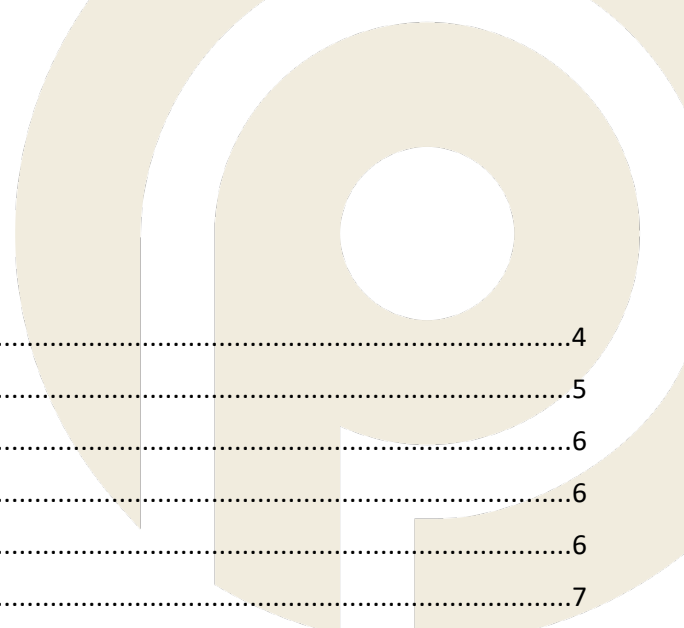




Professional
Assessment Ltd

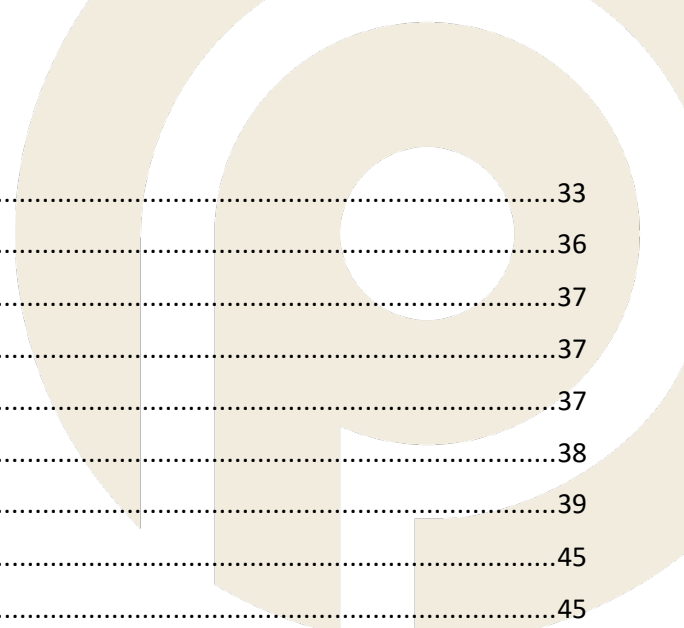
Event Assistant ST0168/AP01 Level 3 End-Point Assessment Specification and Guidance





Contents

Overview.....	4
Introduction.....	5
Apprenticeship Standard Objective.....	6
Progression.....	6
Who are Professional Assessment (PAL)?.....	6
What is needed prior to end-point assessment?.....	7
Language of assessment.....	8
How is end-point assessment delivered?.....	9
Who can carry out end-point assessment?.....	12
Who carries out the end-point assessment and makes the final judgement?.....	12
Internal Quality Assurance Requirements.....	13
External Quality Assurance Requirements.....	13
Standardisation and Moderation.....	13
Preparing apprentices for end-point assessment.....	13
End-point assessment planning and scheduling.....	14
Reassessment.....	14
Reassessment requirements for each component.....	14
Booking Reassessments.....	15
Grading Indicators.....	15
Assessment Methods.....	17
Portfolio of evidence.....	17
Key facts about the portfolio:.....	17
What is best practice in the portfolio?.....	18
How will the portfolio be graded?.....	19
Guidance for Portfolio Mandatory Evidence Requirements.....	28
Performance reviews.....	28
Feedback.....	29
One documented project or some smaller projects.....	29
Learning journal/diary.....	30
Applying for a portfolio submission date extension.....	30
Project.....	31
Key facts about the project.....	31
Project Presentation.....	31



How will the project be assessed? 33

Applying for an extension for the project 36

Professional Discussion 37

Key facts about the professional discussion: 37

The key areas the professional discussion will need to cover are: 37

How can the professional discussion be undertaken? 38

How will the professional discussion be graded? 39

Resits and retakes 45

Plagiarism 45

Appeals, complaints, maladministration, and malpractice policies - centre/candidate 45

Reasonable adjustments/considerations/adaptations 46

Certification 46

Validity, Authenticity, Relevancy, Currency, and Sufficiency 46

Appendix One – Gateway Meeting Record 48

Overview

The end-point assessment in this specification relates to the Event Assistant ST0168/AP01 Apprenticeship. This apprenticeship at Level 3 and is for apprentices working in the role of an event assistant, typically working within a team of people in an events company or within the events department of a larger organisation.

The role of an event assistant usually provides support to event planners or project managers by carrying out a variety of tasks required for the planning, organisation, and delivery of events. Roles can be within the event organisation itself or working for clients such as large corporations or not-for profit organisations. The sector is broad and diverse; events can range from small meetings to major exhibitions.

The Event Assistant Apprenticeship has been designed to provide access to development opportunities for as wide a range of individuals as possible. This includes individuals who are at the start of their career in events or who want to take steps to progress into more senior roles.

The typical duration for this apprenticeship is up to 18 months but this will depend on apprentices' previous experience and their access to opportunities to gain the full range of competences. The minimum duration of training for any apprenticeship is 366 days, before entering end-point assessment.

To achieve the apprenticeship certificate, apprentices are required to successfully complete their on-programme period of learning and development and the end-point assessment.

The overall apprenticeship is graded as Pass/Merit/Distinction.

To achieve the apprenticeship certificate, apprentices are required to successfully complete the:

- On-programme period of training and development, including achieving the required Level 2 mathematics and English qualifications.
- End-point assessment (EPA) - all components, within the assessment window.

The certificate for the apprenticeship is awarded by the Institute, through a process administered by the Education and Skills Funding Agency (ESFA).

As the end-point assessment organisation, Professional Assessment Ltd will claim for the certificate on behalf of the apprentices. Certificates are sent to the nominated employer, and it is the employer's responsibility to ensure the apprentice receives the certificate.

The standards and accompanying assessment plan can be accessed via the [Institute for Apprenticeships and Technical Education](#)

Standard Title	Event Assistant
Level	3
Qualification Type	End-Point Assessment
Standard Number	ST0168
Named EQA organisation	Ofqual
Duration of Apprenticeship	Typically, 18 months but the actual length of the apprenticeship will be decided by the employer. Within this are contained the development of the knowledge, skills and behaviours required to do the role, any on-

	programme assessment that the employer chooses to do, the gateway and the end-point assessment.
Duration of End-Point Assessment	3 months
Date the Assessment Plan scheduled is for review	This standard should be reviewed within 3 years of its approval date
Mandatory Qualifications within the Standard	To meet the apprenticeship standards, apprentices must achieve a minimum of Level 2 Maths and Level 2 English There are no mandatory professional qualifications within this apprenticeship. Employers can include optional qualifications if they wish to do so.
End-Point Assessment Methods	Portfolio of evidence Project Professional discussion

Introduction

This handbook contains the relevant information and guidance required of apprentices to achieve the EPA for the Event Assistant Apprenticeship and should be used in conjunction with the Event Assistant ST0168/AP01 Padlet¹ – Assessment Information for Training Providers, Employers and Apprenticeships.

The overarching aim of the end-point assessment is to ensure that the apprentice meets the standard set out by employers of the relevant sector and that they are fully competent within their job roles. An apprentice must successfully complete all the EPA components to receive the apprenticeship certificate.

References to third-party material made in this specification are made in good faith. Professional Assessment Ltd does not endorse, approve, or accept responsibility for the content of materials, which may be subject to change, or any opinions expressed therein. (Material may include textbooks, journals, magazines and other publications and websites.)

All information in this specification is correct at time of publication.

Professional Assessment Ltd (PAL) has worked in close collaboration with employers, other assessment organisations and experts from professional bodies and training providers in developing the assessment tools for this end-point assessment. We are grateful to all who have generously shared their time and expertise to help us in the development process.

¹ A Padlet is an on-line wiki-based resource, made available to all PAL clients. Resources are updated centrally, so the latest information can be accessed via the Padlet

The end-point assessment (EPA) is a synoptic assessment of the knowledge, skills and behaviours outlined in the apprenticeship standard, which have been learned throughout the apprenticeship programme. The purpose of the end-point assessment is to make sure that the apprentice meets the standard in its entirety.

All apprentices must undertake the independent end-point assessment at the end of the on-programme phase of training when their employer, and in some cases their training provider, is satisfied that they have met the 'gateway' criteria to undertake the assessment. Apprentices will not be awarded the apprenticeship certificate until they have successfully completed the end-point assessment.

The end-point assessment can be delivered only by a registered assessment organisation, which must be independent of the employer, or any party involved in the delivery of the on-programme phase of the apprenticeship. In this context, independence, means without influence or bias and the assessor assigned is not affiliated to the employer or any training partner involved, and notably the independent assessor has played no part in the training of the apprentice.

All assessment decisions for the end-point assessment must be made by the independent assessment organisation.

PAL has been working closely with occupational experts, employers, and training providers in the development of end-point assessment tools to ensure that they are:

- Valid and appropriate to assess occupational competence in the relevant industry and will deliver reliable outcomes.
- Fair to all apprentices and help them to make progress in their lives.
- Manageable for apprentices and the industry and can be delivered effectively and efficiently in the vocational setting.

Apprenticeship Standard Objective

The overall goal of the end-point assessment is to ensure that the apprentice has met the required level of knowledge, skills and behavioural standards set by employers and approved by the Institute for Apprenticeships and Technical Education (IfATE) and that they are confident and competent in their role to take on responsibilities to deliver clearly defined business outcomes.

Progression

The average duration for this apprenticeship is 12 - 18 months, however the definite duration will be dependent on the previous experience of the apprentice. On completion of the apprenticeship the apprentice could progress to a more senior events role.

Who are Professional Assessment (PAL)?

Professional Assessment Ltd provides services for training organisations and employers involved in the delivery of Apprenticeships and adult learning. Our offer includes:

- End-point assessment for a wide range of apprenticeship standards. Our full-time, dedicated team offers national coverage and has built up extensive experience in administering the latest end-point assessments.
- Compliance and audit services. Our funding compliance team tailor their support to meet your specific needs; from ad-hoc advice and support to full ESFA-style audits.

The link to our website can be located by clicking [here](#).

What is needed prior to end-point assessment?

The employer and training provider must confirm that the apprentice has met the on-programme requirements and the apprentice is ready to undertake the end-point assessment.

The employer and training provider must hold a 'Gateway' meeting to agree that the apprentice has gained the required level of knowledge, skills, and behaviours, along with English and maths at a Level 2 as set by the apprenticeship standard.

To confirm this meeting has taken place, the employer, training provider and apprentice are required to complete a Gateway Declaration Form, an example of which is included in the Appendix of this handbook², alternatively, training providers and employers can use their documentation, with the caveat, that the document must record the information as stipulated on the Professional Assessment Gateway form.

Professional Assessment Ltd also needs evidence of functional skills attainment (or equivalent qualifications). Please check with the EPA team via info@professionalassessment.co.uk to check which qualifications are accepted as suitable alternatives to functional skills. Evidence must be in the form of a certificate.

Professional Assessment will not take an EPA booking until the required evidence is submitted. For auditing purposes, the Gateway Declaration Form should be signed and dated by all parties, or email/DVR confirmation provided that all parties have agreed on readiness.

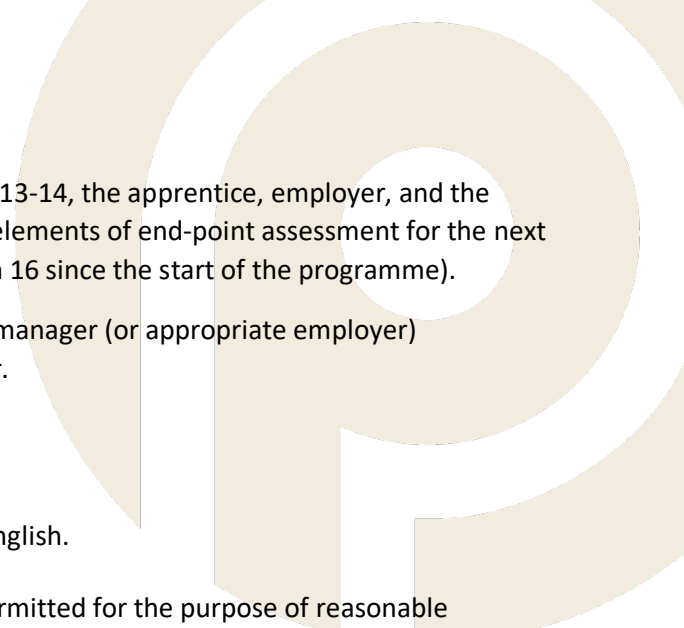
Ideally, we also ask for the Professional Assessment apprenticeship certificate consent form, apprentice ID form and authentication of evidence form to be completed at the Gateway Meeting and submitted. If the three documents are not made available at the gateway review, the independent end-point assessor will collect these documents, as part of the assessment planning process.

If the planning meeting will be completed on-line, these documents will need to be shared as part of the assessment planning process and emailed to epasupportservices@professionalassessment.co.uk.

The recommended approach during the on-programme assessment (month 1-12) to ensure that the apprentice is on track is based on the employer's performance management process with the following key elements:

- Line manager uses the formal performance management process and regular 1:1s to discuss progress in the apprenticeship, provide feedback and guide development.
- Training provider can support this (if required) by ensuring that the requirements of the apprenticeship are reflected in the performance management process and filling any gaps through their work with the apprentice.
- Training provider can also support the apprentice on understanding the learning journey, providing advice and guidance on learning strategies and tools that will support the apprentice's preferred learning style and improve their learning agility.
- Regular check points between the line manager and training provider (aligned with the performance management process) to ensure that the apprentice is on track and agree how any issues will be addressed.
- Apprentices should be strongly encouraged to create a learning record that contains examples of their learning and areas for development/action points as they go through the apprenticeship - this can be used in reviews with the line manager and training provider as well as contributing to the portfolio submitted as part of the end-point assessment.

