



# End-Point Assessment

## SPECIFICATION AND GUIDANCE

**NCFE Level 3**

Business Administrator

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# Introduction to End-Point Assessment

## What is End-Point Assessment?

End-point assessment (EPA) is a synoptic assessment at the end of the apprenticeship programme. EPA is carried out by an Independent End-Point Assessor (IEPA) who has not been part of the teaching and learning.

## End-Point Assessment for Business Administrator

The assessment plan that accompanies the Business Administrator standard contains a combination of assessment methods designed to test the apprentice's knowledge, skills and behaviours (KSBs) in line with the requirements for synoptic testing under the apprenticeship reforms. The assessment plan can be found at:

<https://www.instituteforapprenticeships.org/apprenticeship-standards>

NCFE's assessment of this standard has been developed to meet the requirements of this plan and we have produced a number of documents (including this one) that tell you everything you need to know about EPA with us.

Other guidance documents available on our online platform:

- Platform Guide.

NCFE's assessment approach is digital first and we have an online platform to manage every aspect of EPA – from access to advice and guidance, to booking and sitting assessments. Face-to-face delivery is available at an extra cost.

The EPA for the Business Administrator consists of 3 assessments:

- Knowledge Test
- Portfolio-based Interview supported by a Portfolio of Evidence
- Project Presentation.

Each EPA method covers distinct criteria from the standard.

## The Learning and Assessment Journey

### On-programme

NCFE recommends that in order to drive quality and consistency through on-programme learning, Independent Training Providers (ITPs) and employers may wish to consider the following:

- Use of their normal performance management processes to monitor the progress of the apprentice, provide feedback and guide development.
- ITPs may provide support in delivering learning and formative assessment of apprentices, ensuring that the requirements of the apprenticeship standard are reflected in the above processes, and by filling any gaps through their work with apprentices.
- Employers and ITPs should carry out joint reviews of progress at regular intervals, involving apprentices, line managers and others with a direct relationship, e.g. mentors. They should agree how any issues or development requirements are to be resolved together.
- It is strongly recommended that apprentices develop and maintain examples of their work throughout their apprenticeship that cover the full standard. These examples can then be reviewed on-programme at intervals agreed by the employer and ITP; for example, at 3, 6 and 9 months. These will be part of the apprentice's Portfolio of Evidence.

## Roles and Responsibilities

The table below indicate the roles each individual is expected to undertake, in order to assist the apprentice through the on-programme training and prepare them for EPA.

<p><b>Apprentice</b></p>	<ul style="list-style-type: none"> <li>• participates fully in their training and development</li> <li>• actively contributes to their performance review</li> <li>• ensures that all the evidence they collect for their Portfolio is valid, authentic, sufficient, current and reliable</li> <li>• completes the Project Report</li> <li>• completes the project or process improvement activities</li> <li>• contributes to the decision on the timing of their EPA.</li> </ul>
<p><b>Employer</b></p>	<ul style="list-style-type: none"> <li>• supports the apprentice throughout their training and development</li> <li>• conducts regular reviews to monitor the apprentice's progress</li> <li>• provides suitable work for the apprentice to be able to apply themselves to and discuss in the Portfolio-based Interview</li> <li>• supports the apprentice to decide on what would be a suitable project or process improvement</li> <li>• confirms whether the apprentice's digital skills have been shown and recognises the apprentice's on-the-job IT skills</li> <li>• reviews the Portfolio of Evidence prior to triggering EPA</li> <li>• determines when the apprentice is ready to attempt the EPA.</li> </ul>
<p><b>Independent Training Provider</b></p>	<ul style="list-style-type: none"> <li>• provides ongoing training for the apprentice</li> <li>• provides tools and processes to support the apprentice</li> <li>• carries out regular reviews of progress with the apprentice and employer</li> <li>• provides guidance to the apprentice on compiling their Portfolio of Evidence</li> <li>• supports the apprentice to decide on what would be a suitable project or process improvement</li> <li>• reviews the Portfolio of Evidence prior to triggering EPA</li> <li>• advises the employer when the apprentice is ready to undertake the EPA.</li> </ul>
<p><b>NCFE</b></p>	<ul style="list-style-type: none"> <li>• devises and administers the EPA tools</li> <li>• sets standards for invigilation and ensures examination conditions are upheld during the Knowledge Test</li> <li>• recruits and trains IEPAs</li> <li>• provides guidance on what would be a suitable project or process improvement</li> <li>• ensures IEPAs are occupationally competent, can assess the performance of the apprentice in all components of the EPA and are able to determine the grade achieved</li> <li>• maintains robust quality assurance processes</li> <li>• actively participates in the quality assurance procedures described in this assessment plan.</li> </ul>
<p><b>Independent End-Point Assessor</b></p>	<ul style="list-style-type: none"> <li>• uses the Portfolio of Evidence as the basis of defining the Portfolio-based Interview questions</li> <li>• carries out and assesses the Portfolio-based Interview and Project Presentation</li> <li>• understands the standard and assessment plan</li> <li>• complies with the IQA requirements of NCFE</li> <li>• is independent of the apprentice, their employer and ITP</li> <li>• determines the final apprenticeship grade.</li> </ul>

## Guide to Gateway

Judgement on whether the apprentice is ready for the EPA is taken by the employer, who should gather views from the ITP and the apprentice to inform this decision. Apprentices should not be put forward for the EPA before they are ready. At the point of Gateway, the employer must formally sign off that the apprentice has met the minimum requirements. This will happen during a meeting involving the apprentice and their line manager. The mandatory Gateway Declaration form can be found on the EPA Resource Library and **must** be submitted in full to NCFE before the apprentice can be put forward for Gateway.

