

**Apprenticeships in**

# **Business Administration**

Pearson Level 3 End-point Assessment for  
**Business Administrator**



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Issue 3

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This specification is Issue 3. Key changes are summarised on the next page. We will inform centres of any changes to this issue. The latest issue can be found on our website.

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## Summary of changes to Pearson Level 3 End-point Assessment for Business Administrator specification from Issue 2 to Issue 3

<b>Summary of changes made between previous issue and this issue</b>	<b>Page number</b>
This EPA is now regulated by Ofqual (previously IfATE). As a result, an Ofqual Qualification Number and regulation start date have been added.	2

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](https://qualifications.pearson.com/en/support/contact-us.html).



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# 1 The Business Administrator Apprenticeship

## What are Pearson End-point Assessments?

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End-point assessment (EPA) takes place at the end of the apprenticeship programme when the apprentice has passed through gateway and been signed off as ready for the assessment by their employer. It is a synoptic assessment of the knowledge, skills and behaviours outlined in the apprenticeship standard learnt throughout the apprenticeship programme.

The EPA in this specification relates to the Business Administrator apprenticeship.

## Purpose

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The purpose of the EPA is to confirm that the apprentice has met the required level of knowledge, skills and behavioural standards set by employers and that they are competent in their role as Business Administrator. The occupation has a broad purpose when interacting effectively in the workplace. The key responsibilities include developing, implementing, maintaining administrative services to improve performance in a work-based environment. In doing so, the apprentice is expected to work independently and take responsibility for the outcomes of their work. Through working across functional areas, the apprentice will embed themselves in building team relationships quickly and learn from others to develop a skill set that is specific to their role.

## Industry support and recognition

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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 EPA. We are grateful to all who have generously shared their time and expertise to help us in the development process.

## 2 Summary of End-point Assessment

EPA Title	Pearson Level 3 End-point Assessment for Business Administrator
Qualification Number (QN)	610/0329/3
Regulation start date	07/01/2022 (see summary of changes table)
First Pearson assessment	01/04/2021
Components	<ul style="list-style-type: none"> <li>• Component 1: Knowledge Test</li> <li>• Component 2: Portfolio-based Interview</li> <li>• Component 3: Project Presentation</li> </ul> <p><i>Refer to Section 5 for detailed information about each component.</i></p>
Grading	Fail/ Pass/ Distinction <p><i>Refer to Section 3 for detailed information.</i></p>
Duration of apprenticeship programme	A typical duration for this apprenticeship is 18 months but can be completed in a minimum of 12 months depending on the apprentice's previous experience and access to opportunities to achieve the full range of competences.
Gateway requirements	<ul style="list-style-type: none"> <li>• English and mathematics (Level 2 or above)</li> <li>• Portfolio of evidence</li> <li>• Project Presentation slides and supporting evidence</li> </ul>
Time period for completion of EPA	The End-point Assessment is typically expected to conclude within three months. The employer will have the final decision as to when this will begin.
Apprenticeship certification	The certificate for the apprenticeship is awarded by the Institute for Apprenticeships and Technical Education (IfATE), through a process administered by the Education and Skills Funding Agency (ESFA). As the end-point assessment organisation (EPAO), Pearson will claim certificates on behalf of apprentices.

### 3 EPA structure

#### Pearson Level 3 Apprenticeship End-point Assessment for Business Administrator

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The EPA for the Business Administrator apprenticeship consists of the following three assessment components:

- Component 1: Knowledge Test
- Component 2: Portfolio-based Interview
- Component 3: Project Presentation.

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

End-point assessment components	Duration (minutes)	Component grading
Knowledge Test	60	Fail/ Pass/ Distinction
Portfolio-based Interview	30-45	Fail/ Pass/ Distinction
Project Presentation	10-15	Fail/ Pass/ Distinction

The Knowledge Test should typically be passed before the apprentice progresses to the interview and presentation assessment components.

#### EPA Grading

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The grading for this EPA is Fail/ Pass/ Distinction. The table below shows how the grade from each end-point assessment component is combined to determine the overall end-point assessment grade.

Overall grading of the EPA:

Fail	Pass	Distinction
Does not achieve a minimum Pass for all of the three components.	Achieves a minimum of a Pass for all three components and a Distinction in no more than two.	Achieves a Distinction in all three components.

Grade boundaries for the Knowledge Test:

Grade	Minimum score	Maximum score
Distinction	40	50
Pass	30	39
Fail	0	29

The Portfolio-based Interview and Project Presentation are graded as follows:

Fail	Pass	Distinction
Does not meet all the Pass criteria.	Meets all of the Pass criteria but not all the Distinction criteria.	Meets all of the Pass criteria and all the Distinction criteria.

## 4 Assessment

### Assessment plan

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Pearson's approach to assessing this EPA is set by the assessment plan for the apprenticeship standard. This document is available in *Annexe B*.

### Language of assessment

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

An apprentice taking the EPA 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.

### Gateway

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Before progressing to the EPA from on-programme, all apprentices must be signed off by their employer, through the 'gateway'. This gateway sign off confirms that apprentices have the level of occupational knowledge, skills and behaviours required to achieve the apprenticeship.

The EPA-specific requirements for gateway are stated in *Section 2: Summary of End-point Assessment* and the assessment plan in *Annexe B*.

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

## 5 End-point Assessment Components

### Component 1: Knowledge Test

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#### Structure

The Business Administrator Knowledge Test is an onscreen test that will assess apprentices' knowledge and understanding across all areas of the apprenticeship standard, in line with the assessment plan requirements.

Knowledge Test	
Summary	An onscreen Knowledge Test consists of 50 multiple-choice questions, worth 1 mark each. For each question 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	60 minutes
Number of marks	50
Grading	Fail/ Pass/ Distinction
Preparation	Tutors and apprentices must use the resources published in the <i>EPA Resource Pack</i> to support their preparation. These resources include the full content that needs to be delivered during on-programme.
Delivery and conduct	The Knowledge Test is best completed online and is available on demand through Pearson's online systems. Further information will be given to centres during the planning meeting.

Knowledge Test	
Sample Assessment Materials	<p>Sample assessment materials (SAMs) are provided for the Level 3 End-point Assessment for Business Administrator Knowledge Test. The SAMs provide an example of what the actual test will look like in terms of the feel and level of demand. The SAMs 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.</p> <p>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 Knowledge Test.</p>

### Standards Assessed

The Knowledge Test assesses the following areas from the apprenticeship standard:

Topic areas	Apprenticeship standard outcomes
1. Stakeholders	1.P1 Understands how to manage stakeholders 1.D1 Understands the principles of stakeholder management
2. Relevant regulations	2.P1 Demonstrates knowledge of relevant laws and regulations 2.D1 Shows a thorough knowledge of relevant laws and regulations
3. Business fundamentals (including Project management)	3.P1 Knows the fundamentals of business, including finances, managing change and project management 3.P2 Demonstrates some understanding of project management tools and principles 3.D1 Knows the fundamentals of business, can relate them to their administrative occupation and show how they make an impact
4. External factors (including The organisation)	4.P1 Understand the external factors affecting the organisation 4.P2 Provides some understanding of the political and economic environment

## Component 2: Portfolio-based Interview

### Structure

The Portfolio-based Interview assesses apprentices' knowledge, skills and behaviours from the apprenticeship standard, in line with the assessment plan requirements. It is assessed by a Pearson independent end point assessor (IEA).

