



PAYROLL ADMINISTRATOR

Key information

Reference: ST0073

Version: 1.1

Level: 3

Typical duration to gateway: 18 months

Typical EPA period: 4 months

Maximum funding: £10000

Route: Legal, finance and accounting

Date updated: 31/03/2023

Approved for delivery: 13 June 2018

Lars code: 286

EQA provider: Ofqual

Example progression routes:

Payroll assistant manager,

HR support,

Workplace pensions (administrator or consultant),

Professional accounting or taxation technician,

HR consultant partner

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End-point assessment plan

V1.1

Introduction and overview

This document explains the requirements for end-point assessment (EPA) for the payroll administrator apprenticeship. End-point assessment organisations (EPAOs) must follow this when designing and delivering the EPA.

Payroll administrator apprentices, their employers and training providers should read this document.

An approved EPAO must conduct the EPA for this apprenticeship. Employers must select an approved EPAO from the Education and Skills Funding Agency's Register of end-point assessment organisations (RoEPAO).

A full-time apprentice typically spends 18 months on-programme (this means in training before the gateway) working towards competence as a payroll administrator. 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.

This EPA has 3 assessment methods.

The grades available for each assessment method are:

Assessment method 1 - knowledge test - underpinning concepts:

- fail
- pass
- distinction

Assessment method 2 - professional discussion underpinned by portfolio:

- fail
- pass
- distinction

Assessment method 3 - project report:

- fail
- pass
- distinction

The result from each assessment method is combined to decide the overall apprenticeship grade. The following grades are available for the apprenticeship:

- fail

- pass
- merit
- distinction

EPA summary table

<p>On-programme (typically 18 months)</p>	<p>The apprentice must complete training to develop the knowledge, skills and behaviours (KSBs) of the occupational standard.</p> <p>The apprentice must complete training towards English and maths qualifications in line with the apprenticeship funding rules.</p> <p>The apprentice must compile a portfolio of evidence.</p>
<p>End-point assessment gateway</p>	<p>The employer must be content that the apprentice is working at or above the occupational standard.</p> <p>The apprentice's employer must confirm that they think the apprentice:</p> <ul style="list-style-type: none"> • is working at or above the occupational standard as a payroll administrator • has the evidence required to pass the gateway and is ready to take the EPA <p>The apprentice must have achieved English and maths qualifications in line with the apprenticeship funding rules.</p> <p>For the professional discussion underpinned by portfolio the apprentice must submit a portfolio of evidence.</p> <p>The apprentice must submit any policies and procedures as requested by the EPAO.</p>
<p>End-point assessment (typically 4 months)</p>	<p>Grades available for each assessment method:</p> <p>Knowledge Test - Underpinning Concepts</p> <ul style="list-style-type: none"> • fail • pass • distinction <p>Professional Discussion underpinned by portfolio</p> <ul style="list-style-type: none"> • fail • pass • distinction <p>Project Report</p>

	<ul style="list-style-type: none"> • fail • pass • distinction <p>Overall EPA and apprenticeship can be graded:</p> <ul style="list-style-type: none"> • fail • pass • merit • distinction
Re-sits and re-takes	<ul style="list-style-type: none"> • Re-take and re-sit grade cap: distinction • Re-sit timeframe: typically 1 months • Re-take timeframe: typically 2 months

Duration of end-point assessment period

The EPA will be taken within the EPA period. The EPA period begins when the EPAO confirms the gateway requirements are met and is typically 4 months.

The expectation is that the EPAO will confirm the gateway requirements are met and the EPA begins as quickly as possible.

EPA gateway

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.
- for the professional discussion underpinned by portfolio the apprentice must submit: portfolio of evidence

For the professional discussion underpinned by portfolio:

- apprentices must compile a portfolio of evidence during the on-programme period of the apprenticeship
- it must contain evidence related to the KSBs that will be assessed by the professional discussion
the portfolio of evidence will typically contain 15 discrete pieces of evidence

- evidence must be mapped against the KSBs
- evidence may be used to demonstrate more than one KSB; a qualitative as opposed to quantitative approach is suggested
- evidence sources may include:- video or audio extracts (these should be a maximum of a continuous 5 minutes in length for each clip and a maximum of 3 clips; and the apprentice must be in view and identifiable). Files must be limited to 1GB
- written statements
- project plans from projects they have completed during the apprenticeship (this should not include the project to be undertaken for end-point assessment)
- reports; minutes
- presentations
- feedback from managers, supervisors or peers (any employer or peer contributions should focus on only direct observation of evidence (for example witness statements) rather than opinions)
- redacted payroll policies, data and calculations written or supported by the apprentice
- performance reviews

The apprentice must submit any policies and procedures as requested by the EPAO.

Order of assessment methods

The assessment methods can be delivered in any order.

The result of one assessment method does not need to be known before starting the next.

Knowledge Test - Underpinning Concepts

Overview

In the test, the apprentice answers questions in a controlled and invigilated environment. It gives the apprentice the opportunity to demonstrate the knowledge mapped to this assessment method.

Rationale

This EPA method is being used because :

- The test allows for the efficient testing of a large amount of knowledge in relation to payroll calculations. It allows for flexibility in terms of when, where and how it is taken and does not require independent assessor time, so it reduces cost. It enables the assessment of larger volumes of apprentices to be assessed at the same time
- Accurate determination of payroll involves a wide range of fact-based evidence. The ability to both comprehend the payroll landscape and apply this to payroll issues is key to occupational competence. A multiple-choice test is an efficient and reliable way of ascertaining the apprentice has the requisite knowledge and skills
- **Note - many of the knowledge elements assessed by this method are tax-year related, therefore, the Knowledge Test should reflect the legislation, rates and thresholds**

appropriate to the date on which the test is taken. This is regardless of whether on-programme learning was based on legislation, rates and thresholds in a previous tax year

Delivery

The test must be structured to give the apprentice the opportunity to demonstrate competence covering the KSBs mapped to this assessment method to the highest available grade.

The knowledge test - underpinning concepts can be computer or paper based.

The knowledge test - underpinning concepts must consist of 50 multiple-choice questions.

Multiple-choice questions must have four options, including one correct answer.

The apprentice must be given at least 10 days notice of the date and time of the knowledge test - underpinning concepts.

Test administration

The apprentice must have 120 minutes to complete the test.

The knowledge test - underpinning concepts is open book which means that the apprentice can refer to reference books or materials whilst taking the test.

