



## **Specification**

### **Level 2 Administration Assistant v2.0**

# Contents

|                                                                         |           |
|-------------------------------------------------------------------------|-----------|
| <b>WELCOME TO INNOVATE AWARDING .....</b>                               | <b>3</b>  |
| <b>About Innovate Awarding .....</b>                                    | <b>3</b>  |
| <b>THE APPRENTICESHIP STANDARD AND ASSESSMENT PLAN .....</b>            | <b>4</b>  |
| <b>Summary of Assessment.....</b>                                       | <b>5</b>  |
| <b>The Apprentice.....</b>                                              | <b>5</b>  |
| <b>Off-the-Job Training .....</b>                                       | <b>6</b>  |
| <b>Assessment.....</b>                                                  | <b>7</b>  |
| <b>Assessment Booking .....</b>                                         | <b>8</b>  |
| <b>Passing the Apprenticeship.....</b>                                  | <b>9</b>  |
| <b>Knowledge.....</b>                                                   | <b>9</b>  |
| <b>Skills .....</b>                                                     | <b>11</b> |
| <b>Behaviours .....</b>                                                 | <b>13</b> |
| <b>ANNEX 1: APPRENTICESHIP DETAILS AND ASSESSMENT PLAN .....</b>        | <b>14</b> |
| <b>ANNEX 2: ADDITIONAL INFORMATION .....</b>                            | <b>15</b> |
| <b>Results and Certifications.....</b>                                  | <b>15</b> |
| <b>Re-sits .....</b>                                                    | <b>15</b> |
| <b>Reasonable Adjustments, Special Considerations and Appeals .....</b> | <b>15</b> |
| <b>Support Materials .....</b>                                          | <b>15</b> |
| <b>Use of Artificial Intelligence (AI) and Referencing .....</b>        | <b>16</b> |
| <b>English and Maths Qualifications .....</b>                           | <b>16</b> |
| <b>ANNEX 3: VERSION RECORD .....</b>                                    | <b>17</b> |

## Welcome to Innovate Awarding

Welcome to the Level 2 Administration Standard v1.0. Our Innovate Awarding Specifications are designed to ensure the employer, provider and apprentice have the appropriate support and guidance to allow successful completion of an apprenticeship, providing further confidence and assurance having chosen us as an Assessment Organisation.

We are an Ofqual approved Assessment Organisation (AO), experienced in operating within a regulated market. Driven by the employers we work in partnership with, we deliver qualifications and apprenticeships in the Health, Care, Education, Leadership, Management, Leisure, Customer Service, Creative, Hospitality, Retail, Transport and Logistics sectors.

Delivering an apprenticeship is an extremely rewarding role. We recognise the need for a clear specification, resources and support, so more valuable time can be spent delivering to an apprentice.

At Innovate Awarding we stand by our 'no surprises' approach to assessment, making an apprenticeship journey as simple as possible, ensuring the best chance of success for every apprentice who undertakes their assessment with us.

## About Innovate Awarding

We are an AO with a collaborative approach to doing business. We work with providers to deliver fit for purpose assessments for a wide range of apprenticeship Standards, certificating thousands of apprentices, continuing to learn and improve with each experience.

We have experienced and responsive teams to ensure the assessment experience is smooth and efficient, working closely with our provider partners.

Please see our website for the range of Standards we are approved to deliver:

<https://innovateawarding.org>

# The Apprenticeship Standard and Assessment Plan

An Apprenticeship Standard details the knowledge, skills and behaviours (KSBs) required to be occupationally competent:

- **Knowledge** - the information, technical detail, and 'know-how' that someone needs to have and understand to successfully carry out the duties. Some knowledge will be occupation-specific, whereas some may be more generic.
- **Skills** - the practical application of knowledge needed to successfully undertake the duties. They are learnt through on and/or off-the-job training or experience.
- **Behaviours** - mindsets, attitudes or approaches needed for competence. Whilst these can be innate or instinctive, they can also be learnt. Behaviours tend to be very transferable. They may be more similar across occupations than knowledge and skills. For example, team worker, adaptable and professional. Behaviours will be verified by employers.

Apprenticeships are an invaluable tool for upskilling in areas that matter most to employers. They are a highly effective route to recruit and train future talent, address skills shortages and develop careers across core parts of the business.

