



Qualification Specification

TQUK Level 2 Apprenticeship Assessment for ST1472 Administration Assistant

Qualification Number: 610/7778/1

Version Number: TBC



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Introduction

Welcome to TQUK

Training Qualifications UK (TQUK) is an Awarding Organisation recognised by the Office of Qualifications and Examinations Regulation (Ofqual) in England and CCEA Regulation in Northern Ireland.

TQUK offers qualifications that are regulated by Ofqual and, in some cases, by CCEA Regulation. All regulated TQUK qualifications sit on the Regulated Qualifications Framework (RQF) and are listed on the [Register of Regulated Qualifications](#).

Our qualifications are designed to support and encourage learners to develop their knowledge and skills. This development may result in progression into employment or career development in the workplace. Our qualifications also allow learners to progress to further qualifications.

Please visit our [website](#) for news of our new and upcoming developments.

Qualification Specifications

Each qualification offered by TQUK is supported by a specification containing all the information required for delivery. This Apprenticeship Assessment Qualification Specification includes assessment outcomes, knowledge, skills and behaviours, and details of how the qualification is assessed and graded.

This qualification has been developed in line with the 2025/26 apprenticeship assessment reforms, which place greater emphasis on holistic assessment, proportionality and occupational competence.

The aim of the qualification specification is to guide a centre through the process of delivering the qualification.

Details of TQUK's procedures and policies can be found on our [website](#). Qualification specifications can be found via the [TQUK Apprenticeship Assessment platform](#).

Centres must ensure they are using the most recent PDF version of the qualification specification for planning and delivery purposes.

Key Information

Reference:	ST1472
Version:	TBC
Level:	2
Typical duration:	12 months
Route:	Business and administration
Maximum funding:	£4,000
Date updated:	03 June 2026
LARS code:	TBC
EQA provider:	Ofqual
Review:	This apprenticeship will be reviewed in accordance with the Skills England change request policy.
Qualification Number	610/7778/1

Summary

Occupation Summary

This occupation is found across all sectors and industries, including organisations of all sizes. 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 administrative 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 the business. They use digital systems and tools to collate, extract and enter data. An assistant administrator's work can include routine data entry and supporting team members to ensure daily activities are carried out within agreed timescales and quality expectations. They may also, under supervision, work more widely across the organisation to meet organisational priorities. They represent the organisation when dealing with internal and or external stakeholders.

In their daily work, employees in this occupation interact 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, such as IT, 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 in responding to organisational priorities and changing needs. They may have access to sensitive information regarding organisational and personal information.

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

Typical Job Titles

- Admin assistant
- Administrative officer
- Administrative clerk
- Business support
- Clerical assistant
- Data clerk
- Office assistant
- Receptionist
- Records clerk
- Secretary

Professional Recognition

This apprenticeship is not aligned with any professional recognition.

The Qualification

The TQUK Level 2 Administration Assistant Apprenticeship Assessment is regulated by Ofqual.

The qualification has been developed in line with the relevant occupational standard and apprenticeship assessment plan published by Skills England.

This qualification is approved by the Department of Education for the Administrative Assistant workforce and meets the latest standards for Administrative Assistants.

Entry Requirements

Learners must meet the national eligibility requirements for apprenticeship programmes, including that they are aged 25 or under at the point of starting the apprenticeship, live in England, and are not in full-time education.

Other Mandatory Qualifications

This apprenticeship does not have any other mandatory qualifications to complete.

Gateway to Completion

Before a learner can complete the apprenticeship, the gateway to completion requirements for this occupational standard must be met. These are:

- a signed declaration to confirm that the learner has sufficiently demonstrated the required behaviours
- a signed declaration to confirm that the English and maths requirements have been met in line with the current [Department for Education Apprenticeship Funding Rules](#)
- photo ID
- portfolio of evidence.

The employer is responsible for verifying that each knowledge and skill, and behaviour statement has been demonstrated by the learner over the course of the programme.

The gateway to completion declaration must be completed and submitted via the [TQUK Apprenticeship Assessment platform](#).

Once TQUK has verified successful completion of all requirements, we will work with the apprenticeship certificate issuing authority to arrange for the learner's certificate to be issued.

Progression

Successful learners can progress to other qualifications and apprenticeships such as:

- Data Technician
- Payroll Administrator
- HR Support
- Recruiter
- Procurement and Supply Assistant
- Associate Project Manager
- Business Administrator.

Successful learners can apply for administrative support roles across a range of organisations, supporting business operations, data management, customer service, project delivery and other organisational functions.

Qualification Delivery

Pre-Programme Information

All learners should be provided with appropriate pre-programme information about any TQUK qualification. The information should explain the qualification, the form of assessment, and any entry requirements or resources needed to undertake the qualification.