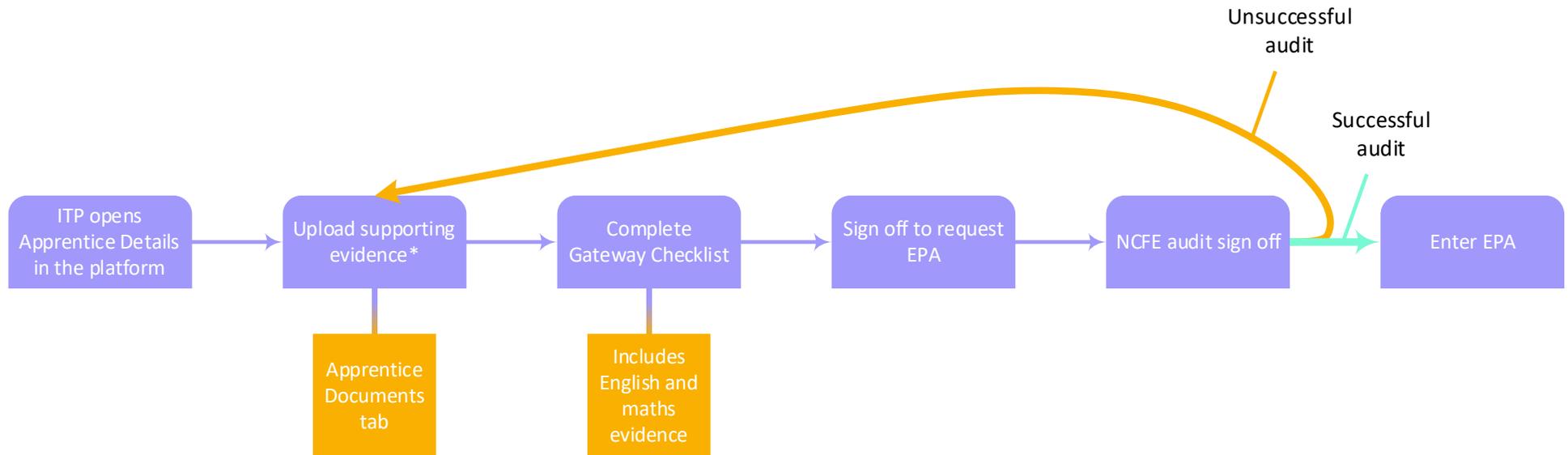
Minimum requirements:

- achieve Level 2 English and maths
- the employer and ITP agree that the apprentice is ready for Gateway
- complete the Portfolio of Evidence
- complete the Project Report
- upload the Portfolio of Evidence and the Project Report
- ensure that the Gateway Declaration form is fully complete by the ITP and submitted to NCFE before entering Gateway.

Once the Gateway audit has been completed and the apprentice has been put forward for Gateway, the apprentice will be allocated an IEPA. The IEPA will then contact the assigned apprentice to introduce themselves and discuss the next steps.

The following diagram shows the steps required for entrance into Gateway.

## Applying for EPA



*\*The Portfolio of Evidence and Project Report need to be uploaded at Gateway.*

## Assessment Guidance

### Overview

The EPA is a collection of assessments that offers confirmation of occupational competence within a specific industry. The trailblazer group for Business Administrator have selected a Knowledge Test, a Project Presentation and a Portfolio-based Interview, drawing on the apprentice's self-assessment and supporting evidence. Apprentices will be provided with the opportunity across all assessments to demonstrate the KSBs set out within the standard and associated assessment plan of the apprenticeship.

### Knowledge Test

<b>Structure</b>	A closed-book, multiple-choice test, comprising of 50 equally weighted questions with 4 possible answers.
<b>What will be covered</b>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• The Organisation (political/economic environment)</li> <li>• Stakeholders (stakeholder management principles)</li> <li>• Relevant Regulation</li> <li>• Business Fundamentals</li> <li>• External Environment Factors.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Project Management (project management principles and tools).</li> </ul>
<b>Duration</b>	60 minutes
<b>Mode of delivery</b>	Online platform (a paper-based assessment is available at an additional charge)
<b>Supporting documents</b>	<ul style="list-style-type: none"> <li>• Useful Links and Reading Materials</li> <li>• Glossary of Terms</li> <li>• Appendix I – Grading Descriptors</li> <li>• Sample Papers.*</li> </ul>

\*Sample Papers can be found on the EPA Resource Library.

### Key Considerations and Information

The Knowledge Test must be sat in exam conditions under the invigilation process set out by NCFE. NCFE has a 'digital first' approach to EPA and this will be the mode of delivery that is selected unless it is specifically requested that the assessment is sat in a paper format.

The assessment will consist of 50 questions, and each question will contain 4 possible answers, only one of which is correct. Each question carries one mark, and any missing or wrong answers will be awarded zero.

The Knowledge Test should typically be passed before the apprentice progresses to the Portfolio-based Interview and Project Presentation. This is a closed-book assessment and additional resources or materials are not permitted to be taken into the Knowledge Test.

**Grading**

Fail	0 – 29 marks
Pass	30 – 39 marks
Distinction	40 – 50 marks

Full details of the grading descriptors can be found in Appendix I.

## Project Presentation

Structure	The apprentice delivers a Presentation on a project they have completed or a process they have improved, followed by a Question & Answer (Q&A) session.
What will be covered	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Value of their Skills</li> <li>• Stakeholders</li> <li>• Processes.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Decision Making</li> <li>• Planning and Organisation*</li> <li>• Project Management.</li> </ul> <p><b>Behaviours:</b></p> <ul style="list-style-type: none"> <li>• Personal Qualities*</li> <li>• Managing Performance*</li> <li>• Adaptability*</li> <li>• Responsibility.*</li> </ul>
Duration	The Presentation should last 10-15 minutes and the Q&A session should also last 10-15 minutes.
Mode of delivery	Online conferencing platform (face-to-face delivery of this assessment is available at an additional charge).
Supporting Documents	<ul style="list-style-type: none"> <li>• Useful Links and Reading Materials</li> <li>• Glossary of Terms</li> <li>• Appendix I – Grading Descriptors</li> <li>• Project Report Template.**</li> </ul>

*\*These KSBs can be covered in either the Project Presentation or Portfolio-based Interview.*

*\*\*Digital templates can be found on the EPA Resource Library. Templates provided are not mandatory for use but are provided as additional support.*

## Key Considerations and Information

### Project Report

The Project is completed from month 9 of the apprenticeship and the project or process improvement should be chosen with guidance from the employer and ITP. It should be completed prior to EPA being triggered. The Project Report is submitted to NCFE at Gateway and will form the basis of the Q&A. It must be uploaded at Gateway to allow the IEPA time to review it before the Project Presentation. A question will be sent to the apprentice 5 working days prior to the assessment date, which should be answered in the Project Presentation, for example:

- How have you improved a process or operating practice?
- What were the steps you took to implement the project?
- What worked well and how would you improve the results in future?
- What was your biggest challenge and why?
- Which stakeholders did you involve and why – what was their impact on your Project?

NCFE suggest that the Project Report include:

- an introduction and background to the Project
- an outline of the project or process
- your role and responsibilities within the project or process improvement
- aims and objectives
- evidence of research, consultation and engagement of relevant stakeholders
- evidence of effect management of resources, logistics and meetings
- decision making and identification of measurable improvements and benefits to the organisation
- identification of cost savings and improvement.

There is no set length or size of the Project Report; however, it must be concise and clear. An average size would be 4-8 pages.

