



Specification

Level 3 Content Creator v2.0

Contents

WELCOME TO INNOVATE AWARDING	3
About Innovate Awarding	3
THE APPRENTICESHIP STANDARD AND ASSESSMENT PLAN	4
Summary of Assessment.....	5
The Apprentice.....	5
Off-the-Job Training	6
Assessment.....	7
Assessment Booking	10
Passing the Apprenticeship.....	10
Knowledge	11
Skills	13
Behaviours	15
ANNEX 1: APPRENTICESHIP DETAILS AND ASSESSMENT PLAN	16
ANNEX 2: ADDITIONAL INFORMATION	17
Results and Certifications	17
Re-sits	17
Reasonable Adjustments, Special Considerations and Appeals	17
Support Materials	17
Use of Artificial Intelligence (AI) and Referencing	18
English and Maths Qualifications	18
ANNEX 3: VERSION RECORD	19

Welcome to Innovate Awarding

Welcome to the Level 3 Content Creator v2.0. Our Innovate Awarding Specifications are designed to ensure the employer, provider and apprentice have the appropriate support and guidance to allow successful completion of an apprenticeship, providing further confidence and assurance having chosen us as an Assessment Organisation.

We are an Ofqual approved Assessment Organisation (AO), experienced in operating within a regulated market. Driven by the employers we work in partnership with, we deliver qualifications and apprenticeships in the Health, Care, Education, Leadership, Management, Leisure, Customer Service, Creative, Hospitality, Retail, Transport and Logistics sectors.

Delivering an apprenticeship is an extremely rewarding role. We recognise the need for a clear specification, resources and support, so more valuable time can be spent delivering to an apprentice.

At Innovate Awarding we stand by our 'no surprises' approach to assessment, making an apprenticeship journey as simple as possible, ensuring the best chance of success for every apprentice who undertakes their assessment with us.

About Innovate Awarding

We are an AO with a collaborative approach to doing business. We work with providers to deliver fit for purpose assessments for a wide range of apprenticeship Standards, certificating thousands of apprentices, continuing to learn and improve with each experience.

We have experienced and responsive teams to ensure the assessment experience is smooth and efficient, working closely with our provider partners.

Please see our website for the range of Standards we are approved to deliver:

<https://innovateawarding.org>

The Apprenticeship Standard and Assessment Plan

An Apprenticeship Standard details the knowledge, skills and behaviours (KSBs) required to be occupationally competent:

- **Knowledge** - the information, technical detail, and 'know-how' that someone needs to have and understand to successfully carry out the duties. Some knowledge will be occupation-specific, whereas some may be more generic.
- **Skills** - the practical application of knowledge needed to successfully undertake the duties. They are learnt through on and/or off-the-job training or experience.
- **Behaviours** - mindsets, attitudes or approaches needed for competence. Whilst these can be innate or instinctive, they can also be learnt. Behaviours tend to be very transferable. They may be more similar across occupations than knowledge and skills. For example, team worker, adaptable and professional. Behaviours will be verified by employers.

Apprenticeships are an invaluable tool for upskilling in areas that matter most to employers. They are a highly effective route to recruit and train future talent, address skills shortages and develop careers across core parts of the business.

The Level 3 Content Creator v2.0 apprenticeship has been developed by employers working in the sector detailing the knowledge, skills and behaviours required to be occupationally competent and outlining the training and assessment journey for an apprentice.

The apprentice will typically spend 15 months on-programme, working towards the Level 3 Content Creator v2.0 Standard, combining practical training in a job with study. The extent of the on-programme time should be decided for each apprentice based on their prior learning, skills and experience. If employers are using this Standard for an existing employee, it is important to be aware that the role must represent new learning. Providers should support employers with this.

It is vital the apprentice is prepared and fully ready before they commence their assessments.

Summary of Assessment

An Apprenticeship Standard details the knowledge, skills and behaviours (KSBs) required to be occupationally competent:

Standard name	Content Creator v2.0
Level	3
Sector	Creative and Design
Typical duration	15 months
Minimum time on programme	8 months
Assessment methods	• Project • Professional Discussion and Portfolio of Evidence
Grading	Distinction/Pass/Fail

The Apprentice

This occupation is found in employers across all sectors. It is a role that can be found in both creative and non-creative industries. This can be in any business creating content to engage with its audience.

