Qualification Specification

Accelerate People
Level 3 End-point Assessment
for Digital Marketer
ST0122/AP02

Qualification Number 610/2054/0

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Contents

Qualification Objective

The level 3 Digital Marketer apprenticeship is one of a suite of digital 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 Level 3 Digital Marketer Apprenticeship

Role Profile:

The primary role of a digital marketer is to define, design, build and implement digital campaigns across a variety of online and social media platforms to drive customer acquisition, customer engagement and customer retention. A digital marketer will typically be working as part of a team, in which they will have responsibility for some of the straightforward elements of the overall marketing plan or campaign. The marketer will work to marketing briefs and instructions. They will normally report to a digital marketing manager, a marketing manager or an IT Manager.

Typical job titles:

Digital Marketing Assistant, Digital Marketing Executive, Digital Marketing Co-ordinator, Campaign Executive, Social Media Executive, Content Co-ordinator, Email Marketing Assistant, SEO Executive, Analytics Executive, Digital Marketing Technologist.

Competencies:

This apprenticeship standard includes competencies to support alignment between the job role and the apprenticeship standard. Listed below are the competencies that all apprentices must demonstrate in their apprenticeship.

Technical competencies:
- Written communication: applies a good level of written communication skills for a range of audiences and digital platforms and with regard to the sensitivity of communication.
- Research: analyses and contributes information on the digital environment to inform short- and long-term digital communications strategies and campaigns.
- Technologies: recommends and applies effective, secure and appropriate solutions using a wide variety of digital technologies and tools over a range of platforms and user interfaces to achieve marketing objectives.
- Data: reviews, monitors and analyses online activity and provides recommendations and insights to others.
- Customer service: responds efficiently to enquiries using online and social media platforms.
- Problem solving: applies structured techniques to problem solving, and analyses problems and resolves issues across a variety of digital platforms.

- Analysis: understands and creates basic analytical dashboards using appropriate digital tools.
- Implementation: builds and implements digital campaigns across a variety of digital media platforms.
- Applies at least two of the following specialist areas: search marketing, search engine optimisation, email marketing, web analytics and metrics, mobile apps and Pay-Per-Click.
- Uses digital tools effectively.
- Digital analytics: measures and evaluates the success of digital marketing activities.
- Interprets and follows:
  - Latest developments in digital media technologies and trends.
  - Marketing briefs and plans.
  - Company defined 'customer standards' or industry good practice for marketing.
  - Company, team or client approaches to continuous integration.
- Can operate effectively in their own business's, their customers' and the industry's environments.

Technical knowledge and understanding:
- Understands the principles of coding.
- Understands and can apply basic marketing principles.
- Understands and can apply the customer lifecycle.
- Understands the role of customer relationship marketing.
- Understands how teams work effectively to deliver digital marketing campaigns and can deliver accordingly.
- Understands the main components of Digital and Social Media Strategies.
- Understands the principles of all of the following specialist areas: search marketing, search engine optimisation, e mail marketing, web analytics and metrics, mobile apps and Pay-Per-Click and understands how these can work together.
- Understands the similarities and differences, including positives and negatives, of all the major digital and social media platforms.
- Understands and responds to the business environment and business issues related to digital marketing and customer needs.
- Understands and follows digital etiquette.
- Understands how digital platforms integrate into the working environment.
- Understands and follows the required security levels necessary to protect data across digital and social media platforms.

Underpinning skills, attitudes, and behaviours:
- Logical and creative thinking skills.
- Analytical and problem-solving skills.
- Ability to work independently and to take responsibility.
- Can use own initiative.
- A thorough and organised approach.
- Ability to work with a range of internal and external people.
- Ability to communicate effectively in a variety of situations.
- Maintain productive, professional and secure working environment.

Entry Requirements

Qualifications

Apprentices 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 are required to complete on-programme assessment of their technical knowledge and understanding prior to entering EPA. This is completed by using a range of defined vendor or listed certification. Apprentices must achieve one internationally recognised vendor or professional qualification, from the right-hand column in the table below; this then exempts one of the Ofqual-regulated knowledge modules.