### **Project Presentation**

The Project Report itself is not assessed, but the Project Presentation should summarise the aim, outcome and responsibilities of the KSBs shown in the Project Report. It should allow the apprentice to demonstrate how they approached a task and the skills shown in doing so, building towards how they would improve the results going forward. It is expected that the Project Presentation is produced using Microsoft Office PowerPoint or Prezi, demonstrating a minimum level of IT skills.

The apprentice will be required to deliver the 10-15 minute Project Presentation which:

- describes the objectives and outputs of the Project
- demonstrates how they have approached the task, including dealing with any issues, and the skills shown in doing so
- shows how they would improve results going forward
- answers the question provided by the IEPA
- explains the skills used to complete a project or process improvement including:
  - the organisational processes followed, including making suggestions for improvements
  - planning and organisation, including resources and logistics
  - project management, including the use of project management tools
  - decision making using a range of information to make judgements
  - responding to change
  - accepting responsibility and ownership of work and applying initiative in developing own skills and behaviours.

Following the Project Presentation there will be a 10-15 minute Q&A session to allow the IEPA to explore the apprentice's broader experiences in order to confirm that the KSBs defined in the standard have been met.

Further Project requirements:

- the project or process improvement should account for 21 – 35 working hours over the apprenticeship, to adequately apply themselves
- the project or process improvement must be work-based, incorporating scoping, planning, managing, communicating to stakeholders, monitoring and reporting results
- the apprentice chooses the project or process improvement with the guidance of the employer and ITP.

## Portfolio-based Interview

<b>Structure</b>	A structured discussion designed to provide opportunity to demonstrate KSBs.
<b>What will be covered</b>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• The Organisation</li> <li>• Value of their Skills</li> <li>• Stakeholders</li> <li>• Relevant Regulation</li> <li>• Policies</li> <li>• Business Fundamentals</li> <li>• External Environment Factors.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• IT</li> <li>• Record and Document Production</li> <li>• Interpersonal Skills</li> <li>• Communications</li> <li>• Quality</li> <li>• Planning and Organisation*</li> </ul> <p><b>Behaviours:</b></p> <ul style="list-style-type: none"> <li>• Professionalism</li> <li>• Personal Qualities*</li> <li>• Managing Performance*</li> <li>• Adaptability*</li> <li>• Responsibility.*</li> </ul>
<b>Duration</b>	30 - 45 minutes
<b>Mode of delivery</b>	Online conferencing platform (face-to-face delivery of this assessment is available at an additional charge).
<b>Supporting documents</b>	<ul style="list-style-type: none"> <li>• Useful Links and Reading Materials</li> <li>• Glossary of Terms</li> <li>• Appendix I – Grading Descriptors</li> <li>• Portfolio-based Interview Evidence Tracker</li> <li>• Reflective Account Guidance and Template</li> <li>• Employer Statement Guidance and Template.**</li> </ul>

\*These KSBs can be covered in either the Project Presentation or Portfolio-based Interview.

\*\*Digital templates can be found on the EPA Resource Library. Templates provided are not mandatory for use but are provided as additional support, apart from the Evidence Tracker which must be used.

## Key Considerations and Information

The Portfolio of Evidence provides a structure for the Portfolio-based Interview. The Portfolio of Evidence should provide at least one piece of evidence for each of the minimum KSBs outlined above and must be submitted at Gateway. The Portfolio-based Interview will then take place no less than one month from Gateway. Evidence should be gathered by the apprentice whilst on-programme and be real examples of their work. The employer and ITP should review the Portfolio of Evidence with the apprentice to make a judgement regarding readiness for progression to EPA. The Portfolio of Evidence is not directly assessed on its own; it is used to frame the discussion in the Portfolio-based Interview.

The Portfolio of Evidence must include a practical observation and/or evaluation by the employer which can be discussed in the Portfolio-based Interview. The Portfolio of Evidence should be a minimum of 8 – 12 pages. NCFE believes in quality over quantity, and we recommend that the Portfolio of Evidence contains 15 pieces of evidence. However, this **must not** exceed 25 discrete pieces of evidence. Any audio recordings that are submitted as part of the Portfolio of Evidence **must** have a maximum duration of one hour in total. The evidence should cover the full range of Portfolio-based Interview KSBs as detailed in Appendix I. The Portfolio-based Interview will assess the apprentice's understanding of the Portfolio of Evidence and will be used to validate the competencies shown, assess judgement and understanding and allow the apprentice to explain appropriate examples. The apprentice should reflect on their performance, demonstrating their knowledge and explain how the appropriate skills and behaviours have been applied.

## Awarding the Final Grade

### Grade Aggregation

All assessment methods are weighted equally.

<b>Fail</b>	<p><b>The apprentice has not met the Pass descriptors</b></p> <p>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.</p>
<b>Pass</b>	<p><b>The apprentice has met the Pass descriptors in all assessment methods</b></p> <p>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.</p>
<b>Distinction</b>	<p><b>The apprentice has met the Pass and Distinction descriptors in all assessment methods</b></p> <p>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.</p>

Full Grading Descriptors can be found in *Appendix I*.

The grade for the Project Presentation is not released until after the Portfolio-based Interview has taken place. The reason for this is to allow full coverage of the criteria across both assessment methods. The Project Presentation and Portfolio-based Interview are assessed holistically. Where KSBs are identified as being assessed by both assessment methods, there is a potential to carry over a small proportion of the criteria to the Portfolio-based Interview to allow the apprentice the opportunity to demonstrate full coverage of the KSBs should they not have already been achieved in the Project Presentation.

