



Pearson

# Pearson Level 3 End-point Assessment for Digital Marketer

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Issue 2



## About Pearson

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This specification is Issue 2. Key changes are summarised on the next page. We will inform centres of any changes to this issue. The latest issue can be found on our website.

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## Summary of changes for Pearson Level 3 End-Point Assessment for Digital Marketer specification Issue 2

Summary of changes made between previous issue and this issue	Page number
This EPA is now regulated by Ofqual. As a result, this EPA now has an Ofqual qualification number and a regulation start date as follows: Qualification Number (QN): 610/3176/8 Regulation start date: 30/08/2023	N/A

If you need further information on these changes or what they mean, please contact us via our website at: [qualifications.pearson.com/en/support/contact-us.html](https://qualifications.pearson.com/en/support/contact-us.html).

## **Collaborative development**

Pearson has worked in close collaboration with employers, other assessment organisations and experts from professional bodies and training providers in developing the assessment tools for this end-point assessment. We are grateful to all those who have generously shared their time and expertise to help us in the development process.

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# Pearson end-point assessments for Apprenticeship Standards

## Introduction

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One of the most significant changes of the apprenticeship reform in England is the introduction of an independent end-point assessment.

The end-point assessment (EPA) is a synoptic assessment of the knowledge, skills and behaviours outlined in the Apprenticeship Standard that have been learned throughout the apprenticeship programme. The purpose of the EPA is to make sure that the apprentice meets the standard set by employers and is fully competent in the occupation.

All apprentices must undertake the independent EPA at the end of the on-programme phase of training when their employer, and in some cases their training provider, is satisfied that they have met the 'gateway' criteria to undertake the assessment. Apprentices will not be awarded the apprenticeship certificate until they have successfully completed the EPA.

The EPA can be delivered only by a registered assessment organisation, which must be independent of the employer or any training provider involved in the delivery of the on-programme phase of the apprenticeship. All assessment decisions for the EPA must be made by the independent assessment organisation.

Pearson, as a registered assessment organisation, has been working closely with occupational experts, employers and training providers in the development of EPA tools to ensure that they are:

- valid and appropriate to assess occupational competence in the relevant industry and will deliver reliable outcomes
- fair to all apprentices and help them to make progress in their lives
- manageable for apprentices and the industry and can be delivered effectively and efficiently.

This specification contains the information needed to prepare apprentices for the Digital Marketer Apprenticeship EPA.

# 1 The Level 3 Digital Marketer Apprenticeship

## Overview

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The EPA in this specification relates to the Digital Marketer Apprenticeship Standard. The apprenticeship is at Level 3 and is for apprentices working in a Digital Marketer role.

Digital Marketers 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. Typically, a Digital Marketer will 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.

Digital Marketers can specialise in the following roles, Digital Marketing Assistant, Digital Marketing Executive, Digital Marketing Coordinator, Campaign Executive, Social Media Executive, Content Coordinator, Email Marketing Assistant, SEO Executive, Analytics Executive, and Digital Marketing Technologist.

This EPA is externally quality assured by the National Skills Academy for Rail.

The purpose of the EPA is to confirm that the apprentice has met the required level of knowledge, skills and behavioural standards set by employers and that they are competent in the role of Digital Marketer.

The typical duration for this apprenticeship is 18 months but this will depend on the apprentice's previous experience and their access to opportunities that give them the full range of competencies within their role.

The overall apprenticeship is graded as Pass/Merit/Distinction.

To achieve the apprenticeship certificate, apprentices are required to be successful in completing the:

- on-programme period of training and development, including achieving the required Mathematics and English qualifications along with the following knowledge modules: Principles of Coding, Marketing Principles, Digital Marketing Business Principle
- EPA – *Section 3: End-point assessment component* gives detailed information on the EPA for this apprenticeship.

The certificate for the apprenticeship is awarded by the Institute for Apprenticeships and Technical Education (IfATE), through a process administered by the Education and Skills Funding Agency (ESFA).

