



IfATE

Shaping skills training

EPA Draft Preview

DRAFT END-POINT ASSESSMENT PLAN ST0644/V1.1 FOR THE ADVERTISING AND MEDIA EXECUTIVE APPRENTICESHIP

APPRENTICESHIP REFERENCE NUMBER	LEVEL OF THIS END-POINT ASSESSMENT (EPA)	INTEGRATION
ST0644	3	Mandatory qualification

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Introduction and overview

This document explains the requirements for end-point assessment (EPA) for the advertising and media executive apprenticeship. This apprenticeship has an integrated qualification which means both the qualification and apprenticeship need to be completed, passed and awarded during the same period.

The awarding body (AB) is accountable for the integrated assessment method. The end-point assessment organisation (EPAO) must take responsibility for all other assessment methods in the EPA. EPAOs and ABs must work collaboratively to manage the delivery of the EPA.

Advertising and media executive apprentices, their employers, training providers and other interested parties should read this document.

This is a core and options apprenticeship. An apprentice must be trained and assessed against the core and one option. The options are:

- Advertising & media executive creative specialist
- Advertising & media executive media specialist

A full-time advertising and media executive apprentice typically spends 18 months on-programme. The apprentice must spend at least 12 months on-programme and complete the required amount of off-the-job training in line with the apprenticeship funding rules.

The EPA should be completed within an EPA period lasting typically 4 months.

The apprentice must complete their training and meet the gateway requirements before starting their EPA. The EPA will assess occupational competence.

EPA summary table

<p>On-programme - typically 18 months</p>	<p>The apprentice must:</p> <ul style="list-style-type: none"> • complete training to develop the knowledge, skills and behaviours (KSBs) outlined in this apprenticeship's standard • complete training towards English and mathematics qualifications in line with the apprenticeship funding rules • The apprentice must have completed all learning for the IPA Foundation Certificate except the integrated exam • complete training towards the qualification listed in the advertising and media executive apprenticeship standard <p>The qualification required is:</p> <p>IPA Foundation Certificate</p>
<p>End-point assessment gateway</p>	<p>The apprentice's employer must be content that the apprentice is occupationally competent.</p> <p>The apprentice must:</p> <ul style="list-style-type: none"> • confirm they are ready to take the EPA • have achieved English and mathematics qualifications in line with the apprenticeship funding rules • The apprentice must have completed and passed all required elements of the IPA Foundation Certificate except the integrated component <p>Gateway evidence must be submitted to the EPAO, along with any organisation specific policies and procedures requested by the EPAO.</p>
<p>End-point assessment - typically 4 months</p>	<p>The grades available for each assessment method are below</p> <p>IPA Foundation Certificate :</p> <ul style="list-style-type: none"> • fail • pass

	<ul style="list-style-type: none"> • merit • distinction <p>Project, slide deck presentation and questions :</p> <ul style="list-style-type: none"> • fail • pass • distinction <p>Overall EPA and apprenticeship can be graded:</p> <ul style="list-style-type: none"> • fail • pass • merit • distinction
<p>Re-sits and re-takes</p>	<p>The details for re-sits and re-takes are below:</p> <ul style="list-style-type: none"> • re-take and re-sit grade cap: pass • re-sit timeframe: typically 3 months • re-take timeframe: typically 4 months

Duration of end-point assessment period

The EPA is taken in the EPA period. The EPA period starts when the EPAO confirms the gateway requirements have been met and is typically 4 months.

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

EPA gateway

The apprentice's employer must be content that the apprentice is occupationally competent. That is, they are deemed to be working at or above the level set out in the apprenticeship standard and ready to undertake the EPA. The employer may take advice from the apprentice's training provider, but the employer must make the decision. The apprentice will then enter the gateway.

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

They must:

- confirm they are ready to take the EPA
- have achieved English and mathematics qualifications in line with the apprenticeship funding rules
- have completed and passed all required elements of the IPA Foundation Certificate except the integrated component

Gateway evidence must be submitted to the EPAO, along with any organisation specific policies and procedures requested by the EPAO.

Order of assessment methods

The integrated assessment method must be delivered after non-integrated assessment methods have been attempted.

IPA Foundation Certificate

This is an integrated assessment method. This integrated assessment method forms part of the apprenticeship's EPA as well as the awarding of the qualification.

The KSBs aligned to this integrated assessment method will be assessed and graded by the awarding body and contribute to the overall outcome of the apprenticeship and the qualification.

Overview

In the IPA Foundation Certificate, the apprentice answers questions in a controlled and invigilated environment. It gives the apprentice the opportunity to demonstrate the knowledge mapped to this assessment method.

Short answer questions (SAQs) are open-ended questions used to assess basic knowledge in an examination. SAQs need a brief factual or interpretive answer.

Rationale

This assessment method is being used because:

- it can assess knowledge, skills and behaviours
- it is easy to administer
- it can be conducted remotely and administered to multiple apprentices at the same time, potentially reducing cost
- it reduces the assessment burden on the apprentice

Delivery

The IPA Foundation Certificate must be structured to give the apprentice the opportunity to demonstrate the knowledge mapped to this assessment method. The delivery of the test must align with the conditions set out by the AB for the integrated qualification. The test can

be computer or paper based. The apprentice must be given notice of the date and time of the test.

Test administration

The test must be taken in the presence of an invigilator who is the responsibility of the AB.

The AB must have an invigilation policy setting out how the test must be conducted. It must state the ratio of apprentices to invigilators for the setting and allow the test to take place in a secure way.

The AB is responsible for the security of the test including the arrangements for on-line testing. The AB must ensure that their security arrangements maintain the validity and reliability of the test.

