



BCS Digital Industries Apprenticeship

Standard Specific Guidance for Training Providers

Level 3 Digital Marketer Apprenticeship

**Version 4.0
February 2019**

Change History

Any changes made to the project shall be clearly documented with a change history log. This shall include the latest version number, date of the amendment and changes made. The purpose is to identify quickly what changes have been made.

Version Number and Date	Changes Made
V1.0 June 2017	Document created
V2.0 February 2018	Competencies updated
V3.0 May 2018	Update to summative portfolio template – removal of typical evidence
V4.0 February 2019	Update to proficiencies following update to Assessor guide.

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Purpose of this Document

The purpose of this document is to provide useful information and suggested supporting documentation specific to the Digital Marketer Apprenticeship. It should be read in conjunction with the BCS General Guidance for Apprentices, Employers and Training Providers document and is designed to give training providers some tools to help them build their own programme from training plan through to end point assessment.

This guide will provide:

- supporting information around how to help the Digital Marketer apprentice meet and go beyond the standard;
- a number of useful documents to support the training provider in meeting their responsibilities in managing the apprenticeship from training plan through to the end point assessment;
- evidence checklists to help the training provider support the apprentice in completing their summative portfolio;
- a template for completing the employer reference.

Introduction

The BCS Level 3 Digital Marketer Apprenticeship is one of the suite of Digital Industries Apprenticeships that have been designed by the industry to address skills shortages and meet the ever changing needs of UK employers.

The General Guidance for Apprentices, Employers and Training Providers provides the broad view on how to run an apprenticeship programme to the BCS Digital Industries Standard. The collection of tables and templates contained within this document has been designed to give training providers the tools to build their programme and to assist them in helping apprentices and employers towards the successful completion of each element of the end point assessment.

The areas where a training provider should be involved in ensuring a successful outcome to the apprenticeship are:

- mapping and assessing work against the standard;
- advising the employer and the apprentice on which knowledge modules, vendor or professional certificates and other relevant training and activities are most appropriate for their requirements, and agree a suitable training plan;
- assisting the apprentice with applying knowledge in the workplace;
- acting as an advisor to the apprentice and the employer to ensure the programme remains on track and any concerns are addressed;
- helping the apprentice to select evidence for their summative portfolio;
- supporting the apprentice through the synoptic project;
- confirming the apprentice's readiness for the end point assessment.

The following series of checklists can be used by the training provider to help manage the process through to completion. Training providers may substitute their own processes and documentation as they see fit in order to effectively manage their key areas of responsibility as set out above.

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The Digital Marketer Apprentice

The primary roles of a digital marketer are to:

- define, design, build and implement digital campaigns across a variety of online and social media platforms;
- to drive customer acquisition, customer engagement and customer retention.
- have responsibility for some of the straightforward elements of the overall marketing plan or campaign;
- work to marketing briefs and instructions.

Job titles may be different across different organisations so the role may also be referred to as digital marketing assistant, digital marketing executive, digital marketing co-ordinator, campaign executive, social media executive, content co-ordinator, email marketing assistant, SEO executive, analytics executive, digital marketing technologist.

Business Proficiencies

The proficiencies that should be demonstrated by an apprentice in Digital Marketer are listed below.

Business skills

The apprentice can:

- demonstrate an analytical and systematic approach to issue resolution;
- demonstrate effective communication skills;
- contribute fully to the work of teams;
- appreciate the wider business context, and how their role relates to other roles and to the business of the employer or client.

Complexity

The apprentice can:

- performs a range of work, sometimes complex and non-routine, in a variety of environments;
- applies a methodical approach to issue definition and resolution.
- undertakes all work in accordance with agreed safety, technical and quality standards, using appropriate methods and tools.

Autonomy

The apprentice can:

- work under general direction;
- determine when issues should be escalated to a higher level.

Influence

The apprentice:

- has working-level contact with customers, suppliers and partners.

Knowledge standards, technical competence and behaviour and relationship standards

Tables 1, 2 and 3 contain details of the topics that the training provider may decide to cover in their development plans and scheduled work activities in order to stretch the apprentice.

Table 1 – Digital Marketer – Knowledge Standards

The knowledge standards define learning that must take place during the apprenticeship, **both through the activities and the apprentice’s own independent learning**. The additional learning outcomes detailed in the table show how a training provider can stretch the apprentice’s learning beyond the requirement as set out in the occupational brief. However, it is important to remember that stretching the apprentice in this way will only have a bearing on their final grading if the impact is demonstrated through their competence in the end point assessment. These knowledge standards, therefore, show the additional learning that may support the apprentice in improving their overall competence. Technical knowledge and understanding is assessed throughout the apprenticeship through a combination of Ofqual regulated knowledge modules and specified vendor and professional qualifications. These must be passed before the end point assessment can take place.

Knowledge standard	Expected requirement	Suggested learning outcomes to meet the standard and stretch the apprentice to exceed the minimum requirement
Understands the principles of coding.	<p>Understands and has an appreciation of logic</p> <p>Understands, has an awareness of and recognises languages such as HTML / Java</p> <p>Understands the compatibility of code on different platforms</p> <p>Understands the components involved to make the Web work</p>	<p><u>Appreciation of Logic</u> Understand the basics of logic in computation and of logic gates.</p> <ul style="list-style-type: none"> • And • Or • Not <p><u>Programming Languages</u> Identify the key characteristics and applications of the following programming languages:</p> <ul style="list-style-type: none"> • Hypertext Markup Language (HTML) • JavaScript (JS) • Java 3 <p><u>Interaction and Compatibility of Code on Different</u> Memorise the LAMP (Linux, Apache, MySQL, and PHP) and XAMPP stack. Describe the associated code compatibility with using alternative proprietary web stacks.</p> <p>Discuss how the following file formats that can be shared across multiple digital platforms and issues that arise around compatibility:</p> <ul style="list-style-type: none"> • PDF • HTML • Image (GIF, JPG, PNG)

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		<ul style="list-style-type: none"> • Video; Mpeg • Audio; MP3 <p>Describe each stage required to generate or commission code. What considerations will be required to ensure code capability across multiple devices and the associated infrastructure limitations.</p> <ul style="list-style-type: none"> • Social media platforms feeds (called widgets) used on a new digital solution. • Creating and protecting feeds (using API keys) for use by other organisations. <p><u>Web components</u></p> <p>Define the terminology for the following key internet protocols that enable the web to work:</p> <ul style="list-style-type: none"> • Hypertext Transfer Protocol (HTTP) • Hypertext Transfer Protocol Secure (HTTPS) • Transport Layer Security and Secure Sockets Layer (TLS / SSL) <p>Discuss the purpose of the following:</p> <ul style="list-style-type: none"> • Web and application server • Hosting and serving • Relational database management systems • Content management systems <p>Describe the purpose of a web client; browsers and applications.</p> <p>Describe how Search Engines operate in regard to the following:</p> <ul style="list-style-type: none"> • How mark-up languages render hyperlinks • How the web crawler work • Displaying of search results • Factors that affect search engine optimization (SEO) <p>Explain the differences between a static and dynamic website.</p> <ul style="list-style-type: none"> • Written in code • Written scripting language
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		<p>Describe how local (cookies) or session data storage is utilised to share information for standard digital features.</p> <ul style="list-style-type: none"> • forms • checkout • registration <p>Identify the key roles of the following Web technologies governance groups.</p> <ul style="list-style-type: none"> • World Wide Web Consortium (W3C) • Internet Engineering Task Force (IETF)
<p>Understands digital marketing principles, strategies and techniques.</p>	<p>Understands the seven principles of marketing during the marketing lifecycle</p> <ul style="list-style-type: none"> • Product • Place • Price • Promotion • Packaging • People • Positioning <p>Understands product awareness</p>	<p>Define components of the marketing mix:</p> <ul style="list-style-type: none"> • Product; • Place; • Price; • Promotion; • People; • Process; • Physical evidence. <p>Demonstrate an understanding of the digital marketing mix by applying it to a product or service.</p> <p>Explain each of the stages of the product lifecycle:</p> <ul style="list-style-type: none"> • Introduction; • Growth; • Maturity; • Decline.
<p>Understands the role of customer relationship marketing</p>	<p>Understands the benefits, limits and constraints of relationship marketing</p> <p>Understand how to create a campaign that appeals to a target audience (consider all elements, picture,</p>	<p>Define what is meant by ‘relationship marketing’.</p> <p>Explain the benefits, limits and constraints of relationship marketing.</p> <p>Describe the process of creating a targeted digital marketing campaign taking into account:</p> <ul style="list-style-type: none"> • Market Research and Competitor SWOT Analysis; • Smart Objectives and Goals;

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	infographics, presentations, videos and the next innovative new thing!)	<ul style="list-style-type: none"> • Audience Setting and Value Proposition; • Channel Strategy; • Implementation; • Budgeting. <p>Identify the digital content that you would include in your digital marketing campaign:</p> <ul style="list-style-type: none"> • Pictures; • Videos; • Infographics; • Presentations; • Polls; • e-books; • Animations; • Live streaming.
Understands how teams work effectively to deliver digital marketing campaigns and can deliver accordingly	<p>Understands own role and where they fit into shared objectives and the wider team</p> <p>Understands ways of influencing the team</p> <p>Understands how the team can be influenced by you</p> <p>Understands the importance of working cohesively and not in isolation</p>	<p>Define the roles and responsibilities in a digital marketing team:</p> <ul style="list-style-type: none"> • Marketing Manager; • Campaign Manager; • Technical Specialist; <ul style="list-style-type: none"> - SEO - Web Developer - Pay Per Click • Content Manager; <ul style="list-style-type: none"> - Copywriter - Designer • Social Media Manager; <ul style="list-style-type: none"> - Community • Data Analyst. <p>Identify ways in which you could influence the team in the planning of the campaign.</p> <p>Explain the importance of working cohesively and not in isolation</p>
Understands and can apply the customer lifecycle	Understands the acquisition process and appreciation of different channels of clients	<p>Describe the different acquisition process for different channels of clients:</p> <ul style="list-style-type: none"> • Website; • Email;

