



**Accelerate
People**

Qualification Specification

Accelerate People L3 EPA for Advertising and Media Executive

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Qualification Objective

The level 3 Advertising and Media Executive 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 the digital 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 Advertising and Media Executive apprenticeship standard includes two options for an apprentice to specialise in. These are Advertising and Media Executive Creative Specialist or Advertising and Media Executive Media Specialist. Both options have a set of specific assessment criteria that must be met for that option. There is also a core set of assessment criteria that must be met by both options.

The Level 3 Advertising and Media Executive Apprenticeship

Role Profile:

This occupation is found in the Advertising and Media industry which is worth over £20bn to the UK economy. People in the industry create messages (campaigns) which are intended to inform or influence the people who receive them. Agencies exist in every part of the UK and range in size from two people to thousands, however the majority are Small to Medium sized businesses, where they always work as part of a team of internal and external people.

The broad purpose of the occupation is helping the day-to-day progress of the whole advertising process, from receiving the brief from the marketing team, including

objectives, budget and timescales, through to the measurement of how effective the advertisement has been. They also understand how the component parts are successfully orchestrated, with effective trade-offs being made as the process continues and evolves. In their daily work, an employee in this occupation interacts with many other people, processes and systems. (For example, the client, 3rd party suppliers, the broad team at the agency.) They help campaigns move forward, coping with inevitable set-backs and changes in direction (some at the last minute), whilst showing collaboration and maintaining relationships with all. Usually, they report to an Account or Media Manager.

They usually specialise in one of two parts of the advertising process: the first is the process of producing the advertisement (creative); the second is the process of distributing the advertisement (media). Apprentices must therefore complete the core apprenticeship and one of these options. It is important that whatever part they specialise in they have an understanding of the 'other' part – decisions taken in the creative part of the process have substantive consequences for the distribution to media part, and vice versa. An employee in this occupation will be responsible for creative or media campaigns.

An Advertising and Media Executive Creative Specialist will be responsible for: working with creative producers (television/film producers, radio producers, designers, copywriters, art buyers) to assist them in their decision making. This might include providing a briefing regarding competitive brands to assist their decisions. They monitor the progress of the creative producers and evaluate their output, keeping team updated e.g. via status reports. They are aware of how the creative work helps the client's marketing objectives. They also keep abreast of the latest trends within the industry, providing examples of best practice to the creatives.

An Advertising and Media Executive Media Specialist is responsible for: interacting with and getting the best out of automated platforms, using their awareness of what programmatic/automatic buying can do (e.g. evaluate and bid for, in real time, thousands of optional spots e.g. Facebook, TV) and what it cannot do (be certain that spot is the right environment for the message). They understand clients' marketing objectives and help link to the media where they might place their advertising. They will assist in planning campaigns by providing the team with up-to-date media metrics. They are aware of the performance and trends of different media options and take this into account when discussing with the team. They help build and maintain relationships with media owners and use this to help negotiate rates strategically and tactically, conscious of long-term relationships.

Typical Job Titles:

Advertising and media creative specialist, advertising and media executive, advertising and media executive media specialist.

Duties:

This apprenticeship standard includes duties to support alignment between the job role and the apprenticeship standard. This standard has a core and option model, the core and specialism duties apprentices must demonstrate in their apprenticeship are listed. These duties are not assessed or graded as part of the EPA.

Core Duties:

Duty 1: Work as part of a team to receive briefs from the client and help coordinate responses from the agency to feedback to them.

Duty 2: Assist the account or media manager in monitoring campaign costs and budget plans and prepares budgetary information such as accurate bills, purchase reviews, maintaining and producing expense reports (in accordance with company policy) to help support the process.

Duty 3: Arrange and attend meetings, conferences, seminars, client presentations as required, keeping and disseminating relevant notes.

Duty 4: Support the day to day running of accounts and the seamless management of communication plans, monitoring progress and ensuring others involved in the process are on track, whether peers, senior colleagues or third parties (such as other agencies), understanding everyone's responsibilities.

