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END POINT ASSESSMENT SPECIFICATION

ASSISTANT ACCOUNTANT
APPRENTICESHIP

LEVEL 3

aat

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1. About AAT

AAT works across the globe with around 130,000 members in more than 90 countries. Our members are represented at every level of the finance and accounting world, including apprentices, people already working in accountancy and self-employed business owners.

AAT members are ambitious, focused accounting professionals. Many of our members occupy senior, well-rewarded positions with thousands of employers – from blue-chip corporate giants to public sector institutions.

AAT qualifications are universally respected and internationally recognised. Organisations hire AAT-qualified members for their knowledge, skills and diligence and enthusiasm because AAT represents the highest standards of professionalism.

AAT is approved as an End Point Assessment Organisation (EPAO) by the Education and Skills Funding Agency (ESFA) and is listed on the Register of End Point Awarding Organisations (RoEPAO). We offer an independent End Point Assessment (EPA) service for the Assistant Accountant apprenticeship, details of which are provided as part of this specification.

As an EPAO, AAT is subject to external quality assurance by a designated body appointed by the Institute for Apprenticeships and Technical Education (IFATE). Find out more about IFATE at [instituteforapprenticeships.org](https://www.instituteforapprenticeships.org)

The purpose of this specification is to provide information related to the Assistant Accountant apprenticeship and details the process for the EPA service including:

- funding and fees
- the End Point Assessment in detail
- marking, grading and certification.

This information is therefore relevant to all individuals involved in the delivery of the apprenticeship including apprentices, training providers, employers and the Independent Assessors (IAs). The information included is correct at the time of publication, however, it may be updated. AAT will communicate when changes have been made.

This specification should be read in conjunction with the EPA Agreement, the EPA Operational Manual, which provides specific guidance on EPA delivery and administration, and the Code of Practice for AAT approved organisations.

2. Introduction to the Assistant Accountant apprenticeship

Trailblazers were a government initiative designed to give groups of employers the opportunity to take the lead in developing apprenticeship standards to meet employment needs.

The standard for the Assistant Accountant apprenticeship sets out the knowledge, skills, and behaviours (KSBs) that apprentices must demonstrate to achieve competency in the apprenticeship. The standard is accompanied by an assessment plan, which sets out how the KSBs should be assessed as part of the EPA. The standard and the assessment plan were developed by a group of employers led by KPMG. The duration for this apprenticeship programme, including the EPA is typically 15 to 18 months.

Full details of both the standard and assessment plan for the Assistant Accountant apprenticeship can be found on the Gov.uk website at institute-for-apprenticeships.org/apprenticeship-standards/assistant-accountant-v1-1

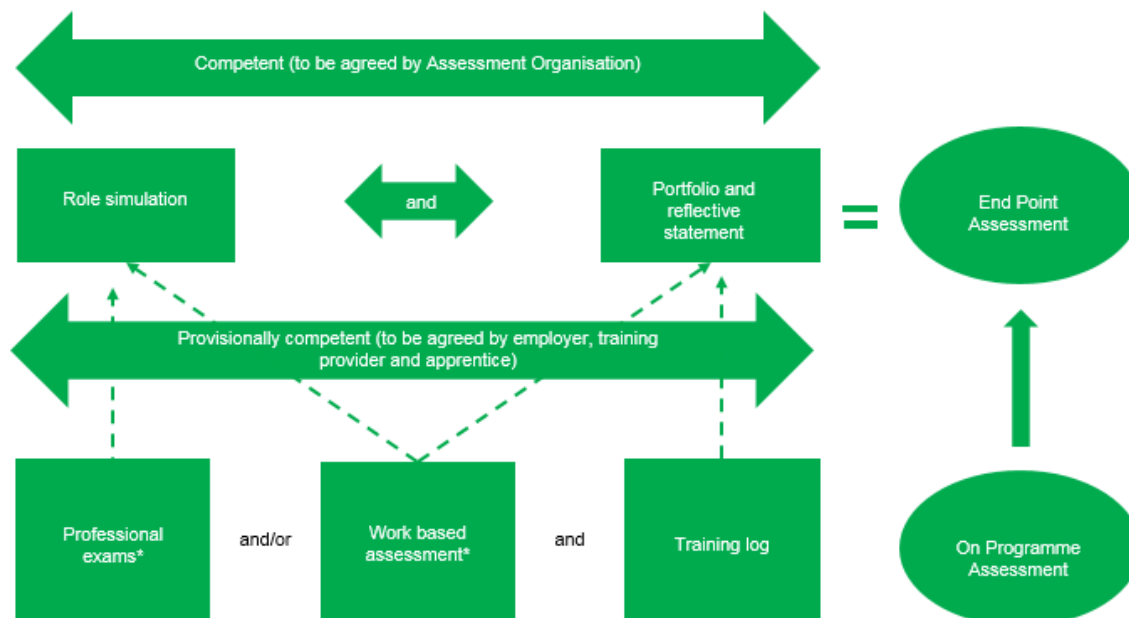
Below is an extract from the standard that provides the requirements of this apprenticeship.

