EPA STANDARD SPECIFICATION

g gateway
qualifications

**Level 3 Content Creator
ST0105
Version 1.0 – July 2025**

Version and date	Change detail	Section / page reference
v1.0 July 2025	Document created	

Contents

1. Qualification information

1.1 About this standard specification

This End-point Assessment (EPA) specification sets out what is required to complete the EPA in Content Creator. The document contains information regarding the planning and delivery of the EPA process and is intended for use by all parties involved in the process.

EPA is an independent assessment of the knowledge, skills and behaviours (KSBs) that have been learnt throughout an apprenticeship.

This document should be used in conjunction with the published assessment plan on the Skills England website and the EPA Support Pack provided by Gateway Qualifications for this standard.

Gateway Qualifications is a nationally regulated Awarding Organisation that supports education and training providers through its strong relationships, adaptability and expert team.

Key information	
Standard name	Content Creator
Standard reference number	ST0105
Assessment plan version	1.1
Level	3
Ofqual QN	610/5973/0
Sector	Creative and design
Minimum time on-programme with the provider	12 months
EPA duration	Typically 3 months
EPA methods	Assessment method 1: Project or campaign evaluation report, presentation of additional/new content and questions Assessment method 2: Professional discussion underpinned by a portfolio of evidence
Overall grade	Fail/Pass/Merit/Distinction
EQA organisation	Ofqual
Gateway requirements	Level 2 English and Maths

1.2 Purpose

The overall purpose of the EPA is to ensure that the apprentice has met the required level of knowledge, skills and behaviours set by employers and approved by Skills England.

2. EPA journey

2.1 On-programme requirements

Full time apprentices will typically spend 12-18 months on-programme (before the EPA Gateway meeting) working towards the occupational standard. All apprentices must complete the required amount of off-the-job training specified by the apprenticeship funding rules.

All apprentices must spend a minimum of 12 months on-programme. In all cases this will be no less than 366 days but may be longer. However, from the 1st August 2025, this will change to a minimum of 8 months on programme. This will be checked by the provider before the apprentice is submitted for EPA Gateway.

Learning progress should be supported by regular 1-to-1s between the apprentice and the employer.

These sessions should:

- set learning goals
- track apprentice progress
- create a forum for coaching and guidance
- co-ordinate the required amount of apprentice time being spent in off-the-job training.

Any gaps should be identified that may prevent the apprentice meeting the learning outcomes of the apprenticeship. For example, the training provider and employer can discuss types of work and responsibilities of the apprentice to assess whether this is suitable in meeting the Standard.

The provider should support with tutorials and appropriate resources.

2.2 EPA Gateway

The employer makes the final decision to progress the apprentice to EPA, by reviewing the Portfolio of Learning and performance of the apprentice in meeting the Standard.

If the employer feels that the apprentice has met the learning outcomes, and is competent in the apprenticeship role, they should progress the apprentice to EPA.

The employer must confirm that the apprentice is ready to complete the EPA before they can pass through the EPA Gateway, and this will be documented on EPA Pro via the Gateway Declaration and Authentication Statement. This notifies Gateway Qualifications that the apprentice is ready for their EPA.

Before the apprentice can enter the EPA Gateway process, the following evidence is required:

- Gateway Declaration and Authentication Statement (this must signed using an e-signature via a document signing service, such as DocuSign, or a wet signature)
- Achievement of English and Maths qualifications, if required, in line with the apprenticeship funding rules
- Reasonable Adjustments Request Form (this must be submitted no later than 30 days prior to the EPA Gateway submission)
- Portfolio of Evidence (for Assessment Method 2)

Apprentices will not be accepted at EPA Gateway if the evidence required is not sufficiently met.

For those with an education, health and care plan or a legacy statement, the apprenticeships English and Maths minimum requirement is Entry Level 3. British Sign Language qualifications are an alternative to English qualifications for whom this is their primary language.

Before the apprentice enters the EPA Gateway, they should be comfortable with the assessments they will complete and ready to demonstrate they can achieve the standard of the apprenticeship.

