

Level 3 Event Assistant V1.1

End-Point Assessment Specification



Who is this specification for?

This specification has been created for anyone involved in training and supporting apprentices on this standard and should be read in conjunction with AIM's policies and procedures found on www.aimgroup.org.uk/eparesources

Disclaimer

The information contained in this specification was correct at the time of publication. Whilst we endeavour to keep the content up to date, we would recommend that you also refer to <https://skillsengland.education.gov.uk/apprenticeships/st0168-v1-1> for up to date information on the EPA standard and the assessment plan.

To report any errors, please contact: assessment@aimgroup.org.uk

Version history				
Version number	Version code	Date	Changes made with page number(s)	Checked by (initials and date)
3	EA/Spec/026/V3/160426/LC	April 26	V1.1 added to title page Photo changed on title page Link to assessment plan updated – page 1 & 10 ESFA changed to DfE – page 3 Minimum apprenticeship length updated – page 6 Gateway information corrected to only include a project proposal, portfolio submission was deleted – page 6 Links to clinics deleted – page 7, 8 & 9	21.05.2026 HL

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1. An Introduction to AIM Assessment

Who is AIM Assessment?

AIM Assessment is part of the AIM Qualifications and Assessment Group, a leading Awarding Organisation (AO) and Access Validating Agency (AVA) offering award-winning qualifications and Access to HE Diplomas for over thirty years.

AIM Qualifications and Assessment Group is an independent, Ofqual recognised, end-point assessment organisation (EPAO) responsible for an apprentice's final assessment to ensure they can do the job for which they've trained.

AIM is regulated by Ofqual, CCEA, Qualifications Wales and the Quality Assurance Agency for Higher Education (QAA) to ensure we maintain quality standards in our delivery and provision.

Role

As an end-point assessment organisation (EPAO) we assess apprentices' knowledge, skills and behaviours learnt throughout their apprenticeship.

The assessment is taken after the training has been completed, and when the apprentice's employer and training provider are satisfied that the apprentice is ready. If the end-point assessment (EPA) is successful, an apprenticeship certificate is issued by the Department for Education (DfE). We work closely with employers and providers from the start of the apprenticeship to support apprentices and their employer/training provider on their journey towards a successful EPA.

2. Why choose AIM for your EPA?

AIM's exceptional end-point assessments are characterised by ten guiding principles.

By embodying these principles, we not only validate an apprentice's readiness for the industry but also enhance the overall quality and credibility of apprenticeships.

1. Assessments are undertaken by assessors with the **relevant skills, experience** and specific **industry knowledge**.
2. Assessments should produce **consistent results**, no matter who conducts or takes it, ensuring reliability in the evaluation process.
3. Assessments should **accurately measure** what it's intended to assess in order to guarantee that the assessment truly reflects the apprentice's capabilities.
4. The assessment process should be **fair and impartial**, avoiding bias or discrimination against any apprentice.
5. Assessments should be **accessible to all** apprentices, accommodating diverse backgrounds, abilities, and learning styles.
6. Assessments should have **clearly defined criteria and expectations** to ensure apprentices understand what they're being assessed on.
7. All parties (apprentice, employer and training provider) should know how the apprentice will be assessed; the process should be **transparent** to instil confidence in its fairness.
8. Assessment tasks and questions should mirror **real work scenarios** to help apprentices showcase their practical skills, knowledge and behaviours.
9. The assessor should provide **constructive feedback** to help apprentices understand their strengths and areas for improvement.
10. There should be **a close partnership** between the EPAO, and the training provider/employer to ensure the assessment meets everyone's needs.

