Assessment Plan
Event Assistant

SUMMARY

This Assessment Plan covers the Event Assistant apprenticeship that has been developed by the employers with input from several training and assessment experts.

Our approach is designed to deliver a robust, cost effective and manageable assessment of competence in the role, based on the expected numbers of apprentices.

The focus of the apprenticeship is primarily on individuals who are new to the role and starting their career journey through the organisation. In support of the approach to assessment is based on the following principles:

- Assessment should show how well the individual is performing in the role and whether they have met the requirements of the Standard.
- It should have maximum relevance to the real job that the apprentice is doing to truly test full competence in the role.
- It should integrate with Business As Usual processes wherever possible e.g. performance management, personal development.
- It should add value to the apprentice's journey, both during and at the end of the apprenticeship so that this is seen as helping them build not only competence in the role, but also a career in the organisation wherever possible. This should include giving them feedback on their development needs as part of the end point assessment where relevant.
- It should give assurance to the employer that the assessment is being delivered in a consistent, independent and appropriate manner.

The major components of the apprenticeship, as it evolves throughout the period, and the roles of each of the major parties are shown in the diagram below. The timings and content are an example, assuming an 18 month apprenticeship. The actual length of the apprenticeship will be decided by the employer. Within this are contained the development of the knowledge, skills and behaviours required to do the role, any on-programme assessment that the employer chooses to do, the gateway and the end point assessment.

Month	Apprentice	Employer	Training Provider	Independent Assessment Organisation
0	Understand job role and apprenticeship commitment	Deliver induction training and understand role in apprenticeship	Explain apprenticeship, roles, timetable and commitments. Completes SFA admin req'ts	
1-12	Works to role objectives / KPIs / training plan Develops Knowledge, Skills, Behaviours	Manages as any other employee inc Performance Management via monthly 1to1s etc Supports and coaches	Monitors progress; identifies gaps; delivers apprentice learning and support as required. Completes SFA admin reqts Supports and trains	
3-12				
13-14		\'Gateway\' to end point assessment: Employer and TP review progress and agree whether Apprentice has achieved competency levels required vs the standard		
14-15	Apprentice, Employer and TP work together to agree the make up of the 3 elements of End Point Assessment (Project, Portfolio and Professional Discussion). TP signs off vs Assessment Plan requirements			
16-17	Completes Project and Portfolio. Submits for assessment. Prepares for Professional Discussion	Assesses Project and Portfolio. Prepares for Professional Discussion	Supports completion of Project and Portfolio, reviews and submits for assessment. Supports preparation for Professional Discussion	Assesses Project and Portfolio. Prepares for Professional Discussion
18	Takes part in Professional Discussion	Participates in Professional Discussion. Informs apprentice of result.	Completes SFA admin requirements	Conducts Professional Discussion and decides grade.

Professional Qualifications – there are no mandatory professional qualifications within this apprenticeship. Employers can include optional qualifications if they wish to do so.

On-programme Assessment (dark blue in diagram) – our **recommended** approach to ensuring that the apprentice is on track during the apprenticeship is based on the employer's Performance Management (PM) process with the following key elements:

- Line Manager uses the formal PM process and regular 1:1s to discuss progress in the apprenticeship, provide feedback and guide development.
- Training Provider can support this (if required) by ensuring that the requirements of the apprenticeship are reflected in the PM process and filling any gaps through their work with the apprentice.
- Training Provider can also support the apprentice on understanding the learning journey, providing advice and guidance on learning strategies and tools that will support the apprentice's preferred learning style and improve their learning agility.
- Regular check points between the Line Manager and Training Provider (aligned with the PM process) to ensure that the apprentice is on track and agree how any issues will be addressed.
- Apprentices should be strongly encouraged to create a learning record that contains examples of their learning and areas for development/action points as they go through the apprenticeship - this can be used in reviews with the Line Manager and Training Provider as well as contributing to the Portfolio submitted as part of the end point assessment.   This learning record should be kept online wherever possible. Apprentices who do not have a minimum of level 2 in Maths and English will either need to complete this prior to commencing employment, or during the Apprenticeship programme but must be completed before the end point assessment.

This is a recommended approach as it is up to each employer to choose an approach that works for their organisation (Training Providers can provide guidance on this).

The decision as to when the apprentice is ready to move on to the end point assessment (the Gateway – yellow in the diagram) will be made by the Line Manager and the Training Provider based on their monitoring of the apprentice's progress against the requirements of the standard.

End point Assessment (green in the diagram) **–** this contains two components which are described in more detail in the next section:

- A Project / practical case study that covers the core of the role and is most likely to involve the apprentice supporting an event or pitch
- A Portfolio of Evidence created through the apprenticeship which contains a range of types of evidence and supports the project, demonstrating that the apprentice has met the requirements of the Standard. This will be tested via a Professional Discussion that focuses on the softer skills of the Standard, testing the competence of the apprentice as well as exploring what has been produced in the Project and Portfolio, how it has been produced and how well they are performing in their role. The Professional Discussion also covers any parts of the Standard not evidenced through the Project and Portfolio.

Assessment Method	Area Assessed	Assessed by	Grading	Indicative Weighting
Project	See Annex 1	Assessment Panel	Fail / Pass / Merit / Distinction	50%
Portfolio of Evidence	See Annex 1	Assessment Panel	Fail / Pass / Merit / Distinction	50%
Professional Discussion	See Annex 1	Assessment Panel	Fail / Pass / Merit / Distinction	

END POINT ASSESSMENT

1. What is being assessed

The Standard contains a detailed description of the knowledge, skills and behaviours required for competence in this role.