## Reasonable Adjustments

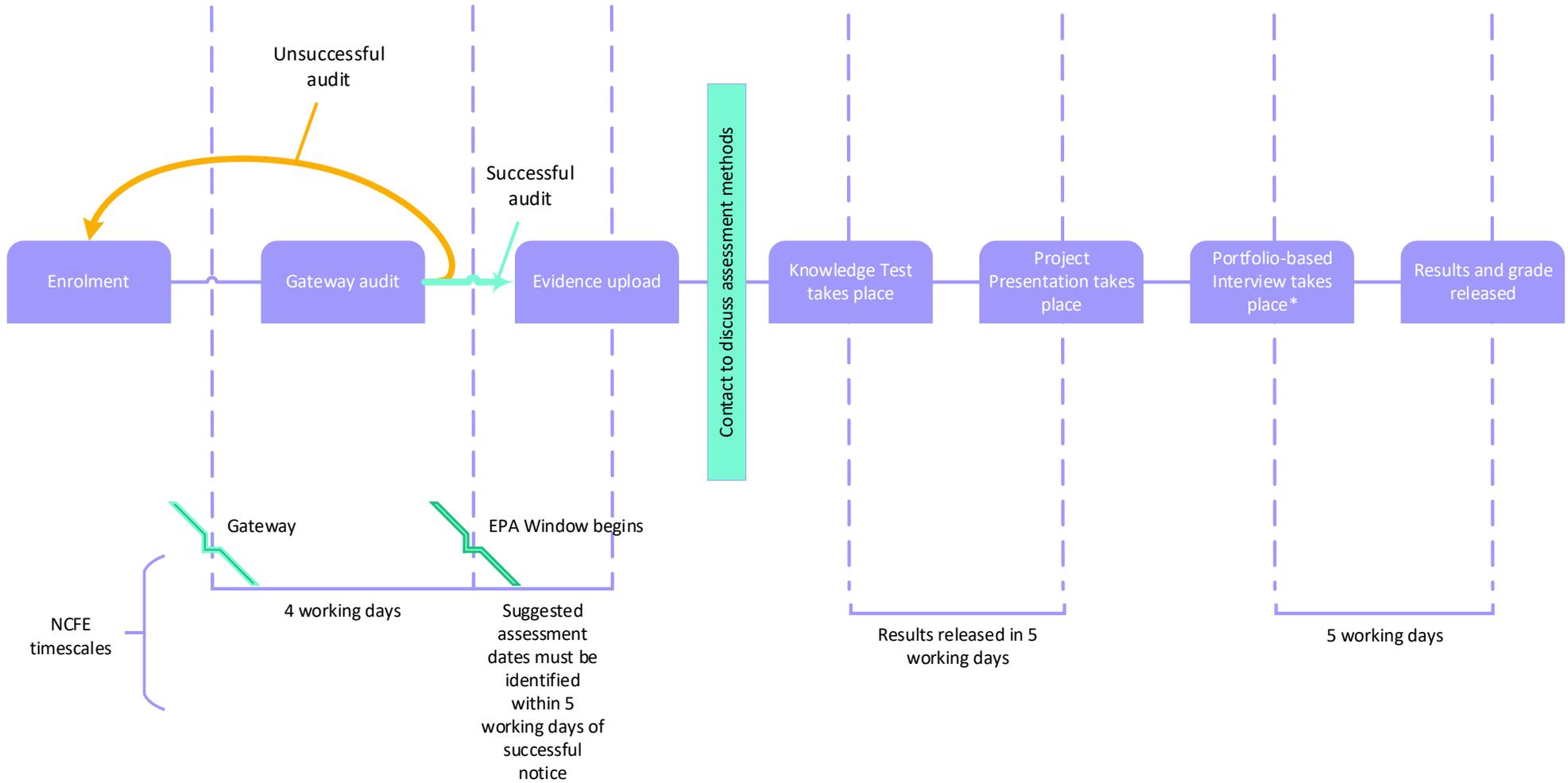
For instructions and support with reasonable adjustments, please refer to the *Reasonable Adjustments and Special Considerations Policy*, which can be downloaded from the EPA Resource Library.

## Re-sits and Re-takes

Should the apprentice fail one or more assessment method, they will be offered the opportunity to take a re-sit or re-take. A re-sit does not require further learning, whereas a re-take does. The apprentice will be allowed a maximum of 2 re-sits. Should the apprentice fail the second re-sit, a re-take must occur. Any assessment re-sit must be taken within 3 months of the Fail notification, and any re-take timescale will be decided at the time by NCFE, the ITP and the employer as it will depend on the amount of re-learning that is required by the apprentice.

Grades of the re-sit or re-take will not be capped at a Pass. For further details on the conditions around re-sits or re-takes, please refer to the *EPA Re-sit and Re-take Policy*. The policy can be downloaded from the EPA Resource Library.

## Timelines



*\*Portfolio-based Interview cannot take place less than one month post Gateway, therefore we recommend that this assessment takes place last. The Project Presentation and Portfolio-based Interview will most likely take place on the same day.*

## Additional Information

### Result Enquiries

If a centre believes an apprentice's result is at variance with their reasonable expectations, they can submit an enquiry about a result in line with the *EPA Enquiries and Appeals Policy and Procedure*, which is available on the EPA Resource Library.

### Appeals

Appeals can be submitted following the *EPA Enquiries and Appeals Policy and Procedure*. The policy and procedure can be found on the EPA Resource Library.

### Complaints

Complaints can be submitted on the NCFE website by completing the Making a Complaint webform and following the *NCFE Complaints Procedure*.

## Useful Links and Reading Materials

To fully prepare for the EPA, this list has been compiled to be used as additional study material.

### Books:

- The Coaching Habit: Say Less, Ask More and Change the Way You Lead Forever (2016) *Michael Bungay Stanier*
- The Economist Guide to Decision Making: Getting it More Right than Wrong (2012) *Helga Drummond*
- Project Management Step by Step: How to Plan and Manage a Highly Successful Project (2007) *Richard Newton*

### Websites:

- <http://www.peoriamagazines.com/ibi/2009/may/communication-styles>
- <http://www.time-management-guide.com/goals-and-objectives.html>
- <http://www.acas.org.uk/index.aspx?articleid=1363>
- <https://www.projectsart.co.uk/tools.php>
- <http://www.bizmove.com/skills/m8d.htm>
- <https://www.mindtools.com>
- <https://www.businessballs.com>

## Glossary of Terms

Term	Meaning
180° Feedback	Performance appraisal data collected from peers or colleagues (at same level as employee) and his or her manager.
360° Feedback	Performance appraisal data collected from “all around” an employee; his or her peers, subordinates, supervisors and sometimes from internal and external customers.
5 Stages of Project Management	1. Initiation; 2. Planning; 3. Execution; 4. Monitoring & Control; 5. Closure.
7 Ps of Marketing	Product, Price, Place, Promotion, People, Process, Physical environment.
7 Principles of Data Protection	1. Lawfulness, fairness and transparency; 2. Purpose limitation. 3. Data Minimisation; 4. Accuracy; 5. Storage limitation. 6. Integrity and Confidentiality (security); 7. Accountability (also see GDPR – General Data Protection Regulation).
Accrual	The accumulation or increase of something over time, such as payments or benefits. This can also be a charge for work that has been done but not yet invoiced, for which provision is made at the end of a financial period.
Agile Project Management	Agile project management is an approach based on delivering requirements repetitively and incrementally throughout the project life cycle. The main aspect of agile is the necessity to demonstrate the central values and behaviours. These include trust, flexibility, empowerment and collaboration.
AMP	Association for Project Management. This is the chartered body for the project profession.
BACS	The BACS Payment Schemes Limited was previously known as Bankers’ Automated Clearing Services. This organisation has responsibility for all schemes that deal with the clearing and settlement of UK automated payment methods. These include Direct Debit and BACS Direct Credit.
Balance Sheet	In financial accounting, a balance sheet is a summary of the financial balances of an individual or organisation.
Business Innovation	Innovation refers to changes in processes or the creation of more effective or dynamic ideas, processes or products.
Business Markets	The selling of products and services to other businesses that are resold or used to make other items and/or services for sale.
Business Models	A plan for the successful operation and profit making of a business, identifying sources of revenue, the intended customer base, products, and details of financing, such as revenue model, advertising model, product model etc.

