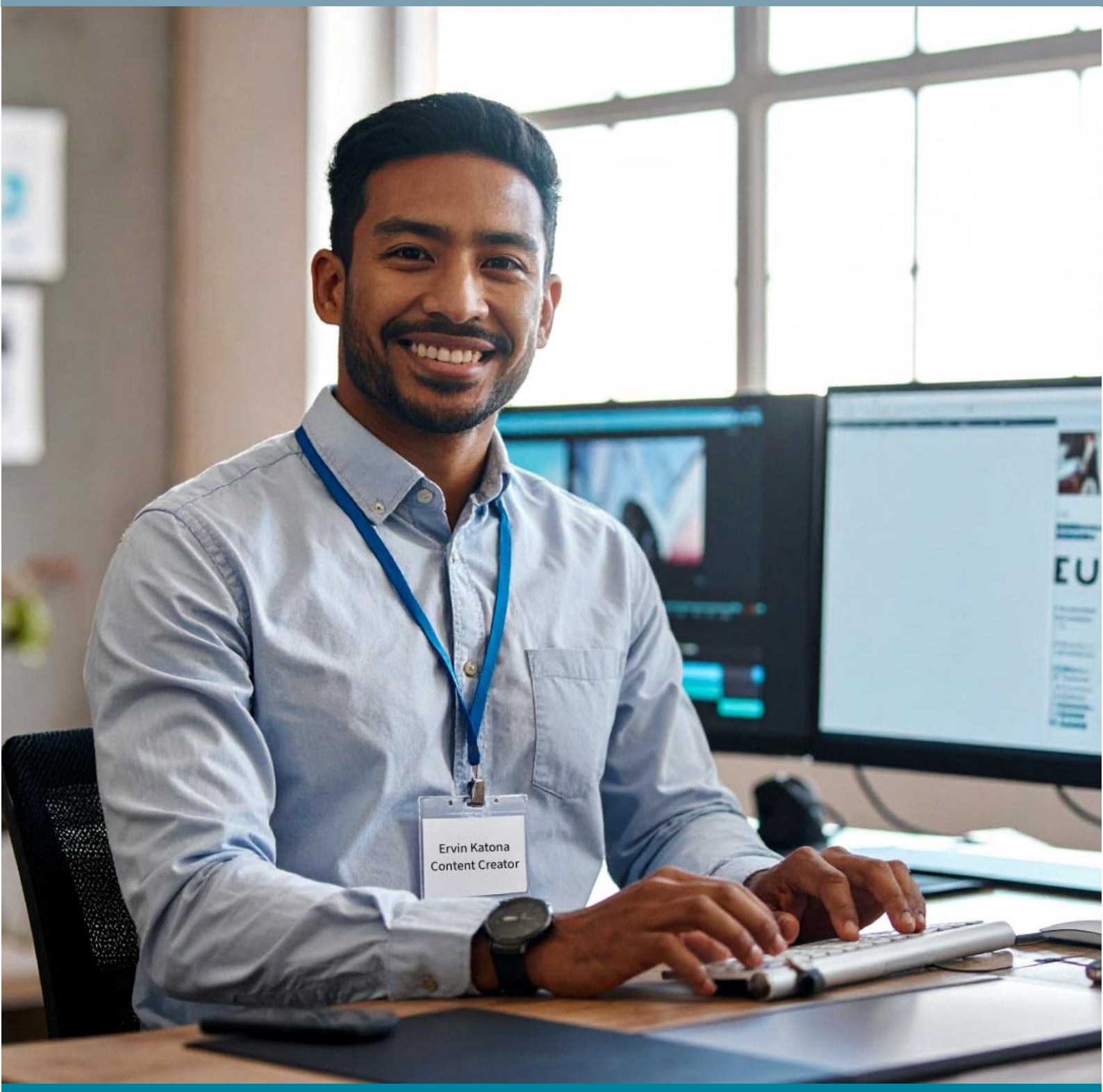
Level 3 Content Creator (Reformed)

Apprenticeship Assessment Specification



AIMASSESSMENT

www.aimgroup.org.uk

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 which can be accessed by contacting AIM directly.

