

Business Administrator
ST0070/AP03 Apprenticeship Standard
(Apprenticeship start date from 10th September 2020)



End-point Assessment Toolkit

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Introduction

VTCT Skills is an approved End-point Assessment Organisation (EPAO) for the Business Administrator apprenticeship standard. This toolkit has been produced to help you understand our approach to the standard and to ensure that the apprentice meets the necessary requirements.

To ensure that our assessments are robust, credible, and consistent, VTCT Skills will operate in accordance with the external quality assurance body appointed for this standard is Ofqual

Abbreviations

EPA	End-point Assessment
EPAO	End-point Assessment Organisation
AAS	Apprenticeship Assessment Service
IfATE	Institute for Apprenticeships and Technical Education
IEA	Independent End-point Assessor
LIEA	Lead Independent End-point Assessor
KT	Knowledge Test
KSB	Knowledge Skills & Behaviour
PI	Portfolio-based Interview
PP	Project Presentation
epaPRO	VTCT Skills End-point assessment system
VTCT Skills	VTCT Skills
Stakeholder(s)	Provider/Employer and/or Apprentice

Business Administration role

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. Business administrators develop key skills and behaviours to support their own progression towards management responsibilities.

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 of business administrator contributes to the efficiency of an organisation, through support of functional areas, working across teams and resolving issues as requested. The flexibility and responsiveness required allows the apprentice to develop a wide range of skills.

The 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. The business administrator is also expected to show initiative, managing priorities and own time, problem-solving skills, decision-making and the potential for people management responsibilities through mentoring or coaching others.

End-point Assessment Process



The Gateway

To meet the minimum requirements set out in the apprenticeship standard an apprentice needs to:

- ✓ display occupational competency
- ✓ have evidence of or pass functional skill levels in English and maths
- ✓ complete mandatory training (including Project and Portfolio)
- ✓ take any qualifications set out in the standard
- ✓ meet the minimum duration for their apprenticeship training

Only apprentices who complete Gateway successfully can start the EPA.

The Employer, in conjunction with the Provider, will formally sign-off that the Apprentice has met the minimum requirements in regards to the knowledge, skills and behaviours outlined in the standard. The Apprentice must also confirm that they feel ready to move onto their EPA.

However, both the employer and training provider have a shared responsibility to decide whether the apprentice has demonstrated the knowledge, skills and behaviours required to be competent in their job role.

It is important to refer back to the assessment plan when approaching gateway in order to check that the apprentice is able to demonstrate all of the required knowledge, skills and behaviours and can do so in a live EPA.

A copy of the standard should be available during the gateway meeting to ensure all parties have a clear overview of what is required:

https://www.instituteofapprenticeships.org/media/4504/st0070_business-admin_l3_ap-for-publication_100920.pdf

VTCT Skills has a process in place to support apprentices who have any additional learning requirements. Please refer to the VTCT Skills Reasonable Adjustments and Special Considerations policy for further information, this is available on our website.

Access arrangements / Reasonable Adjustments

It is important that Apprentices are able to access all types of assessment. Where Apprentices have disabilities, learning difficulties or temporary injuries that may disadvantage them, it is possible to apply to VTCT Skills for a Reasonable Adjustment.

It is the responsibility of the Provider to apply for these arrangements - on behalf of the Apprentice - prior to the EPA taking place. For more information on access arrangements, please refer to the VTCT Skills Reasonable Adjustments Policy for guidance or email epa@vtctskills.org.uk for further information.

Registering an Apprentice for End Point Assessment

The Provider can register your Apprentices for EPA via VTCT Skills' online registration and booking platform, epaPRO. They can be registered at any time during their apprenticeship at no additional upfront cost. You will need to use the Apprentices ULN when registering them via epaPRO along with their name and date of birth.

Further information on registering your Apprentices will be supplied once we have received your signed EPAO agreement and Letter of Intent.

Booking an Apprentice onto End-point Assessment

Providers must confirm that the apprentice has completed all of the mandated components of the standard via the apprentice checklist on epaPRO.

- ✓ EPA bookings must be made a minimum of 20 working days in advance of the desired assessment date(s)
- ✓ You will need to indicate preferred dates of assessment on the epaPRO
- ✓ The VTCT Skills EPA team will seek to match an Independent End-point Assessor (IEA) to your request
- ✓ The EPA team will formally confirm the booking by email and via epaPRO

Remote assessments

The PI and PP will ordinarily be conducted through via Microsoft Teams, a video conferencing platform provided through epaPRO. The apprentice will receive automated emails containing a link to their Microsoft Teams within 72 hours of the assessment being booked. Each link is required by the apprentice to complete the relevant assessment.

Planning assessment dates

Prior to the assessment taking place you will receive automated emails to:

- ✓ Confirm start time and expected duration of the assessments
- ✓ Access all relevant customer systems and resources
- ✓ Confirm the Project question

Cancellation

Under some circumstances it may be necessary to cancel an EPA, should this happen, you must contact the EPA team immediately. Please note, if a cancellation occurs within 10 working days of the assessment taking place there will be a cancellation charge applied in line with our Cancellation Policy.