During the knowledge test, to provide resources available in a typical working environment, the apprentice must be allowed access to the Internet for research purposes, but not social networking sites.

The following equipment is allowed to be used during the knowledge test - underpinning concepts:

The apprentice can bring into the controlled knowledge test any tools, factcards and booklets they believe may be appropriate. This includes calculators.

The knowledge test - underpinning concepts must be taken in the presence of an invigilator under the responsibility of the EPAO.

The EPAO must have an invigilation policy setting out how the knowledge test - underpinning concepts must be conducted. It must state the ratio of apprentices to invigilators for the setting and allow the test to take place in a secure way.

The EPAO is responsible for the security of the knowledge test - underpinning concepts including the arrangements for on-line testing. The EPAO must ensure that their security arrangements maintain the validity and reliability of the knowledge test - underpinning concepts.

Marking

The knowledge test - underpinning concepts must be marked by an independent assessor or marker employed by the EPAO. They must follow a marking scheme produced by the EPAO. Marking by computer is allowed where question type supports this.

A correct answer gets 1 mark.

Any incorrect or missing answers get zero marks.

The EPAO is responsible for overseeing the marking of the knowledge test - underpinning concepts. The EPAO must ensure standardisation and moderation of knowledge test - underpinning concepts test.

Assessment location

The apprentice must take the knowledge test - underpinning concepts in a suitably controlled and invigilated environment that is a quiet room, free from distractions and influence. The EPAO must check the venue is suitable.

The knowledge test - underpinning concepts may take place remotely if the appropriate technology and systems are in place to prevent malpractice. The EPAO must ensure invigilation of the apprentice for example with, and not limited to, 360-degree cameras and screen sharing facilities.

Question and resource development

The EPAO must develop a purpose-built assessment specification and question bank. It is recommended this is done in consultation with employers of this occupation. The EPAO should maintain the security and confidentiality of EPA materials when consulting employers. The assessment specification and question bank must be reviewed at least once a year to ensure they remain fit-for-purpose and up-to-date.

The assessment specification must be relevant to the occupation and demonstrate how to assess the KSBs mapped to this assessment method. The EPAO must ensure that questions are refined and developed to a high standard. The questions must be unpredictable. A question bank of sufficient size will support this.

The EPAO must ensure that apprentice has a different set of questions in the case of re-sits or re-takes.

The EPAO must produce the following materials to support the knowledge test - underpinning concepts:

- independent assessor assessment materials which include:
 - training materials
 - administration materials
 - moderation and standardisation materials
 - guidance materials
 - grading guidance
 - test specification
 - sample test and mark schemes
 - live tests and mark schemes
 - question bank

EPA guidance for the apprentice and the employer

The EPAO must ensure that the EPA materials are subject to quality assurance procedures including standardisation, training, and moderation.

Professional Discussion underpinned by portfolio

Overview

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

The apprentice can refer to and illustrate their answers with evidence from their portfolio of evidence. It gives the apprentice the opportunity to demonstrate their competency across the KSBs mapped to this EPA method.

Rationale

The rationale for this assessment method is:

- It is a holistic assessment method, allowing the apprentice to evidence KSBs in an integrated way
- It allows for a related yet diverse range of payroll activities at the workplace to be evidenced
- It provides a cost-effective assessment, as it may make use of the apprentice's employer's workplace, or may be undertaken remotely
- It also allows the apprentice to demonstrate evidence that they can perform the role in a different context or at large/small organisations in order to evidence transferable skills
- It allows the apprentice to reference experience gained as part of the on-programme journey
- It can be used for synoptic assessment of the KSBs assessed by this method as they apply at the apprentice's workplace
- This method also helps assess the apprentice's understanding of the payroll concepts required at this level that cannot readily be observed or may take too long to observe

Delivery

The professional discussion must be structured to give the apprentice the opportunity to demonstrate the KSBs mapped to this assessment method to the highest available grade.

An independent assessor must conduct and assess the professional discussion.

The purpose of the independent assessor's questions will be to assess the apprentice's competence and excellence covering the KSBs assigned to this method. For that reason, the discussion must be structured to allow active participation and listening.

The EPAO must give an apprentice 10 days notice of the professional discussion.

The independent assessor must have at least 1 week(s) to review the supporting documentation. The apprentice must have access to their portfolio of evidence during the professional discussion.

The apprentice can refer to and illustrate their answers with evidence from their portfolio of evidence however the portfolio of evidence is not directly 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.

The independent assessor must ask at least 5 questions. Follow-up questions are allowed where clarification is required. The independent assessor must use the questions from their EPAO's question bank or create their own questions in-line with the EPAO's training.

The independent assessor must make the grading decision. The independent assessor must keep accurate records of the assessment. They must record:

- the apprentice's answers to questions
- the KSBs demonstrated in answers to questions
- the grade achieved

Assessment location

The professional discussion must take place in a suitable venue selected by the EPAO (for example the EPAO's or employer's premises).

The professional discussion can be conducted by video conferencing. The EPAO must have processes in place to verify the identity of the apprentice and ensure the apprentice is not being aided.

The professional discussion should take place in a quiet room, free from distractions and influence.

Question and resource development

The EPAO must develop a purpose-built assessment specification and question bank. It is recommended this is done in consultation with employers of this occupation. The EPAO should maintain the security and confidentiality of EPA materials when consulting employers. The assessment specification and question bank must be reviewed at least once a year to ensure they remain fit-for-purpose.

The assessment specification must be relevant to the occupation and demonstrate how to assess the KSBs mapped to this assessment method. The EPAO must ensure that questions are refined and developed to a high standard. The questions must be unpredictable. A question bank of sufficient size will support this.

The EPAO must ensure that apprentice has a different set of questions in the case of re-sits or re-takes.

The EPAO must produce the following materials to support the professional discussion underpinned by portfolio:

- independent assessor assessment materials which include:
- training materials
- administration materials
- moderation and standardisation materials

- guidance materials
- grading guidance
- question bank
- EPA guidance for the apprentice and the employer

The EPAO must ensure that the EPA materials are subject to quality assurance procedures including standardisation, training, and moderation.

Project Report

Overview

A project involves the apprentice completing a significant and defined piece of work that has a real business application and benefit. The project must meet the needs of the employer's business and be relevant to the apprentice's occupation and apprenticeship.

