End-Point Assessment Plan

Publishing Assistant Apprenticeship Standard – LEVEL 3

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1. Introduction

The Publishing Assistant Apprenticeship standard has been designed to operate as the professional standard for people working as Publishing Assistants at Level 3 across the sector.

The assessment plan is to accompany the standard and will ensure that the completion of a Publishing Assistant Apprenticeship meets the requirements of the standard in terms of Knowledge, Skills and Behaviours.

On completion of the Apprenticeship, the individual will be recognised as competent to perform in the role of a Publishing Assistant across the sector. This will be achieved by passing the End-Point Assessment.

This plan outlines the End-Point Assessment that apprentices must successfully complete to achieve their apprenticeship.

2. Summary of Assessment

The following table outlines the suggested key elements of the on-programme journey; what evidence is required in order that the apprentice can be entered in to the EPA process and the assessment methods that form part of the EPA. The total duration of the apprenticeship is typically 18 months. The apprenticeship on-programme journey will be a minimum of 12 months but is typically 15 months. All on-programme requirements must be completed prior to the end-point assessment taking place. The end-point assessment period is 3 months.

on-programme journey - a minimum of 12 months and typically 15 months

- off the job learning & training and assessment
- on the job learning & training and assessment
- completion of English and maths level 2 if not held on commencement
- compilation of an evidence portfolio covering all knowledge, skills and behaviours

end-point assessment gateway - typically after 15 months

- satisfactory completion of all learning & training agreed by the employer
- achievement of English and maths at level 2
- evidence in the form of a portfolio to demonstrate all required knowledge, skills and behaviours
- confirmation by the employer that the apprentice is ready to enter end-point assessment
- Minimum of 12 months of training

end-point assessment - total duration is 3 months

- a professional discussion, based on an evidence portfolio
- a written, work based project and a presentation given by the apprentice based on the outcomes of the project

Table 1 Apprenticeship elements

3. On-Programme Journey

Apprentices must follow an agreed learning and training programme that supports their acquisition of the knowledge, skills and behaviours as defined in the standard. The off the job element of this learning and training must be at least 20% of their apprenticeship duration.

It is suggested that regular reviews of the apprentice's progress are held. Typically, these are led by the employer and, where appropriate, supported by the training provider.

Formal off the job training, a minimum of 20% of the duration of the apprenticeship, is usually provided by a training provider. Employers and training providers must ensure that the apprentice is able to demonstrate the appropriate knowledge, skills and behaviours as agreed as part of the training plan. Employers must provide the opportunity for the apprentice to practise the learning in the work place i.e. on the job training.

During the on-programme journey, the apprentice must develop a portfolio of evidence which demonstrates they can apply the knowledge, skills and behaviours defined in the standard in a work environment.

4. End-Point Assessment Gateway

The Employer will decide when the apprentice is ready to enter the EPA process, this will typically be after 15 months of training, learning and development and when all EPA gateway criteria is achieved. The employer may consult with the training provider to help make this decision.

Apprentices should not be entered into the EPA process until they are ready and as a minimum have:

- completed satisfactorily all learning and training as agreed between the employer and training provider
- gathered sufficient evidence in the form of a portfolio to demonstrate consistently knowledge, skills and behaviours as defined in the standard
- achieved level 2 or equivalent or higher in English and maths, if these were not attained prior to entry on to the apprenticeship
- got the employer's support to enter the end-point process
- had a minimum of 12 months of training

All end-point assessment gateway criteria must be achieved.

5.   End-Point Assessment

5.1   End-Point Assessment Overview

The EPA process will take place during the final 3 months of the apprenticeship and consists of two assessment methods: a written, work based project with a presentation based on that project and a professional discussion supported by the apprentice's evidence portfolio. The project and presentation will be the synoptic assessment method. The project which the presentation will be based on will, to support employer resource scheduling, be undertaken in the first 2 months of the EPA period. Both methods are equally weighted and will allow the apprentice to demonstrate knowledge, skills and behaviours as detailed in appendix A.