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	<p>Understands audience engagements across all platforms and social channels and what works and what does not for the different audience types.</p> <p>Understands market segmentations</p> <p>Understands and has awareness of B to B relationships</p> <p>Understands and has awareness of B to C relationships</p> <p>Understands and recognises key pinch points in that life cycle journey</p> <p>Understands the importance of new leads, existing customers and repeat customer</p>	<ul style="list-style-type: none"> • Social media; • Events; • Print; • Recommendation; • Display; • Pay Per Click; • Natural search. <p>Explain how to generate engagement from different types of audiences / clients across different digital channels.</p> <p>Identify different audience types for a product / service and give recommendations for good and bad practice for communicating and engaging with each.</p> <p>Explain the key market segmentation strategies of:</p> <ul style="list-style-type: none"> • Geographic; • Demographic; • Behavioural; • Psychographic. <p>Identify the differences between Business to Consumer (B2C) and Business to Business relationships (B2B).</p> <p>Explain the different stages of the customer lifecycle:</p> <ul style="list-style-type: none"> • Reach; • Acquisition; • Conversion; • Retention; • Loyalty. <p>Explain the importance to a business of new leads, existing customers and repeat customers:</p> <ul style="list-style-type: none"> • Business development; • Lifetime value (LTV) / customer lifetime value (CLTV);
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		<ul style="list-style-type: none"> • Customer retention; • Key pinch points / moments of truth.
Understands the main components of Digital and Social Media Strategies	<p>Understands how digital and social media strategies fit together to achieve business objectives</p> <p>Understands how and why you would check the original brief and analyse if this has been met and whether expectations have been exceeded</p> <p>Understands the difference in audience</p> <p>Understands how everything dovetails - sales slant</p> <p>Has awareness of the different uses within the organisation (Buying, Sales, Distribution and Customer Sales) and what it means for you</p> <p>Understands the importance of click through rate</p> <p>Understands the components of business needs to interact with audience</p> <p>Understands the products/services that are</p>	<p>Identify the key types of digital marketing strategies and how to align them to different audiences:</p> <ul style="list-style-type: none"> • Channel (online / offline); • Content; • Target audience; • Inbound (pull) / outbound (push) marketing. <p>Describe how digital and social media strategies align to business objectives.</p> <p>Explain how to check that a brief has been met and why this is important to review against the expectations.</p> <p>Describe the importance of clearly defined dependencies within a digital marketing strategy.</p> <p>Explain the different functions within an organisation and how they affect digital and social media marketing:</p> <ul style="list-style-type: none"> • Sales; • Distribution; • Customer service / operations; • Finance; • Research and development (R&D); • IT; • Marketing. <p>Define realtime data and explain how and when to respond to positive and negative comments.</p> <p>Explain the role of blogs and articles in increasing website traffic:</p> <ul style="list-style-type: none"> • New content; • Web indexing; • Linking opportunities;

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	<p>being sold to enable the right type of social media and communication to be used</p> <p>Understands the different audiences e.g. advertisers and readers – and the segmentation of audiences</p> <p>Understands real-time data – positive and negative comments and when to respond</p> <p>Understands how to communicate effectively to different segments</p> <p>Understands the importance of the company reputation</p> <p>Understands why blogs and articles are pivotal to the success of your website and increase traffic</p>	<ul style="list-style-type: none"> Increasing keywords. <p>Demonstrate the alignment of products / services with social media communications.</p> <p>Define click-through-rate and explain the importance of measuring it.</p> <p>Explain how to manage and monitor the online reputation of a company.</p>
<p>Understands the principles of all of the following specialist areas: search marketing, search engine optimisation and Pay-Per-Click, e mail marketing, web analytics and metrics, mobile apps and understands how these can work together</p>	<p>Understands how to schedule a series of social media posts</p> <p>Understands how to and why you create a new piece of content on the website</p> <p>Understands how and why you would create a Google adword campaign</p>	<p>Summarise and explain how to schedule a series of social media posts:</p> <ul style="list-style-type: none"> Facebook; Twitter; Instagram; LinkedIn. <p>Explain how to and why a new piece of content on a website is created.</p> <p>Understand the importance of relevant keywords and keyword-rich content for:</p> <ul style="list-style-type: none"> Search marketing;

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	<p>Understands the power of key words – rich content</p> <p>Understands what tools are available, which are appropriate, how to use the different tools – be proactive to read, learn practice and apply</p> <p>Understands the different types of CRMs and their appropriate use</p>	<ul style="list-style-type: none"> • SEO; • Email marketing. <p>Explain why and how a Google AdWords campaign is created.</p> <p>Explain how to use the different types of tools and explain when it would be appropriate to use them.</p> <ul style="list-style-type: none"> • Analytics and scheduling tools; • Email marketing tools; • CRM tools; • Search marketing tools; • Mobile apps. <p>Describe the use of different types of Customer Relationship Management systems (CRMs).</p> <ul style="list-style-type: none"> • Analytical; • Operational; • Collaborative; • Social. <p>Recognise common CRM features:</p> <ul style="list-style-type: none"> • Contact management; • Customer support; • Email marketing; • Marketing automation.
<p>Understands the similarities and differences, including positives and negatives, of all the major digital and social media platforms</p>	<p>Understands the positives and negatives of all platforms including: Associated costs Risks What works for the brands' competitors Competition Audience</p> <p>Understands different channels – culture – be able to choose depending on</p>	<p>Summarise the positives and negatives of all major digital and social media platforms (Facebook, Twitter, Snapchat, Google+, Google Search, Instagram, LinkedIn, Pinterest, Flickr, YouTube, Vimeo, Spotify, SoundCloud, Apple Music, Blogger, Tumblr, WordPress, Reddit):</p> <ul style="list-style-type: none"> • Associated costs: <ul style="list-style-type: none"> ○ Licenses; ○ Subscriptions; ○ Resourcing. • Risks to users and platform owners:

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	<p>resources – key channels rather than spread yourself thin to do everything</p> <p>Understands the strengths and weaknesses of digital and social media platforms</p>	<ul style="list-style-type: none"> ○ Customer data; ○ Technology and Functionality; ○ Mobile technology to create and broadcast content; ○ Popularity and Trends; ○ User generated content; ○ Access and editing permissions. ● What works for the brand’s competitors: ○ Analysing competitors’ online marketing activity. ● Competition: ○ Benchmarking, including in the context of social media; ○ Public or private benchmarking data. ● Audience: ○ Difference in audience types for the different platforms; ○ Segmentation of audiences. <p>Identify and explain the key digital marketing channels that can be used across the major digital and social media based on culture and resource availability:</p> <ul style="list-style-type: none"> ● SEO; ● Social Media; ● Content; ● Email; ● Natural Search; ● Website; ● Display; ● Pay Per Click. <p>Identify and explain the key strengths and weaknesses of all the major digital and social media platforms (Facebook, Twitter, Snapchat, Google+, Instagram, LinkedIn, Pinterest, Flickr, YouTube, Vimeo, Pandora, Spotify, SoundCloud, Apple Music, Blogger, Tumblr, WordPress, Reddit).</p>
<p>Understands and responds to the business environment and business issues related to digital marketing and customer needs</p>	<p>Understands how the team works</p>	<p>Summarise the characteristics of how a digital marketing team works in a business environment:</p> <p>Creative – producing content and branding.</p> <p>Community management – moderation and publishing content.</p> <p>Data analysis and reporting – analysing data, reporting.</p>