2.3 EPA Planning Meeting

Gateway Qualifications will schedule the EPA Planning Meeting with the apprentice and the employer. The meeting will take place once the EPA Gateway evidence has been accepted, and the apprentice has entered the end-point assessment phase of the apprenticeship.

The purpose of the EPA Planning Meeting is to:

- schedule each assessment activity
- identify the requirements of each EPA assessment method
- facilitate the employer's understanding of the EPA process
- answer any questions or concerns the apprentice may have about the EPA process
- aid in the preparation requirements, e.g., arranging access, facilities, and resources
- discuss feedback post EPA
- explain certification upon completion of the apprenticeship
- explain the appeals process

2.4 Assessment overview

The assessment methods for Content Creator EPA consist of the following:

- Assessment method 1: Project or campaign evaluation report, presentation of additional/new content and questions
- Assessment method 2: Professional discussion underpinned by a portfolio of evidence

2.5 Assessment method 1 - Project or campaign evaluation report, presentation of additional/new content and questions

Assessment overview	
Mode of assessment	Component 1: Completion of a project or evaluative report (submitted to Gateway Qualifications) Component 2: Presentation of additional/new content, followed by Q&A
Duration	Component 1: 4 weeks Component 2: 30 minutes (typically 15 minutes for the presentation and 15 minutes for questioning)
Grading	Fail/Pass/Distinction
Assessed by	Independent Assessor (IA)
Assessment method weighting	All assessment methods are equally weighted

Component 1 (Project/Evaluation Report):

The apprentice completes a project output (project or evaluative report) which evaluates a project/campaign that they have contributed to and developed content for.

Requirements for the project/campaign:

- completed within the last 6 months leading to gateway
- must allow the apprentice the scope to demonstrate the KSBs mapped to Assessment Method 1
- meet the needs of the employer's business, and be relevant to the apprentice's occupation and apprenticeship

Requirements for the project output (project or evaluative report):

- must be started after the gateway
- must be completed and submitted to Gateway Qualifications by the end of week 4 of the EPA period

- must be completed by the apprentice unaided and be reflective of their own role and contribution within the project/campaign.
- must contain the following components:
  - an introduction
  - analysis of the performance of a campaign against the original brief and branding requirements
  - data or evidence used as a base for future improvements. This should include consideration of user experience, audience segmentation, the use of platforms, and budget requirements
  - a summary of findings including lessons learnt
  - appendices which include complete customer journey mapping, along with a copy of the original brief
- word count = 1500 words (with a tolerance of 10% above/below this at the apprentice's discretion)
  - appendices, references ad diagrams are not included in this total
- the report must map (in an appendix) how it evidences the KSBs mapped to this assessment method

Component 2 (Presentation followed by questioning):

The apprentice will create a presentation with speaker notes and supporting materials to present their additional/new content to the independent assessor.

The presentation should build on the project/campaign evaluation report created by the apprentice. As part of the presentation, the apprentice should:

- develop new content
- pitch their recommendations and explain the expected impact of the new content
- justify how they considered the most appropriate delivery platform
- referenced the evidence used to inform the recommendations
- produce and present planning documents such as a storyboard and outline script ideas to support content production
- describe the lessons learnt

The presentation, speaker notes and supporting materials must be completed and submitted to Gateway Qualifications at the same time as the project report (by the end of week 4 of the EPA period). At this point, the apprentice must notify Gateway Qualifications of any technical requirements for the presentation.

The apprentice will be given notice of the date/time of the presentation with questions element of this assessment method.

On this date, the apprentice will deliver their presentation to the IA on a one-to-one basis. The IA will then ask the apprentice at least 5 questions to explore aspects of their evaluation report and presentation, and to assess the depth of their understanding, skills and behaviours.

This element of the assessment method must last 30 minutes; typically, 15 minutes for presentation and 15 minutes for questioning. The IA can increase the total time of the presentation and questioning by up to 10%.