Duty 5: Check projects to ensure the legal, ethical and regulatory issues for advertising and media have been adhered to.

Duty 6: Co-ordinate internal client account status meetings and maintain accurate and timely status reports using e.g. PowerPoint and properly structured emails, showing high attention to detail.

Duty 7: Recognise, listen to and influence people under pressure to help keep campaigns on track, calm situations, and maintaining collaborative and long-term relationships e.g. by managing expectations.

Duty 8: Maintain information systems (e.g. client files, job start forms) and (often new) technologies to collate data to ensure the project is delivering what is required and to maintain evidence and a record of this.

Duty 9: Chase up 3rd party suppliers, clients and team members e.g. for approvals, quotes, actions.

Duty 10: Understand and suggest trade-offs between quality, cost and timescale, prioritising successfully, to help get the best possible outcome in a given set of circumstances e.g. client wants it cheaper.

Duty 11: Ensure the correct sign offs (e.g. for proofs, media plans) are obtained at relevant stages in the project.

Duty 12: Carry out relevant market research such as Mintel, Mediatel, Target Group Index (TGI) and digital data to help identify target audience (recognising the consumer journey), advise team on competitor activity, and ensure project reaches key consumer audiences.

Duty 13: Research the client's business, its industry and challenges in order to assist more senior colleagues to deliver campaigns with a full range of agency services including digital or sell other agency services.

Advertising and Media Executive Creative Specialist Duties:

Duty 14: Work with creative producers (television/film producers, radio producers, designers, art buyers, copywriters) to assist them in their decision making.

Duty 15: Provide briefing regarding competitive brands to assist senior colleagues in developing brand strategy.

Duty 16: Appreciate that the client's business goal is important and assists in making sure that this is reflected in the agency's response to the client need.

Duty 17: Help build and maintain long term relationships with their opposite number at the client and use this to influence the client's decision making.

Advertising and Media Executive Media Specialist Duties:

Duty 18: Be up to date with the basics of most media channel options and regulations, including able to interact with automated platforms and use their awareness of

programmatic/automatic buying to help evaluate and bid for, in real time, thousands of optional spots e.g. on Facebook or TV.

Duty 19: Understand the client's business objectives and help link to the most appropriate media for the advertising.

Duty 20: Assist in planning campaigns by providing the team with up-to-date media metrics.

Duty 21: Help build and maintain relationships with media owners and use this to negotiate rates strategically and tactically, conscious of long-term relationships.

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.

Apprentices are also required to achieve the IPA Foundation Certificate prior to taking the EPA.

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 Advertising and Media Executive 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: Project Showcase (Work based project with slide deck, oral presentation and Q&A).
 - Pass.
 - Distinction.
 - Fail.
- Assessment Method 2: Professional Discussion and Practical Observation (supported by a portfolio of evidence).
 - Pass.
 - Distinction.
 - Fail.

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

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 employer is satisfied that the apprentice is working at or above the occupational standard.
- Achievement of the IPA Foundation Certificate.
- Apprentices must have compiled and submitted a portfolio of evidence to underpin the professional discussion.
- Apprentices must have achieved English and Maths qualifications in line with the apprenticeship funding rules.

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.
- A project outline, 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 (KSB)

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. This standard has a core and option model with assessment criteria and KSBs mapped to each option.

Core Knowledge

K1: The role creative and media plays for clients and the links to commercial objectives.

K2: Project management techniques.

K3: The systems and digital technologies that are used in agencies such as Sage, scheduling tools and Excel.

K4: Construction of accurate and timely reports and minutes.

K5: The lifecycle of an advertising campaign i.e. what needs to happen when.

K6: The different roles performed by different agencies (mainly media and creative), different parts of agencies and the core services of their own organisation.

K7: The key legal, regulatory and ethical issues for advertising and media, e.g. advertising to children, data regulation with relevance to advertising, General Data Protection Regulation compliance.

K8: The commercial dynamics of advertising and media.

