



Pearson

Pearson Apprenticeships End-point Assessment for Operations/ Departmental Manager (Level 5)

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Summary of changes to Pearson Apprenticeships End-point Assessment for Operations/Departmental Manager (Level 5) Specification from Issue 1 to Issue 2

Summary of changes made between previous issue and this issue	Page number
This EPA is now regulated by Ofqual (previously IfATE). As a result, this EPA now has an Ofqual Qualification Number and regulation start date as follows: Qualification Number (QN): 610/0331/1 Regulation start date: 07/01/2022	n/a

If you need further information on these changes or what they mean, please contact us via our website at: qualifications.pearson.com/en/support/contact-us.html.

Collaborative development

Pearson 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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Pearson End-point Assessments for Apprenticeship Standards

Introduction

One of the most significant changes of the apprenticeship reform in England is the introduction of an independent end-point assessment.

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 set by employers and that they are fully competent in the occupation.

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 training provider involved in the delivery of the on-programme phase of the apprenticeship. All assessment decisions for the end-point assessment must be made by the independent assessment organisation.

Pearson, as a registered assessment organisation, 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.

This specification contains the information needed to prepare apprentices for the Operations/Departmental Manager Apprenticeship end-point assessment.

1 The Operations/Departmental Manager Apprenticeship

Overview

This apprenticeship is at Level 5 and is for apprentices working in the role of operations manager, regional manager, divisional manager, department manager or specialist manager from all sectors – the private, public or third sector – and all sizes of organisation.

The role of an operations/departmental manager is to take responsibility for managing teams and/or projects. They have responsibility for planning, delivering and achieving departmental goals and objectives. They are accountable to a more senior manager, head of department or small business owner and are responsible for the operational and/or policy delivery of the organisation's strategy. Working in different types and sizes of organisation, specific responsibilities and job titles will vary but the knowledge, skills and behaviours needed will be the same. Key responsibilities include creating and delivering operational plans, managing projects, leading and managing teams, managing change, financial and resource management, talent management, and coaching and mentoring.

On completion of the apprenticeship, to support their professional career development and progression, apprentices may choose to register as full members with a relevant leadership and management professional body.

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 and that they are competent in their role as an operations/departmental manager.

The typical duration for this apprenticeship is up to 30 months but this will depend on apprentices' previous experience and their access to opportunities to gain the full range of competences.

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

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

- on-programme period of training and development, including achieving the required Level 2 mathematics and English qualifications
- end-point assessment (EPA) – *Section 3: End-point assessment components* gives detailed information on the end-point assessment for this apprenticeship.

The certificate for the apprenticeship is awarded by the Institute for Apprenticeships, through a process administered by the Education and Skills Funding Agency (ESFA). As the end-point assessment organisation, Pearson will claim the certificate on behalf of the apprentices.

Employers and/or training providers should familiarise themselves with the requirements of the apprenticeship and communicate them clearly to the apprentices.

To see the published Operations/Departmental Manager Standard and Assessment Plan, please go to:
www.instituteforapprenticeships.org/apprenticeship-standards/

2 Operations/Departmental Manager End-point Assessment

Structure

The end-point assessment for the Operations/Departmental Manager Apprenticeship consists of the following five assessment components:

- Knowledge test
- Portfolio of evidence
- Competency-based interview
- Project Presentation/question and answer session (Q&A)
- Professional discussion.

The table below gives a summary of the structure of the end-point assessment.

End-point assessment components	Duration	Weighting %
Knowledge test	45 minutes.	30
Portfolio of evidence	Evidence is generated over the period of the apprenticeship. The employer/training provider will need to ensure that the apprentice has the opportunity to generate evidence to cover all portfolio assessment criteria. Post-gateway, during the end-point assessment period, the apprentice will have up to three months for independent evidence compilation and narrative summary writing.	20

End-point assessment components	Duration	Weighting %
Competency-based interview	A maximum of 1.5 hours.	20
Project presentation/ question and answer session (Q&A)	The presentation will be of 15 minutes' duration. The Q&A session will be of 15 minutes' duration.	20
Professional discussion	A maximum of 45 minutes.	10

Apprentices are expected to complete all components of the end-point assessment within the three-month end-point assessment period at the end of the apprenticeship. Assessment components do not have to be completed in the order that they are shown in this specification.

There is detailed information about each of these end-point assessment components in *Section 3: End-point assessment components*.

Grading

The grade for the end-point assessment is based on the apprentice's combined achievement of the specified assessment criteria for all five components. Grades are not reported for individual assessment components. The end-point assessment carries 100 marks in total.

The table below shows how the grade for the end-point assessment is determined.

End-point assessment grade	Grade requirements
Pass	<p>The apprentice must achieve a minimum of 50% of the available marks in each of the five assessment components and a range of 50–59 marks in total. This equates to a minimum of:</p> <ul style="list-style-type: none">• 15 marks in the Knowledge test• 10 marks in the Portfolio of evidence• 10 marks in the Competency-based interview• 10 marks in the Project presentation/question and answer session• 5 marks in the Professional discussion.
Merit	<p>The apprentice must achieve a minimum of 50% of the available marks in all five components AND a range of 60–69 marks in total.</p>
Distinction	<p>The apprentice must achieve a minimum of 50% of the available marks in all five components AND a minimum of 70 marks in total.</p>

Gateway requirements

Before progressing to the end-point assessment, all apprentices must be recommended as being ready for end-point assessment by their employer, through the 'gateway' sign off process. This gateway sign off confirms that apprentices have the level of occupational knowledge, skills and behaviours required to achieve the apprenticeship and that they are therefore 'ready for end-point assessment'. Employers should recommend apprentices for end-point assessment only when they are confident that apprentices are ready for the assessment.

The stated mathematics and English requirements form part of the gateway and must be achieved before apprentices attempt the end-point assessment. For the Operations/Departmental Manager Apprenticeship, the requirements are that:

- apprentices must achieve English and mathematics certificates (Level 2 or above) before taking their end-point assessment
- apprentices must complete a work-based project and produce a project report
- apprentices must have gathered evidence for their portfolio in preparation for compilation during EPA assessment period.