Initial Assessment

Centres should ensure that any learner registered on a TQUK qualification undertakes some form of initial assessment. This should inform a teacher or trainer of the learner's current knowledge and/or skill level, and any additional specific support requirements the learner may need.

Initial assessment may be carried out in any format suitable for the qualification and the learner. Centres are responsible for ensuring that assessment methods are valid, applicable, and relevant to TQUK qualifications.

Qualification Documentation and Resources

All documentation and supporting resources used in the delivery of this qualification must be age-appropriate. When developing or sourcing materials, centres must ensure that due consideration is given to safeguarding and learner wellbeing, in line with their policies and procedures.

TQUK provides a range of documentation and resources, including templates to support delivery, assessment, and ongoing learner monitoring. These are available via the [TQUK Apprenticeship Assessment platform](#).

Learner Registration

Once approved to offer a qualification, centres must follow TQUK's procedures for registering learners. Learner registration is at the discretion of the centre, and must comply with equality legislation and health and safety requirements.

Centres must register learners before any assessment can take place.

Tutor, Assessor, and Quality Assurer Requirements

All staff involved in the delivery and quality assurance of the qualification (including assessors and quality assurers) must be occupationally competent in the subject area being delivered. This could be evidenced by a combination of:

- a higher-level qualification in the same subject area as the qualification approval request
- experience in the delivery/assessment/QA of the qualification requested
- work experience in the subject area of the qualification.

Staff are also expected to have a working knowledge of the qualification requirements, as well as a thorough knowledge and understanding of the role of tutors/assessors and quality assurance. They are also expected to undertake continuous professional development (CPD) to ensure they remain up to date with work practices and developments.

Tutor

Tutors or trainers who deliver a TQUK qualification must hold a teaching qualification appropriate to the level of the qualification they deliver. This can include:

- Further and Adult Education Teacher's Certificate
- Cert Ed/PGCE/Bed/MEd
- PTLLS/CTLLS/DTLLS
- Level 3 Award/Level 4 Certificate/Level 5 Diploma in Education and Training.

Assessor

Staff assessing TQUK qualifications must hold an appropriate assessing qualification or be working towards one. Where working towards a qualification, their assessment decisions must be countersigned by a qualified assessor. Relevant qualifications include:

- Level 3 Award in Assessing Competence in the Work Environment
- Level 3 Award in Assessing Vocationally Related Achievement
- Level 3 Award in Understanding the Principles and Practices of Assessment
- Level 3 Certificate in Assessing Vocational Achievement
- A1 or D32/D33.

Specific requirements for assessors may be indicated in the assessment strategy or principles within the individual unit specifications.

Quality Assurer

Centre staff who undertake the role of a Quality Assurer (QA) for TQUK qualifications must hold, or be working towards, a relevant qualification. Where they are working towards a qualification, their quality assurance decisions must be countersigned by a qualified quality assurer. Relevant qualifications include:

- Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice
- Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice
- V1 qualification (quality assurance of the assessment process)
- D34 qualification (verify NVQ assessments and processes).

It is considered best practice for individuals undertaking quality assurance roles to also hold one of the assessing qualifications outlined above.

Quality assurers must follow the principles set out in Learning and Development NOS 11: *Internally Monitor and Maintain the Quality of Assessment*.

External Quality Assurance

External Quality Assurance (EQA) will be carried out by TQUK to ensure that centres comply with the quality assurance requirements associated with their recognised centre status and formal agreement.

This will involve scheduled face-to-face or remote quality assurance activity, during which the EQA will review the centre's policies and procedures, speak with staff and learners, and sample learner work annually.

To support successful delivery, centres should ensure that the following are available during EQA activity:

- learner assessment evidence and recordings
- observation records
- professional discussions and/or case studies
- assessment plans and assessment records
- evidence of assessment decisions
- internal quality assurance records
- employer declarations and gateway evidence (where applicable).

Assessment

It is essential that all learners are assessed in English, unless the qualification specification specifically states that another language may be accepted. This requirement also applies to all learner evidence presented for external quality assurance purposes.

This qualification is assessed using a structured assessment model designed by TQUK, in line with the requirements of the occupational standard and associated apprenticeship assessment plan.

Assessment is based on defined assessment outcomes that reflect the knowledge and skills required for occupational competence.

Assessment Methods

TQUK's Level 2 Administration Assistant assessment comprises one mandatory assessment method, and a choice of two additional methods as follows:

Type		Assessment Method	Conducted	Timings
Mandatory assessment method		Portfolio and Interview	The interview can be face-to-face in the workplace or via video conferencing using Microsoft Teams.	Interview: 30 minutes (+10%)
Additional assessment method <i>The centre selects one option:</i>	Option A	Project	Paper-based or computer-based marking.	Four weeks to conduct and submit
	Option B	Presentation	Can be delivered in person or computer-based.	15 minutes (+10%)

Simulation is not permitted for any assessment method.

