

# End-point assessment plan for Journalist apprenticeship standard

Apprenticeship standard number	Apprenticeship standard level	Integrated end-point assessment
ST1324	5	No

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## Introduction and overview

This document sets out the requirements for end-point assessment (EPA) for the Journalist apprenticeship standard. It explains how EPA for this apprenticeship must operate.

This document provides the EPA design requirements for end-point assessment organisations (EPAOs) for this apprenticeship standard. It will also be useful for apprentices undertaking this apprenticeship, their employers and training providers.

EPA must be conducted by an EPAO approved to deliver EPA for this apprenticeship standard. Each employer should select an approved EPAO from the Education & Skills Funding Agency's Register of end-point assessment organisations (RoEPAO).

Full-time apprentices will typically spend 14 months on-programme (before the gateway) working towards this occupational standard. All apprentices must spend a minimum of 12 months on-programme. All apprentices must spend a minimum of 20% of on-programme time undertaking off-the-job training.

Before starting EPA, an apprentice must meet the gateway requirements. For this apprenticeship they are:

- the employer must be content that the apprentice is working at or above the occupational standard
- apprentices must have achieved all qualifications mandated in the Journalist occupational standard

The qualifications required are:

- apprentices must have achieved English and mathematics at Level 2<sup>1</sup>
- Level 5 Diploma in Journalism

The EPAO must confirm that all required gateway evidence has been provided and accepted as meeting the gateway requirements. The EPAO is responsible for confirming gateway eligibility. Once this has been confirmed, the EPA period starts.

This EPA should then be completed within an EPA period lasting typically for 4 months.

This EPA consists of 2 discrete assessment methods.

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<sup>1</sup> For those with an education, health and care plan or a legacy statement, the apprenticeship's English and mathematics minimum requirement is Entry Level 3. British Sign Language (BSL) qualifications are an alternative to English qualifications for those who have BSL as their primary language.

It will be possible to achieve the following grades in each end-point assessment method:

Assessment method 1: Work related project, project report and questioning

- fail
- pass
- distinction

Assessment method 2: Professional discussion underpinned by a portfolio

- fail
- pass
- distinction

Performance in the end-point assessment methods will determine the overall apprenticeship standard grade of:

- fail
- pass
- distinction

## EPA summary table

<p><b>On-programme</b> (typically 14 months)</p>	<p>Training to develop the knowledge, skills and behaviours (KSBs) of the occupational standard.</p> <p>Training towards English and Mathematics Level 2, if required.</p> <p>Compiling a portfolio of evidence.</p>
<p><b>End-point assessment gateway</b></p>	<p>The employer must be content that the apprentice is working at or above the level of the occupational standard.</p> <p>Apprentices must have achieved all qualifications mandated in the Journalist occupational standard. The qualifications required are:</p> <p>Apprentices must have achieved English and mathematics at Level 2 and:</p> <p>Level 5 Diploma in Journalism</p> <p>Apprentices must submit:</p> <ul style="list-style-type: none"> <li>• the project's title and scope and the EPAO will be required to confirm its suitability</li> <li>• a portfolio of evidence</li> </ul>
<p><b>End-point assessment</b> (typically 4 months)</p>	<p>Assessment method 1: Work related project, project report and questioning, graded:</p> <ul style="list-style-type: none"> <li>• fail</li> <li>• pass</li> <li>• distinction</li> </ul> <p>Assessment method 2: Professional discussion underpinned by a portfolio, graded:</p> <ul style="list-style-type: none"> <li>• fail</li> <li>• pass</li> <li>• distinction</li> </ul> <p>Overall EPA/ apprenticeship graded:</p> <ul style="list-style-type: none"> <li>• fail</li> <li>• pass</li> <li>• distinction</li> </ul>

## Length of EPA period

The EPA will be completed within an EPA period lasting typically for 4 months, starting when the EPAO has confirmed that all gateway requirements have been met.

## Order of end-point assessment methods

The assessment methods can be delivered in any order.

The result of one assessment method does not need to be known before starting the next.

## Gateway

The apprentice should only enter the gateway once the employer is content that the apprentice is working at or above the occupational standard. In making this decision, the employer may take advice from the apprentice's training provider(s), but the decision must ultimately be made solely by the employer.

The EPAO determines when all gateway requirements have been met, and the EPA period will only start once the EPAO has confirmed this.