If the Customer cancels the EPA:

- ✓ prior to the date of the EPA then the Customer must inform VTCT Skills by email; epa@vtctskills.org.uk
- ✓ on the day of the EPA, then the Customer must inform VTCT Skills immediately by telephone (0121 270 5100)

Cancellation of an EPA within 10 working days prior to the assessment taking place will incur **full cost** of the EPA. For further details you can locate our Cancellation Policy via epaPRO or our Website. Should the apprentice wish to re-sit at a later date a new booking form will be required.

Further information on re-sits can be found on page 12 of this toolkit.

ID Requirements

VTCT Skills are required to check the apprentice's identity. As all assessments are remote, the apprentice will be required to show their photo identification prior to the assessment starting via the virtual meeting room. Should there be any technical difficulties, contingencies will be put in place to allow the assessment to continue.

VTCT Skills will accept the following as proof of the apprentices' identity:

- ✓ A valid passport
- ✓ A signed UK photo card driving licence
- ✓ Employee ID card

The IEA will certify they have seen ID before proceeding with an assessment and confirm correct spelling of name in readiness for certification.

The End-point Assessment

Assessment Method	Weighting	Duration
Knowledge Test	33.3%	60 minutes
Portfolio Interview	33.3%	30 - 45 minutes
Presentation / Project	33.3%	20 - 30 minutes

The knowledge test should typically be passed before the apprentice progresses to the PI and PP.

All assessments within this standard are remote assessments, therefore they will need to take place in a suitable environment. The apprentice must be in a quiet room, free from distraction. The apprentice must have access to a strong and stable internet connection user guide for Microsoft Teams will be sent with confirmation of booking.

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.

Overall Grade

Knowledge test	Presentation/ project	Portfolio interview	Overall grade
Pass	Pass	Fail	Fail
Pass	Fail	Pass	Fail
Fail	Pass	Pass	Fail
Pass	Pass	Pass	Pass
Pass	Distinction	Distinction	Pass
Pass	Distinction	Fail	Fail
Distinction	Distinction	Pass	Pass
Pass	Pass	Distinction	Pass
Distinction	Distinction	Distinction	Distinction

Knowledge Test

The KT comprises of equally weighted multi-choice questions with four possible answers, of which only one will be valid and correct. The questions will relate only to the knowledge areas of the Standard.

The test will consist of 50 randomly selected questions, of which 60% will need to be correctly answered to achieve a pass. The questions will be presented to apprentices' through VTCT Skills' secure, online assessment platform. The maximum time allowed for this assessment is 60 minutes; this is pre-set within the testing platform.

Assessment Method	Weighting	Duration	Marks available	Grading
Knowledge Test	33.3%	60 minutes	50	Fail; Pass; Distinction

The KT can be completed by proctoring (remote invigilation) or face-to-face invigilation depending on the individual needs and preferences.

Proctoring will be carried out by a trained person within the VTCT Skills Team, with guidance sent out to all stakeholders at the time of booking, this is provided at a standard cost as per VTCT Skills fees.

Should a face-to-face test be requested, the employer / provider will be responsible for invigilating, the relevant guidance is available on epaPRO and will be sent to the provider when the booking is confirmed. The apprentice will receive a result notification promptly after completion via the online testing platform. The assessment should be passed before the apprentice progresses to the PI and PP, however, this is not mandatory.

Employers/providers may request that VTCT Skills invigilate the knowledge test, if this is the case an IEA will be sourced to invigilate accordingly, however this will be at additional cost to the employer / provider.

The employer / provider will be required to retain the invigilation report for audit purposes. VTCT Skills will request a sample quarterly as part of the quality audits.

Example questions
<p>"Stakeholders from across the organisation have raised concerns about a project to Mikael, the business administrator".</p> <p>What is the best course of action for Mikael to take?</p> <p>A: Deal with the stakeholder concerns in the order they came up</p> <p>B: Prioritise the concerns communicated by core stakeholders</p> <p>C: Delegate the stakeholder concerns to his senior manager</p> <p>D: Respond to the senior management concerns first</p>
<p>What is likely to be the biggest consequence of a business that regularly fails to protect personal data?</p> <p>A: Increased labour costs</p> <p>B: Restricted business loans</p> <p>C: Loss of business reputation</p> <p>D: Criminal prosecution</p>
<p>"Your organisation has erased a customer's personal data within one month after the customer spoke to a colleague".</p> <p>What best describes the nature of the customer contact?</p> <p>A: They requested a copy of their personal data held by the organisation</p> <p>B: They withdrew consent for the organisation to hold their personal data</p> <p>C: They phoned up to update the organisation with their new address</p> <p>D: They wrote a letter of complaint to the CEO of the organisation</p>

The KT predominantly focuses on non-organisation specific knowledge outlined in the Standard. This includes relevant regulation and laws, business fundamentals and project management principles.

