



**Accelerate
People**

Qualification Specification

Accelerate People L3 EPA for Content Creator ST0105/AP1.1

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Qualification Objective

The level 3 Content Creator apprenticeship is one of a suite of apprenticeships that have been designed by industry employers to meet a range of job roles across different industries and sizes of business.

Accelerate People are an end-point assessment organisation (EPAO) for apprenticeship standards that are defined by the Institute for Apprenticeships & Technical Education (IfATE). The [apprenticeship standard](#) and [assessment plan](#) can be found on the [IfATE website](#).

As part of this apprenticeship all apprentices are required to complete an independent end-point assessment (EPA). The purpose of the EPA is to independently assess that any apprentice on this standard is competent in a relevant job role and can evidence meeting all the assessment criteria relating to the knowledge, skills and behaviours (KSB) outcomes.

The Level 3 Content Creator Apprenticeship

Role Profile:

This occupation is found in employers across all sectors. It is a role that can be found in both creative and non-creative industries. This can be in any business creating content to engage with its audience.

Employers can vary in size from micro businesses to multinational. The occupation is found in a very broad range of businesses, ranging from public, private and third sector employer. This may include charities, social media employers, digital agencies, and broadcasters.

The broad purpose of the occupation is to develop and create written and audio-visual content that can be used across a variety of platforms and media. This may include social media, broadcast or in print.

A content creator works to a brief. They research, prepare and develop the messaging to maximise audience engagement. They capture the strategy and objectives of the brand and needs of the customer, client or business.

The content they create can be used as part of media, advertising, documenting, and marketing campaigns.

They simplify and tailor a message to the audience to suit the purpose. These can be used across different platforms and channels. An interest in technology and creating content is a must.

In their daily work, an employee in this occupation interacts with a wide range of internal and external stakeholders throughout the end-to-end content creation process.

Typically, they are likely to interact with clients, marketing and digital teams, production teams, budget holders, contributors, artists, and end users.

An employee in this occupation will be responsible for delivering high quality content on time and on budget that meets the brief. They need to be aware of the legal and regulatory framework and take this into account throughout the content development process.

A content creator would need to take into account ethical considerations and wider organisational policies. A content creator would typically report to a senior colleague within their functional area.

They are required to keep up to date with new technologies, platform developments and consumer trends.

Typical Job Titles:

Content assistant, content creator, content producer, junior content producer, multimedia executive, social media assistant, social media co-ordinator, social media executive.

Duties:

This apprenticeship standard includes duties to support alignment between the job role and the apprenticeship standard. Listed below are the duties that all apprentices must demonstrate in their apprenticeship. These duties are not assessed or graded as part of the EPA.

Duty 1: Plan and develop creative content in line with the brief and budget/costs.

Duty 2: Interpret the strategy and objectives of the brand and align these to the content.

Duty 3: Research, prepare and develop the media messaging to maximize audience engagement.

Duty 4: Develop and create written content that can be used across a variety of media.

Duty 5: Create visual and audio content that can be used across a variety of media.

Duty 6: Store content securely and methodically to enable efficient access and retrieval.

Duty 7: Collaborate with colleagues and clients to plan and align content delivery with business objectives.

Duty 8: Manage content online using appropriate tools and techniques.

Duty 9: Evaluate the effectiveness of the content produced against the original plan and recommend improvements.

Duty 10: Undertake continuous professional development to keep up to date with trends and technology.

Entry Requirements

Qualifications

Apprentices aged 16-18 on their apprenticeship start date, without level 2 English and maths, will need to achieve this level prior to taking the EPA. For those with an education, health and care plan or a legacy statement, the apprenticeship's English and maths minimum requirement is Entry Level 3. A British Sign Language (BSL) qualification is an alternative to the English qualification for those whose primary language is BSL.

Apprentices aged 19+ on their apprenticeship start date, without level 2 English and maths, are exempt from achieving this prior to taking their EPA; this exemption is by prior agreement between the apprentice and employer.

Experience

There are no pre-requisite knowledge, skills or understanding requirements defined for entry onto this qualification.

EPA Requirements

To successfully complete the level 3 Content Creator apprenticeship apprentices must achieve at least a pass in both EPA assessment methods. This EPA consists of two discrete assessment methods which have the following grades awarded.

Assessment Method 1 (AM1): Project or campaign evaluation report, presentation of additional/new content and questions.

- Fail.
- Pass.
- Distinction.