The following is a summary table of the assessment methods, what is to be assessed, who will undertake the assessment, what grading will be applied to each method and weighting of the assessment method:

Assessment Method and Weighting	Areas Assessed	Assessed by	Grading
Project and presentation 50% weighting	See appendix A – project and presentation (PP)	End-point assessment organisation	Fail, pass or distinction
Professional discussion 50% weighting	See appendix A – professional discussion (PD)	End-point assessment organisation	Fail, pass or distinction

Table 1 End-Point Assessment overview

End-point assessment organisations (EPAO) must be registered on the Register of End-Point Assessment Organisations (RoEPAO) held by the Education and Skills Funding Agency (ESFA).

5.2   Roles and Responsibilities

The following describes who will undertake each assessment method, the criteria for their selection and activities they are involved with:

Title	Criteria	Role
Independent Assessor	Appointed by the EPAO Working or has worked in the publishing industry in the last 10 years Typically, a Manager with 3/5 years' experience at that level Has recent experience in the same area of publishing that the apprentice is employed	To assess the professional discussion, the project and presentation. Makes recommendations to the EPAO regarding final grade outcomes

	Is not employed by the apprentice's employer or the training provider who has worked with the apprentice	
Employer Observer	Nominated by the employer and appointed by the EPAO Will be employed by the apprentice's employer but will not have been involved in the training of the apprentice	To be present at the professional discussion and the project presentation. To act as an 'interpreter' where required i.e. to clarify employer terminology only. Is not involved in grading recommendations

Table 2 Roles and Responsibilities

5.3   Assessment Methods

The professional discussion, project marking and the project presentation will take place on the same day. The project will be marked, this will be followed by the project presentation and then the professional discussion. Assessment methods will preferably take place in the apprentice's normal work environment.

It is expected that the same Independent Assessor will undertake both assessment methods for an individual apprentice.

5.3.1   Project and Presentation

Durng the first two months of the EPA period, the apprentice must undertake a written work based project and develop a presentation based on the outcomes of that project. The requirements will be given to the apprentice as they enter their EPA period.

To support the needs of individual businesses, a suggested title for this project and presentation is 'how the publishing journey works for content here'. It could be based on ideas for a new book, ideas for a new learning platform, or a new product. The EPAO will hold a bank of actual titles which the apprentice and their employer will choose from.

To allow employers to manage scheduling of time for the apprentice to undertake the project and develop the presentation, they should be completed within the first two months of the EPA period. The written project will take between 18 to 20 hours to complete, is between 1100 and 1200 words with a maximum of 6 pages to allow for diagrams etc. The presentation development should take between 8 hours and no longer than 10 hours to complete.

The project and presentation can reference experience gained as part of the on-programme journey. The employer, overseen by the EPAO will ensure the apprentice is allocated time to undertake these activities and complies with timescales.

The project and presentation content should demonstrate requirements in appendix A and demonstrate knowledge, skills and behaviours in relation to:

- your organisation and where it fits into the Industry
- the critical path and range of publications/products
- the editorial and production processes
- the sales, marketing and publicity processes
- rights management digital processes
- communication and passion

These headings are further expanded in the standard and appendix A. All elements should be covered.

The written project and presenation should contain approach, terms of reference; an introduction, objectives, outcomes, benefits to the organisation, conclusions, recommendations including next steps if relevant. It must also contain some elements of personal reflection about where the apprentice believes their knowledge and skills best fits within the publishing function.

The project, on completion, should be forwarded to the EPAO 10 working days prior to the scheduled presentation. The EPAO will make the project available to the Independent Assessor appointed to undertake the Professional Discussion 5 days before the scheduled presentation. The Independent Assessor will mark the project, on the same day as the presentation by the apprentice, in-line with the grading criteria in table 3. The EPAO will provide a template document for the Independent Assessor to record their marking notes from the presentation as well as identifying any potential follow-up questions to be used as part of the project presentation.

The apprentice is required to make a presentation based on the outcomes of the written, work based project. This presentation will be made to the same independent assessor who has marked the written project.