Professional Discussion	
Summary	<p>The Portfolio-based Interview is a structured conversation between the IEA and apprentice. The IEA will ask the apprentice a series of questions that seek to assess the apprentices understanding and competence. The portfolio of evidence will be used to validate the responses provided by the apprentice during the interview.</p> <p>The questions are targeted to elicit the evidence to meet the Pass and Distinction grade criteria on pages 10-16.</p>
Duration	30–45 minutes
Portfolio	<p>The portfolio is not directly assessed.</p> <p>Apprentices are required to present real, work-based evidence in their portfolio, gathered over the period of their apprenticeship to validate and support their responses in the interview.</p> <p>The portfolio must include:</p> <ul style="list-style-type: none"><li>• a minimum of 8-12 pages of evidence</li><li>• at least one of each of the minimum knowledge, skills and behaviours</li><li>• a practical observation and/ or evaluation by the employer such as acknowledgement of a skill shown or evidencing work completed on a particular project with manager comments, which is then discussed at interview.</li></ul> <p>The portfolio must be submitted to the EPAO one month prior to their interview.</p>
Grading	<p>Fail/ Pass/ Distinction</p> <p>The grading criteria for this component can be found in the assessment plan in <i>Annexe B</i>.</p>
Preparation	<p>Apprentices must use the documents published in the <i>EPA Resource Pack</i> to support their preparation.</p>

Professional Discussion	
Delivery and conduct	<p>The interview can be conducted remotely online.</p> <p>The IEA will ask the apprentice a range of broad questions and apprentices present their work-based evidence in response.</p> <p>This must take place in a quiet environment away from the apprentice's normal working environment.</p> <p>The IEA will take notes and the professional discussion will be audio or video recorded for quality assurance purposes.</p>
Assessment	<p>The IEA will review the apprentice's responses against the Pass and Distinction grade criteria using the evidence requirements in the <i>EPA Resource Pack</i> as guidance.</p>

## Standards Assessed

The Portfolio-based Interview assesses the following areas and outcomes from the apprenticeship standard.

Topic areas	Apprenticeship standard outcomes
1. IT	<p><b>PASS CRITERIA</b></p> <p>1.P1 Demonstrates they can use IT packages, specifically to write letters or emails, and to record and analyse information</p> <p>1.P2 Able to perform tasks relevant to their role using IT packages without supervision</p> <hr/> <p><b>DISTINCTION CRITERIA</b></p> <p>1.D1 Consistently demonstrates they can use IT packages and can provide varied, quality examples</p> <p>1.D2 Able to perform tasks relevant to their role using IT packages and can coach others in using IT</p>
2. Record and document production	<p><b>PASS CRITERIA</b></p> <p>2.P1 Records are accurate, rarely require correction and are treated confidentially</p> <p>2.P2 Recommendations and solutions only need minor improvements</p> <p>2.P3 Supports others in producing documents and can provide examples</p> <hr/> <p><b>DISTINCTION CRITERIA</b></p> <p>2.D1 Records are consistently accurate and confidential</p> <p>2.D2 Recommendations are insightful, clearly recorded and results in a clear benefit to the organisation</p> <p>2.D3 Offers to coach others and good performance is recorded in feedback</p>

Topic areas	Apprenticeship standard outcomes
3. Interpersonal skills	<p><b>PASS CRITERIA</b></p> <p>3.P1 Works effectively with a range of people</p> <p>3.P2 Influences and challenges peers when necessary</p> <p>3.P3 Supports others in the organisation and demonstrates coaching skills</p>
	<p><b>DISTINCTION CRITERIA</b></p> <p>3.D1 Influences managers as well as peers</p> <p>3.D2 Constructively challenges managers, as well as peers, when necessary</p> <p>3.D3 Proactively offers to coach others and has had good performance recorded in feedback</p>
4. Communications	<p><b>PASS CRITERIA</b></p> <p>4.P1 Demonstrates they can communicate clearly, in both written and verbal communication</p> <p>4.P2 Shows flexibility to different situations</p> <p>4.P3 Uses appropriate communication channels dependent on the subject matter</p> <p>4.P4 Demonstrates ability to answer queries effectively from both inside and outside the organisation</p>
	<p><b>DISTINCTION CRITERIA</b></p> <p>4.D1 Communication is consistently clear, both written and verbally</p> <p>4.D2 Champions an appropriate choice of communication channels</p> <p>4.D3 Consistently answers queries from both inside and outside of the organisation in a confident way</p>

Topic areas	Apprenticeship standard outcomes
5. Quality	<p><b>PASS CRITERIA</b></p> <p>5.P1 Checks own work before submission and makes improvements</p> <p>5.P2 Work is largely accurate and meets expectations</p> <p>5.P3 Identifies areas for improvement and can justify why</p> <p>5.P4 Promotes best practice examples of administration, such as accurate records</p> <hr/> <p><b>DISTINCTION CRITERIA</b></p> <p>5.D1 Takes ownership for work and applies processes for checking work</p> <p>5.D2 Work is consistently accurate and meets the agreed outcomes</p> <p>5.D3 Recommends and implements process improvements</p> <p>5.D4 Proactively offers to coach others in an area of work and communicates requirements for work</p>
6. Planning and organisation	<p><b>PASS CRITERIA</b></p> <p>6.P1 Plans work and achieves deadlines</p> <p>6.P2 Shares areas to improve plans with others</p> <p>6.P3 Effectively manages resources and meetings</p> <p>6.P4 Takes responsibility for logistics and can provide examples</p> <hr/> <p><b>DISTINCTION CRITERIA</b></p> <p>6.D1 Makes plans that efficiently maximise resources and personally ensures results are achieved</p> <p>6.D2 Improves the management of resources e.g. identifies cost savings or process improvements</p> <p>6.D3 Is proactive in taking responsibility for areas of logistics and has excellent examples to demonstrate this</p>

Topic areas	Apprenticeship standard outcomes
7. The Organisation	<p><b>PASS CRITERION</b></p> <p>7.P1 Shows a working knowledge of the organisations purpose, aims and ways of working, putting it in context of the local (or sector) environment</p>
	<p><b>DISTINCTION CRITERION</b></p> <p>7.D1 Shows a thorough understanding of the organisation’s purpose, aims and way of working, putting it in context of the wider economy and political environment</p>
8. Value of their skills	<p><b>PASS CRITERIA</b></p> <p>8.P1 Understands the structure of the organisation and how their work contributes</p> <p>8.P2 Identifies their role within the team and value of their skills</p>
	<p><b>DISTINCTION CRITERIA</b></p> <p>8.D1 Understands the structure of the organisation and is able to discuss how different teams support each other</p> <p>8.D2 Understands the contribution their work makes and promotes its value</p> <p>8.D3 Identifies their role within the team and is able to compare their skills with others</p>
9. Stakeholders	<p><b>PASS CRITERIA</b></p> <p>9.P1 Understands how to manage stakeholders</p> <p>9.P2 Demonstrates they have worked with stakeholders to achieve results</p>
	<p><b>DISTINCTION CRITERIA</b></p> <p>9.D1 Understands and follows principles of stakeholder management</p> <p>9.D2 Goes beyond expectations to build constructive relationships with stakeholders</p>

Topic areas	Apprenticeship standard outcomes
10.Relevant regulations	<p><b>PASS CRITERION</b></p> <p>10.P1 Demonstrates knowledge of relevant laws and regulation and consistently follows them</p>
	<p><b>DISTINCTION CRITERIA</b></p> <p>10.D1 Shows a thorough knowledge of relevant laws and regulations and consistently follows them</p> <p>10.D2 Champions adherence to relevant laws and regulation within the organisation</p>
11.Policies	<p><b>PASS CRITERION</b></p> <p>11.P1 Understands and follows the organisation’s internal policies</p>
	<p><b>DISTINCTION CRITERION</b></p> <p>11.D1 Understands and promotes the organisation’s internal policies</p>
12.External environment factors	<p><b>PASS CRITERION</b></p> <p>12.P1 Understand the external factors affecting the organisation and how they relate to their role</p>
	<p><b>DISTINCTION CRITERIA</b></p> <p>12.D1 Shows a deep understanding of the external factors facing the organisation and how they relate to their role</p> <p>12.D2 Seeks additional information about how those factors are developing</p>

