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Pearson Apprenticeship End-point Assessment for Business Administrator Level 3

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First assessment date: October 2018

Pearson and apprenticeships

For new standards and on-programme learning, Pearson as the UK's largest awarding body is able to provide a range of qualifications, programmes and assessments, including BTECs that are globally recognised and benchmarked. As an approved assessment organisation for end-point assessment for a range of standards, Pearson provides assessment services in line with approved assessment plans. For further information, please visit our website at qualifications.pearson.com. Alternatively, you can get in touch with us using the details on our contact us page at qualifications.pearson.com/contactus

About Pearson

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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 (KSBs) outlined in the Apprenticeship Standard, and that have been learned throughout the apprenticeship programme. The purpose of the end-point assessment is to make sure apprentices meet the standard set by employers and 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 only be delivered by a registered assessment organisation that 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 and the accompanying *Pearson Apprenticeship End-point Assessment for Business Administrator Level 3 – Additional Resources* document (available directly from Pearson once an EPA service agreement is in place) contains the information needed to prepare apprentices for the Business Administrator Apprenticeship end-point assessment. It is important that both documents are read together so that apprentices and employers and/or training providers have all the relevant information they require for this end-point assessment.

1   The Business Administrator Apprenticeship

Overview

The end-point assessment in this specification relates to the Business Administrator Apprenticeship.

The apprenticeship is at Level 3 and is for apprentices working in the role of a Business Administrator – supporting and engaging with different parts of the organisation and interacting with internal or external customers.

Business administrators have a highly transferable set of knowledge, skills and behaviours that can be applied in all sectors. This includes small and large businesses alike; from the public sector, private sector and charitable sector. The role may involve working independently or as part of a team and will involve developing, implementing, maintaining and improving administrative services.

The responsibilities of the role are to support and engage with different parts of the organisation and interact with internal or external customers. With a focus on adding value, the role contributes to the efficiency of an organisation through the support of functional areas, working across teams and resolving issues as requested.

A business administrator is expected to deliver their responsibilities efficiently and with integrity – showing a positive attitude. The role involves demonstrating strong communication skills (both written and verbal) and adopting a proactive approach to developing skills. A business administrator is also expected to show initiative, managing priorities and their own time, using problem-solving skills, decision-making and demonstrating the potential for people management responsibilities through mentoring or coaching others.

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 a business administrator.

The typical duration for this apprenticeship is between 12 and 18 months depending on the apprentices' previous experience and access to opportunities to gain the full range of competences.

The overall apprenticeship is graded as Pass/Distinction.

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

* the on-programme period of training and development, including achieving the required Maths and English qualifications

* the end-point assessment (EPA) – *Section 3* provides 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 these clearly to apprentices.

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

2 Business Administrator End–point Assessment

Structure

The end-point assessment for the Business Administrator apprenticeship consists of the following three assessment components:

- Knowledge Test
- Portfolio-based Interview
- Project Presentation

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

End-point assessment components	Duration	Total marks	Weighting %
Knowledge Test	60 minutes	50	20%
Portfolio-based Interview	The interview lasts 30–45 minutes and is based on the apprentice's portfolio of work-based evidence, which is generated over the period of the apprenticeship. The employer/training provider will need to ensure that apprentices have the opportunity to generate evidence to meet all grading criteria.	100	40%
Project Presentation	10–15 minutes for the apprentice to deliver their presentation, followed by a 10–15 minutes question and answer (Q&A) session.	100	40%

An apprentice can only progress to the end-point assessment after a minimum of 12 months of starting the apprenticeship (depending on when the employer and training provider decide the apprentice is ready) and is typically expected to conclude within three months.

Detailed information about each of these end-point assessment components can be found in *Section 3.*

Grading

The **overall** apprenticeship is graded as Pass/Distinction based on the apprentice's combined achievement of the specified grading criteria across all three assessment components.

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

End-point assessment grade	Grade requirements
Pass	The apprentice must achieve a minimum of 60% of the available marks in each of the three-assessment components. This equates to a minimum of: • 30 marks in the Knowledge Test • 60 marks in the Portfolio-based Interview • 60 marks in the Project Presentation.
Distinction	The apprentice must achieve a minimum of 60% of the available marks in each of the three assessment components **AND** a minimum of 80% of the available marks in total (200 of the total 250 available marks).