Knowledge	What's required
IT systems and processes	Understands how to enter accounting transactions, perform a reconciliation, correct errors and produce a range of reports using a computerised accounting system. Understands the systems and processes of the organisation, within the responsibility of the position such as Sales, Purchase and Payroll. Understands the use of all relevant office and accounting packages used within their organisation, relevant to their job role.
Business awareness	Understands the transactional processes and support provided by accountancy firms or the accounting function within an organisation. Understands their organisations business strategy including customer and supplier needs, to produce relevant and compliant financial information. Is aware of how their role fits in with the wider organisation and sector they are working in.
Ethical standards	Understands the relevant ethical standards to protect their own and their organisation's professional reputation and integrity. Understands the importance of upholding relevant codes of conduct.
Financial accounting and reporting	Understands the basic elements of double entry bookkeeping and accounting standards required to process financial documents and report financial information to users of accounts. Understands the current financial standards for basic accounts preparation, to be able to make necessary end of year adjustments. Understands what's required to draft final accounts. Understands how to account for the purchase and disposal of non-current assets. Understands the basic tax principles to apply current regulations to calculate VAT and submit a VAT return.
Management accounting	Understands how to recognise and use different accounting approaches and is able to gather, analyse and report information about income and expenditure to support decision making, planning and control.
Skills	What's required
Analysis	Effectively records and analyses financial data at the appropriate level using the organisation's standard tools and processes. Communicates to all stakeholders to aid decision making to add value to the organisation, within the responsibility of the position.

Communication	Works both independently and as part of a team within the organisation's standards. Competently demonstrates an ability to communicate both in writing and orally at all levels, using a range of tools and demonstrating strong interpersonal skills and cultural awareness when dealing with internal and external customers. Demonstrates the ability to communicate financial information in a way that non-finance staff can interpret and understand.
Produces quality and accurate information	Consistently delivers high quality, 'right first time' financial and performance data in a timely fashion in line with the organisation's requirements, to aid decision making and planning.
Uses systems and processes	Demonstrates the ability to identify the appropriate systems and processes to work productively in order to complete required tasks. Demonstrates competent use of office and accounting packages. Able to maintain the security of accounting information using passwords and backup routines.
Problem solving	Applies techniques to both common and nonroutine problems, analysing where required and selecting the appropriate tools and techniques to produce solutions. Escalates or seeks guidance and support where appropriate.
Behaviours	What's required
Embracing change	Accepts changing priorities and working requirements readily and has the flexibility to maintain high standards in a changing environment.
Adding value	Identifies opportunities to actively engage in the wider business when appropriate. Provides information that positively contributes to influencing business decisions whilst continually striving to improve own working processes and those of the organisation.
Ethics and integrity	Applies a transparent and objective manner in all actions and interactions to ensure that they meet the ethical requirements of the profession.
Personal accountability	Takes the initiative for own personal development. Proactively takes responsibility for completing tasks and meeting expectations. Consistently prioritises in order to achieve timely outcomes.
Productivity	Organises work effectively and achieves required results within deadlines. Performs professionally in pressurised situations and escalates appropriately when necessary.
Team working and collaboration	Consistently supports colleagues and collaborates to achieve results. Aware of their role within the team and their impact on others.

2.1. Assistant Accountant apprentice journey

There are two distinct elements of the apprentice journey; On Programme Learning (OPL) and the End Point Assessment (EPA). Below is an illustration extracted from the assessment plan:



The following organisations and individuals are involved in the apprentice journey.

Role	Responsibilities
Apprentice	An individual undertaking the Assistant Accountant apprenticeship.
Independent Assessor (IA)	Carries out an independent assessment of the apprentice and decides whether the apprentice meets the KSBs set out in the standard. IAs must have specific knowledge and experience of the profession so that competence of the apprentice can be effectively ascertained.
Training provider	Supports the apprentice and employer in developing the portfolio, throughout OPL, to ensure it's comprehensive and meets the required standard. Signs off the apprentice's portfolio. Provides apprentices tuition in preparation for the synoptic assessment and for developing KSB, as set out in the standard. The training provider is not involved in the EPA process or decisions on grading.