Delivery Models

The assessments can be delivered in one of two ways:

TQUK Managed	TQUK Together
TQUK delivers all assessment components: - Portfolio and Interview - Option A: Project, or - Option B: Presentation	TQUK delivers: - Portfolio and Interview The centre delivers: - Option A: Project, or - Option B: Presentation

Assessment Order

Learners may be assessed at any appropriate point during their programme, and assessments may be taken in any order.

Sampling Strategy

This qualification adopts TQUK's risk-based sampling approach for selected non-mandatory knowledge and skill statements. Sampling decisions are informed by structured risk scoring using five key indicators:

- sector risk
- consequence of learner error
- knowledge or skill criticality
- employer expectations
- volume of eligible knowledge or skill.

Risk scores are mapped to sampling proportions and rotation schedules in line with TQUK's sampling framework.

Mandatory knowledge and skill treatment

Mandatory knowledge and skill statements are assessed in every version of the assessment, and sampling will not apply. Where appropriate, sampling within a mandatory statement may occur to ensure proportionality while preserving validity.

Non-mandatory knowledge and skill sampling

Non-mandatory knowledge and skill statements are sampled in accordance with the assigned risk band.

Level 2 Administration Assistant Sampling	
Risk band	Medium risk
Proportion assessed per version	50-70%
Rotation speed	Rotate over 1-2 years

This rotation ensures full coverage of non-mandatory knowledge and skills over time.

Centre Devised Assessment (CDA) Guidance

Centre-devised assessments play a vital role in evaluating learner progress, as they are based on the qualification's learning objectives. They provide opportunities for learners to demonstrate the knowledge, understanding, and skills gained while studying the qualification, and support teaching staff in monitoring the learner's progress.

As this qualification is internally assessed, TQUK allows centres to produce their own assessment tasks. When designing assessments, assessors must consider the appropriate depth and breadth of knowledge required for each task.

TQUK provides guidance on recommended approaches to designing effective assessment tasks, which is available on our [website](#). This includes templates to support the development of internal assessments, along with a checklist to ensure they are valid and fit for purpose.

To ensure the validity and fairness of qualifications, centre-devised assessments are subject to TQUK's quality assurance processes. Further information, including guidance on preparing for external quality assurance reviews, is also available on our website.

Behaviours

Behaviours describe the expected attitudes and professional conduct required in the role. They do not prescribe delivery or assessment methods but support the development of occupational competence alongside the knowledge and skills. It is the employer's responsibility to support and ensure these behaviours are demonstrated in the workplace.

Employers must review and confirm that the learner has sufficiently demonstrated the required behaviours before a certificate is requested.

Behaviours must be verified by an individual with sufficient oversight of the learner's work and understanding of the occupational standard, typically the line manager or equivalent.

Behaviours do not contribute to grading. They must be achieved for certification but do not affect whether a pass or distinction is awarded.

TQUK has included these behaviours for reference:

Behaviours	
B1	Team working to provide support. Collaborate with internal or external stakeholders to help achieve the goals of the organisation.
B2	Flexible and responds positively to changing work requirements or environments.
B3	Act upon and respond respectfully to feedback. Displaying commitment to personal and professional development.
B4	Acts in an ethical manner embracing equity, diversity and inclusion in the workplace.
B5	Professional in approach to work and internal or external stakeholders to meet the requirements of the organisation and codes of conduct.
B6	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.

Occupation duties

Occupation duties describe the key responsibilities of the role and what a competent individual is expected to carry out in the workplace. They do not prescribe delivery or assessment methods but underpin the knowledge, skills, and behaviours set out in the occupational standard. TQUK has included these duties for reference:

Duty	Associated knowledge, skills and behaviours
Duty 1 Communicate with stakeholders, such as internal teams and external organisations, using appropriate methods and professional language. This may include letters, phone, face-to-face, e-mail, video call, online chat functions or digital platforms.	K1 K3 K4 K5 K7 K8 K9 K10 K12 K13 K15 K18 K19 K20 K21 K22 K23 K24 K25 S1 S2 S3 S6 S7 S9 S10 S12 S15 S16 S20 B1 B2 B3 B4 B5 B6 B8
Duty 2 Support internal or external events or meetings, in person or on line, following organisational policies and procedures.	K1 K2 K3 K4 K6 K12 K13 K15 K20 K23 S2 S7 S15 S16 S20 B4 B5 B6
Duty 3 Access and store information securely in line with organisational requirements for future use and recovery. For example physical and or digital filing systems.	K1 K5 K8 K9 K10 K11 K16 K23 K24 S1 S2 S3 S4 S5 S10 S11 S18 B1 B4 B5 B6
Duty 4 Use software packages to collate, input and extract data and information in line with organisational requirements. For example updating office databases, stakeholder records or notes, finance records, CRM systems or sending mailshots.	K1 K2 K5 K8 K9 K10 K11 K14 K16 K22 K23 K24 S1 S2 S3 S4 S10 S17 S18 B2 B4 B5 B6
Duty 5 Format and input data in line with organisational requirements. For example, redacting information, stakeholder details, expenses, travel and routine reports. Report or escalate errors, breaches or concerns to supervisor or line manager.	K1 K2 K3 K4 K5 K6 K7 K8 K9 K11 K12 K16 K17 K23 K24 S1 S2 S3 S4 S5 S6 S10 S17 S18 S20 B1 B2 B4 B5 B6
Duty 6 Provide support to team members to help ensure that activities are carried out within agreed timescales, budgets and quality expectations. For example ordering and reporting on office resources or sourcing information. Inform line manager or supervisor on any changes, anomalies or concerns.	K2 K3 K5 K6 K12 K14 K15 K17 K21 K24 S2 S6 S7 S8 S9 S10 S11 S12 S13 S14 S15 B1 B2 B3 B4 B5 B6 B7 B8
Duty 7 Identify, collate and handle data and information from different sources such as business, stakeholder records and delivery notes. Share securely, confidentially and in line with organisational expectations and requirements.	K1 K3 K4 K5 K6 K7 K9 K12 K16 K18 S1 S2 S3 S4 S5 S10 S11 S17 S18 B1 B2 B3 B4 B5 B6
Duty 8 Be aware of the organisation's priorities and activities, and how the role supports these. For example undertaking routine tasks such as presenting information and producing documents.	K1 K2 K3 K4 K5 K6 K7 K12 K14 K15 K18 K19 K20 K21 K22 K23 S1 S2 S5 S6 S7 S8 S9 S10 S11 S12 S13 S14 S15 S16 S19 S20 B1 B2 B3 B4 B5 B6 B7 B8
Duty 9 Identify issues and escalate problems to others when beyond remit.	K1 K3 K5 K7 K12 K13 K19 K20 K22 K25 S2 S4 S5 S11 S15 S16 S19 S20 B1 B3 B4 B5 B6 B8
Duty 10 Plan and review workload with supervisor to ensure best use of time to complete allocated tasks to deadlines.	K2 K3 K9 K15 K19 K20 K21 K25 S2 S6 S7 S8 S9 S12 S14 S15 S16 S20 B1 B2 B3 B4 B5 B6 B8
Duty 11 Keep up to date with sector developments to enhance skills and follow a continuous professional development plan.	K1 K3 K4 K5 K6 K9 K12 K14 K19 K21 S2 S11 S15 S16 B3 B5 B6 B8

Mandatory Assessment Method: Portfolio and Interview

Portfolio of Evidence

The learner will compile a portfolio during the on-programme period of the apprenticeship, containing naturally occurring workplace evidence that demonstrates how they have met the knowledge and skills specified in the apprenticeship assessment plan. The portfolio will typically contain **10-12 discrete pieces of evidence**.

Evidence should be mapped against the knowledge and skills assessed by the assessment method and may be used to demonstrate more than one knowledge or skill; a qualitative rather than quantitative approach is suggested.

Any employer contributions to the portfolio of evidence should focus on direct observation of performance (a witness statement, for example) rather than opinions.

Portfolio evidence could include:

- meeting minutes
- emails and business correspondence
- reports
- presentations
- data analysis or spreadsheets
- project plans
- action logs
- diary management evidence
- process documents
- customer or stakeholder communications
- policies and procedures used or produced
- witness testimonies
- reflective accounts
- training records and certificates.

This is not a definitive list; other evidence sources are possible. However, the evidence provided must be valid and attributable to the learner.

The portfolio of evidence should not include reflective accounts or any methods of self-assessment. All evidence must be anonymised before submission, and the employer's policies regarding the sharing of information must be followed.

As the portfolio is used to underpin the assessment method, it is not directly assessed or marked. It will only be reviewed to prepare questions for the interview, and the assessor will not be required to give feedback on the portfolio after this review.

The learner should provide evidence for all the knowledge and skills. They should work closely with both the On-Programme Assessor and employer to select pieces of evidence that have been gathered throughout their apprenticeship programme that help exemplify where they have best demonstrated and showcased relevant knowledge and skills.

Interview

The interview is a formal two-way discussion between the assessor and the learner that enables the learner to demonstrate the knowledge and skills mapped to this assessment method, while allowing the assessor to confirm authenticity, clarify evidence, and explore the learner's understanding and decision-making.

The assessor will have **two weeks to prepare the 10 questions** for the interview based on the contents of the portfolio, and relevant to the knowledge and skills assigned to this assessment.