The total time for the project presentation and follow-up questions will be a minimum 50 minutes plus or minus 10%. The face to face presentation to the Independent Assessor will:

- take place in a quite space, with no interruptions. Appropriate equipment eg display screen should also be provided.
- last between 15 – 20 minutes.
- be followed by questions from the Independent Assessor to gain greater clarity on rationale for choices, alternative outcomes and/or any questions noted when marking the written project. The answers to these questions will be recorded on a standard template in-line with assessment organisation requirements. The time for questions will be between 30 to 35 minutes

The Independent Assessor will provide one overall recommended grade outcome for the project and presentation in-line with grading criteria contained in table 3 below. The EPAO will provide a template document for the Independent Assessor to record their grade recommendation. A recommended grade will be forwarded to the EPAO.

5.3.2 Professional Discussion

The Professional Discussion will question the apprentice about how their knowledge, skills and behaviours match those outlined below and in appendix A. It will preferably be conducted in the apprentice's work location by an Independent Assessor accompanied by an Employer Observer. Undertaking the discussion on-line e.g. skype etc is acceptable if circumstances dictate this. If this method is used, the online platform must include a video link so that apprentice can see the assessor and assessor can see the apprentice. The identity of the apprentice must be checked and confirmed by the EPAO prior to commencement. The location or the platform must be sourced by the EPAO.

As there are terminology differences between employers even in the same publishing sub-sector, the Employer Observer is required to support the Independent Assessor where these differences may be identified during the discussion.

The evidence portfolio should contain written accounts of all activities that have been completed and referenced against the knowledge, skills and behaviours in appendix A. Typically these will cover the Publishing Industry in general, where their organisation fits in to the Industry and what it does, as well as the markets their organisation serves. The written accounts should be supported, where appropriate, by relevant photographic/video evidence, in-house training certificates, examples of work produced in relation to skills in appendix A, which may include editorial briefs, sales and marketing plans, screen shots of data entry/changes, witness testimonies, meeting notes to give context to evidence included in the portfolio, work-based communications e.g. emails, relevant social media. Progress review documentation should also be included. To support the synoptic assessment, evidence can be referenced against more than one knowledge, skill or behavioural requirement. The portfolio should contain a minimum of 15 pieces of evidence and a maximum of 20. This evidence will

demonstrate how the apprentice meets the knowledge, skills and behaviours identified in appendix A. The portfolio is retained by the apprentice and brought by them to the professional discussion. It is used as a vehicle for the apprentice to bring to life their their knowledge, skills and behaviour as required during questioning by the Independent Assessor.

The discussion will be undertaken under controlled conditions and will be in two parts. Both parts will last for a maximum of 75 minutes each. They will both consist of 5 questions, one for each of the elements identified below. Each question discussion will last for a maximum of 15 minutes and this time will include any follow-up questions that may be required.

The first part will cover the following elements

- the wider publishing industry
- publishing journey/editorial process
- publishing systems, software and data management
- rights management and contracting
- stakeholder management and communications

The second part will cover the following elements:

- discretion and confidentiality
- problem solving and attention to detail
- team working and working independently
- determination to succeed and passion
- inquisitive

The Independent Assessor will use standardised questions from an agreed set of questions developed by the EPAO. EPAOs will hold 3 questions per element. Actual questions used will be provided by the EPAO on a randomised basis. Questions will be reviewed on an annual basis and moderated by each EPAO. The EPAO will also provide a template to record apprentice responses.

The Independent Assessor will confirm the grade to the EPAO on documentation provided.

5.4   Re-takes/Re-sits

Where an apprentice fails one or more assessment methods, a re-sit(s)/re-take(s) may be allowed, provided it is within the EPA period. Re-sits/re-takes outside of this period would require all elements of the EPA to be undertaken again. This should be undertaken within a six month period. Each individual case will be jointly discussed by the employer with the EPAO and any action, if agreed will be at the discretion of the employer.

A re-take is where the apprentice requires further learning/training, whereas a re-sit doesn't. Apprentices who require a re-take should have a supportive plan agreed to prepare them for the re-take.

Re-sits are not allowed as a means of improving a grade i.e. pass to distinction. Where a re-sit/re-take is agreed, the grading will be limited to a pass unless there are exceptional circumstances as confirmed by the EPAO.

