Key facts	
Title:	Advance Assessments Level 4 Improvement Practitioner End Point Assessment
Ofqual Qualification Number	610/1818/1
Applicable Apprenticeship Standard(s)	ST0192 Improvement Practitioner
RQF level:	4 (= first year of a Bachelors degree / HNC / BTEC Higher Nationals)
Qualification Objective	To enable learners to identify valuable opportunities and lead the delivery of change across organisational functions and processes through the delivery of improvement projects that are agreed with senior managers. Projects are likely to be limited in scope by a budget set at operational management level and a duration of less than one year.
Entry requirements:	Individual employers will set their own entry requirements. Please note the Gateway requirements when making this determination.
Programme duration and programme training requirements:	Minimum training duration 12 months, typically 14 months. Minimum of 20% off-the-job training.
Gateway requirements:	Learners must have attained UK RQF Level 2 qualifications in mathematics and English before entry to Gateway.
	The End Point Assessment can only start once the employer is satisfied that the apprentice is consistently working at or above the level set out in the standard and provides a signed declaration* confirming this to Advance Assessments.
	The apprentice must have completed a log that references evidence* for each KSB. The log will typically include 13 to 15 discrete items of evidence. An evidence item may be mapped to more than one attainment criterion.
	The apprentice must also complete a project portfolio to evidence completion of an improvement project(s). Projects must clearly demonstrate delivery of a business improvement benefit; be completed in the employer's workplace; address substantive

	business problems; and follow each step of a recognised improvement methodology. The employer must submit a 'signed statement'* from an apprentice's line manager to confirm authenticity and business benefit of project(s) completed.
EPA duration, following Gateway	Maximum two months.
Link to IfATE Occupational map	Occupational progression map for Improvement practitioner (instituteforapprenticeships.org)
Grades available	Fail/Pass/Merit/Distinction
Assessment methods	Multiple Choice Examination (**MCE**). Project Report, Presentation and Questioning (**REP_Q&A**). Professional Discussion, underpinned by Log (**PROF_DISC**).
Link to IfATE apprenticeship specification	Improvement practitioner / Institute for Apprenticeships and Technical Education

*Blank forms to fulfil each of these requirements are included on the Advance Assessments EPA platform, available to registered apprentices and training providers.
Contact support@advanceassessments.co.uk to register your learners, gain access to the apprentice support materials and equip each learner with a personal upload area.

Definitions:

Gateway refers to the requirements that need to be met in order for an employer to put forward an apprentice for EPA. This ensures that all apprentices have completed the mandatory aspects of the occupational standard and any work that underpins specified assessment methods, and that employers believe an apprentice is occupationally competent at the point they enter Gateway.

KSB (Knowledge, Skills and Behaviours) The Knowledge, Skills and Behaviours required to be competent in the duties described in the occupational standard published by IfATE.

IfATE is the Institute for Apprenticeships and Technical Education is an employer led organisation that supports technical education and apprenticeships in the United Kingdom, through qualifications. It is funded by the Department for Education.

IfATE Occupational Map is the diagram that delineates occupations and the expected qualification achievements along occupational routes in the UK. It is available on the IfATE website.

UK RQF is the UK Regulated Qualifications Framework that defines the levels of different qualifications in the UK.

Assessment methods (3)

1. **Multiple Choice Examination (MCE)**
   The multiple-choice examination consists of 40 objective answer questions and is time-limited to 40 minutes. It is available on the Advance Assessments online platform. Each question presents the candidate with four options (a) – (d). There is one correct answer and three distractors in each question. Candidates may only select one answer.

   Each correct answer gives a score of one mark. All other responses, including non-completion, score zero marks. This gives a total possible score of 40.

   Candidates may access their training materials or reference books during the examination, but may not access any online materials

   Multiple-choice examinations will be invigilated by Advance Assessments appointed invigilators. Invigilators will confirm the identity of the candidate before the examination starts.

2. **Project Report Presentation and Questioning**
   Apprentices are required to deliver a presentation to an Advance Assessments assessor in order to assess the apprentice's competence and excellence in the KSB requirements assigned to this assessment method.
   The presentation audience must include one employer representative. The employer must not amplify or clarify points made by the apprentice.

   The project report presentation will have a duration of 30-40 minutes and will be followed by 25-25 minutes of questioning from the assessor. This gives a maximum duration of 75 minutes.