Marking

The responsibility for the marking of the test is with the AB. They must produce a marking scheme to be followed. Marking by computer is allowed where question types support this.

The AB is responsible for overseeing the marking, standardisation and moderation of the test.

Assessment location

The apprentice must take the test in a suitably controlled and invigilated environment that is a quiet room, free from distractions and influence. The AB must check the venue is suitable.

Question and resource development

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

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

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

The AB must produce the following materials to support this assessment method:

- administration materials
- moderation and standardisation materials
- guidance materials
- grading guidance
- test specification

- sample test and mark schemes
- live tests and mark schemes
- question bank

The AB must ensure that the materials are subject to quality assurance procedures including standardisation and moderation.

Project, slide deck presentation and questions

Overview

A project involves the apprentice completing a significant and defined piece of work that has a real business application and benefit. The project must meet the needs of the employer's business and be relevant to the apprentice's occupation and apprenticeship.

This assessment method has 2 components:

project with a project output presentation with questions and answers

Together, these components give the apprentice the opportunity to demonstrate the KSBs mapped to this assessment method. They are assessed by an independent assessor.

The apprentice must start the project after gateway. The employer should ensure the apprentice has the time and resources to plan and complete their project.

Rationale

This assessment method is being used because:

- it assesses understanding of a subject it assesses knowledge and skills that cannot be directly observed in practice
- it allows the apprentice to directly demonstrate KSBs relating to communication and presentation
- it provides the opportunity to use authentic workplace contexts which increases assessment validity in relation to the occupational role
- it allows for the presentation of evidence and testing of responses where there are a range of potential answers
- it can be conducted remotely, potentially reducing cost

Delivery

The project, slide deck presentation and questions must be structured to give the apprentice the opportunity to demonstrate the KSBs mapped to this assessment method to the highest available grade.

An independent assessor must conduct and assess the presentation with questions.

The presentation must cover: A real client brief that has real business benefit to the employer. This could be a significant brief for an existing client or a new client. The

apprentice's project should provide the apprentice the opportunity to demonstrate their skills through delivering a defined advertising and media activity appropriate to the role of an Advertising and Media Executive.

It must provide opportunity to:

- Work for clients
- Work on a client creative brief
- Show how their role fits in with their employers aims
- Links to commercial objectives

The apprentice must include the following in their slide deck and presentation: .

- That they had investigated and understood the timing, budgetary and brand guidelines restrictions.
- That they understood why the media options had been chosen.
- How they had contributed to an idea and execution to meet the creative brief.
- To show that they understood and challenged any aspects of the brief in a constructive way.
- How it could be executed in the chosen mediums.
- How they had taken on feedback to amend or redevelop the idea.

The apprentice must submit any presentation materials to the EPAO by the end of week 6 of the EPA period. The apprentice must notify the EPAO, at that point, of any technical requirements for the presentation.

During the presentation, the apprentice must have access to:

- audio-visual presentation equipment
- flip chart and writing and drawing materials
- computer

The independent assessor must have at least 2 weeks to review any presentation materials, before the presentation is delivered by the apprentice, to allow them to prepare questions. The EPAO must give the apprentice at least 1 weeks' notice of the presentation assessment.

The independent assessor must ask questions after the presentation.

The purpose of the questions is:

- To seek clarification where required
- To assess the level of competence against the grading descriptors
- To verify that the activity was completed by the apprentice
- To assess those KSBs that the apprentice did not have the opportunity to demonstrate with the slide deck, although these should be kept to a minimum

- To assess level of competence against the grading descriptors.

The presentation and questions must last 60 minutes. This will typically include a presentation of 30 minutes and questioning lasting 30 minutes. The independent assessor must use the full time available for questioning. The independent assessor can increase the total time of the presentation and questioning by up to 10%. This time is to allow the apprentice to complete their last point or respond to a question if necessary.

The independent assessor must ask at least 6 questions. They must use the questions from the EPAO's question bank or create their own questions in line with the EPAO's training. Follow up questions are allowed where clarification is required.

The apprentice may choose to end the assessment method early. The apprentice must be confident they have demonstrated competence against the assessment requirements for the assessment method. The independent assessor or EPAO must ensure the apprentice is fully aware of all assessment requirements. The independent assessor or EPAO cannot suggest or choose to end the assessment methods early, unless in an emergency. The EPAO is responsible for ensuring the apprentice understands the implications of ending an assessment early if they choose to do so. The independent assessor may suggest the assessment continues. The independent assessor must document the apprentice's request to end the assessment early.

The independent assessor must make the grading decision. The independent assessor must assess the presentation and answers to questions holistically when deciding the grade.

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

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

Assessment location

The presentation with questions must take place in a suitable venue selected by the EPAO for example, the EPAO's or employer's premises. The presentation with questions should take place in a quiet room, free from distractions and influence.

Question and resource development

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

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

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

The EPAO must produce the following materials to support the project, slide deck presentation and questions :