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 https://skillsengland.education.gov.uk/apprenticeships/st0105-v2-0 for up to date information on the apprenticeship standard and the assessment plan.

Version number	Version code	Date	Description	Checked by (date)
1	CCreformed/SP/001/V1/140826/LC	13.07.26	Newly created Off the job requirements updated, pg. 5 – LC 13.11.26	06.10.26 MP

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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 and Assessment 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, apprenticeship assessment organisation responsible for an apprentice's summative assessment to ensure they can do the job for which they have been 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 apprenticeship assessment organisation we assess apprentices' knowledge and skills learnt throughout their apprenticeship.

The assessment is taken when the apprentice's employer and training provider are satisfied that the apprentice is ready. If the apprenticeship assessment is successful, an apprenticeship certificate is issued by the Department for Education (DfE). 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 outcome.

2. Why choose AIM for your Apprenticeship Assessment?

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 and knowledge.
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 AIM and the training provider/employer to ensure the assessment meets everyone's needs.

3. Standard summary

Standard name	AIM Qualifications Level 3 Content Creator Apprenticeship Assessment
ST code	ST0105 Reformed
Role profile of the apprenticeship	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. Typical job titles include: Content assistant, Content creator, Content producer, Junior content producer, Multimedia executive, Social media assistant, Social media co-ordinator, Social media executive.
Duration	Typically 15 months, but must be at least eight months
Apprenticeship process	Apprentices will spend a minimum of 348 hours off-the-job, learning with a training provider, college, or with their employer. After at least six months on programme/in-learning, the apprentice can begin their apprenticeship assessment to check they have the knowledge and skills (KSs) required for this role. This assessment will be conducted by AIM's specialist apprenticeship assessors.
Assessment outcomes	All the core assessment outcomes must be met by each apprentice.
Apprenticeship assessment readiness requirements	Apprentices must have satisfied the following before they can be deemed as being ready for apprenticeship assessment: ▪ Been on programme/in learning for **at least six months** ▪ Employer confirmation that the apprentice is ready to undertake their apprenticeship assessment ▪ Submitted and had approved, a project proposal.
Assessment methods	▪ **Assessment method one (AM 1):** Project ▪ **Assessment method two (AM 2):** Portfolio ▪ **Assessment method three (AM 3):** Question and answer AM 1 will be combined with AM 3 to make up approximately 50% of the overall grade, and AM 2 will also be combined with AM 3, to make up the remaining 50% (approximate) of the overall grade.

<table>
<tr><td>Overall grading</td><td>Grading that is achievable for this standard:
<table>
<tr><th>AM 1 + AM 3</th><th>AM 2 + AM 3</th><th>Overall</th></tr>
<tr><td>Fail</td><td>Fail</td><td>Fail</td></tr>
<tr><td>Pass</td><td>Fail</td><td>Fail</td></tr>
<tr><td>Fail</td><td>Pass</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></td></tr>
<tr><td>Appeals</td><td>The AIM Results and Appeals Policy can be viewed on the AIM website here: AIM Policies and Procedures</td></tr>
<tr><td>Reasonable adjustments</td><td>AIM can make reasonable adjustments to the way that an apprentice is assessed during their apprenticeship assessment, 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</td></tr>
<tr><td>Gateway to completion</td><td>After the completion of the apprenticeship assessment, apprentices will only receive their certificate if the following have been met:
Achieved at least a pass grade
Confirmation from the employer that the apprentice has achieved the workplace behaviours requirements
For apprentices aged 16 to 18 years old when they were registered on the apprenticeship - achieved English and Maths at a minimum of level 2
For apprentices who were 19 or older when they were registered on the apprenticeship, evidence of attempting English and Maths at a minimum of level 2 rather than absolute achievement is required.</td></tr>
<tr><td>Results</td><td>AIM anticipates the release of results within 15 working days after the apprentice’s final assessment.</td></tr>
<tr><td>Preparation and support</td><td>Before apprenticeship assessment, 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.</td></tr>
</table>

