

Level 3 Advertising and Media Executive

End-Point Assessment Specification



Who is this specification for?

This specification has been created for anyone involved in training and supporting apprentices on this standard and should be read in conjunction with AIM's policies and procedures found on www.aimgroup.org.uk/eparesources

Disclaimer

The information contained in this specification was correct at the time of publication. Whilst we endeavour to keep the content up to date, we would recommend that you also refer to [Advertising and media executive / Skills England](#) for up to date information on the EPA standard and the assessment plan.

To report any errors, please contact: assessment@aimgroup.org.uk

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1. An Introduction to AIM Assessment

Who is AIM Assessment?

AIM Assessment is part of the AIM Qualifications and Assessment Group, a leading Awarding Organisation (AO) and Access Validating Agency (AVA) offering award-winning qualifications and Access to HE Diplomas for over thirty years.

AIM Qualifications and Assessment Group is an independent, Ofqual recognised, end-point assessment organisation (EPAO) responsible for an apprentice's final assessment to ensure they can do the job for which they've trained.

AIM is regulated by Ofqual, CCEA, Qualifications Wales and the Quality Assurance Agency for Higher Education (QAA) to ensure we maintain quality standards in our delivery and provision.

Role

As an end-point assessment organisation (EPAO) we assess apprentices' knowledge, skills and behaviours learnt throughout their apprenticeship.

The assessment is taken after the training has been completed, and when the apprentice's employer and training provider are satisfied that the apprentice is ready. If the end-point assessment (EPA) is successful, an apprenticeship certificate is issued by the Education and Skills Funding Agency (ESFA). We work closely with employers and providers from the start of the apprenticeship to support apprentices and their employer/training provider on their journey towards a successful EPA.

2. Why choose AIM for your EPA?

AIM's exceptional end-point assessments are characterised by ten guiding principles.

By embodying these principles, we not only validate an apprentice's readiness for the industry but also enhance the overall quality and credibility of apprenticeships.

1. Assessments are undertaken by assessors with the **relevant skills, experience** and specific **industry knowledge**.
2. Assessments should produce **consistent results**, no matter who conducts or takes it, ensuring reliability in the evaluation process.
3. Assessments should **accurately measure** what it's intended to assess in order to guarantee that the assessment truly reflects the apprentice's capabilities.
4. The assessment process should be **fair and impartial**, avoiding bias or discrimination against any apprentice.
5. Assessments should be **accessible to all** apprentices, accommodating diverse backgrounds, abilities, and learning styles.
6. Assessments should have **clearly defined criteria and expectations** to ensure apprentices understand what they're being assessed on.
7. All parties (apprentice, employer and training provider) should know how the apprentice will be assessed; the process should be **transparent** to instil confidence in its fairness.
8. Assessment tasks and questions should mirror **real work scenarios** to help apprentices showcase their practical skills, knowledge and behaviours.
9. The assessor should provide **constructive feedback** to help apprentices understand their strengths and areas for improvement.
10. There should be a **close partnership** between the EPAO, and the training provider/employer to ensure the assessment meets everyone's needs.