Term	Meaning
Business Planning	The process of determining an organisation's objectives, strategies and projected actions in order to promote its survival and development within a given time frame. There are normally 2 key aspects to business planning. One is focused on making profits and the other looks at dealing with risks that might impact the business.
BYOD	Bring Your Own Device. The practice of allowing employees to use their own computers, smartphones, laptops, etc. for work purposes.
Capital Budget	A budget allocating money for the acquisition or maintenance of fixed assets such as land, buildings, and equipment.
Cash Flow	The difference in the amount of cash available at the beginning and end of a period is called Cash Flow. The beginning is the opening balance, and the end is the closing balance. It is positive if the closing balance is higher than the opening balance and negative if the opening balance is higher than the closing balance.
Change Management	Change management refers to the techniques, tools and processes needed to manage the people side of any business change.
CIPD	Chartered Institute of Personnel and Development.
Code of Practice	A Code of Practice is a set of rules, written down, that describes how people should behave in their given profession or role.
Communication Styles	There are 5 basic communication styles: Passive aggressive, Assertive, Aggressive, Submissive and Manipulative. These describe how they tend to interact or communicate with other people.
Competition and Markets Authority (CMA)	This government department is responsible for promoting and strengthening business competition. It is a non-ministerial department.
Compliance	In business this means conforming to a rule such as a specification, policy, standard or law.
Consolidated Planning	The ability to consolidate and document the fundamental components of a change initiative: scope; schedule; source requirements; budgets; risks, opportunities and issues; and quality requirements.
Consumer Protection Act 1987	Designed to protect consumers and give them rights when buying goods and services, e.g. manufacturers are legally obliged to put certain information on products, such as health and safety messages on cigarettes.
Contingency Planning	A plan designed to take account of a possible future event or circumstance, helping an organisation to respond effectively, using the following steps: <ol style="list-style-type: none"> <li>1. Identify and prioritise the Key Risks.</li> <li>2. Specify risk trigger points.</li> <li>3. Assess impact and estimate potential benefit or harm.</li> <li>4. Create a Contingency Plan.</li> <li>5. Communicate and rehearse.</li> </ol>

Term	Meaning
Corporate Culture	Normally defined as “The way things are done around here”. This means the way in which the attitudes, beliefs, values and norms of the firm are visible and evident and shared by all employees in the organisation.
Corporate Social Responsibility (CSR)	The practice of integrating social and environmental goals into business operations. Common roles include helping control costs, improve a company’s brand, attract top-quality talent and facilitate long-term financial success.
Corporation Tax	Companies are subject to paying corporation tax. This is levied on business profits and other income, as well as on chargeable gains. Corporation tax is charged on the profits of a ‘financial year’ which usually runs from 1st April but can be adapted to suit the company.
Cost-Benefit Analysis	Businesses use a cost-benefit analysis to analyse their decisions. The benefits are subtracted from the costs of a situation or potential action to show the risks of that action.
COSHH	The law that requires employers to control substances that are hazardous to health.
CPD (Continuous Professional Development)	A process of tracking and documenting skills, knowledge and experience that you gain formally and informally that you then apply.
Crowdfunding	This is a way of raising finance for a project or business by asking a large number of people for a small amount of money each. Traditionally, financing a business, project or venture involved asking a few people for large sums of money.
Customer Relationship Management (CRM)	A strategy for managing an organisation’s relationships and interactions with customers and potential customers.
Crisis Management	The process by which a business or other organisation deals with a sudden emergency.
Data Management	This is an administrative process that obtains, validates and stores data, which is also protected and processed.
Debt Factoring	A company takes responsibility for collecting money relating to another business’ invoices. They then pay the business part of the total amount owed on the invoices. It is a powerful tool that can improve cash flow.
Department for Environment, Food and Rural Affairs (Defra)	The government department responsible for environmental protection, food production and standards, agriculture, fisheries and rural communities in the United Kingdom of Great Britain and Northern Ireland.
Direct Discrimination	When you’re treated differently and worse than someone else because of protected characteristics under the Equality Act 2010.
DSE	DSE – Display Screen Equipment. Devices or equipment that have an alphanumeric or graphic display screen and includes display screens, laptops, touch screens and other similar devices.

Term	Meaning
Eco Management Audit Scheme	A voluntary premium management tool developed in 1993 for companies and other organisations to evaluate, report, and continually improve their environmental performance.
Employer's Liability Insurance	This insurance protects against the cost of compensation claims which may arise from illness or injury as a result of an employee's work for you. If an organisation employs one or more people, it is a legal requirement to have in place.
Employment Rights Act 1996	An Act to consolidate enactments relating to employment rights. The Employment Rights Act 1996 (c 18) is a United Kingdom Act of Parliament passed by the Conservative government to codify existing law on individual rights in UK labour law.
Employment Tribunal	This is a public body that has statutory jurisdiction to hear disputes between employers and employees. The most common disputes are concerned with unfair dismissal, redundancy payments and employment discrimination.
The Equality Act 2010	This Act protects people from discrimination in the workplace and society, replacing previous laws with a single Act, making the law easier to understand.
Ethical Approach	Put very simply, virtue ethics teaches that an action is right if and only if it is an action that a virtuous person would do in the same circumstances, and that "a virtuous person is someone who has a particularly good character". Professional ethics is defined as the personal and corporate rules that govern behaviour within the context of a particular profession.
Fishbone Diagram	Also known as a cause-and-effect diagram. This is a visualisation tool for identifying potential causes of a problem in order to identify its root causes.
Frederick Taylor's Scientific Management Theory	The analysis and synthesis workflow – the aim is to improve economic efficiency, especially productivity.
FCA – The Financial Conduct Authority	This is a UK financial regulatory body. It is independent of the government and looks at the regulation of conduct by financial services firms.
The Freedom of Information Act 2000	Gives the public access to information held by public authorities. Authorities must publish certain information about their activities and the public are able to request information from them.
GANTT Chart	This is a chart, named after Henry L Gantt, which shows activities that are planned to take place certain periods. The activities are in horizontal lines and the periods in vertical lines.
GDPR – General Data Protection Regulation	GDPR came into force in May 2018 and protects the personal information of individuals.
Governance	Governance relates to the management, policies, processes, and guidance for an area of responsibility. It also allows for proper oversight and accountability.