Topic areas	Apprenticeship standard outcomes
13. Professionalism	<p><b>PASS CRITERIA</b></p> <p>13.P1 Consistently behaves in a professional way, showing punctuality, respect for others and personal presentation</p> <p>13.P2 Follows the standard of conduct required by the organisation</p> <hr/> <p><b>DISTINCTION CRITERIA</b></p> <p>13.D1 Is a role model employee, showing professionalism in their conduct, punctuality, presentation and respect for others, irrespective of background; even in difficult circumstances</p> <p>13.D2 Can be relied upon to represent the team and be an ambassador for the organisation</p>
14. Personal qualities	<p><b>PASS CRITERION</b></p> <p>14.P1 Regularly shows integrity, reliability, positivity and self-motivation</p> <hr/> <p><b>DISTINCTION CRITERION</b></p> <p>14.D1 Always shows integrity, reliability, positivity and self-motivation and successfully encourages others to show more of these qualities</p>
15. Managing performance	<p><b>PASS CRITERIA</b></p> <p>15.P1 Clarifies requirements and takes responsibility for work produced</p> <p>15.P2 Acts with responsibility and delivers their work to the right level of quality without requiring additional supervision and coaching</p> <p>15.P3 Asks for feedback and takes feedback on board</p> <hr/> <p><b>DISTINCTION CRITERIA</b></p> <p>15.D1 Shows a strong personal responsibility for all aspects of their work and can work with minimal supervision, whilst adhering to policies, procedures and standards</p> <p>15.D2 Takes feedback on board and continually assesses the quality of their work</p>

Topic areas	Apprenticeship standard outcomes
16.Adaptability	<p><b>PASS CRITERION</b></p> <p>16.P1 Accepts and responds positively to change.</p>
	<p><b>DISTINCTION CRITERION</b></p> <p>16.D1 Accepts change, evaluates the impact of any change and seeks to use it to improve their work</p>
17.Responsibility	<p><b>PASS CRITERIA</b></p> <p>17.P1 Accepts personal responsibility for their own work, delivering their work on time and to the right level of quality</p> <p>17.P2 Demonstrates ownership and willingness to see work completed</p> <p>17.P3 Applies initiative in developing their own skills and behaviours</p>
	<p><b>DISTINCTION CRITERIA</b></p> <p>17.D1 Role model who takes personal responsibility for themselves and peers</p> <p>17.D2 Aims to deliver work within targets and deliver more than required in their role</p> <p>17.D3 Proactively seeks opportunities to develop themselves and shares this learning with others</p>

## Component 3: Project Presentation

### Structure

The Project Presentation assesses apprentices' knowledge, skills and behaviours from the apprenticeship standard in line with the assessment plan requirements. It is assessed by a Pearson independent end point assessor (IEA).

Project	
Summary	<p>The apprentice will commence their project from month nine of their apprenticeship and it should be completed prior to the EPA being triggered. The apprentice will choose a project/ process for improvement and present evidence of how they approached the task using their skills to improve results going forward.</p> <p>The presentation is expected to be produced using Microsoft Office PowerPoint or Prezi, demonstrating the apprentice's use and application of IT skills.</p>
Duration	10–15 minutes plus 10-15 minutes of question and answers
Grading	<p>Fail/Pass/ Distinction</p> <p>The grading criteria for this component can be found in the assessment plan in <i>Annexe B</i>.</p>
Preparation	Apprentices must use the documents published in the <i>EPA Resource Pack</i> to support their preparation.
Delivery and conduct	<p>The Project Presentation can be conducted remotely online in a location away from the apprentice's normal working environment.</p> <p>The apprentice will need 21–35 working hours to complete their project. The apprentice will commence their project from month nine of their apprenticeship and finalise for submission when the EPA is triggered.</p>
Assessment	The project is submitted to the IEA once it is completed. It is assessed by the IEA using the published grading criteria. The IEA will identify questions based on the project to ask the in the professional discussion.

## Standards Assessed

The Project Presentation assesses the following areas and outcomes from the Apprenticeship Standard.

Topic areas	Apprenticeship standard outcomes
1. Decision making	<p><b>PASS CRITERIA</b></p> <p>1.P1 Decisions are thought through, using a range of information to make a sound judgement</p> <p>1.P2 Challenges appropriately and is polite when doing so</p> <p>1.P3 Exercises sound judgement when asking for advice by choosing the appropriate time, manner and person</p>
	<p><b>DISTINCTION CRITERIA</b></p> <p>1.D1 Decisions are timely and consistently show good judgement</p> <p>1.D2 Decisions are continuously made by thoughtfully considering different information and the risks of any action</p> <p>1.D3 Decisions are fully evidenced and justifiable</p> <p>1.D4 Consistently behaves and seeks advice in a mature way</p>
2. Project management	<p><b>PASS CRITERIA</b></p> <p>2.P1 Effectively plans and manages small projects</p> <p>2.P2 Able to lead small projects when required</p> <p>2.P3 Demonstrates some understanding of project management tools and principles</p>
	<p><b>DISTINCTION CRITERIA</b></p> <p>2.D1 Plans and manages a significant project and can describe what made it a success</p> <p>2.D2 Demonstrates strong leadership skills when managing a project</p> <p>2.D3 Understands and is able to apply a strong grasp of project management tools and principles</p>

Topic areas	Apprenticeship standard outcomes
3. Processes	<p><b>PASS CRITERIA</b></p> <p>3.P1 Understands and consistently follows the organisation's processes</p> <p>3.P2 Makes suggestions for small improvements and supports on successful implementation</p> <hr/> <p><b>DISTINCTION CRITERIA</b></p> <p>3.D1 Understands and follows organisational processes and promotes them adherence and improvements</p> <p>3.D2 Able to identify inefficiencies or ineffectiveness in a process and support on successful implementation</p>
4. IT	<p><b>PASS CRITERIA</b></p> <p>4.P1 Able to perform tasks relevant to their role using IT packages without supervision</p>

## 6 Delivery of End-point Assessment

### End-point assessment planning and scheduling

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Employers and/ or training providers must have an agreement in place to conduct EPAs with Pearson, and apprentices must be registered on the ACE360 system. Once the gateway evidence has been uploaded to ACE360, this will alert the IEA to review the evidence and start the planning and scheduling process.

The purpose of the EPA planning meeting is to share information with the IEA in order to support the assessment process and to agree a plan for the upcoming assessment activities for the apprentices. The IEA will agree a plan and schedule for each assessment activity. The end-point assessment planning meeting can be conducted remotely using appropriate technology.

All components of the end-point assessment must be completed within the time period specified in *Section 2: Summary of End-point Assessment*.

### Reassessment

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Reassessment, including both resit and retake, is permitted in agreement between Pearson and the employer. 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.

For additional EPA-specific requirements, refer to the assessment plan in *Appendix B*.

### Booking reassessment

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Reassessment is requested using the ACE360 system. Once the request is confirmed, the allocated IEA will liaise with the key contact to start the scheduling process.

### Appeals

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The *EPA enquiries and appeals process* is available on the Pearson website and ACE Knowledge base. This has full information about what will happen if an apprentice or centre wishes to query the result of an assessment.

## 7 Malpractice

### Dealing with malpractice in assessment

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'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 actions of malpractice by learners, centre staff or centres in connection with Pearson qualifications. Pearson may impose penalties and/or sanctions on learners, centre staff or centres where malpractice or attempted malpractice has been proven.

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 learners, please see Pearson's *Centre Guidance: Dealing with Malpractice*, available on our website.

