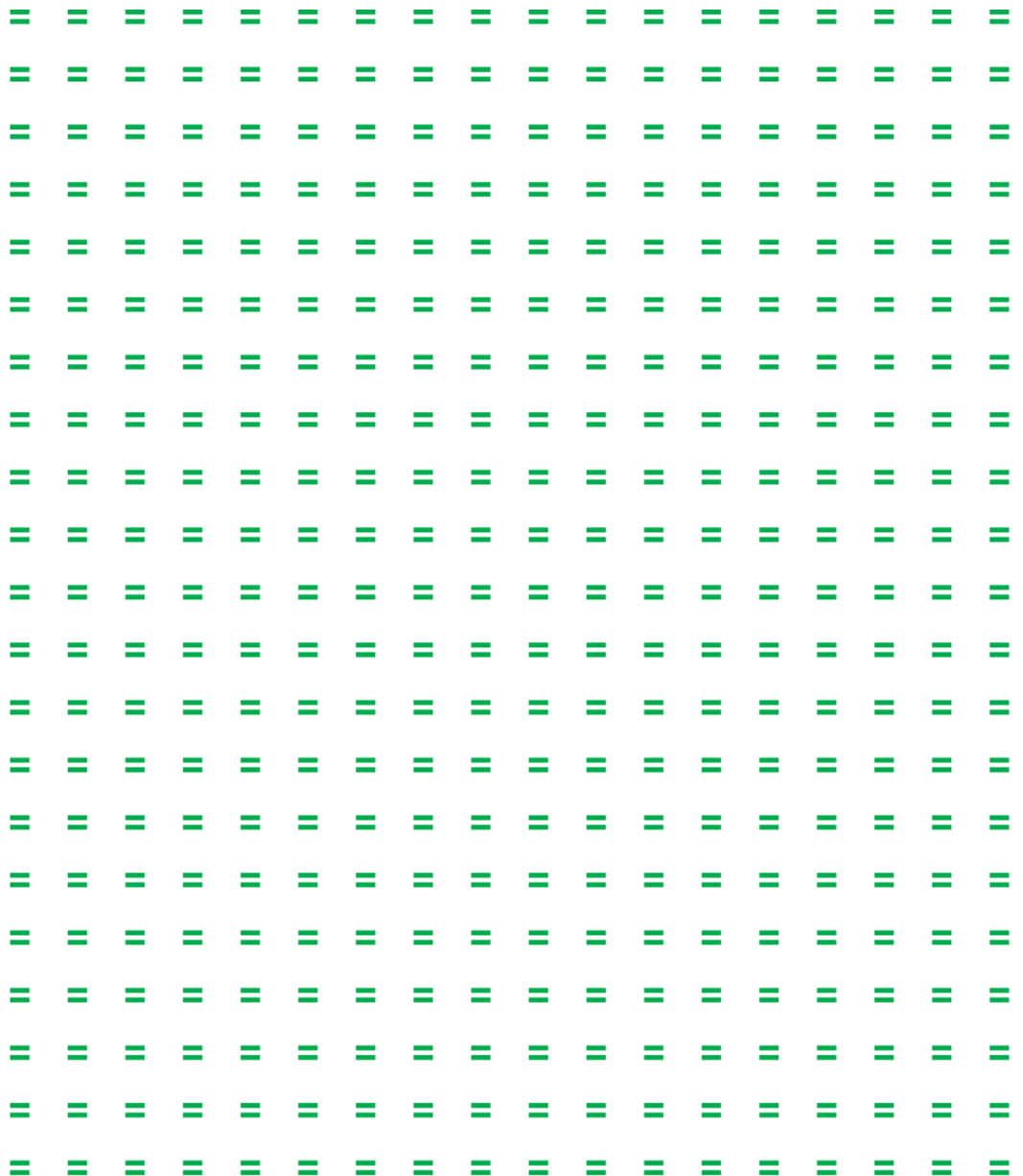


End Point Assessment specification

Assistant Accountant apprenticeship ST0002 V1.1



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About AAT

AAT works across the globe with around 130,000 members in more than 90 countries. Our members are represented at every level of the finance and accounting world, including apprentices, people already working in accountancy and self-employed business owners.

AAT qualifications are universally respected and internationally recognised. Organisations hire AAT-qualified members for their knowledge, skills, diligence and enthusiasm, because AAT represents the highest standards of professionalism.

AAT is approved as an End Point Assessment Organisation (EPAO) by the Education and Skills funding Agency (ESFA) and listed on the Register of End Point Awarding Organisations (RoEPAO). We offer an independent End Point Assessment (EPA) service for the Assistant Accountant apprenticeship, details of which are provided as part of this specification.

As an EPAO AAT are subject to external quality assurance by a designated body appointed by the Institute for Apprenticeships and Technical Education (IFATE). Find out more about IFATE at www.instituteforapprenticeships.org

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

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

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

- Apprentices
- Training providers
- Employers
- Independent Assessors.

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

Version	Date first published	Update
Version 1.0	16 March 2020	First publication
Version 1.1	14 July 2023	Synoptic assessment specification Synoptic assessment scope of content

This specification should be read in conjunction with the Operational Manual, also published by AAT, which provides guidance on EPA delivery and administration.

The synoptic assessment will be effective from 2 October 2023.

Introduction to the Assistant Accountant Apprenticeship

Trailblazers were a government initiative designed to give groups of employers the opportunity to take the lead in developing apprenticeship standards to meet employment needs.

The standard for the Assistant Accountant apprenticeship sets out the knowledge, skills, and behaviours (KSBs) that apprentices must demonstrate to achieve competency in the apprenticeship. The standard is accompanied by an assessment plan, which sets out how the KSBs should be assessed as part of the EPA. The standard and the assessment plan were developed by a group of employers led by KPMG.

The duration for this apprenticeship programme including the EPA is typically 15 to 18 months.

Full details of both the standard and assessment plan for the Assistant Accountant apprenticeship can be found on the Gov.uk website: www.gov.uk/government/publications/apprenticeship-standard-assistant-accountant

Requirements of the apprenticeship

Knowledge	What is required?
IT systems and processes	Understands how to enter accounting transactions, perform a reconciliation, correct errors and produce a range of reports using a computerised accounting system. Understands the systems and process of the organisation, within the responsibility of the position such as Sales, Purchase and Payroll. Understands the use of all relevant office and accounting packages used within their organisation, relevant to their job role.
Business awareness	Understands the transactional processes and support provided by accountancy firms or the accounting function within an organisation. Understands their organisations business strategy including customer and supplier needs, in order to produce relevant and compliant financial information. Is aware of how their role fits in with the wider organisation and sector they are working in.
Ethical standards	Understands the relevant Ethical Standards to protect their own and their organisations professional reputation and integrity. Understands the importance of upholding relevant codes of conduct.
Financial accounting and reporting	Understands the basic elements of double entry bookkeeping and accounting standards required to process financial documents and report financial information to users of accounts. Understands the current financial standards for basic accounts preparation, in order to be able to make necessary end of year adjustments. Understands what is

	<p>required to draft final accounts. Understands how to account for the purchase and disposal of non-current assets. Understands the basic tax principles to apply current regulations to calculate VAT and submit a VAT return.</p>
Management accounting	<p>Understands how to recognise and use different accounting approaches and is able to gather, analyse and report information about income and expenditure to support decision making, planning and control.</p>
Skills	What is required?
Analysis	<p>Effectively records and analyses financial data at the appropriate level using the organisation's standard tools and processes. Communicates to all stakeholders to aid decision making to add value to the organisation, within the responsibility of the position.</p>
Communication	<p>Works both independently and as part of a team within the organisation's standards; competently demonstrates an ability to communicate both in writing and orally at all levels, using a range of tools and demonstrating strong interpersonal skills and cultural awareness when dealing with internal and external customers. Demonstrates the ability to communicate financial information in a way that non-finance staff can interpret and understand.</p>
Produces quality and accurate information	<p>Consistently delivers high quality, 'right first time' financial and performance data in a timely fashion in line with the organisation's requirements, to aid decision making and planning.</p>
Uses systems and processes	<p>Demonstrates the ability to identify the appropriate systems and processes to work productively in order to complete required tasks. Demonstrates competent use of office and accounting packages. Able to maintain the security of accounting information using passwords and backup routines.</p>
Problem solving	<p>Applies techniques to both common and nonroutine problems, analysing where required and selecting the appropriate tools and techniques to produce solutions. Escalates or seeks guidance and support where appropriate.</p>
Behaviours	What is required?
Embracing change	<p>Accepts changing priorities and working requirements readily and has the flexibility to maintain high standards in a changing environment.</p>
Adding value	<p>Identifies opportunities to actively engage in the wider business when appropriate. Provides information that positively contributes to influencing business decisions</p>