Term	Meaning
Gross Profit	Gross profit is the difference between the revenue and the cost of products or services; before deducting other payments such as payroll, overheads, taxes etc.
Health & Safety at Work Act 1974	This Act states wide-ranging duties for employers. They must protect the 'health, safety and welfare' at work of all their employees, casual workers, clients and visitors etc.
Hierarchical Structure	This is an organisational structure that usually shows a single group or person at the top with levels of power below them.
HMRC – Her Majesty's Revenue and Customs	This is a non-ministerial department of the UK Government. It is responsible for the collection of taxes, state support and administration of other regulatory authorities, e.g. the national minimum wage.
HRM	Human Resource Management.
HSE	Health & Safety Executive.
ICO	Information Commissioner's Office.
Imperfect Competition	A market situation where there are many sellers but selling dissimilar goods.
Influence Impact Grid	This is a tool to understand which stakeholders have the most influence on a project and how they impact its success.
Interpersonal Skills	A wide variety of skills including listening, questioning and understanding body language. Most of these are communication related and also those attributes associated with emotional intelligence. This means being able to understand and manage your own and others' emotions.
Investors in People	The Investors in People accreditation offers a range of standards for organisations to follow and adhere to. The standard was owned by the UK government until 2017.
ISO	International Organisation for Standardisation.
Kaizen	A Japanese business philosophy of continuous development that aims to improve all the functions and processes of an organisation and involve all the employees.
KRI – Key Risk Indicator	A management measure to decide how risky something is. It can be used to spot early warning signs for risk in various areas of the business.

Term	Meaning
Kubler-Ross Management Model – Change Curve	This can also be known as the 5 stages of grief. It is a model of the various levels or stages of emotions which may be experienced by a person – usually approaching death or a survivor of a close death. The 5 stages are denial, anger, bargaining, depression and acceptance. Developed by Elisabeth Kubler-Ross, a Swiss-born psychiatrist.
Leadership Styles	A leader's actions perceived by their employees. There are 9 generally recognised leadership styles: Transformational, Transactional, Servant, Autocratic, Laissez-faire, Democratic, Bureaucratic, Charismatic and Situational.
Learning Style	An individual's preferred or best method of gaining knowledge.
Legislation	The act or process of making or enacting laws.
Limited Liability Company (LLC)	Stakeholders of an organisation are protected personally against any action by a business.
Macro Environment	The social, political, economic, etc. conditions that affect a particular industry or business.
Market Forces	Supply versus demand and the effect on price – how the supply of a product is related to the level of demand for it.
Microenvironment	Conditions relating to a particular organisation, such as management, competitors, customers, etc.
Mission Statement	A mission statement is effectively a list of the values, purpose, goals and objectives of an organisation. It is normally short and to the point so that everyone to understand it.
Monopsony Interaction	A monopsony occurs when a single firm has a large proportion of the market power through its factors of production, which can drive prices down.
National Living Wage	An obligatory minimum wage payable to workers in the United Kingdom aged 23 and over.
Net Profit	Net profit is the difference between the revenue and the cost of products or services; after deducting other payments such as payroll, overheads, taxes etc.
Organisational Culture	A culture in an organisation which is a set of values and beliefs that demonstrate how people behave.
Outsourcing	Where a company employs another organisation to do some of its work, instead of using its own employees to do it.

Term	Meaning
Partner organisation	An organisation where 2 or more individuals pull together their money, skills and other resources. They also share any profit and loss under a partnership agreement.
PAT	PAT (Portable Appliance Testing) testing is the testing of portable appliances, for instance PCs, toasters and kettles, to ensure that they are safe to use at a place of employment.
PAYE – Pay as You Earn	This is a system of paying income tax and national insurance contributions through deductions of tax and national insurance contributions directly from your wages or pension.
PERT – Programme Evaluation and Review Technique	This a tool to enable you to evaluate and estimate the time required to complete a task within deadlines.
PECR	Privacy and Electronic Communications Regulations.
PEST Analysis	An analysis of the external macro environment that affects all businesses. PEST is an acronym for the Political, Economic, Social and Technological factors of the macro environment. Such external factors usually are beyond the businesses' control and sometimes present themselves as threats.
PESTLE Analysis	Political, Economic, Social, Technological, Legal and Environmental. This is a framework that organisations can use to analyse the key factors influencing from the outside. HR practitioners and senior managers can use the results of this analysis to guide strategic decision making.
Phased Project Management	Project management is the use and application of a number of processes, knowledge, skills and experience to achieve objectives. There are a number of project management phases required to implement the project.
PMP	Project Management Professional (PMP) is an internationally recognised professional designation offered by the Project Management Institute (PMI).
Policies and Procedures	Documents put in place to explain how organisations will deal with issues when they arise and to show that they operate in a fair and consistent way towards all employees.
PON	Purchase Order Number.
Positive Action Recruitment Strategy	Positive Action is a series of lawful actions that look to overcome or minimise disadvantages in employment opportunities. These will be people who share a protected characteristic.
PPE – Personal Protective Equipment	Equipment that protects users against health or safety risks at work, including, for example, safety helmets, gloves, eye protection and others.
Prince2 Practitioner – Projects in Controlled Environments	A method for effective project management and is process driven. It is widely recognised and used in the private sector.

Term	Meaning
Process Management	Project management is the use and application of a number of processes, knowledge, skills and experience to achieve objectives.
Procurement	The process of purchasing goods or services.
Profit and Loss Account	A profit and loss account shows a company's revenue and expenses over a particular period of time, typically either one month or consolidated months over a year. These figures show whether your business has made a profit or a loss over that time period.
Project Business Case	The justification for undertaking a project or programme, evaluating the benefit, cost and risk of alternative options and provides a rationale for the preferred solution.
Project Life Cycle	There are 4 phases to the project life cycle. These include initiation, planning, execution and evaluation.
Project Management Triangle	Each side of the triangle represents a constraint, and one side of the triangle can't be changed without having an effect on the others.
Project Resource Plan	Any project requires a resource plan to ensure that all the resources needed to complete the project are identified.
Project Sponsor	A project sponsor is accountable for ensuring that the work is governed effectively and delivers the objectives that meet identified needs.
Quantitative Financial Forecasting	Qualitative and quantitative. Quantitative forecasting includes looking ahead at sales volumes, profit, expenses etc.
RCA	Root Cause Analysis.
REACH	The registration, evaluation, authorisation and restriction of chemicals.
Reflective Practice	A way of studying your own experiences to improve the way you work.
Resource Management	Resource management is the efficient development and use of an organisation's resources. These can include financial resources, people skills, production resources, or information technology (IT).