This assessment method has 2 components:

- project with a project output
- question and answer session

Together, these components give the apprentice the opportunity to demonstrate the KSBs mapped to this assessment method. They are assessed by an independent assessor.

Rationale

This assessment method is being used because:

this is a holistic method of assessment of multiple KSBs across a range of duties performed at the workplace.

The project report method has been selected as it provides the opportunity to assess a wide range of knowledge, skills, and behaviours over a time period not possible through direct observation. A project allows the apprentice to analyse routine payroll issues, draw their conclusions and provide evidence of how they carried out the necessary activities. This replicates the typical real-world environment, and other methods such as observation and questioning would be difficult to use due to the payroll activities taking place over a longer time period than can be supported in a cost- effective way.

The question and answer element allows the apprentice additional opportunity to explain their work, any challenges they faced in relation to the KSBs mapped to the method and how they responded to them. This provides further opportunity to attain the highest level grading for the Assessment Method.

Delivery

The apprentice must complete a project based on any of the following:

The project report must include detailed evidence of the following activities:

- Calculation of different types of pay related to the KSBs mapped to this method

- Manual calculation of statutory deductions related to the KSBs mapped to this method
- Gross to net calculations
- Population of payslips in a variety of contexts related to the KSBs mapped to this method

To ensure the project allows the apprentice to meet the KSBs mapped to this assessment method to the highest available grade, the EPAO should sign-off the project's title and scope at the gateway to confirm it is suitable. The EPAO must refer to the grading descriptors to ensure that projects are pitched appropriately.

The project output must be in the form of a report.

The apprentice must start the project after the gateway. The employer should ensure the apprentice has the time and resources, within the project period, to plan and complete their project.

The apprentice may work as part of a team to complete the project, which could include internal colleagues or technical experts. The apprentice must however, complete their project report unaided and it must be reflective of their own role and contribution. The apprentice and their employer must confirm this when the report is submitted.

Component 1: Project report

The report must include at least:

- executive summary
- an introduction - the project objectives
- the scope of the project
- description of the workplace and an overview of how these link to the KSBs assessed by this method
- information gathered / findings
- project outcomes and how these outcomes were achieved
- project conclusions.

Appendices.

- Evidence of manual calculations
- Populated payslips - redacted as necessary where real employees are referenced
- Relevant supporting data used in competing the project

The project report must have a word count of 3000 words. A tolerance of 10% above or below is allowed at the apprentice's discretion. Appendices, references and diagrams are not included in this total. The apprentice must produce and include a mapping in an appendix, showing how the report evidences the KSBs mapped to this assessment method.

The apprentice must complete and submit the report to the EPAO by the end of week 8 of the EPA period.

Component 2: Question and answer session

The question and answer session must be structured to give the apprentice the opportunity to demonstrate the KSBs mapped to this assessment method to the highest available grade.

The apprentice must be questioned about their project and report.

The question and answer session must last for 20 minutes. The independent assessor must use the full time available for questioning and they can increase the total time by up to 10%. This time is to allow the apprentice to respond to a question if necessary.

The independent assessor must ask at least 4 questions. They must use the questions from their EPAO's question bank or create their own questions in line with the EPAO's training. Follow up questions are allowed where clarification is required.

The purpose of the independent assessor's questions is:

- to verify that the activity was completed by the apprentice
- to seek clarification where required
- to assess those KSBs that the apprentice did not have the opportunity to demonstrate with the report, although these should be kept to a minimum
- to assess level of competence against the grading descriptors

The independent assessor must have at least 1 weeks to review the project report before the question and answer session, to allow them to prepare questions.

The apprentice must be given at least 10 days' notice of the question and answer session.

Assessment decision

The independent assessor must make the grading decision. They must assess the project components holistically when deciding the grade.

The independent assessor must keep accurate records of the assessment. They must record:

- the KSBs demonstrated in the report and question and answer session
- the apprentice's answers to questions
- the grade achieved

Assessment location

The question and answer session must take place in a suitable venue selected by the EPAO for example, the EPAO's or employer's premises. It should take place in a quiet room, free from distractions and influence.

The question and answer session can be conducted by video conferencing. The EPAO must have processes in place to verify the identity of the apprentice and ensure the apprentice is not being aided.

Question and resource development

The EPAO must develop a purpose-built assessment specification and question bank. It is recommended this is done in consultation with employers of this occupation. The EPAO should maintain the security and confidentiality of EPA materials when consulting with employers. The assessment specification and question bank must be reviewed at least once a year to ensure they remain fit-for-purpose.

The assessment specification must be relevant to the occupation and demonstrate how to assess the KSBs mapped to this assessment method. The EPAO must ensure that questions are refined and developed to a high standard. The questions must be unpredictable. A question bank of sufficient size will support this.

The EPAO must ensure that the apprentice has a different set of questions in the case of re-sits or re-takes.

EPAO must produce the following materials to support the project:

- independent assessor EPA materials which include:
 - training materials
 - administration materials
 - moderation and standardisation materials
 - guidance materials
 - grading guidance
 - question bank
- EPA guidance for the apprentice and the employer

The EPAO must ensure that the EPA materials are subject to quality assurance procedures including standardisation and moderation.

Grading

Professional Discussion underpinned by portfolio

Fail - does not meet pass criteria

THEME KSBS	PASS APPRENTICES MUST DEMONSTRATE ALL THE PASS DESCRIPTORS	DISTINCTION APPRENTICES MUST DEMONSTRATE ALL THE PASS DESCRIPTORS AND ALL OF THE DISTINCTION DESCRIPTORS
Business and Customer Awareness K1 K2 K3	<p>Describes how organisations operate including in terms of the UK sector in which they operate, the constraints and obligations that may apply as a result and how they are obliged to meet those obligations (K1)</p> <p>Explains the differing role of the payroll department to an organisation's operation within sectors including compliance with the laws of data protection and the right to confidentiality (K2)</p> <p>Outlines the importance of the 'customer' base within the organisation, such as, employees, clients etc within an organisation. (K3)</p>	N/A
Regulation, Compliance and Professional Development K31 B5	Describes the main taxation, Social Security, employment and pensions legislation as it applies at the workplace, including the obligation to comply and the consequences of non-compliance (K31, B5)	N/A
Team Working and Collaboration S8 S11 B4	<p>Describes how they escalate concerns relating to deadlines in a timely manner, suggesting solutions, taking ownership of problems through to resolution. (S8,B4)</p> <p>Describes how they develop and maintain strong working relationships with team colleagues, supporting and collaborating to achieve results, seeking advice when appropriate within parameters of the role (S11)</p>	Evaluates how they approach payroll administration problems to achieve timely and accurate payroll processing, collaborating with team colleagues (S8,S11,B4)

