



# End-point assessment plan for Digital Community Manager apprenticeship standard

Apprenticeship standard reference number	Level of this end point assessment (EPA)	Integrated
ST0345	4	No

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## Introduction and overview

This document sets out the requirements for end-point assessment (EPA) for the Digital Community Manager 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 Digital Community Manager apprentices, their employers and training providers.

Full time apprentices will typically spend 24 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 assessor as necessary.

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 three 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 1:** Scenario Test with a question and answer session

- Fail
- Pass

### **Assessment method 2:** Professional discussion underpinned by portfolio

- Fail
- Pass
- Distinction

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

- Fail
- Pass
- Distinction

## EPA summary table

<b>On-programme</b> (typically 24 months)	Training to develop the occupation standard's knowledge, skills and behaviours.
<b>End-point Assessment Gateway</b>	<ul style="list-style-type: none"> <li>• Employer is satisfied the apprentice is consistently working at, or above, the level of the occupational standard.</li> <li>• English/mathematics Level 2</li> </ul> <p>Apprentices must complete:</p> <ul style="list-style-type: none"> <li>• Portfolio of evidence</li> </ul>
<b>End Point Assessment</b> (which would typically take 3 months)	<p>Assessment Method 1: Scenario Test with a question and answer session</p> <p>With the following grades:</p> <ul style="list-style-type: none"> <li>• Fail</li> <li>• Pass</li> </ul> <p>Assessment Method 2: Professional discussion underpinned by portfolio of evidence</p> <p>With the following grades:</p> <ul style="list-style-type: none"> <li>• Fail</li> <li>• Pass</li> <li>• Distinction</li> </ul>

## Length of end-point assessment period

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

## Order of assessment methods

The assessment methods can be delivered in any 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 maths minimum requirement is Entry Level 3. A British Sign Language (BSL) qualification is an alternative to the English qualification for those whose primary language is BSL.

For Professional discussion, the apprentice will be required to submit:

Portfolio of evidence which should be submitted to the EPAO at the gateway.

The portfolio of evidence must have all community data /information anonymized. It is used to underpin the professional discussion and is not assessed as part of the EPA. It must be mapped against the KSBs identified in assessment method 2 – Professional Discussion.

A portfolio of evidence verifies that

- The Employer is satisfied the apprentice is consistently working at, or above, the level of the occupational standard.
- The apprentice has completed all necessary training, to the correct standard, and has demonstrated the required knowledge, skill and behaviour at work.

The portfolio of evidence should be presented in the following sections, each section typically including two pieces of evidence:

Section 1	Company brand, policies and standards of best practice in the industry
Section 2	Wider industry, trends and topics impacting community management
Section 3	Internet forum software and content management systems
Section 4	Neuro linguistic programming and conflict management theories
Section 5	Data analytics
Section 6	Digital marketing
Section 7	Moderation and management of online behavior.
Section 8	Positive community interaction and professional behaviour

Examples of evidence mapped to the KSBs are:

- Written accounts of activities that have been completed
- Photographic evidence
- Screen shots

- Company policies and procedures as appropriate to the activities
- Progress review documentation
- Witness testimonies
- Feedback from colleagues and/or clients
- Data, analytics and reports

Reflective accounts and self-assessments must not be included as evidence as part of the portfolio of evidence.

## Assessment methods

### Assessment Method 1: Scenario Test followed by a question and answer session

#### Overview

Apprentices will be presented with a scenario test by an independent assessor; the test will be made up of scenarios that would naturally occur in their normal workplace, in which they will demonstrate the KSBs assigned to this assessment method. The EPAO will arrange for the scenario test to take place under exam conditions in consultation with the employer.

One assessor may test up to a maximum of three apprentices at any one time, to allow for quality and rigour.

The rationale for this assessment method is:

An observation of practice in a live setting was not selected, as the apprentice is not likely to cover the breadth and depth of practice required. The apprentice will not usually complete all tasks within a single session in the workplace and a longer period of time would be required to demonstrate the required knowledge, skill and behaviour for this standard. A scenario test avoids situations where community or company activities are not available or do not occur on the day and avoids issues around confidentiality or exposing an organisation's confidential information, for example, pre-release of a new game. This method will ensure consistency through the use of a scenario test. The apprentice will be presented with the test where they will be able to demonstrate how they can apply their knowledge, skills and behaviours in a given scenario.

