

QUALITY ASSURANCE DOCUMENT QAXX

APPRENTICESHIP COURSE SPECIFICATION (NON-AWARD)

Course Information	
1. Course Code	<i>Allocated by Registry</i>
2. Course Title	<i>L3 Business Administration: Administration for Professional Practice</i>
3. Apprenticeship Standard and Level	Business administrator (level 3) See apprenticeship standard: Business administrator / Skills England
4. Certification on completion	L3 Business Administrator Apprenticeship (Awarded by the Department for Education)
5. Faculty/ Subject Area / Department (<i>where appropriate</i>)	Corporate Learning
6. School (<i>where appropriate</i>)	Corporate Learning
7. Course Leader	<i>Joanne Faulkner</i>
8. Course Duration, Mode of Study and whether credit-bearing	<i>Distance learning</i> <i>15 months on programme learning</i> <i>Up to 3 months End-Point Assessment (EPA)</i> <i>Non-credit bearing</i>
9. Maximum registration period	4 years
10. Location of delivery	Distance learning apprenticeship
11. Reference points	Apprenticeship standard: Business administrator / Skills England https://findapprenticeshiptraining.apprenticeships.education.gov.uk/courses/196
12. Accreditation / Professional, Statutory & Regulatory Bodies (PSRB)	None
13. Course start date(s)	Intakes from October 2026
14. Course Entry Requirements	
As a level 3 DfE-funded apprenticeship, applicants must fulfil all of the below-listed criteria: a) Be employed in a role with responsibilities aligned to the standard. b) Have evidence of funding eligibility from employer. c) Hold a GCSE Grade 4/C+ in English and Maths (or equivalent), OR evidence of relevant experience and suitability through initial assessment. Note that: i. All learners will complete an initial assessment in English and maths competency. ii. Prospective applicants must achieve a minimum assessment outcome equivalent to Level 1 working standard to demonstrate readiness for study at this level and to ensure they are appropriately supported to succeed on the programme. Level 2	

working standard desirable.

- d) Meet DfE apprenticeship funding residency eligibility requirements
- e) Remain in contracted employment for the duration of the apprenticeship, including EPA.

English and Maths:

- f) For learners aged 19+, standalone Functional Skills English and Maths are **not** mandatory unless required by the apprenticeship standard, awarding organisation, employer, or identified through initial assessment.

All prospective learners and their employer will complete an initial interview and Information, Advice and Guidance (IAG) process to assess programme suitability, ensure alignment to the apprenticeship standard, and support appropriate programme fit and learner success.

15. Course Overview *(Please clarify any terminology i.e., phase, pathway, route, the purpose of the programme, the Delivery Plan (outline of sessions with broad content, objectives, length) and Delivery Team)*

Programme Purpose

The Business Administration Apprenticeship programme aims to provide a structured, applied, and performance-focused educational programme for employed individuals seeking to develop and consolidate their effectiveness in a business administration role.

The programme supports apprentices to become confident, reliable, and professional business administrators who are able to work independently, support business operations, and demonstrate full occupational competence in preparation for End Point Assessment.

In particular, the purpose of the programme is to provide apprentices with:

- The opportunity to demonstrate competence and professional growth, via the Knowledge, Skills and Behaviours (KSBs) of the Business Administrator Apprenticeship Standard which are developed and applied in the workplace, generating evidence to support successful progression to End Point Assessment (EPA).
- A clear understanding of the Business Administrator role and how it contributes to wider organisational objectives
- The essential employability skills, professional behaviours, and administrative tools required to operate effectively and ethically in a business environment
- The opportunity to support and deliver workplace activity, including business projects and improvement initiatives, aligned to real organisational needs
- A structured and flexible learning environment that promotes confidence, ownership, and professional development

Organisational Impact

Both during and on completion of the programme, apprentices bring tangible benefits to their organisation through their ability to:

- Communicate professionally with a wide range of internal and external stakeholders
- Plan, prioritise, and manage workload effectively
- Produce accurate, timely, and high-quality business documentation
- Support business operations, projects, and improvement activity
- Adapt to changing demands and manage competing priorities
- Contribute positively as a reliable, professional, and trusted member of the organisation

The programme is designed to stretch apprentices and equip them to apply business administration skills in practice, respond effectively to existing and emerging business situations, and support the delivery of practical workplace solutions.

Programme Design

Scaffolded by the Business Administrator apprenticeship standard, the programme develops apprentices' capabilities in current thinking and best practice across core areas of business administration, including:

- Professional communication and stakeholder engagement
- Organisation, planning and prioritisation
- Use of innovative and wide-ranging digital tools and business systems
- Quality assurance and continuous improvement
- Supporting business projects and improvement activity

Learning is progressive, cumulative and organised into phases to deliver structured KSB development, building towards EPA. This design enables apprentices to build from core administrative capability to confident, independent performance in the workplace.

Delivery Plan

Programme Duration

- 15 months on-programme learning, delivered by Arden University, followed by up to 3 months for End Point Assessment (EPA).
- EPA preparation is integrated throughout each phase on programme, culminating in a consolidation phase that is focused on final EPA preparation and readiness, ensuring apprentices are fully able to demonstrate occupational competence.

The programme duration is designed to enable the full development of Knowledge, Skills and Behaviours in line with the apprenticeship standard, with flexibility to reflect individual learner progress and readiness.

The programme structure is represented as a diagram over the page, with further supporting detail provided below.

