

Junior Content Producer Assessment Plan  
Apprenticeship Level 3

## Junior Content Producer – Assessment Plan Apprenticeship: Level 3

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## Junior Content Producer – Assessment Plan

### 1. Introduction

The Junior Content Producer Level 3 Apprenticeship is an exciting new role for those wanting work in the creative industries; follow the link to the Standard for more detail:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/481071/Junior\\_Content\\_Producer\\_Standard.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/481071/Junior_Content_Producer_Standard.pdf)

This Apprenticeship will typically take 12-18 months to complete and will provide a well-rounded introduction into content production roles within the digital creative industries (including media, advertising, marketing communications and broadcast) and also for creative roles in non creative industries. This Apprenticeship comprises the core skills and knowledge needed to be competent in the role and to be able to develop and create exciting content and materials including:

- Content planning;
- Content development;
- Content creation and evaluation;
- Industry awareness.

This Assessment Plan has been designed to ensure that apprentices meet the skills, knowledge and behaviour outcomes defined in the Apprenticeship Standard.

In order to complete their apprenticeship, with the same knowledge, skills and behaviours at a consistent level, the following principles will inform our approach:

- Assessment should motivate apprentices to do their very best – ensuring work meets the Standard defined by industry;
- The apprenticeship should support a clear progression route for all apprentices and should position the apprenticeship, not just as a job or occupation in its own right, but also as the starting point for a career in the industry. Junior Content Producers may progress into Content Creation/Development roles at more senior levels across the industry including with digital agencies, publishers and broadcasters;
- The competencies and skills of the employees should allow for transferability across the creative and digital media industry in England;
- The assessment methods should ensure consistency of delivery irrespective of where companies are located in England.

## 2. Junior Content Producer Apprenticeship Assessment Process

### Learning and Continual On programme Assessment

**Continual assessment** – delivered during workplace ‘on the job’ training by the employer with optional support from a training provider or within a further education college, typically over a **12-18 month period**. Regular reviews are encouraged to track progress; this could include quarterly development reviews. Apprentices must keep a training log of evidence and reflective account including samples of work produced to refer to at the Professional Discussion part of the End Point Assessment. This is recommended rather than mandatory, and employers may choose to use different on-programme methods of assessment. If the apprentice has not already achieved English and Maths at Level 2, prior to starting the apprenticeship, they will also undertake this as part of the apprenticeship.

Theory and practical skills will be reviewed via demonstration of content creation skills



Knowledge and Learning outcomes reviewed by observation in the workplace and questioning



Employer and training provider review progress to assessment gateway

**Apprentice** – Carries out work as instructed by their employer or trainer gathering specific evidence for their training log to form the portfolio of work based projects. Completes core skills and knowledge as specified in the Standard and supporting optional qualification units (if employer requirement).

**Line manager/Mentor/Supervisor** - Directs and instructs the apprentice to carry out work processes and produce outcomes that confirm the apprentice is ready for the End Point Assessment. A mentor for the apprentice is not a mandatory requirement of the apprenticeship delivery, but they may be provided in a larger organisation.

**Training Provider** – Will engage with employers to deliver the vocational qualification or on-programme training. They can assist the employer to navigate the delivery of the qualification.

### Assessment Gateway

The employer and training provider will review the work the apprentice has done on-programme to decide if the apprentice is ready to progress to the End Point Assessment.

The employer will decide if the apprentice should sit the end point assessment

Apprentices without level 2 English and maths will need to achieve this level prior to taking the end-point assessment

Successful achievement of the on-programme phase.

### Formal End Point Assessment components

#### Workplace observation 25%

Assessed by the End Point Assessment Organisation (EPAO) Assessor

#### Set test 30%

The apprentice will be given a creative brief and then a set time to prepare a pitch before presenting their ideas to the EPAO Assessor

#### Professional discussion with assessor 45%

There will be a professional discussion with the EPAO assessor and the apprentice can refer to their training log of evidence

**Assessment organisation** – Carries out the End Point Assessment: workplace observation, administers the set test brief, and the professional discussion. The assessment organisation makes the final decision on whether the apprentice has passed the end point assessment or not. The assessment organisation will be on the SFA Register of Apprentice Assessment Organisations.