The Level 2 Administration Assistant apprenticeship has been developed by employers working in the sector detailing the knowledge, skills and behaviours required to be occupationally competent and outlining the training and assessment journey for an apprentice.

The apprentice will typically spend 12 months on-programme, working towards the Level 2 Administration Assistant Standard, combining practical training in a job with study. The extent of the on-programme time should be decided for each apprentice based on their prior learning, skills and experience. If employers are using this Standard for an existing employee, it is important to be aware that the role must represent new learning. Providers should support employers with this.

It is vital the apprentice is prepared and fully ready before they commence their assessments.

## Summary of Assessment

An Apprenticeship Standard details the knowledge, skills and behaviours (KSBs) required to be occupationally competent:

|                                  |                                                                                       |
|----------------------------------|---------------------------------------------------------------------------------------|
| <b>Standard name</b>             | Administration Assistant                                                              |
| <b>Level</b>                     | 2                                                                                     |
| <b>Sector</b>                    | Business and Administration                                                           |
| <b>Typical duration</b>          | 12 Months                                                                             |
| <b>Minimum time on programme</b> | 8 Months                                                                              |
| <b>Assessment methods</b>        | Portfolio of Evidence with Questions and Answers<br>Interview (with Supporting Notes) |
| <b>Grading</b>                   | Distinction, Pass, Fail                                                               |

## The Apprentice

This occupation is found in all sectors and industries and includes all sizes of organisations from small to large businesses. Assistant administrators have a highly transferable set of knowledge, skills and behaviours that can be applied across the public, private and third sector.

The broad purpose of the occupation is to carry out routine administration tasks that support operations. The work is carried out under supervision following set procedures for tasks. An assistant administrator is an integral part of the team and organisation responsible for supporting the efficient organisational functions and operations. The assistant administrator is responsible for assisting colleagues with routine duties. These can vary depending on the team structure and size of business. They use digital systems and tools to collate, extract and enter data. An assistant administrator's work can include tasks such as routine data entry and providing support to team members to help ensure that daily activities are carried out within agreed timescales and quality expectations. They may also work, under supervision, more widely in the organisation to meet organisational priorities. They represent the organisation when dealing with internal and or external stakeholders.

In their daily work, an employee in this occupation interacts with colleagues, supervisors, senior managers, clients, customers, contractors, suppliers, service users, and government agencies. Within their organisation they may be asked to work with or act as a point of contact for other departments and colleagues within

the organisation such as IT departments, finance and human resources. They must be able to take and respond to feedback from their supervisor in order to meet the needs of the organisation. Assistant administrators are flexible responding to organisational priorities and changing needs. They may have access to sensitive information respecting organisational and personal information.

An employee in this occupation will be responsible for routine administration tasks directed by supervisors providing support to meet the needs of the organisation. Areas of work will be unique to each organisation and to the nature of the role.

## Off-the-Job Training

Off-the-job training is a statutory requirement for an English apprenticeship. It is training, which is received by the apprentice during the apprentice's normal working hours, for the purpose of achieving the knowledge, skills and behaviours of the approved apprenticeship the apprentice is completing.

It is an important aspect of apprenticeship training, as it gives the apprentice time to properly develop knowledge and skills from the programme.

Off-the-job training allows the apprentice to take full advantage of the programme, improving the return on investment in training costs for the employer. A developed and upskilled apprentice will lead to an increase in productivity, a clear benefit to the business.

Examples of off-the-job training include:

- Learning new skills at work through shadowing other members of the team, where this activity has been agreed and documented as part of the agreed training plan
- In-house training programmes relevant to the apprenticeship
- Coaching sessions
- Attendance at workshops, training days and webinars relevant to the apprenticeship
- Completion of online learning
- Self-study that includes reading or watching videos
- Training in new working practices or new equipment
- Role-playing or simulation exercises
- Industry visits/conferences relevant to apprenticeships
- Writing assessments, assignments and completing projects or activities
- Practical training or training in the workplace relevant to the apprenticeship

## Assessment

The apprentice may choose to end the assessment method early. The apprentice must be confident they have demonstrated competence against the assessment requirements for the assessment method.

The Independent Assessor must ensure the apprentice is fully aware of all assessment requirements.

The Independent Assessor cannot suggest or choose to end the assessment methods early, unless in an emergency.