3. Standard summary

Standard name	AIM Qualifications Level 3 Event assistant End-Point Assessment
ST code	ST0168 Version: 1.1
Role profile of the apprenticeship* <i>(* this outlines the purpose of the qualification)</i>	<p>The broad purpose of the role is to provide support to a number of Event Planners or Project Managers by carrying out a diverse range of tasks necessary to plan, organise and deliver an event: for example, searching for the right location and venue for the event; working with the design team on the look and feel of the event; or organising logistics like transportation and catering. The events organised may be for the company where the Event Assistant is working, or could be for a variety of different clients including large corporations, smaller companies and not- for-profit organisations.</p> <p>The purpose of the apprenticeship (qualification) including end-point assessment, is to ensure that the apprentice has learnt the knowledge, skills and behaviours needed to undertake the role of an event assistant.</p>
Duration	Typically 18 months training and three months EPA
Apprenticeship process	The apprentice will typically spend 18 months on their apprenticeship. Apprentices working 30+ hours per week will spend a minimum of 20% (ie at least six hours per week) of their time off-the-job, learning with a training provider, college, or with their employer. After their training period the apprentice will begin their end-point assessment (EPA) to check they have the knowledge, skills and behaviours (KSBs) required for this role. This assessment should be completed within three months and will be conducted by AIM’s specialist end-point assessors.
Gateway*/ other requirements	<p>Apprentices must have satisfied the following before Gateway*:</p> <ul style="list-style-type: none"> ▪ Spent at least 12 months on their apprenticeship programme (applies to apprentices registered before 08.01.25) ▪ Spent at least 8 months on their apprenticeship programme (applies to apprentices registered on or after 08.01.25) ▪ Employer confirmation that the apprentice is ready to take EPA ▪ Achieved maths and English qualifications at Level 2 - this only applies to apprentices aged 16-18 at the start of their apprenticeship training. For apprentices aged 19+ at the start of their apprenticeship training, achieving L2 English and maths is not mandatory. ▪ Submitted and had approved, a project proposal. <p>*Gateway is the point at which apprentices enter the end-point assessment period</p>
Assessment methods	<ul style="list-style-type: none"> ▪ Assessment method one: Project ▪ Assessment method two: Portfolio of evidence ▪ Assessment method three: Professional discussion
Overall grading	<p>Grading that is achievable for this standard:</p> <ul style="list-style-type: none"> ▪ To achieve a pass, all pass criteria MUST be met, unless the EPA Assessor justifies any requirements of specific criteria as not being naturally occurring. ▪ To achieve a merit, all pass criteria MUST be met, and eight out of the 12 distinction criteria MUST be met, unless the EPA Assessor justifies any requirements of specific criteria as not being naturally occurring.

	<ul style="list-style-type: none"> To achieve a distinction, all pass criteria MUST be met, and 10 out of the 12 distinction criteria MUST be met, unless the EPA Assessor justifies any requirements of specific criteria as not being naturally occurring.
Appeals	The AIM Results and Appeals Policy can be viewed on the AIM website here: AIM Policies and Procedures
Reasonable adjustments	AIM can make reasonable adjustments to the way that an apprentice is assessed during their EPA, according to individual circumstances. For example, they may require practical arrangements be put in place to support them in an in-person assessment due to a diagnosed condition. For further information on applying for reasonable adjustments please visit: AIM Policies and Procedures
Results	AIM anticipates the release of results within 15 working days after the apprentice's final assessment.
Preparation and support	Before Gateway, AIM will approve a project's suitability and establish time frames with the apprentice. For the assessments, AIM will provide guidance and preparation documents. AIM also runs online clinics to support the employer and apprentice.

4. Assessment methods

Assessment method one: Project

Summary of the assessment:

The project involves the apprentice completing and submitting a piece of work that has a real business benefit (it can also be scenario based), during the EPA period. This is followed by a presentation delivered by the apprentice.

Components	Component one: Project culminating in a project report Component two: Presentation
Timings/duration	Project report: 2000 – 5000 words, submitted six to eight weeks from the start of the EPA period Presentation: 10 - 15 minutes
Submission requirements	Project proposal should be submitted before Gateway
Grading for this assessment method	This standard is assessed holistically across all three assessment methods. Fail Pass Merit Distinction
Assessment preparation and support from AIM	For the assessment, AIM will provide detailed guidance and preparation documents, including sample questions, which are available upon contracting with AIM. AIM also runs apprentice clinics to support the employer and apprentice.