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

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

Grading

IPA Foundation Certificate

Fail - does not meet pass criteria

INTEGRATED QUALIFICATIONS KSBS	A PASS FOR THIS ASSESSMENT METHOD WILL BE ACHIEVED AS DETAILED BELOW.	A MERIT FOR THIS ASSESSMENT METHOD WILL BE ACHIEVED AS DETAILED BELOW.	A DISTINCTION FOR THIS ASSESSMENT METHOD WILL BE ACHIEVED AS DETAILED BELOW.
<p>(Core) Advertising K5 K8 K9 K17 S8</p>	<p>The apprentice will be assessed in line with the marking scheme produced by the AB. In order to pass, the apprentices must achieve the requirements of the pass criteria of the integrated qualification.</p> <p>Awarding bodies must make clear in their marking criteria which grade boundary for the integrated assessment method represents a pass grade for the EPA.</p>	<p>The apprentice will be assessed in line with the marking scheme produced by the AB. In order to be graded as a merit, the apprentices must achieve the requirements of the merit criteria of the integrated qualification.</p> <p>Awarding bodies must make clear in their marking criteria which grade boundary for the integrated assessment method represents a merit grade for the EPA.</p>	<p>The apprentice will be assessed in line with the marking scheme produced by the AB. In order to be graded as a distinction, the apprentices must achieve the requirements of the distinction criteria of the integrated qualification.</p> <p>Awarding bodies must make clear in their marking criteria which grade boundary for the integrated assessment method represents a distinction grade for the EPA.</p>
<p>(Core) Working with stakeholders K6 K11 S7 S11 S16</p>	<p>The apprentice will be assessed in line with the marking scheme produced by the AB. In order to pass, the apprentices must achieve the requirements of the pass criteria of the integrated qualification.</p> <p>Awarding bodies must make clear in their marking criteria which grade boundary for the</p>	<p>The apprentice will be assessed in line with the marking scheme produced by the AB. In order to be graded as a merit, the apprentices must achieve the requirements of the merit criteria of the integrated qualification.</p> <p>Awarding bodies must make clear in their marking criteria which grade</p>	<p>The apprentice will be assessed in line with the marking scheme produced by the AB. In order to be graded as a distinction, the apprentices must achieve the requirements of the distinction criteria of the integrated qualification.</p> <p>Awarding bodies must make clear in their marking criteria which grade</p>

	integrated assessment method represents a pass grade for the EPA.	boundary for the integrated assessment method represents a merit grade for the EPA.	boundary for the integrated assessment method represents a distinction grade for the EPA.
(Core) Achieving results K1 K7 K14 K16 K28 S1 S2 B2 B4	<p>The apprentice will be assessed in line with the marking scheme produced by the AB. In order to pass, the apprentices must achieve the requirements of the pass criteria of the integrated qualification.</p> <p>Awarding bodies must make clear in their marking criteria which grade boundary for the integrated assessment method represents a pass grade for the EPA.</p>	<p>The apprentice will be assessed in line with the marking scheme produced by the AB. In order to be graded as a merit, the apprentices must achieve the requirements of the merit criteria of the integrated qualification.</p> <p>Awarding bodies must make clear in their marking criteria which grade boundary for the integrated assessment method represents a merit grade for the EPA.</p>	<p>The apprentice will be assessed in line with the marking scheme produced by the AB. In order to be graded as a distinction, the apprentices must achieve the requirements of the distinction criteria of the integrated qualification.</p> <p>Awarding bodies must make clear in their marking criteria which grade boundary for the integrated assessment method represents a distinction grade for the EPA.</p>

Project, slide deck presentation and questions

Fail - does not meet pass criteria

THEME KSBS	PASS APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS	DISTINCTION APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS AND ALL OF THE DISTINCTION DESCRIPTORS
<p>(Core) Communication K18 K27 S5 S10 S13</p>	<p>Describes how they used to influence and negotiating techniques to communicate with different stakeholders to achieve favourable outcome even if this can't be achieved in its entirety. K18, S10</p> <p>Explains how they selected communication method and produced communications using professional and industry terminology accurately with clients and stakeholders. K27, S5, S13</p>	<p>Explains the effectiveness of their communication and negotiation to accurately communicate and influence clients and stakeholders to achieve favourable outcomes</p>
<p>(Core) Working with stakeholders K10 K25 S21 B3</p>	<p>Explains how they use the principles of management and delivery of third parties with clients in a professional manner whilst demonstrating the values of the organisation. K10, B3</p> <p>Explains how they use digital tools to collaborate and communicate with colleagues and key stakeholders. K25, S21</p>	<p>Explains how why they selected a particular digital tool or software when collaborating with key stakeholders and did it produce the planned outcome. K25, S21</p>

<p>(Core) Policies and procedures K24 K26 B6</p>	<p>Explains how they support equity, diversity and inclusion in their workplace. K24</p> <p>Explains how they prioritise and support policies and procedures relating to environmental impact and sustainability. K26, B6</p>	<p>x</p>
<p>(Core) Achieving results K12 S4 S9 S19 B1</p>	<p>Explains the impact of using industry recognised systems and technologies to plan, budget and bill on the campaign. K12, S4</p> <p>Explains how they select and use metric data and reports it to the team. S19, B1</p> <p>Explains how upward supplier and client management relates to commercial realities for example a new digital opportunity or a TV production problem. S9</p>	<p>Explains the implications on the team if inaccurate metric data being used. S19, B1</p>
<p>(Core) Project management K2 K3 K4 S3 S6 B5</p>	<p>Explains how they use project management techniques to manage and prioritise workload to meet agreed timelines. K2, S6</p> <p>Describes how they project manage and amend timelines in difficult situations to ensure campaigns are on track,</p>	<p>Analyses the effectiveness of their project management techniques used on their campaign to keep on track by managing and prioritising workload to meet agreed timelines. K2, S3, S6</p>

	<p>ensuring relationships are maintained throughout. S3, B5</p> <p>Describes how they use systems and digital technologies for reporting and documentation purpose. K3, K4</p>	
<p>(Advertising & media executive creative specialist) Creative ideas and processes K13 K15 S14 S15 S17</p>	<p>Give an example of a situation where they were involved in a creative conversation and describe how they communicated using creative production techniques to contribute to the idea, so it appears in the correct format. K13, S14</p> <p>Explains how they supported the execution phase to maintain the key creative idea. Describes the different elements of a creative execution and how they all come together to convey an idea or message whilst considering the differences in the ways competitor brands market themselves. K15, S15, S17</p>	x
<p>(Advertising & media executive media specialist) Creative media K19 K20 K21 K22 K23 S12 S18 S20</p>	<p>Explains how they applied the media buying process in their environment. K19</p> <p>Explains how they used media metrics to support the research on how the message or creative</p>	x

idea might be best distributed to reach the target audience and make recommendations based on this data. K21, S12

Describes the approaches to the evaluation of media planning and buying, both short and long term for their project.