In addition to the employer's confirmation that the apprentice is working at or above the level of the occupational standard, the apprentice must have completed the following gateway requirements prior to starting EPA:

- achieved English and mathematics at Level 2.  
For those with an education, health and care plan or a legacy statement, the apprenticeship's English and mathematics minimum requirement is Entry Level 3. British Sign Language (BSL) qualifications are an alternative to English qualifications for those who have BSL as their primary language.
- Achieved the Level 5 Diploma in Journalism

For the work-related project, project report and questioning, the apprentice will be required to submit:

- the project's title, subject and scope and the EPAO will be required to confirm its suitability

For the professional discussion underpinned by a portfolio, the apprentice will be required to submit:

- a portfolio

**Portfolio of evidence requirements:**

- apprentices must compile a portfolio of evidence during the on-programme period of the apprenticeship
- the portfolio will typically contain 10 discrete pieces of evidence
- it must contain evidence related to the KSBs that will be assessed by the professional discussion underpinned by a portfolio
- evidence must be mapped against the KSBs
- evidence may be used to demonstrate more than one KSB; a qualitative as opposed to quantitative approach is suggested
- evidence sources may include:
  - work products
  - work instructions
  - safety documentation
  - company policies and procedures as appropriate to the activities
  - reference materials & research undertaken
  - video clips (maximum total duration 10 minutes); the apprentice must be in view and identifiable
  - workplace documentation/ records, for example workplace policies/ procedures, records
  - colleague feedback/ statements

This is not a definitive list; other evidence sources are possible.

- it should not include reflective accounts or any methods of self-assessment
- any employer contributions should focus on direct observation of performance (for example colleague feedback/ statements) rather than opinions
- the evidence provided must be valid and attributable to the apprentice; the portfolio of evidence must contain a statement from the employer and apprentice confirming this
- the portfolio of evidence must be submitted to the EPAO at the gateway

The portfolio of evidence is not directly assessed. It underpins the professional discussion underpinned by a portfolio and therefore should not be marked by the EPAO. EPAOs should review the portfolio of evidence in preparation for the professional discussion but are not required to provide feedback after this review of the portfolio.

## End-point assessment methods

The apprentice will be assessed against the KSBs assigned to the assessment methods outlined below, as shown in the mapping section of this EPA plan.

### Assessment method 1: Work related project, project report and questioning

#### Overview

A workrelated project, project report and questioning involves the apprentice completing a significant and defined piece of work that has a real business benefit. The project must be undertaken after the apprentice has gone through the gateway.

The project should be designed to ensure that the apprentice's work meets the needs of the business, is relevant to their role and allows the relevant KSBs to be assessed for the EPA. The employer will ensure it has a real business application and the EPAO will ensure it meets the requirements of the EPA, including suitable coverage of the KSBs assigned to this assessment method as shown in the mapping of assessment methods. The EPAO must refer to the grading descriptors to ensure that projects are pitched appropriately.

This assessment method includes three components:

- a work-related project whereby the apprentice produces a piece of journalistic content which has been published during the first six weeks of the EPA period. Normally, the work will be published by the employer, but publication elsewhere is possible, with the EPAO's approval. Where publication within six weeks is not possible, in exceptional circumstances, a written statement from the employer would be acceptable to confirm the project has been approved for publication.
- a project report
- oral questioning

The rationale for this assessment method is:

- it will test knowledge and skills holistically and reflects the project work undertaken in the occupation. It will enable the demonstration of knowledge and skills through the creation of the journalistic content
- it will be cost-effective
- this method will ensure valid, reliable and authentic assessment
- this is a consistent method that applies across work settings in the industry. It is reflective of industry best practice for reporting orally on projects and justifying decisions taken. It also replicates the approach taken to reviewing candidate performance used in industry.



The evidence from the work related project, project report and questioning will be assessed holistically.

## Component 1 – Work-related project

### Delivery

Apprentices will conduct a project, creating journalistic content which is published by the employer during the first six weeks of the EPA period.

The project may be based on an investigation, data-driven journalism, a major story or an event, feature, editorial or comment piece which may have audio visual content depending on the genre selected. This list is by no means exhaustive but indicates the wide range of topics available to an apprentice. Whatever the subject, the apprentice must ensure the project has the scope to provide evidence to allow the relevant KSBs to be assessed.

The EPAO will sign off the project's title, subject and scope to confirm its suitability at the gateway. The employer may also be involved in confirming that the project topic is appropriate.

The workplace project starts after the apprentice has gone through the gateway. The typical duration of the workplace project should be 6 weeks and consist of typically 21 hours of work.

The employer should ensure the apprentice has sufficient time and the necessary resources, within this period, to plan and undertake the project.

As a minimum, all projects must include:

- creation of journalistic content of a minimum 5 minutes' user consumption time.

Consumption is the time it takes to view, read or listen to the content produced. Content duration of 5 minutes is sufficient to allow the apprentice to provide the evidence which is needed and allows for a variety of platforms to be used across different sectors of the media.