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	<p>Understands what your audience is searching for and plan valuable content Understands SEO – the best way to promote and link content</p> <p>Has knowledge of latest developments - industry changes - Blogs awareness</p> <p>Understands “The rules” of social media – participation – connection – conversions – community – be able to listen to your market place</p> <p>Understands that the more valuable the content is, the more likely it is to be shared</p>	<p>Marketing Management – engaging with clients, agencies, colleagues and internal stakeholders.</p> <p>Summarise and explain how to plan valuable digital content based on the needs of the audience and their searching habits.</p> <ul style="list-style-type: none"> • Key words, search analytics; • Segmentation, personalisation; • Compelling and engaging content; • Content Media. <p>Explain the characteristics of SEO and the best way to promote and link content.</p> <ul style="list-style-type: none"> • Quality and relevance; • Backlinks, link authority, link diversity; • Mobile optimisation; • Technical functionality, HTTPS, pop ups, headings. <p>Recognise and explain how to find the latest developments in the industry and likely sources of information. Blogs; Social media; Finding and studying data-driven analysis.</p> <p>Summarise and explain “The Rules” of social media and the importance of listening to your marketplace, considering:</p> <ul style="list-style-type: none"> • Participation <ul style="list-style-type: none"> ○ Etiquette; ○ Terms of Service / Terms of Use; ○ Social network’s own brand guidelines. • Connection <ul style="list-style-type: none"> ○ Reach’ and impressions; ○ Engagement through likes. • Conversions <ul style="list-style-type: none"> ○ Conversion tracking from social media ads. • Community <ul style="list-style-type: none"> ○ Moderation policy
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<p>Understands and follows digital etiquette</p>	<p>Understands how to communicate effectively when using digital channels</p> <p>Understands different types of audience</p> <p>Understands the norms and “manners” for each technology</p> <p>Understands the importance of brand and the damage that can be done when it is inconsistent</p> <p>Understands hash tag nuances – capsule on Instagram</p> <p>Understands copyright (credit to images)</p> <p>Understand different styles of content communication</p> <p>Has an awareness of social selling – although you are not part of sales term, are not hard selling, you are selling by building relationships through conversation</p> <p>Understands the different customers’ tone and culture</p>	<p>Explain the use of effective communication (tone of voice, optimisation of content and understanding audiences) using digital channels.</p> <ul style="list-style-type: none"> • Email; • Pay-per-click; • SEO; • Social; • Mobile. <p>Explain the different styles of content communication:</p> <ul style="list-style-type: none"> • Norms and manners for each technology. • Different types of audience taking into account customers’ tone and culture. • Acknowledgement of Copyright. <p>Understand the differences in the use of hash tags:</p> <ul style="list-style-type: none"> • What you can and can’t do. • Understand various uses of a hashtag: <ul style="list-style-type: none"> ○ Categorising content; ○ Filtering content; ○ Increasing visibility of content; ○ Branding content; ○ Measuring visibility of content. <p>Summarise and explain the importance of brand and the damage that can be done by inconsistent application.</p> <p>Recognise and explain how social selling can contribute to the sales process.</p> <ul style="list-style-type: none"> • Brand awareness; • Selling through social media; • Building relationships; • Conversations.
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<p>Understands how digital platforms integrate into the working environment</p>	<p>Understands the distinction between different digital platforms</p> <p>Has an understanding of competitors and customers use of digital platforms</p>	<p>Distinguish the different digital platforms in the context of their use in the working environment.</p> <ul style="list-style-type: none"> • Facebook, Snapchat, Google+, LinkedIn; • Twitter, Blogger, Tumblr, WordPress, Reddit; • Instagram, Pinterest, Flickr; • YouTube, Vimeo; • Pandora, Spotify, SoundCloud, Apple Music. <p>Explain the use of the digital platforms above by competitors and customers.</p>
<p>Understands and follows the required security levels necessary to protect data across digital and social media platforms</p>	<p>Understand why information security and its management are important for a digital service organisation</p> <p>Understand the key features of an organisation's information security policy and procedures and how these impact on ways of working</p> <p>Recognise sources of threat and risk to digital information and the potential impact</p> <p>Understands the main provisions of the Data Protection Act, Copyright, IP and consequences of data misuse</p> <p>Understands the precautions that should be taken when dealing with e mails, attachments and other</p>	<p>Explain why information security and its management are important for a digital service organisation.</p> <p>Recognise sources of threat and risk to digital information and the potential impact.</p> <ul style="list-style-type: none"> • Technical or non-technical: <ul style="list-style-type: none"> ○ Technical - WIFI eavesdropping, weak security architecture, malware (malicious software). ○ Non-technical - poor password management, phishing emails. ○ Internal and external to an organisation: <ul style="list-style-type: none"> ○ Internal - improper document destruction, social engineering, physical security weaknesses, poor information management. ○ External – environment. <p>Explain the key features of an organisation's information security policy and their impact on ways of working.</p> <p>Summarise the importance of following organisational policies and procedures relating to information security.</p> <p>Explain the main provisions of the Data Protection Act, Copyright and Intellectual Property and predict the consequences of data misuse.</p> <ul style="list-style-type: none"> • Intellectual Property Rights (IPR): <ul style="list-style-type: none"> ○ Restrictions on distribution of digital media. ○ Reproduction of books. ○ Use of materials or goods. ○ Copyright, trademarks and patents. • Eight principles of the Data Protection Act (DPA).

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	<p>internal and external documents</p> <p>Understands how to identify and escalate possible security incidents in a timely manner</p> <p>Understands procedures for access and identify management, including managing own passwords</p> <p>Understands precautions to be taken when printing, transporting or destroying information in different categories</p> <p>Understands the importance of following organisational policies and procedures relating to information security</p>	<ul style="list-style-type: none"> • Consequences of the breaches of the DPA. <p>Understand the precautions that should be taken when dealing with e-mails, attachments and other internal and external documents.</p> <p>Understand the precautions that should be taken when printing, transporting or destroying information in different categories:</p> <ul style="list-style-type: none"> • Physical security; • Data security; • Training. <p>Explain how to identify and escalate potential security incidents in a timely manner.</p>
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These expected requirements are met through the delivery of the BCS Ofqual regulated knowledge modules and vendor training courses, details of which are contained in the course syllabi.

Table 2 – Digital Marketer– Technical Competency Standards

The competency standards have been defined to demonstrate that the knowledge learnt has been applied in real work tasks, activities and projects in a business environment.

Competencies are assessed throughout the apprenticeship through a combination of the employer reference, the synoptic project and a summative portfolio completed by apprentices from records of the work activities in which they have been involved.

The training provider should assist the employer to identify suitable work tasks, activities and projects within the scope of their normal business activities for the apprentice to practice what they have learnt and to demonstrate the competencies below.

The BCS Apprenticeship is mapped to an internationally recognised skills framework and to work activities in which a digital marketer apprentice would be involved.

The following table sets out these competencies and the expected requirements against the work activities that might be demonstrated at and beyond the minimum expectation. The format is explained below:

Competency standard	Expected requirement	Work activities demonstrating the minimum expected level of competence
<i>This column contains the competency as it is listed in the apprenticeship standard.</i>	<i>This column shows the expected requirements listed in the occupational brief for a successful outcome.</i>	<p><i>This column shows recognised work activities that demonstrate that the apprentice is meeting the expected requirement.</i></p> <p><i>The apprentice should be able to demonstrate all of these activities.</i></p>

The Digital Marketer competency standard, requirements and activities demonstrating competence follow:

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Competency standard	Expected requirement	Work activities demonstrating expected level of competence
Written communication: applies a good level of written communication skills for a range of audiences and digital platforms and with regard to the sensitivity of communication.	The Apprentice must be able to demonstrate communicating across three different platforms to three different types of audience or customer segments, one of these should be a form of internal communication.	Contributes to the preparations of marketing materials such as brochures, advertising copy, mail-shots web pages, multi-media webcasts and articles for publication.

Competency standard	Expected requirement	Work activities demonstrating expected level of competence
Research: analyses and contributes information on the digital environment to inform short and long term digital communications strategies and campaigns.	The apprentice can take and interpret a given topic (for both long-and short-term strategies) and make a recommendation, and report on the summary of findings for each strategy.	Maintains records of marketing information such as company name, capabilities, product names and descriptions, company size, growth, market share, clients and prospects. Also, published market predictions, sources, trends and market sizes (primary research). Using internet and web material such as customer and competitor sites to gather market data, assists in market research in areas such as market needs and trends, customer satisfaction, sales performance, competition analysis and technology developments (secondary research).

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Competency standard	Expected requirement	Work activities demonstrating expected level of competence
<p>Technologies: recommends and applies effective, secure and appropriate solutions using a wide variety of digital technologies and tools over a range of platforms and user interfaces to achieve marketing objectives.</p>	<p>The apprentice can demonstrate the use of three digital technology tools over three differing platforms or user interfaces to meet the objectives.</p>	<p>Following agreed procedures, provides advice to users on systems, products and services which are available to them.</p>

Competency standard	Expected requirement	Work activities demonstrating expected level of competence
<p>Data: reviews, monitors and analyses online activity and provides recommendations and insights to others.</p>	<p>The Apprentice can demonstrate the awareness of two different tools to review, monitor and analyse online activity.</p> <p>The apprentice should be able to demonstrate how they have recommended and defined customer's trends and uses.</p>	<p>Carries out simple analysis of market data and produces reports.</p>

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Competency standard	Expected requirement	Work activities demonstrating expected level of competence
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.	Works with technical and non-technical customer representatives, at a working level, to determine needs and identify marketing and sales opportunities.

Competency standard	Expected requirement	Work activities demonstrating expected level of competence
Problem solving: applies structured techniques to problem solving, and analyses problems and resolves issues across a variety of digital platforms.	The apprentice must apply three different techniques to problem solving and analysis over a variety of digital platforms.	<p>Responds to service requests for support by providing information to fulfil requests or enable resolution. Applies client services standards to resolve or escalate clients' service problems within a specified area of responsibility.</p> <p>Provides assistance to users in a professional manner following agreed procedures for further help or escalation of request. Maintains accurate records of user requests, contact details and outcome. Provides feedback to users.</p>

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Competency standard	Expected requirement	Work activities demonstrating expected level of competence
Analysis: understands and creates basic analytical dashboards using appropriate digital tools.	The apprentice must be able to analyse data and create reports by selecting three appropriate tools.	Applies appropriate analysis methods and interprets the results.

Competency standard	Expected requirement	Work activities demonstrating expected level of competence
Implementation: builds and implements digital campaigns across a variety of digital media platforms.	The apprentice must be able to build and implement campaigns across at least three different digital media, including social media, platforms.	Participates in the organisation and staging of marketing events such as seminars, exhibitions, presentations and product launches.

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Competency standard	Expected requirement	Work activities demonstrating expected level of competence
Marketing Tools: applies at least two of the following specialist areas: search marketing, search engine optimisation, email marketing, web analytics and metrics, mobile apps and Pay-Per-Click.	The apprentice must be able to apply two of the listed analytic tools / approaches to demonstrate the discovery and evaluation of patterns in data for the purpose of understanding and optimising usage of a website.	Applies appropriate analysis methods and interprets the results.

Competency standard	Expected requirement	Work activities demonstrating expected level of competence
Digital Tools: uses digital tools effectively.	The apprentice must be able to apply and understand the latest and most effective tools to use in campaigns and demonstrate the use of three tools most appropriate to the business and audience.	Records work with appropriate documentation meeting the required standards, and uses suitable methods and tools.

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Competency standard	Expected requirement	Work activities demonstrating expected level of competence
Digital analytics: measures and evaluates the success of digital marketing activities.	The apprentice can demonstrate that they have been able to measure success across two campaigns.	Using internet and web material such as customer and competitor sites to gather market data, assists in market research in areas such as market needs and trends, customer satisfaction, sales performance, competition analysis and technology developments (secondary research).