Programme Overview															
Month	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Phase	Getting Started	Phase 1: Foundations of Business Administration			Phase 2: Supporting the Business Effectively			Phase 3: Business Administration in Action			Phase 4: Delivering Business Projects and Improvement			Phase 5: EPA Success Toolkit	
Phase Learning Outcomes	By the end of month 1, learners will be able to reflect on their current role and responsibilities, identify their starting point and development goals, understand programme expectations, and begin their Business Administration apprenticeship with a clear sense of purpose, confidence, and direction.	By the end of this phase, learners will be able to understand and apply core administrative principles, communicate effectively in a professional environment, plan and organise their work efficiently, produce accurate business documents, and take responsibility for maintaining high standards in their performance, in line with relevant organisational policies, procedures and legislation.			By the end of this phase, learners will be able to manage stakeholder relationships effectively, communicate across a range of systems, channels and tools, prioritise and deliver work independently, adapt to changing demands, and consistently produce high-quality outcomes as part of a team. Learners will also be able to use a range of IT systems and digital tools in their duties.			By the end of this phase, learners will be able to apply business knowledge to real scenarios, make informed decisions, solve problems effectively, manage their workload independently, start the process of project planning and identify opportunities for continuous improvement.			By the end of this phase, learners will be able to plan, manage, and deliver a business project, apply problem-solving and decision-making skills in context, evaluate outcomes, and communicate results professionally to demonstrate full occupational competence.			By the end of this phase, learners will be able to confidently demonstrate and articulate their competence across all knowledge, skills, and behaviours, justify decisions made in their role, present evidence of consistent performance, and show full readiness for end-point assessment.	
PLO	PLO 10, 8, 4	PLO 1, 2, 3, 4, 7, 8			PLO 2, 3, 4, 6, 8			PLO 1, 4, 5, 8, 9			PLO 3, 4, 5, 6, 9			PLO 1-5, 6-8, 9, 10	
Live Lessons	FDOL - Your Business Administration Development Journey	Administration Essentials	Building Core Skills	Taking Ownership	Working with Impact	Delivering Quality Work	Staying Agile	Plan with Purpose	Taking Control	Driving Improvement	Thinking Like a Pro	Writing & Structuring Professional Presentations	Presenting Information with Impact	Deliver & Showcase	Refine & Reflect
Recorded Webinars	Growth Mindset in Practice	Integrity in Action	Unconscious Bias in the Workplace	Self-Leadership & Lifelong Growth	Shaping Cultures of Belonging	Budgeting for Sustainable Impact	Negotiating with Purpose	Thriving in a Tech-Driven World	Staying Organised in the Workplace	Evolving Systems for Better Outcomes	Building Motivation	Maintaining Focus under Pressure	Handling Feedback Professionally	Supporting Your Mental Health Through Assessment	Reflecting on Growth and Learning

Programme Structure

Phase Learning

The programme is delivered over **distinct phases**, aligned to progressive development of occupational competence and End Point Assessment (EPA) readiness:

- **Month 1: Programme introduction, role awareness, and initial development planning**
- **Phase 1 (Months 2–4): Foundations of Business Administration**
- **Phase 2 (Months 5–7): Supporting the Business Effectively**
- **Phase 3 (Months 8–10): Business Administration in Action**
- **Phase 4 (Months 11–13): Delivering Business Projects and Improvement**
- **Phase 5 (Months 14–15): EPA Success Toolkit**

Month 1, including First Day of Learning: The Business Administration Development Journey

The programme begins with a structured initial phase, during which apprentices are introduced to the apprenticeship programme and requirements, delivery model, expectations, and the Business Administrator role. Apprentices reflect on their current responsibilities, identify development goals, and establish a clear baseline for learning.

Phase 1 (Months 2–4): Foundations of Business Administration

By the end of this phase, learners will be able to understand and apply core administrative principles, communicate effectively in a professional environment, plan and organise their work efficiently, produce accurate business documents, and take responsibility for maintaining high standards in their performance, in line with relevant organisational policies, procedures and legislation.

- **Month 2 – Administration Essential:** Understanding the Business Administrator role, professional communication, effective workload planning and an introduction to GDPR, data handling, and compliance
- **Month 3 – Building Core Skills:** Producing accurate business documents, using digital tools effectively and maintaining quality standards
- **Month 4 – Taking Ownership:** Managing responsibilities, meeting deadlines, and embedding professional behaviours.

Phase 2 (Months 5–7): Supporting the Business Effectively

By the end of this phase, learners will be able to manage stakeholder relationships effectively, communicate across a range of systems, channels and tools, prioritise and deliver work independently, adapt to changing demands, and consistently produce high-quality outcomes as part of a team. Learners will also be able to use a range of IT systems and digital tools in their duties.

- **Month 5 – Working with Impact:** Stakeholder awareness, communication styles, and effective teamwork.
- **Month 6 – Delivering Quality Work:** Prioritisation, accuracy, and efficient use of digital systems.
- **Month 7 – Staying Agile:** Adaptability, managing competing priorities, and maintaining

consistent performance.

Phase 3 (Months 8–10): Business Administration in Action

By the end of this phase, learners will be able to apply business knowledge to real scenarios, make informed decisions, solve problems effectively, manage their workload independently, start the process of project planning, and identify opportunities for continuous improvement.

- **Month 8 – Thinking Like a Pro:** Applying business fundamentals, decision-making, and problem-solving.
- **Month 09 – Plan with Purpose:** Project planning, scope definition, and application of business knowledge.
- **Month 10 – Driving Improvement:** Quality assurance, initiative, and continuous improvement.

Phase 4 (Months 11–13): Delivering Business Projects and Improvement

By the end of this phase, learners will be able to plan, manage, and deliver a business project, apply problem-solving and decision-making skills in context, evaluate outcomes, and communicate results professionally to demonstrate full occupational competence.

- **Month 11 – Taking Control:** Managing workload independently and supporting project activity.
- **Month 12 – Writing & Structuring Professional Presentations:** Planning, structuring, and writing professional presentations and supporting documentation.
- **Month 13 – Presenting Information with Impact:** Confident delivery of presentations and professional explanations.

Phase 5 (Months 14–15): EPA Success Toolkit

By the end of this phase, learners will be able to confidently demonstrate and articulate their competence across all knowledge, skills, and behaviours, justify decisions made in their role, present evidence of consistent performance, and show full readiness for end-point assessment.

- **Month 14 – Deliver & Showcase:** Project delivery, real-time problem-solving, evaluation, and presentation development.
- **Month 15 – Refine & Reflect:** Final project completion, evaluation of outcomes, professional reflection, and EPA readiness.

Delivery Model and Session Length

- Live learning is delivered remotely each month, and aligned to each phase of the programme, via synchronous 3-hour interactive teaching sessions
- Each month is further supported by a 1-hour recorded webinar, enabling reinforcement of learning and flexible access
- This blended delivery approach ensures structured tutor-led delivery, interaction, reflection, and consolidation of learning

The sessions support the progressive development and application of Knowledge, Skills and Behaviours and underpin readiness for End Point Assessment.

Learner Journey

All apprentices follow the same structured learner journey to ensure mapped and consistent

coverage of the Business Administrator Knowledge, Skills and Behaviours. This ensures parity of experience, quality assurance, and assessment readiness across the programme.

Delivery Team

Delivery of the programme is led by Arden University's Corporate Learning team, who are responsible for the facilitation of live workshops, development of recorded learning content, and provision of ongoing coaching support throughout the apprentice journey. This supports consistency of delivery, alignment with the apprenticeship standard, and a coherent learning experience across all cohorts.

Coaches are allocated to programmes based on their occupational expertise and professional experience, ensuring that apprentices are supported by individuals with relevant industry knowledge and the capability to guide workplace application of learning. Delivery is further supported through structured planning, defined coaching roles, and a consistent approach to learner support across the programme lifecycle.