3. **Professional discussion underpinned by Log**
   Apprentices are required to complete a professional discussion with an assessor in order to assess the apprentice's competence and excellence in the KSB requirements assigned to this assessment method.

   The professional discussion audience must include one employer representative. The employer must not amplify or clarify points made by the apprentice.

   The professional discussion will have a duration of 50-60 minutes.
   Typically, the assessor will ask 13 to 15 open questions in the assessment.

| Assessment Criterion (KSB) | Attainment criteria. The learner is able to: | | | Assessment Method |
	PASS	MERIT	DISTINCTION	
Knowledge statements				
K1. Compliance Graded by examination only	• Identify and interpret fundamental UK Health and Safety legislation for organisations • Identify and interpret systems that manage the safety and legislative compliance of an organisation • Identify and interpret UK legislation applicable to quality and customer compliance			MCE
K2. Team formation and Leadership Maximum grade attainable: Pass	**REP_Q&A** • Describe the principles of team formation, leadership and management in specific work cultures and contexts **PROF_DISC** • Identify decision making techniques in a project team environment			REP_Q&A AND PROF_DISC
K3. Project Management Graded by examination only	• Describe the business case for an improvement project • Describe the requirements of a project charter			MCE

	• Describe the use of toll-gate reviews, Work Breakdown Structures and Earned Value Analyses in project management • Describe the use of pilot studies and project reviews in project management • Describe and interpret project risk analysis techniques			
K4. Presenting and Reporting Maximum grade attainable: Pass	• Describe how to present data in a concise manner • Describe how to use standard reporting templates • Describe how to make a case for change			REP_Q&A
K5. Change Management Graded by examination only	• Describe how to identify project stakeholders and manage their relative influence and power in a change environment • Describe recognised management tools to illustrate team member interaction with a change project • Describe and explain how to manage individual and team reactions to change			MCE
K6. Principles and Methods Graded by examination only	• Outline the characteristics and applications of recognised process improvement methodologies			MCE

	• Identify ways to define process problems using structured approaches • Describe the benefits of recognised improvement methodologies			
K7. Project Selection and Scope Graded by examination only	• Describe recognised methods to select and scope an improvement project • Explain the application of the Y=f(x) equation in improvement projects			MCE
K8. Problem definition Graded by examination only	• Identify ways to define process problems using structured approaches • Distinguish the voice of the customer, voice of the business and voice of the process			MCE
K9. Process mapping and analysis Graded by examination only	• Describe how to visualise the activities, resources and ownership of work processes • Interpret visual representations of processes in terms of value to the customer and potentially wasteful activities and resources • Describe and calculate quantitative measures to illustrate process performance			MCE
K10. Data Analysis - basic tools Graded by examination only	• Identify continuous and discrete data sets			MCE

	• Recognize characteristics and applications of nominal, ordinal, interval and ratio data • Describe the use of spreadsheets in basic statistical analysis			
K11. Measurement systems Graded by examination only	• Explain and apply gauge repeatability and reproducibility principles • Define resolution of a measurement system • Describe appropriate levels and approaches to measurement systems analysis for specific applications • Describe approaches for the determination of both the capability and the stability of a measurement system • Interpret the results of a measurement systems analysis study			MCE
K12. Basic Statistics and measures Graded by examination only	• Describe sampling principles for quantitative datasets • Describe and visualise continuous quantitative data in terms of distribution characteristics • Describe how longitudinal data may be visualised and interpreted, including control charts			MCE

K13. Data analysis - statistical methods Graded by examination only	• Describe measures of the central tendency and spread of a dataset • Describe the use of control charts • Interpret control charts to determine process stability			MCE
K.14 Process capability and performance Graded by examination only	• Define process capability and describe its application in process improvement • Calculate process capability			MCE
K15. Root cause analysis Graded by examination only	• Describe appropriate techniques for root cause analysis to investigate specific process problems • Identify graphical methods of illustrating relationships between causes and effects			MCE
K16. Experimentation Graded by examination only	• Explain the applications of active and passive analytics in terms of validity and reliability • Describe input and output factors in the context of experiment design • Describe the use of levels in experiment design • Identify appropriate statistical tests to confirm or reject hypotheses			MCE
K17. Identification and prioritisation Graded by examination only	• Describe methods of prioritising improvement projects • Identify and analyse failure modes and effects			MCE
Skills statements				