Assessment Method 2 (AM2): Professional discussion underpinned by a portfolio of evidence.

- Fail.
- Pass.
- Distinction.

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.

EPA Gateway

For this apprenticeship all apprentices must spend a minimum of 12 months on programme, of which a minimum of 20% must be spent undertaking off-the-job training, before being eligible to undertake the EPA.

Before starting the EPA, an apprentice must meet the following gateway requirements:

- The apprentice's employer must confirm that they think their apprentice is working at or above the occupational standard. The apprentice will then enter the gateway. The employer may take advice from the apprentice's training provider(s), but the employer must make the decision.
- Apprentices must have achieved English and Maths qualifications in line with the apprenticeship funding rules.
- For the professional discussion underpinned by a portfolio of evidence (AM2) the apprentice must submit their portfolio of evidence.

Apprentices may request additional time if they require a reasonable adjustment. Information on how and when to apply is contained within the reasonable adjustments policy.

Once the apprentice is ready to enter gateway the following must be submitted to progress:

- Gateway form:
 - Confirming any dates the apprentice is unavailable during the EPA period.
 - Advising Accelerate People if the apprentice requires any reasonable adjustments to be made during the EPA.
 - Confirmation signatures that the apprentice is ready for the EPA.
- The project scoping document, which is part of the Gateway Form (for AM1).
- Evidence of:
 - Maths and English qualifications at Level 2 or above (or acceptable equivalent as specified in the entry requirements section), **or**
 - Confirmation that the apprentice is exempt from achieving English and Maths qualifications.
- The apprentices completed electronic portfolio (for AM2).

The gateway form along with all documentation must be uploaded before the EPA can commence. Failure to upload any of the required documentation may delay the EPA start date.

Knowledge, Skills and Behaviours

There are no mandatory vendor qualifications or knowledge modules for this apprenticeship. Apprentices are expected to be able to demonstrate competence against the assessment criteria specified within the assessment plan. The assessment criteria are based on the following KSBs, which apprentices are expected to be competent in before entering gateway.

Knowledge

K1: The principles and process of setting a budget to produce content.

K2: The methods used to segment and understand core audiences and how to plan content for these.

K3: Availability of data and its use to inform decision making when identifying channels, formats and platforms for content creation.

K4: The end-to-end production workflow process for the organisation, the key stages, and own role within this

K5: The regulatory and legal requirements when using media assets such as copyright, intellectual property rights, GDPR, web accessibility and non-disclosure agreements.

K6: Personal and employer responsibilities regarding data protection and data sharing, the potential impact on a business and the regulations that cover this.

K7: How to identify the commercial drivers for a client/customer.

K8: The importance of brand, brand awareness, brand purpose, branding guidelines and the intended audience within a brief.

K9: Where content creation fits within a marketing strategy.

K10: How tone of voice can be adapted effectively to reflect the content.

K11: How audiences and their behaviours differ across channels and platforms and the different communication styles that could be used.

K12: How creative content can be used across multiple channels and platforms, and how the platform chosen affects the content production.

K13: The different styles of writing that can be used according to the type of content, channel and platform required.

K14: Correct use of grammar, punctuation, spelling and inclusive language.

K15: The principles of writing persuasive copy for a person or group or to raise brand awareness.

K16: The principles applied to create or capture visuals and audio when using standard packages and equipment.

K17: Where to source, adapt and edit content from.

K18: How to organise, structure and label content effectively, methodically and securely to enable efficient search and retrieval.

K19: How web pages are published and how the content can be optimised to ensure high rankings in search engine results.

K20: The importance of clearly articulating requirements and how this can influence priorities for a campaign.

K21: How communication styles can be adapted to suit different audiences.

K22: How to plan content delivery against the schedule.

K23: The principles for creating an effective campaign with measurable outcomes.

K24: The principles of mapping user journeys to ensure content is focused on maximising engagement.

K25: Ways/methods of engaging with audiences, how to respond to evolving situations, recognise potential threats/issues and when to escalate these.

K26: How to evaluate the success of the campaign against the objectives using available data.

K27: How to keep up to date with existing and evolving content tools, platforms, trends and talent.

K28: Approaches to managing and marketing own skills and services.

K29: The culture of the organisation in which they are working, the commercial pressures, project deadlines and organisational working practices.

K30: How the structures, regulation and funding of organisations affects creative media activities.

Skills

S1: Interpret the aims of the brief.