As the EPA organisation, Pearson will claim the certificate on behalf of the apprentice. Employers and/or training providers should familiarise themselves with the requirements of the apprenticeship and communicate them clearly to apprentices. To see the published Digital Marketer Standard and Assessment Plan, please go to: [www.instituteforapprenticeships.org/apprenticeship-standards/](http://www.instituteforapprenticeships.org/apprenticeship-standards/)

## 2 Digital Marketer End-Point Assessment

### Structure

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The EPA for the Level 3 Digital Marketer Apprenticeship consists of one assessment component that is assessed holistically. There are four methods to this single component that all contribute to the assessment. These are summarised in the table below.

Single Component	
EPA methods	Summary
Summative Portfolio	This is produced towards the end of on-programme training and development using evidence from the workplace.
Employer Reference	To be completed by the employer at the end of the apprenticeship as part of the gateway to EPA.
Synoptic Project	A business-related project set by Pearson and completed over four working days.
Interview	Up to two hours as the final part of the EPA before grading.

There is detailed information for each of the methods of the single component EPA in *Section 3*.

## Grading

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The grading of this EPA is based on three sets of criteria:

- **What:** what the apprentice has shown they can do
- **How:** the way in which the work has been done
- **With Whom:** the personal and interpersonal qualities the apprentice has brought to all their work relationships.

Each criterion has minimum expected requirements and measures that the independent end-point assessor (IEA) considers to determine if the apprentice is at a Pass level or significantly above the minimum expected level.

For a Pass, each of the three sets of criteria must demonstrate at least the expected (minimum requirement) level of quality. The Pass criteria can be found in Method 2: Summative Portfolio under Apprenticeship Standard Outcomes.

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, each set of criteria must be significantly above the expected level of quality. The Apprentice Standard Outcomes for Merit and Distinction can be found below.

### Grading decision

This section gives a clear indication of areas where the apprentice is working significantly above the expected standard. When a final grading decision is made, the following **Measures** will be considered for **What**, **How** and **With Whom** elements of the assessment.

## Measure for Merit or Distinction (significantly above the expected level)

<b>What:</b> what the apprentice has shown they can do above the minimum standard	
Measure	Description of what 'significantly above the expected level of quality' looks like
<b>Breadth</b> – the range of tools and methods understood and applied	<p>Understands and applies a wide range of tools and methods.</p> <p>Accurately and appropriately applies and effectively implements the right tools and methods in a variety of different situations.</p>
<b>Depth</b> – the level to which these tools and methods are understood and applied	<p>A capable user – exploits the functionality/capability of the tools and methods.</p> <p>Broad understanding of different tools and methods and how and why they can be applied in different contexts.</p>
<b>Complexity</b> – the extent and prevalence of interrelated and interdependent factors in the work and how well the apprentice has dealt with them	<p>Deals confidently and capably with interrelated and interdependent factors in their work.</p>

How: the way in which the work has been carried out above the minimum standard	
Measure	Description of what 'significantly above the expected level of quality' looks like
<b>Responsibility</b> – the scope of responsibility and level of accountability demonstrated in the apprentice's work	<p>Undertakes work that is more complex, more critical or more difficult.</p> <p>Works independently and takes responsibility.</p>
<b>Initiative</b>	<p>Demonstrates an ability to extend or enhance their approach to work and the quality of outcomes.</p> <p>Does not just solve the problem but explores all known options in order to complete the task more efficiently, more elegantly or to better meet customer needs.</p>
<b>Delivery focus</b> – the extent to which the apprentice has shown they can grasp the problems, identify solutions and make them happen to meet client needs	<p>Shows good project management skills in defining the problem, identifying solutions and putting them into practice.</p> <p>Demonstrates a disciplined approach to execution, harnessing resources effectively.</p> <p>Drives solutions – with a strong goal-focused and appropriate level of urgency.</p>

<b>With Whom:</b> the personal and interpersonal qualities that the apprentice has brought to internal and external relationships above the minimum standard	
<b>Measure</b>	<b>Description of what 'significantly above the expected level of quality' looks like</b>
<b>Scope and appropriateness</b> – the range of internal and external people and situations that the apprentice has engaged appropriately and effectively with	<p>Internally – works alone, one to one, in a team and with colleagues at all levels.</p> <p>Externally – works with customers, suppliers and partners in a variety of situations.</p> <p>Reads situations, adapts behaviours and communicates appropriately for the situation and the audience.</p>
<b>Reliability</b> – 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.
<b>A role model and exemplar to others</b>	Actively works with others and leads by example.

