

# Business Administrator:

## Level 3 Standard Assessment Plan

### 1. Introduction

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

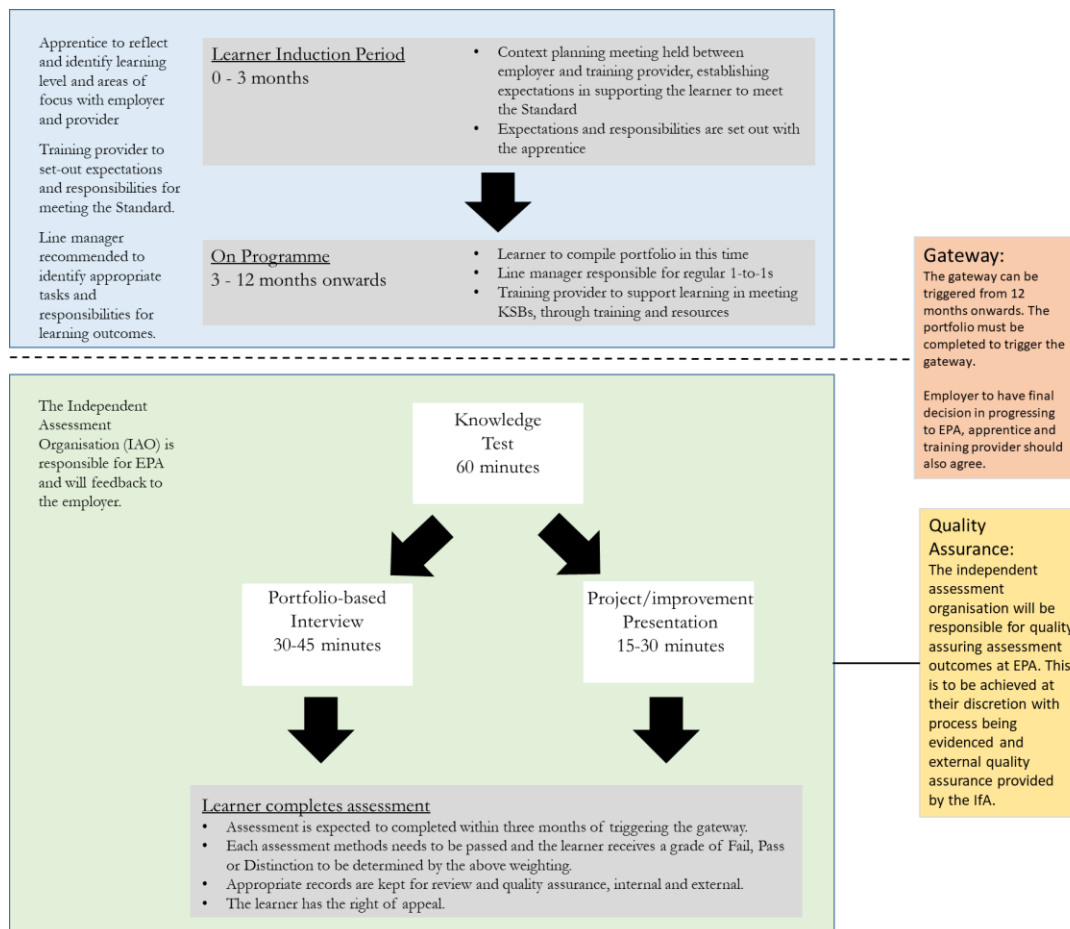
Key responsibilities include developing, implementing, maintaining and improving administrative services. In doing so, the apprentice is expected to work independently and take responsibility for the outcomes of their work, with support of the employer and the training provider. Through working across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

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

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

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

## 2. Assessment Methodology



## 3. Assessment structure

### a) Pre-gateway

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

These sessions should:

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

It is recommended that the training provider should periodically make contact with the employer; typically for 15-30 minutes every 6 weeks, depending on requirements of the

employer and the apprentice. Any gaps should be identified that may prevent the apprentice meeting the learning outcomes of the apprenticeship. For example, the training provider and employer can discuss types of work and responsibilities of the apprentice to assess whether this is suitable in meeting the Standard. The training provider should support with tutorials and appropriate resources.

## **b) Gateway for the End Point Assessment**

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

Training provider:

Ahead of EPA, the training provider should support the apprentice in meeting the Standard and then judge whether the apprentice has successfully met those learning outcomes to trigger EPA. English and maths qualifications must be completed in line with the apprenticeship funding rules. In considering these factors, the training provider is able to advise the employer when the apprentice is ready for EPA for the employer to decide.

Employer:

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

Apprentice:

The apprentice makes every effort to have gained the knowledge, skills and behaviour across the Standard, as demonstrated in their Portfolio of Learning and 1to-1s. The project is to be completed before the gateway can be triggered. English and maths qualifications must be completed in line with the apprenticeship funding rules. The apprentice should be aware of the process for EPA and what should be specifically required of them, agreeing to undertake the EPA.

## **c) Assessment methods**

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

### **Knowledge Test:**

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

interview and presentation. The test is to be completed online and requires invigilating.