6.   Grading

6.1   End-Point Assessment Grading

This apprenticeship includes fail, pass and distinction grades. To achieve a pass grade apprentices will competently perform their role demonstrating application of the knowledge, skills and behaviours against the whole standard ie achieve a pass grade in both assessment methods. The apprentice has to achieve all pass criteria as detailed in table 3 below. To achieve a distinction grade all pass criteria need to be achieved, prior to achieving all the distinction criteria in table 3 below. A distinction grade needs to be achieved in both assessment methods to achieve an overall distinction grade. A final grade will be awarded in-line with the criteria below:

Assessment method	To be graded as a distinction:	To be graded as a pass:	To be graded as a fail:
Professional discussion	**The wider publishing industry:** Identifies some major changes or recent developments across the publishing industry. **Publishing systems and software:** identifies the benefits that have arisen as a result of good data management **Data management**: explains how data is used to successfully drive sales and reach a range of target audiences, relevant to their role. Actively seeks opportunities to improve data processes **Publishing Journey/**	**The wider publishing industry**: identifies different sorts of publishers (trade, academic, educational, illustrated) **Publishing systems and software:** understands the publishing systems used in their company and explains what a standard is. Demonstrates their own ability to enter data accurately. **Data Management:** demonstrates how they input and maintain a range of data sources, relevant to their role. **Publishing journey/editorial process:** Explains all stages of the publishing journey of a publication/product. Understands how budgeting, costing and production	**The wider publishing industry**: does not identify different sorts of publisher (trade, academic, educational, illustrated) **Publishing systems and software:** fails to identify the publishing systems used in their company and explain what a standard is. Does not evidence their ability to enter data accurately. **Data Management:** there is no evidence regarding inputing and maintaining a range of data sources, relevant to their role.

Editorial Process Explains their role in taking a product/publication through the publishing journey, relevant to their role. **Stakeholder Management:** Provides examples of 'going the extra mile', to proactively ensure that stakeholders feel supported on an ongoing basis. **Rights Management and contracting**: Understands the basic principles of copyright protection as it applies to written / illustrative / digital content and the use of contracts to secure IP rights from authors (and other types of content creator). Understands the correct contract template used to acquire IP rights from various types of content creators. **Problem solving**: Reflects on lessons learnt and what they would do differently next time. **Team working:** Outlines and evaluates actions they have been involved in to help the team achieve their goals. **Communication:** Demonstrates ability to transmit complex	schedules operate within their publishing house. **Stakeholder management:** Understands the different sorts of stakeholders and the kinds of interactions they are likely to have with the organization. **Rights Management and contracting:** Understands the purpose of a contract the various parties who the organization would have a contract with. **Problem solving:** Explains how they either identified or responded to challenges **Team working:** Describes the roles of the people in the team they work in and how they work together to achieve the team goals. **Communication:** Explains various methods of communication with different stakeholders. Demonstrates appropriate oral and written communication skills within day to day activities. **Working independently:** Understands situations in which it is appropriate to ask for help and where demonstrating initiative and independent working is the better option. **Discretion and confidentiality**: Explains the need for confidentiality of all appropriate records or materials. **Attention to detail:** Provides accurate, consistent and timely information. **Determination to succeed:** Discusses personal and organisational targets set and achieved.	**Publishing journey/editorial process:** Does not explain all stages of the publishing journey of a publication/product. Fails to understand how budgeting, costing and production schedules operate within their publishing house. **Stakeholder management:** does not identify the sorts of stakeholders and the kinds of interactions they are likely to have with the organization. **Rights Management and contracting:** Does not understand the purpose of a contract and the various parties who the organization would have a contract with. **Problem solving:** Does not explain how they either identified or responded to challenges **Team working:** Fails to accurately identify the roles of the people in the team they work in and how they work together to achieve the team goals. **Communication:** Does not explain various methods of communication with different stakeholders. Does not demonstrate appropriate oral and written communication skills within day to day activities.