Competency standard	Expected requirement	Work activities demonstrating expected level of competence
Industry knowledge: interprets and follows: <ul style="list-style-type: none"> - latest developments in digital media technologies and trends; - marketing briefs and plans; - company defined 'customer standards' or industry good practice for marketing - company, team or client approaches to continuous integration. 	<p>The apprentice must be able to demonstrate and explain latest developments and tools 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>	Using internet and web material such as customer and competitor sites to gather market data, assists in market research in areas such as market needs and trends, customer satisfaction, sales performance, competition analysis and technology developments (secondary research).

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Competency standard	Expected requirement	Work activities demonstrating expected level of competence
<p>Business Environment: Can operate effectively in their own business's, their customers' and the industry's environments.</p>	<p>The apprentice must be able to explain how to operate within their own business, their customers and across industry.</p>	<p>Works with technical and non-technical customer representatives, at a working level, to determine needs and identify marketing and sales opportunities.</p>

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Criteria for demonstrating Significantly higher competencies.		
Understands and applies a wide range of tools and methods <i>This must be in addition to the range of tools required for a pass and demonstrate solid breadth and depth of knowledge, application and purpose of the tools used.</i>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Accurately and appropriately applies and effectively implements the right tools and methods in a variety of different situations <i>These situations / tasks should show a wide range and breadth of situations and be in addition to normal day to day work</i>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
A sophisticated user - fully exploits the functionality/capability of the tools and methods <i>This must demonstrate solid breadth and depth of functionality, application and purpose of the tools selected. That they have researched and understood the rationale for use and not just taken directions from others in the selection.</i>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Extensive and deep understanding of different tools and methods and how and why they can be applied in different contexts <i>This must demonstrate breadth and depth of the tools selected, why they have been selected and their appropriateness for the different tasks and uses.</i>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Deals confidently and capably with a high level of interrelated and interdependent factors in their work <i>This should demonstrate a confident and consistent approach to all areas of their work (both mundane and interesting work). They should have a thorough understanding and appreciation of their reliance and actions on others work.</i>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Initial assessment (holistic summary of all evidence found)		
This competence has been demonstrated at the following level. Significantly higher = all 5 areas have been met Pass = all activities demonstrated in the What category, but not all 5 areas met for the significantly higher grade	<input type="checkbox"/> Significantly higher <input type="checkbox"/> Pass	

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Table 3 – Generic Behaviour and Relationship Standards

The behaviour and relationship standards have been defined to demonstrate that the apprentice applies the good behaviours and interpersonal skills that are needed in a business environment. Behaviours and business relationship skills are assessed throughout the apprenticeship through a combination of the employer reference, the synoptic project and a summative portfolio, which is completed by apprentices from records of the work activities in which they have been involved. The training provider could assist the apprentice by offering some additional soft skills training over and above their apprenticeship. The apprenticeship standard sets out the attributes required within the occupation brief, which can be accessed via the Apprenticeship section of www.bcs.org.

Behaviour and relationship standard	Expected requirement
Apprentices can demonstrate the full range of skills, knowledge and behaviours required to fulfil their job role.	Knows what skills, knowledge and behaviours are needed to do the job well Are aware of their own strengths in the job role, and any areas for improvement Appreciate who else is important, for them to do their job and fulfil the role effectively (e.g. colleagues, managers, other stakeholders) Are aware of potential risks in the job role (e.g. security, privacy, regulatory) Use personal attributes effectively in the role Understand how the job fits into the organisation as a whole.
Apprentices can demonstrate how they contribute to the wider business objectives and show an understanding of the wider business environment.	Understands the goals, vision and values of the organisation. Aware of the commercial objectives of the tasks/ projects they are working on. Understands their role in meeting or exceeding customers' requirements and expectations. Is in tune with the organisation's culture.
Apprentices can demonstrate the ability to use both logical and creative thinking skills when undertaking work tasks, recognising and applying techniques from both.	Logical thinking: <ul style="list-style-type: none"> • Recognises the conclusion to be reached; • Proceeds by rational steps; • Evaluates information, judging its relevance and value; • Supports conclusions, using reasoned arguments and evidence. Creative thinking: <ul style="list-style-type: none"> ○ Explores ideas and possibilities; ○ Makes connections between different aspects; ○ Embraces ideas and approaches as conditions or circumstances change.

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Behaviour and relationship standard	Expected requirement
<p>Apprentices can show that they recognise problems inherent in, or emerging during, work tasks, and can tackle them effectively.</p>	<p>Problem-solving:</p> <ul style="list-style-type: none"> • Analyses situations; • Defines goals; • Contributes to the development of solutions; • Prioritises actions; • Deals with unexpected occurrences.
<p>Apprentices can manage relationships with work colleagues, including those in more senior roles, customers / clients and other stakeholders, internal or external, and as appropriate to their roles, so as to gain their confidence, keep them involved and maintain their support for the task / project in hand.</p> <p>Apprentices can establish and maintain productive working relationships, and can use a range of different techniques for doing so.</p>	<p>Managing relationships:</p> <ul style="list-style-type: none"> • understands the value and importance of good relationships; • acknowledges other people's accomplishments and strengths; • understands how to deal with conflict; • promotes teamwork by participating. <p>Customer / client relationships:</p> <ul style="list-style-type: none"> • understands their requirements, including constraints and limiting factors; • sets reasonable expectations; • understands how to communicate with them in decisions and actions; • interacts positively with them; • provides a complete answer in response to queries (transparency, full disclosure). <p>Stakeholders:</p> <ul style="list-style-type: none"> • understands who they are and what their 'stake' is; • prioritises stakeholders in terms of their importance, power to affect the task and interest in it; • agrees objectives.

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Behaviour and relationship standard	Expected requirement
<p>Apprentices can communicate effectively with a range of people at work, one-to-one and in groups, in different situations and using a variety of methods.</p> <p>Apprentices can demonstrate various methods of communication, with an understanding of the strengths, weaknesses and limitations of these, the factors that may disrupt it, and the importance of checking other people’s understanding.</p>	<p>Intention / purpose:</p> <ul style="list-style-type: none"> • understands the purpose of communicating in a particular situation or circumstance (e.g. inform, instruct, suggest, discuss, negotiate etc.); • checks that the person / people with whom one is communicating also understand the purpose; • is sensitive to the dynamics of the situation; • is aware of anything that might disrupt the effectiveness of the communication (e.g. status, past history). <p>Method:</p> <ul style="list-style-type: none"> • understands the most appropriate method for the situation; • aware of the limitations of the chosen method, and the possible risks of miscommunication (e.g. ambiguity); • takes account of the affective dimensions of the method (e.g. body language, tone of voice, eye contact, facial expression etc.). <p>Execution:</p> <ul style="list-style-type: none"> • expresses self clearly and succinctly, but not over-simplifying; • checks that the other person / people understand what is being expressed; • takes account of the potential barriers to understanding (e.g. filtering, selective perception, information overload); • modifies the purpose and methods of communication during a situation in response to cues from the other person / people.

These attributes are difficult to measure and are subjective in nature so cannot actually guarantee that any greater level of competence or proficiency is being demonstrated. The BCS Apprenticeship is mapped to the Skills Framework for the Information Age (SFIA), an internationally recognised skills framework and to observable activities that a Digital Marketer apprentice working to the level of responsibility appropriate for the role should demonstrate. Accordingly, the proficiencies that should be demonstrated by an apprentice in Digital Marketer are shown below.

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Proficiency standard	Work activities demonstrating expected level of proficiency	Work activities demonstrating competence beyond the minimum expected
Business skills	<p>Demonstrates an analytical and systematic approach to issue resolution.</p> <p>Demonstrates effective communication skills.</p> <p>Contributes fully to the work of teams.</p> <p>Appreciates the wider business context, and how their role relates to other roles and to the business of the employer or client.</p>	<p>Selects appropriately from applicable standards, methods, tools and applications.</p> <p>Undertakes work that is more complex, more critical or more difficult.</p> <p>Demonstrates an ability to extend or enhance their approach to work and the quality of outcomes.</p> <p>Doesn't just solve the problem but explores all known options to do it better, more efficiently, more elegantly or better meet customer needs.</p> <p>Shows good project management skills, in defining problem, identifying solutions and making them happen.</p>
Complexity	<p>Performs a range of work, sometimes complex and non-routine, in a variety of environments.</p> <p>Applies a methodical approach to issue definition and resolution.</p> <p>Undertakes all work in accordance with agreed safety, technical and quality standards, using appropriate methods and tools.</p>	<p>Demonstrates a disciplined approach to execution, harnessing resources effectively.</p> <p>Drives solutions – with strong goal focused and appropriate level of urgency.</p>
Influence	<p>Has working level contact with customers, suppliers and partners.</p>	<p>Externally – works with customers, suppliers, and partners in a variety of situations.</p>

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Proficiency standard	Work activities demonstrating expected level of proficiency	Work activities demonstrating competence beyond the minimum expected
Autonomy	<p>Works under general direction.</p> <p>Determines when issues should be escalated to a higher level.</p>	<p>Actively works with others and leads by example.</p> <p>Internally – works alone, 1:1, in a team and with colleagues at all levels.</p> <p>Reads situation, adapts behaviours, and communicates appropriately for the situation and the audience.</p> <p>Can be trusted to deliver, perform and behave professionally, manages and delivers against expectations, proactively updates colleagues and behaves in line with the values and business ethics.</p>

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Digital Marketer Apprentice Templates

The following templates are designed to support the training provider, and will take them from training and development planning, through to the end point assessment readiness check. As with the tables above they can be used by the training provider to help them manage the process through to completion, although training providers may also substitute their own processes and documentation as they see fit in order to effectively manage their programme.

Digital Marketer Template 1 – Training and Development Plan

Apprentice details

Name	
ULN number	

Employer details

Contact name	
Company name	
Company address	

Training provider details

Contact name	
Company name	
Company address	

Role mapping against the Digital Marketer standard

For each area of technical and behavioural competence an overall evaluation should be provided on a three-point scale to show how often this competence is required during the normal work carried out by the employer:

- **critical** – this competence is applied most of the time;
- **desirable** – this competence is applied some of the time;
- **occasional** – this competence is rarely required.