Innovate Awarding is responsible for ensuring the apprentice understands the implications of ending an assessment early if they choose to do so. The Independent Assessor may suggest the assessment continues. They must document the apprentice's request to end the assessment early.

### Assessment Method 1: Portfolio of Evidence with Questions and Answers

The Portfolio of Evidence with Questions and Answers could be Innovate Assessed or Centre assessed.

Employers will ensure the apprentice has compiled a Portfolio of Evidence during the on-programme period of the apprenticeship.

The Portfolio of Evidence must give the apprentice the opportunity to demonstrate the practical application of the knowledge and skills they have acquired over the course of their training.

The Portfolio of Evidence can be submitted for assessment towards the end of the apprenticeship.

The Portfolio of Evidence must be uploaded to Proficient, by inserting a link.

Portfolio of Evidence requirements:

- Apprentices must compile a portfolio of evidence during the on-programme period of the apprenticeship
- The portfolio of evidence must contain a maximum of 20 pieces of evidence
- If recordings are included these may be no longer than 15 minutes in total
- It must contain evidence related to the Knowledge and Skills statements
- Use the Portfolio of Evidence Locator to map against the Knowledge and Skills statements.

- Evidence may be used to demonstrate more than one Knowledge or Skill statement; a qualitative as opposed to a quantitative approach is suggested

Evidence sources may include (but not limited to):

- Observations
- Witness testimonies
- Generic work products such as emails, reports, meeting minutes, booking confirmations
- IT work examples such as use of Word, Excel, Outlook, Teams, databases
- Organisational work products such as diaries, schedules, filing systems, task lists
- Problem solving examples such as dealing with issues, prioritising tasks, resolving queries
- Examples of change or adding further value and how these were dealt with.
- Workplace documentation and records, for example workplace policies and procedures
- Feedback from others
- Case studies

Once the Portfolio of Evidence has been reviewed by the Independent Assessor, this will be followed by a Question and Answer session lasting 30 Minutes (+10%).

## **Assessment Method 2: Interview**

The Interview will be Innovate assessed.

The interview must be 45 Minutes (+ 10%) to allow the apprentice to complete a last response.

The interview will be used to assess the knowledge and skills statements allocated to this assessment method.

The apprentice is allowed supporting notes during their interview.

## **Assessment Booking**

Assessments should be taken at the appropriate time for the apprentice to be able to demonstrate their knowledge and skills fully.

Please refer to the assessment booking process for further details.

## Passing the Apprenticeship

For an apprentice to pass their apprenticeship they will need to demonstrate that they can reliably and effectively meet all the requirements in the knowledge, skills and behaviours.

The portfolio of evidence will be graded as distinction, pass or fail.

The interview will be graded as distinction, pass or fail.

The overall grade for this apprenticeship will be distinction, pass or fail.

The behaviours will be verified by the employer.

Grades from individual assessment methods must be combined in the following way to determine the overall grade.

| Portfolio of Evidence | Interview   | Overall Grading |
|-----------------------|-------------|-----------------|
| Distinction           | Distinction | Distinction     |
| Distinction           | Pass        | Pass            |
| Pass                  | Distinction | Pass            |
| Pass                  | Pass        | Pass            |
| Any Grade             | Fail        | Fail            |
| Fail                  | Any Grade   | Fail            |

## Knowledge

| Knowledge                                                                                                                                                                                                                                                          | Assessment Method |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|
| <b>K1:</b> Industry regulations, codes of practice, organisational policies, workplace practices, confidentiality, licences and legal requirements that might affect the organisation such as social media guidelines, security threats, data protection and GDPR. | Interview         |