Results of the apprentice's knowledge test will be available in VTCT Skills' secure on-line assessment platform and the corresponding grade will be transferred to epaPRO.

Portfolio-Based Interview

The portfolio of learning provides a structure for the interview. The portfolio should provide at least one piece of evidence for each of the minimum knowledge, skills and behaviours; these are outlined in the assessment plan.

The apprentice's portfolio of learning is to be submitted to VTCT Skills via epaPRO one month prior to the interview. Evidence is gathered on-programme and the employer should facilitate this through relevant tasks and support, the provider should support where needed.

The interview assesses understanding and learning shown in the portfolio of learning; 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.

Assessment Method	Weighting	Duration	Grading
Portfolio-based Interview	33.3%	30-45 minutes	Fail; Pass; Distinction

The interview lasts for between 30-45 minutes and scored out of 100 marks.

The portfolio of learning contains:

- A minimum of 8-12 pages, for consistency.
- At least one of each of the minimum knowledge, skills and behaviours as outlined in the annexed Methods and Grading table (Annex 5).
- Practical observation and / or evaluation by the employer or provider to be included, such as acknowledgement of a skill shown or evidencing work completed on a particular task with manager comments, and a varied range of evidence which is then discussed at interview.

The portfolio is not directly assessed, it is used to frame discussion during the interview, where KSBs are to be demonstrated. 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.

The IEA will ensure that the interview remains focused and effective, by actively summarising the points covered and that encouraging questioning is applied to probe for further information, or to clarify certain points of the discussion. The apprentice will be made aware that the interview will be recorded, to evidence how the points relating to the standards have been covered and graded.

Project Presentation

The apprentice delivers a presentation to the IEA 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. Once the project is submitted to Skillsfirst, the Apprentice is assigned a question to answer in the presentation. The question is provided within 48 hours of the IEA receiving the project. This process happens once the apprentice is at the Gateway stage.

Example questions:

- 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. Evidence of these hours are not required as part of the Assessment, however VTCT Skills recommend that the provider keeps a record for audit purposes.
- 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.

Before the Assessment Employers / Training Providers should:

- ✓ Ensure that the Apprentice is aware of the date and time and is able to access the Microsoft Teams.
- ✓ Encourage the Apprentice to reflect on their experience and understand what is required to meet the standard.

The presentation focuses on the skills required to complete a project or process improvement, including 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.

Assessment Method	Weighting	Duration	Grading
Project Presentation	33.3%	20-30 minutes	Fail; Pass; Distinction

Feedback

The IEA will provide a summary of the assessment that has taken place and allow the apprentice the opportunity to ask questions, comment on the session or provide feedback should they wish to. If the apprentice has any questions / comments or feedback, the IEA should record this on the assessment record.

However, the IEA will not provide the apprentice (or their manager) with a preliminary grade, as it will be subject to the internal quality assurance processes. VTCT Skills will **aim** to confirm the apprentice's final and overall grade approximately 10 working day following the last assessment.

Access arrangements

It is important that apprentices are able to access all types of assessments to demonstrate KSBs. Where apprentices have disabilities, learning difficulties, or temporary injuries that may disadvantage them, a reasonable adjustment should be applied for prior to booking via email, when the Reasonable Adjustment /Special Consideration has been approved a reference will be sent to add to the booking, this will also be added to epaPRO via notes for reference and confirmation.

It is the responsibility of the provider to apply for these arrangements on behalf of the apprentice prior to the EPA taking place. For more information on access arrangements, please refer to the VTCT Skills Reasonable Adjustment Policy and Special Consideration Policy via the EPAO page on the VTCT Skills website.

Re-sitting / Retaking End-point Assessment

A maximum of 2 resits are permitted, then a retake must occur. The rationale for this is that an apprentice must need further training if they have failed on two occasions. VTCT Skills will require a retake declaration completing and uploading prior to retake.

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

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

The fees for re-sits / retakes will be agreed upon with the Head of Assessment Services at VTCT Skills and the Employer / Provider.

Employers and training providers should agree in advance who will pay for re-sits / retakes not included in their contract. Employers are expected to financially support apprentices until completion of their apprenticeship, including paying the cost of re-sits / retakes, when necessary. Re-sits / retakes are ineligible costs and are not funded by the ESFA. Although the training provider is not responsible for re-sit / retake costs but may agree to contribute and can include this in their agreement at the beginning of the apprenticeship.

Results

Following the completion of all assessments, the IEA will send all completed marking sheets and feedback reports to the EPA Moderation team, who will then provide final grades following IQA/moderation. These final grades will be submitted to the Apprenticeship Assessment Service via the portal within 21 days of the final grade being awarded. The AAS will then issue an Apprenticeship completion certificate for the standard; a copy of the certificate number along with the date will then be input onto the apprentice's record on epaPRO by Skillsfirst.