Embeds of material from social media, user generated content (UGC) of submitted material, imported video etc. is permitted. However, this third-party material is in addition to the 5 minutes of content duration produced by the apprentice.

The project must map, in an appendix, how it evidences the relevant KSBs for this assessment method.

The project will be conducted as follows:

- in the apprentice's usual working environment.

The apprentice should complete their project unaided. When the work-related project is submitted, the apprentice and their employer must verify that the submitted work-related project is the apprentice's own work.

The independent assessor will review and assess the project holistically.

The independent assessor will make all grading decisions.

## Component 2 – Project report

The project report will be completed alongside the project and submitted at the same time. The typical duration of the project report should be 6 weeks and will typically consist of 4 hours of work. The report must contain 1,500 words. A tolerance of plus or minus 10% is allowed.

The project report will include:

- an introduction: what the project is about and why it was chosen
- who is the target audience?
- research, strategy and planning; primary and secondary research
- choice of publishing platform(s) with rationale(s)
- decision-making process; evidence-based
- key performance indicators (KPIs) and evaluation of the overall result

## Component 3 – Questioning

The apprentice must be given at least 14 days' notice of the date and time of the questioning session.

The independent assessor must have at least two weeks to review the project and project report in advance of the questioning to allow them to prepare appropriate questions.

The questioning session will be arranged by the EPAO in consultation with the employer and apprentice. The questioning should take place on a one-to-one basis, either face-to-face or via video online conferencing. Video conferencing can be used to conduct the questioning, but the EPAO must have processes in place to verify the identity of the apprentice and ensure the apprentice is not being aided.

The questioning must last for 30 minutes. The independent assessor can increase the total time by up to 10%. This time is to allow the apprentice to complete their last point or respond to a question if necessary. The questioning must allow the apprentice the opportunity to demonstrate the KSBs at the highest possible grade.

The independent assessor must ask at least 4 questions. They must use the questions from the EPAO's question bank or create their own questions in line with the EPAO's training. Follow up questions are allowed where clarification is required.

The independent assessor must use the full time available for questioning. This is to allow the apprentice the opportunity to show they are competent at the highest grade available for this method.

Those KSBs that the apprentice did not have the opportunity to show with the project and project report can instead be covered by questioning, although these should be kept to a minimum.

The independent assessor will holistically review and assess all components of the EPA method when deciding the grade for this EPA method.

The independent assessor must keep accurate records of the assessment. The records must include the KSBs met, KSBs demonstrated in answers to questions and the grade achieved. The apprentice's answers to questions must also be recorded.

The independent assessor will make all grading decisions.

## Assessment location

The questioning should take place in a quiet room, free from distractions and influence.

Video conferencing can be used to conduct the questioning, but the EPAO must have processes in place to verify the identity of the apprentice and ensure the apprentice is not being aided.

The questioning can take place in any of the following:

- employer's premises
- other suitable venue selected by the EPAO (for example a training provider)

## Question and resource development

EPAOs must write an assessment specification and question bank. The specification must be relevant to the occupation and demonstrate how to assess the KSBs shown in the mapping. It is recommended this is done in consultation with employers of this occupation. EPAOs should maintain the security and confidentiality of EPA materials when consulting employers. The questions must be unpredictable. A question bank of sufficient size will support this. The assessment specification and questions must be reviewed at least once a year to ensure they remain fit-for-purpose.

EPAOs will develop purpose-built question banks and ensure that appropriate quality assurance procedures are in place, for example, considering standardisation, training and moderation. EPAOs will ensure that questions are refined and developed to a high standard.

EPAOs must ensure that apprentices have a different set of questions in the case of re-sits or re-takes.

- independent assessor EPA materials which include:
  - training materials
  - administration materials
  - moderation and standardisation materials
  - guidance materials
  - grading guidance
  - question bank

- EPA guidance for the apprentice and employer

## Assessment method 2: Professional discussion underpinned by a portfolio.

### Overview

This assessment method has 1 component.

A professional discussion is a two-way discussion which involves both the independent assessor and the apprentice actively listening and participating in a formal conversation. It gives the apprentice the opportunity to make detailed and proactive contributions to confirm their competency across the KSBs mapped to this method.

The rationale for this assessment method is:

It enables synoptic assessment of knowledge, skills and behaviours. This method also helps to assess the apprentice's in-depth understanding of their work and covers aspects of the occupation that are difficult to observe and take place in restricted and confidential settings. It allows the assessor to robustly evaluate their knowledge, skills and behaviours, underpinned by the apprentice's portfolio.

The apprentice will receive a minimum of 14 days' notice of the date of the professional discussion and the independent assessor will have at least two weeks to review the content of the portfolio prior to the assessment.

