

End-point assessment plan for Junior Advertising Creative apprenticeship standard

Apprenticeship standard number	Apprenticeship standard level	Integrated end-point assessment
ST0925	3	No

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Introduction and overview

This document sets out the requirements for end-point assessment (EPA) for the Junior Advertising Creative apprenticeship standard. It explains how EPA for this apprenticeship must operate.

This document provides the EPA design requirements for end-point assessment organisations (EPAOs) for this apprenticeship standard. It will also be useful for apprentices undertaking this apprenticeship, their employers and training providers.

EPA must be conducted by an EPAO approved to deliver EPA for this apprenticeship standard. Each employer should select an approved EPAO from the Education & Skills Funding Agency's Register of end-point assessment organisations (RoEPAO).

Full-time apprentices will typically spend 18 months on-programme (before the gateway) working towards this occupational standard. All apprentices must spend a minimum of 12 months on-programme. All apprentices must spend a minimum of 20% of on-programme time undertaking off-the-job training.

Before starting EPA, an apprentice must meet the gateway requirements. For this apprenticeship they are:

- the employer must be content that the apprentice is working at or above the occupational standard
- apprentices without English and Mathematics at Level 2 must have achieved Level 2¹

The EPAO must confirm that all required gateway evidence has been provided and accepted as meeting the gateway requirements. The EPAO is responsible for confirming gateway eligibility. Once this has been confirmed, the EPA period starts.

This EPA should then be completed within an EPA period lasting typically for 4 months.

This EPA consists of 2 discrete assessment methods.

It will be possible to achieve the following grades in each assessment method:

Assessment method 1: **Project, including slide deck, presentation and questions**

- fail
- pass
- distinction

Assessment method 2: **Professional discussion, underpinned by a portfolio of evidence**

- fail
- pass
- distinction

¹ 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. British Sign Language (BSL) qualifications are an alternative to English qualifications for those who have BSL as their primary language.

Performance in these assessment methods will determine the overall apprenticeship standard grade of:

- fail
- pass
- merit
- distinction

EPA summary table

<p>On-programme (typically 18 months)</p>	<p>Training to develop the knowledge, skills and behaviours (KSBs) of the occupational standard.</p> <p>Training towards English and Mathematics Level 2, if required.</p> <p>Compiling 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>Apprentices without English and Mathematics at Level 2 must have achieved Level 2.</p> <p>Apprentices must submit: A portfolio of evidence to underpin the professional discussion.</p> <p>The project's subject, title and scope will be agreed between the employer and the EPAO at the gateway</p>
<p>End-point assessment (typically 4 months)</p>	<p>Assessment method 1: Project, including slide deck, presentation and questions</p> <ul style="list-style-type: none"> • fail • pass • distinction <p>Assessment method 2: Professional discussion, underpinned by a portfolio of evidence</p> <ul style="list-style-type: none"> • fail • pass • distinction <p>Performance in these assessment methods will determine the overall apprenticeship standard grade of:</p> <ul style="list-style-type: none"> • fail • pass • merit • distinction

Length of end-point assessment period

The EPA will be completed within an EPA period lasting typically 4 months, starting when the EPAO has confirmed that all gateway requirements have been met.

The EPA period must last for a minimum of one week.

Order of end-point 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.

Gateway

The apprentice should only enter the gateway once the employer is content that the apprentice is working at or above the occupational standard. 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.

The EPAO determines when all other gateway requirements have been met, and the EPA period will only commence once the EPAO has confirmed this.

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 requirement 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. British Sign Language (BSL) qualifications are an alternative to English qualifications for those who have BSL as their primary language.

For assessment method 1 - Project including slide deck, presentation and questions:

- The project's subject, title and scope will be agreed between the employer and the EPAO at the gateway

For assessment method 2 - Professional discussion, the apprentice will be required to submit:

- A portfolio of evidence to underpin the professional discussion

Portfolio of evidence requirements:

- apprentices must compile a portfolio of evidence during the on-programme period of the apprenticeship
- it must contain evidence related to the KSBs that will be assessed by the professional discussion
- the portfolio of evidence will typically contain 18 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:
 - workplace documentation, for example workplace policies/procedures, records
 - witness statements
 - annotated photographs
 - video clips (maximum total duration 5 minutes); the apprentice must be in view and identifiable

This is not a definitive list; other evidence sources are possible.