S1. Compliance Maximum grade attainable: Pass	• Work in accordance with organisational management systems and statutory legislation			REP_Q&A
S2. Communication Maximum grade attainable: Pass	• Show how they have influenced others • Show how they have used effective questioning techniques • Show how they planned and delivered meetings to engage audiences • Demonstrate clarity in spoken and written communication			PROF_DISC
S3. Coaching Maximum grade attainable: Pass	• Show how they observed, listened and used questioning to formulate feedback and identify learning opportunities			REP_Q&A
S4. Project management Maximum grade attainable: Pass	• Defined and develop an improvement project scope • Plan an improvement project using recognised tools • Monitor and review an improvement project using recognised tools			REP_Q&A OR PROF_DISC
S5. Change management Maximum grade attainable: Pass	• Show how they developed a compelling narrative for change • Show how they managed any resistance to change • Demonstrate how they gained sponsorship for a change project within their organisation			REP_Q&A OR PROF_DISC

	• Show how they assessed the impact of a change project			
S6. Principles and Methods Maximum grade attainable: Pass	• Follow a planned, structured and documented approach to improvement			REP_Q&A
S7. Project Selection and Scoping Maximum grade attainable: Merit	• Show how they identified an improvement opportunity • Demonstrate how the scope of an improvement project has been determined and its objectives set	• Explain how outputs from the identification of opportunities and scope writing activities have been used to inform next steps, plans and actions for an improvement project		REP_Q&A
S8. Problem Definition Maximum grade attainable: Merit	• Show how they supported the development of a problem/opportunity statement for an improvement project, for example in a project charter	• Explain how the development of a problem or opportunity statement has been used to inform next steps, plans and actions in an improvement project		REP_Q&A
S9. Voice of the Customer Maximum grade attainable: Merit	• Show how they identified and described the voice of the customer, the voice of the business and the voice of the process in an improvement project	• Explain how describing the customer, business and process voices has been used to inform the		REP_Q&A

		development of their improvement plan		
S10. Process Mapping and Analysis Maximum grade attainable: Merit	• Map a process and interpret their process map in terms of value to the customer and potentially wasteful activities and resources • Demonstrate how future state improvements were identified	• Explain how process maps and consideration of the desired future state have been used to plan improvement actions		REP_Q&A
S11. Lean Tools Maximum grade attainable: Merit	• Show how they identified in-process waste • Use a range of lean tools	• Explain how the identification of in-process waste and the use of lean tools has been used to plan improvement actions		REP_Q&A
S1.2 Measurement systems Maximum grade attainable: Merit	• Demonstrate the use of a measurement systems study	• Explain how data from a measurement systems analysis can be used to influence an improvement plan		REP_Q&A
S13. Data Acquisition for Analysis Maximum grade attainable: Merit	• Develop a sampling strategy and document a data collection plan	• Explain how data collected can be used to make decisions about improvement actions		REP_Q&A
S14. Basic Statistics and Measures Maximum grade attainable: Merit	• Use graphical analysis to show data distribution and stability	• Explain how data presented graphically can be used to support		REP_Q&A

		improvement action decision making		
S15. Data Analysis – Statistical Methods Maximum grade attainable: Merit	• Demonstrate the identification of data types and the use of analysis methods and tools • Assess the stability of time-series data, for example control charts, and analyse this, making relevant observations	• Explain how different types of data can be used to illustrate stability, variation and manage improvement actions		REP_Q&A
S16. Process capability and performance Maximum grade attainable: Merit	• Analyse a process for capability, and describe the metrics used	• Explain how analysis of process capability can be used to inform process improvement decisions		REP_Q&A
S17. Root Cause Analysis Maximum grade attainable: Merit	• Deploy appropriate techniques for root cause analysis to investigate specific process problems	• Explain how root cause analysis can be used to develop hypotheses about effective improvement activities		REP_Q&A
S18. Experimentation and Optimisation Maximum grade attainable: Merit	• Plan experiments with clear objectives and appropriate levels of Measurement Systems Analysis • Make an analysis of experimental data • Identify optimal process choices	• Explain how data from experiments can be analysed to indicate changes that can optimise processes		REP_Q&A OR PROF_DISC
S19. Identification & Prioritisation Maximum grade attainable: Merit	• Demonstrate how improvement actions, including factors, ideas and	• Explain how outputs from improvement tools, measures and		REP_Q&A