Annexe D provides descriptions of the expectations for the <u>overall</u> grading as detailed in the *Level 3 Business Administrator Assessment Plan.*

Gateway requirements

Before progressing to the end-point assessment, 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 and that they are therefore 'ready for end-point assessment'. Employers should only recommend apprentices for point assessment when they are confident that apprentices are ready.

The stated mathematics and English requirements form part of the gateway and must be achieved before apprentices attempt the end-point assessment.

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

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 be a minimum of 12 months and must include a minimum of 20 per cent off-the-job training, away from the day-to-day job.

In order 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* gives detailed information on each end-point assessment component and should be read in conjunction with *Pearson Apprenticeship End-point Assessment for Business Administrator Level 3 – Additional Resources* document. This document is available directly from Pearson once an EPA service agreement is in place

- plan and implement a learning and development programme based on the Apprenticeship Standard, associated, with regular reviews of progress and readiness, to ensure apprentices develop the required knowledge, skills and behaviours

- use formative assessments and mock assessments to help prepare apprentices for the end-point assessment.

End-point assessment planning and scheduling

Employers and/or training providers must have an agreement in place to conduct end-point assessments with Pearson, and 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 prior to the employer or training provider booking the end-point assessment dates. Once the employer or training provider has booked those dates, we will allocate an Independent End-point Assessor (IEA) who will arrange a further planning meeting.

The purpose of the 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 to ensure that all assessment components can be completed within the end-point assessment time. The end-point assessment planning meeting can be conducted remotely using appropriate technology.

Once the employer and/or training provider is 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 apprentices' gateway evidence to Pearson. This evidence will then be verified by Pearson, before end-point assessments take place.

The end-point assessment is typically expected to conclude within three months of being triggered. All components of the end-point assessment must be completed within this time period, and typically, the Knowledge Test should be passed before the apprentice progresses to the Portfolio-based Interview and Project Presentation components.

Reassessment

The Pearson end-point assessment retest and reassessment policy will apply, subject to discussion with the employer/training provider. If the apprentice does not pass the end-point assessment due to failing one or more components, they are only required to reattempt those components that they have failed.

Reassessment requirements for each component

For *Component 1* – Knowledge Test: if the apprentice does not meet the minimum 30 marks to pass the Knowledge Test in their first assessment attempt, they may reattempt the full test.

For *Component 2* – Portfolio-based Interview: if the apprentice does not meet the minimum 60 marks to pass the Portfolio-based Interview on their first assessment attempt, a further full interview assessment of the apprentice will be carried out.

For *Component 3* – Project Presentation: if the apprentice does not meet the minimum 60 marks to pass Project Presentation on their first assessment attempt, a further full presentation and Q&A 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 IEA 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.

Component 1: Knowledge Test

Purpose

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

Apprenticeship Standard Knowledge areas	Grade criteria	
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	Knows the fundamentals of business, can relate them to their administrative occupation and show how they make an impact
	3.P3	Demonstrates some understanding of project management tools and principles
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

Format

The table below gives information about the format, duration, number of questions and marks available in the Knowledge Test.

Test format	An onscreen test consisting 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 marks.
Grading	To pass this component, the apprentices must achieve a minimum of 30 marks out of 50 (60% of the available marks). For information on the overall grading of the end-point assessment, please refer to the grading information in *Section 2*.

The onscreen test contributes 20% to the overall end-point assessment grade.

Content to be assessed

The range of content to be assessed in the test can be found in *Pearson Apprenticeship End-point Assessment for Business Administrator Level 3 – Additional Resources* document. This document is available directly from Pearson once an EPA service agreement is in place.

Sample assessment materials

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.

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 Business Administrator 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 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 provided for the employer/training provider alongside this specification.

Component 2: Portfolio-based Interview

Purpose

The Portfolio-based Interview is a planned discussion between the apprentice and the Independent End-point Assessor (IEA) supported by the apprentice's portfolio of work-based evidence. The interview assesses:

- understanding of their 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-based Interview will assess the following knowledge, skills and behaviours (KSBs) outlined in the Apprenticeship Standard, in line with the Assessment Plan requirements.

