

Level 6 Advertising Creative

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 creative / 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

Version number	Version code	Date	Description	Checked by (initials and date)
3	AC/SP/012/V3/121225/HL	Dec 25	IfATE references updated Clinic information removed	N/A

Contents

1. An Introduction to AIM Assessment	4
Who is AIM Assessment?	4
Role	4
2. Why choose AIM for your EPA?	5
3. Standard summary	6
4. Assessment methods	8
5. Grading criteria/KSBs	9
Grading criteria	9
Knowledge, skills and behaviours (KSBs)	12
6. Regulatory references (internal use)	14

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 6 Advertising Creative End-Point Assessment
ST code	ST1340 Version: 1.0
Role profile of the apprenticeship* <i>(* this outlines the purpose of the qualification)</i>	The broad purpose of the occupation is to develop strategic campaigns, or one-off pieces of communication, that meet a client brief. Creatives will need to influence stakeholders, working with many interconnecting sectors, partners and influencers. They require a good knowledge of regulated industries and legislative requirements to interpret the purpose of the brief and create an impactful campaign on behalf of the customer. Creatives lead projects from concept and ideas to completion, applying continuous improvement from internal and external feedback to ensure a successful outcome. Creatives must understand the perspectives and approach of each brief and/or campaign. They must determine, refine, and adapt the initial vision of a client, promoting diversity and inclusion within briefs. Most often, this is to drive sales of a product or service, but it can also be to initiate change for example for social good. They will utilise strategic planning, taking responsibility to develop appropriate courses of action that are capable of underpinning change to meet the needs of a brief. A creative will have the skills to understand the clients' key drivers and to be able to professionally challenge a brief by exercising autonomy and judgement to achieve the best for the client. Typical job titles include Advertising creative, Art director, Associate art director, Copywriter, Creative executive or Digital brand and 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 an advertising creative.
Duration	Typically 24 months training and 4 months EPA
Apprenticeship process	The apprentice will typically spend 24 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 four 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. - Submitted a portfolio of evidence and mapping grid and an approved project title and scope proposal.

	*Gateway is the point at which apprentices enter the end-point assessment period																							
Assessment methods	▪ Assessment method one: Professional discussion, underpinned by a portfolio of evidence ▪ Assessment method two: Project with presentation and questioning																							
Overall grading	Grading that is achievable for this standard: <table><tr><th>Assessment method one: Project, presentation with questioning</th><th>Assessment method two: Professional discussion, underpinned by a portfolio</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>Merit</td></tr><tr><td>Distinction</td><td>Pass</td><td>Merit</td></tr><tr><td>Distinction</td><td>Distinction</td><td>Distinction</td></tr></table>			Assessment method one: Project, presentation with questioning	Assessment method two: Professional discussion, underpinned by a portfolio	Overall grading	Fail	Any grade	Fail	Any grade	Fail	Fail	Pass	Pass	Pass	Pass	Distinction	Merit	Distinction	Pass	Merit	Distinction	Distinction	Distinction
Assessment method one: Project, presentation with questioning	Assessment method two: Professional discussion, underpinned by a portfolio	Overall grading																						
Fail	Any grade	Fail																						
Any grade	Fail	Fail																						
Pass	Pass	Pass																						
Pass	Distinction	Merit																						
Distinction	Pass	Merit																						
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 proposed scope and title 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: Professional discussion underpinned by a portfolio of evidence

Summary of the assessment:

A structured discussion with an assessor, supported by a portfolio of evidence

Components	Component one: Professional discussion
Timings/duration	Portfolio of evidence completed on-programme and submitted at Gateway Professional discussion: 90 minutes (+10% at assessor discretion)
Submission requirements	25 pieces of evidence portfolio 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.

Assessment method two: Project with presentation and questioning

Summary of the assessment:

The project involves the apprentice responding to a creative brief to create artefacts in line with the brief's requirements. This is followed by a presentation delivered by the apprentice, and then questions from an assessor.

Components	Component one: Artefact Component two: Presentation with questions
Timings/duration	Artefact: scope dependent on form of artefact selected by the apprentice. Presentation: typically 20 minutes Questioning: typically 30 minutes
Submission requirements	Project completed post Gateway; AIM sign off the scope of the project pre-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, 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 creative / Skills England](#) EPA assessment plan for this standard [accessed: 11/12/25].