## Gateway requirements

Before progressing to the EPA, all apprentices must be signed off by their employer to go through the 'gateway'. This gateway sign off confirms that apprentices have the level of occupational knowledge, skills and behaviours required to achieve the apprenticeship and that they are therefore 'ready for EPA'. Employers should recommend apprentices for EPA only when they are confident that they are ready.

The stated Mathematics and English requirements form part of the gateway and must be achieved before apprentices attempt the EPA. The following on-programme knowledge modules will also need to be achieved. The employer will select which vendor or professional qualifications the apprentice should take.

Knowledge Modules	Vendor or Professional Qualifications
Knowledge Module 1: Principles of Coding (for Level 3 Digital Marketer Apprenticeship)	MTA HTML 5 CIW – Site Development Associate
Knowledge Module 2: Marketing Principles (for Level 3 Digital Marketer Apprenticeship)	Google Squared CIM (CIM Level 4 Award in Digital Marketing) Dot Native CIW – Internet Business Associate
Knowledge Module 3: Digital Marketing Business Principles (for Level 3 Digital Marketer Apprenticeship)	Google Analytics IQ CIM (CIM Level 4 award in Digital Marketing) CIW – Data Analytics CIW – Social Media Dot Native Google Squared

Pearson offers all three knowledge modules in the Pearson BTEC Award and Certificates for the Level 3 Digital Marketer Standard but there is no requirement to complete the Pearson version.

Employers must complete an EPA Gateway Declaration Form (see *Annexe A*) to be signed by the employer and the apprentice. The form and the associated gateway evidence will be transferred to Pearson before the EPAs take place. The form captures the mandatory prerequisites for the EPAs and any other organisation-specific evidence. The assessments cannot take place unless the relevant information and evidence is available.

To support the *EPA Gateway Declaration Form*, evidence must be provided that the apprentices have met the gateway requirements.

## Language of assessment

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The single component of the EPA will be conducted in English.

Further information on the use of language in qualifications is available in our *Use of languages in qualifications policy* document, available on our website: [qualifications.pearson.com](https://www.pearson.com/qualifications)

## Preparing apprentices for the EPA

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To ensure that apprentices develop the knowledge, skills and behaviours that underpin occupational competence, it is recommended that they follow a structured programme of training and development. The period of training and development should be a minimum of 12 months and must include a minimum of 20 per cent off-the-job training, away from the day-to-day job.

In order to prepare apprentices effectively, employers and/or training providers should:

- have a good understanding of the Apprenticeship Standard and the structure and format of the EPA – *Section 3* gives detailed information on each EPA component
- plan and implement a learning and development programme based on the Apprenticeship Standard, with regular reviews of progress and readiness, to ensure apprentices develop the required knowledge, skills and behaviours
- use formative assessments and practice to help prepare apprentices for the EPA.

## EPA planning and scheduling

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Employers and/or training providers must have an agreement in place to conduct EPAs with Pearson. Apprentices must be registered and booked on to their EPA in sufficient time to allow adequate planning and scheduling of the assessments. There will be a number of checkpoint meetings with Pearson before the employer or training provider books the EPA dates. Once the employer or training provider has booked the dates, we will allocate an IEA who will arrange a further planning meeting.

The purpose of the meeting is to share information with the independent end-point assessor, in order to support the assessment process and to agree a plan for the upcoming assessment activities for the apprentices. The IEA will agree a plan and schedule for each assessment activity to ensure that all assessment methods can be completed within the EPA time. The EPA planning meeting can be conducted remotely using the appropriate technology.

Once the employer and/or training provider is satisfied that apprentices have met the Apprenticeship Standard and are ready for EPA, they will complete the *EPA Gateway*

*Declaration Form* and submit the apprentices' gateway evidence to Pearson. This evidence will then be verified by Pearson before EPAs take place.

## Reassessment

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The apprentice can be reassessed on any part of the standard where they have not met the minimum for Pass, subject to discussion with the employer/training provider. As the EPA is a single component split across four methods, the apprentice may be required to be reassessed across multiple methods in order to achieve a Pass.