- Delivery is designed to be interactive and applied, incorporating tutor-led sessions, guided activity and coaching support
- The delivery team is supported through ongoing professional development and quality assurance activity to ensure consistency of practice and alignment with programme expectations
- Oversight of delivery and learner progress is maintained through established quality monitoring and review processes

16. Progression Route *(Please demonstrate the mechanism by which an apprentice could progress from this apprenticeship to an Arden University award, including the demonstration of credits that could equate to the apprenticeship for a progression route. Reference to RPL; Additional Progression Routes; Professional Development and Certifications; Career Progression Opportunities; Ongoing Skills Development; Career Progression Opportunities and Career Advice)*

Overview of Progression Routes

Learners who successfully complete the Level 3 Business Administration Apprenticeship and pass End Point Assessment (EPA) may be eligible to apply for further apprenticeship or academic programmes offered by Arden University. Progression to any further programme is not automatic and is subject to meeting individual programme entry requirements, which may include employer support and role suitability requirements (for further apprenticeship study).

Progression opportunities include progression to higher-level apprenticeships, degree programmes and/or lateral progression into related professional areas, depending on the learner's role, experience and career aspirations. Completion of the apprenticeship demonstrates occupational competence and provides a strong foundation for further development in business and administrative functions.

Apprenticeship progression opportunities can be explored in full through the **Skills England Occupational Maps** – see: <https://occupational-maps.skillsengland.education.gov.uk/>. Further study routes could include the Level 4 Associate Project Manager Apprenticeship or the Level 4 Corporate Social Responsibility and Sustainability Practitioner Apprenticeship. Degree progression routes could include the BA (Hons) Business Management and Foundation Year

programme.

Recognition of Prior Learning may be considered to support progression onto further programmes. This allows relevant skills, knowledge and experience gained through the apprenticeship and workplace practice to be taken into account as part of the admissions process. All RPL decisions are made on an individual basis in line with programme entry requirements and Arden University's QA-06 Recognition of Prior Learning Policy.

Professional Development

The Level 3 Business Administration Apprenticeship places strong emphasis on developing a lifelong learning mindset.

Throughout the programme, learners have access to a structured series of webinars designed to extend learning beyond core occupational requirements and support long-term employability, professional behaviour, and personal growth. These webinars focus on transferable skills, wellbeing, ethics, and workplace effectiveness.

These sessions encourage learners to take ownership of their ongoing development and build habits that support continued learning beyond apprenticeship completion.

Career Progression Opportunities

Completion of the Level 3 Business Administration Apprenticeship supports progression into a range of business support and administrative roles across sectors, including:

- Business Administrator
- Team or Office Administrator
- Project Support Officer
- HR Administrator
- Operations or Business Support roles

The skills and behaviours developed through the programme also support internal progression, increased responsibility within existing roles, and movement into specialist or higher-level occupational pathways over time.

Ongoing Skills Development and Career Advice

Apprentices will have access to a wealth of impartial careers and future planning advice throughout their time on programme. Information, advice and guidance (IAG) is embedded throughout and is particularly focused during the later stages of the apprenticeship. Clear links will be made to the Arden University Careers Advice pages and Arden Futures, ensuring apprentices are aware of the full range of academic, professional and employment pathways available to them.

Careers guidance and discussion of destinations and next steps is embedded and form a core element of the apprentice Individual Learning Plan (ILP), including stretch and challenge conversations. Learners are supported during coaching conversations throughout the programme, including at key milestones in discussions that cover:

- Progress reviews
- Reflection on strengths, areas for development, and career aspirations
- Guidance on progression pathways and role alignment
- Support to identify future learning and development needs

All progression options will be explored in an impartial and learner-centred manner, enabling apprentices to make informed decisions about their next steps, whether this be further study, professional development, progression within their current organisation, or alternative career pathways.

This ensures apprentices complete the programme not only occupationally competent, but also equipped with the confidence, awareness, and motivation to continue developing their skills and careers.

17. a) Intended programme learning outcomes and the means by which they are achieved and demonstrated		
Learning outcomes	The means by which these outcomes are achieved	The means by which these outcomes are assessed
At the end of this course you, the learner, will be able to: (No more than 10 programme learning outcomes are permitted per programme.)		
1. Carry out administrative activities accurately and professionally to support business operations.	Portfolio evidence of workplace outputs (e.g. emails, records, reports); observation of professional practice; formative feedback and review; portfolio-based interview at EPA.	Portfolio evidence of workplace outputs (e.g. emails, records, reports); observation of professional practice; formative feedback and review; portfolio-based interview at EPA.
2. Use IT systems and digital tools confidently to manage information and support communication.	Instruction and practice using organisational systems; digital tools and resources (e.g. iLearn, Bud,); scenario-based activities; workplace tasks applying digital processes.	Evidence of system use and document management within the portfolio; knowledge checks; observation; EPA knowledge test and portfolio-based interview.
3. Communicate effectively with internal and external stakeholders using appropriate methods and professional language.	Live workshops focusing on professional communication; scenario-based reflective activities workplace application through meetings, correspondence and collaboration; coaching conversations.	Portfolio evidence of communications; observation and third-party testimony; reflective logs; professional discussion at EPA.
4. Manage workload to meet deadlines and organisational requirements.	Phase learning on planning and organisation; applied workplace tasks; use of Bud to plan and track activities; coaching to support reflection and improvement.	Work-based evidence demonstrating planning and prioritisation; manager feedback; reflective logs; assessment through portfolio-based interview.
5. Support the administration of projects, tasks, and business activities within agreed parameters.	Scenario-based learning; applied workplace support tasks; structured activities aligned to team or departmental projects; guidance through live workshops and coaching.	Evidence of project support activities; documented contributions and outcomes; reflection on role contribution; EPA portfolio-based interview and professional discussion.

6. Develop positive working relationships with colleagues, managers, and stakeholders.	Collaborative learning in workshops; workplace interactions; coaching discussions; applied learning through day-to-day role responsibilities.	Observation of behaviour; employer or stakeholder testimony; reflective logs aligned to behaviours; professional discussion at EPA.
7. Apply organisational policies, procedures, and relevant legislation (e.g. data protection, confidentiality, health and safety).	Learning content delivered via iLearn and webinars; knowledge checks; applied workplace tasks ensuring compliance; coaching to contextualise policy requirements.	Knowledge quizzes; portfolio evidence of compliant practice; reflective commentary; EPA knowledge test and portfolio-based interview.
8. Demonstrate professional behaviours, including integrity, accountability, and adaptability in the workplace.	Behaviour-focused learning embedded across phases; reflective practice; scenario-based reflective activities; coaching conversations to reinforce expectations.	Ongoing observation; reflective logs mapped to behaviours; manager feedback; professional discussion as part of EPA.
9. Contribute to continuous improvement by identifying issues, suggesting solutions, and supporting change.	Applied learning through workplace improvement tasks; scenario-based activities; guided reflection; live workshops introducing continuous improvement concepts.	Portfolio evidence of improvement activity; reflection on impact; observation or testimony; portfolio-based interview and professional discussion.
10. Reflect on personal performance and engage in ongoing learning and development aligned to role requirements.	Structured reflection embedded in the learning cycle (Develop, Diagnose, Demonstrate, Debrief); CPD webinars; coaching discussions to support development planning.	Reflective logs; evidence of CPD engagement; progress reviews; articulation of learning and development during professional discussion at EPA.