Employers can vary in size from micro businesses to multinational. The occupation is found in a very broad range of businesses, ranging from public, private and third sector employer. This may include charities, social media employers, digital agencies and broadcasters.

The broad purpose of the occupation is to develop and create written and audio-visual content that can be used across a variety of platforms and media. This may include social media, broadcast or in print.

A content creator works to a brief. They research, prepare and develop the messaging to maximise audience engagement. They capture the strategy and objectives of the brand and needs of the customer, client or business.

The content they create can be used as part of media, advertising, documenting and marketing campaigns.

They simplify and tailor a message to the audience to suit the purpose. These can be used across different platforms and channels. An interest in technology and creating content is a must.

In their daily work, an employee in this occupation interacts with a wide range of internal and external stakeholders throughout the end-to-end content creation process.

Typically, they are likely to interact with clients, marketing and digital teams, production teams, budget holders, contributors, artists and end users.

An employee in this occupation will be responsible for delivering high quality content on time and on budget that meets the brief. They need to be aware of the legal and regulatory framework and take this into account throughout the content development process.

A content creator would need to take into account ethical considerations and wider organisational policies. A content creator would typically report to a senior colleague within their functional area.

They are required to keep up to date with new technologies, platform developments and consumer trends.

Off-the-Job Training

Off-the-job training is a statutory requirement for an English apprenticeship. It is training, which is received by the apprentice during the apprentice's normal working hours, for the purpose of achieving the knowledge, skills and behaviours of the approved apprenticeship the apprentice is completing.

It is an important aspect of apprenticeship training, as it gives the apprentice time to properly develop knowledge and skills from the programme.

Off-the-job training allows the apprentice to take full advantage of the programme, improving the return on investment in training costs for the employer. A developed and upskilled apprentice will lead to an increase in productivity, a clear benefit to the business.

Examples of off-the-job training include:

- Learning new skills at work through shadowing other members of the team, where this activity has been agreed and documented as part of the agreed training plan
- In-house training programmes relevant to the apprenticeship
- Coaching sessions
- Attendance at workshops, training days and webinars relevant to the apprenticeship
- Completion of online learning
- Self-study that includes reading or watching videos

- Training in new working practices or new equipment
- Role-playing or simulation exercises
- Industry visits/conferences relevant to apprenticeships
- Writing assessments, assignments and completing projects or activities
- Practical training or training in the workplace relevant to the apprenticeship

Assessment

The apprentice may choose to end the assessment method early. The apprentice must be confident they have demonstrated competence against the assessment requirements for the assessment method.

The Independent Assessor must ensure the apprentice is fully aware of all assessment requirements.

The Independent Assessor cannot suggest or choose to end the assessment methods early, unless in an emergency.

The Independent Assessor is responsible for ensuring the apprentice understands the implications of ending an assessment early if they choose to do so. The Independent Assessor may suggest the assessment continues. They must document the apprentice's request to end the assessment early.

Assessment Method 1: Project

The Project could be Innovate Assessed or Centre Assessed.

The rationale for this assessment method is that it tests a broad range of knowledge and skills holistically and that it replicates the requirement to evaluate campaigns, develop content, pitch ideas and continuously improve content and its delivery in the workplace.

The report involves the apprentice completing a significant and defined piece of work that has a real business application and benefit. The evaluation report should be based on a project or campaign that the apprentice has worked on.

Project report

The report should be based on the evaluation of a project or campaign that the apprentice has contributed to and developed content for.

As a minimum, all reports must include:

- Introduction

- Analysis of the performance of a campaign against the original brief and branding requirements
- Data or evidence used as a base for future improvements. This should include consideration of user experience, audience segmentation, the use of platforms, and budget requirements
- Summary of findings including lessons learnt

It should also include appendices that contain:

- A complete customer journey mapping along with a copy of the original brief
- A map showing how it evidences the relevant Knowledge and Skills statements for this assessment method

The report must contain a maximum word limit of 1,500 words (+/-10%).