#### Delivery

The scenario test must take 1 hour and 30 minutes. The scenario test must be made up of 2 scenarios, the first one lasting 55 minutes and the second one 35 minutes. These 2 scenarios should be given to the apprentice consecutively as detailed below, mirroring real world activities, that the apprentice is required to respond to.

The independent assessor will then take 20 minutes per apprentice to review the outcome of the scenario test and prepare the questions for the Q and A based on the KSBs mapped to this method for each apprentice. This will be followed by a 15-minute Q&A for that apprentice. The Q & A is done on a 1:1 basis. After reviewing the scenario test and undertaking the Q&A for the first apprentice, the independent assessor will then repeat the process for the second apprentice, and then the third, if 3 apprentices are present.

The independent assessor may take comfort breaks as appropriate.

The independent assessor has the discretion to increase the time of the Q&A by up to 10% to allow the apprentice to complete their answer at the end of this element of the EPA.

The apprentice will be given two scenarios in the test, previously unseen, developed and provided by the EPAO. Each scenario must be written and have a word count of between 115 and 225 words and include one annex providing further information in support of the scenario. The scenarios can describe separate events or tasks or relate to one incident as in the example below.

The annex provides supporting information for the scenario, for example, press release, articles, screenshots of community comments or responses.

Example of scenarios and annex below:

### **Scenario 1**

An in-game event on your game has encountered an issue, a few hours before it was ready to launch.

As it stands the event will not go live and is postponed until after the upcoming weekend. The team are working hard to get it sorted over the weekend, but no guarantees can be given. They are not able to give you a definitive release date until the issue has been resolved.

A press article is speculating about the game release being delayed in a very negative way. The comments below too seem very negative of the entire situation.

Write an official statement informing the community of this urgent development. Adapt the statement to suit the following platforms – organisations own forum, twitter, instagram and facebook

Annex 1 – Press article speculating about the game release.

### **Scenario 2**

Write a response to the negative comments from the community. Adapt your responses to suit each of the following platforms – organisations own forum, twitter, instagram and facebook. Identify the key concerns of the community and outline how you would de-escalate the situation. Also, how you would deal with any malicious content or posts that may contravene forum rules.

Prepare a report of the feedback from the community. This should be in the format of an internal report to the organization which will be read by product owners and line managers. This should highlight threats and opportunities resulting from the in-game event and the communities response to it.

Annex 2 – Report detailing negative comments from the community.

Apprentices must be provided with written instructions on the how the scenario test must be completed, including the timescales they are working to.

The scenario test must be conducted in the following way to take account of the occupational context in which the apprentice operates:

The apprentice will be presented with a scenario test, which would be found in their normal sphere of work.

Based on three apprentices being assessed at the same time, the scenario test with question and answer session would take 3 hours and 15 minutes. The test may not be split.

The scenario test must not hamper the opportunity for the apprentice to demonstrate occupational competence in the KSBs assigned to this assessment method.

Apprentices must take the test in a suitably controlled environment that is a quiet space, free of distractions and influence, in the presence of an invigilator. The invigilator may be another external person employed by the EPAO or the independent assessor. The EPAO is required to have an invigilation policy that will set out how the scenario test is to be carried out. This will include specifying

the most appropriate ratio of apprentices to invigilators to best take into account the setting and security required in administering the scenario test.

The EPAO is responsible for ensuring the security of testing they administer to ensure the test remains valid and reliable (this includes any arrangements made using online tools). The EPAO is responsible for verifying the validity of the identity of the person taking the test.

If the test is online, the EPAO must ensure that the apprentice is unable to gain an advantage through materials in the room, screen sharing or other behaviours.

The EPAO must verify the suitability of the venue for taking the test and the identity of the person taking the test. The independent assessor must be unobtrusive whilst conducting the scenario test in a controlled environment.

The Scenario Test has two parts:

Scenario 1 – 55 minutes

- Apprentice will be provided with a scenario of between 115 and 225 words and with 1 annex.
- 55 min to read and draft a response to the scenario  
There is no minimum/maximum word count for the response.

Scenario 2 – 35 minutes

- The apprentice will be given the second scenario of between 115 and 225 words and 1 annex
- 35 minutes to read and draft a response to the second scenario  
There is no minimum/maximum word count for the response.

