



Apprenticeship Assessment

Administration Assistant

Pearson Level 2 Apprenticeship Assessment for ST1472 Administration Assistant

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Issue 1

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1 The Administration Assistant Apprenticeship

Introduction

In February 2025, the Department for Education (DfE) published its Apprenticeship Assessment Principles (<https://help.apprenticeships.education.gov.uk/hc/en-gb/articles/24599908217746-Apprenticeship-Assessment-Principles>). These principles set out a range of changes to the previous approach to apprenticeship assessment, i.e. end-point assessment (EPA). The principles apply to all apprenticeships, at all levels, including Foundation Apprenticeships.

The changes create a more responsive apprenticeship assessment system, with more flexibility that will ensure assessment is taking place in the right place and at the right time, making best use of assessment organisations' expertise in assessment design. It will be more proportionate, reducing the burden on apprentices and employers (especially where assessment may take several days) while maintaining rigour and quality. External assessment will happen when it is most needed, freeing up assessor time and reducing assessment delays which currently affect apprentices, their employers, providers and the wider economy.

What remains the same

- Assessment is still based on the apprenticeship occupational standard and the apprentice's ability to demonstrate occupational competence.
- Apprentices must still show the required knowledge, skills and behaviours for their role in the occupational standard.
- Assessments continue to be regulated and quality assured, including by Ofqual or other relevant bodies where applicable.
- Assessments must still be valid, reliable, fair, comparable and secure.
- English and maths requirements continue to apply in line with the apprenticeship funding rules.

What has changed

- **Assessment can take place during the apprenticeship.** Assessment is no longer limited to a single end-point assessment period. Employers, providers and Pearson should plan assessment activity at the most appropriate point in the apprenticeship programme.
- **Gateway has changed to gateway to completion.** Readiness should be discussed throughout the apprenticeship programme. Gateway to completion is the final check that all assessment and completion requirements have been met before certification can be requested.
- **Assessment plans are organised around assessment outcomes.** These outcomes group related knowledge and skills into clear areas of occupational competence. All assessment outcomes must be covered across the assessment.
- **Some knowledge and skills may be sampled.** Assessment plans identify what must be assessed in every version and where controlled sampling can be used. This helps reduce unnecessary repetition while maintaining coverage of the standard. Apprentices must still be trained in all the knowledge, skills and behaviours in the occupational standard, even where only some knowledge and skills are sampled in a particular assessment version.
- **Grading is simplified.** Apprenticeship assessments will typically use Fail, Pass and Distinction grades. Merit grades are not used unless an assessment plan states a specific exception.
- **Behaviours are validated by the employer.** Behaviours do not contribute to the grade, but the employer must confirm that the apprentice has demonstrated the required behaviours before certification can be requested. Providers are required to deliver structured training covering all necessary knowledge, skills and behaviours as agreed in the apprentice's training plan.
- **Providers may have a defined assessment role.** Where the assessment plan and Pearson requirements allow it, providers (in Ofqual regulatory terms, an organisation undertaking assessment delivery on behalf of an awarding organisation is referred to as a Centre) may deliver or mark specified parts of the assessment on Pearson's behalf. Pearson remains responsible for assessment standards and quality assurance.
- **Resits and retakes are more targeted.** Where an apprentice fails an assessment, they will normally only need to resit or retake the assessment activity they did not pass. Grades are not capped unless the assessment plan or a justified industry requirement states otherwise.
- **Synoptic assessment remains important.** An appropriate proportion of the assessment must allow apprentices to bring together knowledge and skills from across the occupational standard to show occupational competence in an integrated way.

This specification, together with the Pearson Apprentice Resource Pack, explains what employers, providers and apprentices need to know about the Level 2 Administration Assistant Apprenticeship assessment. Both documents should be read together so that assessment planning, evidence preparation and gateway to completion requirements are fully understood. Employers and providers should also check apprentice eligibility and Pearson requirements before assessment activity is scheduled.

Purpose

The purpose of the apprenticeship assessment is to confirm that the apprentice has met the required level of knowledge and skills standards set by employers and that they are competent in their role as an administration assistant.

This occupation is found in all sectors and industries and includes all sizes of organisations from small to large businesses. Administration assistants have a highly transferable set of knowledge, skills and behaviours that can be applied across the public, private and third sector.

An administration assistant will carry out routine administration tasks that support operations. The work is carried out under supervision following set procedures for tasks. They are an integral part of the team and organisation responsible for supporting the efficient organisational functions and operations. The administration assistant is responsible for assisting colleagues with routine duties. These can vary depending on the team structure and size of business. They use digital systems and tools to collate, extract and enter data. An administration assistant's work can include tasks such as routine data entry and providing support to team members to help ensure that daily activities are carried out within agreed timescales and quality expectations. They may also work, under supervision, more widely in the organisation to meet organisational priorities. They represent the organisation when dealing with internal and/or external stakeholders.

Typical job roles include:

- Admin assistant
- Administrative officer
- Administrative clerk
- Business support
- Clerical assistant
- Data clerk
- Office assistant
- Receptionist
- Records clerk
- Secretary

Industry support and recognition

Pearson has worked in close collaboration with employers, other assessment organisations, experts and providers in developing the assessment tools for this apprenticeship assessment. We are grateful to all who have generously shared their time and expertise to help us in the development process.

2 Key information

Apprenticeship assessment detail	Pearson Level 2 Apprenticeship Assessment for ST1472 Administration Assistant
Qualification number (QN)	610/7785/9
Regulation start date	28/07/2026
First apprentice registration date	01/08/2026
Duration of apprenticeship programme	The typical duration for this apprenticeship is 12 months (minimum duration 8 months). Minimum hours for compliance: 278 (off-the-job).
Entry requirements	Apprentices need to be between 16-24 years old.
Assessment Methods	- Portfolio of Evidence (directly assessed) - Presentation with Questions <i>Refer to Section 5 for detailed information about each assessment method.</i>
Grading	Fail/Pass/Distinction <i>Refer to Section 3 for detailed information.</i>
Apprenticeship certification	The certificate for the apprenticeship is awarded through the government apprenticeship certification process. As the assessment organisation (AO), Pearson will request certificates on behalf of apprentices.
Digital badging	On successful completion of their apprenticeship, apprentices are issued a securely verified Credly digital credential or 'badge.' The digital badge can be easily shared online via social networks allowing them to showcase their talent and grow their presence in a professional community. Further information about Credly digital credentials can be found at www.pearson.com/en-gb.html (Discover Pearson Businesses).

3 Apprenticeship assessment overview

Assessment structure for the Level 2 Administration Assistant Apprenticeship

The assessment for the Level 2 Administration Assistant apprenticeship consists of the following assessment methods:

- Portfolio of Evidence (directly assessed)
- Presentation with Questions

Apprenticeship assessment method(s)	Assessment role	Assessment method grading
Portfolio of Evidence (directly assessed)	Directly assessed	Fail/Pass/Distinction
Presentation with Questions	Synoptic	Fail/Pass/Distinction

Grading

The grading for this apprenticeship assessment is Fail/Pass/Distinction.

In each assessment, the apprentice will need to meet all the relevant assessment outcome Pass grade criteria to achieve a Pass and all the Pass and all the Distinction grade criteria to achieve a Distinction.

The table below shows how the grade from each assessment method is combined to determine the overall apprenticeship assessment grade.

Portfolio of Evidence (directly assessed)	Presentation with Questions	Apprenticeship assessment grade
A fail in any assessment will result in a fail overall.		
Pass	Pass	Pass
Pass	Distinction	Pass
Distinction	Pass	Pass
Distinction	Distinction	Distinction

4 Assessment requirements and conditions

Assessment plan

Pearson's approach to assessing the Level 2 Administration Assistant apprenticeship is set by the assessment plan for the apprenticeship standard and the *Apprenticeship Assessment Qualification Level Conditions and requirements* and associated guidance, as set by Ofqual and apprenticeship requirements set by Skills England. The Assessment Plan for the Level 2 Administration Assistant Standard document is available in *Annexe A*.

Synoptic assessment

The assessment has been designed so that approximately half is synoptically assessed as per Ofqual's requirements within its conditions of recognition.

In relation to apprenticeship assessment, synoptic assessment means assessment in which an apprentice is given the opportunity to use, in an integrated way, an appropriate and substantial proportion of knowledge and skills from the Occupational Standard in order to demonstrate occupational competence at the appropriate level.

Pearson recommends that synoptic assessment takes place at a point in the apprenticeship programme where an apprentice has had sufficient time to demonstrate knowledge and skills from the Occupational Standard in an integrated way.

Synoptic assessment in the Level 2 Administration Assistant Apprenticeship Assessment is identified in the Presentation with Questions assessment.

Language of assessment

Apprentices must use English only during the assessment of this apprenticeship assessment.

An apprentice taking the apprenticeship assessment may be assessed in British Sign Language for the purpose of reasonable adjustment.

Further information on the use of language in assessment is available in our *Use of languages in qualifications policy*, available on our website.

Use of Artificial Intelligence (AI)

Use of Artificial Intelligence (AI) during the apprenticeship programme learning and assessment preparation

Artificial Intelligence (AI) tools may be used during the apprenticeship programme to support teaching, learning and skills development. For example, apprentices may use AI to help them understand a topic, practise workplace communication, check spelling and grammar, plan revision, summarise learning materials, or explore different ways of approaching a task.

However, apprentices **must not** use AI in a way that replaces their own knowledge, skills or occupational performance. Any evidence submitted for apprenticeship assessment must be the apprentice's own work and must reflect what they have personally done, produced, explained or demonstrated in their role.

Providers, employers and apprentices should ensure that any use of AI is appropriate, transparent and does not compromise the authenticity of assessment evidence.

Use of AI when generating assessment evidence

Apprentices **must not** submit AI-generated content as their own evidence. This includes, but is not limited to:

- portfolio evidence produced wholly or mainly by AI
- presentation content generated by AI and presented as the apprentice's own work
- reflective accounts, witness statements or explanations written by AI
- AI-generated examples of workplace activity that did not take place
- AI-generated documents, records, communications or data outputs that are presented as authentic workplace evidence
- AI-rewritten content that changes the apprentice's own work so substantially that it no longer reflects their own knowledge, skills or understanding.

Where AI has been used to support preparation, the apprentice must be able to explain what they used it for and show how the final evidence remains their own work. Any use of AI tools must be clearly declared, but AI-generated content will not, on its own, demonstrate that the apprentice has met the relevant assessment criteria.

Authenticity of evidence

Employers and providers must take reasonable steps to confirm that assessment evidence is authentic and belongs to the apprentice. This may include checking that:

- evidence relates to real work completed by the apprentice
- the apprentice can explain how the evidence was produced
- the apprentice can describe the decisions they made and actions they took
- workplace documents, records or outputs are consistent with the apprentice's role and responsibilities
- any use of AI has been declared and is appropriate.

Apprentices will be asked to sign a document to authenticate their evidence, including referencing any artificial intelligence (AI) tools used.

Where there are concerns that AI has been misused, the evidence must be investigated in line with Pearson malpractice procedures before it is accepted for assessment.

AI misuse and malpractice

AI misuse may be treated as malpractice. This includes submitting AI-generated work as the apprentice's own, failing to acknowledge AI use, using AI to create false or misleading evidence, or using AI in a way that prevents Pearson from making a valid judgement about the apprentice's own competence.

If AI misuse is identified or suspected, Pearson may investigate in line with its malpractice procedures. This may result in sanctions, including the rejection of evidence, mark reduction, failure of an assessment, or other actions in line with Pearson policy.

Ofqual and JCQ guidance

Both Ofqual and JCQ publish guidance and resources relating to the use of AI in assessment.

JCQ:

<https://www.jcq.org.uk/exams-office/information-for-candidates/>

<https://www.jcq.org.uk/exams-office/malpractice/>

<https://www.jcq.org.uk/knowledge-hub/ai-use-in-assessments-your-role-in-protecting-the-integrity-of-qualifications/>

Ofqual:

<https://www.gov.uk/government/publications/ofquals-approach-to-regulating-the-use-of-artificial-intelligence-in-the-qualifications-sector/ofquals-approach-to-regulating-the-use-of-artificial-intelligence-in-the-qualifications-sector--2>

Adaptation of tasks or assessments

The adaptation of tasks is only permitted where this is expressly allowed by Pearson for the relevant task or assessment. **Providers must not change the assessment outcome, knowledge or skills being assessed, the level of demand, the grading criteria, the assessment conditions, or any requirement set out in the assessment plan.** Any permitted adaptation must be limited to the context of the task, for example to reflect the facilities, equipment, software, systems, workplace setting or resources available to the apprentice.

Any permitted adaptations must be agreed with Pearson before the assessment is delivered, unless Pearson has confirmed in writing that pre-approval is not required for the specific adaptation type. They must be applied in line with current equality legislation and Pearson policies.

Where adaptations are permitted, providers must ensure that they are applied in line with current equality legislation and Pearson policies. Adaptations must support fair access to the assessment while maintaining the integrity of the assessment. If a provider is unsure whether an adaptation is permitted, it must seek advice from Pearson before the assessment takes place.

Unauthorised or inappropriate adaptations may result in Pearson being unable to accept the assessment evidence. They may also be treated as maladministration or malpractice and may require further investigation in line with Pearson policies.

Delivery and/or marking of assessments on Pearson's behalf

Pearson may permit approved individuals within a Pearson provider (in Ofqual regulatory terms, an organisation undertaking assessment delivery on behalf of an awarding organisation is referred to as a Centre) to deliver and/or mark specified parts of an apprenticeship assessment on Pearson's behalf. For the Level 2 Administration Assistant apprenticeship, this is the directly assessed Portfolio of Evidence.

Pearson remains responsible for ensuring that all aspects of the apprenticeship assessment are delivered, marked and quality assured in line with the assessment plan, the specification and Pearson policies.

If approved individuals within a centre mark the directly assessed Portfolio of Evidence within the Level 2 Administration Assistant apprenticeship, they must:

- follow Pearson's published assessment requirements, assessment conditions, delivery instructions and security requirements (Centre Assessment Standards Scrutiny).
- ensure that only authorised staff are involved in delivering or marking assessments on Pearson's behalf.
- ensure that apprentices complete the assessment under the required conditions and that any support provided is aligned to what Pearson has expressly permitted.

- keep accurate records of assessment delivery, assessment conditions, evidence submission and any incidents that may affect the validity or reliability of the assessment.
- apply Pearson's grade criteria, evidence requirements, assessor documentation or other assessment materials accurately and consistently.
- be trained and standardised as required by Pearson and must be able to make reliable judgements against the relevant assessment criteria.
- **not** amend Pearson assessment criteria, change the standard required for a Pass or Distinction, or use local centre expectations in place of Pearson's published requirements.

Centres must identify, declare and manage any actual or potential conflict of interest.

Recognition of Prior Learning

Recognition of Prior Learning (RPL) is a process that considers whether an apprentice can demonstrate that they already have knowledge, understanding or skills that would otherwise be developed through a programme of learning.

For Pearson reformed apprenticeship assessments, RPL is **not permitted**. Apprentices must complete the required apprenticeship assessment activity and generate the required assessment evidence in line with the assessment plan, this specification and the relevant Pearson assessment materials.

Prior learning, prior achievement or previous work experience may support an apprentice's readiness for assessment, but it cannot be used to replace, exempt or credit any part of the apprenticeship assessment. Pearson will only make assessment decisions using evidence generated and submitted for the relevant apprenticeship assessment.

5 Assessment methods for Level 2 Administration Assistant

Assessment 1: Portfolio of Evidence

Structure

The Portfolio of Evidence assesses apprentices' knowledge and skills from the apprenticeship standard, in line with the assessment plan assessment outcome requirements. It is assessed by an Apprenticeship Assessor.

Portfolio of Evidence	
Summary	The apprentice logs evidence in a portfolio from activities they have carried out in their administration role in their workplace. The activities relate to knowledge and skills in AO2: Administrative Task Delivery and Workflow Management, AO4: Compliance, Security, and Risk Awareness and AO5: Professionalism, Wellbeing, and Continuous Development. The apprentice's portfolio of work-based evidence is assessed on completion and submission by the Apprenticeship Assessor. The portfolio is submitted in preparation for the assessment.
Timings	The assessment of the apprentice's completed portfolio could take place from month four onwards* of the 8-12 month programme. To be ready for assessment, apprentices must have completed the relevant learning, have had sufficient opportunity to apply the required knowledge and skills in the workplace and have generated the required evidence for the assessment. *These timings are illustrative and may vary depending on the design and duration of the programme and the apprentice's readiness for assessment.
Grading	Fail/Pass/Distinction The apprentice will need to meet all the relevant assessment outcome Pass grade criteria to achieve a Pass and all the Pass and all the Distinction grade criteria to achieve a Distinction grade. The grading criteria for this assessment method can be found in the <i>Apprentice Resource Pack</i>.
Preparation	Apprentices should use the documents published in the <i>Apprentice Resource Pack</i> to support their preparation.

Portfolio of Evidence	
Delivery and conduct of the assessment	The Apprenticeship Assessor will review and assess the work-based evidence apprentices have presented in their portfolio and make a judgement as to the apprentice's performance against the relevant assessment outcome's Pass and Distinction grading criteria using the associated evidence requirements – See <i>Apprentice Resource Pack</i> .

Standards Assessed

The Portfolio of Evidence assesses the following Assessment Outcomes and associated knowledge and skills from the Level 2 Administration Assistant Assessment Plan.

Mandatory (M) – will be assessed in each Portfolio of Evidence assessment.

Sampled (S) – will be sampled across Portfolio of Evidence assessments.

Assessment Outcome	Knowledge/Skill	M	S
AO2: Administrative Task Delivery and Workflow Management Plans, organises, and delivers administrative tasks using organisational processes, digital tools, and resource management methods. Reviews work, adapts to operational changes, seeks clarification where needed and maintains accurate records to support workflow.	K2 How organisation structure, vision and function affect the role.		✓
	K3 The role, responsibilities and impact this has on deliverables, stakeholders and key performance indicators.	✓	
	K4 The sector landscape and its impact on the organisation and role for example technology, finance or compliance.		✓
	K15* Principles of time management and tools used to organise workload to meet deadlines.	✓	
	K17* Quality assurance processes and how they impact on the role and organisation.	✓	
	K25 Methods to seek clarification and help to complete assigned tasks within agreed timeframes.	✓	
	S6, Plan and review administration tasks allocated by supervisor.	✓	
	S8*, Monitor and report on the use of resources such as materials, equipment and supplies.		✓
	S9*, Use agreed organisational systems and protocols to manage calendars, diaries and booking systems.		✓
	S14*, Use time management tools to meet deadlines.	✓	
	S17*, Review and check own work.	✓	
	S20 Seek clarification and help, when required, to complete assigned tasks within agreed timeframes.	✓	

Assessment Outcome	Knowledge/Skill	M	S
AO4: Compliance, Security, and Risk Awareness Applies organisational policies, legislation, and sector requirements to work safely and securely. Identifies risks, protects against security threats, and follows escalation processes	K1* Industry regulations, codes of practice, organisational policies, workplace practices, confidentiality, licences and legal requirements that might affect the organisation such as social media guidelines, security threats, data protection and GDPR.	✓	
	K7 The impact of sustainability and environmental good practice on organisational activity.		✓
	K10 Principles of working safely, such as online, on site, venues and organisational premises, to meet requirements.	✓	
	K22 Escalation processes such as security, software, customer service and complaints.	✓	
	K23 Digital footprint. The impact of online activity and how this can make an individual or organisation vulnerable.	✓	
	S2* Operate within organisational policies, standards and procedures and relevant legislation respecting confidentiality; adapting to operational changes as they occur.	✓	
	S5 Recognise and rectify issues and escalate as required. For example, stakeholder documents and reports, safeguarding concerns or abusive behaviour.	✓	
	S13 Operate within agreed health and safety standards.	✓	
	S19 Protect against security threats for example, strong passwords, two step verification, office tailgating and display of security passes or clothing that identifies secure workplaces.	✓	

Assessment Outcome	Knowledge/Skill	M	S
AO5: Professionalism, Wellbeing, and Continuous Development Uses self-reflection, implements CPD activities, and wellbeing strategies to support development and workplace conduct. Maintains knowledge of sector, and ethical working practices.	K5 Principles of corporate social responsibility (CSR) and ethics relating to the role.	✓	
	K14* Approaches to maintaining up-to-date knowledge of existing and evolving tools and trends.	✓	
	K20 The benefits of wellbeing and good working practices.	✓	
	K21 Self-reflection models and techniques.	✓	
	S11* Use continuing professional development including self-reflection to support current and future training and development needs.	✓	
	S16 Maintain wellbeing, accessing organisational support mechanisms if required.		✓

(*) Knowledge and skills statements which offer opportunities to develop functional English and maths are identified with an asterisk.

Assessment 2: Presentation with Questions

Structure

The Presentation with Questions assesses apprentices' knowledge and skills from the apprenticeship standard, in line with the assessment plan assessment outcome requirements.

The Presentation with Questions is assessed by an Apprenticeship Assessor from Pearson.

Presentation with Questions	
Summary	The apprentice presents evidence from a selection of substantial work activities they have completed, across three given themes. There is a question-and-answer session at the end. The work activities relate to knowledge and skills in AO1: Information Management and Data Handling, AO3: Stakeholder Communication and Relationship Management and AO4: Compliance, Security, and Risk Awareness. The Presentation with Questions forms the synoptic element of the assessment. This means that the apprentice is given the opportunity to use, in an integrated way, an appropriate and substantial proportion of knowledge and skills from the Occupational Standard in order to demonstrate occupational competence at the appropriate level.
Timings	The assessment of the apprentice's presentation and question session could take place from month six onwards* of the 8-12month programme. To be ready for assessment, apprentices must have completed the relevant learning, have had sufficient opportunity to apply the required knowledge and skills in the workplace and have generated the required evidence for the assessment. *These timings are illustrative and may vary depending on the design and duration of the programme and the apprentice's readiness for assessment. Assessment timings: Presentation: up to 45 minutes (approximately 10-15 minutes for each theme). Question and answer session: up to 15 minutes (minimum of two questions) Total time: up to 60 minutes.

Presentation with Questions continued	
Grading	Fail/Pass/Distinction. The apprentice will need to meet all the relevant assessment outcome Pass grade criteria to achieve a Pass and all the Pass and all the Distinction grade criteria to achieve a Distinction grade. The assessment outcome grading criteria for this assessment method can be found in the <i>Apprentice Resource Pack</i>.
Preparation	Apprentices must use the documents published in the <i>Apprentice Resource Pack</i> to support their preparation. The details of how the assessment will be conducted will be agreed at the apprenticeship assessment planning meeting.
Delivery and conduct of the assessment	Apprentices will present their evidence to the Apprenticeship Assessor using a presentation. The Apprenticeship Assessor may take some notes. After the presentation, the Apprenticeship Assessor will ask the apprentice some questions to confirm their knowledge and skills and will make a judgement as to the apprentice's performance against the relevant assessment outcome's Pass and Distinction grading criteria using the associated evidence requirements – See <i>Apprentice Resource Pack</i>.

Standards Assessed

The Presentation with Questions assesses the following Assessment Outcomes and associated knowledge and skills from the Level 2 Administration Assistant Assessment Plan.

Mandatory (M) – will be assessed in each Presentation with Questions assessment.

Sampled (S) – will be sampled across Presentation with Questions assessments.

Assessment Outcome	Knowledge/Skill	M	S
A01: Information Management and Data Handling Uses organisational systems and software tools to process, secure, and share information and data. Follows legislation, confidentiality requirements, and organisational policies to maintain data integrity and accuracy.	K8* Software packages and their technical applications such as databases, spreadsheets presentation and communication tools.	✓	
	K9 Principles of information and data retrieval, maintaining records and respecting confidentiality, in line with organisational policies and legislation.	✓	
	K11 Principles of data and information handling and storage including the importance of retention dates, systematic storage, backing-up and filing structure.		✓
	K16 Information and data retrieval. Required processes to undertake tasks for example compliance, GDPR, retention and deletion.		✓
	K24 The benefits of cloud services and platforms.		✓
	S1* Receive, retrieve, process, record and store information and data.	✓	
	S3 Use software packages and tools for example AI or automation to input and process data and information, to contribute to routine administration tasks in line with organisational policies and procedures.	✓	
	S4* Handle and communicate information in line with organisational policies, procedures and security requirements.	✓	
	S18 Use cloud services to share documents for use and or collaboration.		✓

Assessment Outcome	Knowledge/Skill	M	S
AO3: Stakeholder Communication and Relationship Management Uses written, verbal, and digital communication methods to provide information, respond to stakeholders, and maintain professional working relationships. Supports organisational delivery following expected standards, guidelines or procedures and acting on feedback.	K12* Types and frequency of written communication with stakeholders and the impact on outputs. For example, mass texts, mailshots, formal letters or emails.	✓	
	K13* Principles of verbal communication. For example, over the phone, in a meeting both online and virtual, formal presentations.	✓	
	K18* Sources of information. Methods to fact check, use and share information following processes, legislation or policy.		✓
	K19 Feedback mechanisms. How to receive feedback.	✓	
	S7* Maintain professional relationships with stakeholders.	✓	
	S10* Source information as requested by stakeholders, ensuring they are shareable. As examples client records, signpost to services or reports.	✓	
	S12* Use communication tools to respond to stakeholders using professional language and organisational etiquette.	✓	
	S15 Handle feedback following expected professional etiquette.	✓	

Assessment Outcome	Knowledge/Skill	M	S
AO4: Compliance, Security, and Risk Awareness Applies organisational policies, legislation, and sector requirements to work safely and securely. Identifies risks, protects against security threats, and follows escalation processes.	K1* Industry regulations, codes of practice, organisational policies, workplace practices, confidentiality, licences and legal requirements that might affect the organisation such as social media guidelines, security threats, data protection and GDPR.	✓	
	K6 Approaches to diversity, equity, inclusion and the impact on stakeholders and organisational activity.	✓	
	K10 Principles of working safely, such as online, on site, venues and organisational premises, to meet requirements.	✓	
	S2* Operate within organisational policies, standards and procedures and relevant legislation respecting confidentiality; adapting to operational changes as they occur.	✓	
	S13 Operate within agreed health and safety standards.	✓	

(*) Knowledge and skills statements which offer opportunities to develop functional English and maths are identified with an asterisk.

6 Delivery of Apprenticeship Assessments

Apprenticeship assessment planning and scheduling

Providers must have an agreement in place to conduct apprenticeship assessments with Pearson, and apprentices must be registered on Pearson's apprenticeship platform. Once an apprentice's evidence has been uploaded to Pearson's apprenticeship platform, this will alert the Apprenticeship Assessor to review the evidence and start the planning and scheduling process.

The purpose of the apprenticeship assessment planning meeting is to share information with the Apprenticeship Assessor in order to support the assessment process and to agree a plan for the upcoming assessment activities for the apprentices.

The Apprenticeship Assessor will agree a plan and schedule for each assessment activity. The apprenticeship assessment planning meeting can be conducted remotely using appropriate technology.

Employer Responsibilities

Behaviours do not contribute to apprenticeship grading. They must be demonstrated at a sufficient level for a certificate to be issued, but they do not influence whether an apprentice achieves a pass or distinction. Pearson and providers are not required to assess behaviours or quality assure employer decisions.

Employers must monitor behavioural development throughout the apprenticeship programme and confirm (validate) sufficient demonstration of all required behaviours before an apprenticeship certificate can be requested. Behaviour validation should be integral to existing performance management and staff development processes within the employer organisation. It is not intended to introduce new assessment systems or additional burden. Instead, it formalises routine and established employer practices, such as supervision, feedback, induction conversations, and regular check-ins, which naturally support and evidence apprentices' behavioural development.

Employers are responsible for reporting apprentice behaviour validation to Pearson.

Pearson has produced guidance and a checklist for employers to use to discuss, monitor and validate the apprentice's behaviours at the start, mid-point and end of the apprenticeship. It can be found in *Annexe B*.

Reassessment

The approach to resits and retakes must not limit an apprentice's ability to achieve a distinction grade or place a cap on the grade an apprentice can achieve unless there is a justifiable industry or regulatory requirement for such an approach.

Reassessment, including both resits and retakes, is agreed between Pearson and the provider/employer/apprentice. The timescale will be agreed on a case-by-case basis with Pearson. As part of that agreement, any reassessments must not provide an apprentice with an unfair advantage over others.

Booking reassessment

Reassessment is requested using the Pearson apprenticeship platform. Once the request is confirmed, the allocated Apprenticeship Assessor will liaise with the key contact to start the scheduling process.

Appeals

The *Apprenticeship assessment enquiries and appeals policy* is available on the Pearson website and Pearson apprenticeship platform. This has full information about what will happen if an apprentice or provider wishes to query the result of an assessment.

Gateway to completion requirements

Before an apprenticeship certificate can be requested, Pearson must confirm that the apprentice has achieved the requirements set out in the apprenticeship assessment plan.

Gateway to completion is used as a checkpoint at the end of an apprenticeship programme to ensure that the apprentice has completed all necessary requirements and is ready to receive their certificate.

Necessary requirements include:

- The demonstration of all assessment outcomes to the level described by Pearson.
- The completion of English and maths qualifications (where applicable)
- Validation of the required behaviours as set out in the occupational standard.

Employers must complete a *Gateway to completion Declaration Form* (see *Annexe C*) with the apprentice. The form and the associated gateway evidence to prove apprentices have met the requirements must be supplied to Pearson before a certificate can be claimed.

7 Access to assessment

Access to assessment for apprentices with disabilities or specific needs

Equality and fairness are central to our work. Our *Equity, diversity and inclusion in Pearson qualifications and related services policy* requires all apprentices to have equal opportunity to access our assessments, and that our apprenticeship assessments are awarded in a way that is fair to every apprentice.

We are committed to making sure that:

- apprentices with a protected characteristic (as defined by the Equality Act 2010) are not, when they are taking one of our assessments, disadvantaged in comparison to apprentices who do not share that characteristic
- all apprentices achieve the recognition they deserve from their apprenticeship assessment and that this achievement can be compared fairly to the achievement of their peers.

For apprentices with disabilities and specific needs, the assessment of their potential to achieve the apprenticeship assessment must identify, where appropriate, the support that will be made available to them during delivery and assessment.

Providers must deliver the apprenticeship assessment in accordance with current equality legislation. For full details of the Equality Act 2010, please visit www.legislation.gov.uk

Reasonable adjustments

A reasonable adjustment relates to an adjustment that helps to reduce the effect of a disability or a physical or mental health condition, which may place the apprentice at a disadvantage compared to others. If an apprentice requires any adjustment to their assessment then this must be recorded within the Pearson apprenticeship platform to support the discussion at the apprenticeship assessment planning meeting.

Pearson follows the Department for Work and Pensions Guidance Support for learners with learning difficulties and disabilities (published April 2026) and applies the Skills England Reasonable adjustment matrix.

Further guidance: <https://support.pearson.com/uk/s/article/End-point-Assessment-Submitting-Reasonable-Adjustments-Apprentice-Requests>

8 Malpractice

Dealing with malpractice in assessment

‘Malpractice’ refers to acts that undermine the integrity and validity of assessment, the certification of qualifications and/or may damage the authority of those responsible for delivering the assessment and certification.

Pearson does not tolerate actual or attempted malpractice by apprentices, provider staff or providers in connection with Pearson qualifications. Pearson may impose sanctions on apprentices, provider staff or providers where malpractice or attempted malpractice has been proven.

AI misuse is deemed by Pearson and the other JCQ awarding organisations to be a form of plagiarism. AI misuse can involve plagiarising content produced by AI tools and/or incomplete or poor acknowledgement of AI use. More information can be found in the JCQ AI Use in Assessments guidance here: *AI Use in Assessments: Protecting the Integrity of Qualifications* – JCQ Joint Council for Qualification

Malpractice may occur or be suspected in relation to any unit or type of assessment within a qualification. For further details on malpractice and advice on preventing malpractice by apprentices, please see Pearson’s *Centre Guidance: Dealing with Malpractice*, available on our website.

Providers are required to take steps to prevent malpractice and to assist with investigating instances of suspected malpractice. Apprentices must be given information that explains what malpractice is and how suspected incidents will be dealt with by the provider. The *Centre Guidance: Dealing with Malpractice* document gives full information on the actions we expect you to take.

Pearson may conduct investigations if we believe a provider is failing to conduct assessments according to our policies. The above document gives further information, examples, and details the sanctions that may be imposed.

In the interests of apprentices and provider staff, providers need to respond effectively and openly to all requests relating to an investigation into an incident of suspected malpractice.

Apprentice malpractice

The head of provider is required to report incidents of suspected apprentice malpractice that occur during the delivery of Pearson qualifications. We ask providers to complete JCQ Form M1 (www.jcq.org.uk/malpractice) and email it with any supporting documents (signed statements from the apprentice, invigilator, copies of evidence, etc) to the Investigations Processing team at candidatemalpractice@pearson.com. The responsibility for determining any appropriate sanctions on apprentices lies with Pearson.

Apprentices must be informed at the earliest opportunity of the specific allegation and the provider's malpractice policy, including the right of appeal. Apprentices found guilty of malpractice may be disqualified from the qualification for which they have been entered with Pearson.

Failure to report malpractice constitutes staff or provider malpractice.

Tutor/provider malpractice

The head of provider is required to inform Pearson's Investigations team of any incident of suspected malpractice (which includes maladministration) by provider staff, before any investigation is undertaken. The head of provider should inform the Investigations team by submitting a JCQ M2 Form (downloadable from www.jcq.org.uk/malpractice) with supporting documentation to pqsmalpractice@pearson.com. Where Pearson receives allegations of malpractice from other sources (for example Pearson staff, anonymous informants), the Investigations team will conduct the investigation directly or may ask the head of provider to assist.

Pearson reserves the right in cases of suspected malpractice to withhold the issuing of results/certificates while an investigation is in progress. Depending on the outcome of the investigation, results and/or certificates may not be released or they may be withheld.

You should be aware that Pearson may need to suspend certification when undertaking investigations, audits and quality assurance processes. You will be notified within a reasonable period of time if this occurs.

Sanctions and appeals

Where malpractice is proven, we may impose sanctions such as:

- mark reduction for affected assessments
- disqualification from the qualification
- debarment from registration for Pearson qualifications for a period of time.

If we are concerned about your provider's quality procedures we may impose sanctions such as:

- requiring providers to create an improvement action plan
- requiring staff members to receive further training
- placing temporary suspensions on certification of apprentices
- placing temporary suspensions on registration of apprentices
- debarring staff members or the provider from delivering Pearson qualifications
- suspending or withdrawing provider approval status.

The provider will be notified if any of these apply.

Pearson has established procedures for considering appeals against sanctions arising from malpractice. Appeals against a decision made by Pearson will normally be accepted only from the head of provider (on behalf of apprentices and/or members of staff) and from individual members (in respect of a decision taken against them personally). Further information on appeals can be found in the JCQ Appeals booklet (<https://www.jcq.org.uk/exams-office/appeals>).

9 Further information

Edexcel, BTEC and Pearson Work Based Learning contact details:

- <https://qualifications.pearson.com/en/contact-us.html>

Books, software and online resources for UK schools and colleges:

- www.pearsonschoolsandfecolleges.co.uk

10 Glossary

Term	Description
Apprenticeship Assessor	The assessor assigned by Pearson to work with the apprentice and employer to plan their apprenticeship assessment and then assess the apprentice. Where it has been agreed, this may be someone from a provider (centre) carrying out the assessment on Pearson's behalf.
Apprenticeship programme	The main part of the apprenticeship when the apprentice is developing their knowledge and skills towards competence and is assessed. They will also demonstrate the behaviours as required for their job role. Apprentices are required to complete a specified number of off-the-job training hours. These are given for each apprenticeship standard within the apprenticeship funding rules.
Apprenticeship Standard	A short document prepared by the Employer Group/Trailblazer group that sets out concisely the requirements to be competent in a job role. All apprenticeship standards are published on the Skills England Apprenticeship finder website: https://skillsengland.education.gov.uk/apprenticeships/ .
Assessment methods	The named forms of assessment used to assess the apprenticeship. For this apprenticeship, the assessment methods are the Portfolio of Evidence and the Presentation with Questions. Each assessment method contributes to the overall apprenticeship assessment grade.
Assessment Organisation (AO) replacing 'end-point assessment organisation' (EPAO)	An apprenticeship Awarding Organisation is responsible for developing assessment specifications, assessment strategies and assessment materials in line with the relevant Skills England apprenticeship assessment plan and applicable regulatory framework, and for maintaining the quality, validity and comparability of assessment outcomes.
Assessment plan	This document is also prepared by the Employer Group/Trailblazer group and sets out overarching requirements that assessment organisations must follow when assessing the apprenticeship.

Term	Description
Centre	A regulatory term under Ofqual's General Conditions of Recognition, meaning an organisation that undertakes the delivery of an assessment, and potentially other related activities, to learners on behalf of an awarding organisation. In the context of Pearson apprenticeship assessments, this will normally be an approved Pearson provider where Pearson has permitted specified assessment delivery or marking activity, subject to Pearson's requirements, quality assurance and regulatory oversight.
Competence	The minimum knowledge, skills and behaviours (KSBs) required to perform a job role effectively.
Employer Group (formerly Trailblazer groups)	Employer groups bring together employers with a shared interest in skills training. Each group focuses on a specific occupational role employers need in their business. Group members work together, often with other stakeholders, to develop an occupational standard and assessment plan.
Gateway to completion	The final checkpoint to ensure the apprentice has completed all necessary requirements and is ready to receive their apprenticeship certificate. Before an apprenticeship certificate can be requested, Pearson must confirm that the apprentice has achieved the requirements set out in the assessment plan.
Ofqual	Ofqual (The Office of Qualifications and Examinations Regulation) is the independent government regulator of qualifications, examinations, and assessments in England. It ensures apprenticeship assessments are valid, secure, and fair for all apprentices.
Provider	The main organisation responsible for developing the apprentice's training plan, delivering off-the-job training, and tracking prior learning and progress.
Resit	Resits do not require the apprentice to undertake any further training or learning to pass the assessment.
Retake	Retakes require further training and learning for the apprentice to demonstrate they are working at or above the level set out in the occupational standard.

Term	Description
Synoptic assessment	In relation to apprenticeship assessments, synoptic assessment means assessment in which an apprentice is given the opportunity to use, in an integrated way, an appropriate and substantial proportion of knowledge and skills from the Occupational Standard in order to demonstrate occupational competence at the appropriate level.
Skills England	Skills England is an executive agency, sponsored by the Department for Work and Pensions (DWP) that oversees the development, approval and publication of apprenticeship standards and assessment plans.

Annexe A: Assessment Plan



Administration assistant

Key information

Reference: ST1472

Version: 2.0

Level: 2

Typical duration: 12 months

Minimum hours for compliance: 278

Route: Business and administration

Integration: None

Maximum funding: £4000

Date updated: 31/07/2026

Approved for delivery: 1 August 2026

Lars code: 838

Class code: Z0001875

EQA provider: Ofqual

Example progression routes:

Content creator,
Multi-channel marketer,
Advertising and media executive,
Data technician,
Payroll administrator,
Compliance and risk officer,
Pensions administrator,
Procurement and supply assistant,
Event assistant,

Travel consultant,
Clinical coder,
Learning and skills assessor,
Fire safety advisor,
Emergency contact handler,
HR support,
Learning and development practitioner,
Recruiter,
Improvement technician,
Library, information and archive services assistant,
Public sector compliance investigator and officer,
Leisure duty manager,
Procurement and supply assistant,
Employability practitioner,
Associate project manager,
Data protection and information governance practitioner,
Sales executive,
Business administrator.

Review: this apprenticeship will be reviewed in accordance with our change request policy.

Assessment Plan

Assessment details

Introduction

This Apprenticeship Assessment Plan (AAP) sets out the requirements for the assessment of the Level 2 administration assistant apprenticeship. It should be read in conjunction with the General Requirements for Apprenticeship Assessment. Where there is conflict between this AAP and the General Requirements, this AAP takes precedence. Assessment organisations must also comply with the relevant regulatory framework for apprenticeship assessment.

It is important that the assessment of apprentices is proportionate, valid, and provides reliable evidence of an apprentice's attainment of the relevant knowledge and skills. As such, assessment organisations must design assessments to ensure:

- employers have confidence that the apprentice has reached the expected performance standard
- apprentices are sufficiently secure in their knowledge and skills, so that they could demonstrate their competence in different contexts (for example, a different workplace)

Assessment Outcomes

The assessment outcomes group and summarise the knowledge and skills that must be demonstrated in assessments. All assessment outcomes must be assessed.

Knowledge and skills statements in **bold** are mandatory and must be assessed in every version of the assessment that is made available.

Assessment Outcome	Mapping
A01: Information Management and Data Handling Uses organisational systems and software tools to process, secure, and share information and data. Follows legislation, confidentiality requirements, and organisational policies to maintain data integrity and accuracy	K8*, K9, K11, K16, K24 S1*, S3, S4*, S18
A02: Administrative Task Delivery and Workflow Management Plans, organises, and delivers administrative tasks using organisational processes, digital tools, and resource management methods. Reviews work, adapts to operational changes, seeks clarification where needed, and maintains accurate records to support workflow.	K2, K3, K4, K15*, K17*, K25 S6, S8*, S9*, S14*, S17*, S20
A03: Stakeholder Communication and Relationship Management Uses written, verbal, and digital communication methods to provide information, respond to stakeholders, and maintain professional working relationships. Supports organisational delivery following expected standards, guidelines or procedures and acting on feedback.	K12*, K13*, K18*, K19 S7*, S10*, S12*, S15
A04: Compliance, Security, and Risk Awareness Applies organisational policies, legislation, and sector requirements to work safely and securely. Identifies risks, protects against security threats, and follows escalation processes.	K1*, K6, K7, K10, K22, K23 S2*, S5, S13, S19
A05: Professionalism, Wellbeing, and Continuous Development Uses self-reflection, implements CPD activities, and wellbeing strategies to support development and workplace conduct. Maintains knowledge of sector, and ethical working practices.	K5, K14*, K20, K21 S11*, S16

(*) Knowledge and skills statements which offer opportunities to develop functional English and maths are identified with an asterisk. Assessment requirements.

Assessment organisations must set apprenticeship assessments. Assessment organisations should consider how technology and digital tools can support innovation and efficiency.

Assessment organisations must design apprenticeship assessments to include a **portfolio**. Any additional assessment(s) must be selected from the following list of methods to ensure the assessment outcomes are met in full:

- **Interview**
- **Presentation**
- **Question and answer**
- **Project**
- **Simulation**

Apprentices may be assessed at any appropriate point during their apprenticeship programme.

Assessments may be designed to allow a centre or training provider to mark assessments. The assessment organisation is responsible for ensuring all assessments are sufficiently reliable and valid, and for the accuracy of any centre or training provider marking.

Performance descriptors

Performance descriptors describe the level of performance required to achieve a pass or distinction grade. Assessment organisations must design assessments that align with these descriptions.

Performance Category	Pass	Distinction
Applied Knowledge	Applies knowledge of administrative duties and procedures to complete well defined tasks and solve straightforward problems across routine and some varied work activities, consistently.	Applies accurate, insightful, and efficient knowledge of administrative duties, and procedures to solve straightforward problems adapting to well defined tasks.
Applied Skills	Selects and uses cognitive and practical administrative skills to carry out mostly routine tasks with consistency and purpose, applying methods that are appropriate for familiar situations and established processes.	Integrates cognitive and practical administrative skills to execute mostly routine tasks with precision, maintaining accuracy even when subtle complexities or shifting requirements arise within familiar duties.

Regulatory and Procedural Awareness	Applies legislation, regulation, and organisational procedures relevant to administrative work without error, following well defined expectations although adaptability or depth of interpretation may be limited.	Demonstrates proactive and confident interpretation of legislation, regulation, and organisational procedures relevant to administrative work.
Communication and Collaboration	Communicates and collaborates effectively in routine team situations, showing reliable service delivery and appropriate interaction with colleagues and stakeholders in familiar administrative contexts.	Consistently communicates with clarity and sensitivity, showing strong awareness of others and responding resourcefully across a range of team and service delivery scenarios within well-defined administrative environments.
Information Use and Decision Making	Gathers and interprets relevant information to inform decisions and actions that are fit for purpose within the administrative work context, addressing straightforward problems in familiar situations.	Gathers and interprets relevant information and feedback to shape actions that are purposeful and show clear added value in terms of efficiency or outcomes.
Responsibility and Autonomy	Takes responsibility for completing administrative tasks, demonstrating autonomy within familiar situations and working appropriately within well-defined parameters.	Exercises informed judgement and self-direction in administrative tasks, often anticipating the needs of the task or team while still operating within familiar and well-defined work settings.

Version log

Version	Change detail	Earliest start date	Latest start date
2.0	Approved for delivery	01/08/2026	Not set

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Annexe B: Employer behaviour validation checklist

The checklist on the next page can be used by employers to discuss, monitor and validate the apprentice's behaviours at the start, mid-point and end of the apprenticeship.

It should be used alongside the '*Guidance: What each behaviour may look like in the workplace*', which gives examples of what each behaviour may look like in a typical administration workplace. The checklist is not an assessment tool and does not contribute to the apprenticeship grade. It is intended to support normal employer processes, such as induction, supervision, feedback, performance review and regular check-ins.

Apprentice name		Employer/organisation	
Role/work area		Line manager/mentor	
Start review date		End review date	

At the start of the apprenticeship, employers may use this checklist to agree expectations and identify support or development needs. At the end of the apprenticeship, employers should validate that each behaviour has been sufficiently demonstrated before the apprenticeship certificate is requested. In completing the checklist, the following rating scale can be used:

1 = not yet meeting expectations

2 = developing

3 = consistently demonstrated.

[complete the blue highlighted fields]

Behaviour	Start of apprenticeship	Mid-point review	End of apprenticeship
B1: Team working to provide support Refer to the 'What each behaviour may look like in the workplace' table.	Rating: 1 / 2 / 3 Expectations discussed: Yes / No Support or development needed: [add notes here]	Rating: 1 / 2 / 3 Progress: [add notes/actions here] Further support or development needed: [add notes/actions here]	Rating: 1 / 2 / 3 Employer initials/date: [add initials/date here]
B2: Flexible and responds positively to changing work requirements or environments Refer to the 'What each behaviour may look like in the workplace' table.	Rating: 1 / 2 / 3 Expectations discussed: Yes / No Support or development needed: [add notes here]	Rating: 1 / 2 / 3 Progress: [add notes/actions here] Further support or development needed: [add notes/actions here]	Rating: 1 / 2 / 3 Employer initials/date: [add initials/date here]

Behaviour	Start of apprenticeship	Mid-point review	End of apprenticeship
B3: Act upon and respond respectfully to feedback; commitment to personal and professional development Refer to the 'What each behaviour may look like in the workplace' table.	Rating: 1 / 2 / 3 Expectations discussed: Yes / No Support or development needed: [add notes here]	Rating: 1 / 2 / 3 Progress: [add notes/actions here] Further support or development needed: [add notes/actions here]	Rating: 1 / 2 / 3 Employer initials/date: [add initials/date here]
B4: Acts in an ethical manner embracing equity, diversity and inclusion in the workplace Refer to the 'What each behaviour may look like in the workplace' table.	Rating: 1 / 2 / 3 Expectations discussed: Yes / No Support or development needed: [add notes here]	Rating: 1 / 2 / 3 Progress: [add notes/actions here] Further support or development needed: [add notes/actions here]	Rating: 1 / 2 / 3 Employer initials/date: [add initials/date here]
B5: Professional in approach to work and stakeholders Refer to the 'What each behaviour may look like in the workplace' table.	Rating: 1 / 2 / 3 Expectations discussed: Yes / No Support or development needed: [add notes here]	Rating: 1 / 2 / 3 Progress: [add notes/actions here] Further support or development needed: [add notes/actions here]	Rating: 1 / 2 / 3 Employer initials/date: [add initials/date here]

Behaviour	Start of apprenticeship	Mid-point review	End of apprenticeship
B6: Focused on delivering a quality service and meeting key performance indicators Refer to the 'What each behaviour may look like in the workplace' table.	Rating: 1 / 2 / 3 Expectations discussed: Yes / No Support or development needed: [add notes here]	Rating: 1 / 2 / 3 Progress: [add notes/actions here] Further support or development needed: [add notes/actions here]	Rating: 1 / 2 / 3 Employer initials/date: [add initials/date here]
B7: Works sustainably and uses resources efficiently and responsibly Refer to the 'What each behaviour may look like in the workplace' table.	Rating: 1 / 2 / 3 Expectations discussed: Yes / No Support or development needed: [add notes here]	Rating: 1 / 2 / 3 Progress: [add notes/actions here] Further support or development needed: [add notes/actions here]	Rating: 1 / 2 / 3 Employer initials/date: [add initials/date here]
B8: Committed to personal wellbeing and aware of support and resources Refer to the 'What each behaviour may look like in the workplace' table.	Rating: 1 / 2 / 3 Expectations discussed: Yes / No Support or development needed: [add notes here]	Rating: 1 / 2 / 3 Progress: [add notes/actions here] Further support or development needed: [add notes/actions here]	Rating: 1 / 2 / 3 Employer initials/date: [add initials/date here]

Overall employer confirmation should be completed at the end of the apprenticeship, once the employer is satisfied that all required behaviours have been rated as consistently demonstrated. If any behaviour has not been rated as consistently demonstrated, the apprenticeship certificate cannot be requested until the employer confirms that the apprentice has demonstrated the required behaviours.

Guidance: What each behaviour may look like in the workplace

This guidance may help employers decide whether each behaviour has been demonstrated in the workplace. The examples are indicative only and should be interpreted in the context of the apprentice's role, employer policies, level of supervision and normal workplace duties.

Behaviour	What the apprentice needs to demonstrate in a typical administration workplace	Examples that may support employer validation
B1: Team working to provide support	The apprentice works helpfully with colleagues and, where relevant, internal or external stakeholders to support routine administration tasks and wider team goals. They understand that their work contributes to the service or function they support and communicate with others in a cooperative and reliable way.	Helping a colleague complete a shared task, passing on messages accurately, supporting a meeting or event, checking what information others need, or working with another team to complete a routine process.
B2: Flexible and responds positively to changing work requirements or environments	The apprentice responds appropriately when priorities, deadlines, systems, tasks or working arrangements change. At Level 2, this means staying calm, asking for clarification where needed, following instructions, and adapting their work within the boundaries of their role.	Reprioritising routine tasks after guidance from a supervisor, adjusting to a change in rota or location, using a new template or digital system, or supporting a different administrative task when team needs change.
B3: Act upon and respond respectfully to feedback; commitment to personal and professional development	The apprentice listens to feedback from their line manager, mentor, colleagues or provider and responds in a respectful and constructive way. They use feedback to improve how they work and show they are willing to develop their knowledge, skills and confidence in the role.	Making a change after feedback on an email, improving accuracy after a check, asking how to complete a task better next time, keeping a development log, or taking part in training, coaching or regular check-ins.

Behaviour	What the apprentice needs to demonstrate in a typical administration workplace	Examples that may support employer validation
B4: Acts in an ethical manner embracing equity, diversity and inclusion in the workplace	The apprentice behaves honestly, fairly and respectfully when working with colleagues, customers, service users, suppliers or other stakeholders. They follow organisational expectations around confidentiality, respectful communication, inclusion and appropriate workplace conduct.	Using respectful language, treating people fairly, protecting personal or sensitive information, following data or confidentiality procedures, raising or reporting concerns about inappropriate behaviour through the correct route, or making reasonable adjustments to communication where required by organisational practice.
B5: Professional in approach to work and stakeholders	The apprentice presents themselves and their work in a way that reflects the organisation's expectations, procedures and codes of conduct. They are polite, reliable, punctual and careful in their communication with internal or external stakeholders.	Arriving on time, following dress or conduct expectations, writing clear and appropriate emails, answering telephone or online enquiries politely, escalating issues when needed, or completing agreed tasks by the required deadline.
B6: Focused on delivering a quality service and meeting key performance indicators	The apprentice understands the importance of completing administration work accurately, on time and to the expected standard. They follow instructions, check their work, correct simple errors where appropriate, and understand how their tasks support service quality or team performance.	Checking data before submission, meeting a response or processing deadline, updating records accurately, following a service standard, using a checklist, or asking for help if they may not meet an agreed timescale or quality expectation.

Behaviour	What the apprentice needs to demonstrate in a typical administration workplace	Examples that may support employer validation
B7: Works sustainably and uses resources efficiently and responsibly	The apprentice uses workplace resources sensibly and follows organisational expectations for sustainability. This may include reducing waste, using digital processes where appropriate, taking care of equipment, and avoiding unnecessary use of materials, energy or storage.	Printing only when needed, using shared documents instead of duplicate copies, disposing of confidential waste correctly, turning off equipment when appropriate, reusing templates, or following local recycling or sustainability procedures.
B8: Committed to personal wellbeing and aware of support and resources	The apprentice takes reasonable steps to look after their own wellbeing and knows where to find support if needed. This includes recognising when they need help, using appropriate support routes, and communicating with their manager, mentor or provider where work or personal wellbeing may affect their role.	Using regular check-ins to discuss workload, asking for support with a task, using employee assistance or wellbeing resources, following absence or health and safety procedures, or agreeing manageable next steps with a supervisor when workload feels difficult.

Annexe C: Gateway to completion declaration form

Complete this form to confirm that the apprentice has met all necessary requirements of the apprenticeship standard and assessment plan in order to claim their apprenticeship certificate.

Apprentice details

Apprentice name:	
Unique Learner Number (ULN):	
Apprenticeship start date:	

Eligibility and prerequisites

Apprenticeship assessment plan completion requirements	Y/N	Evidence
Behaviours (described in the occupational standard) validated by the employer		
Functional Skills achieved (apprentice 16–18 at the start of the apprenticeship)		
Exemptions apply, where applicable (apprentice 19+ at the start of the apprenticeship)		

Apprenticeship grading information

Assessment method	Grade Fail/Pass/ Distinction	Re-sit/re-take number and grade		
		1	2	3
Portfolio of Evidence				
Presentation with Questions				
Overall apprenticeship grade:				

Declarations

Employer declaration			
I confirm that the apprentice has consistently met the behaviours of the standard, and their apprenticeship certificate can be claimed.			
Name:		Date:	
Signature¹:			

Apprentice declaration			
I give my permission for Pearson to claim my apprenticeship certificate.			
Name:		Date:	
Signature¹:			

Tutor/trainer declaration			
I confirm that:			
- the apprentice has met the relevant gateway to completion eligibility and prerequisites, where applicable, and their apprenticeship certificate can be claimed. - the assessment process was completed under the specified conditions and context, and the apprentice's evidence is authentic.			
Name:		Date:	
Signature¹:			

¹ This must be a physical or electronic signature. Typed signatures will not be accepted.

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