- it should not include 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 must be valid and attributable to the apprentice; the portfolio of evidence must contain a statement from the employer and apprentice confirming this
- the portfolio of evidence must be submitted to the EPAO at the gateway

The portfolio is not directly assessed. It underpins the professional discussion and therefore should not be marked by the EPAO. EPAOs should review the portfolio in preparation for the professional discussion but are not required to provide feedback after this review of the portfolio.

End-point assessment methods

End-point assessment method 1: Project, including slide deck, presentation and questions

Overview

This assessment method has 2 components.

A project involves the apprentice completing a significant and defined piece of work that has a real business benefit. The project must be undertaken after the apprentice has gone through the gateway. Outputs from projects within this occupation consist of slide decks rather than written reports, therefore the apprentice is required to summarise the outputs from their project in a slide deck.

The 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 assessed for the EPA. Therefore, the project's subject, title and scope will be agreed between the employer and the EPAO at the gateway. 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 assigned to this assessment method), as shown in the mapping of assessment methods. The EPAO must refer to the grading descriptors to ensure that projects are pitched appropriately.

There are two components to this assessment method: an outcome component, which is the slide deck summarising the project work, plus a presentation and questions component to ensure the apprentice is assessed against the KSBs mapped to this assessment method.

The independent assessor will assess all components of this assessment method holistically, as determined by the EPAO.

The independent assessor will make all grading decisions.

The rationale for this assessment method is:

- This is a cost-effective assessment method that adds real business benefit as it is based on real work.
- The slide deck, presentation and questions output from the project also reflects real work as Junior Advertising Creatives are required to explain their ideas and respond to questions.
- The questioning component also provides opportunity for the assessor to probe into the apprentices thinking and decision making.

Project

The project will be based on the following:

- A real client brief and a creative brief with the need for creative ideas.

The Junior Advertising Creative will be given a project that has real business benefit to the employer. This could be a significant brief for an existing client or a pitch brief for a new client.

The apprentice will be supplied with the original client brief which outlines the business problem and the creative brief which sums up the role for communications and what proposition the creative should communicate to the target audience via what mediums and outlining any guidelines such as budget.

It must provide opportunity to:

- Work for clients
- Work on a client and creative brief

The EPAO should sign off the project title and scope to confirm its suitability at the gateway.

Typical project titles could be “From brief to creative concept”, “How creative ideas are developed from a client’s brief and creative brief”. These are for illustration only and are not restrictive. All projects should focus on the initial brief, how creative ideas were generated from this and presentation of those ideas.

The project starts after the apprentice has gone through the gateway. The typical duration of the project should be 6 weeks, including preparation of the slide deck. This must be submitted to the EPAO up to 6 weeks after the project title has been agreed at Gateway.

The employer should ensure the apprentice has sufficient time and the necessary resources, within this period, to plan and undertake the project.

Whilst completing the project, the apprentice should be subject to the supervision arrangements outlined below:

Normal line management controls. The apprentice may work as part of a team, however the slide deck must be the apprentice’s own work and will be reflective of their own role and contribution. Their employer must confirm this to the EPAO.

The project will be conducted as follows:

- The apprentice will complete a project which requires them to demonstrate their creativity and the KSBs mapped to this assessment method, while working on a client and creative brief. The project will include preparation of a slide deck, which is then presented to the assessor, followed by questions.

Project location

The project should take place in:

- the apprentice’s workplace

Component 1 – Slide deck

Delivery

Outputs from projects within this occupation consist of slide decks rather than written reports, therefore the apprentice is required to summarise the outputs from their project in a slide deck. This will be followed by a presentation and questions.

The slide deck should be made up of a presentation pack of slides, typically containing 12 slides, evidencing how the project was delivered, including:

- a summary (electronic or paper) of how the project maps to the KSBs relevant to this assessment method
- an introduction
- the scope of the brief that formed the basis for the project (including measures for success for the project)
- research and findings
- project outcomes and how they were achieved
- their creative ideas and recommendations and feedback received

It is left to the apprentice to use their creativity to select the most appropriate slide content. EPAOs must ensure any reasonable presentational requirements are in place e.g. digital facilities; apprentices must make any requirement requests at least one week prior to the scheduled date for the presentation and Q&A and ideally when they submit their slides.