S2: Research ideas and concepts to meet the brief.

S3: Evaluate brand requirements and brand guidelines.

S4: Prepare a mood board or other visual aid for the content to be created.

S5: Present ideas, pitches and proposals for creative content to be further developed.

S6: Storyboard and outline script their ideas for content to be developed.

S7: Interpret data, consider its integrity and use it to inform content.

S8: Develop accessible written content for different platforms and devices.

S9: Apply best practice and inclusive language when creating content.

- S10:** Write and edit copy or scripts for use on different channels and platforms.
- S11:** Create or capture visuals and audio using standard packages and equipment.
- S12:** Source, obtain and prepare media assets for use; using industry standard packages to adapt and edit content.
- S13:** Use industry standard tools and content management systems to organise, structure and label content effectively, methodically and securely enabling efficient search and retrieval.
- S14:** Identify and recommend the platform/s or channel/s to use for the media campaign.
- S15:** Develop and maintain effective working relationships with clients, colleagues and suppliers, establishing and using professional contacts.
- S16:** Engage and respond with audiences through social media, adapting content to respond to evolving circumstances.
- S17:** Monitor user experience to ensure content is focused on maximising engagement.
- S18:** Analyse the differences between audiences using audience segmentation techniques and data.
- S19:** Use lessons learned to evaluate the success of the content and identify areas for improvement for future campaigns.
- S20:** Use continuing professional development planning to support own current and future training and development needs.
- S21:** Operate effectively within the production workflow to meet production timelines.

Behaviours

- B1:** Committed to producing high quality creative content.
- B2:** Team-focussed and works effectively with colleagues and others.
- B3:** Acts in a way that builds and maintains positive relationships with customers.
- B4:** Takes ownership of work and strives to achieve quality content.
- B5:** Acts in a professional and ethical manner, embracing equality, diversity and inclusion in the workplace.

B6: Committed to keeping up to date with new technologies and industry best practice.

B7: Reflects on the results of the content created and identifies areas for improvement.

Assessment

AM1: Project or Campaign Evaluation Report, Presentation of Additional/New Content and Questions

The project or campaign evaluation report requires the apprentice to produce an evaluative report based on a project or campaign that the apprentice has contributed to, and developed content for, in the last 6 months leading to gateway. 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 two components:

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

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 or campaign evaluation report after the gateway. The employer should ensure the apprentice has the time and resources, within the project period, to plan and complete their report.

The apprentice may have worked as part of a team to complete the pre-gateway project, which could include technical, internal or external support. The apprentice must however, complete their project report and presentation unaided and they must be reflective of their own role and contribution. The apprentice and their employer must confirm this when the report and any presentation materials are submitted.

Component One: Evaluative Report

The project report must have a word count of 1,500 words. A tolerance of 10% above or below is allowed. Appendices, references, and diagrams are not included in this total. The apprentice must produce and include a mapping in an appendix, showing how the report evidences the KSBs mapped to this assessment method.

The apprentice must complete and submit the report and digital learning product to the EPAO by the end of week 4 of the EPA period.

The report must include at least:

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

Component Two: Presentation of Additional/New Content with Questions

The presentation with questions will be structured to give the apprentice the opportunity to demonstrate the KSBs mapped to this assessment method to the highest available grade.

The apprentice must prepare and deliver their additional/new content to the independent assessor. The presentation should build on the project or campaign evaluation report created by the apprentice. After the presentation, the independent assessor will ask the apprentice questions about their project/evaluation report and presentation.

The presentation should cover:

- Develop new content.
- Pitch their recommendations and explain the expected impact of the new content.
- Justify how they considered the most appropriate delivery platform.
- Reference the evidence used to inform the recommendations.
- Produce and present a mood board or other visual aid.
- Produce and present planning documents such as a storyboard and outline script ideas to support content production.
- Describe the lessons learnt.

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

Key points:

- Presentation with questions will take place online via video conferencing.
- Apprentices will need access to the internet and a working webcam.
- The apprentice must have access to a quiet room and, unless reasonable adjustments have been requested for additional support, be alone in the room.
- Apprentices must have photographic identification (ID) to verify their identity, if they do not produce any ID then the presentation with questions will be cancelled.
- Apprentices are required to outline details of visual aids to be used and specify any equipment required for the presentation.
- The presentation with questions will last for 30 minutes, the presentation will last 15 minutes, and the questioning will last for 15 minutes, with the independent assessor having the discretion to increase the time of the questioning by up to 10%.
- A minimum of 5 questions will be asked based on both the project report and the presentation and will be formed based on the evidence and grading requirements in the table below.
- Apprentices are allowed access to their project report and presentation throughout the questioning.
- Questions will only be based on the evidence submitted for this assessment method.
- Apprentices will have 10 working days' notice of the presentation with questions date.