K9: The foundation advertising landscape and how it is changing e.g. the impact of digital technology and platforms, the proliferation of options for content and media, the complex consumer journey to purchase, the rise of big data, the corporate landscape, how advertising's effectiveness is evaluated.

K10: Principles of third party (e.g. client, supplier, regulatory body) management and delivery.

K11: Understands the value the supply chain can provide e.g. digital marketing.

K12: Understands the digital landscape and how it impacts on any given campaign.

Option 1 – Creative Specialist Knowledge

K13: The creative process/dynamic and how people operate in that environment; how to communicate effectively with each group.

K14: New creative and production techniques, tools and trends e.g. using Influencers to reach audiences, using Snapchat Stories, how to use virtual reality, the possible benefits of Artificial Intelligence.

K15: Understand the different elements of a creative idea (copy and art direction) and its execution, understanding the relative importance of those different elements, e.g. does a change to the execution change the idea?

K16: Understand how the effectiveness of a campaign is measured against client business objectives.

K17: Understand the fundamentals of why brand building is important.

K18: How to influence people e.g. listen to them, always try for win:win.

Option 2 – Media Specialist Knowledge

K19: The media buying process/dynamic and how people operate and negotiate in that environment.

K20: New media buying techniques, tools and trends e.g. new programmatic (automated) media buying platforms; using new digital mediums such as Twitter, Spotify; new data sources from Google and others.

K21: Up to date media metrics e.g. latest Google AdWords, latest viewing figures from Broadcasters Audience Research Board.

K22: Understands how the location and timing of media interacts with creative content.

K23: Understand how media planning and buying is evaluated short and long term.

Core Skills

S1: Identify the ways in which creative and media can help organisations to achieve corporate objectives.

S2: Dispassionately structure problems and approaches to solving them.

S3: Manage projects using project management techniques in order to ensure campaigns are on track, e.g. accurate timing plans, and they are also successfully managing their to do list.

S4: Make use of the systems and technologies that are used in agencies to help plan, budget and bill.

S5: Produce professional communication e.g. correct names, spelling, grammar, branding on e.g. PowerPoint, emails, minutes, reports.

S6: Manage timelines effectively, prioritising appropriately.

S7: Apply knowledge of the interface and the dynamics of the different agencies (mainly media and creative) for a smooth flow of work.

S8: Adhere to the legislative regulations that apply in the advertising and media industry plus their own organisational policies and procedures.

S9: Demonstrate some upward, some supplier and client management around commercial realities e.g. a new digital opportunity or a TV production problem.

S10: Help solve practical and creative problems (e.g. report on consumer habits, gathering useful data around evaluation) within defined budgets and timescales, influencing outcomes without jeopardising relationships.

S11: Use third party management techniques combined with interpersonal skills (e.g. active listening, and influencing) to communicate effectively with all, e.g. coordinating response to a client brief.

S12: Ensures the delivery of that supply chain value, on time.

S13: Deploy the right digital medium to guarantee the most effective result e.g., using Google Analytics to check key words.

Option 1 – Creative Specialist Skills

S14: Communicate with clients, colleagues, regulatory bodies (such as the Advertising Standards Authority or Clearcast), suppliers (such as photographers or research companies); by phone, in meetings, through presentations, in emails and written documents such as agendas, competitive reviews, proposals, minutes of calls/meetings, status reports. Co-ordinate feedback.

S15: Apply their understanding of creative and production techniques to help the idea appear in the correct format.

S16: Apply their understanding of the different elements of a creative idea to help evaluate the different elements and guide the execution phase to protect the most important ones.

S17: Help obtain the right data.

S18: Able to understand and report differences in ways competitor brands market themselves.

S19: Ability to influence people e.g. clients to buy amended creative work or authorise a late invoice.

Option 2 – Media Specialist Skills

S20: Coordinate responses to media owners and intermediaries (including automated platforms), helping manage all aspects of the process.

