



End-point assessment plan for Creative Digital Design Professional (Integrated Degree) apprenticeship standard

| Apprenticeship standard number | Level of this end point assessment (EPA) | Integrated |
|--------------------------------|--|------------|
| ST0625 | 6 | Yes |

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Introduction and overview

This document sets out the requirements for end-point assessment (EPA) for the Creative Digital Design Professional (Integrated Degree) Apprenticeship standard. It is for end-point assessment organisations (EPAOs) who need to know how EPA for this apprenticeship must operate.

It will also be of interest to Creative Digital Design Professional (Integrated Degree) apprentices, their employers and training provider(s).

Full time apprentices will typically spend 36 months on-programme (before the gateway) working towards the occupational standard, with a minimum of 20% off-the-job training.

All apprentices will spend a minimum of 12 months on-programme. The EPA period should only start, and the EPA be arranged, once the employer is satisfied that the apprentice is consistently working at or above the level set out in the occupational standard, all of the pre-requisite gateway requirements for EPA have been met and that they can be evidenced to an EPAO. All pre-requisites for EPA assessment methods must also be complete and available for the independent assessor as necessary.

As a gateway requirement and prior to taking the EPA, apprentices must:

- Achieve 340 credits of the BA (Hons) or BSc (Hons) in Creative Digital Design, from the on-programme apprenticeship, formally confirmed prior to the gateway. (The final 20 credits of the BA (Hons) or BSc (Hons) in Creative Digital Design degree will be attributed to the end-point assessment).
- Meet the knowledge, skills and behaviours in the Creative Digital Design Professional (Integrated Degree) apprenticeship standard.

For level 3 apprenticeships and above apprentices without English and mathematics at level 2 must achieve level 2 prior to taking their EPA. The EPA must be completed within an EPA period typically lasting a maximum of 6 months, beginning when the apprentice has passed the EPA gateway.

The EPA consists of two discrete assessment methods. The individual assessment methods will have the following grades:

Assessment method One: Project with Presentation and supplementary questioning

- Fail
- Pass
- Distinction

Assessment method Two: Professional Discussion (underpinned by a portfolio)

- Fail
- Pass
- Distinction

Performance in the EPA will determine the overall apprenticeship standard and grade of:

- Fail
- Pass
- Distinction

EPA summary table

| | |
|--|--|
| On-programme (typically 36 months) | Training to develop the occupation standard's knowledge, skills and behaviours. |
| End-point Assessment Gateway | <p>Employer is satisfied the apprentice:</p> <ul style="list-style-type: none"> • is consistently working at, or above, the level of the occupational standard • has achieved English/mathematics Level 2 • has achieved 340 credits of the BA (Hons) or BSc (Hons) in Creative Digital Design, from the on-programme apprenticeship, formally confirmed prior to the gateway progression. (The final 20 credits of the BA (Hons) or BSc (Hons) in Creative Digital Design will be attributed to the end-point assessment) • can demonstrate the knowledge, skills and behaviours in the Creative Digital Design Professional (Integrated Degree) apprenticeship standard. <p>Apprentices must complete:</p> <ul style="list-style-type: none"> • Portfolio (to underpin the Professional Discussion) |
| End Point Assessment (which would typically take 6 months) | <p>The EPA consists of two discrete assessment methods. The individual assessment methods will have the following grades:</p> <p>Assessment Method 1: Project with Presentation and supplementary questioning</p> <p>With the following grades:</p> <ul style="list-style-type: none"> • Fail • Pass • Distinction <p>Assessment Method 2: Professional Discussion underpinned by a portfolio</p> <p>With the following grades:</p> <ul style="list-style-type: none"> • Fail • Pass • Distinction |

Length of end-point assessment period

The EPA must be completed within an EPA period typically lasting a maximum of 6 months, beginning when the apprentice has passed the EPA gateway.

Order of assessment methods

The assessment methods can be delivered in either order.

Gateway

The EPA period should only start once the employer is satisfied that the apprentice is consistently working at or above the level set out in the occupational standard, that is to say they are deemed to have achieved occupational competence. In making this decision, the employer may take advice from the apprentice's training provider(s), but the decision must ultimately be made solely by the employer.

In addition to the employer's confirmation that the apprentice is working at or above the level in the occupational standard, the apprentice must have completed the following gateway requirements prior to beginning EPA:

- English and mathematics at level 2.
For those with an education, health and care plan or a legacy statement, the apprenticeship's English and mathematics minimum requirement is Entry Level 3 and British Sign Language qualifications are an alternative to English qualifications for those for whom this is their primary language.
- Achievement of 340 credits of the BA (Hons) or BSc (Hons) in Creative Digital Design.

