

End-point assessment plan for Senior Journalist apprenticeship standard

Apprenticeship standard number	Apprenticeship standard level	Integrated end-point assessment
ST0286	7	No

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Introduction and overview

This document sets out the requirements for end-point assessment (EPA) for the Senior Journalist apprenticeship standard. It is for end-point assessment organisations (EPAOs) who need to know how EPA for this apprenticeship must operate. It will also be of interest to Senior Journalist apprentices, their employers and training providers.

Full time apprentices will typically spend 18 months on-programme (before the gateway) working towards the occupational standard, with a minimum of 20% off-the-job training. All apprentices must spend a minimum of 12 months on-programme.

The EPA period should only start, and the EPA be arranged, once the employer is satisfied that the apprentice is deemed to be consistently working at or above the level set out in the occupational standard, all of the pre-requisite gateway requirements for EPA have been met and can be evidenced to an EPAO.

As a gateway requirement and prior to taking the EPA, apprentices must achieve all approved qualifications mandated in the Senior Journalist standard.

These are:

- National Qualification in Journalism (NQJ) Level 6

For level 3 apprenticeships and above, apprentices without English and mathematics at level 2 must achieve level 2 prior to taking their EPA.

The EPA must be completed within an EPA period lasting typically 4 months, after the EPA gateway.

The EPA consists of 2 discrete assessment methods.

The individual assessment methods will have the following grades:

Assessment method 1: Journalism Project with presentation and supplementary questioning

- Fail
- Pass
- Distinction

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

- Fail
- Pass
- Distinction

Performance in the EPA will determine the overall apprenticeship standard grade of:

- Fail
- Pass
- Distinction

EPA summary table

<p>On-programme (typically 18 months)</p>	<p>Training to develop the knowledge, skills and behaviours (KSBs) of the occupational standard.</p> <p>Training towards mandated qualifications</p> <p>Training towards L2 English and mathematics (if not already achieved)</p> <p>Compiling a portfolio of evidence</p>
<p>End-point assessment gateway</p>	<ul style="list-style-type: none"> • Employer is satisfied the apprentice is consistently working at, or above, the level of the occupational standard. <p>Apprentices must achieve the following approved qualifications mandated in the occupational standard:</p> <ul style="list-style-type: none"> • National Qualification in Journalism (NQJ) Level 6 • English and mathematics Level 2 <p>Apprentices must submit:</p> <ul style="list-style-type: none"> • A portfolio of evidence • The EPAO should sign-off the project plan at the gateway, to confirm its suitability prior to the project commencing.
<p>End-point assessment (which will typically take 4 months)</p>	<p>Assessment method 1: Journalism Project with presentation and supplementary questioning</p> <p>With the following grades:</p> <ul style="list-style-type: none"> · Fail · Pass · Distinction <p>Assessment method 2: Professional Discussion underpinned by a portfolio of evidence</p> <p>With the following grades:</p> <ul style="list-style-type: none"> · Fail · Pass · Distinction <p>Performance in these assessment methods will determine the overall apprenticeship standard grade of:</p> <ul style="list-style-type: none"> · Fail · Pass · Distinction

Length of end-point assessment period

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

Any supporting material which underpins an EPA assessment method should be submitted at the gateway at the start of the EPA period.

Order of assessment methods

The assessment methods can be delivered in any order.

Gateway

The EPA period should only start once the employer is satisfied that the apprentice is consistently working at or above the level set out in the occupational standard, that is to say they are deemed to have achieved occupational competence. 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.

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

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

Apprentices must achieve the following approved qualifications as mandated in the occupational standard:

- National Qualification in Journalism (NQJ) Level 6

For the Journalism Project with presentation and supplementary questioning, the apprentice will be required to submit:

- A project plan will be submitted to the EPAO at the gateway, thereby allowing the EPAO to agree the subject title and scope of the Journalism project.
- The project plan must scope out the journalism project and should include a summary of the stages to be covered by the journalism project and an overview of the tasks, as well as the specific responsibilities and duties assigned to the apprentice.
- The project scope must map, in an appendix, which can be completed online, how it evidences the relevant KSBs for this assessment method.