3. Standard summary

Standard name	AIM Qualifications Level 3 Advertising and Media Executive End-Point Assessment
ST code	ST0644 Version: 1.0
Role profile of the apprenticeship* <i>(* this outlines the purpose of the qualification)</i>	The broad purpose of the role is helping the day-to-day progress of the whole advertising process, from receiving the brief from the marketing team, including objectives, budget and timescales, through to the measurement of how effective the advertisement has been. They also understand how the component parts are successfully orchestrated, with effective trade-offs being made as the process continues and evolves. In their daily work, an employee in this occupation interacts with many other people, processes and systems. (For example, the client, third party suppliers, the broad team at the agency.) They help campaigns move forward, coping with inevitable setbacks and changes in direction (some at the last minute), whilst showing collaboration and maintaining relationships with all. Usually they report to an account or media manager. This standard has optional pathways – Creative or Media. Typical job titles include Advertising and media creative specialist, Advertising and media executive & Advertising and media executive media specialist. The purpose of the apprenticeship (qualification) including end-point assessment, is to ensure that the apprentice has learnt the knowledge, skills and behaviours needed to undertake the role of a Advertising and media executive.
Duration	Typically 18 months training and six months EPA.
Apprenticeship process	The apprentice will typically spend 18 months on their apprenticeship. Apprentices working 30+ hours per week will spend a minimum of 20% (ie at least six hours per week) of their time off-the-job, learning with a training provider, college, or with their employer. After their training period the apprentice will begin their end-point assessment (EPA) to check they have the knowledge, skills and behaviours (KSBs) required for this role. This assessment should be completed within six months and will be conducted by AIM's specialist end-point assessors.
Gateway*/ other requirements	Apprentices must have satisfied the following before Gateway*: - Spent at least 12 months on their apprenticeship programme - Employer confirmation that the apprentice is ready to take EPA - Achieved maths and English qualifications at Level 2 - this only applies to apprentices aged 16-18 at the start of their apprenticeship training. For apprentices aged 19+ at the start of their apprenticeship training, achieving L2 English and maths is not mandatory. - Achieved IPA Level 3 Foundation certificate - Submitted a portfolio of evidence and mapping grid - Submitted an approved project proposal. *Gateway is the point at which apprentices enter the end-point assessment period.
Assessment methods	Assessment method one: Project showcase (work-based project, with slide deck, oral presentation and Q&A)

	Assessment method two: Professional discussion and practical observation (supported by a portfolio of evidence).																					
Overall grading	Grading that is achievable for this standard:																					
	<table><tr><th>Assessment method one: Work based project, presentation with questioning</th><th>Assessment method two: Professional discussion and practical observation</th><th>Overall grading</th></tr><tr><td>Fail</td><td>Any grade</td><td>Fail</td></tr><tr><td>Any grade</td><td>Fail</td><td>Fail</td></tr><tr><td>Pass</td><td>Pass</td><td>Pass</td></tr><tr><td>Pass</td><td>Distinction</td><td>Pass</td></tr><tr><td>Distinction</td><td>Pass</td><td>Pass</td></tr><tr><td>Distinction</td><td>Distinction</td><td>Distinction</td></tr></table>	Assessment method one: Work based project, presentation with questioning	Assessment method two: Professional discussion and practical observation	Overall grading	Fail	Any grade	Fail	Any grade	Fail	Fail	Pass	Pass	Pass	Pass	Distinction	Pass	Distinction	Pass	Pass	Distinction	Distinction	Distinction
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	Pass	Distinction	Pass																			
	Distinction	Pass	Pass																			
Distinction	Distinction	Distinction																				
Appeals	The AIM Results and Appeals Policy can be viewed on the AIM website here: AIM Policies and Procedures																					
Reasonable adjustments	AIM can make reasonable adjustments to the way that an apprentice is assessed during their EPA, according to individual circumstances. For example, they may require practical arrangements be put in place to support them in an in-person assessment due to a diagnosed condition. For further information on applying for reasonable adjustments please visit: AIM Policies and Procedures																					
Results	AIM anticipates the release of results within 15 working days after the apprentice’s final assessment.																					
Preparation and support	Before Gateway, AIM will approve a project’s suitability and establish time frames with the apprentice. For the assessments, AIM will provide guidance and preparation documents. AIM also runs online clinics to support the employer and apprentice.																					

4. Assessment methods

Assessment method one: Work based project, presentation with questioning

Summary of the assessment:

The Work based project is a substantive piece of work, requiring the apprentice to demonstrate their skills through delivery of a defined advertising and media activity appropriate to the role of an advertising and media executive. The apprentice must be able to evidence working for clients, working on a brief, showing how their role fits in with their employers aims and how this links to commercial objectives. The apprentice will submit a slide deck on the above which is followed by a presentation and then questions from an assessor.