## Booking reassessment

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The timescale for any reassessment will be agreed on a case-by-case basis with Pearson. As part of that agreement, any reassessments must not provide an apprentice with an unfair advantage over others. Pearson will allocate an available IEA to undertake this assessment. This may or may not be the same individual who undertook the previous assessment.



### 3 EPA single component

This section contains information for each method of the single component EPA.

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## Method 1: Employer Reference

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### Purpose

The employer will fill out an Employer Reference form (see *Annexe C*) that sets out their views of the quality of the apprentice's work.

The Employer Reference allows for the inclusion of employer comments against the standards.

The employer will not grade or provide a rating.

The Employer Reference will be used as part of the final judgement made by the IEA to grade the apprentice.

### Format

To support the grading process, the form for the Employer Reference allows the employer to provide commentary on the following areas:

- works internally – works alone, one to one, in a team and with colleagues at all levels
- works 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
- 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
- actively works with others and leads by example
- approaches their work, such as dealing with tight deadlines and delivering against expectations
- actively works with others and leads by example.

The form also allows for the employer to detail the strengths the apprentice has displayed during their time on the apprenticeship.

### Assessing performance

The Employer Reference should not assess the performance of the apprentice or give guidance on grading decisions, it is there to support the final assessor decision.

## Method 2: Summative Portfolio

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### Purpose

The Summative Portfolio must provide evidence from real work projects, illustrating the application of all the knowledge, skills and behaviours set out in the Apprenticeship Standard.

The Summative Portfolio should be produced towards the end of the programme, with evidence from projects that have been completed by the apprentice. The evidence in the Summative Portfolio must comprise pieces of work that cover the whole Apprenticeship Standard. When submitting the Summative Portfolio the training provider and apprentice must complete the Summative Portfolio Authentication and Certification Declaration Form (see *Annexe B*).

If the Summative Portfolio submitted does not contain evidence that covers the whole of the Apprenticeship Standard the apprentice will not be able to continue with the EPA. In this instance the Summative Portfolio will be returned to the training provider/employer and will need to be resubmitted before the EPA can continue.

### Format

The completed Summative Portfolio will be assessed by an IEA who makes their own judgement on the quality of the work. The assessor may also note particular aspects of the work that they wish to discuss with the apprentice during the Interview, either to confirm their judgement and/or provide further information on which to base their grading decisions.

### Content to be assessed

The Summative Portfolio will showcase the apprentice's very best work and will demonstrate how they have applied knowledge and understanding in a real work environment to achieve real work objectives. Employers and training providers will assist the apprentice in assembling the Summative Portfolio to ensure that it is complete and covers all of the Apprenticeship Standard outcomes.

The apprentice must have access to an electronic platform to complete the Summative Portfolio.

## Apprenticeship Standard Outcomes

Single Component Topic areas	Apprenticeship Standard outcomes
<p><b>What</b></p> <p><b>A1 Written Communication</b></p> <p>Applies a good level of written communication skills for a range of audiences and digital platforms and with regard to the sensitivity of communication</p>	<p><b>A1.1</b> The apprentice must be able to demonstrate communicating across three different platforms to three different types of audience or customer segment, one of these should be a form of Internal communication.</p>
<p><b>What</b></p> <p><b>A2 Research</b></p> <p>Analyses and contributes information on the digital environment to inform short- and long-term digital communications strategies and campaigns</p>	<p><b>A2.1</b> 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.</p>
<p><b>What</b></p> <p><b>A3 Technologies</b></p> <p>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</p>	<p><b>A3.1</b> The apprentice can demonstrate the use of three digital technology tools over three differing platforms or user interfaces to meet the objectives.</p>
<p><b>What</b></p> <p><b>A4 Data</b></p> <p>Reviews, monitors and analyses online activity and provides recommendations and insights to others</p>	<p><b>A4.1</b> The apprentice can demonstrate the awareness of two different tools to review, monitor and analyse online activity.</p>
	<p><b>A4.2</b> The apprentice should be able to demonstrate how they have recommended and defined customer's trends and uses.</p>
<p><b>What</b></p> <p><b>A5 Customer service</b></p> <p>Responds efficiently to enquiries using online and social media platforms.</p>	<p><b>A5.1</b> The apprentice must be able to demonstrate professionally responding to three different types of enquiry over both social media and online platforms.</p>