For the Professional Discussion underpinned by a portfolio of evidence, the apprentice will be required to submit:

- a portfolio of evidence

The portfolio of evidence requirements are as follows:

- The format and structure of the portfolio needs to be agreed between the employer, the apprentice and the EPAO (e.g. hard copy or online). However, the content must be sufficient to evidence the apprentice can apply the knowledge, skills and behaviours required as mapped to assessment method 2 (AM2).
- There must be at least one piece of evidence relating to each knowledge, skill and behaviour mapped to AM2. One piece of evidence can be referenced against more than one knowledge, skill or behavioural requirement. It is expected that there will typically be 12 pieces of evidence (1 per duty).
- The portfolio should cover the KSBs for the assessment method it is underpinning and of activities that have been completed and referenced against the KSBs, supported by appropriate

evidence, including, but not limited to, examples of stories and content created, and written accounts of activities that have been completed, photographic evidence and work products, such as work instructions and may also include peer reviews, witness testimonies and blogs, company policies and procedures as appropriate to the activities.

- It should not include reflective accounts or any methods of self-assessment
- Progress review documentation, witness testimonies, and feedback from colleagues and/or interviewees/subjects should also be included. The apprentice's Manager/Mentor will typically support the development of the portfolio in accordance with company policy and procedures, although the assessment organisation will provide further guidance on the content. While the apprentice will receive support and guidance during the on-programme training, the portfolio must be the apprentices own work and be based on the apprentice's evidence and not the support and guidance others can provide.
- The evidence provided must be valid and attributable to the apprentice; the portfolio of evidence must contain a statement from the employer confirming this.

The portfolio of evidence itself is not assessed. It underpins the professional discussion 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.

Assessment methods

Assessment method 1: Journalism Project with presentation and supplementary questioning (This assessment method has 2 components)

Assessment method 1 component 1: Journalism Project

Overview

The project is completed after the apprentice has gone through the gateway.

The Journalism 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 demonstrated for the EPA. Therefore, the project's subject, title and scope will be agreed between the employer and the EPAO. 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). The EPAO should sign-off the project to confirm its suitability at gateway prior to the project commencing.

The rationale for this assessment method is:

This assessment method has been selected as individuals in this occupation will work on a project basis undertaking assignments and producing content to deadlines. This enables apprentices to demonstrate a range of Knowledge, Skills and Behaviours in this occupation where the work cycle is too fast-paced to be observed. The project allows for a broad set of KSBs to be evidenced. It can produce something which is of genuine business benefit to the employer; this means it is also cost effective.

Delivery

Apprentices will conduct a project in the form of an employment-based Journalism Project.

The project is completed after the apprentice has gone through the gateway process. The apprentice will have 6 weeks from the EPA start date to complete their project and submit it to the EPAO.

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

Whilst completing the project, the apprentice should be subject to the supervision arrangements outlined below:

Normal line management controls. When the project is submitted to the EPAO, the employer and the apprentice should verify the submitted work is that of the apprentice, authenticating the apprentice's contributions to the project.

The project should be in the form of journalistic content in electronic copy.

The project may be based on any of the following:

- an idea/opportunity
- a recurring issue

As a minimum all projects must include:

- creation of journalistic content of a minimum 10 minutes' user consumption time and that is all

their own work - this can be a feature, editorial or comment piece which may have audio visual content depending on the genre selected

- a mapping document recording how the project evidences the relevant the knowledge, skills and behaviours (KSBs) for this assessment method.

Content duration of 10 minutes is the average online consumption/reading length and allows for a variety of platforms to be used across different sectors of the media. Consumption is the time it takes to view, read or listen to the content produced.

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 10 minutes of content duration produced by the apprentice.

The project will be conducted as set out here:

The apprentice will need to consider the availability of company and external resources required to complete the content and record this in their project. They must also ensure they are fully aware of the KSBs the project is intended to assess as that is what the grading of the project will be based on.

Assessment method 1: component 2: Presentation with supplementary questioning

Overview

Senior Journalists also have to be able to present their projects and stories and explain how they have used their story-telling skills to create the content and report the story and why they have selected the particular platform and method of delivery for the story. This assessment component ensures that they have the knowledge, skills and behaviour to carry out this part of the role of a Senior Journalist. Apprentices will undertake the presentation to cover the skills, knowledge and behaviour defined in the Mapping Section that will be assessed using this method.

Delivery

The presentation will be based on the project created by the apprentice; the presentation is submitted with the project.

It will be presented to an independent assessor, either face-to-face or via online video conferencing. If using an online platform, EPAOs must ensure appropriate measures are in place to prevent misrepresentation and that the apprentice is not being aided in any way.