² The gateway form may change in design and content based, on revisions to standards- for the latest document please refer to the relevant Padlet, that PAL will have provided Training Providers or can provide directly to employers and apprentices



Following the Gateway meeting which usually takes place in month 13-14, the apprentice, employer, and the training provider work together to agree the make-up of the three elements of end-point assessment for the next two months, before the end-point assessment starts (usually month 16 since the start of the programme).

The Gateway decision regarding readiness will be taken by the line manager (or appropriate employer) representative and apprentice with input from the training provider.

Language of assessment

All components of the end-point assessment will be conducted in English.

Apprentices may be assessed in British Sign Language where it is permitted for the purpose of reasonable adjustment.

Further information on special considerations and reasonable adjustments can be found in our Standard Support policy and Special Considerations and Reasonable Adjustments policy.

How is end-point assessment delivered?



The focus of the end-point assessment is on the apprentice being able to demonstrate competence in the role and meet the requirements of the standard, illustrating this through the work that they have done. It takes place in the last three months of the apprenticeship, once the apprentice has met the Gateway criteria, and consists of the following assessment methods:

- Portfolio of Evidence.
- Project.
- Professional Discussion.

The content and structure of these methods is provided by PAL to ensure consistency across all apprentices. The employer, with the support of the training provider where appropriate, will work with the apprentice to agree how the apprentice goes about completing the components of the end-point assessment and will provide guidance along

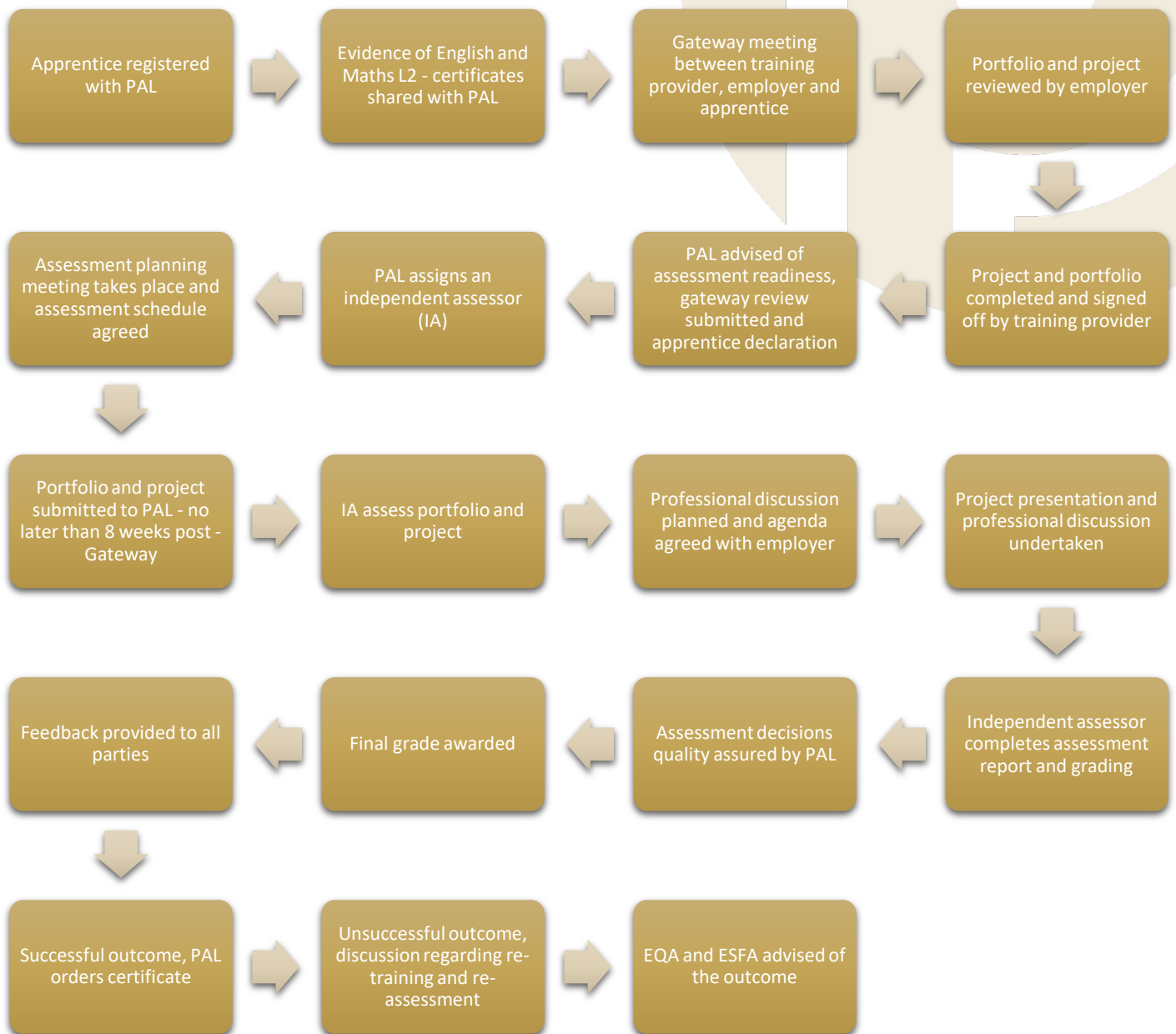
the way as required. The training provider will ensure that the content meets the assessment plan requirements but does not have a role in the formal end-point assessment or grade decision.

The methods of assessment will build up a cumulative picture of how well the apprentice has met the requirements of the standard. Indicative weightings are given to show the relative importance of the assessment methods as follows:

Project	50%
Portfolio	50%
Professional Discussion	

The assessment plan does not stipulate a specific order for the assessments to take place, but it is expected that the professional discussion will be the last assessment method, following assessment of portfolio and project, as this will influence the professional discussion agenda.

The following page sets out the sequences of the Gateway meeting and end-point assessment.



Who can carry out end-point assessment?

The independent end-point assessor meets certain criteria which include:

- A minimum of 5 years' experience working in event management and familiarity with the role covered by the apprenticeship.
- Event Management technical and management expertise to ensure they can assess all areas of the standard.
- No current relationship with the apprentice involved in the apprenticeship.

All assessors that meet the above criteria are trained and approved by PAL to ensure that they are capable carrying out end-point assessments in a fair and consistent manner to make reliable judgments.

PAL is responsible for forming the assessment panel to carry out the end-point assessment, working with the employers to source the employer members and organising the end-point assessment. They will act as the Chair of the panel.

PAL has been approved to deliver end-point assessment for Event Assistant standard by the ESFA's Register of Apprenticeship Assessment Organisations and thus has:

- Sound understanding of the sector and the assessment requirements for this standard, together with the expertise to administer the assessment tools required.
- Capability to deliver assessments at the scale and with the levels of service required.
- Geographical coverage required.
- Assessors with the background specified above.

Professional Assessment Ltd will be responsible for all aspects of the end-point assessment for this standard and will review the evidence against the standard to ensure that the full range of skills, knowledge and behaviours have been met, and this includes the full portfolio of evidence, project, and professional discussion.

Who carries out the end-point assessment and makes the final judgement?

There are two parties involved in the end-point assessment – the employer and the independent assessment organisation. Their respective roles are as follows:

Assessor	Role
Apprentice's Employer	<ul style="list-style-type: none">➤ Initially reviews the project and portfolio independently and makes a judgment about whether they meet the standard before they are submitted to the independent assessment organisation as part of the EPA➤ Participates in the professional discussion as part of the panel
Independent Assessment Organisation	<ul style="list-style-type: none">➤ Brings a completely independent view to the end-point assessment as they have had no previous engagement with the apprentice➤ Assesses the project and portfolio independently and makes a judgment about whether they meet the standard➤ Chairs the professional discussion➤ Makes the final decision on the grade to be awarded to the apprentice

Internal Quality Assurance Requirements

Professional Assessment Ltd requires all Quality Assurance staff to hold a recognised Internal Quality Assurance qualification. IQA staff are subject to the requirements of an end-point assessor as outlined above and must show competence in subject specialist areas to be approved in internal quality assurance. Quality assurers are monitored to undertake Continuous Professional Development, to ensure the currency of their industry specific knowledge and practice.

PAL implements validation and quality assurance policies and processes to ensure that all assessments are robust, fully align with the independent endpoint assessment requirements, and are assessed consistently, reliably, and fairly by all EPA. Policies can be shared upon request, please contact info@professionalassessment.co.uk.

In accordance with these policies Professional Assessment Ltd will:

- Develop and maintain a set of assessment tools, to be used by all assessors when carrying out assessments.
- Ensure assessors for this standard, meet with the assessment plan competency requirements.
- Train and develop all assessors to ensure reliable and consistent assessment of the event assistant standard.
- Apply robust quality assurance and verification processes to assessments, e.g., the use of standard formats, moderation and standardisation of marking and assessment decisions.
- Apply and follow the appeals and disputes policy and procedure in response to any legitimate appeal or dispute.
- Communicate with third parties any concerns or issues that may impact on assessment activities or outcomes.

External Quality Assurance Requirements

External quality assurance for the apprenticeship will be undertaken by Ofqual as from 30/12/2021. It was previously undertaken by the IfATE, with Open Awards acting on behalf of IfATE.

Standardisation and Moderation

All assessors are required to attend standardisation and moderation activities, to ensure the consistency of the assessment approach and to ensure assessment grading is aligned to the relevant assessment plan requirements. Standardisation activities are carried out on an on-going basis such meetings can be in the format of traditional meetings or via hangouts.

IQAs or our Independent Observation team may accompany assessors carrying out EPA to ensure that the EPA is being administered safely, securely and in line with Professional Assessment guidance.

For further information on quality assurance, standardisation and moderation please see policies.

Preparing apprentices for end-point assessment

To ensure that apprentices develop the knowledge, skills and behaviours that underpin occupational competence, it is recommended that they follow a structured programme of training and development. The period of training and development must include a minimum of 20 per cent off-the-job training, away from the day-to-day job. Please refer to ESFA guidance and funding rules regarding the definition of what training interventions are permissible under the ruling and responsibilities for recording and evidencing off-job training activities.

To prepare apprentices effectively, employers and/or training providers should:

- Have a good understanding of the apprenticeship standard and the structure and format of the end-point assessment.
- Plan and implement a learning and development programme based on the apprenticeship standard, with regular reviews of progress and readiness, to ensure apprentices develop the required knowledge, skills and behaviours.
- Use formative assessments and mock assessments to help prepare apprentices for the end-point assessment.

End-point assessment planning and scheduling

Employers and/or training providers³ must have an agreement in place to conduct end-point assessments with PAL, we regularly check the ESFA portal to review pipeline business and ensure that training providers who wish to work with us, are attached to us, as EPAO for the relevant standard(s).

Apprentices must be registered and booked on to their end-point assessment in sufficient time to allow adequate planning and scheduling of the assessments. PAL encourages communication with all parties, in respect of apprenticeship progress and status and our accounts team will periodically communicate directly with other stakeholders, to seek clarification and updates regarding apprentices' assessment readiness. Once the employer or training provider has confirmed a gateway date, we will allocate an independent end-point assessor, who will arrange a further planning meeting on receipt and validation of the gateway evidence

The purpose of the planning meeting is to share information with the independent end-point assessor, to support the assessment process and to agree a plan for the upcoming assessment activities for the apprentices. The independent end-point assessor will agree a plan and schedule for each assessment activity to ensure that all assessment components can be completed within the end-point assessment time. The meeting can be conducted remotely using appropriate technology.

The end-point assessment will be conducted over a period of three months at the end of the apprenticeship. Assessments cannot take place if the apprentice has not served the minimum time in training and we require employers and training providers to check this requirement has been met, before submitting gateway evidence.

Reassessment

PAL's resit and retake policy will apply in the event of reassessments, and we will discuss arrangements for such activities with all concerned parties.

Reassessment requirements for each component

For **Component 1** – Portfolio of Evidence: if the evidence and supporting commentary presented by the apprentice do not meet the requirements to achieve the mandatory requirements to pass the portfolio of evidence in their first assessment attempt, they may submit additional evidence and commentary for the skills areas that initially failed.

For **Component 2** – Project: if the evidence presented by the apprentice does not meet the requirements to pass the project in their first assessment attempt, they may submit additional evidence and commentary for the skills areas that initially failed.

³ Note PAL endeavours to have agreements with both employers and training providers, to ensure all parties are aware of our service offer and role in the apprenticeship journey.

For **Component 3** – Professional discussion: if the apprentice’s evidence does not meet the requirements to achieve the minimum requirements to pass the professional discussion in their first assessment attempt, a further full discussion assessment of the apprentice will be carried out.

Re-assessments do incur a charge. All fees are detailed in PAL’s pricing policy and outlined in the contracting process.

Reassessments wherever possible will be carried out by the original assessor, but if this is not possible PAL reserves the right to assign a different assessor.

Booking Reassessments

The timescale for any reassessment will be agreed on a case-by-case basis, with PAL. As part of that agreement, any reassessments must not provide an apprentice with an unfair advantage over others.

Grading Indicators

This apprenticeship includes pass, merit, and distinction grades. An apprentice achieving a pass grade is expected to be fully competent in all areas of the standard. The merit and distinction grades are designed to recognise the small proportion of apprentices who are seen as outstanding employees, regularly going beyond what is required to be competent in the role and seen as having greatest potential for the future.

As per the assessment plan grading classification, an apprentice who achieves a merit or a distinction can be described as:

- Consistently exceeding the standards set for the role (both what is delivered and how it is delivered).
- Going beyond what is typically expected at this level.
- Able to perform well in difficult situations or when under pressure.
- Being seen as a role model by others.
- Able to work upwards as well as with peers.
- Showing they understand the wider context of the work they are doing.