Assessment method two: Portfolio of evidence

Summary of the assessment:

A portfolio of evidence is compiled by the Apprentice during the in learning phase of the apprenticeship.

Components	Component one: Portfolio of evidence
Timings/duration	A minimum of six and a maximum of 12 each of performance reviews and feedback from leaders/peers, as well as additional evidence.
Submission requirements	Portfolio submitted no later than the last day of the eighth week from the start of the EPA period.
Grading for this assessment method	This standard is assessed holistically across all three assessment methods. Fail Pass Merit Distinction
Assessment preparation and support from AIM	For the assessment, AIM will provide detailed guidance and preparation documents, which are available upon contracting with AIM. AIM also runs apprentice clinics to support the employer and apprentice.

Assessment method three: Professional discussion

Summary of the assessment:

A structured discussion with an EPA assessor.

Components	Component one: Professional discussion
Timings/duration	Professional discussion: 45 - 60 minutes
Submission requirements	NA
Grading for this assessment method	This standard is assessed holistically across all three assessment methods. Fail Pass Merit Distinction
Assessment preparation and support from AIM	For the assessment, AIM will provide detailed guidance and preparation documents, including sample questions, which are available upon contracting with AIM. AIM also runs apprentice clinics to support the employer and apprentice.

5. Grading criteria/KSBs

During their end-point assessment (EPA), apprentices are assessed against the grading criteria which is underpinned by the knowledge, skills and behaviours (KSBs) which have been attained during the on-programme period. These have been listed below and are sourced from the Skill England EPA assessment plan for this standard <https://skillsengland.education.gov.uk/apprenticeships/st0168-v1-1> [accessed: 16/04/2026].

Grading criteria

All assessment methods		
KSBs	PASS – apprentices must demonstrate all the pass grading criteria	MERIT – apprentices must demonstrate 8 out of the 12 distinction grading criteria DISTINCTION – apprentices must demonstrate 10 out of the 12 distinction grading criteria
K1	Describes how an event moves through its lifecycle from: <ul style="list-style-type: none"> research planning delivery evaluation 	NA
K2	Describes the respective roles of different functions: <ul style="list-style-type: none"> logistics production creative and design in event management. Describes: <ul style="list-style-type: none"> what each area is responsible for how they contribute to the successful delivery of an event. 	NA
K3	Describes how different venues may be suited to a particular event based on clients’ needs.	NA
K4	Describes how event logistics can impact on the smooth running of an event.	NA
K5	Describes each aspect of event logistics: <ul style="list-style-type: none"> the venue delegate management transportation accommodation catering. 	NA
K6	Describes how the event suppliers combine to contribute to deliver an event.	NA
K7	Describes what the onsite team at an event: <ul style="list-style-type: none"> is responsible for how they work to ensure that the client’s and all the delegates needs are met. 	NA
K8	Identify regulation and policies that are relevant to your job role.	NA