The total component time will last for 60 minutes split as follows: presentation of 30 minutes and questioning lasting 30 minutes.

The independent assessor has the discretion to increase the time of the presentation and the supplementary questioning by up to 10% to allow the apprentice to complete their last point.

The presentation should cover:

- The scope of the project – how the storytelling method and platform were selected in line with own role
- A project plan

- Research and findings - research methodologies and sources of information that were used and the data evaluated to provide supporting evidence of engagement with the content consumer/audience
- Project outcomes – the content is produced in accordance with legal, regulatory, ethical and organisational requirements and in line with the project plan

The purpose of the questioning is to explore aspects of the project, including how it was carried out and assess the apprentice's depth of understanding, skills and behaviours.

This must be in-line with the EPAO's training and moderation process.

The questions will be a combination of those drawn from the question bank supplied by the EPAO, and those generated by the independent assessor pertinent to the project and presentation.

To deliver the presentation, the apprentice will have access to:

work products

- notes
- computer
- presentation software
- flip chart

The presentation will be conducted as follows:

- The EPAO should provide the apprentice with 2 weeks' notice of the presentation.
- The independent assessor will have a week to review the presentation
- The apprentice must outline details of visual aids to be used and specify any equipment required when given notice of the presentation by the EPAO.
- The presentation will take place on a one-to-one basis between the independent assessor and the apprentice.
- The way in which the content of the presentation is delivered is not prescriptive.
- A minimum of 5 questions will be asked at the end of the 30 minute presentation. Follow-up questions are allowed and do not form part of the question number count.

The independent assessor will make the grading decision based on the project, presentation and the questioning.

The independent assessor will make all grading decisions.

Venue

EPAOs must ensure that the presentation and questioning elements are conducted in a suitable controlled environment in any of the following:

- other suitable venue selected by the EPAO (e.g. a training provider)
- employer's premises

The venue should be a quiet room, free from distraction and external influence.

The EPAO is responsible for ensuring that the venue can facilitate the EPA.

Other relevant information

A question bank must be developed by EPAOs. 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. Independent assessors must be developed and trained by the EPAO in the conduct of questioning and reaching consistent judgement.

Supporting material

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

- Outline of the assessment method's requirements
- Marking materials
- Question bank of sample questions, although independent assessors will need to tailor these according to the project brief
- Sample project specifications
- Guidance documentation to support the apprentice
- Assessment materials and documentation to support the independent assessor

Marking

The independent assessor will review and mark the project in a timely manner, as determined by the EPAO, and without extending the EPA unnecessarily. Similarly, all quality control processes will also be conducted in a timely manner, as determined by the EPAO.

Assessment method 2: Professional Discussion (This assessment method has 1 component)

Assessment method 2 component 1: Professional Discussion underpinned by a portfolio of evidence

Overview

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:

This assessment method was selected as a valid way to draw out KSBs which would be less likely to occur in the project. It is part of this occupation to engage in detailed discussions and present findings and recommendations, so this assessment method mirrors the day-to-day work.

Delivery

The independent assessor will conduct and assess the professional discussion.

The professional discussion must last for 90 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 combine questions from the EPAO's question bank and those generated by themselves.

The professional discussion will be conducted as set out here:

This is a one-to-one conversation with the independent assessor in an appropriate environment. The discussion covers what the apprentice has done and how they have done it, reflecting on their performance throughout the apprenticeship and where they might have approached things differently (using work examples from the portfolio for reference).

The portfolio should typically contain 12 pieces of evidence including, but not limited to, examples of stories and content created, and written accounts of activities that have been completed, photographic evidence and work products, such as work instructions and may also include peer reviews, witness testimonies and blogs, company policies and procedures as appropriate to the activities.

Reflective accounts and self-assessments should not be included as evidence. To support the synoptic assessment, evidence can be referenced against more than one knowledge, skill or behavioural requirement. The portfolio itself is not directly assessed, it is used to inform the questioning for the professional discussion and can be referred to by the apprentice.

Questioning will be used to authenticate evidence, experience and competence. The portfolio will be reviewed by the Independent assessor to enable them to select the questions to ask during the professional discussion; and it must be submitted at gateway stage.

The independent assessor will ask a minimum of 10 open questions from the EPAO's question bank and those generated by themselves that are pertinent to the portfolio. Follow up questions may then be used to draw out further evidence. This must be in-line with the EPAO's training and moderation process.