The end point assessment will be synoptic and cover the knowledge, skills and behaviours included in the Standard. Some knowledge will be evidenced implicitly through the skills demonstrated by the apprentice, e.g. demonstrating the skill of preparing, managing and reconciling an event budget requires the knowledge of how an event budget is constructed and managed.

Details of assessment criteria are included at Annex 2.

2. How will assessment be carried out

The focus of the end point assessment is on the apprentice being able to demonstrate competence in the role and meet the requirements of the Standard, illustrating this through the work that they have done. It takes place in the last circa 3 months of the apprenticeship, once the apprentice has met the Gateway criteria, and consists of the assessment methods described below.

The content and structure of these methods will be provided by the Independent Assessment Organisation to ensure consistency across all apprentices. The employer, with the support of the training provider where appropriate, will work with the apprentice to agree how the apprentice goes about completing the components of the end point assessment and will provide guidance along the way as required. The training provider will ensure that the content

meets the Assessment Plan requirements, but does not have a role in the formal end point assessment or grade decision.

The methods of assessment will build up a cumulative picture of how well the apprentice has met the requirements of the Standard, using the assessment criteria set out at Annex 2. We have given indicative weightings to show the relative importance of the assessment methods in the previous table. The Independent Assessment Organisation will ensure the outcome is consistent and robust.

2.1. Project

This is a work based project or practical case study that contains real activity done in the role, such as the apprentice supporting a real event or pitch. It could also be a scenario based event designed by the Independent Assessment Organisation. It should focus on the core of the role, demonstrating the areas of the Standard identified in Annex 1. The project must be carried out in the last 3 months of the apprenticeship as part of their End Point Assessment, after the apprentice has met the Gateway criteria. In order for the project to be sufficient in scope to enable an apprentice to meet the minimum assessment criteria, the project must cover:

- A commission from a client or organisational brief, so an apprentice can demonstrate how they have responded to the brief.

- The use of software packages to create word processing and spreadsheet documents.

- Contribution to reports, event project plans and written presentations for clients.

- The use of a range of event technology platforms and in-house bespoke software systems and databases.

- How conclusions are drawn to choose venues that may be suited to a particular event based on clients' needs.

- Each aspect of event logistics: the venue, delegate management, transportation, accommodation, catering

- Liaison with event suppliers to combine and contribute to deliver an event

- How the onsite team at an event collaborated to ensure that the client's and all the delegates needs are met.

Detailed guidance for the content, format, length and scope of the project will be developed by the Independent Assessment Organisation.

The Project may initially be reviewed by the training provider and/or the employer. When they are comfortable that the apprentice has met or is clearly on track to meet the pass criteria for the Standard, the Project will be sent to the Independent Assessment Organisation for a fully independent assessment by the panel.

The Project will comprise 2,000 – 5,000 words and should follow a basic structure, the template for which will be provided by the Independent Assessment Organisation. As a minimum, the Project will contain:

- Introduction and background

- Aims and objectives

- Outline of the event or pitch

- Evidence of the apprentice's contribution to the event or pitch

- Impact/benefit of the Project on the organisation and on the apprentice

The number of words will be flexible to allow the apprentice to use a variety of technology and methods for presenting the information in their write up of the project, e.g. through diagrams, digital presentations etc.

The apprentice may choose how to present the information to the end assessor at the Professional Discussion, for example as a face to face presentation, via Skype, and this must be agreed between the apprentice, employer and independent assessor when planning all the end assessment elements.

The independent assessor will assess and grade the Project against the grading criteria given in the Appendix.

2.2. Portfolio of Evidence

The Portfolio contains evidence from real work activity by the apprentice that has been built up progressively through the apprenticeship and will illustrate the application of the knowledge, skills and behaviours within the Standard synoptically. It will complement the Project, focusing particularly on those areas of knowledge, skill and behaviours that are not evidenced in the Project. It will demonstrate the application of knowledge and competence in the work environment. The areas of the standard the Portfolio must cover are detailed at Annex 1.

There are likely to be several types of evidence within a Portfolio, designed so that they collectively demonstrate that the apprentice has learned and synoptically applied the knowledge, skills and behaviours of the Standard. Wherever possible, this will be an e-portfolio or other electronic platform. Further guidance on the structure of the Portfolio will be given by the Independent Assessment Organisation.

The Portfolio must include a minimum of 6 and a maximum of 12 pieces of each of the following types of evidence:

- performance review information,
- feedback from leaders/peers,

In addition, the Portfolio must include:

- at least one documented project, or a number of smaller projects, that demonstrate competence against the descriptors at annex 1.
- a learning journal/diary, which includes at a minimum monthly updates.

Other types of evidence the Portfolio could cover to support the above requirements are:

- written work
- workplace observations
- case studies
- development plan content
- emails
- customer feedback

The Portfolio may initially be reviewed by the training provider, if appropriate, using an assessment template that will be provided by the Independent Assessment Organisation. When they are comfortable that the apprentice has met or is clearly on track to meet the pass criteria for the Standard, the Portfolio will be sent to the Independent Assessment Organisation for a fully independent assessment and grading.

2.3. Professional Discussion

The Professional Discussion is a structured interview between the apprentice and two assessors consisting of:

- An assessor from the Independent Assessment Organisation
- A representative from the apprentice's employer (which may be their direct line manager)

The selection criteria for these individuals are set out in the next section. The assessors will be chaired by the Independent Assessment Organisation who will also make the final decision on the grade to be awarded.

The Professional Discussion will cover the knowledge, skills and behaviours in the standard as identified at annex 1, but will also cover any knowledge, skills and behaviours that have not been covered in the Project or Portfolio. It is expected to last at least 45 minutes, however should not last any longer than an hour This enables a synoptic assessment of the Standard as a whole to check coverage of the broad range of knowledge, skills and behaviours.