Describes media buying processes, techniques, tools and trends used when coordinates responses to media owners and intermediaries to manage all aspects of the process. K20, S18

Explains how they used location and timing of media interaction with creative content provided support to research how the message or creative idea might be best distributed to reach the target audience for example time of day, the right place and make recommendations based on this. K22, S20

Overall EPA grading

Performance in the EPA determines the overall grade of:

- fail
- pass
- merit
- distinction

An independent assessor must individually grade the

- Project, slide deck presentation and questions

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

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

To achieve an overall pass, the apprentice must achieve at least a pass in all the assessment methods.

Awarding bodies should make clear in their marking criteria which grade boundary for the integrated assessment method represents a pass grade for the EPA. This pass grade must reflect demonstration of occupational competence in the KSBs.

Grades from individual assessment methods must be combined in the following way to determine the grade of the EPA overall.

Re-sits and re-takes

If the apprentice fails one assessment method or more, they can take a re-sit or a re-take at their employer's discretion. The apprentice's employer needs to agree that a re-sit or re-take is appropriate. A re-sit does not need further learning, whereas a re-take does. The apprentice should have a supportive action plan to prepare for a re-sit or a re-take.

The employer and the EPAO should agree the timescale for a re-sit or re-take. 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 4 months of the EPA outcome notification.

Non-integrated assessment methods must be attempted before the integrated assessment method is attempted. The re-sit or re-take opportunities for the integrated assessment method must fall within the typical EPA period timeframes. This is to ensure that apprentices are not disadvantaged by the assessment of qualifications being available within an assessment window occurring once a year.

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

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

The apprentice will get a maximum EPA grade of pass if they need to re-sit or re-take one or more assessment methods, unless the EPAO determines there are exceptional circumstances.

Roles and responsibilities

ROLES	RESPONSIBILITIES
Apprentice	<p>As a minimum, the apprentice should:</p> <ul style="list-style-type: none"> • complete on-programme training to meet the KSBs as outlined in the apprenticeship standard for a minimum of 12 months • complete the required amount of off-the-job training specified by the apprenticeship funding rules and as arranged by the employer and training provider • understand the purpose and importance of EPA • apply for any reasonable adjustments and special considerations • prepare for and undertake the EPA including meeting all gateway requirements • ensure that all supporting evidence required at the gateway is submitted in line with this EPA plan
Employer	<p>As a minimum, the apprentice's employer must:</p> <ul style="list-style-type: none"> • select the training provider • work with the training provider to select the EPAO • ensure that the apprentice is enrolled on mandated qualifications in line with the occupational standard • work with the training provider (where applicable) to support the apprentice in the workplace and to provide the opportunities for the apprentice to develop the KSBs • arrange and support off-the-job training to be undertaken by the apprentice • decide when the apprentice is working at or above the occupational standard and is ready for EPA • ensure the apprentice is prepared for the EPA • ensure that all supporting evidence required at the gateway is submitted in line with this EPA plan • confirm arrangements with the EPAO for the EPA (who, when, where) in a timely manner • ensure that the EPA is scheduled with the EPAO for a date and time in line with EPA requirements • ensure that the integrated assessment method is scheduled with the AB for a date and time in line with EPA requirements

	<ul style="list-style-type: none"> • provide access to any employer-specific documentation as required for example, company policies • ensure the apprentice is given sufficient time away from regular duties to prepare for, and complete the EPA • ensure that any required supervision during the EPA period, as stated within this EPA plan, is in place • ensure the apprentice has access to the resources used to fulfil their role and carry out the EPA for workplace based assessments • remain independent from the delivery of the EPA • pass the certificate to the apprentice upon receipt from the EPAO
EPAO	<p>As a minimum, the EPAO must:</p> <ul style="list-style-type: none"> • conform to the requirements of this EPA plan and deliver its requirements in a timely manner • conform to the requirements of the APAR • conform to the requirements of the external quality assurance provider (EQAP) • understand the apprenticeship including the occupational standard, EPA plan and funding • make all necessary contractual arrangements including agreeing the price of the EPA • have third party arrangements in place with the AB to: <ul style="list-style-type: none"> • work collaboratively to manage the delivery of the EPA • ensure the EPA is arranged to meet the scheduling requirements set out in this EPA plan • to share the outcomes of the integrated assessment methods in a timely manner. The sharing of information is strictly related to the apprentice's details and the outcome of their performance of the qualification. Employer and training provider details should not be shared between these organisations. • develop and produce assessment materials including specifications and marking materials (for example mark schemes, practice materials, training material) for the non-integrated assessment methods • maintain and apply a policy for the declaration and management of conflict of interests and independence. This must ensure, as a minimum, there is no personal

benefit or detriment for those delivering the EPA or from the result of an assessment. It must cover:

- apprentices
- employers
- independent assessors
- any other roles involved in delivery or grading of the EPA
- have quality assurance systems and procedures that ensure fair, reliable and consistent assessment and maintain records of internal quality assurance (IQA) activity for external quality assurance (EQA) purposes
- appoint independent, competent, and suitably qualified assessors in line with the requirements of this EPA plan
- appoint administrators, invigilators and any other roles where required to facilitate the EPA
- deliver induction, initial and on-going training for all their independent assessors and any other roles involved in the delivery or grading of the non-integrated assessment methods of the EPA as specified within this EPA plan. This should include how to record the rationale and evidence for grading decisions where required
- conduct standardisation with all their independent assessors before allowing them to deliver an EPA, when the EPA is updated, and at least once a year
- develop and provide assessment recording documentation to ensure a clear and auditable process is in place for providing assessment decisions and feedback to all relevant stakeholders
- maintain and apply a policy for reasonable adjustment and special considerations for apprentices
- use language in the development and delivery of the EPA that is appropriate to the level of the apprenticeship
- provide information, advice, and guidance documentation to enable apprentices, employers and training providers to prepare for the EPA
- confirm the gateway requirements have been met before they start the EPA for an apprentice
- host and facilitate the EPA or make suitable alternative arrangements
- maintain the security of the EPA including, but not limited to, verifying the identity of the apprentice, invigilation and security of materials

	<ul style="list-style-type: none"> • arrange for the non-integrated assessment methods of the EPA to take place in a timely manner, in consultation with the employer • deliver the non-integrated assessment methods in line with this EPA plan • where the EPA plan permits assessment away from the workplace, ensure that the apprentice has access to the required resources and liaise with the employer to agree this if necessary • confirm the overall grade awarded including the outcomes of the integrated and non-integrated assessment methods in line with this EPA plan • conduct moderation of all their independent assessors' decisions once EPAs have started • monitor the performance of all their independent assessors and provide re-training where necessary • maintain and apply a policy for conducting appeals • arrange the certification of the apprenticeship
Awarding body	<p>As a minimum, the awarding body must:</p> <ul style="list-style-type: none"> • conform to the requirements of this EPA plan and deliver its requirements in a timely manner • conform to the requirements of any regulators for the mandated qualification • understand the apprenticeship including the occupational standard, EPA plan and funding • confirm that they agree to the conditions of integration for the integrated assessment method, as outlined in the EPA plan • make all necessary contractual arrangements • have third party arrangements in place with the EPAO to: <ul style="list-style-type: none"> • work collaboratively to manage the delivery of the EPA • ensure the EPA is arranged to meet the scheduling requirements set out in this EPA plan • to share the outcomes of the integrated assessment method in a timely manner. The sharing of information is strictly related to the apprentice's details and the outcome of their performance of the qualification. Employer and training provider details should not be shared between these organisations.

- develop and produce assessment materials including specifications and marking materials (for example mark schemes, practice materials, training material) for the integrated assessment method
- maintain and apply a policy for the declaration and management of conflict of interests and independence relating to the EPA of an apprentice (including by way of moderation).
- have quality assurance systems and procedures that ensure fair, reliable and consistent assessment and maintain records of internal quality assurance (IQA) activity
- source a suitably qualified and independent person who must administer all aspects of the integrated assessment method. This means that they must not:
 - be connected to the apprentice
 - have been involved in the management or training of the apprentice
 - have a vested interest in the outcome.
- Where this is not possible, by exception, a person who has delivered the assessed content may administer the assessment. This is providing they are not the sole administrator.
- source a suitably qualified and independent person who must grade all aspects of the integrated assessment method. The person making the grading judgement must not be employed by:
 - the same organisation as the apprentice
 - the apprentice's training provider.
- This means that the integrated assessment method/aspects must be marked by either:
 - the awarding body,
 - an independent person appointed by the awarding body, or an independent assessor sourced by, or from, the EPAO,
 - or a combination of the above.
- In rare circumstances, training provider staff may mark the integrated assessment method. This will only be to mark tests where there is a right or wrong answer, for example, multiple-choice tests. Strict arrangements must be in place for monitoring, moderation and quality assurance.
- develop and produce assessment materials including specifications and marking materials (for example mark

	<p>schemes, practice materials, training material) for the integrated assessment methods</p> <ul style="list-style-type: none"> • deliver induction, initial and on-going training for all their independent assessors and any other roles involved in the administration or grading of the integrated assessment method of the EPA as specified within this EPA plan. This should include how to record the rationale and evidence for grading decisions where required • provide information, advice, and guidance documentation to enable apprentices, employers and training providers to prepare for the integrated assessment method • arrange for the integrated assessment methods of the EPA to take place in a timely manner, in consultation with the employer • maintain the security of the integrated assessment method including, but not limited to, verifying the identity of the apprentice, invigilation and security of materials • must externally set and externally mark the integrated assessment method • maintain and apply a policy for reasonable adjustment and special considerations for apprentices • deliver the integrated assessment method in line with this EPA plan • conduct moderation of all their independent assessors' decisions for integrated assessment methods • monitor the performance of all their independent assessors and provide re-training where necessary • an auditable process is in place for providing assessment decisions and feedback to all relevant stakeholders • maintain and apply a policy for conducting appeals • continue to follow the rules and regulations applicable to the qualification, for example, those of Ofqual and industry regulators. • must give IfATE at least 6 months' notice of any changes to mandated qualifications
Independent assessor	<p>As a minimum, an independent assessor must:</p> <ul style="list-style-type: none"> • be independent, with no conflict of interest with the apprentice, their employer or training provider, specifically, they must not receive a personal benefit or detriment from the result of the assessment