Knowledge Module	Vendor Certification
Knowledge Module 1: Principles of Coding	MTA HTML 5 CIW – Site Development Associate
Knowledge Module 2: Marketing Principles	Google Squared CIM (CIM level 4 award in Digital Marketing) Dot Native CIW – Internet Business Associate
Knowledge Module 3: Digital Marketing Business Principles	Google Analytics IQ CIM (CIM level 4 award in Digital Marketing) CIW – Data Analytics CIW – Social Media Dot Native Google Squared

Experience

There are no pre-requisite experience requirements defined for entry onto this qualification.

EPA Requirements

This EPA includes a holistic assessment of the following elements:

- A summative portfolio.

- A synoptic project.
- An employer reference.
- A structured interview.

An independent assessor will assess each element of the EPA and will then decide whether to award apprentices with a fail, pass, merit or distinction grade.

To successfully complete the level 3 Digital Marketer apprenticeship apprentices must achieve at least a pass in each of the "What", "How" and "With Whom" competencies.

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.
- Apprentices must have compiled and submitted a portfolio of evidence.
- For level 3 apprenticeships and above, apprentices without English and mathematics at level 2 must achieve level 2 prior to taking their EPA.
- Apprentices have met the on-programme assessment requirements.

If required, apprentices may request 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:
  - o Demonstrating where evidence has met the outcomes listed on the standard.
  - o Listing the knowledge modules, vendor or professional certificates that have been completed and uploading evidence of the certificates.
  - o Confirming their synoptic project choice and preferred start date for the synoptic project.
  - o Confirming their preferred date for interview.
  - o Advising Accelerate People if the apprentice requires any reasonable adjustments to be made during the EPA.
  - o Confirmation signatures that the apprentice is ready for the EPA.
- Evidence of Maths and English qualifications at Level 2 or above (or acceptable equivalent as specified in the entry requirements section).
- The apprentices completed electronic portfolio, see Summative Portfolio
- for further details.
- A completed employer reference, see Employer Reference for further details.

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.

Assessment

The Employer Reference

The employer reference provides the employer's perspective on how the apprentice has performed in the workplace and how they have applied their knowledge, competencies, and behaviours in work projects.

The reference **must** cover the following criteria:

- Whether or not the apprentice has met the outcomes listed in the apprenticeship standard.
- How the evidence submitted in the summative portfolio has been completed.
- The quality of the apprentice's work.
- How the apprentice works as part of a team and on their own initiative.
- The apprentice's approach to problem solving and taking responsibility for their actions.
- The apprentice's approach to work and taking on additional activities.
- The apprentice's communication skills.
- The apprentice's customer service skills, both internally and externally.

Synoptic Project

The synoptic project provides evidence against a selected set of knowledge, competencies, and behaviours against a pre-defined project undertaken in a controlled environment. This is key to ensure consistency and comparability, increasing the accuracy of the assessment decision.

The synoptic project is typically four days and can be completed at the employer's or training provider's location. The apprentice **must** have access to a computer that is connected to the internet.

All projects **do not require** the apprentice to cover every competence listed in the standard. They do require the apprentice to define, design, build and implement a digital campaign across a variety of online and social media platforms. The apprentice will be expected to demonstrate a selection of knowledge and skills across the remaining outcomes.

All projects will require the apprentice to complete the following:

- Demonstrate the application of knowledge and skills to meet the project outcomes.
- Explain their approach to planning and completing the tasks.
- Behave in a professional and security conscious manner.

Summative Portfolio

The summative portfolio provides evidence against the totality of the standard, based on the application of knowledge, competence, and behaviours to real work projects in the work environment. This is key to ensure the validity of the final assessment decision.