K9	<p>Describes:</p> <ul style="list-style-type: none"> ▪ why clients choose to hold events ▪ what purpose they serve. <p>Describe how you would evaluate different types of events.</p>	NA
K10	<p>Portfolio or the Professional Discussion demonstrates/indicates an understanding of the need to meet clients' expectations, but little or no evidence (or a lack of understanding is displayed) about them being exceeded within the limitations of their responsibility.</p> <p style="text-align: center;">And/or</p> <p>Professional discussion indicates a willingness to meet expectations but no real evidence of wanting to exceed their expectations.</p>	<p>Portfolio and/or the Professional Discussion demonstrates/indicates an understanding of the need to meet and exceed clients' expectations.</p> <p style="text-align: center;">And/or</p> <p>Professional discussion indicates a willingness to meet and exceed clients' expectations.</p>
K11	<p>Describes the importance of:</p> <ul style="list-style-type: none"> ▪ client feedback ▪ dealing with it ▪ using it to improve. 	NA
K12	<p>Portfolio and/or the Professional Discussion, demonstrates an understanding of the importance of, and compliance with:</p> <ul style="list-style-type: none"> ▪ timekeeping ▪ attendance ▪ personal presentation ▪ conduct. <p style="text-align: center;">And</p> <p>Professional discussion demonstrates an understanding of how:</p> <ul style="list-style-type: none"> ▪ timekeeping can reflect on the company or department ▪ attendance can reflect on the company or department ▪ personal presentation can reflect on the company or department ▪ conduct can reflect on the company or department. 	<p>Portfolio provides suitable witness statements confirming:</p> <ul style="list-style-type: none"> ▪ excellent personal presentation ▪ excellent conduct ▪ full compliance with timekeeping requirements (except in exceptional circumstances) ▪ full compliance with attendance requirements (except in exceptional circumstances) <p style="text-align: center;">And/or</p> <p>Professional discussion, demonstrates a high level of understanding of the importance of, and compliance with:</p> <ul style="list-style-type: none"> ▪ timekeeping ▪ attendance ▪ personal presentation ▪ conduct. <p style="text-align: center;">And</p> <p>Professional discussion demonstrates a high level of understanding of how:</p> <ul style="list-style-type: none"> ▪ timekeeping can reflect on the company or department ▪ attendance can reflect on the company or department ▪ personal presentation can reflect on the company or department ▪ conduct can reflect on the company or department.
K13	Describes the importance of being flexible to the needs of urgent requirements for an event	NA

K14	Describes their understanding of: <ul style="list-style-type: none"> ▪ their organisation ▪ its competitors ▪ how success is measured. 	NA
K15	Describes how the role of an event assistant contributes to the success of their organisation.	NA
K16	Describes how an event budget is constructed and managed.	NA
S1	Shows gathered facts and collates information in response to a brief or request, like searching for the right location and venue for an event	NA
S2	<p>Feedback in the Portfolio from peers demonstrating meeting:</p> <ul style="list-style-type: none"> ▪ realistic daily tasks, but just to the standard and rarely above and beyond the requirements where it was possible to do so ▪ realistic weekly tasks, but just to the standard and rarely above and beyond the requirements where it was possible to do so ▪ the role requirements, but just to the standard and rarely above and beyond the requirements where it was possible to do so ▪ meeting tasks and role without assistance. <p style="text-align: center;">And/or</p> <p>Portfolio demonstrates, and/or the Professional Discussion provides specific examples of meeting:</p> <ul style="list-style-type: none"> ▪ measurable success indicators in carrying out the Apprentice’s specific role ▪ within the required timescales in carrying out the Apprentice’s specific role ▪ without assistance in carrying out the Apprentice’s specific role. <p>Few examples of exceeding the requirements where appropriate to do so (<i>this does not need to be met if it does not apply</i>).</p>	<p>Feedback in the Portfolio from peers demonstrating meeting:</p> <ul style="list-style-type: none"> ▪ realistic daily tasks, and where appropriate, above and beyond the requirements, without assistance ▪ realistic weekly tasks, and where appropriate, above and beyond the requirements, without assistance ▪ the role requirements, and where appropriate, above and beyond the requirements, without assistance. <p style="text-align: center;">And/or</p> <p>Portfolio and/or the Professional Discussion, demonstrates specific examples of meeting, and exceeding, the task and role requirements:</p> <ul style="list-style-type: none"> ▪ via measurable success indicators ▪ within the required timescales ▪ without assistance.
S3	Demonstrates providing assistance onsite at an event by registering delegates or by helping to assist the onsite team with a variety of tasks.	NA
S4	<ul style="list-style-type: none"> ▪ Portfolio demonstrates effective time management and prioritisation skills. This can include but is not limited to, feedback from peers. <p style="text-align: center;">And/or</p>	<ul style="list-style-type: none"> ▪ Portfolio demonstrates excellent time management and prioritisation skills. <p style="text-align: center;">And/or</p> <ul style="list-style-type: none"> ▪ Feedback from peers in portfolio provides evidence of great time management and prioritisation skills.