17b) Knowledge, Skills and Behaviours (KSBs) Mapping to Programme Phases

Month	Phase	Live Lesson	Recorded Webinar	Topic	Learning Outcomes	Mapped KSBs	Aligned EPA Assessment Method(s)
1	Getting Started	FDOL – Your Business Administration Development Journey	Growth Mindset in Practice	Personal Responsibility, Growth Mindset and Professional Confidence	*Be informed and explain the programme structure, requirements, delivery and expectations. *Have a clear understanding of the Business Administrator Role and Responsibilities. *Complete a personal Skills Scan and establish a baseline for learning. *Identify measurable goals for during the progress of the programme. *Have a clear awareness of growth mindset and how it works in a business administration environment.	K2 B3, B5	Portfolio Interview
2	Phase 1 – Foundations of Business Administration	Administration Essentials	Integrity in Action	Communications, Ethics, Integrity and Effective Planning	*Explain and apply core administrative principles. *Communicate effectively in a professional environment. *Explain the importance of Active Listening and demonstrate its use effectively. *Plan and organise work efficiently. *Explain and apply GDPR, data handling and compliance. *Explain importance of Confidentiality and Privacy regulation. *Understand and implement Safeguarding methodology. *Explain why integrity is important and relate this to the business administrator role.	K1, K2, K4, K5 S4, S5 B2	Portfolio Interview / Knowledge test
3	Phase 1 – Foundations of Business Administration	Building Core Skills	Unconscious Bias in the Workplace	Unconscious Bias and Quality Digital Management Practice	*Be able to produce accurate business documents with clear examples in action. *Demonstrate the use of digital tools effectively. *Explain business administration quality standards. *Organise and maintaining quality standards in a business environment.	K5, K7 S1, S2, S5, S6 B1, B3	Portfolio Interview / Knowledge test

Month	Phase	Live Lesson	Recorded Webinar	Topic	Learning Outcomes	Mapped KSBs	Aligned EPA Assessment Method(s)
					*Be able to explain what Unconscious Bias is and how to adapt behaviours with awareness of its impact.		
4	Phase 1 – Foundations of Business Administration	Taking Ownership	Self-Leadership & Lifelong Growth	Personal Development, Responsible Time Management and Performance Planning	*Explain the responsibilities of a business administrator. *Demonstrate effective management of business administrator responsibilities. *Explain and apply time management skills. *Understanding realistic deadlines and their management. *Explain, demonstrate and embed professional behaviours into business administration practice. *Be able to create and implement a self-guided leadership path. *Be able to plan for Lifelong Growth and Development.	K1, K2 S1, S2, S3, S4, S6, S7 B1, B3, B5	Portfolio Interview / / Knowledge test
5	Phase 2 – Supporting the Business Effectively	Working with Impact	Shaping Cultures of Belonging	Stakeholder Management, Culture and Collaboration Skills	*Explain the principles of Primary and Secondary Stakeholder Management. *Explain and demonstrate the use of matrices such as Mendelow to effectively manage stakeholders. *Explain and be able to adapt to differing communications styles in practice. *Explain and be able to demonstrate the use of effective teamwork management. *Explain the effect of cultural and environmental impacts on team dynamics. *Explain why study of culture is important in a business administrator role. *Be able to discuss the impact of belonging theory in team dynamics.	K2, K3 S2, S3, S4, S5, S7 B1, B2, B5	Portfolio Interview / Project Presentation / Knowledge Test
6	Phase 2 – Supporting the Business Effectively	Delivering Quality Work	Budgeting for Sustainable Impact	Task Management, Maintaining High Quality Performance and Sustainable Resource Management	*Explain and be able to demonstrate time and task management including prioritisation and communication skills in action. *Ensure accuracy in data management and communication skills. *Effect identification and use of appropriate digital	K1, K4, K8 S1, S2, S7 B1, B3	Portfolio Interview / Project Presentation / Knowledge Test

Month	Phase	Live Lesson	Recorded Webinar	Topic	Learning Outcomes	Mapped KSBs	Aligned EPA Assessment Method(s)
					systems in the workplace. *Demonstrate a clear understanding of financial management factors in an administrator's role. *Be able to describe what the term sustainable means and its financial and non-financial impact. *Apply sustainability concepts to budgetary choices.		
7	Phase 2 – Supporting the Business Effectively	Staying Agile	Negotiating with Purpose	<i>Adaptability, Prioritisation and Negotiation Skills</i>	*Demonstrate effective time and task management by prioritising workloads, managing competing demands, and communicating progress clearly within a professional setting *Maintain accuracy in data management and communication by ensuring information is recorded, processed, and shared clearly and without error *Identify and use appropriate digital systems in the workplace to support efficient task completion and effective information management *Explain negotiation techniques and give examples of their use in practice. *Discuss the need for good negotiation skills.	K1, K2, K3 S2, S3, S4, S5 B1, B3	Portfolio Interview / Project Presentation / Knowledge Test
8	Phase 3 – Business Administration in Action	Thinking Like a Pro	Thriving in a Tech-Driven World	<i>Use of Horizon Scanning and Digital Transformation to Inform Accurate Decision Making</i>	*Explain the term Horizon Scanning and its purpose for a business administrator role. *Use proven tools in horizon scanning such as PESTLE, SWOT and Kotter. *Identify actions required because of horizon scanning. *The Decision-Making Process and its application in action. *Risk Management and problem-solving skills in an administrator role. *Discuss the impact of technology on the business administrator role. *Be able to decide when to and when not to use technology.	K1, K2, K3 S2, S5, S6 B2, B3, B4, B5	Knowledge Test / Portfolio Interview / Project Presentation