The portfolio should contain the best evidence produced during the whole of the apprenticeship. All evidence should be clear, well documented and demonstrate competency against the criteria listed in the standard.
The evidence **must** be real work tasks and be relevant to the criteria listed in the Standard. Where more complex tasks have been used these should be prioritised and included in the portfolio as

they will demonstrate a broader range of tools and technologies and a higher breadth of knowledge used in the application.

Typically, portfolios will contain 6 high quality tasks covering a range of different criteria in each, although it is expected that there will be overlaps of criteria in each task. Where possible a broad range of tools and technologies should be shown to demonstrate breadth and depth of knowledge and skills.

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 interview.

Interview

The interview is a structured discussion between the apprentice and the independent assessor, focusing on the summative portfolio and the synoptic project, with reference to the employer reference as appropriate. It covers both what the apprentice has done in terms of the standard of their work, and also how they have done it. This enables the EPA to include the full range of technical knowledge and competencies as well as the underpinning skills, attitudes and behaviours.

The interview will last for 60 minutes.

Assessment Criteria

The What

This should demonstrate what the apprentice has shown they can do, what tools and technologies they have selected and their appropriateness for the task. What has been done to exploit the functionality of different tools and methods, and how they can be applied in different contexts for digital marketing campaigns whilst considering interrelated and interdependent factors.

Competency	Expected Requirement
Pass Criteria	
Written communication: applies a good level of written communication skills for a range of audiences and digital platforms and with regard to the sensitivity of communication.	The Apprentice must be able to demonstrate communicating across 3 different platforms to 3 different types of audience or Customer segments, one of these should be a form of Internal communication.
Research: analyses and contributes information on the digital environment to inform short and long term digital communications strategies and campaigns.	The apprentice can take and interpret a given topic (for both long and short term strategies) and make a recommendation and report on the summary of findings for each strategy.

Competency	Expected Requirement
Technologies: recommends and applies effective, secure and appropriate solutions using a wide variety of digital technologies and tools over a range of platforms and user interfaces to achieve marketing objectives.	The apprentice can demonstrate the use of 3 digital technology tools over 3 differing platforms or user interfaces to meet the objectives.
Data: reviews, monitors and analyses online activity and provides recommendations and insights to others.	The Apprentice can demonstrate the awareness of 2 different tools to review, monitor and analyse online activity. The apprentice should be able to demonstrate how they have recommended and defined customer's trends and uses.
Customer service: responds efficiently to enquiries using online and social media platforms.	The apprentice must be able to demonstrate professionally responding to three different types of enquires over both social media and on-line platforms.
Problem solving: applies structured techniques to problem solving, and analyses problems and resolves issues across a variety of digital platforms	The apprentice must apply 3 different techniques to problem solving and analysis over a variety of digital platforms.
Analysis: understands and creates basic analytical dashboards using appropriate digital tools	The apprentice must be able to analyse data and create reports by selecting 3 appropriate tools.
Implementation: builds and implements digital campaigns across a variety of digital media platforms.	The apprentice must be able to build and implement campaigns across at least 3 different digital media, including social media, platforms.
Applies at least two of the following specialist areas: search marketing, search engine optimisation and Pay-Per-Click, e mail marketing, web analytics and metrics, mobile apps.	The apprentice must be able to apply two of the listed analytic tools/approaches to demonstrate the discovery and evaluation of patterns in data for the purpose of understanding and optimizing usage of a website.
Uses digital tools effectively.	The apprentice must be able to Apply and understands the latest and most effective tools to use in campaigns and demonstrate the use of 3 tools most appropriate to the business and audience.
Digital analytics: measures and evaluates the success of digital marketing activities.	The apprentice can demonstrate that they have been able to measure success across two campaigns.