Components	Component one: Work-based project Component two: Project slide deck Component three: Presentation with questioning
Timings/duration	Work-based project: Completed within 20 working days of gateway Project slide deck: 10-12 slides Presentation: 30 minutes (+/- 10% at the assessor's discretion) Questioning: 30 minutes (+/- 10% at the assessor's discretion)
Submission requirements	AIM sign off the scope of the project pre-Gateway and it is then completed post-Gateway. Slide deck and presentation materials, based on the project, are submitted within 20 working days of Gateway.
Grading for this assessment method	Fail Pass Distinction
Assessment preparation and support from AIM	For the assessment, AIM will provide detailed guidance and preparation documents, including sample questions and exemplar forms, which are available upon contracting with AIM. AIM also runs apprentice clinics to support the employer and apprentice.

Assessment method two: Professional discussion and practical observation

Summary of the assessment:

The apprentice will be observed interacting with a variety of people, who may include customers or colleagues. This can include a wide range of activities such as holding a meeting or negotiating with clients. Followed by, a structured discussion with an assessor, supported by a portfolio of evidence.

Components	Component one: Practical observation Component two: Professional discussion
Timings/duration	Portfolio of evidence completed on-programme and submitted at Gateway Practical observation: 60 minutes (+/- 10% at the assessor's discretion) Professional discussion: 60 minutes (+/- 10% at the assessor's discretion)
Submission requirements	A portfolio of 12- 15 pieces of evidence is submitted at Gateway, along with a portfolio mapping grid.
Grading for this assessment method	Fail Pass Distinction
Assessment preparation and support from AIM	For the assessment, AIM will provide detailed guidance and preparation documents, including sample questions, which are available upon contracting with AIM. AIM also runs apprentice clinics to support the employer and apprentice.

5. Grading criteria/KSBs

During their end-point assessment (EPA), apprentices are assessed against the grading criteria which is underpinned by the knowledge, skills and behaviours (KSBs) which have been attained during the on-programme period. These have been listed below and are sourced from the [Advertising and media executive / Skills England](#) EPA assessment plan for this standard [accessed: 10/12/2025].

Grading criteria

Assessment method one: Work-based project, presentation with questioning		
Pathway	PASS – apprentices must demonstrate all the pass grading criteria	DISTINCTION – apprentices must demonstrate all the distinction grading criteria
K2 (Core)	Able to explain two project management techniques, such as timing plans, to do lists, used	Explains the importance of project management techniques, such as timing plans, to do lists, used to keep campaigns on track and benefits of forward planning
K8 (Core)	Describe the way your agency finance system works and one important role you provide eg PO raising	Describe one way in which this commercial knowledge could help your agency make money eg cutting bad debt by x months
K9 (Core)	Give two examples of how changes in the last five years to the advertising landscape have made an impact on agency work eg new ways to evaluate effectiveness such as You Tube spoofs, new ways to track path to purchase	Explains the benefits of understanding the changing advertising landscape to their organisation
K10 (Core)	Describe everyone's responsibilities internal and external, how the agency functions and how the team work together to best deliver the work	Describe how your knowledge has added value/profit through proactive enhancement of the day to day running of the account
K12 (Core)	Able to give an accurate description of the current digital landscape and how it can impact on any one campaign	Able to describe where knowledge of the digital landscape proved pivotal to a campaign
K16 (Creative pathway)	Able to explain the business goal of one client and how the campaign is helping	Able to explain the business goal of one client and how the effectiveness of a campaign could be explained to them to influence next steps
K22 (Media pathway)	Describe why location and timing of media placement is important in a creative context	Describe why location and timing of media placement is important and give an example of a campaign that utilises location/timing to optimise creative performance
K23 (Media pathway)	Able to name two types of media metrics used to evaluate their media planning and buying including long term and short term	Able to expand the pass criteria to include comment on the metrics used and their benefits
S1 (Core)	Identify two ways in which creative and/or media skills have been deployed to help organisations achieve their corporate objectives	Identify four ways in which creative and/or media skills have been deployed to help organisations achieve their corporate objectives
S2 (Core)	Describe how they structured a response to a problem	Describe how they structured their responses to a problem and an alternative approach they could have taken, describing the benefits of each
S7 (Core)	Illustrate one example of how they applied knowledge of what a different agency's role should be to ensure a smooth flow of work eg a creative	Describes the impact of different agencies not working closely