S21: Apply their knowledge of media buying to communicate with clients, colleagues, regulatory bodies (such as the Advertising Standards Authority), media owners (such as commercial television channels, newspapers/magazines, billboard companies etc.), or media intermediaries/platforms (such as programmatic advertising platforms,

Facebook, Google); by phone, in meetings, through presentations, in emails and written documents such as a media plan.

S22: How to access the media metric data and report it accurately to the team regularly.

S23: Help research how the message/creative idea might be best distributed to reach the target audience in the most effective way e.g. time of day, and make recommendations based on this.

S24: Help obtain the right data.

S25: How to negotiate for long term relationships.

Behaviours

B1: Flexible problem solver with ability to help the team prioritise effectively.

B2: Shows attention to detail.

B3: Embraces problems as challenges to be solved, displays 'can-do' attitude.

B4: Behaves with versatility and others respond positively to them (they are "likable").

B5: Display empathy and patience with a variety of different personality types and others respond positively to them.

B6: Exhibits curiosity about people, their motivations and how to get the best out of them.

B7: Exhibits curiosity about the industry, positive approach to learning.

B8: Shows resilience (e.g. doesn't take things too personally, keeps going through difficult situations).

B9: Takes responsibility for learning under pressure.

Assessment

AM1: Project Showcase (Work based project with slide deck, oral presentation and Q&A)

The apprentice will undertake a project and present the outcomes through three components: a slide deck, an oral presentation, and a Q&A session. The project will be completed and the slide deck submitted to the EPAO within a maximum of four weeks from the EPA start date. The oral presentation and Q&A session will take place with an independent assessor within four weeks of submitting the slide deck. Apprentices will prepare their project once they have passed the gateway.

Work Based Project Component

Whilst completing the project, the apprentice should be subject to normal workplace supervision. The chosen project should be within the remit of the apprentice's role and should be verified as their own work.

The project has flexibility on the nature of this work, but the following must be capable of being evidenced:

- Working for clients.
- Working on a brief.
- Showing how their role fits in with their employers aims.
- Links to commercial objectives.

The project must be based on the delivery of a specific advertising and media project drawn from the employer's current workload.

Project Slide Deck Component

The apprentice must submit a slide deck containing 10-12 slides to support the oral presentation (notes to support the oral presentation of the slide show are allowed if recorded in the presentation notes area of the slide deck, but no separate notes can be brought to the presentation).

The project slide deck must include:

- Reference to working for clients.
- Working on a brief.
- Showing how their role fits in with their employers aims.
- Links to commercial objectives.

It is left to the apprentice to use their creativity to select the most appropriate slide content.

Oral Presentation and Q&A Component

The apprentice will complete an oral presentation, based on their slide deck, which is followed by a questioning session. The focus of the presentation component is for the apprentice to give an evaluation of their work during the project.

The presentation must make reference to working for clients, working on a brief, showing how their role fits in with their employers aims and cover the links to commercial objectives.

The assessor will not only assess the content of the presentation but also the delivery and communication skills (as required in the standard). It will also test any areas of the work-based project highlighted by the assessor during review of the slide deck as needing further investigation/testing and seek to explore any knowledge, skills or behaviours mapped to this assessment method that are yet to be evidenced.

Key points:

- The presentation and questioning 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 questioning will be cancelled.
- The oral presentation should take 30 minutes (+/- 10%).
- The questioning will last for 30 minutes (+/- 10%).
- A minimum of eight questions will be asked based on the slide deck and oral presentation and will be formed based on the evidence and grading requirements in the table below.
- The questioning session must take place within 20 days (four weeks) of the slide deck being submitted.

AM2: Professional Discussion and Practical Observation (supported by a portfolio of evidence)

Practical Observation

Apprentices must be observed by an independent assessor interacting with a variety of people, who may include customers or colleagues to assess the areas of knowledge, skills and behaviours mapped in the grading criteria. Providing the opportunity to assess both core and their chosen option KSBs. This observation will last for one hour (+/- 10%).