Video conferencing can be used to conduct the professional discussion, EPAOs must ensure appropriate methods to prevent misrepresentation are in place and ensure the apprentice is not being aided in any way should an electronic option be used, for example, screen share and 360-degree camera function with an administrator/invigilator present.

The independent assessor must use the assessment tools and procedures that are set by the EPAO to record the professional discussion.

The independent assessor will make all grading decisions.

Venue

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

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

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

Other relevant information

A question bank must be developed by EPAOs. 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 specifications, including 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.

Independent assessors must be developed and trained by the EPAO in the conduct of professional discussion and reaching consistent judgement.

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

- outline of the assessment method's requirements
- marking materials
- question bank

Reasonable adjustments

The EPAO must have in place clear and fair arrangements for making reasonable adjustments 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 assessment plan.

Weighting of assessment methods

Both assessment methods are weighted equally in their contribution to the overall EPA grade.

Grading

Assessment method 1: Journalism Project with presentation and supplementary questioning

Fail: Does not meet the pass criteria		
KSBs	Pass In order to achieve a pass, all the pass descriptors mapped to this assessment method must be met.	Distinction In order to achieve a distinction, all the pass criteria and all the distinction criteria mapped to this method must be met.
K1 K4 K5 K6 K7 K8 K9 K13 K14 K15 K20 K21 S1 S2 S3 S4 S5 S6 S9 S10 S16 S19 S29 B1 B2	<p>Provides a clear rationale for the project based on the requirements of:</p> <ul style="list-style-type: none"> • Evaluation and selection of the optimal method and platform to be used for the journalistic content • Identification of the target audience, and the demographic, sociographic profile • Analyses of research, data and analytical evidence, including potential sources critically evaluated to support this • Evaluation and selection of the story telling technique that resonates with the audience • The potential to introduce modifications, new techniques or apply current industry trends. K1 K5 K20 S5 S9 B1 <p>Evaluates the research methodologies, primary and secondary sources of information including contacts, to be used and how information is verified. K4 S2 S3</p> <p>Researches, evaluates and selects the appropriate method and platform for the content and how story-telling concepts could work individually and in combination adapting communication techniques accordingly. K6 K7 S5</p> <p>Critically assesses and verifies information from contacts, reviewing the short and long-term implications of publication/broadcast in line with legal, regulatory and ethical issues. S10 S19</p>	<p>Critically analyses the wider social context and current issues and trends affecting journalism, applying the findings with justification to the creation of content. K20</p> <p>Articulates a commercial awareness of organisational priorities. Explains how the practical trade-offs in implementing new platform or storytelling technique for the particular business context have been addressed and shape the solution accordingly to optimise outcomes. K6 K7 S5</p> <p>Analyses data using advanced techniques to develop content and content ideas which can, if needed, be disseminated to team members or others within the wider business organisation. K9 S1</p> <p>Critically analyses different approaches and justifies the approach they have taken for the presentation and how this could be improved to further enhance</p>

	<p>Selects, manipulates, analyses and visualises complex datasets to research stories and develop compelling and original content providing a clear justification for their selection. K8 K9 S1 S4</p> <p>Produces high-quality multi-platform content in accordance with the following requirements:</p> <ul style="list-style-type: none"> • legal, regulatory and ethical • technical and organisational – including own employers editing protocols, use of publishing applications and programmes, quality standards, producing and sourcing assets • the project plan. K13 K14 K15 S6 S29 <p>Communicates journalistic content in an eye catching and compelling manner. Speaks confidently when communicating, listens and adapts communication techniques to ensure the story idea is understood and resonates with the audience, is supported by data analytics and meets the “big picture”. S16 K21 B2</p>	<p>audience engagement and understanding. K21 S16 B2</p>
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Assessment method 2: Professional Discussion