These certificates will confirm that the apprentice has passed the EPA and has demonstrated full competency across the standard. They will be sent to the employer for distribution and celebration. We would advise providers to check with employers that the certificate has been received and a copy has been taken for their records. Should the certificate need to be sent directly to the Apprentice, this must be agreed upon by the employer and correct information added to epaPRO prior to EPA completion.

Appeals

Should an apprentice or employer wish to appeal the grade received, please refer to the VTCT Skills Appeals Policy, which is available via epaPRO or the VTCT Skills website.

Appendix 1

Guidance for Apprentices

VTCT Skills is an End-point Assessment Organisation (EPAO); you will be assessed by an Independent End-point Assessor (IEA) to ensure that you are meeting the requirements of the Business Administration Apprenticeship Standard. The IEA will independently assess your competency after you have completed the on-programme training and learning.

Each IEA will carry identification as proof of who they are before commencing an assessment. EPA's will be carried out by an IEA, who is an assessment expert and has the required occupational expertise within the sector. IEA's will carry out the range of required assessments securely and safely in your workplace or remotely.

Successful completion of EPA demonstrates that you are competent in your role and will result in the award of the apprenticeship certificate from the Institute. This certificate will be applied for by VTCT Skills and will be sent directly to your employer from the ESFA.

The purpose of this document is to ensure you, the apprentice, know about the requirements within the Business Administration Apprenticeship Standard. This will help you to meet the assessment requirements

On programme training and learning

On programme training and learning must meet the requirements set out in the apprenticeship standard. Your employer and provider will support you throughout your apprenticeship; this should take a minimum of 12 months.

Abbreviations

EPA	End-point Assessment
EPAO	End-point Assessment Organisation
AAS	Apprenticeship Assessment Service
the Institute	Institute for Apprenticeships and Technical Education
IEA	Independent End-point Assessor
KSB	Knowledge Skills & Behaviour
KT	Knowledge Test
LIEA	Lead End-point Assessor
PI	Portfolio-based Interview
PP	Project Presentation
epaPRO	VTCT Skills End-point assessment system
VTCT Skills	VTCT Skills

Your identification (ID) requirements

VTCT Skills will need to ensure that you are the right person undertaking an assessment, therefore the IEA will need to see photo ID from you, and this can be:

- ✓ A valid passport
- ✓ A signed UK photo card driving licence
- ✓ Employee ID card

The IEA will need to confirm they have seen your ID before they proceed, so please ensure you have this with you on the day. Failure to do so may result in the assessment being cancelled and a charge being incurred by your employer and provider. Should there be any technical difficulties, contingency arrangements will be implemented to allow the assessment to continue.

Gateway to End-point Assessment

Once you have completed the relevant on-programme training and learning, you, your employer and provider will confirm that you are ready for EPA. Confirmation is via a Gateway meeting and once you have all agreed you are ready, you will be booked in for your EPA on an appropriate date for you, your employer and provider.

End-point Assessment

The EPA is the final assessment of your apprenticeship. It will test your knowledge, skills and behaviours; the Business Administration apprenticeship standard is made up of three different assessment methods, the IEA will grade these as a fail, pass, or distinction. We have provided your employer and provider with guidance regarding what you will need to know and show to achieve a pass, or distinction.

Methods of assessment

The EPA methods for the Business Administration apprenticeship standard include the following components:

Knowledge Test

Assessment Method	Weighting	Duration	Marks available	Grading
Knowledge Test	33.3%	60 minutes	50	Fail; Pass; Distinction

The knowledge test comprises of equally weighted multi-choice questions with four possible answers, of which only one will be valid and correct. The questions will relate only to the knowledge areas of the Standard.

The test will consist of 50 randomly selected questions, of which 60% will need to be correctly answered to achieve a pass. The questions will be presented to you through VTCT Skills' secure, on-line assessment platform. The maximum time allowed for this assessment is 60 minutes; this is pre-set within the testing platform.

Example questions
<p>"Stakeholders from across the organisation have raised concerns about a project to Mikael, the business administrator".</p> <p>What is the best course of action for Mikael to take?</p> <p>A: Deal with the stakeholder concerns in the order they came up</p> <p>B: Prioritise the concerns communicated by core stakeholders</p> <p>C: Delegate the stakeholder concerns to his senior manager</p> <p>D: Respond to the senior management concerns first</p>
<p>What is likely to be the biggest consequence of a business that regularly fails to protect personal data?</p> <p>A: Increased labour costs</p> <p>B: Restricted business loans</p> <p>C: Loss of business reputation</p> <p>D: Criminal prosecution</p>
<p>"Your organisation has erased a customer's personal data within one month after the customer spoke to a colleague".</p> <p>What best describes the nature of the customer contact?</p> <p>A: They requested a copy of their personal data held by the organisation</p> <p>B: They withdrew consent for the organisation to hold their personal data</p> <p>C: They phoned up to update the organisation with their new address</p> <p>D: They wrote a letter of complaint to the CEO of the organisation</p>

The KT predominantly focuses on non-organisation specific knowledge outlined in the Standard. This includes relevant regulation and laws, business fundamentals and project management principles.