Month	Phase	Live Lesson	Recorded Webinar	Topic	Learning Outcomes	Mapped KSBs	Aligned EPA Assessment Method(s)
9	Phase 3 – Business Administration in Action	Plan with Purpose	Staying Organised in the Workplace	Project Planning, Management, Control and Organisation	*Explain and implement a project plan using appropriate tools and techniques. *Clearly define Project Scope, Limitations, Need and Impact statements. *Risk Registers and Action Ownership. *Implementation Planning Project and tools *Understand the importance of and apply organisation skills in the business administrator role.	K1, K2, K3, K4, K6, K7 S1, S2, S5, S6, S7 B1, B3, B4, B5	Project Presentation / Knowledge Test / Portfolio Interview
10	Phase 3 – Business Administration in Action	Driving Improvement	Evolving Systems for Better Outcomes	Quality Management, Innovation and Continuous Improvement for Operational Effectiveness	*Explain the purpose of Quality Assurance in an Administrators role. *Use of Quality Assurance Methods in practice. *Explain the term initiative and how to apply it in business administration. *Explain the need for continuous improvement. *Continuous improvement supportive technology in action. *Explain how to use systems and technology to keep up to date. *Link evolving systems to outcome goals.	K4, K5, K7 S1, S2, S3, S7 B2, B3, B4, B5	Portfolio Interview / Project Presentation / Knowledge Test
11	Phase 4 – Delivering Business Projects and Improvement	Taking Control	Building Motivation	Independent Responsibilities and Maintaining Motivation	*Explain the difference between independent and team task setting skills. *SMART and FAST Goal Setting and Control for self and team. *Using Gantt and Kanban tools effectively. *Effective independent work behaviours in action. *Demonstrate how to contribute effectively to project activities in practice. *Explain why motivation in self and team is important. *Be able to discuss and implement motivational techniques into everyday practice.	K1, K3, K5, K6, K7, K8 S2, S4, S7 B1, B3, B5	Portfolio Interview / Project Presentation / Knowledge Test

Month	Phase	Live Lesson	Recorded Webinar	Topic	Learning Outcomes	Mapped KSBs	Aligned EPA Assessment Method(s)
12	Phase 4 – Delivering Business Projects and Improvement	Writing & Structuring Professional Presentations	Maintaining Focus under Pressure	Professional Communication Tools and Techniques.	*The Communication Loop and its place in team management. *Written Communication Methods and their appropriate use for purpose. *Formal and Informal Communication Methods and appropriate use. *Use of proven tools such as SOSTAC in action. *Use of social media: impact and ethical considerations. *Consideration of culture, equality, diversity and inclusion factors in communications. *Ethics in Communications - GDPR and Privacy Reminders. *Explain and demonstrate focused behaviour in pressure driven environments.	K2, K3, K4, K5, K8 S1, S2, S3, S5 B1, B3	Portfolio Interview / Project Presentation
13	Phase 4 – Delivering Business Projects and Improvement	Presenting Information with Impact	Handling Feedback Professionally	Presentation, Performance and Feedback	*Storytelling Skills and their use in effective presentations. *The importance of practicing. *The Charisma Myth: Quick Skills to improve performance. *Targeting the audience and tailoring to need. *Culture and EDI Considerations in Presentation Skills. *Appropriate Timing. *Handling Questions. *Know how to give and receive appropriate feedback. *Put feedback loops into practice. *To have accountability checks in place for feedback given and received.	K3 S1, S5 B1, B3, B5	Portfolio Interview / Project Presentation
14	Phase 5 – EPA Success Toolkit	Deliver & Showcase	Supporting Your Mental Health Through Assessment	End Point Assessment: Bringing it all	*Risk Management Review in line with project delivery. *Real-time problem-solving. *Reflection and evaluation: Pre Project Delivery and Development.	K2, K6 S2, S3, S5, S6, S7	Project Presentation / Portfolio

Month	Phase	Live Lesson	Recorded Webinar	Topic	Learning Outcomes	Mapped KSBs	Aligned EPA Assessment Method(s)
				<i>together</i>	*Reflection and evaluation: Post Project Delivery and Lessons Learnt Registration and Action. *Explain why mental health is important to self and team. *Describe mental health awareness and support techniques. *Demonstrate mental health awareness in practice.	B1, B2, B3, B4	Interview / Knowledge Test
15	Phase 5 – EPA Success Toolkit	Refine & Reflect	Reflecting on Growth and Learning	<i>EPA Readiness and Reflective Practice</i>	*Final project completion and professional presentation of results *Critical evaluation: The Good and the Improvable. *Action Plan for Future Performance. *Discuss and implement reflective practice in action. *Use reflective practice to enhance and develop ongoing growth and learning plans.	S1, S3, S4, S5, S6, S7, B1, B2, B3, B5	Portfolio Interview / Project Presentation

18. Learning, teaching and assessment methods and strategies *(Please make reference as appropriate to Learning and Teaching; Digital Tools and Resources: Learning Cycle; use of Bud; iLearn; Phase Learning; Live Workshops and Pre-Recorded Webinar Overview; Projects)*

Systems Overview and Digital Learning Platforms

The programme is supported through a set of established digital platforms that provide a structured and consistent learning experience across all apprenticeship provision. These systems are already in use across Arden University's apprenticeship portfolio and support both learning and progression throughout the programme lifecycle.

Bud

Bud is the central learning and apprenticeship platform. It supports the full learning journey, enabling apprentices to engage with learning activities, apply knowledge in the workplace and build a portfolio of evidence over time through reflective and evidence-based activities.

Bud is also used to:

- Organise and sequence monthly learning activity
- Record time spent on off-the-job activities
- Store workplace evidence and reflections
- Track progress against starting points
- Monitor development of and progress against the Knowledge, Skills and Behaviours (KSBs)
- Support reviews between learner, employer and coach
- Prepare apprentices for gateway and final assessment
- Identify learners who may need additional support
- Provide visibility and reporting on learner and cohort progress, and at-risk interventions

This ensures that learning, evidence and progress are captured in one place, providing a clear view of development throughout the programme, from onboarding through to gateway and End Point Assessment.

iLearn

iLearn is the virtual learning environment and houses core programme content and supporting resources. It enables apprentices to consolidate learning and access key materials throughout the programme.

This includes:

- structured learning content aligned to programme phases
- short knowledge checks to confirm understanding
- discussion forums to support reflection and peer engagement
- links to live workshops and webinars
- recordings, slides and additional resources following sessions
- guidance materials supporting workplace learning and assessment preparation

Together, Bud and iLearn provide a joined-up learning experience, supporting both the application of learning in the workplace and the development of knowledge required for successful progression through the apprenticeship.

Phase Learning Model

The core curriculum is delivered through structured phases, each with a clear occupational focus and progressively increasing levels of complexity, independence, and

workplace application. This enables learners to move from supported learning and foundational knowledge towards confident, independent performance in real workplace contexts.