	agency knowing when they needed to work closely with a media agency and vice versa	
S9 (Core)	Describe one example of successfully managing a supplier or client in a context with commercial implications	Describe the risks and likely impact of not upwardly managing suppliers and clients
S13 (Core)	Discuss usage of two digital channels or techniques	Discuss usage of four digital channels or techniques
S15 (Creative pathway)	Illustrate how they applied understanding of a creative or production technique to help an idea appear in the correct format	Illustrate the benefits and disadvantages of two creative or production techniques to help two ideas appear in the correct format
S16 (Creative pathway)	Able to discuss one example how they have used their understanding of the different elements of the executional phase eg explaining that a change to the execution alters the idea	Able to build on their example by explaining how they identified the area to protect and the steps they took to identify how to do so
S17 (Creative pathway)	Describe one instance of how they obtained data and made sure it was accurate	Describe two instances of how they obtained data and made sure it was accurate
S22 (Media pathway)	Demonstrate or describe how media metric data has been accessed and their role in regularly and accurately reporting these statistics to the team	Explains the importance of accurate data and ways they can ensure this
S23 (Media pathway)	Detail how their research has once helped the team target the audience successfully eg they have used Touchpoints to work out when the consumer will be most receptive	Detail two examples of how their research has helped the team target the audience successfully eg they have used Touchpoints to work out when the consumer will be most receptive and to what format
S24 (Media pathway)	Describe one instance of how they obtained data and made sure it was accurate eg correct price, clarity of offer; and useful eg an effectiveness measure which helps prove the effectiveness of the campaign	Describe the impact of using inaccurate data in a campaign and how to assess reliability of data sources
B2	Describes why this is important at work and gives at least two examples of where they have shown attention to detail	Describes why this is important at work and give at least four examples of where they have shown attention to detail
B7	Describes two examples of news within the industry (can include clients, people and the wider industry) and expresses a point of view on one of them	Describes four examples of news within the industry (can include clients, people and the wider industry) and expresses a point of view on two of them

Assessment method two: Professional discussion and practical observation		
Pathway	PASS – apprentices must demonstrate all the pass grading criteria	DISTINCTION – apprentices must demonstrate all the distinction grading criteria
K1 (Core)	Able to describe the role creative and media plays for clients and to give a summary demonstrating understanding of how this can link to commercial objectives	Able to describe in detail the role creative and media plays for clients and to give an in-depth understanding of how this can link to commercial objectives, with examples of personal experiences and how they made an impact
K3 (Core)	Describe two ways in which information system tools can benefit your team and clients	Describes one example of how incorrect usage can impact on the team and/or client
K4 (Core)	Describe importance of accurate and timely reports and minutes eg everyone up to speed with what needs to be done	Describes one example of how failure to provide accurate and timely reports and minutes can have a detrimental impact eg client may refuse to pay for a cost if it is not minuted
K5 (Core)	Able to describe the order of the advertising campaign lifecycle	Able to describe two pivotal moment in the lifecycle and explain their importance to the overall process
K6 (Core)	Describe the different departments within their own agency, outlining the key responsibilities of each department. Describe the core offering of their own organisation	Describe any shortcomings/ areas for improvement in ways of working for at least two of those departments. Describe the core offering of their own organisation and one way in which they might sell a service to their client
K7 (Core)	Provides two examples of key legal or regulatory knowledge	An example of legal or regulatory knowledge which if not spotted could lead to a catastrophic mistake
K11 (Core)	Describe one service from your agency or supplier that a client does not currently use but might in future and why eg UX	Able to explain the benefit of services provided by members of the supply chain
K13 (Creative pathway)	Give an example of a situation where they were involved in a creative conversation, and describe how they communicated some important knowledge to a creative team	Give an example of a situation where they were involved in a creative conversation, and were able to steer/contribute the direction of that conversation for the benefit of the overall creative idea/execution
K14 (Creative pathway)	Able to name and describe function of two new production techniques or trends	Able to describe the usefulness of one new production technique or trend e.g. uptake of VR headsets reaching tipping point among consumers
K15 (Creative pathway)	Describe the different elements of a creative execution and how they all come together to convey an idea or message	Describe a situation where a seemingly minor client change had an impact on the overall creative idea and how they managed this situation
K17 (Creative Pathway)	Able to explain one reason why brand building is important to marketing and communication	Able to explain three risks of inadequate brand building and why this is important to marketing and communication
K18 (Creative pathway)	Describe two ways that help influence people	Describe the impact of not achieving win:win and suggest a way to influence a favourable outcome if this can't be achieved in its entirety

