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Professional
Assessment Ltd

Get Ready Guide for
Event Assistant

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Get Ready Guide for
Event Assistant

Contents

Introduction

The independent end-point assessment is synoptic, which means it takes an overview of an apprentice's competence. The end assessment stage should only commence once the employer representative, apprentice and training provider are confident that the apprentice has developed the knowledge, skills and behaviours as defined in the Event Assistant Apprenticeship Standard.

The typical minimum programme duration to gateway for this standard is 12-18 months - this does not include the end-point assessment period. The end-point assessment will typically be completed in a period of 3 months following the gateway.

Who should be at the gateway meeting?

Before an end-point assessment is requested a structured meeting, usually called the Gateway Meeting, will be held and must include the relevant people that have responsibility and accountability for the completion of the apprenticeship, this will include the apprentice; on-programme trainer, line manager and/or a senior manager as appropriate to the business.

Who makes contact with the end-point assessment organisation to book the end-point assessment?

Once the employer and apprentice (supported by the on-programme trainer) are satisfied that the apprentice has achieved full competence, the gateway meeting review is completed by the training provider and submitted to the end-point assessment organisation.

The end-point assessment begins when the EPAO confirms that the apprentice has successfully passed through the gateway and has achieved Level 2 Functional Skills in English and Maths (or equivalent), unless in the opinion of the EPAO exceptional circumstances apply.

The next step is to book the end-point assessment planning meeting with the selected end-point assessment organisation (EPAO).

Where can I access the Event Assistant assessment plan and why is it important to refer to it?

All parties should judge readiness against the Event Assistant assessment plan.

See: Event Assistant Assessment Plan

https://www.instituteforapprenticeships.org/apprenticeship-standards/event-assistant-v1-0

All EPAOs design their assessment activities to assess the standard as detailed in the assessment plan using the prescribed methods. From programme commencement to end-point assessment, all parties should use this document as an essential point of reference. Throughout the end-point assessments, an EPA assesses the apprentice against the industry set standard for an Event Assistant as detailed in the assessment plan.

The Get Ready Guide supports end-point assessment with Professional Assessment Ltd.

How will the get ready guide aid end-point assessment preparation?

This guide will assist all parties to understand the requirements, processes, and stages of the Event Assistant Assessment Plan.

Monthly Expenses

Get Ready for End-Point Assessment

Planning Meeting

A representative from PAL will contact the apprentice and the employer representative to confirm a date for the assessment planning meeting. At the planning meeting, a schedule for each assessment activity will be agreed by all parties to ensure all components can be completed within a 3 month assessment window.

PORTFOLIO OF EVIDENCE

PROJECT

PROFESSIONAL DISCUSSION

Ideally, the portfolio and project should be submitted at the same time for end-point assessment.

The professional discussion will be the last assessment to take place.

Completion

The apprenticeship includes pass, merit and distinction grades with the final grade based on the apprentice's combined performance in each assessment activity.

In order to achieve a pass, merit and distinction, the apprentice needs to meet the required descriptors as set out in the Event Assistant assessment plan.

Upon completion, the assessment outcome and grade will be communicated to the employer representative.

Get Ready for the Assessment Planning Meeting

On receiving the gateway report and request for assessment, a member of Professional Assessment Ltd.'s (PAL) EPA team will contact the named employer representative to discuss an assessment schedule.

The end-point assessment planning meeting involves an independent end-point assessor (an EPA or a member of the EPA team), the apprentice and the apprentice's line manager and/or senior manager as appropriate to the business. This meeting may be conducted remotely if this suits all parties involved - e.g. a virtual meeting using technology such as Zoom, Skype or equivalent.

The EPA will evaluate the Gateway review information and confirm that any pre-end-point assessment requirements are in place and valid. The end-point assessment begins when the EPAO confirms that the apprentice has successfully passed through the gateway and has achieved Level 2 Functional Skills in English and Maths (or equivalent) unless in the opinion of the EPAO exceptional circumstances apply.

At this point, all parties will agree on the dates and times of the individual assessments and discuss any other relevant information that may affect the assessment. The EPA will also advise the apprentice and employer what happens in the case of cancelled assessments and the opportunities for resits and retakes if required.

The meeting will allow the EPA to give the apprentice and the employer an overview of what to expect and to plan assessment activities. Both the apprentice and the employer should use this meeting as an opportunity to ask any questions that may support the apprentice's progress throughout the assessment process.

The following information and supporting documents should be brought to the meeting:

- Details of any reasonable adjustments to the assessment that may be required (PAL can guide you through special considerations and reasonable adjustments to assessment).