Skills	Knowledge	Behaviours
1 IT	7 The organisation	13 Professionalism
2 Record and document production	8 Value of their skills	14 Personal qualities
3 Interpersonal skills	9 Stakeholders	15 Managing performance
4 Communications	10 Relevant regulations	16 Adaptability
5 Quality	11 Policies	17 Responsibility
6 Planning and organisation	12 External environment factors	

Format

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

Context	The IEA will ask apprentices a series of questions. These questions are targeted to elicit the evidence to meet the Pass and Distinction grade criteria on pages 23–29 and associated evidence requirements across the KSB Standard areas being assessed (the evidence requirements can be found in *Pearson Apprenticeship End-point Assessment for Business Administrator Level 3 – Additional Resources)* document. This document is available directly from Pearson, once an EPA service agreement is in place.
	Apprentices will be required to present real, work-based evidence from their portfolio, gathered over the period of their apprenticeship to validate and support their responses to the interview questions.
Duration	30-45 minutes.
Grading	To pass this component, apprentices must achieve a minimum of 60 marks out of 100. (60% of the available marks).
	For information on the overall grading of the EPA, please refer to the grading information in *Section 2*.

The Portfolio-based Interview contributes 40% to the overall end-point assessment grade.

Required supporting evidence

As part of the Portfolio-based Interview, apprentices' are required to produce a portfolio of work-based evidence to validate and support their responses to the interview questions. The portfolio of evidence is **not** directly assessed.

The portfolio of evidence must consist of samples of real, work-based evidence gathered over the period of their apprenticeship. The *Evidence mapping grid*, (see *Pearson Apprenticeship End-point Assessment for Business Administrator Level 3 – Additional Resources* document) gives a non-exhaustive list of possible types of evidence to support apprentices in meeting the grade criteria and is used to identify the evidence being presented for each grade criteria. The evidence provided must cover all the KSB Standard areas being assessed but does not have to include every type of evidence suggested in the mapping grid. Apprentices may provide other types of evidence, as long as they are suitable to meet the stated grade criteria.

The work-based evidence provided must show how apprentices have the knowledge, skills and behaviours detailed in the evidence requirements for each grade criterion being assessed. Evidence requirements for the Portfolio-based Interview are provided for all grade criteria to clarify the evidence expected and can be found in the *Pearson Apprenticeship End-point Assessment for Business Administrator Level 3 – Additional Resources* document.

Work-based evidence selected to support the Portfolio-based Interview must be:

- **valid** – relevant and appropriate to meet the knowledge, skills and behaviours grade criteria

- **authentic** – produced by the apprentice, if evidence is team-based it must be able to clearly identify the apprentice's contribution

- **sufficient** –fully meet the standards (quality) detailed in the evidence requirements

- **compliant** – does not breach regulations or organisational policies and procedures; apprentice's must redact any work products appropriately to maintain confidentiality.

Observation records and expert witness testimonies provided as evidence must be completed by someone with line management responsibility in the employer organisation and/or a qualified assessor (holding a recognised assessor qualification). They must have occupational expertise and a good understanding of the grade criteria and evidence requirements.

Observation records should be used to record comments on how the observed performance shows achievement of the relevant grade criteria. A template and guidance is provided in *Pearson End-point Assessment for Business Administrator Level 3 – Additional Resources* document.

Selecting the work-based evidence

Evidence to be used in the Portfolio-based Interview will be generated by apprentices during the on-programme period and compiled in a portfolio. The portfolio of work-based evidence is expected to be a minimum of eight pages.

In selecting evidence for the portfolio, apprentices should think how they can use evidence holistically, i.e. using a single piece of evidence to meet multiple grade criteria. This will be particularly useful for evidencing their behaviours which can be implicitly evidenced as part of/alongside the other evidence types listed across the KSB Standard areas.

This could also be useful regarding witness testimony where evidence of apprentices' competency across multiple KSBs that naturally link could be captured in one or two statements rather than in multiple individual statements. A holistic approach reduces the burden and time in apprentices putting the portfolio of work-based evidence together.

Evidence submitted to support the Portfolio-based Interview can be presented as hard copy or in digital format. Apprentices must discuss and agree the best format with their employer and/or training provider.

Employers and/or training providers are to support apprentices in producing their work-based evidence. This includes ensuring that:

1. apprentices understand the quality and sources of evidence required to meet the Pass and Distinction grade criteria and associated evidence requirements.

2. they have supported apprentices in obtaining witness testimonies from appropriate people.

3. apprentices have fully considered their evidence and identified opportunities where they can demonstrate relevant behaviours that meet the one or more of the behaviours grade criteria and associated evidence requirements. *The Evidence Mapping grid* and evidence requirements in the *Pearson Apprenticeship End-point Assessment for Business Administrator Level 3 – Additional Resources* document can also support apprentices with this.