Tests are either conducted face to face with your provider (invigilated) or via proctoring on a remote platform. Your provider will discuss this with you prior to the assessment taking place and guidance will be supplied by VTCT Skills via email once booking in confirmed. You will be provided with user guides on confirmation of booking

Results of your knowledge test will be available in VTCT Skills' secure online assessment platform and are available instantly. These may be subject to review by the moderator, however, the grade will be released within 10 working days.

Portfolio-based Interview

Assessment Method	Weighting	Duration	Grading
Portfolio-based Interview	33.3%	30-45 minutes	Fail; Pass; Distinction

The portfolio of learning provides a structure for the interview. You should provide at least one piece of evidence for each of the minimum knowledge, skills and behaviours; these are outlined in the assessment plan. Evidence will be gathered on-programme and your employer should facilitate this through relevant tasks and support; the provider should support you where needed.

The interview assesses understanding and learning shown in the portfolio of learning; the portfolio is not directly assessed.

Your portfolio of learning should contain:

- A minimum of 8-12 pages, for consistency
- At least one of each of the minimum knowledge, skills and behaviours as outlined in the annexed Methods and Grading table (Annex 5)
- Practical observation and / or evaluation by your employer or provider to be included, such as acknowledgement of a skill you have shown or evidencing work you have completed on a particular task with your managers comments, and a varied range of evidence which is then discussed at interview

The IEA will ensure that the interview remains focused and effective, by actively summarising the points covered and using encouraging questioning to either probe you for further information, or to clarify certain points of the discussion. You will be made aware that the interview will be recorded, to evidence how the points relating to the standards have been covered and graded.

The interview assesses:

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

The interview lasts for between 30 - 45 minutes and scored out of 100 marks. This is a remote assessment, therefore will need to take place in a suitable environment. Both you and the IEA must be in a quiet room, free from distraction.

Project Presentation

Assessment Method	Weighting	Duration	Grading
Project Presentation	33.3%	20-30 minutes	Fail; Pass; Distinction

You will be required to deliver a presentation to the IEA on a project that you have completed or a process that you have improved. The presentation lasts 10-15 minutes, with a further 10-15 minutes for a Q&A session. The project will be completed from month 9 of your apprenticeship and should be completed prior to the EPA being triggered.

Once your Project is submitted to VTCT Skills, you will be assigned a question to produce the presentation. The question will be provided within 48 hours of the IEA receiving the project. This process happens once you are at Gateway.

Example questions:

- 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 Knowledge, Skills and Behaviours shown in your project. The presentation should demonstrate how you have approached a task and the skills shown in doing so, building towards how you 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. The presentation is a remote assessment, therefore will need to take place in a suitable environment. Both you and the IEA must be in a quiet room, free from distraction.

Further requirements:

- Your project or process improvement should account for 21 - 35 working hours, over your apprenticeship, to adequately apply yourselves. Evidence of these hours are not required as part of the Assessment however VTCT Skills recommend that you and the provider keep a record for audit purposes
- Must be work-based; incorporating scoping, planning, managing, communicating to stakeholders, monitoring and reporting results
- You will choose the project / process improvement with the guidance from your employer and training provider

Before the Assessment you should ensure:

- ✓ You are aware of the date and time of your assessment and are able to access the Microsoft Teams; discuss this with your Employer and / or Training Provider.
- ✓ You reflect on your experience and understand what is required of you to meet the standard.

Your 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 your presentation is coupled with effective communication in delivery.

Good luck with your Apprenticeship, we look forward to meeting you.

Please feel free to view our website for further information.

Appendix 2

Declaration of Authenticity

Apprenticeship Standard	Business Administrator
Component	

I confirm that the work / evidence uploaded is my own work and has been personally created by me and demonstrates my knowledge, skills and competence.

I understand that the grade awarded may be invalidated, if it is found work / evidence that does not belong to me has been uploaded.

All work / evidence uploaded towards this assessment is current.

Apprentice name	
Apprentice signature	
Date	

I confirm that the Portfolio work / evidence is that of the above member of staff.

Employer name	
Employer signature	
Date	

Please complete and upload this form at the same time as uploading the Portfolio to epaPRO.

Appendix 3
Retake Declaration

Apprentice Name	
ULN Number	
Date of Retake	
Name of Assessment/s	

This is to confirm that the apprentice has undertaken a period of additional learning in the following.