Centres are required to take steps to prevent malpractice and to investigate instances of suspected malpractice. Learners must be given information that explains what malpractice is for internal assessment and how suspected incidents will be dealt with by the centre. 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 centre is failing to conduct internal assessment according to our policies. The above document gives further information and examples, and details the penalties and sanctions that may be imposed.

In the interests of learners and centre staff, centres need to respond effectively and openly to all requests relating to an investigation into an incident of suspected malpractice.

#### Learner malpractice

The head of centre is required to report incidents of suspected learner malpractice that occur during Pearson qualifications. We ask centres to complete JCQ Form M1 ([www.jcq.org.uk/malpractice](http://www.jcq.org.uk/malpractice)) and email it with any accompanying documents (signed statements from the learner, invigilator, copies of evidence, etc) to the Investigations Processing team at [candidatemalpractice@pearson.com](mailto:candidatemalpractice@pearson.com). The responsibility for determining appropriate sanctions or penalties to be imposed on learners lies with Pearson.

Learners must be informed at the earliest opportunity of the specific allegation and the centre's malpractice policy, including the right of appeal. Learners 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 centre malpractice.

## Teacher/centre malpractice

The head of centre is required to inform Pearson's Investigations team of any incident of suspected malpractice (which includes maladministration) by centre staff, before any investigation is undertaken. The head of centre is requested to inform the Investigations team by submitting a JCQ M2 Form (downloadable from [www.jcq.org.uk/malpractice](http://www.jcq.org.uk/malpractice)) with supporting documentation to [pqsmalpractice@pearson.com](mailto: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 centre 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 assurances 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 or penalties, such as:

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

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

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

The centre will be notified if any of these apply.

Pearson has established procedures for considering appeals against penalties and sanctions arising from malpractice. Appeals against a decision made by Pearson will normally be accepted only from the head of centre (on behalf of learners and/or members or 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>).

## 8 Access to assessment

### Access to assessment for apprentices with disabilities or specific needs

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Equality and fairness are central to our work. Our *Equality, diversity and inclusion policy* requires all apprentices to have equal opportunity to access our assessments, and that our EPAs 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 EPA 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 EPA must identify, where appropriate, the support that will be made available to them during delivery and assessment.

Centres must deliver the EPA in accordance with current equality legislation. For full details of the Equality Act 2010, please [visit www.legislation.gov.uk](http://www.legislation.gov.uk)

### Reasonable adjustments

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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 ACE360 system to support the discussion at the EPA planning meeting.

Pearson will apply the *Reasonable adjustment matrix* published by the Institute for Apprenticeships and Technical Education (IfATE).

## 9 Further information

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](mailto:wblcustomerservices@pearson.com)  
or use the self-help portal to find help or ask a question  
[qualifications.pearson.com/en/contact-us/wbl.html](https://qualifications.pearson.com/en/contact-us/wbl.html)

**Telephone:** 0844 576 0045

Visit our 'Contact us' pages for details of other contacts:

- Edexcel, BTEC and Pearson Work Based Learning contact details:  
[qualifications.pearson.com/en/support/contact-us.html](https://qualifications.pearson.com/en/support/contact-us.html)
- books, software and online resources for UK schools and colleges:  
[www.pearsonschoolsandfecolleges.co.uk](http://www.pearsonschoolsandfecolleges.co.uk)

Documents that further support the information in this specification:

- *EPA Service Guide* (Pearson, this is made available to approved centres).

## 10 Glossary

Apprenticeship Standard	A short document prepared by a Trailblazer group that sets out concisely the requirements to be competent in a job role. All apprenticeship standards are published on <a href="http://www.gov.uk">www.gov.uk</a> .
Assessment Plan	This document is also prepared by a Trailblazer group and sets out the requirements that end-point assessment organisations must follow when assessing the EPA.
Cut Score	The standard mark set for a multiple-choice test Pass/Distinction that remains in place for a period of time, usually the life of the EPA. These may be stated on the assessment plan or determined internally by Pearson.
Competence	The minimum knowledge, skills and behaviours (KSBs) required to perform a job role effectively.
Components	The different assessments that form the overarching EPA. Most EPAs will typically have between two and four components that assess set parts of the overarching standard.
End-point Assessment	A synoptic assessment of the knowledge, skills and behaviours outlined in the apprenticeship standard that have been learned throughout the apprenticeship programme. The apprentice has to pass the EPA to be successful in their apprenticeship programme and demonstrate competence.
Gateway	The point at which the apprentice is identified as being competent by their employer and therefore ready to plan to take their end-point assessment. There are requirements for maths and English to enter gateway and there may be other requirements, such as mandatory qualifications, that vary depending on the apprenticeship standard.
Independent End-point Assessor	The assessor appointed by Pearson to work with the apprentice and employer to plan their EPA during gateway and then assess the apprentice in the final EPA.
On-programme	The first and main part of the apprenticeship when the apprentice is developing their KSBs towards competence. 20% of on-programme is required to be off-the-job training.
Retake	An apprentice requires further learning after failing a component before they can be re-entered for it.
Resit	An apprentice fails a component but is able to be re-entered immediately without any further learning.

Trailblazer group	A group of employers who have worked together to agree the apprenticeship standard and write the associated assessment plan.
Institute for Apprenticeships and Technical Education (IfATE)	IfATE is a non-departmental public body that oversees the development, approval and publication of apprenticeship standards and assessment plans. In addition, the institute is responsible for technical education, including T Levels.

## Annexe A: Gateway Declaration Form

<b>Apprentice name:</b>		
<b>On-programme start date:</b>		
<b>Gateway date:</b>		
<b>Evidence</b>		
	<b>Y/N</b>	<b>Comments (if applicable)</b>
English and mathematics (Level 2 or above)		
Portfolio of evidence		
Project Presentation slides and supporting evidence		

### Employer declaration

I confirm that the apprentice has:

- 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: Assessment Plan

## Business Administrator:

### Level 3 Standard Assessment Plan

#### 1. Introduction

The Business Administrator apprenticeship is a minimum of 12 months and should typically be completed within 18 months. The apprenticeship provides a highly transferable set of knowledge, skills and behaviours, which can be gained working across an organisation and its processes. The apprenticeship is a firm grounding in organisational operations and functional processes, as well as the wider working environment.