	<ul style="list-style-type: none"> ▪ The Project indicates a functional understanding of time management or prioritisation. <p style="text-align: center;">And</p> <ul style="list-style-type: none"> ▪ The Project indicates a functional understanding of why some activities will be important to event stakeholders. ▪ Few, if any, exceptional behaviours are displayed. <i>(This does not need to be met if it does not apply)</i> 	<p style="text-align: center;">And/or</p> <ul style="list-style-type: none"> ▪ The Project indicates an excellent understanding of how to manage time and prioritise, and practical examples of doing this in challenging situations. <p style="text-align: center;">AND</p> <p>The Project indicates:</p> <ul style="list-style-type: none"> ▪ a good understanding of why some activities will be important to event stakeholders ▪ examples where activities have been successfully changed to meet stakeholder needs.
S5	<p>Demonstrates using software packages to create:</p> <ul style="list-style-type: none"> ▪ word processing documents ▪ spreadsheet documents. 	NA
S6	<p>Describes how they have contributed to:</p> <ul style="list-style-type: none"> ▪ reports for clients ▪ event project plans for clients ▪ written presentations for clients. 	NA
S7	<p>Demonstrates using a range of:</p> <ul style="list-style-type: none"> ▪ event technology platforms ▪ in-house bespoke software systems ▪ databases. 	NA
S8	<p>Ability to show careful attention to:</p> <ul style="list-style-type: none"> ▪ regulations ▪ internal policies. 	NA
S9	<p>Portfolio demonstrates effective:</p> <ul style="list-style-type: none"> ▪ listening skills. This can include but is not limited to feedback from peers ▪ interpretation skills. This can include but is not limited to feedback from peers ▪ understanding skills. This can include but is not limited to feedback from peers ▪ responsiveness skills. This can include but is not limited to feedback from peers. <p style="text-align: center;">And/or</p> <p>The Project indicates a functional understanding of the importance of effective:</p> <ul style="list-style-type: none"> ▪ listening skills ▪ interpretation skills ▪ understanding skills ▪ responsiveness skills. 	<p>Portfolio demonstrates excellent/great:</p> <ul style="list-style-type: none"> ▪ listening skills. This can include but is not limited to feedback from peers ▪ interpretation skills. This can include but is not limited to feedback from peers ▪ understanding skills. This can include but is not limited to feedback from peers ▪ responsiveness skills. This can include but is not limited to feedback from peers. <p style="text-align: center;">And/or</p> <p>The Project indicates an excellent understanding of how to:</p> <ul style="list-style-type: none"> ▪ listen to the client ▪ interpret what has been communicated ▪ demonstrate and confirm understanding ▪ respond to the identified needs. <p style="text-align: center;">AND</p> <p>The Project indicates a good understanding of the importance of effective:</p> <ul style="list-style-type: none"> ▪ listening skills

