

Apprenticeship Assessment specification

Assistant Accountant apprenticeship ST0002 v2.0

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DRAFT



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1. About AAT

AAT works across the globe with nearly 137,000 members and students in 114 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 is approved as an Apprenticeship Assessment Organisation (AAO) and listed on the apprenticeship provider and assessment register (APAR). We offer an Apprenticeship Assessment service for the Assistant Accountant apprenticeship, details of which are provided as part of this specification.

As an AAO, AAT are subject to external quality assurance by a designated body appointed by [Skills England](#).

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

- funding and fees
- the apprenticeship assessment in detail
- marking, grading and certification.

This information is relevant to all individuals involved in the delivery of the apprenticeship including:

- apprentices
- training providers
- employers
- independent assessors.

Information included is correct at the time of publication; however, it occasionally may be updated. AAT will communicate when changes have been made.

Version	Date first published	Update
Version 1.0	XX MONTH 2026	First publication

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

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2. Glossary

Apprenticeship Assessment term	Definition
Apprentice	An individual who is registered with AAT for the purposes of Apprenticeship Assessment.
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 the required off-the-job training outlined in the assessment plan.
Apprenticeship standard	An 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 through on-programme apprenticeship assessment.
Assessment evidence	Any required evidence demonstrating knowledge and skills detailed within the Apprenticeship Standard and provided by the Provider and/or the Employer to AAT.
Completion certificate	The certificate issued by Skills England on successful completion of the apprenticeship.
Employer	The employer of the apprentice on an apprenticeship contract.
Apprenticeship Assessment	The assessment of the minimum requirements for the specific apprenticeship. Apprenticeship Assessment Organisations will design apprenticeship assessments that comply with the expectations set out in an Apprenticeship Assessment Plan.
Apprenticeship Assessment organisation (AAO)	An organisation approved to deliver apprenticeship assessment for a particular apprenticeship standard.
Department for Education (DfE)	The Department for Education (DfE) is a ministerial department in the UK responsible for children's services, education, and skills training across England
External Quality Assurance (EQA)	Involves independent monitoring of the development and delivery of apprenticeship assessment 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 to completion	Gateway to completion is the checkpoint at the end of an apprenticeship programme to ensure that the apprentice has completed all necessary requirements and is ready to receive their certificate. Evidence required: Supporting evidence and the Sign Off document completed by the apprentice, training provider, and/or employer to confirm that the gateway to completion requirements have been met.
Growth and skills levy	The Growth and Skills Levy apply to employers with a wage bill over £3 million a year. These employers pay 0.5% of their total payroll into a training fund via HMRC, which they can access through the Apprenticeship Service.
Independent Assessor (IA)	The Independent Assessor provides apprentice assessment services. 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.
Skills England	Skills England works with partners to create better skills for better jobs, enabling growth and opportunity, with a focus on apprenticeships and technical education. Skills England is an executive agency, sponsored by the Department for Education.
Knowledge, skills, and behaviours (KSBs)	Knowledge, skills, and behaviours – what is needed to competently undertake the duties required for an apprenticeship standard. All behaviours will be verified through the individual employer. Behaviours are not directly assessed by AAOs.
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 8

	months and result in the apprentice being prepared for the apprenticeship assessment.
Off job learning	Off-the-job training 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. Off-the-job requirements are outlined in the individual AAPs.
Registration	The processing of registering for an apprenticeship assessment.
Registration fee	The part of the fee payable on Registration.
Ofqual	Ofqual is the independent regulator of qualifications, examinations and assessments in England, including vocational and technical qualifications and apprenticeship assessments
The Apprenticeship Provider and Assessment Register (APAR)	The register of apprenticeship training providers.
Group of Persons	Formally known as Trailblazer groups, bring together employers with a shared interest in skills training. Each group focuses on a specific occupational role employers need in their business. Group members work together, often with other stakeholders, to develop an occupational standard. Occupational standards form the basis of apprenticeships, T Levels, and other technical qualifications.
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.