**Apprentice** – Plans, prepares and undertakes the workplace observation, attends the set test and professional discussion interview.

### **3. On-Programme Learning and Assessment**

On-programme learning should ensure that the apprentice has the opportunity to develop the skills, knowledge and behaviours required; each individual employer will determine how this is delivered in line with the Standard and Assessment Plan. The apprentice will spend a minimum of 12 months on-programme, gaining appropriate skills, knowledge and behaviours, in either: an advertising agency, a digital agency, a broadcaster or other employer in the creative and digital media industry, or in a creative role in a non creative industry.

The apprentice must maintain a portfolio of evidence of their on-programme work to be used for reference in the professional discussion element of their end point assessment. Examples of items to keep include: story boards, pitches, observations, reflective statements, peer reviews, witness testimonies, products including voice recordings, web content, film, art work, copy, reports, photographs, blog postings and Q&A. They could also keep a reflective diary or blog containing notes and dates of key achievements throughout the apprenticeship. This will provide a good record of progress for both the apprentice and the employer, and provide evidence to ensure learning is taking place. A mentor for the apprentice is not a mandatory requirement of the apprenticeship delivery, but they may be provided in a larger organisation.

The Training Provider and the line manager/mentor should discuss the apprentice's progress on regular occasions to ensure there is an integrated approach when assessing practical skills throughout the continual on-programme period. The Training Provider will work with the employer to ensure ongoing progress reports are created for the apprentice.

### **4. The Gateway Process (Progress review discussion)**

Prior to the discussion with the apprentice, the employer will review the on-programme work the apprentice has completed and decide if the apprentice is ready to progress to the end point assessment. Completion of the portfolio of evidence is a gateway requirement.

Apprentices without Level 2 English and maths will need to achieve this level prior to taking the end-point assessment

The review discussions between employer and apprentice will assess skills and knowledge development to date, enabling the apprentice to identify evidence of skills, knowledge and behaviours that they wish to use as examples for their end point assessment discussion.

Once the employer decides that the on-programme requirements have been achieved, they will meet with the provider to confirm successful achievement of the on-programme phase.

The apprentice will then be put forward for the end point assessment.

## 5. End point assessment

This will be delivered by an SFA approved Apprentice Assessment Organisation, who will provide an Assessor to conduct the three End Point Assessment components. Employers of apprentices will select an organisation from the SFA Register of Apprentice Assessment Organisations, to conduct independent End-Point Assessment of their apprentices.

### 1. End Point Assessment Components

The End Point Assessment will take place in the last 4 weeks of the Apprenticeship and will comprise three components: a Workplace Observation, a Set Brief Test and a Professional Discussion. The End Point Assessment Organisation will provide guidance materials for the each of the Assessment Methods.

#### Assessment method 1 – Workplace observation 25%

The Assessor will carry out the observation in the apprentice's usual workplace. The Assessor will mark and grade the Observation in advance of the Set Brief Test and Professional Discussion elements of the End Point Assessment. This observation will be for between 3 and 4 hours (see note on p16 re Assessor time allowed), and will test the apprentice's knowledge and skills developed in creating content, using media assets and storing content correctly. The observation will be of naturally occurring real work; due to the nature of the role apprentices will be using the skills, knowledge and behaviours specified as core to their role.

If on the actual day of the observation the apprentice is not able to show the full range of KSBs required then this will be picked up at the professional discussion stage. They will be advised of the date in advance of the Assessor's visit to ensure they have reserved appropriate project tasks to work on during the observation.

The End Point Assessment Organisation will produce an Observation Checklist for Assessors to use to ensure consistency in assessment of candidates.