Ethics and Integrity S10 B1 B2 B6	Describes how they have built and maintained trust and sound relationships with stakeholders to deliver quality payroll services in line with ethical requirements of the payroll profession and environmental good practice to support business changes and challenges (S10, B1, B2, B6)	
Proactivity S2 S3	Describes how they have resolved different types of queries and complaints when presented, detailing where they have had to escalate issues (S2, S3)	Compares and contrasts how they have resolved different types of queries and complaints when presented detailing where they have had to escalate issues (S2,S3)

Project Report

Fail - does not meet pass criteria

THEME KSBS	PASS APPRENTICES MUST DEMONSTRATE ALL THE PASS DESCRIPTORS	DISTINCTION APPRENTICES MUST DEMONSTRATE ALL THE PASS DESCRIPTORS AND ALL OF THE DISTINCTION DESCRIPTORS
Payroll (Technical) K9 K23 K24 K25 K26 K28	<p>Demonstrates how they undertake the payroll treatment of worker type 'employee' and how this differs from other worker types for payroll tasks (K9)</p> <p>Demonstrates how they undertake assurance of new starter obligations for employees including the P45, the Starter Checklist and no or late P45/ Starter Checklist (K23)</p> <p>Demonstrates the employment law considerations that differentiate the employer's right to make deductions from pay that are statutory, contractual and voluntary (K24)</p> <p>Demonstrates how they process Statutory Sick Pay (SSP) and Statutory Maternity Pay (SMP) manual calculations, including the statutory leave entitlements (K25)</p> <p>Demonstrates how they undertake manual calculation of the following statutory deductions: Income Tax, calculated with reference to the Pay Adjustment and Taxable Pay Tables, National Insurance (not directors') calculated via the Exact Percentage Method on category letters A and H only, Pension contributions, as per workplace scheme rules and Student Loan deductions (K26)</p> <p>Demonstrates recognition of leaver obligations for employees in respect of the P45 and payments after leaving (K28)</p>	Evaluates the payroll function's actions when administering deductions that are statutory, contractual, and / or voluntary and their impact on net pay (K24)
Systems and Processes K36 S12	Describes approaches to the use of spreadsheets to complete payroll data analysis and communication of payroll information (K36)	Compares and contrasts alternative approaches to the use of software functionality and spreadsheets in

	Demonstrates how they use computerised payroll software and spreadsheet packages such as MS Excel (S12)	payroll administration tasks (K36, S12)
Planning and Prioritisation S6	Demonstrates how they adhere to deadlines and process schedules both internal and statutory, mitigating the impact on the business, employees and clients of deadlines not being met by reprioritising tasks when dealing with conflicting or changing demands (S6)	Evaluates how they provide customer service and adhere to deadlines, mitigating the impact on the business, employees and clients of deadlines not being met by reprioritising tasks when dealing with conflicting or changing demands (S6)
Analysis, Data and Professional Scepticism K30 K32 S1 B3	<p>Outlines the regulatory bodies that publish compliance guidance that applies to payroll processing, including His Majesty's Revenue and Customs (HMRC) and The Pensions Regulator (TPR) (K32)</p> <p>Demonstrates how they gather, analyse and process payroll data and information in compliance with statutory regulation, applying professional scepticism to identify and interpret payroll risks and problems (K30,S1, B3)</p>	Evaluates the organisation's approach to identifying and interpreting payroll risks and problems (S1,B3)
Uses Systems and Processes K29 K34 K35 S5 S13	<p>Describes and demonstrates the processes and obligations after the payroll run, including reconciliation of the payroll run, Real Time Information (RTI) submissions to His Majesty's Revenue and Customs (HMRC) and obligations to internal and external organisations such as accounts, audit, pension schemes etc (K29 S13)</p> <p>Describes workplace, payroll, HR, pension and accounting systems and processes and how these support the payroll function to deliver timely and accurate payroll processing (K34)</p>	N/A

	<p>Describes approaches to input and validation of data to output of payroll and accounting information using digital technology including at least one computerised payroll system (K35)</p> <p>Explains how they provide customer service using agreed systems and processes, taking ownership for work applying agreed processes for checking (S5)</p>	
<p>Produces Quality and Accurate Information K27 S4</p>	<p>Demonstrates how they undertake gross pay to net pay calculations including specified statutory payments and statutory deductions in line with service level agreements (K27, S4)</p>	<p>N/A</p>
<p>Communication and Engagement K4 K5 S7 S9 B7</p>	<p>Explains how the payroll department interacts with other functions within and outside the organisation, working within the parameters of the role including in respect of equity, diversity and inclusion. (K4, K5, B7)</p> <p>Describes how they select and use the appropriate communication media for each stakeholder for each situation, recognising the advantages and disadvantages of each (S7)</p> <p>Communicates and engages professionally, accurately and appropriately, respecting the</p>	<p>Evaluates how they select and use the appropriate communication media for each stakeholder for each situation (S7)</p> <p>Details how the principles of data protection and confidentiality are respected (S9)</p>

	principles of data protection and confidentiality (S9)	
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Knowledge Test - Underpinning Concepts

GRADE	MINIMUM MARKS REQUIRED	MAXIMUM MARKS REQUIRED
Fail	0	34
Pass	35	41
Distinction	42	50

Overall EPA grading

Performance in the EPA determines the apprenticeship grade of:

- fail
- pass
- merit
- distinction

An independent assessor must individually grade the: professional discussion underpinned by portfolio and project report in line with this EPA plan.

The EPAO must combine the individual assessment method grades to determine the overall EPA grade.

If the apprentice fails one or more assessment methods, they will be awarded an overall fail.

To achieve an overall pass, the apprentice must achieve at least a pass in all the assessment methods. To achieve an overall EPA 'merit,' the apprentice must achieve a pass in one assessment method and a distinction in each of the remaining assessment methods. To achieve an overall EPA 'distinction,' the apprentice must achieve a distinction in the Knowledge Test Professional Discussion and Project.

