Training Qualifications UK

TQUK Level 3 End-Point Assessment for ST0122 **Digital Marketer** V1.1

Qualification Number: 610/1586/6

Standard Specification

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Key Information

Reference:	ST0122
Version:	V1.1
Level:	3
Typical duration to gateway:	18 months
Typical EPA period:	There is no prescribed EPA window
Maximum funding:	£11000
Route:	Sales, marketing and procurement
Approved for delivery:	23 March 2016
Date updated:	24/04/2023
Lars code:	78
EQA provider:	Ofqual
Review date:	December 2017

Apprenticeship Summary

Overview of the Role

Use online and social media platforms to design, build and implement campaigns and drive customer sales.

Occupation Summary

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

Typical Job Titles

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

Professional Recognition

This apprenticeship is recognised for entry on to the Register of IT Technicians and those completing their apprenticeships are eligible to apply for registration.

Completion of the apprenticeship would also allow access to join as an Affiliate (Professional) member of the CIM (Chartered Institute of Marketing) and/or Associate membership of BCS.

Assessment Methods

This end-point assessment (EPA) consists of four assessment components:

1. Summative Portfolio
2. Employer Reference
3. Synoptic Project
4. Interview

Assessment Order

The summative portfolio and employer reference must be submitted at gateway.

The interview will be the final assessment method.

EPA Window

There is no prescribed EPA window for this standard.

Gateway Considerations

Before the apprentice can start their EPA, the training provider is required to upload the following:

- Photo ID
- Knowledge Modules or Vendor/Professional Qualification
- Summative Portfolio
- Employer Reference

At gateway, the training provider is also requested sign a declaration to confirm that the English and maths requirements have been met in line with the funding rules

Portfolio of Evidence

Assessment Overview

Towards the end of the apprenticeship, the apprentice will work with the employer and training provider to collate the best evidence to demonstrate how they applied their learning to real work situations, illustrating the application of all the knowledge, skills and behaviours set out in the standard.

The apprentice's Portfolio will comprise a small number of complete and/or discrete pieces of work which, taken together, cover the **totality of the standard**. It will showcase their best work, enabling them to demonstrate how they have applied their knowledge and understanding in a real work environment to achieve real work objectives.

The evidence should be based on real work projects or outputs. The evidence can be **supplemented** with:

- performance reports
- reflective accounts
- expert witness testimony, and
- customer feedback.

The End-Point Assessor will assess the apprentice's Portfolio against all the components of the standard for:

- completeness - the evidence in the portfolio must cover the totality of the standard, i.e.
    - technical competencies
    - technical knowledge and understanding, and
    - underpinning skills, attitudes and behaviours.
- quality - the evidence must satisfy **at least the minimum requirements** for each area of the standard.

The End-Point Assessor will also use the content of their Portfolio to prepare questions for the interview.

The portfolio of evidence must meet all of the pass criteria in:
The What, The How and The With Whom - Pass Grading Criteria Tables

Employer Reference

Assessment Overview

The employer is required to provide a Reference, setting out their views of the quality of the apprentice's work.

The employer reference provides supporting evidence based on their perceptions of that apprentice within their workplace. Furthermore, it provides additional evidence of how the apprentice has demonstrated the application of skills and knowledge in the workplace.

The employer reference will not be directly assessed, but it will be reviewed and used to support the interview, where any comments raised by the employer may be further explored.

The End-Point Assessor will review this Reference as part of their preparation for the interview.

Reference Contents

The supplied employer reference Template is split into three distinct sections:

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

For each section, the employer should comment on a range of the elements included, providing examples and justification surrounding how the apprentice has met the outlined requirements.

It is not expected that the employer outlines in detail how every minimum requirement has been met by the apprentice, as this is the purpose of the portfolio of evidence, synoptic project, and the interview. In addition, the employer should not provide a grade or rate the apprentice. They should, however, comment on a range of competencies from all three sections, providing specific insight into the quality of the Apprentice's work and how this relates to the criteria.

Synoptic Project

Assessment Overview

The synoptic project is designed to provide the apprentice with an opportunity to demonstrate their knowledge and application of skill in the form of a business-related project.