	Few, if any, exceptional behaviours are displayed. (<i>This does not need to be met if it does not apply</i>).	<ul style="list-style-type: none"> ▪ interpretation skills ▪ understanding skills ▪ responsiveness skills.
S10	<p>Ability to:</p> <ul style="list-style-type: none"> ▪ speak clearly in order to provide instructions that are needed for a client, supplier or team member ▪ write clearly in order to prepare written communications that are needed for a client, supplier or team member. 	NA
S11	<ul style="list-style-type: none"> ▪ Portfolio demonstrates the building of trust and rapport with stakeholders. <p style="text-align: center;">And/or</p> <ul style="list-style-type: none"> ▪ Professional discussion indicates an understanding of the need to build trust and rapport with stakeholders. <p style="text-align: center;">AND</p> <ul style="list-style-type: none"> ▪ Professional discussion indicates the benefits of building trust and rapport with stakeholders. 	<p>Portfolio demonstrates the building of exceptional trust and rapport with stakeholders resulting in:</p> <ul style="list-style-type: none"> ▪ positive feedback ▪ where possible, repeat business <p style="text-align: center;">AND</p> <p>Professional discussion indicates:</p> <ul style="list-style-type: none"> ▪ an understanding of the need to build trust and rapport with stakeholders ▪ a high desire to do so. <p style="text-align: center;">AND</p> <p>Professional discussion indicates:</p> <ul style="list-style-type: none"> ▪ the benefits of building trust and rapport with stakeholders ▪ the benefits of doing so beyond this one event.
S12	<p>Portfolio demonstrates the use of effective questioning to determine:</p> <ul style="list-style-type: none"> ▪ clients' needs ▪ colleagues' needs. <p style="text-align: center;">And/or</p> <p>Project indicates a good understanding of:</p> <ul style="list-style-type: none"> ▪ clients' requirements ▪ colleagues' requirements. <p>Questioning is used before the commencement of the project to effectively determine understanding.</p>	<p>Portfolio demonstrates the use of effective questioning to:</p> <ul style="list-style-type: none"> ▪ both determine clients' and colleagues' needs ▪ probe and suggest other actions that may be of benefit to them ▪ increase satisfaction and exceed expectations where reasonable to do so. <p style="text-align: center;">And/or</p> <p>Project:</p> <ul style="list-style-type: none"> ▪ indicates an excellent understanding of clients' and colleagues' requirements ▪ which is used to exceed expectations where reasonable to do so. <p>And (only in conjunction with the previous project related part of this criterion. If the Portfolio is used, then below is not required)</p>

		<p>Questioning is used before the commencement of the project to:</p> <ul style="list-style-type: none"> ▪ effectively determine understanding ▪ probe and suggest other actions that may be of benefit to them ▪ increase satisfaction and exceed expectations where reasonable to do so.
S13	<p>Portfolio and/or the Professional Discussion, demonstrates the maintaining of relationships with:</p> <ul style="list-style-type: none"> ▪ clients ▪ suppliers ▪ colleagues. <p>If a relationship has broken down but is repairable, the Portfolio demonstrates that the Apprentice was able to repair it within the parameters of their authority.</p> <p style="text-align: center;">AND</p> <p>Professional discussion demonstrates the ability to repair relationships with:</p> <ul style="list-style-type: none"> ▪ clients ▪ suppliers ▪ colleagues. 	<p>Portfolio demonstrates the maintaining and building of strong relationships:</p> <ul style="list-style-type: none"> ▪ with clients ▪ with suppliers ▪ with colleagues ▪ including potentially in difficult circumstances ▪ with people who operate at a higher level than the Apprentice. <p>If a relationship has broken down but is repairable, the Portfolio demonstrates that the apprentice was able to repair and strengthen it within the parameters of their authority.</p> <p style="text-align: center;">AND</p> <p>Professional discussion demonstrates the ability to maintain and strengthen relationships with:</p> <ul style="list-style-type: none"> ▪ clients ▪ suppliers ▪ colleagues. <p>Professional discussion demonstrates the ability to repair and strengthen relationships with:</p> <ul style="list-style-type: none"> ▪ clients ▪ suppliers ▪ colleagues.
S14	Demonstrates working effectively within a group environment to prepare for, deliver and/or follow up after an event takes place.	NA
S15	<p>Demonstrates assisting in the:</p> <ul style="list-style-type: none"> ▪ preparation of event budgets by: <ul style="list-style-type: none"> ▫ collecting information ▫ checking data ▫ making calculations ▪ management of event budgets by: <ul style="list-style-type: none"> ▫ collecting information ▫ checking data ▫ making calculations. ▪ reconciliation of event budgets by: <ul style="list-style-type: none"> ▫ collecting information ▫ checking data ▫ making calculations. 	NA