The apprentice who fails could be described as:	The apprentice who achieves a pass could be described as:	The apprentice who achieves a merit could be described as:	The apprentice who achieves a distinction could be described as:
➤ currently unable to meet all of the key standards set for the role (both what is delivered and how it is delivered)	➤ someone who meets the requirements for the role (both what is delivered and how it is delivered), but rarely or never exceeding them	➤ someone who exceeds some of the standards set for the role, but not all or who can exceed all of the standards but not consistently (both what is delivered and how it is delivered)	➤ consistently exceeding the standards set for the role (both what is delivered and how it is delivered)
➤ currently unable to demonstrate they can meet the key standards at the level	➤ doing what is typically expected at this level, but rarely or never above and beyond the minimum standards	➤ going beyond what is typically expected at this level only in some areas or on some occasions	➤ going beyond what is typically expected at this level
➤ currently unable to perform well in all standard situations	➤ able to perform well in standard situations but may struggle to adapt to non-typical scenarios	➤ able to perform well in some difficult situations or when under pressure, but not in every relevant scenario	➤ able to perform well in difficult situations or when under pressure

The apprentice who fails could be described as:	The apprentice who achieves a pass could be described as:	The apprentice who achieves a merit could be described as:	The apprentice who achieves a distinction could be described as:
➤ unable to fulfil all parts of the job well to a satisfactory standard	➤ being seen as an able colleague, but not necessarily a 'shining star'	➤ being seen as a role model by others by some colleagues or in some areas, but not by all	➤ being seen as a role model by others
➤ someone who needs further development in order to be able to work effectively in all aspects of the job role at this level	➤ can work effectively at their level, but shows little or no immediate potential to be able to work or progress upwards	➤ occasionally able to work upwards in some areas, but not able to in others	➤ able to work upwards as well as with peers
➤ someone who does not understand every aspect of the job role	➤ showing they understand the job role, but not always the wider context of the work they are doing	➤ understanding some, but not all, of the wider context of the work they are doing	➤ showing they understand the wider context of the work they are doing

12 of the 41 knowledge, skills and behaviours have been selected by the Trailblazer Group as areas where apprentices can demonstrate competence beyond the pass requirements of the standard. Exceptional performance in these areas will result in the apprentice being awarded a merit or distinction grade, depending on how many of the 12 areas they excel in. The 12 areas are as follows:

1. Build and maintain relationships with colleagues, suppliers, or clients, and be able to repair them when they are damaged.
2. Be able to listen, interpret, understand, vocalise, and respond to clients' needs.
3. Be able to build rapport and trust with the stakeholders of an event so that stakeholders can collaborate well throughout the planning and organisation processes.
4. Manage your time effectively by understanding how to prioritise tasks according to their importance and urgency for the stakeholders of an event.
5. Take pride in producing accurate work with a consistently strong attention to detail, seeking clarity where necessary.
6. Use initiative when faced with problems or challenges and be flexible to the needs of the project.
7. Respond to requests from the different functional teams and carry out a variety of daily and weekly tasks to assist in the planning and preparation of an event.
8. Frequently seek and act upon feedback, reflect on performance and show commitment to self-development.
9. Show how commercial awareness has been applied through task and time management, specifically using efficient and effective measures to conclude a project in the most proficient way.
10. Importance of time-keeping, attendance, personal presentation and conduct and how this reflects on the company or department that is responsible for organising events for clients.
11. What clients typically expect from a department or company who is organising the event, and the importance of meeting or exceeding clients' expectations.
12. Question effectively to ensure understanding of what is required from clients or colleagues.

The apprentice must meet the assessment criteria for a **distinction** in **10 of these 12 areas** and a pass in all other areas of the standard to be awarded a distinction.

The apprentice must meet the assessment criteria for a **merit** in **8 of these 12 areas** and a pass in all other areas of the standard to be awarded a merit.

Assessment Methods

This guide has been produced as a support document to help the apprentice to prepare for end-point assessment. It has been designed to be used alongside the Event Assistant assessment plan and marking criteria.

As previously noted, the Event Assistant Standard is made up of three assessments: a portfolio of evidence, a project, and a professional discussion.

All end-point assessments should take place within the apprentice's usual working hours and will be planned by the independent end-point assessor with the apprentice and line manager at the planning meeting to comply with the assessment plan and business requirements.

Assessment decisions will not be communicated by the independent end-point assessor straight away, they will document and record their assessment decisions within five working days of the assessments taking place. These decisions are then shared for internal quality assurance checks prior to being communicated to the apprentice, employer, and training provider. The assessments are, in part, inter-dependent, so a final assessment decision cannot be made until all elements of assessment have been completed. Employers can access a record of each method of assessment from EPAPro.

Portfolio of evidence

The portfolio contains evidence from the apprentice's real work activity that has been built up progressively through the apprenticeship and will present evidence of competence across a wide range of skills, knowledge, and behaviours. Together with the professional discussion, it makes up 50% of the total mark and the apprentice can achieve pass, merit, or distinction grades with the portfolio submission.

Portfolios that do not contain the specified mandatory evidence, as detailed in the assessment plan, as well as portfolios that have insufficient evidence or are poorly referenced, with no, or little or inaccurate referencing to the standards, will be referred and the apprentice will be required to produce additional evidence.

The portfolio will complement the project, focusing particularly on those areas of knowledge, skill and behaviours that are not evidenced in the project. It will demonstrate the application of knowledge and competence in the work environment.

The apprentice should be involved and encouraged to take ownership of their portfolio of evidence. Evidence should comply with GDPR and be accessible for the independent assessor during the end-point assessment process. Access arrangements are agreed at the planning meeting stage.

The portfolio can be an online portfolio, with written and/or audio or video evidence, or a paper-based collection of evidence. It is of paramount importance that all of the work submitted in the portfolio has been generated by the apprentice or relates directly to the named apprentice. The independent assessor and the EPAO will undertake authenticity and plagiarism checks regarding portfolio evidence, and the professional discussion will draw on the evidence presented in the portfolio.

Key facts about the portfolio:

It **must include** the following types of evidence:

- Performance review information (minimum of 6 and a maximum of 12 pieces).
- Feedback from leaders/peers (minimum of 6 and a maximum of 12 pieces of each).
- At least one documented project, or some smaller projects, that demonstrate competence.
- A learning journal/diary, which includes at minimum monthly updates.

What is best practice in the portfolio?

It is important that, together with the employer and the training provider, the portfolio best presents the depth and the breadth of the job role and contains evidence which gives the apprentice the opportunity to showcase their knowledge and skills.

- Ensure that the evidence within the portfolio provides coverage against all of the standards as outlined in the assessment plan. Employers, training organisations and apprentices can utilise PAL's 'Portfolio Assessment Guidance' document to support in documenting and referencing the evidence against all standards required.
- The evidence provided within the portfolio should be validated by the employer to confirm the authenticity and confirm the apprentice's competence levels.
- A range of evidence, methods and consistency over time is encouraged to show competence at a high level, audio and video evidence is encouraged.

All evidence provided within the portfolio should comply with usual assessment practices, such as:

- Valid, authentic, current, sufficient, and reliable (VACSR) confirmed including signatures and dates as appropriate.
- Have detailed annotation to describe the evidence, DVR files should be referred to clearly within evidence to show where supporting recordings are located and within recordings the evidence number being discussed should be clearly confirmed.
- Have assessment decisions clearly documented but to be noted that the independent assessment is not influenced by any formative assessment decisions or achievements, where applicable, qualifications to include diplomas can be included in the portfolio, but records/certificates of courses, qualifications are not a proxy for the performance and product evidence.
- Have an evidence index, or a transparent and accessible form of referencing.
- Be referenced to the specific standard criteria.
- All evidence recordings and files to be clearly named as appropriate to evidence type/number.

Evidence can be developed over time and show distance travelled by the apprentice in the skills, knowledge, and behaviours of the standard, however, where possible, the portfolio evidence should be captured as close to the gateway as possible so that it reflects competency at that point.

Types of evidence the portfolio could contain to support the above requirements are:

- Written work.
- Workplace observations.
- Case studies.
- Development plan content.
- Emails.
- Customer feedback.

Wherever possible, the apprentice must make the best use of naturally occurring evidence such as observations and direct products of work, as these forms of evidence are better placed to evaluate competence within their role. Teaching and learning, together with self-directed research around the event industry outside of the context of their workplace should provide the apprentice with a broader understanding of the industry as a whole.

Although the assessment plan does not outline a particular order of end-point assessment methods for this standard it is recommended that the portfolio is assessed prior to the professional discussion to effectively inform the professional discussion agenda.

How will the portfolio be graded?

The proficiency descriptors in the table below are used in conjunction with the assessment plan by the independent assessor to determine a grade for the portfolio.

The assessment plan documents those criteria where a second assessment method is permitted.

Standard outcome	Failure Performance Indicators	Pass Performance Indicators	Exceptional Performance Indicators (where applicable)
Operational – Knowledge and Understanding			
How an event moves through its lifecycle from research and planning to delivery and evaluation.	<ul style="list-style-type: none"> ➤ The evidence in the portfolio does not fully demonstrate the apprentice’s knowledge of how an event moves and develops through its cycle or only part(s) of the cycle are explored. ➤ Key stages such as planning, development, liaison with different stakeholders or follow up are not sufficiently covered. 	<ul style="list-style-type: none"> ➤ The apprentice defines and explains the life cycle of an event, from strategy and planning, design, development, marketing, execution and follow up, evaluation from different stakeholders. ➤ A practical example can be used to explore understanding of the underpinning knowledge. 	
The respective roles of different functions: logistics, production, creative and design in event management; what each area is responsible for and how they contribute to the successful delivery of an event.	<ul style="list-style-type: none"> ➤ The evidence in the portfolio does not fully cover different functions. ➤ The lack of details in describing their role and impact does not show the apprentice’s understanding. 	<ul style="list-style-type: none"> ➤ The apprentice explains different functions in different contexts, ideally outside the context of their job role. ➤ The apprentice demonstrates they can evaluate their role(s) such as marketing, contractor management, catering, crowd management, utilities and amenities, fire safety, first aid, sanitation, security, accommodation, traffic management. 	
How different venues may be suited to a particular event based on clients’ needs.	<ul style="list-style-type: none"> ➤ The evidence is not based on a brief/briefs where clients’ requirements are clearly documented. ➤ Evaluation of different venues is not individualised, or no evidence of different venues is taken into consideration. 	<ul style="list-style-type: none"> ➤ Clients’ needs are clear and taken into consideration. ➤ The apprenticed has documented their research for location, cost, resources, parking, transport links, availability of contractors, etc. ➤ The conclusion best represents the clients’ requirements. 	
How event logistics can impact on the smooth running of an event.	<ul style="list-style-type: none"> ➤ The apprentice does not define the broad scope of the event logistics and fails to consider their impact in the context of events running. ➤ Insufficient details provided. 	<ul style="list-style-type: none"> ➤ The apprentice evaluates the full scope of event logistics (such as venue, accommodation, transport, catering), including “what if” scenarios, demonstrating a broader understanding of the event 	

Standard outcome	Failure Performance Indicators	Pass Performance Indicators	Exceptional Performance Indicators (where applicable)
		sector, potentially beyond their job role/organisation parameters.	
Each aspect of event logistics: the venue, delegate management, transportation, accommodation, catering.	<ul style="list-style-type: none"> ➤ There is insufficient detail around each aspect of the event logistics and not all are covered by the evidence. ➤ Evidence does not take into account what considerations are to be made in different contexts. ➤ The apprentice shows limited knowledge of the wider aspects of event logistics. 	<ul style="list-style-type: none"> ➤ The apprentice identifies and explains what considerations need to be taken into account for each of the event logistics, showing a good understanding of their role in different event contexts. 	
How the event suppliers combine to contribute to deliver an event.	<ul style="list-style-type: none"> ➤ Evidence is minimal about suppliers in different event contexts and evaluation of their role in running an event. ➤ The range of event suppliers described is insufficient. 	<ul style="list-style-type: none"> ➤ Evidence demonstrates the apprentice's understanding of a broad range of suppliers in different event contexts. ➤ The apprentice is able to evaluate their combined impact on the smooth running of an event. 	
What the onsite team at an event are responsible for and how they work to ensure that the client's and all the delegates needs are met.	<ul style="list-style-type: none"> ➤ There is little to no evidence about the formation of onsite teams, what they do and how they work together to meet the brief. 	<ul style="list-style-type: none"> ➤ The apprentice considers different responsibilities that form the onsite team either through exemplification of an event they dealt with or considering different event contexts (such as event manager, site manager, arena/stage manager, steward co-ordinator press and marketing coordinator, etc.) 	
Regulation and policies that are relevant to your job role.	<ul style="list-style-type: none"> ➤ The apprentice does not identify or describe key regulations and policies (such as public and employer liability, GDPR, COSHH, RIDDOR, Consumer Protection, Licensing, Noise Regulations, Equality Act, Employment legislation, Fire and First Aid, Food Safety Act, Music License (PRS), Manual Handling, Copyright.) ➤ Evidence does not demonstrate the apprentice's awareness of regulations and policies nor how they impact their job. 	<ul style="list-style-type: none"> ➤ The apprentice can identify and describe the key regulation and policies in the context of their job role and events they supported. ➤ The apprentice reflects on how regulations and policies impact their job requirements in different contexts. 	