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

KNOWLEDGE TEST - UNDERPINNING CONCEPTS	PROFESSIONAL DISCUSSION UNDERPINNED BY PORTFOLIO	PROJECT REPORT	OVERALL GRADING
Fail	Any grade	Any grade	Fail
Any grade	Fail	Any grade	Fail
Any grade	Any grade	Fail	Fail
Pass	Pass	Pass	Pass
Pass	Distinction	Pass	Pass
Pass	Pass	Distinction	Pass
Distinction	Pass	Pass	Pass
Pass	Distinction	Distinction	Merit
Distinction	Distinction	Pass	Merit
Distinction	Pass	Distinction	Merit
Distinction	Distinction	Distinction	Distinction

Re-sits and re-takes

Apprentices who fail one or more EPA method(s) can take a re-sit or a re-take at the 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.

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

The employer and EPAO agree the timescale for a re-sit or re-take. A re-sit is typically taken within 1 months 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 2 months of the EPA outcome notification.

Failed EPA methods must be re-sat or re-taken within a 6-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 apprentices wishing to move from pass to a higher grade.

An apprentice will get a maximum EPA grade of distinction for a re-sit or re-take, unless the EPAO determines there are exceptional circumstances.

Roles and responsibilities

ROLES	RESPONSIBILITIES
Apprentice	<p>As a minimum, the apprentice should:</p> <ul style="list-style-type: none"> • participate in and complete on-programme training to meet the KSBs as outlined in the occupational standard for a minimum of 12 months • complete the required amount of off-the-job training specified by the apprenticeship funding rules and as arranged by the employer and training provider • understand the purpose and importance of EPA • meet the gateway requirements • undertake the EPA
Employer	<p>As a minimum, the apprentice's employer must:</p> <ul style="list-style-type: none"> • select the EPAO and training provider • 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 • arrange and support off-the-job training to be undertaken by the apprentice • decide when the apprentice is working at or above the occupational standard and is ready for EPA • ensure that supporting evidence required at the gateway is submitted in line with this EPA plan • liaise with the training provider and EPAO to ensure the EPA is booked in a timely manner <p>Post-gateway, the employer must:</p> <ul style="list-style-type: none"> • confirm arrangements with the EPAO for the EPA (who, when, where) in a timely manner (including providing access to any employer-specific documentation as required, for example company policies) • ensure that the EPA is scheduled with the EPAO for a date and time which allows the opportunity for the apprentice to be assessed against the KSBs • remain independent from the delivery of the EPA • 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 (as stated within this EPA plan) is in place

	<ul style="list-style-type: none"> • where the apprentice is assessed in the workplace, ensure that the apprentice has access to the resources used on a regular basis • pass the certificate to the apprentice upon receipt from the EPAO
EPAO	<p>As a minimum, the EPAO must:</p> <ul style="list-style-type: none"> • conform to the requirements of this EPA plan and deliver its requirements in a timely manner • conform to the requirements of the register of end-point assessment organisations (RoEPAO) • conform to the requirements of the external quality assurance provider (EQAP) for this apprenticeship • understand the occupational standard • make the EPA contractual arrangements, including agreeing the price of the EPA • develop and produce assessment materials as detailed for each assessment method in this EPA plan • appoint qualified and competent independent assessors in line with the requirements of this EPA plan to conduct assessments and oversee their working • appoint administrators (and invigilators where required) to administer the EPA • provide training for independent assessors in terms of good assessment practice, operating the assessment tools and grading • provide information, advice, guidance and documentation to enable apprentices, employers and training providers to prepare for the EPA • confirm all gateway requirements have been met as quickly as possible • arrange for the EPA to take place, in consultation with the employer • 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 • develop and provide assessment recording documentation to ensure a clear and auditable process is in place for providing assessment decisions and feedback to stakeholders

	<ul style="list-style-type: none"> • have no direct connection with the apprentice, their employer or training provider in all instances; there must be no conflict of interest • have policies and procedures for internal quality assurance (IQA), and maintain records of IQA activity and moderation for external quality assurance (EQA) purposes • deliver induction training for independent assessors, and for invigilators and markers (where used) • 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) • manage invigilation of the apprentice to maintain security of the assessment in line with the EPAO's malpractice policy • verify the identity of the apprentice • use language in the development and delivery of the EPA that is appropriate to the level of the occupational standard
Independent assessor	<p>As a minimum, an independent assessor must:</p> <ul style="list-style-type: none"> • 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 as detailed in the IQA section of this EPA plan • understand the occupational standard and the requirements of this EPA • have, maintain and be able to evidence, up-to-date knowledge and expertise of the occupation • deliver the end-point assessment in-line with this EPA plan • comply with the IQA requirements of the EPAO • have no direct connection or conflict of interest with the apprentice, their employer or training provider; in all instances; there must be no conflict of interest • attend induction training • attend standardisation events when they start working for the EPAO, before they conduct an EPA for the first time and a minimum of annually for this apprenticeship • assess each assessment method, as determined by the EPA plan • assess the KSBs assigned to each assessment method, as shown in the mapping of KSBs to assessment methods in this EPA plan

	<ul style="list-style-type: none"> • make the grading decisions • record and report assessment outcome decisions, for each apprentice, following instructions and using assessment recording documentation provided by the EPAO, in a timely manner • use language in the development and delivery of the EPA that is appropriate to the level of the occupational standard • mark open (constructed) test answers accurately according to the EPAO's mark scheme and procedures
Training provider	<p>As a minimum, the training provider must:</p> <ul style="list-style-type: none"> • work with the employer and support the apprentice during the off-the-job training to provide the opportunities to develop the KSBs as listed in the occupational standard • conduct training covering the KSBs agreed as part of the Commitment Statement or the Individual Learning Plan • monitor the apprentice's progress during any training provider led on-programme learning • advise the employer, upon request, on the apprentice's readiness for EPA • remain independent from the delivery of the EPA
Marker	<p>As a minimum, the marker must:</p> <ul style="list-style-type: none"> • attend induction training as directed by the EPAO • have no direct connection or conflict of interest with the apprentice, their employer or training provider in all instances • mark test answers in line with the EPAO's mark scheme and procedures
Invigilator	<p>As a minimum, the invigilator must:</p> <ul style="list-style-type: none"> • attend induction training as directed by the EPAO • have no direct connection or conflict of interest with the apprentice, their employer or training provider in all instances • invigilate and supervise apprentices during tests and in breaks during assessment methods to prevent malpractice in accordance with the EPAO's invigilation procedures

Reasonable adjustments

The EPAO must have reasonable adjustments arrangements for the EPA.