At the planning meeting, a schedule for each assessment activity will be agreed by all parties to ensure all components can be completed within the 3 month assessment window.

1. Portfolio of Evidence.

2. Project.

3. Professional Discussion.

The project must be completed and submitted to PAL a maximum of 8 weeks after the date of the Gateway. The portfolio and project should be submitted to PAL at the same time.

Note - PAL will need the apprentice to complete an ID check before each assessment, complete an authenticity declaration and provide consent that PAL can order the apprenticeship certificate on their behalf. The authenticity declaration and certificate consent will be obtained during end-point assessment.
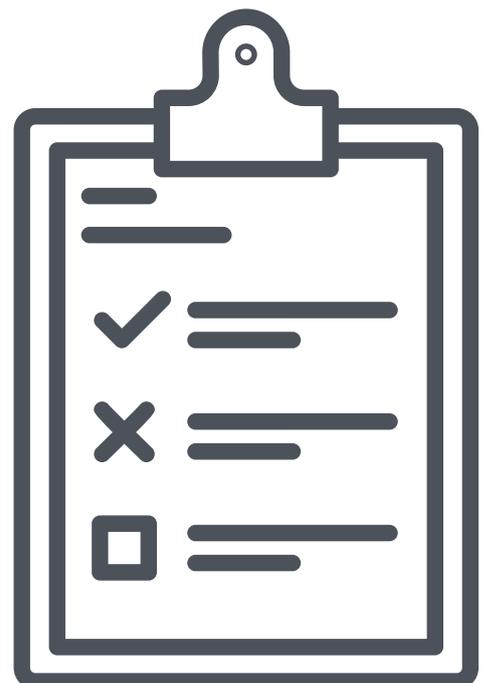
Get Ready for the Portfolio of Evidence

The portfolio

The portfolio will be compiled by the apprentice during their apprenticeship learning journey to successfully demonstrate the required knowledge, skills and behaviours.

The training provider can give support where needed, and the employer and training provider should review the portfolio with the apprentice to make a judgement on whether they are ready to progress to end-point assessment.

Wherever possible, evidence presented within the portfolio should be generated and captured as close to the Gateway as possible so that it reflects competency at that point.

It is important that the portfolio best presents the depth and the breadth of the apprentice's job role and contains evidence which gives them the opportunity to showcase their knowledge, skills and behaviours.

The portfolio can be an online portfolio, with written and/or audio or video evidence, or a paper-based collection of evidence. It is of paramount importance that all of the work submitted in the portfolio has been generated by the apprentice or relates directly to the named apprentice. The end-point assessor and the EPAO will undertake authenticity and plagiarism checks regarding portfolio evidence, and the professional discussion will draw on the evidence presented in the portfolio.

Key facts about the portfolio:

It **must** include the following types of mandatory evidence:

- Performance review information (a minimum of 6 and a maximum of 12 pieces).

- Feedback from leaders/peers (a minimum of 6 and a maximum of 12 pieces).

- At least one documented project, or some smaller projects, that demonstrate competence.

- A learning journal/diary, which includes monthly updates as a minimum.

Please note – failure to submit mandatory evidence may lead to delay in end-point assessment.

The apprentice should be involved and encouraged to take ownership of their portfolio of evidence. Evidence should comply with GDPR and be accessible for the independent end-point assessor during the end-point assessment process. Access arrangements are agreed at the planning meeting stage.

All evidence provided within the portfolio should comply with usual assessment practices, such as:

- Valid, authentic, current, sufficient and reliable (VACSR) confirmed including signatures and dates as appropriate. The evidence provided within the portfolio should be validated by the employer to confirm the authenticity and confirm the apprentice's competence levels.

- Have detailed annotation to describe the evidence – audio/video files should be referred to clearly within evidence to show where supporting recordings are located.

- Have an evidence index, or a transparent and accessible form of referencing.

- Be referenced to the specific standard criteria.

- All evidence recordings and files to be clearly named as appropriate to evidence type/number.

- Ensure that the evidence within the portfolio provides coverage against all of the standards as outlined in the assessment plan. Employers, training providers and apprentices can utilise PAL's 'Portfolio Assessment Guidance' document to support in documenting and referencing the evidence against all standards required.

How can an Event Assistant prepare for and complete the portfolio of evidence for end-point assessment?

In addition to the mandatory evidence requirements, the types of evidence the portfolio could contain to support the above requirements are:

- Written statements by the apprentice.

- Work products with annotation.

- Workplace observations documented by the training provider or employer.

- Case studies.

- Customer or client feedback and/or witness testimonies that endorse the work of the apprentice.