### Delivery

This assessment will take the form of a professional discussion which must be appropriately structured to draw out the best of the apprentice's competence and cover the KSBs assigned to this assessment method. It will involve questions that focus on the apprentice's achievements and coverage of prior activity. The topics and themes that must be covered are the standard of the apprentice's work and their approach, analysis of scenarios and problem solving.

The purpose of the questions will be to:

- authenticate evidence, experience and competence
- check underpinning knowledge and understanding

The independent assessor will conduct and assess the professional discussion.

The professional discussion must last for 60 minutes. The independent assessor has the discretion to increase the time of the professional discussion by up to 10% to allow the apprentice to complete their last answer.

During this method, the independent assessor must take discussion-based questions from an EPAO question bank. The independent assessor is expected to use their professional

judgement to tailor the questions appropriately. Independent assessors are responsible for generating suitable follow-up questions in line with the EPAO's training and standardisation process. The professional discussion will have a minimum of 6 questions.

KSBs met and answers to questions, must be recorded by the independent assessor.

The independent assessor will make all grading decisions.

## Assessment location

The professional discussion should take place in a quiet room, free from distractions and influence.

Video conferencing can be used to conduct the professional discussion, but the EPAO must have processes in place to verify the identity of the apprentice and ensure the apprentice is not being aided.

The professional discussion can take place in any of the following:

- employer's premises
- other suitable venue selected by the EPAO (for example a training provider)

## Question and resource development

Independent assessors are responsible for generating suitable questions in line with the EPAO's training and standardisation process. A question bank must be developed by EPAOs. Independent assessors must use the question bank as a source for questioning and are expected to use their professional judgement to tailor those questions appropriately. The question bank must be of sufficient size to prevent predictability and the EPAO must review it regularly (at least once a year) to ensure that it, and its content, are fit for purpose. The questions relating to the underpinning KSBs, must be varied yet allow assessment of the relevant KSBs.

EPAOs must ensure that apprentices have a different set of questions in the case of re-sits/re-takes.

EPAOs will produce the following material to support this assessment method:

- question bank
- structured specification
- training materials
- administration materials
- moderation and standardisation materials
- guidance materials

- grading guidance
- EPA guidance for the apprentice and employer

## Reasonable adjustments

The EPAO must have in place clear and fair arrangements for making reasonable adjustments to the assessment methods for the EPA for this apprenticeship standard. This should include how an apprentice qualifies for reasonable adjustment and what reasonable adjustments will be made. The adjustments must maintain the validity, reliability and integrity of the assessment methods outlined in this EPA plan.

## Overall EPA grading

All assessment methods are weighted equally in their contribution to the overall EPA grade. Performance in the EPA will determine the apprenticeship grade of fail, pass, or distinction. Independent assessors must individually grade each assessment method, according to the requirements set out in this plan.

EPAOs must combine the individual assessment method grades to determine the overall EPA grade.

Apprentices who fail one or more assessment method will be awarded an overall EPA 'fail'.

In order to gain an overall EPA 'pass', apprentices must achieve a pass in both the assessment methods.

In order to achieve an overall EPA 'distinction', apprentices must achieve a distinction in both methods.

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: Work related project, project report and questioning	Assessment method 2: Professional discussion underpinned by a portfolio	Overall grading
Any grade	Fail	Fail
Fail	Any grade	Fail
Pass	Pass	Pass
Pass	Distinction	Pass
Distinction	Pass	Pass
Distinction	Distinction	Distinction

Any grade = fail, pass, or distinction

## Re-sits and re-takes

Apprentices who fail one or more assessment method/s will be offered the opportunity to take a re-sit or a re-take at the employer's discretion. The apprentice's employer will need to agree that either a re-sit or re-take is an appropriate course of action.

A re-sit does not require further learning, whereas a re-take does.

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

Apprentices may not need to complete a different project or project report where a re-sit or re-take is required, but this will depend on the feedback provided by the independent assessor.

The timescales for a re-sit/re-take is agreed between the employer and EPAO. A re-sit is typically taken within 1 month 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 2 months of the EPA outcome notification.

All assessment methods must be taken within a 4 month period, otherwise the entire EPA will need to be re-sat/re-taken.

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

Where any assessment method has to be re-sat or re-taken, the apprentice will be awarded a maximum EPA grade of pass, unless the EPAO determines there are exceptional circumstances requiring a re-sit or re-take.