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

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

### **Portfolio-based Interview:**

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

The interview assesses:

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

The Portfolio of Learning contains evidence of:

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

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

**Core KSBs:** Application of learning in the workplace is assessed by talking through examples and specific KSBs shown. Particular areas include the purpose of their organisation and value of their own role, quality in producing records or documents,

and professional behaviours including respect and personal qualities. Please view annexed table for the minimum KSBs to be assessed.

### **Project Presentation:**

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

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

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

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

Further requirements:

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

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

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

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

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

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

#### **Grading scale:**

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

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

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

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

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

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

#### **4. Manageability & Feasibility**

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

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

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

## 5. Affordability & Flexibility

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

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

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

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

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

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

Knowledge and experience:

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

Qualifications

- Functional Skills at Level 2
- IQA Assessor Award

- TAQA Level 3 Assessors Award is also advantageous

## **7. External Quality Assurance**

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



## Annex – Assessment Methods and Grading Criteria

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

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

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

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

	improve their work. Is able to review processes autonomously and make				
	suggestions for improvements. Shares administrative best-practice across the organisation e.g. coaches others to perform tasks correctly. Applies problem-solving skills to resolve challenging or complex complaints and is a key point of contact for addressing issues.		<ul style="list-style-type: none"> <li>• Fails to reflect on learning and share it with others</li> <li>• Unable to work autonomously</li> </ul>	<ul style="list-style-type: none"> <li>• Work is largely accurate and meets expectations</li> <li>• Identifies areas for improvement and can justify why</li> <li>• Promotes best practice examples of administration, such as accurate records</li> </ul>	<ul style="list-style-type: none"> <li>• Work is consistently accurate and meets the agreed outcomes</li> <li>• Recommends and implements process improvements</li> <li>• Proactively offers to coach others in an area of work and communicates requirements for work</li> </ul>

Planning and organisation	Takes responsibility for initiating and completing tasks, manages priorities and time in order to successfully meet deadlines. Positively manages the expectations of colleagues at all levels and sets a positive example for others in the workplace. Makes suggestions for improvements to working practice, showing understanding of implications beyond the immediate environment (e.g. impact on clients, suppliers, other parts of the organisation). Manages resources e.g. equipment or facilities. Organises meetings and events, takes minutes during meetings and creates action logs as appropriate. Takes responsibility for logistics e.g. travel and accommodation.	Portfolio interview or Project presentation	<ul style="list-style-type: none"> <li>• Does not plan work effectively</li> <li>• Ineffective at managing expectations and unrealistic when setting timescales</li> <li>• Does not demonstrate an awareness of the wider environment</li> </ul>	<ul style="list-style-type: none"> <li>• Plans work and achieves deadlines</li> <li>• Shares areas to improve plans with others</li> <li>• Effectively manages resources and meetings</li> <li>• Takes responsibility for logistics and can provide examples</li> </ul>	<ul style="list-style-type: none"> <li>• Makes plans that efficiently maximise resources and personally ensures results are achieved</li> <li>• Improves the management of resources e.g. identifies cost savings or process improvements</li> <li>• Is proactive in taking responsibility for areas of logistics and has excellent examples to demonstrate this</li> </ul>
Project management	Uses relevant project management principles and tools to scope, plan, monitor and report. Plans required resources to successfully deliver	Project presentation or Knowledge test	<ul style="list-style-type: none"> <li>• Project management is not effective, e.g. lack of plans or unrealistic</li> </ul>	<ul style="list-style-type: none"> <li>• Effectively plans and manages small projects</li> </ul>	<ul style="list-style-type: none"> <li>• Plans and manages a significant project and can describe</li> </ul>
	projects. Undertakes and leads projects as and when required.		<p>expectations and execution</p> <ul style="list-style-type: none"> <li>• Cannot demonstrate an understanding of project management tools and principles</li> </ul>	<ul style="list-style-type: none"> <li>• Able to lead small projects when required</li> <li>• Demonstrates some understanding of project management tools and principles</li> </ul>	<p>what made it a success</p> <ul style="list-style-type: none"> <li>• Demonstrates strong leadership skills when managing a project</li> <li>• Understands and is able to apply a strong grasp of project management tools and principles</li> </ul>

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)	<ul style="list-style-type: none"> <li>Does not show any knowledge of the organisation's purpose, aims and ways of working</li> <li>Cannot demonstrate an understanding of the political and economic environment</li> </ul>	<ul style="list-style-type: none"> <li>Shows a working knowledge of the organisations purpose, aims and ways of working, putting it in context of the local (or sector) environment</li> <li>Provides some understanding of the political and economic environment</li> </ul>	<ul style="list-style-type: none"> <li>Shows a thorough understanding of the organisation's purpose, aims and way of working, putting it in context of the wider economy and political environment</li> </ul>
Value of their skills	Knows organisational structure and demonstrates understanding of how their work benefits the organisation. Knows how they fit within their team	Portfolio interview or Project presentation	<ul style="list-style-type: none"> <li>Shows a limited understanding of the organisation</li> <li>Cannot identify how their work contributes or how</li> </ul>	<ul style="list-style-type: none"> <li>Understands the structure of the organisation and how their work contributes</li> </ul>	<ul style="list-style-type: none"> <li>Understands the structure of the organisation and is able to discuss how different teams support each other</li> </ul>
	and recognises how their skills can help them to progress their career.		they fit within the team	<ul style="list-style-type: none"> <li>Identifies their role within the team and value of their skills</li> </ul>	<ul style="list-style-type: none"> <li>Understands the contribution their work makes and promotes its value</li> <li>Identifies their role within the team and is able to compare their skills with others</li> </ul>