Skills, Knowledge and Behaviours to be tested are:

#### Skills

##### **Capturing images and audio to create content:**

- Demonstrating how to operate media content capture equipment in a studio and/or on location in preparation for editing
- Monitoring the technical quality to identify any problems during the capturing process
- Writing and editing copy for use in print and/or online
- Using industry tools and editing techniques to create a narrative by:
- Selecting footage for editing, identifying the reasons for choice
- Cutting material and integrating material from different sources as appropriate

- Reviewing edited material to ensure appropriateness for the target audience, house style and platform
- Selecting clips and structuring audio in a way which tells a story clearly, accurately and fairly
- Selecting edit points which create a smooth transition in the material to achieve required effects
- Using sound effects and acoustic effects appropriately

**Using content management systems to manage media assets and store these correctly to include:**

- Labelling and storing materials accurately following organisational protocols
- Demonstrating how to publish web pages using mark-up and style sheets
- Demonstrating how to use search engine optimisation techniques

**Knowledge**

- Explaining the key stages in an end-to-end workflow process for developing creative media content
- Explaining how to ensure that content is accessible to all intended audiences
- Describing how to produce content that is focused on maximising engagement with intended audience
- Explaining how to write text for a non-linear medium
- Describing the regulatory and legal requirements when using media assets such as copyright, intellectual property rights, web accessibility etc.

**Behaviours**

- An ability to work effectively both individually and collaboratively as part of a team
- Recognition and compliance with equality and diversity in the workplace
- Following health and safety procedures in the workplace

If the apprentice does not pass the observation at the first attempt, they will have a further opportunity to undertake this assessment before sitting the Set Brief Test.

## **Assessment method 2 – Set brief test 30%**

This will take place away from the normal place of work. The activity will be conducted in a ‘controlled’ environment. The requirements for the ‘controlled’ environment will include a quiet room, away from the normal place of work; with dedicated workstation and access to all the required equipment [this could take place on the provider’s premises if the facilities are available]. The Assessor from the End Point Assessment Organisation will be present to ensure authenticity of the Apprentice’s work.

The Set Brief will be given to the apprentice on the morning of the assessment day; the apprentice will then be allocated 3 hours to research and prepare their pitch for presentation. For example, this involves developing a media campaign for a new product, developing supporting content for another product e.g.TV/Radio programme or to develop a new creative concept such as characters. The Set Brief will contain the research materials, client brief, resource and budget information and project timelines. The Set Brief test has been selected as an assessment method, to test an apprentice’s ability to respond to a commission, and develop a pitch idea in a short timescale; replicating working conditions. The End Point Assessment Organisation will develop a range of set briefs to ensure consistency of assessment.

It will test the following Skills, Knowledge and Behaviours from the Standard:

### **Skills**

- Interpreting the client brief and identifying the key audience for the media campaign
- Developing ideas and concepts to meet the brief
- Storyboarding and outlining script their ideas for content to be developed
- Identifying opportunities to exploit an idea across various platforms and recommending the appropriate platform/s or channel/s to be used
- Using appropriate pitching/ persuasive presentation skills when presenting the idea to be developed

### **Knowledge**

- How to identify the commercial drivers for a client/customer
- The importance of understanding the brand, brand awareness and the intended audience for the brief
- How print and digital audiences differ and the different communications styles, platforms and channels that could be used
- How creative content can be developed and used across different channels and platforms
- How new technologies, standards and trends could be used within the campaign
- How to work within the limitations of resources, budgets and the timescale for the brief



## **Behaviours**

- A passion for creating content for creative and digital media
- The ability to remain calm and think creatively within limiting parameters

### ***Sample Set Brief***

*Skillset TV want to create a campaign to promote apprenticeships to young people aged 16-24. Within the campaign, they want a short film which can be put on to the Skillset TV careers website and shared around the country. Alongside the short film, they want to create a social media campaign to promote the apprenticeships and the application process. Depending on the apprentices experience and specialist work to date they will be able to select from:*

***Content creation pitch*** – *You are tasked with pitching an idea for a short film approx. 3-5 minutes long. The short film must appeal to young people aged 16-24 and explain what a young person, hoping to apply for an apprenticeship, might want to know. You will only have 3 days to produce the film, so the idea must be achievable in that timeframe. You will be supplied with all the kit needed to create the short film, but there will be no additional budget, so your idea must be planned, costed and resourced within the given budget.*

***Marketing campaign pitch*** – *You are tasked with putting together a social media marketing campaign for the Skillset TV apprenticeship recruitment process. You will seek to maximise the audience for the campaign, making sure the audience is diverse. You will need to consider which platform or channels will best meet these needs, and how this ties in with the overall brand. You will be supplied with all the software you need to create and execute the campaign, but there will be no additional budget, so your idea must be planned, costed and resourced in line with the given budget.*

The 3 hour preparation phase will then be followed by the pitching element of the set brief test which will last 1 hour. The Assessor will mark the pitch on the apprentice's presentation skills, the knowledge they demonstrate and media campaign proposals suggested. The mark from the Set Brief Test will feed into the final assessment marking and grading given. If the apprentice does not pass the Set Brief Test at the first attempt, they will have a further opportunity to undertake this assessment before undertaking the Professional Discussion Assessment.