4. Assessment methods

Assessment method one (AM1): Project	
Summary of the assessment: The apprentice will complete a work based project and produce an associated report, after their project proposal has been approved by AIM. The assessment of the report will be combined and assessed holistically with AM3, whereby the questions and answers will be based on the outcome of the project report.	
Components	Component one: Project – can be based on a project completed whilst in learning but the project must be completed before the report is submitted Component two: Project report (only the report will be assessed and not the delivery of the project itself)
Timings/duration	Five weeks to complete and submit the report to AIM Report can be a maximum of 2,500 words, not including photos, videos, diagrams or appendices
Submission requirements	Report and report mapping grid submitted after a maximum of five weeks from receiving the project proposal approval confirmation from AIM.
Grading for this assessment method	This standard is assessed holistically across all assessment methods. Fail Pass Distinction
Assessment preparation and support from AIM	For the assessment, AIM will provide detailed guidance and preparation documents, which are available upon contracting with AIM. AIM also runs apprentice clinics to support the employer and apprentice.

Assessment method two (AM2): Portfolio	
Summary of the assessment: Apprentices will compile a portfolio of work-based evidence whilst in-learning.	
Components	Component one: Portfolio
Timings/duration	A maximum of 12 pieces of evidence
Submission requirements	Must be submitted with an accompanying portfolio mapping grid at least two weeks before the agreed assessment date of **AM 3**
Grading for this assessment method	This standard is assessed holistically across all three assessment methods. 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 three (AM3): Question and answer	
Summary of the assessment: This will be based on the project report from assessment method one, and the portfolio from assessment method two. It will be used to clarify any areas which require additional depth or further exploration.	
Components	Component one: Question and answer used to cover any grading criteria gaps in the project report (**AM 1**) and the portfolio (**AM 2**)
Timings/duration	A minimum 60 minutes and a maximum of 90 minutes. The distribution of the time will be determined by the outcome of AM 1 and AM 2
Submission requirements	NA
Grading for this assessment method	This standard is assessed holistically across all assessment methods. Fail Pass Distinction
Assessment preparation and support from AIM	For the assessment, AIM will provide detailed guidance and preparation documents, which are available upon contracting with AIM. AIM also runs apprentice clinics to support the employer and apprentice.

5. Grading criteria/KSs

During their apprenticeship assessment, apprentices are assessed against the grading criteria which is underpinned by the knowledge and skills (KSs) which have been attained during the on-programme period. The grading criteria have been designed by AIM and are based on the performance descriptors and the KSs in the assessment plan for this standard **https://skillsengland.education.gov.uk/apprenticeships/st0105-v2-0** - [accessed: 14/08/2026].

Grading criteria

Assessment methods one and three: Project and Question and answer		
Assessment outcomes and KSs	**Pass grading criteria - Apprentices must demonstrate all of the pass descriptors in order to achieve a pass**	**Distinction grading criteria - Apprentices must demonstrate all of the pass descriptors and all of the distinction descriptors in order to achieve a distinction**
AO1: Content Planning and Strategy **K2***, **K4**, K20, K22, K24 **S1**, **S2**, S14, S18, S21	**P1.1** - Interprets the brief accurately, identifying key: ▪ aims that inform content planning decisions ▪ requirements that inform content planning decisions ▪ priorities that inform content planning decisions. **P1.2** - Explains the importance of these requirements in relation to their influence	NA

Assessment methods one and three: Project and Question and answer		
Assessment outcomes and KSs	**Pass grading criteria - Apprentices must demonstrate all of the pass descriptors in order to achieve a pass**	**Distinction grading criteria - Apprentices must demonstrate all of the pass descriptors and all of the distinction descriptors in order to achieve a distinction**
	against the set priorities of the campaign/project. **P2.1** - Uses relevant sources of information to research: ▪ concepts or approaches ▪ creative ideas. **P2.2** - That meet the requirements of the brief. **P6.1** - Analyses the differences between audiences through the use of: ▪ audience segmentation techniques ▪ meaningful data ▪ user journey or customer journey mapping. **P6.2** - To inform: ▪ content planning ▪ engagement approaches. **P8.1** - Selects appropriate channels or platforms. **P8.2** - Plans content delivery activities against required: ▪ schedules ▪ timelines. **P10.1** - Explains production workflow processes. **P10.2** - Operates effectively within those workflows to meet: ▪ production timescales ▪ organisational requirements.	**D1.1** - Evaluates research findings. **D1.2** - Uses insights to justify a **well-informed** and **effective** content approach. **D4.1** - Evaluates: ▪ audience segments to justify: ▫ tailored content for different audience groups ▫ engagement strategies for different audience groups ▪ behaviours to justify: ▫ tailored content for different audience groups ▫ engagement strategies for different audience groups ▪ user journeys to justify: ▫ tailored content for different audience groups ▫ engagement strategies for different audience groups. **D5.1** - Justifies: ▪ channel/platform selection using: ▫ audience evidence ▫ campaign evidence ▫ operational evidence ▪ delivery schedules using: ▫ audience evidence ▫ campaign evidence ▫ operational evidence. **D6.1** - Anticipates workflow challenges. **D6.2** - Identifies workflow risks, adapting own activities to maintain: ▪ required quality of content ▪ delivery of content to deadlines.