- Reports created by the apprentice or evidence of reports the apprentice uses to support their event assistant function.

- Presentations delivered by the apprentice in briefings, client meetings or in-house meetings.

- Professional discussions between the apprentice and their training provider that relate to work, projects and assignments undertaken by the apprentice throughout their programme.

It is not required that the apprentice has evidence in all of the described formats.

During the apprenticeship programme, the apprentice must ensure that they:

- Keep an on-going learning journal or diary. It is a mandatory evidence requirement which must contain a minimum of monthly updates.

- Collect performance review evidence. The reviews can be between the apprentice and their employer, and/or between the apprentice and their training provider. This is a mandatory requirement (minimum of 6 reviews).

- Collect feedback from leaders or peers. This is a separate requirement to the performance review evidence and is a mandatory requirement (minimum of 6 pieces of feedback). The feedback can be collected a number of ways, such as emails and witness testimonies (written or audio/video).

- Submit at least one documented project, or several smaller ones, to demonstrate their competence. It is important that the apprentice clearly annotates their role and responsibilities - avoid the use of 'we' when compiling evidence.

Get Ready for the Project

This is a work based project or practical case study, completed within the 3 month end-point assessment window, that contains activity completed in the job role, such as the apprentice supporting a real event or pitch.

PAL has provided a range of case study scenarios which are available on the resource Padlet. Only PAL approved case studies can be used.

The project will comprise 2,000 – 5,000 words and should demonstrate how the apprentice has:

- Responded to commission or brief from a client.

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

- Considered and planned event related logistics.

- Used software packages to create word processing and spreadsheet documents.

- Used a range of event technology platforms and in-house software systems and databases.

- Chosen an appropriate venue to suit the clients' needs.

- Considered all aspects of event logistics including delegate management, transportation, and accommodation and catering.

- Liaised with event suppliers, showing how suppliers combine and contribute to deliver an event.

- Worked and collaborated with the on-site team at an event to ensure that the client's and all the needs of all delegates are met.

How can an Event Assistant prepare for the project?

- Agree on a suitable project title and brief with your employer and training provider. The apprentice chooses the project with the guidance of the employer and training provider.

- Ensure that the project is started from month 9 of the apprenticeship.

- The project must contain:

  o Introduction and background.

  o Aims and objectives.

  o An outline of the event.

  o Evidence of how the apprentice contributed to the event.

  o The impact/benefit of the project on the organisation and the apprentice.

- Prepare a time plan to undertake and write up the project.

- Agree what resources are required to assist with the project development, this includes access to data, information, stakeholders, and other people within the business.

- Agree on the format and structure of the project.

- Agree on project presentation, consider the use of various media.

- Put in place project reviews with your line manager.

- Build in time for proofing of work, project amendments and typing.

The project can be produced using a variety of technology.

Proofreading

Proofreading is an effective way of checking written work for common errors and mistakes, as well as providing a 'sense check'. Common errors in written work include:

• Spelling, punctuation and grammar errors.

• Consistency mistakes such as font type and size, formatting, to include the use of headings and sub-headings, use of bold/italics and underlining and placement of page numbers etc.

Do not overly rely on spell and grammar checks, however using software such as Grammarly to support writing skills is allowed. PAL will use plagiarism software to check the authenticity of work.

Sufficiency and coverage

The next check should be one of sufficiency and coverage, questions to ask are:

• Does the project meet all the outlined assessment criteria/brief?

• Does the project present useful work-based examples of evidence to establish the facts and advocate selected recommendations?

• Is the content and presentation of the work appropriate to the brief and for the business?

• Is appropriate language used?

• Is the correct terminology used?

• Is data and information presented accurate?

The project presentation

The presentation should summarise the aim, outcome and responsibilities of the knowledge, skills and behaviours shown in the project. It should demonstrate how the apprentice approached a task and the skills shown in doing so, and how they would improve the results going forward.

The presentation assessment lasts 10-15 minutes and will take place on the same day as, and prior to, the professional discussion. Any questions which arise out of the presentation must form part of the professional discussion and will be carried out within the professional discussion allocated time.

The apprentice can choose how they wish to present their project, for example, through a digital presentation, diagrams, work products or storyboards.

The project presentation assessment can be undertaken via Zoom, Skype, or web-conferencing, or in a face-to-face interview.

How can an Event Assistant prepare for the project presentation?

• Structure the content into the introduction/scope, main body headings, and conclusions/reflection.

• Practice in front of an audience.

• Complete a mock, timed presentation assessment with feedback from their training provider.

• If the presentation is to be undertaken on-line, they will need to know how to share their screen with the EPA.