Standard outcome	Failure Performance Indicators	Pass Performance Indicators	Exceptional Performance Indicators (where applicable)
	<ul style="list-style-type: none"> ➤ Little or insufficient details are provided. 		
Operational – Skills			
<p>Respond to requests from the different functional teams and carry out a variety of daily and weekly tasks to assist in the planning and preparation of an event.</p>	<ul style="list-style-type: none"> ➤ Evidence lacks specific examples of how the apprentice works with different teams, responds to requests when planning different events and little indication of what daily and weekly tasks the apprentice carries out to that effect. ➤ Little or insufficient work evidence prevents the apprentice from showing competence or the evidence put forward is not adequately annotated by the apprentice. ➤ Feedback in the portfolio from peers does not demonstrate meeting realistic daily and weekly tasks. 	<ul style="list-style-type: none"> ➤ Evidence of a variety of specific examples of meeting measurable success indicators within the required timescales without assistance. ➤ Evidence of the use of different assessment methods (such as observation, witness testimony, mini projects) to support performance in varied contexts. ➤ Feedback from peers evaluates how the apprentice meets realistic daily and weekly tasks, at times above and beyond the requirements of the job role and without requiring assistance. 	<ul style="list-style-type: none"> ➤ Evidence demonstrates specific examples of meeting, and where possible exceeding, the task and role requirements via measurable success indicators within the required timescales without assistance. ➤ A broad range of evidence shows how the apprentice consistently exceeds the standards set for the role (both what is delivered and how it is delivered) and goes beyond what is typically expected at this level. ➤ Feedback from peers demonstrates meeting realistic daily and weekly tasks and the role to, and where appropriate, above and beyond the requirements, without assistance.
<p>Provide assistance onsite at an event by registering delegates or by helping to assist the onsite team with a variety of tasks.</p>	<ul style="list-style-type: none"> ➤ Evidence provided does not show how the apprentice supported an event onsite in the context of their job requirements. ➤ There is a lack of detail around their involvement onsite (such as welcoming attendees, registering, assisting the suppliers, liaising with subcontractors.) 	<ul style="list-style-type: none"> ➤ There is a varied range of evidence demonstrating the apprentice's skills in providing assistance on site in different event contexts. ➤ Different evidence types such as work products, reflective accounts, direct observation, and witness testimonies demonstrate competence over time. 	
<p>Use software packages to create word processing and spreadsheet documents.</p>	<ul style="list-style-type: none"> ➤ No or insufficient evidence of workplace tasks/activities where different software packages were used to create Word documents/spreadsheets. ➤ Work products have not been annotated or authenticated. 	<ul style="list-style-type: none"> ➤ Sufficient evidence within the portfolio to illustrate workplace tasks/activities where different software packages were used to create Word documents/spreadsheets for different events/projects to demonstrate competency over time. ➤ Work products have been annotated and authenticated. 	

Standard outcome	Failure Performance Indicators	Pass Performance Indicators	Exceptional Performance Indicators (where applicable)
Use a range of event technology platforms and in-house bespoke software systems and databases.	<ul style="list-style-type: none"> ➤ No or insufficient evidence of workplace tasks/activities where different software packages were used to create Word documents, spreadsheets. 	<ul style="list-style-type: none"> ➤ Sufficient and varied evidence of workplace tasks/activities where different software packages were used to create Word documents, spreadsheets for different events/projects to demonstrate competency over time. 	
Show careful attention to regulations and internal policies.	<ul style="list-style-type: none"> ➤ No or insufficient evidence of workplace tasks/activities where the apprentices demonstrate adhering to different regulations and policies specific to job role and activities completed. ➤ Evidence presented demonstrates the apprentice fails to identify them and consequently, there is a risk to the business. 	<ul style="list-style-type: none"> ➤ Sufficient and varied evidence of workplace tasks/activities where the apprentices demonstrate adhering to different regulations and policies specific to job role and activities completed in different contexts. 	
Professional - Knowledge and understanding			
Why clients choose to hold events, what purpose they serve, and how they would evaluate different types of events.	<ul style="list-style-type: none"> ➤ The apprentice does not show understanding of the wider events industry by explaining the purpose of different event types ➤ The apprentice cannot evaluate their success through key indicators such as customer feedback/retention, return on investment. 	<ul style="list-style-type: none"> ➤ The apprentice provides examples of event evaluations either from real events or from case studies/mini projects and success measurements are clearly explained. 	
What clients typically expect from a department or company who is organising the event, and the importance of meeting or exceeding clients' expectations.	<ul style="list-style-type: none"> ➤ Evidence does not demonstrate understanding of the need to meet clients' expectations. 	<ul style="list-style-type: none"> ➤ Evidence demonstrates understanding of the need to meet clients' expectations, but little or no evidence of them being exceeded within the limitations of their responsibility. 	<ul style="list-style-type: none"> ➤ Evidence demonstrates understanding of the need to meet and exceed clients' expectations.
The importance of client feedback – dealing with it and using it to improve.	<ul style="list-style-type: none"> ➤ The apprentice does not demonstrate that they understand the value and impact of client feedback on different stakeholders. ➤ Little or no evidence about how the business and/or how they responded to feedback to improve services. 	<ul style="list-style-type: none"> ➤ Varied evidence to demonstrate how the apprentice dealt with different types of feedback in different contexts. ➤ Evidence to demonstrate how improvement(s) took place as a result of feedback. ➤ Evidence to show understanding of the impact of client feedback 	

Standard outcome	Failure Performance Indicators	Pass Performance Indicators	Exceptional Performance Indicators (where applicable)
		on themselves and the organisation.	
Importance of time-keeping, attendance, personal presentation and conduct and how this reflects on the company or department that is responsible for organising events for clients.	<ul style="list-style-type: none"> ➤ Evidence does not demonstrate an understanding of the importance of, and compliance with, time-keeping, attendance, personal presentation and conduct and the impact they have on the business. 	<ul style="list-style-type: none"> ➤ Evidence demonstrates an understanding of the importance of, and compliance with, time-keeping, attendance, personal presentation and conduct. ➤ Some “what if “scenarios are explored to evaluate their impact. 	<ul style="list-style-type: none"> ➤ Evidence demonstrates an understanding of the importance of, and compliance with, time-keeping, attendance, personal presentation and conduct. ➤ Evidence provides suitable witness statements confirming excellent personal presentation and conduct as well as confirming full compliance with time-keeping and attendance requirements (except in exceptional circumstances).
The importance of being flexible to the needs of urgent requirements for an event.	<ul style="list-style-type: none"> ➤ The apprentice does not show understanding of the importance of being flexible and prioritisation skills when dealing with urgent requirements, the impact it has on different stakeholders. ➤ Little or no workplace evidence demonstrate this underpinning knowledge. 	<ul style="list-style-type: none"> ➤ Evidence demonstrates an understanding of the importance of being flexible and prioritisation skills when dealing with urgent requirements, the impact it has on different stakeholders. ➤ Workplace evidence demonstrate this underpinning knowledge and some “what if “scenarios are explored to evaluation. 	
Professional – Skills			
Listen, interpret, understand, vocalise and respond to clients’ needs.	<ul style="list-style-type: none"> ➤ Evidence does not demonstrate effective listening, interpretation, understanding and responsiveness skills. ➤ Insufficient or no workplace evidence where the apprentice demonstrates these skills. 	<ul style="list-style-type: none"> ➤ Evidence demonstrates effective listening, interpretation, understanding and responsiveness skills. ➤ Feedback from peers provides evidence of effective listening, interpretation, understanding, and responsiveness skills. ➤ The apprentice shows communications skills, initiative, confidence, suggesting different actions, seeks feedback and completes tasks demonstrating a good understanding of the clients’ needs through varied evidence in different contexts. 	<ul style="list-style-type: none"> ➤ Evidence demonstrates excellent listening, interpretation, understanding and responsiveness skills. ➤ Feedback from peers provides evidence such skills. ➤ The apprentice shows excellent communications skills, initiative, confidence, suggesting different actions, seeks feedback and completes tasks demonstrating a good understanding of the clients’ needs through varied evidence in different contexts. ➤ Exceptional behaviours are displayed, going beyond what is typically expected at this level.
Listen, interpret, understand, vocalise and respond to clients’ needs.	<ul style="list-style-type: none"> ➤ Evidence does not demonstrate effective listening, interpretation, 	<ul style="list-style-type: none"> ➤ Evidence demonstrates effective listening, interpretation, 	<ul style="list-style-type: none"> ➤ Evidence demonstrates excellent listening, interpretation,

Standard outcome	Failure Performance Indicators	Pass Performance Indicators	Exceptional Performance Indicators (where applicable)
	<ul style="list-style-type: none"> understanding and responsiveness skills. ➤ Insufficient or no workplace evidence where the apprentice demonstrates these skills. 	<ul style="list-style-type: none"> understanding and responsiveness skills. ➤ Feedback from peers provides evidence of effective listening, interpretation, and understanding and responsiveness skills. ➤ The apprentice shows communications skills, initiative, confidence, suggesting different actions, seeks feedback and completes tasks demonstrating a good understanding of the clients' needs through varied evidence in different contexts. 	<ul style="list-style-type: none"> understanding and responsiveness skills. ➤ Feedback from peers provides evidence of such skills. ➤ The apprentice shows excellent communication skills, initiative, and confidence, suggests different actions, seeks feedback and completes tasks demonstrating a good understanding of the clients' needs through varied evidence in different contexts. ➤ Exceptional behaviours are displayed, going beyond what is typically expected at this level.
<p>Speak and write clearly in order to prepare written communications or provide instructions that are needed for a client, supplier or team member.</p>	<ul style="list-style-type: none"> ➤ Insufficient evidence from workplace activities where the apprentice demonstrates they prepare written communication to different stakeholders. ➤ Little or no evidence of effective verbal and written communication skills. ➤ Work products have not been annotated. 	<ul style="list-style-type: none"> ➤ Sufficient, valid, and varied evidence produced by the apprentice to showcase effective verbal and written communication skills when preparing communications/providing instructions to different stakeholders. ➤ Work products have been annotated. 	
<p>Build rapport and trust with the stakeholders of an event so that stakeholders can collaborate well throughout the planning and organisation processes.</p>	<ul style="list-style-type: none"> ➤ Evidence does not demonstrate the building of trust and rapport with stakeholders. ➤ Insufficient workplace evidence presented of the apprentice demonstrating such skills through tasks completed, attributes shown through events they supported with. 	<ul style="list-style-type: none"> ➤ Evidence demonstrates the building of trust and rapport with stakeholders. ➤ Sufficient and valid evidence from workplace practices presented where the apprentice demonstrates skills and attributes during different events they supported with. 	<ul style="list-style-type: none"> ➤ Evidence demonstrates the building of exceptional trust and rapport with stakeholders resulting in positive feedback and, where possible, repeat business. ➤ Varied evidence, including performance reviews/feedback from peers and managers demonstrate what skills and attributes the apprentice demonstrates to such effect.
<p>Question effectively to ensure understanding of what is required from clients or colleagues.</p>	<ul style="list-style-type: none"> ➤ Evidence does not demonstrate understanding of clients' and colleagues' requirements. Insufficient evidence of how the apprentice asked for clarification where needed to ensure understanding of different stakeholders' needs or not demonstrating effective questioning skills. 	<ul style="list-style-type: none"> ➤ Evidence demonstrates the use of effective questioning to determine clients' and colleagues' needs. ➤ Sufficient, valid, and varied evidence demonstrated in different contexts where the apprentice used effective questioning techniques to ascertain understanding. 	<ul style="list-style-type: none"> ➤ Evidence demonstrates the use of effective questioning to both determine clients' and colleagues' needs but is also used to probe and suggest other actions that may be of benefit to them. ➤ The apprentice increase satisfaction and exceed expectations of clients where reasonable to do so.

Standard outcome	Failure Performance Indicators	Pass Performance Indicators	Exceptional Performance Indicators (where applicable)
Have the skills to maintain relationships with colleagues, suppliers, or clients once they are built, and be able to repair them when they are damaged.	<ul style="list-style-type: none"> ➤ Evidence does not demonstrate the maintaining of relationships with clients, suppliers, and colleagues. ➤ If a relationship has broken down but is repairable, the evidence does not demonstrate that the apprentice was able to repair it. 	<ul style="list-style-type: none"> ➤ Evidence demonstrates the maintaining of relationships with clients, suppliers, and colleagues. ➤ If a relationship has broken down but is repairable, the portfolio demonstrates that the apprentice was able to repair it within the parameters of their authority. 	<ul style="list-style-type: none"> ➤ Evidence demonstrates the maintaining and building of strong relationships with clients, suppliers, and colleagues, including potentially in difficult circumstances and with people who operate at a higher level than the apprentice. ➤ If a relationship has broken down but is repairable, the evidence demonstrates that the apprentice was able to repair and strengthen it within the parameters of their authority.
Work effectively within a group environment to prepare for, deliver and/or follow up after an event takes place.	<ul style="list-style-type: none"> ➤ Insufficient evidence from workplace practices demonstrating the apprentice's skills of working in a team in different contexts to plan, prepare, deliver, and follow up events they assisted with. ➤ Work products have not been annotated. 	<ul style="list-style-type: none"> ➤ Varied evidence where the apprentice demonstrates team working skills, with different tasks/activities completed in different event contexts throughout the event cycle. 	
Commercial - Knowledge and Understanding			
Develop an understanding of the business, its competitors, and how success is measured.	<ul style="list-style-type: none"> ➤ The evidence does not demonstrate that the apprentice understands the business vision, targets, no insufficient evidence of their competitors. ➤ The apprentice does not explain the key indicators of measuring success and does not show an understanding of the business position in the market. 	<ul style="list-style-type: none"> ➤ The apprentice defines the business vision, values, and targets, understands how the business is positioned in the wider market alongside local and national competitors and performance indicators for success. 	
Understand how an event budget is constructed and managed.	<ul style="list-style-type: none"> ➤ Evidence does not demonstrate the apprentice understands the event budgeting concept from planning to construction and reconciliation, looking into costs/variable and fixed, revenue/expenditure/profit/loss. ➤ Work products have not been annotated to demonstrate the underpinning knowledge. 	<ul style="list-style-type: none"> ➤ Evidence demonstrates the apprentice understands the event budgeting concept from planning to construction and reconciliation, looking into costs/variable and fixed, revenue/expenditure/profit/loss. ➤ Work products have been annotated to demonstrate the underpinning knowledge. 	