3. Introduction to the Assistant Accountant apprenticeship

Standards-based apprenticeships are a government initiative designed to give groups of employers the opportunity to take the lead in developing apprenticeship standards to meet employment needs. Groups of Persons also include non-employer representatives, for example Assessment Organisations, professional bodies, and training providers. The non-employer representatives are there to offer specialised advice and guidance, for example assessment knowledge, although overall decisions remain with the employer members.

The standard for the [Assistant Accountant apprenticeship](#) details:

- the knowledge, skills, and behaviours (KSBs) that apprentices must demonstrate to achieve competency in the apprenticeship;
- an assessment plan, which sets out how the KSs should be assessed as part of the apprenticeship assessment plan, and;
- Employers and key stakeholders are involved in creating the standard.

4. Objective and progression

The objective of this apprenticeship 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 on-programme learning (OPL) and assessment requirements, they could take on the following job roles:

- Accounting technician
- Accounts clerk
- Assistant accountant
- Assistant cashier
- Bookkeeper
- Finance assistant
- Purchase ledger clerk
- Sales ledger clerk

Occupational duties

Duty 1 Assist with monthly and year end reporting of financial and accounts information. This will include the timely collation of data from a range of sources, such as different functions within one organisation, or a range of external clients if operating in practice. This includes both foreseeable finance and accounting data requirements and unexpected requirements.

Duty 2 Maintain financial and accounting records including the timely collation of data from a range of sources. For example, different functions within one organisation, or a range of external clients if operating in practice. This includes both foreseeable requirements and unexpected requests, often too tight timescales.

Duty 3 Safeguard against suspicious activities, for example anti-money laundering.

Duty 4 Assist with the compilation of accounting and financial records, for example, to inform direct and indirect tax returns under supervision, audit documentation or control account reconciliations.

Duty 5 Deliver financial and accounting information and data to stakeholders to ensure that key messages are communicated.

Duty 6 Assist in the maintenance and use of digital systems by using software applications and packages to support the delivery of accurate and timely financial and accounting information.

Duty 7 Use digital systems safely to ensure that the cyber security of the organisation is not compromised, and data handling legislative requirements are met.

Duty 8 Undertake Continuous Professional Development by keeping up to date with relevant statutory obligations and procedural best practice.

Duty 9 Collaborate with people both internally and/or externally at appropriate levels with a view to delivering a service that meets customers' needs with a commitment to professional and ethical standards, for example, professional code of conduct and duty of confidentiality as appropriate.

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5. Assistant Accountant apprentice journey

There are two distinct elements of the apprentice journey:

- On-Programme Learning (OPL)
- the apprenticeship assessment.

A full-time apprentice typically spends 15 to 18 months on-programme, in training before the gateway to completion, working towards competence as an Assistant Accountant:

- Apprentices with an apprenticeship **start date of 31/07/2025 or earlier must** be on programme for a **minimum of 12 months**;
- Apprentices with an apprenticeship **start date of 01/08/2025 or later must** be on programme for a **minimum of 8 months**.

All apprentices **must** complete the required amount of off-the-job training specified by the apprenticeship funding rules before progressing to gateway to completion.

Updated apprentice journey infographic to be included.

6. On-Programme Learning (OPL)

On-Programme learning (OPL) is an important element of the learning process that allows apprentices to gain the required knowledge, skills and behaviours (KSBs) specified in the occupational standard.

Full details of both the standard and assessment plan for the Assistant Accountant apprenticeship can be found here: [Assistant Accountant](#).

The apprentice **must** meet the gateway to completion requirements before an apprenticeship organisation can request their apprenticeship certificate. These are:

- completed training towards English and mathematics qualifications in line with the apprenticeship funding rules
- achieved **one** of the following qualifications:
 - AAT Level 3 Diploma in Accounting
 - IAB Level 3 Certificate in Accounting and Business
 - ICB Level 3 Certificate in Bookkeeping and Accounts.

7. Funding, fees and scheduling

Funding

The funding bands that apply to all approved standards are shown on the Gov.uk website, at [Apprenticeship funding](#) - GOV.UK.

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 training 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 £12,000 per apprentice.