Single Component Topic areas	Apprenticeship Standard outcomes
<p><b>What</b></p> <p><b>A6 Problem solving</b></p> <p>Applies structured techniques to problem solving, and analyses problems and resolves issues across a variety of digital platforms</p>	<p><b>A6.1</b> The apprentice must apply three different techniques to problem solving and analysis over a variety of digital platforms.</p>
<p><b>What</b></p> <p><b>A7 Analysis</b></p> <p>Understands and creates basic analytical dashboards using appropriate digital tools</p>	<p><b>A7.1</b> The apprentice must be able to analyse data and create reports by selecting three appropriate tools.</p>
<p><b>What</b></p> <p><b>A8 Implementation</b></p> <p>Builds and implements digital campaigns across a variety of digital media platforms</p>	<p><b>A8.1</b> The apprentice must be able to build and implement campaigns across at least three different digital media platforms including social media.</p>
<p><b>What</b></p> <p><b>A9 Applies at least two of the following specialist areas</b></p> <p>Search marketing, search engine optimisation and Pay-Per-Click, email marketing, web analytics and metrics, mobile apps</p>	<p><b>A9.1</b> 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 optimising usage of a website.</p>
<p><b>What</b></p> <p><b>A10 Uses digital tools effectively</b></p>	<p><b>A10.1</b> The apprentice must be able to apply and understand the latest and most effective tools to use in campaigns and demonstrate the use of three tools most appropriate to the business and audience.</p>
<p><b>What</b></p> <p><b>A11 Digital analytics</b></p> <p>Measures and evaluates the success of digital marketing activities</p>	<p><b>A11.1</b> The apprentice can demonstrate that they have been able to measure success across two campaigns.</p>

Single Component Topic areas	Apprenticeship Standard outcomes
<p><b>What</b></p> <p><b>A12 Interprets and follows:</b></p> <ul style="list-style-type: none"> <li>• latest developments in digital media technologies and trends</li> <li>• marketing briefs and plans</li> <li>• company defined 'customer standards' or industry good practice for marketing</li> <li>• company, team or client approaches to continuous integration.</li> </ul>	<p><b>A12.1</b> The apprentice must be able to demonstrate and explain latest developments and tools appropriate to their organisation.</p> <p><b>A12.2</b> The apprentices should be able to define good customer and industry practice and attendance of continuous professional development.</p>
<p><b>What</b></p> <p><b>A13</b></p> <p>Can operate effectively in their own business's, their customers' and the industry's environments.</p>	<p><b>A13.1</b> The apprentice must be able to explain how to operate within their own business, their customers and across industry.</p>
<p><b>How</b></p> <p><b>B1</b> Apprentices can demonstrate the full range of skills, knowledge and behaviours required to fulfil their job role</p>	<p><b>B1.1</b> Knows what skills, knowledge and behaviours are needed to do the job well.</p> <p><b>B1.2</b> Are aware of their own strengths in the job role and any areas for improvement.</p> <p><b>B1.3</b> Appreciates who else is important for them to do their job and fulfil the role effectively (e.g. colleagues, managers, other stakeholders).</p> <p><b>B1.4</b> Are aware of potential risks in the job role (e.g. security, privacy, regulatory).</p> <p><b>B1.5</b> Uses personal attributes effectively in the role.</p> <p><b>B1.6</b> Understands how the job fits into the organisation as a whole.</p>