Training Qualifications UK has generated a range of synoptic project briefs for this assessment. Each project will present a typical business task, appropriate for a small- to medium-sized enterprise (SME), an IT business, a large corporation, or a non-IT business. The training provider and employer will select the most appropriate project based on their current job role.

Each project will take **four working days** (this is based on an eight-hour working day with a one-hour lunch break) to complete. The apprentice will complete the project off the job so that they are away from the day-to-day pressures of work. They must complete the project in a controlled environment which may be on the employer or training provider's premises. This includes:

- a quiet room with a dedicated work-station, away from the normal place of work
- access to all required equipment
- someone responsible for invigilating the controlled environment to ensure all the work is their own.

Scope of the Project

Each synoptic project brief will specify which competencies it is designed to test. These may differ from project to project. Projects do not cover every competence within the standard but will cover a breadth of the competence outcomes. Each project will allow the apprentice to demonstrate the definition, design, build and implementation of a digital campaign across a variety of online and social media platforms. They should therefore look to engage **more than two platforms** within their project.

The project should include:

- Project overview and objectives
- Detailed description of the situation/problem/business need
- Scope of the work to be undertaken
- Evidence to be generated by the apprentice
- Information provided and equipment required.

The apprentice should generate evidence showcasing:

- Methodology/technologies used
- Information gathered/findings
- Implementation plan
- Conclusion and recommendations.

Throughout the Project, the apprentice should document their assumptions and highlight the potential consequences of those assumptions. This will allow them to demonstrate their understanding of commercial pressures and the application of their thinking and problem solving skills.

The apprentice is permitted to use video, cloud-based collaboration tools and/or PowerPoint in addition to Word to generate documents.

Training Qualifications UK have developed a bank of business-related projects. Each of these projects will present a typical business task, appropriate for an SME, an IT business, a large corporate or a non-IT business. All of the projects will be comparable in terms of content and complexity, it is the context within which the skills and knowledge must be demonstrated.

Interview

Assessment Overview

The interview is a structured question-and-answer session between the apprentice and the End-Point Assessor. The interview will be the **final assessment** and will draw upon the outputs from the apprentice's completed portfolio of evidence, synoptic project, and employer reference.

The interview will last **60 minutes**. A 10% variance is permitted at the End-Point Assessor's discretion to allow the apprentice to finish their final answer or point. No new questions will be asked after the time limit has been reached.

The Interview Structure

The interview will cover:

- what the apprentice submitted in the summative portfolio
- what the apprentice produced in the synoptic project
- the standard of their work as evidenced in the Portfolio and Project
- how the apprentice approached the work submitted in the Portfolio and Project.

The interview is structured to include questions to allow the End-Point Assessor to:

- clarify any questions they may have from their assessment of the summative portfolio and the synoptic project
- explore any comments raised in the employer reference
- confirm and validate judgements about the quality of the work
- explore aspects of the work in more detail, including how it was carried out
- provide further evidence to allow a holistic decision about the apprenticeship grade to be awarded and
- explore the approach taken to tasks linked to both examples detailed with their portfolio of evidence and synoptic project.

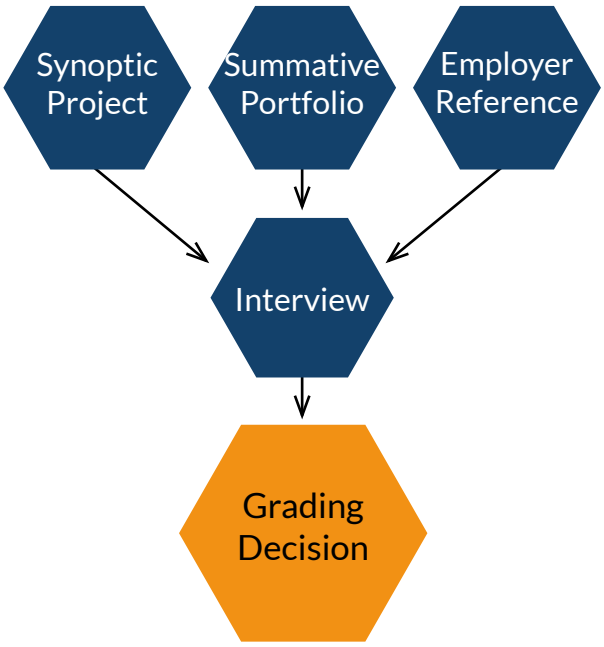
Overall Grading

Grading

This standard is graded distinction, merit, pass or fail.