Appendices, annexes, and charts are not included in the word count.

The apprentice should complete their report unaided. When the report is submitted, it must be verified as is the apprentice's own work.

Presentation with questions

The presentation should be based on the apprentice's report. For their presentation, the apprentice should:

- Present the key aspects of the project report, following the order of the report itself
- Describe the lessons learnt, discussing how the project progressed and whether it was successful
- Improvements for the future:
 - Develop a piece of additional/new content
 - Pitch their recommendations and explain the expected impact of the new content
 - Justify how they considered the most appropriate delivery platform
 - Reference the evidence used to inform the recommendations
 - Produce and present a mood board (for the improvement for the future)
 - Produce and present a storyboard and outline script ideas to support content production (for the improvements for the future work)

A copy of the presentation should be submitted with the report. The apprentice should complete their presentation unaided. When the presentation is submitted, it must be verified as is the apprentice's own work.

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

The apprentice is not restricted to any particular presentation style or software presentation package.

The presentation and questioning will last for 30 minutes, +10% to allow the apprentice to finish a response. This is typically split into 10 minutes for the presentation, and a further 20 minutes for questioning. The presentation will take place remotely.

Assessment Method 2: Professional Discussion and Portfolio of Evidence

The Professional Discussion and Portfolio of Evidence will be Innovate Assessed.

The Portfolio of Evidence can be submitted for assessment towards the end of the apprenticeship. However, the apprentice should start collecting their evidence for their portfolio during the apprenticeship.

The Portfolio of Evidence must be uploaded to Proficient, by inserting a link.

Portfolio of Evidence requirements:

- Apprentices must compile a portfolio of evidence during the on-programme period of the apprenticeship
- It must contain evidence related to the Knowledge and Skills statements that will be assessed by the Professional Discussion and Portfolio of Evidence
- Use the Portfolio of Evidence Locator to map the evidence against the knowledge and skills
- Evidence may be used to demonstrate more than one Knowledge or Skills statement; a qualitative as opposed to a quantitative approach is suggested

Evidence sources may include:

- Content created or showreels
- Work products
- Contribution or a response to a brief
- Reference materials and research undertaken
- Workplace documentation and records, for example workplace policies and procedures
- Colleague feedback, witness statements

This is not a definite list: other evidence sources can be included

Professional Discussion

In the professional discussion, the Innovate Awarding Assessor and apprentice will engage in a formal two-way conversation in which the apprentice can refer to and illustrate their answers with evidence from their Portfolio of Evidence.

The apprentice will have submitted the Portfolio of Evidence, before the assessment to allow time for the Innovate Awarding Assessor to assess it. The Innovate

Awarding Assessor will have used this to formulate some of the Professional Discussion questions. The purpose of these questions is to authenticate evidence, and to assess any knowledge and understanding not shown in the Portfolio of Evidence.

The topics for discussion will cover:

- Regulatory requirements
- Written content
- Audio-visual content
- Content management
- Planning
- Collaboration
- Continuous professional development (CPD)

The Professional Discussion will last for 60 minutes, +10% to allow the apprentice to finish a response. It will take place remotely.

Assessment Booking

Assessments should be taken at the appropriate time for the apprentice to be able to demonstrate their knowledge and skills fully.

Please refer to the assessment booking process for further details.

Passing the Apprenticeship

For an apprentice to pass their apprenticeship they will need to demonstrate that they can reliably and effectively meet all the requirements in the knowledge, skills and behaviours.

The Project will be graded as distinction, pass or fail.

The Professional Discussion and Portfolio of Evidence will be graded as distinction, pass or fail.

The overall grade for this apprenticeship will be distinction, pass or fail.

The behaviours will be verified by the employer.

Grades from individual assessment methods must be combined in the following way to determine the overall grade.