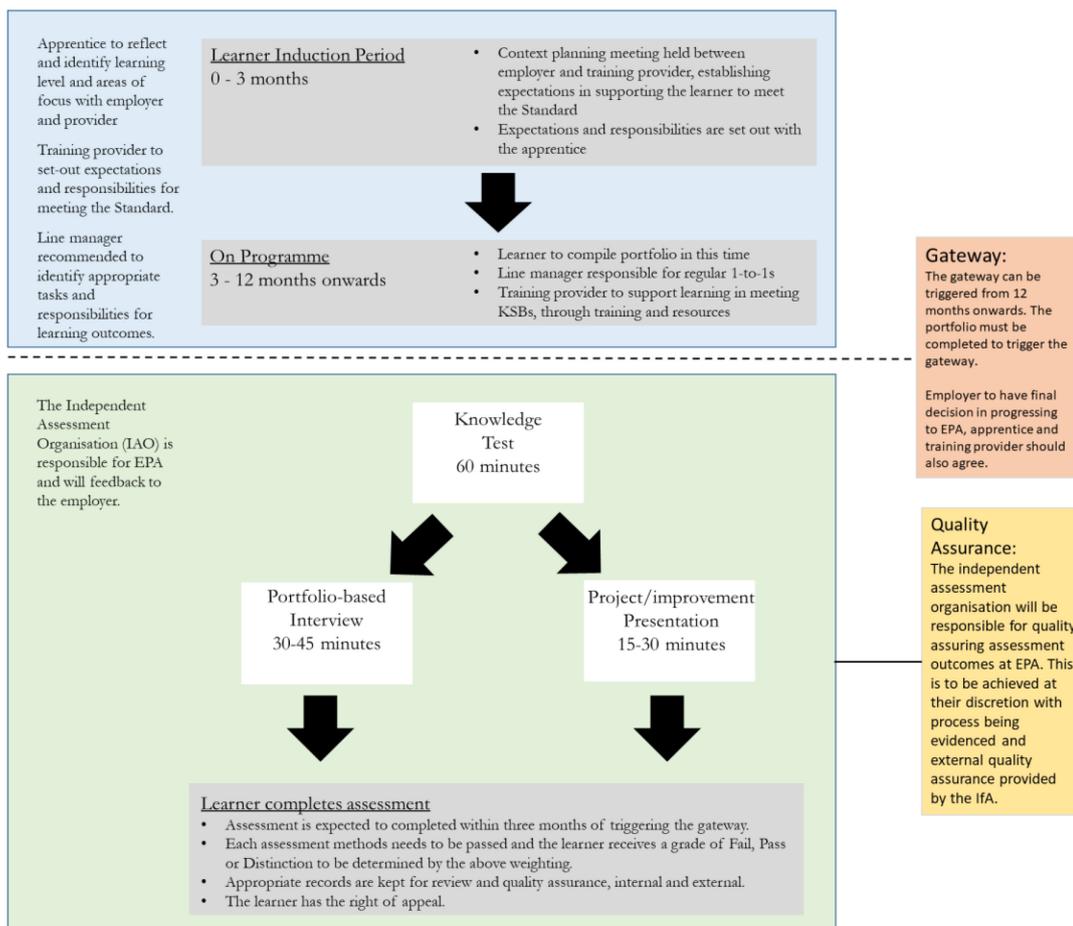
Key responsibilities include developing, implementing, maintaining and improving administrative services. In doing so, the apprentice is expected to work independently and take responsibility for the outcomes of their work, with support of the employer and the training provider. Through working across functional areas, apprentices build team relationships quickly and learn from others to develop specific skill sets. The need to communicate and represent their work clearly is reflected in the assessment methods of End Point Assessment (EPA).

The assessment methodology provides fair, valid and rigorous assessment across the learning outcomes of the Standard and guidelines on completing assessment.

In developing the Assessment Plan, the following principles have been applied:

- applicability of this apprenticeship role to the administrative services of any organisation
- equal opportunities across apprenticeships, where expectations of assessment should be met irrespective of employer size, sector or functional area
- 'continuous learning' emphasis to be met throughout the programme in working towards EPA, such as with the portfolio being prepared on-programme for discussion at interview

## 2. Assessment Methodology



## 3. Assessment structure

### a) Pre-gateway

Learning progress to be supported by regular 1-to-1s between the apprentice and the employer.

These sessions should:

- set learning goals
- track apprentice progress
- create a forum for coaching and guidance
- co-ordinate 20% of apprentice time being spent in off-the-job training.

It is recommended that the training provider should periodically make contact with the employer; typically for 15-30 minutes every 6 weeks, depending on requirements of the employer and the apprentice. Any gaps should be identified that may prevent the apprentice meeting the learning outcomes of the apprenticeship. For example, the training provider and employer can discuss types of work and responsibilities of the apprentice to assess whether this is suitable in meeting the Standard. The training provider should support with tutorials and appropriate resources.

## Gateway for the End Point Assessment

The End Point Assessment (EPA) can only be triggered after 12 months of starting the apprenticeship and is dependent on when the employer and training provider decide the apprentice is ready. EPA is typically expected to conclude within 3 months. The employer has the final decision to progress the apprentice to EPA. The apprentice and training provider should feel confident the learning outcomes have been achieved.

### Training provider:

Ahead of EPA, the training provider should support the apprentice in meeting the Standard and then judge whether the apprentice has successfully met those learning outcomes to trigger EPA. Level 2 English and maths will need to be completed before triggering EPA. In considering these factors, the training provider is able to advise the employer when the apprentice is ready for EPA for the employer to decide.

### Employer:

The employer makes the final decision to progress the apprentice to EPA, by reviewing the Portfolio of Learning and performance of the apprentice in meeting the Standard. The employer confirms whether digital skills have been shown and the apprentice is recognised for on-the-job IT skills. If the employer feels that the apprentice has met the learning outcomes, and is competent in the apprenticeship role, they should progress the apprentice to EPA.

### Apprentice:

The apprentice makes every effort to have gained the knowledge, skills and behaviour across the Standard, as demonstrated in their Portfolio of Learning and 1-to-1s. The project is to be completed before the gateway can be triggered. The apprentice must complete Level 2 English and maths before progressing to EPA, if not completed prior to the apprenticeship. The apprentice should be aware of the process for EPA and what should be specifically required of them, agreeing to undertake the EPA.

## b) Assessment methods

The EPA consists of three elements, all of which may be completed online. All assessment methods need to be passed. Each assessment method should directly assess the knowledge, skills and behaviours of the Standard. The assessor has the final decision.

### • Knowledge Test:

The apprentice undertakes a multi-choice test to last a maximum of 60 minutes and include 50 equally weighted multi-choice questions with four possible answers each. The assessment should typically be passed before the apprentice progresses to the interview and presentation. The test is to be completed online and requires invigilating.

**Responsibilities:** The EPAO is responsible for creating a question bank.

**Core KSBs:** The test predominantly focuses on non-organisation specific knowledge outlined in the Standard. This includes relevant regulation and laws, business fundamentals and project management principles. Please view annexed table for the minimum KSBs to be assessed.

• **Portfolio-based Interview:**

The interview is for 30-45 minutes and graded by the Independent End-point Assessment Organisation (EPAO). The Portfolio of Learning provides a structure for this conversation. The Portfolio should provide at least one piece of evidence for each of the minimum KSBs outlined in the Assessment Methods and Grading annexed table. This should be submitted to the EPAO a month prior to interview. Evidence is gathered on-programme and the employer should facilitate this through relevant tasks and support, as outlined in the annexed table. The training provider should support where needed. The employer and training provider should review the Portfolio with the apprentice and make a judgement on whether they should be progressed to EPA. The interview assesses understanding and learning shown in the Portfolio; the Portfolio is not directly assessed.

The interview assesses:

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

The Portfolio of Learning contains evidence of:

- a minimum of 8-12 pages is expected for consistency
- at least one of each of the minimum knowledge, skills and behaviours as outlined in the annexed Methods and Grading table
- practical observation and/or evaluation by the employer to be included, such as acknowledgement of a skill shown or evidencing work completed on a particular project with manager comments, which is then discussed at interview
- **Note:** the portfolio is not directly assessed; it is used to frame discussion at interview, where KSBs are to be demonstrated.

**Responsibilities:** knowledge of the portfolio is to be assessed at interview by the EPAO. The training provider is responsible for providing guidance on compiling the portfolio on-programme, which is to be reviewed by the employer and training provider prior to triggering EPA. The employer should provide suitable work for the apprentice to apply themselves to and discuss at interview.

**Core KSBs:** Application of learning in the workplace is assessed by talking through examples and specific KSBs shown. Particular areas include the purpose of their organisation and value of their own role, quality in producing records or documents, and professional behaviours including respect and personal qualities. Please view annexed table for the minimum KSBs to be assessed.

- **Project Presentation:**

The apprentice delivers a presentation to the EPAO on a project they have completed or a process they have improved. The presentation lasts 10-15 minutes, with a further 10-15 minutes for a Q&A session. The project is completed from month 9 of the apprenticeship and should be completed prior to EPA being triggered. The project is submitted to the EPAO and they provide a question to answer in the presentation, for example:

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

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

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

Further requirements:

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

**Responsibilities:** The training provider and employer are responsible for supporting the apprentice on what could be a suitable project or process improvement, in line with guidance from the EPAO.