### Assessment method 3 - Professional Discussion – 45%

Once the Assessor has reviewed and marked the set brief test, and the Apprentice has passed Assessment methods 1 & 2, the Assessor will then carry out the Professional Discussion; this will take 1 hour. The End Point Assessment Organisation will provide question guides for the Assessors.

Questions during the interview will draw out topics and issues including; how they made key decisions on the content they have produced, how their role in a campaign helped to meet the needs of the client/customer brief and how they worked with their employer organisation and immediate team. It covers what the Apprentice has done and how they have done it, reflecting on their performance throughout the Apprenticeship and where they might have approached things differently (using work examples from the portfolio for reference). This enables this element of the end point assessment to include a broad range of skills and behaviours, such as critical thinking and problem-solving, internal and external relationships, communication skills and business/commercial understanding. This will ensure that consistent approaches are taken and that all key areas are appropriately explored.

The Skills, Knowledge and Behaviours from the Standard to be tested by the professional discussion are:

#### **Skills**

- How to manage and market their own skills and services
- Verbal communication and presentation skills
- Evidence of developing realistic proposals within the available resources, budget and timescales

#### **Knowledge**

- Wider industry awareness and the culture of creative media organisations
- The commercial pressures, project deadlines and organisational working practices within creative media
- The principles of negotiation and how to apply these when acquiring channel and platform space or time
- The importance of content creation and how and when to evaluate the success of the content developed
- How to segment and understand audiences
- How to gather data to evaluate the success of the campaign against the client/customer objectives
- The different styles of writing that can be used according to the type of campaign
- How to establish the appropriate tone of voice for the campaign

**Behaviours to be tested will include:**

- Demonstrating a passion for creating content for creative and digital media
- A strong work ethic and commitment in order to meet the standards required
- An ability to work effectively both individually and collaboratively as part of a team
- The ability to build and maintain positive relationships with customers

Following the completion of the professional discussion, the Assessor will award the final grading.

The End Point Assessment Organisation will ensure the employer and the apprentice know who has passed and what grade they have been awarded. Although the apprentice should only be recommended for the end point assessment when they are ready; a remediation process will be put in place by the End Point Assessment Organisation, to support any candidate who fails to meet the conditions of the End Point Assessment. The End Point Assessment Organisation will apply the indicated weightings and the following grading criteria to the apprentice's submission and performance level.

## 6. Assessment Weighting and Grading

Apprentices will be awarded a pass, distinction or fail. The apprenticeship grade will be based on the outcomes of the three end-point assessment components:

1. Observation
2. Set Brief Test
3. Professional Discussion

The combined score for the three assessment components will determine if a higher grade is awarded. A grade above pass means the apprentice has demonstrated a level of performance over and above the standard.

Grading boundaries have been set as follows:

- Fail: pass score not achieved, and full competence against the Standard not demonstrated
- Pass: achieved the pass score of 55% by passing all components, full competence against the Standard demonstrated
- Distinction: score between 75-100% significant performance above the standard

Apprentices will be provided with pass requirements and grade descriptors for each End Point Assessment method as part of the guidance materials supplied by the Assessment Organisation and will be advised by the training provider throughout their Apprenticeship as to what is required of them to achieve a Distinction.