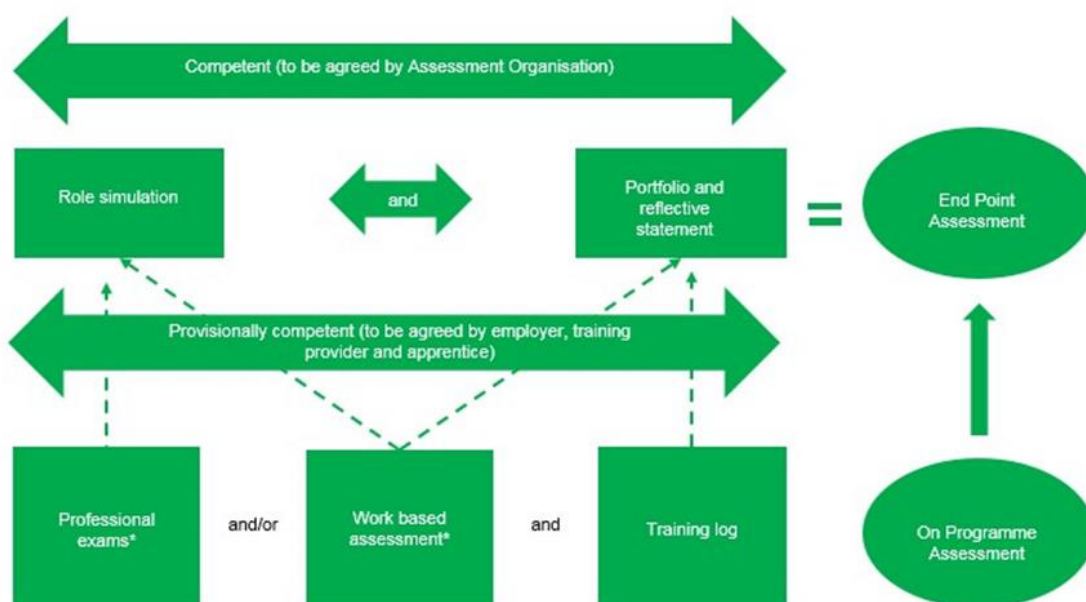
	whilst continually striving to improve own working processes and those of the organisation.
Ethics and integrity	Applies a transparent and objective manner in all actions and interactions to ensure that they meet the ethical requirements of the profession.
Personal accountability	Takes the initiative for own personal development. Proactively takes responsibility for completing tasks and meeting expectations. Consistently prioritises in order to achieve timely outcomes.
Productivity	Organises work effectively and achieves required results within deadlines. Performs professionally in pressurised situations and escalates appropriately when necessary.
Team working and collaboration	Consistently supports colleagues and collaborates to achieve results. Aware of their role within the team & their impact on others.

Assistant Accountant apprentice journey

There are two distinct elements of the apprentice journey:

- On-Programme Learning (OPL)
- End Point Assessment (EPA).

Below is an illustration of the apprentice journey.



Funding

The funding bands that apply to all approved standards are shown on the Gov.uk website, at [gov.uk/government/publications/apprenticeship-funding-bands](https://www.gov.uk/government/publications/apprenticeship-funding-bands)

These bands will set an upper limit on the amount of funding the government will provide. The cost of learning will have to be negotiated by employers with training providers. Anything agreed above the upper limit will have to be funded by the employer. For the Assistant Accountant apprenticeship, the upper limit is currently set at £8,000 per apprentice.

More details on how the funding system works can be found on the Gov.uk website, at, [gov.uk/government/publications/apprenticeship-levy-how-it-will-work/apprenticeship-levy-how-it-will-work](https://www.gov.uk/government/publications/apprenticeship-levy-how-it-will-work/apprenticeship-levy-how-it-will-work)

Fees

The fees for the Assistant Accountant apprenticeship EPA are available from the AAT website at [aat.org.uk/apprenticeships/delivering/england/fees-funding](https://www.aat.org.uk/apprenticeships/delivering/england/fees-funding)

On-Programme Learning (OPL)

The standard for the Assistant Accountant apprenticeship sets out the knowledge, skills, and behaviours (KSBs) that apprentices must demonstrate to achieve competency in the apprenticeship. The standard is accompanied by an assessment plan, which sets out how the KSBs should be assessed as part of the EPA.

Full details of both the standard and assessment plan for the Assistant Accountant apprenticeship can be found on the IfATE website, https://www.instituteforapprenticeships.org/media/1177/assistant_accountant.pdf

This is an important element of the learning process, allowing apprentices to gain the required KSBs specified in the standard. The accounting apprenticeship standard does not mandate qualifications to form part of the OPL.

Towards the end of the OPL, the employer, the apprentice and the training provider will decide if the apprentice is ready for the EPA. This stage of the programme is known as the Gateway and will confirm that the apprentice has gained the required experience in the workplace to meet the criteria specified in the standard.

Training providers and employers will need to confirm that the apprentice has met all the Gateway requirements before they can take the EPA. Advice on how to achieve the OPL requirements are included in the assessment plan.

The apprentice must have been on the apprenticeship programme for **at least 12 months and a day** and have achieved Level 2 maths and English, or equivalent, before being scheduled for any assessment component of the EPA.

Objective and progression

The objective of this EPA is to ensure full competency as an Assistant Accountant.

The apprenticeship provides a basis for progression into a number of career paths in the Accounting sector including Assistant Financial Accountant, Payroll Manager, Senior Finance Officer or Payments and Billing manager.

Once the apprentice has completed the Assistant Accountant apprenticeship, fulfilling the OPL and EPA requirements, they could take on the following job roles:

- Accountants' assistant
- Finance assistant
- Accounts payable and expenses supervisor
- Finance officer
- Payroll supervisor
- Professional bookkeeper
- Senior bookkeeper
- Tax assistant
- Accounts payable clerk
- Assistant accountant
- Audit trainee
- Credit controller.

End-Point Assessment (EPA)

The EPA, which is taken by the apprentices after the OPL, determines if the apprentice has met the KSB specified in the standard. All apprentices will attempt the same EPA.

To register students to take the EPA with AAT, training providers must become an AAT EPA Centre and be on the Register of Apprenticeship Training Providers (RoATP). Check to see who's on the list at www.gov.uk/guidance/register-of-apprenticeship-training-providers

The process and criteria for becoming registered as an EPA Centre are available on the dedicated EPA webpage aat.org.uk/epa

As part of their End Point Assessment (EPA), apprentices will be expected to complete:

- a **synoptic assessment**, which covers the knowledge and skills as defined in the scope of content;
- a **portfolio and reflective discussion** which exhibits a range of evidence produced in the workplace to demonstrate they have met the KSB specified in the standard. The portfolio of evidence must meet all learning outcomes, as set out in the standard, and will support and inform the assessment of the reflective discussion.

Weighting of individual assessment methods

Assessment method	Areas assessed	Assessment method grade	Weighting toward overall grade
Assessment method 1: Synoptic assessment	<ul style="list-style-type: none"> • IT systems and processes • Ethical standards • Financial accounting and reporting • Management accounting • Analysis • Communication • Problem solving • Produces quality and accurate information • Uses systems and processes • Personal accountability 	<p>Pass – 70%</p> <p>Distinction – 90%</p>	40%
Assessment method 2: Portfolio and reflective discussion	<ul style="list-style-type: none"> • Business awareness • IT systems and processes • Analysis • Communication • Problem solving • Produces quality and accurate information • Ethics and integrity • Uses systems and processes • Embracing change • Adding value • Personal accountability • Productivity • Team working and collaboration 	<p>Pass – 70%</p> <p>Distinction – 90%</p>	60%

Assessment Method 1: Synoptic Assessment

The assessment will demonstrate that the apprentice can apply their knowledge in an integrated way and will satisfy the requirements specified in the standard.

Assessment method	Marking type	Duration of assessment	Marks
Computer-based synoptic assessment	Partially computer and partially human marked Results will be available four weeks from the date of assessment, following quality assurance processes by AAT.	2 hours and 30 minutes	80

Assessment objectives

Assessment objective	Contribution to overall grade
AO1 - Demonstrate an understanding of the relevance of the ethical code for accountants, the need to act ethically in a given situation and the appropriate action to take in reporting questionable behaviour	19%
AO2 - Demonstrate an understanding of the inter-relationship between the financial accounting and management accounting systems of an organisation and how they can be used to support managers in decision-making	22%
AO3 - Apply ethical and accounting principles when preparing final accounts for different types of organisation, develop ethical courses of action and communicate relevant information effectively	19%
AO4 - Analyse, interpret and report management accounting data	18%
AO5 - Prepare financial accounting information, comprising extended trial balances and final accounts for sole traders and partnerships	22%
	100%

Synoptic assessment objectives

In any one assessment, students may not be assessed on all content within a learning outcome, or on the full depth or breadth of a learning outcome. The content assessed may change over time to ensure validity of assessment, but all topic areas will be tested over time.