2.6 Assessment method 2 - Professional discussion underpinned by a portfolio of evidence

The apprentice has a formal two-way conversation with the IA which is underpinned by the portfolio of evidence that they have produced.

Assessment overview	
Mode of assessment	A professional discussion which is underpinned by a portfolio of evidence.
Duration	60 minutes
Grading	Fail/Pass/Distinction
Assessed by	Independent Assessor (IA)
Assessment method weighting	All assessment methods are equally weighted

The Portfolio of Evidence:

The apprentice must compile a portfolio of evidence during the on-programme period of the apprenticeship, and this must be submitted to Gateway Qualifications before the apprentice begins their EPA (the EPA gateway point).

The portfolio of evidence is not directly assessed; its purpose is to support the apprentice in the professional discussion element of this assessment method.

Requirements for the portfolio of evidence:

- should only contain evidence related to the KSBs mapped to this assessment method.
- typically contains 10 discrete pieces of evidence which must be mapped against the KSBs.
- evidence can be used to demonstrate more than one KSB, and may include the following items (**note:** this is not definitive, and other sources can be used):
  - content created or showreels
  - work products
  - contribution or response to brief
  - reference materials and research undertaken
  - workplace documentation and records, e.g. workplace policies and procedures
  - colleague feedback, witness statements
- should **not** include reflective accounts, or any methods of self-assessment
- any employer contributions should focus on direct observation of performance, **not** opinions
- evidence should be valid and attributable to the apprentice – a statement from the employer and apprentice to confirm this should be included in the portfolio

The Professional Discussion:

The professional discussion must last for 60 minutes. This time can be increased by up to 10% at the IA's discretion.

The apprentice is allowed to refer to, and illustrate their answers with, evidence from their portfolio of evidence.

The IA will ask the apprentice at least 7 questions, and will cover the following topics/themes:

- regulatory requirements
- written content
- audio-visual content
- content management
- planning
- collaboration
- continuous professional development (CPD)

2.7 Grading requirements

The Content Creator apprenticeship standard is graded fail, pass, merit or distinction, with the final grade based on the apprentice's combined performance in each of the assessment methods.

To achieve a pass overall, the apprentice must achieve a pass in both assessment methods by meeting all the pass descriptors. To achieve a distinction overall, the apprentice must achieve a distinction in both assessment methods by meeting all the distinction descriptors. A merit is obtained when the apprentice achieves a pass in one assessment method and a distinction in the other.

Failure of any component of the EPA will result in an overall failure of EPA and the apprenticeship.

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

Assessment method 1: Project or campaign evaluation report, presentation of additional/new content and questions	Assessment method 2: Professional discussion underpinned by a portfolio of evidence	Overall Grading
Fail	Any grade	Fail
Any grade	Fail	Fail
Pass	Pass	Pass
Pass	Distinction	Merit
Distinction	Pass	Merit
Distinction	Distinction	Distinction

3. Results notification and enquiries about results

Gateway Qualifications will send the statement of results notification to the apprentice, employer and provider by email. Results notification will take place once all assessments have been completed. The statement of results will detail the grade for each assessment method and the overall grade of the apprenticeship.

Results will be available for employers and providers on EPA Pro.

For a pass/merit/distinction grade, an internal statement of results is shared with the apprentice and employer. This is not the official apprenticeship certificate.

For a fail grade, the results notification will include details regarding the next steps.

Where an apprentice is not satisfied with the results of their EPA, the employer, apprentice or provider can enquire about the results.

Should an apprentice, employer or provider wish to submit a formal appeal about an assessment decision, please refer to Gateway Qualifications Appeals Policy and procedure.

4. Resits and retakes

If the apprentice fails one or more assessment methods, they can take a re-sit or a re-take at their employer's discretion. The apprentice's employer needs to agree that a re-sit or re-take is appropriate. A re-sit does not need further learning, whereas a re-take does.

The apprentice should have a supportive action plan to prepare for a re-sit or a re-take.

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

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

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

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

The apprentice will get a maximum EPA grade of pass for a re-sit or re-take, unless Gateway Qualifications determines there are exceptional circumstances.