The apprentice will conduct their project and submit the slide deck presentation to the EPAO after a maximum of up to 6 weeks from the gateway.

When the slide deck is submitted, the employer and the apprentice should verify the project and submitted slide deck is the work of the apprentice.

The independent assessor will review and assess the slide deck holistically together with the other components of this assessment method as determined by the EPAO.

The independent assessor will make all grading decisions.

Project report location

The project should take place in:

- the apprentice's workplace

Resource development

EPAOs must produce the following materials to support this component:

- Example project titles and briefs
- Marking materials

Component 2 – Presentation and questions

The presentation involves the apprentice presenting to an independent assessor, focusing on their project and slide deck. It will be followed by questioning from the independent assessor.

Apprentices will prepare and deliver the slide deck outlined above that appropriately covers the KSBs assigned to this method of assessment.

The rationale for this assessment method is:

- This reflects real work, as Junior Advertising Creatives must be able to explain their ideas to others, and be prepared to answer questions about them.

Delivery

The presentation will focus on the slide deck from the project and will cover in more detail the information provided in the slides.

The slide deck presentation content will be completed and submitted after the gateway and will be presented to an independent assessor, either face-to-face or via online video conferencing.

The EPAO must provide the assessor with the presentation content 2 weeks before the presentation is due to take place to allow the independent assessor sufficient time to review it and prepare appropriate questions. The presentation will last for 30 minutes, followed by 30 minutes of questions. The independent assessor has the discretion to increase the time of the presentation and the questions by up to 10% to allow the apprentice to complete their last point.

The independent assessor will ask a minimum of 6 questions at the end of the presentation.

The purpose of the questions will be:

- for clarification
- to assess the depth and breadth of understanding

The independent assessor will use the questions from a question bank supplied by the EPAO as a guide to tailor their own questions based on the presentation. They will use them to confirm their understanding of the presentation and how it demonstrates the relevant KSBs.

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

- their slide deck
- the client and creative brief
- any projection equipment required for delivery of the presentation – this must have been previously notified to the EPAO

In their presentation to the assessor, the apprentice would be expected to show:

- that they interrogated the creative brief to see how it had evolved from the client's business need and challenged any aspects of the brief in a constructive way. For example, asking questions about the target audience and their current relationship with

the brand, showing curiosity about the brand's benefits or where the product category was evolving, querying the proposition's strengths etc.

- that they had investigated and understood the timing, budgetary and brand guidelines restrictions
- that they understood why the media options had been chosen, and/or had questioned these
- how they had come up with an idea and execution to meet the creative brief, for example using an interesting insight or combining two ideas
- how they had prepared the most appropriate materials to present the idea and bring it to life, such as a mood board or video montage to represent the tone of voice, or demonstrating how it could be executed in the chosen mediums for example a rough TV commercial storyboard
- how they had taken on feedback to amend or redevelop the idea.

KSBs met and answers to questions, must be recorded by the independent assessor.

The independent assessor will make all grading decisions.

Assessment location

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

- The employer's premises
- The presentation of the slide deck can take place at the apprentice's workplace, or any other venue sourced by the EPAO. This must include a quiet space, free from distraction, and the equipment required to deliver the presentation. This must be notified to the EPAO prior to the assessment taking place, and the EPAO is responsible for providing it. (For example, access to a projection screen).

Video conferencing can also 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.

The independent assessor will observe the presentation. A representative from the EPAO may be present when necessary for moderation purposes. However, they are there to observe and must not take part in any aspect of the questioning. Their presence must be agreed with the employer.

Question and resource development

Questions must be written by EPAOs and must be relevant to the occupation and employer settings. It is recommended that this be done in consultation with employers of this occupation. EPAOs should maintain the security and confidentiality of their questions when consulting employers. EPAOs must develop 'question banks' of sufficient size to prevent predictability and review them regularly (and at least once a year) to ensure they, and the questions they contain, are fit for purpose. The specifications, including questions relating to underpinning KSBs, 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.

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

- question bank
- assessment specifications
- assessment recording documentation
- marking materials for the assessor

End-point assessment method 2: Professional discussion underpinned by a portfolio of evidence

Overview

This assessment method has 1 component.