Competency	Expected Requirement
Interprets and follows: • Latest developments in digital media technologies and trends. • Marketing briefs and plans. • Company defined 'customer standards' or industry good practice for marketing. • Company, team or client approaches to continuous integration.	The apprentice must be able to demonstrate and explain latest developments and tools appropriate to their organisation. The apprentices should be able to define good customer and industry practice and attendance of continuous professional development.
Can operate effectively in their own business's, their customers' and the industry's environments.	The apprentice must be able to explain how to operate within their own business, their customers and across industry.
Criteria for a Merit or Distinction (Significantly Above)	
Breadth – the range of tools and methods understand and applied.	Understands and applies a wide range of tools and methods. Accurately and appropriately applies and effectively implements the right tools and methods in a variety of different situations.
Depth – the level to which these tools and methods are understood and applied.	A capable user - exploits the functionality/capability of the tools and methods. Broad understanding of different tools and methods and how and why they can be applied in different contexts.
Complexity – the extent and prevalence of inter-related and interdependent factors in the work and how well the apprentice has dealt with these.	Deals confidently and capably with interrelated and interdependent factors in their work.

The How

This should demonstrate how the apprentice has approached their work and contributed to the wider business. They must show their ability to use logical and creative thinking skills when undertaking work tasks and to solve problems that emerge. Apprentices should demonstrate taking responsibility for more complex tasks, show initiative to enhance their work and focus on delivering high quality solutions when running digital marketing campaigns.

Competency	Expected Requirement
Apprentices can demonstrate the full range of skills, knowledge and behaviours required to fulfil their job role.	Knows what skills, knowledge and behaviours are needed to do the job well. Are aware of their own strengths in the job role, and any areas for improvement. Appreciate who else is important, for them to do their job and fulfil the role effectively (e.g. colleagues, managers, other stakeholders). Are aware of potential risks in the job role (e.g. security, privacy, regulatory). Use personal attributes effectively in the role. Understand how the job fits into the organisation as a whole.
Apprentices can demonstrate how they contribute to the wider business objectives and show an understanding of the wider business environments.	Understands the goals, vision and values of the organisation. Aware of the commercial objectives of the tasks/ projects they are working on. Understands their role in meeting or exceeding customers' requirements and expectations. Is in tune with the organisation's culture.
Apprentices can demonstrate the ability to use both logical and creative thinking skills when undertaking work tasks, recognising and applying techniques from both.	Logical thinking: - Recognises the conclusion to be reached. - Proceeds by rational steps. - Evaluates information, judging its relevance and value. - Supports conclusions, using reasoned arguments and evidence. Creative thinking: - Explores ideas and possibilities. - Makes connections between different aspects. - Embraces ideas and approaches as conditions or circumstances change.
Apprentices can show that they recognise problems inherent in, or emerging during, work tasks, and can tackle them effectively	Problem-solving: - Analyses situations. - Defines goals. - Contributes to the development of solutions. - Prioritises actions. - Deals with unexpected occurrences.
Criteria for a Merit or Distinction (Significantly Above)	
Responsibility – the scope of responsibility and level of accountability demonstrated in the apprentice's work.	Undertakes work that is more complex, more critical or more difficult. Works independently and takes responsibility.
Initiative.	Demonstrates an ability to extend or enhance their approach to work and the quality of outcomes. Doesn't just solve the problem but explores all known options to do it better, more efficiently, more elegantly or to better meet customer needs.

Competency	Expected Requirement
Delivery focus – the extent to which the apprentice has shown they can grasp the problems, identify solutions and make them happen to meet client needs.	Shows good project management skills, in defining problem, identifying solutions and making them happen. Demonstrates a disciplined approach to execution, harnessing resources effectively. Drives solutions – with a strong goal focused and appropriate level of urgency.

With Whom

This should demonstrate who the apprentice has worked with, the personal and interpersonal qualities the apprentice has brought to all their work relationships, the range and levels of customers (internal and external) they engage with and how they have dealt with any barriers or issues. Apprentices should demonstrate their reliability and how they can lead by example when working with colleagues and clients.