Employers must complete an end-point assessment *Gateway Declaration Form* (see *Annexe A*), with the apprentice. The form and the associated gateway evidence will be transferred to Pearson before the end-point assessments take place. The form captures the mandatory prerequisites for the end-point assessments and any other organisation-specific evidence. The assessments cannot take place unless the relevant information and evidence is available.

Evidence that the apprentices have met the gateway requirements must be provided to support the *Gateway Declaration Form*.

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 the use of language in qualifications is available in our *Use of languages in qualifications policy* document, available on our website at: [qualifications.pearson.com](https://www.pearson.com/qualifications)

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 should typically be a minimum of 30 months and must include a minimum of 20 per cent off-the-job training, away from the day-to-day job.

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 – *Section 3: End-point assessment components* gives detailed information on each end-point assessment component
- 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.

It is recommended, but not required, that the on-programme assessment includes:

- completion and achievement of a relevant Level 5 Diploma in Leadership and Management or equivalent management qualification that is recognised by Ofqual, equating to at least 370 hours Total Qualification Time (37 credits). Where an on-programme qualification is not taken by the apprentice, there should be provision of underpinning knowledge and training with regular assessments to an equivalent standard, quality and scope that can be evidenced
- registration with a relevant professional body to provide access to management resources, wider networks, and CPD activities
- regular performance reviews between the apprentice and a senior manager
- opportunities given and evidence generated to cover all portfolio assessment criteria
- undertaking a work-based project typically during the last six months of the apprenticeship
- feedback from line manager, peers and direct reports (including 180/360-degree feedback or equivalent).

End-point assessment planning and scheduling

Employers and/or training providers must have an agreement in place to conduct end-point assessments with Pearson. Apprentices must be registered and booked on to their end-point assessment in sufficient time to allow adequate planning and scheduling of the assessments. There will be a number of checkpoint meetings with Pearson before the employer or training provider books the end-point assessment dates. Once the employer or training provider has booked the dates, we will allocate an independent end-point assessor, who will arrange a further planning meeting.

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 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.

Once the employer and/or training provider is/are satisfied that apprentices have met the Apprenticeship Standard and are ready for end-point assessment, they will complete the end-point assessment *Gateway Declaration Form* and submit the gateway evidence for each apprentice to Pearson. This evidence will then be verified by Pearson, before end-point assessments take place.

The end-point assessment will be conducted over a period of three months at the end of the apprenticeship (normally months 27 to 30 of the apprenticeship). It is recommended that all components of the end-point assessment are completed in the order specified in *Section 3: End-point assessment components*.

Reassessment

The Pearson end-point assessment retest and reassessment policy will apply, subject to discussion with the employer/training provider.

Reassessment requirements for each component

For *Component 1* – Knowledge Test: if the apprentice does not meet the requirements to achieve the minimum 15 marks to pass the Knowledge Test in their first assessment attempt, they may reattempt the full test.

For *Component 2* – Portfolio of Evidence: if the evidence and supporting commentary presented by the apprentice do not meet the requirements to achieve the minimum 10 marks to pass the Portfolio of Evidence in their first assessment attempt, they may submit additional evidence and commentary for the skills areas that initially failed. They will not be required to resubmit the entire Portfolio of Evidence.

For *Component 3* – Competency-based Interview: if the apprentice's responses do not meet the requirements to achieve the minimum 10 marks to pass the Competency-based Interview in their first assessment attempt, a further full interview assessment of the apprentice will be carried out.

For *Component 4* – Work-based Project Presentation/question and answer: if the apprentice's presentation and Q&A responses do not meet the requirements to achieve the minimum 10 marks to pass the Project Presentation and Q&A in their first assessment attempt, a further full presentation and Q&A session will be carried out.

For *Component 5* – Professional Discussion: if the apprentice's evidence does not meet the requirements to achieve the minimum 5 marks to pass the Professional Discussion in their first assessment attempt, a further full discussion assessment of the apprentice will be carried out.

Booking reassessment

The timescale for any reassessment 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. Pearson will allocate an available independent end-point assessor to undertake this assessment. This may or may not be the same individual who undertook the previous assessment.

3 End-point assessment components

This section contains information for each component in the end-point assessment.

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Component 1: Knowledge Test

Purpose

The Knowledge Test is an onscreen test that will assess apprentices' knowledge and understanding across each area of the Apprenticeship Standard as shown below, in line with the Assessment Plan requirements.

It will assess the following areas and outcomes from the Apprenticeship Standard.

Knowledge area	Apprenticeship standard outcomes
1. Operational Management	<ul style="list-style-type: none">1.1 Understand operational management approaches and models.1.2 Understand business development tools (e.g. SWOT), and approaches to continuous improvement.1.3 Understand operational business planning techniques, including setting targets and monitoring performance.1.4 Knowledge of management systems and processes.1.5 Understand how to initiate and manage change by identifying barriers and know how to overcome them.1.6 Understand data security and management.
2. Project Management	<ul style="list-style-type: none">2.1 Know how to set up and manage a project using relevant tools and techniques.2.2 Understand process management.2.3 Understand approaches to risk management.
3. Finance	<ul style="list-style-type: none">3.1 Understand business finance: how to manage budgets.3.2 Understand financial forecasting.

Knowledge area	Apprenticeship standard outcomes
4. Leading People	<p>4.1 Understand different leadership styles.</p> <p>4.2 Know how to motivate and improve performance.</p> <p>4.3 Understand organisational cultures and diversity and their impact on leading and managing change.</p>
5. Managing People	<p>5.2 Know how to develop high-performing teams.</p> <p>5.4 Understand talent management models.</p> <p>5.5 Understand how to recruit people.</p>
6. Building Relationships	<p>6.1 Understand approaches to partner, stakeholder and supplier relationship management, including negotiation.</p> <p>6.2 Knowledge of collaborative working techniques to enable delivery through others.</p>
7. Communication	<p>7.1 Understand interpersonal skills and different forms of communication and techniques (verbal, written, non-verbal, digital) and how to apply them appropriately.</p>

Format

The table below gives information about the nature of the test items, duration, and number of marks and grading of the Knowledge Test.