The purpose of the Professional Discussion is to:

- Explore evidence for areas of the Standard that are best assessed verbally, particularly the skills and behaviours.
- Discuss the Project, the results delivered and the approach taken
- Clarify any questions that the panel have about the evidence submitted in the Project and Portfolio
- Address any gaps in the Standard not covered by the Project or the Portfolio
- Provide the basis for the independent assessor to make a decision about the grade to be awarded.

The content of the Professional Discussion will be determined by the Assessment Panel following assessment of the Project and Portfolio. The apprentice will be notified in advance in order to have time to prepare and bring further evidence if required. This will ensure that consistent approaches are taken and that all key areas are appropriately explored. It may be carried out face to face, but could be done remotely using e.g. video conference or Skype, depending on number and location of apprentices. The Professional Discussion must be conducted in a "controlled environment" such as a quiet room away from the normal place of work.

The combination of these three assessment methods builds a cumulative picture of performance against the Standard. They require apprentices to demonstrate the application of knowledge, skills and behaviours in an integrated manner to deliver the required outcomes, enabling the assessors to make a holistic judgement about how well the apprentice meets or exceeds the Standard.

3. **Who carries out the assessment and makes the final judgment**

There are two parties involved in the end point assessment – the employer and the Independent Assessment Organisation. Their respective roles are as follows:

Assessor	Role
Apprentice's Employer	- Initially reviews the Project and Portfolio independently and makes a judgment about whether they meet the standard before they are submitted to the independent assessment organisation as part of the EPA - Participates in the Professional Discussion as part of the panel
Independent Assessment Organisation	- Brings a completely independent view to the end point assessment as they have had no engagement with the apprentice until now - Assesses the Project and Portfolio independently and makes a judgment about whether they meet the standard - Chairs the Professional Discussion - Makes the final decision on the grade to be awarded to the apprentice - Makes the final decision on any appeal about the grade awarded

The Apprentice's employer should be somebody who is familiar with the work of the Company and the Apprentice - this can be their Direct Employer.

It is the Independent Assessment Organisation that will make the final judgment on the grade to be awarded to the apprentice, whether Fail, Pass, Merit or Distinction. There will be a right of appeal against this decision as outlined in the next section.

To ensure that any independent assessor is competent they will be trained in the assessment process (see next section) and also have to meet certain criteria which include:

- A minimum of 5 years' experience working in event management; and familiarity with the role covered by the apprenticeship.
- Event Management technical and management expertise to ensure they can assess all areas of the Standard.
- No current relationship with the apprentice involved in the apprenticeship.

The Independent Assessment Organisation will be responsible for forming the panel to carry out the end point assessment, working with the employers to source the employer members and organising the end point assessment. They will act as the Chair of the panel.

Any organisation is eligible to deliver assessment services against this standard, by meeting the requirements of the SFA's Register of Apprenticeship Assessment Organisations. Individual employers must select an organisation from that Register to deliver assessment services for this Standard.

It is strongly recommended that the Independent Assessment Organisation has:

- Sound understanding of the sector (independent assessors who have worked in event management) and the assessment requirements for this Standard, together with the expertise to administer the Assessment Tools required.
- Capability to deliver assessments at the scale and with the levels of service required, giving confidence that this is a strategic part of their business.
- Geographical coverage required.
- Assessors with the background specified above
- Robust verification and quality assurance processes that can ensure the end point assessment is of the required standard e.g. use of standard formats, moderation and standardisation of scoring, oversight of assessment.

4. Independence

Within our assessment approach, independence is achieved through the end point assessment being carried out by an independent assessor who has not had any involvement with the apprentice or the delivery of the apprenticeship. The Independent Assessment Organisation will make a synoptic assessment of each apprentice's work, including the grade to be awarded, on the basis of evidence supplied in the Project, Portfolio and the Professional Discussion.

5. Quality Assurance - Internal

The responsibility for the robustness of the assessment process is held by the Independent Assessment Organisation. The overall responsibilities of the Independent Assessment Organisation are summarised below:

- Ensures there are robust processes in place to deliver assessments to the required standard and that they are appropriate for the sector
- Develops and maintains a set of Assessment Tools that are used by all of their own assessors to carry out assessments, which will ensure consistency
- Provides assessors that meet the requirements set out in this assessment plan
- Trains and certifies all individual assessors to be able to assess consistently against the Standard
- Applies robust quality assurance and verification processes to the assessments e.g. use of standard formats, moderation and standardisation of scoring, oversight of assessment
- Runs the appeal process for any initial appeals that arise from grading decisions
- Reports to the Employers on any issues that arise

Independent Assessment Organisations will create and maintain their own Assessment Tools to ensure continuing robustness (independent, consistent, accurate), working with employers in the industry as appropriate.

The assessment methods described previously are designed to produce assessment outcomes that are consistent and reliable, allowing fair and proper comparison between apprentices employed in different types and sizes of organisations. At the core of this will be their set of Assessment Tools that are used by all of their own assessors and will be a part the training that assessors receive. Independent Assessment Organisations can create and hold their own Assessment Tools, or use tools that are available in the public domain be used in assessment based on this Plan. The Employer Trailblazer Group are working with potential Independent Assessment Organisations to develop a suite of assessment tools which can be used by any Independent Assessment Organisation.

All assessors will be required to have the skills and experience outlined in the previous section. They will be trained and approved by the Independent Assessment Organisation to ensure that they are capable carrying out end point assessments in a fair and consistent manner to make reliable judgments.