Workplace learning is embedded throughout the programme through structured Off-the-Job (OTJ) activities aligned to the apprenticeship standard Knowledge, Skills and Behaviours (KSBs). Learners generate authentic workplace evidence through projects, operational tasks, reflective activities, and professional discussions.

Assessment and EPA preparation are integrated throughout all phases to ensure learners progressively build confidence, competence, and readiness for successful completion of the apprenticeship standard. The final two months of the programme consolidate this development through a focused EPA preparation phase, supporting apprentices to demonstrate occupational competence.

This phased structure is supported by a consistent monthly learning cycle, which underpins how learning is developed, applied and reflected in practice.

Learning Cycle

Apprentices follow a structured learning cycle within Bud, which enables them to apply learning in the workplace and build their portfolio of evidence over time, contributing to assessment readiness:

- **Develop** – Learn new concepts and EPA-relevant knowledge within the phase
- **Diagnose** – Assess understanding, confidence and application against KSBs
- **Demonstrate** – Apply learning through workplace tasks and activities directly aligned to EPA requirements
- **Debrief** – Reflect on impact, behaviour and improvement in the workplace

Where appropriate, learners are guided to optional stretch and challenge extension tasks, enabling deeper evidence generation and enhanced confidence for EPA assessment.

Learning and Teaching

The programme adopts a blended, learner-centred approach that integrates structured teaching, digital learning, workplace application, and reflective practice. Learning is designed to be practical, role-relevant and progressive, enabling apprentices to develop confidence and occupational competence over time.

Teaching methods prioritise active and applied learning, ensuring that apprentices continuously translate learning into their workplace and build the evidence, confidence and behaviours required to meet the Business Administrator apprenticeship and End Point Assessment (EPA) requirements. Learning is scaffolded across programme phases, moving from foundational understanding to integrated performance and sustained competence.

Workplace activity is deliberately structured to support EPA preparation, enabling apprentices to:

- Demonstrate consistent application of Knowledge, Skills and Behaviours (KSBs)
- Generate authentic workplace evidence
- Practise professional discussion and reflective articulation of competence
- Show sustained performance over time, as required by the EPA

Digital Tools and Resources

The programme uses a range of modern digital tools to create an engaging, flexible and work-focused learning experience that supports EPA readiness. Appropriate IT tools on the programme ensure:

- Clear introductions and short learning videos that explain key topics and EPA-related expectations.
- Step-by-step “how-to” guides support workplace tasks, evidence capture and preparation for assessment activities.
- Scenario-based learning where learners observe and reflect on realistic workplace situations such as communication, behaviours and decision-making, supporting preparation for behavioural and professional discussion elements of the EPA.

Learners are encouraged to develop digital skills that reflect the demands of modern business environments and contemporary working practices.

Live Workshops and Pre-Recorded Webinars

Each phase combines live online workshops, recorded webinars, workplace activities, and reflective practice. Live sessions are interactive and practice-based, using discussions, case studies, workplace scenarios, and problem-solving activities to help learners apply learning directly to their job role. Recorded webinars and asynchronous learning resources reinforce key concepts, support flexible learning, and develop wider professional skills.

Live workshops are delivered monthly via Zoom and last 3 hours. These interactive sessions are explicitly designed to prepare learners for EPA by focusing on:

- Application of learning to workplace scenarios
- EPA-style questioning and discussion
- Reflection on behaviours and decision-making
- Practice articulating evidence and impact
- Mock assessment activities aligned to BA EPA methods

Pre-Recorded Webinars

Monthly **1-hour pre-recorded webinars** reinforce learning and EPA readiness through:

- Refreshing core knowledge for the knowledge test
- Supporting behavioural awareness and reflective practice
- Providing guidance on evidence selection and portfolio building
- Reinforcing expectations for professional discussion and workplace competence

Workplace Learning, Evidence, Assessment and Feedback **Portfolio of Evidence (EPA Preparation)**

All learners build a portfolio of workplace evidence, demonstrating sustained competence against the Business Administrator KSBs. Evidence is generated through real workplace activity and reviewed regularly to ensure EPA readiness.

The portfolio demonstrates:

- Practical application of learning in the workplace
- Reflection on behaviours, decisions and impact
- Evidence of consistent and sustained performance

- Evidence of impact realised
- Real business value delivered through the apprentice's role

Coaches provide formative feedback throughout to strengthen evidence selection and support readiness for Gateway and EPA.

Formative and Summative Assessment Strategy (EPA-Aligned)

Assessment is progressive and explicitly aligned to the Business Administrator EPA assessment methods:

Formative assessment includes diagnostics, skills checks, reflective practice, coaching, scenario-based questioning and mock assessments.

Assessment methods include:

- Mock knowledge tests (timed and full)
- Scenario-based questioning aligned to EPA practice
- Mock professional discussions
-

Summative assessment includes integrated workplace activity, project-based evidence and final competence confirmation prior to Gateway.

Assessment methods include:

- Observation of sustained workplace performance
- Portfolio reviews mapped directly to BA EPA criteria
- Employer feedback and third-party testimony

These activities ensure that apprentices are fully prepared to demonstrate competence during EPA assessment.

Projects and Workplace Application

Workplace projects and improvement activities are embedded throughout the programme and explicitly aligned to the BA EPA requirements. These activities enable apprentices to:

- Apply learning in real work contexts
- Demonstrate multiple KSBs through integrated activity
- Generate high-quality evidence of impact
- Practise explaining rationale and outcomes in preparation for professional discussion

Projects increase in complexity across phases and support apprentices to demonstrate sustained, independent workplace performance prior to Gateway.

19. Apprenticeship development methods and strategies *(Please make reference as appropriate to Accessibility; Knowledge, Skills and Behaviours (KSBs); Portfolio: Portfolio of Evidence: Off the Job Time: Coaching: Employer Support & Liaison: Fundamental British Values: Functional Skills -English and Maths: Development of English and maths skills: Safeguarding: Prevent)*

- **Accessibility:** The programme is designed to meet diverse learner needs through inclusive practices. All webinars and workshops include captions and transcripts, and learning materials are provided in alternative formats (e.g., PDF, audio, and

screen-reader compatible resources). Flexible scheduling options accommodate different working patterns, and digital platforms (iLearn and Bud) are fully accessible, supporting assistive technologies. Coaching sessions and reviews can be adapted for individual requirements, ensuring equitable participation. These measures align with Universal Design for Learning (UDL) principles, promoting an inclusive learning environment for all apprentices.