The observation should aim to facilitate demonstration of the specified behaviours listed below as how individuals interact with others is vitally important to this role. The observation should aim to give the apprentice an opportunity to demonstrate the following behaviours:

- B1: Flexible problem solver with ability to help team prioritise effectively.
- B3: Embraces problems as challenges to be solved, displays 'can-do' attitude.
- B4: Behaves with versatility and others respond positively to them (they are "likable").
- B5: Display empathy and patience with a variety of different personality types and others respond positively to them.
- B6: Exhibits curiosity about people, their motivations and how to get the best out of them.
- B8: Shows resilience (e.g. doesn't take things too personally, keeps going through difficult situations).
- B9: Takes responsibility for learning under pressure.

It is recognised that as this is a workplace observation, opportunity to demonstrate all of the above may not occur, therefore anything not covered will need to be covered in the professional discussion.

The assessor should observe only and not interact with the apprentice during the observation (this will be done at the professional discussion component).

Examples of workplace situations that may provide good opportunities for the apprentice to demonstrate the knowledge, skills and behaviours mapped against this assessment method are:

- Situation one:
 - Update account team (or just boss) on status of various projects – what is happening and why, what they think should happen as a result and in what order i.e. what member of the team is to do what and by when and why.
- Situation two:
 - Meeting with financial controller to discuss status of jobs on project management information system. What is on track, what is over or under and what actions you think the team should take.
- Situation three:

- Meeting with boss to discuss various media owner proposals/pitches. Apprentice to weigh up their offers e.g. affect to relationship, relay conversations and give an opinion on their use/price and why.
- Situation four:
 - Apprentice takes Assessor on a tour of the agency departments, introducing some people and explaining their role and how they integrate with other functions.
- Situation five:
 - Apprentice to brief boss and planners on data they had been requested to obtain which will help wider team decide on effectiveness of their campaign(s).

This list is not exhaustive and none of these situations are compulsory. The intention is to provide a steer to employers on good opportunities for observation so they can select the most appropriate time to carry out the observation. For example in some agencies it may be possible to listen in to phone calls with clients to assess their manner with the client and how they respond to questions; or oversee e-mails to see how the apprentice responds to different stakeholders (clients, managers, peers etc); or sitting in on client status meeting with the apprentice to see how they present, engage with clients and answer questions.

Portfolio of Evidence

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 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:

- Client feedback.
- Witness testimonies.
- Individual learner reflection.
- Employer/trainer feedback.
- Training records.
- Appraisal records.
- Training course completion.

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 or data. 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.

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 after the observation.

- The professional discussion will take place at the employer's premises or online via video conferencing as determined by the EPAO.
- If online, 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 discussion will last for 60 ($\pm 10\%$) minutes with the independent assessor.
- A minimum of eight 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 discussion.

Assessment Criteria

AM1: Project Showcase (Work based project with slide deck, oral presentation and Q&A)

To achieve a pass, the apprentice must meet all of the pass criteria.

To achieve a distinction, the apprentice must meet all of the pass criteria and meet at least 50% of the distinction criteria.

KSBs	Pass Criteria	Distinction Criteria
Core		
K2	Able to explain two project management techniques, such as timing plans, to do lists, used.	Explains the importance of project management techniques, such as timing plans, to do lists, used to keep campaigns on track and benefits of forward planning.
K8	Describe the way your agency finance system works and one important role you provide e.g. PO raising.	Describe one way in which this commercial knowledge could help your agency make money e.g. cutting bad debt by x months.
K9	Give two examples of how changes in the last five years to the advertising landscape have made an impact on agency work e.g. new ways to evaluate effectiveness such as You Tube spoofs, new ways to track path to purchase.	Explains the benefits of understanding the changing advertising landscape to their organisation.
K10	Describe everyone's responsibilities internal and external, how the agency functions and how the team work together to best deliver the work.	Describe how your knowledge has added value/profit through proactive enhancement of the day to day running of the account.
K11	Describe one service from your agency or supplier that a client does not currently use but might in future and why e.g. UX.	Able to explain the benefit of services provided by members of the supply chain.
S1	Identify two ways in which creative and/or media skills have been deployed to help organisations achieve their corporate objectives.	Identify four ways in which creative and/or media skills have been deployed to help organisations achieve their corporate objectives.
S2	Describe how they structured a response to a problem.	Describe how they structured their responses to a problem and an alternative approach they could have