## Roles and responsibilities

Role	Responsibility
Apprentice	<p>As a minimum, apprentices should:</p> <ul style="list-style-type: none"> <li>• participate in and complete on-programme training to meet the KSBs as outlined in the occupational standard for a minimum of 12 months</li> <li>• undertake 20% off-the-job training as arranged by the employer and training provider</li> <li>• understand the purpose and importance of EPA</li> <li>• undertake the EPA including meeting all gateway requirements</li> </ul>
Employer	<p>As a minimum, employers should:</p> <ul style="list-style-type: none"> <li>• select the EPAO and training provider</li> <li>• work with the training provider (where applicable) to support the apprentice in the workplace and to provide the opportunities for the apprentice to develop the KSBs</li> <li>• arrange and support a minimum of 20% off-the-job training to be undertaken by the apprentice</li> <li>• decide when the apprentice is working at or above the occupational standard and so is ready for EPA</li> <li>• ensure that all supporting evidence required at the gateway is submitted in accordance with this EPA plan</li> <li>• remain independent from the delivery of the EPA</li> <li>• confirm arrangements with the EPAO for the EPA (who, when, where) in a timely manner (including providing access to any employer-specific documentation as required, for example company policies)</li> <li>• ensure that the EPA is scheduled with the EPAO for a date and time which allow appropriate opportunity for the KSBs to be met</li> <li>• ensure the apprentice is well prepared for the EPA</li> <li>• ensure the apprentice is given sufficient time away from regular duties to prepare for and complete all post-gateway elements of the EPA, and that any required supervision during this time (as stated within this EPA plan) is in place</li> </ul>

	<ul style="list-style-type: none"> <li>• where the apprentice is assessed in the workplace, ensure that the apprentice has access to the resources used on a daily basis</li> <li>• pass the certificate to the apprentice</li> </ul>
EPAO	<p>As a minimum, EPAOs should:</p> <ul style="list-style-type: none"> <li>• confirm the project title</li> <li>• conform to the requirements of this EPA plan and deliver its requirements in a timely manner</li> <li>• conform to the requirements of the Register of End-Point Assessment Organisations (RoEPAO)</li> <li>• conform to the requirements of the external quality assurance provider (EQAP) for this apprenticeship standard</li> <li>• understand the occupational standard</li> <li>• make all necessary contractual arrangements, including agreeing the price of the EPA</li> <li>• develop and produce assessment materials including specifications and marking materials (for example mark schemes, practice materials, training material)</li> <li>• appoint suitably qualified and competent independent assessors</li> <li>• appoint administrators (and invigilators where required) to administer the EPA as appropriate</li> <li>• provide training for independent assessors in terms of good assessment practice, operating the assessment tools and grading</li> <li>• provide adequate information, advice and guidance documentation to enable apprentices, employers and training providers to prepare for the EPA</li> <li>• arrange for the EPA to take place, in consultation with the employer</li> <li>• where the apprentice is not assessed in the workplace, ensure that the apprentice has access to the required resources and liaise with the employer to agree this if necessary</li> <li>• develop and provide appropriate assessment recording documentation to ensure a clear and auditable process is in place for providing assessment decisions and feedback to all relevant stakeholders</li> <li>• have no direct connection with the apprentice, their employer or training provider. In all instances, including</li> </ul>

	<p>when the EPAO is the training provider (i.e. HEI), there must be no conflict of interest</p> <ul style="list-style-type: none"> <li>• have policies and procedures for internal quality assurance (IQA), and maintain records of regular and robust IQA activity and moderation for external quality assurance (EQA) purposes</li> <li>• deliver induction training for independent assessors, and for invigilators and/or markers (where used)</li> <li>• undertake standardisation activity on this apprenticeship standard for all independent assessors before they conduct an EPA for the first time, if the EPA is updated and periodically as appropriate (a minimum of annually)</li> <li>• manage invigilation of apprentices in order to maintain security of the assessment in line with the EPAO's malpractice policy</li> <li>• verify the identity of the apprentice being assessed</li> <li>• use language in the development and delivery of the EPA that is appropriate to the level of the occupational standard</li> <li>• provide details of the independent assessor's name and contact details to the employer</li> <li>• have and apply appropriately an EPA appeals process</li> <li>• request certification via the Apprenticeship Service upon successful achievement of the EPA</li> </ul>
Independent assessor	<p>As a minimum, independent assessors should:</p> <ul style="list-style-type: none"> <li>• be willing to sign a non-disclosure/ confidentiality agreement</li> <li>• have the competence to assess the apprentice at this level and hold any required qualifications and experience in line with the requirements of the independent assessor as detailed in the IQA section of this EPA plan</li> <li>• understand the occupational standard and the requirements of this EPA</li> <li>• have, maintain and be able to evidence up-to-date knowledge and expertise of the subject matter</li> <li>• deliver the end-point assessment in-line with the EPA plan</li> <li>• comply with the IQA requirements of the EPAO</li> <li>• have no direct connection or conflict of interest with the apprentice, their employer or training provider; in all instances, including when the EPAO is the training provider (i.e. HEI)</li> <li>• attend induction training</li> </ul>