More details on how the funding system works can be found on the Gov.uk website, at [How to register and use the apprenticeship service as an employer](#) - GOV.UK

Fees

The fees for the Assistant Accountant apprenticeship assessment will be made available on the AAT website. **More information to follow.**

Scheduling

The assessment component of the apprenticeship assessment is scheduled and managed using the assessment platform. Once an apprentice has been registered, they can access the platform and review their details.

8. The apprenticeship assessment in detail

The apprenticeship assessment may occur during the apprenticeship programme or towards the end. All apprentices will attempt the same apprenticeship assessment.

To register students to take the apprenticeship assessment with AAT, training providers must become an AAT Apprenticeship Assessment Centre and be on the Apprenticeship Provider and Assessment Register (APAR). Check to see who is on the list at [Apply to the APAR as an apprenticeship training provider - GOV.UK](#)

The process and criteria for becoming registered as an Apprenticeship Assessment Centre with AAT are available on the [training provider application webpage](#).

8.1 Professional Discussion

Apprentices will be expected to complete a **professional discussion** enabling apprentices to demonstrate competence to the highest level against the KSs mapped to this assessment method.

Overview

In the professional discussion, an independent assessor will ask the apprentice questions. It gives the apprentice the opportunity to demonstrate the knowledge and skill (KS) statements mapped to the assessment method.

It is a key element of the occupation to be able to explain key concepts clearly and accurately and this makes a professional discussion a valid assessment method for this occupation.

The purpose is to assess the apprentice's competence against the following assessment outcomes:

- AO1: Digital financial processing and information management
- AO2: Financial controls, cyber security and data protection
- AO3: Financial communication and stakeholder collaboration
- AO4: Professional finance environment and sector awareness

Mapping of statements to assessment outcomes

Assessment objective	Description	Knowledge	Skills
AO1: Digital financial processing and information management	Uses digital accounting packages, spreadsheets, and databases to process and maintain financial information, applying digital skills to generate, interpret, and present financial data effectively.	K6: Fundamentals of digital financial and accounting packages and applications, including the maintenance of key databases, spreadsheets, data analytics, and the appropriate use of data to provide information.	S9: Utilise digital skills to present key financial information using finance and accounting software and applications.
AO2: Financial controls, cyber security and data protection	Applies principles of financial control, risk awareness, cyber-security, and data protection to safeguard financial systems and information, including recognising vulnerabilities and working securely in digital environments.	K4: Fundamentals of potential vulnerabilities within systems of financial control, such as internal fraud and money laundering. K7: Principles of cybersecurity and working safely online within a finance and accounting context. K8: Principles of data security and legislative requirements regarding data handling in a financial and accounting context.	S10: Use software packages to assist with basic accounting tasks in line with cyber and data security requirements, using data securely and safely, including backing up data.

AO3: Financial communication and stakeholder collaboration	Communicates financial information clearly to diverse stakeholders, presenting information in accessible ways, selecting appropriate communication methods, and maintaining effective working relationships while considering inclusion, cultural awareness, and digital-communication risks.	K9: Approaches to diversity, inclusion, and cultural awareness, and their impact on finance and accountancy.	S7: Develop and maintain effective working relationships with stakeholders. S8: Communicate financial information in a way that non-finance stakeholders can interpret and understand. S11: Communicate using a range of approaches and media, with an understanding of the risks and benefits to the business of social media and other digital applications.
AO4: Professional finance environment and sector awareness	Demonstrates understanding of how the finance function supports organisational strategy, alongside awareness of the professional landscape, including regulators, technological change, and expectations for maintaining up-to-date professional knowledge	K10: The role of accountancy or finance within the organisational business strategy. K11: The wider financial and accounting professional landscape, including the requirement to stay abreast of changes in technology and practice, and an awareness of the role of regulators and professional bodies.	N/A

Administration

The professional discussion must be structured to give the apprentice the opportunity to demonstrate the KSs mapped to this assessment method to the highest available grade.

An independent assessor must conduct and assess the professional discussion.

The AAO must give an apprentice 7 days' notice of the professional discussion.