This should include:

- how an apprentice qualifies for reasonable adjustment
- what reasonable adjustments may be made

Adjustments must maintain the validity, reliability and integrity of the EPA as outlined in this EPA plan.

Internal quality assurance

Internal quality assurance refers to how EPAOs ensure valid, consistent and reliable EPA decisions. EPAOs must adhere to the requirements within the roles and responsibilities section and:

- have effective and rigorous quality assurance systems and procedures that ensure fair, reliable and consistent EPA regardless of employer, place, time or independent assessor
- appoint independent assessors who are competent to deliver the EPA and who:
 - have recent relevant experience of the occupation or sector to at least occupational level 5 gained in the last 5 years or significant experience of the occupation or sector
- operate induction training for anyone involved in the delivery and/or assessment of the EPA
- provide training for independent assessors in good assessment practice, operating the assessment tools and making grading decisions
- provide ongoing training for markers and invigilators
- provide standardisation activity for this apprenticeship standard for all independent assessors:
 - before they conduct an EPA for the first time
 - if the EPA is updated
 - periodically as appropriate (a minimum of annually)
- conduct effective moderation of EPA decisions and grades
- conduct appeals where required, according to the EPAO's appeals procedure, reviewing and making final decisions on EPA decisions and grades
- have no direct connection with the apprentice, their employer or training provider. In all instances, including when the EPAO is the training provider (for example a higher education institution)

Value for money

Affordability of the EPA will be aided by using at least some of the following:

- completing applicable assessment methods online (for example computer-based assessment)
- utilising digital remote platforms to conduct applicable assessment methods
- using the employer's premises
- conducting assessment methods on the same day

Professional recognition

Professional body recognition is not relevant to this occupational apprenticeship.

Mapping of KSBs to assessment methods

KNOWLEDGE	ASSESSMENT METHODS
<p>K1 How organisations operate including in terms of the UK sector in which they operate, the constraints and obligations that may apply as a result and how they are obliged to meet those obligations.</p>	Professional Discussion underpinned by portfolio
<p>K2 The differing role of the payroll department to an organisation's operation within sectors including compliance with the laws of data protection and the right to confidentiality.</p>	Professional Discussion underpinned by portfolio
<p>K3 The importance of the 'customer' base within an organisation, such as, employees, clients etc.</p>	Professional Discussion underpinned by portfolio
<p>K4 How the payroll department interacts with other functions within the organisation. Examples may include accounts, pensions, IT, audit and HR.</p>	Project Report
<p>K5 How the payroll department interacts with other functions external to the organisation. Examples may include His Majesty's Revenue and Customs (HMRC) and The Pensions Regulator (TPR).</p>	Project Report
<p>K6 The importance of legislation: including the Employment Rights Act 1996 and the Employment Rights (Northern Ireland) Order 1996 (Employment law), the Income Tax (Earnings and Pensions) Act 2003 ('Payroll law') and the Pensions Act 2008 and the Pensions (No. 2) Act (Northern Ireland) 2008 (Pension law specifically for workplace pensions / Auto-Enrolment).</p>	Knowledge Test - Underpinning Concepts
<p>K7 The impact of devolution on the payroll function, including the sharing of Income Tax regimes and the devolution of employment law.</p>	Knowledge Test - Underpinning Concepts
<p>K8 The different types of workers that may be dealt with by the payroll function and how the differences impact the payroll function, including an Apprentice, Deemed workers, Self-employed, Pensioners, Workers, Office-holders and Volunteers.</p>	Knowledge Test - Underpinning Concepts

<p>K9 The payroll treatment of worker type 'employee' and how this differs from other worker types for payroll tasks.</p>	Project Report
<p>K10 Types of pay and how these are derived, including Gross, Taxable, NI'able, Pensionable, pay for the Apprenticeship Levy and pay for Student Loan deductions.</p>	Knowledge Test - Underpinning Concepts
<p>K11 The purpose of the Full Payment Submission (FPS) and the Employer Payment Summary (EPS) in terms of payroll within the organisation and compliance with HMRC requirements.</p>	Knowledge Test - Underpinning Concepts
<p>K12 The principles of making payments to subcontractors under the Construction Industry Scheme (CIS) including the verification process, gross payments, payments net of the standard rate and payments net of the higher rate.</p>	Knowledge Test - Underpinning Concepts
<p>K13 The fundamental principles of Benefits-in-Kind, including payrolling, the interaction with Optional Remuneration Arrangements (OpRA) types A and B and year-end reporting obligations.</p>	Knowledge Test - Underpinning Concepts
<p>K14 The principles of Court Orders in the United Kingdom including how the payroll function processes these using software.</p>	Knowledge Test - Underpinning Concepts
<p>K15 Employer obligations for Gender Pay Gap Reporting under the Equality Act 2010, including which employers are required to report and the five Gender Pay Gap figures that must be reported, for example (1) the percentage of men and women in each hourly pay quarter and (2) mean (average) gender pay gap using hourly pay.</p>	Knowledge Test - Underpinning Concepts
<p>K16 The relevance of the State Pension for payroll, including the new State Pension (nSP) and basic State Pension (bSP) plus State Pension age reforms.</p>	Knowledge Test - Underpinning Concepts
<p>K17</p>	Knowledge Test - Underpinning Concepts

Awareness of Additional Voluntary Contributions (AVCs) for pensions.	
K18 The UK system of employee pensions tax relief, including Net Pay Arrangement schemes, Relief at Source schemes, the Annual Allowance and the Lifetime Allowance.	Knowledge Test - Underpinning Concepts
K19 The implications for payroll of pensioner payroll administration, including National Insurance Contributions.	Knowledge Test - Underpinning Concepts
K20 Workplace pensions and Auto-Enrolment, including the employer's role in pension provision, staging or duties start date, the qualifying pension scheme, self-certification, declaration and re-declaration of compliance, employer duties for different workers, qualifying earnings and the Automatic-Enrolment processes, deferral, opt ins, opt outs and cessations, monitoring worker status and re-enrolment, communication obligations.	Knowledge Test - Underpinning Concepts
K21 Statutory leave entitlements and any payments that may be due, including, but not restricted to ,Statutory Adoption Leave and Pay, Statutory Paternity Leave and Pay, Statutory Shared Parental Leave and Pay and Statutory Parental Bereavement Leave and Pay.	Knowledge Test - Underpinning Concepts
K22 Statutory deductions, including Income Tax principles (including tax code suffixes and prefixes, rates and bands plus cumulative and non-cumulative operation of PAYE), National Insurance Contributions (including directors') on all category letters and the Apprenticeship Levy.	Knowledge Test - Underpinning Concepts
K23 New starter obligations for employees including the P45, the Starter Checklist and no or late P45/ Starter Checklist.	Project Report
K24 The employment law considerations that differentiate the employer's right to make deductions from pay that are statutory, contractual and voluntary.	Project Report
K25	Project Report