### Breakdown of overall grading criteria by component

Points	Pass	Distinction	Maximum
Observation	15	20	25
Set brief test	15	20	30
Professional discussion	25	35	45
<b>Total</b>	<b>55</b>	<b>75</b>	<b>100</b>

## GRADING AND CRITERIA TABLE FOR ALL ASSESSED ACTIVITIES

Assessment Method	Area Assessed	Assessed by	Component Individual Grade Weighting
Observation	<p style="text-align: center;"><b>Pass</b></p> <p><b>Knowledge-</b> Demonstrates knowledge of the creative digital industries, factors to consider when creating content, understanding the correct storage of assets developed in line with industry technical standards and organisational procedures. How to operate effectively within a production workflow and their role within this.</p> <p><b>Skills</b> – The apprentice uses their specialist skills to create, produce and store multiple types of content correctly such as: images, audio content, video content, social media posts, animations, graphics, copy, GIFS and website pages which demonstrate the use of search engine optimisation (SEO). This content may be used on a single platform or on multiple platforms.</p> <p><b>Behaviours</b> – Can work independently and collaboratively with colleagues and customers.</p> <p style="text-align: center;"><b>Distinction</b></p> <p><b>Knowledge</b> - Understands and applies a wide range of tools and methods to create content.</p> <p><b>Skills</b> - Accurately and appropriately applies and effectively implements the right tools and methods in a variety of different situations. Can produce a range of content for use across all platforms, which does not require further production from others before sharing for use. Applies industry standard packages to edit and post produce content, is able to re-work content to meet the needs of various audiences e.g. re-editing a podcast or video for social media use.</p> <p><b>Behaviours</b> - Deals confidently and capably with interrelated and interdependent factors in their work Demonstrates an ability to act proactively to extend or enhance their approach to work and the quality of outcomes.</p>	Assessment Organisation	<p><b>Total points available: 25 points</b></p> <p><b>Pass: 15 points</b></p> <p><b>Distinction: 20 points</b></p>

<p><b>Set brief test</b></p>	<p style="text-align: center;"><b>Pass</b></p> <p><b>Knowledge</b> – How to interpret a client brief, understanding the differences between retention, acquisition, and conversion of customers for clients. The importance of brand, brand awareness and how this may affect the platform used for the content. How to develop a campaign idea to pitch, identifying resource requirements and channel/platform to use according to the content being created. How to prepare yourself for the pitch.</p> <p><b>Skills-</b> Undertakes time-efficient research using the audience and client information provided. Develops ideas to meet the client brief, demonstrating creative thinking. Can produce a storyboard or outline script for their presentation “pitch”. Presents a clear and credible pitch that describes the concepts of the media campaign or produce and meets the brief set.</p> <p><b>Behaviours-</b> Verbal communication skills, a passion for creativity and the ability to work under pressure.</p> <p style="text-align: center;"><b>Distinction</b></p> <p><b>Knowledge</b> - Industry awareness and where content creation fits within a marketing strategy. How emerging technologies, standards and trends may affect the campaign. Identifies options to do it better, more efficiently, more creatively or to better meet customer need</p> <p><b>Skills</b> - An ability to interpret a client brief within a short timescale, using the audience and client information provided, and then also applying their own industry awareness and experience when developing the creative ideas. Can prepare, practise and pitch more than one well constructed and highly developed idea to meet the client brief. Demonstrates project management skills, in identifying potential problems and identifying the correct solutions to make things happen. Presents a clear and compelling pitch.</p> <p><b>Behaviours</b> - Can read situations, adapt behaviours, and communicate appropriately for the situation and the audience.</p>	<p><b>Assessment Organisation</b></p>	<p><b>Total points available: 30 points</b></p> <p><b>Pass: 15 points</b></p> <p><b>Distinction: 20 points</b></p>
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<b>Professional discussion</b>	<p style="text-align: center;"><b>Pass</b></p> <p>The Professional Discussion shows how knowledge and skills have been learned and consistently applied in the workplace to provide support and assistance in the creation of ideas and content for various channels and platforms.</p> <p><b>Knowledge</b>-Understands the full process of content creation in the digital media industry. Has an awareness of the industry and their role within it, the new technologies and approaches that may be used and how to evaluate campaigns. How to interpret client briefs, how to select the appropriate channel or platform for a campaign and the basic resources needed to develop the content.</p> <p><b>Skills</b> – The development of creative ideas, content creation and asset management. Discussion of the training log also demonstrates verbal communication skills and presentation skills.</p> <p><b>Behaviours</b>- Awareness of personal development and the ability to explain the knowledge they have gained and skills they have developed during the apprenticeship. Examples of working effectively both individually and as part of a team.</p> <p style="text-align: center;"><b>Distinction</b></p> <p><b>Knowledge</b> – Understands the wider industry and their role within this, how they have used new technologies and the reasons for this, extensive knowledge of trends and audience research. Detailed assessment of client briefs and brands and how to select the appropriate channel or platform for a campaign. The potential range of resources that could be used to develop the content and how to select the most suitable.</p> <p><b>Skills</b> –Independently chooses the most appropriate route for ideas development, content creation and selection of communication channels/platforms. Provides multiple examples of working across content creation and how content has been re-purposed. The presentation of the work in the training log demonstrates pitching and presentation skills that are consistently engaging, build rapport and are clear and concise.</p>	<b>Assessment Organisation</b>	<p><b>Total points available: 45 points</b></p> <p><b>Pass: 25 points</b></p> <p><b>Distinction: 35 points</b></p>
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Outstanding achievement in projects discussed; the work is worthy of commendation and shows independent working and ideas generation.		
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<b>Behaviours</b> - Advanced communication and storytelling/narrative descriptions of their time on the apprenticeship working with clients and developing relationships. Actively works with others and leads by example.		
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## **7. Implementation of the Apprenticeship**

