

## GUIDANCE NOTE

Issued: 1<sup>st</sup> October 2020

### Digital Marketer (ST0122)

#### END-POINT ASSESSMENT ADDITIONAL GUIDANCE ON SOME OF THE OCCUPATIONAL BRIEF COMPETENCY STANDARDS

The following guidance is designed to support End-Point Assessment Organisations (EPAOs) by providing some clarity to those parts of the occupational brief that have caused confusion or uncertainty when assessing and moderating apprenticeship work.

The table shows what the minimum expected requirements are for a pass on some of the criteria listed in the occupational brief and offers guidance on how this could be interpreted. Note that there are other criteria (competency standards) in the occupational brief and this table focuses on just those competency standards EPAOs felt needed further guidance.

This is indicative guidance only and represents an attempt to develop a shared understanding of how the competency standards can be interpreted.

<b>The What – what the apprentice has shown they can do</b>		
<b>Competency Standard</b>	<b>Minimum expected requirements for a pass</b>	<b>Guidance to aid understanding</b>
Customer service: responds efficiently to enquiries using online and social media platforms.	The apprentice must be able to demonstrate professionally responding to three different types of enquires over both social media and online platforms.	An enquiry asks for or requires action and the enquirer is a 'customer' (internal or external).  Apprentices should respond to the query on the same platform and we should acknowledge that different forms of Social Media platform and coming into more popular use (e.g. not just Twitter, LinkedIn and Facebook but also collaboration tools like Zoom or Teams). Increasingly, we are seeing the use of collaboration tools as live messaging methods for dealing with problems. Then there are tools like Viper Messenger and WhatsApp (using voice and text) to address issues, as well. There may well be other tools being used.

<p>Problem solving: applies <b>structured techniques</b> to problem solving, and analyses problems and resolves issues across a variety of digital platforms</p>	<p>The apprentice must apply 3 different techniques to problem solving and analysis over a variety of digital platforms.</p>	<p>Under COVID-19 restrictions, apprentices may be working from home, often self-directed and working on their own, and so may have to resolve problems in different ways. This may well mean asking for advice once apprentices have identified an appropriate source of advice.</p> <p>This means there may be a variety of naturally occurring evidence to record or discuss. This could include varieties of forms of evidence that show trial and error and brainstorming. It is important to identify the process (<b>structured techniques</b>) rather than just 'Googling it' as a set response. Apprentices should be sharing their thought process and methodology for problem solving.</p>
<p>Digital analytics: measures and evaluates the success of digital marketing activities</p>	<p>The apprentice can demonstrate that they have been able to measure success across two campaigns.</p>	<p>This may not just be measuring successful campaigns. Some campaigns may be less successful, or even, perhaps, fail. An effective measurement or evaluation may be to adjust or change the approach to increase effectiveness or success, or even to stop an ineffective campaign.</p>
<p>Interprets and follows:</p> <ul style="list-style-type: none"> <li>• latest developments in digital media technologies and trends</li> <li>• marketing briefs and plans</li> <li>• company defined 'customer standards' or industry good practice for marketing</li> <li>• company, team or client approaches to continuous integration</li> </ul>	<p>The apprentice must be able to demonstrate and <b>explain latest developments and tools</b> appropriate to their organisation.</p> <p>The apprentices should be able to define good customer and industry practice and attendance of continuous professional development.</p>	<p>Some businesses may be using outdated or legacy tools. However, these may remain the technologies in use by the employer.</p> <p>Apprentices may be able to suggest the <b>latest developments or tools</b> that could be used to enhance or update efficiency and performance. Suggesting or drawing attention to these may be as far as the apprentice advance any developments or newer technologies.</p>