Fail: Does not meet the pass criteria		
KSBs	Pass	Distinction
	In order to achieve a pass, all the pass descriptors mapped to this assessment method must be met.	In order to achieve a distinction, all the pass criteria and all the distinction criteria mapped to this method must be met.
K2 K3 K10 K11 K12 K16 K17 K18 K19 K22 K23 K24 K25 S7 S8 S11 S12 S13 S14 S15 S17 S18 S20 S21 S22 S23 S24	<p>Produces, creates and critically evaluates own and team members' work to ensure multimedia content meets industry standards, ensuring quality is maintained. Provides examples of formatting and editing other's material to meet the employer's audience, checking materials and taking responsibility for devising strategies to improve the editing process. S20 S21 S23</p> <p>Explains the techniques selected and how these are implemented to lead, motivate, coach and influence a team; how to allocate and delegate tasks, developing training plans and performance indicators to meet outcomes. K17 K18 K25 S24</p> <p>Leads by example, allowing others to develop, valuing initiative in other team members and recognises the variety of skills available, with an ability to motivate, listen to and adapt to others' needs. B5</p> <p>Identifies and evaluates own contacts explaining how to nurture the informant, build rapport, establish networks, maintain loyalty and assess where legal/regulatory/ethical problems may arise from working with a contact. S11 S12 B3</p> <p>Describes how to develop systems to track contributions from outside sources, including any agreements made with the people submitting the content and how this has improved organisational practice and efficiency. S28</p> <p>Explains how they have developed their professional working practices and leadership techniques with regards to journalism and how this has improved organisational practice and become a source of organisational knowledge. S22 B7</p>	<p>Critically evaluates own supervisory role within the organisation and identifies where this could be improved upon for future projects. K17</p> <p>Explains how they have applied creative innovation and learning to professional working methods and how this has the potential to have broad ranging and transformational impact in the business and across industry. K18 K19 K25 B5</p> <p>Systematically explores and researches emerging, innovative and evolving social media platforms, supporting development where appropriate. Communicates the results of the exploration and methods of implementation to the immediate team and the employer's wider internal audiences. K12 S14 S15</p> <p>Explains how they have used research and investigation to synthesise</p>

<p>S25 S26 S27 S28 B3 B4 B5 B6 B7</p>	<p>Critically evaluates a wide range of social media platforms, their strengths and weaknesses and justify the selection used. Explains how these are monitored to proactively seek new sources of information. K12 S14 S15</p> <p>Communicates with internal and external contacts, and explains how they collaborate with people from all walks of life, contributors and colleagues in a transparent and open way, making judgements free from bias and adapted own strategies and priorities while maintaining ethical standards and avoiding reputational risk. B6 B4</p> <p>Describes how they obtain, evaluate and act on feedback with examples of how this has been used for self-development and continuous improvement. K22 S25</p> <p>Explains how to use research and analysis to identify areas of learning, both in the short and long term, justifying how and when to obtain specialist subject knowledge. K11 K19</p> <p>Evaluates and explains how to maintain professional ethics and practices, while producing courageous journalism, monitoring new developments within the media industry, and analysing how they may increase reputational risk. K23 B6</p> <p>Explains how to lead by example; completing work within a set timeframe to industry standards, with excellent time management, communication and prioritisation skills and collaborative working. K24 B5</p> <p>Reflects on how they proactively encourage diversity, and equal opportunity both in their storytelling style, the content agenda and the team. B5</p> <p>Explains how they use audience data to evaluate the success of the strategy used and how that can inform future decision-making. S13</p> <p>Explains how they assess and select the interviewing techniques, strategies and lines of questioning and the relevant interviewee to use, to get the best results. K10 S17 S18</p> <p>Explains and justifies judgements on complex editorial decisions in line with their organisation's editorial values and aims, legal and regulatory requirements on the way stories are researched and presented; ensuring the media outlet is leading when breaking news, if required. K2 K3 S7 S8 S27</p> <p>Describes with examples, how they have built engagement, motivation and developed high performance, agile, supportive and collaborative cultures, whilst demonstrating leadership skills and developing junior colleagues to achieve results and meet organisational requirements. K16 S26 B5</p>	<p>information and propose a solution for a legal/regulatory/ethical issue. B4 S8</p> <p>Explains how they critically evaluate, appraise and synthesise complex editorial decisions in their day-to-day work within the framework of business accountability and responsibility and the impact this has on others. K2 S7 S27</p>
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Overall EPA grading

All EPA methods must be passed for the EPA to be passed overall.

Apprentices must gain a distinction in both assessment methods to gain a distinction.

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 Journalism Project	Assessment Method 2 Professional Discussion	Overall grading
Fail	Any grade	Fail
Any grade	Fail	Fail
Pass	Pass	Pass
Distinction	Pass	Pass
Pass	Distinction	Pass
Distinction	Distinction	Distinction

Re-sits and re-takes

Apprentices who fail one or more assessment method will be offered the opportunity to take a re-sit or a re-take. A re-sit does not require further learning, whereas a re-take does.