<p>Statutory Sick Pay (SSP) and Statutory Maternity Pay (SMP), including the statutory leave entitlements and the manual calculation of any pay entitlement.</p>	
<p>K26 Manual calculation of the following statutory deductions: Income Tax, calculated with reference to the Pay Adjustment and Taxable Pay Tables, National Insurance (not directors') calculated via the Exact Percentage Method on category letters A and H only, Pension contributions, as per workplace scheme rules and Student Loan deductions.</p>	Project Report
<p>K27 Gross pay to net pay calculations including specified statutory payments and statutory deductions.</p>	Project Report
<p>K28 Leaver obligations for employees in respect of the P45 and payments after leaving.</p>	Project Report
<p>K29 Processes and obligations after the payroll run, including reconciliation of the payroll run, RTI submissions and obligations to internal and external organisations such as accounts, audit, pension schemes etc.</p>	Project Report
<p>K30 Approaches to the statutory regulation and compliance of payroll processing by organisations.</p>	Project Report
<p>K31 The main taxation, Social Security, employment and pensions legislation as it applies at the workplace, including the obligation to comply and the consequences of non-compliance.</p>	Professional Discussion underpinned by portfolio
<p>K32 The regulatory bodies that publish compliance guidance that applies to payroll processing, including His Majesty's Revenue and Customs (HMRC) and The Pensions Regulator (TPR).</p>	Project Report
<p>K33 The compliance and penalty regimes that apply to payroll processing, including Real Time Information (RTI) late filing and late reporting, late payment of PAYE liabilities, The Pension</p>	Knowledge Test - Underpinning Concepts

Regulator's 'Regulatory approach' regarding workplace pensions and underpayment of National Minimum Wage.	
K34 Workplace, payroll, HR, pension and accounting systems and processes and how these support the payroll function to deliver timely and accurate payroll processing.	Project Report
K35 Approaches to input and validation of data to output of payroll and accounting information using digital technology including at least one computerised payroll system.	Project Report
K36 Approaches to the use of spreadsheets to complete payroll data analysis and communication of payroll information.	Project Report

SKILL	ASSESSMENT METHODS
<p>S1 Gather, analyse and process payroll data and information.</p>	Project Report
<p>S2 Resolve different types of queries that may be presented from payroll customers such as employees, clients, management, explaining and documenting responses.</p>	Professional Discussion underpinned by portfolio
<p>S3 Deal with complaints, following processes and escalating complex situations.</p>	Professional Discussion underpinned by portfolio
<p>S4 Meet client or customer needs in line with service level agreements.</p>	Project Report
<p>S5 Provide customer service using agreed systems and processes, taking ownership for work applying agreed processes for checking.</p>	Project Report
<p>S6 Adhere to deadlines and process schedules both internal and statutory, mitigating the impact on the business, employees and clients of deadlines not being met by reprioritising tasks when dealing with conflicting or changing demands.</p>	Project Report
<p>S7 Select appropriate media for communication etc recognising the advantages and risks related to each method.</p>	Project Report
<p>S8 Escalate concerns relating to deadlines in a timely manner, suggesting solutions.</p>	Professional Discussion underpinned by portfolio
<p>S9 Use the appropriate communication media for each stakeholder for each situation. Examples may include 'phone, face-to-face, email and letters, communicating and engaging professionally, accurately and appropriately, respecting the principles of data protection and confidentiality.</p>	Project Report

<p>S10 Build and maintain trust and sound relationships with stakeholders to deliver quality payroll services.</p>	Professional Discussion underpinned by portfolio
<p>S11 Develop and maintain strong working relationships with team colleagues, supporting and collaborating to achieve results, seeking advice when appropriate within parameters of the role.</p>	Professional Discussion underpinned by portfolio
<p>S12 Use computerised payroll software and spreadsheet packages such as MS Excel.</p>	Project Report
<p>S13 Use systems and processes to support the payroll function. Examples may include the provision of accounting information and the Real Time Information submissions to His Majesty's Revenue and Customs (HMRC).</p>	Project Report

BEHAVIOUR	ASSESSMENT METHODS
<p>B1 Display honesty & integrity in actions and approach to the sector, organisation and profession. Respects the ethical principles of confidentiality.</p>	Professional Discussion underpinned by portfolio
<p>B2 React and actively respond to business changes and challenges, demonstrating flexibility, maintaining high standards and seeking clarity in instructions.</p>	Professional Discussion underpinned by portfolio
<p>B3 Takes a positive approach to testing information, applying professional scepticism to identify and interpret payroll risks and problems. Examples may include considering statutory and contractual obligations and testing data against the facts.</p>	Project Report
<p>B4 Take ownership of problems through to resolution, recognising own remit and escalating as necessary.</p>	Professional Discussion underpinned by portfolio
<p>B5 Take responsibility for continuous personal and professional development, displaying self-motivation to keep up-to-date with knowledge and skills relevant to the job role.</p>	Professional Discussion underpinned by portfolio
<p>B6 Recognise the scope for sustainable outcomes in their actions and approaches to the role, performing duties respecting environmental good practice (specific to both the occupation and those recognised externally). This may be, for example, prioritising practices that contribute to minimising or reversing climate change such as promoting the use of online payslips.</p>	Professional Discussion underpinned by portfolio
<p>B7 Work within the role parameters, understanding personal impact on other team members and the wider team including in respect of equity, diversity and inclusion.</p>	Project Report