5. Access Arrangements, Reasonable Adjustments and Special Considerations

Gateway Qualifications understands its requirement as an Awarding Organisation to make access arrangements and reasonable adjustments for learners with a disability (in accordance with the Equality Act 2010) in order that they are not at a substantial disadvantage in comparison to someone who does not have a disability. Further information is provided in the Gateway Qualifications' Reasonable Adjustment and Special Consideration Policy.

A reasonable adjustment is unique to an individual and should reflect their normal way of working.

Apprentices should be fully involved in any decisions about adjustments/adaptations.

The Gateway Qualifications' Reasonable Adjustments Form must be completed and submitted to apply for approval. Applications for reasonable adjustments should ideally be submitted to Gateway Qualifications when the learner is registered but no later than 30 days prior to the EPA Gateway submission.

Special Considerations

A special consideration is consideration to be given to a learner who has temporarily experienced an illness or injury, or some other event outside of the learner's control, which has had, or is reasonably likely to have materially affected the learner's ability to: (a) take an assessment, or (b) demonstrate his or her level of attainment in an assessment." (From Ofqual, General Conditions of Recognition)

Apprentices and Employers should always aim to reschedule an assessment in the first instance. Applying a special consideration should be a last resort and must not compromise the integrity of an assessment or the reliability and validity of its outcome.

The Gateway Qualifications' Special Consideration Request Form must be completed and submitted for approval. Requests for special considerations should be submitted no later than two working days before the assessment or as soon as possible after the assessment, and no later than two working days after the assessment.

Appendix 1 – Mapping of KSBs to grade themes

Assessment method 1 - Project or campaign evaluation report, presentation of additional/new content and questions

KSBs grouped by theme	Knowledge	Skills	Behaviour
Interpret the brief and requirements K7 K8 K9 S1 S2 S3	How to identify the commercial drivers for a client/customer. (K7) The importance of brand, brand awareness, brand purpose, branding guidelines and the intended audience within a brief. (K8) Where content creation fits within a marketing strategy. (K9)	Interpret the aims of the brief. (S1) Research ideas and concepts to meet the brief. (S2) Evaluate brand requirements and brand guidelines. (S3)	None
Use of data and audience segmentation K2 K3 S18	The methods used to segment and understand core audiences and how to plan content for these. (K2) Availability of data and its use to inform decision making when identifying channels, formats and platforms for content creation. (K3)	Analyse the differences between audiences using audience segmentation techniques and data. (S18)	None
Audience behaviour in relation to platforms and channels K11 K12 S14	How audiences and their behaviours differ across channels and platforms and the different communication styles that could be used. (K11)	Identify and recommend the platform/s or channel/s to use for the media campaign. (S14)	None

KSBs grouped by theme	Knowledge	Skills	Behaviour
	How creative content can be used across multiple channels and platforms, and how the platform chosen affects the content production. (K12)		
User journeys and experience K24 S17	The principles of mapping user journeys to ensure content is focused on maximising engagement. (K24)	Monitor user experience to ensure content is focused on maximising engagement. (S17)	None
Evaluation K23 K26 S19 B4 B7	The principles for creating an effective campaign with measurable outcomes. (K23) How to evaluate the success of the campaign against the objectives using available data. (K26)	Use lessons learned to evaluate the success of the content and identify areas for improvement for future campaigns. (S19)	Takes ownership of work and strives to achieve quality content. (B4) Reflects on the results of the content created and identifies areas for improvement. (B7)
Pitch ideas S4 S5 S6	None	Prepare a mood board or other visual aid for the content to be created. (S4) Present ideas, pitches and proposals for creative content to be further developed. (S5) Storyboard and outline script their ideas for content to be developed. (S6)	None

Assessment method 2: Professional discussion underpinned by a portfolio of evidence