Term	Meaning
RIDDOR	RIDDOR is the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013.
Risk Assessment	The method of identifying hazards and risk factors that have the potential to cause harm.
Schedule Management	Developing, maintaining and communicating schedules for resources and time. It is a timetable for a project.
Scope Management	The process whereby outputs, outcomes and benefits are identified, defined and controlled.
SMART	Acronym for Specific, Measurable, Agreed (or Achievable), Realistic, and Time Bound (or Timed) – used for goal setting.
SME	Any business with fewer than 250 employees (Small to Medium Enterprise).
Stakeholder Relationships	Relationships with stakeholders through managing their expectations and objectives.
STEEP	Acronym for Social, Technological, Economic, Ecological, and Political factors. Used to evaluate different external factors which could impact a business.
Supply Chain and Management	A global network used to deliver products and services both within and outside the organisation. The management of a supply chain through a set of processes to oversee the flow of products and services.
SWOT Analysis	A SWOT analysis is to help you develop a strong business strategy by making sure you've considered all of your business' Strengths, Weaknesses as well as the Opportunities and Threats the business may face.
Synoptic End-Point Assessment	Synoptic is a general view of the whole achievement of the apprentice (knowledge, skills and behaviours) undertaken at the end of the on-programme phase of training when the employer, and in some cases the Independent Training Provider, is satisfied that they have met the Gateway criteria to undertake the assessment.
Thought shower	A discussion in which new ideas are generated and discussed.
Trading account	A fund of money deposited with another financial organisation for the sole purpose of financial speculation, usually overseen by an investment dealer, fund manager or personal trader.
Vision Statement	A one sentence statement describing the clear and inspirational long-term desired change resulting from an organisation or programme's work.

Term	Meaning
WBS – Work Breakdown Structure	A key project that organises a team's or department's work into manageable sections.
Working Time Regulations 1998	A set of regulations that state how people may or may not work, especially in terms of hours per week etc.

*Appendix I – Grading Descriptors*

## Knowledge

KSB:	Criteria:	Fail:	Pass:	Distinction:	Assessment Method:
<b>The Organisation</b>	Understands organisational purpose, activities, aims, values, vision for the future, resources and the way that the political/economic environment affects the organisation.	<p>Does not show any knowledge of the organisation's purpose, aims and ways of working.</p> <p>Cannot demonstrate an understanding of the political and economic environment.</p>	<p>Shows a working knowledge of the organisations purpose, aims and ways of working, putting it in context of the local (or sector) environment.</p> <p>Provides some understanding of the political and economic environment.</p>	Shows a thorough understanding of the organisation's purpose, aims and way of working, putting it in context of the wider economy and political environment.	<p>Knowledge Test (political/economic environment)</p> <p>Portfolio-based Interview</p>
<b>Value of their Skills</b>	<p>Knows organisational structure and demonstrates understanding of how their work benefits the organisation.</p> <p>Knows how they fit within their team and recognises how their skills can help them to progress their career.</p>	<p>Shows a limited understanding of the organisation.</p> <p>Cannot identify how their work contributes or how they fit within the team.</p>	<p>Understands the structure of the organisation and how their work contributes.</p> <p>Identifies their role within the team and value of their skills.</p>	<p>Understands the structure of the organisation and is able to discuss how different teams support each other.</p> <p>Understands the contribution their work makes and promotes its value.</p> <p>Identifies their role within the team and is able to compare their skills with others.</p>	<p>Portfolio-based Interview</p> <p>Project Presentation</p>

KSB:	Criteria:	Fail:	Pass:	Distinction:	Assessment Method:
<b>Stakeholders</b>	<p>Has a practical knowledge of managing stakeholders and their differing relationships to an organisation. This includes internal and external customers, clients and/or suppliers.</p> <p>Liaises with internal/external customers, suppliers or stakeholders from inside or outside the UK.</p> <p>Engages and fosters relationships with suppliers and partner organisations.</p>	<p>Does not understand the principles of stakeholder management.</p> <p>Does not build good relationships with stakeholders.</p>	<p>Understands how to manage stakeholders, e.g. clarifying and delivering on expectations.</p> <p>Demonstrates they have worked with stakeholders to achieve results.</p>	<p>Understands and follows the principles of stakeholder management.</p> <p>Goes beyond expectations to build constructive relationships with stakeholders.</p>	<p>Knowledge Test (stakeholder management principles)</p> <p>Project Presentation (worked with stakeholders to achieve results)</p> <p>Portfolio-based Interview (how to manage stakeholders)</p>
<b>Relevant Regulation</b>	<p>Understands laws and regulations that apply to their role including data protection, health and safety, compliance etc.</p> <p>Supports the company in applying the regulations.</p>	<p>Does not know the relevant laws and regulation for their job and has not followed them in the past.</p>	<p>Demonstrates knowledge of relevant laws and regulation and consistently follows them.</p>	<p>Shows a thorough knowledge of relevant laws and regulations and consistently follows them.</p> <p>Champions adherence to relevant laws and regulation within the organisation.</p>	<p>Knowledge Test</p> <p>Portfolio-based Interview</p>

KSB:	Criteria:	Fail:	Pass:	Distinction:	Assessment Method:
<b>Policies</b>	Understands the organisation's internal policies and key business policies relating to sector.	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.	Portfolio-based Interview
<b>Business Fundamentals</b>	Understands the applicability of business principals such as managing change, business finances and project management.	Does not understand 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.	Knowledge Test Portfolio-based Interview
<b>Processes</b>	<p>Understands the organisation's processes, e.g. making payments or processing customer data.</p> <p>Is able to review processes autonomously and make suggestions for improvements.</p> <p>Applying a solutions-based approach to improve business processes and helping define procedures.</p> <p>Understands how to administer billing, process invoices and purchase orders.</p>	<p>Does not understand the processes of the organisation and follows them inconsistently.</p> <p>Makes limited or impractical suggestions for improvements.</p>	<p>Understands and consistently follows the organisation's processes.</p> <p>Makes suggestions for small improvements and supports on successful implementation.</p>	<p>Understands and follows organisational processes and promotes their adherence and improvements.</p> <p>Able to identify inefficiencies or ineffectiveness in a process and support on successful implementation.</p>	Project Presentation