### **7A. Affordability**

In developing this assessment approach we are balancing the cost against the need to fully test the skills, knowledge and behaviours gained during the apprenticeship. The combination of a workplace observation, set test and professional discussion provides a rounded approach and allows for apprentices to demonstrate how they have met the standard. The order in which the End Point Assessment is delivered is recommended as above to reduce costs and time away from the workplace for the apprentice. The time taken for the End Point Assessment by the End Point Assessor is listed below.

- 1) Workplace observation and assessment – 7 hrs
- 2) Invigilation and assessment of the Set Brief Test – 4hrs
- 3) Professional Discussion – 1hr
- 4) Final marking and grading – 2hrs

The estimate of total time required for the assessment is 14hrs per Apprentice.

The cost allocated to end point assessment is approximately 15% of the overall costing for the delivery and assessment requirements for the Apprenticeship. We envisage there will be 50-100 apprentices per year, and that there will be sufficient assessors to carry out the End Point Assessment.

### **7B. Internal Quality Assurance and Quality Control**

The End Point Assessment Organisation will be required to demonstrate appropriate quality assurance and verification processes to ensure that the quality, consistency and validity of assessments are maintained. The End Point Assessment Organisation will be on the SFA Register of Apprentice Assessment Organisations. Independent assessors working for the End Point Assessment Organisation will need to have substantial and relevant industry experience, and have the technical skills to create content, of which at least 12 months should have been within the last 3 years, to ensure current and relevant sector knowledge and skills. If they do not have previous experience of assessment or verification, they will be expected to undergo training in methods of assessment for work based learning including observation, questioning and verification procedures which will be provided by the End Point Assessment Organisation. The End Point Assessment Organisation will make the assessment guidance and grading criteria available to independent assessors, providers, employers and Apprentices.

We would envisage that assessors and verifiers/moderators will undertake validation meetings, moderation and standardisation meetings at least twice a year to ensure consistency of marking and grading. Where there is more than one Assessment Organisation, they would be expected to collaborate with each other to ensure standardisation across all end point assessments delivered.

### **7C. External Quality Assurance**

We are developing a Trailblazer employer led approach to the external quality assurance of the Apprenticeship. The external quality assurance will be overseen by a new Creative Media Industries Apprenticeship External Quality Assurance Board, and conducted and managed by Creative Skillset on a non-profit basis.

The Board will establish and carry out, appropriate policy, procedure and practice checks on the delivery of the Standard and the End Point Assessment. This will include moderation of the End Point Assessment Organisations if more than one organisation is involved in the process.

Membership of the Board will consist of representatives of all sizes and types of creative media content and production employers. The membership will choose a strategic group of 10 employers to lead the body, with representation from those involved with the development of the Standard and the Assessment Plan. The Body will ensure representation from employers of different types and size, including at least 2 SMEs; to ensure coverage across the different elements of the creative media industries. Membership of the Board will be via an open, transparent and fair public nomination and selection process. When a vacancy arises, employers of creative media content staff will be invited to apply for a seat on the Board, demonstrating support from at least two industry and/or relevant stakeholder organisations.