Assessment objective 1 Demonstrate an understanding of the relevance of the ethical code for accountants, the need to act ethically in a given situation and the appropriate action to take in reporting questionable behaviour

Related learning objectives

Ethical standards

LO1 Understand the need to act ethically

LO2 Understand the relevance to the accountant's work of the ethical code for professional accountants

LO4 Identify action to take in relation to unethical behaviour or illegal acts

Assessment objective 2 Demonstrate an understanding of the inter-relationship between the financial accounting and management accounting systems of an organisation and how they can be used to support managers in decision-making

Related learning objectives

Financial accounting and reporting

LO3 Prepare and record depreciation calculations

LO4 Record period end adjustments

LO7 Explain the need for final accounts and the accounting and ethical principles underlying their preparation

LO8 Prepare accounting records from incomplete information

Management accounting

LO1 Understand the purpose and use of management accounting within an organisation

LO2 Apply techniques required for dealing with costs

LO3 Apportion costs according to organisational requirements

LO5 Apply management accounting techniques to support short-term decision making

Assessment objective 3 Apply ethical and accounting principles when preparing final accounts for different types of organisation, develop ethical courses of action and communicate relevant information effectively

Related learning objectives

Ethical standards

LO3 Recognise how to act ethically in an accounting role

Financial accounting and reporting

LO6 Distinguish between the financial recording and reporting requirements of different types of organisation

LO7 Explain the need for final accounts and the accounting and ethical principles underlying their preparation

LO8 Prepare accounting records from incomplete information

LO9 Produce accounts for sole traders
LO10 Produce accounts for partnerships
LO11 Recognise the key differences between preparing accounts for a limited company and a sole trader

Assessment objective 4 Analyse, interpret and report management accounting data

Related learning objectives **Management accounting**
LO1 Understand the purpose and use of management accounting within an organisation
LO3 Apportion costs according to organisational requirements
LO4 Analyse and review deviations from budget and report these to management

Assessment objective 5 Prepare financial accounting information, comprising extended trial balances and final accounts for sole traders and partnerships

Related learning objectives **Financial accounting and reporting**
LO1 Apply the principles of advanced double-entry bookkeeping
LO2 Implement procedures for the acquisition and disposal of non-current assets
LO4 Record period end adjustments
LO5 Produce and extend the trial balance
LO8 Prepare accounting records from incomplete information
LO9 Produce accounts for sole traders
LO10 Produce accounts for partnerships

Scope of content

Subject area	Learning outcomes	Topic areas
Ethical standards	LO1 Understand the need to act ethically	<p>1.1 Explain why it is important to act ethically</p> <p>Students need to know:</p> <ul style="list-style-type: none">• the effect of an accountant acting ethically on the level of confidence that the public has in all accountants, on the probity and reputation of the accountant's organisation and on the accountant's own professional reputation and legal liability• the importance of an accountant complying with the ethical code at all times• about the accountant's public interest duty to society as well as to the client or employer• about the ethical code's objective of maintaining the reputation of accountancy as a profession• about the legal and professional nature of the accountant's obligation of compliance with the ethical code• about consequences for members of professional accountancy bodies who breach their ethical codes• when disciplinary action by the relevant professional accountancy body may be brought against the accountant for misconduct, and the possible penalties that can arise• when internal disciplinary procedures may be brought against the accountant by the employer for unethical or illegal behaviour• about fines or reputational damage suffered by organisations as a result of unethical behaviour and non-compliance with values, codes and regulations. <p>1.2 Explain how to act ethically</p> <p>Students need to know:</p> <ul style="list-style-type: none">• about specific actions that the accountant may have to take in order to behave ethically• why simply complying with regulations may not constitute ethical behaviour, depending on the circumstances• why a methodical approach to resolving ethical problems is advisable

		<ul style="list-style-type: none"> • how the ethical code takes a principles-based approach to ethics, conduct and practice, rather than a rules-based approach. <p>1.3 Explain the importance of values, culture and codes of practice/conduct</p> <p>Students need to know:</p> <ul style="list-style-type: none"> • how an organisation's values, corporate culture and leadership affect its decisions and actions • why conflict may arise and have to be resolved between an individual's key personal values and organisational values • the importance of an ethics-based culture and ethical leadership within an organisation • how codes of conduct, codes of practice and regulations may affect ethical decisions by organisations and individuals.
	<p>LO2 Understand the relevance to the accountant's work of the ethical code for professional accountants</p>	<p>2.1 Explain the ethical code's conceptual framework of principles, threats, safeguards and professional judgement</p> <p>Students need to know:</p> <ul style="list-style-type: none"> • the importance of an accountant evaluating threats to compliance with the fundamental principles and then implementing safeguards, using professional judgement, to eliminate the threats or reduce them to an acceptable level • the types of threat to the fundamental principles • the types of safeguard that may be applied • how documented organisational policies on various issues can be used as safeguards to prevent threats and ethical conflict from arising • what an accountant should do when a threat cannot be eliminated or reduced to an acceptable level.

2.2 Explain the importance of acting with integrity

Students need to know:

- the meaning of integrity from the ethical code
- the effect of accountants being associated with misleading information
- the meaning of the key ethical values of honesty, transparency and fairness
- the importance of acting at all times with integrity, honesty, transparency and fairness when liaising with clients, suppliers and colleagues
- how integrity is threatened in particular by self-interest and familiarity threats.

2.3 Explain the importance of objectivity

Students need to know:

- the meaning of objectivity as defined by the ethical code
- the importance of maintaining a professional distance between professional duties and personal life at all times
- what is meant by a conflict of interest, including self-interest threats arising from financial interests, and compensation and incentives linked to financial reporting and decision making
- the importance of appearing to be objective as well as actually being objective
- the importance of professional scepticism when exercising professional judgement
- how accountants may deal with offers of gifts and hospitality
- how gifts and hospitality may pose threats to objectivity as inducements
- the link between compromised objectivity and possible accusations of bribery or fraud
- how objectivity is threatened in particular by intimidation, self-review and advocacy threats as well as by self-interest and familiarity threats.

2.4 Explain the importance of behaving professionally

Students need to know:

- the meaning of professional behaviour from the ethical code
- how the ethical code as a whole sets out the required standards of behaviour for accountants and how to achieve them
- how compliance with relevant laws and regulations is a minimum requirement

- why an act that is permitted by the law or regulations is not necessarily ethical
- the link between bringing disrepute on the profession and disciplinary action brought by a professional accountancy body
- how professional behaviour is threatened in particular by self-interest, self-review and familiarity threats.

2.5 Explain the importance of being competent and acting with due care

Students need to know:

- the meaning of professional competence, due care and diligence as defined by the ethical code
- how professional qualifications and continuing professional development (CPD) support professional competence
- the areas in which up-to-date technical knowledge may be critical to an accountant's competence
- the consequences of an accountant failing to work competently and with due care
- the link between lack of professional competence or due care and: claims for breach of contract in the supply of services and professional negligence; accusations of fraud or money laundering
- how professional competence and due care are threatened in particular by self-interest, self-review and familiarity threats.

2.6 Explain the importance of confidentiality and when confidential information may be disclosed

Students need to know:

- the meaning of confidentiality as defined by the ethical code
- the types of situation that present threats to confidentiality
- when it may be appropriate to disclose confidential information
- when confidential information must be disclosed
- to whom a disclosure of confidential information may be made
- how information confidentiality may be affected by compliance with data protection laws
- how confidentiality is threatened in particular by self-interest, intimidation and familiarity threats.

		<p>2.7 Explain the stages in the ethical code's process for ethical conflict resolution</p> <p>Students need to know:</p> <ul style="list-style-type: none"> • how ethical conflict situations could arise in a work context • the stages in the process for ethical conflict resolution when a situation presents a conflict in application of the fundamental principles • the role of documented organisational policies in preventing ethical conflict from arising.
	<p>LO3 Recognise how to act ethically in an accounting role</p>	<p>3.1 Distinguish between ethical and unethical behaviour</p> <p>Students need to be able to:</p> <ul style="list-style-type: none"> • apply values and principles to identify whether behaviour is ethical or unethical in a given situation • apply key organisational values to a given situation, including complying with regulations in spirit as well as letter, with regard to: <ul style="list-style-type: none"> ○ being transparent with customers and suppliers ○ reporting financial and regulatory information clearly and on time ○ whether to accept and give gifts and hospitality ○ paying suppliers a fair price and on time ○ providing fair treatment, decent wages and good working conditions to employees ○ using social media • identify situations where there is pressure to behave unethically, especially from self-interest, familiarity and intimidation threats to the fundamental principles. <p>3.2 Analyse a situation using the conceptual framework and the conflict resolution process</p> <p>Students need to be able to:</p> <ul style="list-style-type: none"> • apply the conceptual framework to a situation • apply the conflict resolution process to a situation • decide when to take advice externally • decide when to refuse to remain associated with the matter creating the conflict, or resign.

3.3 Develop an ethical course of action

Students need to be able to:

- formulate a specific course of action to address the ethical concerns that have arisen
- decide when and how advice about an ethical dilemma or unethical behaviour with regard to their own work, clients, suppliers or colleagues should be sought from a colleague or manager, or from the helpline of the employer or a professional body
- refer instances of unethical behaviour to responsible persons at work, using discretion and maintaining confidentiality.

3.4 Justify an appropriate action when requested to perform tasks that are beyond current experience or expertise

Students need to be able to:

- recognise, in a given situation, when an accountant has been asked to complete work for which they do not have sufficient expertise, information, time, training or resources
- decide the appropriate time at which advice about such concerns should be sought
- decide what to do in such a situation.

3.5 Explain the ethical responsibilities of accountants in upholding the principles of sustainability

Students need to know:

- the meaning of sustainability
- the importance of taking a long-term view and allowing the needs of present generations to be met without compromising the ability of future generations to meet their own needs
- the importance of considering the needs of the organisation's wider stakeholders
- the link between sustainability and the accountant's ethical principle of integrity
- the links between the accountant's public interest duty to protect society as a whole and the organisation's sustainability
- the importance of:
 - social and environmental aspects of performance measurement and decision-making techniques
 - long-term responsible management and use of resources
 - operating sustainably in relation to products and services, customers, employees, the workplace,

the supply chain and business functions and processes.

LO4 Identify action to take in relation to unethical behaviour or illegal acts

4.1 Analyse a given situation in light of money laundering law and regulations

Students need to know:

- the possible offences under money laundering law and regulations, and their consequences for accountants and for organisations
- the events that may occur in relation to the accountant, their colleagues, the organisation, its customers and its suppliers that give rise to obligations for the accountant under money laundering law and regulations
- the consequences for an accountant of failing to act appropriately in response to such events, including the potential for the offences of ‘tipping off’ and ‘failure to disclose’
- the consequences for any person of ‘prejudicing an investigation’
- the nature of the protection given to accountants by protected disclosures and authorised disclosures under money laundering law and regulations
- the position specifically of accountants employed in a business regarding external reporting of the employer’s suspected illegal activities under money laundering law and regulations, when the accountant is directly involved and also when they are not directly involved.