	<ul style="list-style-type: none"> • have, maintain and be able to evidence up-to-date knowledge and expertise of the occupation • have the competence to assess the EPA and meet the requirements of the IQA section of this EPA plan • understand the apprenticeship’s occupational standard and EPA plan • attend induction and standardisation events before they conduct an EPA for the first time, when the EPA is updated, and at least once a year • use language in the delivery of the EPA that is appropriate to the level of the apprenticeship • work with other personnel, including additional assessors where used, in the preparation and delivery of assessment methods • conduct the EPA to assess the apprentice against the KSBs and in line with the EPA plan • make final grading decisions in line with this EPA plan • record and report assessment outcome decisions • comply with the IQA requirements of the EPAO • comply with external quality assurance (EQA) requirements
<p>Training provider</p>	<p>As a minimum, the training provider must:</p> <ul style="list-style-type: none"> • conform to the requirements of the apprenticeship provider and assessment register (APAR) • ensure procedures are in place to mitigate against any conflict of interest • work with the employer and support the apprentice during the off-the-job training to provide the opportunities to develop the KSBs as outlined in the occupational standard • deliver training to the apprentice as outlined in their apprenticeship agreement • monitor the apprentice’s progress during any training provider led on-programme learning • ensure the apprentice is prepared for the EPA • work with the employer to select the EPAO • advise the employer, upon request, on the apprentice’s readiness for EPA • ensure that all supporting evidence required at the gateway is submitted in line with this EPA plan

	<ul style="list-style-type: none"> • not make any adaptations to aspects of the integrated assessment method • remain independent from the delivery of the non-integrated assessment methods in EPA • remain independent from the integrated assessment method, except with the marking of tests where there is a right or wrong answer for example multiple-choice tests • remain independent from the administration of the integrated assessment method. This person must also be independent of the apprentice. Where this is not possible, by exception and agreed by the awarding body, a person who has delivered the assessed content may administer the assessment. This is providing they are not the sole administrator.
<p>Technical expert</p>	<p>As a minimum, the technical expert should:</p> <ul style="list-style-type: none"> • have no direct connection or conflict of interest with the apprentice or training provider • provide technical support, advice and guidance such as confirming company policies, procedures or processes, and providing context on technical information or on emerging technologies • provide information only at the request of the independent assessor (who has the final say over the assessment and grade awarded) • not provide information on behalf of the apprentice, ask the apprentice questions or influence the apprentice or the assessment judgement in any way • not amplify or clarify points made by the apprentice

Reasonable adjustments

Reasonable adjustments

The EPAO and AB must have reasonable adjustments arrangements for the EPA.

This should include:

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

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

Special considerations

The EPAO and AB must have special consideration arrangements for the EPA.

This should include:

- how an apprentice qualifies for a special consideration
- what special considerations will be given

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

Internal quality assurance

Internal quality assurance refers to the strategies, policies and procedures that an EPAO and AB must have in place to ensure valid, consistent and reliable end-point assessment decisions.

EPAOs and ABs for this end-point assessment plan must adhere to the requirements within the roles and responsibilities table.

They must also appoint independent assessors who:

- have recent relevant experience of the occupation or sector to at least occupational level 4 gained in the last [5 years](#) or [significant experience of the occupation or sector](#)

Value for money

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

- completing applicable assessment methods online, for example computer-based assessment
- utilising digital remote platforms to conduct applicable assessment methods
- assessing multiple apprentices simultaneously where the assessment method permits this
- using the employer's premises
- conducting assessment methods on the same day

Professional recognition

This apprenticeship is not aligned to professional recognition.

Mapping of KSBs to assessment methods

KNOWLEDGE	ASSESSMENT METHODS
<p>K1: Core. The role creative and media plays for clients and the links to commercial objectives</p>	<p>IPA Foundation Certificate</p>
<p>K2: Core. Project management techniques</p>	<p>Project, slide deck presentation and questions</p>
<p>K3: Core. The systems and digital technologies that are used in agencies for example Teams, Sage, scheduling tools and Excel</p>	<p>Project, slide deck presentation and questions</p>
<p>K4: Core. Methods and approaches for reporting and documentation</p>	<p>Project, slide deck presentation and questions</p>
<p>K5: Core. The lifecycle of an advertising campaign</p>	<p>IPA Foundation Certificate</p>
<p>K6: Core. Roles and services offered by agencies, departments within agencies and their interactions</p>	<p>IPA Foundation Certificate</p>
<p>K7: Core. The key legal, regulatory and ethical issues for advertising and media, for example sustainability, equity diversity and inclusion, advertising to children, data regulation and Artificial Intelligence</p>	<p>IPA Foundation Certificate</p>
<p>K8: Core. The commercial dynamics of advertising and media</p>	<p>IPA Foundation Certificate</p>
<p>K9: Core. Theory and history of advertising including evolving advertising trends. For example how humans make decisions, gender representation and proliferation of media opportunities</p>	<p>IPA Foundation Certificate</p>
<p>K10: Core. Principles of management and delivery of third parties for example client, supplier and regulatory body</p>	<p>Project, slide deck presentation and questions</p>

<p>K11: Core. The value the supply chain can provide</p>	IPA Foundation Certificate
<p>K12: Core. The digital landscape and how it impacts on any given campaign</p>	Project, slide deck presentation and questions
<p>K13: Advertising & media executive creative specialist. The creative process and how people operate in that environment</p>	Project, slide deck presentation and questions
<p>K14: Core. New creative and media, trends for example influencers, virtual reality and Artificial Intelligence</p>	IPA Foundation Certificate
<p>K15: Advertising & media executive creative specialist. Understand the different elements of a creative idea copy and art direction and its execution, understanding the relative importance of those different elements</p>	Project, slide deck presentation and questions
<p>K16: Core. Understand how the effectiveness of a campaign is measured against the client's business objectives</p>	IPA Foundation Certificate
<p>K17: Core. Fundamentals of brand building</p>	IPA Foundation Certificate
<p>K18: Core. Influencing and negotiating techniques</p>	Project, slide deck presentation and questions
<p>K19: Advertising & media executive media specialist. The media buying process</p>	Project, slide deck presentation and questions
<p>K20: Advertising & media executive media specialist. Media buying techniques, processes, channels, tools and trends, for example best alternative to a negotiated agreement, how to buy using automated platforms, depth of data and influencer marketing</p>	Project, slide deck presentation and questions
<p>K21: Advertising & media executive media specialist. Media metrics for example latest Google Adwords, latest viewing figures from Broadcasters Audience Research Board</p>	Project, slide deck presentation and questions