None of the assessment components are graded separately. There is one grade awarded.

The apprentice will be awarded an overall grade following the interview, based on a holistic assessment of the totality of the evidence presented in all assessment components.



Grading Criteria

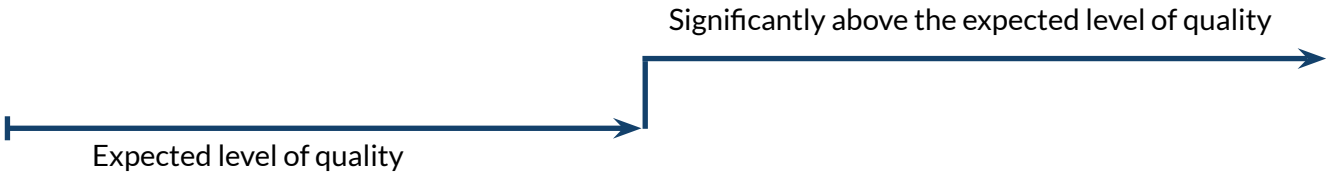
There are three sets of criteria on which the assessment and grading are made. The three criteria are:

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

Each of these three criteria has minimum (expected) requirements, which must be satisfied for a pass.

Each of these criteria has a number of dimensions which should be considered to determine if the apprentice is significantly above the minimum (expected) level of quality in this occupation.

That is, for each of the three criteria there are two levels: the expected level (as defined in the minimum requirements) and a level that is significantly above this.



Grading Table

The What	The How	The With Whom	Overall Grade
All at the expected level			**Pass**
Significantly above the expected level		Expected level	**Merit**
Significantly above the expected level	Expected level	Significantly above the expected level	**Merit**
All significantly above the expected level			**Distinction**

The What - Pass Criteria

The What - What the Apprentice Has Shown They Can Do		
	Technical Competencies	**Minimum Pass Requirements**
Written communication	Applies a good level of written communication skills for a range of audiences and digital platforms and with regard to the sensitivity of communication.	The apprentice must be able to demonstrate communicating across three different platforms to three different types of audience or customer segments, one of these should be a form of internal communication.
Research	Analyses and contributes information on the digital environment to inform short and long term digital communications strategies and campaigns.	The apprentice can take and interpret a given topic (for both long and short term strategies) and make a recommendation and report on the summary of findings for each strategy.
Technologies	Recommends and applies effective, secure, and appropriate solutions using a wide variety of digital technologies and tools over a range of platforms and user interfaces to achieve marketing objectives.	The apprentice can demonstrate the use of **three** digital technology tools over **three** differing platforms or user interfaces to meet the objectives.
Data	Reviews, monitors and analyses online activity and provides recommendations and insights to others.	The apprentice can demonstrate the awareness of **two** different tools to review, monitor and analyse online activity. The apprentice should be able to demonstrate how they have recommended and defined customer's trends and uses.
Customer Service	Responds efficiently to enquirers using online and social media platforms.	The apprentice must apply **three** different techniques to be able to demonstrate professionally responding to **three** different types of enquiries over both social media and online platforms.
Problem Solving	Applies structured techniques to problem solving, and analyses problems and resolves issues across a variety of digital platforms.	The apprentice must apply **three** different techniques to problem solving and analysis over a variety of digital platform.
Analysis	Understands and creates basic analytical dashboards using appropriate digital tools.	The apprentice must be able to analyse data and create reports by selecting **three** appropriate tools.
Implementation	Builds and implements digital campaigns across a variety of digital media platform.	The apprentice must be able to build and implement campaigns across at least **three** different digital media, including social media platforms.