The interview can take place face-to-face in the workplace, or remotely via video conferencing using Microsoft Teams and will last **30 minutes**. The assessor has the discretion to increase the time of the interview by up to 10% to allow the learner to respond to a question if necessary.

This is a formal assessment which must take place in a [controlled environment](#), free from any distractions.

During the interview, the learner may have access to or refer to their portfolio and notes.

Grading

The assessor must make the grading decision.

This assessment is graded fail, pass, or distinction according to the [grading criteria](#).

To achieve a pass in this assessment, the learner must meet all the pass criteria. To be awarded a distinction, they must meet all the pass criteria and all the distinction criteria.

If the learner does not meet all the pass criteria, this assessment will be graded as a fail.

Mandatory Assessment Method: Portfolio and Interview - Knowledge and Skills and Grading Criteria

The assessment outcomes group and summarise the knowledge and skills that must be demonstrated in each assessment method.

Knowledge and skills statements which offer opportunities to develop functional English and maths are **identified with an asterisk (*)**.

Mandatory knowledge and skills statements are in bold.

Assessment Outcome	
AO1: Information Management and Data Handling	
Uses organisational systems and software tools to process, secure, and share information and data. Follows legislation, confidentiality requirements, and organisational policies to maintain data integrity and accuracy.	
Performance Descriptors	
Applied Knowledge	
Pass	Applies knowledge of administrative duties and procedures to complete well defined tasks and solve straightforward problems across routine and some varied work activities, consistently.
Distinction	Applies accurate, insightful, and efficient knowledge of administrative duties, and procedures to solve straightforward problems adapting to well defined tasks.
Regulatory and Procedural Awareness	
Pass	Applies legislation, regulation, and organisational procedures relevant to administrative work without error, following well defined expectations although adaptability or depth of interpretation may be limited.
Distinction	Demonstrates proactive and confident interpretation of legislation, regulation, and organisational procedures relevant to administrative work.
Knowledge and Skills	
K9	Principles of information and data retrieval, maintaining records and respecting confidentiality, in line with organisational policies and legislation.
K24	The benefits of cloud services and platforms.

Assessment Outcome	
AO2: Administrative Task Delivery and Workflow Management	
Plans, organises, and delivers administrative tasks using organisational processes, digital tools, and resource management methods. Reviews work, adapts to operational changes, seeks clarification where needed, and maintains accurate records to support workflow.	
Performance Descriptors	
Applied Skills	
Pass	Selects and uses cognitive and practical administrative skills to carry out mostly routine tasks with consistency and purpose, applying methods that are appropriate for familiar situations and established processes.
Distinction	Integrates cognitive and practical administrative skills to execute mostly routine tasks with precision, maintaining accuracy even when subtle complexities or shifting requirements arise within familiar duties.
Knowledge and Skills	
K2	How organisation structure, vision and function affect the role.
K3	The role, responsibilities and impact this has on deliverables, stakeholders and key performance indicators.
K4	The sector landscape and its impact on the organisation and role for example technology, finance or compliance.
K17*	Quality assurance processes and how they impact on the role and organisation.
K25	Methods to seek clarification and help to complete assigned tasks within agreed timeframes.
S6	Plan and review administration tasks allocated by supervisor.
S14*	Use time management tools to meet deadlines.

Assessment Outcome	
AO3: Stakeholder Communication and Relationship Management	
Uses written, verbal, and digital communication methods to provide information, respond to stakeholders, and maintain professional working relationships. Supports organisational delivery following expected standards, guidelines or procedures and acting on feedback.	
Performance Descriptors	
Communication and Collaboration	
Pass	Communicates and collaborates effectively in routine team situations, showing reliable service delivery and appropriate interaction with colleagues and stakeholders in familiar administrative contexts.
Distinction	Consistently communicates with clarity and sensitivity, showing strong awareness of others and responding resourcefully across a range of team and service delivery scenarios within well defined administrative environments.
Knowledge and Skills	
K12*	Types and frequency of written communication with stakeholders and the impact on outputs. For example mass texts, mailshots, formal letters or emails.
K19	Feedback mechanisms. How to receive feedback.
S7*	Maintain professional relationships with stakeholders.
S12*	Use communication tools to respond to stakeholders using professional language and organisational etiquette.
S15	Handle feedback following expected professional etiquette.

Assessment Outcome	
AO4: Compliance, Security, and Risk Awareness	
Applies organisational policies, legislation, and sector requirements to work safely and securely. Identifies risks, protects against security threats, and follows escalation processes.	
Performance Descriptors	
Information Use and Decision Making	
Pass	Gathers and interprets relevant information to inform decisions and actions that are fit for purpose within the administrative work context, addressing straightforward problems in familiar situations.
Distinction	Gathers and interprets relevant information and feedback to shape actions that are purposeful and show clear added value in terms of efficiency or outcomes.
Knowledge and Skills	
K1*	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.
K7	The impact of sustainability and environmental good practice on organisational activity.
K22	Escalation processes such as security, software, customer service and complaints.
K23	Digital footprint. The impact of online activity and how this can make an individual or organisation vulnerable.
S5	Recognise and rectify issues and escalate as required. For example stakeholder documents and reports, safeguarding concerns or abusive behaviour.