|                                                                                                                                                                       |                       |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|
| <b>K2:</b> How organisation structure, vision and function affect the role.                                                                                           | Interview             |
| <b>K3:</b> The role, responsibilities and impact this has on deliverables, stakeholders and key performance indicators.                                               | Interview             |
| <b>K4:</b> The sector landscape and its impact on the organisation and role for example technology, finance or compliance.                                            | Interview             |
| <b>K5:</b> Principles of corporate social responsibility (CSR) and ethics relating to the role.                                                                       | Interview             |
| <b>K6:</b> Approaches to diversity, equity, inclusion and the impact on stakeholders and organisational activity.                                                     | Interview             |
| <b>K7:</b> The impact of sustainability and environmental good practice on organisational activity.                                                                   | Interview             |
| <b>K8:</b> Software packages and their technical applications such as databases, spreadsheets presentation and communication tools.                                   | Interview             |
| <b>K9:</b> Principles of information and data retrieval, maintaining records and respecting confidentiality, in line with organisational policies and legislation.    | Interview             |
| <b>K10:</b> Principles of working safely, such as online, on site, venues and organisational premises, to meet requirements.                                          | Interview             |
| <b>K11:</b> Principles of data and information handling and storage including the importance of retention dates, systematic storage, backing-up and filing structure. | Interview             |
| <b>K12:</b> Types and frequency of written communication with stakeholders and the impact on outputs. For example mass texts, mailshots, formal letters or emails.    | Portfolio of Evidence |
| <b>K13:</b> Principles of verbal communication. For example over the phone, in a meeting both online and virtual, formal presentations.                               | Portfolio of Evidence |

|                                                                                                                                         |                       |
|-----------------------------------------------------------------------------------------------------------------------------------------|-----------------------|
| <b>K14:</b> Approaches to maintaining up-to-date knowledge of existing and evolving sector trends.                                      | Portfolio of Evidence |
| <b>K15:</b> Principles of time management and tools used to organise workload to meet deadlines.                                        | Interview             |
| <b>K16:</b> Information and data retrieval. Required processes to undertake tasks for example compliance, GDPR, retention and deletion. | Interview             |
| <b>K17:</b> Quality assurance processes and how they impact on the role and organisation.                                               | Interview             |
| <b>K18:</b> Sources of information. Methods to fact check, use and share information following processes, legislation or policy.        | Interview             |
| <b>K19:</b> Feedback mechanisms. How to receive feedback.                                                                               | Interview             |
| <b>K20:</b> The benefits of wellbeing and good working practices.                                                                       | Interview             |
| <b>K21:</b> Self-reflection models and techniques.                                                                                      | Portfolio of Evidence |
| <b>K22:</b> Escalation processes such as security, software, customer service and complaints.                                           | Interview             |
| <b>K23:</b> Digital footprint. The impact of online activity and how this can make an individual or organisation vulnerable.            | Interview             |
| <b>K24:</b> The benefits of cloud services and platforms.                                                                               | Portfolio of Evidence |
| <b>K25:</b> Methods to seek clarification and help to complete assigned tasks within agreed timeframes.                                 | Interview             |

## Skills

| Skills                                                                        | Assessment Method     |
|-------------------------------------------------------------------------------|-----------------------|
| <b>S1:</b> Receive, retrieve, process, record and store information and data. | Portfolio of Evidence |

|                                                                                                                                                                                          |                       |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|
| <b>S2:</b> Operate within organisational policies, standards and procedures and relevant legislation respecting confidentiality; adapting to operational changes as they occur.          | Interview             |
| <b>S3:</b> Use software packages and tools to input and process data and information, to contribute to routine administration tasks in line with organisational policies and procedures. | Portfolio of Evidence |
| <b>S4:</b> Handle and communicate information in line with organisational policies, procedures and security requirements.                                                                | Portfolio of Evidence |
| <b>S5:</b> Recognise and rectify issues and escalate as required. For example stakeholder documents and reports, safeguarding concerns or abusive behaviour.                             | Portfolio of Evidence |
| <b>S6:</b> Plan and review administration tasks allocated by supervisor.                                                                                                                 | Portfolio of Evidence |
| <b>S7:</b> Maintain professional relationships with stakeholders.                                                                                                                        | Interview             |
| <b>S8:</b> Monitor and report on the use of resources such as materials, equipment and supplies.                                                                                         | Portfolio of Evidence |
| <b>S9:</b> Use agreed organisational systems and protocols to manage calendars, diaries and booking systems.                                                                             | Portfolio of Evidence |
| <b>S10:</b> Source information as requested by stakeholders, ensuring they are shareable. As examples client records, signpost to services or reports.                                   | Interview             |
| <b>S11:</b> Use continuing professional development including self-reflection to support current and future training and development needs.                                              | Portfolio of Evidence |
| <b>S12:</b> Use communication tools to respond to stakeholders using professional language and organisational etiquette.                                                                 | Portfolio of Evidence |
| <b>S13:</b> Operate within agreed health and safety standards.                                                                                                                           | Portfolio of Evidence |