Assessment methods one and three: Project and Question and answer		
Assessment outcomes and KSs	**Pass grading criteria - Apprentices must demonstrate all of the pass descriptors in order to achieve a pass**	**Distinction grading criteria - Apprentices must demonstrate all of the pass descriptors and all of the distinction descriptors in order to achieve a distinction**
AO2: Content Creation and Production **K14***, **K16**, **S8**, S9, **S11**,	**P12.1** - Produces written content that is: ▪ accurate ▪ accessible ▪ inclusive. **P12.2** - Applying appropriate: ▪ grammar conventions for the intended **audience**, **platform** and **device** ▪ punctuation conventions for the intended **audience**, **platform** and **device** ▪ spelling conventions for the intended **audience**, **platform** and **device** ▪ language conventions for the intended **audience**, **platform** and **device**. **P15.1** - Applies production principles when creating or capturing: ▪ visual content ▪ audio content using appropriate: ▪ packages ▪ equipment.	**D8.1** - Produces consistently: ▪ accessible content that is appropriately adapted to meet the needs of diverse audiences ▪ inclusive content that is appropriately adapted to meet the needs of diverse audiences. **D8.2** - Whilst maintaining: ▪ clarity across **platforms** and **devices** ▪ accuracy across **platforms** and **devices** ▪ usability across **platforms** and **devices**. **D9.1** - Selects production techniques to produce outputs that meet identified: ▪ audience requirements ▪ content requirements. **D9.2** - Adapts production techniques to produce outputs that meet identified: ▪ audience requirements ▪ content requirements.
AO3: Audience Engagement and Project Delivery **K25** S15, **S16**, **S17**	**P18.1** - Engages appropriately with audiences through relevant channels. **P18.2** - Monitors: ▪ audience interactions ▪ user engagement. **P18.3** - Responds appropriately to audience needs or evolving circumstances. Recognises when issues or risks require escalation. **P19.1** - **Develops** and **maintains** effective professional working relationships with: ▪ clients ▪ colleagues ▪ suppliers. **P19.2** - Communicating appropriately to achieve project objectives. **P19.3** - Supporting collaborative working to achieve project objectives.	**D11.1** - Proactively manages audience engagement by analysing: ▪ audience interactions ▪ user experience. **D11.2** – Evaluates potential solutions in response to emerging issues or opportunities. **D11.3** - Makes justified decisions that improve engagement outcomes whilst mitigating risks. **D12.1** - **Builds** and **sustains** productive: ▪ professional relationships to: ▫ support improvements in project delivery ▫ resolve issues effectively ▪ networks to: ▫ support improvements in project delivery ▫ resolve issues effectively.