Stakeholders	Has a practical knowledge of managing stakeholders and their differing relationships to an organisation. This includes internal and external customers, clients and/or suppliers. Liaises with internal/external customers, suppliers or stakeholders from inside or outside the UK. Engages and fosters relationships with suppliers and partner organisations.	Portfolio interview or Project presentation <u>and</u> may also be demonstrated in the Knowledge test (stakeholder management principles)	<ul style="list-style-type: none"> <li>• Does not understand the principles of stakeholder management</li> <li>• Does not build good relationships</li> </ul>	<ul style="list-style-type: none"> <li>• Understands how to manage stakeholders, e.g. clarifying and delivering on expectations</li> <li>• Demonstrates they have worked with stakeholders to achieve results</li> </ul>	<ul style="list-style-type: none"> <li>• Understands and follows the principles of stakeholder management</li> <li>• Goes beyond expectations to build constructive relationships with stakeholders</li> </ul>
Relevant regulation	Understands laws and regulations that apply to their role including data protection, health & safety, compliance etc. Supports the company in applying the regulations.	Knowledge test or Portfolio interview	<ul style="list-style-type: none"> <li>• Does not know the relevant laws and regulation for their job and has not followed them in the past</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates knowledge of relevant laws and regulation and consistently follows them</li> </ul>	<ul style="list-style-type: none"> <li>• Shows a thorough knowledge of relevant laws and regulations and consistently follows them</li> <li>• Champions adherence to relevant laws and regulation within the organisation</li> </ul>
Policies	Understands the organisation's internal policies and key business policies relating to sector.	Portfolio interview	<ul style="list-style-type: none"> <li>• Does not fully know or understand the organisation's internal policies</li> </ul>	<ul style="list-style-type: none"> <li>• Understands and follows the organisation's internal policies</li> </ul>	<ul style="list-style-type: none"> <li>• Understands and promotes the organisation's internal policies</li> </ul>

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



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

	positive attitude. Motivates others where responsibility is shared.	or Project presentation	positivity and selfmotivation	positivity and selfmotivation	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	<ul style="list-style-type: none"> <li>• Does not ask questions or clarify expectations</li> <li>• Negative attitude towards supervision and coaching to deliver their work to the agreed level of quality</li> <li>• Cannot demonstrate a constructive response to feedback</li> </ul>	<ul style="list-style-type: none"> <li>• Clarifies requirements and takes responsibility for work produced</li> <li>• Acts with responsibility and delivers their work to the right level of quality without requiring additional supervision and coaching</li> <li>• Asks for feedback and takes feedback on board</li> </ul>	<ul style="list-style-type: none"> <li>• Shows a strong personal responsibility for all aspects of their work and can work with minimal supervision, whilst adhering to policies, procedures and standards.</li> <li>• Takes feedback on board and continually assesses the quality of their work</li> </ul>
Adaptability	Is able to accept and deal with changing priorities related to both their own work and to the organisation.	Portfolio interview or Project presentation	<ul style="list-style-type: none"> <li>• Can be disorientated by, or defensive towards, change</li> </ul>	<ul style="list-style-type: none"> <li>• Accepts and responds positively to change</li> </ul>	<ul style="list-style-type: none"> <li>• Accepts change, evaluates the impact of any change and seeks to use it to improve their work</li> </ul>

Responsibility	Demonstrates taking responsibility for team performance and quality of projects delivered. Takes a clear interest in seeing that projects are successfully completed and customer requests handled appropriately. Takes initiative to develop own and others' skills and behaviours.	Portfolio interview or Project presentation	<ul style="list-style-type: none"> <li>Shifts responsibility to others and excuses the situation when levels of quality or efficiency are not met</li> </ul>	<ul style="list-style-type: none"> <li>Accepts personal responsibility for their own work, delivering their work on time and to the right level of quality</li> <li>Demonstrates ownership and</li> </ul>	<ul style="list-style-type: none"> <li>Role model who takes personal responsibility for themselves and peers</li> <li>Aims to deliver work within targets and deliver more than required in their role</li> </ul>
				<ul style="list-style-type: none"> <li>willingness to see work completed</li> <li>Applies initiative in developing their own skills and behaviours</li> </ul>	<ul style="list-style-type: none"> <li>Proactively seeks opportunities to develop themselves and shares this learning with others</li> </ul>

The following grade boundaries apply to the knowledge test:

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