Grading criteria

Assessment method one: Professional discussion, underpinned by a portfolio of evidence		
Theme (if applicable)	PASS – apprentices must demonstrate all the pass grading criteria	DISTINCTION – apprentices must demonstrate all the distinction grading criteria
Working on briefs	Explains the impact of different media platforms and formats used on adverts. (K2)	Evaluates the impact of communication techniques and approaches used when facilitating creative brainstorming on their own, in teams or groups. (K17, S18)
	Articulates their own role and responsibilities within end to end workflow, planning processes and the key stages of post - production. (K16)	
	Explains how they apply theories, frameworks and models to write a creative brief. (K5)	
	Explains the different communication techniques and approaches used with stakeholders, and when facilitating creative brainstorming on their own, in teams or groups. (K17, S18)	
	Provides examples where they ask questions and use frameworks to evaluate ideas to achieve briefs. (K23, S21, B2)	
	Explains how they apply performance metrics to justify changes made to improve the work. (S23, K13)	
Making the work	Explains how they apply mainstream software to manipulate images, design work and page layouts. (K8)	Evaluates the positive impact of using the creative management process for finding and employing specialists and third party creatives to work on a project and production of ideas. (K11, K12, S16)
	Analyses the use of creative ownership to create and enhance work that meets clients brief, including the use of templates and grids that fits required format. (K10, S15)	
	Explains how they commission and use the creative management process for identifying and justifying suitable specialists and employing third party creatives to work on the production of ideas. (K11, K12, S16)	
	Explains how they establish and actively maintain positive relationships to work collaboratively with internal and external stakeholders. (S17, B5)	

Professional practice	Analyses the history of advertising and provides examples of differences in styles and periods in the story of advertising including that of notable historical and contemporary individual campaigns which underpin current practices. (K4)	Explains the impact that their sources have had on their own professional development and self-promotion within the industry. (K18, S19)
	Explains how they manage and market their own skills and services and utilises opportunities within industry awards individually or collectively. (K20, S14)	
	Explains the function, roles and skills within advertising, creative and professional industry bodies. Give examples how they have archived a body of their work that showcases best practice in order to increase their own profile and that of the organisation within the communications industry. (K1, S11)	
	Explains the sources that they have utilised for their own professional development and self-promotion within the industry. (K18, S19,B3)	
Organisational responsibilities	Explains how they apply organisational policies and procedures to health and safety, equality, diversity, and inclusion in work, and the use of sustainable work practices. (K14, S20, B4, B6)	N/A
	Explains the importance of maintaining accurate timesheets on achieving best value for their own client. (S12)	

Assessment method two: Project with presentation and questioning		
Theme (if applicable)	PASS – apprentices must demonstrate all the pass grading criteria	DISTINCTION – apprentices must demonstrate all the distinction grading criteria
Working on briefs	Uses prioritisation tools and techniques to manage workload and deliver against the brief objectives and deadlines. (K6, S6, B1)	Evaluates their prioritisation of workload and the extent to which objectives were delivered. (K6, S6)
	Identifies and selects research techniques, frameworks and post evaluation techniques to inform their work on the business products, services, competition and client audiences when developing ideas for the target market. (K7, S2, S3)	
	Demonstrates the use of frameworks, research and evaluation techniques to identify and justify ideas within a given time frame. (S4, S5)	
	Collaborates with colleagues and client to evaluate and understand the client brief to achieve client outcomes. (S1, S22, K24)	
Making the work	Takes responsibility and applies ethical principles in the use of semiotics, colour and typography when ensuring that the brand identity is reflected in work produced. (K9, S10, B7)	Evaluates the impact of using emerging digital trends and digital tools and collaborative platforms to develop ideas to meet client briefs. (K19, S9, S13)
	Uses creative skills to execute the idea to meet the creative brief, by co-producing or self - developing the work. (S8, K25)	
	Selects and uses techniques appropriate for the setting and audience to present ideas, including the use of mock ups to stakeholders and colleagues. (K21, S7)	
	Identifies emerging digital trends and uses digital tools and collaborative platforms to develop ideas to meet client briefs. (K19, S9, S13)	
Professional practice	Undertakes all work in accordance with regulations and legislation. (K3)	N/A
	Applies negotiation and influencing models and techniques to challenging situations. (K22, B8)	
Organisational responsibilities	Undertakes all work with consideration of the ethical and cultural values for the intended audience. (K15, S24)	Evaluates the impact of not following ethical values for the culture the work is being made for. (K15, S24)

Knowledge, skills and behaviours (KSBs)