Assessment methods one and three: Project and Question and answer

Assessment outcomes and KSs	Pass grading criteria - Apprentices must demonstrate all of the pass descriptors in order to achieve a pass	Distinction grading criteria - Apprentices must demonstrate all of the pass descriptors and all of the distinction descriptors in order to achieve a distinction
AO4: Compliance, Data, and Quality Standards **S7***	**P21.1** - Interprets relevant data. **P21.2** - Considers its integrity. **P21.3** - Uses findings appropriately to inform: ▪ content decisions ▪ content development activities.	**D14.1** - Evaluates the: ▪ quality of data ▪ integrity of data ▪ limitations of data ▪ relevance of data. **D14.2** - Applies these findings to justify content: ▪ decisions ▪ recommendations.
AO5: Evaluation and Continuous Improvement	NA	NA

Assessment methods two and three: Portfolio and Question and answer

Assessment outcomes and KSs	Pass grading criteria - Apprentices must demonstrate all of the pass descriptors in order to achieve a pass	Distinction grading criteria - Apprentices must demonstrate all of the pass descriptors and all of the distinction descriptors in order to achieve a distinction
AO1: Content Planning and Strategy K1, K7, **K8, K9,** K21, K23 S3	**P3.1** - Explains the link between content creation and marketing objectives. **P3.2** - Identifies potential commercial drivers that influence content planning decisions. **P4.1** - Explains the principles of effective campaign planning. **P4.2** - Identifies: ▪ measurable outcomes that can be used to evaluate campaign performance ▪ success measures that can be used to evaluate campaign performance. **P5.1** – Outlines the importance of the following factors when planning content in response to a brief: ▪ brand requirements ▪ audience considerations ▪ brand guidelines **P5.2** – Explains how they have considered the following factors when planning content in response to a brief: ▪ brand requirements ▪ audience considerations ▪ branding guidelines	**D2.1** - Evaluates the relationship between commercial drivers and marketing objectives. **D2.2** - Justifying content planning decisions that support organisational goals. NA **D3.1** - Evaluates brand requirements. **D3.2** - Balances the following factors when making planning decisions: ▪ brand considerations ▪ audience considerations ▪ campaign considerations. **D3.3** - Justifies planning decisions where requirements compete.

Assessment methods two and three: Portfolio and Question and answer		
Assessment outcomes and KSs	**Pass grading criteria - Apprentices must demonstrate all of the pass descriptors in order to achieve a pass**	**Distinction grading criteria - Apprentices must demonstrate all of the pass descriptors and all of the distinction descriptors in order to achieve a distinction**
	P5.3 - Applies the following factors when planning content in response to a brief: ▪ brand requirements ▪ audience considerations ▪ branding guidelines. **P7.1** - Explains how communication styles can be adapted to suit different: ▪ audiences ▪ contexts. **P9.1** - Explains the: ▪ principles of: ▫ setting budgets for content production activities ▫ allocating resources for content production activities ▪ process of: ▫ setting budgets for content production activities ▫ allocating resources for content production activities.	NA NA
AO2: Content Creation and Production K10, K11, K12, **K13**, K15, K17, K18, K19 S4, S5, S6, S10, S12, S13	**P11.1** - **Produces** and **edits** copy or scripts that are appropriate to different: ▪ audiences ▪ purposes ▪ channels ▪ platforms. **P11.2** - Applying suitable **writing styles**, **tone of voice** and **persuasive techniques** where required. **P13.1** - Explains how the following factors influence content production decisions across different channels and platforms: ▪ audience behaviours ▪ platform characteristics ▪ communication styles. **P14.1** - Develops creative concepts that support further content development through the use of: ▪ visual aids	**D7.1** - Produces: ▪ persuasive copy or scripts that effectively support: ▫ audience engagement across different **channels** and **platforms** ▫ campaign objectives across different **channels** and **platforms** ▪ purposefully adapted copy or scripts that effectively support: ▫ audience engagement across different **channels** and **platforms** ▫ campaign objectives across different **channels** and **platforms**. NA NA