Single Component Topic areas	Apprenticeship Standard outcomes
<p><b>How</b></p> <p><b>B2</b> Apprentices can demonstrate how they contribute to the wider business objectives and show an understanding of the wider business environments</p>	<p><b>B2.1</b> Understands the goals, vision and values of the organisation.</p> <p><b>B2.2</b> Aware of the commercial objectives of the tasks/projects they are working on.</p> <p><b>B2.3</b> Understands their role in meeting or exceeding customers' requirements and expectations.</p> <p><b>B2.4</b> Is in tune with the organisation's culture.</p>
<p><b>How</b></p> <p><b>B3</b> Apprentices can demonstrate the ability to use both logical and creative thinking skills when undertaking work tasks, recognising and applying techniques from both</p>	<p><b>B3.1</b> Logical thinking: recognises the conclusion to be reached.</p> <p><b>B3.2</b> Proceeds by rational steps.</p> <p><b>B3.3</b> Evaluates information, judging its relevance and value.</p> <p><b>B3.4</b> Supports conclusions, using reasoned arguments and evidence.</p>
<p><b>How</b></p> <p><b>B3</b> Apprentices can demonstrate the ability to use both logical and creative thinking skills when undertaking work tasks, recognising and applying techniques from both</p>	<p><b>B3.5</b> Creative thinking: explores ideas and possibilities.</p> <p><b>B3.6</b> Makes connections between different aspects.</p> <p><b>B3.7</b> Embraces ideas and approaches as conditions or circumstances change.</p>
<p><b>How</b></p> <p><b>B4</b> Apprentices can show that they recognise problems inherent in, or emerging during, work tasks, and can tackle them effectively</p>	<p><b>B4.1</b> Problem solving: Analyses situations.</p> <p><b>B4.2</b> Defines goals.</p> <p><b>B4.3</b> Contributes to the development of solutions.</p> <p><b>B4.4</b> Prioritises actions.</p> <p><b>B4.5</b> Deals with unexpected occurrences.</p>

Single Component Topic areas	Apprenticeship Standard outcomes
<p><b>With whom</b></p> <p><b>C1</b> 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</p>	<p><b>C1.1</b> Managing relationships: understands the value and importance of good relationships.</p>
	<p><b>C1.2</b> Acknowledges other people's accomplishments and strengths.</p>
	<p><b>C1.3</b> Understands how to deal with conflict.</p>
	<p><b>C1.4</b> Promotes teamwork by participating in customer/client relationships:</p> <ul style="list-style-type: none"> <li>• understands their requirements, including constraints and limiting factors</li> <li>• sets reasonable expectations</li> <li>• understands how to communicate with them in decisions and actions</li> <li>• interacts positively with them.</li> </ul>
	<p><b>C1.5</b> Provides a complete answer in response to queries ('transparency', 'full disclosure') from stakeholders:</p> <ul style="list-style-type: none"> <li>• understands who they are and what their 'stake' is</li> <li>• prioritises stakeholders in terms of their importance, power to affect the task and interest in it</li> <li>• agrees objectives.</li> </ul>

Single Component Topic areas	Apprenticeship Standard outcomes
<p><b><i>With whom</i></b></p> <p><b>C2</b> 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 and limitations of these, the factors that may disrupt it, and the importance of checking other people's understanding</p>	<p><b>C2.1</b> Intention/purpose: understands the purpose of communicating in a particular situation or circumstance (e.g. inform, instruct, suggest, discuss, negotiate etc).</p>
	<p><b>C2.2</b> Checks that the person/people with whom one is communicating also understand/s the purpose.</p>
	<p><b>C2.3</b> Is sensitive to the dynamics of the situation.</p>
	<p><b>C2.4</b> Is aware of anything that might disrupt the effectiveness of the communication (e.g. status, past history).</p>
	<p><b>C2.5</b> Method: understands the most appropriate method for the situation.</p>
	<p><b>C2.6</b> Aware of the limitations of the chosen method and the possible risks of miscommunication (e.g. ambiguity).</p>
	<p><b>C2.7</b> Takes account of the affective dimensions of the method (e.g. body language, tone of voice, eye contact, facial expression etc).</p>
	<p><b>C2.8</b> Execution: expresses self clearly and succinctly, but not oversimplifying.</p>
	<p><b>C2.9</b> Checks that the other person/people understand/s what is being expressed.</p>
	<p><b>C2.10</b> Takes account of the potential barriers to understanding (e.g. filtering, selective perception, information overload).</p>
	<p><b>C2.11</b> Modifies the purpose and methods of communication during a situation in response to cues from the other person/people.</p>

## Method 3: Synoptic Project

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### Purpose

The Synoptic Project is a business-related project that tests the application of knowledge, skills and behaviours defined in the Apprenticeship Standard.