AM2: Professional Discussion Underpinned by a Portfolio of Evidence

Portfolio

Training providers must work with the employer and apprentice to select the best evidence completed during the whole of the apprenticeship. All evidence should be real work tasks, and be clear, well documented and demonstrate competency against the assessment criteria listed in the assessment plan.

Typically, portfolios will contain 10 discreet high-quality tasks covering a range of different assessment criteria in each, although it is expected that there will be overlaps of assessment criteria in each task. Evidence sources may include:

- Content created or showreels.
- Work products.
- Contribution or response to brief.
- Reference materials and research undertaken.
- Workplace documentation and records, for example workplace policies and procedures.
- Colleague feedback, witness statements.
- This is not a definitive list; other evidence sources are possible.

Where apprentices have worked on confidential or secure tasks, they should write high level statements about these tasks, but not upload any restricted information. Apprentices should be prepared to discuss further details during the professional discussion.

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 should **not** include any methods of self-assessment or standalone knowledge statements. Any demonstration of knowledge must be in context of a specific work-related task.

Portfolios should be in an electronic format which must be submitted to Accelerate People at gateway. Paper-based portfolios will not be accepted. If an apprentice uploads a video clip this must be a file that can be uploaded with their portfolio. A link to a video will not be accepted and will not be used as part of their evidence.

Professional Discussion

The professional discussion will take place at least two weeks after the portfolio has been accepted at gateway.

- The professional discussion will take place online via video conferencing.
- Apprentices will need access to the internet and a working webcam for the entire duration.

- The apprentice must have access to a quiet room and, unless reasonable adjustments have been requested for additional support, be alone in the room.
- Apprentices must have photographic identification (ID) to verify their identity, if they do not produce any ID then the professional discussion will be cancelled.
- The professional discussion will last for 60 minutes with the independent assessor having the discretion to increase the time of the questioning by up to 10%.
- A minimum of 7 questions will be asked and will be formed based on the evidence and grading requirements in the table below.
- Apprentices are allowed access to their portfolio throughout the professional discussion.

Assessment Criteria

AM1: Project or Campaign Evaluation Report, Presentation of Additional/New Content and Questions

Themes and KSBs	Pass Criteria	Distinction Criteria
Interpret the brief and requirements K7, K8, K9, S1, S2, S3.	Interprets requirements of the brief and identifies the commercial drivers and marketing strategy of the client/customer. (K7, K9, S1) Researches and evaluates campaign ideas and concepts in line with the brief and branding requirements, and guidelines. (K8, S2, S3)	Evaluates how potential issues with the brief and marketing strategy could have an impact on the content and how these can be mitigated. (K7, K9, S1) Identifies opportunities to use the content to promote or expand the wider brand in line with brand values. (K8, S2, S3)
Use of data and audience segmentation K2, K3, S18.	Applies segmentation techniques to analyse the audience. Uses analysis to inform the selection of the channel format and platform. (K2, K3, S18)	Applies techniques to identify potential audiences beyond the core demographics to maximise the impact of the content. (K2, K3, S18)
Audience behaviour in relation to	Recommends the platform or channel for the media campaign, considering different audience	No distinction criteria for this descriptor.

Themes and KSBs	Pass Criteria	Distinction Criteria
platforms and channels K11, K12, S14.	behaviour and communication styles that affect content production. (K11, K12, S14)	
User journeys and experience K24, S17.	Monitors user experience and maps user journeys to ensure content is focused on maximising engagement. (K24, S17)	No distinction criteria for this descriptor.
Evaluation K23, K26, S19, B4, B7.	Evaluates the success of the content using measurable outcomes, lessons learnt and available data. Identifies areas to improve the quality of content for future campaigns. (K23, K26, S19, B4, B7)	Justifies how they remain objective and communicate lessons learnt to other areas of the organisation and identify the potential positive impact on other campaigns. (K23, K26, S19, B4, B7)
Pitch ideas S4, S5, S6.	Prepares storyboard and presents outline script ideas and pitches proposals for creative content using a mood board or other visual aid. (S4, S5, S6)	No distinction criteria for this descriptor.