4. apprentices understand how to, and have had practice in, presenting and using their evidence in the assessment process, e.g. they have had the opportunity to practise their interview skills.

It is recommended that the evidence in the portfolio is sequenced according to the numerical order of the knowledge, skills and behaviours grade criteria detailed in the *Evidence mapping grid*, see *Pearson Apprenticeship End-point Assessment for Business Administrator Level 3 – Additional Resources*. Each piece of evidence must be clearly labelled with a suitable name to indicate what it is, the date it was generated and an evidence reference number. Apprentices are not required to annotate the evidence but, as this is good practice, we advise they to do in order to support the presentation of their evidence during the interview.

Apprentices are to include and submit the evidence mapping grid as a part of their portfolio of evidence, or, alternatively, a mapping grid designed by the employers and/or training provider that provides the same level of information and clarity.

Handover of evidence to Pearson ahead of the assessor visit

1. The portfolio of work-based evidence must be submitted by apprentices to the relevant person in their organisation before the end-point assessment gateway. The evidence must be accompanied by a *Portfolio Authentication and Certification Declaration Form* (see *Annexe B),* which must be signed and dated by the apprentice and their trainer/tutor.

2. After submission, the 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 ready for submission to Pearson.

3. Following gateway, the IEA will contact employers to arrange a date for the handover of evidence. The end-point assessor will review the evidence in preparation for the interview assessment but will not directly assess it.

Delivery and conduct

This section provides information on how the Portfolio-based Interview will be conducted and how apprentices are expected to interact with the assessment process. It is important that the information below and the evidence requirements within the *Pearson Apprenticeship End-point Assessment for Business Administrator Level 3 – Additional Resources* document is shared with apprentices before they undertake the assessment.

1. The interview will take place in a quiet place away from the apprentice's everyday working environment with no interruptions or distractions. Apprentices will be informed of the location by their employer, before the time of the assessment. The IEA will facilitate the discussion and make all assessment decisions.

2. The interview will last between 30-45 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.

3. The interview is facilitated by an Independent End-point Assessor (IEA) who will ask a series of questions that are targeted to elicit the evidence to meet the Pass and Distinction grade criteria and associated evidence requirements. The questions will not necessarily be sequenced in the order of the standards.

4. Questions that start "Tell me…" do not require any validation from the apprentice's portfolio of work-based evidence. Responses to questions that do require validation will ask the apprentice to "show me" or "give an example of".

5. There will be no questions specifically targeting the behaviours grade criteria. Apprentices will need to have considered how their evidence meets the relevant behaviours grade criteria and associated evidence requirements, and ensure that they detail these in their interview responses.

6. Apprentices must work independently when preparing for and taking part in the interview. They must not share details of the questions with others.

7. When responding to the interview questions apprentices must verbally present (i.e. talk through) their work-based evidence to validate their responses. In presenting the work-based evidence, apprentices must:

   • put the evidence in context and then clearly outline what it shows and how it demonstrates that they have met the standards

   • detail relevant behaviours from the behaviours area of the Standard that they have demonstrated and how they meet the behaviours grading criteria and associated evidence requirements.

   • be mindful of confidentiality and data protection when talking about their work-based evidence

- ensure their work-based evidence is appropriate to support their interview responses, demonstrating to the assessor that they have met the grade criteria. Responses to meet skills-based and behaviours grading criteria that are not supported by appropriate work-based evidence will not be considered as meeting the grade criteria.

8. The IEA will make notes of apprentices' responses during the interview which will be audio recorded to support assessment decisions and for verification purposes.

9. At the end of the interview, the IEA will assess the apprentice's responses against the grade criteria and associated evidence requirements. They will make a decision on whether the apprentice has met the requirements.

Assessing performance

The 17 KSB Standard areas being assessed in the Portfolio-based Interview have been given different weightings based on the focus of interview questions and importance of skills to the role of Business Administrator. The weightings are applied through the marks available in each KSB Standard area. Within each KSB Standard area, the apprentice has to meet all the Pass criteria to receive a pass and all the Pass and all the Distinction criteria to receive a distinction.

Apprentices must achieve a minimum of 60 marks (60%) to pass the Portfolio-based Interview component. This can be achieved with any combination of assessment outcomes (Pass and/or Distinction or not met) across the individual KSB Standard areas.