<p>K22: Advertising & media executive media specialist. Location and timing of media interaction with creative content</p>	<p>Project, slide deck presentation and questions</p>
<p>K23: Advertising & media executive media specialist. Approaches to the evaluation of media planning and buying, both short- and long-term</p>	<p>Project, slide deck presentation and questions</p>
<p>K24: Core. Principles and policies of equity, diversity, and inclusion in the workplace</p>	<p>Project, slide deck presentation and questions</p>
<p>K25: Core. Digital tools and software including those used to communicate and interact with a range of key stakeholders</p>	<p>Project, slide deck presentation and questions</p>
<p>K26: Core. Policies and procedures relating to environmental impact and sustainability</p>	<p>Project, slide deck presentation and questions</p>
<p>K27: Core. Professional communication methods for stakeholders</p>	<p>Project, slide deck presentation and questions</p>
<p>K28: Core. Problem solving technique to generate ideas to solve a problem</p>	<p>IPA Foundation Certificate</p>

SKILL	ASSESSMENT METHODS
<p>S1: Core. Identify the ways in which creative and media can help organisations to achieve corporate objectives</p>	<p>IPA Foundation Certificate</p>
<p>S2: Core. Objectively structure problems and approaches to solving them</p>	<p>IPA Foundation Certificate</p>
<p>S3: Core. Manage projects using project management techniques in order to ensure campaigns are on track maintaining relationships</p>	<p>Project, slide deck presentation and questions</p>
<p>S4: Core. Use industry recognised systems and technologies that are used in agencies to plan, budget and bill</p>	<p>Project, slide deck presentation and questions</p>
<p>S5: Core. Produce communications for example on PowerPoint, emails, minutes and reports using industry terminology and professional language</p>	<p>Project, slide deck presentation and questions</p>
<p>S6: Core. Manage and prioritise workload to meet agreed timelines</p>	<p>Project, slide deck presentation and questions</p>
<p>S7: Core. Apply knowledge of the interface and the dynamics of the different agencies for a smooth flow of work</p>	<p>IPA Foundation Certificate</p>
<p>S8: Core. Adhere to legislative regulations that apply in the advertising and media industry</p>	<p>IPA Foundation Certificate</p>
<p>S9: Core. Upward supplier and client management related to commercial realities for example a new digital opportunity or a TV production problem</p>	<p>Project, slide deck presentation and questions</p>
<p>S10: Core. Use negotiating and influencing techniques for example to communicate with different audiences or authorise a late media opportunity</p>	<p>Project, slide deck presentation and questions</p>

<p>S11: Core. Delivery of supply chain value, on time</p>	IPA Foundation Certificate
<p>S12: Advertising & media executive media specialist. Deploy digital mediums to guarantee results for example using Google Analytics to check key words</p>	Project, slide deck presentation and questions
<p>S13: Core. Communicate with clients and stakeholders accurately and by selecting the appropriate method</p>	Project, slide deck presentation and questions
<p>S14: Advertising & media executive creative specialist. Use creative and production techniques to help the idea appear in the correct format</p>	Project, slide deck presentation and questions
<p>S15: Advertising & media executive creative specialist. Support the execution phase to maintain the key creative idea.</p>	Project, slide deck presentation and questions
<p>S16: Core. Support stakeholders in obtaining the data they need to complete tasks, for example demographics and metrics.</p>	IPA Foundation Certificate
<p>S17: Advertising & media executive creative specialist. Report differences in ways competitor brands market themselves.</p>	Project, slide deck presentation and questions
<p>S18: Advertising & media executive media specialist. Coordinate responses to media owners and intermediaries for example using automated platforms</p>	Project, slide deck presentation and questions
<p>S19: Core. Access the metric data and report it to the team</p>	Project, slide deck presentation and questions
<p>S20: Advertising & media executive media specialist. Provide support to research how the message or creative idea might be best distributed to reach the target audience for example time of day, the right place and make recommendations based on this</p>	Project, slide deck presentation and questions

<p>S21: Core. Use digital collaboration tools to work with colleagues and key stakeholders</p>	Project, slide deck presentation and questions
BEHAVIOUR	ASSESSMENT METHODS
<p>B1: Core. Shows attention to detail</p>	Project, slide deck presentation and questions
<p>B2: Core. Embraces problems as challenges to be solved</p>	IPA Foundation Certificate
<p>B3: Core. Engage with different stakeholders professionally demonstrating the values of the organisation</p>	Project, slide deck presentation and questions
<p>B4: Core. Exhibits curiosity about the industry, demonstrating a positive approach to learning</p>	IPA Foundation Certificate
<p>B5: Core. Shows resilience keeps going through difficult situations</p>	Project, slide deck presentation and questions
<p>B6: Core. Prioritises sustainable practices for example reducing paper waste, turning off unused lights, car sharing or using public transport to travel for business meetings</p>	Project, slide deck presentation and questions