**Core KSBs:** The presentation focuses on the skills required to complete a project or process improvement include planning and organisation, project management, demonstrating quality standards and decision making in prioritising areas of focus. Evidencing these skills in the presentation is coupled with effective communication in delivery. Please view annexed table for the minimum KSBs to be assessed.

### c) **Weighting and grading of assessment methods**

The knowledge test should typically be passed, before progressing to interview and presentation. All methods are weighted equally. Grade boundaries are provided for each method.

The below descriptions provide expectations for the grading levels and a further specified criteria is annexed in a table for each KSB.

- **Grading scale:**

**Fail – apprentice has not met the pass criteria**

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

- **Pass – apprentice has met the pass criteria in all assessment methods**

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

- **Distinction – apprentice has met the pass and distinction criteria in all assessment methods**

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

## 1. Manageability & Feasibility

The approach to assessment is to encourage manageability and feasibility for organisations of all sizes, such as SMEs and corporates, as well as organisations in the public and third sectors. The combination of assessment methods has been decided by the employer group to be the most relevant, manageable and feasible. There has been consultation with representatives from training providers and end-point assessment organisations.

The following guidance is specifically intended to encourage manageability and feasibility:

- EPA is triggered when there is consensus between the apprentice, employer and training provider to progress, with the employer having the final decision
- all assessment methods can be completed online to promote options that are affordable and flexible for assessment:
  - the knowledge test is best taken online and should be impartially invigilated
  - e-portfolios are recommended to support progress of the apprentice being monitored by relevant parties, it also limits work being lost and encourages evidence of progress to be gathered throughout the apprenticeship
  - interviews and presentations can be taken online to encourage affordable assessment, suitability for employers of varying size and further evidencing learning outcomes. Either being taken online is optional.
- final agreement should be made on the day of last assessment, with notes, rationale and grading being kept for appropriate quality assurance

## 2. Affordability & Flexibility

The employer group estimates 3,000-5,000 total apprentice starts for Business Administrator Level 3 per annum, from their own organisations. The expected cost of EPA is estimated at 15% of the apprenticeship. The employer group have explored affordability and flexibility using their own organisations. Feedback and input from other employers, in addition to the consultation, has been encouraged by keeping a wider communication group.

### 3. End-Point Assessment Organisations (Internal Quality Assurance)

The independent end-point assessment organisation (EPAO) needs to be on the Education and Skills Funding Agency's [Register of End-point Assessment Organisations](#) (RoEPAO). In carrying out assessment, the EPAO is responsible for reliable judgements being made at EPA and is to be overseen by the Institute for Apprenticeships and Technical Education for external quality assurance. The EPAO is responsible for internal quality assurance, with the following guidance given:

- the implementation of detailed marking criteria, clearly explaining how the knowledge, skills and behaviours can be exhibited to achieve a certain level
- production of exemplar materials, which can be used to add further clarity and establish guidelines for assessment against the stated criteria of the Standard
- standardised assessment through use of online methods and accurate reporting of other methods used, evidencing requirements and reaching reliable judgements
- regional, pan-sectoral or national meetings should be held at least every 12 months to encourage standardisation and moderation of assessment process
- assessors are able to deliver reliable assessment through effective use of systems
- consistent internal quality checks on assessors in evidencing learning outcomes

The holistic-focus of the EPA is designed to deliver valid assessment of the apprentice, in meeting knowledge, skills and behavioural requirements across the Standard. These should be demonstrated and evidenced to achieve valid judgement. It is the responsibility of the EPAO to have assessors with relevant functional and sector knowledge. This is in order to undertake valid assessments, in-line with defined requirements of being on the RoEPAO, and follow expected process to achieve a valid assessment.

#### • Minimum requirements for the End-point Assessment Organisation

Knowledge and experience:

- Health and Safety requirements in the workplace
- Knowledge of organisational structure and processes
- Experience working in or managing administrative functions

Qualifications

- Functional Skills at Level 2
- IQA Assessor Award
- TAQA Level 3 Assessors Award is also advantageous

### 4. External Quality Assurance

The Institute for Apprenticeships and Technical Education is the body for External Quality Assurance.

## Annex – Assessment Methods and Grading Criteria

The below table provides each of the Knowledge, Skills and Behaviours (KSBs) of the Standard with the assessment method to be used. For each of the KSBs, grading criteria are provided for Fail, Pass and Distinction. Each grading criterion is a minimum and additional performance areas, in line with the KSBs and expectations set out below, can contribute to the overall grade for each Assessment Method. The End Point Assessment is a holistic assessment and the KSBs can be indirectly assessed, i.e. demonstrating an assumed level of knowledge, exhibited skill or demonstrated behaviour, if it can be evidenced that the completion of a task or result achieved will have required this.

Knowledge, Skills and Behaviour assessed	Description	Assessment method (Knowledge Test, Project Presentation or Portfolio Interview)	Fail: Apprentice does not meet the pass criteria	Pass: Apprentice meets all of the below pass criteria	Distinction: Apprentice meets all of the pass criteria and all of the below distinction criteria
Skills	What is required (advancing key skills to support progression to management)				
IT	Skilled in the use of multiple IT packages and systems relevant to the organisation in order to: write letters or emails, create proposals, perform financial processes, record and analyse data. Examples include MS Office or equivalent packages. Able to choose the most appropriate IT solution to suit the business problem. Able to update and review databases, record information and produce data analysis where required.	Portfolio interview or Project presentation	<ul style="list-style-type: none"> <li>• Has not demonstrated they can use IT packages</li> <li>• Unable to provide quality examples of when they have used IT packages without mistakes</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates they can use IT packages, specifically to write letters or emails, and to record and analyse information</li> <li>• Able to perform tasks relevant to their role using IT packages without supervision</li> </ul>	<ul style="list-style-type: none"> <li>• Consistently demonstrates they can use IT packages and can provide varied, quality examples</li> <li>• Able to perform tasks relevant to their role using IT packages and can coach others in using IT</li> </ul>

Record and document production	Produces accurate records and documents including: emails, letters, files, payments, reports and proposals. Makes recommendations for improvements and present solutions to management. Drafts correspondence, writes reports and able to review others' work. Maintains records and files, handles confidential information in compliance with the organisation's procedures. Coaches others in the processes required to complete these tasks.	Portfolio interview	<ul style="list-style-type: none"> <li>• Frequent mistakes in written documentation, requiring regular correction</li> <li>• Zero or very few workable recommendations are made</li> <li>• Communications not kept confidential</li> </ul>	<ul style="list-style-type: none"> <li>• Records are accurate, rarely require correction and are treated confidentially</li> <li>• Recommendations and solutions only need minor improvements</li> <li>• Supports others in producing documents and can provide examples</li> </ul>	<ul style="list-style-type: none"> <li>• Records are consistently accurate and confidential</li> <li>• Recommendations are insightful, clearly recorded and results in a clear benefit to the organisation</li> <li>• Offers to coach others and good performance is recorded in feedback</li> </ul>
Decision making	Exercises proactivity and good judgement. Makes effective decisions based on sound reasoning and is able to deal with challenges in a mature way. Seeks advice of more experienced team members when appropriate.	Project presentation	<ul style="list-style-type: none"> <li>• Frequently makes poor decisions and does not learn from mistakes</li> <li>• Decision making is unreasoned</li> <li>• Reacts unprofessionally to feedback</li> </ul>	<ul style="list-style-type: none"> <li>• Decisions are thought through, using a range of information to make a sound judgement</li> <li>• Challenges appropriately and is polite when doing so</li> <li>• Exercises sound judgement when asking for advice by choosing the appropriate time, manner and person</li> </ul>	<ul style="list-style-type: none"> <li>• Decisions are timely and consistently show good judgement</li> <li>• Decisions are continuously made by thoughtfully considering different information and the risks of any action</li> <li>• Decisions are fully evidenced and justifiable</li> <li>• Consistently behaves and seeks advice in a mature way</li> </ul>