EPA centre	<p>Registers apprentices for the EPA in accordance with AAT and ESFA requirements. Administers the synoptic assessment component of the EPA in accordance with AAT's Instructions for AAT computer-based assessments (CBA). Supports the apprentice in ensuring the portfolio and other relevant information is prepared and uploaded to AAT's assessment platform in accordance with AAT's requirements. Provides appointed IAs with access to premises, apprentices and staff for assessing the reflective component of EPAs. Provides additional information, if requested, and cooperates fully with AAT and/or other external bodies (including the IFATE designated external quality assurance body, and Ofqual) in carrying out monitoring, investigations or other activities, either on-site or remotely.</p> <p>The training provider as an EPA Centre is not involved in the EPA process or making decisions on grading.</p>
Employer	<p>Ensures the apprentice is given the right level of support and experience throughout their OPL to complete the portfolio to the standard required. With the support of the training provider, gives final sign off of the portfolio. The employer is not involved in the EPA process or making decisions on grading.</p>
End Point Assessment Organisation (EPAO)	<p>Works to support the delivery of the apprenticeship standard and assessment plan, which are defined by the employer group and approved by the Institute for Apprenticeships (IFATE). Develops the criteria for grading the EPA assessment components and overall grade. Provides guidance for the completion of the portfolio including what types of evidence should be included. Provides guidance as to what should be covered in the reflective discussion. Recruits and trains IAs.</p> <p>Verifies and standardises assessment decisions made by the IA. Has effective quality assurance and quality control procedures that support fair, reliable and consistent assessments.</p>
Professional body	<p>There are several professional bodies involved with this apprenticeship. All are associated with the relevant professional qualifications included within the standards.</p>

2.1.1. On Programme Learning

This is an important element of the learning process, allowing apprentices to gain the required KSBs specified in the standard. The accounting apprenticeship standard does not mandate qualifications to form part of the OPL; however, the **AAT Advanced Diploma in Accounting** Qualification is an ideal basis for OPL.

Towards the end of the OPL, the employer, the apprentice and the training provider will decide if the apprentice is ready for the EPA. This stage of the programme is known as the Gateway and will confirm that the apprentice has gained the required experience in the workplace to meet the criteria specified in the standard.

Training providers and employers will need to confirm that the apprentice has met all Gateway requirements before they can take the EPA. Advice on how to achieve the OPL requirements are included in the assessment plan.

The apprentice must have been on the apprenticeship programme for **at least 12 months and a day** and have achieved Level 2 math's and English, or equivalent, before being scheduled for any assessment component of the EPA.

2.1.2. End Point Assessment (EPA)

The EPA, which is taken by the apprentices after the OPL, determines if the apprentice has met the KSBs specified in the standard. All apprentices will attempt the same EPA.

To register students to take the EPA with AAT, training providers must become an AAT EPA Centre and be on the Register of Apprenticeship Training Providers (RoATP). Check to see who's on the list at [gov.uk/guidance/register-of-apprenticeship-training-providers](https://www.gov.uk/guidance/register-of-apprenticeship-training-providers)

The process and criteria for becoming registered as an EPA Centre are available on the dedicated EPA webpage [aat.org.uk/apprenticeships/delivering/england/end-point-assessments](https://www.aat.org.uk/apprenticeships/delivering/england/end-point-assessments)

2.2. Objective and progression

The objective of this EPA is to ensure full competency as an Assistant Accountant.

The apprenticeship provides a basis for progression into a number of career paths in the accounting sector including Assistant Financial Accountant, Payroll Manager, Senior Finance Officer or Payments and Billing Manager.

Once the apprentice has completed the Assistant Accountant apprenticeship, fulfilling the OPL and EPA requirements, they could take on the following job roles:

- Accountants Assistant
- Finance Assistant
- Accounts Payable and Expenses Supervisor
- Finance Officer
- Payroll Supervisor
- Professional Bookkeeper
- Senior Bookkeeper
- Tax Assistant
- Accounts Payable Clerk
- Assistant Accountant
- Audit Trainee
- Credit Controller

3. Funding and fees

3.1 Funding

The funding bands that apply to approved standards are shown on the Gov.uk website at [gov.uk/government/publications/apprenticeship-funding-bands](https://www.gov.uk/government/publications/apprenticeship-funding-bands)

These bands will set an upper limit on the amount of funding the government will provide. The cost of learning will have to be negotiated by employers with learning providers. Anything agreed above the upper limit will have to be funded by the employer. For the Assistant Accountant apprenticeship, the upper limit is set at £8,000 per apprentice.