Mapping of KSBs to grade themes

Ipa foundation certificate

KSBS GROUPED BY THEME	KNOWLEDGE	SKILLS	BEHAVIOUR
(Core) Advertising K5 K8 K9 K17 S8	<p>The lifecycle of an advertising campaign (K5)</p> <p>The commercial dynamics of advertising and media (K8)</p> <p>Theory and history of advertising including evolving advertising trends. For example how humans make decisions, gender representation and proliferation of media opportunities (K9)</p> <p>Fundamentals of brand building (K17)</p>	<p>Adhere to legislative regulations that apply in the advertising and media industry (S8)</p>	None
(Core) Working with stakeholders K6 K11 S7 S11 S16	<p>Roles and services offered by agencies, departments within agencies and their interactions (K6)</p> <p>The value the supply chain can provide (K11)</p>	<p>Apply knowledge of the interface and the dynamics of the different agencies for a smooth flow of work (S7)</p> <p>Delivery of supply chain value, on time (S11)</p> <p>Support stakeholders in obtaining the data they need to complete tasks, for example demographics and metrics. (S16)</p>	None
(Core) Achieving results	The role creative and media plays for	Identify the ways in which creative and	Embraces problems as challenges to be

<p>K1 K7 K14 K16 K28 S1 S2 B2 B4</p>	<p>clients and the links to commercial objectives (K1)</p> <p>The key legal, regulatory and ethical issues for advertising and media, for example sustainability, equity diversity and inclusion, advertising to children, data regulation and Artificial Intelligence (K7)</p> <p>New creative and media, trends for example influencers, virtual reality and Artificial Intelligence (K14)</p> <p>Understand how the effectiveness of a campaign is measured against the client's business objectives (K16)</p> <p>Problem solving technique to generate ideas to solve a problem (K28)</p>	<p>media can help organisations to achieve corporate objectives (S1)</p> <p>Objectively structure problems and approaches to solving them (S2)</p>	<p>solved (B2)</p> <p>Exhibits curiosity about the industry, demonstrating a positive approach to learning (B4)</p>
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Project, slide deck presentation and questions

KSBS GROUPED BY THEME	KNOWLEDGE	SKILLS	BEHAVIOUR
<p>(Core) Communication K18 K27 S5 S10 S13</p>	<p>Influencing and negotiating techniques (K18)</p> <p>Professional communication methods for stakeholders (K27)</p>	<p>Produce communications for example on PowerPoint, emails, minutes and reports using industry terminology and professional language (S5)</p> <p>Use negotiating and influencing techniques for example to communicate with different audiences or authorise a late media opportunity (S10)</p> <p>Communicate with clients and stakeholders accurately and by selecting the appropriate method (S13)</p>	<p>None</p>
<p>(Core) Working with stakeholders K10 K25 S21 B3</p>	<p>Principles of management and delivery of third parties for example client, supplier and regulatory body (K10)</p> <p>Digital tools and software including those used to communicate and interact with a range of key stakeholders (K25)</p>	<p>Use digital collaboration tools to work with colleagues and key stakeholders (S21)</p>	<p>Engage with different stakeholders professionally demonstrating the values of the organisation (B3)</p>

<p>(Core) Policies and procedures K24 K26</p> <p>B6</p>	<p>Principles and policies of equity, diversity, and inclusion in the workplace (K24)</p> <p>Policies and procedures relating to environmental impact and sustainability (K26)</p>	<p>None</p>	<p>Prioritises sustainable practices for example reducing paper waste, turning off unused lights, car sharing or using public transport to travel for business meetings (B6)</p>
<p>(Core) Achieving results K12 S4 S9 S19 B1</p>	<p>The digital landscape and how it impacts on any given campaign (K12)</p>	<p>Use industry recognised systems and technologies that are used in agencies to plan, budget and bill (S4)</p> <p>Upward supplier and client management related to commercial realities for example a new digital opportunity or a TV production problem (S9)</p> <p>Access the metric data and report it to the team (S19)</p>	<p>Shows attention to detail (B1)</p>
<p>(Core) Project management K2 K3 K4 S3 S6 B5</p>	<p>Project management techniques (K2)</p> <p>The systems and digital technologies that are used in agencies for example Teams, Sage, scheduling tools and Excel (K3)</p> <p>Methods and approaches for</p>	<p>Manage projects using project management techniques in order to ensure campaigns are on track maintaining relationships (S3)</p> <p>Manage and prioritise workload to meet agreed timelines (S6)</p>	<p>Shows resilience keeps going through difficult situations (B5)</p>

	reporting and documentation (K4)		
(Advertising & media executive creative specialist) Creative ideas and processes K13 K15 S14 S15 S17	The creative process and how people operate in that environment (K13) Understand the different elements of a creative idea copy and art direction and its execution, understanding the relative importance of those different elements (K15)	Use creative and production techniques to help the idea appear in the correct format (S14) Support the execution phase to maintain the key creative idea. (S15) Report differences in ways competitor brands market themselves. (S17)	None
(Advertising & media executive media specialist) Creative media K19 K20 K21 K22 K23 S12 S18 S20	The media buying process (K19) Media buying techniques, processes, channels, tools and trends, for example best alternative to a negotiated agreement, how to buy using automated platforms, depth of data and influencer marketing (K20) Media metrics for example latest Google Adwords, latest viewing figures from Broadcasters Audience Research Board (K21) Location and timing of media interaction with	Deploy digital mediums to guarantee results for example using Google Analytics to check key words (S12) Coordinate responses to media owners and intermediaries for example using automated platforms (S18) Provide support to research how the message or creative idea might be best distributed to reach the target audience for example time of day, the right place and make recommendations based on this (S20)	None

creative content
(K22)

Approaches to the
evaluation of media
planning and
buying, both short-
and long-term (K23)