The Independent Assessment Organisation will provide robust validation and quality assurance processes to ensure that all assessments are robust, that they assess fully against the Standard, are undertaken consistently and to the same standard and that the individuals carrying out the assessment have the requisite skills and industry experience.

6. Quality Assurance – external

External quality assurance of the end point assessment for this apprenticeship standard will be undertaken by the Institute for Apprenticeships.

7. Grading

This standard will have Fail, Pass, Merit and Distinction grades.

The grading criteria set out at Annex 2 specifies what is required to achieve the different grades. An apprentice achieving a 'Pass' grade is expected to be fully competent in all areas of the standard.

The Merit and Distinction grades are designed to recognise the small proportion of apprentices who are seen as outstanding employees, regularly going beyond what is required to be competent in the role and seen as having greatest potential for the future. An apprentice who achieves a Merit or a Distinction can be described as:

- Consistently exceeding the standards set for the role (both what is delivered and how it is delivered)
- Going beyond what is typically expected at this level
- Able to perform well in difficult situations or when under pressure
- Being seen as a role model by others
- Able to work upwards as well as with peers
- Showing they understand the wider context of the work they are doing

The Independent Assessment Organisation will use the criteria at Annex 2 to assess the apprentice. 12 of the 41 knowledge, skills and behaviours have been selected as areas where apprentices can demonstrate competence beyond the 'Pass' requirements of the Standard – exceptional performance in these areas will result in the apprentice being awarded a Merit or Distinction grade, depending on how many of the 12 areas they excel in. The assessment criteria set out at Annex 2 apply to 12 (out of the 41) knowledge, skills and behaviours in the Standard:

- Build and maintain relationships with colleagues, suppliers or clients, and be able to repair them when they are damaged.
- Be able to listen, interpret, understand, vocalise and respond to clients' needs.
- Be able to build rapport and trust with the stakeholders of an event so that stakeholders can collaborate well throughout the planning and organisation processes.
- Manage your time effectively by understanding how to prioritise tasks according to their importance and urgency for the stakeholders of an event.
- Take pride in producing accurate work with a consistently strong attention to detail, seeking clarity where necessary.
- Use initiative when faced with problems or challenges, and be flexible to the needs of the project.
- Respond to requests from the different functional teams and carry out a variety of daily and weekly tasks to assist in the planning and preparation of an event.
- Frequently seek and act upon feedback, reflect on performance and show commitment to self-development.
- Show how commercial awareness has been applied through task and time management, specifically using efficient and effective measures to conclude a project in the most proficient way.
- Importance of time-keeping, attendance, personal presentation and conduct and how this reflects on the company or department that is responsible for organising events for clients.
- What clients typically expect from a department or company who is organising the event, and the importance of meeting or exceeding clients' expectations.
- Question effectively to ensure understanding of what is required from clients or colleagues.

The apprentice must meet the assessment criteria for a Distinction in 10 of these 12 areas and a Pass in all other areas of the standard to be awarded a Distinction.

Merit is designed to recognise those apprentices who have significantly exceeded the Pass criteria, but have not quite met the Distinction criteria. To achieve a Merit the apprentice must meet the Distinction assessment criteria for 8 of the 12 areas of knowledge, skills and behaviours above and a Pass in all other areas of the standard.

The assessment criteria for these 12 areas are set out at Annex 2.

The Independent Assessment Organisation will make the final decision on the grade to be awarded to the apprentice based on the cumulative results on all three assessment methods reviewed by the panel.

In the event of an appeal against the grade awarded, the Independent Assessment Organisation will carry out a further review of the evidence to confirm or modify the grade in line with their standard procedures.

IMPLEMENTATION

Whilst the major focus of this Plan is to ensure that it delivers robust and high quality assessments that accurately assess competence against the Standard, the practicalities of implementation have been carefully considered in the light of the proposed number of apprenticeships and geographic coverage. At this early stage we expect approximately 60 apprentices in the first year, increasing each year.

The main factors that will make our approach implementable and cost effective at the numbers of apprentices anticipated are:

- The use of well proven assessment methods that will allow robust determination of competence without requiring a large number of components.

- The ability for assessors to conduct the assessment remotely where this is most appropriate, hence not incurring any travel time or costs.

- The use of on-line methods of recording, creation and submission wherever possible.

We are confident that this approach can be used in organisations of any size within the sector, in part through flexing the role of the Training Provider to ensure the totality of the learning, on-programme assessment and guidance on the end point assessment can be delivered.

As this Standard is new, we have no direct evidence of the costs of delivering this assessment approach. However, we believe that up to 10 – 12 % of the costs will be spent on assessment.

Annex 1)

L3 Event Assistant Standard –Assessment Methods (Project, Portfolio, Professional Discussion)

	Skills	Assessment Method	Knowledge and Understanding	Assessment Method
Operational	Gather facts and collate information in response to a brief or request, like searching for the right location and venue for an event.	Project	How an event moves through its lifecycle from research and planning to delivery and evaluation.	Portfolio /Professional Discussion
	Respond to requests from the different functional teams and carry out a variety of daily and weekly tasks to assist in the planning and preparation of an event.	Portfolio /Professional Discussion	The respective roles of different functions: logistics, production, creative and design in event management; what each area is responsible for and how they contribute to the successful delivery of an event.	Portfolio /Professional Discussion
	Provide assistance onsite at an event by registering delegates or by helping to assist the onsite team with a variety of tasks.	Portfolio /Professional Discussion	How different venues may be suited to a particular event based on clients' needs.	Project / Portfolio
	Manage your time effectively by understanding how to prioritise tasks according to their importance and urgency for the stakeholders of an event.	Project / Professional Discussion	How event logistics can impact on the smooth running of an event.	Portfolio Professional Discussion
	Use software packages to create word processing and spreadsheet documents.	Project / Portfolio	Each aspect of event logistics: the venue, delegate management, transportation, accommodation, catering.	Project / Portfolio
	Contribute to reports, event project plans and written presentations for clients.	Project	How the event suppliers combine to contribute to deliver an event.	Project / Portfolio
	Use a range of event technology platforms and in-house bespoke software systems and databases.	Project / Portfolio	What the onsite team at an event are responsible for and how they work to ensure that the client's and all the delegates needs are met.	Project / Portfolio
	Show careful attention to regulations and internal policies.	Portfolio / Professional Discussion	Regulation and policies that are relevant to your job role	Portfolio / Professional Discussion