The professional discussion will last for 60 minutes. The independent assessor can increase the time of the interview by up to 10%. This time is to allow the apprentice to respond to a question if necessary.

The total number of questions asked during the professional discussion is still to be determined. Follow-up questions are allowed where clarification is required.

Supporting evidence

To support the professional discussion, additional pieces of information may be required to be submitted to AAT via the assessment platform.

More information to follow.

Identification requirements

Apprentices will be required to show the independent assessor a clear and legible original form of identification at the beginning of their professional discussion. Approved identification types include:

- Current valid (signed) full UK or country of origin passport
- Current valid (signed) national identity (ID) card
- Current valid European Economic Area (EEA) member state ID card
- Current full or provisional UK/EU photocard driving license or Blue Badge
- Current residency permit issued by the Home Office
- Current Citizen Card (accompanied by a credit/debit card as proof of signature)
- Current identity card bearing Proof of Age Standard Scheme hologram (a PASS card)
- Local travel cards or other government issues documents (for specific examples see: [How to vote: Photo ID you'll need - GOV.UK](#))

The period of validity for photographic ID should be within 10 years, based on how long a passport remains valid for. However, if the ID is valid but the photo is no longer a true likeness of the person, a more up to date current and valid photo ID will be required.

Location

The professional discussion is conducted by video conferencing, and the apprentice must ensure that they are in a suitable assessment environment, free from distractions and influence. The independent assessor will verify this at the start of the assessment.

The assessment will take place in an online video room. Apprentices will receive an email confirming details of the assessment and joining link once it has been scheduled.

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9. Grading

Apprentices will be awarded a grade for their professional discussion on a three-point scale:

- Fail – 0-69%
- Pass – 70%
- Distinction – 100%

9.1 Grading decisions

Grading decisions and criteria aligned to the following performance categories are still being determined.

Performance category	Pass	Distinction
Applied knowledge	Demonstrates sound application of accounting knowledge, facts, procedures, and ideas across routine and non-routine tasks, completing them to an acceptable standard.	Applies a thorough understanding of accounting knowledge, facts, procedures, and ideas to manage and resolve routine and non-routine tasks with discernment and skill.
Applied skills	Identifies and applies appropriate accounting skills, methods, and procedures to complete tasks and address challenges with a reasonable degree of autonomy and effectiveness.	Selects and integrates appropriate accounting skills, methods, and procedures proactively and resourcefully to complete tasks and address challenges effectively and with minimal oversight.

Regulatory and procedural awareness	Applies relevant financial legislation, regulation, and organisational procedures without error, showing some depth of insight and adaptability.	Demonstrates refined judgement in interpreting financial legislation, regulation, and organisational procedures, confidently navigating nuanced issues in practice.
Communication and collaboration	Participates effectively in finance team environments and communicates financial information clearly to support service delivery, adapting communication appropriately within stakeholder interactions.	Communicates persuasively and adapts confidently to different audiences and team dynamics, taking initiative in presenting financial information and contributing positively to stakeholder interactions.
Information use and decision making	Accurately interprets and evaluates relevant financial information from a variety of sources to support problem-solving in mostly familiar but sometimes complex work contexts.	Evaluates diverse and sometimes conflicting financial information sources with insight, drawing informed conclusions that improve task outcomes or efficiency.
Responsibility and autonomy	Takes responsibility for initiating and completing financial tasks within set parameters and, where relevant, contributes to guiding or supporting others with a reasonable degree of autonomy.	Pre-emptes the need for financial tasks to be initiated within set parameters, demonstrating accountability and responsiveness to emerging priorities or risks, and leading others to achieve team outcomes with minimal oversight.

9.2 Re-sits

If the apprentice fails the professional discussion, they can take a re-sit or a re-take at their employer's discretion. The apprentice's employer needs to agree that a re-sit or re-take is appropriate. A re-sit does not need further learning, whereas a re-take does. The apprentice should have a supportive action plan to prepare for a re-sit or a re-take.

The employer and the AAO should agree the timescale for a re-sit or re-take. A re-sit is typically taken within 1 month of the Apprenticeship Assessment outcome notification. The timescale for a re-take is dependent on how much re-training is required and is typically taken within 2 months of the Apprenticeship Assessment outcome notification.

