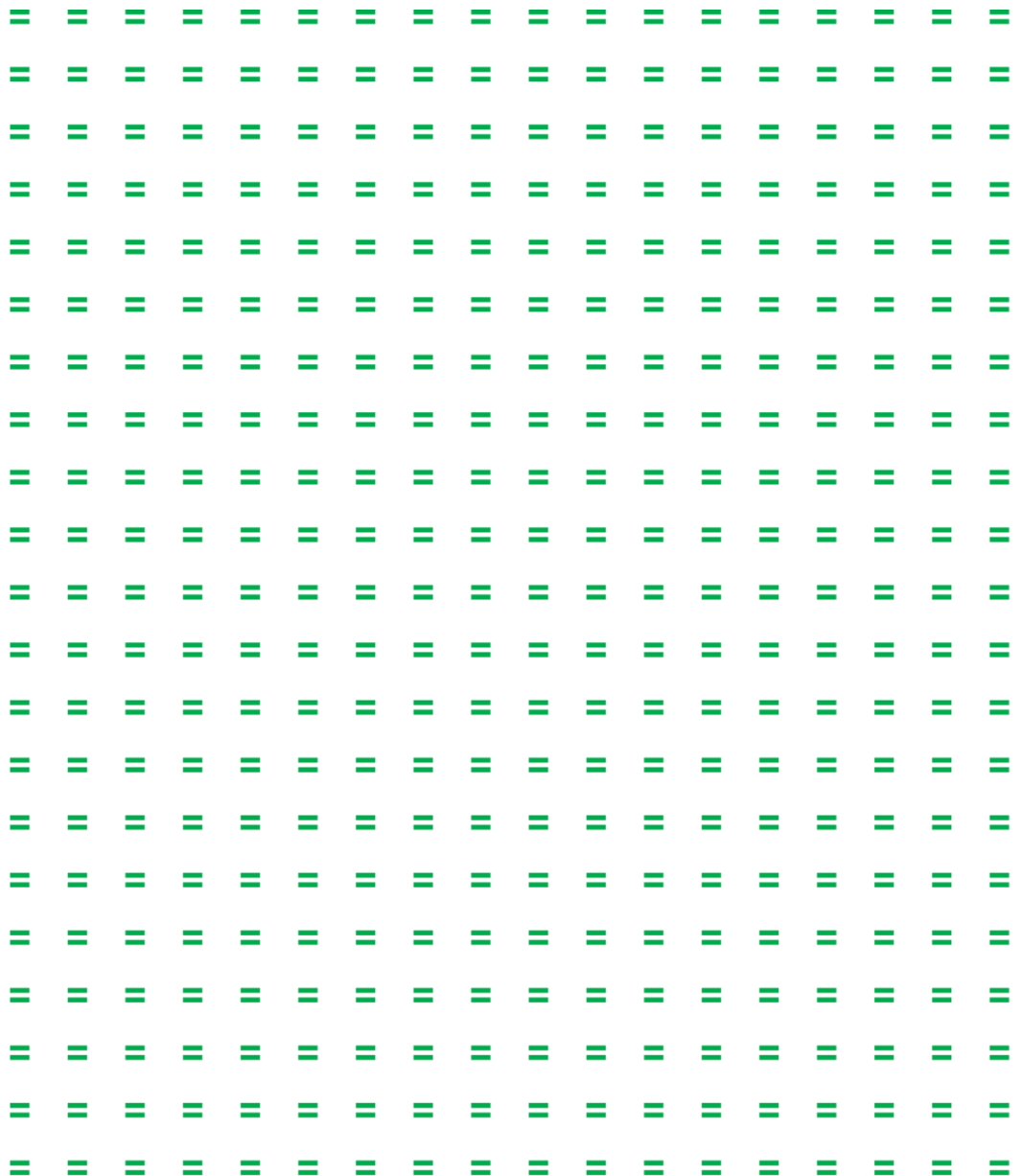


## End Point Assessment Specification

Assistant Accountant apprenticeship ST0002 V1.2

(For Assessments up until 27 January 2025)



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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](http://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, and
- 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.

<b>Version</b>	<b>Date first published</b>	<b>Update</b>
Version 1.0	1 December 2023	First publication
Version 2.0	8 March 2024	Additional scope of content for KNWA included

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

## Introduction to the Assistant Accountant apprenticeship

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

The standard for the Assistant Accountant apprenticeship 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.

Employers that formed part of this trailblazer group were:

- East Cheshire NHS Trust
- Hampshire County Council
- Derbyshire NHS Trust
- Fortus
- Lovewell- Blake
- Campbell Dallas
- Azets
- RSM
- Armstrong Watson
- Worcestershire Local Authority
- Network Rail
- Co-operative Retail
- Grant Thornton

Full details of both the standard and assessment plan for the Assistant Accountant apprenticeship can be found on the Gov.uk website at [Assistant accountant / Institute for Apprenticeships and Technical Education](#).

## 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 on-programme learning (OPL) and EPA requirements, they could take on the following job roles:

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

Duties of the apprentice will include:

- **Duty 1** Assist with monthly and year end reporting of financial and accounts information. This will include the timely collation of data from a range of sources, such as different functions within one organisation, or a range of external clients if operating in a practice. This includes both foreseeable finance and accounting data requirements and unexpected requirements.
- **Duty 2** Maintain financial and accounting records including the timely collation of data from a range of sources. For example, different functions within one organisation, or a range of external clients if operating in practice. This includes both foreseeable requirements and unexpected requests, often to tight timescales.
- **Duty 3** Safeguard against suspicious activities for example anti-money laundering.
- **Duty 4** Assist with the compilation of accounting and financial records, for example, to inform direct and indirect tax returns under supervision, audit documentation or control account reconciliations.
- **Duty 5** Deliver financial and accounting information and data to stakeholders to ensure that key messages are communicated.
- **Duty 6** Assist in the maintenance and use of digital systems by using software applications and packages to support the delivery of accurate and timely financial and accounting information.
- **Duty 7** Use digital systems safely to ensure that the cyber security of the organisation is not compromised, and data handling legislative requirements are met.
- **Duty 8** Undertake Continuous Professional Development by keeping up to date with relevant statutory obligations and procedural best practice.

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

## **Assistant Accountant apprentice journey**

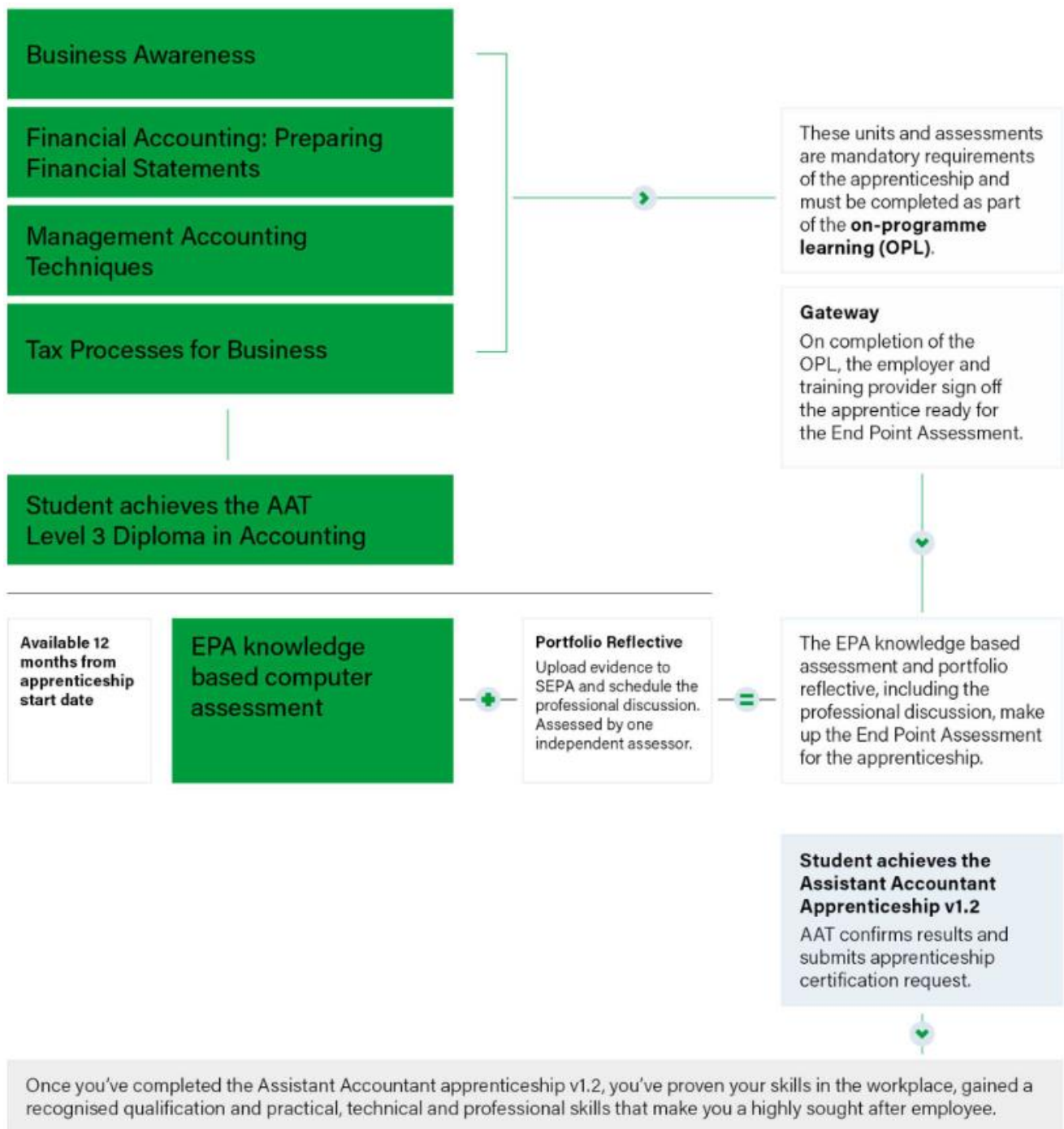
There are two distinct elements of the apprentice journey:

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

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

A full-time apprentice typically spends 15 months on-programme (this means in training before the gateway) working towards competence as an assistant accountant. All apprentices must spend at least 12 months on-programme. All apprentices **must** complete the required amount of off-the-job training specified by the apprenticeship funding rules.

Please see below an illustration of the apprentice learner journey.





The apprentice's employer must confirm that they think their apprentice is working at or above the occupational standard. The apprentice will then enter the gateway. The employer may take advice from the apprentice's training provider(s), but the employer must make the decision.

The apprentice **must** meet the gateway requirements before starting their EPA.