For Project with Presentation and supplementary questioning:

- A project brief will be submitted to the EPAO at the gateway, thereby allowing the EPAO to agree the project's subject, title and scope. Following the gateway, the EPAO will confirm the title of the report within 2 weeks of the gateway
- The project brief must scope out the work-based project and should include a summary of the stages covered by the work-based project and an overview of the tasks as well as the specific responsibilities and duties assigned and undertaken by the apprentice
- For Professional Discussion, informed by a portfolio the apprentice will be required to submit:
- A portfolio. The format and structure of the portfolio needs to be agreed between the employer, the apprentice and the EPAO (e.g. hard copy or electronic). Due to the nature of the sector this will usually be electronic but hard copy is acceptable. The content must be sufficient to evidence

the apprentice can apply the knowledge, skills and behaviours required as mapped to the Professional Discussion. There must be at least one piece of evidence relating to each knowledge, skill and behaviour mapped to the Professional Discussion. One piece of evidence can be referenced against more than one knowledge, skill or behavioural requirement. It is expected that the portfolio will typically contain six creative digital design projects, each of which will typically contain 12 pieces of evidence.

- The portfolio should contain written accounts of activities that have been completed and referenced against the knowledge, skills and behaviours, supported by appropriate evidence e.g. client briefs, , meeting minutes and notes, screen shots of work, videos produced, audio clips, illustrations, sketches and composition, photoshop mocks, photographic, wireframes, prototypes, finished treatments, animations, film and 3D renders including VR/AR/MR formats, apps and web pages. Feedback from colleagues and clients can also be included. This list is not exhaustive and other relevant sources of evidence are allowed.
- Reflective accounts and self-evaluations should not be included as evidence. The portfolio should not contain any evidence related to the post gateway project used for assessment method 1: Project with Presentation and supplementary questioning.
- The portfolio produced must be the apprentice's work only; employer support should not extend to any direct contributions to the collation or production of the portfolio. The employer and apprentice will verify that the work submitted is that of the apprentice only.
- The portfolio must be submitted to the EPAO at the gateway.

Assessment methods

Assessment Method 1: Project with Presentation and supplementary questioning (This Method has two components.)

Method 1 Component 1: Project

Overview

The project is compiled after the apprentice has gone through the Gateway process and will be the basis of a presentation to the independent assessor, with supplementary questioning immediately after the presentation.

The work-based project should be designed to ensure that the apprentice's work meets the needs of the business, is relevant to their role and allows the relevant KSBs to be demonstrated for the EPA. Therefore the project's subject, title and scope will be agreed between the employer and the EPAO. The employer will ensure it has a real business application and the EPAO will ensure it meets the requirements of the EPA (including suitable coverage of the KSBs assignment to this assessment method). The EPAO will sign-off the project title to confirm its suitability prior to the project commencing and within two weeks of the gateway.

The rationale for this assessment method is:

A project is a fundamental activity within the industry. The presentation allows the apprentice to demonstrate their presentation skills and communicate their project to the independent assessor. The supplementary questioning, after the presentation, allows the independent assessor to explore the

apprentice's breadth of knowledge and understanding of the KSBs mapped to this method and to further verify understanding of topics that the apprentice needs to know about, but does not necessarily have practical experience in. The supplementary questioning allows the independent assessor to ask specific questions about the presentation content

Delivery

Apprentices will conduct a project in the form of a discrete piece of work that answers, or replicates, a real-world creative digital design brief that a client might provide to an agency.

The project will be conducted after the apprentice has gone through the Gateway process and then submitted to the EPAO either in paper or electronic format after a maximum of 6 weeks. The employer will ensure the apprentice has sufficient time and the necessary resources within this period to compile the project.

The employer should allow the apprentice 2 days per week to work on their project during the EPA period. Whilst completing the project, the apprentice should be subject to the supervision arrangements outlined below:

- Normal line management controls and a weekly review by the employer. The apprentice may work as part of a team which could include technical internal or external support however the report will be the apprentice's own work and will be reflective of their own role and contribution.

The apprentice and supervisor will sign a cover sheet to confirm this is the apprentice's own work; the supervisor will not review or contribute to the project.

The project should be submitted to the EPAO as either a paperbased or electronic output (e.g. Paper or 3D print out, and / or a digital presentation deck e.g. a slide show) that includes links to any animation, PDFs, film, documents, website prototypes etc.

The project may be based on any of the following:

- an idea/opportunity to use creative digital design in the business
- a specific problem to be addressed using creative digital design processes
- a recurring issue
- A live brief (a real-world client brief that expresses a problem or desired outcome that requires design thinking and execution in its solution). If a live brief is used, issues around confidentiality must be mitigated against by complying with relevant data protection legislation.

Typical project titles could include

- Creation of a Graphical User Interface for an online ticketing platform
- Using a created Virtual Reality environment to deliver training for crane operators
- The production of dashboards and data visualisations as a means of democratising insight from data within an organisation.