4.2 Identify the relevant body to which questionable behaviour must be reported

Students need to know:

- the nature and role of relevant external authorities in relation to accountants and money laundering law and regulations
- the relevant authority or internal department to which reports about money laundering should be made
- when and to whom tax errors should be reported
- the relevant external authorities to which reports about other forms of illegal activity may be made
- the prescribed internal department and/or external professional body or agency to which reports may be made regarding unethical behaviour and breaches of confidentiality.

4.3 Report suspected money laundering in accordance with the regulations

Students need to be able to:

		<ul style="list-style-type: none"> • select the information that should be reported by an accountant making a required disclosure in either an internal report or a suspicious activity report (SAR) regarding suspicions about money laundering • identify when the required disclosure should be made. <p>4.4 Decide when and how to report unethical behaviour by employers, colleagues or clients/customers</p> <p>Students need to know:</p> <ul style="list-style-type: none"> • the limited legal protection available to an external whistle-blower. <p>Students need to be able to:</p> <ul style="list-style-type: none"> • identify when it is appropriate to report that a breach of the ethical code has taken place • report in line with formal internal whistle-blowing or ‘speak-out’ procedures that may be available for reporting unethical behaviour • seek advice confidentially from relevant helplines as appropriate • identify circumstances when there may be public interest disclosure protection available under statute for blowing the whistle externally in the public interest in relation to certain illegal or unethical acts by the employer • seek third party advice before blowing the whistle externally.
<p>Financial accounting and reporting</p>	<p>LO1 Apply the principles of advanced double-entry bookkeeping</p>	<p>1.1 Demonstrate the accounting equation</p> <p>Students need to know:</p> <ul style="list-style-type: none"> • the importance of the accounting equation for keeping accounting records • the effect of accounting transactions on elements of the accounting equation. <p>1.2 Classify assets, liabilities and equity in an accounting context</p> <p>Students need to know:</p> <ul style="list-style-type: none"> • definitions and examples of assets: non-current (tangible, intangible) and current; liabilities: current and non-current; equity and capital; income (revenue); expenses (costs). <p>Students need to be able to:</p> <ul style="list-style-type: none"> • classify general ledger accounts as income (revenue), expense (cost), asset, liability or equity (capital). <p>1.3 Demonstrate the purpose and use of books of prime entry and ledger accounting</p> <p>Students need to know:</p>

- the different books and records that make up the accounting system: books of prime entry: sales and purchases daybooks (sales, sales returns, purchase and purchase returns), cash book, journal (including narratives), general ledger accounts, memorandum ledgers, control accounts: receivables ledger, payables ledger, value added tax (VAT, may be known by another name in other countries) and payroll
- what information should be recorded in each record
- how these records relate to each other, including dealing with VAT
- the importance of following organisational policies and procedures
- the importance of the integrity and accuracy of records
- why the records need to be kept secure, and how.

Students need to be able to:

- write up general ledger accounts correctly and accurately
- close off accounts to the statement of profit or loss, where appropriate
- carry down balances, where appropriate.

1.4 Apply ethical principles when recording transactions

Students need to know:

- the meaning of objectivity and its importance in accounting
- the importance of transparency and fairness
- that only valid transactions for the period must be included, and that all relevant transactions must be included.

Students need to be able to:

- apply the ethical principle of confidentiality
- identify whether entries are made with integrity, professional competence and due care
- identify whether transactions are genuine and valid for inclusion in the organisation's records
- identify professional behaviour, including dealing with the pressures of familiarity and authority.

1.5 Carry out financial period end routines

Students need to know:

		<ul style="list-style-type: none"> • that income or expense accounts will carry a balance prior to closing off to the statement of profit or loss at the end of the financial period • which account balances to carry forward and which to close off to the statement of profit or loss at the end of a financial period. <p>Students need to know how to:</p> <ul style="list-style-type: none"> • verify general ledger balances by using other sources of information and performing reconciliations where appropriate: physical checks, inventory records, supplier and bank statements, receivables and payables ledgers (memorandum ledger accounts) • resolve discrepancies or refer them to the appropriate person • identify and make corrections in the general ledger, including the journal.
	<p>LO2 Implement procedures for the acquisition and disposal of non-current assets</p>	<p>2.1 Demonstrate the importance of prior authority for capital expenditure</p> <p>Students need to know:</p> <ul style="list-style-type: none"> • why authorisation is necessary • the appropriate person in an organisation to give authority. <p>2.2 Identify capital expenditure</p> <p>Students need to know:</p> <ul style="list-style-type: none"> • that International Financial Reporting Standards (IFRS) exist that are relevant to noncurrent assets • the definitions of cost, useful life, residual value, depreciable amount, carrying amount • what can and cannot be included in the cost of non-current assets • the importance of organisational policy, including applying a given level of materiality • that revenue expenses should be excluded • that the depreciable amount of the acquisition should be allocated over its useful life; this is an application of the accrual basis of accounting • the effect of capitalisation on the statement of profit or loss and statement of financial position. <p>Students need to be able to:</p> <ul style="list-style-type: none"> • treat VAT according to the registration status of the acquiring organisation.

2.3 Record acquisitions and disposals of non-current assets

Students need to know:

- the purpose and content of the non-current assets register, including assisting physical verification and checking general ledger entries and balances
- the carrying amount of an asset that has been disposed of at the end of the period
- the meaning of the balance on the disposals account
- how gains and losses on disposal are treated at the period end.

Students need to be able to:

- update the non-current assets register for acquisitions and disposals
- record acquisitions and disposals in the general ledger
- account for acquisitions and disposals by part-exchange
- treat VAT, according to the registration status of the acquiring organisation
- use the following accounts: non-current asset at cost (for example, motor vehicles at cost), non-current asset accumulated depreciation, bank/cash, loan, disposals.

LO3 Prepare and record depreciation calculations

3.1 Calculate depreciation

Students need to know:

- how charges are treated at the period end.

Students need to be able to:

		<ul style="list-style-type: none"> • choose and use appropriate methods of depreciation, taking into account the expected pattern of usage of the asset • choose and use appropriate rates of depreciation, taking into account the estimated useful life of the acquisition • use the straight-line method of depreciation, using a percentage, fraction or over a period of time, including cases when a residual value is expected, for a full year or pro rata for part of a year, according to organisational policy • use the diminishing balance method of depreciation for a full year using a percentage. <p>3.2 Record depreciation</p> <p>Students need to be able to:</p> <ul style="list-style-type: none"> • record depreciation in the non-current assets register • record depreciation in the general ledger, including the journal • use the following accounts: depreciation charges, non-current asset accumulated depreciation.
	LO4 Record period end adjustments	<p>4.1 Record accruals and prepayments in income and expense accounts</p> <p>Students need to know:</p> <ul style="list-style-type: none"> • that adjustments for accruals and prepayments are an application of the accrual basis of accounting • how opening and closing accruals and prepayments affect income and expense accounts. <p>Students need to be able to:</p>

- explain the difference between the amount paid or received and the amount recognised in the accounts
- account for accruals and prepayments by making a double-entry in the current period and reversing it in the future period
- recognise the reversal of a previous period adjustment in the ledger accounts
- calculate adjustments pro rata
- enter adjustments in the general ledger, including the journal
- calculate the amount transferred to the statement of profit or loss
- use the following accounts: accruals/accrued expenses, accrued income, prepayments/prepaid expenses, prepaid income.

4.2 Record irrecoverable debts and allowances for doubtful debts

Students need to know:

- the differences between irrecoverable debts, allowances for specific doubtful debts and general allowances
- that allowances for doubtful debts are an application of the accrual basis of accounting (recognition only).

Students need to be able to:

- calculate new allowances for doubtful debts in accordance with organisational policy
- calculate adjustments for an existing general allowance for doubtful debts
- account for the recovery of an irrecoverable debt previously written off
- use the journal to record irrecoverable debts and allowances for doubtful debts (VAT implications are not required)
- use the following accounts: irrecoverable debts (statement of profit or loss), receivables ledger control account, allowance for doubtful debts account (statement of financial position), allowance for doubtful debts adjustment account (statement of profit or loss).

4.3 Record inventory

Students need to know:

- that IFRS exist that are relevant to inventory valuation
- the meaning of net realisable value
- that valuation must be at the lower of cost and net realisable value on an individual item basis
- the principles of different methods of valuation (calculations not required)
- what can and cannot be included in the valuation of inventory
- that accounting for inventory is an application of the accrual basis of accounting.

Students need to be able to:

- determine the correct closing inventory figure in accordance with current accounting standards
- calculate the cost of inventory from selling price when VAT or an element of profit is included (calculations involving an understanding of mark-up or sales margin will not be required)
- make entries in the journal
- use the following accounts: closing inventory – statement of profit or loss; closing inventory – statement of financial position.

4.4 Record period end adjustments

Students need to know:

- that, when making period end adjustments, there is scope to significantly affect the reported results of the organisation
- the effects of including misleading or inaccurate period end adjustments (non-compliance with regulations, misinformed decision making by users of the final accounts).

Students need to be able to:

- respond appropriately to period end pressures (time pressure, pressure to report favourable results, pressure from authority).