K19 (Media pathway)	Able to describe the media process stages, who does what when	Able to describe the media process stages, who does what when, and why
K20 (Media pathway)	Details two new media buying techniques or tools or trends	Details the benefits of one media buying technique or tool or trend they described and the limitations
K21 (Media pathway)	Details two sources of up to date media metrics	Details four sources of up to date media metrics and how they are applied
S3 (Core)	Details use of two project management techniques that have helped campaigns stay on track eg prioritised to do list	Describes the risks of failing to use project management techniques and how they explain the benefits to others
S4 (Core)	Demonstrates use of a system and a technology used to help plan and/or budget and/or bill	Demonstrates use of a system and a technology used to help plan and/or budget and/or bill; able to show that this skill has profited their agency
S5 (Core)	Provide one example of professional communication they have produced from each of: email, minutes, a PowerPoint deck	Explain when email, minutes, slide decks are most appropriate and effective
S6 (Core)	Produce evidence of how they have managed a timeline effectively	Produce evidence of how they have managed a timeline effectively, and able to describe the method they use to prioritise and how it works for them
S8 (Core)	Provide two examples of using legal or regulatory knowledge	Provide four examples of using legal or regulatory knowledge, including one which would have had serious consequences if not spotted
S10 (Core)	Detail approach to solving one practical and creative problem such as obtaining data which influenced an agency desired outcome, without jeopardising relationships	Detail approach to solving two practical and creative problem such as obtaining data which influenced an agency desired outcome, without jeopardising relationships
S11 (Core)	Describe how an interpersonal skill helped to communicate effectively with one colleague or client or supplier	Explain why you chose that interpersonal communication method and how you evaluated the effectiveness of the skill you used
S12 (Core)	Can demonstrate one example of their role in delivering supply chain value on time	Can demonstrate two examples of their role in delivering supply chain value on time, and explains impact of delays
S14 (Creative pathway)	Demonstrate two ways in which successful communication has taken place	Explains how the most appropriate communication tool was selected and what alternative methods were considered, including reasons why they were disregarded, for the examples provided
S18 (Creative pathway)	Describe or demonstrate one example of reporting on competitor brands eg by helping pull together a competitive review	Describe two examples of reporting on competitor brands e.g. by helping pull together a competitive review, describing the difference in approach taken in the two examples
S19 (Creative pathway)	Describe one example of how they were able to influence someone to do something they did not originally want to do e.g. a creative to increase the size of the logo, or a client to pay for	Describe two examples of how they were able to influence someone to do something they did not originally want to do, explaining the steps they took to achieve this