Assessment Outcome	
AO5: Professionalism, Wellbeing, and Continuous Development	
Uses self-reflection, implements CPD activities, and wellbeing strategies to support development and workplace conduct. Maintains knowledge of sector, and adopts ethical and inclusive working practices.	
Performance Descriptors	
Responsibility and Autonomy	
Pass	Takes responsibility for completing administrative tasks, demonstrating autonomy within familiar situations and working appropriately within well defined parameters.
Distinction	Exercises informed judgement and self direction in administrative tasks, often anticipating the needs of the task or team while still operating within familiar and well defined work settings.
Knowledge and Skills	
K5	Principles of corporate social responsibility (CSR) and ethics relating to the role.
K14*	Approaches to maintaining up-to-date knowledge of existing and evolving tools and trends.
K20	The benefits of wellbeing and good working practices.
K21	Self-reflection models and techniques.
S11*	Use continuing professional development including self-reflection to support current and future training and development needs.
S16	Maintain wellbeing, accessing organisational support mechanisms if required.

Additional Assessment Method Option A: Project

Overview

The project involves the learner completing a significant and defined piece of work with a real business benefit, presented as a report (paper-based or electronic). The piece of work should be relevant to their role and meet business needs. The project report assesses the learner's ability to apply their knowledge, skills and understanding in real-world workplace situations.

The learner will have **four weeks** to conduct and submit their project. The employer should ensure the learner has the time and resources, within this period, to plan and complete their project alongside their day-to-day role. If the project is not submitted, is submitted after the agreed deadline, or is under the set word count, it will be recorded as a fail. It will also be treated as a cancellation and may incur a fee to the employer.

The learner should complete their project unaided, with only supervisory support from their employer. When the project report is submitted, the learner and their employer must verify that the submitted project report is the learner's own work, rather than the work of a team they were part of.

The project report has a word count of 1,500-2,000 words. The word count does not include any referencing pages or bibliography, the title or contents page, charts, diagrams or graphs, words within images, headings or subheadings, or appendices.

Any words over the maximum permitted 2,000 word count will not be assessed and will not contribute to the overall assessment grade. If the minimum 1,500 word count is not met, the submission will be graded as a fail and sent back without marked feedback, only an explanation that the word count was not met.

The project should map, in an appendix, how the relevant knowledge and skills for this assessment method are evidenced.

As a minimum, the project should include:

- an introduction and background/context
- the aims and objectives of the project
- a scope of the activity or task undertaken
- evidence of communication and correspondence
- use of business systems or processes
- data gathering and/or analysis
- planning and organisation activities
- problem solving or decision making, where applicable
- a reflection on their contribution and learning
- the outcome(s) achieved
- conclusion and recommendations (if appropriate)
- supporting evidence/appendices.

The assessor will have two weeks to mark the project once submitted.

Grading

The assessor will make all grading decisions.

This assessment is graded fail, pass, or distinction according to the [grading criteria](#).

To achieve a pass in this assessment, the learner must meet all the pass criteria. To be awarded a distinction, they must meet all the pass criteria and all the distinction criteria.

If the learner does not meet all the pass criteria, this assessment will be graded as a fail.

Additional Assessment Method Option B: Presentation

Overview

In this assessment method, the learner will be required to deliver a presentation to the assessor. The presentation enables learners to demonstrate their knowledge, understanding and communication skills in a structured and professional format, using real-world examples and situations to show how their learning is applied in practice.

The presentation may be delivered face-to-face in person or remotely using Microsoft Teams. If computer-based, software such as Microsoft PowerPoint or Prezi may be used to support delivery.

The presentation will last **15 minutes**. The assessor has the discretion to increase this time by up to 10% to allow the learner to finish a part of the presentation or respond to a question if necessary.

Any part of the presentation that exceeds the maximum permitted duration of 17 minutes will not be assessed and will not contribute to the overall assessment grade. If a presentation does not meet the minimum required duration of 15 minutes, it will be graded as a fail, and no marked feedback will be provided other than confirmation that the minimum time requirement was not met.

Following the presentation, the assessor may ask questions to clarify points made, explore topics in greater depth, and confirm the learner's understanding.

Grading

The assessor will make all grading decisions.

This assessment is graded fail, pass, or distinction according to the [grading criteria](#).

To achieve a pass in this assessment, the learner must meet all the pass criteria. To be awarded a distinction, they must meet all the pass criteria and all the distinction criteria.