Competency	Expected Requirement
Apprentices can manage relationships with work colleagues, including those in more senior roles, customers/clients and other stakeholders, internal or external and as appropriate to their roles, so as to gain their confidence, keep them involved and maintain their support for the task/project in hand. Apprentices can establish and maintain productive working relationships, and can use a range of different techniques for doing so.	Managing relationships: • Understands the value and importance of good relationships. • Acknowledges other people's accomplishments and strengths. • Understands how to deal with conflict. • Promotes teamwork by participating. Customer/client relationships: • Understands their requirements, including constraints and limiting factors. • Sets reasonable expectations. • Understands how to communicate with them. • Interacts positively with them. • Provides a complete answer in response to queries ('transparency', 'full disclosure'). Stakeholders: • Understands who they are and what their 'stake' is. • Prioritises stakeholders in terms of their importance, power to affect the task and interest in it. • Agrees objectives.
Apprentices can communicate effectively with a range of people at work, one-to-one and in groups, in different situations and using a variety of methods. Apprentices can demonstrate various methods of communication, with an understanding of the strengths, weaknesses	Intention/purpose: • Understands the purpose of communicating in a particular situation or circumstance (e.g. inform, instruct, suggest, discuss, negotiate etc.) • Checks that the person/people with whom one is communicating also understand the purpose. • Is sensitive to the dynamics of the situation. • Is aware of anything that might disrupt the effectiveness of the communication (e.g. status, past history). a. Method:

Competency	Expected Requirement
and limitations of these, the factors that may disrupt it, and the importance of checking other people's understanding.	• Understands the most appropriate method for the situation. • Aware of the limitations of the chosen method, and the possible risks of miscommunication (e.g. ambiguity). • Takes account of the affective dimensions of the method (e.g. body language, tone of voice, eye contact, facial expression etc.) b. Execution: • Expresses self clearly and succinctly, but not over-simplifying. • Checks that the other person/people understand what is being expressed. • Takes account of the potential barriers to understanding (e.g. filtering, selective perception, information overload). • Modifies the purpose and methods of communication during a situation in response to cues from the other person/people.
Criteria for a Merit or Distinction (Significantly Above)	
Scope and appropriateness – the range of internal and external people and situations that the apprentice has engaged appropriately and effectively with.	Internally – works alone, 1:1, in a team and with colleagues at all levels. Externally – works with customers, suppliers and partners in a variety of situations. Reads situations, adapts behaviours, and communicates appropriately for the situation and the audience.
Reliability – the extent to which they perform and behave professionally.	Can be trusted to deliver, perform and behave professionally, manages and delivers against expectations, proactively updates colleagues and behaves in line with the values and business ethics.
A role model and exemplar to others.	Actively works with others and leads by example.

Grading

Grading takes place at the end of the apprenticeship, following the end point assessment. The output is a single grade: pass, merit or distinction for the entire apprenticeship.

The independent assessor will make a holistic judgement of all the submitted evidence, they will not make assumptions, their decisions will only be made be on what they have seen or heard during the EPA.

For a pass, each of the three sets of criteria must demonstrate at least the expected (minimum requirement) level of quality.

For a merit, the What has to be significantly above the level of quality and one of either the How or the With Whom has to be significantly above the level of quality expected.

For a distinction, all three sets of criteria must be significantly above the expected level of quality.

What	How	With Whom	Overall Grading
Minimum not met	Any level	Any level	**Fail**
Any level	Minimum not met	Any level	**Fail**
Any level	Any level	Minimum not met	**Fail**
Minimum requirement met	Minimum requirement met	Minimum requirement met	**Pass**
Minimum requirement met	Significantly above	Minimum requirement met	**Pass**
Minimum requirement met	Minimum requirement met	Significantly above	**Pass**
Significantly above	Minimum requirement met	Minimum requirement met	**Pass**
Significantly above	Minimum requirement met	Significantly above	**Merit**
Significantly above	Significantly above	Minimum requirement met	**Merit**
Significantly above	Significantly above	Significantly above	**Distinction**

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 office: Accelerate People Limited, Scale Space, Imperial College White City Campus, 58 Wood Lane, London, W12 7RZ.

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