Assessment methods two and three: Portfolio and Question and answer		
Assessment outcomes and KSs	**Pass grading criteria - Apprentices must demonstrate all of the pass descriptors in order to achieve a pass**	**Distinction grading criteria - Apprentices must demonstrate all of the pass descriptors and all of the distinction descriptors in order to achieve a distinction**
	▪ pitches ▪ proposals ▪ storyboards ▪ outline scripts. **P14.2** - Communicates creative concepts that support further content development through the use of: ▪ visual aids ▪ pitches ▪ proposals ▪ storyboards ▪ outline scripts. **P16.1** - **Sources**, **prepares**, **adapts**, **organises** and **manages** media assets using appropriate industry: ▪ tools to support efficient content production and retrieval ▪ systems to support efficient content production and retrieval ▪ processes to support efficient content production and retrieval. **P17.1** - Explains how: ▪ web content is published ▪ search engine optimisation techniques can be used to improve: ▫ content discoverability ▫ search performance.	**D10.1** - Effectively manages media assets and anticipates and responds to potential issues with content, through **secure** and **systematic**: ▪ sourcing ▪ preparation ▪ adaptation ▪ adherence to organisation practices. NA
AO3: Audience Engagement and Project Delivery	NA	NA
AO4: Compliance, Data, and Quality Standards **K5, K6**, K29, K30	**P20.1** - Applies **legal**, **regulatory** and **organisational** requirements when: ▪ creating **content**, **media assets** and **data**, ensuring compliance with relevant legislation and organisational procedures ▪ sourcing **content**, **media assets** and **data**, ensuring compliance with relevant legislation and organisational procedures ▪ storing **content**, **media assets** and **data**, ensuring compliance with relevant legislation and organisational procedures	**D13.1** - Evaluates potential **legal**, **regulatory** and **data protection** risks associated with: ▪ content, applying informed judgement to: ▫ mitigate risks ▫ ensure compliance with organisational and legislative requirements ▪ media assets, applying informed judgement to: ▫ mitigate risks ▫ ensure compliance with organisational and legislative requirements ▪ data handling activities, applying informed judgement to:

Assessment methods two and three: Portfolio and Question and answer		
Assessment outcomes and KSs	**Pass grading criteria - Apprentices must demonstrate all of the pass descriptors in order to achieve a pass**	**Distinction grading criteria - Apprentices must demonstrate all of the pass descriptors and all of the distinction descriptors in order to achieve a distinction**
	▪ sharing **content**, **media assets** and **data**, ensuring compliance with relevant legislation and organisational procedures ▪ using **content**, **media assets** and **data**, ensuring compliance with relevant legislation and organisational procedures. **P22.1** - Explains how the following elements can influence **content creation** and **creative media activities**: ▪ organisational culture ▪ commercial pressures ▪ project deadlines ▪ structures ▪ regulation ▪ funding models ▪ organisational working practices.	▫ mitigate risks ▫ ensure compliance with organisational and legislative requirements. NA
AO5: Evaluation and Continuous Improvement K3, **K26, K27**, K28 **S19, S20**	**P23.1** - Uses available data to evaluate campaign performance against objectives. **P23.2** - Uses these findings to inform future decisions relating to: ▪ content ▪ channels, ▪ formats ▪ platforms. **P24.1** - Evaluates: ▪ content, identifying: ▫ lessons learned ▫ realistic opportunities for improvement in future content or campaign activity ▪ campaign activity, identifying: ▫ lessons learned ▫ realistic opportunities for improvement in future content or campaign activity. **P25.1** - Maintains awareness of: ▪ current: ▫ content tools ▫ platforms ▫ trends ▫ industry developments ▪ emerging:	**D15.1** - Analyses data from multiple relevant sources to identify factors influencing campaign performance. **D15.2** - Synthesises data from multiple relevant sources to identify factors influencing campaign performance. **D15.3** - Drawing justified conclusions that inform future: ▪ content decisions ▪ channel decisions ▪ campaign decisions. **D16.1** - Evaluates the significance of lessons learned. **D16.2** - Prioritises improvement opportunities. **D16.3** - Justifies recommendations based on their likely impact on future: ▪ campaign performance ▪ content performance. **D17.1** - Evaluates the potential impact of emerging industry developments on their role. **D17.2** - Proactively plans professional development activities that could potentially enhance future occupational:

Assessment methods two and three: Portfolio and Question and answer		
Assessment outcomes and KSs	**Pass grading criteria - Apprentices must demonstrate all of the pass descriptors in order to achieve a pass**	**Distinction grading criteria - Apprentices must demonstrate all of the pass descriptors and all of the distinction descriptors in order to achieve a distinction**
	▫ content tools ▫ platforms ▫ trends ▫ industry developments. **P25.2** - Uses continuing professional development planning to **identify** and **support:** ▪ current learning needs ▪ future learning needs. **P25.3** – Markets own skills and services in a professional manner.	▪ competence ▪ performance.