Apprentices should have a supportive action plan to prepare for the re-sit or a re-take. The apprentice's employer will need to agree that either a re-sit or re-take is an appropriate course of action.

An apprentice who fails an assessment method, and therefore the EPA in the first instance, will be required to re-sit or re-take any failed assessment methods only.

The timescales for a re-sit/re-take are agreed between the employer and EPAO. A re-sit is typically taken within 2 months of the EPA outcome notification. The timescale for a re-take is dependent on how much re-training is required and is typically taken within 4 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 distinction.

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

Apprentice	<p>As a minimum, apprentices should:</p> <ul style="list-style-type: none"> • participate in and complete on-programme training to meet the KSBs as outlined in the occupational standard for a minimum of 12 months • undertake 20% off-the-job training as arranged by the employer and EPAO • understand the purpose and importance of EPA • undertake the EPA including meeting all gateway requirements
Employer	<p>As a minimum, employers should:</p> <ul style="list-style-type: none"> • select the EPAO and training provider • 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 • arrange and support a minimum of 20% off-the-job training to be undertaken by the apprentice • decide when the apprentice is working at or above the occupational standard and so is ready for EPA • ensure that all supporting evidence required at the gateway is submitted in accordance with this EPA plan • remain independent from the delivery of the EPA • 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) • ensure that the EPA is scheduled with the EPAO for a date and time which allow appropriate opportunity for the KSBs to be met • ensure the apprentice is well prepared for the EPA • 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
EPAO	<p>As a minimum, EPAOs should:</p> <ul style="list-style-type: none"> • conform to the requirements of this EPA plan and deliver its requirements in a timely manner • conform to the requirements of the Register of End-Point Assessment Organisations (RoEPAO) • conform to the requirements of the external quality assurance provider (EQAP) for this apprenticeship standard • understand the occupational standard

	<ul style="list-style-type: none"> • make all necessary contractual arrangements, including agreeing the price of the EPA • develop and produce assessment materials including specifications and marking materials (for example mark schemes, practice materials, training material) • appoint suitably qualified and competent independent assessors • appoint administrators (and invigilators where required) to administer the EPA as appropriate • provide training for independent assessors in terms of good assessment practice, operating the assessment tools and grading • provide adequate information, advice and guidance documentation to enable apprentices, employers and training providers to prepare for the EPA • arrange for the EPA to take place, in consultation with the employer • 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 • 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 • have no direct connection with the apprentice, their employer or training provider. In all instances, including when the EPAO is the training provider (i.e. HEI), there must be no conflict of interest • 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 • deliver induction training for independent assessors, and for invigilators and/or markers (where used) • 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) • verify the identity of the apprentice being assessed • use language in the development and delivery of the EPA that is appropriate to the level of the occupational standard • provide details of the independent assessor's name and contact details to the employer • have and apply appropriately an EPA appeals process • request certification via the Apprenticeship Service upon successful achievement of the EPA
Independent assessor	<p>As a minimum, independent assessors should:</p> <ul style="list-style-type: none"> • 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

	<ul style="list-style-type: none"> • understand the occupational standard and the requirements of this EPA • have, maintain and be able to evidence up-to-date knowledge and expertise of the subject matter • deliver the end-point assessment in-line with the EPA plan • comply with the IQA requirements of the EPAO • 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) • attend induction training • 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 • assess each assessment method, as determined by the EPA plan, and without extending the EPA unnecessarily • 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 • make all grading decisions • 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 • use language in the development and delivery of the EPA that is appropriate to the level of the occupational standard • mark open (constructed) test answers accurately according to the EPAO's mark scheme and procedures
Training provider	<p>As a minimum, training providers should:</p> <ul style="list-style-type: none"> • 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 • conduct training covering any knowledge, skill or behaviour requirement agreed as part of the Commitment Statement (often known as the Individual Learning Plan). • monitor the apprentice's progress during any training provider led on-programme learning • advise the employer, upon request, on the apprentice's readiness for EPA • 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

Internal Quality Assurance (IQA)

Internal quality assurance refers to the requirements that EPA organisations must have in place to ensure consistent (reliable) and accurate (valid) assessment decisions. EPA organisations for this EPA must:

- appoint independent assessors who have knowledge of the following occupational areas: The Independent Assessor must have worked as a Senior Journalist or equivalent in broadcast, print, online journalism, public relations (PR) or communications.
- appoint independent assessors who have recent relevant experience of the occupation/sector at the same level as the apprentice within the last three years
- appoint independent assessors who are competent to deliver the end-point assessment
- provide training for independent assessors in terms of good assessment practice, operating the assessment tools and grading
- have robust quality assurance systems and procedures that support fair, reliable and consistent assessment across the organisation and over time
- operate induction training and standardisation events for independent assessors when they begin working for the EPAO on this standard and before they deliver an updated assessment method for the first time
- ensure independent assessors attend standardisation events on an ongoing basis and at least once per year

Affordability

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

- using an employer's premises

Professional body recognition

Professional body recognition is not relevant to this occupational apprenticeship.

Mapping of knowledge, skills and behaviours (KSBs)

Assessment method 1: Journalism Project with presentation and supplementary questioning

Knowledge
K1 Employer's target audience, both in terms of demographic and sociographic profile, and understanding audiences' needs from the media.
K4 The tools and techniques to use to identify, locate and establish physical and on-line contacts/sources to inform and contribute to content.
K5 The interacting audience data [audience analytics] and how to use that information to drive audience
K6 Use of story-telling concepts, how they work individually and how they can work in combination
K7 How to generate original and exclusive content and the contexts within which the content can be used
K8 How to identify and use techniques to extract compelling stories from (big) data sets, such as financial information from companies or government.
K9 How to present data stories in a visual way that helps the target audience understand the subject matter, using current and non-standard techniques.
K13 The technical requirements of high quality, multi-platform digital/social journalism e.g. usage of cameras, mobile phones and editing and publishing applications/programs
K14 How to shoot and edit video and audio to meet standards for publication on different platforms
K15 Own employer's editing protocols and programs; how to proof read content provided and edit as required
K20 How to identify current industry trends across the media and how to apply these to journalism
K21 How to communicate potential story ideas and present in a manner appropriate to diverse audiences, adapting communication techniques accordingly
Skills
S1 Identify and use techniques to extract compelling stories from (big) data sets, social media and dense reports, such as financial information from companies or government to create the most effective story or feature for the target audience.
S2 Undertake thorough research before reporting to ensure that content/material published or broadcast is accurate, compelling and verifiable
S3 Identify, select and use multiple sources of information, cross-checking and corroborating when necessary. Take accurate, relevant notes when and where needed
S4 Present data stories in a visual way that helps the target audience understand the subject matter.
S5 Research, evaluate and select a method and platform(s) to be used to tell stories which will meet the employer's strategic goals, reach the biggest audience and satisfy their needs. Seek ways to

modify or introduce new techniques combining information from multiple sources including people, reports, data and social media.
S6 Produce content in accordance with legal, regulatory and organisational requirements; use different multimedia combinations, where needed, producing and sourcing video and audio assets
S9 Interrogate sources of information to establish the demographic and sociographic profile of the employer's target audience to find where suitable contacts could be located
S10 Use contacts to find exclusive stories which meet the needs of the target audience; verify information from contacts and critically review its short and long-term implications
S16 Produce stories which resonate with the audience as measured by audience analytics, social media interaction and reach, plus other internal "tools" used by employers to understand audience sentiment.
S19 Take responsibility for ensuring that material from outside sources is verified, conforms to all legal, regulatory and ethical issues and is presented to the audience in the correct manner
S29 Produces photographs or video or/audio content which "draws in" the viewer/listener/user and adds value to the story being told
Behaviours
B1 Proactive and reacts positively to emerging trends; is curious, forward-looking, open to change and looks to find ways which will enhance the overall experience of the reader/viewer/end-user
B2 Works tenaciously and on own initiative to tell stories in the most eye-catching and compelling manner. Takes responsibility for seeing the "big picture" amidst a welter of information of data.