|                                                                                                                                                                                                    |                       |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|
| <b>S14:</b> Use time management tools to meet deadlines.                                                                                                                                           | Portfolio of Evidence |
| <b>S15:</b> Handle feedback following expected professional etiquette.                                                                                                                             | Interview             |
| <b>S16:</b> Maintain wellbeing, accessing organisational support mechanisms if required.                                                                                                           | Interview             |
| <b>S17:</b> Review and check own work.                                                                                                                                                             | Portfolio of Evidence |
| <b>S18:</b> Use cloud services to share documents for use and or collaboration.                                                                                                                    | Portfolio of Evidence |
| <b>S19:</b> Protect against security threats for example, strong passwords, two step verification, office tailgating and display of security passes or clothing that identifies secure workplaces. | Portfolio of Evidence |
| <b>S20:</b> Seek clarification and help, when required, to complete assigned tasks within agreed timeframes.                                                                                       | Portfolio of Evidence |

## Behaviours

| Behaviours                                                                                                                                           |
|------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>B1:</b> Team working to provide support. Collaborate with internal or external stakeholders to help achieve the goals of the organisation.        |
| <b>B2:</b> Flexible and responds positively to changing work requirements or environments.                                                           |
| <b>B3:</b> Act upon and respond respectfully to feedback. Displaying commitment to personal and professional development.                            |
| <b>B4:</b> Acts in a ethical manner embracing equity, diversity and inclusion in the workplace.                                                      |
| <b>B5:</b> Professional in approach to work and internal or external stakeholders to meet the requirements of the organisation and codes of conduct. |
| <b>B6:</b> Focussed on the importance of delivering a quality service, identifying, meeting or exceeding key performance indicators.                 |

**B7:** Works sustainably ensuring resources are used efficiently and responsibly.

**B8:** Committed to personal wellbeing and an awareness of the support and resources available to help them.

## **Annex 1: Apprenticeship Details and Assessment Plan**

The apprenticeship details and assessment plan can be accessed by following this link

[Administration assistant / Skills England:](#)

**Level 2 Administration Assistant**

**ST1472**

**Version 1.0**

**Route: Business and Administration**

**EQA Organisation: Ofqual**

## **Annex 2: Additional Information**

### **Results and Certifications**

All final assessment component results are published on Proficient within **ten working days** of the assessment taking place.

We will submit a certificate claim with the DfE within 15 working days after the final result has been uploaded to Proficient. The DfE will send the certificate directly to the employer.

For replacement certificates a request must be emailed to [epa@innovateawarding.org](mailto:epa@innovateawarding.org). Within two days of receiving the email, a replacement certificate will be requested from the DfE.

### **Re-sits**

An apprentice who fails an assessment method, will be required to re-sit the failed assessment method only.

Apprentices should have a supportive action plan to prepare for the re-sit.

Grades will not be capped as a result of a resit.

### **Reasonable Adjustments, Special Considerations and Appeals**

Information on reasonable adjustments, special considerations and the appeals process can be accessed by using this link:

[Policies Procedures](#)

### **Support Materials**

All the support materials for this apprenticeship can be found on Proficient.

## **Use of Artificial Intelligence (AI) and Referencing**

Apprentice submissions as part of their portfolio of evidence must be produced by themselves. Correctly cited quotes can be used to enhance and support the document, but the document itself must be the apprentice's own work and not generated by AI. If you are using AI to amend your own words, then these are no longer your own words and this becomes plagiarism.

Innovate Awarding expects all forms of plagiarism to be treated very seriously by staff at centres, and centres should have in place their own plagiarism policy and process for handling suspected cases of plagiarism.

## **English and Maths Qualifications**

Apprentices must follow the English and Maths formal qualification requirements as set out in the Department for Education Apprenticeship funding rules.

## Annex 3: Version Record

Innovate Awarding continuously review all support material to ensure its accuracy. All amendments will be recorded in the Version Record.

| Version Number | Effective From | Reason for Change | Location |
|----------------|----------------|-------------------|----------|
|                |                |                   |          |
|                |                |                   |          |

Please ensure that you use the current version.

All enquiries relating to the version change of the document should be directed to [epa@innovateawarding.org](mailto:epa@innovateawarding.org)