Interpersonal skills	Builds and maintains positive relationships within their own team and across the organisation. Demonstrates ability to influence and challenge appropriately. Becomes a role model to peers and team members, developing coaching skills as they gain area knowledge.	Portfolio interview or Project presentation	<ul style="list-style-type: none"> <li>• Does not work effectively with others</li> <li>• Does not exhibit role model behaviours</li> <li>• Does not seek to develop coaching skills</li> </ul>	<ul style="list-style-type: none"> <li>• Works effectively with a range of people</li> <li>• Influences and challenges peers when necessary</li> <li>• Supports others in the organisation and demonstrates coaching skills</li> </ul>	<ul style="list-style-type: none"> <li>• Influences managers as well as peers</li> <li>• Constructively challenges managers, as well as peers, when necessary</li> <li>• Proactively offers to coach others and has had good performance recorded in feedback</li> </ul>
Communications	Demonstrates good communication skills, whether face-to-face, on the telephone, in writing or on digital platforms. Uses the most appropriate channels to communicate effectively. Demonstrates agility and confidence in communications, carrying authority appropriately. Understands and applies social media solutions appropriately. Answers questions from inside and outside of the organisation, representing the organisation or department.	Portfolio interview or Project presentation	<ul style="list-style-type: none"> <li>• Communication is unclear, either verbally or in writing</li> <li>• Chooses ineffective methods to communicate, e.g. social media for sensitive work-related information</li> <li>• Regularly leaves queries unresolved</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates they can communicate clearly, in both written and verbal communication</li> <li>• Shows flexibility to different situations</li> <li>• Uses appropriate communication channels dependent on the subject matter</li> <li>• Demonstrates ability to answer queries effectively from both inside and outside the organisation</li> </ul>	<ul style="list-style-type: none"> <li>• Communication is consistently clear, both written and verbally</li> <li>• Champions an appropriate choice of communication channels</li> <li>• Consistently answers queries from both inside and outside of the organisation in a confident way</li> </ul>

Quality	Completes tasks to a high standard. Demonstrates the necessary level of expertise required to complete tasks and applies themselves to continuously improve their work. Is able to review processes autonomously and make suggestions for improvements. Shares administrative best-practice across the organisation e.g. coaches others to perform tasks correctly. Applies problem-solving skills to resolve challenging or complex complaints and is a key point of contact for addressing issues.	Portfolio interview	<ul style="list-style-type: none"> <li>• Consistently makes mistakes in work that require correction</li> <li>• Fails to reflect on learning and share it with others</li> <li>• Unable to work autonomously</li> </ul>	<ul style="list-style-type: none"> <li>• Checks own work before submission and makes improvements</li> <li>• Work is largely accurate and meets expectations</li> <li>• Identifies areas for improvement and can justify why</li> <li>• Promotes best practice examples of administration, such as accurate records</li> </ul>	<ul style="list-style-type: none"> <li>• Takes ownership for work and applies processes for checking work</li> <li>• Work is consistently accurate and meets the agreed outcomes</li> <li>• Recommends and implements process improvements</li> <li>• Proactively offers to coach others in an area of work and communicates requirements for work</li> </ul>
Planning and organisation	Takes responsibility for initiating and completing tasks, manages priorities and time in order to successfully meet deadlines. Positively manages the expectations of colleagues at all levels and sets a positive example for others in the workplace. Makes suggestions for improvements to working practice, showing understanding of implications beyond the immediate environment (e.g. impact on clients, suppliers, other parts of the organisation). Manages resources e.g. equipment or facilities. Organises meetings and events, takes minutes during meetings and creates action logs as appropriate. Takes responsibility for logistics e.g. travel and accommodation.	Portfolio interview or Project presentation	<ul style="list-style-type: none"> <li>• Does not plan work effectively</li> <li>• Ineffective at managing expectations and unrealistic when setting timescales</li> <li>• Does not demonstrate an awareness of the wider environment</li> </ul>	<ul style="list-style-type: none"> <li>• Plans work and achieves deadlines</li> <li>• Shares areas to improve plans with others</li> <li>• Effectively manages resources and meetings</li> <li>• Takes responsibility for logistics and can provide examples</li> </ul>	<ul style="list-style-type: none"> <li>• Makes plans that efficiently maximise resources and personally ensures results are achieved</li> <li>• Improves the management of resources e.g. identifies cost savings or process improvements</li> <li>• Is proactive in taking responsibility for areas of logistics and has excellent examples to demonstrate this</li> </ul>

Project management	Uses relevant project management principles and tools to scope, plan, monitor and report. Plans required resources to successfully deliver projects. Undertakes and leads projects as and when required.	Project presentation or Knowledge test	<ul style="list-style-type: none"> <li>• Project management is not effective, e.g. lack of plans or unrealistic expectations and execution</li> <li>• Cannot demonstrate an understanding of project management tools and principles</li> </ul>	<ul style="list-style-type: none"> <li>• Effectively plans and manages small projects</li> <li>• Able to lead small projects when required</li> <li>• Demonstrates some understanding of project management tools and principles</li> </ul>	<ul style="list-style-type: none"> <li>• Plans and manages a significant project and can describe what made it a success</li> <li>• Demonstrates strong leadership skills when managing a project</li> <li>• Understands and is able to apply a strong grasp of project management tools and principles</li> </ul>
<b>Knowledge</b>	<b>What is required</b> (in-depth knowledge of organisation and wider business environment)				
The organisation	Understands organisational purpose, activities, aims, values, vision for the future, resources and the way that the political/economic environment affects the organisation.	Portfolio interview or Knowledge test (political/economic environment)	<ul style="list-style-type: none"> <li>• Does not show any knowledge of the organisation's purpose, aims and ways of working</li> <li>• Cannot demonstrate an understanding of the political and economic environment</li> </ul>	<ul style="list-style-type: none"> <li>• Shows a working knowledge of the organisations purpose, aims and ways of working, putting it in context of the local (or sector) environment</li> <li>• Provides some understanding of the political and economic environment</li> </ul>	<ul style="list-style-type: none"> <li>• Shows a thorough understanding of the organisation's purpose, aims and way of working, putting it in context of the wider economy and political environment</li> </ul>

Value of their skills	Knows organisational structure and demonstrates understanding of how their work benefits the organisation. Knows how they fit within their team and recognises how their skills can help them to progress their career.	Portfolio interview or Project presentation	<ul style="list-style-type: none"> <li>• Shows a limited understanding of the organisation</li> <li>• Cannot identify how their work contributes or how they fit within the team</li> </ul>	<ul style="list-style-type: none"> <li>• Understands the structure of the organisation and how their work contributes</li> <li>• Identifies their role within the team and value of their skills</li> </ul>	<ul style="list-style-type: none"> <li>• Understands the structure of the organisation and is able to discuss how different teams support each other</li> <li>• Understands the contribution their work makes and promotes its value</li> <li>• Identifies their role within the team and is able to compare their skills with others</li> </ul>
Stakeholders	Has a practical knowledge of managing stakeholders and their differing relationships to an organisation. This includes internal and external customers, clients and/or suppliers. Liaises with internal/external customers, suppliers or stakeholders from inside or outside the UK. Engages and fosters relationships with suppliers and partner organisations.	Portfolio interview or Project presentation <b>and</b> may also be demonstrated in the Knowledge test (stakeholder management principles)	<ul style="list-style-type: none"> <li>• Does not understand the principles of stakeholder management</li> <li>• Does not build good relationships</li> </ul>	<ul style="list-style-type: none"> <li>• Understands how to manage stakeholders, e.g. clarifying and delivering on expectations</li> <li>• Demonstrates they have worked with stakeholders to achieve results</li> </ul>	<ul style="list-style-type: none"> <li>• Understands and follows the principles of stakeholder management</li> <li>• Goes beyond expectations to build constructive relationships with stakeholders</li> </ul>
Relevant regulation	Understands laws and regulations that apply to their role including data protection, health & safety, compliance etc. Supports the company in applying the regulations.	Knowledge test or Portfolio interview	<ul style="list-style-type: none"> <li>• Does not know the relevant laws and regulation for their job and has not followed them in the past</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates knowledge of relevant laws and regulation and consistently follows them</li> </ul>	<ul style="list-style-type: none"> <li>• Shows a thorough knowledge of relevant laws and regulations and consistently follows them</li> <li>• Champions adherence to relevant laws and regulation within the organisation</li> </ul>