The failed assessment must be re-sat or re-taken within a 6-month period from the Apprenticeship Assessment outcome notification.

Re-sits and re-takes are not offered to an apprentice wishing to move from pass to a higher grade.

9.3 Review of marking

If an apprentice disagrees with their assessment result or would like additional feedback on their performance, they may request a review of marking.

A review of marking carried out by AAT includes checks to ensure that:

- all marking processes have been carried out correctly
- every part of the assessment was marked
- marks were totalled and recorded accurately
- the agreed mark scheme was applied correctly
- the overall result is correct.

A review of marking will be made by a training provider on behalf of the apprentice. A fee applies for a review of marking. This fee will be refunded if the review outcome is in the apprentice's favour.

Full details of the process are available on [AAT's Review of Marking webpage](#).

9.4 Appeals

If an apprentice remains dissatisfied after the outcome of a process, they may submit an appeal. An appeal confirms whether AAT's procedures were correctly followed in relation to the following:

- Review of marking
- Malpractice Review Panel (MRP) decision
- Reasonable adjustment
- Special consideration

A fee applies for submitting an appeal. This fee will be refunded if the appeal outcome is in the apprentice's favour.

Full details of the process are available on [AAT's Appeals webpage](#).

10. Gateway to completion

Prior to requesting the final certificate, the training provider must confirm that the apprentice has achieved the requirements of the apprenticeship assessment, and this is recorded within the assessment platform.

Sign-off document

A sign-off document must be completed and signed by the apprentice, training provider, and employer to confirm that the gateway to completion requirements have been met. The completed sign-off document must be uploaded to the checklist page within the assessment platform.

A blank version of the sign-off document is available within the Resources section of the assessment platform and via the [Lifelong Learning Portal](#).

11. Equity, Diversity, Inclusion, Belonging (EDIB) and accessibility

At AAT, we are committed to embedding Equity, Diversity, Inclusion, Belonging (EDIB) and accessibility throughout the design, development and delivery of all qualifications and assessments. We aim to ensure that all students, regardless of background, identity or circumstance, can access and fairly demonstrate real-world ready competencies.

By integrating EDIB principles with a proactive approach to accessibility, we aim to reduce barriers, promote inclusion, foster a genuine sense of belonging throughout the apprentice journey, and outline AAT's continuing commitment to our responsible business strategy.

Our principles enable our commitment to:

- **enhance equity, diversity and inclusion** – we will build an assessment model that proactively supports underrepresented groups and reduces barriers to progression, reinforcing AAT's commitment to breaking down structural inequalities across the accountancy profession;
- **make AAT more accessible and inclusive** – we will ensure our assessments are accessible by design, underpinned by robust and consistent processes for reasonable adjustments, and designed to meet the needs of all apprentices, including those learning and working remotely;
- **reflect the changing world of work** – we will embed inclusive design principles to ensure assessments reflect real-world, inclusive scenarios that resonate with a broad and diverse apprentice base, better preparing them for a modern, global workforce;
- **champion digital by design** – our approach to accessibility includes digital accessibility and inclusion, ensuring all online assessment platforms and content meet high standards for usability and fairness, supporting AAT's goal of a seamless, apprentice-focused digital experience.

11.1 Reasonable adjustments and special considerations

A reasonable adjustment is an arrangement that can be put in place by AAT or the assessment centre prior to an assessment to help students with a long-term disability, such as dyslexia, or who are temporarily impaired, such as a student who has broken their arm, to not be disadvantaged. For example, this could mean applying extra time for dyslexic students or allowing the use of a scribe for a student with a broken arm.

In most cases, it should be possible for the assessment centre to make the decision to grant adjustments and notify AAT before scheduling the assessment: for example, granting extra time up to and including one-third of the available time as published for that assessment. However, if a more significant adjustment is needed, assessment centres may need to obtain approval from AAT first.

Special consideration is the term used to describe the process by which a student's script is reassessed after it has been taken, due to the student suffering an illness, traumatic accident or major and unpredictable life event at, or shortly before, the time of assessment.