More details on how the funding system works can be found on the Gov.uk website at [gov.uk/government/publications/apprenticeship-levy-how-it-will-work/apprenticeship-levy-how-it-will-work](https://www.gov.uk/government/publications/apprenticeship-levy-how-it-will-work/apprenticeship-levy-how-it-will-work)

3.2 Fees

The fees for the Assistant Accounting apprenticeship EPA are available from the AAT website:
aat.org.uk/apprenticeships/delivering/england/fees-funding

4. The End Point Assessment in detail

As part of their End Point Assessment (EPA), apprentices will be expected to complete:

- a **synoptic assessment**, which covers the knowledge and skills as indicated in the mapping document
- a **portfolio and reflective discussion** which exhibits a range of evidence produced in the work-place to demonstrate they have met the KSBs specified in the standard. The portfolio of evidence must meet all learning outcomes, as set out in the standard, and will support and inform the assessment of the reflective discussion.

4.1. Weighting of individual assessment components

As shown in the table below, there will be two successful grades for the apprenticeship: pass and distinction. The grade is determined by the result of the synoptic assessment.

Assessment component	Area assessed	Component grade	Contribution towards overall grade
Synoptic assessment	IT systems and processes Ethical standards Financial accounting and reporting Management accounting Analysis Communication Problem solving Produces quality and accurate information Uses systems and processes	Fail, pass or distinction	40%

Portfolio and reflective discussion	Business awareness IT systems and processes Analysis Communication Problem solving Produces quality and accurate information Ethics and integrity Uses systems and processes Embraces change Adding value Personal accountability Productivity Team work and collaboration *the Indirect tax element of Financial Accounting is a requirement of the portfolio submission	Fail, pass or distinction	60%
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For apprentices to be awarded a distinction, the weighted average of the synoptic test and the portfolio/reflective discussion combined must be equal to, or more than 90%.

4.2. Synoptic assessment

The synoptic assessment is a key component of the EPA. The assessment will demonstrate that the apprentice can apply their knowledge in an integrated way and will satisfy the requirements specified in the standard.

The AAT synoptic assessment used in the EPA is the same as that used for the AQ2016 Advanced Diploma in Accounting Qualification and uses the same **assessment window dates**. The main difference is that for this apprenticeship, the synoptic **assessment can only be taken after 12 months and one day of OPL**.

More detail on the synoptic assessment, including the test specification, can be found in the qualification specification at aat.org.uk/about-aat/qualification-development

The assessment objectives are summarised below.

Assessment objective	Weighting
Demonstrate an understanding of the relevance of the ethical code for accountants, the need to act ethically in a given situation and the appropriate action to take in reporting questionable behaviour.	15%
Prepare accounting records and respond to errors, omissions and other concerns, in accordance with accounting and ethical principles and relevant regulations.	15%
Apply ethical and accounting principles when preparing final accounts for different types of organisations, develop ethical courses of action and communicate relevant information effectively.	15%
Use relevant spreadsheet skills to analyse, interpret and report management accounting data.	25%
Prepare financial accounting information, comprising extended trial balances and final accounts for sole traders and partnerships, using spreadsheets	30%
	100%

4.3. Portfolio reflective

The portfolio of evidence that underpins the reflection will be used to demonstrate the apprentice's competence in the KSBs, that are defined in the standard, which has been gathered from practical experience in the workplace. This can include:

- outputs from work
- independent feedback
- any formal qualifications:
 - any qualification used as evidence must relate directly to the KSBs as outlined in the standard and be at the same level or above when compared to the apprenticeship level
- observations
- witness testimonies.

The portfolio is the way for apprentices to collect evidence systematically with support from their tutor and employer. The apprentice should submit up to three pieces of evidence per learning outcome, as detailed in the mapping document. Wherever possible, evidence should map across multiple learning outcomes.

The portfolio is critical to IAs when assessing the reflective discussion or written statement as this will aid their understanding and connectivity during the marking process. Therefore, the portfolio will also require sign-off in the form of a declaration within the mapping document, by the training provider and employer before being submitted to AAT via AAT's secure assessment platform.

Apprentices will need to demonstrate, through the presentation of evidence, that they have met the KSBs requirements of the standard. Tutors will be expected to advise apprentices on putting the portfolio together. Templates have been produced to facilitate apprentices collecting evidence in the workplace; these can be downloaded from aat.org.uk/apprenticeships/delivering/england/end-point-assessments

4.3.1. What to include in the portfolio

As part of the portfolio submission, it's essential that the **evidence mapping document** is completed and uploaded alongside the evidence.

