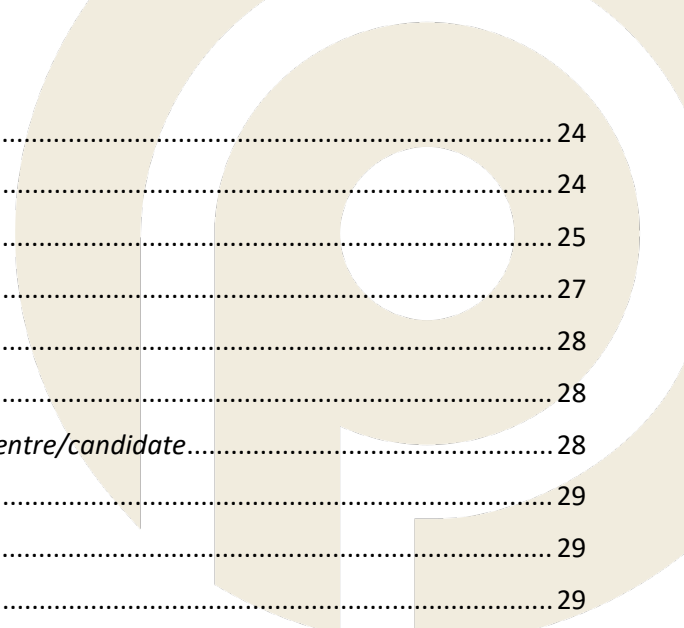# Professional Assessment Ltd

# Business Administrator ST0070/AP03 Level 3
# End-Point Assessment Specification & Guidance

# Contents

## Summary of Revisions to End-Point Assessment Guidance and Specification

| Summary of Revisions | Revised Version Number | Date of Revision |
|---|---|---|
| Gateway Declaration Record amended – Appendix One | n/a | From 01/08/2022 |
| Guidance for the project presentation resit amended to clarify that the key question will be unchanged – page 15 | n/a | From 31/12/2022 |
| Error corrected for areas assessed by portfolio-based interview (table) on page 22 – reference to project management removed | n/a | From 05/06/2023 |
| Knowledge test amplification added – pages 17-18 | n/a | 02/02/2024 |
| Knowledge Test – coverage and content added – Appendix Three | n/a | 02/04/2024 |

## Overview

The end-point assessment in this specification relates to the Business Administrator Apprenticeship ST0070 version AP03. This apprenticeship is at Level 3 and is for apprentices in a business administrator role from all sectors – the private, public or third sector – and all sizes of organisation. Roles may be as part of a team or working independently and will involve developing, implementing, maintaining, and improving administrative services.

The apprentice should be able to support and engage with different parts of their organisation, interact with internal or external customers, work flexibly and responsively, contribute to the efficiency of their organisation, and demonstrate how they can solve problems for and add value to the business. There is a need to demonstrate excellent communication skills, integrity, initiative, time management, decision making skills and a positive attitude. The apprentice should have the potential for people management responsibilities through mentoring or coaching others.

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 for Apprentices and Technical Education (IfATE), 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 | Business Administrator |
|---|---|
| Level | 3 |
| Standard Number | ST0070/AP03 |
| LARS Number | 196 |
| Named EQA organisation | Ofqual |
| Duration of Apprenticeship | Typically, 12-18 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.<br><br>There are no mandatory professional qualifications within this apprenticeship. Employers can include optional qualifications if they wish to do so. |
| End-Point Assessment Methods | The end-point assessment is designed to test the apprentice throughout the entire standard, the assessment methods used to achieve this are as follows:<br>➢ Knowledge test.<br>➢ Project Presentation.<br>➢ Portfolio-Based Interview. |

## Introduction

This handbook contains the relevant information and guidance required of apprentices to achieve the EPA for the Business Administrator apprenticeship and should be used in conjunction with the Business Administrator ST0070 AP03 Padlet[1] – 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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[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 has played no part in the training of the apprentice.

All assessment decisions for this standard's 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 IfATE and that they are confident and competent in their role to take on responsibilities to deliver clearly defined business outcomes.

## Progression

On completion of the apprenticeship, the apprentice could progress into a more senior role, with management responsibilities.

Following the successful completion of this apprenticeship standard, apprentices may wish to register as members with a relevant professional body such as the Institute of Administrative Management to support career and personal development and progression.

## Who is Professional Assessment (PAL)?

Professional Assessment Ltd provides services for training providers to include colleges 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 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 at a level 2 as set by the apprenticeship standard.

To confirm this review 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 handbook[2], 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 if you do not know which qualifications are accepted as suitable alternatives to functional skills. Evidence must be in the form of a certificate.

Professional Assessment will not confirm an EPA booking until the required evidence is submitted. For auditing purposes, the Gateway Declaration Form should either be signed or 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 is 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 i**s 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.

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[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

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 Special Considerations and Reasonable Adjustments policy.

## *How is end-point assessment delivered?*

The apprentice will be assessed to the apprenticeship standard using three complementary assessment methods, all of which may be completed online. The assessment is synoptic, i.e., takes a view of the overall performance of the apprentice in their job. Each assessment method should directly assess the knowledge, skills, and behaviours of the standard.

The assessment activities will be completed by the independent end-point assessment as follows:

  ➢ Knowledge test.
  ➢ Project/improvement presentation.
  ➢ Portfolio-based interview.

The knowledge test should typically be passed before the apprentice progresses to the presentation and interview. PAL's preferred order of assessments is test – project presentation – portfolio-based interview. This will enable the EPA to ensure that the apprentice has every opportunity to meet the pass/distinction criteria for the standard.

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 evidence presented for end-point assessment meets the assessment plan requirements but does not have a role in the formal end-point assessment or grade decision.

Each assessment method has equal weighting of 33% each. To achieve a pass overall, the apprentice must meet ALL of the pass criteria, and to achieve a distinction overall, the apprentice must achieve ALL pass AND ALL distinction criteria.

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.

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

| Apprentice/Employer/Training Provider | PAL Assessment |
|---|---|
| Apprentice registered with PAL. | <ul><li>Milestone check-ins will be logged on MIS.</li><li>ESFA advised of EPAO.</li><li>EPAPro log-in credentials provided.</li><li>Access to a range of assessment guidance materials available.</li></ul> |
| Evidence provided that English and Maths requirements have been achieved.<br><br>Gateway review held between training provider, employer, and apprentice to confirm assessment readiness.<br><br>PAL contacts employer and apprentice. PAL undertakes assessment planning meeting and agrees assessment schedule. | <ul><li>Declaration received that the apprentice is ready for assessment.</li><li>ID and certificate request confirmation confirmed.</li><li>Gateway report received.</li><li>Assessment plan completed. Dates will be agreed for all three methods of assessment to meet with the Business Administrator standard assessment plan and to allow for reasonable resit or retake activities within the assessment window, wherever possible.</li><li>Portfolio and project submission dates agreed.</li></ul> |
| Apprentice completes 50 question multiple choice test.<br>Maximum duration: 60 minutes.<br><br>Test ideally taken between weeks 1-3 of the assessment window. | <ul><li>Invigilation and testing format agreed, and appropriate checks completed. Test issued.</li><li>Test independently marked and results shared with PAL and respective stakeholders.</li><li>Test should typically be passed before progressing to next element of assessment.</li><li>Resits or retakes discussed (differentiation based on marks > 40% would indicate further training required, therefore a retake; 41% - 59% a resit. Potentially both options can be facilitated in the 12–week window.</li></ul> |

| **Apprentice/Employer/Training Provider** | **PAL Assessment** |
|---|---|

**Apprentice/Employer/Training Provider**

Apprentice submits project (or provides access to the e-project) no less than 2 weeks prior to the presentation - however an ideal scenario is project access is granted at gateway submission and for the period of the assessment window.

Apprentice undertakes presentation.

Presentation duration: 10 minute minimum, 15 minute maximum.

Apprentice submits portfolio (or provides access to the e-portfolio) at least one month prior to the interview - however an ideal scenario is portfolio access is granted at gateway submission and for the period of the assessment window.

Apprentice completes portfolio interview.

Interview duration: 30 minute minimum, 45 minute maximum.

Employer informed of the outcome of end-point assessment via email from epasupportservices@professionalassessment.co.uk. Apprentice and training provider are copied into the communication.

**PAL Assessment**

- Project reviewed. Key question sent to the apprentice up to 5 days in advance of the presentation.

- Q&A session completed. Duration 10 minute minimum, 15 minute maximum.

- No requirement for third party presence at the presentation.

- Project presentation and response to questions assessed. Assessment graded.

- Portfolio reviewed and interview questions refined.

- No requirement for third party presence at the interview.

- Interview complete, responses to questions assessed. Assessment graded.

- Overall grading undertaken - assessor confirms to EPAO grades for three assessment elements and overall grade using grade descriptors and weighting as detailed in the assessment plan.

- IQA undertaken.

- Assessment outcome provided within the assessment window timeframe.

- Assessment reports will record decisions and grades. If a resit or retake is required, it is important the relevant parties refer to the summary record.

- Assessment decision data collated and used to inform standardisations processes and quality assurance.
- Confirmed assessment outcome provided to the training provider and Apprenticeship service.

|  |  |
|---|---|
|  | • Certificate requested where a pass or higher grade for all aspects of end-point assessment are achieved. |
|  | • Data provided to the regulator as necessary. |

## Who can carry out EPA?

End-point assessors/the end-point assessment organisation for this standard are required to:

- ➢ Have excellent knowledge and understanding of the apprenticeship standard to include health and safety requirements in the workplace and knowledge of organisational structure.
- ➢ Hold a recognised current workplace assessment qualification and Functional Skills at Level 2.
- ➢ 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. For this standard, experience must include working in or managing administrative functions.
- ➢ 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 PALs requirements.

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.

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, portfolio-based interview, and project presentation.

## IQA 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 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, and are assessed consistently, reliably, and fairly by all EPA. 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 the business administrator 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.
- ➢ Produce exemplar materials, which can be used to add further clarity and establish guidelines for assessment against the stated criteria of the standard.
- ➢ Hold standardisation and moderation activities of assessment process.
- ➢ 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 Business Administrator Apprenticeship is 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 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 our policies, or contact our quality team via info@professionalassessment.co.uk

## Grading Indicators

This apprenticeship includes pass and distinction grades with the final grade based on the apprentice's combined performance in each assessment activity.  Each part of the end-point assessment has a pass mark of 60% and must be passed in order to pass the overall apprenticeship.

**Grading Descriptors:**

**Fail** - the apprentice has not sufficiently evidenced the knowledge, skills and behaviours to meet the standard. There has been a shortfall in demonstrating the KSBs on at least one of the assessment methods.

**Pass** - the apprentice has shown an adequate level of performance across the standard. They can evidence a basic level of knowledge, understanding and application in demonstrating the learning outcomes. In particular, use of basic IT packages, communicating with different stakeholders, producing accurate records and documentation, and demonstrating learning of the working environment.

**Distinction** - the apprentice has shown a high degree of expertise across the standard. They can evidence knowledge, understanding and application of learning. They can reflect on their own learning, evaluate their own performance, and improve their performance in demonstrating specific learning, especially in how their role supports the wider team. Sharing learning with others, and seeking to promote best practice, is likely to warrant a distinction in addition to the other requirements of the standard.

## 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 ESFA requirements for 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[3] 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, 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 end-point assessor, in order to support the assessment process and to agree a plan for the upcoming assessment activities for the apprentices. The independent end-point 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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[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.

## 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** –Portfolio-based interview: if the apprentice's responses do not meet the requirements to achieve the minimum requirements in their first assessment attempt, a further full interview assessment of the apprentice will be carried out.

For **Component 3** – Project presentation: if the apprentice's project presentation 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, and a further presentation will be carried out. The key question will remain unchanged.

Please refer to the resit and retake guidance below.

## Resits and Retakes

A maximum of 2 resits in total is permissible, then a retake must occur. The rationale for this is that an apprentice must need further training if they have failed on two occasions.

Resits should be completed within a 3-month period, from the initial fail notification. Timescales for retakes will be decided between the employer/training provider/EPAO dependent of the amount of re-learning required.

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.

## Capping

Grades at a resit/retake should not be capped. The rationale for this is that each assessment method is individually graded and achieved. Therefore, if an apprentice has achieved a distinction in two assessment methods on the first attempt; it would disadvantage the apprentice to not allow them to achieve a distinction in the one remaining assessment method.

## 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.

## 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 business administrator assessment plan and marking criteria.
As previously noted, the business administrator standard is made up of three assessments: a knowledge test, a project presentation, and a portfolio-based interview.

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. 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 assessment by accessing EPAPro (POL). User guides are available for training providers and employers that detail how reports can be viewed.

## Knowledge Test

### Key facts about the knowledge test

The business administrator 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 test will focus on the non-organisational specific knowledge in the standard, such as regulation and laws, business fundamentals and project management principles.

The apprentice will undertake a multi-choice test which lasts a maximum of 60 minutes and includes 50 equally weighted questions, each with four possible answers.

**The assessment should typically be passed before the apprentice progresses to the project presentation and the portfolio-based interview assessments.**

The test is to be completed online under examination conditions.

### How will the knowledge test be graded?

| Assessment Method | What will be assessed? | Minimum mark for a pass | Minimum mark for a distinction | Maximum marks available | Weighting of assessment |
|---|---|---|---|---|---|
| **Knowledge Test** | ➢ Project Management<br>➢ The organisation *(political/economic environment only)*<br>➢ Stakeholders<br>➢ Legislation<br>➢ Business fundamentals<br>➢ External environment factors | 30 (60%) | 40 (80%) | 50 | 33.3% |

The test is externally marked, and results are communicated to the independent end-point assessor. Typically, apprentices will be formally notified of fail grades only following the assessment, so that a resit or retake can be organised.

## Knowledge test specifics

The assessment plan for the business administrator standard promotes a holistic approach to end-point assessment. Knowledge can be assessed by all three methods of assessment; however, the test is likely to cover a significant number of the knowledge criteria. The table below gives a guide to what the apprentice may be tested on.

**For further information about the coverage and content of the knowledge test please see Appendix 3.**

| Theme | Knowledge Criteria | Amplification |
|---|---|---|
| **Project Management** | ➢ Uses relevant project management principles and tools to scope, plan, monitor and report. | ➢ Setting the purpose and goals of a project and prioritising the expected outcomes. <br> ➢ Management styles and structures used in different projects and in different business sectors. <br> ➢ Project management tools, techniques, and systems. <br> ➢ How different resources are managed during projects and the advantages and disadvantages of each. <br> ➢ Project management monitoring and reporting. <br> ➢ The characteristics of short, medium, and long term KPIs and milestones. |
| **The organisation** | ➢ Understands organisational purpose, activities, aims, values, vision for the future, resources, and the way that the political/ economic environment affects the organisation. | ➢ The impact and effect on organisations of the political and economic environments. |
| **Stakeholders** | ➢ Has a practical knowledge of managing stakeholders and their differing relationships to an organisation. This includes internal and external customers, clients and/or suppliers. Liaises with internal/external customers, suppliers, or stakeholders from inside or outside the UK. Engages and fosters relationships with suppliers and partner organisations. | ➢ Types of stakeholder <br> ➢ How to communicate with different stakeholders <br> ➢ Stakeholder interests and objectives <br> ➢ Stakeholder impact and their different benefits <br> ➢ The conflicting needs of stakeholders |
| **Relevant regulation** | ➢ Understands laws and regulations that apply to their role including data protection, health & safety, compliance, etc. Supports the company in applying the regulations. | ➢ Features of laws and regulations. <br> ➢ Knowing organisational requirements and resources to use when needing guidance on laws and regulations. <br> ➢ How laws and regulations apply to different job roles. |

| Theme | Knowledge Criteria | Amplification |
|---|---|---|
| | | ➢ Sanctions resulting from breaking laws and regulations.<br>➢ How laws and regulations apply to different organisations.<br>➢ The impact of national and international laws and regulations.<br>➢ Championing organisational adherence to laws and regulations. |
| **Business fundamentals** | ➢ Understands the applicability of business principals such as managing change, business finances and project management. | ➢ Effects of growth and change on organisations.<br>➢ Sources of finance.<br>➢ The use of financial analysis tools.<br>➢ Differences between operational and strategic planning.<br>➢ How business planning differs depending on organisational levels.<br>➢ Using project management to direct change and growth. |
| **External environmental factors** | ➢ Understands relevant external factors, e.g., market forces, policy and regulatory changes, supply chain, etc. and the wider business impact. Where necessary, understands international/global market in which the employing organisation is placed. | ➢ Types of external factors.<br>➢ Impact of external factors.<br>➢ Administrating the steps of supply chain management.<br>➢ How market forces affect price, demand, and availability.<br>➢ The effects of changes in external factors and responses organisations can make. |

## 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. To develop understanding and to support formative learning, it is desirable that the apprentice is challenged to complete short answer questions and written responses during their programme, such activities can go towards their portfolio.

PAL will provide access to practice questions and a mock test paper. During programme delivery we would encourage the employer or training provider to develop and utilise scenario-based questions to aid and monitor the apprentice's knowledge, understanding and levels of competency.

## *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. The majority of tests are completed online; however, we will issue paper-based tests on request.

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

The independent end-point 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 end-point 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.

## *Project Presentation*

### *Key Facts about the project presentation*

The apprentice is required to deliver a presentation to the end-point assessor on a project they have completed or a process they have improved.

The presentation lasts 10-15 minutes, with a further 10-15 minutes for a question and answer session with the independent end-point assessor.

The purpose of the project presentation is to assess the apprentice's knowledge and skills related to planning organisation, project management, demonstrating quality standards and decision making in prioritising areas of focus. Evidencing these skills in the presentation is coupled with effective communication.

The training provider and employer are responsible for supporting the apprentice on what could be a suitable project or process improvement.

### *How will the project presentation be graded?*

The project presentation will be assessed against the Assessment Plan descriptors for fail, pass and distinction. Please see Appendix 2 for further details.

| Assessment Method | Area Assessed | Weighting of assessment |
|---|---|---|
| Project presentation | ➢ IT skills<br>➢ Decision making skills<br>➢ Interpersonal skills<br>➢ Communications<br>➢ Planning and organisation<br>➢ Project management<br>➢ Value of their skills<br>➢ Stakeholders<br>➢ Processes<br>➢ Behaviours such as personal qualities, managing performance, adaptability, responsibility, | 33.3% |

### *Project specifics*

The project:

➢ Must be work-based, incorporating scoping, planning, managing, communicating to stakeholders, monitoring, and reporting results.
➢ A project or process improvement should account for 21-35 working hours, over the apprenticeship, to adequately apply themselves.
➢ The apprentice chooses the project/process improvement with the guidance of the employer and training provider.

It is anticipated that the project begins from month nine of the apprenticeship programme and is completed before the gateway is triggered, with allowance for sufficient time for completion. The project must be submitted to end-point assessor prior to the presentation; **it should be completed prior to end-point assessment being triggered.**

Following submission of the project to the end-point assessor, they will provide a question for the apprentice to answer in the presentation, for example:

➢ How have you improved a process or operating practice?
➢ What were the steps you took to implement the project?
➢ What worked well and how would you improve the results in future?

The apprentice will receive the question via email no later than 5 working days prior to the assessment date.

## *Project presentation specifics*

The presentation should summarise the aim, outcome and responsibilities of the knowledge, skills and behaviours shown in the project. The presentation should demonstrate how they approached a task and the skills shown in doing so, building towards how they would improve the results going forward.

As noted above, the apprentice will receive a question from the end-point assessor in advance of their presentation which will be expected to respond to during the presentation assessment.

The assessment plan for the business administrator standard promotes a holistic approach to end-point assessment. Knowledge, skills, and behaviours can be assessed by all three methods of assessment. The project presentation assessment is likely to cover a significant number of criteria. The table below gives a guide to what the apprentice may be assessed on.

| Skills | |
|---|---|
| IT | ➢ Skilled in the use of multiple IT packages and systems relevant to the organisation in order to: write letters or emails, create proposals, perform financial processes, record, and analyse data. Examples include MS Office or equivalent packages. Able to choose the most appropriate IT solution to suit the business problem. Able to update and review databases, record information, and produce data analysis where required. |
| Decision making | ➢ Exercises proactivity and good judgement. Makes effective decisions based on sound reasoning and is able to deal with challenges in a mature way. Seeks advice of more experienced team members when appropriate. |
| Interpersonal skills | ➢ Builds and maintains positive relationships within their own team and across the organisation. Demonstrates ability to influence and challenge appropriately. Becomes a role model to peers and team members, developing coaching skills as they gain area knowledge. |
| Communications | ➢ Demonstrates good communication skills, whether face-to-face, on the telephone, in writing or on digital platforms. Uses the most appropriate channels to communicate effectively. Demonstrates agility and confidence in communications, carrying authority appropriately. Understands and applies social media solutions appropriately. Answers questions from inside and outside of the organisation, representing the organisation or department. |
| Planning and organisation | ➢ Takes responsibility for initiating and completing tasks, manages priorities and time in order to successfully meet deadlines. Positively manages the expectations of colleagues at all levels and sets a positive example for others in the workplace. Makes suggestions for improvements to working practice, showing understanding of implications beyond the immediate environment (e.g., impact on clients, suppliers, other parts of the organisation). Manages resources e.g., equipment or facilities. Organises meetings and events, takes minutes during meetings, and creates action logs as appropriate. Takes responsibility for logistics e.g., travel and accommodation. |

| Skills | |
|---|---|
| **Project management** | ➢ Uses relevant project management principles and tools to scope, plan, monitor and report. Plans required resources to successfully deliver projects. Undertakes and leads projects as and when required. |
| **Knowledge** | |
| **Value of their skills** | ➢ Knows organisational structure and demonstrates understanding of how their work benefits the organisation. Knows how they fit within their team and recognises how their skills can help them to progress their career. |
| **Stakeholders** | ➢ Has a practical knowledge of managing stakeholders and their differing relationships to an organisation. This includes internal and external customers, clients and/or suppliers. Liaises with internal/external customers, suppliers, or stakeholders from inside or outside the UK. Engages and fosters relationships with suppliers and partner organisations. |
| **Processes** | ➢ Understands the organisation's processes, e.g., making payments or processing customer data. Is able to review processes autonomously and make suggestions for improvements. Applying a solutions-based approach to improve business processes and helping define procedures. Understands how to administer billing, process invoices and purchase orders. |
| **Behaviours** | |
| **Personal qualities** | ➢ Shows exemplary qualities that are valued including integrity, reliability, self-motivation, being pro-active and a positive attitude. Motivates others where responsibility is shared. |
| **Managing performance** | ➢ Takes responsibility for their own work, accepts feedback in a positive way, uses initiative and shows resilience. Also takes responsibility for their own development, knows when to ask questions to complete a task and informs their line manager when a task is complete. Performs thorough self-assessments of their work and complies with the organisation's procedures. |
| **Adaptability** | ➢ Is able to accept and deal with changing priorities related to both their own work and to the organisation. |
| **Responsibility** | ➢ Demonstrates taking responsibility for team performance and quality of projects delivered. Takes a clear interest in seeing that projects are successfully completed, and customer requests handled appropriately. Takes initiative to develop own and others' skills and behaviours. |

The presentation is expected to be produced using Microsoft Office PowerPoint or Prezi, demonstrating a minimum level of IT skills.

## How can the project presentation be conducted?

The presentation can be face to face or via video conferencing, PAL for this standard, where practical and possible would suggest a face to face presentation. The questions will pay close attention to the project content and the apprentice's learning from the project and last for 10-15 minutes. The delivery of the project presentation and question and answer session will be audio recorded and the independent end-point assessor may make notes of apprentices' responses during the session to support assessment decisions and for verification purposes.

## Portfolio-based interview

### Key Facts about the portfolio-based interview

Apprentices are required to produce a portfolio of work-based evidence, known as a portfolio of learning, to validate and support their responses to the interview questions. The portfolio of learning provides a structure for the interview. The portfolio is not directly assessed as part of end-point assessment, the interview will assess the apprentice's understanding and learning evidenced in the portfolio.

The portfolio-based interview draws explicitly on the apprentice's workplace experience, and it requires the apprentice to provide 'real-life' examples.

The interview duration is between 30-45 minutes. It assesses:

➢ Understanding of the portfolio to validate competence shown.
➢ Self-reflection of performance, demonstrating knowledge and how appropriate skills and behaviours have been applied.
➢ Judgement and understanding to explain appropriate examples.

The assessor will use a framework of eight to ten questions to ask within the interview.

Application of learning in the workplace is assessed by talking through examples. Particular areas include the purpose of their organisation and value of their own role, quality in producing records or documents, and professional behaviours including respect and personal qualities.

### How will the portfolio-based interview be graded?

The interview will be assessed against the Assessment Plan descriptors for fail, pass and distinction. Please see Appendix 2 for further details.

| Assessment Method | Area Assessed | Weighting of assessment |
|---|---|---|
| Portfolio-based Interview | ➢ IT skills<br>➢ Record and document production<br>➢ Interpersonal skills<br>➢ Communications<br>➢ Quality<br>➢ Planning and organisation<br>➢ The organisation<br>➢ Value of their skills<br>➢ Stakeholders<br>➢ Relevant Regulations<br>➢ Policies<br>➢ External environment factors<br>➢ Behaviours such as professionalism, personal qualities, managing performance, adaptability, and responsibility | 33.3% |

## Portfolio specifics

As previously noted, the portfolio is not directly assessed as part of end-point assessment, it provides a structure for the interview.

The portfolio of learning is expected to contain evidence of:

- ➢ A minimum of 8-12 pages is expected for consistency.
- ➢ At least one of each of the minimum knowledge, skills and behaviours as outlined in the assessment plan.
- ➢ Practical observation and/or evaluation by the employer to be included, such as acknowledgement of a skill shown or evidencing work completed on a particular project with manager comments, which is then discussed at interview.

The employer should provide suitable work opportunities for the apprentice to apply themselves to and discuss at interview.

The training provider is responsible for providing guidance on compiling the portfolio on-programme, which is to be reviewed by the employer, training provider and apprentice prior to triggering end-point assessment to make a judgement on whether they should be progressed to EPA.

The portfolio can be an online portfolio, with written and/or audio or video evidence, or a paper-based collection. Whatever the format, the end-point assessor will need access to review the evidence before the apprentice can progress to the interview

The portfolio must be submitted to PAL at least one month prior to interview.

The portfolio should be produced over a period of time from the commencement of the apprenticeship, showing competence. The apprentice and employer, in conjunction with the training provider, are advised to apply the following guidelines:

- ➢ Confirm that the portfolio evidence maps to business administrator apprenticeship standard requirements and all the evidence is valid, authentic, current, and sufficient. This should be confirmed by the training provider and line manager.
- ➢ All evidence to be completed to the highest standard achievable by the candidate to showcase the apprentice's skills, knowledge and behaviours and ensure sufficient examples provided.
- ➢ Evidence to contain annotation and description of the behaviours, skills and competence shown by the apprentice.
- ➢ Information to be correctly cited where research has been utilised.

The work-based evidence provided must show how apprentices have the knowledge, skills and behaviours detailed in the evidence requirements for each grade criterion being assessed. Observation records should be used to record comments on how the observed performance shows achievement of the relevant grade criteria.

## Applying for a portfolio of learning submission date extension

Please note that the requested submission date for the portfolio of learning 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.

Late non-approved submissions may incur additional assessment charges if the EPA window is missed, and a full re-assessment is required.

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

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 extension.

## *Portfolio-based interview specifics*

The assessment plan for the business administrator standard promotes a holistic approach to end-point assessment. Knowledge, skills, and behaviours can be assessed by all three methods of assessment. The portfolio-based interview is likely to cover a significant number of criteria. The table below gives a guide to what the apprentice may be interviewed on.

| Skills | |
|---|---|
| **IT** | ➢ Skilled in the use of multiple IT packages and systems relevant to the organisation in order to: write letters or emails, create proposals, perform financial processes, record, and analyse data. Examples include MS Office or equivalent packages. Able to choose the most appropriate IT solution to suit the business problem. Able to update and review databases, record information, and produce data analysis where required. |
| **Record and document production** | ➢ Produces accurate records and documents including emails, letters, files, payments, reports, and proposals. Makes recommendations for improvements and present solutions to management. Drafts correspondence writes reports and able to review others' work. Maintains records and files, handles confidential information in compliance with the organisation's procedures. Coaches others in the processes required to complete these tasks. |
| **Interpersonal skills** | ➢ Builds and maintains positive relationships within their own team and across the organisation. Demonstrates ability to influence and challenge appropriately. Becomes a role model to peers and team members, developing coaching skills as they gain area knowledge. |
| **Communications** | ➢ Demonstrates good communication skills, whether face-to-face, on the telephone, in writing or on digital platforms. Uses the most appropriate channels to communicate effectively. Demonstrates agility and confidence in communications, carrying authority appropriately. Understands and applies social media solutions appropriately. Answers questions from inside and outside of the organisation, representing the organisation or department. |
| **Quality** | ➢ Completes tasks to a high standard. Demonstrates the necessary level of expertise required to complete tasks and applies themselves to continuously improve their work. Is able to review processes autonomously and make suggestions for improvements. Shares administrative best-practice across the organisation e.g., coaches others to perform tasks correctly. Applies problem-solving skills to resolve challenging or complex complaints and is a key point of contact for addressing issues. |
| **Planning and organisation** | ➢ Takes responsibility for initiating and completing tasks, manages priorities and time in order to successfully meet deadlines. Positively manages the expectations of colleagues at all levels and sets a positive example for others in the workplace. Makes suggestions for improvements to working practice, showing understanding of implications beyond the immediate environment (e.g., impact on clients, suppliers, other parts of the organisation). Manages resources e.g., equipment or facilities. |

| Skills | |
|---|---|
| | Organises meetings and events, takes minutes during meetings, and creates action logs as appropriate. Takes responsibility for logistics e.g., travel and accommodation. |
| **Knowledge** | |
| **The organisation** | ➢ Understands organisational purpose, activities, aims, values, vision for the future, resources, and the way that the political/economic environment affects the organisation. |
| **Value of their skills** | ➢ Knows organisational structure and demonstrates understanding of how their work benefits the organisation. Knows how they fit within their team and recognises how their skills can help them to progress their career. |
| **Stakeholders** | ➢ Has a practical knowledge of managing stakeholders and their differing relationships to an organisation. This includes internal and external customers, clients and/or suppliers. Liaises with internal/external customers, suppliers or stakeholders from inside or outside the UK. Engages and fosters relationships with suppliers and partner organisations. |
| **Relevant regulation** | ➢ Understands laws and regulations that apply to their role including data protection, health & safety, compliance etc. Supports the company in applying the regulations. |
| **Policies** | ➢ Understands the organisation's internal policies and key business policies relating to sector. |
| **External environmental factors** | ➢ Understands relevant external factors e.g., market forces, policy & regulatory changes, supply chain etc. and the wider business impact). Where necessary understands the international/global market in which the employing organisation is placed. |
| **Behaviours** | |
| **Professionalism** | ➢ Behaves in a professional way. This includes personal presentation, respect, respecting and encouraging diversity to cater for wider audiences, punctuality and attitude to colleagues, customers, and key stakeholders. Adheres to the organisation's code of conduct for professional use of social media. Acts as a role model, contributing to team cohesion and productivity – representing the positive aspects of team culture and respectfully challenging inappropriate prevailing cultures. |
| **Personal qualities** | ➢ Shows exemplary qualities that are valued including integrity, reliability, self-motivation, being pro-active and a positive attitude. Motivates others where responsibility is shared. |
| **Managing performance** | ➢ Takes responsibility for their own work, accepts feedback in a positive way, uses initiative and shows resilience. Also takes responsibility for their own development, knows when to ask questions to complete a task and informs their line manager when a task is complete. Performs thorough self-assessments of their work and complies with the organisation's procedures. |
| **Adaptability** | ➢ Is able to accept and deal with changing priorities related to both their own work and to the organisation. |
| **Responsibility** | ➢ Demonstrates taking responsibility for team performance and quality of projects delivered. Takes a clear interest in seeing that projects are successfully completed, and customer requests handled appropriately. Takes initiative to develop own and others' skills and behaviours. |

## How can the portfolio-based interview be conducted?

The portfolio-based interview can be conducted using a range of media, these include:

- ➢ Telephone interview (if this method is used, an audio recorder will be used to collect responses).
- ➢ Web-conferencing.
- ➢ On-line/written interview (whilst available, it is not PALs preferred assessment option).
- ➢ Face to face.

The interview method PAL selects is the method that best suits the apprentice.  The assessment planning with PAL confirms the interview requirements and the interview will be in the majority of cases be digitally recorded.

## *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 Business Administrator Padlet, the PAL website or by request to info@professionalassessment.co.uk

## *Appeals, complaints, maladministration, and malpractice polices - 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 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 Business Administrator Padlet, the PAL website or by request to info@professionalassessment.co.uk

## Reasonable adjustments/considerations/adaptations

Where 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.

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 Business Administrator 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 Apprenticeship service portal. PAL does not certificate the apprenticeship standard; its role is to request the certificate. PAL will issue the apprentice with a record of achievement. This is not a certificate – it details the results and grades of each individual assessment component.

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 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.

## Validity, Authenticity, Relevancy, Currency, and Sufficiency

The evidence presented must be meet VARCS requirements.

> **Valid** - is the evidence appropriate to demonstrate the particular knowledge, skills and/or behaviours that it is intended to cover?
> **Authentic** - is the evidence proven to be the apprentice's own work; have any work products or witness testimonies been appropriately authenticated?
> **Relevant** - Is the evidence relevant to the particular knowledge, skills and/or behaviours that it is intended to cover and has a clear judgement?
> **Current** - does the evidence relate to the on programme element of the apprenticeship and does it demonstrate current competency?
> **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 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 which documents the requirements of the standard and assessment methods.

## 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. [4]

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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[4] 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. |
| Project Completion | 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.

## Appendix Two – Assessment Methods and Grading Criteria Annex

The table below provides each of the knowledge, skills, and behaviours (KSBs) of the Standard with the assessment method viewed as most appropriate to use. For each of the KSBs, grading criteria are provided for fail, pass and distinction. Each grading criterion is a minimum and additional performance areas, in line with the KSBs and expectations set out below, can contribute to the overall grade for each Assessment Method.

The end-point assessment is a holistic assessment, and the KSBs can be indirectly assessed, i.e. demonstrating an assumed level of knowledge, exhibited skill or demonstrated behaviour, if it can be evidenced that the completion of a task or result achieved will have required this.

The project presentation and portfolio-based interview are weighted the same (33% each). Therefore, it is reasonable to assume approximately 50% of the KSBs linked to either assessment method should be achieved in each. It is not reasonable to assume, nor is it fair on the apprentice, to expect all KSBs to be mapped into or rolled into one assessment method. If this was the case each assessment method would not carry the same weighting.

*Key for assessment method column:*
*KT = knowledge test, PI = portfolio-based interview, PP = project presentation*

| Knowledge, Skills and Behaviour Assessed | Description | Assessment method | Fail descriptors | Pass descriptors | Distinction descriptors |
|---|---|---|---|---|---|
| **Skills** | **What is required (advancing key skills to support progression to management)** | | | | |
| IT | Skilled in the use of multiple IT packages and systems relevant to the organisation in order to: write letters or emails, create proposals, perform financial processes, record, and analyse data. Examples include MS Office or equivalent packages. Able to choose the most appropriate IT solution to suit the business problem. Able to update and review databases, record information, and produce data analysis where required. | PI or PP | ➢ Has not demonstrated they can use IT packages<br>➢ Unable to provide quality examples of when they have used IT packages without mistakes | ➢ Demonstrates they can use IT packages, specifically to write letters or emails, and to record and analyse information<br>➢ Able to perform tasks relevant to their role using IT packages without supervision | ➢ Consistently demonstrates they can use IT packages and can provide varied, quality examples<br>➢ Able to perform tasks relevant to their role using IT packages and can coach others in using IT |
| Record and document production | Produces accurate records and documents including emails, letters, files, payments, reports, and proposals. Makes recommendations for improvements and present solutions to management. Drafts correspondence writes reports and able to | PI | ➢ Frequent mistakes in written documentation, requiring regular correction<br>➢ Zero or very few workable recommendations are made | ➢ Records are accurate, rarely require correction and are treated confidentially<br>➢ Recommendations and solutions only need minor improvement | ➢ Records are consistently accurate and confidential<br>➢ Recommendations are insightful, clearly recorded and results in a clear benefit to the organisation |

| Knowledge, Skills and Behaviour Assessed | Description | Assessment method | Fail descriptors | Pass descriptors | Distinction descriptors |
|---|---|---|---|---|---|
| | review others' work. Maintains records and files, handles confidential information in compliance with the organisation's procedures. Coaches others in the processes required to complete these tasks. | | ➢ Communications not kept confidential | ➢ Supports others in producing documents and can provide examples | ➢ Offers to coach others and good performance is recorded in feedback |
| Decision making | Exercises proactivity and good judgement. Makes effective decisions based on sound reasoning and is able to deal with challenges in a mature way. Seeks advice of more experienced team members when appropriate. | PP | ➢ Frequently makes poor decisions and does not learn from mistakes<br>➢ Decision making is unreasoned<br>➢ Reacts unprofessionally to feedback | ➢ Decisions are thought through, using a range of information to make a sound judgement<br>➢ Challenges appropriately and is polite when doing so<br>➢ Exercises sound judgement when asking for advice by choosing the appropriate time, manner, and person | ➢ Decisions are timely and consistently show good judgement<br>➢ Decisions are continuously made by thoughtfully considering different information and the risks of any action<br>➢ Decisions are fully evidenced and justifiable<br>➢ Consistently behaves and seeks advice in a mature way |
| Interpersonal skill | Builds and maintains positive relationships within their own team and across the organisation. Demonstrates ability to influence and challenge appropriately. Becomes a role model to peers and team members, developing coaching skills as they gain area knowledge. | PI or PP | ➢ Does not work effectively with others<br>➢ Does not exhibit role model behaviours<br>➢ Does not seek to develop coaching skills | ➢ Works effectively with a range of people<br>➢ Influences and challenges peers when necessary<br>➢ Supports others in the organisation and demonstrates coaching skills | ➢ Influences managers as well as peers<br>➢ Constructively challenges managers, as well as peers, when necessary<br>➢ Proactively offers to coach others and has had good performance recorded in feedback |
| Communication | Demonstrates good communication skills, whether face-to-face, on the telephone, in writing or on digital platforms. Uses the most appropriate channels to | PI or PP | ➢ Communication is unclear, either verbally or in writing<br>➢ Chooses ineffective methods to communicate, | ➢ Demonstrates they can communicate clearly, in both written and verbal communication | ➢ Communication is consistently clear, both written and verbally<br>➢ Champions an appropriate choice of |

| Knowledge, Skills and Behaviour Assessed | Description | Assessment method | Fail descriptors | Pass descriptors | Distinction descriptors |
|---|---|---|---|---|---|
| | communicate effectively. Demonstrates agility and confidence in communications, carrying authority appropriately. Understands and applies social media solutions appropriately. Answers questions from inside and outside of the organisation, representing the organisation or department. | | e.g., social media for sensitive work related information<br>➢ Regularly leaves queries unresolved | ➢ Shows flexibility to different situations<br>➢ Uses appropriate communication channels dependent on the subject matter<br>➢ Demonstrates ability to answer queries effectively from both inside and outside the organisation | communication channels<br>➢ Consistently answers queries from both inside and outside of the organisation in a confident way |
| Quality | Completes tasks to a high standard. Demonstrates the necessary level of expertise required to complete tasks and applies themselves to continuously improve their work. Is able to review processes autonomously and make suggestions for improvements. Shares administrative best-practice across the organisation e.g. coaches others to perform tasks correctly. Applies problem-solving skills to resolve challenging or complex complaints and is a key point of contact for addressing issues. | PI | ➢ Consistently makes mistakes in work that require correction<br>➢ Fails to reflect on learning and share it with others<br>➢ Unable to work autonomously | ➢ Checks own work before submission and makes improvements<br>➢ Work is largely accurate and meets expectations<br>➢ Identifies areas for improvement and can justify why<br>➢ Promotes best practice examples of administration, such as accurate records | ➢ Takes ownership for work and applies processes for checking work<br>➢ Work is consistently accurate and meets the agreed outcomes<br>➢ Recommends and implements process improvements<br>➢ Proactively offers to coach others in an area of work and communicates requirements for work |
| Planning and organisation | Takes responsibility for initiating and completing tasks, manages priorities and time in order to successfully meet deadlines. Positively manages the expectations of colleagues at all levels and sets a positive example for others in the workplace. Makes | PI or PP | ➢ Does not plan work effectively<br>➢ Ineffective at managing expectations and unrealistic when setting timescales<br>➢ Does not demonstrate an awareness of the wider environment | ➢ Plans work and achieves deadlines<br>➢ Shares areas to improve plans with others<br>➢ Effectively manages resources and meetings<br>➢ Takes responsibility for logistics and | ➢ Makes plans that efficiently maximise resources and personally ensures results are achieved<br>➢ Improves the management of resources e.g. identifies cost savings or |

| Knowledge, Skills and Behaviour Assessed | Description | Assessment method | Fail descriptors | Pass descriptors | Distinction descriptors |
|---|---|---|---|---|---|
| | suggestions for improvements to working practice, showing understanding of implications beyond the immediate environment (e.g., impact on clients, suppliers, other parts of the organisation). Manages resources e.g., equipment or facilities. Organises meetings and events, takes minutes during meetings, and creates action logs as appropriate. Takes responsibility for logistics e.g., travel and accommodation. | | | can provide examples | process improvements<br>➢ Is proactive in taking responsibility for areas of logistics and has excellent examples to demonstrate this |
| Project management | Uses relevant project management principles and tools to scope, plan, monitor and report. Plans required resources to successfully deliver projects. Undertakes and leads projects as and when required. | PP or KT | ➢ Project management is not effective, e.g., lack of plans or unrealistic expectations and execution<br>➢ Cannot demonstrate an understanding of project management tools and principles | ➢ Effectively plans and manages small projects<br>➢ Able to lead small projects when required<br>➢ Demonstrates some understanding of project management tools and principles | ➢ Plans and manages a significant project and can describe what made it a success<br>➢ Demonstrates strong leadership skills when managing a project<br>➢ Understands and is able to apply a strong grasp of project management tools and principles |
| **Knowledge** | **What is required (in-depth knowledge of organisation and wider business context)** | | | | |
| The organisation | Understands organisational purpose, activities, aims, values, vision for the future, resources, and the way that the political/economic environment affects the organisation. | PI or KT (political/ economic environment) | ➢ Does not show any knowledge of the organisation's purpose, aims and ways of working<br>➢ Cannot demonstrate an understanding of the political and economic environment | ➢ Shows a working knowledge of the organisations purpose, aims and ways of working, putting it in context of the local (or sector) environment<br>➢ Provides some understanding | ➢ Shows a thorough understanding of the organisation's purpose, aims and way of working, putting it in context of the wider economy and political environment |

| Knowledge, Skills and Behaviour Assessed | Description | Assessment method | Fail descriptors | Pass descriptors | Distinction descriptors |
|---|---|---|---|---|---|
| | | | | of the political and economic environment | |
| Value of their skills | Knows organisational structure and demonstrates understanding of how their work benefits the organisation. Knows how they fit within their team and recognises how their skills can help them to progress their career. | PI or PP | ➢ Shows a limited understanding of the organisation<br>➢ Cannot identify how their work contributes or how they fit within the team | ➢ Understands the structure of the organisation and how their work contributes<br>➢ Identifies their role within the team and value of their skills | ➢ Understands the structure of the organisation and is able to discuss how different teams support each other<br>➢ Understands the contribution their work makes and promotes its value<br>➢ Identifies their role within the team and is able to compare their skills with others |
| Stakeholders | Has a practical knowledge of managing stakeholders and their differing relationships to an organisation. This includes internal and external customers, clients and/or suppliers. Liaises with internal/external customers, suppliers, or stakeholders from inside or outside the UK. Engages and fosters relationships with suppliers and partner organisations. | PI or PP and KT (stakeholder management principles) | ➢ Does not understand the principles of stakeholder management<br>➢ Does not build good relationships | ➢ Understands how to manage stakeholders, e.g. clarifying and delivering on expectations<br>➢ Demonstrates they have worked with stakeholders to achieve results | ➢ Understands and follows the principles of stakeholder management<br>➢ Goes beyond expectations to build constructive relationships with stakeholders |
| Relevant regulation | Understands laws and regulations that apply to their role including data protection, health & safety, compliance etc. Supports the company in applying the regulations. | KT or PI | ➢ Does not know the relevant laws and regulation for their job and has not followed them in the past | ➢ Demonstrates knowledge of relevant laws and regulation and consistently follows them | ➢ Shows a thorough knowledge of relevant laws and regulations and consistently follows them<br>➢ Champions adherence to relevant laws and regulation |

| Knowledge, Skills and Behaviour Assessed | Description | Assessment method | Fail descriptors | Pass descriptors | Distinction descriptors |
|---|---|---|---|---|---|
| | | | | | within the organisation |
| Policies | Understands the organisation's internal policies and key business policies relating to sector. | PI | ➢ Does not fully know or understand the organisation's internal policies | ➢ Understands and follows the organisation's internal policies | ➢ Understands and promotes the organisations internal policies |
| Business fundamentals | Understands the applicability of business principals such as managing change, business finances and project management. | KT | ➢ Does not know the fundamentals of business, including finances, managing change and project management | ➢ Knows the fundamentals of business, including finances, managing change and project management | ➢ Knows the fundamentals of business, can relate them to their administrative occupation and show how they make an impact |
| Processes | Understands the organisation's processes, e.g. making payments or processing customer data. Is able to review processes autonomously and make suggestions for improvements. Applying a solutions-based approach to improve business processes and helping define procedures. Understands how to administer billing, process invoices and purchase orders. | PP | ➢ Does not understand the processes of the organisation and follows them inconsistently<br>➢ Makes limited or impractical suggestions for improvements | ➢ Understands and consistently follows the organisation's processes<br>➢ Makes suggestions for small improvements and supports on successful implementation | ➢ Understands and follows organisational processes and promotes them adherence and improvements<br>➢ Able to identify inefficiencies or ineffectiveness in a process and support on successful implementation |
| External environment factors | Understands relevant external factors e.g., market forces, policy & regulatory changes, supply chain etc. and the wider business impact). Where necessary understands the international/global market in which the employing organisation is placed. | KT or PI | ➢ Shows little understanding of how external factors affect the organisation | ➢ Understand the external factors affecting the organisation and how they relate to their role | ➢ Shows a deep understanding of the external factors facing the organisation and how they relate to their role<br>➢ Seeks additional information about how those factors are developing |
| **Behaviours** | **What is required (role-model behaviours and positive contribution to culture)** | | | | |
| Professionalism | Behaves in a professional way. This includes personal presentation, respect, | PI | ➢ Does not behave in a professional way | ➢ Consistently behaves in a professional way, showing | ➢ Is a role model employee, showing professionalism |

| Knowledge, Skills and Behaviour Assessed | Description | Assessment method | Fail descriptors | Pass descriptors | Distinction descriptors |
|---|---|---|---|---|---|
| | respecting and encouraging diversity to cater for wider audiences, punctuality and attitude to colleagues, customers and key stakeholders. Adheres to the organisation's code of conduct for professional use of social media. Acts as a role model, contributing to team cohesion and productivity – representing the positive aspects of team culture and respectfully challenging inappropriate prevailing cultures. | | ➤ Has failed to be punctual on an ongoing basis and has shown a negative attitude towards colleagues<br>➤ Does not follow the standards of conduct required by the organisation<br>➤ Disrespectful to different backgrounds and does not challenge inappropriate prevailing cultures | punctuality, respect for others and personal presentation<br>➤ Follows the standard of conduct required by the organisation | in their conduct, punctuality, presentation and respect for others, irrespective of background, even in difficult circumstances<br>➤ Can be relied upon to represent the team and be an ambassador for the organisation |
| Personal qualities | Shows exemplary qualities that are valued including integrity, reliability, self-motivation, being pro-active and a positive attitude. Motivates others where responsibility is shared. | PI or PP | ➤ Has not shown integrity, reliability, positivity, and self-motivation | ➤ Regularly shows integrity, reliability, positivity, and self-motivation | ➤ Always shows integrity, reliability, positivity, and self- motivation and successfully encourages others to show more of these qualities |
| Managing performance | Takes responsibility for their own work, accepts feedback in a positive way, uses initiative and shows resilience. Also takes responsibility for their own development, knows when to ask questions to complete a task and informs their line manager when a task is complete. Performs thorough self-assessments of their work and complies with the organisation's procedures. | PI or PP | ➤ Does not ask questions or clarify expectations<br>➤ Negative attitude towards supervision and coaching to deliver their work to the agreed level of quality<br>➤ Cannot demonstrate a constructive response to feedback | ➤ Clarifies requirements and takes responsibility for work produced<br>➤ Acts with responsibility and delivers their work to the right level of quality without requiring additional supervision and coaching<br>➤ Asks for feedback and takes feedback on board | ➤ Shows a strong personal responsibility for all aspects of their work and can work with minimal supervision, whist adhering to policies, procedures, and standards<br>➤ Takes feedback on board and continually assesses the quality of their work |

| Knowledge, Skills and Behaviour Assessed | Description | Assessment method | Fail descriptors | Pass descriptors | Distinction descriptors |
|---|---|---|---|---|---|
| Adaptability | Is able to accept and deal with changing priorities related to both their own work and to the organisation. | PI or PP | ➢ Can be disorientated by, or defensive towards, change | ➢ Accepts and responds positively to change | ➢ Accepts change, evaluates the impact of any change, and seeks to use it to improve their work |
| Responsibility | Demonstrates taking responsibility for team performance and quality of projects delivered. Takes a clear interest in seeing that projects are successfully completed, and customer requests handled appropriately. Takes initiative to develop own and others' skills and behaviours. | PI or PP | ➢ Shifts responsibility to others and excuses the situation when levels of quality or efficiency are not met | ➢ Accepts personal responsibility for their own work, delivering their work on time and to the right level of quality<br>➢ Demonstrates ownership and willingness to see work completed<br>➢ Applies initiative in developing their own skills and behaviours | ➢ Role model who takes personal responsibility for themselves and peers<br>➢ Aims to deliver work within targets and deliver more than required in their role<br>➢ Proactively seeks opportunities to develop themselves and shares this learning with others |

## Appendix Three – Knowledge Test Content and Coverage Information

| Theme | Knowledge Criteria | Amplification | Content and Coverage Information |
|---|---|---|---|
| **Project Management** | Uses relevant project management principles and tools to scope, plan, monitor and report. | ➢ Setting the purpose and goals of a project and prioritising the expected outcomes. | ➢ Business levels including corporate, operational, and functional. |
| | | ➢ Management styles and structures used in different projects and in different business sectors. | ➢ Corporate structure, who set the goals for the organisation (level in organisational structure) including matrix structure, geographical divisional structure, market-based divisional structure, functional organisational structure.<br>➢ Types of leadership styles used in organisations including authoritative, laissez-faire, autocratic, pace-setting, and bureaucratic. |
| | | ➢ Project management tools, techniques, and systems. | ➢ Including Gantt charts, Agile and Kanban boards, and feasibility studies.<br>➢ How and why Gantt charts are used. |
| | | ➢ How different resources are managed during projects and the advantages and disadvantages of each. | ➢ Project management methods including Agile, Scrum, Waterfall, Critical Path. |
| | | ➢ Project management monitoring and reporting. | ➢ Time frames for project goals - Short, medium, long. What is accomplished and expected in each time frame.<br>➢ Advantages and disadvantages of project monitoring.<br>➢ The advantages and disadvantages of shared storage including cloud-based storage.<br>➢ How to measure the success of a project. |
| | | ➢ The characteristics of short, medium, and long term KPIs and milestones. | ➢ Including the Eisenhower Decision Matrix, understanding the categories and how they can be prioritised. |

| Theme | Knowledge Criteria | Amplification | Content and Coverage Information |
|---|---|---|---|
| **The organisation** | Understands organisational purpose, activities, aims, values, vision for the future, resources, and the way that the political/ economic environment affects the organisation. | ➢ The impact and effect on organisations of the political and economic environments. | ➢ The role of the Bank of England and the UK Government in economic decision making. How changes in these organisations affect the economic outlook for the country.<br><br>➢ What VAT is and who sets the VAT rate.<br><br>➢ What Corporation tax is and who implements it.<br><br>➢ How VAT and Corporation tax affect a business financially.<br><br>➢ Fiscal policy, what elements of finance does it impact, including demand for goods and services, employment, inflation, and economic growth.<br><br>➢ Domestic economic factors compared to globalisation, including the differences and how finance and operations in an organisation might need to adapt.<br><br>➢ Political instability and stability including what effects these can have on corporations including increased and decreased investment, changes in legislation, increase and decrease of trading, variation in geographical trading, and changes in exchange rates and their impact.<br><br>➢ Privatisation versus nationalisation including the differences including setup, funding, and organisational structure. |

| Theme | Knowledge Criteria | Amplification | Content and Coverage Information |
|---|---|---|---|
| **Stakeholders** | Has a practical knowledge of managing stakeholders and their differing relationships to an organisation. This includes internal and external customers, clients and/or suppliers. Liaises with internal/external customers, suppliers, or stakeholders from inside or outside the UK. Engages and fosters relationships with suppliers and partner organisations. | ➢ Types of stakeholder. | ➢ The difference between internal stakeholders and external stakeholders, their roles, interests, objectives, and their level of and frequency of input within an organisation. |
| | | ➢ How to communicate with different stakeholders. | ➢ Internal stakeholders include employees, shareholders, and owners. |
| | | | ➢ External stakeholders include suppliers, customers, government bodies, and financial providers. |
| | | | ➢ Types of communication with stakeholders including electronic and non-electronic forms of communication. |
| | | | ➢ What forms of communication are most suitable with various stakeholders. |
| | | | ➢ Stakeholder mapping, level of formality, and frequency of communication. |
| | | ➢ Stakeholder interests and objectives. | ➢ How changes in the economic environment can affect the interests of stakeholders. |
| | | ➢ Stakeholder impact and their different benefits. | ➢ How stakeholders can support with decision making and the economic sustainability of organisations. |
| | | ➢ The conflicting needs of stakeholders. | ➢ Handling of stakeholder issues including conflicts of interests and conflicting goals |

| Theme | Knowledge Criteria | Amplification | Content and Coverage Information |
|---|---|---|---|
| **Relevant regulation** | Understands laws and regulations that apply to their role including data protection, health & safety, compliance, etc. Supports the company in applying the regulations. | ➢ Features of laws and regulations. | ➢ Legislation including copyright, Data Protection (GDPR), Consumer Rights Act, Companies Act, Enterprise and Employment Reform Act, Anti-Terrorism, Crime and Security Act, and Health and Safety at Work Act. |
| | | ➢ Knowing organisational requirements and resources to use when needing guidance on laws and regulations. | ➢ The roles of agencies and regulatory bodies including the Department of Work and Pensions, Department of Business and Trade, HM Revenue and Customs, office of Product Safety and Standards. |
| | | ➢ How laws and regulations apply to different job roles. | ➢ Working regulations including employee rights regarding working conditions and pay relating to different age groups and different contract types including voluntary. |
| | | ➢ Sanctions resulting from breaking laws and regulations. | ➢ Sanctions imposed on organisations by regulatory bodies including deregistering, embargo, fine, asset freezing, banning goods, decommission, and travel bans. |
| | | ➢ How laws and regulations apply to different organisations. | ➢ Workplace procedures to ensure health and safety, including risk assessments, accident books, user guides, and incident reports. |
| | | ➢ The impact of national and international laws and regulations. | ➢ Workplace responsibilities and levels of responsibilities in a company in ensuring laws and policies are followed and in the reporting of incidents. |
| | | ➢ Championing organisational adherence to laws and regulations. | ➢ Promoting and signposting compliance in the organisation. |

| Theme | Knowledge Criteria | Amplification | Content and Coverage Information |
|---|---|---|---|
| **Business fundamentals** | Understands the applicability of business principals such as managing change, business finances and project management. | ➤ Effects of growth and change on organisations. | ➤ Understanding the financial and legal differences between a Ltd company and a PLC company and how these differences impact the company including changes in legislation, publication of accounts, responsibility toward customers and public versus public liability. |
| | | ➤ Sources of finance. | ➤ Internal and external types of finance.<br>➤ Types of finance and advantages and disadvantages of each. Including business loans, mortgages, credit cards, personal loans, savings, overdraft, leasing, HP, and trade credit. |
| | | ➤ The use of financial analysis tools. | ➤ Financial terms including flotation, balance sheet, cash flow forecast, finance sheet, negative equity, sales forecast, liquidation, and inflation.<br>➤ Understand various types of financial analysis including break-even analysis, ratio analysis, trend analysis, cash flow analysis, horizontal analysis, and solvency analysis. |
| | | ➤ Differences between operational and strategic planning.<br>➤ How business planning differs depending on organisational levels.<br>➤ Using project management to direct change and growth. | ➤ Types of planning and length of planning including long term, short term, and daily.<br>➤ Changes in management and their impact on an organisation including reactive, strategic, anticipatory, and incremental events. |

| Theme | Knowledge Criteria | Amplification | Content and Coverage Information |
|---|---|---|---|
| **External environmental factors** | Understands relevant external factors, e.g., market forces, policy and regulatory changes, supply chain, etc. and the wider business impact. Where necessary, understands international/global market in which the employing organisation is placed. | ➢ Types of external factors.<br><br>➢ Impact of external factors.<br><br>➢ Administrating the steps of supply chain management.<br><br>➢ How market forces affect price, demand, and availability.<br><br>➢ The effects of changes in external factors and responses organisations can make. | ➢ External factors including political, social, economic, technological, and legal.<br><br>➢ How external factors can impact an organisation including prices and demand and impacting on labour and skills with an organisation and overall production capability.<br><br>➢ Technology factors, including attacks on data and personal information.<br><br>➢ Social factors including spending trends and media influences.<br><br>➢ Environmental factors such as upcycling and sustainability, climate change, and production innovations.<br>➢ Methods of monitoring factors of change including PESTLE.<br>➢ The role of political agencies and regulators including trading standards, environmental health agencies and consumer act legislation.<br>➢ Levels of management throughout the supply chain and responsibilities for change at various levels including line managers, middle management, top level management, and customer facing employees<br>➢ Market terms including market saturation, growth market, product cannibalization, oligopoly, procurement, logistics, and sourcing. |