Project	Professional Discussion and Portfolio of Evidence	Overall Grading
Distinction	Distinction	Distinction
Distinction	Pass	Pass
Pass	Distinction	Pass
Pass	Pass	Pass
Any Grade	Fail	Fail
Fail	Any Grade	Fail

Knowledge

Knowledge	Assessment Method
K1: The principles and process of setting a budget to produce content.	Professional Discussion and Portfolio of Evidence
K2: The methods used to segment and understand core audiences and how to plan content for these.	Project
K3: Availability of data and its use to inform decision making when identifying channels, formats and platforms for content creation.	Project
K4: The end-to-end production workflow process for the organisation, the key stages, and own role within this	Professional Discussion and Portfolio of Evidence
K5: The regulatory and legal requirements when using media assets such as copyright, intellectual property rights, GDPR, web accessibility and non-disclosure agreements.	Professional Discussion and Portfolio of Evidence
K6: Personal and employer responsibilities regarding data protection and data sharing, the potential impact on a business and the regulations that cover this.	Professional Discussion and Portfolio of Evidence

K7: How to identify the commercial drivers for a client/customer.	Project
K8: The importance of brand, brand awareness, brand purpose, branding guidelines and the intended audience within a brief.	Project
K9: Where content creation fits within a marketing strategy.	Project
K10: How tone of voice can be adapted effectively to reflect the content.	Professional Discussion and Portfolio of Evidence
K11: How audiences and their behaviours differ across channels and platforms and the different communication styles that could be used.	Project
K12: How creative content can be used across multiple channels and platforms, and how the platform chosen affects the content production.	Project
K13: The different styles of writing that can be used according to the type of content, channel and platform required.	Professional Discussion and Portfolio of Evidence
K14: Correct use of grammar, punctuation, spelling and inclusive language.	Professional Discussion and Portfolio of Evidence
K15: The principles of writing persuasive copy for a person or group or to raise brand awareness.	Professional Discussion and Portfolio of Evidence
K16: The principles applied to create or capture visuals and audio when using standard packages and equipment.	Professional Discussion and Portfolio of Evidence
K17: Where to source, adapt and edit content from.	Professional Discussion and Portfolio of Evidence
K18: How to organise, structure and label content effectively, methodically and securely to enable efficient search and retrieval.	Professional Discussion and Portfolio of Evidence
K19: How web pages are published and how the content can be optimised to ensure high rankings in search engine results.	Professional Discussion and Portfolio of Evidence

K20: The importance of clearly articulating requirements and how this can influence priorities for a campaign.	Professional Discussion and Portfolio of Evidence
K21: How communication styles can be adapted to suit different audiences.	Professional Discussion and Portfolio of Evidence
K22: How to plan content delivery against the schedule.	Professional Discussion and Portfolio of Evidence
K23: The principles for creating an effective campaign with measurable outcomes.	Project
K24: The principles of mapping user journeys to ensure content is focused on maximising engagement.	Project
K25: Ways/methods of engaging with audiences, how to respond to evolving situations, recognise potential threats/issues and when to escalate these.	Professional Discussion and Portfolio of Evidence
K26: How to evaluate the success of the campaign against the objectives using available data.	Project
K27: How to keep up to date with existing and evolving content tools, platforms, trends and talent.	Professional Discussion and Portfolio of Evidence
K28: Approaches to managing and marketing own skills and services.	Professional Discussion and Portfolio of Evidence
K29: The culture of the organisation in which they are working, the commercial pressures, project deadlines and organisational working practices.	Professional Discussion and Portfolio of Evidence
K30: How the structures, regulation and funding of organisations affects creative media activities.	Professional Discussion and Portfolio of Evidence