The final mark outcome will be added to the mark outcomes for the Knowledge Test and the Project Presentation to determine the overall grade for the end-point assessment (see: *Section 2 – Grading*).

No other sources of information will be used to make judgements about the quality and sufficiency of the apprentices' evidence.

Weightings applied across the Knowledge, Skills and Behaviours.

KSB Standard area	Mark available for Pass	Mark available for Distinction	Total mark for each KSB Standard area
7 The organisation	3.16	0.84	4
8 Value of their skills	3.16	0.84	4
9 Stakeholders	3.16	0.84	4
10 Relevant regulations	3.16	0.84	4
11 Policies	3.16	0.84	4
12 External environment factors	3.16	0.84	4
14 Personal qualities	3.16	0.84	4
15 Managing performance	3.16	0.84	4
16 Adaptability	3.16	0.84	4
3 Interpersonal skills	4.74	1.26	6
5 Quality	4.74	1.26	6
13 Professionalism	4.74	1.26	6
17 Responsibility	4.74	1.26	6
1 IT	7.90	2.10	10
2 Record and document production	7.90	2.10	10
4 Communications	7.90	2.10	10
6 Planning and organisation	7.90	2.10	10
Total	**79**	**21**	**100**

Portfolio based interview: Grade criteria

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

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

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

Knowledge grade criteria	
7. The Organisation	**PASS CRITERION**
	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
	DISTINCTION CRITERION
	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
8. Value of their skills	**PASS CRITERIA**
	8.P1 Understands the structure of the organisation and how their work contributes
	8.P2 Identifies their role within the team and value of their skills
	DISTINCTION CRITERIA
	8.D1 Understands the structure of the organisation and is able to discuss how different teams support each other
	8.D2 Understands the contribution their work makes and promotes its value
	8.D3 Identifies their role within the team and is able to compare their skills with others
9. Stakeholders	**PASS CRITERIA**
	9.P1 Understands how to manage stakeholders
	9.P2 Demonstrates they have worked with stakeholders to achieve results
	DISTINCTION CRITERIA
	9.D1 Understands and follows principles of stakeholder management
	9.D2 Goes beyond expectations to build constructive relationships with stakeholders

Knowledge grade criteria continued	
10. Relevant regulations	**PASS CRITERION**
	10.P1 Demonstrates knowledge of relevant laws and regulation and consistently follows them
	DISTINCTION CRITERIA
	10.D1 Shows a thorough knowledge of relevant laws and regulations and consistently follows them
	10.D2 Champions adherence to relevant laws and regulation within the organisation
11. Policies	**PASS CRITERION**
	11.P1 Understands and follows the organisation's internal policies
	DISTINCTION CRITERION
	11.D1 Understands and promotes the organisation's internal policies
12. External environment factors	**PASS CRITERION**
	12.P1 Understand the external factors affecting the organisation and how they relate to their role
	DISTINCTION CRITERIA
	12.D1 Shows a deep understanding of the external factors facing the organisation and how they relate to their role
	12.D2 Seeks additional information about how those factors are developing

Behaviours grade criteria	
13. Professionalism	**PASS CRITERIA**
	13.P1 Consistently behaves in a professional way, showing punctuality, respect for others and personal presentation
	13.P2 Follows the standard of conduct required by the organisation
	DISTINCTION CRITERIA
	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
	13.D2 Can be relied upon to represent the team and be an ambassador for the organisation
14. Personal qualities	**PASS CRITERION**
	14.P1 Regularly shows integrity, reliability, positivity and self-motivation
	DISTINCTION CRITERION
	14.D1 Always shows integrity, reliability, positivity and self-motivation and successfully encourages others to show more of these qualities
15. Managing performance	**PASS CRITERIA**
	15.P1 Clarifies requirements and takes responsibility for work produced
	15.P2 Acts with responsibility and delivers their work to the right level of quality without requiring additional supervision and coaching
	15.P3 Asks for feedback and takes feedback on board
	DISTINCTION CRITERIA
	15.D1 Shows a strong personal responsibility for all aspects of their work and can work with minimal supervision, whist adhering to policies, procedures and standards
	15.D2 Takes feedback on board and continually assesses the quality of their work

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

Component 3: Project Presentation

Purpose

The Project Presentation involves apprentices delivering a presentation to the Independent End-point Assessor (IEA) based on a project they have completed. The presentation is followed by a 10-15 minutes question and answer session.

The purpose of the Project Presentation is to assess apprentices' knowledge and skills related to planning and managing a project.