These are:

- achieved English and maths qualifications in line with the [apprenticeship funding rules](#). Apprentices without level 2 English and maths will need to achieve this level prior to taking the EPA. For those with an education, health and care plan or a legacy statement, the apprenticeship's English and maths minimum requirement is Entry Level 3. A British Sign Language (BSL) qualification is an alternative to the English qualification for those whose primary language is BS;
- achieved either the AAT Advanced Diploma in Accounting, or AAT Level 3 Diploma in Accounting.

### 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.

**Below is an extract from the standard that provides the requirements of this apprenticeship:**

Knowledge reference	What is required?
K1	Principles of financial accounting, adjustment and reporting including calculation and input of accruals and prepayments, maintenance of the fixed asset register, accounting for asset purchase and disposal, depreciation, and financing
K2	Principles of management accounting, for example, the principles of provision of costings, awareness of monthly and rolling forecasting and including the principles of financial planning, the calculation of income and expenditure budgets, budget holder sign off, and the investigation and reporting of variances to budgets
K3	Principles of creating and maintaining financial records including accounts payable, accounts receivable, cash management and principles of payroll
K4	Fundamentals of potential vulnerabilities within systems of financial control such as internal fraud and money laundering
K5	Fundamentals of indirect taxation including approaches to completing indirect tax returns and supporting documentation and records

K6	Fundamentals of digital financial and accounting packages and applications including the maintenance of key databases, spreadsheets, data analytics and the appropriate use of data to provide information
K7	Principles of cyber-security and working safely online within a finance and accounting context
K8	Principles of data security and legislative requirements regarding data handling in a financial and accounting context
K9	Approaches to diversity, inclusion and cultural awareness and their impact on finance and accountancy
K10	The role of accountancy or finance within the organisational business strategy
K11	The wider financial and accounting professional landscape including the requirement to stay abreast of changes in technology and practice and awareness of the role of regulators and professional bodies
K12	The principles of professional ethics and codes of conduct in a finance and accounting environment

Skills reference	What is required?
S1	Assist with the investigation and response to financial information queries
S2	Record and analyse financial data using the organisation's standard tools and processes
S3	Apply double entry bookkeeping and accounting standards to process financial documents, generate financial statements and report financial information to users of accounts
S4	Assist with production of accurate financial information for the preparation of accounts
S5	Reconcile financial data, such as, preparation of reconciliations or review of reconciliations
S6	Investigate, resolve or escalate transactional queries and errors within their remit as appropriate
S7	Develop and maintain effective working relationships with stakeholders
S8	Communicate financial information in a way that non-finance stakeholders can interpret and understand
S9	Utilise digital skills to present key financial information using finance and accounting software and applications

S10	Use software packages to assist with basic accounting tasks in line with cyber and data security requirements, using data securely and safely, including backing up data
S11	Communicate using varying approaches and different media methods, with an appreciation of the risks and benefits to the business of social media and other digital applications

Behaviour references	What is required?
B1	Collaborative and inclusive - builds strong collaborative working relationships recognising the importance of diversity and inclusion
B2	Ethical and professional - applies a transparent, objective and sustainable manner to meet the ethical requirements of the profession
B3	Organised with an attention to detail – organises work efficiently and effectively to meet required targets, escalating queries or problems as appropriate. Demonstrates a professional approach to working to deadlines
B4	Embracing change – accepts changing priorities and working requirements readily and has the flexibility to maintain high standards in a changing environment
B5	Engaging with wider stakeholders and keeping up to date with changes in the finance industry which impact their organisation or role
B6	Wellbeing and resilience – demonstrates a commitment to personal wellbeing and an awareness of support and resources available. Contributing to cultivating an open, honest, and empathetic work environment
B7	Professional judgement – applying a critical eye to transactions and trends for reasonableness, demonstrating a ‘right first-time approach’
B8	Carry out the duties of their role by reference to sustainability good practice whether specific to their occupation or externally recognised. For example, by prioritising practices in their work that contribute to minimising or reversing climate change by reducing the use of non-renewable resources

This is an important element of the learning process, allowing apprentices to gain the required KSBs specified in the standard.

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. As part of the OPL, the apprentice **must** have achieved either the AAT Advanced Diploma in Accounting, or AAT Level 3 Diploma in Accounting.

## 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 set at £12,000 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 EPA are available from the AAT website. [aat.org.uk/apprenticeships/delivering/england/fees-funding](https://www.aat.org.uk/apprenticeships/delivering/england/fees-funding)

## 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](http://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](http://aat.org.uk/epa)

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

- a **knowledge assessment**, which covers the knowledge and skills as indicated in the scope of content; and
- a **professional discussion underpinned by a portfolio** enabling apprentices to demonstrate competence to the highest level against the KSBs mapped to this assessment method.

The assessment methods can be taken in any order and there is no need to pass one component before moving to another.

The EPA is taken in the EPA period. The EPA period starts when the EPAO confirms the gateway requirements have been met and is typically 3 months. The expectation is that the EPAO will confirm the gateway requirements have been met and the EPA starts as quickly as possible.

## Weighting of individual assessment methods

Assessment method	Areas assessed	Assessment method grade	Weighting toward overall grade
Assessment Method 1: Knowledge assessment	Knowledge: K1, K2, K3, K4, K5, K6, K8  Skills: S1, S2, S3, S4, S5, S6	Pass – 70%  Distinction – 87.5%	50%
Assessment method 2: Professional discussion underpinned by a portfolio	Knowledge: K7, K9, K10, K11, K12  Skills: S7, S8, S9, S10, S11  Behaviours: B1, B2, B3, B4, B5, B6, B7, B8	Pass – 67%  Distinction – 100%	50%

## Assessment method 1: Knowledge assessment

The knowledge assessment will be administered in a controlled and invigilated environment. Apprentices are given the opportunity to demonstrate their application of knowledge gained to specific scenarios. The scenarios will focus on application of logic and reason to resolve real-world scenarios typically encountered in an apprentices on-programme training.

Assessment method	Marking type	Duration of assessment	Marks
Computer-based assessment	Results will be available within 24 hours from submitting the assessment  <b>Note:</b> For initial assessments, results will be available within 10 days of submitting the assessment. This timeframe will be reviewed once a statistically reliable volume of students have completed the assessment	2 hours and 30 minutes  (90 minutes for the assessment and a further 60 minutes for reflection and planning as needed)	40

## Assessment objectives

Assessment objective	Contribution to overall grade
AO1 - Financial statements and bookkeeping (K1, K2, K3, K5, S2, S3, S4, S5)	50%
AO2 - Professional standards (S4, S6)	12.5%
AO3 - Digital and data security (K6, K8)	12.5%
AO4 - Financial investigation and queries (K4, S1, S6)	25%
	<b>100%</b>



## Scope of content – Knowledge assessment (KNWA)

Knowledge and skills	Mapping to Q2022 qualification specification	
	Learning outcomes	Topic areas
<p>K1 - Principles of financial accounting, adjustment, and reporting including calculation and input of accruals and prepayments, maintenance of the fixed asset register, accounting for asset purchase and disposal, depreciation, and financing</p>	<p><b>Financial Accounting: Preparing Financial Statements</b></p> <p>LO2: Understand the principles of advanced double-entry bookkeeping</p>	<p><b>2.1 Use of the accounting equation</b></p> <p>Learners need to understand:</p> <p>2.1.1 the importance of the accounting equation for keeping accounting records</p> <p>2.1.2 the effect of accounting transactions on elements of the accounting equation:</p> <ul style="list-style-type: none"> <li>• capital</li> <li>• assets</li> <li>• liabilities</li> </ul> <p>Learners need to be able to:</p> <p>2.1.3 calculate the different elements of the accounting equation:</p> <ul style="list-style-type: none"> <li>• capital</li> <li>• assets</li> <li>• liabilities.</li> </ul> <p><b>2.2 Classification of ledger accounts</b></p> <p>Learners need to know:</p> <p>2.2.1 the classification of general ledger accounts into:</p> <ul style="list-style-type: none"> <li>• assets: non-current (tangible, intangible) and current</li> <li>• liabilities: non-current and current</li> <li>• equity (capital)</li> <li>• income</li> <li>• expenses.</li> </ul>

	<p><b>Financial Accounting: Preparing Financial Statements</b></p> <p>LO3: Implement procedures for the acquisition and disposal of non-current assets</p>	<p><b>3.2 The importance of classifying expenditure into capital or revenue expenditure</b></p> <p>Learners need to understand:</p> <p>3.2.1 that International Financial Reporting Standards (IFRS) exist that are relevant to non-current assets (NCA): IAS 16</p> <p>3.2.2 the definitions of:</p> <ul style="list-style-type: none"> <li>• cost</li> <li>• useful life</li> <li>• residual value</li> <li>• depreciable amount</li> <li>• carrying amount</li> </ul> <p>3.2.3 which items can be included in the cost of NCA under the current IFRS (capital expenditure)</p> <p>3.2.4 that revenue expenditure should be excluded from the value of NCA</p> <p>3.2.5 the importance of only capitalising expenditure in excess of the level specified in the organisation's policy</p> <p>3.2.6 the effect of capitalisation on the statement of profit or loss (SPL) and statement of financial position (SFP).</p> <p>Learners need to be able to:</p> <p>3.2.7 categorise items into revenue and capital expenditure for the purposes of accounting for non-current assets</p> <p><b>3.3 Record acquisitions and disposals of non-current assets</b></p> <p>Learners need to understand:</p> <p>3.3.1 the purpose and content of the non-current asset register, including assisting physical verification and reconciling with general ledger entries and balances</p>
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		<p>3.3.2 the meaning of any balance on the disposals account</p> <p>3.3.3 that part-exchange is a different form of funding to cash or credit</p> <p>3.3.4 that non-current asset registers can be part of accounting software or held independently on spreadsheets</p> <p>3.3.5 how gains and losses on disposal are treated at the period end.</p> <p>Learners need to be able to:</p> <p>3.3.6 update the non-current asset register for acquisitions and disposals</p> <p>3.3.7 record acquisitions and disposals in the general ledger (including part-exchanges)</p> <p>3.3.8 treat VAT according to the registration status of the acquiring organisation</p> <p><b>Excluded:</b> VAT treatment of part exchanges</p>
	<p><b>Financial Accounting: Preparing Financial Statements</b></p> <p>LO4: Prepare and record depreciation calculations</p>	<p><b>4.1 Calculate depreciation</b></p> <p>Learners need to understand:</p> <p>4.1.1 that accounting for depreciation is an application of the accruals principle of accounting</p> <p>4.1.2 that the depreciable amount of the NCA should be allocated over the relevant period of its useful life</p> <p>4.1.3 that depreciation can be calculated automatically by accounting software or independently through spreadsheets then journaled-in.</p> <p>Learners need to be able to:</p> <p>4.1.4 calculate the depreciation charge for an asset, using the straight-line method of depreciation, according to organisational policy, in terms of:</p> <ul style="list-style-type: none"> <li>• using either a given percentage or the useful life calculation method</li> <li>• dealing with cases when a residual value is expected or where no residual value is expected</li> </ul>