Knowledge and skills (KSs)

Knowledge
K1: The principles and process of setting a budget to produce content.
K2: The methods used to segment and understand core audiences and how to plan content for these.
K3: Availability of data and its use to inform decision making when identifying channels, formats and platforms for content creation.
K4: The end-to-end production workflow process for the organisation, the key stages, and own role within this
K5: The regulatory and legal requirements when using media assets such as copyright, intellectual property rights, GDPR, web accessibility and non-disclosure agreements.
K6: Personal and employer responsibilities regarding data protection and data sharing, the potential impact on a business and the regulations that cover this.
K7: How to identify the commercial drivers for a client/customer.
K8: The importance of brand, brand awareness, brand purpose, branding guidelines and the intended audience within a brief.
K9: Where content creation fits within a marketing strategy.
K10: How tone of voice can be adapted effectively to reflect the content.
K11: How audiences and their behaviours differ across channels and platforms and the different communication styles that could be used.
K12: How creative content can be used across multiple channels and platforms, and how the platform chosen affects the content production.
K13: The different styles of writing that can be used according to the type of content, channel and platform required.
K14: Correct use of grammar, punctuation, spelling and inclusive language.
K15: The principles of writing persuasive copy for a person or group or to raise brand awareness.

Knowledge
K16: The principles applied to create or capture visuals and audio when using standard packages and equipment.
K17: Where to source, adapt and edit content from.
K18: How to organise, structure and label content effectively, methodically and securely to enable efficient search and retrieval.
K19: How web pages are published and how the content can be optimised to ensure high rankings in search engine results.
K20: The importance of clearly articulating requirements and how this can influence priorities for a campaign.
K21: How communication styles can be adapted to suit different audiences.
K22: How to plan content delivery against the schedule.
K23: The principles for creating an effective campaign with measurable outcomes.
K24: The principles of mapping user journeys to ensure content is focused on maximising engagement.
K25: Ways/methods of engaging with audiences, how to respond to evolving situations, recognise potential threats/issues and when to escalate these.
K26: How to evaluate the success of the campaign against the objectives using available data.
K27: How to keep up to date with existing and evolving content tools, platforms, trends and talent.
K28: Approaches to managing and marketing own skills and services.
K29: The culture of the organisation in which they are working, the commercial pressures, project deadlines and organisational working practices.
K30: How the structures, regulation and funding of organisations affects creative media activities.

Skills
S1: Interpret the aims of the brief.
S2: Research ideas and concepts to meet the brief.
S3: Evaluate brand requirements and brand guidelines.
S4: Prepare a mood board or other visual aid for the content to be created.
S5: Present ideas, pitches and proposals for creative content to be further developed.
S6: Storyboard and outline script their ideas for content to be developed.
S7: Interpret data, consider its integrity and use it to inform content.
S8: Develop accessible written content for different platforms and devices.
S9: Apply best practice and inclusive language when creating content.
S10: Write and edit copy or scripts for use on different channels and platforms.
S11: Create or capture visuals and audio using standard packages and equipment.
S12: Source, obtain and prepare media assets for use; using industry standard packages to adapt and edit content.
S13: Use industry standard tools and content management systems to organise, structure and label content effectively, methodically and securely enabling efficient search and retrieval.

Skills
S14: Identify and recommend the platform/s or channel/s to use for the media campaign.
S15: Develop and maintain effective working relationships with clients, colleagues and suppliers, establishing and using professional contacts.
S16: Engage and respond with audiences through social media, adapting content to respond to evolving circumstances.
S17: Monitor user experience to ensure content is focused on maximising engagement.
S18: Analyse the differences between audiences using audience segmentation techniques and data.
S19: Use lessons learned to evaluate the success of the content and identify areas for improvement for future campaigns.
S20: Use continuing professional development planning to support own current and future training and development needs.
S21: Operate effectively within the production workflow to meet production timelines.

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 AIM, please contact us using the details below.

Tel: +44 (0)1332 224654

Enquiries: assessment@aimgroup.org.uk

More information can be found on: **https://www.aim-group.org.uk/apprenticeship-assessment/**