	Skills	Assessment Method	Knowledge and Understanding	Assessment Method
Professional	Listen, interpret, understand, vocalise and respond to clients' needs.	Project / Portfolio	Why clients choose to hold events, what purpose they serve, and how they would evaluate different types of events.	Portfolio / Professional Discussion
	Speak and write clearly in order to prepare written communications or provide instructions that are needed for a client, supplier or team member.	Project / Portfolio	What clients typically expect from a department or company who is organising the event, and the importance of meeting or exceeding clients' expectations.	Portfolio / Professional Discussion
	Build rapport and trust with the stakeholders of an event so that stakeholders can collaborate well throughout the planning and organisation processes.	Portfolio / Professional Discussion	The importance of client feedback – dealing with it and using it to improve.	Portfolio /Professional Discussion
	Question effectively to ensure understanding of what is required from clients or colleagues.	Project / Portfolio	Importance of time-keeping, attendance, personal presentation and conduct and how this reflects on the company or department that is responsible for organising events for clients.	Portfolio / Professional Discussion
	Have the skills to maintain relationships with colleagues, suppliers or clients once they are built, and be able to repair them when they are damaged.	Portfolio / Professional Discussion	The importance of being flexible to the needs of urgent requirements for an event.	Portfolio / Professional Discussion
	Work effectively within a group environment to prepare for, deliver and/or follow up after an event takes place.	Portfolio / Professional Discussion		
Commercial	Assist in the preparation, management and reconciliation of event budgets by collecting information, checking data and making calculations.	Project / Portfolio	Develop an understanding of the business, its competitors, and how success is measured.	Portfolio / Professional Discussion
	Show how commercial awareness has been applied through task and time management, specifically using efficient and effective measures to conclude a project in the most proficient way.	Project / Portfolio	How the role of the Event Assistant contributes to business success.	Professional Discussion
			Understand how an event budget is constructed and managed.	Portfolio / Professional Discussion

Behaviours	Assessment Method
Have an enthusiastic and positive approach to providing swift and accurate service.	Portfolio / Professional Discussion
Show tact and discretion with sensitive information.	Professional Discussion
Contribute to conversations with team members and share ideas with confidence.	Portfolio Professional Discussion
Remain calm and positive under pressure.	Portfolio Professional Discussion
Take pride in producing accurate work with a consistently strong attention to detail, seeking clarity where necessary.	Portfolio Professional Discussion
Use initiative when faced with problems or challenges, and be flexible to the needs of the project.	Portfolio / Professional Discussion
Demonstrate consideration and respect for team members regardless of sex, race, religion and other differences.	Portfolio Professional Discussion
Frequently seek and act upon feedback, reflect on performance and show commitment to self-development.	Portfolio / Professional Discussion
Demonstrate personal commitment to sustainability by minimising the negative affect on the environment caused by work activities.	Portfolio / Professional Discussion

Annex 2)

L3 Event Assistant Standard – Grading Criteria

The grades assigned to achievement of this apprenticeship aim to recognise the apprentices who can achieve above and beyond the standard of the role.

The apprentice who fails could be described as:	The apprentice who achieves a Pass could be described as:	The apprentice who achieves a Merit could be described as:	The apprentice who achieves a Distinction could be described as:
currently unable to meet all of the key standards set for the role (both what is delivered and how it is delivered)	consistently meeting the standards set for the role (both what is delivered and how it is delivered), but rarely or never exceeding them	someone who exceeds some of the standards set for the role, but not all or who can exceed all of the standards but not consistently (both what is delivered and how it is delivered)	consistently exceeding the standards set for the role (both what is delivered and how it is delivered)
currently unable to demonstrate they can meet the key standards at the level	doing what is typically expected at this level, but rarely or never above and beyond the minimum standards	going beyond what is typically expected at this level only in some areas or on some occasions	going beyond what is typically expected at this level
currently unable to perform well in all standard situations	able to perform well in standard situations but may struggle to adapt to non-typical scenarios	able to perform well in some difficult situations or when under pressure, but not in every relevant scenario	able to perform well in difficult situations or when under pressure
someone who is currently unable to fulfil all parts of the job well to a satisfactory standard	being seen as an able colleague, but not necessarily a 'shining star'	being seen as a role model by others by some colleagues or in some areas, but not by all	being seen as a role model by others
someone who needs further development in order to be able to work effectively in all aspects of the job role at this level	can work effectively at their level, but shows little or no immediate potential to be able to work or progress upwards	occasionally able to work upwards in some areas, but not able to in others	able to work upwards as well as with peers
someone who does not understand every aspect of the job role	showing they understand the job role, but not always the wider context of the work they are doing	understanding some, but not all, of the wider context of the work they are doing	showing they understand the wider context of the work they are doing

The following are indicators of failure, pass and exceptional level performance. Not every indicator needs to be met; for example some criteria may not naturally occur such as problems with customer relationships – the apprentice should **not** be penalised for not being able to demonstrate occupational competence in areas that were not naturally occurring. The apprentice only needs to demonstrate evidence of meeting the indicators in one assessment, not in every assessment opportunity. Where apprentice indicators are across two grading levels (eg some are pass and some are exceptional level performance) where the majority fall **must** be used to assign the grade to that specified part of the standard; if they are evenly split the lower level **must** be assigned. However, the apprentice **must** achieve at least a pass in order to obtain a pass grade; any attributes that result in failure indicators being demonstrated will result in a failure.