Test items	An onscreen test consisting of 30 multiple-choice questions, worth one mark each, where apprentices are presented with four options from which they select the correct answer. All questions are independent of each other and will not necessarily be sequenced in the order of the standards.
Duration	45 minutes.
Number of marks	30 marks.
Grading	To pass this component, the apprentice must achieve a minimum of 15 marks out of 30 (50% of the available marks). For information on the overall grading of the end-point assessment, please refer to the grading information in <i>Section 2</i> .

The onscreen test contributes 30 per cent to the overall end-point assessment grade.

The technical content to be assessed in the multiple-choice Knowledge Test are outlined on *pages 4–54* of the *Additional Resources* document.

Sample assessment materials

Sample assessment materials (SAMs) are provided for the Operations/Departmental Manager Apprenticeship End-point Assessment Knowledge Test. The SAMs provide an example of what the actual test will look like in terms of the feel and level of demand. They show the range of possible question types that may appear in the actual tests and give a good indication of how the tests will be structured.

While SAMs can be used for practice with apprentices, as with any assessment, the content covered and specific details of the questions asked will change in each version of the Operations/Departmental Manager Apprenticeship End-point Assessment Knowledge Test.

Delivery and conduct

Tests are available through Pearson's onscreen testing systems. We will discuss the set up and delivery of the tests with the employer/training provider, as part of our planning discussions.

Registrations must be made through Pearson's online systems. Registered apprentices will then need to be entered for specific testing sessions. The employer/training provider should ensure that apprentices are adequately prepared before each test attempt. The onscreen testing systems have useful help facilities that provide guidance on the functions and layout of each system. Those invigilating the tests should familiarise themselves with the test screen and ensure that there is time for apprentices to fully explore the information on the help screen before starting the test. Onscreen assessments must comply with the requirements set out in Pearson's *EPA Service* document, which will be given to the employer/training provider alongside this specification.

Component 2: Portfolio of Evidence

Purpose

The Portfolio of Evidence is a purposeful collection of samples of work-based evidence produced by the apprentice to demonstrate that they have the knowledge, skills and behaviours detailed in the Apprenticeship Standard to carry out their job competently.

The Apprenticeship Standard outcomes have been developed by employers with input from apprenticeship training providers and professional bodies, and are published in the Apprenticeship Standard Assessment Plan that can be found by visiting www.instituteforapprenticeships.org/apprenticeship-standards/

The *Portfolio Assessment Brief*, on pages 56–57 of the *Additional Resources* document, gives more information on the portfolio requirements and shows how these requirements map to the assessment criteria outlined on pages 59–104 of the *Additional Resources* document.

The Portfolio of Evidence will assess the following areas of the Apprenticeship Standard.

Skills area	Apprenticeship Standard outcomes
1. Operational Management	1.1 Able to input into strategic planning and create plans in line with organisational objectives. 1.2 Support, manage and communicate change by identifying barriers and overcoming them. 1.3 Demonstrate commercial awareness, and able to identify and shape new opportunities. 1.4 Creation and delivery of operational plans, including setting KPIs, monitoring performance against plans. 1.5 Producing reports, providing management information based on the collation, analysis and interpretation of data.
2. Project Management	2.1 Plan, organise and manage resources to deliver required outcomes. 2.2 Monitor progress, and identify risk and their mitigation. 2.3 Able to use relevant project management tools.
3. Finance	3.1 Able to monitor budgets and provide reports, and consider financial implications of decisions and adjust approach/recommendations accordingly.
4. Leading People	4.1 Able to communicate organisational vision and goals and how these apply to teams. 4.2 Support development through coaching and mentoring, and enable and support high-performance working. 4.3 Able to support the management of change within the organisation.
5. Managing People	5.1 Able to manage talent and performance. 5.2 Develop, build and motivate teams by identifying their strengths and enabling development within the workplace. 5.3 Able to delegate and enable delivery through others.

Skills area	Apprenticeship Standard outcomes
6. Building Relationships	<p>6.1 Able to build trust, and use effective negotiation and influencing skills and manage conflict.</p> <p>6.2 Able to identify and share good practice, and work collaboratively with others both inside and outside of the organisation.</p> <p>6.3 Use of specialist advice and support to deliver against plans.</p>
7. Communication	<p>7.1 Able to communicate effectively (verbal, non-verbal, written, digital) and be flexible in communication style.</p> <p>7.2 Able to chair meetings and present using a range of media.</p> <p>7.3 Use of active listening, and able to challenge and give constructive feedback.</p>

Knowledge and Skills area	Apprenticeship Standard outcomes
8. Self-Awareness	<p>8.1 Understand own impact and emotional intelligence.</p> <p>8.2 Understand different learning and behaviour styles.</p> <p>8.3 Able to reflect on own performance, working style and its impact on others.</p>
9. Management of Self	<p>9.1 Understand time management techniques and tools.</p> <p>9.2 Understand how to prioritise activities and the use of different approaches to planning, including managing multiple tasks.</p> <p>9.3 Able to create a personal development plan.</p> <p>9.4 Use of time management and prioritisation techniques.</p>
10. Decision Making	<p>10.1 Understand problem-solving and decision-making techniques, including data analysis.</p> <p>10.2 Understand organisational values and ethics and their impact on decision-making.</p> <p>10.3 Able to undertake critical analysis and evaluation to support decision-making.</p> <p>10.4 Use of effective problem-solving techniques.</p>

Behaviours area	Apprenticeship Standard outcomes
1. Takes Responsibility	1.1 Drive to achieve in all aspects of work. 1.2 Demonstrates resilience and accountability. 1.3 Determination when managing difficult situations. 1.4 Seeks new opportunities.
2. Inclusive	2.1 Open, approachable, authentic, and able to build trust with others. 2.2 Seeks views of others and values diversity.
3. Agile	3.1 Flexible to the needs of the organisation. 3.2 Is creative, innovative and enterprising when seeking solutions to business needs. 3.3 Positive and adaptable, responding well to feedback and need for change. 3.4 Open to new ways of working.
4. Professionalism	4.1 Sets an example, and is fair, consistent and impartial. 4.2 Open and honest. 4.3 Operates within organisational values.