Area/s of the Business Administrator Level 3 Standard:

Area/s of additional learning covered (Please list)		
Declaration	Signature	Date
Apprentice Signature		
Employer Signature		
Provider Signature		

Appendix 4

Assessment Methods and Grading Criteria BA L3

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

KSBs	Description	Assessment method	Fail: Apprentice does not meet the pass criteria	Pass Apprentice meets all of the below pass criteria	Distinction: Apprentice meets all of the below pass criteria and all of the below
SKILLS					
What is required (advancing key skills to support progression to management)					
IT	<p>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.</p> <p>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.</p>	<p>Portfolio interview or Project presentation</p>	<p>Has not demonstrated they can use IT packages.</p> <p>Unable to provide quality examples of when they have used IT packages without mistakes</p>	<p>Demonstrates they can use IT packages, specifically to write letters or emails, and to record and analyse information.</p> <p>Able to perform tasks relevant to their role using IT packages without supervision</p>	<p>Consistently demonstrates they can use IT packages and can provide varied, quality examples.</p> <p>Able to perform tasks relevant to their role using IT packages and can coach others in using IT.</p>
Record and document production	<p>Produces accurate records and documents including: emails, letters, files, payments, reports and proposals.</p> <p>Makes recommendations for improvements and present solutions to management.</p> <p>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.</p>	<p>Portfolio interview</p>	<p>Frequent mistakes in written documentation, requiring regular correction.</p> <p>Zero or very few workable recommendations are made</p> <p>Communications not kept confidential</p>	<p>Records are accurate, rarely require correction and are treated confidentially</p> <p>Recommendations and solutions only need minor improvements</p> <p>Supports others in producing documents and can provide examples</p>	<p>Records are consistently accurate and confidential</p> <p>Recommendations are insightful, clearly recorded and results in a clear benefit to the organisation</p> <p>Offers to coach others and good performance is recorded in feedback</p>

Decision making	<p>Exercises proactivity and good judgement.</p> <p>Makes effective decisions based on sound reasoning and is able to deal with challenges in a mature way.</p> <p>Seeks advice of more experienced team members when appropriate.</p>	Project presentation	<p>Frequently makes poor decisions and does not learn from mistakes</p> <p>Decision making is unreasoned</p> <p>Reacts unprofessionally to feedback</p>	<p>Decisions are thought through, using a range of information to make a sound judgement</p> <p>Challenges appropriately and is polite when doing so</p> <p>Exercises sound judgement when asking for advice by choosing the appropriate time, manner and person</p>	<p>Decisions are timely and consistently show good judgement</p> <p>Decisions are continuously made by thoughtfully considering different information and the risks of any action</p> <p>Decisions are fully evidenced and justifiable</p> <p>Consistently behaves and seeks advice in a mature way</p>
Interpersonal skills	<p>Builds and maintains positive relationships within their own team and across the organisation.</p> <p>Demonstrates ability to influence and challenge appropriately.</p> <p>Becomes a role model to peers and team members, developing coaching skills as they gain area knowledge.</p>	Portfolio interview or Project presentation	<p>Does not work effectively with others</p> <p>Does not exhibit role model behaviours</p> <p>Does not seek to develop coaching skills</p>	<p>Works effectively with a range of people</p> <p>Influences and challenges peers when necessary</p> <p>Supports others in the organisation and demonstrates coaching skills</p>	<p>Influences managers as well as peers</p> <p>Constructively challenges managers, as well as peers, when necessary</p> <p>Proactively offers to coach others and has had good performance recorded in feedback</p>
Communications	<p>Demonstrates good communication skills, whether face-to-face, on the telephone, in writing or on digital platforms.</p> <p>Uses the most appropriate channels to communicate effectively.</p> <p>Demonstrates agility and confidence in communications, carrying authority appropriately.</p> <p>Understands and applies social media solutions appropriately.</p> <p>Answers questions from inside and outside of the organisation, representing the organisation or department.</p>	Portfolio interview or Project presentation	<p>Communication is unclear, either verbally or in writing</p> <p>Chooses ineffective methods to communicate, e.g. social media for sensitive work-related information</p> <p>Regularly leaves queries unresolved</p>	<p>Demonstrates they can communicate clearly, in both written and verbal communication</p> <p>Shows flexibility to different situations</p> <p>Uses appropriate communication channels dependent on the subject matter</p> <p>Demonstrates ability to answer queries effectively from both inside and outside the organisation</p>	<p>Communication is consistently clear, both written and verbally</p> <p>Champions an appropriate choice of communication channels</p> <p>Consistently answers queries from both inside and outside of the organisation in a confident way</p>