Mapping of KSBs to grade themes

Professional Discussion underpinned by portfolio - Discussion

KSBS GROUPED BY THEME	KNOWLEDGE	SKILLS	BEHAVIOUR
Business and Customer Awareness K1 K2 K3	<p>how organisations operate including in terms of the UK sector in which they operate, the constraints and obligations that may apply as a result and how they are obliged to meet those obligations. (K1)</p> <p>the differing role of the payroll department to an organisation's operation within sectors including compliance with the laws of data protection and the right to confidentiality. (K2)</p> <p>the importance of the 'customer' base within an organisation, such as, employees, clients etc. (K3)</p>	N/A	N/A
Regulation, Compliance and Professional Development K31 B5	the main taxation, Social Security, employment and pensions legislation as it applies at the workplace, including the obligation to comply and the consequences of non-compliance. (K31)	N/A	Take responsibility for continuous personal and professional development, displaying self-motivation to keep up-to-date with knowledge and skills relevant to the job role. (B5)
Team Working and Collaboration	N/A	escalate concerns relating to deadlines in a timely manner,	Take ownership of problems through to resolution,

<p>S8 S11 B4</p>		<p>suggesting solutions. (S8)</p> <p>develop and maintain strong working relationships with team colleagues, supporting and collaborating to achieve results, seeking advice when appropriate within parameters of the role. (S11)</p>	<p>recognising own remit and escalating as necessary. (B4)</p>
<p>Ethics and Integrity</p> <p>S10 B1 B2 B6</p>	<p>N/A</p>	<p>Build and maintain trust and sound relationships with stakeholders to deliver quality payroll services. (S10)</p>	<p>Display honesty & integrity in actions and approach to the sector, organisation and profession. Respects the ethical principles of confidentiality. (B1)</p> <p>React and actively respond to business changes and challenges, demonstrating flexibility, maintaining high standards and seeking clarity in instructions. (B2)</p> <p>Recognise the scope for sustainable outcomes in their actions and approaches to the role, performing duties respecting environmental good practice (specific to both the occupation and those recognised externally). This may be, for example,</p>

			prioritising practices that contribute to minimising or reversing climate change such as promoting the use of online payslips. (B6)
Proactivity S2 S3	N/A	<p>resolve different types of queries that may be presented from payroll customers such as employees, clients, management, explaining and documenting responses. (S2)</p> <p>deal with complaints, following processes and escalating complex situations. (S3)</p>	N/A

Project Report - Project

KSBS GROUPED BY THEME	KNOWLEDGE	SKILLS	BEHAVIOUR
Payroll (Technical) K9 K23 K24 K25 K26 K28	<p>the payroll treatment of worker type 'employee' and how this differs from other worker types for payroll tasks. (K9)</p> <p>new starter obligations for employees including the P45, the Starter Checklist and no or late P45/ Starter Checklist. (K23)</p> <p>the employment law considerations that differentiate the employer's right to make deductions from pay that are statutory, contractual and voluntary. (K24)</p> <p>Statutory Sick Pay (SSP) and Statutory Maternity Pay (SMP), including the statutory leave entitlements and the manual calculation of any pay entitlement. (K25)</p> <p>manual calculation of the following statutory deductions: Income Tax, calculated with reference to the Pay Adjustment and Taxable Pay Tables, National Insurance (not directors') calculated via the Exact Percentage Method on category</p>	N/A	N/A

	<p>letters A and H only, Pension contributions, as per workplace scheme rules and Student Loan deductions. (K26)</p> <p>leaver obligations for employees in respect of the P45 and payments after leaving. (K28)</p>		
<p>Systems and Processes K36 S12</p>	<p>approaches to the use of spreadsheets to complete payroll data analysis and communication of payroll information. (K36)</p>	<p>use computerised payroll software and spreadsheet packages such as MS Excel. (S12)</p>	<p>N/A</p>
<p>Planning and Prioritisation S6</p>	<p>N/A</p>	<p>adhere to deadlines and process schedules both internal and statutory, mitigating the impact on the business, employees and clients of deadlines not being met by reprioritising tasks when dealing with conflicting or changing demands. (S6)</p>	<p>N/A</p>
<p>Analysis, Data and Professional Scepticism K30 K32 S1 B3</p>	<p>approaches to the statutory regulation and compliance of payroll processing by organisations. (K30)</p> <p>the regulatory bodies that publish compliance guidance that applies to payroll processing, including His</p>	<p>gather, analyse and process payroll data and information. (S1)</p>	<p>Takes a positive approach to testing information, applying professional scepticism to identify and interpret payroll risks and problems. Examples may include considering statutory and</p>

	Majesty's Revenue and Customs (HMRC) and The Pensions Regulator (TPR). (K32)		contractual obligations and testing data against the facts. (B3)
Uses Systems and Processes K29 K34 K35 S5 S13	<p>processes and obligations after the payroll run, including reconciliation of the payroll run, RTI submissions and obligations to internal and external organisations such as accounts, audit, pension schemes etc. (K29)</p> <p>workplace, payroll, HR, pension and accounting systems and processes and how these support the payroll function to deliver timely and accurate payroll processing. (K34)</p> <p>approaches to input and validation of data to output of payroll and accounting information using digital technology including at least one computerised payroll system. (K35)</p>	<p>provide customer service using agreed systems and processes, taking ownership for work applying agreed processes for checking. (S5)</p> <p>use systems and processes to support the payroll function. Examples may include the provision of accounting information and the Real Time Information submissions to His Majesty's Revenue and Customs (HMRC). (S13)</p>	N/A
Produces Quality and Accurate Information K27 S4	gross pay to net pay calculations including specified statutory payments and statutory deductions. (K27)	meet client or customer needs in line with service level agreements. (S4)	N/A

<p>Communication and Engagement K4 K5 S7 S9 B7</p>	<p>how the payroll department interacts with other functions within the organisation. Examples may include accounts, pensions, IT, audit and HR. (K4)</p> <p>how the payroll department interacts with other functions external to the organisation. Examples may include His Majesty's Revenue and Customs (HMRC) and The Pensions Regulator (TPR). (K5)</p>	<p>select appropriate media for communication etc recognising the advantages and risks related to each method. (S7)</p> <p>use the appropriate communication media for each stakeholder for each situation. Examples may include 'phone, face-to-face, email and letters, communicating and engaging professionally, accurately and appropriately, respecting the principles of data protection and confidentiality. (S9)</p>	<p>Work within the role parameters, understanding personal impact on other team members and the wider team including in respect of equity, diversity and inclusion. (B7)</p>
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Version log

Version	Change detail	Earliest start date	Latest start date	Latest end date
1.1	End-point assessment, standard and funding band revised.	17/03/2023	Not set	Not set
1.0	Approved for delivery	13/06/2018	16/03/2023	Not set

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