KSBs grouped by theme	Knowledge	Skills	Behaviour
Interpret the brief and requirements K7 K8 K9 S1 S2 S3	How to identify the commercial drivers for a client/customer. (K7) The importance of brand, brand awareness, brand purpose, branding guidelines and the intended audience within a brief. (K8) Where content creation fits within a marketing strategy. (K9)	Interpret the aims of the brief. (S1) Research ideas and concepts to meet the brief. (S2) Evaluate brand requirements and brand guidelines. (S3)	None
Use of data and audience segmentation K2 K3 S18	The methods used to segment and understand core audiences and how to plan content for these. (K2) Availability of data and its use to inform decision making when identifying channels, formats and platforms for content creation. (K3)	Analyse the differences between audiences using audience segmentation techniques and data. (S18)	None
Audience behaviour in relation to platforms and channels K11 K12 S14	How audiences and their behaviours differ across channels and platforms and the different communication styles that could be used. (K11) How creative content can be used across	Identify and recommend the platform/s or channel/s to use for the media campaign. (S14)	None

KSBs grouped by theme	Knowledge	Skills	Behaviour
	multiple channels and platforms, and how the platform chosen affects the content production. (K12)		
User journeys and experience K24 S17	The principles of mapping user journeys to ensure content is focused on maximising engagement. (K24)	Monitor user experience to ensure content is focused on maximising engagement. (S17)	None
Evaluation K23 K26 S19 B4 B7	The principles for creating an effective campaign with measurable outcomes. (K23) How to evaluate the success of the campaign against the objective using available data. (K26)	Use lessons learned to evaluate the success of the content and identify areas for improvement for future campaigns. (S19)	Takes ownership of work and strives to achieve quality content. (B4) Reflects on the results of the content created and identifies areas for improvement. (B7)
Pitch ideas S4 S5 S6	None	Prepare a mood board or other visual aid for the content to be created. (S4) Present ideas, pitches and proposals for creative content to be further developed. (S5) Storyboard and outline script their ideas for content to be developed. (S6)	None

Appendix 2 - Grade descriptors

Assessment method 1 - Project or campaign evaluation report, presentation of additional/new content and questions

Fail – the apprentice does not meet the pass criteria

Theme	KSBs	Pass (all descriptors below must be met)	Distinction (all descriptors below <u>plus</u> all pass descriptors must be met)
Interpret the brief and requirements	**K7** - How to identify the commercial drivers for a client/customer. **K8** - The importance of brand, brand awareness, brand purpose, branding guidelines and the intended audience within a brief. **K9** - Where content creation fits within a marketing strategy. **S1** - Interpret the aims of the brief. **S2** - Research ideas and concepts to meet the brief. **S3** - Evaluate brand requirements and brand guidelines.	Interprets requirements of the brief and identifies the commercial drivers and marketing strategy of the client/customer. (K7, K9, S1) Researches and evaluates campaign ideas and concepts in line with the brief and branding requirements, and guidelines. (K8, S2, S3)	Evaluates how potential issues with the brief and marketing strategy could have an impact on the content and how these can be mitigated. (K7, K9, S1) Identifies opportunities to use the content to promote or expand the wider brand in line with brand values. (K8, S2, S3)

Theme	KSBs	Pass (all descriptors below must be met)	Distinction (all descriptors below plus all pass descriptors must be met)
Use of data and audience segmentation	**K2** - The methods used to segment and understand core audiences and how to plan content for these. **K3** - Availability of data and its use to inform decision making when identifying channels, formats and platforms for content creation. **S18** - Analyse the differences between audiences using audience segmentation techniques and data.	Applies segmentation techniques to analyse the audience. Uses analysis to inform the selection of the channel format and platform. (K2, K3, S18)	Applies techniques to identify potential audiences beyond the core demographics to maximise the impact of the content. (K2, K3, S18)
Audience behaviour in relation to platforms and channels	**K11** - How audiences and their behaviours differ across channels and platforms and the different communication styles that could be used. **K12** - How creative content can be used across multiple channels and platforms, and how the platform chosen affects the content production. **S14** - Identify and recommend the platform/s or channel/s to use for the media campaign.	Recommends the platform or channel for the media campaign, considering different audience behaviour and communication styles that affect content production. (K11, K12, S14)	No distinction criteria for this descriptor.