A professional discussion is a two-way discussion which involves both the independent assessor and the apprentice actively listening and participating in a formal conversation, giving the apprentice the opportunity to make detailed and proactive contributions to confirm their competency across the KSBs mapped to this method.

The rationale for this assessment method is:

- In this occupation it is essential that individuals maintain a “book” which showcases their work. The portfolio replicates this.
- They then discuss the content of their book with stakeholders in order to gain credibility and demonstrate their competence. This is replicated in the professional discussion.

This assessment 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 questions that will focus on:

- Roles within advertising
- The Creative Process
- Advertising Ethics
- Trends and behaviours
- Bringing ideas to life
- Team working
- Challenging others
- Working under pressure

The purpose of the questions will be:

- To enable the apprentice to demonstrate the mapped KSBs and illustrate them with examples.
- To allow the assessor the opportunity to question the depth of their knowledge and understanding, which will allow apprentices the opportunity to meet the distinction criteria.

Delivery

The independent assessor will conduct and assess the professional discussion.

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.

During this method, the independent assessor must ask questions on the key themes in order to give the apprentice the best opportunity to demonstrate the KSBs mapped to this method.

The EPAO must produce a bank of sample questions on each of the key themes to assist the independent assessor, but these are for illustration only and the independent assessor should adapt their questions to the apprentice's individual circumstances following a review of their portfolio of evidence. The portfolio of evidence will be submitted to the EPAO at the gateway point and the independent assessor will have a minimum of 5 working days to review this prior to the assessment taking place.

The professional discussion will have a minimum of 10 questions. These 10 questions must provide coverage of all of the 8 themes referred to above. It is up to the independent assessor to decide which themes require more than one question.

The professional discussion will be conducted as follows:

This will be a one-to-one discussion between the assessor and the apprentice. It will focus on real work, which the apprentice can support with examples.

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. If using this method both the assessor and apprentice must have copies of the portfolio.

KSBs met and answers to questions, must be recorded by the independent assessor.

The independent assessor will make all grading decisions.

Assessment location

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

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.

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

- The employer's premises.
- Any other suitable premises sourced by the EPAO.

Question and resource development

A 'question bank' must be developed by EPAOs. The 'question bank' must be of sufficient size to prevent predictability and the EPAO must review it regularly (at least once a year) to ensure that it, and its content, are fit for purpose. The questions relating to the underpinning KSBs, must be varied yet allow assessment of the relevant KSBs. Independent assessors must use the question bank as a source for questioning and are expected to use their professional judgment to tailor those questions appropriately. Independent assessors are responsible for generating suitable questions in line with the EPAO's training and standardisation process.

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

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

- question bank
- structured specification
- assessment recording documentation
- marking materials for the assessor

Reasonable adjustments

The EPAO must have in place clear and fair arrangements for making reasonable adjustments to the assessment methods for the EPA 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.

Overall EPA grading

Weighting of assessment methods

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

Performance in the EPA will determine the apprenticeship grade of fail, pass, merit or distinction.

Independent assessors must individually grade each assessment method, according to the requirements set out in this plan.

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

Apprentices who fail one or more assessment method will be awarded an overall EPA 'fail'.

In order to gain an overall EPA 'pass', apprentices must achieve a pass in all the assessment methods.

In order to achieve an overall EPA merit, apprentices must achieve a distinction in at least one of the assessment methods. In order to achieve an overall distinction, apprentices must achieve a distinction in both assessment methods.

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 – Project, slide deck, presentation and questions	Assessment method 2 – Professional discussion	Overall grading
Fail	Any Grade	Fail
Any Grade	Fail	Fail
Pass	Pass	Pass
Pass	Distinction	Merit
Distinction	Pass	Merit
Distinction	Distinction	Distinction

Grading descriptors

End-point assessment method 1 – Project, including slide deck, presentation and questions:

Fail – Fails to meet all of the pass criteria

KSB Grouping	Pass Must meet all of the pass criteria	Distinction To achieve a Distinction, must meet at least 3 of the 4 distinction criteria below
Understand the Brief: K6, K7, K10, S1	Describes the steps they took to understand the client's and creative briefs (for example, how they have understood the consumer and the brand), including how they handled challenges, time and budgetary constraints. (K6) (K10) Explains how they selected the questions to ask the client in order to fully understand the brief and how they did so constructively. (K7, S1)	Goes above and beyond the immediate requirements of the brief to suggest ways to enhance the brief. (For example, identifying valuable insights into the target audience not apparent from the brief). (K6, K7, K10, S1)
Idea Development: K3, K14, S3, S7, S11, B1	Demonstrates how their idea for the project, including multiple media options, meets the client's brief and brand and explains how the idea evolved.(K3) (S3) (S7) Explains how they researched the brief from different perspectives, presented their idea and then used feedback to build on or amend their approach. (K14, S11, B1)	Tests the boundaries of the brief, suggesting alternative and complementary approaches, undertaking research and suggesting new ideas. (B1) Explains how media options must interface with a client's brand and what would lead to a media option being dismissed as unacceptable for this reason. (S7)
Presentation of ideas: K5, S4	Presents their project slide deck in a logical, coherent way with evidence of how they put their idea together (for example, the brief, idea development, presentation and execution).	Presents their idea with background material that directly links to the presentation and creates mood and context that links all aspects of the presentation together. (K5, S4)

	Demonstrates use of visual aids, (e.g. mood boards, storyboard, illustration or film references). (K5, S4)	
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End-point assessment method 2 – Professional discussion, underpinned by a portfolio of evidence:

Fail – Fails to meet all of the pass criteria

KSB Grouping	Pass Must meet all of the pass criteria	Distinction To achieve a Distinction, must meet at least 3 of the 5 criteria below
Roles within advertising: K1, K9, K16, S6	Explains the typical roles within an advertising team and how they interact with their own role, using appropriate terminology. (K1, K16) Describes how they source expertise such as craftsmen and internal and external experts, to help produce the idea. (K9, S6)	
Creative Process: K2, S2	Explains the key stages in which a creative idea is evolved from brief to production. (K2) Describes a technique they have used to generate ideas to solve a problem. (S2)	
Advertising ethics: K4, K18	Explains the importance of work being legal, decent, honest and truthful. (K4) Describes the purpose of the legal and regulatory code and the basics of what can and can't be shown in adverts. (K18)	Explains the short term and long term implications of failing to work to ethical guidelines. (K4)
Trends and behaviours: K8, K15, S5, S12, S16	Explains the steps they have taken to research current cultural trends and new delivery platforms in advertising, supported with evidence. Provides	Provides an example of use of a new delivery platform and explains the advantage this has

	<p>one example of how a new trend could add value to a client's business. (K8, S5, S12)</p> <p>Describes how advertising can persuade people to do something different and explains when they have influenced others to change their behaviour or buy a product. (K15, S16)</p>	<p>over the previous more traditional method. (S12)</p>
<p>Bringing ideas to life: K12, K13, K17, S9, S10, S15, S17</p>	<p>Describes an idea they brought to life, with reference to the impact of the chosen text, story, design and layout. (K12, K13, S10)</p> <p>Explains ways in which they can write for different audiences, using different styles and tones and how this would vary depending on cultural differences and social representation. (S15)</p> <p>Describes ideas and scripts they worked on and brought to life and how the varying lengths fitted the selected media space. (K17, S9, S17)</p>	<p>Explains how they have come up with innovative approaches to bring their ideas to life and convey messages to the target audience (S9, S15, S17)</p>
<p>Team Working: S13, B2</p>	<p>Describes how they shared their own ideas, made contributions at team meetings, encouraged others to contribute and took into account a wide range of viewpoints. (S13, B2)</p>	<p>Explains the benefits of gathering the views of others and of liaising with other teams and how this can be of benefit to the employer and their client (For example, across departments, design, tv producers, strategists etc...) (S13)</p>
<p>Challenging others: K11, B5</p>	<p>Explains how they have put ideas forward to more senior colleagues and challenged others in a constructive way, with examples. (K11, B5)</p>	

<p>Working under pressure: S8, S14, B3, B4</p>	<p>Explains how they prioritise the multiple demands on their time, to ensure that deadlines and requirements from briefs are met, illustrated with an example. (S8, S14, B4)</p> <p>Describes how they took account of feedback which changed/rejected their idea and amended their approach accordingly, with enthusiasm and within an agreed deadline. (B3)</p>	<p>Explains how they have taken positive steps to build and maintain resilience and shared those ideas with others (B3)</p>
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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 of the failed assessment method(s) at the employer's discretion. The apprentice's employer will need to agree that either a re-sit or re-take is an appropriate course of action.