Standard outcome	Failure Performance Indicators	Pass Performance Indicators	Exceptional Performance Indicators (where applicable)
Commercial – Skills			
Assist in the preparation, management, and reconciliation of event budgets by collecting information, checking data, and making calculations.	<ul style="list-style-type: none"> ➤ Little or insufficient evidence of how the apprentice supported event budgets. ➤ Work products are not annotated by the apprentice, for example, an event budget template does not inform the apprentice’s involvement in preparation, management, or reconciliation. 	<ul style="list-style-type: none"> ➤ There is sufficient work-based evidence to demonstrate the apprentice is involved in budget management, such as, preparing a budget taking into consideration fixed and flexible costs, commission fee, loss and reconciling the budget if needed to include any contingency planning. ➤ Work presented is annotated and it shows how the apprentice checks data, makes calculations. 	
Show how commercial awareness has been applied through task and time management, specifically using efficient and effective measures to conclude a project in the most proficient way.	<ul style="list-style-type: none"> ➤ Evidence does not demonstrate understanding and application of commercial awareness. ➤ Little or insufficient workplace evidence of where the apprentices used effective task and management skills nor evaluation of projects/events, where stakeholders’ needs are taken into consideration. 	<ul style="list-style-type: none"> ➤ Evidence demonstrates an understanding and application of commercial awareness. ➤ Evidence demonstrates effective use of task and time management and effective conclusion of projects to meet stakeholders’ needs. 	<ul style="list-style-type: none"> ➤ Evidence demonstrates a high understanding of commercial awareness and an application that results in high achievements benefiting stakeholders. ➤ Evidence demonstrates a highly effective use of task and time management. ➤ Evidence demonstrates effective conclusion of projects to meet needs resulting in a high level of stakeholder satisfaction. ➤ Time management techniques applied throughout key stages in different projects.
Behaviours			
Have an enthusiastic and positive approach to providing swift and accurate service.	<ul style="list-style-type: none"> ➤ The evidence in the portfolio does not display this attribute, as either insufficient or inadequate evidence is presented. ➤ The evidence fails to show how the apprentice strives to provide a swift service to different stakeholders and not showing enthusiasm, positivity, initiative, and flexibility. 	<ul style="list-style-type: none"> ➤ A varied type of evidence, including performance reviews and feedback from leaders/peers in the portfolio demonstrates such attributes through initiative, flexibility, communication skills, enthusiasm, striving to provide excellent customer service in different contexts. 	
Contribute to conversations with team members and share ideas with confidence.	<ul style="list-style-type: none"> ➤ The portfolio provides inefficient evidence when the apprentice showcased confidence in contributing to conversations with team members in different contexts. 	<ul style="list-style-type: none"> ➤ A varied type of evidence, including performance reviews and feedback from leaders/peers in the portfolio demonstrates such attributes in different contexts. 	
Take pride in producing accurate work with a	<ul style="list-style-type: none"> ➤ Portfolio does not demonstrate accuracy, 	<ul style="list-style-type: none"> ➤ Portfolio demonstrates accuracy, pride, attention to detail and care. 	<ul style="list-style-type: none"> ➤ Portfolio demonstrates an exceptional level of

Standard outcome	Failure Performance Indicators	Pass Performance Indicators	Exceptional Performance Indicators (where applicable)
consistently strong attention to detail, seeking clarity where necessary.	<ul style="list-style-type: none"> ➤ pride, attention to detail and care. ➤ Portfolio indicates mistakes were made due to failing to seek clarity when needed on projects. 	<ul style="list-style-type: none"> ➤ Portfolio demonstrates evidence of clarification of points. ➤ No mistakes in the portfolio are identified that are reasonably seen to be due to failure to obtain clarification on points. 	<ul style="list-style-type: none"> ➤ accuracy, pride, attention to detail and care. ➤ Portfolio demonstrates evidence of clarification of points including some that a pass level apprentice may not have thought to query. No mistakes in the portfolio are identified that are reasonably seen to be due to failure to obtain clarification on points.
Use initiative when faced with problems or challenges and be flexible to the needs of the project.	<ul style="list-style-type: none"> ➤ Portfolio does not demonstrate initiative if faced with problems or challenges. ➤ Portfolio indicates inflexibility when project does not proceed as planned or when unusual situations, problems or challenges occur. 	<ul style="list-style-type: none"> ➤ Portfolio demonstrates initiative if apprentice faces problems or challenges. ➤ Portfolio indicates flexibility when project does not proceed as planned or when unusual situations, problems or challenges occur. 	<ul style="list-style-type: none"> ➤ Portfolio demonstrates initiative if apprentice faces problems or challenges, including exceptional solutions or good solutions to very difficult problems and scenarios. ➤ Portfolio indicates exceptional flexibility when project does not proceed as planned or when unusual situations, problems or challenges occur, including going the 'extra mile' to satisfactorily resolve problems and challenges.
Demonstrate consideration and respect for team members regardless of sex, race, religion, and other differences.	<ul style="list-style-type: none"> ➤ Portfolio does not demonstrate the ability to work within an inclusive environment or insufficient evidence of when the apprentice demonstrates consideration to team members from a variety of backgrounds. 	<ul style="list-style-type: none"> ➤ The portfolio provides specific examples of when the apprentice showed consideration and respects, works in an inclusive manner, and thus shows a good understanding of the E&D and how it is adhered to in the workplace. 	
Frequently seek and act upon feedback, reflect on performance and show commitment to self-development.	<ul style="list-style-type: none"> ➤ Portfolio does not demonstrate the ability to act upon feedback, reflect on performance and show commitment to self-development. ➤ Portfolio indicates a reluctance or failure of seek feedback for self-improvement. 	<ul style="list-style-type: none"> ➤ Portfolio demonstrates the ability to act upon feedback, reflect on performance and show commitment to self-development. ➤ Portfolio indicates the apprentice proactively seeking feedback for the purpose of self-improvement. 	<ul style="list-style-type: none"> ➤ Portfolio demonstrates the ability to act upon feedback, reflect on performance and show commitment to self-development, with evidence of how this action has improved performance and resulted in an exceptional improvement in performance. Portfolio indicates the apprentice proactively seeking feedback for the purpose of self-improvement, including from a wide variety of suitable respondents, including using probing and detailed questions demonstrating a high-level of self-awareness.

Standard outcome	Failure Performance Indicators	Pass Performance Indicators	Exceptional Performance Indicators (where applicable)
Demonstrate personal commitment to sustainability by minimising the negative affect on the environment caused by work activities.	➤ Insufficient evidence from workplace practices on how the apprentice demonstrates personal commitment to sustainability.	➤ Specific and varied examples of how the apprentice demonstrates self-commitment to sustainability and understanding of the negative effect on the environment of different work activities.	

Guidance for Portfolio Mandatory Evidence Requirements

Performance reviews

The portfolio of evidence must include a **minimum of 6 and a maximum of 12 pieces of performance review information** as stated in the assessment plan.

The training provider should also complete progress reviews with the apprentice during the apprenticeship, where progress against the knowledge, skills and behaviours will be discussed and reviewed.

A good mixture of workplace performance reviews and training organisation progress reviews is suitable should the organisational internal processes and procedures prevent a minimum of six performance reviews to be collated and presented at end-point assessment stage.

Key points for a productive performance review:

- They need to be clearly and efficiently documented to demonstrate performance review activity.
- Do not leave too much time in between reviews – encourage more regular performance reviews, as a chance to recap on how the set objectives have been met, tailor the training and development plan to suit the employee
- Make it a two-way process – ensure each party expresses their views, feelings and share their observations and perspectives; conversation is key to productive performance reviews.
- Use questions that encourage the other party to open up by expanding their views and be honest; listen actively, take in what is being said; notice body language and nonverbal communication cues.

What should a performance review consist of?

- Review of the previous goals that were set when the employee started the job or during the last performance evaluation, discussion on the key areas of the job.
- Evaluation of how well the employee has done towards reaching these goals; considering feedback from peers/customers and self-evaluation results.
- Setting new goals, detailing what steps the employee need take to ensure that areas of development will improve and what support is needed from the employer.

Feedback

The portfolio must include a **minimum of 6 and a maximum of 12 pieces of feedback from leaders/peers**. Feedback is about giving information about a person's performance of a task in a way that encourages the recipient to accept it, reflect on it, learn from it and make changes for the better.

The apprentice will have to demonstrate the ability to act upon feedback, reflect on performance and show commitment to self-development. The evidence must show how the action has improved performance and, where possible, resulted in an exceptional improvement.

Feedback should focus on the skills and behaviours that the apprentice has demonstrated so far and the next steps to be taken to ensure that the apprentice is on track for end-point assessment.

Feedback must be collected throughout the apprenticeship and the apprentice show initiative by frequently asking for feedback from different stakeholders. Feedback can be sought from peers that the apprentice has collectively supported different events and managers who have supervised apprentice's involvement in them. The training provider might also collect feedback on their performance from their managers during the programme and record witness testimonies. The training provider in the review process can provide evidence of progress towards end-point assessment readiness.

Where reviews contain evidence of feedback of performance, they can be regarded as feedback. PAL recommend as best practice that the apprentice seeks out feedback from peers and managers and clients and other relevant stakeholders.

The format the feedback is submitted can range from written to audio/video, witness testimony, statements, emails, feedback forms, etc.

One documented project or some smaller projects

Apprentices are required to submit at least one documented project, or some smaller projects, that demonstrate competence across the standard. The evidence submitted **must be different** from the project/case study that constitutes the separate assessment method. The apprentice must provide evidence around how they supported events in different capacities.

An event template can be used to best capture the brief and the apprentice's involvement in planning, delivery and/or evaluation. Direct evidence of demonstrating knowledge, skills and behaviours must be included and it could be structured as follows:

- Name of the event/project.
- Date and location of event.
- Aim/objectives.
- Customer profile.
- Key suppliers/agencies and their roles.
- How will success be measured?
- Strategy/planning (to include evidence of apprentice's involvement if applicable).
- Marketing and promotion (to include evidence of apprentice's involvement if applicable).
- Execution/delivery (to include evidence of apprentice's involvement if applicable).
- Follow up/debrief (to include evidence of apprentice's involvement if applicable).

Learning journal/diary

Apprentices are required to create a learning record that contains examples of their learning and areas for development/action points as they go through the apprenticeship - this can be used in reviews with the line manager and training provider as well as contributing to the portfolio submitted as part of the end-point assessment. **The learning journal/diary must include minimum monthly updates** and could be manifested in a range of formats, to include a blog or vlog.

Keeping a learning record involves the apprentice reflecting about a learning experience - what happened, what can be learnt from it and what impact it has on the workplace practices and self-development. The apprentices are encouraged to keep their learning journal/diary online wherever possible.

Apprentices can use their training provider's personal development plan and any other forms of learning evaluations, as used by providers to provide evidence of maintaining a learning journal or diary. PAL can provide some additional resources.

Applying for a portfolio submission date extension

Please note that the requested submission date for the portfolio agreed in the assessment planning meeting is geared to the assessment window timeframe and assessment sequencing.

If the portfolio is not submitted by the agreed deadline, or a submission of an extension application is not made in a timely fashion, this assessment could be counted as a non-submission and most likely will affect other planned assessments, delaying the apprentice's progress. Persistent missing of deadlines could result in a referral and places the assessment window under pressure. If the assessment is not completed within 12 weeks, and there are no exceptional circumstances or reasons for this, a fail will be recorded and the apprentice will be subject to re-assessment, potentially a full-re-assessment if they are to have the opportunity of being certificated. Re-assessments will invoke additional charges.

There are times that the apprentice requires extra time to complete their portfolio, in this case an application for an extension should be requested, within the assessment window and the new agreed deadline met.

The apprentice, employer and training provider must work together to ensure above pieces of evidence are collated throughout the duration of the apprentice in order to best showcase the apprentice's development journey and present skills and behaviours demonstrated throughout the programme.

To request an extension, you will need to e-mail epasupportservices@professionalassessment.co.uk or the assigned assessor. PAL will request the apprentice completes an extension request form.

End-point assessment services can be contacted for further information on applying for an extensions

The independent assessor will mark the portfolio and complete the portfolio assessment record justifying the assessment decision for this component.

Project

This is a work-based project or a practical case study that contains real activity done in the apprentice's role, supporting an actual event or pitch. It carries 50% of the final mark and the apprentice can achieve pass, merit, or distinction.

The project can also be based on a scenario designed by PAL. At the planning meeting stage, all parties will discuss and agree if a scenario-based event is required for this assessment, in which case the end-point assessor will make the case studies available to the apprentice. PAL's preference is that the project is based on a real event where appropriate.

Key facts about the project

- 2000 - 5000 words. Apprentices can signpost supporting evidence as appendices which will not contribute to the word count.
- The project can be submitted using a range of media.
- Focuses on a commission from a client or organisational brief where the apprentice can demonstrate how they have responded to the brief and the project management cycle has been effectively put into practice.
- The project submission date will be agreed during the planning meeting with the independent assessor. The project must be written in the last 3 months of the apprenticeship as part of their end-point assessment, after the apprentice has met the Gateway criteria. Submission to the EPAO must be no later than 8 weeks following Gateway.

If the project is set as a scenario-based event, the above format would be used with the agreement of the employer and training provider, and the apprentice would need to illustrate how they would approach the specified pitch and consider what the likely impact of their described approach would be.

Project Presentation

- The apprentice will be asked to present their project findings prior to the professional discussion assessment. The presentation will take place on the same day as the professional discussion.
- The presentation will need to last between 10 and 15 minutes.
- The project can be presented using any method.
- There may be a break between the presentation and the professional discussion to allow the EPA time to reflect on the content.
- Any questions which arise out of the presentation must form part of the professional discussion and will be carried out within the professional discussion allocated time.

The key areas the project will need to cover are:

- A commission from a client or organisational brief, so an apprentice can demonstrate how they have responded to the brief.
- The use of software packages to create word processing and spreadsheet documents.
- Contribution to reports, event project plans and written presentations for clients.
- The use of a range of event technology platforms and in-house bespoke software systems and databases.
- How conclusions are drawn to choose venues that may be suited to a particular event based on clients' needs.
- Each aspect of event logistics: the venue, delegate management, transportation, accommodation, catering.
- Liaison with event suppliers to combine and contribute to delivering an event.
- How the onsite team at an event collaborated to ensure that the client's and all the delegates' needs are met.

Whereas for the vast majority of the standards, there will be a second assessment method (either the portfolio or the professional discussion) where the apprentice will have the opportunity to strengthen the evidence presented in the project, it should be noted the criteria below should only be assessed through the project:

- Gather facts and collate information in response to a brief or request, like searching for the right location and venue for an event.
- Contribute to reports, event project plans and written presentations for clients.