	an extra cost, or Clearcast to approve a script for production	
S20 (Media pathway)	Provide one example of how they helped coordinate the team's response to a client brief eg by obtaining useful data from a media owner	Explains the process they took to coordinate the response, including how they identified stakeholders and how they gathered information
S21 (Media pathway)	Demonstrate two ways in which successful communication regarding media buying has taken place eg convincing a client of the merits of a particular channel	Demonstrate four ways in which successful communication regarding media buying has taken place explaining how they planned the communication and what factors they took into account in eg convincing a client of the merits of a particular channel, ability to explain programmatic's pros and cons
S25 (Media pathway)	Describes one use of negotiating techniques to ensure both parties were happy	Describes the different factors that need to be considered when negotiating for a long term relationship
B1	Describe/is observed using two examples and subsequent benefits of solving problems while working collaboratively	Describe ways in which you helped others prioritise and the factors you took into consideration
B3	Provides two reasons why a 'can-do' attitude is important and describes/displays one example of when they have put this into practice	Explains how they go about turning problems into challenges and the factors they take into account when considering the best way to address them (eg time constraints, people involved, cost...)
B4	Provides two correct reasons why personal attitudes are important at work, evidencing or providing one example of their own behaviour	Explains how they check whether others are responding favourably to them and how they adjust their behaviour if necessary (eg body language, eye contact, tone of voice)
B5	Provides two correct reasons why rapport building, understanding other's perspectives and adapting style is important at work. Demonstrates or provides one example of when they have shown this	Describes two ways in which empathy and patience can be displayed and how they know whether they are being successful
B6	Provides/exhibits curiosity by questioning others motivations during the observation or providing two examples of occasions when they have done so	Explains why understanding other's perspectives and adapting your personal style are important at work
B8	Provides two examples/observed encountering pressure at work, explain how they coped with this, demonstrating resilience	Explains how to recognise when feedback should be acted on and when it should not be taken personally
B9	Can describe two key benefits from learning they have participated in	Explains how they planned their workload to ensure they built in time to undertake learning during times of pressure

Knowledge, skills and behaviours (KSBs)

Knowledge
K1: The role creative and media plays for clients and the links to commercial objectives
K2: Project management techniques
K3: The systems and digital technologies that are used in agencies such as Sage, scheduling tools and Excel
K4: Construction of accurate and timely reports and minutes
K5: The lifecycle of an advertising campaign ie what needs to happen when
K6: The different roles performed by different agencies (mainly media and creative), different parts of agencies and the core services of their own organisation
K7: The key legal, regulatory and ethical issues for advertising and media eg advertising to children, data regulation with relevance to advertising, GDPR
K8: The commercial dynamics of advertising and media
K9: The foundation advertising landscape and how it is changing eg the impact of digital technology and platforms, the proliferation of options for content and media, the complex consumer journey to purchase, the rise of big data, the corporate landscape, how advertising's effectiveness is evaluated
K10: Principles of third party (eg client, supplier, regulatory body) management and delivery
K11: Understand the value the supply chain can provide eg digital marketing
K12: Understands the digital landscape and how it impacts on any given campaign PS Knowledge S
K13: The creative process/dynamic and how people operate in that environment; how to communicate effectively with each group
K14: New creative and production techniques, tools and trends eg using Influencers to reach audiences, using Snapchat Stories, how to use virtual reality, the possible benefits of AI
K15: Understand the different elements of a creative idea (copy and art direction) and its execution, understanding the relative importance of those different elements, eg does a change to the execution change the idea?
K16: Understand how the effectiveness of a campaign is measured against client business objectives.
K17: Understand the fundamentals of why brand building is important
K18: How to influence people eg listen to them, always try for win:win
K19: The media buying process/dynamic and how people operate and negotiate in that environment
K20: New media buying techniques, tools and trends eg new programmatic (automated) media buying platforms; using new digital mediums such as Twitter, Spotify; new data sources from Google and others
K21: Up to date media metrics eg latest Google Adwords, latest viewing figures from BARB
K22: Understands how the location and timing of media interacts with creative content
K23: Understand how media planning and buying is evaluated short and long term