A re-sit does not require further learning, whereas a re-take does.

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

An apprentice who fails one or more assessment methods, and therefore the EPA in the first instance, will be required to re-sit or re-take.

The timescales for a re-sit/re-take is agreed between the employer and EPAO. A re-sit is typically taken within 3 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.

All assessment methods must be taken within a 4 month period, otherwise the entire EPA will need to be re-sat/re-taken.

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

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.

Roles and responsibilities

Role	Responsibility
Apprentice	<p>As a minimum, apprentices 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 EPAO • understand the purpose and importance of EPA • undertake the EPA including meeting all gateway requirements
Employer	<p>As a minimum, employers should:</p> <ul style="list-style-type: none"> • work with the training provider (where applicable) to support the apprentice in the workplace to provide the opportunities 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 occupational standard and so is ready for EPA • select the EPAO • 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 documentations as required, for example company policies) • ensure that the EPA is scheduled with the EPAO for a date and time which allow appropriate opportunity for the KSBs to be met • ensure the apprentice is well prepared for the EPA • ensure the apprentice is given sufficient time away from regular duties to prepare for and complete any post-gateway elements of the EPA,

	<p>and that any required supervision during this time (as stated within this EPA plan) is in place</p> <ul style="list-style-type: none"> • where the apprentice is assessed in the workplace, ensure that the apprentice has access to the resources used on a daily basis
EPAO	<p>As a minimum, EPAOs should:</p> <ul style="list-style-type: none"> • agree the EPA price • understand the occupational standard • 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 • deliver the EPA as outlined in this EPA plan in a timely manner • where the apprentice is not assessed in the workplace, ensure that the apprentice has access to required resources and liaise with the employer to agree this if necessary • use 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 (i.e. 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 • conform to the requirements of the nominated external quality assurance provider (EQAP)

	<ul style="list-style-type: none"> • conform to the requirements of the Register of End-Point Assessment Organisations (RoEPAO) • deliver induction training for independent assessors, and for invigilators and markers where used • undertake standardisation activity on this apprenticeship standard 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 in order to maintain security of the assessment in line with their 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 • request certification via the Apprenticeship Service upon successful achievement of the EPA
Independent assessor	<p>As a minimum, an independent assessor should:</p> <ul style="list-style-type: none"> • have the competence to assess the apprentice at this level 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 the 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 (i.e. HEI) • attend induction training • attend standardisation events when they begin working for the EPAO, before they conduct an

	<p>EPA for the first time and a minimum of annually on this apprenticeship standard</p> <ul style="list-style-type: none"> • 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 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 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
Training provider	<p>As a minimum, the 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 (often known as the Individual Learning Plan). • monitor apprentices progress during any training provider led on-programme learning • advise the employer, upon request, on the apprentice's readiness for EPA • remain independent from delivery of the EPA. Where the training provider is the EPA (i.e. HEI) there must be procedures in place to mitigate against any conflict of interest

Internal Quality Assurance (IQA)

Internal quality assurance refers to the strategies, policies and procedures that EPA organisations must have in place to ensure valid, consistent and reliable end-point assessment decisions. EPAOs for this EPA must adhere to all requirements within the Roles and Responsibilities section and:

- have effective and rigorous quality assurance systems and procedures that ensure fair, reliable and consistent assessment across employers, places, times and independent assessors
- appoint independent assessors who are at least one level above the apprentice and have at least six month's recent relevant experience of working at an occupationally competent level in the occupation/sector gained in the last 5 years and hold or are working towards an assessor qualification
- operate induction training for independent assessors
- provide training for independent assessors in terms of good assessment practice, operating the assessment tools and grading
- undertake standardisation activity on 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 assessment decisions and grades

Affordability

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

- Scheduling the Presentation with questions and the Professional Discussion on the same day.
- Use of employers' premises and video conferencing

Mapping of knowledge, skills and behaviours (KSBs)