This evaluation could form the basis of an ongoing review with the apprentice on a regular basis.

Workplace competence map

The template shows the type of activities that are identified in the apprenticeship standard for Digital Marketer as demonstrating the required competencies being applied in the workplace.

It is recognised that there are differences between the types of work carried out by different employers so this template provides the opportunity to include any other activity that demonstrates the apprentice’s competence during their normal duties.

The tables below could be used to make an evaluation of the apprentice’s work environment and detail the work activities that a competent apprentice should be able undertake. This activity should then lead to a discussion to identify any gaps with the employer and make a plan to redress the balance.

In the normal course of work, is the apprentice required to:	Critical	Desirable	Occasional
Written communication: applies a good level of written communication skills for a range of audiences and digital platforms and with regard to the sensitivity of communication.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Research: analyses and contributes information on the digital environment to inform short and long term digital communications strategies and campaigns.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Technologies: recommends and applies effective, secure and appropriate solutions using a wide variety of digital technologies and tools over a range of platforms and user interfaces to achieve marketing objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Data: reviews, monitors and analyses online activity and provides recommendations and insights to others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Customer service: responds efficiently to enquiries using online and social media platforms.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Problem solving: applies structured techniques to problem solving, and analyses problems and resolves issues across a variety of digital platforms.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Analysis: understands and creates basic analytical dashboards using appropriate digital tools.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Implementation: builds and implements digital campaigns across a variety of digital media platforms.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Marketing Tools: Applies at least two of the following specialist areas: search marketing, search engine optimisation, e mail marketing, web analytics and metrics, mobile apps and Pay-Per-Click.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Digital Tolls: Uses digital tools effectively.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Digital analytics: measures and evaluates the success of digital marketing activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Industry Knowledge: Interprets and follows: <ul style="list-style-type: none"> - latest developments in digital media technologies and trends; - marketing briefs and plans; - company defined 'customer standards' or industry good practice for marketing; - company, team or client approaches to continuous integration. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Business Environment: Can operate effectively in their own business's, their customers' and the industry's environments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Please add any other activities you think demonstrate the apprentice's competence in this area.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

What is your overall evaluation of the apprentice's opportunity to demonstrate the technical competencies in the employer's normal workplace environment?

Please continue on a separate sheet if required.

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Knowledge module training plan

The knowledge standards define learning that should take place during the apprenticeship, **both through the training provider activities and the apprentice’s independent learning**. The training provider should work with the employer to identify appropriate training for the apprentice to meet the requirements of the standard and the employer should identify opportunities within the scope of their normal business activities for the apprentice to demonstrate what they have learnt.

Knowledge and understanding will be delivered by a combination of BCS qualifications and vendor certifications in accordance with the Digital Marketer standard.

One recognised vendor or professional certification must be passed, which may be used to exempt one of the knowledge modules. Details of these, and the knowledge module that can be exempted, are contained in the standard. The training provider and the employer should agree which is best suited to their requirements.

Training plan – knowledge

BCS qualification	Selected Y/N	Vendor certification alternative chosen
BCS Level 3 Award in Principles of Coding		MTA HTML 5 CIW – Site Development Associate
BCS Level 3 Certificate in Marketing Principles		Google Squared CIM (CIM Level 4 award in Digital Marketing) Dot native CIW – Internet Business Associate
BCS Level 3 Certificate in Digital Marketing Business Principles		Google Analytics IQ CIM (CIM Level 4 award in Digital Marketing) CIW – Data Analytics CIA – Social Media Dot Native Google Squared

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Technical competence development plan

The following template may be used to describe how to ensure that the apprentice will be given the opportunity to demonstrate each of the required technical competencies stated in the Digital Marketer standard.

Competency requirement to meet the standard	How will this be ensured?	Responsibility (employer or training provider)?
Written Communication Applies a good level of written communication skills for a range of audiences and digital platforms and with regard to the sensitivity of communication.		
Research Analyses and contributes information on the digital environment to inform short- and long-term digital communications strategies and campaigns.		
Technologies Recommends and applies effective, secure and appropriate solutions using a wide variety of digital technologies and tools over a range of platforms and user interfaces to achieve marketing objectives.		
Data Reviews, monitors and analyses online activity and provides recommendations and insights to others.		
Customer Service Responds efficiently to enquiries using online and social media platforms.		
Problem Solving Applies structured techniques to problem solving, and analyses problems and resolve issues across a variety of digital platforms.		
Analysis Understands and creates basic analytical dashboards using appropriate digital tools.		

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<p>Implementation Builds and implements digital campaigns across a variety of digital media platforms.</p>		
<p>Marketing Tools Applies at least two of the following specialist areas: search marketing, search engine optimisation, email marketing, web analytics and metrics, mobile apps and Pay-Per-Click,</p>		
<p>Digital Tools Uses digital tools effectively.</p>		
<p>Digital Analytics Measures and evaluates the success of digital marketing activities.</p>		
<p>Industry Knowledge Interprets and follows:</p> <ul style="list-style-type: none"> - latest developments in digital media technologies and trends; - marketing briefs and plans; - company defined 'customer standards' or industry good practice for marketing; - company, team or client approaches to continuous integration. 		
<p>Business Environment Can operate effectively in their own business's, their customers' and industry's environments.</p>		

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Professional development activities plan

BCS has defined a number of professional development activities that support wider professional and career development. These activities have been associated with the various levels of responsibility, and the activities listed in the table below represent those that are appropriate for an apprentice.

Training providers may wish to engage in assisting the apprentice in some of these activities as they can contribute towards the portfolio of evidence. The recommended activities include those shown below.

Professional development activities	Appropriate to the role	Agreed with apprentice and employer
Participating in group activities inside or outside the working environment that can assist with the development of interpersonal skills.	<input type="checkbox"/>	<input type="checkbox"/>
Undertaking unpaid activities that can help to develop professional skills or offer additional insight into or understanding of their working role.	<input type="checkbox"/>	<input type="checkbox"/>
Undertaking learning in subjects relevant to but not directly related to their role (e.g. mentoring skills, cultural awareness and diversity training), perhaps through self-study or evening classes.	<input type="checkbox"/>	<input type="checkbox"/>
Gaining basic knowledge of the employing organisation, its business, structure, culture, products/services, operations and terminology.	<input type="checkbox"/>	<input type="checkbox"/>
Gaining knowledge of IT activities in the employing organisation external to their function.	<input type="checkbox"/>	<input type="checkbox"/>
Exploring a topic that is not part of their normal responsibilities, and presenting findings to colleagues and/or management.	<input type="checkbox"/>	<input type="checkbox"/>
Attending meetings, seminars and workshops organised by a professional body and reading published material such as journals and web content.	<input type="checkbox"/>	<input type="checkbox"/>
Undertaking learning and practice in the techniques of team and collaborative working. Gaining an understanding of the underlying concepts.	<input type="checkbox"/>	<input type="checkbox"/>
Undertaking learning and practice in oral and written communications, including report writing and presentations.	<input type="checkbox"/>	<input type="checkbox"/>

Digital Marketer Template 2 – Weekly Diary

Week number	Activities completed	Competencies displayed	Supporting evidence

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Digital Marketer Template 3 – Periodic Workplace Competence Assessment and Remedial Action Plan

This template can be used to track the competencies being applied in the workplace on a continual / periodic basis. The training provider can then discuss any gaps with the employer and make a plan to redress the balance.

Competence assessment

In the normal course of work, is the apprentice demonstrating these competencies:	Sufficiently applied to meet minimum competence standard	Start / stop / continue – what should the apprentice start, stop or continue doing in order to develop this competence?
Written Communication Applies a good level of written communication skills for a range of audiences and digital platforms and with regard to the sensitivity of communication.	<input type="checkbox"/>	
Research Analyses and contributes information on the digital environment to inform short- and long-term digital communications strategies and campaigns.	<input type="checkbox"/>	
Technologies Recommends and applies effective, secure and appropriate solutions using a wide variety of digital technologies and tools over a range of platforms and user interfaces to achieve marketing objectives.	<input type="checkbox"/>	
Data Reviews, monitors and analyses online activity and provides recommendations and insights to others.	<input type="checkbox"/>	
Customer Service Responds efficiently to enquiries using online and social media platforms.	<input type="checkbox"/>	
Problem Solving Applies structured techniques to problem solving, and analyses problems and resolve issues across a variety of digital platforms.	<input type="checkbox"/>	

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Analysis Understands and creates basic analytical dashboards using appropriate digital tools.	<input type="checkbox"/>	
Implementation Builds and implements digital campaigns across a variety of digital media platforms.	<input type="checkbox"/>	
Marketing Tools Applies at least two of the following specialist areas: search marketing, search engine optimisation, email marketing, web analytics and metrics, mobile apps and Pay-Per-Click,	<input type="checkbox"/>	
Digital Tools Uses digital tools effectively.	<input type="checkbox"/>	
Digital Analytics Measures and evaluates the success of digital marketing activities.	<input type="checkbox"/>	
Industry Knowledge Interprets and follows: <ul style="list-style-type: none"> - latest developments in digital media technologies and trends; - marketing briefs and plans; - company defined 'customer standards' or industry good practice for marketing; company, team or client approaches to continuous integration.	<input type="checkbox"/>	
Business Environment <ul style="list-style-type: none"> - Can operate effectively in their own business's, their customers' and industry's environments. 	<input type="checkbox"/>	
Please add any other activities you think demonstrates the apprentice's competence in this area.	<input type="checkbox"/>	

Digital Marketer – The Employer Reference Overview

This template and guidance will assist the training provider in supporting the employer when completing the employer reference, which forms a key part of the final end point assessment.