It's in an apprentice's best interest to provide as much detail as they can on their employment situation so that the IA is fully informed when making assessment decisions. The portfolio may include, but is not limited to, the following:

- an organisation structure or a short outline of the work of the apprentice's organisation and/or department
- job description
- a career or personal profile (or CV). This is particularly helpful if it can also include achievements to date, current objectives and future plans for development
- the evidence itself, each item being numbered and cross-referenced to the apprenticeship standard
- a witness list of others who have contributed to the evidence
- a declaration from the apprentice stating that the evidence is original, authentic and has been put together by the apprentice.

4.3.2. What sort of evidence is acceptable?

Suitable evidence can be divided into two main categories – direct and indirect.

Direct evidence can include:

- apprentice performance being observed by their tutor which may then be recorded or written up as appropriate
- projects or work-based assignments
- personal reports
- minutes of meetings, action plans, progress reports
- internal and external correspondence
- prior qualifications, which relate directly to the KSBs that are outlined in the standard (copy of certificated achievement will be required)
- responses to oral or written questions
- video or authenticated audio.

It's expected that apprentices will provide a range of evidence types to support their demonstration of knowledge skills and behaviours competence. The list above is not exhaustive, and apprentices may find other appropriate forms of evidence depending on job role and circumstances.

Apprentices must highlight their role when submitting evidence that has been carried out through group work activities, for example, projects and assignments.

Indirect evidence can include:

- witness testimonies from people within or outside the organisation
- attendance on courses/training activities relevant to the learning outcomes of the standard
- membership of related committees or outside organisations.

Indirect evidence should, in the main, be used to support or confirm direct evidence.

4.3.3. Suitability of evidence

In signing off the portfolio, training providers and employers must be satisfied that the evidence in the portfolio meets the below requirements:

- **Sufficient:** evidence must cover all aspects of the learning outcomes within the assessment plan. Sufficient does not mean a mass of evidence. It simply means collecting enough suitable evidence to demonstrate competence. Please note that apprentices, with the help of their training provider and employer, might need to be selective about the evidence they put forward.
- **Authentic:** apprentices must be able to discuss and substantiate the evidence put forward. It's important, therefore, to ensure apprentices only submit evidence relating to their own performance. Apprentices will be required to sign a declaration to confirm that the evidence is authentic.
- **Relevant:** any evidence must relate clearly to the standard. IAs will be verifying evidence directly related to the requirements set out in the standard. Apprentices should avoid the inclusion of reference documents, training materials and other evidence that do not demonstrate competence.
- **Current:** evidence relating to skills, attitudes and knowledge apprentices are able to currently demonstrate. The IA will be assessing current levels of competence, so apprentices must ensure that evidence clearly relates to activities and areas of work carried out if required to do so. As a guide, apprentices should submit evidence that has been collected over the duration of the apprenticeship programme.

Apprentices, training providers and employers need to ensure any evidence included in the portfolio meets these criteria.

4.3.4. What to expect in the professional discussion

The professional discussion, which will take approximately **one hour**, provides the apprentice with the opportunity to discuss their skills and behaviours gained throughout their OPL with two Independent Assessors (IAs). It will be used to clarify points or discuss in more detail any evidence presented in the apprentice's portfolio.

During the discussion, the IA may use several techniques to ensure the discussion remains focused and effective i.e. periodically summarising points covered, questioning to probe for more information or to clarify certain points of the discussion. At the beginning of the discussion, the IA is likely to be doing most of the talking i.e. reiterating the reason for the discussion and agreeing how the main points of the discussion will be assessed and recorded. Questioning prompts may be used but should not form the basis of the discussion. The contents and outcome of the professional discussion will be recorded on the professional discussion forms used by the IA. This is important to enable effective verification and to show that due process has been followed. The form will be signed and dated by the IA. The reflective discussion will be conducted remotely. The only exceptions will be where a face to face meeting has been agreed as part of a reasonable adjustment.

All apprentices will be asked four mandatory questions. These questions are designed to allow the apprentice to expand upon the evidence presented within their portfolio.

The four questions are:

1. What's your role within the organisation?
2. How do you think your role has benefited the organisation?
3. Is there an achievement/product/activity you're particularly proud of?
4. What are some of the challenges you've encountered during your apprenticeship?

Additional questions asked will be based on the evidence presented in the portfolio.

4.4. How will the EPA be marked?

Synoptic assessment

The synoptic assessment will be partially computer and human-marked by AAT. Results will be available six weeks from the date of assessment, following quality assurance processes by AAT.