The advised structure of the project is:

- Introduction and background - should detail the nature of the event, background to the event and why this event has been selected for the project submission. Where a case study is used, the apprentice will be expected to write up a suitable introduction and background, based on the information enclosed in the case study).
- Aims and objectives - aims should detail the aim of the event from the client's perspective and the objectives should demonstrate what key actions the apprentice took to make the event happen. For the case study, it would be expected that the apprentice can extract the aim and write up objectives from the material provided.
- Outline of the event or pitch - should concisely detail the attributes of the event, and this can be accompanied by, or the apprentice can make reference to any supporting documentation that for a real event includes initial discussions and the proposal prepared for the client.
- Evidence of apprentice's involvement/contribution to the pitch or event - the main body of the project should detail the apprentice's role in the event from planning to a conclusion and demonstrate the range of stakeholders involved and how the apprentice liaised with internal and external stakeholders and customers. Regarding the event, it should be evident in the project how the apprentice offered ideas, suggestions or recommendations and any innovations or ideas they made. The main body of the project can be structured around an event lifecycle and where appropriate the information can be presented using a range of media that brings the project to life.
- Impact/benefit/outcome of the project on the apprentice and workplace - the final element of the project should include a robust evaluation of the event, what worked, what didn't work, return on investment, the client's reactions, how the apprentice may undertake any aspect of event planning and management differently as a result of this experience. In the case study format, it would be expected that the apprentice considers what the impact would be and to offer some alternative approaches.

As with the portfolio, the project should in the first instance be assessed by the employer and training provider, and PAL has provided an assessment template to complete this formative assessment.

The report should be made available in written format, supported by any relevant supplementary evidence, and follow the basic outline, as detailed in the assessment plan.

How will the project be assessed?

The proficiency descriptors in the table below are used in conjunction with the assessment plan by the independent assessor to determine a grade for the project.

The assessment plan documents those standards where a second assessment method is permitted.

Standard outcome	Failure Performance Indicators	Pass Performance Indicators	Exceptional Performance Indicators (where applicable)
Operational - Knowledge and Understanding			
How different venues may be suited to a particular event based on clients' needs.	<ul style="list-style-type: none"> ➤ The evidence presented is not based on a brief, where clients' requirements are clearly documented and thus evaluation of different venues is not individualised, or no different venues are taken into consideration. ➤ In circumstances where the venue/location is pre-set in the brief, the apprentice does not consider evaluating how different stages/rooms/workshops within the main venue were selected. 	<ul style="list-style-type: none"> ➤ Clear clients' needs taken into consideration and documentation of research of location, cost, resources, parking, transport links, availability of contractors, etc. ➤ Where the venue/location is pre-set in the brief, the apprentice considered how agreed stages/conference /meeting rooms, etc. were selected to meet the clients' requirements. 	
Each aspect of event logistics: the venue, delegate management, transportation, accommodation, catering.	<ul style="list-style-type: none"> ➤ No or little reference is made to different logistics and their role in running the event. ➤ Relevant aspects are not developed sufficiently to demonstrate the apprentice's understanding. 	<ul style="list-style-type: none"> ➤ The apprentice explains different aspects involved in the project, considering their role, responsibilities, how they work together to achieve a smooth running of the event. ➤ Sufficient details presented and all relevant aspects developed. 	
How the event suppliers combine to contribute to deliver an event.	<ul style="list-style-type: none"> ➤ The apprentice does not consider the full range of event suppliers (such as caterers, entertainment, security, florists, etc.) and does not reflect on their role and impact. 	<ul style="list-style-type: none"> ➤ The apprentice describes the full range of suppliers involved, explains their role, and reflects on their impact. 	
What the onsite team at an event are responsible for and how they work to ensure that the client's and all the delegates needs are met.	<ul style="list-style-type: none"> ➤ The apprentice does not fully explain which parties formed the onsite team, does not provide a description of their responsibilities, and does not take into account how the clients' needs were met through collaborative working. 	<ul style="list-style-type: none"> ➤ The apprentice fully considers the whole range of parties that formed the onsite team at that particular event, details are provided around what they were responsible for and the impact they had. 	
Operational - Skills			
Gather facts and collate information in response to a brief or request, like searching	<ul style="list-style-type: none"> ➤ In the project, the brief/requirements are not clearly documented and thus the collation of 	<ul style="list-style-type: none"> ➤ The project documents evidence of the client's request (or case study brief), identification of client's needs, what 	

Standard outcome	Failure Performance Indicators	Pass Performance Indicators	Exceptional Performance Indicators (where applicable)
for the right location and venue for an event.	information and facts fails to prove the apprentice responded in an adequate way or there are no sufficient details on the apprentice's research and planning.	research has been carried out using which methods; who else was involved and why, evaluation of research (such as for an appropriate venue); recommendations for client.	
Manage your time effectively by understanding how to prioritise tasks according to their importance and urgency for the stakeholders of an event.	➤ The project does not evidence how the apprentice prioritised their tasks prior, during and after the event or how they took into consideration the stakeholders' individual needs.	<ul style="list-style-type: none"> ➤ The project indicates a functional understanding of time management or prioritisation, with sufficient examples provided. ➤ The apprentice shows underpinning knowledge of why some activities will be important to event stakeholders and few exceptional behaviours are displayed. 	<ul style="list-style-type: none"> ➤ The project indicates an excellent understanding of how to manage time and prioritise and practical examples of doing this in challenging situations. ➤ The project indicates a good understanding of why some activities will be important to event stakeholders and examples where activities have been successfully changed to meet stakeholder needs.
Use software packages to create word processing and spreadsheet documents.	➤ There is no or insufficient evidence within project where the apprentice made use of different software packages available to create word documents, spreadsheets for the event.	➤ There is sufficient evidence within the project where different software packages available were made used of to create word documents, spreadsheets for the event.	
Use a range of event technology platforms and in-house bespoke software systems and databases.	➤ There is no or insufficient evidence within the project where different available platforms and bespoke software systems were used.	➤ There is sufficient and varied evidence within the project of the apprentice making use of different available platforms, bespoke software systems and to what effect.	
Contribute to reports, event project plans and written presentations for clients.	➤ The project does not evidence how the apprentice contributed and supported different reports/presentations/plans throughout the event.	➤ The project presents different direct evidence of the apprentice's involvement in supporting report writing, presentations, or plans.	
Professional – Skills			
Listen, interpret, understand, vocalise, and respond to clients' needs.	➤ The project does not indicate an understanding of effective listening, interpretation, understanding and responsiveness skills through direct evidence of how the apprentice responded to stakeholders' requests, showing initiative, inquisitive approach, and confidence.	<ul style="list-style-type: none"> ➤ The project indicates a functional understanding of the importance of effective listening, interpretation, understanding and responsiveness skills and exceptional behaviours are displayed. ➤ The apprentice shows communications skills, initiative, and confidence in suggesting different actions, seeks feedback and completes tasks demonstrating a good 	<ul style="list-style-type: none"> ➤ The project indicates an excellent understanding of how to listen to the client, interpret what has been communicated, demonstrate, and confirm understanding and respond to the identified needed. ➤ The project indicates a good understanding of the importance of effective listening, interpretation, understanding and responsiveness skills. Exceptional behaviours are

Standard outcome	Failure Performance Indicators	Pass Performance Indicators	Exceptional Performance Indicators (where applicable)
		understanding of the clients' needs.	displayed, going beyond what is typically expected at this level.
Speak and write clearly in order to prepare written communications or provide instructions that are needed for a client, supplier, or team member.	<ul style="list-style-type: none"> ➤ Insufficient evidence from workplace activities where the apprentice demonstrates they prepare written communication to different stakeholders and no or little evidence around effective verbal and written communication skills. ➤ Work products have not been annotated. 	<ul style="list-style-type: none"> ➤ Sufficient, valid, and varied evidence produced by the apprentice to showcase effective verbal and written communication skills when preparing communications/providing instructions to different stakeholders. ➤ Work products have been annotated. 	
Question effectively to ensure understanding of what is required from clients or colleagues.	<ul style="list-style-type: none"> ➤ Project does not indicate an understanding of clients' and colleagues' requirements. ➤ Before the commencement of project, use is not made of questioning to confirm requirements where they have clearly not been understood. ➤ Questioning is used before the commencement of the project but does not effectively determine understanding. 	<ul style="list-style-type: none"> ➤ Project indicates a good understanding of clients' and colleagues' requirements, and questioning is used before the commencement of the project to effectively determine understanding. Effective questioning techniques used to this effect. 	<ul style="list-style-type: none"> ➤ Project indicates an excellent understanding of clients' and colleagues' requirements, which is used to exceed expectations where reasonable to do so. ➤ Questioning is used before the commencement of the project to effectively determine understanding but is also used to probe and suggest other actions that may be of benefit to them and increase satisfaction and exceed expectations where reasonable to do so. A varied range of questioning techniques used.
Commercial – Skills			
Assist in the preparation, management, and reconciliation of event budgets by collecting information, checking data and making calculations.	<ul style="list-style-type: none"> ➤ The project presents little or insufficient evidence where the apprentice supports the budget of the event. Insufficient direct evidence when the apprentice collected information to prepare the budget, amended it according to the project needs, checked data for accuracy. 	<ul style="list-style-type: none"> ➤ The project presents sufficient and adequate direct evidence when the apprentice assists with the event budget – from planning, preparation, reconciliation. ➤ Work presented is annotated and it shows how the apprentice checks data, makes calculations. 	
Show how commercial awareness has been applied through task and time management, specifically using efficient and effective measures to conclude a project in the most proficient way.	<ul style="list-style-type: none"> ➤ Project does not demonstrate understanding of commercial awareness. ➤ Project does not demonstrate application of commercial awareness. ➤ Project does not demonstrate effective use of task and time management. ➤ Project does not demonstrate effective 	<ul style="list-style-type: none"> ➤ Project demonstrates understanding of commercial awareness. ➤ Project demonstrates application of commercial awareness. ➤ Project demonstrates effective use of task and time management. ➤ Project demonstrates effective conclusion of the project to meet stakeholders' needs. 	<ul style="list-style-type: none"> ➤ Project demonstrates a high level of understanding of commercial awareness. ➤ Project demonstrates application of commercial awareness that would be highly beneficial to all stakeholders. ➤ Project demonstrates a highly effective use of task and time management. ➤ Project demonstrates effective conclusion of the

Standard outcome	Failure Performance Indicators	Pass Performance Indicators	Exceptional Performance Indicators (where applicable)
	conclusion of the project to meet stakeholders' needs.		project to meet needs resulting in a high level of stakeholder satisfaction.

Applying for an extension for the project

Project submission deadlines are agreed at the end-point planning meeting between the apprentice, employer and the end-point assessor. During the planning meeting, the apprentice will be informed of the possibility to apply for an extension submission date and an extension application can only be submitted by the apprentice. A final deadline will be agreed between the apprentice, employer and end-point assessor.

Please note that the requested submission date should fall under the assessment plan stated window of EPA.

If the project is not submitted by the agreed deadline, or a submission of an extension application, this assessment could be counted as a non-submission/fail and affect other planned assessments.

Persistent missing of deadlines could result in a referral and places the assessment window under pressure. If the assessment is not completed within 12 weeks, and there are no exceptional circumstances or reasons for this, a fail will be recorded and the apprentice will be subject to re-assessment, potentially a full-re-assessment if they are to have the opportunity of being certificated. Re-assessments will invoke additional charges.

Professional Discussion

The professional discussion is a holistic discussion and is a structured interview with specific themes and outputs between the apprentice, the end-point assessor and the employer's representative (e.g., apprentice's line manager). The content of the professional discussion will be determined by the Assessment Panel following assessment of the project and portfolio.

PAL will provide an overview of an agenda, as located on the Padlet prior to the actual discussion to allow the apprentice to prepare effectively.

Key facts about the professional discussion:

- Will be the final assessment to take place.
- Will last between 45-60 minutes.
- The apprentice will be sent an agenda for the professional discussion at least 5 days in advance, which will highlight the key areas of the discussion; the employer representative will be given the opportunity to put forward questions, which will have to be validated by the end-point assessor beforehand.
- There will be typically 13-16 stimulus questions, contextualised for the specific setting.
- Will be completed in a controlled quiet environment, such as a quiet room away from the normal place of work.
- The assessors will be chaired by the Independent Assessment Organisation who will also make the final decision on the grade to be awarded.

The key areas the professional discussion will need to cover are:

- Particular aspects of the standard, such as behaviours or specific skills that due to the nature of the apprentice's work, there might be limited available evidence of regular activity.
- The project - the results delivered, and the approach taken. The apprentice will be asked to present their project findings prior to the discussion which can be delivered in any format and last between 10-15 minutes. This time is in addition to the professional discussion assessment time.
- Clarify any questions that the panel have about the evidence submitted in the project and portfolio.
- Any gaps in the standard not covered by the project or the portfolio.

Professional discussions are designed to assess the breadth of the apprentice's understanding of the standards. The assessor's questions will be formulated to extend the apprentice's critical thinking, getting them to evaluate previous performance, alternative actions and identify learning and changes they have made to improve their performance. Training providers can help their apprentices prepare for professional discussions, by using this assessment format on a regular basis.

What can the apprentice bring to the professional discussion?

The apprentice can bring evidence such as a personal development plan, learning journal, training records or work products, or any other evidence they believe demonstrates their learning and progression throughout the apprenticeship programme.

How can an apprentice best prepare for a professional discussion?

- Review the agenda, identify key points they want to include in the discussion.
- Ensure they understand all areas of the agenda, seek clarification for any aspects they do not.
- Make notes that they can bring with them for prompts.
- Prepare for the project presentation – generic presentation guidance can be found on the Event Assistant Padlet.
- Identify if there are any support materials such as the learning record or work products that they wish to bring with them to illustrate points (such as their project, feedback from peers/leaders, personal development plan, learning record).
- Check they have a suitable quiet area arranged for the discussion to take place. And if the discussion is being completed remotely, that there is adequate internet signal.
- Provide as much detail as they can and don't be afraid to "show off".

How can the professional discussion be undertaken?

As with the competency-based interview the professional discussion can be conducted using a range of media, as appropriate for the apprentice, these include:

- Web-conferencing – video recorded.
- Face to face discussion - which is digitally recorded.

The method in which the professional discussion is undertaken should be the method that best suits the apprentice.

Where the professional discussion is conducted using technology, fair assessment conditions must be maintained. Acceptable means of remote assessment include video conferencing/video calling and must include a two-way visual and audio link. The video call will be recorded and submitted by the independent assessor for internal quality assurance.