Get Ready for the Professional Discussion

The professional discussion is a structured discussion between the apprentice and their independent end-point assessor, lasting 45-60 minutes. It will:

• Review the project.

• Evaluate particular aspects of the portfolio and addresses any parts of the standard that haven't been covered elsewhere.

• Explore the developmental journey of the apprentice.

• Clarify any questions from the panel about evidence in the portfolio or project.

The line manager or an employer representative is required to be present during the discussion

The line manager or employer representative may actively ask questions, providing that they are submitted to, and approved by, the assessor/EPAO prior to the discussion.

What can the apprentice bring to the professional discussion?

The apprentice can bring evidence such as a personal development plan, learning journal, training records or performance reviews, or any other evidence they believe demonstrates their learning and progression throughout the apprenticeship programme.

The professional discussion can be undertaken via Zoom, Skype or web-conferencing, or in a face to face interview.

How can an Event Assistant prepare for the professional discussion?

• Commence a personal development plan, and learning journal or similar at the start of their apprenticeship journey and use this as a working document throughout.

• Undertake professional development opportunities including networking, reading relevant blogs, discussion groups or becoming a member of a professional body.

• Practice undertaking professional discussions with their training provider, employer and line manager.

• Practice reflecting and analysing performance to determine successes and areas for development.

• Review the agenda, identify key points they want to include in the discussion.

• Ensure they understand all areas of the agenda, seek clarification for any aspects they do not.

• Make notes that they can bring with them for prompts.

• Identify if there are any support materials such as the learning record or work products that they wish to bring with them to illustrate points (such as their project, feedback from peers/leaders, personal development plan, learning record).

• Check they have a suitable quiet area arranged for the discussion to take place. And if the discussion is being completed remotely, that there is adequate internet signal.

• Provide as much detail as they can and don't be afraid to "show off".

What types of prompting questions will the independent end-point assessor ask, to facilitate the professional discussion?

Examples of potential questions are as follows:

- Explain how you prioritised tasks during your project and how you managed your time effectively; give examples where activities had to be changed to meet stakeholder needs.

- Explain how your role as Event Assistant contributes to business success.

- Describe a situation when you acted upon feedback and this action resulted in an improvement in your performance.

Final Grading and Completion

Overall grading

The methods of assessment are weighted as follows:

Assessment Method	Weighting of Assessment
Project	50%
Portfolio of evidence	50%
Professional discussion	

To achieve a pass grade, the apprentice is expected to be fully competent in ALL areas of the standard.

A merit or distinction grade can be awarded for higher levels of attainment - please see the descriptions on the following page for general expectations of each grade.

Exceptional performance will be measured in 12 of the 41 knowledge, skills and behaviour criteria. The 12 exceptional performance indicators are identified in the assessment plan and are detailed below.

To achieve a merit grade, the apprentice must achieve 8-9 of the exceptional performance indicators.

To achieve a distinction grade, the apprentice must achieve 10-12 of the exceptional performance indicators.

Achievement of 7 and under exceptional performance indicators will result in a pass grade.

The exceptional performance indicators are as follows:

1. Build and maintain relationships with colleagues, suppliers or clients, and be able to repair them when they are damaged.

2. Be able to listen, interpret, understand, vocalise and respond to clients' needs.

3. Be able to build rapport and trust with the stakeholders of an event so that stakeholders can collaborate well throughout the planning and organisation processes.

4. Manage your time effectively by understanding how to prioritise tasks according to their importance and urgency for the stakeholders of an event.

5. Take pride in producing accurate work with a consistently strong attention to detail, seeking clarity where necessary.

6. Use initiative when faced with problems or challenges, and be flexible to the needs of the project.

7. Respond to requests from the different functional teams and carry out a variety of daily and weekly tasks to assist in the planning and preparation of an event.

8. Frequently seek and act upon feedback, reflect on performance and show commitment to self-development.

9. Show how commercial awareness has been applied through task and time management, specifically using efficient and effective measures to conclude a project in the most proficient way.

10. Importance of time-keeping, attendance, personal presentation and conduct and how this reflects on the company or department that is responsible for organising events for clients.

11. What clients typically expect from a department or company who is organising the event, and the importance of meeting or exceeding clients' expectations.

12. Question effectively to ensure understanding of what is required from clients or colleagues.

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

Completion - How will I get the results?

Upon completion, feedback and grading will be communicated to the employer representative, and PAL will also inform the apprentice and training provider. Assessment reports will be made available via our portal.

Professional
Assessment Ltd

With a strong network of expert staff, Professional Assessment Ltd offers its services throughout the nation.

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