The marking bands below have been designed to give apprentices, training providers and IAs a guide to the levels of achievement required to gain a pass or distinction. IAs will use the mark bands against the apprentice's portfolio and professional discussion record to determine the assessment decision.

When awarding marks within a band, the IA will use their professional judgement to decide to what extent the apprentice has met the assessment objective. It will be based on a holistic review and no one element in isolation within a band is used as a determinant.

The tables on the following pages outlines what's required to meet the different grading bands for the Assistant Accountant apprenticeship.

	Fail	Pass	Distinction
AO1: Knowledge (15 marks)	1 – 10 marks	11 – 13 marks	14 – 15 marks
	Evidence of knowledge and understanding <ul style="list-style-type: none"> • Transactional processes and support provided by accountancy firms or the accounting function within an organisation. • Organisations business strategy, including customer and supplier needs, in order to produce relevant and compliant financial information. • How their role fits in with the wider organisation and sector they're working in. • How to enter accounting transactions, perform a reconciliation, correct errors and produce a range of reports using a computerised accounting system. • The systems and process of the organisation within the responsibility of the position such as sales, purchase and payroll. • The use of all relevant office and accounting packages used within their organisation, relevant to their job role. 		
	<p>Limited business awareness showing multiple gaps in knowledge of organisations business strategy.</p> <p>Limited understanding of the transactional processes and support provided by accounting functions.</p> <p>Limited understanding of how their role fits in with the wider organisation and sector they are working in.</p> <p>Limited understanding of how to use computerised accounting systems, and other related office/accounting packages when carrying out tasks.</p>	<p>Good business awareness showing some gaps in knowledge of organisations business strategy.</p> <p>Good understanding of the transactional processes and support provided by accounting functions.</p> <p>Good understanding of how their role fits in with the wider organisation and sector they are working in.</p> <p>Good understanding of how to use computerised accounting systems, and other related office/accounting packages, with relevance to the task being carried out.</p>	<p>Comprehensive business awareness showing no gaps in knowledge of organisations business strategy.</p> <p>Comprehensive understanding of the transactional processes and support provided by accounting functions.</p> <p>In-depth understanding of how their role fits in with the wider organisation and sector they are working in.</p> <p>In-depth understanding of how to use computerised accounting systems, and other office/accounting packages relevant to the task being carried out.</p>

AO2: Skills (24 marks)	1 – 16 marks	17 – 21 marks	22 – 24 marks
	<p>Evidence of skills</p> <ul style="list-style-type: none"> • Records and analyses financial data using the organisation’s standard tools and processes. • Communicates to all stakeholders to aid decision making to add value to the organisation, within the responsibility of the position. • Use of appropriate systems and processes to complete the required tasks. • Use of office and accounting packages. • Use of passwords and backup routines to maintain the security of accounting information. • Working independently and as part of a team within the organisation. • Communicates both in writing and orally at all levels, using a range of tools. • Strong interpersonal skills and cultural awareness when dealing with internal and external customers. • Communicates financial information in a way that non-finance staff can interpret and understand. • Delivery of high quality, ‘right first time’ financial and performance data in a timely fashion in line with the organisation’s requirements, to aid decision making and planning. • Applies techniques to both common and non-routine problems, analysing where required, and selecting the appropriate tools and techniques to produce solutions. • Escalates or seeks guidance and support where appropriate. 		
	<p>Completes tasks with support from colleagues using organisations tools and processes; minimal evidence to demonstrate the security of information was maintained.</p> <p>Little confidence in the use of appropriate systems, office and accounting packages.</p> <p>Communicated information with limited effect, to aid decision making of stakeholders.</p>	<p>Completes tasks with minimal support from colleagues using a range of organisations tools and processes; security of information was generally well maintained.</p> <p>Confidence in the use of appropriate systems, office and accounting packages to complete a range of tasks.</p> <p>Communicated information effectively to aid the decision making of stakeholders.</p>	<p>Completes tasks without support from colleagues using a wide range of relevant organisations tools and processes; security of information was consistently maintained.</p> <p>Confidence in the use of appropriate systems, office and accounting packages to complete a wide range of tasks.</p> <p>Communicated information effectively to aid the decision making of stakeholders.</p>