Where the interview is completed face to face, the independent assessor should complete a written summary of the professional discussion and submit this with the digital recording⁴. Video recordings and written assessment records will be saved securely for QA access.

The professional discussion will be conducted in a 'controlled environment' i.e., a quiet room, away from the normal place of work.

Tips for successful remote assessment:

- Webinar software will ask the apprentice to check audio and camera capacity, do this if there are any problems, let the assessor know.
- During the professional discussion, the apprentice should pay attention to the sound, make sure the IA and employer representative can hear them and vice versa.
- The apprentice should speak clearly and to the microphone and ask for clarification if they do not understand a question.
- The panel will ask questions about the apprenticeship experience and how the apprentice demonstrates competence across the standards. Having real life experiences and examples of how they have excelled in their role will help the apprentice succeed in this element of assessment.

⁴ Note in exceptional cases, PAL may allow an apprentice to be exempt from a digitally professional discussion, a written record would still be required. Any exemption would need to be agreed at the assessment planning meeting and be subject to PAL's special considerations and reasonable adjustment policy

- The IA will monitor the assessment duration, and they will provide the apprentice with a time guide, but they should also keep track of the time.

How will the professional discussion be graded?

The proficiency descriptors in the table below are used in conjunction with the assessment plan by the independent assessor to determine a grade for the professional discussion.

The assessment plan documents those standards where a second assessment method is permitted.

Standard outcome	Failure Performance Indicators	Pass Performance Indicators	Exceptional Performance Indicators (where applicable)
Operational - Knowledge and Understanding			
How an event moves through its lifecycle from research and planning to delivery and evaluation.	<ul style="list-style-type: none"> ➤ The professional discussion does not fully demonstrate the apprentice’s knowledge of how an event moves and develops through its cycle as only part of the cycle are explored and key stages such as planning, development, liaison with different stakeholders or follow up are not sufficiently covered. ➤ Insufficient links to a specific event the apprentice supported with to demonstrate underpinning knowledge. 	<ul style="list-style-type: none"> ➤ The apprentice defines and explains the life cycle of an event, from strategy and planning, design, development, marketing, execution and follow up, evaluation from different stakeholders. ➤ Adequate and sufficient correlations to specific events the apprentice supported with to demonstrate underpinning knowledge. 	
The respective roles of different functions: logistics, production, creative and design in event management; what each area is responsible for and how they contribute to the successful delivery of an event.	<ul style="list-style-type: none"> ➤ The apprentice defines and explains the life cycle of an event, from strategy and planning, design, development, marketing, execution and follow up, evaluation from different stakeholders. ➤ Insufficient links to workplace examples with to demonstrate underpinning knowledge and the apprentice does not evaluate their impact. 	<ul style="list-style-type: none"> ➤ The apprentice explains different functions in different contexts, ideally outside the context of their job role and demonstrates they can evaluate their roles (such as - marketing, contractor management, catering, crowd management, utilities and amenities, fire safety, first aid, sanitation, security, accommodation, traffic management). ➤ Adequate and sufficient correlations to a specific event the apprentice supported with to demonstrate underpinning knowledge. 	
How event logistics can impact on the smooth running of an event.	<ul style="list-style-type: none"> ➤ The apprentice does not define the broad scope of the event logistics and fails to consider their impact in the context of events running. Insufficient links to events the apprentice supported with to 	<ul style="list-style-type: none"> ➤ The apprentice evaluates the full scope of event logistics (such as venue, accommodation, transport, catering), including “what if” scenarios, demonstrating a broader understanding of the event 	

Standard outcome	Failure Performance Indicators	Pass Performance Indicators	Exceptional Performance Indicators (where applicable)
	demonstrate underpinning knowledge.	sector, potentially beyond their job role/organisation parameters. ➤ Adequate and sufficient correlations to specific events the apprentice supported with to demonstrate underpinning knowledge.	
Regulation and policies that are relevant to your job role.	➤ The apprentice does not identify and describe key regulations and policies (such as Public and employer liability, GDPR, COSHH, RIDDOR, Consumer Protection, Licensing, Noise Regulations, Equality Act, Employment legislation, Fire and First Aid, Food Safety Act, Music License (PRS), Manual Handling, Copyright).	➤ The apprentice can identify, describe the key regulation and policies in the context of their job role and events they supported with. ➤ The apprentice can reflect on how they impact their job requirements in different contexts.	
Operational - Skills			
Respond to requests from the different functional teams and carry out a variety of daily and weekly tasks to assist in the planning and preparation of an event.	➤ The apprentice does not reflect on how they respond and work with different teams in different situations, detailing what tasks they carry on a regular basis to plan an event.	➤ The apprentice provides specific examples of meeting the requirements, measurable success indicators within the required timescales without assistance.	➤ The apprentice provides multiple examples when they exceed the standards set for the role (both what is delivered and how it is delivered) and goes beyond what is typically expected, via measurable success indicators within the required timescales without assistance.
Provide assistance onsite at an event by registering delegates or by helping to assist the onsite team with a variety of tasks	➤ The apprentice does not provide specific examples to show the types of onsite assistance they provided to different events.	➤ The apprentice provides specific examples when they assisted onsite and explain their responsibilities, reflects on their performance and the impact it had on different stakeholders.	
Show careful attention to regulations and internal policies.	➤ The apprentice does not provide specific examples to There is no or insufficient evidence of work situations they demonstrate adhering to different regulations and policies specific to job role and activities completed.	➤ Sufficient examples in different contexts are provided around circumstances where the apprentice demonstrates adhering to different regulations and policies specific to job role and activities completed.	
Professional - Knowledge and Understanding			
Why clients choose to hold events, what purpose they serve, and how they would evaluate different types of events.	➤ The apprentice does not show understanding of the wider events industry by explaining the purpose of different event types and	➤ The apprentice provides examples of event evaluations either from real events or from case studies/mini projects and	

Standard outcome	Failure Performance Indicators	Pass Performance Indicators	Exceptional Performance Indicators (where applicable)
	cannot evaluate their success through key indicators such as customer feedback/retention, return on investment.	success measurements are clearly explained.	
What clients typically expect from a department or company who is organising the event, and the importance of meeting or exceeding clients' expectations.	<ul style="list-style-type: none"> ➤ Professional discussion does not indicate an understanding of the need to meet clients' expectations. 	<ul style="list-style-type: none"> ➤ Professional discussion indicates an understanding of the need to meet clients' expectations. A lack of understanding is displayed or evidenced about exceeding clients' expectations within the limitations of their responsibility. ➤ Professional discussion indicates a willingness to meet expectations but no real evidence of wanting to exceed their expectations. 	<ul style="list-style-type: none"> ➤ Professional discussion indicates an understanding of the need to meet and exceed clients' expectations. ➤ Professional discussion indicates a willingness to meet and exceed clients' expectations.
The importance of client feedback – dealing with it and using it to improve.	<ul style="list-style-type: none"> ➤ The apprentice does not demonstrate that they understand the value and impact of client feedback on different stakeholders and no examples provided round how the business and/or how they responded to feedback to improve services. 	<ul style="list-style-type: none"> ➤ Professional discussion demonstrates how the apprentice dealt with different types of feedback in different contexts, how improvement took place as a result and thus showing understanding of the client feedback impact on themselves and the organisation through specific examples provided. 	
Importance of time-keeping, attendance, personal presentation and conduct and how this reflects on the company or department that is responsible for organising events for clients.	<ul style="list-style-type: none"> ➤ Professional discussion does not demonstrate an understanding of the importance of, and compliance with, time-keeping, attendance, personal presentation and conduct. ➤ Professional discussion does not relate how time-keeping, attendance, personal presentation and conduct can reflect on the company or department. 	<ul style="list-style-type: none"> ➤ Professional discussion demonstrates an understanding of the importance of, and compliance with, time-keeping, attendance, personal presentation and conduct. ➤ Professional discussion demonstrates an understanding how time-keeping, attendance, personal presentation and conduct can reflect on the company or department. 	<ul style="list-style-type: none"> ➤ Professional discussion demonstrates a high level of understanding of the importance of, and compliance with, time-keeping, attendance, personal presentation and conduct. ➤ Professional discussion demonstrates a high level of understanding of how they can reflect on the company or department.
The importance of being flexible to the needs of urgent requirements for an event.	<ul style="list-style-type: none"> ➤ The apprentice does not show understanding of the importance of being flexible and prioritisation skills when dealing with urgent requirements, the impact it has on different stakeholders and/or the examples given to this effect fails to demonstrate it. 	<ul style="list-style-type: none"> ➤ Professional discussion indicates an understanding of the importance of being flexible and prioritisation skills when dealing with urgent requirements, the impact it has on different stakeholders with specific examples provided to this effect. 	

Standard outcome	Failure Performance Indicators	Pass Performance Indicators	Exceptional Performance Indicators (where applicable)
Professional – Skills			
Build rapport and trust with the stakeholders of an event so that stakeholders can collaborate well throughout the planning and organisation processes.	<ul style="list-style-type: none"> ➤ Professional discussion does not indicate an understanding of the need to build trust and rapport with stakeholders and/or the benefits of doing so. 	<ul style="list-style-type: none"> ➤ Professional discussion indicates an understanding of the need to build trust and rapport with stakeholders. ➤ Professional discussion indicates the benefits of building trust and rapport with stakeholders. 	<ul style="list-style-type: none"> ➤ Professional discussion indicates an understanding of the need to build trust and rapport with stakeholders and a high desire to do so. ➤ Professional discussion indicates the benefits of building trust and rapport with stakeholders and the benefits of doing so beyond this one event.
Have the skills to maintain relationships with colleagues, suppliers, or clients once they are built, and be able to repair them when they are damaged.	<ul style="list-style-type: none"> ➤ Professional discussion does not demonstrate the ability to maintain relationships with clients, suppliers, and colleagues. ➤ Professional discussion does not demonstrate the ability to repair relationships. 	<ul style="list-style-type: none"> ➤ Professional discussion demonstrates the ability to maintain relationships with clients, suppliers, and colleagues. ➤ Professional discussion demonstrates the ability to repair relationships with clients, suppliers, and colleagues. 	<ul style="list-style-type: none"> ➤ Professional discussion demonstrates the ability to maintain and strengthen relationships with clients, suppliers, and colleagues. ➤ Professional discussion demonstrates the ability to repair and strengthen relationships with clients, suppliers and colleagues.
Work effectively within a group environment to prepare for, deliver and/or follow up after an event takes place.	<ul style="list-style-type: none"> ➤ Insufficient evidence from workplace practices provided in the professional discussion demonstrating the apprentice's skills of working in a team in different contexts to plan, prepare, delivery, follow up events they assisted with. 	<ul style="list-style-type: none"> ➤ Varied evidence where the apprentice demonstrates team working skills, with different tasks/activities completed in different event contexts throughout the event cycle are provided in the professional discussion. 	
Commercial - Knowledge and understanding			
Develop an understanding of the business, its competitors, and how success is measured.	<ul style="list-style-type: none"> ➤ In the professional discussion, the evidence does not demonstrate that the apprentice understands the business vision, targets and position within the market, local competitors and how success is measured in their organisation. 	<ul style="list-style-type: none"> ➤ In the professional discussion, the apprentice defines the business vision, values, and targets, understands how the business is positioned in the wider market alongside competitors and performance indicators for success. 	
How the role of the Event Assistant contributes to business success.	<ul style="list-style-type: none"> ➤ In the professional discussion, there is a lack of understanding of their job role, how their performance can impact the department/business and to what effect. 	<ul style="list-style-type: none"> ➤ The professional discussion shows the apprentice understands their job role, their role within the team/organisation, how their KPIs are linked to department and business success. 	
Understand how an event budget is constructed and managed.	<ul style="list-style-type: none"> ➤ The apprentice does not fully describe the event budgeting concept from planning to construction and reconciliation, looking into costs/variable and fixed, 	<ul style="list-style-type: none"> ➤ The apprentice explains the event budgeting concept from planning to construction and reconciliation, looking into costs/variable and fixed, revenue/expenditure/ 	

Standard outcome	Failure Performance Indicators	Pass Performance Indicators	Exceptional Performance Indicators (where applicable)
	revenue/expenditure/ profit/loss.	profit/loss in the context of events they assisted with.	
Behaviours			
Have an enthusiastic and positive approach to providing swift and accurate service.	➤ In the professional discussion, the apprentice does not display this attribute when reflecting on work practices and past performance nor are they able to provide examples when they displayed it.	➤ In the professional discussion, the apprentice demonstrates an understanding of displaying such attributes and can provide specific examples when they have done so.	
Show tact and discretion with sensitive information.	➤ In the professional discussion, the apprentice does not show an understanding of relevant legislation such as GDPR and cannot provide specific from the workplace when they showed tact when dealing with personal data and other sensitive information.	➤ In the professional discussion, the apprentice explains the relevant legislation, how it is adhered to in the workplace and provides examples of having dealt with different types of sensitive information, reflecting on its impact.	
Contribute to conversations with team members and share ideas with confidence.	➤ In the professional discussion, the apprentice provides inefficient evidence when they showcased confidence in contributing to conversations with team members in different contexts.	➤ In the professional discussion, the apprentice provides different examples from different context where they contributed to conversations and displayed confidence in doing so.	
Remain calm and positive under pressure.	➤ Professional discussion does not demonstrate the attribute of remaining calm under pressure as the apprentice does not provide valid evidence from workplace practices when they showed this attribute.	➤ In the professional discussion, the apprentice reflects on different circumstances where they displayed such attributes in different contexts throughout different events they supported with.	
Use initiative when faced with problems or challenges and be flexible to the needs of the project.	<ul style="list-style-type: none"> ➤ Professional discussion does not demonstrate initiative if faced with problems or challenges. ➤ Professional discussion indicates inflexibility when project does not proceed as planned or when unusual situations, problems or challenges occur. 	<ul style="list-style-type: none"> ➤ Professional discussion demonstrates initiative if faced with problems or challenges ➤ Professional discussion indicates flexibility when project does not proceed as planned or when unusual situations, problems or challenges occur. 	➤ Professional discussion indicates flexibility when project does not proceed as planned or when unusual situations, problems or challenges occur including going the 'extra mile' to satisfactorily resolve problems and challenges.
Demonstrate consideration and respect for team members regardless of sex, race, religion, and other differences	➤ In the professional discussion, the apprentice does not show an understanding of the E&D legislation and does not provide adequate examples of circumstances when they demonstrated consideration to team	➤ No specific examples of when the apprentice showed consideration and respects, works in an inclusive manner and thus the apprentice does not show a good understanding of the E&D and how it is	

Standard outcome	Failure Performance Indicators	Pass Performance Indicators	Exceptional Performance Indicators (where applicable)
	members from a variety of backgrounds.	adhered to in the workplace.	
Frequently seek and act upon feedback, reflect on performance and show commitment to self-development.	<ul style="list-style-type: none"> ➤ In the professional discussion, the apprentice does not provide examples of when, how, and why he acted upon feedback and does not explain how different types of feedback aided with self-development; evidence does not demonstrate willingness of self-development and cannot provide examples to this effect. 	<ul style="list-style-type: none"> ➤ Professional discussion demonstrates the ability to act upon feedback, reflect on performance and show commitment to self-development. ➤ Professional discussion the apprentice proactively seeking feedback for the purpose of self-improvement. 	<ul style="list-style-type: none"> ➤ Professional discussion demonstrates the ability to act upon feedback, reflect on performance and show commitment to self-development, with evidence of how this action improves performance and result in an exceptional improvement in performance.
Demonstrate personal commitment to sustainability by minimising the negative affect on the environment caused by work activities	<ul style="list-style-type: none"> ➤ In the professional discussion, no relevant examples are being provided from the workplace practices around a personal commitment to sustainability. 	<ul style="list-style-type: none"> ➤ In the professional discussion, the apprentice provides specific and varied examples of how they show self-commitment to sustainability and understand the negative effect on the environment of different work activities. 	