This employer reference template should be used to record the employer's comments against the grading minimum standards, criteria and dimensions, as set out in the network engineer standard.

For each area of technical competence and behavioural proficiency, the employer will be asked to provide an overall evaluation on a three-point scale:

- **met** – they have observed this behaviour in the apprentice most of the time;
- **exceeded** – they have observed this behaviour in the apprentice all of the time;
- **not met** – they have not observed this behaviour in the apprentice.

They should perform an evaluation using the checkboxes, and then provide an overall evaluation of the apprentice's competence or proficiency.

The template shows the type of activities that could demonstrate the required competencies and behaviours being applied in the workplace. There are always differences between individual employers and their requirements so there is the opportunity for the employer to include any other activity that they think demonstrates the apprentice's competence. It should be completed by a senior member of the team, who is able to comment directly on work activities.

Digital Marketer Template 4 – The Employer Reference Apprentice details

Name	
ULN number	

Training provider details

Contact name	
Company name	
Company address	

Employer details

Name	
Company address	
Signed by:	
Print name:	
Job title:	
Date:	

Section 1

Technical competence evaluation

Please provide your evaluation of the technical competence of the apprentice using the tables below. Under each heading is a list of activities that a competent apprentice should be able to demonstrate.

Please indicate your assessment of each competence using the checkboxes, and then provide an overall evaluation of the apprentice's technical competence

Competence – Written Communication

In your view, is the apprentice competent to:	The apprentice has MET this requirement	The apprentice has EXCEEDED this requirement	The apprentice has NOT MET this requirement
Applies a good level of written communication skills for a range of audiences and digital platforms and with regard to the sensitivity of communication?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- **Met** – you have observed this behaviour in the apprentice most of the time.
- **Exceeded** – you have observed this behaviour in the apprentice all of the time.
- **Not Met** – you have not observed this behaviour in the apprentice.

What is your overall evaluation of the apprentice’s competence in written communication?

Please give reasons, together with supporting examples, why you think the apprentice has demonstrated this level of competence in this area.

Please continue on a separate sheet if required.

Competence – Research

In your view, is the apprentice competent to:	The apprentice has MET this requirement	The apprentice has EXCEEDED this requirement	The apprentice has NOT MET this requirement
Analyses and contributes information on the digital environment to inform short and long term digital communications strategies and campaigns?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- **Met** – you have observed this behaviour in the apprentice most of the time.
- **Exceeded** – you have observed this behaviour in the apprentice all of the time.
- **Not Met** – you have not observed this behaviour in the apprentice.

What is your overall evaluation of the apprentice’s competence in research?

Please give reasons, together with supporting examples, why you think the apprentice has demonstrated this level of competence in this area.

Please continue on a separate sheet if required.

Digital Industries Apprenticeship: Standard Specific Guidance for Training Providers – Digital Marketer

Competence – Technologies

In your view, is the apprentice competent to:	The apprentice has MET this requirement	The apprentice has EXCEEDED this requirement	The apprentice has NOT MET this requirement
Recommend and apply effective, secure and appropriate solutions using a wide variety of digital technologies and tools over a range of platforms and user interfaces to achieve marketing objectives?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- **Met** – you have observed this behaviour in the apprentice most of the time.
- **Exceeded** – you have observed this behaviour in the apprentice all of the time.
- **Not Met** – you have not observed this behaviour in the apprentice.

What is your overall evaluation of the apprentice's competence in technologies?

Please give reasons, together with supporting examples, why you think the apprentice has demonstrated this level of competence in this area.

Please continue on a separate sheet if required.

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Competence – Data

In your view, is the apprentice competent to:	The apprentice has MET this requirement	The apprentice has EXCEEDED this requirement	The apprentice has NOT MET this requirement
Reviews, monitors and analyses online activity and provide recommendations and insights to others?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- **Met** – you have observed this behaviour in the apprentice most of the time.
- **Exceeded** – you have observed this behaviour in the apprentice all of the time
- **Not Met** – you have not observed this behaviour in the apprentice.

What is your overall evaluation of the apprentice's competence in data?

Please give reasons, together with supporting examples, why you think the apprentice has demonstrated this level of competence in this area.

Please continue on a separate sheet if required.

Digital Industries Apprenticeship: Standard Specific Guidance for Training Providers – Digital Marketer

Competence – Customer Service

In your view, is the apprentice competent to:	The apprentice has MET this requirement	The apprentice has EXCEEDED this requirement	The apprentice has NOT MET this requirement
Respond efficiently to enquiries using online and social media platforms?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- **Met** – you have observed this behaviour in the apprentice most of the time.
- **Exceeded** – you have observed this behaviour in the apprentice all of the time.
- **Not Met** – you have not observed this behaviour in the apprentice.

What is your overall evaluation of the apprentice's competence in customer service?

Please give reasons, together with supporting examples, why you think the apprentice has demonstrated this level of competence in this area.

Please continue on a separate sheet if required.

Digital Industries Apprenticeship: Standard Specific Guidance for Training Providers – Digital Marketer

Competence – Problem Solving

In your view, is the apprentice competent to:	The apprentice has MET this requirement	The apprentice has EXCEEDED this requirement	The apprentice has NOT MET this requirement
Apply structured techniques to problem solving, and analyses problems and resolves issues across a variety of digital platforms?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- **Met** – you have observed this behaviour in the apprentice most of the time.
- **Exceeded** – you have observed this behaviour in the apprentice all of the time.
- **Not Met** – you have not observed this behaviour in the apprentice.

What is your overall evaluation of the apprentice's competence in problem solving?

Please give reasons, together with supporting examples, why you think the apprentice has demonstrated this level of competence in this area.

Please continue on a separate sheet if required.

Digital Industries Apprenticeship: Standard Specific Guidance for Training Providers – Digital Marketer

Competence – Analysis

In your view, is the apprentice competent to:	The apprentice has MET this requirement	The apprentice has EXCEEDED this requirement	The apprentice has NOT MET this requirement
Understands and creates basic analytical dashboards using appropriate digital tools?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- **Met** – you have observed this behaviour in the apprentice most of the time.
- **Exceeded** – you have observed this behaviour in the apprentice all of the time.
- **Not Met** – you have not observed this behaviour in the apprentice.

What is your overall evaluation of the apprentice's competence in analysis?

Please give reasons, together with supporting examples, why you think the apprentice has demonstrated this level of competence in this area.

Please continue on a separate sheet if required.

Digital Industries Apprenticeship: Standard Specific Guidance for Training Providers – Digital Marketer

Competence – Implementation

In your view, is the apprentice competent to:	The apprentice has MET this requirement	The apprentice has EXCEEDED this requirement	The apprentice has NOT MET this requirement
Builds and implements digital campaigns across a variety of digital media platforms?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- **Met** – you have observed this behaviour in the apprentice most of the time.
- **Exceeded** – you have observed this behaviour in the apprentice all of the time
- **Not Met** – you have not observed this behaviour in the apprentice.

What is your overall evaluation of the apprentice's competence in implementation?

Please give reasons, together with supporting examples, why you think the apprentice has demonstrated this level of competence in this area.

Please continue on a separate sheet if required.

Digital Industries Apprenticeship: Standard Specific Guidance for Training Providers – Digital Marketer

Competence – Marketing Tools

In your view, is the apprentice competent to:	The apprentice has MET this requirement	The apprentice has EXCEEDED this requirement	The apprentice has NOT MET this requirement
Apply at least two of the following specialist areas: search marketing, search engine optimisation, email marketing, web analytics and metrics, mobile apps and Pay-Per-Click?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- **Met** – you have observed this behaviour in the apprentice most of the time.
- **Exceeded** – you have observed this behaviour in the apprentice all of the time
- **Not Met** – you have not observed this behaviour in the apprentice.

What is your overall evaluation of the apprentice's competence in marketing tools?

Please give reasons, together with supporting examples, why you think the apprentice has demonstrated this level of competence in this area.

Please continue on a separate sheet if required.

Digital Industries Apprenticeship: Standard Specific Guidance for Training Providers – Digital Marketer

Competence – Digital Tools

In your view, is the apprentice competent to:	The apprentice has MET this requirement	The apprentice has EXCEEDED this requirement	The apprentice has NOT MET this requirement
Use digital tools effectively?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- **Met** – you have observed this behaviour in the apprentice most of the time.
- **Exceeded** – you have observed this behaviour in the apprentice all of the time.
- **Not Met** – you have not observed this behaviour in the apprentice.

What is your overall evaluation of the apprentice's competence in digital tools?

Please give reasons, together with supporting examples, why you think the apprentice has demonstrated this level of competence in this area.

Please continue on a separate sheet if required.

Digital Industries Apprenticeship: Standard Specific Guidance for Training Providers – Digital Marketer

Competence – Digital Analytics

In your view, is the apprentice competent to:	The apprentice has MET this requirement	The apprentice has EXCEEDED this requirement	The apprentice has NOT MET this requirement
Measures and evaluates the success of digital marketing activities?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- **Met** – you have observed this behaviour in the apprentice most of the time.
- **Exceeded** – you have observed this behaviour in the apprentice all of the time.
- **Not Met** – you have not observed this behaviour in the apprentice.

What is your overall evaluation of the apprentice's competence in digital analytics?

Please give reasons, together with supporting examples, why you think the apprentice has demonstrated this level of competence in this area.

Please continue on a separate sheet if required.

Digital Industries Apprenticeship: Standard Specific Guidance for Training Providers – Digital Marketer

Competence – Industry Knowledge

In your view, is the apprentice competent to:	The apprentice has MET this requirement	The apprentice has EXCEEDED this requirement	The apprentice has NOT MET this requirement
Interpret and follow: <ul style="list-style-type: none"> - latest developments in digital media technologies and trends; - marketing briefs and plans; - company defined 'customer standards' or industry good practice for marketing - company, team or client approaches to continuous integration? 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- **Met** – you have observed this behaviour in the apprentice most of the time.
- **Exceeded** – you have observed this behaviour in the apprentice all of the time.
- **Not Met** – you have not observed this behaviour in the apprentice.