S16	<ul style="list-style-type: none"> Portfolio and/or the project, demonstrates an understanding of commercial awareness. Portfolio and/or the Project, demonstrates an application of commercial awareness. <p>Portfolio and/or the Project, demonstrates effective use of:</p> <ul style="list-style-type: none"> task management time management. <p>Portfolio and/or the Project, demonstrates effective conclusion of projects to meet stakeholders' needs.</p>	<ul style="list-style-type: none"> Portfolio and/or the Project demonstrates a high understanding of commercial awareness. Portfolio and/or the Project demonstrates an application of commercial awareness that results in high achievements benefiting stakeholders. Portfolio and/or the Project demonstrates a highly effective use of task and time management. Portfolio and/or the Project demonstrates effective conclusion of project(s) to meet needs resulting in a high level of stakeholder satisfaction.
B1	<p>Demonstrates an enthusiastic and positive approach to providing a:</p> <ul style="list-style-type: none"> swift service accurate service. 	NA
B2	<p>Demonstrates tact and discretion with sensitive information.</p>	NA
B3	<ul style="list-style-type: none"> Actively contributes to conversations with team members. Shares ideas with confidence. 	NA
B4	<p>Demonstrates the ability to remain calm and positive under pressure.</p>	NA
B5	<p>Portfolio and/or the Project demonstrates:</p> <ul style="list-style-type: none"> accuracy pride attention to detail care. <p>Portfolio and/or the Project demonstrates evidence of clarification of points.</p> <p>No mistakes in the Portfolio or Project, are identified that are reasonably seen to be due to failure to obtain clarification on points.</p>	<p>Portfolio and/or the Project demonstrates an exceptional level of:</p> <ul style="list-style-type: none"> accuracy pride attention to detail care. <p>Portfolio and/or the Project demonstrates evidence of clarification (at commencement for the Project where necessary) of points including some that a pass level apprentice may not have thought to query.</p> <p>No mistakes in the Portfolio and/or the Project are identified that are reasonably seen to be due to failure to obtain clarification on points.</p>
B6	<ul style="list-style-type: none"> Portfolio and/or the Professional Discussion, demonstrates initiative if the apprentice faces problems or challenges. Portfolio and/or the Professional Discussion, indicates flexibility when a project does not proceed as planned or when unusual situations, problems or challenges occur. 	<ul style="list-style-type: none"> Portfolio and/or the Professional Discussion demonstrates initiative if the apprentice faces problems or challenges, including exceptional solutions or good solutions to very difficult problems and scenarios. Professional discussion and/or the Portfolio indicates flexibility (exceptional flexibility for

		the Portfolio) when the Project does not proceed as planned or when unusual situations, problems or challenges occur including going the 'extra mile' to satisfactorily resolve problems and challenges.
B7	Demonstrates consideration and respect for team members regardless of sex, race, religion and other differences.	NA
B8	<p>Portfolio and/or the Professional Discussion, demonstrates the ability to:</p> <ul style="list-style-type: none"> ▪ act upon feedback ▪ reflect on performance ▪ show commitment to self-development. <p>Portfolio and/or the Professional Discussion, indicates the apprentice proactively seeking feedback for the purpose of self-improvement.</p>	<p>Portfolio demonstrates and/or the Professional Discussion:</p> <ul style="list-style-type: none"> ▪ the ability to act upon feedback ▪ the ability to reflect on performance ▪ the ability to show commitment to self-development ▪ with evidence of how this action (all three of the above) has improved performance and resulted in an exceptional improvement in performance. <p>Portfolio and/or the Professional Discussion indicates the apprentice proactively seeking feedback for the purpose of self-improvement:</p> <ul style="list-style-type: none"> ▪ (for the Portfolio only including from a wide variety of suitable respondents) ▪ including using probing and detailed questions demonstrating a high-level of self-awareness.
B9	Demonstrates personal commitment to sustainability by minimising the negative affect on the environment caused by work activities.	NA

Knowledge, skills and behaviours (KSBs)

Knowledge

K1. How an event moves through its lifecycle from research and planning to delivery and evaluation.