The apprentice **must** meet the assessment criteria for exceptional performance in 10 of these 12 areas and a Pass in all other areas of the standard (the maximum available) to be awarded a Distinction.

Merit is designed to recognise those apprentices who have significantly exceeded the Pass criteria, but have not met all of the exceptional performance criteria. To achieve a Merit the apprentice **must** meet the Distinction assessment criteria for 8 of the 12 areas of knowledge, skills and behaviours above and a Pass in all other areas of the standard.

Relevant Distinction attribute	Skill / Knowledge / Behaviour	Standard	Suggested Assessment Method	Failure indicators	Pass demonstration indicators	Exceptional performance indicators
1, 2, 5	**Skill**	Respond to requests from the different functional teams and carry out a variety of daily and weekly tasks to assist in the planning and preparation of an event.	Portfolio / Professional Discussion	- Portfolio does not demonstrate a responsive attitude. - No indication of a 'team player' attitude. - Portfolio does not demonstrate an ability to regularly respond to reasonable requests. - Tasks not undertaken: - within	- Feedback in the portfolio from peers demonstrating meeting realistic daily and weekly tasks and the role to, but just to the standard and rarely above and beyond the requirements where it was possible to do so, and meeting tasks and role without assistance. - Portfolio demonstrates specific	- Feedback in the portfolio from peers demonstrating meeting realistic daily and weekly tasks and the role to, and where appropriate, above and beyond the requirements, without assistance. - Portfolio demonstrates specific examples of meeting, and where possible exceeding, the task and role requirements via measurable success indicators within the required timescales

| | | | | required timescales
  o to standard required
  o without substantial assistance
• Professional Discussion does not highlight examples of carry out a variety of an ability to conduct daily and weekly tasks to assist in the planning and preparation of an event when prompted. | examples of meeting measurable success indicators within the required timescales without assistance in carrying out the apprentice's specific role.
• Professional discussion provides specific examples of meeting the requirements, measurable success indicators within the required timescales without assistance in carrying out the apprentice's specific role.
• Few examples of exceeding the requirements where appropriate to do so | without assistance.
• Professional discussion provides specific examples of meeting and exceeding the task and role requirements, via measurable success indicators within the required timescales without assistance. |

| 3 | Skill | Manage your time effectively by understanding how to prioritise tasks according to their importance and urgency for the stakeholders of an event. | Project / Professional Discussion | • Portfolio does not demonstrate effective time management or prioritisation skills
• The project does not indicate an understanding of time management or prioritisation | • Portfolio demonstrates effective time management and prioritisation skills
• Feedback from peers in portfolio provides evidence of effective time management and prioritisation skills
• The project indicates a functional understanding of time management or prioritisation
• The project indicates a functional understanding of why some activities will be important to event stakeholders
• Few, if any, exceptional behaviours are displayed | • Portfolio demonstrates excellent time management and prioritisation skills
• Feedback from peers in portfolio provides evidence of great time management and prioritisation skills
• The project indicates an excellent understanding of how to manage time and prioritise and practical examples of doing this in challenging situations
• The project indicates a good understanding of why some activities will be important to event stakeholders and examples where activities have been successfully changed to meet stakeholder needs |

| 1, 2 | **Skill** | Listen, interpret, understand, vocalise and respond to clients' needs. | Project / Portfolio | • Portfolio does not demonstrate effective listening, interpretation, understanding and responsiveness skills
• The project does not indicate an understanding effective listening, interpretation, understanding and responsiveness skills | • Portfolio demonstrates effective listening, interpretation, understanding and responsiveness skills
• Feedback from peers in portfolio provides evidence of effective listening, interpretation, understanding and responsiveness skills
• The project indicates a functional understanding of the importance of effective listening, interpretation, understanding and responsiveness skills
• Few, if any, exceptional behaviours are displayed | • Portfolio demonstrates excellent listening, interpretation, understanding and responsiveness skills
• Feedback from peers in portfolio provides evidence of great listening, interpretation, understanding and responsiveness skills
• The project indicates an excellent understanding of how to listen to the client, interpret what has been communicated, demonstrate and confirm understanding and respond to the identified needed
• The project indicates a good understanding of the importance of effective listening, interpretation, understanding and responsiveness skills |

| 6 | **Knowledge** | What clients typically expect from a department or company who is organising the event, and the importance of meeting or exceeding clients' expectations. | Portfolio / Professional Discussion | • Portfolio does not demonstrate understanding of the need to meet clients' expectations
• Professional Discussion does not indicate an understanding of the need to meet clients' expectations | • Portfolio demonstrates understanding of the need to meet clients' expectations, but little or no evidence of them being exceeded within the limitations of their responsibility
• Professional Discussion indicates an understanding of the need to meet clients' expectations. A lack of understanding is displayed or evidenced about exceeding clients' expectations within the limitations of their responsibility
• Professional discussion indicates a willingness to meet expectations but no real evidence of wanting to exceed their expectations | • Portfolio demonstrates understanding of the need to meet and exceed clients' expectations
• Professional Discussion indicates an understanding of the need to meet and exceed clients' expectations.
• Professional discussion indicates a willingness to meet and exceed clients' expectations. |