	<p>Limited range of tools used to communicate both in written and verbal format; minimal evidence of adapting information when communicating to non-finance staff.</p> <p>Limited autonomy when completing tasks; limited evidence of working as part of a team.</p> <p>Outputs of tasks required rework from others and had minimal impact in aiding decision making and planning.</p> <p>Evidence of delays in completing work with minimal attempt to ask for help when needed.</p>	<p>Range of tools used to communicate both in written and verbal format; some evidence of adapting information when communicating to non-finance staff.</p> <p>Generally autonomous when completing tasks; demonstrated good team playing skills.</p> <p>Outputs of tasks required minimal rework from others and supported decision making and planning.</p> <p>Evidence of asking for help when needed to ensure work was completed within timescales.</p>	<p>Wide range of tools used to communicate both in written and verbal format; consistent ability to adapt information when communicating to non-finance staff.</p> <p>Consistently worked autonomously when completing tasks; consistently demonstrated team playing skills.</p> <p>Outputs of tasks required no rework from others and supported decision making and planning.</p> <p>Evidence of asking for help when needed to ensure work was completed within timescales to consistently high standards.</p>
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AO3: Behaviours (21 marks)	1 – 14 marks	15 – 18 marks	19 – 21 marks
	<p>Evidence of behaviours</p> <ul style="list-style-type: none"> • Accepts changing priorities and working requirements readily and has the flexibility to maintain high standards in a changing environment. • Identifies opportunities to actively engage in the wider business when appropriate. • Provides information that positively contributes to influencing business decisions whilst continually striving to improve own working processes and those of the organisation. • Applies a transparent and objective manner in all actions and interactions to ensure that they meet the ethical requirements of the profession. • Takes the initiative for own personal development. • Proactively takes responsibility for completing tasks and meeting expectations. • Consistently prioritises in order to achieve timely outcomes. • Organises work effectively and achieves required results within deadlines. • Performs professionally in pressurised situations and escalates appropriately when necessary. • Consistently supports colleagues and collaborates to achieve results. • Aware of their role within the team and their impact on others. 		
	<p>Demonstrated limited ability to organise work effectively and respond to changing requirements of tasks, which had a significant impact on deadlines.</p> <p>Limited engagement with the wider organisation; minimal evidence to support the influence of business decisions and improved business processes.</p> <p>Limited evidence of meeting ethical standards, often lacking awareness.</p> <p>Demonstrated lack of initiative for own personal development and completing tasks within timescales.</p> <p>Limited evidence of being a team player; limited awareness on how performance impacted their team and others.</p> <p>Limited evidence of maintaining professionalism during pressurised situations.</p>	<p>Demonstrated good ability to organise work effectively and accept the changing requirements of tasks which had some impact on deadlines.</p> <p>Good engagement with the wider organisation; range of evidence to support the influence of business decisions and improved business processes.</p> <p>Good evidence of meeting ethical standards but occasional inconsistencies.</p> <p>Demonstrated a good level of initiative for own personal development, minimal areas of weakness identified.</p> <p>Good team player and able to participate in a team to achieve results.</p> <p>Evidence of maintaining professionalism during pressurised situations; often escalating appropriately when necessary.</p>	<p>Demonstrated consistent ability to organise work effectively and accept the changing requirements of tasks with minimal impact on deadlines.</p> <p>Thorough engagement with the wider organisation; wide range of evidence to support the influence of business decisions and improved business processes.</p> <p>Consistent evidence of meeting ethical standards.</p> <p>Demonstrated initiative for own personal development, linking to corporate objectives to ensure success.</p> <p>Excellent team player and always focused to ensure personal and team results are achieved.</p> <p>Evidence of consistently maintaining professionalism during pressurised situations; escalating appropriately when necessary using own</p>

4.5 Re-sits

Apprentices should only be entered for the EPA when they are well prepared and expected to pass. Where an apprentice is unsuccessful in an assessment component attempt, they should discuss their results with their tutor and revise appropriately before re-taking the assessment component.

4.6 Reasonable adjustments and special considerations

Reasonable adjustment is the term used for any special arrangements that are needed to enable apprentices with disabilities or temporarily incapacitated apprentices to do their best in an assessment.

The required forms and more details are available in the publication *Guidance on the Application of Reasonable Adjustments and Special Consideration in AAT Assessments* available to download through MyAAT at aat.org.uk/assessment/adjustments-and-considerations

4.7 Enquiries and appeals

If the apprentice thinks that their assessment outcome does not reflect their performance, they can submit an enquiry through MyAAT at aat.org.uk/assessment/enquiries-and-appeals

Enquiries can be made by a training provider on behalf of an individual apprentice or a group of apprentices. If the apprentice is not satisfied with the response to their enquiry, they can submit an appeal.