KSBs	Pass Criteria	Distinction Criteria
		taken, describing the benefits of each.
S7	Illustrate one example of how they applied knowledge of what a different agency's role should be to ensure a smooth flow of work e.g. a creative agency knowing when they needed to work closely with a media agency and vice versa.	Describes the impact of different agencies not working closely.
S9	Describe one example of successfully managing a supplier or client in a context with commercial implications.	Describe the risks and likely impact of not upwardly managing suppliers and clients.
S13	Discuss usage of two digital channels or techniques.	Discuss usage of four digital channels or techniques.
B2	Describes why this is important at work and gives at least two examples of where they have shown attention to detail.	Describes why this is important at work and give at least four examples of where they have shown attention to detail.
B7	Describes two examples of news within the industry (can include clients, people and the wider industry) and expresses a point of view on one of them.	Describes four examples of news within the industry (can include clients, people and the wider industry) and expresses a point of view on two of them.
Option 1 – Creative Specialist		
K16	Able to explain the business goal of one client and how the campaign is helping.	Able to explain the business goal of one client and how the effectiveness of a campaign could be explained to them to influence next steps.
S15	Illustrate how they applied understanding of a creative or production technique to help an idea appear in the correct format.	Illustrate the benefits and disadvantages of two creative or production techniques to help two ideas appear in the correct format.
S16	Able to discuss one example how they have used their understanding of the different elements of the executional phase e.g. explaining that a change to the execution alters the idea.	Able to build on their example by explaining how they identified the area to protect and the steps they took to identify how to do so.
S17	Describe one instance of how they obtained data and made sure it was accurate.	Describe two instances of how they obtained data and made sure it was accurate.
Option 2 – Media Specialist		

KSBs	Pass Criteria	Distinction Criteria
K22	Describe why location and timing of media placement is important in a creative context.	Describe why location and timing of media placement is important and give an example of a campaign that utilises location/timing to optimise creative performance.
K23	Able to name two types of media metrics used to evaluate their media planning and buying including long term and short term.	Able to expand the pass criteria to include comment on the metrics used and their benefits.
S22	Demonstrate or describe how media metric data has been accessed and their role in regularly and accurately reporting these statistics to the team.	Explains the importance of accurate data and ways they can ensure this.
S23	Detail how their research has once helped the team target the audience successfully e.g., they have used Touchpoints to work out when the consumer will be most receptive.	Detail two examples of how their research has helped the team target the audience successfully e.g. they have used Touchpoints to work out when the consumer will be most receptive and to what format.
S24	Describe one instance of how they obtained data and made sure it was accurate e.g. correct price, clarity of offer; and useful e.g. an effectiveness measure which helps prove the effectiveness of the campaign.	Describe the impact of using inaccurate data in a campaign and how to assess reliability of data sources.

AM2: Professional Discussion and Practical Observation (supported by a portfolio of evidence)

To achieve a pass, the apprentice must meet all of the pass criteria.

To achieve a distinction, the apprentice must meet all of the pass criteria and meet at least 50% of the distinction criteria.