	<ul style="list-style-type: none"> <li>• attend standardisation events when they begin working for the EPAO, before they conduct an EPA for the first time and a minimum of annually on this apprenticeship standard</li> <li>• assess each assessment method, as determined by the EPA plan, and without extending the EPA unnecessarily</li> <li>• assess against the KSBs assigned to each assessment method, as shown in the mapping of assessment methods and as determined by the EPAO, and without extending the EPA unnecessarily</li> <li>• make all grading decisions</li> <li>• record and report all assessment outcome decisions, for each apprentice, following instructions and using assessment recording documentation provided by the EPAO, in a timely manner</li> <li>• use language in the development and delivery of the EPA that is appropriate to the level of the occupational standard</li> <li>• mark open (constructed) test answers accurately according to the EPAO's mark scheme and procedures</li> </ul>
Training provider	<p>As a minimum, training providers should:</p> <ul style="list-style-type: none"> <li>• work with the employer and support the apprentice during the off-the-job training to provide the opportunities to develop the knowledge, skills and behaviours as listed in the occupational standard</li> <li>• conduct training covering any knowledge, skill or behaviour requirement agreed as part of the Commitment Statement (often known as the Individual Learning Plan).</li> <li>• monitor the apprentice's progress during any training provider led on-programme learning</li> <li>• advise the employer, upon request, on the apprentice's readiness for EPA</li> <li>• remain independent from delivery of the EPA. Where the training provider is the EPA (i.e. a HEI) there must be procedures in place to mitigate against any conflict of interest</li> </ul>

## Internal Quality Assurance (IQA)

Internal quality assurance refers to the strategies, policies and procedures that EPAOs must have in place to ensure valid, consistent and reliable end-point assessment decisions. EPAOs for this EPA must adhere to all requirements within the Roles and Responsibilities section and:

- have effective and rigorous quality assurance systems and procedures that ensure fair, reliable and consistent assessment across employers, places, times and independent assessors
- appoint independent assessors who have worked as a senior journalist or equivalent in broadcast, print, online journalism, public relations (PR), social media or communications.
- appoint independent assessors who have recent relevant experience of the occupation/sector at the level above the apprentice within the last three years and keep up-to-date with industry practice providing evidence of updated knowledge and skills
- operate induction training for independent assessors, markers and invigilators
- provide training for independent assessors in terms of good assessment practice, operating the assessment tools and grading
- where appropriate:
  - provide ongoing training for markers
  - provide ongoing training for invigilators
- undertake standardisation activity on this apprenticeship standard for all independent assessors:
  - before they conduct an EPA for the first time
  - if the EPA is updated
  - periodically as appropriate (a minimum of annually)
- conduct effective moderation of assessment decisions and grades
- conduct appeals where required, according to the EPAO's appeals procedure, reviewing and making final decisions on assessment decisions and grades

## External Quality Assurance

Option selected: Ofqual

## Value for money

Affordability of the EPA will be aided by using at least some of the following practices:

- Use of technology – for example video conferencing where applicable
- Location – for example use of employer premises

- Scheduling – for example scheduling the professional discussion and questioning on the same day

## Professional body recognition

Professional body recognition is not relevant to this occupational apprenticeship.

# Mapping of knowledge, skills and behaviours (KSBs)

## Assessment method 1: Work related project, project report and questioning

Knowledge
K1: Own role within the business, the brand's business model and target audience, both in terms of demographic and sociographic profile; and understand audiences' needs from the media.
K5: How to use audience analytics to inform content selection and story-telling
K6: The techniques for planning and structuring content narratives, including working to a brief, which adopt the brand's tone and follow brand rules and conventions.
K7: How to generate original and exclusive content and the contexts within which the content can be used.
K12: The technical requirements and use of multi-platform digital/social journalism recording equipment, editing and publishing applications/programs.
K14: Own employer's recording and editing protocols and programs; how to proof-read content and edit as required.
K19: Own workplace terminology and how to use equipment and programs.
Skills
S1: Undertake research before reporting to ensure that journalistic content/material published or broadcast is accurate, impartial, balanced, engages the audience and is verifiable with industry standard use of English.
S2: Identify, select, and verify multiple sources of information, including people, reports, data and social media, cross-checking and corroborating when necessary.