What is your overall evaluation of the apprentice's competence in industry knowledge?

Please give reasons, together with supporting examples, why you think the apprentice has demonstrated this level of competence in this area.

Please continue on a separate sheet if required.

Digital Industries Apprenticeship: Standard Specific Guidance for Training Providers – Digital Marketer

Competence – Business Environment

In your view, is the apprentice competent to:	The apprentice has MET this requirement	The apprentice has EXCEEDED this requirement	The apprentice has NOT MET this requirement
Can operate effectively in their own business's, their customers' and the industry's environment?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- **Met** – you have observed this behaviour in the apprentice most of the time.
- **Exceeded** – you have observed this behaviour in the apprentice all of the time.
- **Not Met** – you have not observed this behaviour in the apprentice.

What is your overall evaluation of the apprentice's competence in business environment?

Please give reasons, together with supporting examples, why you think the apprentice has demonstrated this level of competence in this area.

Please continue on a separate sheet if required.

Section 2

Behaviours, business skills and level of responsibility evaluation

Please provide an evaluation as to the level of responsibility of the apprentice you are providing a reference for using the tables below. Under each heading is a list of proficiencies that a competent apprentice should display. Please indicate your assessment of the apprentice's proficiency using the checkboxes, and then provide an overall evaluation of the apprentice's proficiency.

Digital Industries Apprenticeship: Standard Specific Guidance for Training Providers – Digital Marketer

Proficiency – Business Skills

In your view, is the apprentice proficient at:	The apprentice has MET this requirement	The apprentice has EXCEEDED this requirement	The apprentice has NOT MET this requirement
Demonstrating an analytical and systematic approach to issue resolution?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrating effective communication skills?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Contributing fully to the work of teams?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Appreciating the wider business context, and how own role relates to other roles and to the business of the employer or client.?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- **Met** – you have observed this behaviour in the apprentice most of the time.
- **Exceeded** – you have observed this behaviour in the apprentice all of the time.
- **Not Met** – you have not observed this behaviour in the apprentice.

What is your overall evaluation of the apprentice's business skills?

Please give reasons, together with supporting examples, why you think the apprentice has demonstrated this level of proficiency in this area.

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Proficiency – Complexity

In your view, is the apprentice proficient at:	The apprentice has MET this requirement	The apprentice has EXCEEDED this requirement	The apprentice has NOT MET this requirement
Performing a range of work, sometimes complex and non-routine, in a variety of environments?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Applying methodical approaches to issue definition and resolution?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Undertaking all work in accordance with agreed safety, technical and quality standards, using appropriate methods and tools.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- **Met** – you have observed this behaviour in the apprentice most of the time.
- **Exceeded** – you have observed this behaviour in the apprentice all of the time.
- **Not Met** – you have not observed this behaviour in the apprentice.

What is your overall evaluation of the apprentice's proficiency at handling complexity?

Please give reasons, together with supporting examples, why you think the apprentice has demonstrated this level of proficiency in this area.

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Proficiency – Autonomy

In your view, is the apprentice proficient at:	The apprentice has MET this requirement	The apprentice has EXCEEDED this requirement	The apprentice has NOT MET this requirement
Working under general direction?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Determining when issues should be escalated to a higher level?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- **Met** – you have observed this behaviour in the apprentice most of the time.
- **Exceeded** – you have observed this behaviour in the apprentice all of the time.
- **Not Met** – you have not observed this behaviour in the apprentice.

What is your overall evaluation of the apprentice's proficiency to work autonomously?

Please give reasons, together with supporting examples, why you think the apprentice has demonstrated this level of proficiency in this area.

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Proficiency – Influence

In your view, is the apprentice proficient at:	The apprentice has MET this requirement	The apprentice has EXCEEDED this requirement	The apprentice has NOT MET this requirement
Having working level contact with customers, suppliers and partners?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- **Met** – you have observed this behaviour in the apprentice most of the time.
- **Exceeded** – you have observed this behaviour in the apprentice all of the time.
- **Not Met** – you have not observed this behaviour in the apprentice.

What is your overall evaluation of the apprentice's ability to influence?

Please give reasons, together with supporting examples, why you think the apprentice has demonstrated this level of proficiency in this area.

Please continue on a separate sheet if required.

Section 3

Professional development

A number of professional development activities have been identified as part of the SFIA^{plus} framework to help career development. These activities have been associated with the various levels of responsibility, and the activities listed in the table below represent those that are appropriate for an apprentice.

In your view, is the apprentice undertaking any of the following professional development activities:	The apprentice is demonstrably undertaking this activity	The apprentice is NOT demonstrably undertaking this activity
Participating in group activities inside or outside the working environment that can assist with the development of interpersonal skills?	<input type="checkbox"/>	<input type="checkbox"/>
Undertaking pro bono (unpaid) activities that can help to develop professional skills or offer additional insight into or understanding of their working role?	<input type="checkbox"/>	<input type="checkbox"/>
Undertaking learning in subjects relevant to but not directly related to their role (e.g. foreign language courses, mentoring skills, cultural awareness and diversity training), perhaps through self-study or evening classes?	<input type="checkbox"/>	<input type="checkbox"/>
Gaining basic knowledge of the employing organisation, its business, structure, culture, products/services, operations and terminology?	<input type="checkbox"/>	<input type="checkbox"/>
Gaining knowledge of IT activities in the employing organisation external to their function?	<input type="checkbox"/>	<input type="checkbox"/>
Exploring a topic that is not part of their normal responsibilities, and presenting findings to colleagues and/or management?	<input type="checkbox"/>	<input type="checkbox"/>
Attending meetings, seminars and workshops organised by a professional body and reading published material such as journals and web content?	<input type="checkbox"/>	<input type="checkbox"/>
Undertaking learning and practice in the techniques of team and collaborative working. Gaining an understanding of the underlying concepts?	<input type="checkbox"/>	<input type="checkbox"/>
Undertaking learning and practice in oral and written communications, including report writing and presentations?	<input type="checkbox"/>	<input type="checkbox"/>

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What is your overall evaluation of the apprentice's ability to undertake wider professional development?

Please continue on a separate sheet if required.

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Overall impressions and constructive feedback

This section is an opportunity for you to provide written feedback outside the rigid competency structure.

It is a free text field to allow you to share general thoughts on the apprentice's performance in case you were unable to say everything you wanted to say using the structured template. For example, you may want to highlight some of the areas where you have not been able to give the apprentice the exposure they would have liked.

We would welcome any general constructive development advice you may wish to give.

Please continue on a separate sheet if required.

Digital Marketer Template 5 – Declaration and Evidence Checklists for the Completion of the Summative Portfolio

This template is to support the training provider in working with the apprentice and employer to ensure the successful completion of the summative portfolio

The checklists can be used by training providers to help them manage the process through to completion, although training providers may also substitute their own processes and documentation as they see fit.

The key responsibilities of the apprentice in producing their summative portfolio can be found in the General Guidance for Apprentices, Employers and Training Providers, as can generic guidance on how to select evidence to compile the summative portfolio.

The apprentice should gather artefacts and record information that can evidence their activities undertaken in the workplace. The portfolio of evidence should demonstrate the full range of competencies, as shown in this template, which are required by the standard to show that the apprentice can fulfil the role of a Digital Marketer.

Summative Portfolio Declaration

Apprentice declaration

Name	
ULN	
Declaration	I confirm that all the evidence submitted is my own work and it has been completed as specified.
Signature	
Date	

Line manager declaration (employer)

Name	
Company	
Declaration	I confirm that the work contained within this portfolio has, to the best of my knowledge, been completed solely by _____
Signature	
Date	

Training provider declaration (training provider)

Name	
Company	
Declaration	I confirm that the work contained within this portfolio has, to the best of my knowledge, been completed solely by _____
Signature	
Date	

Digital Marketer technical competencies evidence checklist

The defined competence areas and associated typical evidence are listed in this table. Not all employer businesses are identical so there will always be variation in the types of activity that will be carried out in the course of each apprentice’s daily work; however, each Digital Marketer network engineer apprentice must be able to demonstrate evidence of every competence.

Competence		
Written communication: Applies a good level of written communication skills for a range of audiences and digital platforms and with regard to the sensitivity of communication.		
Minimum expected requirement	List the evidence in the portfolio that fulfils this requirement	Reflections on applying knowledge learnt
Evidence showing the apprentice communicating across three different platforms.		
Evidence showing the apprentice communicating to three different types of audience or customer segments.		
Evidence showing the apprentice completing at least one internal communication.		

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Competence		
Research: Analyses and contributes information on the digital environment to inform short- and long-term digital communications strategies and campaigns.		
Minimum expected requirement	List the evidence in the portfolio that fulfils this requirement	Reflections on applying knowledge learnt
Evidence showing the apprentice interpreting a given topic for both long and short-term strategies.		
Evidence showing the apprentice making a recommendation and report on the summary of findings for each strategy.		

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Competence		
Technologies: Recommends and applies effective, secure and appropriate solutions using a wide variety of digital technologies and tools over a range of platforms and user interfaces to achieve marketing objectives.		
Minimum expected requirement	List the evidence in the portfolio that fulfils this requirement	Reflections on applying knowledge learnt
Evidence showing the apprentice can demonstrate the use of three different digital technology tools.		
Evidence showing the apprentice can demonstrate use of digital technology tools over three different platforms or user interfaces to meet the objectives.		

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Competence		
Data: Reviews, monitors and analyses online activity and provides recommendations and insights to others.		
Minimum expected requirement	List the evidence in the portfolio that fulfils this requirement	Reflections on applying knowledge learnt
Evidence showing the apprentice can demonstrate the awareness of two different tools to review, monitor and analyse online activity.		
Evidence showing the apprentice being able to demonstrate how they have recommended and defined customer's trends and uses.		