### Delivery and conduct

The Synoptic Project will take four working days. Apprentices must complete the Synoptic Project in a 'controlled environment', which may be on the premises of the employer or of the training provider. The requirements for the 'controlled environment' include a quiet room, away from the normal place of work, with a dedicated workstation, access to all the required equipment and the presence of a person with the responsibility to respond to any questions in a consistent way and ensure that the work produced is the apprentice's own. The Synoptic Project is set by Pearson.

### Assessing performance

The Synoptic Project is assessed by the IEA who makes a judgement on the quality of the work based on the defined knowledge, skills and behaviours given in the grading criteria and the minimum standards.

As part of the Interview, the IEA will note particular points in the work they wish to discuss with the apprentice, either to confirm their judgement and/or to provide further information on which to base their grading decisions.

Each Synoptic Project will enable the apprentice to demonstrate:

- the application of knowledge and skills to meet the Synoptic Project outcomes
- the approach to planning and completion of the task
- the application of the relevant behaviours.

Synoptic Projects require apprentices to document their assumptions and to highlight the consequences of those assumptions, enabling them to show their understanding of commercial pressures and the application of their thinking and problem-solving skills.

## Method 4: Interview

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### Purpose

The Interview is a structured discussion between the apprentice and the IEA. It focuses on the Summative Portfolio, the Synoptic Project and the Employer Reference where appropriate. It will cover both what the apprentice has done in terms of the standard of their work and how they have done it. The EPA includes assessment of the full range of technical knowledge and competencies as well as the underpinning skills, attitudes and behaviours.

The purpose of the Interview is to:

- clarify any questions the IEA has from their assessment of the Summative Portfolio and Synoptic Project
- explore any comments raised in the Employer Reference
- confirm and validate judgements on the quality of work
- explore aspects of the work, including how it was carried out, in more detail
- provide further evidence for the IEA to make a holistic decision about the grade to be awarded.

### Format

The Interview will cover:

- what the apprentice has submitted in the Summative Portfolio
- what the apprentice has produced in the Synoptic Project
- the standard of their work, as evidenced in the Summative Portfolio and the Synoptic Project
- how the apprentice has approached the work submitted in the Summative Portfolio and the Synoptic Project.

The Interview can draw on broader experience from the workplace but the initial and primary focus is on the work presented in the Summative Portfolio and the Synoptic Project.

The Interview will be undertaken by the same IEA who assessed the Summative Portfolio and the Synoptic Project. This assessor will also make the grading decision.

The Interview will take place following the completion and assessment of the Synoptic Project and the Summative Portfolio. It is only after the Interview has been completed that the grading decision can be taken.

Pearson has provided a structured brief for the assessor to support the discussion.

## Delivery and conduct

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This section gives information on how the Interview will be conducted and how apprentices are expected to interact with the assessment process. It is important that this information is shared with apprentices before they undertake the assessment.

1. The Interview will last for a maximum of two hours. It will usually be conducted remotely using videoconferencing software with audio-recording capabilities.
2. The Interview will be facilitated by an IEA who will use a series of questions to focus and guide the interactions with the apprentice.
3. The Interview will take place in a quiet place away from the apprentice's everyday working environment, with no interruptions or distractions. Apprentices will be informed of the location by their employer.

An employer representative may be present during the Interview, but they cannot take any active part in the assessment.

The IEA will facilitate the discussion and make all assessment decisions.

4. Apprentices must work independently when preparing for and taking part in the Interview. They must not share details of the questions or evidence to be provided with others.
5. When responding to the Interview questions, apprentices must present (i.e. talk through) their work-based evidence to validate their responses. In presenting the work-based evidence, apprentices must give a brief description of the context of the evidence and then clearly outline what it shows and how it demonstrates that they have met the standards. Apprentices need to be mindful of confidentiality and data protection when talking about their work-based evidence. Apprentices must ensure that their work-based evidence is appropriate to support their Interview responses, which demonstrates to the assessor that they have met the grade criteria.
6. The IEA will make notes of apprentice's responses during the Interview and the Interview will be recorded to support assessment decisions and for verification purposes.
7. At the end of the Interview, the IEA will review the responses given by apprentices against the grade criteria.