		<ul style="list-style-type: none"> <li>depreciating for a full year or pro-rata for part of a year</li> </ul> <p>4.1.5 calculate the depreciation charge for an asset, using the diminishing balance method of depreciation for a full year with a given percentage.</p> <p><b>4.2 Record depreciation</b></p> <p>Learners need to be able to:</p> <p>4.2.1 record depreciation in the:</p> <ul style="list-style-type: none"> <li>non-current asset register</li> <li>general ledger, including producing relevant journal entries</li> </ul> <p>4.2.2 reconcile the NCA register to the appropriate general ledger balances</p>
	<p><b>Financial Accounting: Preparing Financial Statements</b></p> <p>LO5: Record period end adjustments</p>	<p><b>5.1 Record accruals and prepayments of income and expenditure</b></p> <p>Learners need to understand:</p> <p>5.1.1 that adjustments for accruals and prepayments are an application of the accruals principle of accounting</p> <p>5.1.2 why there can be a difference between the amount paid or received during the period and the amount recognised in the statement of profit or loss for that period</p> <p>5.1.3 how adjustments for accruals and prepayments for the current period and the reversal of adjustments for the previous period affect ledger accounts</p> <p>5.1.4 that accrued and prepaid income and expense balances are recognised as either assets or liabilities</p> <p>5.1.5 that accounting software automates recurring entries including for accruals and prepayments.</p> <p>Learners need to be able to:</p> <p>5.1.6 calculate the amount of a prepayment or accrual adjustment to be made</p>

		<p>5.1.7 account for accruals and prepayments by making entries in the general ledger, including using the journal</p> <p>5.1.8 account for the reversal of accruals and prepayments from a previous period by making entries in the general ledger, including using the journal.</p> <p><b>5.3 Record inventory</b></p> <p>Learners need to understand:</p> <p>5.3.1 that accounting for inventory is an application of the accruals basis of accounting.</p> <p>5.3.2 the effect that changes in valuation of inventory have on profit/loss for a period</p> <p>5.3.3 that IFRS exist that are relevant to inventory valuation: IAS 2</p> <p>5.3.4 that inventory must be valued at the lower of cost and net realisable value (NRV) on an individual item basis</p> <p>5.3.5 which types of expenditure can be included in the valuation of inventory</p> <p>5.3.6 that accounting software automates the process of recording, tracking and valuing inventory</p> <p>Learners need to be able to:</p> <p>5.3.7 determine the closing inventory figure in accordance with current accounting standards</p> <p>5.3.8 make entries in the journal to record the value of closing inventory.</p>
<p>K2 - Principles of management accounting, for example, the principles of provision of costings, awareness of monthly and rolling forecasting and including the principles of</p>	<p><b>Financial Accounting: Preparing Financial Statements</b></p> <p>LO5: Record period end adjustments</p>	<p><b>5.1 Record accruals and prepayments of income and expenditure</b></p> <ul style="list-style-type: none"> <li>• See K1 for full detail</li> </ul> <p><b>5.4 Considerations for recording period end adjustments</b></p> <p>Learners need to understand:</p>

<p>financial planning, the calculation of income and expenditure budgets, budget holder sign off, and the investigation and reporting of variances to budgets</p>		<p>5.4.1 that when making period end adjustments:</p> <ul style="list-style-type: none"> <li>• there is scope to significantly affect the reported results of the organisation</li> <li>• accounting software requires the user to enter dates accurately</li> </ul> <p>5.4.2 the need to apply professional scepticism, integrity and objectivity to prevent misleading and inaccurate information</p> <p>5.4.3 the effects of including misleading or inaccurate period end adjustments (non-compliance with regulations, misinformed decision making by users of the final accounts)</p> <p>5.4.4 how to respond appropriately to period end pressures:</p> <ul style="list-style-type: none"> <li>• time pressure</li> <li>• pressure to report favourable results</li> <li>• pressure from authority.</li> </ul>
	<p><b>Management Accounting Techniques</b></p> <p>LO1: Understand the purpose and use of management accounting within organisations</p>	<p><b>1.1 Internal reporting calculations</b></p> <p>Learners need to know:</p> <p>1.1.1 the purpose of costing, budgeting and internal reporting</p> <p>1.1.2 the importance of providing accurate information to management for the purposes of planning, control and decision-making</p> <p>Learners need to be able to:</p> <p>1.1.3 calculate revenue, costs, contribution and reported profits for an organisation</p> <p>1.1.4 calculate segmented revenue, costs, contribution and reported profits by product.</p>
	<p><b>Management Accounting Techniques</b></p> <p>LO2: Use techniques required for dealing with costs</p>	<p><b>2.1 Record and calculate materials, labour and overhead costs</b></p> <p>Learners need to be able to:</p> <p>2.1.1 use appropriate data and information from both manual records and software packages to:</p>

- prepare and interpret inventory records for materials, work-in-progress and finished goods
- calculate materials and labour costs
- account for overheads
- calculate cost per equivalent unit of finished production.

## **2.2 Prepare cost accounting journals**

Learners need to understand:

2.2.1 principles of cost accounting journal entries for:

- direct materials or indirect materials
- direct or indirect labour
- overheads costs.

Learners need to be able to:

2.2.2 prepare cost accounting journals for:

- materials
- labour
- overheads.

## **2.4 Cost behaviours**

Learners need to understand:

2.4.1 the implications of different cost behaviours for cost analysis, decision making and reporting:

- fixed
- variable
- semi-variable
- stepped.

		<p>Learners need to be able to:</p> <p>2.4.2 use the high-low method to separate fixed and variable cost elements of semi-variable costs.</p> <p><b>2.5 Differences between costing systems</b></p> <p>Learners need to understand:</p> <p>2.5.1 the appropriate choice of costing system for different business sectors and individual organisations</p> <p>2.5.2 the effect of waste on costing inputs and outputs.</p> <p>Learners need to be able to:</p> <p>2.5.3 record cost information, using different costing systems:</p> <ul style="list-style-type: none"> <li>• job costing</li> <li>• batch costing</li> <li>• unit costing</li> <li>• service costing.</li> </ul>
	<p><b>Management Accounting Techniques</b></p> <p>LO4: Investigate deviations from budgets</p>	<p><b>4.1 Principles of standard prices/costs and budgeting</b></p> <p>Learners need to understand:</p> <p>4.1.1 a product's standard price and standard cost</p> <p>4.1.2 how standard prices and costs can be used to develop budgets</p> <p>4.1.3 different types of budget:</p> <ul style="list-style-type: none"> <li>• fixed</li> <li>• flexed</li> <li>• rolling</li> </ul>



4.1.4 how operating statements are used to compare budgeted volume and standard revenue/cost versus actual performance.

Learners need to be able to:

4.1.5 prepare budgets for multi-product organisations:

- revenue
- materials
- labour
- variable overheads
- fixed overheads
- non-manufacturing overheads

4.1.6 flex fixed budgets for actual volume

## **4.2 Calculate variances**

Learners need to be able to:

4.2.1 recognise variances as being either favourable or adverse

4.2.2 calculate variances using flexed budgets

4.2.3 compare flexed budget versus actual costs and revenues to calculate:

- sales price variance (total)
- raw material variance (total)
- labour variance (total)
- variable overhead variance (total)
- fixed production variance (total).

		<p><b>4.3 Analyse and investigate variances</b></p> <p>Learners need to be able to:</p> <p>4.3.1 determine the cause and effects of revenue and cost variances</p> <p>4.3.2 recognise significant variances for investigation</p> <p>4.3.3 report on remedial action to address adverse variances</p>
	<p><b>Management Accounting Techniques</b></p> <p>LO7: Understand principles of cash management</p>	<p><b>7.1 Principles of cash budgeting</b></p> <p>Learners need to understand:</p> <p>7.1.1 the key differences between cash and profit</p> <p>7.1.2 principles of forecasting cash receipts and payments for:</p> <ul style="list-style-type: none"> <li>• sales, purchases and production</li> <li>• the acquisition and disposal of non-current assets</li> <li>• accounts receivable and payable</li> <li>• capital/new loans, repayment of loans and drawings</li> </ul> <p>7.1.3 the funding methods available for the acquisition of non-current assets:</p> <ul style="list-style-type: none"> <li>• cash</li> <li>• part-exchange</li> <li>• borrowing – loans, hire purchase</li> </ul> <p>7.1.4 the suitability of each funding method for the acquisition of non-current assets</p> <p>7.1.5 the importance of liquidity and use of resources ratios</p> <p>7.1.6 the working capital cycle.</p> <p>Learners need to be able to:</p> <p>7.1.7 produce cash budgets</p> <p>7.1.8 calculate working capital using resources ratios:</p> <ul style="list-style-type: none"> <li>• <math>\text{inventory holding period (days)} = \text{inventories} / \text{cost of sales} \times 365</math></li> </ul>

		<ul style="list-style-type: none"> <li>• trade receivables collection period (days) = trade receivables / revenue × 365</li> <li>• trade payables payment period (days) = trade payables / cost of sales × 365</li> <li>• working capital cycle (days) = inventory days + receivable days – payable days.</li> </ul>
	<p><b>Management Accounting Techniques</b></p> <p>Content not included in Q2022:</p> <p>Budget holder sign-off:</p> <ul style="list-style-type: none"> <li>• the different types of income and expenditure budgets</li> <li>• the responsibilities of the budget holder in respect of review and sign off.</li> </ul>	
<p>K3 - Principles of creating and maintaining financial records including accounts payable, accounts receivable, cash management and principles of payroll</p>	<p><b>Financial Accounting: Preparing Financial Statements</b></p> <p>LO2: Understand the principles of advanced double-entry bookkeeping</p>	<p><b>2.2 Classification of ledger accounts</b></p> <ul style="list-style-type: none"> <li>• See K1 for full detail</li> </ul> <p><b>2.3 Purpose and use of books of prime entry and ledger accounting</b></p> <p>Learners need to understand:</p> <p>2.3.1 the daybooks (books of prime entry): sales, sales returns, purchases, purchases returns, discounts allowed, discounts received, cash book and journal (including narratives)</p> <p>2.3.2 the information recorded in each type of daybook</p> <p>2.3.3 how daybooks are used to update ledger account records, including dealing with value added tax (VAT)</p> <p>2.3.4 the different ledgers and how they interact: the general ledger and the memorandum (subsidiary) ledgers (receivables ledger and payables ledger)</p> <p>2.3.5 control accounts:</p> <ul style="list-style-type: none"> <li>• receivables ledger</li> <li>• payables ledger</li> <li>• wages and salaries</li> </ul>