S4: Assess the strengths/weaknesses of available platforms and where and when journalistic content is likely to work best.
S5: Assess and produce journalistic content in accordance with legal and regulatory requirements, ethical issues and organisational specifications, alerting senior managers when necessary.
S8: Use audience analytics to evaluate the success of the journalistic content and how that can inform future decision-making
S10: Produce journalistic content using language which resonates with the audience as measured by audience analytics, social media interaction and reach, or other internal "tools" used by employers to understand audience sentiment.
S11: Produce journalistic content in multimedia combinations as required which "draw in" the viewer/listener/user to tell the complete story.
S13: Publish journalistic content, using all available tools to enhance the user experience, mixing headlines, text, video/audio, images and infographics as required.
S16: Check and evaluate own work in relation to industry standards, adhering to employer guidelines. Ensure it is of a quality to maintain the organisation's reputation in the industry.
<b>Behaviours</b>
B2: Works on own initiative to prepare accurate journalistic content in the most eye-catching and compelling manner, getting it 'right first time'. Takes responsibility for seeing the "big picture" amidst a mass of information or data.



## Assessment method 2: Professional discussion underpinned by a portfolio

Knowledge
K2: The relevant legislation affecting journalists: defamation; contempt of court; reporting restrictions; privacy, copyright, confidential sources.
K3: The relevant regulations and more general ethical issues and how they can affect a journalist's work including; the codes of conduct/practice and relevant regulatory bodies to comply with such as the Independent Press Standards Organisation (IPSO), the Ofcom Broadcasting Code, BBC editorial guidelines and individual employer guidelines.
K4: How to identify, find and establish physical and on-line contacts/sources to inform and contribute to content.
K8: How to identify and use techniques to extract data which will support content creation.
K9: Interviewing techniques, strategies and lines of questioning to extract the maximum, relevant information from interviewees whether face-to-face, by telephone or electronic means in many settings, including press conferences, formal one-to-one interviews, on-the-doorstep and in the street.
K10: How and when to obtain specialist subject knowledge selecting appropriate research techniques to ensure accuracy.
K11: The theoretical and practical uses of social media platforms, the issues/risks of these and how this aligns with the employer's target audience and protocols.
K13: How to shoot and edit video and audio to meet standards for publication on different platforms.
K15: How to maintain professional ethics and practices, and keep abreast of new developments within the media industry.
K16: How clear, timely communication contributes to productive working relationships.
K17: The value of brands, how they are developed and enhanced, and how they can be damaged.
K18: The requirements of health and safety legislation in day-to-day work.

K20: Procedures for dealing with complaints.
K21: How to integrate equality, diversity and inclusion in the workplace.
<b>Skills</b>
S3: Take accurate, relevant notes when and where needed using shorthand where required by your employer.
S6: Make decisions and judgements at speed and when under pressure, on the way stories are researched and presented, aiming to lead when breaking news.
S7: Find and use contacts to create journalistic content and exclusive stories which meet the needs of the target audience. Verify information from contacts and critically review its short and long-term implications.
S9: Monitor relevant social media on a systematic basis. Proactively seek, verify and curate sources of user-generated content that will help improve targeted content, grow the audience and the depth of engagement.
S12: Report live to the audience from the scene of an event, using remote technologies.
S14: Undertake different types of interviews to extract information, identifying and selecting the right interviewing technique to suit the interviewee and seeking to make a connection with the subject.
S15: Evaluate answers from interviewees to inform further questioning, probing for detail and inconsistencies in replies given. If needed, identify other people to speak to.
S17: Seek constructive feedback from relevant people about your performance; taking action as required.
S18: Consider the impact of equality and diversity practices on individuals and groups and ensure those practices are inclusive.

Behaviours
B1: Proactive and is curious, forward-looking, and open to change and emerging trends, to enhance the overall experience of the reader, viewer, or end-user.
B3: Works ethically and with integrity and knows when to seek advice from more senior staff.
B4: Works in a transparent and open way; making judgements free from bias.
B5: Acts to build and enhance the brand (employer's and personal) and considers the consequences of any actions.
B6: Works collaboratively with stakeholders and colleagues, developing strong working relationships to achieve common goals and promote mutual respect.
B7: Recognises and complies with equality, diversity and inclusion in the workplace.
B8: Is empathetic, builds trust and contact networks, recognising a duty of care may be owed to sources/contacts. Is a good listener while still critically evaluating the information being received.
B9: Adapts positively to changing work priorities and patterns, ensuring deadlines continue to be met.