The Project Presentation will assess the following knowledge and skills outlined in the Apprenticeship Standard, in line with the Assessment Plan requirements:

Knowledge	Skills
Stakeholders	IT
Processes	Decision making
	Communications
	Planning and organisation
	Project management

Format

The table below gives information about the context, duration and grading of the Project Presentation.

Structure and context	Apprentices will deliver a presentation lasting 10-15 minutes on a project they have completed. The project can be based on a process improvement or on some other administrative activity that is within their work responsibilities and includes improvement of a process.
	Apprentices must carry out their project and deliver the presentation in line with the *Project Presentation Apprentice Brief*.
	The presentation needs to meet the grading criteria on *page 36–37* and the associated evidence requirements of the KSB Standard areas being assessed.
	Both the project brief and the evidence requirements can be found in *Pearson End-point Assessment for Business Administrator Level 3 Additional Resources Document.*
	The presentation is followed by a 10–15 minute question and answer (Q&A) session in which the IEA will ask questions to clarify the evidence presented.
	It is anticipated that the project begins from month nine of the apprenticeship programme and is completed before the gateway is triggered, with allowance for sufficient time for apprentices to create and submit their presentation. The project should take between 21–35 hours to complete.
Duration	10–15 minutes for apprentices to deliver their presentation, followed by 10–15 minute Q&A.
Grading	To pass this component, apprentices must achieve a minimum of 60 marks out of 100. (60% of the available marks).
	For information on the overall grading of the EPA, please refer to the grading information in *Section 2*.

The Portfolio-based Interview contributes 40% to the overall end-point assessment grade.

Apprentices must produce their presentation independently. They must ensure the slides/files and all supporting project evidence appropriately covers the evidence requirements and demonstrates to the assessor that they have met the specified grade criteria and associated evidence requirements (these can be found in Pearson's *Additional Resources* document for this end-point assessment. This document is available directly from Pearson, once an EPA service agreement is in place).

It is recommended that any supporting project evidence submitted to the IEA 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 if they feel it will support them in the assessment.

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

1. The presentation slides/files and all 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 a *Project Presentation Evidence Authentication and Certification Declaration Form (Annexe C),* which must be signed and dated by the apprentice and their trainer/tutor.

2. 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 ready for submission to Pearson.

3. Following gateway, the IEA will contact employers to arrange a date for the handover of evidence. The IEA will review the evidence in preparation for the Project Presentation assessment but will not directly assess it.

Delivery and conduct

This section provides information on how the Project Presentation 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 delivery of the Project Presentation will last between 10–15 minutes, followed by a 10–15 minutes question and answer session. This will be led by the IEA and used to either confirm the apprentice's understanding, request further information or to assist in verifying the required standards.

2. The presentation will take place in a quiet place away from the 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. The IEA will facilitate the presentation and Q&A session and make all assessment decisions.

3. Apprentices need to be mindful of confidentiality and data protection when presenting their project and in their responses in the Q&A session.

4. The delivery of the Project Presentation and Q&A session will be audio recorded and the IEA will make notes of apprentices' responses during the Q&A session to support assessment decisions and for verification purposes.

5. At the end of the interview, the IEA will assess the delivery of the presentation and responses provided by apprentices in the Q&A session against the grade criteria and associated evidence requirements in order to make a decision on whether the apprentice has met the requirements.

Assessing performance

The seven KSB Standard areas being assessed in the Project Presentation have been given different weightings based on the focus of the project and importance of skills to the role of Business Administrator. The weightings are applied through the marks available in each KSB Standard area. Within each KSB Standard area, apprentices have to meet all the Pass criteria to receive a pass and all the Pass and all the Distinction criteria to receive a distinction.

KSB Standard areas, 1, 3, 4 and 5 include Pass criteria only (as shown in the shaded areas of the table below).

Apprentices must achieve a minimum of 60 marks (60%) to pass the Project Presentation component. This can be achieved with any combination of assessment outcomes (Pass and/or Distinction or not met) across the individual KSB Standard areas.

The final mark outcome will be added to the mark outcomes for the Knowledge Test and the Portfolio-based Interview to determine the overall grade for the end-point assessment (see: *Section 2 – Grading*).

No other sources of information will be used to make judgements about the quality and sufficiency of apprentices' evidence.