		<ul style="list-style-type: none"> <li>• VAT</li> </ul> <p>Learners need to be able to:</p> <p>2.3.7 prepare ledger accounts using double-entry principles.</p>
	<p><b>Tax Processes for Businesses*</b></p> <p>LO4: Understand principles of payroll</p>	<p>4.1 Employer responsibilities of payroll</p> <p>Learners need to understand:</p> <p>4.1.1 that payroll is operated by businesses or individuals who employ staff</p> <p>4.1.2 that HMRC is the relevant tax authority for payroll</p> <p>4.1.3 HMRC's powers to require businesses to comply with:</p> <ul style="list-style-type: none"> <li>• regulations about registration</li> <li>• record keeping</li> <li>• submissions of returns</li> <li>• payment of amounts due</li> </ul> <p>4.1.4 HMRC's rights in respect of inspection of records and visits</p> <p>4.1.5 HMRC's rules about:</p> <ul style="list-style-type: none"> <li>• what records should be kept</li> <li>• software</li> <li>• how payroll records should be retained</li> <li>• how long payroll records should be retained</li> </ul> <p>4.1.6 the difference between gross pay, taxable pay, taxable gross pay and net pay</p> <p>4.1.7 that businesses are required to make statutory deductions from gross pay:</p> <ul style="list-style-type: none"> <li>• Pay As You Earn (PAYE)</li> <li>• National Insurance Contributions (NICs)</li> <li>• student loans</li> <li>• pensions</li> </ul>

		<p>4.1.8 that businesses may be required to make non-statutory deductions from gross pay</p> <p>4.1.9 when businesses or individuals are required to register as an employer</p> <p>4.1.10 that employers are entitled to deduct statutory and other deductions from employees' pay</p> <p>4.1.11 the data protection principles specifically related to the personal data of employees.</p> <p>Learners will be able to:</p> <p>4.1.12 Calculate the following:</p> <ul style="list-style-type: none"><li>• gross pay</li><li>• taxable gross pay</li><li>• deductions from employees' pay</li><li>• net pay</li><li>• the amount due to HMRC</li></ul> <p>4.1.13 Reconcile gross pay to net pay and / or taxable gross pay.</p> <p><b>Note:</b> students will be provided with figures from which to calculate these values.</p> <p><b>Exclusion:</b> the calculation of income tax, National Insurance Contributions (NICs) and student loan deductions.</p> <p><b>4.2 Operating payroll</b></p> <p>Learners need to understand:</p> <p>4.2.1 the outline content of forms produced for payroll:</p> <ul style="list-style-type: none"><li>• payslips</li><li>• P45s</li><li>• P60s</li><li>• P11Ds</li></ul>
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		<p>4.2.2 that employers must produce and distribute forms to employees within the required time period</p> <p>4.2.3 that payroll reports must be submitted to HMRC by employers in real time (RTI)</p> <p>4.2.4 the content of full payment submissions (FPS) and the employer payment summary (EPS) reports submitted under RTI</p> <p>4.2.5 that employers must report to HMRC employee payments and employee changes within the required timescale</p> <p>4.2.6 the statutory time limits for submitting payroll returns and making payment to HMRC</p> <p>4.2.7 the consequences of late filing and/or payment.</p>
	<p><b>Management Accounting Techniques</b></p> <p>LO7: Understand principles of cash management</p>	<p><b>7.2 Improving cash flow</b></p> <p>Learners need to understand:</p> <p>7.2.1 the importance of liquidity for businesses' survival</p> <p>7.2.2 the actions that can be taken if insufficient liquidity:</p> <ul style="list-style-type: none"> <li>• raise additional finance from owners in the form of capital</li> <li>• raise additional finance externally in the form of debt</li> </ul> <p>7.2.3 other methods of improving cash flow: -</p> <ul style="list-style-type: none"> <li>• chase receivables</li> <li>• delay supplier payments</li> <li>• offer prompt payment discounts (PPD)</li> <li>• dispose of non-current assets</li> <li>• reduce inventory</li> </ul> <p>7.2.4 how accounting software and the use of automation and visualisation can aid cash flow planning.</p> <p>Additional scope (beyond Q2022):</p>

		<ul style="list-style-type: none"> <li>the management of cash using the figures from the financial statements to preserve cash where needed.</li> </ul>
K4 - Fundamentals of potential vulnerabilities within systems of financial control	<p><b>Business Awareness</b></p> <p>LO2 Understand the impact of the external and internal environment on businesses, their performance and decisions</p>	<p><b>2.3 The importance of sustainability</b></p> <p>Learners need to understand:</p> <p>2.3.1 the meaning of sustainability</p> <p>2.3.2 the three aspects of sustainable performance:</p> <ul style="list-style-type: none"> <li>social</li> <li>ecological/environmental</li> <li>economic/financial</li> </ul> <p>2.3.3 the importance of:</p> <ul style="list-style-type: none"> <li>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</li> <li>considering the needs of the organisation's wider stakeholders</li> <li>long-term responsible management and use of resources</li> <li>operating sustainably in relation to products and services, customers, employees, the workplace, the supply chain and business functions and processes</li> <li>the accountant's public interest duty to protect society as a whole and the organisation's sustainability.</li> </ul>
	<p><b>Business Awareness</b></p> <p>LO3 Understand how businesses and accountants comply with principles of professional ethics</p>	<p><b>3.3 Money laundering</b></p> <p>Learners need to understand:</p> <p>3.3.1 money laundering law and regulations:</p> <ul style="list-style-type: none"> <li>the process of money laundering (layering, placement, integration)</li> <li>the consequences for an accountant of failing to act appropriately in response to money laundering, including the potential for the offences of 'tipping off' and 'failure to disclose'</li> </ul>

		<ul style="list-style-type: none"> <li>• the consequences for any person of ‘prejudicing an investigation’</li> <li>• the nature of the protection given to accountants by protected disclosures and authorised disclosures under money laundering law and regulations</li> <li>• all accountants will be regulated by their professional body or by HMRC.</li> </ul> <p>3.3.2 the importance of reporting suspected money laundering in accordance with regulations:</p> <ul style="list-style-type: none"> <li>• select the information that should be reported by an accountant making a required disclosure in either an internal report or a suspicious activity report regarding suspicions about money laundering</li> <li>• timescales for disclosure of suspected money laundering.</li> </ul>
	<p><b>Financial Accounting: Preparing Financial Statements</b></p> <p>LO2: Understand the principles of advanced double-entry bookkeeping</p>	<p><b>2.4 Carry out financial period end routines</b></p> <p>Learners need to understand:</p> <p>2.4.1 that at the end of the period accounts are balanced off differently depending on their classification in terms of income, expense, asset, liability or capital</p> <p>2.4.2 that accounting software automates the period end routine</p> <p>Learners need be able to:</p> <p>2.4.3 verify general ledger balances by using relevant sources of information and performing reconciliations where appropriate:</p> <ul style="list-style-type: none"> <li>• physical checks</li> <li>• inventory records</li> <li>• supplier and bank statements</li> <li>• receivables and payables ledgers (memorandum ledger accounts)</li> <li>• non-current asset register</li> </ul> <p>2.4.4 transfer balances or carry down balances on ledger accounts as appropriate</p> <p>2.4.5 determine whether transactions are genuine and valid for inclusion in the organisation’s records.</p>



<p>K5 - Fundamentals of indirect taxation including approaches to completing indirect tax returns and supporting documentation and records</p>	<p><b>Tax Processes for Businesses*</b></p> <p>LO1 Understand legislation requirements relating to VAT</p>	<p><b>1.1 UK tax law principles relating to VAT</b></p> <p>Learners need to understand:</p> <p>1.1.1 that HMRC is the relevant tax authority for VAT in the UK</p> <p>1.1.2 that VAT is a tax on consumer spending, charged on taxable supplies by taxable persons, including whether the tax charged falls on registered businesses or the end user</p> <p>1.1.3 HMRC's rights in respect of inspection of records and visits to registered businesses</p> <p>1.1.4 HMRC's rules about:</p> <ul style="list-style-type: none"> <li>• what records should be kept</li> <li>• electronic invoicing</li> <li>• authorised accounting software</li> <li>• how long VAT records should be retained</li> <li>• how VAT records should be retained</li> <li>• electronic filing and digital tax return submission, i.e. MTD</li> </ul> <p><b>1.3 Filing and payment of VAT returns</b></p> <p>Learners need to understand:</p> <p>1.3.1 the timing and frequency of:</p> <ul style="list-style-type: none"> <li>• filing VAT returns under the normal scheme</li> <li>• payment/re-payment of VAT under the normal scheme</li> </ul> <p>1.3.2 the circumstances in which monthly accounting may be beneficial to the business</p> <p>1.3.3 how statutory time limits for making payment differ depending on the payment method used</p> <p>1.3.4 that compatible software must be used and authorised for submitting VAT returns under MTD</p>
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		<p><b>1.5 Implications for non-compliance with VAT regulations</b></p> <p>Learners need to understand:</p> <p>1.5.1 the powers of HMRC to penalise a business that has failed to register for VAT</p> <p>1.5.2 the details of the penalty regime applicable to non-registration or late registration</p> <p>1.5.3 how the penalty regime applies to late submission or non-submission of VAT returns (excluding changes in filing frequency)</p> <p>1.5.4 the powers of assessment that HMRC has in respect of failure to submit VAT returns</p> <p>1.5.5 the details of the penalty and interest regime applicable to late or non-payment of VAT due</p> <p>1.5.6 the consequences of failing to:</p> <ul style="list-style-type: none"> <li>• correct errors properly</li> <li>• report an error when required to do so</li> </ul> <p>1.5.7 the operational and legal consequences of incorrect recovery of VAT</p>
	<p><b>Tax Processes for Businesses*</b></p> <p>LO2 Calculate VAT</p>	<p><b>2.1 Extracting relevant data from accounting records</b></p> <p>Learners need to understand:</p> <p>2.1.1 relevant sources of VAT information needed by a business</p> <p>2.1.2 how to identify relevant accounting records that cover the required period of each VAT return</p> <p>2.1.3 how to identify and extract relevant revenue, expenditure and VAT figures from the accounting records</p> <p>2.1.4 how to validate data and determine that the figures extracted have come from original and verified source documents</p> <p>2.1.5 the benefits of accounting software in identifying errors, e.g. incorrect VAT rate.</p>

## **2.2 VAT invoices**

Learners need to understand:

2.2.1 the contents and form of a VAT invoice:

- simplified VAT invoices
- modified VAT invoices
- e-invoicing requirements
- mixed-rated supplies

2.2.2 how to determine the tax point of an invoice, both basic and actual, when there are:

- advance payments
- deposits
- continuous supplies
- goods on sale or return

2.2.3 the significance of the correct tax point for:

- eligibility for special VAT schemes
- applying the correct rate of VAT
- determining the correct VAT period

2.2.4 the time limits for issuing VAT invoices:

- 14-day rules
- 30-day rules

## **2.3 VAT calculations**

Learners need to understand:

2.3.1 the difference between inputs and outputs, and between input tax and output tax

2.3.2 the automation of calculations through use of accounting software

		<p>2.3.3 rounding rules on VAT calculations</p> <p>2.3.4 rules for VAT when prompt payment discounts (PPD) are offered to customers</p> <p>2.3.5 the different implications of exempt supplies and of zero-rated supplies, and the effect on recovery of input tax</p> <p>2.3.6 how partial exemption works, the de-minimis limit and how this affects the recovery of input tax</p> <p>2.3.7 the identification of what cannot be claimed as input VAT:</p> <ul style="list-style-type: none"><li>• expenditure on employee and business contact entertaining, including that of mixed groups</li><li>• purchases and sales of cars and vans</li><li>• assets with private use</li></ul> <p>2.3.8 the VAT rules on fuel scale charges, how to apply them and their effect on the VAT payable or reclaimable</p> <p>2.3.9 how to apply bad debt relief, when this is available and what time limits apply</p> <p>2.3.10 how to account for postponed import VAT</p> <p>Learners need to be able to:</p> <p>2.3.11 calculate VAT on:</p> <ul style="list-style-type: none"><li>• standard-rated supplies</li><li>• reduced-rated supplies</li></ul> <p>2.3.12 calculate VAT when given the net or the gross amount of the supply</p> <p>2.3.13 calculate the VAT payable/repayable for a VAT period from information such as:</p> <ul style="list-style-type: none"><li>• sales and purchases invoices</li><li>• credit notes issued and received</li><li>• cash and petty cash transaction receipts</li><li>• deposits, advance payments and delayed payments</li></ul>
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		<ul style="list-style-type: none"> <li>• adjustments made for: <ul style="list-style-type: none"> <li>○ <del>fuel scale charges (KNWA only)</del></li> <li>○ <del>bad debts (KNWA only)</del></li> <li>○ input VAT that cannot be claimed</li> </ul> </li> </ul> <p>2.3.14 calculate the impact on VAT of:</p> <ul style="list-style-type: none"> <li>• PPD</li> <li>• <del>fuel scale charges (KNWA only)</del></li> <li>• <del>bad debts (KNWA only)</del></li> <li>• items on which input VAT cannot be reclaimed</li> </ul> <p>2.3.15 calculate VAT for international trade:</p> <ul style="list-style-type: none"> <li>• imports</li> <li>• exports</li> </ul>
	<p><b>Tax Processes for Businesses*</b></p> <p>LO3 Review and verify VAT returns</p>	<p><b>3.1 Make adjustments for errors or omissions in VAT returns</b></p> <p>Learners need to understand:</p> <p>3.1.1 if previous period errors or omissions can be corrected by amendments on current VAT returns</p> <p>3.1.2 the thresholds and deadlines where previous period errors or omissions must be declared, including the timescales during which corrections can be made</p> <p>3.1.3 when previous period errors or omissions must be separately reported rather than corrected on current VAT returns</p> <p>3.1.4 when to report given previous period errors or omissions that cannot be corrected on current VAT returns.</p> <p>Learners will be able to:</p> <p>3.1.5 calculate and process the appropriate adjustments for given previous errors</p> <p>3.1.6 recognise the impact that the adjustments for previous errors will have on VAT.</p>

<p>K6 - Fundamentals of digital financial and accounting packages and applications</p>	<p><b>Business Awareness</b>  LO4 Understand the impact of new technologies in accounting and the risks associated with data security</p>	<p><b>4.1 Technology</b>  Learners need to understand:</p> <p>4.1.1 the impact of emerging and developing technologies on accounting systems:</p> <ul style="list-style-type: none"> <li>• automation of processes</li> <li>• AI and machine learning</li> <li>• blockchain</li> <li>• electronic filing of documents</li> <li>• electronic signing of documents</li> <li>• data analytics</li> </ul> <p>4.1.2 how technological developments have increased outsourcing and offshoring, which has impacted business development:</p> <ul style="list-style-type: none"> <li>• cost structure</li> <li>• markets</li> <li>• locations</li> </ul> <p>4.1.3 the effect of automation and AI in accounting systems on the role of the accountant and the finance function</p> <p>4.1.4 the key features of cloud accounting:</p> <ul style="list-style-type: none"> <li>• access to data and information from anywhere</li> <li>• remote data storage so no backup by the business is required</li> <li>• automation capabilities</li> <li>• availability of apps/plug-ins/add-ins</li> <li>• interactions with stakeholders</li> <li>• real-time data</li> </ul> <p>4.1.5 benefits and limitations of cloud accounting for an organisation.</p>
	<p><b>Business Awareness</b></p>	<p><b>5.1 Information requirements in a business organisation</b>  Learners need to understand:</p>

	<p><b>LO5</b> Communicate information to stakeholders</p>	<p>5.1.1 the attributes of good quality information</p> <p>5.1.2 the type, purpose and characteristics of information at operational, managerial and corporate/strategic levels within an organisation</p> <p>5.1.3 the characteristics of big data:</p> <ul style="list-style-type: none"><li>• value</li><li>• variety</li><li>• velocity</li><li>• veracity</li><li>• volume</li></ul> <p>5.1.4 the benefits and limitations of the use of big data</p> <p>5.1.5 the sources of internal and external big data</p> <p>5.1.6 the need to apply professional scepticism in relation to big data</p> <p>5.1.7 the use of data analytics from external sources.</p> <p><b>5.2 Visualising information</b></p> <p>Learners need to understand:</p> <p>5.2.1 the importance of being able to visualise information in different formats:</p> <ul style="list-style-type: none"><li>• images</li><li>• charts</li><li>• diagrams</li><li>• tables</li><li>• matrices</li><li>• graphs</li></ul> <p>5.2.2 patterns or significant anomalies within data</p> <p>5.2.3 the importance of choosing the most appropriate forms of visualised data for communication purposes</p>
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		<p>5.2.4 that accounting software packages use dashboards to communicate to non-technical stakeholders.</p> <p>Learners need to be able to:</p> <p>5.2.5 interpret visual information to indicate relationships and trends.</p> <p><b>5.3 Communicating information</b></p> <p>Learners need to understand:</p> <p>5.3.1 the principles used to determine the appropriate method of communication to use both internally and externally by the business</p> <p>5.3.2 the characteristics of professional communication:</p> <ul style="list-style-type: none"> <li>• meeting different stakeholder requirements</li> <li>• use of appropriate communication medium for desired outcome</li> <li>• importance of communicating valid information</li> <li>• importance of confidentiality.</li> </ul>
<p>K8 - Principles of data security and legislative requirements regarding data handling in a financial and accounting context</p>	<p><b>Business Awareness</b></p> <p>LO4 Understand the impact of new technologies in accounting and the risks associated with data security</p>	<p><b>4.2 Data protection, information-security and cybersecurity</b></p> <p>Learners need to understand:</p> <p>4.2.1 the principles of data protection:</p> <ul style="list-style-type: none"> <li>• lawfulness, fairness and transparency</li> <li>• purpose limitation</li> <li>• data minimisation</li> <li>• accuracy</li> <li>• storage limitation</li> <li>• integrity and confidentiality (security)</li> <li>• accountability</li> </ul> <p>4.2.2 the impact of data protection breaches on the individual and business</p>



		<p>4.2.3 the importance of maintaining information security:</p> <ul style="list-style-type: none"> <li>• accounting systems access levels</li> <li>• security controls, i.e. firewalls</li> <li>• integrity controls (input, processing and output controls)</li> </ul> <p>4.2.4 the importance of cybersecurity to address cyber risks</p> <p>4.2.5 the risks to data and operations posed by cyberattacks</p>
S1 - Assist with the investigation and response to financial information queries	<p><b>Business Awareness</b></p> <p>LO5 Communicate information to stakeholders</p>	<p><b>5.3 Communicating information</b></p> <p>Learners need to understand:</p> <p>5.3.1 the principles used to determine the appropriate method of communication to use both internally and externally by the business</p> <p>5.3.2 the characteristics of professional communication:</p> <ul style="list-style-type: none"> <li>• meeting different stakeholder requirements</li> <li>• use of appropriate communication medium for desired outcome</li> <li>• importance of communicating valid information</li> <li>• importance of confidentiality.</li> </ul>
	<p><b>Financial Accounting: Preparing Financial Statements</b></p> <p>LO2: Understand the principles of advanced double-entry bookkeeping</p>	<p><b>2.3 Purpose and use of books of prime entry and ledger accounting</b></p> <ul style="list-style-type: none"> <li>• See K3 for full detail</li> </ul> <p><b>2.4 Carry out financial period end routines</b></p> <ul style="list-style-type: none"> <li>• See K1 for full detail</li> </ul>
S2 - Record and analyse financial data using the organisation's standard tools and processes	<p><b>Financial Accounting: Preparing Financial Statements</b></p>	<p><b>2.3 Purpose and use of books of prime entry and ledger accounting</b></p> <ul style="list-style-type: none"> <li>• See K3 for full detail</li> </ul>

	<p>LO2: Understand the principles of advanced double-entry bookkeeping</p>	
	<p><b>Financial Accounting: Preparing Financial Statements</b></p> <p>LO5: Understand the principles of advanced double-entry bookkeeping</p>	<p><b>5.1 Record accruals and prepayments of income and expenditure</b></p> <ul style="list-style-type: none"> <li>• See K1 for full detail</li> </ul>
<p>S3 - Apply double entry bookkeeping and accounting standards to process financial documents, generate financial statements and report financial information to users of accounts</p>	<p><b>Business Awareness</b></p> <p>LO1: Understand business types, structures and governance, and the legal framework in which they operate</p>	<p><b>1.3 Business stakeholders' interactions and needs</b></p> <p>Learners need to understand:</p> <p>1.3.1 different business stakeholders:</p> <ul style="list-style-type: none"> <li>• customers</li> <li>• suppliers</li> <li>• finance providers</li> <li>• owners</li> <li>• government</li> <li>• employees</li> <li>• regulatory/professional bodies</li> <li>• the general public</li> </ul> <p>1.3.2 stakeholders' objectives and requirements from the business</p> <p>1.3.3 stakeholders' contributions to and impact on the business</p> <p>1.3.4 the relative significance of stakeholders to the business (including attitudes to risk).</p>
	<p><b>Financial Accounting: Preparing Financial Statements</b></p>	<p><b>1.2 The framework of accounting underlying the preparation of final accounts</b></p> <p>Learners need to understand:</p>