There's an administrative fee for enquiries and appeals. AAT will refund the fee if the enquiry leads to a favourable change in marks awarded for the assessment.

5. Glossary

Apprentice	An individual who is registered with AAT for the purposes of an EPA.
Apprenticeship	An apprenticeship is a job with training to industry standards. It should be in a recognised occupation, involve a substantial programme of on and off-the-job training.
Apprenticeship framework	Old-style apprenticeship based on qualifications, currently being phased out in England in favour of apprenticeships based on standards developed by employers
Apprenticeship Levy	All employers with a pay bill over £3 million each year, must pay the Apprenticeship Levy. The Apprenticeship Levy is charged at 0.5% of the annual pay bill. Apprenticeships are a devolved policy - authorities in each of the UK nations manage their own apprenticeship programmes, including how funding is spent on apprenticeship training. The Apprenticeship Levy is applied in Scotland, Wales and Northern Ireland, but the employer digital account and funding bands do not apply in the same way. Find out more at gov.uk/government/publications/apprenticeship-levy-how-it-will-work/apprenticeship-levy-how-it-will-work
Apprenticeship standard	New style apprenticeship based on an occupational standard that defines the duties carried out by someone in the occupation and the knowledge, skills and behaviours required to achieve that competence in those duties. The apprentice's occupational competence is tested by an independent, End Point Assessment.
Assessment evidence	Apprentice's evidence demonstrating knowledge, skills and behaviors detailed within the Apprenticeship Standard and provided by the provider and/or the employer to AAT.
Completion certificate	The certificate issued by the IFATE on successful completion of the Apprenticeship and EPA.
Employer	The employer of the apprentice on an apprenticeship contract.
EPA	End Point Assessment is a rigorous robust and independent assessment undertaken by an apprentice at the end of training to test that the apprentice can perform in the occupation they have been trained in and can demonstrate the duties, knowledge, skills and behaviours (KSBs) set out in the occupational standard.
EPAO	End Point Assessment Organisation is an organisation approved to deliver End Point Assessment for a particular apprenticeship standard; EPAOs must be on the register of End Point Assessment Organisations.
ESFA	Education and Skills Funding Agency, brings together the former responsibilities of the Education Funding Agency (EFA) and Skills Funding Agency (SFA), to create a single agency accountable for funding education and skills for children, young people and adults.
External Quality Assurance (EQA) role	Involves independent monitoring of the development and delivery of End Point Assessment (EPA) of apprenticeships. Independent of the teaching programme.
Funding bands	Each apprenticeship standard is allocated to one of 30 funding bands. The upper limit of each funding band caps the maximum amount of digital funds an employer who pays the levy can use towards an individual apprenticeship.
Gateway	The point at which an apprentice has completed their training and is ready to enter EPA.
Gateway evidence	The documents completed by the apprentice, the training provider and/or the employer and provided to AAT to confirm completion of the training element of the apprenticeship.

IA	The Independent Assessor provides End Point Assessment services for apprentices and employers working with apprenticeship standards. Independent assessors are required to provide at all times fair, reliable and consistent assessment judgements, and will know how to use a variety of assessment techniques.
IFATE	Institute for Apprenticeships and Technical Education the body responsible for improving the quality of apprenticeships in England.
KSBs	Knowledge, skills and behaviours – what is needed to competently undertake the duties required for an apprenticeship standard.
Occupation	The job requirements for the relevant sector(s), not just those required by a single employer.
On programme	The element of the apprenticeship that provides the apprentice with the required knowledge, skills and behaviours. The programme must run for a minimum of one year and result in the apprentice being prepared for the End Point Assessment (EPA).
Off job learning	Off the job learning is defined as learning which is undertaken outside of the normal day-to-day working environment and leads towards the achievement of an apprenticeship. This can include training that is delivered at the apprentice's normal place of work but must not be delivered as part of their normal working duties. The minimum threshold is 20% of the time. Find out more at gov.uk/government/publications/apprenticeships-off-the-job-training
Registration	The processing of registering for an EPA.
Registration fee	The part of the fee payable on registration.
RoEPAO	The ESFA's Register of End Point Assessment Organisations.
RoATP	The Register of Apprenticeship Training Providers.
Synoptic assessment	Tests the range of knowledge, skills and behaviours identified as core to the apprenticeship.
Trailblazer group	Group of employers developing an apprenticeship standard; recognised by the Institute as representative of those who employ people in the occupation.
Training provider	Any organisation that delivers apprenticeship training e.g. college, higher education institution, private training organisation; training providers delivering training in relation to apprenticeships must be on the register of apprenticeship training providers.

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