As a minimum all project outputs must include:

- Objectives of the project
- The scope of the project (including key performance indicators)
- Project plan
- Research and findings

- Project outcomes, including creative outputs where appropriate and an example of how the project outcome is production ready e.g. use of type scale, grid scale or red lines.
- How the outcomes were achieved
- Recommendations and conclusions.

The project must map, as an attachment, how it evidences the relevant KSBs for this assessment method.

The project will be conducted as set out here:

The project can be conducted alongside the commercial work undertaken in the workplace but must solely comprise work completed by the apprentice. The project must be the apprentice's work only and employer support should not extend to any direct contributions to the project.

Method 1 Component 2: Presentation with supplementary questioning

Overview

Apprentices will deliver a presentation based on the submitted project that appropriately covers the KSBs assigned to this method of assessment. The project must be submitted within 6 weeks from the date that the EPAO signed off the project title and the independent assessor must be given a minimum of 1 week to review the project before the presentation takes place. The EPAO should provide the apprentice with 2 weeks' notice of the presentation.

The presentation will be a verbal commentary on the project outputs which can be paper based or using digital slideshow software. This should include links to any animation, PDFs, film, documents, website prototypes etc or physical artifacts eg 3D printouts from the project.

The presentation should include:

- Project brief and overview
- Methodology used
- Artefact developed (eg 3D printouts, webpages, animation, prototypes)
- Outcomes
- Recommendations and Conclusions.

The presentation will be presented to an independent assessor, either face-to-face or via online video conferencing. If using an online platform, EPAOs must ensure appropriate measures are in place to prevent misrepresentation.

The apprentice must be able to communicate their design solutions effectively and appropriately to the independent assessor, justifying their thinking behind the solution provided and be able to answer questions on the topics covered.

Delivery

Apprentices will deliver a presentation based on their project output (as detailed in component 1 above) to the independent assessor, followed by supplementary questioning. The presentation and supplementary questioning will last a maximum of 60 minutes. The presentation will typically take 20 minutes, followed by 40 minutes of supplementary questioning. The independent assessor has the discretion to increase the time of the presentation and supplementary questioning by up to 10% to allow

the apprentice to complete their last point. Further time may be granted for apprentices with appropriate needs, in-line with the EPAO's Reasonable Adjustments Policy. The presentation must take into account accessibility requirements.

To deliver the presentation, the apprentice will have access to:

- PowerPoint/ Sheets/Keynote or equivalent
- Video equipment/screens and slide controller
- A suitable area to display physical examples of work
- Work produced as part of any briefs set
- Notes
- Computer with internet connection.

The presentation is based on the submitted project. There are no restrictions on how apprentices deliver the presentation or support resources/materials used. However, any equipment requirements, (for example, computer and software, whiteboard, flip chart etc.) must be agreed with the EPAO, at least two weeks in advance of the presentation.

The presentation will be followed by supplementary questioning. There will be a minimum of 10 questions. The independent assessor may ask follow-up questions to seek clarification where required and these do not form part of the question number count.

The EPAO will establish and maintain a bank of questions for the independent assessor to adapt and tailor in response to the presentation.

If using an online platform, EPAOs must ensure appropriate measures are in place to prevent misrepresentation. The assessment must be audio-recorded. Questions and responses must be recorded by the independent assessor.

The independent assessor will make all grading decisions.

Venue

EPAOs must ensure that the presentation and questioning elements are conducted in a suitable controlled environment in any of the following:

- employer's premises
- other suitable venue selected by the EPAO (e.g. a training provider)
- video / web conferencing.

The venue should be a quiet room, free from distraction and external influence. The venue will also have high quality, working web/digital conferencing facilities to allow for the chosen presentation style.

Video conferencing can be used to deliver 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 in some way (for example, screen share and 360-degree camera function with independent assessors when the assessments are undertaken remotely).

Marking

All components within this assessment method will be assessed holistically. The independent assessor will review the project in a timely manner, as determined by the EPAO, and without extending

the EPA unnecessarily. The independent assessor should be given a minimum of one week to review the project.

Similarly all quality control processes will also be conducted in a timely manner, as determined by the EPAO.

Required supporting material

EPAOs will produce the following material to support this assessment method:

- Outline of the assessment methods requirements
- Marking materials
- Examples of projects

Assessment Method 2: Professional Discussion (informed by portfolio) (This Method has one component.)

Method 2 Component 1: Professional Discussion

Overview

A professional discussion is a two-way discussion between an independent assessor and an apprentice to test the apprentice's in-depth understanding of their work and their competency against the knowledge, skills and behaviours mapped to this assessment method. In this respect, it differs from an interview, which tends to consist of an independent assessor asking questions and the apprentice answering them, with less scope for interaction and discussion.

This assessment method will take the form of a professional discussion, which must be appropriately structured to draw out the best of the apprentice's competence and excellence and cover the KSBs assigned to this assessment method. It will involve the questions that will focus on analysis of given scenarios, coverage of prior learning or activity and problem solving.