	LO5 Produce and extend the trial balance	<p>5.1 Prepare a trial balance</p> <p>Students need to know:</p> <ul style="list-style-type: none">• that certain accounts can carry either a debit or a credit balance (in particular: VAT, disposals, allowance for doubtful debts adjustment, bank, loan, irrecoverable debts)• the importance of the trial balance for the preparation of final accounts. <p>Students need to be able to:</p> <ul style="list-style-type: none">• transfer balances from ledger accounts, a list of balances or written data into correct debit or credit columns of the trial balance• correct any errors that are not shown by the trial balance• use and clear the suspense account. <p>5.2 Carry out adjustments to the trial balance</p> <p>Students need to be able to:</p> <ul style="list-style-type: none">• place the following adjustments correctly in the extended trial balance: closing inventory, accruals, prepayments, corrections of errors/omissions, depreciation, irrecoverable debts, allowances for doubtful debts. <p>5.3 Complete the extended trial balance</p> <p>Students need to be able to:</p> <ul style="list-style-type: none">• extend figures in the ledger balances and adjustments columns correctly into the statement of profit or loss and statement of financial position columns• make the extended columns balance• correctly label the balancing figure line as profit or loss.
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LO6 Distinguish between the financial recording and reporting requirements of different types of organisations

6.1 Describe the types of organisation that need to prepare final accounts

Students need to know:

- brief descriptions of business organisations:
 - for profit: sole traders, partnerships, limited companies, limited liability partnerships (LLPs)
 - not for profit: charities
- the basic differences between the structure and financial characteristics of these organisations:
 - who owns the organisation/public benefit requirement
 - who manages the organisation
 - where responsibility lies for debts that the organisation cannot pay, and the amount of exposure
 - whether, and how, any tax is paid
- for commercial organisations, the different terms used to represent ownership in the statement of financial position (capital and equity) and amounts taken by the owners (drawings and dividends)
- for charitable organisations, representation of net assets in the statement of financial position as funds of the charity.

Students need to be able to:

- recognise basic advantages and disadvantages of operating as a partnership rather than as a sole trader
- recognise basic advantages and disadvantages of incorporated status.

6.2 Recognise the regulations applying to different types of organisation

Students need to know:

- that different regulations apply to different organisations, including awareness of relevant:
 - partnership legislation
 - companies legislation and accounting standards
 - LLP legislation
 - charity legislation, charity regulators and statements of recommended practice

		<ul style="list-style-type: none"> • that the presentation of final accounts for sole traders and partnerships is not governed by statute and accounting regulations to the same extent as those for limited companies; they have no definitive format • the importance of behaving professionally, being competent and acting with due care at work • the importance of deadlines in the preparation of final accounts.
	<p>LO7 Explain the need for final accounts and the accounting and ethical principles underlying their preparation</p>	<p>7.1 Describe the primary users of final accounts and their needs</p> <p>Students need to know:</p> <ul style="list-style-type: none"> • the primary users of final accounts • the reasons why final accounts are needed by these users. <p>7.2 Describe the accounting principles underlying the preparation of final accounts</p> <p>Students need to know:</p> <ul style="list-style-type: none"> • the existence of a framework within which accountants work • the underlying assumptions governing financial statements: accrual basis, going concern basis • the fundamental qualitative characteristics of useful financial information • the supporting qualitative characteristics • why financial statements should be free from material misstatement. <p>Students need to be able to:</p> <ul style="list-style-type: none"> • recognise circumstances when a business is no longer a going concern and be aware of the effect on the value of its assets. <p>7.3 Apply ethical principles when preparing final accounts</p> <p>Students need to know:</p> <ul style="list-style-type: none"> • the importance of behaving professionally and being competent • the importance of objectivity, including an awareness of the potential for conflicts of interest and bias • why security and confidentiality of information must be maintained at all times.

LO8 Prepare accounting records from incomplete information

8.1 Recognise circumstances where there are incomplete records

Students need to know:

- possible reasons why information may be missing
- possible reasons for inconsistencies within the records themselves
- examples of the types of figures that may be missing
- the importance of acting with integrity.

8.2 Prepare ledger accounts, using these to estimate missing figures

Students need to be able to:

- use the content of daybooks, including value added tax (VAT)
- use information from the cash book
- distinguish between relevant and non-relevant data
- reconstruct ledger accounts: receivables and payables ledger control accounts, VAT control account and the bank account
- calculate and correctly label the missing figure of such reconstructed accounts
- calculate opening or closing balances from information given
- adjust data for VAT, using information given.

8.3 Calculate figures using mark-up and margin

Students need to know:

- what margin and mark-up are, and the difference between them.

Students need to be able to:

- calculate mark-up and margin
- use mark-up and margin to calculate missing figures
- use cost of goods sold to determine a missing figure
- adjust data for VAT from data provided.

		<p>8.4 Assess the reasonableness of given figures within a particular context</p> <p>Students need to be able to:</p> <ul style="list-style-type: none"> • recognise whether a figure is reasonable in a given context • explain reasons behind the difference between an actual balance and a calculation • exercise professional scepticism.
	<p>LO9 Produce accounts for sole traders</p>	<p>9.1 Calculate opening and/or closing capital for a sole trader</p> <p>Students need to be able to:</p> <ul style="list-style-type: none"> • account for drawings, capital injections and profits or losses • record these in ledger accounts • explain movements in capital balances. <p>9.2 Describe the components of a set of final accounts for a sole trader</p> <p>Students need to know:</p> <ul style="list-style-type: none"> • the purpose of a statement of profit or loss • the purpose of a statement of financial position • how the statement of financial position is linked to the accounting equation • how the statement of profit or loss and the statement of financial position are related. <p>9.3 Prepare a statement of profit or loss for a sole trader in the given format</p> <p>Students need to be able to:</p> <ul style="list-style-type: none"> • itemise income and expenditure in line with given organisational policies • transfer data from the trial balance to the appropriate line of the statement according to the level of detail given for the organisation. <p>9.4 Prepare a statement of financial position for a sole trader in the given format</p> <p>Students need to be able to:</p> <ul style="list-style-type: none"> • apply the net assets presentation of the statement of financial position • transfer data from the trial balance to the appropriate line of the statement according to the level of detail given for the organisation.

	LO10 Produce accounts for partnerships	<p>The following points apply to assessment criteria 10.3, 10.4, 10.5 and 10.6:</p> <ul style="list-style-type: none">• the number of partners is limited to a maximum of three• there are no changes in the partnership during a period• either a profit or loss may be provided for allocation. <p>10.1 Describe the key components of a partnership agreement</p> <p>Students need to know:</p> <ul style="list-style-type: none">• what a partnership agreement typically may or may not contain• why a formal partnership agreement may not exist for all partnerships. <p>10.2 Describe the key components of partnership accounts</p> <p>Students need to know:</p> <ul style="list-style-type: none">• the purpose of a statement of profit or loss• the purpose and content of the partnership appropriation account• how the statement of profit or loss is linked to the partnership appropriation account• the nature and content of partners' current accounts• the nature and content of partners' capital accounts• the purpose of a statement of financial position. <p>10.3 Prepare a statement of profit or loss for a partnership, in the given format</p> <p>Students need to know:</p> <ul style="list-style-type: none">• why the statement of profit or loss for a partnership is an adaptation of one for a sole trader <p>Students need to be able to:</p> <ul style="list-style-type: none">• itemise income and expenditure in line with given organisational policies• transfer data from the trial balance to the appropriate line of the statement according to the level of detail given for the organisation.
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10.4 Prepare a partnership appropriation account, in compliance with the partnership agreement and in the given format

Students need to be able to:

- apply the terms of a partnership agreement
- record interest on capital (but not how to calculate it)
- record interest on drawings (but not how to calculate it)
- record salaries or commission paid to partners
- calculate, and appropriate and account for, the residual profit according to the profit sharing ratio
- recognise the status of partners' salaries, commission and interest
- present this account in the format given for the organisation.

10.5 Prepare the current accounts for each partner

Students need to be able to:

- enter ledger accounting entries
- account for drawings in the form of cash, goods or services
- link the current account with figures from the appropriation account.

10.6 Prepare a statement of financial position for a partnership, in compliance with the partnership agreement and in the given format

Students need to know:

- how the statement of financial position for a partnership differs from one of a sole trader.

Students need to be able to:

- apply the net assets presentation of the statement of financial position
- transfer data from the trial balance to the appropriate line of the statement according to the level of detail given for the organisation
- show partners' current and capital accounts on the statement of financial position.