AM2: Professional Discussion Underpinned by a Portfolio of Evidence

Themes and KSBs	Pass Criteria	Distinction Criteria
Regulatory requirements K5, K6, S7.	Explains the regulatory and legal requirements when using media assets. Describes how they interpret and check the integrity of the data and personal and employer responsibilities regarding data protection and data sharing. (K5, K6, S7)	Evaluates the potential commercial and safeguarding implications upon the business if data integrity is compromised. (K5, K6, S7)
Written content K10, K13, K14, K15, S8, S9, S10, B1.	Describes how they create high-quality, accessible written content using tone of voice, inclusive language and correct grammar, punctuation and spelling. (K10, K14, S8, S9, B1)	Justifies how the use of inclusive language and accessible content impacts audience behaviour. (K13, S10)

Themes and KSBs	Pass Criteria	Distinction Criteria
	Explains how they write and edit persuasive copy/scripts for use on different channels and platforms in order to raise brand awareness. (K13, K15, S10)	
Audio-visual content K16, K17, K21, S11, S12.	Describes how they use standard packages to create or capture visuals and audio to develop content. Explains how they adapt communication styles for different platforms audiences and devices. Explains how they source, adapt and edit content. (K16, K17, K21, S11, S12)	Identifies and presents opportunities for the content to be re-purposed for other platforms and channels and adds value to other areas of the business. (K16, K17, K21, S11, S12)
Content Management K18, K19, S13.	Explains how they apply industry standard tools and content management systems to organise, structure and label content effectively, methodically and securely enabling efficient search and retrieval. (K18, S13) Describes how web pages are published and explains how the content can be optimised to ensure high rankings in search engine results. (K19)	No distinction criteria for this descriptor.
Planning K1, K4, K22, K29, K30, S21.	Explains how they plan content delivery against a schedule in order to meet production timelines within the production workflow and within budget. Explains how they consider the culture of the organisation, commercial pressures and organisational working practices. (K1, K4, K22, K29, S21) Describes how the structures, regulation and funding of organisations affects creative media activities. (K30)	Identifies potential problems that could affect content delivery and takes appropriate action prior to them arising. (K1, K4, K22, K29, S21)

Themes and KSBs	Pass Criteria	Distinction Criteria
Collaboration K20, K25, K28, S15, S16, B2, B3, B5.	<p>Describes how they are inclusive and act professionally and ethically when developing and maintaining positive working relationships with clients, colleagues and suppliers. (S15, B2, B3, B5)</p> <p>Explains how they engage and communicate clearly with audiences through social media. Describes how they prioritise and adapt content to respond to evolving circumstances during a campaign and how they recognise potential threats or issues and escalate these. (K20, K25, S16)</p> <p>Describes how they manage and market own skills and services. (K28)</p>	Evaluates how collaboration with wider networks can have a positive impact on the campaign. (S15, B3, B5)
CPD K27, S20, B6.	Describes how they plan and undertake development to keep up to date with industry technologies, tools, trends and best practice. (K27, S20, B6)	Evaluates how they share learning and best practice to ensure that content ideas are future proofed and reflect technological advances. (K27, S20, B6)

Grading

Each assessment method is graded individually and combined to give an overall grade. Assessment criteria do not appear in more than one assessment method, therefore an assessment criteria failed in one assessment method cannot then be demonstrated in the other assessment method. All EPA methods must be passed for the EPA to be passed overall.

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

Project or Campaign Evaluation Report, Presentation of Additional/New Content and Questions	Professional Discussion Underpinned by a Portfolio of Evidence	Overall Grading
Fail	Any grade	Fail
Any grade	Fail	Fail
Pass	Pass	Pass
Pass	Distinction	Merit
Distinction	Pass	Merit
Distinction	Distinction	Distinction

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 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.

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

If the apprentice fails the project assessment method, they must amend the project output in line with the independent assessor's feedback. The apprentice will be given 12 weeks to rework and submit the amended report.

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

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

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

Specimen

All specimen materials can be accessed by registered training providers from the knowledge area on ACE360.

Accelerate People

Accelerate People are an independent EPAO. If you have any questions or queries relating to this qualification specification or EPA, please contact us using the details below.

Registered training providers with Accelerate People can access further guidance material on the knowledge base on ACE360.

Contact Details

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Accelerate People