Policies	Understands the organisation's internal policies and key business policies relating to sector.	Portfolio interview	<ul style="list-style-type: none"> <li>Does not fully know or understand the organisation's internal policies</li> </ul>	<ul style="list-style-type: none"> <li>Understands and follows the organisation's internal policies</li> </ul>	<ul style="list-style-type: none"> <li>Understands and promotes the organisation's internal policies</li> </ul>
Business fundamentals	Understands the applicability of business principals such as managing change, business finances and project management.	Knowledge test	<ul style="list-style-type: none"> <li>Does not know the fundamentals of business, including finances, managing change and project management</li> </ul>	<ul style="list-style-type: none"> <li>Knows the fundamentals of business, including finances, managing change and project management</li> </ul>	<ul style="list-style-type: none"> <li>Knows the fundamentals of business, can relate them to their administrative occupation and show how they make an impact</li> </ul>
Processes	Understands the organisation's processes, e.g. making payments or processing customer data. Is able to review processes autonomously and make suggestions for improvements. Applying a solutions-based approach to improve business processes and helping define procedures. Understands how to administer billing, process invoices and purchase orders.	Project presentation	<ul style="list-style-type: none"> <li>Does not understand the processes of the organisation and follows them inconsistently</li> <li>Makes limited or impractical suggestions for improvements</li> </ul>	<ul style="list-style-type: none"> <li>Understands and consistently follows the organisation's processes</li> <li>Makes suggestions for small improvements and supports on successful implementation</li> </ul>	<ul style="list-style-type: none"> <li>Understands and follows organisational processes and promotes them adherence and improvements</li> <li>Able to identify inefficiencies or ineffectiveness in a process and support on successful implementation</li> </ul>
External environment factors	Understands relevant external factors e.g. market forces, policy & regulatory changes, supply chain etc. and the wider business impact). Where necessary understands the international/global market in which the employing organisation is placed.	Knowledge test or Portfolio interview	<ul style="list-style-type: none"> <li>Shows little understanding of how external factors affect the organisation</li> </ul>	<ul style="list-style-type: none"> <li>Understand the external factors affecting the organisation and how they relate to their role</li> </ul>	<ul style="list-style-type: none"> <li>Shows a deep understanding of the external factors facing the organisation and how they relate to their role</li> <li>Seeks additional information about how those factors are developing</li> </ul>

Behaviours	What is required (Role-model behaviours and positive contribution to culture)				
Professionalism	Behaves in a professional way. This includes: personal presentation, respect, respecting and encouraging diversity to cater for wider audiences, punctuality and attitude to colleagues, customers and key stakeholders. Adheres to the organisation's code of conduct for professional use of social media. Acts as a role model, contributing to team cohesion and productivity – representing the positive aspects of team culture and respectfully challenging inappropriate prevailing cultures.	Portfolio interview	<ul style="list-style-type: none"> <li>• Does not behave in a professional way</li> <li>• Has failed to be punctual on an ongoing basis and has shown a negative attitude towards colleagues</li> <li>• Does not follow the standards of conduct required by the organisation</li> <li>• Disrespectful to different backgrounds and does not challenge inappropriate prevailing cultures</li> </ul>	<ul style="list-style-type: none"> <li>• Consistently behaves in a professional way, showing punctuality, respect for others and personal presentation</li> <li>• Follows the standard of conduct required by the organisation</li> </ul>	<ul style="list-style-type: none"> <li>• Is a role model employee, showing professionalism in their conduct, punctuality, presentation and respect for others, irrespective of background; even in difficult circumstances</li> <li>• Can be relied upon to represent the team and be an ambassador for the organisation</li> </ul>
Personal qualities	Shows exemplary qualities that are valued including integrity, reliability, self-motivation, being pro-active and a positive attitude. Motivates others where responsibility is shared.	Portfolio interview or Project presentation	<ul style="list-style-type: none"> <li>• Has not shown integrity, reliability, positivity and self-motivation</li> </ul>	<ul style="list-style-type: none"> <li>• Regularly shows integrity, reliability, positivity and self-motivation</li> </ul>	<ul style="list-style-type: none"> <li>• Always shows integrity, reliability, positivity and self-motivation and successfully encourages others to show more of these qualities</li> </ul>

Managing performance	Takes responsibility for their own work, accepts feedback in a positive way, uses initiative and shows resilience. Also takes responsibility for their own development, knows when to ask questions to complete a task and informs their line manager when a task is complete. Performs thorough self-assessments of their work and complies with the organisation's procedures.	Portfolio interview or Project presentation	<ul style="list-style-type: none"> <li>• Does not ask questions or clarify expectations</li> <li>• Negative attitude towards supervision and coaching to deliver their work to the agreed level of quality</li> <li>• Cannot demonstrate a constructive response to feedback</li> </ul>	<ul style="list-style-type: none"> <li>• Clarifies requirements and takes responsibility for work produced</li> <li>• Acts with responsibility and delivers their work to the right level of quality without requiring additional supervision and coaching</li> <li>• Asks for feedback and takes feedback on board</li> </ul>	<ul style="list-style-type: none"> <li>• Shows a strong personal responsibility for all aspects of their work and can work with minimal supervision, whilst adhering to policies, procedures and standards.</li> <li>• Takes feedback on board and continually assesses the quality of their work</li> </ul>
Adaptability	Is able to accept and deal with changing priorities related to both their own work and to the organisation.	Portfolio interview or Project presentation	<ul style="list-style-type: none"> <li>• Can be disorientated by, or defensive towards, change</li> </ul>	<ul style="list-style-type: none"> <li>• Accepts and responds positively to change</li> </ul>	<ul style="list-style-type: none"> <li>• Accepts change, evaluates the impact of any change and seeks to use it to improve their work</li> </ul>
Responsibility	Demonstrates taking responsibility for team performance and quality of projects delivered. Takes a clear interest in seeing that projects are successfully completed and customer requests handled appropriately. Takes initiative to develop own and others' skills and behaviours.	Portfolio interview or Project presentation	<ul style="list-style-type: none"> <li>• Shifts responsibility to others and excuses the situation when levels of quality or efficiency are not met</li> </ul>	<ul style="list-style-type: none"> <li>• Accepts personal responsibility for their own work, delivering their work on time and to the right level of quality</li> <li>• Demonstrates ownership and willingness to see work completed</li> <li>• Applies initiative in developing their own skills and behaviours</li> </ul>	<ul style="list-style-type: none"> <li>• Role model who takes personal responsibility for themselves and peers</li> <li>• Aims to deliver work within targets and deliver more than required in their role</li> <li>• Proactively seeks opportunities to develop themselves and shares this learning with others</li> </ul>

The following grade boundaries apply to the Knowledge Test:

<b>Grade</b>	<b>Minimum score</b>	<b>Maximum score</b>
<b>Distinction</b>	40	50
<b>Pass</b>	30	39
<b>Fail</b>	0	29

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