Skills
S1: Identify the ways in which creative and media can help organisations to achieve corporate objectives
S2: Dispassionately structure problems and approaches to solving them
S3: Manage projects using project management techniques in order to ensure campaigns are on track e.g. accurate timing plans, and they are also successfully managing their to do list
S4: Make use of the systems and technologies that are used in agencies, to help plan, budget, and bill.
S5: Produce professional communication e.g. correct names, spelling, grammar, branding on e.g. PowerPoint, emails, minutes, reports
S6: Manage timelines effectively, prioritising appropriately
S7: Apply knowledge of the interface and the dynamics of the different agencies (mainly media and creative) for a smooth flow of work
S8: Adhere to the legislative regulations that apply in the advertising and media industry plus their own organisational policies and procedures
S9: Demonstrate some upward, some supplier and client management around commercial realities e.g. a new digital opportunity or a TV production problem

S10: Help solve practical and creative problems (e.g. report on consumer habits, gathering useful data around evaluation) within defined budgets and timescales, influencing outcomes without jeopardising relationships
S11: Use third party management techniques combined with interpersonal skills (eg active listening and influencing) to communicate effectively with all, eg coordinating response to a client brief
S12: Ensures delivery of that supply chain value, on time
S13: Deploy the right digital medium to guarantee the most effective result e.g. using Google Analytics to check key words
S14: Communicate with clients, colleagues, regulatory bodies (such as the Advertising Standards Authority or Clearcast), suppliers (such as photographers or research companies); by phone, in meetings, through presentations, in emails and written documents such as agendas, competitive reviews, proposals, minutes of calls/meetings, status reports. Co-ordinate feedback.
S15: Apply their understanding of creative and production techniques to help the idea appear in the correct format
S16: Apply their understanding of the different elements of a creative idea to help evaluate the different elements and guide the execution phase to protect the most important ones
S17: Help obtain the right data
S18: Able to understand and report differences in ways competitor brands market themselves
S19: Ability to influence people eg clients to buy amended creative work or authorise a late invoice
S20: Coordinate responses to media owners and intermediaries (including automated platforms), helping manage all aspects of the process.
S21: Apply their knowledge of media buying to communicate with clients, colleagues, regulatory bodies (such as the Advertising Standards Authority), media owners (such as commercial television channels, newspapers/magazines, billboard companies etc.), or media intermediaries/platforms (such as programmatic advertising platforms, Facebook, Google); by phone, in meetings, through presentations, in emails and written documents such as a media plan
S22: How to access the media metric data and report it accurately to the team regularly
S23: Help research how the message/creative idea might be best distributed to reach the target audience in the most effective way eg time of day, and make recommendations based on this
S24: Help obtain the right data
S25: How to negotiate for long term relationships

Behaviours
B1: Flexible problem solver with ability to help the team prioritise effectively
B2: Shows attention to detail
B3: Embraces problems as challenges to be solved, displays 'can-do' attitude
B4: Behaves with versatility and others respond positively to them (they are "likeable")
B5: Display empathy and patience with a variety of different personality types and others respond positively to them
B6: Exhibits curiosity about people, their motivations and how to get the best out of them
B7: Exhibits curiosity about the industry, positive approach to learning
B8: Shows resilience (eg doesn't take things too personally, keeps going through difficult situations)
B9: Takes responsibility for learning under pressure

6. Regulatory references (internal use)

Ofqual General Conditions of recognition

Design and development of qualifications

Condition E3 Publication of a qualification specification

Contact information

If you need help/assistance from the EPA team, please contact us using the details below.

Tel: +44 (0)1332 224654

Enquiries: assessment@aimgroup.org.uk

More information can be found on: www.aimgroup.org.uk/epa