KSB	Pass Criteria	Distinction Criteria
Core		
K1	Able to describe the role creative and media plays for clients and to give a	Able to describe in detail the role creative and media plays for clients

KSB	Pass Criteria	Distinction Criteria
	summary demonstrating understanding of how this can link to commercial objectives.	and to give an in-depth understanding of how this can link to commercial objectives, with examples of personal experiences and how they made an impact.
K3	Describe two ways in which information system tools can benefit your team and clients.	Describes one example of how incorrect usage can impact on the team and/or client.
K4	Describe importance of accurate and timely reports and minutes e.g. everyone up to speed with what needs to be done.	Describes one example of how failure to provide accurate and timely reports and minutes can have a detrimental impact e.g. client may refuse to pay for a cost if it is not minuted.
K5	Able to describe the order of the advertising campaign lifecycle.	Able to describe two pivotal moments in the lifecycle and explain their importance to the overall process.
K6	Describe the different departments within their own agency, outlining the key responsibilities of each department. Describe the core offering of their own organisation.	Describe any shortcomings/ areas for improvement in ways of working for at least two of those departments. Describe the core offering of their own organisation and one way in which they might sell a service to their client.
K7	Provides two examples of key legal or regulatory knowledge.	An example of legal or regulatory knowledge which if not spotted could lead to a catastrophic mistake.
K12	Able to give an accurate description of the current digital landscape and how it can impact on any one campaign.	Able to describe where knowledge of the digital landscape proved pivotal to a campaign.
S3	Details use of two project management techniques that have helped campaigns stay on track e.g. prioritised to do list.	Describes the risks of failing to use project management techniques and how they explain the benefits to others.
S4	Demonstrates use of a system and a technology used to help plan and/or budget and/or bill.	Demonstrates use of a system and a technology used to help plan and/or budget and/or bill; able to show that this skill has profited their agency.
S5	Provide one example of professional communication they have produced from each of: email, minutes, a PowerPoint deck.	Explain when email, minutes, slide decks are most appropriate and effective.
S6	Produce evidence of how they have managed a timeline effectively.	Produce evidence of how they have managed a timeline effectively, and

KSB	Pass Criteria	Distinction Criteria
		able to describe the method they use to prioritise and how it works for them.
S8	Provide two examples of using legal or regulatory knowledge.	Provide four examples of using legal or regulatory knowledge, including one which would have had serious consequences if not spotted.
S10	Detail approach to solving one practical and creative problem such as obtaining data which influenced an agency desired outcome, without jeopardising relationships.	Detail approach to solving two practical and creative problem such as obtaining data which influenced an agency desired outcome, without jeopardising relationships.
S11	Describe how an interpersonal skill helped to communicate effectively with one colleague or client or supplier.	Explain why you chose that interpersonal communication method and how you evaluated the effectiveness of the skill you used.
S12	Can demonstrate one example of their role in delivering supply chain value on time.	Can demonstrate two examples of their role in delivering supply chain value on time and explains impact of delays.
B1	Describe/is observed using two examples and subsequent benefits of solving problems while working collaboratively.	Describe ways in which you helped others prioritise and the factors you took into consideration.
B3	Provides two reasons why a 'can-do' attitude is important and describes/displays one example of when they have put this into practice.	Explains how they go about turning problems into challenges and the factors they take into account when considering the best way to address them (e.g. time constraints, people involved, cost...).
B4	Provides two correct reasons why personal attitudes are important at work, evidencing or providing one example of their own behaviour.	Explains how they check whether others are responding favourably to them and how they adjust their behaviour if necessary (e.g. body language, eye contact, tone of voice).
B5	Provides two correct reasons why rapport building, understanding other's perspectives and adapting style is important at work. Demonstrates or provides one example of when they have shown this.	Describes two ways in which empathy and patience can be displayed and how they know whether they are being successful.
B6	Provides/exhibits curiosity by questioning others' motivations during the observation or providing	Explains why understanding other's perspectives and adapting your personal style are important at work.