KSB Standard area	Mark available for Pass	Mark available for Distinction	Total mark for each KSB Standard area
1 IT	10	n/a	10
3 Communications	10	n/a	10
4 Planning and organisation	10	n/a	10
5 Stakeholders	10	n/a	10
2 Decision making	13	7	20
6 Project management	13	7	20
7 Processes	13	7	20
Total	**79**	**21**	**100**

Project Presentation: Grade criteria

No.	Skills Standard area	Grade criteria
1	IT	**PASS CRITERION** 1.P1 Demonstrates they can use presentation software effectively to produce a project presentation
2	Decision making	**PASS CRITERIA** 2.P1 Decisions are thought through, using a range of information to make a sound judgement 2.P2 Challenges appropriately and is polite when doing so 2.P3 Exercises sound judgement when asking for advice by choosing the appropriate time, manner and person **DISTINCTION CRITERIA** 2.D1 Decisions are timely and consistently show good judgement 2.D2 Decisions are continuously made by thoughtfully considering different information and the risks of any action 2.D3 Decisions are fully evidenced and justifiable 2.D4 Consistently behaves and seeks advice in a mature way
3	Communications	**PASS CRITERION** 3.P1 Demonstrates effective written and verbal communication in the delivery of the presentation
4	Planning and organisation	**PASS CRITERION** 4.P1 Manages their time and project tasks effectively and achieves agreed deadlines
5	Project management	**PASS CRITERIA** 5.P1 Effectively plans and manages small projects 5.P2 Able to lead small projects when required 5.P3 Demonstrates some understanding of project management tools and principles

No.	Knowledge standard area	Grade criteria
		DISTINCTION CRITERIA
		5.D1 Plans and manages a significant project and can describe what made it a success
		5.D2 Demonstrates strong leadership skills when managing a project
		5.D3 Understands and is able to apply a strong grasp of project management tools and principles
6	Stakeholders	**PASS CRITERION**
		6.P1 Demonstrates they have worked with internal/external stakeholders to achieve the required results
7	Processes	**PASS CRITERIA**
		7.P1 Understands and consistently follows the organisation's processes
		7.P2 Makes suggestions for small improvements and supports on successful implementation
		DISTINCTION CRITERIA
		7.D1 Understands and follows organisational processes and promotes them adherence and improvements
		7.D2 Able to identify inefficiencies or ineffectiveness in a process and support on successful implementation

4   Further information and useful publications

To get in touch with us visit our 'Contact us' pages:

- 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:

- *Pearson Equality, Diversity and Inclusion Policy* (Pearson)

This publication is 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 maths certificates (L2 or above)		
English and maths attempted (L2)		
Portfolio of evidence		
Project Presentation slides/files and supporting project evidence		

Employer declaration

I confirm that the apprentice has:

a) achieved the occupational knowledge, skills and behaviours required to achieve the apprenticeship.

b) 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 Authentication and Certification Declaration Form

When submitting the evidence portfolio, 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:	
ULN:	
Submission type: (first or retest)	Submission date:

Apprentice declaration

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.

b) I give my permission for Pearson to claim for my overall apprenticeship certificate, following confirmation of my successful achievement of this EPA.

Apprentice signature:_____ Date:_____

Tutor/trainer declaration

I confirm that the work presented for the portfolio is the apprentice's own.

I confirm that the work was completed under the specified conditions and context, and that the apprentice's evidence is authentic.

Tutor/trainer name: _____

Tutor/trainer signature:_____ Date:_____

Annexe C: Project Presentation Evidence Authentication and Certification Declaration Form

When submitting the 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:	
ULN:	
Submission type: **(first or retest)**	**Submission date:**

Apprentice declaration

a) 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.

b) I give my permission for Pearson to claim for my overall apprenticeship certificate, following confirmation of my successful achievement of this EPA.

Apprentice signature:_____ Date:_____

Tutor/trainer declaration

I confirm that the slides/files submitted by the apprentice for the Project Presentation, including supporting project evidence is their own.

I confirm that the work was completed under the specified conditions and context, and that the apprentice's evidence is authentic.

Tutor/trainer name: _____

Tutor/trainer signature:_____ Date:_____

Annexe D: Level 3 Business Administrator Assessment Plan – Grading Levels

The descriptions below provide expectations for the <u>overall </u>grading as detailed in the *Level 3 Business Administrator Assessment Plan.*

It is important that the criteria in *Section 3* for each component are read and understood in full.

Fail = less than 60%

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 = 60-79%

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 = 80% and over

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.