Quality	<p>Completes tasks to a high standard. Demonstrates the necessary level of expertise required to complete tasks and applies themselves to continuously improve their work.</p> <p>Is able to review processes autonomously and make suggestions for improvements.</p> <p>Shares administrative best-practice across the organisation e.g. coaches others to perform tasks correctly.</p> <p>Applies problem-solving skills to resolve challenging or complex complaints and is a key point of contact for addressing issues.</p>	Portfolio interview	<p>Consistently makes mistakes in work that require correction</p> <p>Fails to reflect on learning and share it with others</p> <p>Unable to work autonomously</p>	<p>Checks own work before submission and makes improvements</p> <p>Work is largely accurate and meets expectations</p> <p>Identifies areas for improvement and can justify why</p> <p>Promotes best practice examples of administration, such as accurate records</p>	<p>Takes ownership for work and applies processes for checking work</p> <p>Work is consistently accurate and meets the agreed outcomes</p> <p>Recommends and implements process improvements</p> <p>Proactively offers to coach others in an area of work and communicates requirements for work</p>
Planning and organisation	<p>Takes responsibility for initiating and completing tasks, manages priorities and time in order to successfully meet deadlines.</p> <p>Positively manages the expectations of colleagues at all levels and sets a positive example for others in the workplace.</p> <p>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).</p> <p>Manages resources e.g. equipment or facilities. Organises meetings and events, takes minutes during meetings and creates action logs as appropriate.</p> <p>Takes responsibility for logistics e.g. travel and accommodation.</p>	Portfolio interview or Project presentation	<p>Does not plan work effectively</p> <p>Ineffective at managing expectations and unrealistic when setting timescales</p> <p>Does not demonstrate an awareness of the wider environment</p>	<p>Plans work and achieves deadlines</p> <p>Shares areas to improve plans with others</p> <p>Effectively manages resources and meetings</p> <p>Takes responsibility for logistics and can provide examples</p>	<p>Makes plans that efficiently maximise resources and personally ensures results are achieved</p> <p>Improves the management of resources e.g. identifies cost savings or process improvements</p> <p>Is proactive in taking responsibility for areas of logistics and has excellent examples to demonstrate this</p>
Planning and organisation	<p>Takes responsibility for initiating and completing tasks, manages priorities and time in order to successfully meet deadlines.</p> <p>Positively manages the expectations of colleagues at all levels and sets a positive example for others in the workplace.</p>	Portfolio interview or Project presentation	<p>Does not plan work effectively</p> <p>Ineffective at managing expectations and unrealistic when setting timescales</p>	<p>Plans work and achieves deadlines</p> <p>Shares areas to improve plans with others</p> <p>Effectively manages resources and meetings</p>	<p>Makes plans that efficiently maximise resources and personally ensures results are achieved</p>

	<p>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).</p> <p>Manages resources e.g. equipment or facilities. Organises meetings and events, takes minutes during meetings and creates action logs as appropriate.</p> <p>Takes responsibility for logistics e.g. travel and accommodation.</p>		Does not demonstrate an awareness of the wider environment	Takes responsibility for logistics and can provide examples	<p>Improves the management of resources e.g. identifies cost savings or process improvements</p> <p>Is proactive in taking responsibility for areas of logistics and has excellent examples to demonstrate this</p>
Project management	<p>Uses relevant project management principles and tools to scope, plan, monitor and report.</p> <p>Plans required resources to successfully deliver projects.</p> <p>Undertakes and leads projects as and when required.</p>	<p>Project presentation or Knowledge test</p>	<p>Project management is not effective, e.g. lack of plans or unrealistic expectations and execution</p> <p>Cannot demonstrate an understanding of project management tools and principles</p>	<p>Effectively plans and manages small projects</p> <p>Able to lead small projects when required</p> <p>Demonstrates some understanding of project management tools and principles</p>	<p>Plans and manages a significant project and can describe what made it a success</p> <p>Demonstrates strong leadership skills when managing a project</p> <p>Understands and is able to apply a strong grasp of project management tools and principles</p>

KSBs	Description	Assessment method	Fail: Apprentice does not meet the pass criteria	Pass: Apprentice meets all of the below pass criteria	Distinction: Apprentice meets all of the below pass criteria and all of the below
KNOWLEDGE					
What is required (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)	Does not show any knowledge of the organisation's purpose, aims and ways of working Cannot demonstrate an understanding of the political and economic environment	Shows a working knowledge of the organisations purpose, aims and ways of working, putting it in context of the local (or sector) environment Provides some understanding of the political and economic environment	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
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	Shows a limited understanding of the organisation Cannot identify how their work contributes or how they fit within the team	Understands the structure of the organisation and how their work contributes Identifies their role within the team and value of their skills	Understands the structure of the organisation and is able to discuss how different teams support each other Understands the contribution their work makes and promotes its value Identifies their role within the team and is able to compare their skills with others
Stakeholders	Has a practical knowledge of managing stakeholders and their differing relationships to an organisation. This includes internal and external customers, clients and/or suppliers. Liaises with internal/external customers, suppliers or stakeholders from inside or outside the UK. Engages and fosters relationships with suppliers and partner organisations.	Portfolio interview or Project presentation and may also be demonstrated in the Knowledge test (stakeholder management principles)	Does not understand the principles of stakeholder management Does not build good relationships	Understands how to manage stakeholders, e.g. clarifying and delivering on expectations Demonstrates they have worked with stakeholders to achieve results	Understands and follows the principles of stakeholder management Goes beyond expectations to build constructive relationships with stakeholders