The apprentice will be required to submit a portfolio of evidence to be used to underpin the professional discussion. The portfolio itself is not directly assessed - it is the Professional Discussion only that is assessed.

The rationale for this assessment method is:

This assessment method will enable apprentices to demonstrate they have met the knowledge, skills and behaviours mapped to this assessment method. It allows for knowledge, skills and behaviours that may not naturally occur as part of another assessment method to be assessed and more easily discussed. The apprentice can draw upon other supporting evidence in the portfolio and can effectively determine the authenticity of that supporting evidence. It makes use of naturally occurring evidence and complements the other assessment method.

Delivery

The EPAO should provide the apprentice with two weeks' notice of the professional discussion.

The independent assessor will conduct and assess the professional discussion. The portfolio of evidence must be present during the professional discussion and the apprentice must refer to this and

draw on its contents during the professional discussion.

The professional discussion can take place in any of the following:

- employer's premises
- a suitable venue selected by the EPAO (e.g. an HEI's premises).

The professional discussion must last for 60 minutes. The independent assessor has the discretion to increase the time of the professional discussion by up to 10% to allow the apprentice to complete their last answer. Further time may be granted for apprentices with appropriate needs in line with the EPAOs reasonable adjustments policy. The professional discussion must be audio recorded.

During this method, the independent assessor must ask a minimum of 8 questions. Questions can be a combination of those taken from an EPAO question bank and those generated by the independent assessor. The independent assessor-generated questions will be based on the independent assessor's review of the portfolio. Apprentices will be asked questions relating to their actions in specific circumstances, which they then need to back up with specific examples from the portfolio provided. The independent assessor can ask follow up questions to gain further clarity.

The professional discussion will be conducted as set out here:

Video conferencing can be used to conduct the professional discussion, but the EPAO must have processes in place to verify the identity of the apprentice and ensure the apprentice is not being aided in some way e.g. use of a 360 degree camera.

The apprentice uses their portfolio to help to answer questions during the professional discussion.

The independent assessor must use the assessment tools and procedures that are set by the EPAO to record the professional discussion.

The independent assessor will make all grading decisions.

Venue

The professional discussion can take place in any of the following:

- employer's premises
- other suitable venue selected by the EPAO (for example a training provider)

The professional discussion should take place in a quiet room, free from distractions and influence.

EPAOs must ensure that apprentices have a different set of questions in the case of re-sits/re-takes.

Other relevant information

A structured specification and question bank must be developed by EPAOs. The 'question bank' must be of sufficient size to prevent predictability and review it regularly (and at least once a year) to ensure that it, and its content, are fit for purpose. The specifications, including questions relating to the underpinning knowledge, skills and behaviours, must be varied yet allow assessment of the relevant KSBs.

EPAOs must ensure that apprentices have a different set of questions in the case of re-sits/re-takes. Independent assessors must be developed and trained by the EPAO in the conduct of professional discussion and reaching consistent judgement.

EPAOs will produce the following material to support this assessment method:

- Question bank
- Marking materials
- Data capture form for evidence and gaps
- Guidance document for employers and apprentices on the process / timescales for the professional discussion as well as a description of the purpose of the professional discussion
- Guidance document for independent assessors on how to carry out the assessment.

Marking

The independent assessor will make all grading decisions. All quality control processes will also be conducted as determined by the EPAO.

Weighting of assessment methods

All assessment methods are weighted equally in their contribution to the overall EPA grade.

Grading

Assessment method 1: Project with Presentation and supplementary questioning

Fail: Does not meet the pass criteria

| KSBs | Pass In order to achieve a pass, all the pass descriptors mapped to this assessment method must be met | Distinction For a Distinction apprentices must meet all of the pass criteria and 4 out of the 6 distinction criteria |
|---|--|--|
| | The apprentice: | The apprentice: |
| K3 K4 K5 K6 K7 K8 K9 K10 K11 K15 K17 K18 S1 S2 S3 S4 S5 S6 S7 S12 S13 S14 S15 S16 S17 B1 B2 B3 | <p>Creative Digital Work</p> <p>Applies creative design processes to creative digital development projects, including online services and installations and non-screen-based media, producing designs that meet client requirements and levers a multitude of digital touch points.</p> <p>Communicates design concepts and solutions, explaining the audio, visual and verbal conventions when sounds, images and words take meaning.</p> <p>Uses a range of designs, style guides, animations, videos, story boards, images and audio to achieve intended business outcomes.</p> <p>Works individually and in collaboration with others, to meet clients' expectations from sales pitch through to the delivery of solutions in different environments.</p> | <p>Creative Digital Work</p> <p>Creates a range of media assets, consistently selecting and applying appropriate techniques and methods to meet objectives in creative and innovative ways.</p> |
| | <p>Creative Design Assets and User Experience (UX)</p> <p>Creates creative design concepts, prototypes and 'production' ready digital media assets for presentation to clients using industry standard tools and advanced methods to address design problems set by clients.</p> | <p>Creative Design Assets and User Experience (UX)</p> <p>Critically evaluates and synthesises information from a range of sources such as user research and user experiences to meet customer needs.</p> |

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| | <p>Explains the fundamentals of user experience and user research from the customer perspective using wireframes to prototype user journeys.</p> <p>Explains the fundamentals of user experience and user research including concepts of digital design/user interface design using front end frameworks and contemporary digital technologies for different digital media platforms.</p> | |
| | <p>Industry Standard Methods</p> <p>Creates designs using industry standard methods included in a range of presentation methods.</p> <p>Explains the key aspects of contemporary audio, video and film technologies, and interactive artefacts and describes how to apply them as part of the digital media authoring process.</p> <p>Evaluates industry standard methods including motion graphics, interactive artefacts and voice control systems and explains how to apply them as part of the digital media authoring process.</p> <p>Demonstrates how they have designed interactive artefacts and have applied industry standard technology techniques.</p> <p>Designs responsive user centred solutions, including the technical opportunities and restrictions afforded by different platforms, the impact of design on performance and interaction design across a range of media platforms.</p> | <p>Industry Standard Methods</p> <p>Designs a responsive user centred solution which includes the use of immersive technologies within or in addition to the different platforms, responding to a client brief.</p> |
| | <p>User Centred Solutions</p> <p>Designs responsive user centred solutions, taking into account the</p> | <p>User Centred Solutions</p> |

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| | <p>impact of design performance and differing opportunities and restrictions, meeting accessibility requirements across a range of media platforms.</p> <p>Creates design concepts, for both online and non screen based services, by applying audio, visual and verbal conventions through which sounds, images and words take meaning.</p> <p>Using industry standard tools, creates eye-catching creative design concepts and prototypes that both address design problems set by clients and have been used in presentations.</p> | <p>Critically analyses accessibility requirements and their impact on interactive creative digital media solutions.</p> |
| | <p>Lead and Manage End to End Creative Design</p> <p>Leads and manages end to end creative digital design projects in line with design brief and governance policies, meeting deadlines and managing client expectations for different environments, including agile.</p> <p>Demonstrates leadership and technical skills in supporting others, ensuring that accessibility requirements are built into creative solutions.</p> | <p>Lead and Manage End to End Creative Design</p> <p>Critically analyses, interprets and evaluates complex information and concepts for creative digital design to achieve a determined business outcome.</p> |
| | <p>Communication and Branding</p> <p>Communicates design concepts, solutions to a variety of stakeholders from team members, designers, product leads through to marketing directors and evaluates the outputs and methods used and their implications to business.</p> | <p>Communication and Branding</p> <p>Designs creative digital solutions that maximise opportunities for brand recognition and enhancement.</p> |

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| | <p>Explains the fundamentals of branding; brand strength, positivity and the attributes of effective brands, to design creative digital solutions that comply with organisational brand guidelines.</p> <p>Communicates design concepts and proposals to a range of stakeholders, including through the use of concept digital art.</p> <p>Selects, refines, adapts and applies industry standard contemporary creative digital design technologies, and works with data to develop creative design solutions as well as applying and leveraging data.</p> | |
| | <p>Data</p> <p>Incorporates data-driven design thinking appropriately into their work and describes opportunities for, and the importance of, incorporating data, including complex data, into creative design work.</p> <p>Applies principles of data governance in line with data legislation.</p> | |

Assessment method 2: Professional Discussion

Fail: Does not meet the pass criteria

| KSBs | Pass | Distinction |
|--|---|--|
| K1 K2 K12 K13 K14 K16 K19 | <p>Creative processes</p> <p>Describes the creative processes involved in creative design, and the importance of being aware of all the principal design disciplines including the different perspectives, approaches or schools of thought and theories that underpin them.</p> | <p>For a Distinction apprentices must meet all of the following distinction criteria</p> |

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| <p>K20 K21 S8 S9 S10 S11 S18 B4 B5</p> | <p>Explains how they have applied the fundamentals of different digital design applications and for multiple responsive breakpoints, demonstrating that they have taken into consideration the legal ethical, regulatory, accessibility and governance frameworks which affect the development of creative design.</p> <p>Describes the different digital platform applications including the principles of mobile first design; including when it is, and isn't, relevant, and for multiple responsive breakpoints.</p> <p>Explains how they have applied contemporary methodologies such as agile and open innovation in the process of creative digital design to meet a client needs.</p> <p>Describes how they input into market/user research and UX briefs and work with their outputs to meet a business outcome.</p> <p>Explains where they have managed a difficult situation with a client and how they have displayed accountability, flexibility and resilience.</p> <p>Describes a situation where they have applied emerging technologies to a creative digital design solution, after undertaking their own personal development, to meet a client need.</p> | |
| | <p>Industry Standard tools and methods</p> <p>Describes the industry standard creative digital design tools and methods, their strengths and weaknesses and provides an example of how they have applied them in a design solution to meet a business need.</p> <p>Explains how they have applied real world 3D digital capture and process 3D data in a</p> | <p>Industry Standard tools and methods</p> <p>Analyses the principles, controls and workflow in building, texturing, animating and rendering 3D models, including XYZ Space, scaling and transforms, and the range of uses in the real world.</p> <p>Critically evaluates the origins, application and potential of</p> |