	Technical Competencies	Minimum Pass Requirements
Applies at least two of the following specialist areas	Search marketing, search marketing, search engine optimisation, email marketing, web analytics and metrics, mobile apps and pay-per-click, e mail marketing, web analytics and metrics, mobile apps, and pay-per-click.	The apprentice must be able to apply two of the listed analytic tools/approaches to demonstrate the discovery and evaluation of patterns in data for the purpose of understanding and optimizing usage of a website.
Uses digital tools effectively	Uses digital tools effectively.	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.
Digital analytics	Measures and evaluates the success of digital marketing activities.	The apprentice can demonstrate that they have been able to measure success across **two** campaigns.
Interprets and follows	Interprets and follows: • latest developments in digital media technologies and trends • marketing briefs and plans • company defined 'customer standards' or industry good practice for marketing • company, team or client approaches to continuous integration	The apprentice must be able to demonstrate and explain latest developments and tools appropriate to their organisation. The apprentices should be able to define good customer and industry practice and attendance of continuous professional development.
Can operate effectively in their own business's, their customers' and the industry's environments	Can operate effectively in their own business's, their customers' and the industry's environments.	The apprentice must be able to explain how to operate within their own business, their customers and across industry.

The What - Merit or Distinction Criteria

The What - What the Apprentice Has Shown They Can Do		
Dimensions		**Description of What Significantly Above the Expected Level of Quality Looks Like**
Breadth	- the range of tools and methods understand and applied.	Understands and applies a wide range of tools and methods . Accurately and appropriately applies and effectively implements the right tools and methods in a variety of different situations.
Depth	- the level to which these tools and methods are understood and applied.	A capable user - exploits the functionality/capability of the tools and methods . Broad understanding of different tools and methods and how and why they can be applied in different contexts.
Complexity	- the extent and prevalence of inter-related and inter- dependant factors in the work and how well the apprentice has dealt with these.	Deals confidently and capably with interrelated and interdependent factors in their work.

The How - Pass Criteria

The How - The Way in Which the Work Has Been Done	
Competencies	**Minimum Pass Requirements**
Apprentices can demonstrate the full range of skills, knowledge and behaviours required to fulfil their job role.	• Knows what skills, knowledge and behaviours are needed to do the job well • Are aware of their own strengths in the job role, and any areas for improvement • Appreciate who else is important, for them to do their job and fulfil the role effectively (e.g. colleagues, managers, other stakeholders) • Are aware of potential risks in the job role (e.g. security, privacy, regulatory) • Use personal attributes effectively in the role • Understand how the job fits into the organisation as a whole
Apprentices can demonstrate how they contribute to the wider business objectives and show an understanding of the wider business environments.	• Understands the goals, vision and values of the organisation • Aware of the commercial objectives of the tasks/ projects they are working on • Understands their role in meeting or exceeding customers' requirements and expectations • Is in tune with the organisation's culture
Apprentices can demonstrate the ability to use both logical and creative thinking skills when undertaking work tasks, recognising, and applying techniques from both.	Logical thinking: • Recognises the conclusion to be reached • Proceeds by rational steps • Evaluates information, judging its relevance and value • Supports conclusions, using reasoned arguments and evidence Creative thinking: • Explores ideas and possibilities • Makes connections between different aspects • Embraces ideas and approaches as conditions or circumstances change
Apprentices can show that they recognise problems inherent in, or emerging during, work tasks, and can tackle them effectively.	Problem-solving: • Analyses situations • Defines goals • Contributes to the development of solutions • Prioritises actions • Deals with unexpected occurrences

The How - Merit or Distinction Criteria

The How - The Way in Which the Work Has Been Done		
Dimensions		**Description of What Significantly Above the Expected Level of Quality Looks Like**
Responsibility	- the scope of responsibility and level of accountability demonstrated in the apprentices work.	Undertakes work that is more complex, more critical, or more difficult Works independently and takes responsibility.
Initiative		Demonstrates an ability to extend or enhance their approach to work and the quality of outcomes. Doesn't just solve the problem but explores all known options to do it better, more efficiently, more elegantly or to better meet customer needs.
Delivery focus	- the extent to which the apprentice has shown they can grasp the problems, identify solutions, and make them happen to meet client needs .	Shows good project management skills, in defining problem, identifying solutions and making them happen Demonstrates a disciplined approach to execution, harnessing resources effectively Drives solutions – with a strong goal focused and appropriate level of urgency