| 5 | Skill | Build rapport and trust with the stakeholders of an event so that stakeholders can collaborate well throughout the planning and organisation processes. | Portfolio / Professional Discussion | • Portfolio does not demonstrate the building of trust and rapport with stakeholders
• Professional Discussion does not indicate an understanding of the need to build trust and rapport with stakeholders and / or the benefits of doing so | • Portfolio demonstrates the building of trust and rapport with stakeholders
• Professional Discussion indicates an understanding of the need to build trust and rapport with stakeholders
• Professional Discussion indicates the benefits of building trust and rapport with stakeholders | • Portfolio demonstrates the building of exceptional trust and rapport with stakeholders resulting in positive feedback and, where possible, repeat business
• Professional Discussion indicates an understanding of the need to build trust and rapport with stakeholders and a high desire to do so
• Professional Discussion indicates the benefits of building trust and rapport with stakeholders and the benefits of doing so beyond this one event |

| 5 | Skill | Question effectively to ensure understanding of what is required from clients or colleagues. | Project / Professional Discussion | • Portfolio does not demonstrate understanding of clients' and colleagues' requirements
• Project does not indicate an understanding of clients' and colleagues' requirements
• Before the commencement of project, use is not made of questioning to confirm requirements where they have clearly not been understood
• Questioning is used before the commencement of the project but does not effectively determine understanding | • Portfolio demonstrates the use of effective questioning to determine clients' and colleagues' needs
• Project indicates a good understanding of clients' and colleagues' requirements
• Questioning is used before the commencement of the project to effectively determine understanding | • Portfolio demonstrates the use of effective questioning to both determine clients' and colleagues' needs but is also used to probe and suggest other actions that may be of benefit to them and increase satisfaction and exceed expectations where reasonable to do so
• Project indicates an excellent understanding of clients' and colleagues' requirements, which is used to exceed expectations where reasonable to do so
• Questioning is used before the commencement of the project to effectively determine understanding but is also used to probe and suggest other actions that may be of benefit to them and increase satisfaction and exceed expectations where reasonable to do so |

21

| 4, 6 | Knowledge | Importance of time-keeping, attendance, personal presentation and conduct and how this reflects on the company or department that is responsible for organising events for clients. | Portfolio / Professional Discussion | • Portfolio does not demonstrate an understanding of the importance of, and compliance with, time-keeping, attendance, personal presentation and conduct
• Professional Discussion does not demonstrate an understanding of the importance of, and compliance with, time-keeping, attendance, personal presentation and conduct
• Professional Discussion does not relate how time-keeping, attendance, personal presentation and conduct can reflect on the company or | • Portfolio demonstrates an understanding of the importance of, and compliance with, time-keeping, attendance, personal presentation and conduct
• Professional Discussion demonstrates an understanding of the importance of, and compliance with, time-keeping, attendance, personal presentation and conduct
• Professional Discussion demonstrates an understanding how time-keeping, attendance, personal presentation and conduct can reflect on the company or department | • Portfolio demonstrates an understanding of the importance of, and compliance with, time-keeping, attendance, personal presentation and conduct
• Portfolio provides suitable witness statements confirming excellent personal presentation and conduct as well as confirming full compliance with time-keeping and attendance requirements (except in exceptional circumstances)
• Professional Discussion demonstrates a high level of understanding of the importance of, and compliance with, time-keeping, attendance, personal presentation and conduct
• Professional Discussion demonstrates a high level of understanding of how time-keeping, attendance, personal presentation and conduct can reflect on the company or department |

				department		

| 5 | Skill | Have the skills to maintain relationships with colleagues, suppliers or clients once they are built, and be able to repair them when they are damaged. | Portfolio / Professional Discussion | • Portfolio does not demonstrate the maintaining of relationships with clients, suppliers and colleagues
• If a relationship has broken down but is repairable, the portfolio does not provide evidence, or demonstrates, that the apprentice was unable to repair it
• Professional Discussion does not demonstrate the ability to maintain relationships with clients, suppliers and colleagues
• Professional Discussion does not demonstrate the ability to repair relationships | • Portfolio demonstrates the maintaining of relationships with clients, suppliers and colleagues
• If a relationship has broken down but is repairable, the portfolio demonstrates that the apprentice was able to repair it within the parameters of their authority
• Professional Discussion demonstrates the ability to maintain relationships with clients, suppliers and colleagues
• Professional Discussion demonstrates the ability to repair relationships with clients, suppliers and colleagues | • Portfolio demonstrates the maintaining and building of strong relationships with clients, suppliers and colleagues, including potentially in difficult circumstances and with people who operate at a higher level than the apprentice
• If a relationship has broken down but is repairable, the portfolio demonstrates that the apprentice was able to repair and strengthen it within the parameters of their authority
• Professional Discussion demonstrates the ability to maintain and strengthen relationships with clients, suppliers and colleagues
• Professional Discussion demonstrates the ability to repair and strengthen relationships with clients, suppliers and colleagues |