	solutions can be identified and prioritised	activities have been used to inform next steps and future plans and actions		
S20. Data Analysis – SPC Maximum grade attainable: Merit	• Demonstrate the selection and application of appropriate tools for monitoring and control • Analyse and interpret control charts	• Explain how data can be used to monitor and control processes, for example from control charts		REP_Q&A
S21. Benchmarking Maximum grade attainable: Pass	• Conduct benchmarking of work environments and peer organisations to set appropriate targets for sustainable organisational performance			PROF_DISC
S22. Sustainability & Control Maximum grade attainable: Merit	• Show how a project has delivered a business benefit for their employer • Identify failure modes and embed learning from improvements	• Explain how structured improvement plans can deliver improvement across a business		REP_Q&A
Behaviour statements				
B1. Drive for results Maximum grade attainable: Distinction	**PROF_DISC FOCUS** • Demonstrate a continuous drive for change	**REP_Q&A FOCUS** • Demonstrate that they have identified and taken the opportunity to share and/or replicate the improvements made in one area/system	**REP_Q&A FOCUS** • Demonstrate that they have identified and taken the opportunity to share and/or replicate the improvements made in one area/system to	REP_Q&A AND PROF_DISC

		to another where there are differences in the solutions/controls required to deliver successful outcomes **PROF_DISC FOCUS** • Demonstrate that they have identified opportunities for cross-functional improvement	another where there are differences in baseline metrics **PROF_DISC FOCUS** • Demonstrate that they have taken the opportunity to prepare and/or deliver training to upskill colleagues	
B2. Team-working Maximum grade attainable: Pass	• Demonstrate awareness of own and others' working styles			PROF_DISC
B3. Professionalism Maximum grade attainable: Pass	• Promote a moral, legal and socially appropriate working manner • Align behaviours to organisational values • Act flexibly, according to the needs of the project			PROF_DISC
B4. Continuous Development Maximum grade attainable: Distinction	• Show how they have proactively sought and acted on feedback • Reflect on performance and demonstrate a desire for development • Adapt quickly to working with new situations/stakeholders/challenges	**PROF_DISC FOCUS** • Demonstrate that they have supported the delivery of business-wide improvement projects led by Improvement Experts	**REP_Q&A FOCUS** • Demonstrate that they have sought opportunities to apply Lean, Six Sigma, Project and Change Management tools in daily life	REP_Q&A AND PROF_DISC

	PROF_DISC FOCUS • Critically evaluate their improvement journey and identify recommendations for improvement/change (e.g. "If I were to do this again I would…")		**PROF_DISC FOCUS** • Demonstrate that they have sought opportunities to involve others in building a Continuous Improvement culture	
B5. Safe Working Maximum grade attainable: Pass	• Demonstrate how they have ensured the safety of self and others • Speak out to challenge safety issues			PROF_DISC

Overall grade calculation

Assessment methods make the following contributions to the overall grade:

Multiple Choice Examination	Project Report, Presentation and Questioning	Professional Discussion, underpinned by log
MCE	**REP_Q&A**	**PROF_DISC**
10%	60%	30%

Every method of assessment must achieve a PASS grade in order to pass the EPA overall.

Each criterion, in each grading category, must reach the required level to achieve an overall PASS / MERIT / DISTINCTION for an assessment method.

Grading for Multiple Choice Examination

A 40-question examination with 1 mark awarded for each question correctly answered.
Examination time-limited to 40 minutes. The examination is online and is auto-marked.
A score of less than 25 is graded as a FAIL.

Examination grading

Multiple Choice Examination (maximum obtainable = 40 marks)		
Pass Grade	Merit Grade	Distinction Grade
25 to 29 marks	30 to 35 marks	36 marks

Document Revision History

Following improvement identifications and review with colleagues, the Assessment Manager is responsible for revisions of this policy/procedure and completion of the table below, before issue of the amended policy/procedure.

Date (most recent first)	Revision(s)	Reason for revision(s)	New Version Number	Approved by (Initial)
07-11-2023	REP_Q&A FOCUS, PROF_DISC FOCUS headings moved to top of relevant Assessment Criteria in K2, B1, B4 boxes	Consistency	2023/02	GM