KSB	Pass Criteria	Distinction Criteria
	two examples of occasions when they have done so.	
B8	Provides two examples/observed encountering pressure at work, explain how they coped with this, demonstrating resilience.	Explains how to recognise when feedback should be acted on and when it should not be taken personally.
B9	Can describe two key benefits from learning they have participated in.	Explains how they planned their workload to ensure they built in time to undertake learning during times of pressure.
Option 1 – Creative Specialist		
K13	Give an example of a situation where they were involved in a creative conversation and describe how they communicated some important knowledge to a creative team.	Give an example of a situation where they were involved in a creative conversation, and were able to steer/contribute the direction of that conversation for the benefit of the overall creative idea/execution.
K14	Able to name and describe function of two new production techniques or trends.	Able to describe the usefulness of one new production technique or trend e.g. uptake of VR headsets reaching tipping point among consumers.
K15	Describe the different elements of a creative execution and how they all come together to convey an idea or message.	Describe a situation where a seemingly minor client change had an impact on the overall creative idea and how they managed this situation.
K17	Able to explain one reason why brand building is important to marketing and communication.	Able to explain three risks of inadequate brand building and why this is important to marketing and communication.
K18	Describe two ways that help influence people.	Describe the impact of not achieving win:win and suggest a way to influence a favourable outcome if this can't be achieved in its entirety.
S14	Demonstrate two ways in which successful communication has taken place.	Explains how the most appropriate communication tool was selected and what alternative methods were considered, including reasons why they were disregarded, for the examples provided.
S18	Describe or demonstrate one example of reporting on competitor brands e.g. by helping pull together a competitive review.	Describe two examples of reporting on competitor brands e.g. by helping pull together a competitive review, describing the difference in approach taken in the two examples.

KSB	Pass Criteria	Distinction Criteria
S19	Describe one example of how they were able to influence someone to do something they did not originally want to do e.g. a creative to increase the size of the logo, or a client to pay for an extra cost, or Clearcast to approve a script for production.	Describe two examples of how they were able to influence someone to do something they did not originally want to do, explaining the steps they took to achieve this.
Option 2 – Media Specialist		
K19	Able to describe the media process stages, who does what when.	Able to describe the media process stages, who does what when, and why.
K20	Details two new media buying techniques or tools or trends.	Details the benefits of one media buying technique or tool or trend they described and the limitations.
K21	Details two sources of up-to-date media metrics.	Details four sources of up-to-date media metrics and how they are applied.
S20	Provide one example of how they helped coordinate the team's response to a client brief e.g. by obtaining useful data from a media owner.	Explains the process they took to coordinate the response, including how they identified stakeholders and how they gathered information.
S21	Demonstrate two ways in which successful communication regarding media buying has taken place e.g. convincing a client of the merits of a particular channel.	Demonstrate four ways in which successful communication regarding media buying has taken place explaining how they planned the communication and what factors they took into account in e.g. convincing a client of the merits of a particular channel, ability to explain programmatic's pros and cons.
S25	Describes one use of negotiating techniques to ensure both parties were happy.	Describes the different factors that need to be considered when negotiating for a long-term relationship.

Grading

Each assessment method is graded individually and combined to give an overall grade. Assessment criteria can appear in more than one assessment method. All EPA methods must be passed for the EPA to be passed overall.

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

Project Showcase (Work based project with slide deck, oral presentation and Q&A)	Professional Discussion and Practical Observation (supported by a portfolio of evidence)	Overall Grading
Fail	Fail	Fail
Pass	Fail	Fail
Fail	Pass	Fail
Distinction	Fail	Fail
Fail	Distinction	Fail
Pass	Pass	Pass
Distinction	Pass	Pass
Pass	Distinction	Pass
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.

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 failed assessment method(s) only.

For assessment method 1, apprentices must complete a different project if they do not pass the assessment method. For assessment method 2, the observation and the interview must be taken again.

The timescale for a re-sit/re-take is agreed between the employer and EPAO. The timescale for a re-take is dependent on how much re-training is required.

All assessment methods must be taken within a six-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 distinction.

Where any assessment method must 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.

Specimen

All specimen materials, such as an example project, can be accessed by registered training providers from the knowledge area on ACE360.

Accelerate People

Accelerate People are an independent EPAO specialising in digital apprenticeship EPAs. 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:

Email: info@accelerate-people.co.uk

Visit: www.accelerate-people.co.uk Registered training providers with Accelerate People can access further guidance material on the knowledge base on ACE360.

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