# Grading Descriptors

## Assessment method 1: Work related project, project report and questioning

KSBs	Pass	Distinction
K1 K5 K6 K7 K12 K14 K19 S1 S2 S4 S5 S8 S10 S11 S13 S16 B2	<p>Provides a clear rationale for the project, including how they:</p> <ul style="list-style-type: none"> <li>Evaluated the method and platform where the journalistic content would work best. S4</li> <li>identified the target audience and understood the audience's needs and their role, using analytics to inform the content and storytelling K1, K5</li> <li>worked to a brief, planned and structured the content narrative, to engage the audience and meet the brand rules and conventions K6</li> </ul> <p>Carries out thorough research on their own initiative, and identifies, selects, corroborates and verifies multiple sources of information before reporting, to ensure their content is accurate, impartial and balanced first time. S1 S2 B2</p> <p>Produces original high-quality multi-media, multi-platform digital/social journalistic content in accordance with the following requirements:</p> <ul style="list-style-type: none"> <li>legal, regulatory and ethical</li> <li>technical and organisational – including own employers recording and editing protocols, use of publishing applications and programs, quality standards, producing and sourcing assets.</li> </ul> <p>K7 K12 S5</p> <p>Produces and creates multimedia journalistic content to meet standards for publication, using language to meet the audience requirements and using audience analytics to evaluate the success of the content and inform future decision making. S8 S10 S11</p>	<p>Articulates awareness of organisational priorities, business model and brand. Evaluates the impact of selecting a new platform or storytelling techniques on audience engagement. K1 K5 K6 S4.</p> <p>Justifies the techniques used to research and verify data and information and the context within which they were used. S1 S2 B2</p> <p>Critically evaluates different approaches to presenting the story and justifies the approach they have taken for the project, and how this could be utilised in other formats for other platforms. S8 S10 S11</p>

	Records information as required. Proof reads, edit and publishes, content using equipment and programs in line with organisational requirements and industry standards, ensuring the user experience is enhanced and the organisation's industry reputation is maintained. K14 K19 S13 S16	
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## Assessment method 2: Professional discussion underpinned by a portfolio

KSBs	Pass	Distinction
K2 K3 K4 K8 K9 K10 K11 K13 K15 K16 K17 K18 K20 K21 S3 S6 S7 S9 S12 S14 S15 S17 S18 B1 B3 B4 B5 B6 B7 B8 B9	<p>Explains the legislation, regulations, employer guidelines, complaints procedures and general ethical issues that can affect their role and describes how they adhere to these. K2 K3 K18 K20</p> <p>Identifies and evaluates own contacts, assessing and verifying information, reviewing the short and long-term implications. K4 S7</p> <p>Describes the techniques they have used to interrogate and extract information from data sources, and explains how they identify when to obtain specialist subject knowledge. K8 K10</p> <p>Describes how they have built and enhanced their own and their employer's brands, and evaluates how actions can damage these brands. K17 B5</p> <p>Explains how they make decisions and judgements at speed, using communication and prioritisation skills and collaborative working to aim to lead when breaking news. K16 S6</p>	<p>Describes how contacts evolve and develop, and the techniques and methods to achieve this K4 S7</p> <p>Evaluates the techniques they have used to build relationships and research and present stories when working under pressure and explains how their decisions and</p>

	<p>Describes how they use remote technology to report live from the scene of an event and compares techniques to shoot and edit video and audio to meet standards for publication on different platforms. S12 K13</p> <p>Evaluates a wide range of social media platforms, their strengths and weaknesses and justifies the selection they have used. Explains how they proactively monitor social media to seek new sources of information, improve targeted content and grow the audience. K11 S9</p> <p>Compares different interview techniques they use and explains how they assess and select their interviewing techniques, strategies and lines of questioning in different settings, using listening techniques and empathy to build rapport and establish contact networks make connections with the subject, while maintaining a duty of care. K9 S14 B8</p> <p>Takes notes as required analysing answers to check for inconsistencies and the need for supplementary information and, if necessary, identifies additional people to interview. S3 S15</p> <p>Evaluates how they obtain, evaluate and act on feedback, explaining how they work collaboratively and with integrity in a transparent and open way, developing strong working relationships and adapting to changing circumstances, and seeking advice where required. S17 B3 B4 B6 B9</p> <p>Assesses the impact of equality and diversity practices on individuals and groups and reflects on how they proactively integrate diversity, and inclusion into their working practices. K21 S18 B7</p> <p>Evaluates how they maintain professional ethics and practices and are proactive in identifying emerging trends within the industry. K15 B1</p>	<p>judgements enabled them to lead when breaking news K16 S6</p> <p>Justifies how they have applied reactive and supplementary questioning and effective listening techniques during interviews to provide further information and clarification. K9 S3 S14 S15 B8</p> <p>Explores the implementation of new working methods or innovations in their workplace and evaluates how these enhance the overall experience of the reader, viewer or end-user. K15, B1</p>
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