Assessment method 1: Project, including slide deck, presentation and questions

Knowledge
K3 The multiple ways an idea can be communicated and distributed and their benefits e.g. TV, cinema, You Tube, social media, radio, posters, and influencers
K5 How to put together and present an idea. Typically this might include slides, mood boards, storyboards, music, illustration and film references
K6 How to understand a client's brief and the timing and budgetary restrictions therein
K7 How to interrogate and challenge a brief in a constructive way
K10 The typical characteristics of a "brand" (for example, tone of voice, values)
K14 Importance of approaching ideas from different perspectives (For example how to combine ideas, or how to use an interesting fact)

Skills
S1 Interrogate a creative brief and find advertising potential within it, asking questions to clarify understanding
S3 Originate brand, products or service communications/ideas which answer a client's brief
S4 Present their idea, using visual aids (For example, slides, mood boards, storyboards and make use of music, photo, illustration and film references)
S7 Research and interpret characteristics of a brand to establish most appropriate media option(s)
S11 Apply feedback to amend or redevelop their ideas

Behaviours
B1 Creative curiosity – researches the brief and shares their ideas

Assessment method 2: Professional discussion underpinned by a portfolio of evidence

Knowledge
K1 The roles and departments and functions within an advertising team and how they interact with their own role. For example account planning, Account Executives, production specialists.
K2 The way in which a creative idea is developed from brief to production (For example, the key stages such as the client brief, creative briefing, presentation of ideas, research, pre-production, production, post production, delivery to the media channels), including basic understanding of what channels the Media Executives are recommending.
K4 The basics of advertising ethics and the importance of work being legal, decent, honest and truthful
K8 Trends and opportunities that can enhance an idea or add value to a client's business (such as the role of influencers, new advertising delivery platforms like Virtual Reality, short form mobile videos.)
K9 How to identify and source the most appropriate internal and external craftsmen that can help produce the idea e.g. voice talent, directors, designers, photographers
K11 How to give constructive feedback (For example, to designers)
K12 How text and stories bring the idea to life within the appropriate medium (For example, magazines, radio, leaflets or within digital channels such as Snapchat, emails, web pages.)
K13 How design and layout bring the idea to life within the appropriate medium (For example, magazines, radio, leaflets or within digital channels such as Snapchat, emails, content in web pages.)
K15 How advertising can persuade people to do something e.g. change behaviour, or buy a different product
K16 Typical terminology used (For example, UX, Motion Graphics, Editor, Project Manager, Coder)
K17 Understand the relationship between stories and the time limits of the selected media option and how to create short stories that fit the duration of the advert (For example, scripts for radio)
K18 That there is a legal and regulatory code (The Code)) and have knowledge of how it is applied such as the basics of what can and can't be shown in advertising (For example, Portman rules on alcohol, gender stereotyping)

Skills
S2 Solve client communication problems (for example, using mind maps)
S5 Research cultural trends and opportunities that can enhance an idea or add value to a client's business (For example, an awareness of the importance of environmental issues, or of an upcoming event/film, could build references to this into the advert)
S6 Identify and source the most appropriate internal and external experts and suppliers that can help produce the idea
S8 Deliver their work to brief and on time
S9 Write text and stories that bring the idea to life within the appropriate medium (For example, magazines, radio, leaflets or within digital channels such as Snapchat, emails, content in web pages)
S10 Create design and layout that bring the idea to life within the appropriate medium (For example, magazines, radio, leaflets or within digital channels such as Snapchat, emails, web pages)

S12 Undertake research into latest trends in advertising and new delivery platforms. (For example, keep abreast of new poster variants such as interactive superlite films at bus shelters and consider and recommend ways to use them.)
S13 Collaborate with the wider team and encourage them to share ideas to help bring the project to life
S14 Prioritise competing demands
S15 Write in any tone/style, being aware of the need to communicate to different audiences taking into account cultural differences and social representation
S16 Influence others (For example, buy a different product or change their behaviour.)
S17 Write scripts of different lengths to suit different media platforms and of different durations

Behaviours
B2 Empathy – takes into account a range of viewpoints when carrying out tasks, shows emotional intelligence when managing other people
B3 Resilience – considers feedback objectively, bounces back from criticism of their idea, and continues working on the brief with enthusiasm by continuing to achieve deadlines and maintain rapport
B4 Working under pressure – manages multiple projects and deadlines
B5 Courageous – puts forward ideas to more senior colleagues and is prepared to challenge others