	<p>LO1: Understand the accounting principles underlying final accounts preparation</p>	<p>1.2.1 the accounting principles: accruals –</p> <ul style="list-style-type: none"> <li>• going concern</li> <li>• business entity</li> <li>• materiality</li> <li>• consistency</li> <li>• prudence</li> <li>• money measurement</li> </ul> <p><b>1.3 Qualities of useful financial information</b> Learners need to know:</p> <p>1.3.1 the fundamental qualitative characteristics:</p> <ul style="list-style-type: none"> <li>• relevance representation</li> <li>• faithful representation</li> </ul> <p>1.3.2 the enhancing qualitative characteristics:</p> <ul style="list-style-type: none"> <li>• comparability</li> <li>• verifiability</li> <li>• timeliness</li> <li>• understandability</li> </ul> <p>1.3.3 the importance of ensuring financial statements are free from material misstatement</p> <p>1.3.4 the importance of the accountant’s fundamental ethical principles and professional scepticism when preparing financial statements for users</p>
	<p><b>Financial Accounting: Preparing Financial Statements</b></p>	<p><b>2.3 Purpose and use of books of prime entry and ledger accounting</b></p> <ul style="list-style-type: none"> <li>• See K3 for full detail</li> </ul>

	LO2: Understand the principles of advanced double-entry bookkeeping	
	<b>Financial Accounting: Preparing Financial Statements</b> LO9: Prepare accounting records from incomplete information	<b>9.2 Mark-up and margin</b> Learners need to understand: 9.2.1 the difference between margin and mark-up.  Learners need to be able to: 9.2.2 calculate margin and mark-up to determine missing figures 9.2.3 use cost of sales calculations to determine missing figures.
	<b>Tax Processes for Businesses*</b> LO2: Calculate VAT	2.3 <ul style="list-style-type: none"> <li>• See K5 for full detail</li> </ul>
S4 - Assist with production of accurate financial information for the preparation of accounts	<b>Business Awareness</b> LO2 Understand the impact of the external and internal environment on businesses, their performance and decisions	<b>2.3 The importance of sustainability</b> <ul style="list-style-type: none"> <li>• See K4 for full detail</li> </ul>
	<b>Business Awareness</b> LO3 Understand how businesses and accountants comply with principles of professional ethics	<b>3.3 Money laundering</b> <ul style="list-style-type: none"> <li>• See K4 for full detail</li> </ul>

	<p><b>Financial Accounting: Preparing Financial Statements</b></p> <p>LO1: Understand the accounting principles underlying final accounts preparation</p>	<p><b>1.2 The framework of accounting underlying the preparation of final accounts</b></p> <ul style="list-style-type: none"> <li>• See S3 for full detail</li> </ul> <p><b>1.3 Qualities of useful financial information</b></p> <ul style="list-style-type: none"> <li>• See S3 for full detail</li> </ul>
	<p><b>Financial Accounting: Preparing Financial Statements</b></p> <p>LO2: Understand the principles of advanced double-entry bookkeeping</p>	<p><b>2.3 Purpose and use of books of prime entry and ledger accounting</b></p> <ul style="list-style-type: none"> <li>• See K3 for full detail</li> </ul>
	<p><b>Financial Accounting: Preparing Financial Statements</b></p> <p>LO5: Record period end adjustments</p>	<p><b>5.2 Record irrecoverable debts and allowances for doubtful receivables</b></p> <p>Learners need to understand:</p> <p>5.2.1 that allowances for doubtful receivables are an application of the accruals principle of accounting</p> <p>5.2.2 the differences between irrecoverable debts, allowances for specific doubtful receivables and general allowances for doubtful receivables</p> <p>Learners need to be able to:</p> <p>5.2.3 account for the writing-off of an irrecoverable debt and for the recovery of an irrecoverable debt previously written off in the ledgers</p> <p>5.2.4 calculate new allowances for doubtful receivables and adjustments to existing allowances for doubtful receivables in accordance with organisational policy</p> <p>5.2.5 use the journal to record irrecoverable debts and adjustments to allowances for doubtful receivables.</p>

	<p><b>Financial Accounting: Preparing Financial Statements</b></p> <p>LO7: Produce financial statements for sole traders and partnerships</p>	<p><b>7.1 Prepare financial statements for sole traders</b></p> <p>Learners need to understand:</p> <p>7.1.1 the purpose of SPLs</p> <p>7.1.2 the purpose of SFPs</p> <p>7.1.3 how the financial statements are linked to the accounting equation</p> <p>7.1.4 how the SPL and SFP are related</p> <p>7.1.5 terminology:</p> <ul style="list-style-type: none"> <li>• sales revenue = sales – sales returns</li> <li>• net purchases = purchases – purchases returns + carriage inwards</li> <li>• cost of sales = opening inventory + net purchases – closing inventory.</li> </ul> <p>Learners need to be able to:</p> <p>7.1.6 prepare SPLs</p> <p>7.1.7 prepare SFPs using the net assets presentation</p>
	<p><b>Tax Processes for Businesses*</b></p> <p>LO1: Understand legislation requirements relating to VAT</p>	<p><b>1.4 Special schemes</b></p> <p>Learners need to understand:</p> <p>1.4.1 the thresholds, qualification criteria and operation of the special VAT schemes:</p> <ul style="list-style-type: none"> <li>• annual accounting schemes</li> <li>• cash accounting schemes</li> <li>• flat rate scheme</li> </ul> <p>1.4.2 the timing and frequency of:</p> <ul style="list-style-type: none"> <li>• filing VAT returns</li> <li>• payment/re-payment of VAT</li> </ul>

		1.4.3 the circumstances for voluntary and compulsory withdrawal from special schemes.
	<b>Tax Processes for Businesses*</b> LO2: Calculate VAT	<b>2.1 Extracting relevant data from accounting records</b> <ul style="list-style-type: none"> <li>• See K5 for full detail</li> </ul> <b>2.2 VAT invoices</b> <ul style="list-style-type: none"> <li>• See K5 for full detail</li> </ul> <b>2.3 VAT calculations</b> <ul style="list-style-type: none"> <li>• See K5 for full detail</li> </ul>
S5 - Reconcile financial data, such as, preparation of reconciliations or review of reconciliations	<b>Financial Accounting: Preparing Financial Statements</b> LO2: Understand the principles of advanced double-entry bookkeeping	<b>2.4 Carry out financial period end routines</b> <ul style="list-style-type: none"> <li>• See K4 for full detail</li> </ul>
	<b>Financial Accounting: Preparing Financial Statements</b> LO6: Produce and extend the trial balance	<b>6.1 Prepare an initial trial balance</b> Learners need to understand: <ul style="list-style-type: none"> <li>6.1.1 that certain accounts can carry either a debit or a credit balance: VAT, disposals, bank, irrecoverable debts expense</li> <li>6.1.2 the importance of producing the trial balance to check for errors</li> <li>6.1.3 the limitations of the trial balance as a check for errors</li> <li>6.1.4 that accounting software completes the transfer of data into the trial balance.</li> </ul>

		<p>Learners need to be able to:</p> <p>6.1.5 transfer balances from ledger accounts, a list of balances or written data into the correct debit or credit columns of the initial trial balance</p> <p>6.1.6 correct errors that are not shown by the initial trial balance</p> <p>6.1.7 correct errors that are shown by the initial trial balance by the use and clearing of the suspense account.</p>
	<p><b>Financial Accounting: Preparing Financial Statements</b></p> <p>LO9: Prepare accounting records from incomplete information</p>	<p><b>9.3 Reasonableness of figures when information is incomplete</b></p> <p>Learners need to understand:</p> <p>9.3.1 whether a given figure is reasonable</p> <p>9.3.2 why an actual balance and a calculated balance can be different</p> <p>9.3.3 the importance of checking information produced by accounting software for accuracy</p> <p>9.3.4 when and how to apply professional scepticism.</p>
S6 - Investigate, resolve or escalate transactional queries and errors within their remit as appropriate	<p><b>Business Awareness</b></p> <p>LO5: Communicate information to stakeholders</p>	<p><b>5.3 Communicating information</b></p> <ul style="list-style-type: none"> <li>• See K6 for full detail</li> </ul>
	<p><b>Financial Accounting: Preparing Financial Statements</b></p> <p>LO2: Understand the principles of advanced double-entry bookkeeping</p>	<p><b>2.3 Purpose and use of books of prime entry and ledger accounting</b></p> <ul style="list-style-type: none"> <li>• See K3 for full detail</li> </ul>
	<p><b>Financial Accounting: Preparing Financial Statements</b></p>	<p><b>5.4 Considerations for recording period end adjustments</b></p> <ul style="list-style-type: none"> <li>• See K2 for full detail</li> </ul>



	LO5: Record period end adjustments	
	<b>Financial Accounting: Preparing Financial Statements</b>  LO6: Produce and extend the trial balance	<b>6.1 Prepare an initial trial balance</b> <ul style="list-style-type: none"> <li>• See S5 for full detail</li> </ul>

**\*Tax Processes for Businesses**

For the purpose of setting a benchmark, students will have access to Finance Act 2023 tax reference tables in the assessment platform. Topic areas assessed will **not** include areas that are likely to / will change, due to annual Finance Act updates. Due consideration will be made when reviewing future Finance Act updates to ensure no apprentice is disadvantaged. This specification will be reviewed annually to reflect topic areas that will no longer be assessed.

## Administration

This assessment is open book which means that the apprentice can refer to reference books or materials used during their course of study for the apprenticeship whilst completing the tasks.

The following equipment is allowed to be used during the assessment:

- pens, pencils, erasers; and
- a scientific or accountancy calculator. Calculators must **not** emit audible tones or function as any other digital device.

Apprentices must **not** have access to the internet for the duration of the assessment. This includes any potential technological, web-enabled sources of information such as, but not limited to, iPods, mobile phones, MP3/4 players, smart watches which have a data storage device.

No other equipment is allowed.

The knowledge assessment **must** be taken in the presence of an invigilator.

## Assessment Method 2: Professional discussion underpinned by a portfolio

The apprentice must compile a portfolio of evidence during the on-programme period of the apprenticeship which is then submitted to AAT. It should only contain evidence related to the KSBs.

The portfolio of evidence is not assessed directly as it underpins the discussion. The portfolio will be reviewed by an Independent Assessor ahead of the discussion.

In the discussion, an independent assessor and apprentice have a formal two-way conversation.

A professional discussion allows an apprentice to demonstrate competence to the highest level against the KSBs mapped to this assessment method. It is a key element of the occupation to be able to explain key concepts clearly and accurately and this makes a professional discussion a valid assessment method for this occupation.

An independent assessor must conduct and assess the professional discussion. The purpose of the independent assessor's questions will be to explore competence within the KSBs and provide an opportunity for the apprentice to demonstrate distinction level criteria. The apprentice can refer to and illustrate their answers with evidence from their portfolio of evidence.