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Competence		
Customer service: Responds efficiently to enquiries using online and social media platforms.		
Minimum expected requirement	List the evidence in the portfolio that fulfils this requirement	Reflections on applying knowledge learnt
Evidence showing the apprentice can respond to three different types of enquires.		
Evidence showing the apprentice can responding to enquires over both social media and online platforms.		

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Competence		
Problem solving: Applies structured techniques to problem solving, and analyses problems and resolves issues across a variety of digital platforms.		
Minimum expected requirement	List the evidence in the portfolio that fulfils this requirement	Reflections on applying knowledge learnt
Evidence of the apprentice applying three different techniques to problem solving.		
Evidence of the apprentice of problem solving and analysis over a variety of digital platforms.		

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Competence		
Analysis: Understands and creates basic analytical dashboards using appropriate digital tools.		
Minimum expected requirement	List the evidence in the portfolio that fulfils this requirement	Reflections on applying knowledge learnt
Evidence of the apprentice analysing data and producing reports by selecting three appropriate tools.		

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Competence		
Implementation: Builds and implements digital campaigns across a variety of digital media platforms.		
Minimum expected requirement	List the evidence in the portfolio that fulfils this requirement	Reflections on applying knowledge learnt
Evidence of the apprentice building and implementing campaigns across (at least) three different digital media, including social media and platforms.		

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Competence		
Marketing Tools: Applies at least two of the following specialist areas: Search marketing, search engine optimisation and Pay-Per-Click, email marketing, web analytics and metrics, mobile apps.		
Minimum expected requirement	List the evidence in the portfolio that fulfils this requirement	Reflections on applying knowledge learnt
Evidence of the apprentice applying two (of the listed above) analytical tools / approaches.		
Evidence of the apprentice demonstrating the discovery and evaluation of patterns in data for the purpose of understanding and optimising usage of a website.		

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Competence		
Digital Tools: Uses digital tools effectively.		
Minimum expected requirement	List the evidence in the portfolio that fulfils this requirement	Reflections on applying knowledge learnt
Evidence of the apprentice applying and understanding the latest and most effective tools to use in campaigns.		
Evidence of the apprentice demonstrating the use of three appropriate, to the business and audience, tools.		

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Competence		
Digital Analytics: Measures and evaluates the success of digital marketing activities.		
Minimum expected requirement	List the evidence in the portfolio that fulfils this requirement	Reflections on applying knowledge learnt
Evidence of the apprentice demonstrating the measurement of success across two campaigns.		

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Competence		
Industry Knowledge: Interprets and follows: <ul style="list-style-type: none"> - latest developments in digital media technologies and trends; - marketing briefs and plans; - company defined 'customer standards' or industry good practice for marketing company, team or client approaches to continuous integration. 		
Minimum expected requirement	List the evidence in the portfolio that fulfils this requirement	Reflections on applying knowledge learnt
Evidence of the apprentice demonstrating and explaining the latest developments and tools appropriate to their organisation.		
Evidence of the apprentice defining good customer and industry practice.		
Evidence of the apprentice attending continuous professional development.		

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Competence		
Business Environment: Can operate effectively in their own business's, their customers' and the industry's environments.		
Minimum expected requirement	List the evidence in the portfolio that fulfils this requirement	Reflections on applying knowledge learnt
Evidence of the apprentice explain how to operate within their own business, their customers and across industry.		

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Generic levels of responsibility evidence checklist

Areas of responsibility and associated typical evidence are shown below.

Proficiency		
<p>Business skills Demonstrates an analytical and systematic approach to issue resolution. Demonstrates effective communication skills. Contributes fully to the work of teams. Appreciates the wider business context, and how their role relates to other roles and to the business of the employer or client.</p>		
Minimum expected requirement	List the evidence in the portfolio that fulfils this requirement	Reflections on applying knowledge learnt
Evidence that you can demonstrate an analytical and systematic approach to issue resolution.		
Evidence that you can demonstrate effective communication skills.		
Evidence that you can contribute fully to the work of teams.		
Evidence that you can appreciate the wider business context, and how your role relates to other roles and to the business of the employer or client.		

Proficiency

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<p>Complexity Performs a range of work, sometimes complex and non-routine, in a variety of environments. Applies a methodical approach to issue definition and resolution. Undertakes all work in accordance with agreed safety, technical and quality standards, using appropriate methods and tools.</p>		
Minimum expected requirement	List the evidence in the portfolio that fulfils this requirement	Reflections on applying knowledge learnt
Evidence that you can perform a range of work, sometimes complex and non-routine, in a variety of environments.		
Evidence that you can apply a methodical approach to issue definition and resolution.		
Evidence that you undertake all work in accordance with agreed safety, technical and quality standards, using appropriate methods and tools.		

Proficiency
Autonomy

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Determines when issues should be escalated to a higher level. Works under general direction.		
Minimum expected requirement	List the evidence in the portfolio that fulfils this requirement	Reflections on applying knowledge learnt
Evidence that you can determine when issues should be escalated to a higher level.		
Evidence that you can works under general direction.		

Proficiency		
Influence		
Has working level contact with customers, suppliers and partners.		
Minimum expected requirement	List the evidence in the portfolio that fulfils this requirement	Reflections on applying knowledge learnt
Evidence that you have working level contact with customers, suppliers and partners.		

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Professional development activities evidence checklist

Areas of additional professional development activities that might be undertaken and associated typical evidence are shown below.

Professional development topic	Objectives	Typical evidence
Understanding organisation	<p>Gaining basic knowledge of the employing organisation, its business, structure, culture, products/services, operations and terminology.</p> <p>Gaining knowledge of IT activities in the employing organisation external to their function.</p>	<ul style="list-style-type: none"> • organisation charts; • company annual reports; • company website; • documents or reports from other areas of the business.
Additional business skills	<p>Undertaking learning and practice in the techniques of team and collaborative working. Gaining an understanding of the underlying concepts.</p> <p>Undertaking learning and practice in oral and written communications, including report writing and presentations.</p> <p>Learning from experience and mistakes and applying the lessons as part of continuous improvement.</p>	<ul style="list-style-type: none"> • presentations, reports or minutes of meetings that demonstrate communication skills, report writing abilities and collaborative activities; • evidence of reviewing their work and suggesting improvements or critically appraising what they did and what they learned from it.
External activities	<p>Participating in group activities inside or outside the working environment that can assist with the development of interpersonal skills.</p> <p>Undertaking unpaid activities that can help to develop professional skills or offer additional insight into or understanding of their working role.</p>	<ul style="list-style-type: none"> • evidence of meetings attended through continuous professional development records; • evidence of activities undertaken.

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<p>Additional learning</p>	<p>Undertaking learning in subjects relevant to but not directly related to their role (e.g. foreign language courses, mentoring skills, cultural awareness and diversity training), perhaps through self-study or evening classes.</p> <p>Exploring a topic that is not part of their normal responsibilities, and presenting findings to colleagues and/or management.</p>	<ul style="list-style-type: none"> • evidence of learning undertaken from continuous professional development records; • evidence of development planning; • evidence of presentations given to colleagues and/or management.
<p>Professional networking</p>	<p>Attending meetings, seminars and workshops organised by a professional body and reading published material such as journals and web content.</p>	<ul style="list-style-type: none"> • evidence of meetings attended through continuous professional development records; • written evidence summarising learning gained from reading.

Digital Marketer Template 6 – End Point Assessment Readiness Check

The training provider should assess whether the apprentice has met the criteria for the end point assessment as defined in the standard.

The template below is a simple checklist that may be used.

Competence	Ready	Not ready	Comments
Written Communication Applies a good level of written communication skills for a range of audiences and digital platforms and with regard to the sensitivity of communication.	<input type="checkbox"/>	<input type="checkbox"/>	
Research Analyses and contributes information on the digital environment to inform short- and long-term digital communications strategies and campaigns.	<input type="checkbox"/>	<input type="checkbox"/>	
Technologies Recommends and applies effective, secure and appropriate solutions using a wide variety of digital technologies and tools over a range of platforms and user interfaces to achieve marketing objectives.	<input type="checkbox"/>	<input type="checkbox"/>	
Data Reviews, monitors and analyses online activity and provides recommendations and insights to others.	<input type="checkbox"/>	<input type="checkbox"/>	
Customer Service Responds efficiently to enquiries using online and social media platforms.	<input type="checkbox"/>	<input type="checkbox"/>	
Problem Solving Applies structured techniques to problem solving, and analyses problems and resolve issues across a variety of digital platforms.	<input type="checkbox"/>	<input type="checkbox"/>	
Analysis Understands and creates basic analytical dashboards using appropriate digital tools.	<input type="checkbox"/>	<input type="checkbox"/>	
Implementation Builds and implements digital campaigns across a variety of digital media platforms.	<input type="checkbox"/>	<input type="checkbox"/>	
Marketing Tools Applies at least two of the following specialist areas: search marketing, search engine optimisation, email marketing, web analytics and metrics, mobile apps and Pay-Per-Click,	<input type="checkbox"/>	<input type="checkbox"/>	
Digital Tools Uses digital tools effectively.	<input type="checkbox"/>	<input type="checkbox"/>	
Digital Analytics Measures and evaluates the success of digital marketing activities.	<input type="checkbox"/>	<input type="checkbox"/>	

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<p>Industry Knowledge Interprets and follows:</p> <ul style="list-style-type: none"> - latest developments in digital media technologies and trends; - marketing briefs and plans; - company defined 'customer standards' or industry good practice for marketing; <p>company, team or client approaches to continuous integration.</p>	<input type="checkbox"/>	<input type="checkbox"/>	
<p>Business Environment</p> <ul style="list-style-type: none"> - Can operate effectively in their own business's, their customers' and industry's environments. 	<input type="checkbox"/>	<input type="checkbox"/>	