	<p>LO11 Recognise the key differences between preparing accounts for a limited company and a sole trader</p>	<p>11.1 Describe the main sources of regulation governing company accounts</p> <p>Students need to know:</p> <ul style="list-style-type: none">• the particular importance of maintaining an up-to-date knowledge of relevant legislation and accounting standards that apply to companies• which source provides the required formats for the statement of profit or loss and statement of financial position for a company adopting IFRS• which standards provide guidance for property, plant and equipment, and inventories, where IFRS is adopted (recalled as examples of regulation). <p>11.2 Describe the more detailed reporting arising from these regulations</p> <p>Students need to know:</p> <ul style="list-style-type: none">• the requirement to prepare financial statements at least annually and file them publicly• why selection and application of accounting policies is regulated, and the objectives that should be met when developing them• why limited company financial statements need to follow statutory formats, with prescribed headings and terminology• why cost of sales and other expenses must be classified according to rules• why taxation is charged in the statement of profit or loss of a company• why only the carrying amount of non-current assets appears on the statement of financial position of a company• why notes must be provided as part of the financial statements of a company.
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Management accounting	LO1 Understand the purpose and use of management accounting within an organisation	<p>1.1 Demonstrate an understanding of internal reporting</p> <p>Students need to know:</p> <ul style="list-style-type: none">• the purpose of internal reporting and providing accurate information to management• how to calculate:<ul style="list-style-type: none">○ costs, contribution, revenue and reported profits for an organisation○ segmented costs, contribution, revenue and reported profits by product. <p>1.2 Demonstrate an understanding of ethical principles in management accounting</p> <p>Students need to know:</p> <ul style="list-style-type: none">• the need for integrity in preparing management accounts• why third parties (such as banks) may also be users of management accounts. <p>1.3 Critically compare different types of responsibility centres</p> <p>Students need to know:</p> <ul style="list-style-type: none">• the differences in cost and revenue reporting between responsibility centres, which are:<ul style="list-style-type: none">○ cost centres○ profit centres○ investment centres○ revenue centres. <p>1.4 Explain and demonstrate the differences between marginal and absorption costing</p> <p>Students need to know:</p> <ul style="list-style-type: none">• how to calculate prime, marginal and full absorption costs• the difference between product and period costs• the impact on reported performance of marginal versus full absorption costing in both the short run and long run• ethical considerations regarding manipulating profits• when each method is appropriate.
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LO2 Apply techniques required for dealing with costs

2.1 Record and calculate materials, labour and overhead costs

Students need to be able to:

- prepare and interpret inventory records
- calculate direct labour costs per unit of production or service
- calculate overtime premiums and bonuses
- complete timesheets and pay calculations (including overtime and bonuses)
- account for overheads
- calculate direct labour cost per equivalent finished production

2.2 Analyse and use appropriate cost information

Students need to be able to:

- analyse cost information for material, labour and overheads in accordance with the organisation's costing procedures
- prepare cost accounting journal entries for direct materials or indirect materials, direct or indirect labour, or overheads costs.

2.3 Apply inventory control methods

Students need to know:

- inventory control measures, including different valuation methods. These include:
 - inventory buffers, lead times, minimum/maximum order quantities
 - the concept of economic order quantity
 - compliance with inventory control policies
 - the effect on reported profits of choice of method.

Students need to be able to:

- account for inventories using first-in-first-out (FIFO) and weighted average cost (AVCO) methods
- analyse closing inventory balances
- make calculations for the inventory control measures listed above.

Formulas for calculations:

- inventory buffers, lead times, minimum/maximum order quantities:
 - buffer inventory = re-order level - (average usage x average lead time)
 - re-order level = (average usage x average lead time) + buffer inventory

Note: students will be provided with either buffer inventory or re-order level values when completing calculations

- maximum inventory level = buffer inventory + maximum re-order quantity
- maximum re-order quantity = maximum inventory level – buffer inventory

Note: students will be provided with either maximum inventory level or maximum re-order quantity values when completing calculations.

- minimum re-order quantity = average usage x average lead time
- economic order quantity:
 - = $\sqrt{(2 \times \text{annual usage} \times \text{ordering cost}) \div \text{inventory holding cost}}$

2.4 Differentiate between cost classifications for different purposes

Students need to know:

- the implications of different cost classifications for cost analysis, decision making and reporting. These are:
 - fixed costs
 - variable costs
 - semi-variable costs
 - stepped costs

2.5 Differentiate between and apply different costing systems

Students need to know:

- the appropriate choice of costing system for different business sectors and individual organisations

		<ul style="list-style-type: none"> • how to record cost information using different costing systems. These are: <ul style="list-style-type: none"> ○ job costing ○ batch costing ○ unit costing ○ service costing.
	<p>LO3 Apportion costs according to organisational requirements</p>	<p>3.1 Calculate and use overhead costs Students need to know:</p> <ul style="list-style-type: none"> • the concept of activity-based costing, including appropriate cost drivers • different methods of indirect cost allocation, apportionment or absorption. <p>Students need to be able to:</p> <ul style="list-style-type: none"> • attribute overhead costs to production and service cost centres: <ul style="list-style-type: none"> ○ allocation versus apportionment ○ direct method ○ step-down method. <p>3.2 Calculate overhead recovery rates using traditional methods Students need to know:</p> <ul style="list-style-type: none"> • Cost Units and Composite Cost Units <p>Students need to be able to:</p> <ul style="list-style-type: none"> • calculate overhead recovery rates in accordance with suitable bases of absorption. These are: <ul style="list-style-type: none"> ○ for a manufacturer: machine hours or direct labour hours ○ for a service business: suitable basis for the specific business. <p>3.3 Calculate overhead recovery rates using activity-based costing Students need to be able to:</p> <ul style="list-style-type: none"> • calculate overhead recovery rates using appropriate cost drivers.

		<p>3.4 Demonstrate understanding of the under recovery or over recovery of overheads</p> <p>Students need to be able to:</p> <ul style="list-style-type: none"> • account for under recovered or over recovered overhead costs in accordance with established procedures. These include: <ul style="list-style-type: none"> ○ making under absorption or over absorption calculations ○ making cost journal postings ○ interpreting the significance of under recoveries or over recoveries of overhead costs.
	<p>LO4 Analyse and review deviations from budget and report these to management</p>	<p>4.1 Calculate variances</p> <p>Students need to be able to:</p> <ul style="list-style-type: none"> • compare budget/standard versus actual costs and revenues, and calculate variances using: <ul style="list-style-type: none"> ○ fixed budgets ○ flexible budgets. <p>4.2 Analyse and investigate variances</p> <p>Students need to be able to:</p> <ul style="list-style-type: none"> • determine the cause and effects of variances • investigate any significant variances, and draw conclusions for remedial action. <p>4.3 Report on variances</p> <p>Students need to be able to:</p> <ul style="list-style-type: none"> • identify and explain key variances • produce management reports in a suitable format.
	<p>LO5 Apply management accounting techniques to support short-term decision making</p>	<p>5.1 Estimate and use short-term future income and costs</p> <p>Students need to know:</p> <ul style="list-style-type: none"> • the importance of professional competence in estimating income and costs. <p>Students need to be able to:</p>

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| | | <ul style="list-style-type: none">• use estimates of relevant future income and costs for short-term decision making• use CVP analysis including:<ul style="list-style-type: none">○ break-even analysis (both by calculation and by linear break-even chart)○ margin of safety and margin of safety percentage○ target profit○ profit-volume analysis. |
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5.2 Assess and estimate the effects of changing activity levels

Students need to know:

- the effect of changing activity levels on unit costs and profits.

Students need to be able to:

- calculate changes in forecast unit costs and profits
- explain such effects.

Assessment method 2: Portfolio reflective discussion

The portfolio of evidence that underpins the reflection will be used to demonstrate the apprentice's competence in the KSBs, that are defined in the standard, which have been gathered from practical experience in the workplace.

This can include:

- outputs from work
- independent feedback
- any formal qualifications - *any qualification used as evidence must relate directly to the KSBs as outlined in the standard and be at the same level or above when compared to the apprenticeship level*
- observations
- witness testimonies.

The portfolio is a way for apprentices to collect evidence systematically with support from their tutor and employer.

The apprentice should submit up to **three pieces of evidence per learning outcome**, as detailed in the mapping document. Wherever possible, evidence should map across multiple learning outcomes.

The portfolio is critical to IAs when assessing the reflective discussion or written statement as this will aid their understanding and connectivity during the marking process. Therefore, the portfolio will also require sign-off in the form of a declaration, within the mapping document, by the training provider and employer before being submitted to AAT via AAT's secure assessment platform.

Apprentices will need to demonstrate, through the presentation of evidence, that they have met the KSB requirements of the standard. Tutors will be expected to advise apprentices on putting the portfolio together. Templates have been produced to facilitate apprentices collecting evidence in the workplace; these can be downloaded from aat.org.uk/epa.

What to include in the portfolio?

As part of the portfolio submission, it's essential that the **evidence mapping document** is completed and uploaded alongside the evidence.

It is in an apprentice's best interest to provide as much detail as they can on their employment situation so that the IA is fully informed when making assessment decisions. The portfolio may include, but is not limited to, the following:

- an organisation structure or a short outline of the work of the apprentice's organisation and/or department;
- job description;
- a career or personal profile (or CV). This is particularly helpful if it can also include achievements to date, current objectives and future plans for development;
- the evidence itself, each item being numbered and cross-referenced to the apprenticeship standard;
- a witness list of others who have contributed to the evidence;
- a declaration from the apprentice stating that the evidence is original, authentic and has been put together by the apprentice.

What sort of evidence is acceptable?

Suitable evidence can be divided into two main categories: direct and indirect.

Direct evidence can include:

- Apprentice performance being observed by their tutor which may then be recorded or written up as appropriate
- Projects or work-based assignments
- Personal reports
- Minutes of meetings, action plans, progress reports
- Internal and external correspondence
- Prior qualifications which relate directly to the knowledge skills and behaviours that are outlined in the standard (copy of certificated achievement will be required)
- Responses to oral or written questions
- Video or authenticated audio.

It's expected that apprentices will provide a range of evidence types to support their demonstration of knowledge skills and behaviours competence. The list above is not exhaustive, and apprentices may find other appropriate forms of evidence depending on job role and circumstances.

Apprentices must highlight their role when submitting evidence that has been carried out through group work activities, for example projects and assignments.

Indirect evidence can include:

- Witness testimonies from people within or outside the organisation
- Attendance on courses/training activities relevant to the learning outcomes of the standard
- Membership of related committees or outside organisations.