K2. The respective roles of different functions: logistics, production, creative and design in event management; what each area is responsible for and how they contribute to the successful delivery of an event.

K3. How different venues may be suited to a particular event based on clients' needs.

K4. How event logistics can impact on the smooth running of an event.

K5. Each aspect of event logistics: the venue, delegate management, transportation, accommodation, catering.

K6. How the event suppliers combine to contribute to deliver an event.

K7. What the onsite team at an event are responsible for and how they work to ensure that the client's and all the delegates needs are met.

K8. Regulation and policies that are relevant to your job role.
K9. Why clients choose to hold events, what purpose they serve, and how they would evaluate different types of events.
K10. What clients typically expect from a department or company who is organising the event, and the importance of meeting or exceeding clients' expectations.
K11. The importance of client feedback – dealing with it and using it to improve.
K12. Importance of timekeeping, attendance, personal presentation and conduct and how this reflects on the company or department that is responsible for organising events for clients.
K13. The importance of being flexible to the needs of urgent requirements for an event.
K14. Develop an understanding of the business, its competitors, and how success is measured.
K15. How the role of the Event Assistant contributes to business success.
K16. Understand how an event budget is constructed and managed.

Skills
S1. Gather facts and collate information in response to a brief or request, like searching for the right location and venue for an event.
S2. Respond to requests from the different functional teams and carry out a variety of daily and weekly tasks to assist in the planning and preparation of an event.
S3. Provide assistance onsite at an event by registering delegates or by helping to assist the onsite team with a variety of tasks.
S4. Manage your time effectively by understanding how to prioritise tasks according to their importance and urgency for the stakeholders of an event.
S5. Use software packages to create word processing and spreadsheet documents.
S6. Contribute to reports, event project plans and written presentations for clients.
S7. Use a range of event technology platforms and in-house bespoke software systems and databases.
S8. Show careful attention to regulations and internal policies.
S9. Listen, interpret, understand, vocalise and respond to clients' needs.
S10. Speak and write clearly in order to prepare written communications or provide instructions that are needed for a client, supplier or team member.
S11. Build rapport and trust with the stakeholders of an event so that stakeholders can collaborate well throughout the planning and organisation processes.
S12. Question effectively to ensure understanding of what is required from clients or colleagues.
S13. Have the skills to maintain relationships with colleagues, suppliers or clients once they are built, and be able to repair them when they are damaged.
S14. Work effectively within a group environment to prepare for, deliver and/or follow up after an event takes place.
S15. Assist in the preparation, management and reconciliation of event budgets by collecting information, checking data and making calculations.

S16. Show how commercial awareness has been applied through task and time management, specifically using efficient and effective measures to conclude a project in the most proficient way.

Behaviours

B1. Have an enthusiastic and positive approach to providing swift and accurate service.

B2. Show tact and discretion with sensitive information.

B3. Contribute to conversations with team members and share ideas with confidence.

B4. Remain calm and positive under pressure.

B5. Take pride in producing accurate work with a consistently strong attention to detail, seeking clarity where necessary.

B6. Use initiative when faced with problems or challenges and be flexible to the needs of the project.

B7. Demonstrate consideration and respect for team members regardless of sex, race, religion and other differences.

B8. Frequently seek and act upon feedback, reflect on performance and show commitment to self-development.

B9. Demonstrate personal commitment to sustainability by minimising the negative affect on the environment caused by work activities.

6. Regulatory references (internal use)

Ofqual General Conditions of recognition

Design and development of qualifications

Condition E3 Publication of a qualification specification

Contact information

If you need help/assistance from the Apprenticeship team, please contact us using the details below.

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Enquiries: assessment@aimgroup.org.uk

More information can be found on: www.aimgroup.org.uk/epa