Resits and retakes

PAL's resit and retake policy and pricing policy are available on request and from the PAL website. The request can be made by contacting the account management team via email on info@professionalassessment.co.uk.

The apprentice, employer, and training provider will be advised of the outcomes, and our policy works on the specific standard assessment plan's requirements regarding resits and retakes.

Plagiarism

Plagiarism is a specific form of cheating which applies to assignments or other types of written or recorded work completed by apprentices, where the work is meant to have been produced independently and be of their design. Plagiarism is the substantial, unacknowledged incorporation into an apprentice's work of materials derived from published or unpublished work by another person.

PAL takes all incidents of plagiarism seriously, especially those incidents which are a determined and deliberate attempt by the apprentice to gain marks for an assignment/project/report without having done a substantial portion of the work themselves. Copying of work can include work from external published sources, as well as that of other Apprentices and work colleagues.

PAL's plagiarism and cheating policy can be accessed on the Event Assistant Padlet, the PAL website or by request to info@professionalassessment.co.uk

Appeals, complaints, maladministration, and malpractice policies - centre/candidate

Where apprentices are unhappy with the results of their end-point assessment, the customer (either the employer or training provider) can enquire about the results. An enquiry means that PAL will invoke its appeals and disputes policy and procedure.

PAL's appeals and disputes policy can be accessed on the Event Assistant Padlet, the PAL website or by request to info@professionalassessment.co.uk

Where an apprentice or customer does not wish to appeal the assessment result but does want to complain about the EPA service, PAL's complaints policy should be referred to and contact made with the business development team via email on info@professionalassessment.co.uk or on free phone number 08001601899. The complaints policy can be accessed on the Event Assistant Padlet, the PAL website or by request to info@professionalassessment.co.uk

In the event of an appeal against the grade awarded PAL will carry out a further review of the evidence to confirm or modify the grade in line with their standard procedures.

Maladministration is where administrative mistakes have been made, this could be, not checking the correct spelling of an apprentice's name, and the subsequent re-issuing of a certificate. Maladministration refers to genuine mistakes and generally will not incur penalties, providing it is a one-off mistake or a system error where the company did not give the correct information

Malpractice is a grave offence and where proven will result in immediate sanctions, disciplinary action and possible dismissal and notification to the relevant EQA body, notifying them of the malpractice and action taken. Malpractice is the term applied to any intentional and planned act to alter an assessment or quality assurance decision by changing/removing/not recording accurately or augmenting information.

PAL's maladministration and malpractice policy can be accessed on the Event Assistant Padlet, the PAL website or by request to info@professionalassessment.co.uk

Reasonable adjustments/considerations/adaptations

Where special considerations and/or reasonable adjustments have been requested, the end-point assessor at the assessment planning meeting will finalise any such arrangements. Discussions regarding a special consideration request should be made at registration and discussed with the EPA team.

It is the responsibility of the training provider or employer, acting on behalf of the apprentice, to make such requests.

PAL's Special Considerations and Reasonable Adjustment policy is in place to ensure fair access to assessment and can be accessed on the Event Assistant Padlet, the PAL website or by request to info@professionalassessment.co.uk

Certification

PAL will request the apprenticeship certificate for successful end-point assessments using the ESFA portal service and PAL will issue the apprentice with a Record of Achievement.

PAL will notify the relevant External Quality Assurance and the ESFA of end-point assessment activities, from the time an apprentice is registered to the time they undertake assessment; notification to these bodies includes successful achievements, completion but a fail. Incomplete assessments are recorded.

Certification requests are made by the EPAO, and the current process is the certificate is sent to the named employer. Employers must advise the EPAO of any specific location or person the certificate should be sent to, if this information differs from the apprentice's workplace location and employer contact details provider on the EPAO's booking system.

Cancelling or rescinding results - PAL reserves the right to cancel results if malpractice is identified and/or payment has not been received.

Validity, Authenticity, Relevancy, Currency, and Sufficiency

The evidence presented must be meet VARCS requirements.

- **Valid** - is the evidence appropriate to demonstrate the particular standard that it is intended to cover?
- **Authentic** - is the evidence proven to be the apprentice's own work, have any reflective accounts/statements being authenticated by a supervisor/manager?
- **Relevant** - Is the evidence relevant to the particular standard that it is intended to cover and has a clear judgement?
- **Current** - does the evidence relate to the on-programme element of the apprenticeship?
- **Sufficient** - does the evidence match the level of the apprenticeship standard and is the relevant standard covered in full?

PAL will require all apprentices to sign statements of authenticity etc.

Glossary of Terms

EPA – end-point assessment.

IA- independent end-point assessor.

Employer – A representative from the employer, this is usually a direct line manager, head chef or appropriate nominate representative who has supported the apprentice during their apprenticeship.

Gateway meeting – A meeting involving the apprentice, employer and on programme trainer where the readiness for end-point assessment is determined.

Planning meeting – A meeting involving the apprentice, employer and end-point assessor where the end-point assessments are clarified and planned.

PAL – Professional Assessment Limited.

IQA - Internal quality assurance/assurer, the department and/or personnel who are responsible for the quality of end-point assessment internally to Professional Assessment.

EQA – External quality assurance/assurer, the independent external body who are responsible to regulate the quality of end-point assessment plans, standards, and administration of assessment.

Standardisation/moderation – Activity completed by end-point assessors to support validity and fairness in endpoint assessment decisions.

Special considerations – Any permanent or temporary disability, specific learning needs or medical condition which may require support during end-point assessment.

Reasonable adjustments – Adjustments made to the assessment process in relation to special considerations, which do not provide an unfair advantage to the apprentice but are designed to reduce any disadvantages within assessment.

Assessment plan – The document produced by the employer group, approved by People 1st (EQA) which documents the requirements of the standard and assessment methods.

Appendix One – Gateway Meeting Record

Guidance notes for Gateway Assessment Meeting

Introduction

Determining the readiness of an apprentice for the independent end assessment phase of their programme is a very important milestone.

An internal formal meeting must be held and must include all the relevant people that have responsibility and accountability for the completion of the apprenticeship and on-programme assessor plus the apprentice.

Documentation regarding how the apprentice has progressed so far during their programme should be available in this meeting.

Structure of the meeting

The meeting should last between 60 and 90 minutes and after introductions the apprentice should be invited to give a five-minute summary of why they feel they are ready for the next stage of their apprenticeship i.e. the end-point assessment. Their summary should include the highlights and lowlights of their learning and what key lessons they consider they have learnt during their programme.

The next part of the meeting should be focussed on the detail contained within the on 'programme progression documentation' with the on-programme assessor and line manager asking in-depth questions in order to be assured that the apprentice is competent and ready for the final stage of their assessment.

Confirmation will be completed that the portfolio of evidence has been reviewed, that it is sufficient to meet all standards of the assessment plan requirements and is ready in an appropriate format to be submitted to the End-Point Assessment Organisation.

The on-programme assessor should then give their summary of the meeting, followed by a relevant person that has responsibility and accountability for the completion of the apprenticeship/employer representative. The apprentice will be advised when they will have the formal outcome of the meeting (normally verbally from the relevant person that has responsibility and accountability for the completion of the apprenticeship/employer representative). This will be once the on-programme assessor and line manager have had time to review and discuss their notes. It is recommended that the feedback is given as soon as practicable after the discussion.

Recording the meeting

The 'Readiness for Independent Assessment Record' must be completed once the on-programme assessor and the relevant person that has responsibility and accountability for the completion of the apprenticeship/employer representative has discussed their views on the progress the apprentice has made. The 'Record' has been designed to ensure all essential information is captured in a standardised format. If there is additional information which the on-programme assessor and line manager wish to add supplementary space has been provided. It is important that the 'Record' is not customised.

Event Assistant Gateway Meeting Record

Name of apprentice:		Contact number: Contact email address:	
Name of line manager (or senior manager):		Contact number: Contact email address:	
Name of on-programme assessor: Training provider:		Contact number: Contact email address:	
Organisation name: Full address:		Date of meeting: Start and finish times:	
Phone number:			
Start date of apprenticeship:		End date of apprenticeship:	

Confirmation of functional skills attainment and all necessary aspects of functional skills delivery completed:

Functional skill/ Equivalent	Date of achievement or APA evidence	Functional skill/ Equivalent	Date of achievement or APA evidence
Maths Level 2		English Level 2	

Meeting should include:

Factual desk-based summary of work undertaken during apprenticeship (e.g., area(s) of the business worked in, projects undertaken and focus of development).

The apprentice is required to give a verbal review at the start of the meeting (as to why they believe they are ready for the next stage of their apprenticeship i.e., the end-point assessment). The focus is on the content, with the expectation that the delivery will be clear. It is not an assessment of 'presentation skills'.

Please give evidence of the extent to which the apprentice for this meeting was:

Well prepared	
Informative	
Professional	

Has the apprentice provided a competent summary to continue with the gateway meeting? YES NO

If the summary **was** competent but improvements could be made in the future, that in particular will support their EPA, (professional discussion, for example) please comment on improvements below:

If the summary **was not** competent, please detail below where improvements could have been made and indicate next steps:

--

Competency-based questioning and discussion against the Event Assistant Standard

It is important that the line manager and the on-programme assessor have read the already completed 'on-programme documentation', in advance of the meeting, and prepared questions as per the following matrix.

A copy of the Standard needs to be available at the meeting. During the meeting additional questions will arise and need, therefore, to be documented in the matrix. The purpose of this discussion is to focus on:

- any areas of the Standard which it is considered are not fully covered in the 'on-programme documentation' in order to enable the apprentice to add information
- any areas of the Standard for which evidence is not sufficient or not available
- confirmation/identification of the areas of the Standard the apprentice appears to have excelled in if any

Portfolio Checklist

By end-point assessment submission the Portfolio **MUST** include the following mandatory evidence:

Evidence	Note how many pieces of evidence/frequency of updates	Note any actions/evidence required prior to EPA	Comments
Performance review information (minimum of 6, maximum of 12)			
Feedback from leaders/peers (minimum of 6, maximum of 12)			
At least one documented project or some smaller projects			
A learning journal/diary with minimum monthly updates			

Failure to submit this evidence will result in end-point assessment being delayed.

Questions

In addition to evidence generated to date, progress made and formative assessment activities (to include evidence generated) the training provider should utilise competency-based questions at the Gateway meeting to determine with the employer and apprentice assessment readiness.

Standard	Record of Apprentice answers
Operational	
Give two examples of how you have gathered and collated information in response to a brief or request.	

Standard	Record of Apprentice answers
Provide at least two examples of how you have worked effectively and efficiently with the team.	
Explain how you prioritise tasks and the importance of doing so to yourself, your team, other stakeholders and clients.	
Describe the software package(s) used by your organisation and how you use it/them in your role.	
<p>How have you adhered to and ensured compliance in the following areas:</p> <ul style="list-style-type: none"> • Health and safety to include COSHH, RIDDOR, Fire, First Aid, Manual Handling • Public and employer liability • GDPR • Consumer Protection • Licensing – alcohol and entertainment • Food Safety • Security (including SIA if applicable), Prevent and Counter-Terrorism • Employment legislation • Copyright. <p><i>If any of the above are not relevant to your job role please discuss with your training provider</i></p>	
Professional	
Give an example of how you have contributed to the evaluation of an event.	
<p>Why is it important to be flexible to the needs of clients?</p> <p>Give an example of exceeding a client’s expectations and an example of when you have had to repair a damaged client relationship.</p>	
Commercial	
What are your business’s values and visions?	
Describe the types of financial information that may be requested (both straightforward and complex), how it should be presented and who is authorised to access the information.	

Review of the questioning and discussion session

From the discussion and evidence provided above are you satisfied that the apprentice is ready for end-point assessment? Record a summary of your decision of end-point assessment ‘readiness’ in the boxes provided below:

	On-programme assessor comments:	Line manager comments:
In which areas (if any) has the apprentice demonstrated excellence?		

	On-programme assessor comments:	Line manager comments:
In which areas (if any) has the apprentice more work to do to achieve competence?		
What support could be given to help the apprentice improve?		
What is the target date for completion?		

Any reasonable adjustments required? Please detail below and include any supporting evidence. State N/A if not applicable:

Outcome of meeting

Taking into consideration the summary provided by the apprentice at the start of the meeting and the discussion based on in-depth questioning, is the apprentice ready to progress to independent end assessment? **Yes** **No**

Signature of line manager:	
Signature of on-programme assessor:	

Use this space to record any additional information not recorded elsewhere in this form: