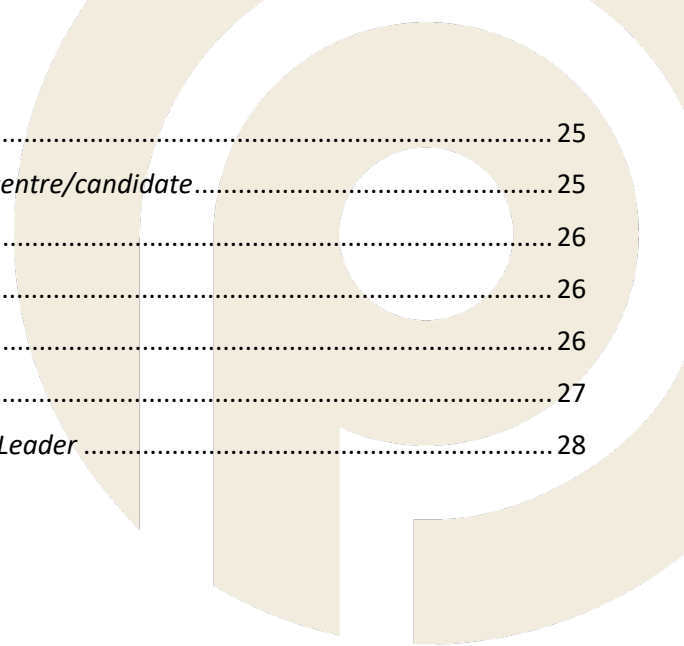# Professional Assessment Ltd

Retail Team Leader ST0326 Level 3
End-Point Assessment Specification & Guidance

Contents

Summary of Revisions to End-Point Assessment Guidance and Specification

Summary of Revisions	Assessment Plan Revised Version Number	Date of Revision
Minor revisions to terminology and titling Revised Gateway Declaration Record – Appendix 1	n/a	12/08/2022
Transfer of External Quality Assurance Provider (EQAP) from People 1st to Ofqual	n/a	From 31/12/2022
Amendment of the Assessment Plan version number from AP02 to v1.2 IfATE have made minor changes to wording for the following: • Update for the requirements for off-job training and English and maths All apprentices must complete the required amount of off-the-job training specified by the apprenticeship funding rules. The apprentice must have achieved English and maths qualifications in line with the apprenticeship funding rules.	1.2	IfATE amendment dated 17/05/2023
PAL referencing added to knowledge test specifics table Applying for a project extension guidance removed	n/a	From 19/12/2023

Overview

The end-point assessment in this specification relates to the Retail Team Leader ST0326 and applies to versions AP02 and 1.2. Apprenticeship. This apprenticeship is at level 3 and is for apprentices who are responsible for guiding and coordinating staff, their work, and sales within a retail environment.

A Retail Team Leader's role may be varied. The key aspects should be for them to guide and coordinate the work of their team to complete tasks, identify and explore opportunities to drive sales, ensure that business standards and procedures are maintained and to support the delivery of exceptional customer service. They may be required to deputise for managers in their absence.

The typical duration for this apprenticeship is 12 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 purpose of the end-point assessment is to confirm that apprentices have met the required level of knowledge, skills and behavioural standards set by employers.

The overall apprenticeship is graded as Pass/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 Apprentices and Technical Education (IfATE)

Standard Title	Retail Team Leader
Level	3
Standard and Version Number	ST0326 versions AP02 and 1.2[1]
LARS Number	140
Named EQA organisation	Ofqual
Duration of Apprenticeship	Typically, 12 months but the actual length of the apprenticeship will be decided by the employer.

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[1] Note – the version number was amended by IfATE on 17/05/23. There was no change to the requirements for end-point assessment.

	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 Maths and English in line with the apprenticeship funding rules

There are no mandatory professional qualifications within this apprenticeship |
| **End-Point Assessment Methods** | Knowledge Test
Retail Business Project
Professional Discussion |

Introduction

This handbook contains the relevant information and guidance required of apprentices to achieve the EPA for the Retail Team Leader apprenticeship and should be used in conjunction with the Retail Team Leader ST0326 Padlet[2] – Assessment Information for Training Providers, Employers.

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.

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[2] 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

This apprenticeship provides an ideal steppingstone into a retail management position.

Who is 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' review to agree that the apprentice has gained the required level of knowledge, skills, and behaviours, along with English and maths qualifications in line with the apprenticeship funding rules.

To confirm this meeting has taken place, the employer, training provider and apprentice are required to complete a Gateway Declaration Record, an example of which is included in the Appendix of this handbook[3], 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 Declaration Record.

Professional Assessment Ltd also needs evidence of English and maths attainment. Please check with the EPA team via info@professionalassessment.co.uk to check which qualifications are accepted. 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 either 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 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 professional discussion as part of the end-point assessment.

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

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[3] 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

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?

Training provider to forward contact details for the employer and apprentice to PAL once PAL has been selected as the EPAO.

When the gateway meeting confirms the apprentice's assessment readiness, the training provider will upload the relevant documents* to PAL's scheduling system.

PAL EPA team sends a welcome email to the employer and apprentice and assigns an independent assessor.

PAL EPA team/assessor contacts the employer for introductions and to arrange a planning meeting.

PAL EPA team/assessor schedules assessments with employer and apprentice.

*Relevant documents:
➢ A completed Gateway record confirming readiness and/or subsequent updates.
➢ Certified evidence of English and maths achievement or acceptable equivalents.
➢ Any relevant supporting documents or certificates that support the readiness case.

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 once the apprentice has met the Gateway criteria, and consists of the following assessment methods:

1. Assessment of knowledge through a test using scenarios, questions, and responses.
2. Assessment of knowledge and competence through a retail business project.
3. Assessment of knowledge and competence through a professional discussion.

The assessment plan mandates that the test must be the first assessment component, followed by the retail business project and finally the professional discussion.

For the Retail Team Leader standard, all apprentices will be assessed in the areas of:

- ➢ Customer
- ➢ Business
- ➢ Financial
- ➢ Leadership
- ➢ Marketing
- ➢ Communication
- ➢ Sales and promotion
- ➢ Product and service
- ➢ Merchandising
- ➢ Stock
- ➢ Technology
- ➢ Developing self and others
- ➢ Team performance
- ➢ Legal and governance
- ➢ Diversity.

The content and structure of the assessment 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. The apprenticeship includes fail, pass and distinction grades with the overall grade based on the apprentice's combined performance in each assessment method. The apprentice must pass all three assessment methods to pass overall. In order to achieve a distinction, the apprentice must demonstrate competence across all of the pass assessment criteria, and the distinction assessment criteria from the retail business project. These criteria will be detailed further on in this specification.

If any assessment activity is failed it must be retaken. Apprentices cannot achieve the apprenticeship without gaining at least a pass in every assessment activity.

Grading Indicators

This apprenticeship includes fail, pass, and distinction grades with the final grade based on the apprentice's combined performance in each of the independent end-point assessment activities in accordance with the table below and the detailed criteria in Annex E.

The assessment activities are not 'weighted' in percentage terms as they are all important to demonstrating the apprentice's synoptic performance, however, employer have been clear that in order to achieve a distinction overall the apprentice must perform to distinction level in the retail business project as the core method of demonstrating competence, supplemented by the professional discussion and the knowledge test. The following approach to calculating the overall grade should be followed as set out in the table below:

Knowledge Test	Retail Business Project	Professional Discussion	Overall Grade
Successfully achieved (Non graded element)	Pass	Pass	Pass
	Pass	Distinction	Pass
	Distinction	Pass	Distinction
	Distinction	Distinction	Distinction

An apprentice achieving a pass grade is expected to be fully competent in all areas of the standard. The distinction grade is 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.

The apprentice who **fails** could be described as:	The apprentice who achieves a **pass** 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	➢ 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
➢ 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 difficult situations or when under pressure
➢ 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
➢ 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	➢ 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	➢ showing they understand the wider context of the work they are doing

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

Apprentice registered with PAL	Evidence of English and maths - certificates shared with PAL	Gateway meeting between training provider, employer and apprentice	PAL advised of assessment readiness, gateway record submitted with apprentice declaration
PAL assigns an independent end-point assessor	Assessment planning meeting takes place with PAL representative and assessment schedule agreed	Assessments take place: knowledge test followed by the retail business project	Professional discussion planned; agenda provided to the apprentice
Professional discussion undertaken	Independent assessor completes assessment reports and grades	Assessment decisions quality assured by PAL	Final grades awarded within 15 days of the last assessment activity
Feedback provided to all parties	Successful outcome, PAL orders certificate	Unsuccessful outcome, discussion regarding re-training and re-assessment	EQA and ESFA advised of the outcome

Who can carry out end-point assessment?

Independent assessors for this standard are required to:

➢ Have excellent knowledge and understanding of the apprenticeship standard.
➢ Hold a recognised current workplace assessment qualification.
➢ Have current, relevant occupational expertise, and knowledge, at the relevant level of the occupational area(s) they are assessing, which has been gained through 'hands on' experience in the industry.
➢ Practice standardised assessment principles set out by the assessment organisation.
➢ Have sufficient resources to carry out the role of independent end assessor i.e., time and budget.
➢ Undertake relevant and effective CPD activity to meet PAL's requirements.

All independent 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.

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; this includes the knowledge test, practical observation, and professional discussion.

Internal quality assurance requirements

Professional Assessment Ltd requires all quality assurance staff to hold a recognised internal quality assurance qualification. IQA staffs are subject to the requirements of an independent 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 end-point assessment, and are assessed consistently, reliably, and fairly by all IAs.

Policies can be shared upon request, please contact info@professionalassessment.co.uk. Essential policies are also available via the Padlet and our website.

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 Retail Team Leader 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 Retail Team Leader apprenticeship will be undertaken by Ofqual.

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 may accompany independent 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 PAL's 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 the minimum requirements 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 providers[4] 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 assessor, and either they or a PAL representative will arrange a planning meeting on receipt and validation of the gateway evidence.

The purpose of the planning meeting is to share information with the independent assessor, to support the assessment process and to agree a plan for the upcoming assessment activities for the apprentices. The independent assessor/PAL representative 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.

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[4] 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

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.

Re-assessment requirements for each component

For **Component 1** – Knowledge test: if the apprentice does not meet the requirements to achieve the minimum marks to pass the knowledge test in their first assessment attempt, they can retake another (different) test.

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

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

If an apprentice fails two or more components, they will be referred to the training provider for a further period of teaching and learning before end-point assessment can continue or restart.

When retaking an assessment activity, the maximum grade that can be achieved for that activity is a pass.

Reassessments 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.

Any assessment method resit/retake must be taken during the maximum EPA period; otherwise, the entire EPA must be retaken, unless in the opinion of the EPAO exceptional circumstances apply outside the control of the apprentice or their employer. Resits/retakes are not offered to apprentices wishing to move from pass to distinction.

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 Retail Team Leader Assessment plan and marking criteria.

As previously noted, the Retail Team Leader Standard is made up of three assessments: a knowledge test, a retail business 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 assessor with the apprentice and line manager at the planning meeting to comply with the assessment plan and business requirements. The independent assessor will discuss the business expectations, procedures, and brand standards to gain insight into the establishment's requirements and will utilise this information to support assessment decisions.

Assessment decisions will not be communicated by the independent 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 detailed summary record of assessment by accessing PAL's online system.

Knowledge Test

Key facts about the knowledge test

The knowledge test will comprise of a set of scenario-based questions which test the knowledge areas of the standard. Some questions will require the apprentice to consider a course of action or solution to a situation/problem based on a 'real-life' workplace activity in line with the identified requirements of the standard. The questions will be scenario based requiring the apprentice to demonstrate reasoning and joined up thinking, demonstrating synoptic performance against the key elements of the standard.

The standard requires that the apprentice has a breadth of knowledge relevant to the retail sector, so they are expected to know about the business environment, general terminology, and the Retail Team Leader role in general, outside of their own specific areas of operation, company processes and procedures.

The assessment will be comprised of 40 multiple-choice questions (MCQ) and the apprentice has 60 minutes in which to complete the test.

How will the knowledge test be graded?

In order to pass the multiple-choice test, the apprentice must correctly answer questions across the breadth of the standard.

The test is externally marked, and results are communicated to the independent assessor. Typically, apprentices will be formally notified of fail grades only.

The assessment is available in both paper-based and online formats.

Knowledge test grade boundaries

Total Mark	Grade		
24/40 60% and above	Pass		
23/40 and below, equal to or less than 59%	Fail		

Note – there is no distinction grade for the knowledge test, an apprentice can either pass or fail the test.

Knowledge test specifics

The test will contain questions in the following areas of the apprenticeship standard. In order to pass, apprentices will demonstrate knowledge and understanding of a representative proportion of the standard.

Theme	PAL Ref	Knowledge
Financial	F1	➢ Principles of establishing, monitoring, and reviewing sales targets
	F2	➢ Key costs for a retail team, including fixed and variable, stock, staff, and overheads
	F3	➢ Turnover, gross, and net profit
	F4	➢ Ways to minimise costs and wastage
	F4	➢ VAT
Communications	C1	➢ The variety of methods of communication available and how to use these effectively depending on the situation and audience
	C2	➢ Verbal/non-verbal/written, face to face, on-line, via telephone, brand standard/ corporate image
	C3	➢ How to establish the needs of individuals (team members and customers)
	C4	➢ Principles of active listening
	C5	➢ The importance of feedback
Merchandising	M1	➢ Key principles of the retail calendar
	M2	➢ Principles of merchandising
	M3	➢ How local needs can influence merchandising
	M4	➢ The importance of following merchandising plans
Stock	S1	➢ The principles of stock control
	S2	➢ The stock journey, from supply to sale
	S3	➢ Why storage conditions are important for effective stock control
	S4	➢ How to manage stock levels
	S5	➢ Legal requirements relating to stock control, movement and sale (e.g., age restricted, firework
Developing self and others	DS1	➢ Team dynamics
	DS2	➢ Performance reviews, SMART planning and target setting to meet team and individual objectives
	DS3	➢ Motivation and monitoring of team members to achieve objectives
Team performance	TP1	➢ Benefits of team building
	TP2	➢ Identification and resolution of conflict within a team
Legal and governance	LG1	➢ Legal requirements relating to a range of retail operations
	LG2, LG3	➢ Health and safety supervision and risk analysis
Diversity	E1	➢ Understand how to work with and support people from a wide range of backgrounds and cultures and the business policy on diversity

What is meant by scenario-based questions?

A scenario-based question presents a scene, problem, challenge, or situation that an apprentice may have reasonably expected to have experienced in their role and asks them select typically from four options, the most reasonable and accurate response. Some questions may require more than one response, the question will specify this, where that is the case.

As part of the on-programme delivery model, the apprentice should be afforded regular opportunities to undertake practice questions and complete at least one mock test, in exam-like conditions, before the gateway review.

PAL will provide access to one sample test.

Examination conditions

The assessment is a closed book test, and this means the apprentice is not permitted to access any external references or use any resources, materials or take in notes into the test environment. The test must be independently invigilated.

The assessment can be conducted either on or off the employer's premises but must be undertaken under the correct examination conditions to comply with Professional Assessments Ltd Invigilation policy and, where assessments are commissioned via a third party, a secondary policy of requirements.

Some of the key conditions for the assessment are:

➢ A controlled environment (away from day-to-day work pressures).
➢ The environment must have suitable lighting, ventilation, and privacy.
➢ The apprentice must be undisturbed.
➢ An exam in progress sign is displayed.
➢ The apprentice has access to a clock.
➢ A dictionary be made available (in compliance with third party policies.)
➢ Where group testing is completed, apprentices must have sufficient space and will face in the same direction, the examination must begin at the same time for all apprentices, apprentices who complete their assessment sooner and others must not distract others from their assessments.

As the assessment is externally set and marked, the assessment can be invigilated by a number of persons including:

➢ The independent assessor
➢ The on-programme trainer
➢ An employer representative (dependent on the test issuer, PAL will notify if employer invigilator is permissible).

The independent assessor will ensure that an appropriate and reliable invigilator is organised to support a controlled and fair assessment. Where there is a conflict of interest, for example a relative working within the establishment, the conflict of interest policy will be implemented. The assessor will document the conflict and confirm that the invigilator used does not contradict the invigilation policy.

Where special considerations or reasonable adjustments have been deployed, an audit trail of request and response to that request and justification for any amendments must be cited in the assessment decisions, showing compliance with the reasonable adjustments policy.

If there is a breach in the assessment conditions, the invigilator will stop the testing process and the assessment will be voided. Breaches of assessment protocols include:

➢ The assessment environment becoming unfit for testing, for example: interruptions, if the apprentice is asked to complete a work task or asked questions by a colleague, fire alarm disruption.
➢ If the apprentice fails to comply with the testing requirements for example: disregards rules for no mobile phones or unauthorised materials, disrupts other apprentices within a group testing environment.
➢ Equipment malfunction for example: loss of internet to run testing, offline testing malfunction, computer malfunction.

Retail business project and presentation

Key facts about the business project

The business project provides substantive evidence of the application of the knowledge, skills, and behaviours across the standard. It ensures that the apprentice understands today's industry and what the consumer wants in a retail business. It is designed to assess apprentices in a consistent way, irrespective of their individual workplaces and roles.

To gain an overall distinction, the apprentice must achieve a distinction in their business project.

There is no stipulated word count for the project and the apprentice can present their information in whichever way they feel is appropriate.

The project which will focus on an immediate problem, idea, challenge, or opportunity which the apprentice has determined themselves and considers will make an improvement to business they are working within. It should include a research proposal, identify measurable improvements, and make recommendations for implementation.

The project should be identified by the apprentice and discussed with their line manager and then the training provider representative at least one month prior to the Gateway review.

The apprentice is required to produce a one page synopsis of their project idea and intended research, to present to the independent assessor for approval at the planning meeting. The employer will also be involved in the approval decision. Once the idea has been approved by the assessor, the apprentice can then commence researching and writing their project. If the apprentice's initial project idea is not approved at the planning meeting, a revised proposal should be sent to the independent assessor and employer within one week.

The project will contain the following:

➢ Introduction and background
➢ Outline of challenge or opportunity
➢ Aims and objectives
➢ Identification of measurable improvements and benefits to the organisation
➢ Evidence of consultation and engagement of stakeholders
➢ Analysis of costs and commercial context
➢ Legislative requirements explained and adhered to
➢ Evidence of effective research
➢ Justified recommendations for implementation
➢ Proposed timeframes for implementation.

The apprentice must not complete their end-point assessment project until approval has been confirmed at the planning meeting; therefore, proposals which have already been fully implemented in the workplace cannot be used.

A final deadline for submission of the completed project will be agreed between the apprentice, employer, and independent assessor. This deadline will be a minimum of 7 days in advance of the presentation of the project, allowing the assessor time to assess the project and determine appropriate questions to be asked within the question and answer session.

PAL will ensure the presentation and project are stored securely and that the contents are purely used for the purpose of assessment. The apprentice will be expected to confirm the work is of their own making.

Business project specifics

The business project and presentation will address the following aspects of the standard:

Business Project Criteria	
In order to pass, an apprentice will:	➢ Give a general introduction and background to department, team, or area of work, including how this relates to the rest of the business unit (if applicable) ➢ Outline the problem, challenge or opportunity identified ➢ State the aims and objectives of the project ➢ Identify how the potential changes would lead to measurable improvement and benefits to the department, team, or area of working ➢ Consult relevant stakeholders (e.g., customers, team members, managers) to inform the results and recommendations ➢ Provide an indication of costs associated with the proposed recommendations ➢ Identify applicable legislation and ensure the proposal complies where necessary ➢ Provide research methodology to demonstrate a logical, coherent approach[5] ➢ Make clear recommendations for implementation ➢ Concise validation and justification of recommendation
In order to achieve a distinction, an apprentice will, in addition to achieving all pass criteria:	➢ Give a detailed introduction and background of the department, team or working area wider business unit (e.g., other departments, head office, local community/customer profile) ➢ Outline the current situation which has led to the identification of a challenge or opportunity ➢ Provide detailed aims and objectives for the project, linking to the current situation ➢ Identification of measurable improvements and benefits to the organisation ➢ Provide evidence of wide consultation and show how responses have been included in the recommendation ➢ Review the project to ensure it meets organisational and legal requirements ➢ Show a range of qualitative and quantitative research has been used effectively ➢ Detailed recommendations for implementation ➢ Detailed validation and justification of recommendations ➢ Proposed timeframes for implementation

Apprentices are required to sign a business project authenticity record, to confirm the evidence presented is their own work, complying with plagiarism procedures. PAL encourages apprentices to fully signpost and cite all research completed, appendices of evidence are permitted and will not impact on overall word count.

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[5] Note – the last three pass criteria have been moved from distinction level by People 1st – February 2020

Projects submitted which do not meet the defined project scope will result in an overall fail grade. Apprentices may use additional media to support their written project report, where utilised, the overall scope of detail should reflect the project standard.

It is likely that the presentation of the project may not take place, whereby projects submitted fail to meet the required scope requirements.

Business project presentation specifics

Following submission of the business project the apprentice will complete a presentation of the project to the independent assessor. Their employer may be in attendance; however, it is not mandatory for this standard. If the employer is in attendance, they cannot take an active role.

The presentation is an opportunity for the apprentice to 'bring to life' their business project, providing further detail against the projects findings and outcomes, proposed recommendations, and justifications. The presentation does not have to include media, such as a PowerPoint; apprentices can present the information in the way they believe is most suited to the project. The apprentice is not ultimately judged on the performance of their presentation, however, the level of communication skills from a competent hospitality supervisor would be expected.

The apprentice is required to provide supporting evidence to show that they have completed each of the underpinning activities to lead them to recommendations presented to the independent assessor - the presentation time itself is not sufficient to cover the full requirements.

The apprentice should aim for a presentation of **20 minutes** in length, allowing time within the 30 minutes allocated for the assessor to ask any prepared questions, following the marking of the project evidence submitted. Where the apprentice has answered any prepared questions within their presentation detail, the independent assessor will acknowledge this during the Q&A. The prepared questions will not be shared with the apprentice prior to the presentation assessment.

The presentation can be completed via face to face or remote assessment. Where 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 presentation is completed face to face, the independent assessor should document an audio recording of the presentation and questions and answer session, which will be submitted alongside the business project assessment record. The record will be updated following the presentation and will clearly identify where standards are achieved or not achieved, with assessment decisions and confirm the timings of the presentation and questions session and document the overall grade allocated.

The presentation will take place in a controlled environment either on or off-site. A controlled environment is defined as a quiet room, away from the normal place of work with access to all of the equipment the apprentice needs to deliver their presentation.

Video or audio recordings will be saved securely within the apprentice's online folder for QA access and be named using the correct conventions. Written marking report will be documented within the apprentice's secure online folder and be named using the correct conventions.

Where special considerations or reasonable adjustments have been deployed, an audit trail of request and response to that request and justification for any amendments must be cited in the assessment decisions, showing compliance with the reasonable adjustments policy.

Professional Discussion

Key facts about the professional discussion

The professional discussion assessment is a **60 minute** discussion (+10% at the discretion of the independent assessor) between the apprentice and the independent assessor. The employer is required to be present to support (but not lead) the apprentice and to confirm information provided, supporting authenticity.

The professional discussion will include areas of the standard which have not yet been evidenced by other assessment methods.

The professional discussion is an opportunity for the apprentice to showcase evidence of the additional learning or professional development they have undertaken during the apprenticeship.

Professional discussion specifics

The discussion will be divided into three stages:

- ➢ A review of the period of learning, development, and continuous assessment.
- ➢ Coverage of the remaining areas for the professional discussion.
- ➢ Personal development and reflection – focussing on the professional development area.

After introductions the apprentice will be invited to give a five-minute summary of how they feel they have performed during their programme (self-appraisal). Their summary should include the highlights and lowlights and what key lessons they consider they have learnt during their programme.

The second stage of the discussion will focus on the remaining areas of the standard, not completed in the business project.

The final personal development section of the professional discussion is an opportunity for the apprentice to sum up how their journey as an apprentice has developed their personal skills and what they would like to do in the future to continue their development. The apprentice is encouraged to refer to examples of personal development planning undertaken, including the impact of this and will evaluate feedback received on their performance. The professionalism/professional development areas of the standard will be the focus of this part of the discussion.

In order to pass, all apprentices will demonstrate ALL of the following during the professional discussion:

Professional Discussion Criteria	
In order to pass an apprentice will:	➢ Describe the organisation's customer profile, how their purchasing habits are monitored across the retail calendar year and explain how the team are supported to ensure their individual needs are met or exceeded ➢ State how they act as a role model to motivate the team to increase sales, merchandise products effectively, attract customer loyalty and meet business / brand targets ➢ Describe how to organise day-to-day activities, plan for contingencies, and escalate to the manager as appropriate ➢ Explain the position of the business/brand and how the team can impact the reputation within the market ➢ Demonstrate understanding of the full range of products/services offered by the brand/business and how technology is used to promote these to the customer ➢ Explain how to lead the team in effective stock management to meet legal and business requirements ➢ Demonstrate how own and team development is planned and managed detailing the benefits of development to individuals and the business ➢ Describe how the team work positively, professionally within a diverse culture

Professional Discussion Criteria	
In order to achieve a distinction apprentices must, in addition to achieving all pass criteria:	➢ Evaluate customer feedback to justify evidence that customer expectations are met or exceeded ➢ Analyse data evidence to support the meeting of organisation's targets and objectives ➢ Measure individual and team development and performance

Preparing for the discussion

The discussion will be planned in advance to allow the apprentice to prepare fully. It is possible that the apprentice can complete the professional discussion on the same date as other assessments, but the knowledge test and practical observation must be completed prior to this assessment taking place.

The apprentice will receive their written agenda a minimum of 5 days prior to the assessment and may bring additional materials to assist them to demonstrate their competence. The discussion must be appropriately structured to draw out the best of the apprentice's energy, enthusiasm, competence, and excellence.

The professional discussion will be conducted in a 'controlled environment' i.e., a quiet room, away from the normal place of work. An employer representative is ideally expected to be present at the professional discussion unless unforeseen circumstances mean unavailability on the day. The independent assessor will make a judgement, to ensure fair opportunity for the apprentice, on whether the assessment will continue on such occasions. This will be reported to the internal Quality Assurer and Quality Manager.

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 performance reviews, or any other evidence they believe demonstrates their learning and progression throughout the apprenticeship programme. They can also bring supporting evidence for any of the agenda points, such as work products and documents they have produced during the course of their apprenticeship.

In order to best prepare, the apprentice could:

➢ 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 prompt
➢ Identify if there are any support materials such as the learning record or feedback forms that they wish to bring with them to illustrate points (such as appraisal/performance reviews, feedback from peers/leaders, personal development plan)
➢ 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?

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

The professional discussion can be completed via face to face or remote assessment. Where 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.

If the apprentice elects to use web conferencing, the independent assessor will ask them to confirm that they have access to the appropriate technology. A quiet room must be located to record and a good internet connection is required. Contingencies will be discussed in the assessment planning phase of the assessment process, should the webinar not proceed according to plan. Some conferencing software requires a download and install on the computer.

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 independent assessor 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 independent assessor 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.
> ➢ The independent assessor will monitor the assessment duration, and they will provide the apprentice with a time guide, but they should also keep track of the time.

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 recording for quality assurance purposes.[6]

Any video or audio recordings will be saved securely within the apprentice's online folder for QA access and be named using the correct conventions.

The written marking report will be documented within the apprentice's secure online folder and be named using the correct conventions.

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

The professional discussion date and timings will be planned in advance to allow for quality assurance activity in line with sampling requirements and will cover the key elements of the standard identified in Annex A.

Where special considerations or reasonable adjustments have been deployed, an audit trail of request and response to that request and justification for any amendments must be cited in the assessment decisions, showing compliance with the reasonable adjustments policy.

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[6] 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

Fails/resits and retakes

PAL's resit and retake policy and pricing policy are available on request. 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 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. Please refer to our latest emails.

To make an appeal, please contact: epaappeals@rofessionalassessment.co.uk

To declare a conflict of interest, please contact: declaration@professionalassessment.co.uk

To report a case of malpractice or maladministration please use one of the following addresses:

➢ If it relates to the EPAO, please contact: epamalpractice@professionalassessment.co.uk

➢ If it relates to the apprentice, please contact: apprenticemalpractice@professionalassessment.co.uk

➢ If it relates to the employer or training provider, please contact: eitpmalpractice@professionalassessment.co.uk

Note - access to these emails received under these addresses is restricted to personnel involved in compliance checks.

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 generally refers to a system or administrative mistake or failure, which has the potential or does not affect the assessment process and as such is reportable.

Malpractice is a grave offence and where proven will result in immediate sanctions, disciplinary action and possible dismissal and notification to the regulator, 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 PAL website or by request to info@professionalassessment.co.uk

Reasonable adjustments/considerations/adaptations

Where reasonable adjustments have been requested, the independent assessor at the assessment planning meeting will finalise any such arrangements. Discussions regarding a reasonable adjustment 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.

Special considerations in respect of the assessment process will be applied, where it does not provide any fair or unfair advantage to the individual apprentice and subsequent assessment outcome and in line with PAL's policy.

PAL's Special Considerations and Reasonable Adjustment policy is in place to ensure fair access to assessment and can be accessed on 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 Apprenticeship service portal. PAL does not certificate the apprenticeship standard; its role is to request the certificate.

PAL will provide information and reports to the relevant regulator and funding body, in line with their conditions, and as and when requested. Notification to these bodies includes successful achievements and completion. 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 provided on the EPAO's booking system.

Cancelling or rescinding results - PAL reserves the right to cancel results if malpractice is identified.

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 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 review – 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 independent 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 independent 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, which documents the requirements of the standard and assessment methods.

Appendix 1 – Example Gateway Declaration Record for Retail Team Leader

Guidance notes

Determining the readiness of an apprentice for the independent end-point assessment phase of their programme is a very important milestone. A formal review must be held and must include all the relevant people that have responsibility and accountability for the completion of the apprenticeship: the line manager (or a senior manager, as appropriate to the business), the training provider and the apprentice.

The Gateway Declaration Record must be completed once the line manager and training provider have 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 line manager and/or training provider wish to add supplementary space has been provided.

Completion of this Gateway Declaration Record confirms that the employer and training provider is satisfied the apprentice has fulfilled all requirements to apply for end-point assessment.[7]

All evidence requested must be provided. If the Gateway requirements below are not met, the Gateway request will be rejected.

All information received will be processed as per GDPR requirements and as detailed in Professional Assessment Ltd.'s (PAL) Data Protection Policy and Data Privacy Notice.

Please ensure the apprentice's name is spelled accurately as this is how it will appear on the results statement/certificate.

Apprentice Name	Click or tap here to enter text.	Apprentice Contact Number	Click or tap here to enter text.
Apprentice ULN	Click or tap here to enter text.	Apprentice Email Address	Click or tap here to enter text.
Line Manager Name	Click or tap here to enter text.	Line Manager Contact Number	Click or tap here to enter text.
Employer Organisation	Click or tap here to enter text.	Line Manager Email Address	Click or tap here to enter text.
Training Provider Name	Click or tap here to enter text.	Gateway Review Date	Click or tap to enter a date.
Start Date of Apprenticeship	Click or tap to enter a date.	End Date of Apprenticeship	Click or tap to enter a date.
Has the minimum apprenticeship duration of 12 months been met, as defined in the ESFA funding rules?		Yes ☐ No ☐	

Section 1: Confirmation of Evidence

All requirements listed below must be uploaded to EPAPro at point of submitting the apprentice to gateway. Apprentices will not be permitted to proceed to their end-point assessment until all evidence is uploaded and approved by PAL.

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[7] Please refer to the latest ESFA funding rules guidance.

Requirement	Achieved by the apprentice	Evidence provided (e.g., PLR, certificate, statement of results)
Maths Level 2	Yes ☐ No ☐	Click or tap here to enter text.
English Level 2	Yes ☐ No ☐	Click or tap here to enter text.

Gateway Review Outcome

If the apprentice is ready for end-point assessment, the following declaration must be signed by all parties and the Gateway Declaration Record submitted to PAL via EPAPro.

Should the apprentice not be ready for end-point assessment a period of additional training and preparation must take place.

Section 2: Declaration

The end-point assessment period should only start once the employer is satisfied that the apprentice is consistently working at or above the level set out in the occupational standard, that is to say they are deemed to have achieved occupational competence. In making this decision, the employer may take advice from the apprentice's training provider, but the decision must ultimately be made solely by the employer.

Employer and Training Provider Declaration

I confirm the evidence has been reviewed and a Gateway meeting has taken place with the apprentice, employer, and training provider to confirm the apprentice's competence and readiness for end point assessment.

I confirm that the apprentice has developed, demonstrated, and achieved the required level of occupational knowledge, skills, and behaviours to satisfy the Gateway requirements in their workplace.

I confirm that the apprentice is eligible for end-point assessment by undertaking the required training in line with the specific Apprenticeship Standard's requirements, including on and off the job training and experience to meet the full breadth and depth of the Apprenticeship Standard.

Employer		Training Provider	
Name	Click or tap here to enter text.	**Name**	Click or tap here to enter text.
***Signature**	Click or tap here to enter text.	***Signature**	Click or tap here to enter text.
Date	Click or tap to enter a date.	**Date**	Click or tap to enter a date.

*Supporting evidence to be submitted for electronic signatures, e.g., email confirmation, voice recording.

Apprentice Declaration

I confirm my readiness for the end-point assessment has been discussed with my employer and training provider.

I confirm I am aware of the requirements of the end-point assessment.

I give PAL, as the end-point assessment organisation, my consent to claim the apprenticeship certificate on my behalf on successful completion of the end-point assessment.

Name	Click or tap here to enter text.		
Signature	Click or tap here to enter text.		
Date	Click or tap to enter a date.		

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

Click or tap here to enter text.

Please note any other pertinent information, as a result of the Gateway review, which has not been recorded elsewhere, but has a bearing on end-point assessment readiness or end-point assessment scheduling

Click or tap here to enter text.