				with clients, suppliers and colleagues		

3	Skill	Show how commercial awareness has been applied through task and time management, specifically using efficient and effective measures to conclude a project in the most proficient way.	Project / Professional Discussion	• Portfolio does not demonstrate understanding of commercial awareness • Portfolio does not demonstrate application of commercial awareness • Portfolio does not demonstrate effective use of task and time management • Portfolio does not demonstrate effective conclusion of projects to meet stakeholders needs • Project does not demonstrate understanding of commercial awareness • Project does not demonstrate application of commercial awareness • Project does not demonstrate	• Portfolio demonstrates an understanding of commercial awareness • Portfolio demonstrates an application of commercial awareness • Portfolio demonstrates effective use of task and time management • Portfolio demonstrates effective conclusion of projects to meet stakeholders' needs • Project demonstrates understanding of commercial awareness • Project demonstrates application of commercial awareness • Project demonstrates effective use of task and time management • Project demonstrates effective conclusion of the project to meet stakeholders' needs	• Portfolio demonstrates a high understanding of commercial awareness • Portfolio demonstrates an application of commercial awareness that results in high achievements benefiting stakeholders • Portfolio demonstrates a highly effective use of task and time management • Portfolio demonstrates effective conclusion of projects to meet needs resulting in a high level of stakeholder satisfaction • Project demonstrates a high level of understanding of commercial awareness • Project demonstrates application of commercial awareness that would be highly beneficial to all stakeholders • Project demonstrates a highly effective use of task and time management • Project demonstrates effective conclusion of the project to meet needs resulting in a high level of stakeholder satisfaction

				effective use of task and time management		
				• Project does not demonstrate effective conclusion of the project to meet stakeholders' needs		

| 1, 2 | **Behaviour** | Take pride in producing accurate work with a consistently strong attention to detail, seeking clarity where necessary. | Project/ Portfolio | • Portfolio does not demonstrate accuracy, pride, attention to detail and care
• Portfolio indicates mistakes were made due to failing to seek clarity when needed on projects
• Project does not demonstrate accuracy, pride, attention to detail and care
• Mistakes were made in the project due to failing to seek clarity when needed on projects | • Portfolio demonstrates accuracy, pride, attention to detail and care
• Portfolio demonstrates evidence of clarification of points
• No mistakes in the portfolio are identified that are reasonably seen to be due to failure to obtain clarification on points
• Project demonstrates accuracy, pride, attention to detail and care
• Clarification sought at commencement of project where necessary
• No mistakes in the project occur that could have been reasonably avoided due to failure to obtain clarification on points | • Portfolio demonstrates an exceptional level of accuracy, pride, attention to detail and care
• Portfolio demonstrates evidence of clarification of points including some that a pass level apprentice may not have thought to query
• No mistakes in the portfolio are identified that are reasonably seen to be due to failure to obtain clarification on points
• Project demonstrates an exceptional level of accuracy, pride, attention to detail and care
• Clarification sought at commencement of project where necessary including some points that a pass level apprentice may not have thought to query
• No mistakes in the project occur that could have been reasonably avoided due to failure to obtain clarification on points |

| 3 | Behaviour | Use initiative when faced with problems or challenges, and be flexible to the needs of the project. | Portfolio / Professional Discussion | • Portfolio does not demonstrate initiative if faced with problems or challenges
• Portfolio indicates inflexibility when project does not proceed as planned or when unusual situations, problems or challenges occur
• Professional Discussion does not demonstrate initiative if faced with problems or challenges
• Professional Discussion indicates inflexibility when project does not proceed as planned or when unusual situations, problems or challenges occur | • Portfolio demonstrates initiative if apprentice faces problems or challenges
• Portfolio indicates flexibility when project does not proceed as planned or when unusual situations, problems or challenges occur
• Professional Discussion demonstrates initiative if faced with problems or challenges
• Professional Discussion indicates flexibility when project does not proceed as planned or when unusual situations, problems or challenges occur | • Portfolio demonstrates initiative if apprentice faces problems or challenges, including exceptional solutions or good solutions to very difficult problems and scenarios
• Portfolio indicates exceptional flexibility when project does not proceed as planned or when unusual situations, problems or challenges occur, including going the 'extra mile' to satisfactorily resolve problems and challenges
• Professional Discussion demonstrates initiative if faced with problems or challenges, including exceptional solutions or good solutions to very difficult problems and scenarios
• Professional Discussion indicates flexibility when project does not proceed as planned or when unusual situations, problems or challenges occur including going the 'extra mile' to satisfactorily resolve problems and |

29

						challenges

| 4, 5 | **Behaviour** | Frequently seek and act upon feedback, reflect on performance and show commitment to self-development. | Portfolio / Professional Discussion | • Portfolio does not demonstrate the ability to act upon feedback, reflect on performance and show commitment to self-development.
• Portfolio indicates a reluctance or failure of seek feedback for self-improvement
• Professional Discussion does not demonstrate the ability to act upon feedback, reflect on performance and show commitment to self-development.
• Professional Discussion indicates a reluctance or | • Portfolio demonstrates the ability to act upon feedback, reflect on performance and show commitment to self-development.
• Portfolio indicates the apprentice proactively seeking feedback for the purpose of self-improvement
• Professional Discussion demonstrates the ability to act upon feedback, reflect on performance and show commitment to self-development.
• Professional Discussion the apprentice proactively seeking feedback for the purpose of self-improvement | • Portfolio demonstrates the ability to act upon feedback, reflect on performance and show commitment to self-development, with evidence of how this action has improved performance and resulted in an exceptional improvement in performance.
• Portfolio indicates the apprentice proactively seeking feedback for the purpose of self-improvement, including from a wide variety of suitable respondents, including using probing and detailed questions demonstrating a high-level of self-awareness
• Professional Discussion demonstrates the ability to act upon feedback, reflect on performance and show commitment to self-development, with evidence of how this action would improve performance and result in an exceptional improvement in performance. |

				failure of seek feedback for self-improvement		• Professional Discussion the apprentice proactively seeks feedback for the purpose of self-improvement, including using probing and detailed questions demonstrating a high-level of self-awareness