## 4 Further information and useful publications

To get in touch with us visit our 'Contact us' pages:

- Edexcel, BTEC and Pearson Work Based Learning contact details:  
[qualifications.pearson.com/en/support/contact-us.html](https://qualifications.pearson.com/en/support/contact-us.html)
- books, software and online resources for UK schools and colleges:  
[www.pearsonschoolsandfecolleges.co.uk](http://www.pearsonschoolsandfecolleges.co.uk)

Key publications:

- *Equality, diversity and inclusion policy* (Pearson)
- *EPA Service Guides* (Pearson).

These publications are available on our website.

## 5 Contact us

We have a dedicated Account Support team, across the UK, to give you more personalised support and advice. To contact your Account Specialist:

**Email:** [wblcustomerservices@pearson.com](mailto:wblcustomerservices@pearson.com)

**Telephone:** 0844 576 0045

If you are new to Pearson and would like to become an approved centre, please contact us by:

**Email:** [wbl@pearson.com](mailto:wbl@pearson.com)

**Telephone:** 0844 576 0045

# Annexe A: Gateway Declaration Form

<b>Apprentice name:</b>		
<b>On-programme start date:</b>		
<b>Gateway date:</b>		
<b>Evidence</b>	<b>Y/N</b>	<b>Comments (if applicable)</b>
English and Maths certificates (Level 1 or above)		
English and Maths (Level 2)		
Principles of Coding		
Marketing Principles		
Digital Marketing Business Principle		
<p><b>Employer declaration</b></p> <p>I confirm that the apprentice has:</p> <ul style="list-style-type: none"> <li>· achieved the occupational knowledge, skills and behaviours required to achieve the apprenticeship</li> <li>· produced their evidence Summative Portfolio to the specified criteria</li> <li>· achieved the prerequisites listed above and is ready for their end-point assessment (EPA).</li> </ul> <p>Name: _____ Date: _____</p> <p>Signature: _____</p>		
<p><b>Apprentice declaration</b></p> <p>I confirm the gateway evidence is my own and I agree to be put forward for my EPA.</p> <p>Signature: _____ Date: _____</p>		

## Annexe B: Summative Portfolio Authentication and Certification Declaration Form

When submitting the Summative Portfolio/work-based evidence, each apprentice and their trainer/tutor must sign this declaration form. The apprentice should also confirm that they give permission for their overall apprenticeship certificate to be claimed on satisfactory completion of the other two EPA methods.

<b>Apprentice name:</b>		
<b>Apprentice unique number:</b>		
<b>Submission type: (first or retake)</b>	<b>Submission date:</b>	<b>Submission time:</b>
<p><b>Apprentice declaration</b></p> <p>a) I certify that the work submitted for this Summative Portfolio is my own. I have clearly referenced any sources used in the work. I understand that false declaration is a form of malpractice.</p> <p>b) I give my permission for Pearson to claim for my overall apprenticeship certificate, following confirmation of my successful achievement of this EPA.</p> <p>Apprentice signature: _____ Date: _____</p>		
<p><b>Tutor/trainer declaration</b></p> <p>I confirm that the work presented for the Summative Portfolio is the apprentice's own.</p> <p>I confirm that the work was completed under the specified conditions and context, and the apprentice's evidence is authentic.</p> <p>Tutor/trainer name: _____</p> <p>Tutor/trainer signature: _____ Date: _____</p>		

## Annexe C: Employer Reference Form

Apprenticeship Standard Title			
Apprentice Name		Start Date	
Apprentice Number		Date of Birth	

For your apprentice to complete their EPA, the IEA needs information on the following areas.

How the apprentice:

- works internally – works alone, one to one, in a team and with colleagues at all levels
- works 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
- 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
- actively works with others and leads by example
- approaches their work, such as dealing with tight deadlines and delivering against expectations
- actively works with others and leads by example.

We have also provided you with a section to make any comments you wish on the apprentice's strengths in digital marketing.

Please use the space below and continue on headed paper if there is insufficient space.

Employer Commentary

## Apprentice's Strengths

## Employer declaration

I confirm that the commentary is accurate and that the apprentice has reached a standard to meet the requirements of the digital marketer apprenticeship standard. The apprentice has worked independently to produce the evidence contained in the Summative Portfolio.

Employer			
Signature		Date	
Name		Job title	
Contact details			
Professional relationship with the apprentice			

September 2023

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