After completing the scenario test the apprentice will need to wait in an area where they are invigilated so that they cannot confer with other apprentices, before they start their Q & A. The questions will be taken from a list prepared by the EPAO. The IA can supplement with their own questions if required.

#### **Q & A- 15 minutes**

- The independent assessor will ask questions to allow the apprentice to evidence any gaps in KSB's not evidenced or drawn out by the action plan.

KSBs not evidenced in the test can instead be covered, by questioning after the test during the Q and A session. These questions must be asked within a time period not exceeding 15 minutes. (+10% at the discretion of the independent assessor). The independent assessor must ask a minimum of 3 questions.

KSBs observed and answers to questions must be documented by the independent assessor.

The independent assessor will make all grading decisions.

### **Questions and resources development**



EPAOs will create and set open questions to assess related underpinning knowledge, skills and behaviours.

EPAOs will produce scenario test specifications to outline in detail how the tests will operate, what they will cover and what should be looked for. It is recommended that this be done in consultation with representative employers. EPAOs should put measures and procedures in place to maintain the security and confidentiality of their specifications if employers are consulted. Specifications must be standardised by the EPAO.

EPAOs must develop 'banks of situational scenarios and 'bank of open questions' of sufficient size to prevent predictability and review them regularly (and at least once a year) to ensure they, and the specifications they contain, are fit for purpose. The specifications, including questions relating to underpinning knowledge, skills and behaviours must be varied, yet allow assessment of the relevant KSBs.

### Support material

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

- In advance of the scenario test, provide the apprentice and employer with a guidance document, with information on the format of the test, including timescales
- Design a 'bank of situation scenarios' and a 'bank of open questions' to cover KSBs assigned to this assessment method. Both scenarios for part 1 and part 2 of the test must have between 115 to 225 words with 1 annex each. The Annexes can include:

Screenshots  
Data for analysis  
Reports  
Articles

- Provide a specification of how the scenario test is set up, including the background material to be provided and equipment
- The scenario test for part 1 and 2 must be presented on the computer for the apprentice to draft their response with no internet access and appropriate software for word processing. A paper based version must be made available
- Provide the grading criteria for the independent assessors to use and record
- Provide a controlled environment and waiting room for the apprentice
- Provide a controlled environment for the scenario test to be conducted.

### Venue

The scenario test can take place in:

- Employer's premises
- Workplace other than the employer's own premises

## Assessment Method 2: Professional discussion underpinned by portfolio

## Overview

This assessment will take the form of a professional discussion underpinned by a portfolio of evidence. The assessment 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 questions that will focus on coverage of prior learning or activity and problem solving.

Independent assessors must ask competency based questions to cover the KSB's mapped against this method. Questions must be devised by the independent assessor following a review of the apprentice's portfolio of evidence. The apprentice may refer to the portfolio of evidence when answering the questions.

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

- Employer's premises
- A suitable venue selected by the EPAO (e.g. a training provider's premises)
- Via Skype or alternative on-line meeting platform.

The rationale for this assessment method is:

A professional discussion is not simply a question and answer session but a two-way dialogue between the apprentice and independent assessor. It allows the apprentice to evidence how they have met the KSBs which are underpinned by evidence drawn from their portfolio. A professional discussion is a well-recognised method of checking knowledge, skills and behaviours and is widely used within the digital sector.

## Delivery

The independent assessor will conduct and assess the professional discussion individually.

The professional discussion will allow the apprentice to demonstrate the depth and breadth of their knowledge, skills and behaviours assigned to this assessment method. As a structured, in-depth two-way conversation between the independent assessor and apprentice, the professional discussion will provide an effective holistic assessment of understanding knowledge, skills and behaviours.

The portfolio must be sent to the EPAO who will send it to the IA a minimum of 10 days before the intended date of the Professional Discussion. The portfolio must still be submitted by the apprentice at Gateway.

The independent assessor will have 10 days to review the portfolio prior to undertaking the professional discussion.

The professional discussion should be conducted in the following way:

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 Adjustment Policy.

During this method, the independent assessor must combine questions from the EPAO's question bank and those generated by themselves.

The professional discussion will be conducted as set out here:

The apprentice will undertake a 1:1 professional discussion with the independent assessor.

The independent assessor must:

- Structure the professional discussion with questions chosen from a 'question bank' developed by the EPAO and those generated by themselves that cover the KSBs for this method
- Use a minimum of one lead discussion question in relation to the ten following areas from the bank of questions provided by the EPAO:
  - Company brand, policies and standards of best practice in the industry
  - Wider industry, trends and topics impacting community management
  - Social media platforms and the impact of their demographics on messaging
  - Internet forum software and content management systems
  - Neuro linguistic programming and conflict management theories
  - Data analytics
  - Digital marketing and its place in the overall communication strategy
  - Active moderation and management of online behavior of the community
  - Autonomous working, maintaining professional behavior and safety online
  - Positive community engagement driving interaction including creation of assets to support messaging.
- Use a format for the discussion that facilitates professional dialogue, rather than one that adopts a formulaic approach to questions and answers. In keeping with this, the independent assessor must use a facilitative questioning style, pursuing key points and issues to explore the depth of applied knowledge and understanding held by the apprentice
- Ensure the apprentice has been given the opportunity to evidence all the knowledge, skills and behaviours for the assessment method
- Use the grading matrix to grade 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.

The Apprentice must:

- Interact with the independent assessor in a discussion to demonstrate their knowledge, skills and behaviours as required for the professional discussion
- Bring their completed portfolio of evidence to the professional discussion, so they can draw on the contents of the portfolio to underpin the discussion, selecting items to inform and enhance the professional discussion.

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.

### Venue

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

### Other relevant information

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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:

- A structured discussion point template for the independent assessor to use and record on during the professional discussion
- The discussion areas mapped to KSBs
- A grading matrix for the independent assessor to use
- A bank of questions that address all KSBs mapped to this assessment method.

## Weighting of assessment methods

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

## Grading

### Assessment method 1: Scenario Test with a question and answer session

KSBs	Fail	Pass
<b>K3,K7,K9,K10,K15,K16,K17,S2 S3,S7,S8,S10,S11,S14,B2,B3,B6</b>	Does not achieve the pass criteria	<p>Correctly identifies the demographics of the social media platform (or platforms) and how this and their policies and best practice guidelines will impact messaging. K3, K7, K10 &amp; S2</p> <p>Identifies and manages cyber security threats and protect company data and systems in line with company guidelines. K15 &amp; K16</p> <p>Identifies and manages malicious or criminal activity demonstrated as set out in company and legal guidelines. K17</p> <p>Designs interaction with the community in a tone and style which will appeal to the particular audience or audiences identified, taking into account the platform they are on and adhering to company brand and message. S7 &amp; S8</p> <p>Delivers positive communications to the community to protect the company brand and manage difficult messaging in a positive manner. S10</p> <p>Manages conflict within or from the community, in a positive manner, whilst adhering to company policy and standards. Identifies conflict management techniques. K9 &amp; S14</p> <p>Delivers effective communication to the community via forums and online media channels. S11 &amp; B2</p>

		Responds to fast moving interaction with the community. Maintains a positive and friendly manner throughout. S3, B3 & B6
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## Assessment method 2: Professional discussion underpinned by a portfolio.

KSBs	Fail	Pass	Distinction
<b>K1,K2,K4,K5,K6,K8 K11,K12,K13,K14,S1,S4 S5,S6,S9,S12,S13,S15,B1 B4,B5</b>	Does not achieve a pass criteria	<p>Describes an occasion where they have used their knowledge of the company brand, policy, standards and own product, to meet a commercial objective. K1,K2 &amp; K8</p> <p>Gives an example of an asset they have created. This asset can be video, written, visual or audio, and should have been used to engage the community and support message. S4</p> <p>Describes the wider industry, current topics, competitor activity and events that impact on their product and company. K4 &amp; B4</p> <p>Shows an understanding of internet forum software and content management systems and why these are used for effective community management. Evidences the use of forum software, and custom management systems to</p>	<p>Meets 4 of the 8 distinction criteria</p> <p>Explains how they have used an emerging topic, trend or news event outside of their brand or company to improve interaction and drive community engagement. K4 &amp; B4</p> <p>Analyses the merits or shortcoming of different internet forum software or content management systems. Evaluate which is most appropriate for their company or industry and suggest improvement for better outcomes. K5 &amp; S6</p> <p>Explains how they used neuro linguistic programming theories in the practice of community management to resolve a complex and challenging incident and how this was shared with colleagues to increase performance. K11</p> <p>Explains how they have used digital marketing concepts to improve interaction with the community and drive community engagement. K14</p>

		<p>manage posts and create reports. K5 &amp; S6</p> <p>Explains neuro linguistic programming theory and how it can be implemented in the workplace. K11</p> <p>Explains the steps to be taken to maintain personal safety online at work. K13</p> <p>Describes the key concepts of digital marketing and how they have used this in the overall communication strategy of their product or brand. K14</p> <p>Gives an example of how they analyse and evaluate data and information to review and inform their engagement with their communities. S15</p> <p>Gives an example of how they actively moderate their communities by steering conversation and responding to their requests in line with company policy and objectives. S1 &amp; B1</p> <p>Identifies online behavior which violates forum or company policy. Shows an understanding of why such behavior is unacceptable. Outlines techniques to moderate and escalate within their organization as appropriate. S13</p>	<p>Evidences how their interaction has exceeded expectations of the communication strategy or business objectives. For example exceeding targets for community interaction. S15</p> <p>Evaluates best practice standards and is able to expand on how these could be improved or developed to aid positive community interaction. K12</p> <p>Discusses where responses to the community have had a positive impact on engagement, how this was measured or has provided information that their company has found useful to the brand or product. S5</p> <p>Provide examples where they have exceeded the standards of professionalism and reliability within the organization. B5</p>
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		<p>Describes standards of best practice of community management within their industry. Gives examples of their work which demonstrates these. K12</p> <p>Gives examples of positive interactions they have made in response to a request or information from the community. S5</p> <p>Outlines a situation or challenge whereby they have demonstrated a high degree of professionalism and reliability. B5</p> <p>Gives examples of internal reports they have generated which have used data analytics and the tools available to analyse, interpret and evaluate data from the community. K6 S9 &amp; S12</p>	
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## Overall EPA grading

All EPA methods must be passed for the EPA to be passed overall. PD distinction will require the apprentice to meet 4/8 of the distinction criteria.

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

Assessment method 1	Assessment method 2	Overall grading
Fail	Fail	Fail
Fail	Pass	Fail
Pass	Fail	Fail
Pass	Pass	Pass
Fail	Distinction	Fail
Pass	Distinction	Distinction



## Roles and responsibilities

Role	Responsibility
Apprentice	<ul style="list-style-type: none"> <li>• complete the on-programme element of the apprenticeship</li> <li>• prepare for and complete the EPA</li> </ul>
Employer	<ul style="list-style-type: none"> <li>• identify when the apprentice is ready to pass the gateway and undertake their EPA</li> <li>• notify the EPAO that the apprentice has passed the gateway</li> </ul>
EPAO	<p>As a minimum EPAOs should:</p> <ul style="list-style-type: none"> <li>• appoint administrators/invigilators and markers to administer/invigilate and mark the EPA</li> <li>• provide training and CPD to the independent assessors they employ to undertake the EPA</li> <li>• have no direct connection with the apprentice, their employer or training provider i.e. there must be no conflict of interest</li> <li>• have processes in place to conduct internal quality assurance and do this on a regular basis</li> <li>• organise standardisation events and activities in accordance with this plan's IQA section</li> <li>• organise and conduct moderation of independent assessors' marking in accordance with this plan</li> <li>• have, and operate, an appeals process</li> </ul>
Independent assessor	<p>As a minimum an Independent assessor should:</p> <ul style="list-style-type: none"> <li>• be independent of the apprentice, their employer and training provider(s) i.e. there must be no conflict of interest</li> <li>• 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</li> <li>• have the capability to assess the apprentice at this level</li> <li>• attend the required number of EPAOs standardisation and training events per year (as defined in the IQA section)</li> </ul>
Training provider	<p>As a minimum the training provider should:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• advise the employer, upon request, on the apprentice's readiness for EPA prior to the gateway</li> </ul> <p>• Plays no part in the EPA itself</p>

## 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 have knowledge of the following occupational areas: Experience in the digital technology sector including the industry the apprentice is working in, experience working with or managing online communities. Knowledge of brand management, brand strategy and digital marketing
- appoint independent assessors who have recent relevant experience of the occupation/sector at least one level above the apprentice gained in the last three years or significant experience of the occupation/sector
- appoint independent assessors who are competent to deliver the end-point assessment
- provide training for independent assessors in terms of good assessment practice, operating the assessment tools and grading
- have robust quality assurance systems and procedures that support fair, reliable and consistent assessment across the organisation and over time
- operate induction training 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
- deliver annual standardisation events for independent assessors.