If the learner does not meet all the pass criteria, this assessment will be graded as a fail.

Additional assessment methods Option A and Option B: Knowledge and Skills and Grading Criteria

These knowledge and skills and grading criteria cover both **Option A: Project** and **Option B: Presentation**

The assessment outcomes group and summarise the knowledge and skills that must be demonstrated in each assessment method.

Knowledge and skills statements which offer opportunities to develop functional English and maths are **identified with an asterisk (*)**.

Mandatory knowledge and skills statements are in bold.

Assessment Outcome	
AO1: Information Management and Data Handling	
Uses organisational systems and software tools to process, secure, and share information and data. Follows legislation, confidentiality requirements, and organisational policies to maintain data integrity and accuracy.	
Performance Descriptors	
Applied Knowledge	
Pass	Applies knowledge of administrative duties and procedures to complete well defined tasks and solve straightforward problems across routine and some varied work activities, consistently.
Distinction	Applies accurate, insightful, and efficient knowledge of administrative duties, and procedures to solve straightforward problems adapting to well defined tasks.
Regulatory and Procedural Awareness	
Pass	Applies legislation, regulation, and organisational procedures relevant to administrative work without error, following well defined expectations although adaptability or depth of interpretation may be limited.
Distinction	Demonstrates proactive and confident interpretation of legislation, regulation, and organisational procedures relevant to administrative work.
Knowledge and Skills	
K8*	Software packages and their technical applications such as databases, spreadsheets presentation and communication tools.
K11	Principles of data and information handling and storage including the importance of retention dates, systematic storage, backing-up and filing structure.
K16	Information and data retrieval. Required processes to undertake tasks for example compliance, GDPR, retention and deletion
S1*	Receive, retrieve, process, record and store information and data.
S3	Use software packages and tools for example AI or automation to input and process data and information, to contribute to routine administration tasks in line with organisational policies and procedures.
S4*	Handle and communicate information in line with organisational policies, procedures and security requirements.
S18	Use cloud services to share documents for use and or collaboration.

Assessment Outcome	
AO2: Administrative Task Delivery and Workflow Management	
Plans, organises, and delivers administrative tasks using organisational processes, digital tools, and resource management methods. Reviews work, adapts to operational changes, seeks clarification where needed, and maintains accurate records to support workflow.	
Performance Descriptors	
Applied Skills	
Pass	Selects and uses cognitive and practical administrative skills to carry out mostly routine tasks with consistency and purpose, applying methods that are appropriate for familiar situations and established processes.
Distinction	Integrates cognitive and practical administrative skills to execute mostly routine tasks with precision, maintaining accuracy even when subtle complexities or shifting requirements arise within familiar duties.
Knowledge and Skills	
K15*	Principles of time management and tools used to organise workload to meet deadlines.
S8*	Monitor and report on the use of resources such as materials, equipment and supplies.
S9*	Use agreed organisational systems and protocols to manage calendars, diaries and booking systems.
S17*	Review and check own work.
S20	Seek clarification and help, when required, to complete assigned tasks within agreed timeframes.

Assessment Outcome	
AO3: Stakeholder Communication and Relationship Management	
Uses written, verbal, and digital communication methods to provide information, respond to stakeholders, and maintain professional working relationships. Supports organisational delivery following expected standards, guidelines or procedures and acting on feedback.	
Performance Descriptors	
Communication and Collaboration	
Pass	Communicates and collaborates effectively in routine team situations, showing reliable service delivery and appropriate interaction with colleagues and stakeholders in familiar administrative contexts.
Distinction	Consistently communicates with clarity and sensitivity, showing strong awareness of others and responding resourcefully across a range of team and service delivery scenarios within well defined administrative environments.
Knowledge and Skills	
K13*	Principles of verbal communication. For example over the phone, in a meeting both online and virtual, formal presentations.
K18*	Sources of information. Methods to fact check, use and share information following processes, legislation or policy.
S10*	Source information as requested by stakeholders, ensuring they are shareable. As examples client records, signpost to services or reports.

Assessment Outcome	
AO4: Compliance, Security, and Risk Awareness	
Applies organisational policies, legislation, and sector requirements to work safely and securely. Identifies risks, protects against security threats, and follows escalation processes.	
Performance Descriptors	
Information Use and Decision Making	
Pass	Gathers and interprets relevant information to inform decisions and actions that are fit for purpose within the administrative work context, addressing straightforward problems in familiar situations.
Distinction	Gathers and interprets relevant information and feedback to shape actions that are purposeful and show clear added value in terms of efficiency or outcomes.
Knowledge and Skills	
K6	Approaches to diversity, equity, inclusion and the impact on stakeholders and organisational activity.
K10	Approaches to diversity, equity, inclusion and the impact on stakeholders and organisational activity.
S2*	Operate within organisational policies, standards and procedures and relevant legislation respecting confidentiality; adapting to operational changes as they occur.
S13	Operate within agreed health and safety standards.
S19	Protect against security threats for example, strong passwords, two step verification, office tailgating and display of security passes or clothing that identifies secure workplaces.