Format

The table below gives information about the structure, context duration and grading of the Portfolio of Evidence.

<p>Structure and context</p>	<p>Apprentices will compile a portfolio to meet the Operations/Departmental Manager Apprenticeship Standard outcomes and evidence requirements on <i>pages 59–104</i> of the <i>Additional Resources</i> document, and meet the requirements of the apprenticeship <i>Portfolio Assessment Brief</i> on <i>pages 56–57</i> of the <i>Additional Resources</i> document.</p> <p>The portfolio contains evidence drawn from real work activity. The evidence presented in the portfolio will demonstrate the application of knowledge, skills and behaviours in the work environment, enabling the independent end-point assessor to make a judgement on the apprentice’s competence in the role of Operations/Departmental Manager.</p> <p>Apprentices will gather this evidence over the period of the apprenticeship.</p> <p>During the EPA period, apprentices create a series of reflective, narrative accounts, supported by relevant and appropriate work-based evidence compiled from the evidence they have gathered over the period of the apprenticeship. They will then present this narrative and supporting evidence to the independent end-point Assessor in the form of a portfolio of evidence.</p>
<p>Duration</p>	<p>The apprentice will generate evidence over the course of the apprenticeship. During this time, the role of the employer and/or training provider will be to ensure that the apprentice has been given the opportunity to generate evidence to cover all portfolio assessment criteria.</p> <p>Post-gateway, the apprentice will have up to three months during the end-point assessment period for evidence compilation and narrative summary writing. The portfolio submission deadline date must be agreed between the end-point assessor, employer and/or training provider and the apprentice.</p>

Grading	<p>To pass this component, the apprentice must achieve a minimum of 10 marks out of 20 (50% of the available marks).</p> <p>For information on the overall grading of the EPA, please refer to the grading information in <i>Section 2</i>.</p>

The Portfolio of Evidence contributes 20 per cent to the overall end-point assessment grade.

Assessment components do not have to be completed in the order that they are shown in this specification. However, it is recommended that the Portfolio of Evidence be compiled before the competency-based interview, project presentation/(Q&A) and professional discussion assessments, as the apprentice may be able to draw on evidence from their portfolio to support them in these assessment components.

Delivery and conduct

Preparation for the apprentice portfolio assessment

Employers and/or training providers must ensure that apprentices are ready and suitably prepared to undertake the task of producing the Portfolio of Evidence. This includes ensuring that apprentices:

- 1 have access to the *Portfolio Assessment Brief* on pages 56–57 of the *Additional Resources* document and that they fully understand the Apprenticeship Standard outcomes, the assessment criteria and related evidence requirements. As part of the preparation for end-point assessment, it is advisable for trainers/tutors to review and clarify, as necessary, the assessment criteria and evidence requirements to ensure apprentices understand what they need to do and how.
- 2 have selected suitable work-based evidence from their portfolio throughout the on-programme period. Suitable forms of evidence could include recordings of performance reviews, one-to-one meeting notes, coaching feedback, customer feedback and work products/outputs from work. Where witness testimony is used as evidence, it must be supported by other forms of evidence; it cannot be used as the sole evidence to demonstrate competence. Apprentices need to be mindful of issues of confidentiality and data protection in the use of work-based evidence.
- 3 include work-based evidence in the Portfolio of Evidence that is naturally occurring from work activities. Observation records should also be accompanied by other supporting evidence – please see *Annexe A* in the *Additional Resources* document for detailed guidance on observation records.
- 4 understand how to complete, and have practice in producing reflective statements, including how to present their work-based evidence holistically to meet the requirements.
- 5 know when the end-point assessment period begins and when they will be required to submit their Portfolio of Evidence.

Completing the portfolio

- 6 It is advised that apprentices' Portfolios of Evidence are completed and submitted before the Competency-based Interview and Professional Discussion assessments take place.
- 7 Apprentices will have up to three months during the end-point assessment period to complete the compilation of evidence and narrative summary writing and finalise the portfolio.
- 8 Once apprentices have started working on the evidence compilation/portfolio production, trainers/tutors can only provide general feedback or clarification of the assessment criteria, evidence requirements, task brief, expected behaviours or confirmation of deadlines. Trainers/tutors **must not** provide feedback on the quality of evidence or suggest improvements to apprentices' work, or confirm the achievement of any assessment criteria.
- 9 Apprentices must produce evidence independently; the evidence they submit must be their own.

Submitting assessment evidence

- 10 At the start of the end-point assessment period, the independent end-point assessor will agree a date by which the Portfolio of Evidence must be submitted with the employer and/or training provider and the apprentice.
- 11 Evidence must be submitted a minimum of 5 days before the agreed EPA assessment date.
- 12 Submitted evidence must be accompanied by a declaration of authenticity (*Annexe B*), which must be signed and dated by the apprentice to declare the work is solely theirs and by their trainer/tutor to confirm that it was produced under the required conditions.
- 13 After submission, apprentices' evidence must be stored securely by the employer/training provider in a locked cupboard/cabinet or electronically on a secure drive on a computer. The evidence must then be handed over directly to the independent end-point assessor or transferred electronically using the secure file transfer method agreed with Pearson.
- 14 The independent end-point assessor will then assess apprentices' evidence against the assessment criteria and evidence requirements on *pages 59-104* of the *Additional Resources* document.
- 15 The independent end-point assessor will award one mark for each assessment criterion fully demonstrated through the evidence.

Component 3: Competency-based Interview

Purpose

The Competency-based Interview is a planned competence-based discussion between the apprentice and the independent end-point assessor. Its purpose is to assess the apprentice's ability to apply their understanding linked to the relevant Apprenticeship Standard outcomes in carrying out their role as an Operations/Departmental Manager in their organisation.

The Competency-based Interview will assess the following areas of the Apprenticeship Standard.

Knowledge areas	Apprenticeship Standard outcomes
1. Operational Management	<p>1.1 Understand operational management approaches and models, including creating plans to deliver objectives and setting KPIs.</p> <p>1.2 Understand business development tools (for example, SWOT), and approaches to continuous improvement.</p> <p>1.3 Understand operational business planning techniques, including how to manage resources, development of sales and marketing plans, setting targets and monitoring performance.</p> <p>1.4 Knowledge of management systems, processes and contingency planning.</p> <p>1.7 Understand the effective use of technology in an organisation.</p>
2. Project Management	<p>2.1 Know how to set up and manage a project using relevant tools and techniques.</p> <p>2.2 Understand process management.</p> <p>2.3 Understand approaches to risk management.</p>

Knowledge areas	Apprenticeship Standard outcomes
3. Finance	3.1 Understand business finance: how to manage budgets.
4. Leading People	4.1 Understand different leadership styles, how to lead multiple and remote teams and manage team leaders. 4.2 Know how to motivate and improve performance, supporting people using coaching and mentoring approaches. 4.4 Know how to delegate effectively.
5. Managing People	5.1 Know how to manage multiple teams. 5.2 Know how to develop high-performing teams. 5.3 Understand performance management techniques. 5.4 Understand talent management models. 5.5 Understand how to develop people.
6. Building Relationships	6.1 Understand approaches to partner, stakeholder and supplier relationship management, including negotiation, influencing, and effective networking. 6.2 Know how to share best practice. 6.3 Know how to manage conflict at all levels.
7. Communication	7.1 Understand interpersonal skills and different forms of communication and techniques (verbal, written, non-verbal, digital) and how to apply them appropriately.

Format

The table below gives information about the structure, context, duration and grading of the interview.

Structure and context	<p>The independent end-point assessor will ask apprentices a series of questions. The questions are based on the Apprenticeship Standard outcomes on the previous pages and are targeted to elicit the evidence to meet the assessment criteria on <i>pages 106–110</i> of the <i>Additional Resources</i> document.</p> <p>Apprentices will be required to provide real-life examples of how they have applied their understanding of the Apprenticeship Standard outcomes in carrying out their job role.</p>
Duration	Up to a maximum of 1.5 hours.
Grading	<p>To pass this component, the apprentice must achieve a minimum of 10 marks out of 20 (50% of the available marks).</p> <p>For information on the overall grading of the EPA, please refer to the grading information in <i>Section 2</i>.</p>

The Competency-based Interview contributes 20 per cent to the overall end-point assessment grade.

Delivery and conduct

This section provides information on how the Competency-based Interview will be conducted and how apprentices are expected to interact with the assessment process. It is important that this information is shared with apprentices before they undertake the assessment.

- 1 The Competency-based Interview will last for a maximum of 1.5 hours and may be conducted face to face, or remotely using video-conferencing software with audio-recording capabilities, depending on the agreement with the apprentice's employer.
- 2 The interview will be facilitated by an independent end-point assessor who will use a series of questions to focus and guide the interactions with the apprentice. The questions are designed to draw out the evidence required to meet the assessment criteria detailed on pages 106–110 of the *Additional Resources* document.
- 3 The interview will take place in a quiet place away from apprentices' everyday working environment with no interruptions or distractions. Apprentices will be informed of the location by their employer, before the time of the assessment. An employer representative may be present during the interview but cannot take any active part in the assessment. The independent end-point assessor will facilitate the discussion and make all assessment decisions.
- 4 Apprentices must work independently when preparing for and taking part in the interview. They must not share details of the questions or evidence with others.
- 5 The apprentice will be asked a set of questions against each knowledge area. For most questions, apprentices will be asked to provide behavioural responses (i.e. examples of how they have applied their knowledge of the principles and concepts related to the Apprenticeship Standard outcomes in their work practice).
- 6 When providing responses, apprentices need to be as specific and detailed as possible; they must provide sufficient detail of the situation and how they have acted. For some areas of the standard, it may not be possible to provide behavioural responses; in these cases the apprentice will be asked to give 'situational' responses (i.e. asking how the apprentice would handle a particular situation in a particular way). When providing a situational response, the apprentice needs to outline the actions or steps they would take in the specific situation and provide explanations as to why they consider these actions or steps as being appropriate.
- 7 Apprentices are not required to provide tangible or documented evidence but should consider where this type of evidence would be more appropriate to help demonstrate how they have met the areas of the standard. For example, for project management it may be appropriate to bring a copy of their project plan and information on project resources as supporting evidence.

- 8 Apprentices need to be mindful of issues of confidentiality and data protection when providing real work examples.
- 9 The independent end-point assessor will make notes of apprentices' responses during the interview and the interview will be audio recorded to support assessment decisions and for verification purposes.
- 10 At the end of the interview, the independent end-point assessor will review the responses provided by apprentices against the assessment criteria on *pages 106–110* of the *Additional Resources* document and indicative evidence requirements in the *Competency-based Interview Assessor Reference* document, and make a decision on whether the apprentice has met them.
- 11 Each assessment criterion is worth the same number of marks. Apprentices' responses must demonstrate that the criterion has been fully met for the assessor to award the mark.

Component 4: Project Presentation/Question and Answer (Q&A) Session

Purpose

The project presentation/question and answer (Q&A) session assessment focuses on the outcomes of the work-based project that the apprentice has completed in the last six months of their apprenticeship and will be given to a panel comprising of the IEA, training provider and employer.

Its purpose is to assess apprentices' ability to present information on the work undertaken during the project, including:

- what they set out to achieve through the work-based project
- what they have produced in the project
- how they approached the project and dealt with any issues
- how they have demonstrated appropriate interpersonal and behavioural skills/qualities during the project.

During the question and answer session, the panel will be able to explore how apprentices went about planning and delivering their projects. The questions will focus on particular behaviours from the standard that apprentices have demonstrated.

The presentation/Q&A session will assess the following areas of the Apprenticeship Standard.

Skills areas	Apprenticeship Standard outcomes
1. Operational Management	<p>1.2 Support, manage and communicate change by identifying barriers and overcoming them.</p> <p>1.3 Demonstrate commercial awareness, and able to identify and shape new opportunities.</p> <p>1.5 Producing reports, providing management information based on the collation, analysis and interpretation of data.</p>
2. Project Management	<p>2.1 Plan, organise and manage resources to deliver required outcomes.</p> <p>2.2 Monitor progress, and identify risk and their mitigation.</p> <p>2.3 Able to use relevant project management tools.</p>
4. Leading People	<p>4.1 Able to communicate organisational vision and goals and how these apply to teams.</p> <p>4.3 Able to support the management of change within the organisation.</p>
6. Building Relationships	<p>6.1 Able to build trust, and use effective negotiation and influencing skills and manage conflict.</p> <p>6.2 Able to identify and share good practice, and work collaboratively with others both inside and outside of the organisation.</p> <p>6.3 Use of specialist advice and support to deliver against plans.</p>
7. Communication	<p>7.1 Able to communicate effectively (verbal, non-verbal, written, digital) and be flexible in communication style.</p> <p>7.2 Able present using a range of media.</p> <p>7.3 Use of active listening, and able to challenge and give constructive feedback.</p>
8. Self-Awareness	<p>8.1 Able to reflect on own performance, working style and its impact on others.</p>
9. Management of Self	<p>9.2 Use of time management and prioritisation techniques.</p>
10. Decision-Making	<p>10.2 Use of effective problem-solving techniques.</p>

Knowledge areas	Apprenticeship Standard outcomes
1. Operational Management	1.1 Understand operational management approaches and models, including creating plans to deliver objectives and setting KPIs. 1.3 Understand operational business planning techniques, including how to manage resources, setting targets and monitoring performance. 1.5 Understand how to initiate and manage change by identifying barriers and know how to overcome them.
2. Project Management	2.1 Know how to set up and manage a project using relevant tools and techniques. 2.2 Understand process management. 2.3 Understand approaches to risk management.
4. Leading People	4.3 Understand organisational cultures and diversity and their impact on leading and managing change.
6. Building Relationships	6.1 Understand approaches to partner, stakeholder and supplier relationship management, including negotiation, influencing, and effective networking. 6.2 Knowledge of collaborative working techniques to enable delivery through others and how to share best practice.
7. Communication	7.1 Understand interpersonal skills and different forms of communication and techniques (verbal, written, non-verbal, digital) and how to apply them appropriately.
9. Management of Self	9.1 Understand time management techniques and tools. 9.2 Understand how to prioritise activities and the use of different approaches to planning, including managing multiple tasks.
10. Decision-Making	10.1 Understand problem-solving and decision-making techniques, including data analysis.

Behaviours	Apprenticeship Standard outcomes
1. Takes responsibility	1.1 Drive to achieve in all aspects of work. Demonstrates resilience and accountability. 1.2 Determination when managing difficult situations. 1.3 Seeks new opportunities.
2. Inclusive	2.1 Open, approachable, authentic, and able to build trust with others. 2.2 Seeks the views of others and values diversity.
3. Agile	3.1 Flexible to the needs of the organisation. 3.2 Is creative, innovative and enterprising when seeking solutions to business needs. 3.3 Positive and adaptable, responding well to feedback and need for change. 3.4 Open to new ways of working.
4. Professionalism	4.1 Sets an example, and is fair, consistent and impartial. 4.2 Open and honest. 4.3 Operates within organisational values.

Format

The table below gives information about the structure, context, duration and grading of the Presentation of Work-based Project/Q&A Session.

Structure and context	<p>The presentation will take place following the completion of the project and the preparation of the final report. The apprentice will deliver a 15-minute presentation to a panel comprising the independent end-point assessor, training provider and employer. The apprentice will use the presentation to describe the objectives and outcomes/outputs of their work-based project.</p> <p>The apprentices' performance in giving the presentation and Q&A session will be assessed against the assessment criteria and evidence requirements on <i>pages 117-125</i> of the <i>Additional Resources</i> document.</p> <p>Apprentices will then provide responses to a series of competency-based questions asked by the panel members. The questions will require apprentices to draw on their experiences throughout their apprenticeships, but will also focus on the findings/recommendations made in their work-based project activity.</p>
Duration	<p>Up to 30 minutes, comprising:</p> <p>presentation = 15 minutes</p> <p>Q&A session = 15 minutes.</p>
Grading	<p>To pass this component, the apprentice must achieve a minimum of 10 marks out of 20 (50% of the available marks).</p> <p>For information on the overall grading of the EPA, please refer to the grading information in <i>Section 2</i>.</p>

The Project Presentation/Question and Answer session contributes 20 per cent to the overall end-point assessment grade.

Preparation for the project presentation and question and answer assessment - At Gateway

- 1 The work-based project report and any supporting project evidence must be submitted by apprentices to the relevant person in their organisation as part of the end-point assessment gateway. The evidence must be accompanied by the Gateway Declaration Form (*Annexe A*). This form must be signed and dated by the apprentice and their trainer/tutor.

Handover of presentation slides and supporting evidence to Pearson ahead of the assessor visit

- 2 Following gateway, the independent end-point assessor will contact employers to arrange a date for the handover of the presentation slides and any supporting evidence. Appropriate notice of presentation date/time/location will be given (a minimum of seven days' notice). The independent end-point assessor will review all evidence in preparation for the Project Presentation assessment to ensure that it demonstrates competence across the Apprenticeship Standard.
- 3 After submission, presentation slides/files and all supporting project evidence must be stored securely by the employer and/or training provider in a locked cupboard/cabinet or electronically on a secure drive on a computer until required for assessment.
- 4 When submitted to the independent end-point assessor, the presentation slides and supporting project evidence must be accompanied by the *Portfolio and Project Presentation Evidence Authentication and Certification Declaration Form (Annexe B)*. This form must be signed and dated by the apprentice and their trainer/tutor.

Preparing for the Presentation/Q&A assessment

- 5 Apprentices must have access to and fully understand the project presentation/Q&A scope, requirements, assessment criteria and evidence requirements that the presentation and Q&A will be assessed against. These are all identified in the *Project Presentation and Q&A Brief* on pages 112–125 of the *Additional Resources* document. As a part of the preparation for end-point assessment, it is advisable that trainers/tutors review and clarify, as necessary, these requirements and assessment criteria/evidence requirements to ensure that apprentices understand what they need to do and how.
- 6 Apprentices must produce their presentation independently. They must ensure the slides/files and all supporting project evidence demonstrate to the assessor that they have met the specified assessment criteria and associated evidence requirements (these can be found in Pearson's *Additional Resources* document for this end-point assessment).
- 7 It is recommended that any supporting project evidence submitted to the independent end-point assessor is sequenced according to the order of the presentation. Apprentices must clearly label each piece of evidence with a suitable name to indicate what it is and include the grade criteria reference it is satisfying. Apprentices are not required to annotate the evidence but can do if they feel it will support them in the assessment.

Delivery and conduct

This section gives information on how the presentation/question and answer session will be conducted, and how apprentices are expected to interact with the assessment process. It is important that this information be shared with the apprentices before they undertake the assessment.

- 8 The presentation will last for a maximum of 15 minutes, followed by a further 15 minutes for a question and answer session that may be conducted face to face, or remotely using video-conferencing software with audio-recording capabilities, depending on the agreement with the apprentice's employer.
- 9 The presentation/question and answer session will be to a panel comprising the independent end-point assessor, training provider and employer. All panel members will observe the presentation and collectively ask standardised questions. The independent end-point assessor will chair the panel, facilitate the presentation and question and answer session, and make all assessment decisions.
- 10 The presentation/question and answer session will take place in a quiet place away from the apprentice's everyday working environment, with no interruptions or distractions. The apprentice will be informed of the location by their employer, before the time of the assessment.
- 11 Apprentices must work independently when preparing for and taking part in the presentation/question and answer session. They must not share details of the questions or evidence to be provided with others.
- 12 Apprentices need to be mindful of issues of confidentiality and data protection when providing real work examples in the presentation and in their responses in the question and answer session.
- 13 The panel will make notes of apprentices' responses during the question and answer session and the presentation/question and answer session interview will be audio recorded to support assessment decisions and for verification purposes.
- 14 At the end of the presentation and question and answer session, the independent end-point assessor will discuss with the other panel members the responses given by the apprentice. They will then review the responses against the assessment criteria and evidence requirements on *pages 117-125* of the *Additional Resources* document and make a decision as to whether the apprentice has met them. The independent end-point assessor will make the final assessment decision.
- 15 Apprentices must score **ten** marks from a possible **20** (50%) to achieve a Pass in the project presentation/question and answer session assessment.

Component 5: Professional Discussion

Purpose

The Professional Discussion is a planned, structured discussion between the apprentice and the independent end-point assessor. The purpose is to assess how effectively apprentices have managed their continuing professional development (CPD) during the apprenticeship period and the extent to which this learning and development has affected their performance in the workplace.

The Professional Discussion will assess the following areas of the Apprenticeship Standard.

Topic areas	Apprenticeship Standard outcomes
8. Self-awareness	<p>8.1 Understand own impact and emotional intelligence.</p> <p>8.2 Understand different learning and behaviour styles.</p> <p>8.3 Able to reflect on own performance, working style and its impact on others.</p>
9. Management of Self	<p>9.1 Understand how to prioritise activities and the use of different approaches to planning, including managing multiple tasks.</p> <p>9.2 Able to create an effective personal development plan.</p>

Format

The table below gives information about the structure, context duration and grading of the Professional Discussion.

Structure and context	<p>The Professional Discussion will focus on two Apprenticeship Standard knowledge areas, Self-Awareness and Management of Self.</p> <p>The discussion will be facilitated by an independent end-point assessor, but will be led by the apprentice.</p> <p>The independent end-point assessor will summarise the purpose of the discussion, as outlined in the <i>Professional Discussion Assessment Brief</i> on page 127 of the <i>Additional Resources</i> document, and will begin the discussion with a broad question. The question is designed to encourage the apprentice to discuss the six topic areas identified in the <i>Professional Discussion Assessment Brief</i>, drawing out the evidence required to meet the associated proficiency levels descriptors detailed on page 129–30 of the <i>Additional Resources</i> document.</p> <p>Where required, the independent end-point assessor can use additional ‘prompt’ questions to probe the apprentice further on a discussion topic area.</p> <p>For all questions, the apprentice will be required to provide real-life examples of how they have applied the knowledge and understanding in carrying out their job role.</p>
Duration	A maximum of 45 minutes.
Grading	<p>To pass this component, the apprentice must achieve a minimum of 5 marks out of 10 (50% of the available marks).</p> <p>For information on the overall grading of the EPA, please refer to the grading information in <i>Section 2</i>.</p>

The Professional Discussion contributes 10 per cent to the overall end-point assessment grade.

Delivery and conduct

This section gives information on how the Professional Discussion will be conducted and how apprentices are expected to interact with the assessment process. It is important that this information is shared with the apprentices before they undertake the assessment.

Preparing for the discussion

- 1 It is recommended that apprentices produce a personal development log of their CPD plans, training and personal development activities and outcomes, identifying how their learning has been applied to their role.
- 2 Apprentices will need to give examples of real work-based evidence to support their personal development log/discussion. Evidence could include:
 - a regular reviews of performance between the apprentice and line manager
 - b feedback from line manager, peers and direct reports
 - c personal development plan (this may be the same evidence as presented in apprentices portfolios)
 - d details of any formal or informal learning undertaken
 - e evidence of self-reflection and outcomes of the application of learning from the activities above.The evidence may also include:
 - f activity undertaken during the Level 5 Diploma, including any assignments or projects
 - g details of any professional discussions undertaken or support provided through professional bodies.
- 3 Apprentices will need to have access to and fully understand the Apprenticeship Standard outcomes, the *Professional Discussion Assessment Brief* on page 127, detailing the six topics that will be discussed, and the related proficiency levels descriptors on page 129–30 of the *Additional Resources* document. As part of the preparation for end-point assessment, it is advisable for trainers/tutors to review and clarify, as necessary, the six discussion topics and related proficiency levels descriptors to ensure that apprentices understand what they need to do and how.