KSB:	Criteria:	Fail:	Pass:	Distinction:	Assessment Method:
<b>External Environment Factors</b>	<p>Understands relevant external factors e.g. market forces, policy &amp; regulatory changes, supply chain etc. and the wider business impact).</p> <p>Where necessary understands the international/global market in which the employing organisation is placed.</p>	Shows little understanding of how external factors affect the organisation.	Understand the external factors affecting the organisation and how they relate to their role.	<p>Shows a deep understanding of the external factors facing the organisation and how they relate to their role.</p> <p>Seeks additional information about how those factors are developing.</p>	<p>Knowledge Test</p> <p>Portfolio-based Interview</p>

## Skills

KSB:	Criteria:	Fail:	Pass:	Distinction:	Assessment Method:
<b>IT</b>	<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. Examples include MS Office or equivalent packages.</p> <p>Able to choose the most appropriate IT solution to suit the business problem.</p> <p>Able to update and review databases, record information and produce data analysis where required.</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>	Portfolio-based Interview
<b>Record and Document Production</b>	<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.</p> <p>Maintains records and files, handles confidential information in compliance with the organisation's procedures.</p> <p>Coaches others in the processes required to complete these tasks.</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>Provides coaching to others and records good performance in feedback.</p>	Portfolio-based Interview

KSB:	Criteria:	Fail:	Pass:	Distinction:	Assessment Method:
<b>Decision Making</b>	<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>	<p>Frequently makes poor decisions and does not learn from mistakes.</p> <p>Decision making is unreasoned and is unable to deal with challenges in a mature way.</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>	Project Presentation
<b>Interpersonal Skills</b>	<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>	<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>	Portfolio-based Interview

KSB:	Criteria:	Fail:	Pass:	Distinction:	Assessment Method:
<b>Communications</b>	<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>	<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>	Portfolio-based Interview
<b>Quality</b>	<p>Completes tasks to a high standard.</p> <p>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>	<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>	Portfolio-based Interview

KSB:	Criteria:	Fail:	Pass:	Distinction:	Assessment Method:
<b>Planning and Organisation</b>	<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.</p> <p>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>	<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>	<p>Project Presentation</p> <p>Portfolio-based Interview</p>
<b>Project Management</b>	<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 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>	<p>Knowledge Test (project management tools and principles)</p> <p>Project Presentation</p>

## Behaviours

KSB:	Criteria:	Fail:	Pass:	Distinction:	Assessment Method:
<b>Professionalism</b>	<p>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.</p> <p>Adheres to the organisation's code of conduct for professional use of social media.</p> <p>Acts as a role model, contributing to team cohesion and productivity – representing the positive aspects of team culture and respectfully challenging inappropriate prevailing cultures.</p>	<p>Does not behave in a professional way.</p> <p>Has failed to be punctual on an ongoing basis and has shown a negative attitude towards colleagues.</p> <p>Does not follow the standards of conduct required by the organisation.</p> <p>Disrespectful to different backgrounds and does not challenge inappropriate prevailing cultures.</p>	<p>Consistently behaves in a professional way, showing punctuality, respect for others and personal presentation.</p> <p>Follows the standard of conduct required by the organisation.</p>	<p>Is a role model employee, showing professionalism in their conduct, punctuality, presentation and respect for others, irrespective of background; even in difficult circumstances.</p> <p>Can be relied upon to represent the team and be an ambassador for the organisation.</p>	Portfolio-based Interview
<b>Personal Qualities</b>	<p>Shows exemplary qualities that are valued including integrity, reliability, self-motivation, being pro-active and a positive attitude.</p> <p>Motivates others where responsibility is shared.</p>	<p>Has not shown integrity, reliability, positivity and self-motivation.</p>	<p>Regularly shows integrity, reliability, positivity and self-motivation.</p>	<p>Always shows integrity, reliability, positivity and self-motivation and successfully encourages others to show more of these qualities.</p>	<p>Project Presentation</p> <p>Portfolio-based Interview</p>

KSB:	Criteria:	Fail:	Pass:	Distinction:	Assessment Method:
<b>Managing Performance</b>	<p>Takes responsibility for their own work, accepts feedback in a positive way, uses initiative and shows resilience.</p> <p>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.</p> <p>Performs thorough self-assessments of their work and complies with the organisation's procedures.</p>	<p>Does not ask questions or clarify expectations.</p> <p>Negative attitude towards supervision and coaching to deliver their work to the agreed level of quality.</p> <p>Cannot demonstrate a constructive response to feedback.</p>	<p>Clarifies requirements and takes responsibility for work produced.</p> <p>Acts with responsibility and delivers their work to the right level of quality without requiring additional supervision and coaching.</p> <p>Asks for feedback and takes feedback on board.</p>	<p>Shows a strong personal responsibility for all aspects of their work and can work with minimal supervision, whilst adhering to policies, procedures and standards.</p> <p>Takes feedback on board and continually assesses the quality of their work.</p>	<p>Project Presentation</p> <p>Portfolio-based Interview</p>
<b>Adaptability</b>	<p>Is able to accept and deal with changing priorities related to both their own work and to the organisation.</p>	<p>Can be disorientated by, or defensive towards, change.</p>	<p>Accepts and responds positively to change.</p>	<p>Accepts change, evaluates the impact of any change and seeks to use it to improve their work.</p>	<p>Project Presentation</p> <p>Portfolio-based Interview</p>

KSB:	Criteria:	Fail:	Pass:	Distinction:	Assessment Method:
<b>Responsibility</b>	<p>Demonstrates taking responsibility for team performance and quality of projects delivered.</p> <p>Takes a clear interest in seeing that projects are successfully completed, and customer requests handled appropriately.</p> <p>Takes initiative to develop own and others' skills and behaviours.</p>	<p>Shifts responsibility to others and excuses the situation when levels of quality or efficiency are not met.</p>	<p>Accepts personal responsibility for their own work, delivering their work on time and to the right level of quality.</p> <p>Demonstrates ownership and willingness to see work completed.</p> <p>Applies initiative in developing their own skills and behaviours.</p>	<p>Role model who takes personal responsibility for themselves and peers.</p> <p>Aims to deliver work within targets and deliver more than required in their role.</p> <p>Proactively seeks opportunities to develop themselves and shares this learning with others.</p>	<p>Project Presentation</p> <p>Portfolio-based Interview</p>



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