More detailed information about what is eligible for reasonable adjustments or special consideration, and the forms and procedures that should be used by training providers and assessment venues, are given in the [Guidance on the Application of Reasonable Adjustments and Special Consideration in AAT Assessments](#), document which is available on the [reasonable adjustments and special considerations webpage](#).

12. Support for training providers

Partner Support team

The Partner Support team is dedicated to helping training providers with the daily running of AAT qualifications. The team also offers one-to-one support for new training providers to help them get their AAT qualifications up and running.

Phone: +44 (0)203 3735 2443

Email: partner.support@aat.org.uk.

Partner Account Manager (PAM)

Each training provider has their own Partner Account Manager (PAM) assigned to support them once they have been approved as an AAT training provider. PAMs help provide links to local employers and visit regularly to keep training providers up to date on qualification developments, apprenticeships and possible commercial opportunities.

Weekly email update from AAT – SummingUp

Every Friday, SummingUp shares all the latest news from AAT with AAT Approved training providers, including:

- technical updates
- qualification developments
- upcoming events
- new e-learning materials
- the latest marketing materials.

Events for training providers

Tutors can attend the following events throughout the year:

Annual conference

The annual training provider conference is a chance to get together, network and share ideas.

The conference typically includes:

- topical workshops
- guest speaker sessions
- the opportunity to learn about new developments directly from AAT.

Network meetings

At these events, training providers can raise queries, share best practice and ideas with AAT and other training providers. The events:

- cover a wide range of topics
- keep tutors up to date on the latest issues
- provide relevant and cost-effective CPD.

Technical events (tutor-to-tutor sessions)

These events are free of charge to training providers and cover a range of our qualifications and assessment areas. Experienced and high-performing training providers share their experiences, tips and techniques with attendees to help others improve their teaching and delivery.

Tutor talk forum

All AAT approved training providers have access to Tutor talk, where tutors can contribute to online conversations about a wide range of AAT issues. Tutors will receive:

- unlimited user logins for all AAT tutors
- email updates on posts they're interested in.

Online support resources

In order to help tutors successfully deliver AAT qualifications and this apprenticeship, a range of support materials are offered for all our qualifications and the apprenticeship assessment, such as:

- practice assessments
- workbooks
- eLearning modules
- flashcards
- in conversation with.... videos
- knowledge checks.

All tutor support materials can be found on the [Lifelong Learning Portal](#).

Appendix 1: Glossary of apprenticeship roles

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

Role	Responsibilities
Apprentice	As a minimum, the apprentice should: • participate in and complete on-programme training to meet the KSBs as outlined in the occupational standard for a minimum of 8 months • complete the required amount of off-the-job training as arranged by the employer and training provider • understand the purpose and importance of apprenticeship assessment and meet the requirements • undertake the apprenticeship assessment.
Independent Assessor (IA)	As a minimum, an independent assessor must: • have the competence to assess the apprentice at the level of this apprenticeship and hold any required qualifications and experience in line with the requirements of the independent assessor • understand the occupational standard and the requirements of the apprenticeship assessment plan • have, maintain and be able to evidence, up-to-date knowledge and expertise of the occupation • deliver the apprenticeship assessment in-line with the plan • comply with the quality assurance requirements • have no direct connection or conflict of interest with the apprentice, their employer or training provider • attend induction training • attend standardisation events before they conduct an apprenticeship assessment for the first time and a minimum of annually for this apprenticeship

Role	Responsibilities
	• assess KSs assigned to the assessment plan make the grading decisions • record and report assessment outcome decisions, for each apprentice, following instructions and using assessment recording documentation, in a timely manner • use language in the development and delivery of the apprenticeship assessment plan that is appropriate to the level of the occupational standard • mark open (constructed) test answers accurately according to the mark scheme and procedures.
Training provider	As a minimum, the training provider must: • work with the employer and support the apprentice during the off-the-job training to provide the opportunities to develop the KSBs • conduct training covering the KSBs agreed as part of the Commitment Statement or the Individual Learning Plan • monitor the apprentice's progress during any training provider led on-programme learning • advise the employer, upon request, on the apprentice's readiness for the apprenticeship assessment • ensure procedures are in place to mitigate against conflict of interest.