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| | <p>mixed reality design environment to expand the scope of solutions presented to clients.</p> <p>Describes how they have used the principles, controls and workflow inherent in building, texturing, animating and rendering 3D models as demanded in contemporary design solutions to meet a client brief.</p> <p>Describes the application of contemporary immersive technologies and how they have been used in a creative design solution.</p> | <p>contemporary immersive technologies.</p> |
| | <p>Digital Platform applications</p> <p>Explains how to brief and work with third parties such as photographers, model makers, agencies and data professionals ensuring that they meet the required brief.</p> <p>Explains how they keep abreast of industry developments, creative trends and innovations, knowing what's emerging, and gives examples of when they have made cost effective use of new and emerging tools and technologies.</p> <p>Describes how they have produced and maintained a portfolio of creative digital work.</p> | <p>Digital Platform applications</p> <p>Explains how to design interactive artefacts using industry standard immersive technology techniques.</p> |
| | <p>Working practices</p> <p>Describes, using an example, how they collaborated between team members, clients and working with a range of stakeholders to meet a client need.</p> <p>Describes the fundamentals of different digital platforms including the principles of mobile first design and provides examples of how they have applied this.</p> <p>Explains what the various legal, ethical, regulatory, accessibility and governance frameworks are that affect the development of Creative design artefact and applications. Demonstrates, using examples, how they have applied them to meet a business need.</p> | |

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| | <p>Describes contemporary methodologies such as agile and open innovation and provide examples of how they have engaged with them to meet a client need.</p> <p>Explains how they have had input into market / user research and UX briefs and give examples of how they have applied them.</p> <p>Explains how personal development has lead them to a greater understanding of working practises and how this has improved their application of emerging technologies.</p> | |
| | <p>Regulatory frameworks</p> <p>Describes the legal, ethical, regulatory, accessibility and governance frameworks which affect the development of creative design artefacts and applications and how they have applied these to meet a business need.</p> <p>Explains the fundamentals of different digital platforms including the principles of mobile first design and gives examples of how they have applied this in situations that require multiple responsive breakpoints.</p> <p>Explains how they have undertaken their own personal development in terms of how emerging technologies have to be used within the regulatory frameworks described above. Gives examples of how these frameworks have influenced their application of emerging technologies to meet a client need.</p> <p>Explains how they have appled equality and diversity in the workplace.</p> | <p>Regulatory frameworks</p> <p>Evaluates regulatory frameworks and diversity practice relevant to their role and how these impact on collaborations with key stakeholders.</p> |

Overall EPA grading

All EPA methods must be passed for the EPA to be passed overall. Apprentices cannot successfully complete the degree without successfully passing the EPA.

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

| Project with Presentation | Professional Discussion | Overall grading |
|---------------------------|-------------------------|-----------------|
| Fail | Fail | Fail |
| Fail | Pass | Fail |
| Fail | Distinction | Fail |
| Pass | Fail | Fail |
| Distinction | Fail | Fail |
| Pass | Pass | Pass |
| Distinction | Distinction | Distinction |
| Pass | Distinction | Pass |
| Distinction | Pass | Pass |

Roles and responsibilities

| Role | Responsibility |
|----------------------|---|
| Apprentice | <ul style="list-style-type: none"> • complete the on-programme element of the apprenticeship • prepare for and complete the EPA • Develop portfolio of evidence during the on programme stage |
| Employer | <ul style="list-style-type: none"> • support the apprentice to achieve the KSBs outlined in the standard to their best ability • determines when the apprentice is working at or above the level outlined in the standard and is ready for EPA • select the EPAO • confirm arrangements with EPAO for the EPA (who, when, where) in a timely manner • ensure apprentice is well prepared for the EPA • should not be involved in the delivery of the EPA |
| EPAO | <p>As a minimum EPAOs should:</p> <ul style="list-style-type: none"> • appoint administrators/invigilators and markers to administer/invigilate and mark the EPA • provide training and CPD to the independent assessors they employ to undertake the EPA • have processes in place to conduct internal quality assurance and do this on a regular basis • organise standardisation events and activities in accordance with this plan's IQA section • organise and conduct moderation of independent assessors' marking in accordance with this plan • have, and operate, an appeals process |
| Independent assessor | <p>As a minimum an Independent assessor should:</p> <ul style="list-style-type: none"> • be independent of the apprentice, their employer and on programme delivery i.e. there must be no conflict of interest. Independent assessors should be sourced from another University or industry; or if none of the above options are available the independent assessor can be from the same University but must |