Completing the discussion

- 1 The Professional Discussion will last for a maximum of 45 minutes and may be conducted face to face, or remotely using video-conferencing software with audio-recording capabilities, depending on the agreement with the apprentice's employer.
- 2 The Professional Discussion will be facilitated by an independent end-point assessor but will be led by the apprentice.
- 3 The independent end-point assessor will summarise the purpose of the discussion, as outlined in the *Professional Discussion Assessment Brief* on page 127 of the *Additional Resources* document, and will begin the discussion with a broad question. The question is designed to encourage the apprentice to discuss the six topic areas identified in the *Professional Discussion Assessment Brief*, drawing out the evidence required to meet their associated proficiency levels descriptors detailed on page 129–30 of the *Additional Resources* document and indicative evidence requirements in the *Professional Discussion Assessor Reference Document*.
- 4 The discussion will take place in a quiet place away from apprentices' everyday working environment with no interruptions or distractions. Apprentices will be informed of the location by their employer, before the time of the assessment. An employer representative may be present during the Professional Discussion but cannot take any active part in the assessment. The independent end-point assessor will facilitate the discussion and make all assessment decisions.
- 5 Apprentices must work independently when preparing for and taking part in the Professional Discussion. They must not share details of the questions or evidence with others.
- 6 It is recommended that apprentices take the *Professional Discussion Assessment Brief* into the discussion with them, as it will support them in leading the discussion through the six topic areas.
- 7 When responding to the Professional Discussion, apprentices must provide examples of (i.e. talk through) how they have managed their personal and professional development and how this development has supported and helped their performance in their role. Apprentices will need to clearly say how they have developed personally and professionally, how they went about their development (for example using accepted approaches such as a personal development plan, undertaking specific development activities, etc.) and how this development has made them better at their job.
- 8 Where required, the independent end-point assessor can use additional 'prompt' questions to probe the apprentice further on a discussion topic area.
- 9 Apprentices need to be mindful of issues of confidentiality and data protection when providing real work examples.

- 10 The independent end-point assessor will make notes of apprentices' responses during the Professional Discussion and the Professional Discussion will be audio recorded to support assessment decisions and for verification purposes.
- 11 At the end of the Professional Discussion, the independent end-point assessor will review the responses provided by apprentices against the proficiency level descriptors on *page 129–30* of the *Additional Resources* document and indicative evidence requirements in the *Professional Discussion Assessor Reference Document* and make a decision as to whether the apprentice has met them.
- 12 Apprentices must score **five** marks from a possible **10** (50%) to achieve a Pass in the Professional Discussion.

4 Further information and useful publications

- Edexcel, BTEC and Pearson Work Based Learning contact details:
qualifications.pearson.com/en/support/contact-us.html
- Books, software and online resources for UK schools and colleges:
www.pearsonschoolsandfecolleges.co.uk
- Key publications:
 - *Equality, Diversity and Inclusion Policy* (Pearson)
 - *EPA Service Guides* (Pearson).

Both of these publications are available on our website.

5 Contact us

We have a dedicated Account Support team, across the UK, to give you more personalised support and advice. To contact your Account Specialist:

Email: wblcustomerservices@pearson.com

Telephone: 0844 576 0045

If you are new to Pearson and would like to become an approved centre, please contact us by:

Email: wbl@pearson.com

Telephone: 0844 576 0045

Annexe A: Gateway Declaration Form

Apprentice name:			
On-programme start date:			
Gateway date:			
Evidence	Y/N	Comments (if applicable)	
English and mathematics certificates (Level 2 or above) <ul style="list-style-type: none"> • Opportunities given and evidence generated to cover all portfolio assessment criteria. • Undertaking a work-based project typically during the last six months of the apprenticeship. • Project report created and supporting evidence (where appropriate) provided. 			
Evidence requirements for the apprentice's organisation Please list any other evidence reviewed as part of the gateway process.			
Employer declaration I confirm that the apprentice has: <ul style="list-style-type: none"> • achieved the occupational knowledge, skills and behaviours required to achieve the apprenticeship • produced their evidence portfolio to the specified criteria • achieved the prerequisites listed above and is ready for their end-point assessment. Name: _____ Date: _____ Signature: _____			
Apprentice declaration I confirm the gateway evidence is my own and I agree to be put forward for my EPA. Signature: _____ Date: _____			

Annexe B: Portfolio and Project Presentation Evidence Authentication and Certification Declaration Form

When submitting the portfolio of evidence and project presentation slides/files (including the supporting project evidence), each apprentice and their trainer/tutor must sign this declaration form. The apprentice should also confirm that they give permission for their overall apprenticeship certificate to be claimed on satisfactory completion of the other two end-point assessment components.

Apprentice name:		
Pearson registration number:		
Submission type: (first or retake)	Submission date:	Submission time:
<p>Apprentice declaration</p> <p>a) I certify that the work submitted for this portfolio is my own. I have clearly referenced any sources used in the work. I understand that false declaration is a form of malpractice.</p> <p>b) I certify that the slides/files submitted for this Project Presentation, including the supporting project evidence, is my own. I have clearly referenced any sources used in the work. I understand that false declaration is a form of malpractice.</p> <p>c) I give my permission for Pearson to claim for my overall apprenticeship certificate, following confirmation of my successful achievement of this EPA.</p> <p>Apprentice signature: _____ Date: _____</p>		
<p>Tutor/trainer declaration</p> <p>I confirm that the work presented for the portfolio is the apprentice's own.</p> <p>I confirm that the work was completed under the specified conditions and context, and the apprentice's evidence is authentic.</p> <p>Tutor/trainer name: _____</p> <p>Tutor/trainer signature: _____ Date: _____</p>		

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