Role	Responsibilities
Apprenticeship Assessment Centre	As a minimum, the Apprenticeship Assessment Centre must: • register apprentices for the apprenticeship assessments EPA in accordance with AAT • administer the apprenticeship assessment component in accordance with AAT's Instructions for AAT computer-based assessments (CBA) • support the apprentice in ensuring relevant information is prepared and uploaded to AAT's assessment platform in accordance with AAT requirements • provide additional information, if requested, and cooperates fully with AAT and/or other external bodies in carrying out monitoring, investigations or other activities, either on-site or remotely.
Employer	As a minimum, the apprentice's employer must: • select the Apprenticeship Assessment Organisation and training provider • work with the training provider (where applicable) to support the apprentice in the workplace and to provide the opportunities for the apprentice to develop the KSs • verify behaviours included in the occupational standard • arrange and support off-the-job training to be undertaken by the apprentice • decide when the apprentice is working at or above the occupational standard and is ready for the apprenticeship assessment • liaise with the training provider and AAT to ensure the apprenticeship assessment is booked in a timely manner. • confirm arrangements with AAT for the apprenticeship assessment (who, when, where)

Role	Responsibilities
	in a timely manner (including providing access to any employer-specific documentation as required, for example company policies) • ensure that the apprenticeship assessment is scheduled for a date and time which allows the opportunity for the apprentice to be assessed against the KSBs • remain independent from the delivery of the apprenticeship assessment • ensure the apprentice is given sufficient time away from regular duties to prepare for the elements of the apprenticeship assessment, and that any required supervision during this time is in place • where the apprentice is assessed in the workplace, ensure that the apprentice has access to the resources used on a regular basis • pass the certificate to the apprentice upon receipt from AAT. The employer is not involved in the apprenticeship assessment process or making decisions on grading
Apprenticeship Assessment Organisation (AAO)	As a minimum, the AAO must: • conform to the requirements of the apprenticeship assessment plan and deliver its requirements in a timely manner • understand the occupational standard • make the apprenticeship assessment contractual arrangements, including agreeing the price of the apprenticeship assessment • develop and produce assessment materials as detailed for the assessment method • appoint qualified and competent independent assessors in line with the requirements of

Role	Responsibilities
	the apprenticeship assessment plan to conduct assessments and oversee their working • appoint administrators (and invigilators where required) to administer the apprenticeship assessment plan • provide training for independent assessors in terms of good assessment practice, operating the assessment tools and grading • provide information, advice, guidance and documentation to enable apprentices, employers and training providers to prepare for the apprenticeship assessment • arrange for the apprenticeship assessment to take place, in consultation with the employer • ensure that the apprentice has access to the required resources and liaise with the employer to agree this, if necessary, where the apprentice is not assessed in the workplace • develop and provide assessment recording documentation to ensure a clear and auditable process is in place for providing assessment decisions and feedback to stakeholders • have no direct connection with the apprentice, their employer or training provider in all instances; there must be no conflict of interest • have policies and procedures for internal quality assurance (IQA), and maintain records of IQA activity and moderation for external quality assurance (EQA) purposes • deliver induction training for independent assessors, and for invigilators and markers (where used) • undertake standardisation activity on this apprenticeship for an independent assessor before they conduct an apprenticeship assessment for the

Role	Responsibilities
	first time, if the apprenticeship assessment is updated and periodically (a minimum of annually) • manage invigilation of the apprentice to maintain security of the assessment in line with the AAOs malpractice policy • verify the identity of the apprentice • use language in the development and delivery of the apprenticeship assessment that is appropriate to the level of the occupational standard.
Invigilator	As a minimum, the invigilator must: • attend induction training; • have no direct connection or conflict of interest with the apprentice, their employer or training provider in all instances; • invigilate and supervise apprentices during tests and in breaks during assessment methods to prevent malpractice in accordance with invigilation procedures.

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CONSULTATION