Theme	KSBs	Pass (all descriptors below must be met)	Distinction (all descriptors below plus all pass descriptors must be met)
User journeys and experience	K24 - The principles of mapping user journeys to ensure content is focused on maximising engagement. S17 - Monitor user experience to ensure content is focused on maximising engagement.	Monitors user experience and maps user journeys to ensure content is focused on maximising engagement. (K24, S17)	No distinction criteria for this descriptor.
Evaluation	K23 - The principles for creating an effective campaign with measurable outcomes. K26 - How to evaluate the success of the campaign against the objectives using available data. S19 - Use lessons learned to evaluate the success of the content and identify areas for improvement for future campaigns. B4 - Takes ownership of work and strives to achieve quality content. B7 - Reflects on the results of the content created and identifies areas for improvement.	Evaluates the success of the content using measurable outcomes, lessons learnt and available data. Identifies areas to improve the quality of content for future campaigns. (K23, K26, S19, B4, B7)	Justifies how they remain objective and communicate lessons learnt to other areas of the organisation and identify the potential positive impact on other campaigns. (K23, K26, S19, B4, B7)

Theme	KSBs	Pass (all descriptors below must be met)	Distinction (all descriptors below plus all pass descriptors must be met)
Pitch ideas	**S4** - Prepare a mood board or other visual aid for the content to be created. **S5** - Present ideas, pitches and proposals for creative content to be further developed. **S6** - Storyboard and outline script their ideas for content to be developed.	Prepares storyboard and presents outline script ideas and pitches proposals for creative content using a mood board or other visual aid. (S4, S5, S6)	No distinction criteria for this descriptor.

Assessment method 2: Professional discussion underpinned by a portfolio of evidence

Fail – the apprentice does not meet the pass criteria

Theme	KSBs	Pass (all descriptors below must be met)	Distinction (all descriptors below plus all pass descriptors must be met)
Regulatory requirements	**K5** - The regulatory and legal requirements when using media assets such as copyright, intellectual property rights, GDPR, web accessibility and non-disclosure agreements. **K6** - Personal and employer responsibilities regarding data protection and data sharing, the potential impact on a business and the regulations that cover this. **S7** - Interpret data, consider its integrity and use it to inform content.	Explains the regulatory and legal requirements when using media assets. Describes how they interpret and check the integrity of the data and personal and employer responsibilities regarding data protection and data sharing. (K5, K6, S7)	Evaluates the potential commercial and safeguarding implications upon the business if data integrity is compromised. (K5, K6, S7)
Written content	**K10** - How tone of voice can be adapted effectively to reflect the content. **K13** - The different styles of writing that can be used according to the type of content, channel and platform required.	Describes how they create high-quality, accessible written content using tone of voice, inclusive language and correct grammar, punctuation and spelling. (K10, K14, S8, S9, B1) Explains how they write and edit persuasive copy/scripts for use on	Justifies how the use of inclusive language and accessible content impacts audience behaviour. (K13, S10)

Theme	KSBs	Pass	Distinction
		(all descriptors below must be met)	**(all descriptors below plus all pass descriptors must be met)**
	K14 - Correct use of grammar, punctuation, spelling and inclusive language. **K15 -** The principles of writing persuasive copy for a person or group or to raise brand awareness. **S8** - Develop accessible written content for different platforms and devices. **S9** - Apply best practice and inclusive language when creating content. **S10** - Write and edit copy or scripts for use on different channels and platforms. **B1** - Committed to producing high quality creative content.	different channels and platforms in order to raise brand awareness. (K13, K15, S10)	
Audio-visual content	**K16 -** The principles applied to create or capture visuals and audio when using standard packages and equipment. **K17** - Where to source, adapt and edit content from.	Describes how they use standard packages to create or capture visuals and audio to develop content. Explains how they adapt communication styles for different platforms audiences and devices. Explains how they source, adapt and edit content. (K16, K17, K21, S11, S12)	Identifies and presents opportunities for the content to be re-purposed for other platforms and channels and adds value to other areas of the business. (K16, K17, K21, S11, S12)