Indirect evidence should in the main be used to support or confirm direct evidence.

Suitability of evidence

In signing off the portfolio, training providers and employers must be satisfied that the evidence in the portfolio is:

- **Sufficient:** evidence must cover all aspects of the learning outcomes within the assessment plan. Sufficient does not mean a mass of evidence. It simply means collecting enough suitable evidence to demonstrate competence. Please note that apprentices, with the help of their training provider and employer, might need to be selective about the evidence they put forward.
- **Authentic:** apprentices must be able to discuss and substantiate the evidence put forward. It is important, therefore, to ensure apprentices only submit evidence relating to their own performance. Apprentices will be required to sign a declaration to confirm that the evidence is authentic.
- **Relevant:** any evidence must relate clearly to the standard. IAs will be verifying evidence directly related to the requirements set out in the standard. Apprentices should avoid the inclusion of reference documents, training materials and other evidence that do not demonstrate competence.
- **Current:** evidence relating to skills, attitudes and knowledge apprentices are able to currently

demonstrate. The IA will be assessing current levels of competence, so apprentices must ensure that evidence clearly relates to activities and areas of work carried out if required to do so. As a guide, apprentices should submit evidence that has been collected over the duration of the apprenticeship programme.

Apprentices, training providers and employers need to ensure any evidence included in the portfolio meets these criteria.

What to expect in the professional discussion?

The professional discussion, which will take approximately **one hour**, provides the apprentice with the opportunity to discuss their skills and behaviours gained throughout their OPL with **two Independent Assessors (IAs)**. It will be used to clarify points or discuss in more detail any evidence presented in the apprentice's portfolio.

During the discussion, the IA may use several techniques to ensure the discussion remains focused and effective

i.e. periodically summarising points covered, questioning to probe for more information or to clarify certain points of the discussion. At the beginning of the discussion the IA is likely to be doing most of the talking i.e. reiterating the reason for the discussion and agreeing how the main points of the discussion will be assessed and recorded. Questioning prompts may be used but should not form the basis of the discussion. The contents and outcome of the professional discussion will be recorded on the professional discussion forms used by the IA. This is important to enable effective verification and to show that due process has been followed. The form will be signed and dated by the IA. The reflective discussion will be conducted remotely via the AAT assessment platform

All apprentices will be asked **four mandatory questions**. These questions are designed to allow the apprentice to expand upon evidence presented within their portfolio.

The four questions are:

1. Give a summary of your role within the organisation
2. How do you think your role has benefited the organisation?
3. Tell me about an achievement/product/activity you are particularly proud of
4. Describe some of the challenges you've encountered during your apprenticeship.

Additional questions asked will be based on the evidence presented in the portfolio.

How will the professional discussion be marked?

The marking bands below have been designed to give apprentices, training providers and IAs a guide to the levels of achievement required to gain a pass or distinction. IAs will use the mark bands against the apprentice's portfolio and professional discussion record to determine the assessment decision.

When awarding marks within a band, the IA will use their professional judgement to decide to what extent the apprentice has met the assessment objective. It will be based on a holistic review and no one element in isolation within a band is used as a determinant.

AO1: Knowledge (15 marks)		
Fail	Pass	Distinction
1 – 10 marks	11 – 13 marks	14 – 15 marks
<p>Evidence of knowledge and understanding:</p> <ul style="list-style-type: none"> • Transactional processes and support provided by accountancy firms or the accounting function within an organisation. • Organisations business strategy including customer and supplier needs, in order to produce relevant and compliant financial information. • How their role fits in with the wider organisation and sector they are working in. • How to enter accounting transactions, perform a reconciliation, correct errors and produce a range of reports using a computerised accounting system. • The systems and process of the organisation, within the responsibility of the position such as Sales, Purchase and Payroll. • The use of all relevant office and accounting packages used within their organisation, relevant to their job role. 		
<p>Limited business awareness showing multiple gaps in knowledge of organisations business strategy.</p> <p>Limited understanding of the transactional processes and support provided by accounting functions.</p> <p>Limited understanding of how their role fits in with the wider organisation and sector they are working in.</p> <p>Limited understanding of how to use computerised accounting systems, and other related office/ac counting packages when carrying out tasks.</p>	<p>Good business awareness showing some gaps in knowledge of organisations business strategy.</p> <p>Good understanding of the transactional processes and support provided by accounting functions.</p> <p>Good understanding of how their role fits in with the wider organisation and sector they are working in.</p> <p>Good understanding of how to use computerised accounting systems, and other related office/accounting packages, with relevance to task being carried out.</p>	<p>Comprehensive business awareness showing no gaps in knowledge of organisations business strategy.</p> <p>Comprehensive understanding of the transactional processes and support provided by accounting functions.</p> <p>In-depth understanding of how their role fits in with the wider organisation and sector they are working in.</p> <p>In-depth understanding of how to use computerised accounting systems, and other office/accounting packages relevant to task being carried out.</p>

AO2: Skills (24 marks)

Fail	Pass	Distinction
1 – 16 marks	17 – 21 marks	22 – 24 marks
<p>Evidence of skills:</p> <ul style="list-style-type: none"> Records and analyses financial data using the organisation's standard tools and processes. Communicates to all stakeholders to aid decision making to add value to the organisation, within the responsibility of the position. Use of appropriate systems and processes to complete required tasks. Use of office and accounting packages. Use of passwords and backup routines to maintain the security of accounting information. Working independently and as part of a team within the organisation. Communicates both in writing and orally at all levels, using a range of tools. Strong interpersonal skills and cultural awareness when dealing with internal and external customers. Communicates financial information in a way that non-finance staff can interpret and understand. Delivery of high quality, 'right first time' financial and performance data in a timely fashion in line with the organisation's requirements, to aid decision making and planning. Applies techniques to both common and non-routine problems, analysing where required and selecting the appropriate tools and techniques to produce solutions. Escalates or seeks guidance and support where appropriate. 		
<p>Completes tasks with support from colleagues using organisations tools and processes; minimal evidence to demonstrate security of information was maintained.</p> <p>Little confidence in use of appropriate systems, office and accounting packages.</p> <p>Communicated information, with limited effect, to aid decision making of stakeholders.</p>	<p>Completes tasks with minimal support from colleagues using a range of organisations tools and processes; security of information was generally well maintained.</p> <p>Confidence in use of appropriate systems, office and accounting packages to complete a range of tasks.</p> <p>Communicated information effectively to aid decision making of stakeholders.</p>	<p>Completes tasks without support from colleagues using a wide range of relevant organisations tools and processes; security of information was consistently maintained.</p> <p>Confidence in use of appropriate systems, office and accounting packages to complete a wide range of tasks.</p> <p>Communicated information effectively to aid decision making of stakeholders</p>

<p>Limited range of tools used to communicate both in written and verbal format; minimal evidence of adapting information when communicating to non-finance staff.</p> <p>Limited autonomy when completing tasks; limited evidence of working as part of a team.</p> <p>Outputs of tasks required rework from others and had minimal impact in aiding decision making and planning.</p> <p>Evidence of delays in completing work with minimal attempt to ask for help when needed</p>	<p>Range of tools used to communicate both in written and verbal format; some evidence of adapting information when communicating to non-finance staff.</p> <p>Generally autonomous when completing tasks; demonstrated good team playing skills.</p> <p>Outputs of tasks required minimal rework from others and supported decision making and planning.</p> <p>Evidence of asking for help when needed to ensure work was completed within timescales</p>	<p>Wide range of tools used to communicate both in written and verbal format; consistent ability to adapt information when communicating to non-finance staff.</p> <p>Consistently worked autonomously when completing tasks; consistently demonstrated team playing skills.</p> <p>Outputs of tasks required no rework from others and supported decision making and planning.</p> <p>Evidence of asking for help when needed to ensure work was completed within timescales to consistently high standards.</p>
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AO3: Behaviours (21 marks)

Fail	Pass	Distinction
1 – 14 marks	15 – 18 marks	19 – 21 marks
<p>Evidence of behaviours:</p> <ul style="list-style-type: none"> • Accepts changing priorities and working requirements readily and has the flexibility to maintain high standards in a changing environment. • Identifies opportunities to actively engage in the wider business when appropriate. • Provides information that positively contributes to influencing business decisions whilst continually striving to improve own working processes and those of the organisation. • Applies a transparent and objective manner in all actions and interactions to ensure that they meet the ethical requirements of the profession. • Takes the initiative for own personal development. • Proactively takes responsibility for completing tasks and meeting expectations. • Consistently prioritises in order to achieve timely outcomes. • Organises work effectively and achieves required results within deadlines. • Performs professionally in pressurised situations and escalates appropriately when necessary. • Consistently supports colleagues and collaborates to achieve results. • Aware of their role within the team and their impact on others. 		
<p>Demonstrated limited ability to organise work effectively and respond to changing requirements of tasks which had a significant impact to deadlines.</p> <p>Limited engagement with the wider organisation; minimal evidence to support influence of business decisions and improved business processes.</p> <p>Limited evidence of meeting ethical standards, often lacking awareness.</p> <p>Demonstrated lack of initiative for own personal development and completing tasks within timescales.</p>	<p>Demonstrated good ability to organise work effectively and accept changing requirements of tasks which had some impact to deadlines.</p> <p>Good engagement with the wider organisation; range of evidence to support influence of business decisions and improved business processes</p> <p>Good evidence of meeting ethical standards but occasional inconsistencies.</p> <p>Demonstrated a good level of initiative for own personal development, minimal areas of weakness identified.</p> <p>Good team player and able to participate within a team to achieve results.</p>	<p>Demonstrated consistent ability to organise work effectively and accept changing requirements of tasks with minimal impact to deadlines.</p> <p>Thorough engagement with the wider organisation; wide range of evidence to support influence of business decisions and improved business processes</p> <p>Consistent evidence of meeting ethical standards.</p> <p>Demonstrated initiative for own personal development, linking to corporate objectives to ensure success.</p> <p>Excellent team player and always focused to ensure personal and team results are achieved.</p>

<p>Limited evidence of being a team player; limited awareness on how performance impacted their team and others.</p> <p>Limited evidence of maintaining professionalism during pressurised situations.</p>	<p>Evidence of maintaining professionalism during pressurised situations; often escalating appropriately when necessary.</p>	<p>Evidence of consistently maintaining professionalism during pressurised situations; escalating appropriately when necessary using own initiative.</p>
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Re-sits

Apprentices should only be entered for the EPA when they're well prepared and expected to pass. Where an apprentice is unsuccessful in an assessment component attempt, they should discuss their results with their tutor and revise appropriately before re-taking the assessment component.