## 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 or re-take any failed assessment methods only.

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 distinction.

## Affordability

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

Using an employer's premises

Both assessments can be completed on the same day.

## 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: Scenario Test with a question and answer session

Knowledge
<b>K3</b> Social media platforms and their customer profiles, understanding that each platform caters for a different demographic of customer and that modifying communication to suit each platform can maximise the impact of the message.
<b>K7</b> Platform holder policies and best practice guidelines.
<b>K9</b> Conflict management techniques and theories.
<b>K10</b> Demographics and how this impacts on online behaviour and communication
<b>K15</b> Cyber security, how to spot potential threats and protect data and systems as per company guidelines and current data protection regulations
<b>K16</b> Online security procedures as per company guidelines
<b>K17</b> Basic understanding of how to identify and deal with any malicious or criminal activity as per company and legal guidelines

Skills
<b>S2</b> Communicate clearly, in writing, adapting the message in order to address the particular audience appropriately.
<b>S3</b> Work autonomously as online interaction and communication is fast moving and response to the community often needs to be delivered promptly.
<b>S7</b> Craft the tone of communications to appeal to the different audiences on different digital platforms, in keeping with company brand and message.
<b>S8</b> Ability to deliver the organisations message and goals to the community in a manner appropriate to the community and forum
<b>S10</b> Deliver what the community may regard as unwelcome information about a product, such as a game release, in a positive manner, protecting brand reputation
<b>S11</b> Deliver effective written communication when messaging the online community via forums and online media channels.
<b>S14</b> Ability to manage conflict positively.

Behaviours
<b>B2</b> Attention to detail and a high level of accuracy.
<b>B3</b> Self-motivated and comfortable working autonomously with good self judgement in a fast paced, challenging environment.

<b>B6</b> Maintain a positive and friendly manner.
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## Assessment method 2: Professional discussion

Knowledge
<b>K1</b> Company brand, goals and commercial objectives in order to communicate effectively and appropriately with the wider community.
<b>K2</b> Expert level of familiarity with their product and brand in order to promptly address concerns and enquiries that are often complex and non-routine.
<b>K4</b> Key competitors, wider trends and 'hot topics' in the relevant industry outside of own brand.
<b>K5</b> Internet forum software and content management systems.
<b>K6</b> Principles of data analytics and how to report findings.
<b>K8</b> Company policy and standards.
<b>K11</b> Neuro linguistic programming theory and practice
<b>K12</b> Understanding of best practice of community management in the relevant industry.
<b>K13</b> Working safely online and understanding that interactions with the online community are on the behalf of the organisation and not personal
<b>K14</b> Theory and practice of digital marketing, its role in overall communication strategy and how best to communicate a brand or product value

Skills
<b>S1</b> Actively moderate community forums, steering and encouraging debate and conversation in line with overall communication strategy and business objectives.
<b>S4</b> Create and contribute to creation of assets for publication online including written, visual, audio or video to engage community.
<b>S5</b> Listen, assess, engage and react appropriately to an online situation or requests from the online community.
<b>S6</b> Use custom and internal forum software and Content Management System to manage and schedule posts and content delivery.
<b>S9</b> Analyse, interpret and evaluate the information and ideas that are raised by the online community.
<b>S12</b> Use data analytics created by software packages and community tools dashboards to create reports for internal use
<b>S13</b> Identify and moderate users who violate the forum or company policy, intervening to change behaviour or issuing warnings, suspensions and bans as appropriate.
<b>S15</b> Analyse and evaluate the information created by data analytics to review the effectiveness of their actions

Behaviours
<b>B1</b> Proactively stimulate and drive customer interaction with their brand.
<b>B4</b> Interest in current trends, games and innovations in the relevant industry
<b>B5</b> Reliable with a high degree of professionalism