Theme	KSBs	Pass	Distinction
		(all descriptors below must be met)	**(all descriptors below <u>plus</u> all pass descriptors must be met)**
	K21 - How communication styles can be adapted to suit different audiences. **S11 -** Create or capture visuals and audio using standard packages and equipment. **S12 -** Source, obtain and prepare media assets for use; using industry standard packages to adapt and edit content.		
Content Management	**K18 -** How to organise, structure and label content effectively, methodically and securely to enable efficient search and retrieval. **K19 -** How web pages are published and how the content can be optimised to ensure high rankings in search engine results. **S13** - Use industry standard tools and content management systems to organise, structure and label content effectively, methodically and securely enabling efficient search and retrieval.	Explains how they apply industry standard tools and content management systems to organise, structure and label content effectively, methodically and securely enabling efficient search and retrieval. (K18, S13) Describes how web pages are published and explains how the content can be optimised to ensure high rankings in search engine results. (K19)	No distinction criteria for this descriptor.

Theme	KSBs	Pass (all descriptors below must be met)	Distinction (all descriptors below plus all pass descriptors must be met)
Planning	**K1** - The principles and process of setting a budget to produce content. **K4** -The end-to-end production workflow process for the organisation, the key stages, and own role within this **K22** - How to plan content delivery against the schedule. **K29** - The culture of the organisation in which they are working, the commercial pressures, project deadlines and organisational working practices. **K30** -How the structures, regulation and funding of organisations affects creative media activities. **S21** - Operate effectively within the production workflow to meet production timelines.	Explains how they plan content delivery against a schedule in order to meet production timelines within the production workflow and within budget. Explains how they consider the culture of the organisation, commercial pressures and organisational working practices. (K1, K4, K22, K29, S21) Describes how the structures, regulation and funding of organisations affects creative media activities. (K30)	Identifies potential problems that could affect content delivery and takes appropriate action prior to them arising. (K1, K4, K22, K29, S21)
Collaboration	**K20** - The importance of clearly articulating requirements and how this can influence priorities for a campaign. **K25** - Ways/methods of engaging with audiences, how to respond to evolving	Describes how they are inclusive and act professionally and ethically when developing and maintaining positive working relationships with clients,	Evaluates how collaboration with wider networks can have a positive impact on the campaign. (S15, B3, B5)

Theme	KSBs	Pass	Distinction
		(all descriptors below must be met)	**(all descriptors below <u>plus</u> all pass descriptors must be met)**
	situations, recognise potential threats/issues and when to escalate these. **K28** - Approaches to managing and marketing own skills and services. **S15** - Develop and maintain effective working relationships with clients, colleagues and suppliers, establishing and using professional contacts. **S16** - Engage and respond with audiences through social media, adapting content to respond to evolving circumstances. **B2** - Team-focussed and works effectively with colleagues and others. **B3** - Acts in a way that builds and maintains positive relationships with customers. **B5** - Acts in a professional and ethical manner, embracing equality, diversity and inclusion in the workplace.	colleagues and suppliers. (S15, B2, B3, B5) Explains how they engage and communicate clearly with audiences through social media. Describes how they prioritise and adapt content to respond to evolving circumstances during a campaign and how they recognise potential threats or issues and escalate these. (K20, K25, S16) Describes how they manage and market own skills and services. (K28)	

Theme	KSBs	Pass (all descriptors below must be met)	Distinction (all descriptors below plus all pass descriptors must be met)
CPD	**K27** - How to keep up to date with existing and evolving content tools, platforms, trends and talent. **S20** - Use continuing professional development planning to support own current and future training and development needs. **B6** - Committed to keeping up to date with new technologies and industry best practice.	Describes how they plan and undertake development to keep up to date with industry technologies, tools, trends and best practice. (K27, S20, B6)	Evaluates how they share learning and best practice to ensure that content ideas are future proofed and reflect technological advances. (K27, S20, B6)