Reasonable Adjustments and Special Considerations

Training Qualifications UK (TQUK) is committed to ensuring that all learners are granted equal opportunity, in line with the Equality Act 2010, to receive recognition for their achievement; while maintaining the equity, validity and reliability of assessments through the application of reasonable adjustments and special considerations where appropriate.

If a learner has a disability, they may qualify for a reasonable adjustment to be made for the assessment components they will undertake. This is to provide them with a fair opportunity to demonstrate the knowledge, skills and understanding required for this standard.

If a learner is temporarily experiencing illness, injury or an event outside of their control, which is likely to have a material effect on their ability to take an assessment, they may qualify for a special consideration to be made to the assessment components they will undertake. This is to provide them with a fair opportunity to meet the requirements of their standard.

TQUK has an established application process for the above. If the learner would like an application to be submitted for a reasonable adjustment or special consideration, they should get in touch with their training provider who will be able to assist them. TQUK will only accept applications that have been submitted by the training provider directly.

Centres must seek approval from TQUK before any adjustments or considerations can be put in place.

More information on TQUK's Reasonable Adjustments and Special Considerations Policy can be found [here](#).

Reasonable Adjustment Definition

Ofqual's General Conditions of Recognition give the following definition:

"Reasonable Adjustments are adjustments made to an assessment for a qualification so as to enable a disabled Learner to demonstrate his or her knowledge, skills and understanding to the levels of attainment required by the specification for that qualification."

Special Consideration Definition

Ofqual's General Conditions of Recognition give the following definition:

"Special Consideration is consideration to be given to a Learner who has temporarily experienced –

a. an illness or injury, or

b. some other event outside of the Learner's control, which has had, or is reasonably likely to have had, a material effect on that Learner's ability to take an assessment or demonstrate his or her level of attainment in an assessment."

Overall Grading

The overall grades available for this apprenticeship assessment are fail, pass, or distinction.

Each assessment component is graded individually. Once a learner has completed all assessment components, the grades are combined as described in the table below to determine their overall grade.

Portfolio and Interview	Option A: Project or Option B: Presentation	Overall Grade
A fail in any assessment component will result in a fail overall		
Pass	Pass	Pass
Pass	Distinction	
Distinction	Pass	
Distinction	Distinction	Distinction

A pass confirms demonstration of occupational competence. A distinction confirms consistent performance above the occupational standard in terms of integration, autonomy, professional judgement and quality.

Resits, Resubmissions and Retakes

Learners are eligible for resits, resubmissions or retakes.

A **resit** is an additional attempt at the same assessment, offered when no further learning is deemed necessary and the learner is simply given another opportunity to achieve a higher grade.

A **resubmission** is a type of resit in which the learner submits an improved version of previously submitted assessment evidence in order to achieve a higher grade, without the need for further learning.

Both resubmissions and retakes are intended for learners who were close to either a pass or distinction grade boundary, and are typically taken within **six weeks**.

A **retake** is a further assessment attempt that only applies where the learner has failed their initial attempt. A retake is completed after the learner has undertaken additional learning or training, and the learner must complete structured development before attempting the assessment again. Additional learning must be planned, delivered, and evidenced by the employer or training provider. Retakes are intended for learners where there are significant gaps in knowledge and skills statements, and are typically taken within **12 weeks** (depending on how much retraining is required).

All resit, retake and resubmitted evidence will be re-marked against the full grading criteria (fail, pass, and distinction).

Learners who achieve:

- **Fail:** may have the opportunity to resit, resubmit, or retake in order to improve their grade by undertaking three further attempts. Each attempt provides an opportunity for the learner to achieve a pass or distinction.
- **Pass:** may have one further attempt to resit or resubmit in order to improve their grade to a distinction.
- **Distinction:** once a learner has achieved a distinction, no further attempts to improve the grade will be permitted.

Where a learner undertakes a resit, resubmission, or retake to improve their grade and either achieves a lower grade than previously awarded or reaches the maximum number of permitted attempts, the highest grade achieved across all valid assessment attempts will stand and be recorded as the final grade.

Appeals

Training Qualifications UK's Appeals Policy, including time frames, can be found [here](#).

Useful Websites

- [Office of Qualifications and Examinations Regulation](#)
- [Register of Regulated Qualifications](#)

For further details regarding approval and funding eligibility, please refer to the following websites:

- [Department for Education \(DfE\)](#)
- [Learning Aim Reference Service \(LARS\)](#)

You may also find the following websites useful:

- [Skills England](#)
- [Apprenticeship Assessment Principles](#)



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