There is no maximum number of attempts for the EPA. However, if an apprentice fails one of the assessment components, it must be reattempted and passed within 12-months of the date that the other assessment component was passed. If the 12-month period expires before the failed assessment is passed, the apprentice must reattempt both assessment components.

Reasonable adjustments and special considerations

Reasonable adjustment is the term used for any special arrangement that is needed to enable students with disabilities or temporarily incapacitated students to do their best in an assessment. A common example would be extra time and/or the use of a reader for a dyslexic student.

In most cases, the training provider or assessment venue may make the decision to grant adjustments: for example, granting extra time up to and including one-third of the available time as published for that assessment.

In the event of a more significant adjustment, the training provider or assessment venue will need to contact AAT, as outlined on our [Reasonable Adjustments and Special Considerations webpage at **aat.org.uk/assessment/adjustments-and-considerations**](https://aat.org.uk/assessment/adjustments-and-considerations)

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

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

Enquiries and appeals

If the apprentice thinks that their assessment outcome does not reflect their performance, they can submit an enquiry through MyAAT at [**aat.org.uk/assessment/enquiries-and-appeals**](https://aat.org.uk/assessment/enquiries-and-appeals)

Enquiries can be made by a training provider on behalf of an individual apprentice or a group of apprentices. If the apprentice is not satisfied with the response to their enquiry, they can submit an appeal.

There's an administrative fee for enquiries and appeals. AAT will refund the fee if the enquiry leads to a favourable change in marks awarded for the assessment.

Appendix 1: Updated terminology

Previously known as

Now known as

Sales Ledger

Receivables Ledger **or Customer Account**

Sales Ledger Control Account

Receivables Ledger Control Account

Purchases Ledger

Payables Ledger **or Supplier Account**

Purchases Ledger Control Account

Payables Ledger Control Account

Appendix 2: Glossary of apprenticeship roles

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

Role	Responsibilities
Apprentice	An individual undertaking the Assistant Accountant apprenticeship
Independent Assessor (IA)	Carries out independent assessment of the apprentice and decides whether the apprentice meets the KSB set out in the standard. IAs must have specific knowledge and experience of the profession so that competence of the apprentice can be effectively ascertained.
Training provider	Supports the apprentice and employer in developing the portfolio, throughout OPL, to ensure it is comprehensive and meets the required standard. Signs off the apprentice's portfolio. Provides apprentices tuition in preparation for the synoptic assessment and for developing KSB, as set out in the standard. The training provider has no involvement in the EPA process or decisions on grading
EPA Centre	Registers apprentices for the EPA in accordance with AAT and ESFA requirements. Administers the synoptic assessment component of the EPA in accordance with AAT's Instructions for AAT computer-based assessments (CBA) Supports the apprentice in ensuring the portfolio and other relevant information is prepared and uploaded to AAT's assessment platform in accordance with AAT requirements. Provides appointed IAs with access to premises, apprentices and staff for assessing the reflective component of EPAs. Provides additional information, if requested, and cooperates fully with AAT and/or other external bodies (including the IFATE designated external quality assurance body, and Ofqual) in carrying out monitoring, investigations or other activities, either on-site or remotely. The training provider as an EPA Centre is not involved in the EPA process or making decisions on grading
Employer	Ensures the apprentice is given the right level of support and experience throughout their On-Programme Learning to complete the portfolio to the standard required. With support of the training provider, gives final sign off of the portfolio. The employer is not involved in the EPA process or making decisions on grading
End Point Assessment Organisation (EPAO)	Works to support delivery of the apprenticeship standard and assessment plan, which are defined by the employer group and approved by the Institute for Apprenticeships (IFATE). Develops the criteria for grading the EPA assessment components and overall grade. Provides guidance for the completion of the portfolio including what types of evidence should be included.

Role	Responsibilities
	<p>Provides guidance as to what should be covered in the reflective discussion Recruits and trains IAs</p> <p>Verifies and standardises assessment decisions made by the IA. Has effective quality assurance and quality control procedures that support fair, reliable and consistent assessments</p>

Appendix 3: Glossary of Apprenticeship Terms

EPA term	Definition
Apprentice	An individual who is registered with AAT for the purposes of EPA
Apprenticeship	An apprenticeship is a job with training to industry standards. It should be in a recognised occupation, involve a substantial programme of on and off-the-job training
Apprenticeship framework	Old-style apprenticeship based on qualifications, currently being phased out in England in favour of apprenticeships based on standards developed by employers
Apprenticeship Levy	All employers with a pay bill over £3 million each year, must pay the apprenticeship levy. The Apprenticeship Levy is charged at 0.5% of the annual pay bill. “Apprenticeships are a devolved policy - authorities in each of the UK nations manage their own apprenticeship programmes, including how funding is spent on apprenticeship training”. The Apprenticeship Levy is applied in Scotland, Wales and Northern Ireland, but the employer digital account and funding bands do not apply in the same way. https://www.gov.uk/government/publications/apprenticeship-levy-how-it-will-work/apprenticeship-levy-how-it-will-work
Apprenticeship standard	New-style apprenticeship based on an occupational standard that defines the duties carried out by someone in the occupation and the knowledge, skills and behaviours required to achieve that competence in those duties. The apprentice’s occupational competence is tested by an independent, end-point assessment
Assessment evidence	Apprentice's evidence demonstrating knowledge, skills and behaviors detailed within the Apprenticeship Standard and provided by the Provider and/or the Employer to AAT
Completion certificate	The certificate issued by the IFATE on successful completion of the Apprenticeship and EPA;
Employer	The employer of the apprentice on an apprenticeship contract
EPA	End point assessment is a rigorous robust and independent assessment undertaken by an apprentice at the end of training to test that the apprentice can perform in the occupation they have been trained in and can demonstrate the duties, and knowledge, skills and behaviours (KSBs) set out in the occupational standard.
EPAO	End-point assessment organisation, an organisation approved to deliver end-point assessment for a particular apprenticeship standard; EPAOs must be on the register of end-point assessment organisations.

ESFA	Education and Skills Funding Agency, brings together the former responsibilities of the Education Funding Agency (EFA) and Skills Funding Agency (SFA) to create a single agency accountable for funding education and skills for children, young people and adults
External Quality Assurance (EQA) role	Involves independent monitoring of the development and delivery of end-point assessment (EPA) of apprenticeships. Independent of the teaching programme.
Funding bands	Each apprenticeship standard is allocated to one of 30 funding bands. The upper limit of each funding band caps the maximum amount of digital funds an employer who pays the levy can use towards an individual apprenticeship
Gateway	The point at which an apprentice has completed their training and is ready to enter EPA
Gateway evidence	The documents completed by the apprentice, the training provider and/or the employer and provided to AAT to confirm completion of the training element of the apprenticeship
IA	The Independent End Assessor provides end-point assessment services for apprentices and employers working with apprenticeship standards. Independent assessors are required to provide at all times fair, reliable and consistent assessment judgements, and will know how to use a variety of assessment techniques.
IFATE	Institute for Apprenticeships and Technical Education the body responsible for improving the quality of apprenticeships in England
KSBs	Knowledge, skills and behaviours – what is needed to competently undertake the duties required for an apprenticeship standard
Occupation	The job requirements for the relevant sector(s), not just those required by a single employer
On programme	The element of the apprenticeship that provides the apprentice with the required knowledge, skills and behaviours. The programme must run for a minimum of one year and result in the apprentice being prepared for the End Point Assessment (EPA).
Off job learning	Off-the-job training is defined as learning which is undertaken outside of the normal day-to-day working environment and leads towards the achievement of an apprenticeship. This can include training that is delivered at the apprentice’s normal place of work but must not be delivered as part of their normal working duties”. Minimum threshold is 20% of time.

	https://www.gov.uk/government/publications/apprenticeships-off-the-job-training
Registration	The processing of registering for an EPA
Registration Fee	The part of the Fee payable on Registration
RoEPAO	The ESFA's Register of End -Point Assessment Organisations
RoATP	The Register of Apprenticeship Training Providers
Synoptic assessment	Tests the range of knowledge, skills and behaviours identified as core to the apprenticeship
Trailblazer group	Group of employers developing an apprenticeship standard; recognised by the Institute as representative of those who employ people in the occupation
Training provider	Any organisation that delivers apprenticeship training e.g. college, higher education institution, private training organisation; training providers delivering training in relation to apprenticeships must be on the register of apprenticeship training providers

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