Relevant regulation	Understands laws and regulations that apply to their role including data protection, health & safety, compliance etc. Supports the company in applying the regulations.	Knowledge test or Portfolio interview	Does not know the relevant laws and regulation for their job and has not followed them in the past	Demonstrates knowledge of relevant laws and regulation and consistently follows them	Shows a thorough knowledge of relevant laws and regulations and consistently follows them Champions adherence to relevant laws and regulation within the organisation
Policies	Understands the organisation's internal policies and key business policies relating to sector.	Portfolio interview	Does not fully know or understand the organisation's internal policies	Understands and follows the organisation's internal policies	Understands and promotes the organisations internal policies
Business fundamentals	Understands the applicability of business principals such as managing change, business finances and project management.	Knowledge test	Does not know the fundamentals of business, including finances, managing change and project management	Knows the fundamentals of business, including finances, managing change and project management	Knows the fundamentals of business, can relate them to their administrative occupation and show how they make an impact
Processes	Understands the organisation's processes, e.g. making payments or processing customer data. Is able to review processes autonomously and make suggestions for improvements. Applying a solutions-based approach to improve business processes and helping define procedures. Understands how to administer billing, process invoices and purchase orders.	Project presentation	Does not understand the processes of the organisation and follows them inconsistently Makes limited or impractical suggestions for improvements	Understands and consistently follows the organisation's processes Makes suggestions for small improvements and supports on successful implementation	Understands and follows organisational processes and promotes them adherence and improvements Able to identify inefficiencies or ineffectiveness in a process and support on successful implementation
External environment factors	Understands relevant external factors e.g. market forces, policy & regulatory changes, supply chain etc. and the wider business impact). Where necessary understands the	Knowledge test or Portfolio interview	Shows little understanding of how external factors affect the organisation	Understand the external factors affecting the organisation and how they relate to their role	Shows a deep understanding of the external factors facing the organisation and how they relate to their role Seeks additional information about how those factors are developing

KSBs	Description	Assessment method	Fail: Apprentice does not meet the pass criteria	Pass: Apprentice meets all of the below pass criteria	Distinction: Apprentice meets all of the below pass criteria and all of the below
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	Does not behave in a professional way Has failed to be punctual on an ongoing basis and has shown a negative attitude towards colleagues Does not follow the standards of conduct required by the organisation Disrespectful to different backgrounds and does not challenge inappropriate prevailing cultures	Consistently behaves in a professional way, showing punctuality, respect for others and personal presentation Follows the standard of conduct required by the organisation	Is a role model employee, showing professionalism in their conduct, punctuality, presentation and respect for others, irrespective of background; even in difficult circumstances Can be relied upon to represent the team and be an ambassador for the organisation
Personal qualities	Shows exemplary qualities that are valued including integrity, reliability, self-motivation, being pro-active and a positive attitude. Motivates others where responsibility is shared.	Portfolio interview or Project presentation	Has not shown integrity, reliability, positivity and self-motivation	Regularly shows integrity, reliability, positivity and self-motivation	Always shows integrity, reliability, positivity and self-motivation and successfully encourages others to show more of these qualities
Managing performance	Takes responsibility for their own work, accepts feedback in a positive way, uses initiative and shows resilience. Also takes responsibility for their own development, knows when to ask questions to complete a task and informs their line manager when a task is complete. Performs thorough self-assessments of their work and complies with the organisation's procedures.	Portfolio interview or Project presentation	Does not ask questions or clarify expectations Negative attitude towards supervision and coaching to deliver their work to the agreed level of quality Cannot demonstrate a constructive response to feedback	Clarifies requirements and takes responsibility for work produced Acts with responsibility and delivers their work to the right level of quality without requiring additional supervision and coaching Asks for feedback and takes feedback on board	Shows a strong personal responsibility for all aspects of their work and can work with minimal supervision, whilst adhering to policies, procedures and standards. Takes feedback on board and continually assesses the quality of their work

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	Can be disorientated by, or defensive towards, change	Accepts and responds positively to change	Accepts change, evaluates the impact of any change and seeks to use it to improve their work
Responsibility	Demonstrates taking responsibility for team performance and quality of projects delivered. Takes a clear interest in seeing that projects are successfully completed and customer requests handled appropriately. Takes initiative to develop own and others' skills and behaviours.	Portfolio interview or Project presentation	Shifts responsibility to others and excuses the situation when levels of quality or efficiency are not met	Accepts personal responsibility for their own work, delivering their work on time and to the right level of quality Demonstrates ownership and willingness to see work completed Applies initiative in developing their own skills and behaviours	Role model who takes personal responsibility for themselves and peers Aims to deliver work within targets and deliver more than required in their role Proactively seeks opportunities to develop themselves and shares this learning with others