The With Whom - Pass Criteria

The With Whom - The Personal and Interpersonal Qualities the Apprentice Has Brought to Internal and External Relationships	
Competencies	**Minimum Pass Requirements**
Apprentices can manage relationships with work colleagues, including those in more senior roles, customers/clients and other stakeholders, internal or external and as appropriate to their roles, so as to gain their confidence, keep them involved and maintain their support for the task/project in hand. **Apprentices can establish and maintain productive working relationships and can use a range of different techniques for doing so.**	Managing relationships: • Understands the value and importance of good relationships • Acknowledges other people's accomplishments and strengths • Understands how to deal with conflict • Promotes teamwork by participating Customer/client relationships: • Understands their requirements, including constraints and limiting factors • Sets reasonable expectations • Understands how to communicate with them • Interacts positively with them • Provides a complete answer in response to queries ('transparency', 'full disclosure') Stakeholders: • Understands who they are and what their 'stake' is • Prioritises stakeholders in terms of their importance, power to affect the task and interest in it • Agrees objectives

The With Whom - Pass Criteria

The With Whom - The Personal and Interpersonal Qualities the Apprentice Has Brought to Internal and External Relationships	
Competencies	**Minimum Pass Requirements**
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.**	Intention/Purpose: • Understands the purpose of communicating in a particular situation or circumstance (e.g. inform, instruct, suggest, discuss, negotiate etc.) • Checks that the person/people with whom one is communicating also understand the purpose • Is sensitive to the dynamics of the situation • Is aware of anything that might disrupt the effectiveness of communication (e.g. status, path, history) Method: • Understands the most appropriate method for the situation • Aware of the limitations of the chosen method, and the possible risks of miscommunication (e.g. ambiguity) • Takes account of the affective dimensions of the method (e.g. body language, tone of voice, eye contact, facial expression etc.) Execution: • Expresses self clearly and succinctly, but not over-simplifying • Checks that the other person/people understand what is being expressed • Takes account of the potential barriers to understanding (e.g. filtering, selective perception, information overload) • Modifies the purpose and methods of communication during a situation in response to cues from the other person/people

The With Whom - Pass Criteria

The With Whom - The Personal and Interpersonal Qualities the Apprentice Has Brought to Internal and External Relationships	
Competencies	**Minimum Pass Requirements**
Apprentices can manage relationships with work colleagues, including those in more senior roles, customers/clients and other stakeholders, internal or external and as appropriate to their roles, so as to gain their confidence, keep them involved and maintain their support for the task/project in hand. **Apprentices can establish and maintain productive working relationships and can use a range of different techniques for doing so.**	Managing relationships: • Understands the value and importance of good relationships • Acknowledges other people's accomplishments and strengths • Understands how to deal with conflict • Promotes teamwork by participating Customer/client relationships: • Understands their requirements, including constraints and limiting factors • Sets reasonable expectations • Understands how to communicate with them • Interacts positively with them • Provides a complete answer in response to queries ('transparency', 'full disclosure') Stakeholders: • Understands who they are and what their 'stake' is • Prioritises stakeholders in terms of their importance, power to affect the task and interest in it • Agrees objectives

The With Whom - Merit or Distinction Criteria

The With Whom - The Personal and Interpersonal Qualities the Apprentice Has Brought to Internal and External Relationships		
Dimensions		**Description of What Significantly Above the Expected Level of Quality Looks Like**
Scope and appropriateness	- the range of internal and external people and situations that the apprentice has engaged appropriately and effectively with.	Internally – works alone, 1:1, in a team and with colleagues at all levels Externally – works with customers, suppliers and partners in a variety of situations Reads situations, adapts behaviours, and communicates appropriately for the situation and the audience
Reliability		Can be trusted to deliver, perform, and behave professionally, manages and delivers against expectations, proactively updates colleagues and behaves in line with the values and business ethics
A role model and exemplar to others	- the extent and prevalence of inter-related and inter- dependant factors in the work and how well the apprentice has dealt with these.	Actively works with others and leads by example

Appeals

Training Qualifications UK's Appeals Policy, including time frames, can be found here.