	information in an understandable manner. **Working Independently:** Demonstrates application of learning following seeking support and how that information was used 'next time'. **Discretion and Confidentiality**: Demonstrates a time when they have actively shown the need for confidentiality when dealing with stakeholders. **Attention to detail:** Acts to verify information **Determination to Succeed**: demonstrates going above and beyond what was expected in a situation **Inquisitive:** using a challenging situation they have encountered, demonstrates the utilisation of knowledge and skills acquired through the apprenticeship to complete the task. **Passion:** Demonstrates going above and beyond, exceeding expectations and demonstrates enthusiasm for their role.	**Inquisitive:** Demonstrates a broad spectrum of knowledge acquired through the apprenticeship. **Passion:** Demonstrates commitment in all work based tasks/activities and is conscientious.	**Working independently:** Does not understand situations in which it is appropriate to ask for help or where initiative and independent working is the better option. **Discretion and confidentiality**: Does not explain the need for confidentiality of all appropriate records or materials. **Attention to detail:** Does not evidence providing accurate, consistent and timely information. **Determination to succeed:** Fails to discuss personal and organisational targets set and achieved. **Inquisitive:** Has not acquired a broad spectrum of knowledge through the apprenticeship. **Passion:** Fails to display commitment in all work based tasks/activities and is not conscientious.
Project and presentation	**Their organisation and the wider publishing industry:** Identifies realistic options for how the project outcomes could benefit the business.	**Their organisation and the wider publishing industry:** Relates their project to the organisation's publishing programme and strategy. **The critical path and range of publications:** Ensures all key stages of the publishing	**Fail criteria:** **Their organisation and the wider publishing industry:** Does not relate the project to the organisation's publishing programme and strategy

	Identifies how the project outcomes relate to current strategy. **The critical path and range of publications**: Explains why the genre and format were chosen compared to any other format. **The editorial & production processes:** Provides a critical assessment of the editorial and production processes. Identifies pitfalls and outlines contingencies. Identifies how different approaches have different cost implications. **The sales, marketing & publicity processes**: Explains the sales approach to ensure maximum sales through trade partners to reach the target users. Identifies their own creative ideas to engage with customers and consumers, includes the expected results. Demonstrates how these would be implemented with benefits and disadvantages of each method. **Rights management, digital processes**: Suggests an appropriate deal structure for their product.	journey are included and covered. **The editorial & production processes**: Includes all key stages of the publishing process. Outlines methods of checking content and a explanation of why the chosen method eliminates errors. Ensures costing and scheduling impacts are included. **The sales, marketing & publicity processes:** Identifies target customer and explains why they are a target customer including the format(s) most suitable to them Explains the difference between customers/consumers and various methods of engagement including the benefits of the chosen method. Identifies appropriate influencers for their product. Explains the different methods of engagement and the benefits of each method. **Rights management, digital processes**: Explains the differences between advances, royalties, and fees. Shows understanding of different forms of rights. Provides an understanding of company policy on copyright and permissions.	**The critical path and range of publications:** All key stages of the publishing journey are not included **The editorial & production processes**: All key stages of the publishing process are not included. Does not outline methods of checking content and fails to describe why the chosen method eliminates errors. Does not include costing and scheduling impacts. **The sales, marketing & publicity processes:** Does not identify target customer and fails to explain why they are a target customer not describing the format(s) most suitable to them Does not explain the difference between customers/consumers and various methods of engagement. Does not include the benefits of the chosen method. Does not identify appropriate influencers for their product. Does not explain the different methods of engagement and the benefits of each method. **Rights management, digital processes**: Does not explain the differences between

	Demonstrates and explains how their deal structure complies with company policy.		advances, royalties, and fees. Fails to show understanding of different forms of rights. Fails to provide an understanding of company policy on copyright and permissions.

Table 3 End-Point Assessment Grading Criteria

7.   Final Grade

The final grade decision, subject to standardisation and moderation, is made by the Independent Assessor using the grading criteria above using guidance and documentation provided by the EPAO.