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| | <p>be independent of the apprentice's on programme learning and assessment</p> <ul style="list-style-type: none"> • hold or be working towards an independent assessor qualification e.g. A1 and have had training from their EPAO in terms of good assessment practice, operating the assessment tools and grading • have the capability to assess the apprentice at this level • attend the required number of EPAOs standardisation and training events per year (as defined in the IQA section) |
| Training provider | <p>As a minimum the training provider should:</p> <ul style="list-style-type: none"> • work with the employer to ensure that the apprentice is given the opportunities to develop the KSBs outlined in the standard and monitor their progress during the on-programme period • advise the employer, upon request, on the apprentice's readiness for EPA prior to the gateway |

Internal Quality Assurance (IQA)

Internal quality assurance refers to the requirements that EPA organisations must have in place to ensure consistent (reliable) and accurate (valid) assessment decisions. EPA organisations for this EPA must:

- appoint independent assessors who are independent of the apprentice and their employer(s). Where the training provider is the EPAO (i.e. HEI) there must be procedures in place to mitigate any conflict of interest which will be monitored by EQA activity
- appoint independent assessors who have knowledge of the following occupational areas:
 - Experience of being responsible for managing a design team ensuring they produced digital enabled design that responded to the brief developed with the client
 - They must have worked with a wide range of stakeholders and third parties, and often alongside copy writers, account managers, technical developers market researchers, user experience professionals, photographers, model makers and communication specialists to ensure that designs they have been responsible for brand through multiple creative digital assets that convey the client message through digital media
 - They must have at least 4 years' experience of a senior position in this field
- have robust quality assurance systems and procedures that support fair, reliable and consistent assessment across the organisation and over time
- Operate induction training and standardisation events for independent assessors when they begin working for the EPAO on this standard and before they deliver an updated assessment method for the first time and provide training for independent assessors in terms of good assessment practice, operating the assessment tools and grading
- ensure that assessors attend a minimum of one standardisation activity per year.

Re-sits and re-takes

Apprentices who fail one or more assessment method will be offered the opportunity to take a re-sit or a re-take. A re-sit does not require further learning, whereas a re-take does.

Apprentices should have a supportive action plan to prepare for the re-sit or a re-take. The apprentice's employer will need to agree that either a re-sit or re-take is an appropriate course of action.

An apprentice who fails an assessment method, and therefore the EPA in the first instance, will be required to re-sit any failed assessment methods only. If the Professional Discussion (underpinned by a portfolio) assessment method is failed then the same portfolio can be used in the event of a re-sit/re-take. If the Project with presentation assessment method is failed then a new project must be written. The EPAO must agree the new project title with the employer and provide this to the apprentice.

Any assessment method re-sit or re-take must be taken during the maximum EPA period, otherwise the entire EPA must be taken again, unless in the opinion of the EPAO exceptional circumstances apply outside the control of the apprentice or their employer.

Re-sits and re-takes are not offered to apprentices wishing to move from pass to distinction.

Where any assessment method has to be re-sat or re-taken, the apprentice will be awarded a maximum EPA grade of pass, unless the EPAO determines there are exceptional circumstances requiring a re-sit or re-take.

Affordability

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

- remote assessment
- using an employer's premises.

Professional body recognition

Professional body recognition is not relevant to this occupational apprenticeship.

Reasonable adjustments

The EPAO must have in place clear and fair arrangements for making reasonable adjustments for this apprenticeship standard. This should include how an apprentice qualifies for Reasonable Adjustment and what Reasonable Adjustments will be made. The adjustments must maintain the validity, reliability and integrity of the assessment methods outlined in this assessment plan.

Mapping of knowledge, skills and behaviours (KSBs)

Assessment method 1: Project with Presentation

| Knowledge |
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| K3 How to produce and maintain a portfolio of creative digital work. |
| K4 The audio, visual and verbal conventions through which sounds, images and words take meaning when creating design concepts for online and non-screen based services and installations. |
| K5 Contemporary audio, video and film technologies, including motion graphics and voice control systems and how to apply them as part of the digital media authoring process. |
| K6 How to present compelling pitches and presentations of creative digital design proposals. |
| K7 How to interpret and work to a design brief to deliver creative digital design solutions. |
| K8 How to critically analyse, interpret and evaluate complex information and concepts for creative digital design to deliver compelling creative digital designs that achieve a determined business outcome. |
| K9 The fundamental concepts of digital design/user interface design using front end frameworks and contemporary digital technologies for different digital media platforms. |
| K10 How to design responsive user centred solutions, including the technical opportunities and restrictions afforded by different platforms, the impact of design on performance and interaction design across a range of media platforms. |
| K11 The fundamentals of user experience and user research, including user personas: needs, wants, pains, prior experiences, user-centric design, customer journeys, calls to action, information architecture and navigation, site flow and information foraging: using wireframes to prototype user journeys. |
| K15 The definition and fundamentals of branding; brand strength and positivity, the attributes of effective brands (excellent, different, compelling, authentic), being aware of brand meanings and values, effective brand positioning, visual tone, messaging, editorial voice and brand articulation. |
| K17 How to work with data and apply the creative digital approaches to represent complex data. |
| K18 The key features of the main UK laws, including Data Protection Act and General Data Protection Regulation (GDPR) and the opportunities and constraints offered by data and what is feasible / needed for the current project / task. |
| Skills |
| S1 Apply creative design processes to all creative digital development projects, including online services and installations and non-screen-based media, producing designs compelling to customers / users and to leverage the multitude of digital touch points including, but limited to; mobile, tablet, laptop, desktop, wearable, consoles and cars. |
| S2 Create designs using industry standard methods; Typography, Digital Art, Video and Special Effects, Rendering, Animation, 3D Graphics and Digital Photography. |