Knowledge
K1: Functions, roles and skills within advertising, creative and professional bodies representing the industry.
K2: Media platforms and their formats including out of home adverts, TV adverts, radio adverts and social media adverts.
K3: Which categories of advertising are subject to legislation and regulation for example food & drink and gambling. How to access the latest regulation and legislation.
K4: Advertising History - recognise the differences in styles and periods in the story of advertising including that of notable historical and contemporary individual campaigns, which underpin current practices.
K5: Theories, frameworks for example "Get to Buy" and models of writing a creative brief.
K6: Prioritisation tools and techniques.
K7: Pre - idea research techniques, frameworks and post evaluation techniques informing work produced.
K8: Mainstream software, for example Adobe, to undertake image manipulation and design work including page layouts.
K9: Visual language including semiotics, colour and typography to adhere to brand guidelines.
K10: How to use templates and grids to create work that fits the format.
K11: Where to find creatives, to support work for example illustrators, animators, set designers.
K12: Commissioning and creative management process for employing third party creatives to work on a project.
K13: Performance metrics and how they can be used to measure creative brief objectives.
K14: Organisational policies and procedures including sustainability, health & safety and equality, diversity & inclusion.
K15: Ethical and cultural values which influences the work produced for the target audience.
K16: End to end workflow and planning process, the key stages including post-production and own role and responsibilities within this.
K17: Communication techniques, and approaches to interact with stakeholders.
K18: Where to source career professional development.
K19: Emerging digital trends, and how these can be embedded in professional practice.
K20: Approaches to managing and marketing own skills and services.
K21: Presentation techniques to use in different settings for example in person, online or recorded which is appropriate for different audiences.
K22: Negotiation and influencing models and techniques.
K23: Frameworks to evaluate ideas including Six Thinking Hats, Three C's and Sticky Thinking.
K24: Communication techniques for interacting with colleagues to decode creative briefs.
K25: Recognise the differences in creative skills to meet creative brief objectives.

Skills
S1: Work with colleagues to decode and understand the client brief.
S2: Research client' audiences; understanding personas developing ideas for the target market.
S3: Utilising research to inform work including research of business products, services and competition.
S4: Work within given time frames utilizing evaluation techniques to identify ideas.
S5: Rationalise ideas through the utilisation of frameworks and research techniques.
S6: Use prioritisation tools for example priority matrix to manage workload, and deliver against brief objectives.
S7: Present ideas using methods appropriate for the audience including using mock ups to stakeholders and colleagues.
S8: Uses creative skills to execute the idea to meet the creative brief. Work produced may be co-produced or self - developed.
S9: Use digital tools and collaborative platforms for example adobe to develop ideas and executions on a client briefs.
S10: Insights into the brand, so that the brand identity is reflected in work produced.

S11: Archiving a body of your work showcasing the latest, challenging and outstanding practice. Aiming to increase profile within the communications industry of both the individual and organisation.
S12: Maintaining own accurate records for timesheets for best value for the client.
S13: Identify and recognise new and emerging trends to inform the relevance of the work.
S14: Utilising the opportunities to pursue industry awards individually or collectively as part of a team for example D&AD and Creative Circle.
S15: Creative ownership to enhance work ensuring client's briefs are achieved to their satisfaction.
S16: Identify and justify suitable specialists, for example photographers, animators and illustrators to work on the production of ideas.
S17: Establish and maintain positive relationships with internal and external stakeholders for example suppliers, clients and customers.
S18: Knows how to facilitate a creative brainstorming exercise and can do so on their own, in teams or in groups.
S19: Maintains a professional network enabling self promotion within the industry.
S20: Utilising policies and procedures including sustainability, health & safety and equality, diversity & inclusion in work.
S21: Frameworks to evaluate individual creative ideas or those generated as part of a team.
S22: Evaluates the creative brief, checking for any missing information and clarifying the outcomes in order to achieve creative brief objectives.
S23: Use performance metrics information to change work accordingly.
S24: Produce work that respects the ethical and cultural values of the audience.

Behaviours

B1: Takes personal responsibility for ensuring agreed deadlines are met.
B2: Curiosity to ask questions to achieve briefs.
B3: Seek learning opportunities and continuous professional development to improve practice.
B4: Promotion of equity, diversity and inclusion in creative work.
B5: Work collaboratively with others across the organisation and external stakeholders.
B6: Take responsibility of own obligations for sustainable practice, welfare issues and health and safety.
B7: Take responsibility for ethical principles and consequences of work.
B8: Motivated and resilient to challenging situations.

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