8.   Quality Assurance

8.1   Internal Quality Assurance

The EPAO are responsible for all internal quality assurance processes including responsibility for all assessment decisions, grading of apprenticeships and standardising the judgements of Independent Assessors. The following describes internal quality assurance processes:

8.1.1   Assessment Moderation

EPAOs will undertake moderation of independent assessors' decisions. This will be done through observations and examination of documentation on a risk sampling basis. New assessors will be subject to 100% audit until they have completed 10 assessments without inconsistencies. Subsequent sampling will be 20% per annum unless inconsistencies are identified, in which case they will retun to 100% for the following 5 assessments.

8.1.2   Roles and Responsibilities of End-Point Assessment Organisations

End-point assessment organisations must:

- provide EPA guidance to apprentices, employers and training providers in relation to the requirements of the professional discussion/evidence portfolio and project.
- develop assessment tools and documentation in consultation with representative employers.
- develop and manage a complaints and appeals procedure.

- provide guidance in relation to the EPA i.e. making reasonable adjustment, eligibility to enter EPA and conflict of interest.
- develop compensatory assessment for learners with special requirements to allow reasonable adjustments to be made to assess the knowledge, skills and behaviours of the apprentice through alternative assessment techniques. They must be designed to ensure judgements are not compromised
- appoint and approve independent assessors to conduct the EPA marking and grading, based on a check of knowledge and experience.
- provide training for independent assessors:
    - in terms of the requirements of the operation and marking of the EPA tools and initial grading.
    - in undertaking fair and impartial assessment and making judgements about performance and the application of knowledge, skills and behaviours within a workplace setting.
    - hold bi-annual standardisation events for independent assessors to ensure consistent application of the guidance
- ensure that there is consistency and comparability in terms of the breadth and depth of each assessment, to ensure assessments are reliable, robust and valid
- consider evidence in relation to reasons for failing an EPA and confirm with the employer whether a grade higher than pass will be allowed for a re-take/re-sit, where the learner may have failed due to circumstances beyond their control.
- ensure assessment organisation moderation staff are trained in assessment and assurance processes and undertake regular continuing professional development.

8.2   External Quality Assurance

External quality assurance (EQA) for this apprenticeship standard will be managed on a not for profit basis by The Institute for Apprenticeships.

9.   Implementation

9.1   Affordability

The funding band for this apprenticeship is 8. EPA cost is expected to be in the region of 20% of the band

9.2   Consistency

The responsibility for the robustness of the assessment process is held by the End-Point Assessment Organisation. This ensures that there is consistency of decisions, true independence, impartiality, validity and reliability in the assessment.

The assessment methods described previously are designed to produce assessment outcomes that are consistent and reliable, allowing fair and proper comparison between apprentices

employed in different types and sizes of organisations. At the core of this will be the set of assessment tools that are used by all assessors and to inform the training that assessors receive. The End-point Assessment Organisation will, , create the tools and materials to be used in assessment based on this Plan. It is recommended that the EPAO consults with employers when developing the assessment tools. These will be developed as soon as the Assessment Plan is approved and will be held by the End-point Assessment Organisation. Particular attention will be paid to ensuring that the tools are consistent and produce valid and reliable results. The End-point Assessment Organisation will thereafter be responsible for monitoring the work of the individual assessors to ensure continuing robustness – independent, consistent, accurate.

The End-point Assessment Organisation will provide robust validation and quality assurance processes to ensure that all assessments are robust, that they assess fully against the Standard, are undertaken consistently and to the same standard and that the individuals carrying out the assessment have the requisite skills and industry experience. These will be developed as part of the Assessment Tools to ensure that they are consistent across all apprentices. Immediate and appropriate action will be taken where any quality concerns are identified.

9.3   Volumes

Expected Starts (England)	16 – 18	19+
2017/18	0 – 2	Approximately 10
2018/19	0 – 2	Up to 30
On-going annual requirement	0 – 2	Up to 30

9.4   Assessor Requirements

We envisage that one independent assessor will be able to undertake both assessments activities for one apprentice in one day. The independent assessor resource requirements, when the apprenticeship is fully established within the sector, is expected to be in the region of 32 days per year.