Assessment method 2: Professional Discussion underpinned by portfolio

Knowledge
K2 The relevant legislation, regulation and ethical issues that affect journalists and confidential material including: defamation; contempt of court; reporting restrictions; privacy, copyright.
K3 Current developments and changes to law and regulation 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.
K10 The techniques, strategies and lines of questioning to extract the maximum, relevant information from interviewees whether face-to-face, by telephone or electronic means.
K11 When specialist subject knowledge is required, and how to obtain this using the appropriate research techniques to ensure accuracy.
K12 The theoretical and practical uses of social media platforms, the issues/risks and how that aligns with the employer's target audience and protocols
K16: How to motivate and influence others to achieve results that meet requirements

K17 Own role and responsibilities and within the wider team and impact on others
K18 How to develop coaching strategies and training plans to help others improve
K19 How to use research and analysis to identify areas of learning, both in the short and long term
K22 Why it is important to seek feedback on own working practices and evaluate own practice for continuous improvement
K23 How to maintain your professional ethics and practices, and keep abreast of new developments within the media industry that may increase reputational risk
K24 How clear, timely communication can contribute to productive working relationships.
K25 The techniques used to lead a team, how to allocate and delegate tasks within a team and monitor their performance.
Skills
S7 Make decisions and judgements at speed and when under pressure, on the way stories are researched and presented, ensuring the media outlet is leading when breaking news
S8 Assess the legal or regulatory issues and take responsibility for a course of action with regard to publication, and decide when professional legal advice is needed.
S11 Identify and evaluate the qualities of self and contacts to make decisions as to how best to nurture the informant; assessing where legal/regulatory/ethical problems may arise from working with a contact
S12 Develop strategies to handle contacts and maintain loyalty, even when their information may not always lead to a story
S13 Use audience data to evaluate the success of the strategy used and how that can inform future decision-making
S14 Monitor relevant social media on a systematic basis, proactively seek new sources of user-generated content that will help improve targeted content, the number of viewers/readers and depth of engagement
S15 Evaluate a wide range of social media platforms, identifying and selecting the appropriate social media for the content, maintaining the correct tone for the platform being used.
S17 Undertake different types of interviews to extract information, even from those who are reluctant to speak; identifying and selecting the right interviewing technique to suit the interviewee.
S18 Critically analyse answers from interviewees to inform questioning and, if needed, other people to speak to. Probe for detail and inconsistencies in replies from interviewee
S20 Critically evaluate own and team members work to ensure multimedia content is produced to high standards and is of a quality to maintain and advance the organisation's reputation in the industry, making changes when needed. Produces photographs or video or/audio content which "draws in" the viewer/listener/user and adds value to the story being told
S21 Format and edit other's material to meet the employer's audience, following employer's guides to editing, using approved programs and checking materials taking responsibility for devising strategies to reduce the time and costs of the editing process
S22 Proactively develop and maintain own professional competence, with the willingness to learn new processes and technical skills, and manage own continuing professional development (CPD)

S23 Lead the team in producing authentic, accurate and verifiable, publication/broadcast content
S24 Research and set performance indicators for the team, communicating objectives and goals to team members; develops coaching strategies and training plans to help others improve.
S25 Seek constructive feedback from relevant people about your performance; taking action as required
S26 Build engagement, motivation and develop high performance, agile and collaborative cultures, demonstrating leadership skills and developing junior colleagues
S27 Work through complex editorial situations and dilemmas, at speed and when under pressure, demonstrating well-developed editorial judgement in line with their organisation's editorial values and aims
S28 Use and develop systems to track contributions from outside sources, including any agreements made with the people submitting the content
Behaviours
B3 Work ethically and with integrity; exercising autonomy when making judgements and offering advice to others. Is empathetic, builds trust and is a good listener while still critically evaluating the information being received
B4 Work in a transparent and open way; making judgements free from bias and taking on responsibility as needed as to what should and should not be changed in the editing process. Adapts positively to changing work priorities and patterns, ensuring deadlines continue to be met.
B5 Lead by example; committed to completing work within a set timeframe to industry standards, with excellent time management and prioritisation skills. Encourages diversity and equal opportunity both in their storytelling style, the content agenda and the team. Creates a supportive culture, allowing others to develop, valuing initiative in other team members and recognising the variety of skills available, with an ability to motivate, listen to and adapt to other's needs.
B6 Demonstrate flexibility and resilience - Can converse with people from all walks of life and develops strategies and tactics for approaching different people. Carries out courageous, accurate, clear journalism to the highest ethical standards
B7 Undertake continuous professional development; Maintains, updates and grows knowledge and skills for the role. Is seen as an approachable "guru" when it comes to emerging trends and practices in journalism. A "go to" person for junior reporters, on what is happening and is likely to happen