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| S3 Create eye-catching creative design concepts and prototypes for presentation to clients using industry standard tools and advanced methods to address design problems set by clients. |
| S4 Create 'production' ready digital media assets including, but not limited to designs, style guides, animations, videos, story boards, images, audio to achieve a determined business outcome. |
| S5 Select, refine, adapt and apply industry standard contemporary creative digital design technologies, and working with data to develop creative design solutions. Apply and leverage data e.g. personalisation, behavioural, location, weather, in design concepts and solutions. |
| S6 Communicate design concepts and solutions to team members, designers, brand managers, product leads, marketing directors, commercial and sales in a strong and compelling manner, evaluating the outputs and methods used and their implications. |
| S7 Use design concept digital art to deliver creative design sales pitches to clients. |
| S12 Collaborate between team members, clients and working with a range of stakeholders including market researchers, user experience professionals, user researchers, developers, photographers, model makers, brand managers, product leads, marketing directors, commercial, sales and communication specialists. |
| S13 Review and build accessibility requirements into all interactive creative digital media solutions. |
| S14 Work effectively both individually and collaboratively as part of a multidisciplinary team, with methodologies such as agile, building and maintaining positive relationships with team members, clients and other stakeholders. |
| S15 Lead and manage end to end creative digital design projects in line with governance policies, meeting deadlines and managing client expectations for different environments, including agile. |
| S16 Deliver well-designed, high quality creative digital solutions including prototyping skills within organisational brand guidelines. |
| S17 Design interactive artefacts using industry standard immersive technology techniques. |
| Behaviours |
| B1 A passion for creating content for creative and digital media. |
| B2 A strong work ethic and commitment to meet the standards required. |
| B3 Support for others in developing an appropriate balance of leadership and technical skills. |

Assessment method 2: Professional Discussion

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| Knowledge |
| K1 The broad range of creative processes involved in creative design, and the importance of being aware of all the principal design disciplines including the different perspectives, approaches or schools of thought and theories that underpin them. |
| K2 The broad range of industry standard creative digital design tools and methods, their strengths and weaknesses and how to apply them. |

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| K12 The fundamentals of different digital platform applications including the principles of mobile first design; including when it is, and isn't, relevant, and for multiple responsive breakpoints. |
| K13 The legal, ethical, regulatory, accessibility and governance frameworks which affect the development of creative design artefacts and applications and how to apply them. |
| K14 Contemporary methodologies such as agile and open innovation and how to apply them. |
| K16 How to keep up to date with emerging platforms, environments and technologies. |
| K19 How to undertake real world 3D digital capture and process 3D data. |
| K20 The principles, controls and workflow inherent in building, texturing, animating and rendering 3D models, including XYZ Space, scaling and transforms, and the range of uses in the real world (e.g. Architecture, Construction, Games, Immersive, Automotive, Aerospace, Medical, Space etc.). |
| K21 The fundamentals, origins, application and potential of contemporary immersive technologies, such as AR (Augmented Reality), VR (Virtual Reality) and XR (Mixed Reality), including psychology aspects of 3D environments, and the uses in the real world (including Internet of Things, Architecture, Construction, Games, Retail, Automotive, Aerospace, Medical etc.). |
| Skills |
| S8 Brief and work with third parties such as photographers, model makers, agencies and data professionals. |
| S9 Produce and maintain a portfolio of creative digital work. |
| S10 Keep abreast of industry developments, creative trends and innovations, knowing what's emerging, and when and when to act to make cost effective use of new and emerging tools and technologies. |
| S11 Input into market/user research and UX briefs and work with their outputs. |
| S18 Be able to plan and undertake own development and life-long learning to keep abreast of emerging technologies and techniques to review how these are best. |
| Behaviours |
| B4 Recognition and compliance with equality and diversity in the workplace. |
| B5 Demonstrates resilience, accountability and flexibility especially when managing difficult situations. |