The Board will have a chair and there will be formal, and published, terms of reference for the Board. Each Board member will be subject to re-election after a period of three years, and no Board member will be eligible to serve more than two terms. Board members will commit to working openly and on behalf of the industry as a whole and to declare formally any conflicts of interest. Nominees will be selected based on their experience, knowledge, and commitment to ensuring that the quality, consistency and impact of apprenticeships for the benefit of the sector is maintained and maximised.

Selection will also consider the overall balance and make-up of the Board, to ensure that there is broad representation across sizes and sectors of organisations. The selection of Board members will be undertaken by the Creative Media Industries Apprenticeship External Quality Assurance Board. Until this Board is fully established (set up begins in April 2017) selection will be by employers from the Employer Implementation Group.

None of the employers involved in the selection of Board members, or the organisations that they work for, will have been connected to any of the applicants.

The Board may choose to invite others, such as professional bodies, training providers or assessment organisations, to attend some or all of the meeting where they want their input or expertise. The Board will have in-depth knowledge and understanding of the content of the standard and assessment plan and of the external quality assurance arrangements and methodologies.

**The Board will:**

- Set and agree the key measures to benchmark external quality assurance results to be used by Creative Skillset
- Review the reports from the external quality assurance for each assessment organisation and for each Standard, based on the reports produced by Creative Skillset and will agree corrective action as required
- Make recommendations, to the relevant employer group who set the standards, to training providers and to assessment organisations, to share best practice and/or to highlight issues that need to be addressed in the Standard or Assessment Plan, as required

**External Quality Assurance Process**

External quality assurance will focus on four activities to ensure compliance including consistency of assessment materials; competence and performance of staff; the internal quality assurance systems and processes; and the external moderation of a sample of end point assessments.

These activities will be reviewed through two processes:

**Systems Audit**

A systems audit will be undertaken within six months of the EPA organisation appearing on the Register of Apprentice Assessment Organisations, and then on an annual basis. The systems audit will include:

- Ensuring consistency of assessment tools including the design of the assessment materials, the consistent application of these tools and the internal quality assurance of assessment materials
- Checking competence of staff including the occupational competence of assessment and internal verification staff and the appropriateness of the training and CPD of staff for the standard they are assessing against
- Internal quality assurance systems, processes and reporting

- The systems audit will be based on desk review of all relevant documentation, meetings with key staff and a site visit. A formal report will be produced following the systems audit, highlighting any areas where remedial action is needed. Assessment Organisations will be required to provide a remedial plan, with clear timescales, setting out how they will address any such issues

### **External Moderation**

- Assessment Organisations will advise Creative Skillset as soon as they are notified by an employer and/or training provider that an apprentice is ready to undertake end point assessment.
- The external moderation of assessment decisions will be undertaken with a sample of those assessments that have been completed since the previous external moderation visit. It is expected that external moderation will take place at least annually.
- The sample size will vary and will be dependent on a number of factors, including the number of sites, the number of assessors and assessments undertaken, the number of different standards being assessed, the previous findings from external moderation samples and the conclusions from the systems audit
- In the first year of assessment against a standard, all assessment organisations will have a higher percentage sample.
- A formal report will be produced following each sample of external moderations. These reports will be supplied to the assessment organisation, setting out any areas where the service has not fully met the defined requirements and/or where inconsistencies have been identified. This will require the assessment organisation to produce and agree a remedial plan, with clear timescales, to ensure the service fully meets all the requirements.

### **Ensuring independence**

- Independence and impartiality are achieved as the end point assessment is undertaken by an independent assessor from an Assessment Organisation.
- The independent assessor will make a holistic assessment of each apprentice's work, including the grade to be awarded, on the basis of evidence supplied in the workplace observation, set brief test and professional discussion.
- In the event of an issue with the delivery of the EPA, the EQA Board will report any concerns regarding delivery of the End Point Assessment to the Institute for Apprenticeships (IFA) Creative and Design Apprenticeships Route Panel.

