects on the results of the content created and identifies areas for improvement.	Project or campaign evaluation report, presentation of additional/new content and questions

Mapping of KSBs to grade themes

Project or campaign evaluation report, presentation of additional/new content and questions - Project

KSBS GROUPED BY THEME	KNOWLEDGE	SKILLS	BEHAVIOUR
<p>Interpret the brief and requirements K7 K8 K9 S1 S2 S3</p>	<p>How to identify the commercial drivers for a client/customer. (K7)</p> <p>The importance of brand, brand awareness, brand purpose, branding guidelines and the intended audience within a brief. (K8)</p> <p>Where content creation fits within a marketing strategy. (K9)</p>	<p>Interpret the aims of the brief. (S1)</p> <p>Research ideas and concepts to meet the brief. (S2)</p> <p>Evaluate brand requirements and brand guidelines. (S3)</p>	N/A
<p>Use of data and audience segmentation K2 K3 S18</p>	<p>The methods used to segment and understand core audiences and how to plan content for these. (K2)</p> <p>Availability of data and its use to inform decision making when identifying channels, formats and platforms for content creation. (K3)</p>	<p>Analyse the differences between audiences using audience segmentation techniques and data. (S18)</p>	N/A
<p>Audience behaviour in relation to platforms and channels K11 K12 S14</p>	<p>How audiences and their behaviours differ across channels and platforms and the different communication styles that could be used. (K11)</p> <p>How creative content can be used across multiple</p>	<p>Identify and recommend the platform/s or channel/s to use for the media campaign. (S14)</p>	N/A

	channels and platforms, and how the platform chosen affects the content production. (K12)		
User journeys and experience K24 S17	The principles of mapping user journeys to ensure content is focused on maximising engagement. (K24)	Monitor user experience to ensure content is focused on maximising engagement. (S17)	N/A
Evaluation K23 K26 S19 B4 B7	The principles for creating an effective campaign with measurable outcomes. (K23) How to evaluate the success of the campaign against the objectives using available data. (K26)	Use lessons learned to evaluate the success of the content and identify areas for improvement for future campaigns. (S19)	Takes ownership of work and strives to achieve quality content. (B4) Reflects on the results of the content created and identifies areas for improvement. (B7)
Pitch ideas S4 S5 S6	N/A	Prepare a mood board or other visual aid for the content to be created. (S4) Present ideas, pitches and proposals for creative content to be further developed. (S5) Storyboard and outline script their ideas for content to be developed. (S6)	N/A

Professional discussion underpinned by a portfolio of evidence - Discussion

KSBS GROUPED BY THEME	KNOWLEDGE	SKILLS	BEHAVIOUR
<p>Regulatory requirements K5 K6 S7</p>	<p>The regulatory and legal requirements when using media assets such as copyright, intellectual property rights, GDPR, web accessibility and non-disclosure agreements. (K5)</p> <p>Personal and employer responsibilities regarding data protection and data sharing, the potential impact on a business and the regulations that cover this. (K6)</p>	<p>Interpret data, consider its integrity and use it to inform content. (S7)</p>	<p>N/A</p>
<p>Written content K10 K13 K14 K15 S8 S9 S10 B1</p>	<p>How tone of voice can be adapted effectively to reflect the content. (K10)</p> <p>The different styles of writing that can be used according to the type of content, channel and platform required. (K13)</p> <p>Correct use of grammar, punctuation, spelling and inclusive language. (K14)</p> <p>The principles of writing persuasive copy for a person or group or to raise brand awareness. (K15)</p>	<p>Develop accessible written content for different platforms and devices. (S8)</p> <p>Apply best practice and inclusive language when creating content. (S9)</p> <p>Write and edit copy or scripts for use on different channels and platforms. (S10)</p>	<p>Committed to producing high quality creative content. (B1)</p>

<p>Audio-visual content K16 K17 K21 S11 S12</p>	<p>The principles applied to create or capture visuals and audio when using standard packages and equipment. (K16)</p> <p>Where to source, adapt and edit content from. (K17)</p> <p>How communication styles can be adapted to suit different audiences. (K21)</p>	<p>Create or capture visuals and audio using standard packages and equipment. (S11)</p> <p>Source, obtain and prepare media assets for use; using industry standard packages to adapt and edit content. (S12)</p>	<p>N/A</p>
<p>Content Management K18 K19 S13</p>	<p>How to organise, structure and label content effectively, methodically and securely to enable efficient search and retrieval. (K18)</p> <p>How web pages are published and how the content can be optimised to ensure high rankings in search engine results. (K19)</p>	<p>Use industry standard tools and content management systems to organise, structure and label content effectively, methodically and securely enabling efficient search and retrieval. (S13)</p>	<p>N/A</p>
<p>Planning K1 K4 K22 K29 K30 S21</p>	<p>The principles and process of setting a budget to produce content. (K1)</p> <p>The end-to-end production workflow process for the organisation, the key stages, and own role within this (K4)</p> <p>How to plan content delivery against the schedule. (K22)</p>	<p>Operate effectively within the production workflow to meet production timelines. (S21)</p>	<p>N/A</p>

	<p>The culture of the organisation in which they are working, the commercial pressures, project deadlines and organisational working practices. (K29)</p> <p>How the structures, regulation and funding of organisations affects creative media activities. (K30)</p>		
<p>Collaboration K20 K25 K28 S15 S16 B2 B3 B5</p>	<p>The importance of clearly articulating requirements and how this can influence priorities for a campaign. (K20)</p> <p>Ways/methods of engaging with audiences, how to respond to evolving situations, recognise potential threats/issues and when to escalate these. (K25)</p> <p>Approaches to managing and marketing own skills and services. (K28)</p>	<p>Develop and maintain effective working relationships with clients, colleagues and suppliers, establishing and using professional contacts. (S15)</p> <p>Engage and respond with audiences through social media, adapting content to respond to evolving circumstances. (S16)</p>	<p>Team-focussed and works effectively with colleagues and others. (B2)</p> <p>Acts in a way that builds and maintains positive relationships with customers. (B3)</p> <p>Acts in a professional and ethical manner, embracing equality, diversity and inclusion in the workplace. (B5)</p>
<p>CPD K27 S20 B6</p>	<p>How to keep up to date with existing and evolving content tools, platforms, trends and talent. (K27)</p>	<p>Use continuing professional development planning to support own current and future training and development needs. (S20)</p>	<p>Committed to keeping up to date with new technologies and industry best practice. (B6)</p>

Version log

Version	Change detail	Earliest start date	Latest start date	Latest end date
1.1	End-point assessment plan, funding and standard revised.	07/09/2022	Not set	Not set
1.0	Approved for delivery	06/06/2017	06/09/2022	Not set

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