- **Knowledge, Skills and Behaviours (KSBs):** The KSBs are mapped into each phase of the programme. This demonstrates where each KSB will be taught, providing opportunities for apprentices to begin the development of their portfolio of evidence. Progress against KSB acquisition is monitored throughout the programme through an established framework that integrates coaching activity, employer engagement and internal quality oversight, with readiness for Gateway confirmed through collective agreement between the apprentice, employer and training provider prior to independent assessment.
- **Portfolio:** The apprenticeship will be assessed, in part, through a portfolio of evidence. This evidences how the apprentice has met the requirements of the Individual Learning Plan and the apprenticeship standard, which lists all the required KSB outcomes.
- **Portfolio of Evidence:** Each phase allows for a guided, yet individualised programme. Coaches will highlight the KSBs mapped to each phase, whilst the apprentice's role will also determine when they can generate robust, current, valid and reliable evidence against the KSBs. The apprentice will work with their coach to agree which KSBs to focus on by key milestones throughout the programme. This cyclical process continues, organically developing a clear plan for evidencing KSBs throughout the duration of the programme until 100% of the KSBs will be evidenced in preparation for Gateway. Evidence will be generated in a number of ways:
 - Via coach-led activity (via the production of work-based product evidence).
 - Via the apprentice's self-directed on the job learning and development (via the production of work-based product evidence).
- **Off-the-job Time:** Apprentices receive off-the-job training throughout the duration of the programme, during their paid hours, for the purpose of achieving their apprenticeship. As such, the programme is scheduled to allow apprentices to study alongside work commitments, with employer support. Each apprentice is provided with a Learner Plan which details all synchronous teaching sessions, activity submission deadlines and milestones from induction through to the final Gateway meeting and End Point Assessment. The e-portfolio system (Bud) records all off-the-job activities, and the Coaches meet with the apprentices to ensure that all activities are completed by the submission date.
- **Coaching:** At the start of the programme, each apprentice is assigned a dedicated coach, who will provide personal support throughout the duration of the programme. Regular coaching sessions are tailored to individual goals, providing continuous progression, confidence-building, and support for learning needs. Sessions capture progress, encourage reflection, and set clear action plans. This approach guarantees ongoing learning, pastoral support, and accountability, helping learners translate learning into measurable success.
- **Employer Support & Liaison:** Once per quarter, employers join coaching meetings to review the apprentice's performance on the apprenticeship and address any areas of concern the employer may have. This tri-partite meeting also confirms that the apprentice continues to receive the required off-the-job time.
- **Fundamental British Values:** We promote Fundamental British Values through teaching and learning interventions and via the coach reviews. These sessions

seek to create opportunities for apprentices to apply their understanding of fundamental British values to relevant situations and contexts, and to encourage apprentices to respect each other and their differences, including regarding protected characteristics outlined in the Equality Act 2010.

- **Functional Skills -English and Maths:** In accordance with the apprenticeship funding rules (updated in February 2025), all apprentices, regardless of age, must complete a Functional Skills Initial Assessment in English and maths before beginning the apprenticeship. This establishes each apprentice's starting point and identifies any required support.
 - To be eligible for exemptions from Functional Skills qualifications, apprentices must provide valid certificate evidence prior to enrolment. Acceptable evidence includes GCSEs, AS-/A-levels, or recognised equivalents at grades A–C/9–4 in English (Language or Literature) and maths.
 - Where evidence cannot be provided, apprentices must complete approved diagnostic assessments. Apprentices who do not meet the required threshold will complete Level 2 Functional Skills in English and maths alongside their apprenticeship.
 - Apprentices Aged 16 - 18
 - For all apprentices aged 16 -18, English and maths development remains a mandatory part of the apprenticeship programme unless they already hold valid Level 2 qualifications and can provide evidence.
 - Where no evidence is available, the apprentice must undertake diagnostic assessments and complete Level 2 Functional Skills qualifications as part of the programme.
 - Apprentices Aged 19+ (Opt-Out Provision)
 - For apprentices aged 19 and over, the February 2025 funding rules allow the apprentice to opt out of ongoing English and maths delivery. These apprentices must still complete the Functional Skills Initial Assessment, but they will not be required to undertake any additional English and maths learning or qualifications during the programme.
 - Where a 19+ apprentice chooses to opt out, the decision must be agreed by their employer, in writing and retained for compliance and audit purposes.
- **Development of English and maths skills:** The outcomes of the Functional Skills Initial Assessment will act as the baseline for all apprentices. Skills development is embedded throughout the programme in several ways:
 - Coaches and lecturers will use starting-point data to plan targeted teaching and support activities.
 - English and maths will be reviewed at coach progress meetings and reviews, with discussion of workplace application and relevance.
 - On-programme assessments will incorporate a varied assessment approach, including speaking, listening, reading, writing, and mathematical tasks where appropriate.
 - Coaches and lecturers will identify naturally occurring opportunities to develop speaking and listening, reading, writing and maths throughout the programme.
 - Coaching and assessment feedback will highlight spelling, punctuation, grammar, and numerical accuracy to promote continuous improvement.
- **Safeguarding:** Arden University's role in terms of Safeguarding is to -

○ Ensure all staff involved in the delivery of apprenticeship provision, either directly or indirectly, are enhanced DBS checked prior to engaging with the apprentices. ○ Ensure that the Safeguarding policy is applied to all learning settings. ○ Ensure that apprentices understand the aims of Safeguarding how it protects them and how they can access support. ○ Promote a culture that prioritises safeguarding, reducing the potential for harm to be caused or threatened. ○ To work with employers to ensure that they are aware of their obligations, as well as the University's so that apprentices are protected in all cases. ○ To work with employers when concerns are raised, ensuring that outcomes are reached and implemented to protect the apprentice(s) involved. ○ Be available for apprentices to ensure they feel they can always raise concerns that they have. ● Prevent: The University's role is to - ○ Ensure that all colleagues are aware of the Prevent duty and the obligations they are required to meet to enable this. ○ Have rigorous processes and procedures to ensure that they meet statutory requirements and government guidance. ○ Provide clear channels for apprentices to discuss and raise concerns, so that these can be considered in a non-discriminatory, open environment. ○ Ensure prompt response to any concerns raised.	20. Formative Assessment Plan <i>(Please outline the substance and format of activities featured in the assessment plan for the relevant standard, and detail the formative assessment that will support Apprentices to successfully complete their End Point Assessment, including how Apprentices are supported to engage in mock practical activities (including professional conversations). Indicate when Apprentices will complete formative assessments (it is recommended that formative assessments should take place at both the mid-point of study for feedback and at gateway for readiness and engagement checks) and when there are opportunities in the programme for Apprentices engage in reflective practice)</i>
Formative assessment within this apprenticeship is designed to support apprentices to develop confidence, competence and readiness for End Point Assessment (EPA). Formative activity is embedded throughout the programme and is used to inform feedback, target support and support decisions that apprentices only progress to gateway and assessment when they are fully prepared. Substance and format of formative activity Formative assessment activity takes place throughout the on-programme phase and is aligned to the Knowledge, Skills and Behaviours (KSBs) set out in the apprenticeship standard. Activities are designed to support application of learning in the workplace and to develop the evidence, confidence and professional judgement required for EPA. Formative activities include, but are not limited to: ● Coached review of workplace evidence and portfolio development ● Structured reflective activities linked to real workplace tasks and responsibilities ● Guided professional discussions with coaches to rehearse articulation of knowledge, skills and behaviours	

- Mock practical activities and scenario-based tasks aligned to the assessment methods specified in the assessment plan
- Formative feedback on communication, professional judgement and decision-making relevant to EPA methods

These activities are developmental in nature and do not replace summative assessment, but reflect the format and expectations of EPA. Their purpose is to build readiness, not to grade performance.