All apprentices will be asked 10 questions during the professional discussion, each question mapped to the KSBs being assessed. The professional discussion must last for 60 minutes. The independent assessor can increase the time of the professional discussion by up to 10%. This time is to allow the apprentice to respond to a question if necessary.

### Mapping of KSBs to themes

Theme	Knowledge	Skills	Behaviour
Digital and data security	Principles of cybersecurity and working safely online within a finance and accounting context. <b>(K7)</b>	Utilise digital skills to present key financial information using finance and accounting software and applications. <b>(S9)</b>  Use software packages to assist with basic accounting tasks in line with cyber and data security requirements, using data securely and safely, including backing up data. <b>(S10)</b>	N/A

<p>Wider professional landscape</p>	<p>The role of accountancy or finance within the organisational business strategy. <b>(K10)</b></p> <p>The wider financial and accounting professional landscape including the requirement to stay abreast of changes in technology and practice and awareness of the role of regulators and professional bodies. <b>(K11)</b></p> <p>The principles of professional ethics and codes of conduct in a finance and accounting environment. <b>(K12)</b></p>	<p>N/A</p>	<p>Ethical and Professional applies a transparent, objective, and sustainable manner to meet the ethical requirements of the profession. <b>(B2)</b></p> <p>Wellbeing and resilience – demonstrates a commitment to personal wellbeing and an awareness of support and resources available. Contributing to cultivating an open, honest, and empathetic work environment. <b>(B6)</b></p> <p>Professional judgement – applying a critical eye to transactions and trends for reasonableness, demonstrating a ‘right first-time approach’. <b>(B7)</b></p> <p>Carry out the duties of their role by reference to sustainability good practice whether specific to their occupation or externally recognised. For example, by prioritising practices in their work that contribute to minimising or reversing climate change by reducing the use of non-renewable resources. <b>(B8)</b></p>
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<p>Stakeholder engagement and communication</p>	<p>Approaches to diversity, inclusion and cultural awareness and their impact on finance and accountancy. <b>(K9)</b></p>	<p>Develop and maintain effective working relationships with stakeholders. <b>(S7)</b></p> <p>Communicate financial information in a way that non-finance stakeholders can interpret and understand. <b>(S8)</b></p> <p>Communicate using varying approaches and different media methods with an appreciation of the risks and benefits to the business of social media and other digital applications. <b>(S11)</b></p>	<p>Collaborative and inclusive - builds strong collaborative working relationships recognising the importance of diversity and inclusion. <b>(B1)</b></p> <p>Organised with an attention to detail – organises work efficiently and effectively to meet required targets, escalating queries or problems as appropriate. Demonstrates a professional approach to working to deadlines. <b>(B3)</b></p> <p>Embracing change accepts changing priorities and working requirements readily and has the flexibility to maintain high standards in a changing environment. <b>(B4)</b></p> <p>Engaging with wider stakeholders and keeping up to date with changes in the finance industry which impact their organisation or role. <b>(B5)</b></p>
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## **Administration**

Apprentices will be required to show a clear and legible original of one of the below identification types at the beginning of their professional discussion/structured interview:

- current valid (signed) full UK or country of origin passport.
- Current valid (signed) national identity (ID) card.
- Current valid European Economic Area (EEA) member state ID card.
- Current full or provisional UK/EU photocard driving licence.
- Current residency permit issued by the Home Office

Apprentices are only permitted to have a hard or electronic copy of their portfolio during the assessment, additional notes are not permitted.

The assessment must be undertaken in a suitable environment free of interruptions, there must be no one else present during the assessment.

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

## Grading of professional discussion

The independent assessor must make the grading decision based on the criteria below.

- **Fail:** Apprentice does not meet pass criteria
- **Pass:** Apprentice must demonstrate **all** pass descriptors
- **Distinction:** Apprentice must demonstrate **all** pass descriptors and **all** distinction descriptors

Theme	Pass	Distinction
Digital and data security	<p>Explains the principles of cybersecurity and working safely online within a finance and accounting context. <b>(K7)</b></p> <p>Applies finance and accounting software to present key financial information in line with data security and legislative requirements. <b>(S9)</b></p> <p>Discusses how they use software packages to assist with basic accounting tasks in line with cyber and data security requirements, using data securely and safely, including backing up data. <b>(S10)</b></p>	Evaluates how they utilise digital skills to present key financial information using finance and accounting software and applications in line with cyber and data security requirements, using data securely and safely, including backing up data <b>(K7, S9, S10)</b>
Wider professional landscape	<p>Outlines the principles of professional ethics and codes of conduct in a finance and accounting environment, adopting a transparent, objective, and sustainable manner to meet these requirements. <b>(K12, B2)</b></p> <p>Describes the wider financial and accounting professional landscape including the requirement to stay abreast of changes in technology and practice and awareness of the role of regulators and professional bodies. <b>(K11)</b></p>	N/A

	<p>Outlines the role of accountancy or finance within the organisational business strategy. <b>(K10)</b></p> <p>Describes how they demonstrate a commitment to personal wellbeing and an awareness of support and resources available. Contributing to cultivating an open, honest, and empathetic work environment. <b>(B6)</b></p> <p>Describes how they apply a critical eye to transactions and trends for reasonableness, demonstrating a 'right first-time approach'. <b>(B7)</b></p> <p>Summarises how they carry out the duties of their role by reference to sustainability good practice whether specific to their occupation or externally recognised. For example, by prioritising practices in their work that contribute to minimising or reversing climate change by reducing the use of non-renewable resources. <b>(B8)</b></p>	
<p>Stakeholder engagement and communication</p>	<p>Summarises the approaches to diversity, inclusion and cultural awareness whilst collaboratively working to have an impact on finance and accountancy. <b>(K9, B1)</b></p> <p>Describes engagements with wider stakeholders in order to develop effective working relationships and to keep up to date with changes in the finance industry. <b>(S7, B5)</b></p> <p>Describes how they communicate financial information in a way that non-finance stakeholders can interpret and understand whilst</p>	<p>Evaluates how diversity, inclusion and cultural awareness has an impact on finance and accountancy. <b>(K9)</b></p> <p>Evaluates how they communicate financial information in a way that non-finance stakeholders can interpret and understand whilst embracing change, working to deadlines and maintaining high standards in an ever-changing environment. <b>(S8, B3, B4)</b></p> <p>Evaluates engagements with wider stakeholders in order to develop effective working relationships and to keep up to</p>



	<p>embracing change, working to deadlines and maintaining high standards in an ever-changing environment. <b>(S8, B3, B4)</b></p> <p>Describes how using varying approaches and different media methods to communicate has a benefit to the organisation, whilst observing the risks involved in using digital applications. <b>(S11)</b></p>	<p>date with changes in the finance industry. <b>(S7, B5)</b></p>
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### Assessment location

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

## What to include in the portfolio?

As part of the portfolio submission, it's essential that the **evidence mapping document** (found on the lifelong learning portal) is completed and uploaded alongside the evidence.

The apprentice, training provider and employer must sign and date the mapping document, confirming authenticity ahead of submission.

The portfolio of evidence should only contain evidence related to the Knowledge, Skills and Behaviours (KSBs) mapped to the professional discussion.

The portfolio must contain a maximum of 10 pieces of evidence. Evidence must be mapped against the KSBs. Any piece of evidence you supply can be used to demonstrate more than one KSB; a qualitative as opposed to quantitative approach is recommended.

Evidence must be labelled 'Evidence 1, Evidence 2' and then mapped to the appropriate KSBs.

Evidence should not exceed 3-pages of A4 per submission.

The portfolio of evidence should not include reflective accounts or any methods of self-assessment. Any employer contributions should focus on direct observation of performance (for example, witness statements) rather than opinions. The evidence provided should be valid and attributable to the apprentice. The below evidence types are **not** permitted:

- question & answer documents/recordings between apprentice and training provider;
- set written questions around the KSBs. Experience should be demonstrated with workplace evidence;
- group discussion recordings/write-ups.

Acceptable file formats are: XLS, XLSX, CSV, DOC, DOCX, PDF, BMP, GIF, JPEG and PNG. **ZIP files are not accepted.**

## What sort of evidence is acceptable?

Evidence sources may include:

- workplace product evidence such as spreadsheets, working papers, email communications, meeting minutes, timesheets, screenshots of accounting dashboards and data analytics etc.
- appraisal and 1-2-1 objective setting
- job related certificates
- completed observation checklist and related action plans (completed observation record from employer)
- worksheets, assignment projects and reports
- peer feedback.

## 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. 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.

## Overall EPA grading

Performance in the EPA determines the apprenticeship grade of:

- fail
- pass
- merit
- distinction.

The individual assessment method grades will be combined to determine the overall EPA grade. If the apprentice fails one or more assessment methods, they will be awarded an overall fail.

Grades from individual assessment methods will be combined in the following way to determine the grade of the EPA overall.

Knowledge assessment	Professional discussion	Overall grade
Fail	Any grade	Fail
Any grade	Fail	Fail
Pass	Pass	Pass
Pass	Distinction	Merit
Distinction	Pass	Merit
Distinction	Distinction	Distinction

## Re-sits and re-takes

An apprentice who fails one or more assessment method(s) can take a re-sit or a re-take at their employer's discretion. The apprentice's employer needs to agree that a re-sit or re-take is appropriate. A re-sit does not need further learning, whereas a re-take does.

An apprentice should have a supportive action plan to prepare for a re-sit or a re-take.

A re-sit is typically taken within one month of the EPA outcome notification. The timescale for a re-take is dependent on how much re-training is required and is typically taken within three months of the EPA outcome notification.

Failed assessment methods must be re-sat or re-taken within a six-month period from the EPA outcome notification, otherwise the entire EPA will need to be re-sat or re-taken in full.

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

## Scheduling

For an EPA to be scheduled:

- the apprentice must have:
  - completed a minimum of 12 months' on-programme learning
  - achieved English and maths qualifications in line with the apprenticeship funding rules. Apprentices without level 2 English and maths will need to achieve this level prior to taking the EPA. For those with an education, health and care plan or a legacy statement, the apprenticeship's English and maths minimum requirement is Entry Level 3. A British Sign Language (BSL) qualification is an alternative to the English qualification for those whose primary language is BS
  - achieved either the AAT Advanced Diploma in Accounting, or AAT Level 3 Diploma in Accounting
- the portfolio of evidence needs to be signed off by the provider and employer before submission
- the apprentice must be deemed competent in relation to knowledge, skills and behaviours.

The assessment components of the EPA are scheduled and managed using the EPA software system called Smart End Point Assessment (SEPA). Once an apprentice has been registered, they can access the platform, upload portfolio evidence and review their details.