Appendix A – Assessment Methods

Assessment Methods	Project and Presentation = PP	Professional Discussion = PD

Knowledge		
Their organisation and the wider publishing industry	• Their organisation's strategy and publishing programme by genre and who their target users are.	PP
	• The broader publishing industry	PD
Publishing Systems and Software	• How to read and apply information/data using publishing systems such as Biblio and Stison which are used to produce and sell books, journals etc. • The importance and risk to the business involved in maintaining and managing data • The range of standards and mark-up languages e.g. XML, LaTEX, HTML used in publishing for editing • Content management software that supports the production process e.g. digital, for the variety of content at their organisation	PD
The critical path and range of publications	• The publishing journey from commissioning through to publication including working with manuscripts, proofs and advanced information sheets. • The range of products/publications available such as books, illustrated books, academic publications, digital books, products & services including where appropriate apps and journals.	PP
The editorial & production processes	• Key stages of the publishing process, which will include editing, proof reading and briefing stakeholders • How to check proofs where necessary and make sure printing matches the proof • The costing and scheduling principles of new products/publications titles and reprints to ensure cost effective and timely production of books or products • How to ensure all information is up to date on relevant databases, including PDF files, application files and images	PP
The sales, marketing & publicity processes	• The sales requirements of their trade customers such as bookshops, libraries, schools (teachers and students), universities, online distributors/sales. • The marketing and publicity requirements to reach trade customers as well as consumers • The different methods used to connect and engage with influencers such as bloggers & journalists.	PP

	• The options regarding marketing strategies; including digital methods such as search engine optimisation, insights from web analytics; user experience and web optimisation		
Rights management, digital processes	• Deal structures and Digital Rights Management with authors including fees, advances, royalties, licensing copyright, covering territory copyright, translation rights, and serial rights. • Company policies regarding copyright and permissions, including appropriate digital rights to ensure compliance.	PD	PP

Skills & Behaviours		
Data Management	• Input and maintain data to produce products/publications that meet company, sales channel and audience requirements • Continually improve the quality of information/data in-line with best practice	PD
Publishing Journey/ Editorial Process	• Follow publishing/editorial guidelines relevant to their role to produce products/publications that meet budgets, are on schedule and meet company & industry standards • Ensure appropriate changes are highlighted and agreed with stakeholders • Apply rigour and attention to detail • Escalate issues and concerns, in-line with company process, to ensure the product/publication is delivered to time and budget constraints and their agreed milestones are achieved	PD
Stakeholder Management	• Clearly identify stakeholders and manage their expectations, presenting appropriate information to them clearly and concisely • Escalate issues and concerns regarding stakeholders as appropriate	PD
Rights Management and Contracting	• Ensure that products/publications meet digital rights management and/or deal structures agreed with authors • Using templates, draft contracts as required by their company	PD
Problem Solving	• Think laterally and provide sensible solutions to unexpected challenges	PD

Team Working	• Demonstrate a strong ability to work as part of a team, taking on tasks with enthusiasm and working cooperatively with others (in a timely fashion). • Demonstrate a clear understanding of the role they play in relation to other team members • Undertake tasks confidently and resourcefully, supporting the team and/or line manager as required	PD	
Communication	• Communicate clearly with internal and external stakeholders. • Show confidence and flexibility when communicating with different stakeholders, ensuring an appropriate use of language and terminology	PD	PP
Working Independently	• Be pro-active and purposeful when working on their activities, apply the appropriate knowledge and seek support when it is needed • Demonstrate good time-management	PD	
Discretion and Confidentiality	• Show discretion when dealing with stakeholders, including colleagues, authors, customers and users, and maintain confidentiality when needed.	PD	
Attention to detail	• Apply rigour and attention to detail in all tasks.	PD	
Determination to Succeed	• Consistently achieve personal and organisational targets • Take action to resolve day to day issues • Receptive to new ideas and respond well to day-to-day challenges • Resilient and determined to overcome obstacles	PD	
Inquisitive	• A willingness to learn & develop, embracing new challenges when they occur.	PD	
Passion	• Demonstrates enthusiasm in their activities	PD	PP