Timing of formative assessment and feedback

Formative assessment and feedback are structured around key points in the apprenticeship journey:

- **Early and ongoing:** Regular formative feedback is provided through coaching sessions and progress reviews, focusing on KSB development, workplace application and portfolio quality.
- **Phase reviews:** At the end of each programme phase, formative review activity is used to evaluate progress against expected KSB milestones, identify gaps and agree targeted actions to support development.
- **Pre-gateway readiness:** In the period leading up to gateway, enhanced formative activity is used to test readiness for assessment, including mock practical activities and professional conversations aligned to EPA requirements. This ensures that apprentices understand the format, expectations and standards of assessment before progressing.

Where formative activity indicates that readiness is not yet secure, additional support, learning activity, workplace practice, or development time is provided before Gateway progression is approved.

Preparation for EPA and mock assessment activity

Apprentices are supported to engage in structured preparation for EPA through formative activities that reflect the assessment methods set out in the relevant assessment plan. This includes opportunities to practise professional conversations, respond to scenarios and articulate evidence of competence in a supported environment.

Coaches play a central role in facilitating these activities, providing targeted feedback on clarity, structure, confidence and alignment to the occupational standard. Where formative activity indicates that readiness is not yet secure, additional support, learning or time is provided rather than progressing prematurely.

Reflective practice

Reflective practice is embedded throughout the programme and is reinforced throughout the learning cycle, in coaching sessions and phase reviews.

Apprentices are encouraged to reflect on workplace experience, feedback and development needs through coached discussion and structured reflective activities. This supports deeper learning, professional growth and improved performance in assessment contexts such as professional conversations.

Gateway readiness and progression

Formative assessment outcomes inform gateway readiness decisions but do not replace formal gateway requirements. Progression to gateway is only permitted where there is

secure and sufficient evidence that all relevant requirements have been met, including sufficient and evidenced development of the required KSBs.

Gateway decisions are made through collective agreement between the apprentice, employer and training provider, informed by formative evidence, portfolio review and internal quality oversight. This approach ensures that apprentices are entered for EPA only when they are well prepared and have the best possible opportunity to succeed.

Formative assessment is aligned to the Level 3 Business Administrator End Point Assessment methods, ensuring consistency with assessment expectations and the requirements of the role.

Activities are designed to reflect the duties and responsibilities of a Business Administrator, focusing on accuracy, professionalism, organisation and communication, and the consistent application of these skills in the workplace.

Alignment to Business Administrator EPA Requirements

Formative preparation specifically supports apprentices to meet the Business Administrator EPA through:

- Preparation for the Knowledge Test, using short quizzes, scenario-based questioning and knowledge checks covering topics such as systems use, organisational processes, data handling, confidentiality, and compliance.
- Preparation for the Portfolio-Based Interview, through structured portfolio reviews and coached reflection on real workplace evidence, including administrative outputs, communications, scheduling activities and use of digital systems.
- Preparation for the Professional Discussion, through guided professional conversations that enable apprentices to practise explaining how they apply knowledge, skills and behaviours in their day-to-day role, respond to questioning, and reflect on their development.

Business Administrator-Specific Mock and Practice Activities

Mock and practice activities are tailored to the Business Administrator role and may include:

- Scenario-based tasks focused on prioritisation, managing information, responding to stakeholder requests, and maintaining quality and accuracy.
- Practice professional discussions based on typical BA duties, such as organising work, supporting projects, handling confidential information and adapting to change.
- Portfolio walkthroughs, where apprentices rehearse presenting and explaining their evidence clearly and confidently in preparation for assessment.

These activities mirror the style and expectations of the BA EPA, without replicating formal assessment, enabling apprentices to develop familiarity, confidence and professional articulation.

Reflective Practice in the BA Context

Reflective practice within the BA programme focuses on:

- Evaluating the effectiveness and quality of administrative work
- Reflecting on communication with stakeholders
- Reviewing organisation, prioritisation and time management

- Identifying learning from feedback and workplace experience.

21. Resources to Support Learning

The programme is designed to meet diverse learner needs through inclusive practices. All webinars and workshops include captions and transcripts, and learning materials are provided in alternative formats (e.g. PDF, audio, and screen-reader compatible resources). Digital platforms (iLearn and Bud) are designed to support accessibility through features such as screen-reader compatibility, accessible navigation, and adaptable content.

Flexible scheduling options accommodate different working patterns and employer contexts.

Coaching sessions and reviews can be adapted for individual requirements, ensuring apprentices can engage effectively regardless of individual need.

These measures align with Universal Design for Learning (UDL) principles, promoting an inclusive learning environment for all apprentices.

Apprenticeship Specific Resources will be:

- City and Guilds Webinars
- City and Guilds Apprenticeship Manual
- City and Guilds Practice Presentations
- City and Guilds Sample Project for review and understanding
- City and Guilds Knowledge Test Sample Questions
- Drop-in Sessions for collaboration and networking
- EPA readiness focussed workshops

End Point Assessment			
End Point Assessment Organisation (EPAO)		City and Guilds	
EPA consists of:			
Gateway requirement	EPA method 1	EPA method 2	EPA Method 3
3 months	Knowledge Test	Project Presentation	Portfolio Based Interview (Professional Discussion)

Note that End Point Assessment is set by the apprenticeship standard and assessment plan, which defines the required assessment methods and does not permit alternative approaches. Apprenticeship standards are currently undergoing reform, which may enable broader assessment methods in the future. Arden University continues to monitor these developments and will adapt approaches where appropriate to support accessibility and inclusivity.

Record of Amendments post approval (to be completed by Senior Quality Officer)			
Date approved	Version number	Details of Change	Implementation Date agreed