Training providers use the platform to:

- confirm the gateway has been met,
- schedule the professional discussion, and
- review results for both components of the EPA.

## 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.

## 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.

## **Support for training providers**

### **Centre Support team**

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

Phone: +44 (0)203 3735 2443

Email: [centre.support@aat.org.uk](mailto:centre.support@aat.org.uk)

### **Regional Account Manager (RAM)**

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

### **Weekly email update from AAT – SummingUp**

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

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

### **Events for training providers**

Tutors can attend the following events throughout the year:

#### **Annual conference**

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

The conference typically includes:

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

## **Network meetings**

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

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

## **Technical events (tutor-to-tutor sessions)**

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

## **Tutor talk forum**

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

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

## **Online support resources**

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

- practice assessments
- tutor workbooks
- recorded webinars
- videos
- podcasts
- training materials
- green light test.

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



## Appendix 1: Glossary of apprenticeship roles

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

Role	Responsibilities
<b>Apprentice</b>	<p>As a minimum, the apprentice should:</p> <ul style="list-style-type: none"> <li>• participate in and complete on-programme training to meet the KSBs as outlined in the occupational standard for a minimum of 12 months</li> <li>• complete the required amount of off-the-job training specified by the apprenticeship funding rules and as arranged by the employer and training provider</li> <li>• understand the purpose and importance of EPA</li> <li>• meet the gateway requirements</li> <li>• undertake the EPA.</li> </ul>
<b>Independent Assessor (IA)</b>	<p>As a minimum, an independent assessor must:</p> <ul style="list-style-type: none"> <li>• have the competence to assess the apprentice at the level of this apprenticeship and hold any required qualifications and experience in line with the requirements of the independent assessor</li> <li>• understand the occupational standard and the requirements of the EPA</li> <li>• have, maintain and be able to evidence, up-to-date knowledge and expertise of the occupation</li> <li>• deliver the end-point assessment in-line with the plan</li> <li>• comply with the quality assurance requirements</li> <li>• have no direct connection or conflict of interest with the apprentice, their employer or training provider</li> <li>• attend induction training</li> <li>• attend standardisation events before they conduct an EPA for the first time and a minimum of annually for this apprenticeship</li> <li>• assess KSBs assigned to the professional discussion</li> <li>• make the grading decisions</li> </ul>

Role	Responsibilities
	<ul style="list-style-type: none"> <li>• record and report assessment outcome decisions, for each apprentice, following instructions and using assessment recording documentation, in a timely manner</li> <li>• use language in the development and delivery of the EPA that is appropriate to the level of the occupational standard</li> <li>• mark open (constructed) test answers accurately according to the mark scheme and procedures.</li> </ul>
<b>Training provider</b>	<p>As a minimum, the training provider must:</p> <ul style="list-style-type: none"> <li>• work with the employer and support the apprentice during the off-the-job training to provide the opportunities to develop the KSBs</li> <li>• conduct training covering the KSBs agreed as part of the Commitment Statement or the Individual Learning Plan</li> <li>• monitor the apprentice's progress during any training provider led on-programme learning</li> <li>• advise the employer, upon request, on the apprentice's readiness for EPA</li> <li>• remain independent from the delivery of the EPA.</li> </ul> <p>Apprentices must be given at least 14 days' notice of the date and time of the knowledge assessment.</p>
<b>EPA Centre</b>	<p>As a minimum, the EPA Centre must:</p> <ul style="list-style-type: none"> <li>• register apprentices for the EPA in accordance with AAT and ESFA requirements</li> <li>• administer the synoptic assessment component of the EPA in accordance with AAT's Instructions for AAT computer-based assessments (CBA)</li> <li>• support the apprentice in ensuring the portfolio and other relevant information is prepared and uploaded to AAT's assessment platform in accordance with AAT requirements</li> <li>• provide appointed IAs with access to premises, apprentices and staff for assessing the reflective component of EPAs</li> <li>• provide additional information, if requested, and cooperates fully with AAT and/or other external bodies (including the IFATE designated external quality</li> </ul>

Role	Responsibilities
	<p>assurance body, and Ofqual) in carrying out monitoring, investigations or other activities, either on-site or remotely.</p> <p>The training provider as an EPA Centre is not involved in the EPA process or making decisions on grading.</p>
<p><b>Employer</b></p>	<p>As a minimum, the apprentice's employer must:</p> <ul style="list-style-type: none"> <li>• select the EPAO and training provider</li> <li>• work with the training provider (where applicable) to support the apprentice in the workplace and to provide the opportunities for the apprentice to develop the KSBs</li> <li>• arrange and support off-the-job training to be undertaken by the apprentice</li> <li>• decide when the apprentice is working at or above the occupational standard and is ready for EPA</li> <li>• ensure that supporting evidence required at the gateway is submitted in line with the plan</li> <li>• liaise with the training provider and AAT to ensure the EPA is booked in a timely manner.</li> </ul> <p>Post-gateway, the employer must:</p> <ul style="list-style-type: none"> <li>• confirm arrangements with AAT for the EPA (who, when, where) in a timely manner (including providing access to any employer-specific documentation as required, for example company policies)</li> <li>• ensure that the EPA is scheduled for a date and time which allows the opportunity for the apprentice to be assessed against the KSBs</li> <li>• remain independent from the delivery of the EPA</li> <li>• ensure the apprentice is given sufficient time away from regular duties to prepare for, and complete all post-gateway elements of the EPA, and that any required supervision during this time is in place</li> <li>• where the apprentice is assessed in the workplace, ensure that the apprentice has access to the resources used on a regular basis</li> <li>• pass the certificate to the apprentice upon receipt from AAT.</li> </ul>

Role	Responsibilities
	The employer is <b>not</b> involved in the EPA process or making decisions on grading
<b>End Point Assessment Organisation (EPAO)</b>	<p>As a minimum, the EPAO must:</p> <ul style="list-style-type: none"> <li>• conform to the requirements of the EPA plan and deliver its requirements in a timely manner</li> <li>• conform to the requirements of the register of end-point assessment organisations (RoEPAO)</li> <li>• conform to the requirements of the external quality assurance provider (EQAP) for this apprenticeship</li> <li>• understand the occupational standard</li> <li>• make the EPA contractual arrangements, including agreeing the price of the EPA</li> <li>• develop and produce assessment materials as detailed for each assessment method</li> <li>• appoint qualified and competent independent assessors in line with the requirements of the EPA plan to conduct assessments and oversee their working</li> <li>• appoint administrators (and invigilators where required) to administer the EPA</li> <li>• provide training for independent assessors in terms of good assessment practice, operating the assessment tools and grading</li> <li>• provide information, advice, guidance and documentation to enable apprentices, employers and training providers to prepare for the EPA</li> <li>• confirm all gateway requirements have been met as quickly as possible</li> <li>• arrange for the EPA to take place, in consultation with the employer</li> <li>• ensure that the apprentice has access to the required resources and liaise with the employer to agree this if necessary, where the apprentice is not assessed in the workplace</li> <li>• develop and provide assessment recording documentation to ensure a clear and auditable process is</li> </ul>

Role	Responsibilities
	<p>in place for providing assessment decisions and feedback to stakeholders</p> <ul style="list-style-type: none"> <li>• have no direct connection with the apprentice, their employer or training provider in all instances; there must be no conflict of interest</li> <li>• have policies and procedures for internal quality assurance (IQA), and maintain records of IQA activity and moderation for external quality assurance (EQA) purposes</li> <li>• deliver induction training for independent assessors, and for invigilators and markers (where used)</li> <li>• undertake standardisation activity on this apprenticeship for an independent assessor before they conduct an EPA for the first time, if the EPA is updated and periodically (a minimum of annually)</li> <li>• manage invigilation of the apprentice to maintain security of the assessment in line with the EPAO's malpractice policy</li> <li>• verify the identity of the apprentice</li> <li>• use language in the development and delivery of the EPA that is appropriate to the level of the occupational standard.</li> </ul> <p>The EPAO must give an apprentice 14 days' notice of the professional discussion.</p>
<b>Invigilator</b>	<p>As a minimum, the invigilator must:</p> <ul style="list-style-type: none"> <li>• attend induction training;</li> <li>• have no direct connection or conflict of interest with the apprentice, their employer or training provider in all instances;</li> <li>• invigilate and supervise apprentices during tests and in breaks during assessment methods to prevent malpractice in accordance with invigilation procedures.</li> </ul>

## Appendix 2: Glossary of apprenticeship terms

EPA term	Definition
<b>Apprentice</b>	An individual who is registered with AAT for the purposes of EPA.
<b>Apprenticeship</b>	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.
<b>Apprenticeship framework</b>	Old-style apprenticeship based on qualifications, currently being phased out in England in favour of apprenticeships based on standards developed by employers.
<b>Apprenticeship levy</b>	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. <a href="https://www.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</a>
<b>Apprenticeship standard</b>	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.
<b>Assessment evidence</b>	Apprentice's evidence demonstrating knowledge, skills and behaviors detailed within the Apprenticeship Standard and provided by the Provider and/or the Employer to AAT.
<b>Completion certificate</b>	The certificate issued by the IFATE on successful completion of the Apprenticeship and EPA.
<b>Employer</b>	The employer of the apprentice on an apprenticeship contract.
<b>EPA</b>	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.
<b>EPAO</b>	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.

<b>ESFA</b>	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.
<b>External Quality Assurance (EQA) role</b>	Involves independent monitoring of the development and delivery of end-point assessment (EPA) of apprenticeships. Independent of the teaching programme.
<b>Funding bands</b>	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.
<b>Gateway</b>	The point at which an apprentice has completed their training and is ready to enter EPA.
<b>Gateway evidence</b>	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.
<b>IA</b>	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.
<b>IFATE</b>	Institute for Apprenticeships and Technical Education the body responsible for improving the quality of apprenticeships in England.
<b>KSBs</b>	Knowledge, skills and behaviours – what is needed to competently undertake the duties required for an apprenticeship standard.
<b>Occupation</b>	The job requirements for the relevant sector(s), not just those required by a single employer.
<b>On programme</b>	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).
<b>Off job learning</b>	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.

	<a href="https://www.gov.uk/government/publications/apprenticeships-off-the-job-training">https://www.gov.uk/government/publications/apprenticeships-off-the-job-training</a>
<b>Registration</b>	The processing of registering for an EPA.
<b>Registration fee</b>	The part of the Fee payable on Registration.
<b>RoEPAO</b>	The ESFA's Register of End -Point Assessment Organisations.
<b>RoATP</b>	The Register of Apprenticeship Training Providers.
<b>Trailblazer group</b>	Group of employers developing an apprenticeship standard; recognised by the Institute as representative of those who employ people in the occupation.
<b>Training provider</b>	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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