Skills

Skills	Assessment Method
S1: Interpret the aims of the brief.	Project

S2: Research ideas and concepts to meet the brief.	Project
S3: Evaluate brand requirements and brand guidelines.	Project
S4: Prepare a mood board or other visual aid for the content to be created.	Project
S5: Present ideas, pitches and proposals for creative content to be further developed.	Project
S6: Storyboard and outline script their ideas for content to be developed.	Project
S7: Interpret data, consider its integrity and use it to inform content.	Professional Discussion and Portfolio of Evidence
S8: Develop accessible written content for different platforms and devices.	Professional Discussion and Portfolio of Evidence
S9: Apply best practice and inclusive language when creating content.	Professional Discussion and Portfolio of Evidence
S10: Write and edit copy or scripts for use on different channels and platforms.	Professional Discussion and Portfolio of Evidence
S11: Create or capture visuals and audio using standard packages and equipment.	Professional Discussion and Portfolio of Evidence
S12: Source, obtain and prepare media assets for use; using industry standard packages to adapt and edit content.	Professional Discussion and Portfolio of Evidence
S13: Use industry standard tools and content management systems to organise, structure and label content effectively, methodically and securely enabling efficient search and retrieval.	Professional Discussion and Portfolio of Evidence
S14: Identify and recommend the platform/s or channel/s to use for the media campaign.	Project
S15: Develop and maintain effective working relationships with clients, colleagues and suppliers, establishing and using professional contacts.	Professional Discussion and Portfolio of Evidence

S16: Engage and respond with audiences through social media, adapting content to respond to evolving circumstances.	Professional Discussion and Portfolio of Evidence
S17: Monitor user experience to ensure content is focused on maximising engagement.	Project
S18: Analyse the differences between audiences using audience segmentation techniques and data.	Project
S19: Use lessons learned to evaluate the success of the content and identify areas for improvement for future campaigns.	Project
S20: Use continuing professional development planning to support own current and future training and development needs.	Professional Discussion and Portfolio of Evidence
S21: Operate effectively within the production workflow to meet production timelines.	Professional Discussion and Portfolio of Evidence

Behaviours

Behaviours
B1: Committed to producing high quality creative content.
B2: Team-focussed and works effectively with colleagues and others.
B3: Acts in a way that builds and maintains positive relationships with customers.
B4: Takes ownership of work and strives to achieve quality content.
B5: Acts in a professional and ethical manner, embracing equality, diversity and inclusion in the workplace.
B6: Committed to keeping up to date with new technologies and industry best practice.
B7: Reflects on the results of the content created and identifies areas for improvement.

Annex 1: Apprenticeship Details and Assessment Plan

The apprenticeship details and assessment plan can be accessed by following this link:

[Content creator / Skills England](#)

Level 3 Content Creator

ST0105

Version 2.0

Route: Creative and Design

EQA Organisation: Ofqual

Annex 2: Additional Information

Results and Certifications

All final assessment component results are published on Proficient within **ten working days** of the assessment taking place.

We will submit a certificate claim with the DfE within 15 working days after the final result has been uploaded to Proficient. The DfE will send the certificate directly to the employer.

For replacement certificates a request must be emailed to epa@innovateawarding.org. Within two days of receiving the email, a replacement certificate will be requested from the DfE.

Re-sits

An apprentice who fails an assessment method, will be required to re-sit the failed assessment method only.

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

Grades will not be capped as a result of a resit.

Reasonable Adjustments, Special Considerations and Appeals

Information on reasonable adjustments, special considerations and the appeals process can be accessed by using this link:

[Policies Procedures](#)

Support Materials

All the support materials for this apprenticeship can be found on Proficient.

Use of Artificial Intelligence (AI) and Referencing

Apprentice submissions as part of their portfolio of evidence must be produced by themselves. Correctly cited quotes can be used to enhance and support the document, but the document itself must be the apprentice's own work and not generated by AI. If you are using AI to amend your own words, then these are no longer your own words and this becomes plagiarism.

Innovate Awarding expects all forms of plagiarism to be treated very seriously by staff at centres, and centres should have in place their own plagiarism policy and process for handling suspected cases of plagiarism.

English and Maths Qualifications

Apprentices must follow the English and Maths formal qualification requirements as set out in the Department for Education Apprenticeship funding rules.

Annex 3: Version Record

Innovate Awarding continuously review all support material to ensure its accuracy. All amendments will be recorded in the Version Record.

Version Number	Effective From	Reason for Change	Location

Please ensure that you use the current version.

All enquiries relating to the version change of the document should be directed to epa@innovateawarding.org